

# TE RANGA SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2022

#### School Directory

<b>Ministry Number:</b>	2019
<b>Principal:</b>	Brendan Wilson
<b>School Address:</b>	1492 Te Matai Road, R D 8, Te puke
<b>School Postal Address:</b>	1492 Te Matai Road, R D 8, Te puke
<b>School Phone:</b>	07-573 8032
<b>School Email:</b>	<a href="mailto:office@teranga.school.nz">office@teranga.school.nz</a>

#### Members of the Board

Position	Name	How Position Gained	Term Expired/ Expires
Presiding Member	Jared Lee	elected	Sep-25
Principal ex Officio	Brendan Wilson	of right	ongoing
Parent Representative	David Pugh	elected	Sep-25
Parent Representative	Brendon Grylls	elected	Sep-25
Parent Representative	Fee Edwards	elected	Sep-25
Parent Representative	Liz Andrew	elected	Sep-25
Parent Representative	Nafi Lutui	elected	Sep-25
Staff Representative	Mandy Gillam	elected	Sep-25

#### Left Office

Tony Tamatea  
Bridie Holland

**Accountant / Service Provider:** Davidson Dickson Ltd

# TE RANGA SCHOOL

Annual Report - For the year ended 31 December 2022

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# Te Ranga School

## Statement of Responsibility

For the year ended 31 December 2022

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 2022 fairly reflects the financial position and operations of the school.

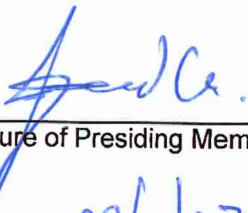
The School's 2022 financial statements are authorised for issue by the Board.

Tared Lee

Full Name of Presiding Member

Aimee Kennedy

Full Name of Principal



Signature of Presiding Member



Signature of Principal

28/11/23

Date:

23/11/2023

Date:

# Te Ranga School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>				
Government Grants	2	1,389,414	1,305,016	1,318,683
Locally Raised Funds	3	132,030	111,201	110,699
Interest Income		1,258	500	558
Gain on Sale of Property, Plant and Equipment		250		
Other Revenue		2,794	-	2,318
<b>Total Revenue</b>		<b>1,525,746</b>	<b>1,416,717</b>	<b>1,432,258</b>
<b>Expenses</b>				
Locally Raised Funds	3	63,200	43,230	49,788
Learning Resources	4	1,017,880	942,742	976,961
Administration	5	113,026	89,380	105,139
Property	6	301,175	311,033	292,518
Other Expenses	7	25,074	40,000	22,266
Loss on Disposal of Property, Plant and Equipment		-	-	-
		<b>1,520,355</b>	<b>1,426,385</b>	<b>1,446,672</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>5,391</b>	<b>(9,668)</b>	<b>(14,414)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>5,391</b>	<b>(9,668)</b>	<b>(14,414)</b>

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

# Te Ranga School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>		215,404	215,404	205,397
Total comprehensive revenue and expense for the year		5,391	(9,668)	(14,414)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		(8,696)	-	24,421
<b>Equity at 31 December</b>		212,099	205,736	215,404
Accumulated comprehensive revenue and expense Reserves		212,099	205,736	215,404
<b>Equity at 31 December</b>		212,099	205,736	215,404

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.

# Te Ranga School

## Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	183,194	122,283	30,714
Accounts Receivable	9	85,040	60,000	65,181
GST Receivable		2,936	-	7,557
Prepayments		6,728	-	6,792
Inventories	10	6,693	5,000	8,449
Investments	11	-	-	65,404
Funds Receivable for Capital Works Projects	17	7,643	-	15,143
		292,234	187,283	199,240
<b>Current Liabilities</b>				
Accounts Payable	13	100,577	84,000	72,244
Revenue Received in Advance	14	41,050	-	8,082
Provision for Cyclical Maintenance	15	10,000	28,898	9,633
Finance Lease Liability	16	3,157	3,287	3,287
Funds held for Capital Works Projects	17	32,453	-	24,653
		187,237	116,185	117,899
<b>Working Capital Surplus/(Deficit)</b>		104,997	71,098	81,341
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	180,483	204,319	203,744
		180,483	204,319	203,744
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	71,460	65,986	65,986
Finance Lease Liability	16	1,921	3,695	3,695
		73,381	69,681	69,681
<b>Net Assets</b>		212,099	205,736	215,404
<b>Equity</b>		212,099	205,736	215,404

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

# Te Ranga School

## Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		390,809	573,656	338,259
Locally Raised Funds		146,469	111,200	107,559
Goods and Services Tax (net)		4,623	-	891
Payments to Employees		(188,907)	(177,046)	(198,784)
Payments to Suppliers		(255,348)	(188,690)	(308,577)
Interest Received		4,801	500	558
Net cash from/(to) Operating Activities		102,447	319,620	(60,094)
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(18,325)	(204,319)	(25,662)
Proceeds from Sale of Investments		65,404	-	
Net cash from/(to) Investing Activities		47,079	(204,319)	(25,662)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		(8,696)	-	-
Finance Lease Payments		(3,650)	6,982	(4,087)
Funds Administered on Behalf of Third Parties		15,300	-	24,648
Net cash from/(to) Financing Activities		2,954	6,982	20,561
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>152,480</b>	<b>122,283</b>	<b>(65,195)</b>
Cash and cash equivalents at the beginning of the year	8	30,714	-	95,909
<b>Cash and cash equivalents at the end of the year</b>	8	<b>183,194</b>	<b>122,283</b>	<b>30,714</b>

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.

# Te Ranga School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Te Ranga 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 statements have been prepared for the period 1 January 2022 to 31 December 2022 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 expense 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 best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

###### *Useful lives of property, plant and equipment*

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



### ***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. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. 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. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 22b.

#### ***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.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly 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. Grants for the use of land and buildings 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 where conditions exist***

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 recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

#### ***Interest Revenue***

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

### **d) Operating Lease Payments**

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

### **e) 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.

#### **f) 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.

#### **g) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for expected 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.

#### **h) Inventories**

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

#### **i) 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.

#### **j) 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 (funded by the Board) to buildings owned by the Crown or directly by the board 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	10–75 years
Board Owned Buildings	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

#### **j) 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. If such indication exists, the School estimates the asset's recoverable service amount. 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.

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

#### **k) 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.

#### **l) 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.

##### *Long-term employee entitlements*

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

#### **m) Revenue Received in Advance**

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

#### **n) Funds held for Capital works**

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Revenue and Expense.

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

#### **o) 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 the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The schools carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

**p) 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 initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

**q) 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.

**r) Budget Figures**

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

**s) 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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Government Grants - Ministry of Education	393,176	358,252	371,919
Teachers' Salaries Grants	820,609	762,542	762,542
Use of Land and Buildings Grants	175,629	184,222	184,222
	<u>1,389,414</u>	<u>1,305,016</u>	<u>1,318,683</u>

The school has opted in to the donations scheme for this year. Total amount received was \$22,800.

## 3. Locally Raised Funds

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
<b>Revenue</b>			
Donations & Bequests	18,842	27,501	28,011
Fees for Extra Curricular Activities	8,634	13,200	9,680
Trading	7,196	10,000	9,543
Fundraising & Community Grants	52,989	30,500	37,148
Other Revenue	44,369	30,000	26,317
	<u>132,030</u>	<u>111,201</u>	<u>110,699</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	48,857	26,480	27,008
Trading	9,567	11,750	10,752
Fundraising and Community Grant Costs	4,776	5,000	12,028
	<u>63,200</u>	<u>43,230</u>	<u>49,788</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>68,830</u>	<u>67,971</u>	<u>60,911</u>

## 4. Learning Resources

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Curricular	39,252	46,300	39,033
Information and Communication Technology	18,311	29,400	14,311
Library Resources	795	1,500	386
Employee Benefits - Salaries	909,572	857,542	874,273
Staff Development	4,183	8,000	5,131
Depreciation	45,767	-	43,827
	<u>1,017,880</u>	<u>942,742</u>	<u>976,961</u>

## 5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	4,925	6,000	5,785
Board Fees	3,175	4,000	3,920
Board Expenses	4,967	500	161
Communication	3,053	2,830	3,009
Consumables	7,669	11,500	11,075
Operating Lease	7,322	9,000	8,868
Other	7,023	1,050	5,239
Employee Benefits - Salaries	60,904	42,000	55,115
Insurance	7,703	8,000	7,826
Service Providers, Contractors and Consultancy	6,285	4,500	4,141
	113,026	89,380	105,139

## 6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	4,345	4,000	3,729
Consultancy and Contract Services	-	-	190
Cyclical Maintenance Provision	5,841	19,265	19,265
Grounds	1,452	2,000	1,603
Heat, Light and Water	10,246	20,500	11,786
Repairs and Maintenance	45,210	24,500	15,633
Use of Land and Buildings	175,629	184,222	184,222
Security	1,338	2,500	2,044
Employee Benefits - Salaries	57,114	54,046	54,046
	301,175	311,033	292,518

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. Other Expenses

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Transport	25,074	40,000	22,266
	25,074	40,000	22,266

## 8. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
ASB Main account	111,433	122,283	27,276
ASB 01 - House	26,933	-	563
ASB Saver	642	-	639
Debit card	3,718	-	2,235
ASB on call - FOTR	40,468	-	1
Cash and cash equivalents for Statement of Cash Flows	<u>183,194</u>	<u>122,283</u>	<u>30,714</u>

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

Of the \$183,194 Cash and Cash Equivalents, \$32,453 is held by the School on behalf of the Ministry of Education. These funds have been provided by 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 2023 on Crown owned school buildings.

## 9. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	24,444	-	3,118
Interest Receivable	59	-	3,602
Teacher Salaries Grant Receivable	60,537	60,000	58,461
	<u>85,040</u>	<u>60,000</u>	<u>65,181</u>
Receivables from Exchange Transactions	24,503	-	6,720
Receivables from Non-Exchange Transactions	60,537	60,000	58,461
	<u>85,040</u>	<u>60,000</u>	<u>65,181</u>

## 10. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	790	-	1,605
School Uniforms	5,903	5,000	6,844
	<u>6,693</u>	<u>5,000</u>	<u>8,449</u>

## 11. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset Short-term Bank Deposits	-	-	65,404
Total Investments	<u>-</u>	<u>-</u>	<u>65,404</u>

## 12. Property, Plant and Equipment

	Opening Balance	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Buildings	83,594	-	(11,750)		(10,952)	60,892
Furniture and Equipment	57,713	14,851	-		(12,079)	60,485
Information and Communication Technology	32,175	16,916	-		(15,703)	33,388
Motor Vehicles	19,705	-	-		(3,222)	16,483
Leased Assets	6,765	1,746	-		(3,348)	5,163
Library Resources	3,791	744	-		(463)	4,072
<b>Balance at 31 December 2022</b>	<b>203,743</b>	<b>34,257</b>	<b>(11,750)</b>	<b>-</b>	<b>(45,767)</b>	<b>180,483</b>

### Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	230,206	(169,314)	60,892	242,206	(158,612)	83,594
Furniture and Equipment	272,233	(211,748)	60,485	257,381	(199,668)	57,713
Information and Communication T	173,842	(140,454)	33,388	156,927	(124,751)	32,176
Motor Vehicles	68,818	(52,335)	16,483	68,818	(49,113)	19,705
Leased Assets	23,468	(18,305)	5,163	21,722	(14,957)	6,765
Library Resources	13,464	(9,392)	4,072	12,721	(8,930)	3,791
<b>Balance at 31 December</b>	<b>782,031</b>	<b>(601,548)</b>	<b>180,483</b>	<b>759,775</b>	<b>(556,031)</b>	<b>203,744</b>

## 13. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	15,074	5,000	4,573
Accruals	4,672	5,000	6,990
Banking Staffing Overuse	5,684	-	-
Employee Entitlements - Salaries	71,209	70,000	60,681
Employee Entitlements - Leave Accrual	3,938	4,000	-
	<b>100,577</b>	<b>84,000</b>	<b>72,244</b>
Payables for Exchange Transactions	100,577	84,000	72,244
	<b>100,577</b>	<b>84,000</b>	<b>72,244</b>

The carrying value of payables approximates their fair value.



**14. Revenue Received in Advance**

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Other revenue in Advance	41,050	-	8,082
	41,050	-	8,082

**15. Provision for Cyclical Maintenance**

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	75,619	75,619	56,354
Increase to the Provision During the Year	5,841	19,265	19,265
Provision at the End of the Year	81,460	94,884	75,619
Cyclical Maintenance - Current	10,000	28,898	9,633
Cyclical Maintenance - Non current	71,460	65,986	65,986
	81,460	94,884	75,619

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on quotes that the school has obtained.

**16. Finance Lease Liability**

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
No Later than One Year	2,848		3,287
Later than One Year and no Later than Five Years	1,805		3,695
Future Finance Charges	425		
	5,078	-	6,982
<b>Represented by</b>			
Finance lease liability - Current	3,157		3,287
Finance lease liability - Non current	1,921		3,695
	5,078	-	6,982

## 17. 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. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 8.

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
5ya - Block K Project 203672	24,653		7,800		32,453
Turf works - project 224673	(15,143)	43,879	(28,736)		-
Flooring Project 234872	-	16,930	(16,930)		-
Canopy Project	-	-	(7,643)		(7,643)
<b>Totals</b>	<b>9,510</b>	<b>60,809</b>	<b>(45,509)</b>	<b>-</b>	<b>24,810</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	32,453
Funds Receivable from the Ministry of Education	(7,643)

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
5ya - Block K Project 203672	24,653	-	-	-	24,653
Turf works - Project 224673	-	-	(15,143)	-	(15,143)
<b>Totals</b>	<b>24,653</b>	<b>-</b>	<b>(15,143)</b>	<b>-</b>	<b>9,510</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	24,653
Funds Receivable from the Ministry of Education	(15,143)

## 18. Related Party Transactions

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

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

## 19. Remuneration

### *Key management personnel compensation*

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

	<b>2022 Actual \$</b>	<b>2021 Actual \$</b>
<i>Board Members</i> Remuneration	3,175	3,920
<i>Leadership Team</i> Remuneration Full-time equivalent members	327,430 3	440,525 4
<b>Total key management personnel remuneration</b>	<b>330,605</b>	<b>444,445</b>

There are 7 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member 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:

	<b>2022 Actual \$000</b>	<b>2021 Actual \$000</b>
<b>Salaries and Other Short-term Employee Benefits:</b>		
Salary and Other Payments	130-140	130 - 140
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

### *Other Employees*

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

<b>Remuneration \$000</b>	<b>2022 FTE Number</b>	<b>2021 FTE Number</b>
100 - 110	1.00	1.00
	<b>1.00</b>	<b>1.00</b>

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

## 20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be 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:

	2022 Actual	2021 Actual
Total	-	-
Number of People	-	-

## 21. Contingencies

There are no contingent liabilities ( and no contingent assets (except as noted below)as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: 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 2022, a contingent liability for the school may exist.

## 22. Commitments

### (a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

(a) \$71,956 contract for K Block in 2022, which will be fully funded by the Ministry of Education. \$70,495 has been received of which \$38,042 has been spent on the project to date; and

(Capital commitments at 31 December 2021: \$114,374)

### (b) Operating Commitments

As at 31 December 2022 the Board had not entered into the any contracts:

(2021: Nil)

### 23. Financial Instruments

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

#### Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	183,194	122,283	30,714
Receivables	85,040	60,000	65,181
Investments - Term Deposits	-	-	65,404
Total Financial assets measured at amortised cost	<u>268,234</u>	<u>182,283</u>	<u>161,299</u>

#### Financial liabilities measured at amortised cost

Payables	100,577	84,000	72,244
Finance Leases	5,078	6,982	6,982
Total Financial Liabilities Measured at Amortised Cost	<u>105,655</u>	<u>90,982</u>	<u>79,226</u>

### 24. Events After Balance Date

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

### 25. Comparatives

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

### 26. Breach of Legislation

The Board did not comply with sections 135(1) and 137( 1) of the Education and Training Act 2020 which required the Board to submit their draft financial statements to the Auditor-General by 31 March 2023 and their audited financial statements to the Ministry of Education by the 31 May 2023.

# Statement of Variance Reporting

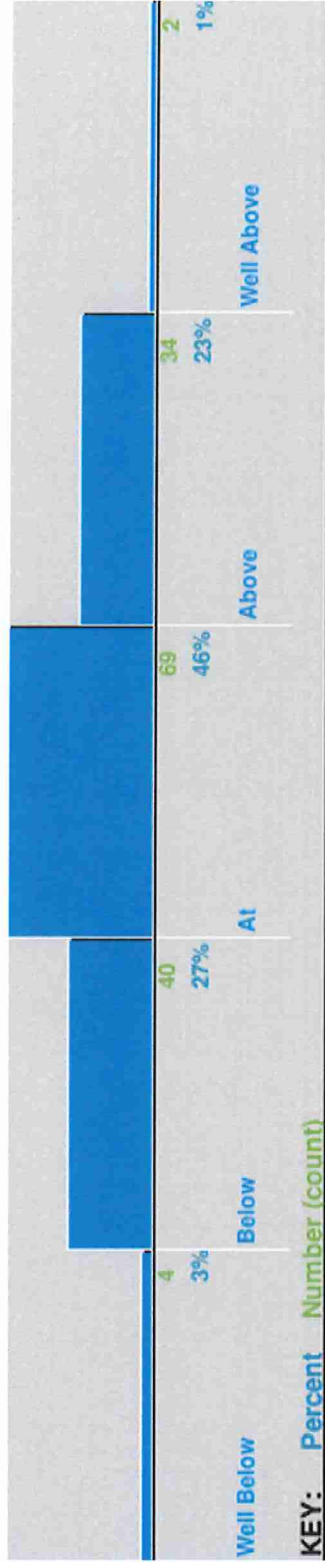


<b>School Name:</b>	Te Ranga School	<b>School Number:</b>	2019
<b>Strategic Aim:</b>	Students to achieve accelerated progress in <b>Reading</b> , Writing and Maths		
<b>Annual Aim:</b>	<p>Te Ranga School has aimed to focus on the rate of progress of target students over a year. The NZC and our own set of curriculum progressions guides us to what should be achieved in a school year.</p> <p>For example, students will attain:</p> <ul style="list-style-type: none"> <li>- Level 1 by the End of Year 2</li> <li>- Level 2 by the End of Year 4</li> <li>-Level 3 by the End of Year 6 etc.</li> </ul>		
<b>Target:</b>	<p>50% of students below the curriculum expectation will achieve at least 15 months accelerated progress.</p> <p>100% of all students who are securely At and Above standard will achieve at least one year's progress.</p> <p>20% of students At or Above Curriculum Expectation will progress to above (1 year ahead of expectation) or Well above (2 years ahead of expectation)</p>		
<b>Baseline Data:</b>	<p>Target Group 1:</p> <p>At the start of 2022, there were 49 students below in <b>READING</b> . By the end of the year our target is that at least 24 of those students will have made at least 15 months' accelerated progress.</p> <p>Target Group 2:</p>		

At the start of 2022, there were 98 at or above students at expectation in READING . By the end of the year our target is that all 98 will have made 12 months progress and no student has dropped.

At the start of 2022, there were 98 students at or above expectation in READING . By the end of the year our target is that at least 20 of those students will have made at least 15 months' accelerated progress and be above or well above expectation.

### March Whole School Reading Testing Data



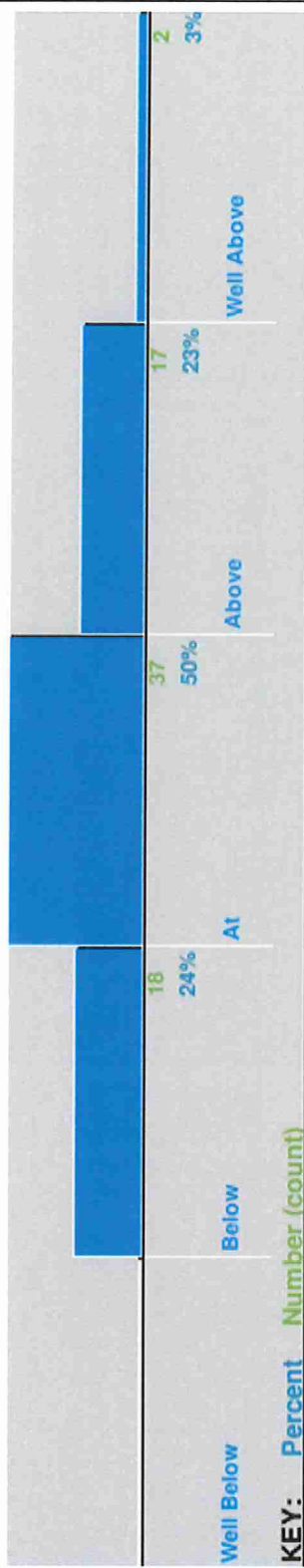
70% of students are reading at or above standard  
30% of students are reading below standard

## Achievement at year level

The following tables show a summary of the percentage of students working 'at', 'above' or 'well above' the expected curriculum levels.

Year Level	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Total
% Achieving	73%	44%	58%	71%	62%	85%	86%	85%	70%

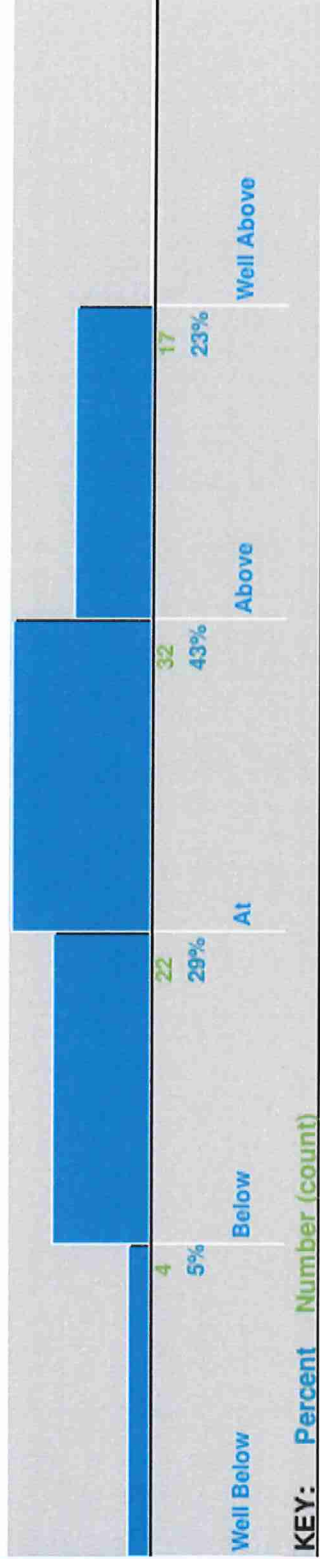
## Females Beginning Year



76% of girls are reading at/above expectation



## Males Beginning Year



66% of boys are reading at/above expectation

## March Results – Table Comparison Male/Female inc.

By Gender	well below	Below	At	Above	Well above
Female (72)		24 %	50 %	23 %	3%
Male (75)	5%	29 %	43%	23 %	
<b>Total (141)</b>	3%	26%	46%	23 %	1%

## March Reading Comprehension— Percentage by Ethnicity

By Ethnicity	well below	Below	At	Above	well above
<b>NZ Euro (84)</b>	4% (3)	24% (20)	48% (40)	23% (19)	2% (2)
<b>Maori (50)</b>	2% (1)	32% (16)	46% (23)	20% (10)	
<b>Pacifika (2)</b>			50% (1)	50% (1)	
<b>Indian (4)</b>		50% (2)	50% (2)		
<b>Others (9)</b>		22% (2)	33% (3)	44% (4)	
<b>Total (149)</b>	2% (4)	27% (40)	46 % (69)	23 % (34)	1% (2)

- 72% of European children are reading at or above expected levels
- 66% of Maori children are reading at or above the expected level.
- 100% of Pasifika children reading above expected level
- 50% of Indian children reading at standard
- 67% of students from other backgrounds are at or above the expected levels.

### Actions What did we do?

- We began the incorporation of a structured literacy approach into our balanced reading programme. We did this by beginning the BSLA (Better Start Literacy Approach) programme in our two junior classes, which included explicit teaching of phonetics within groups and using decodable readers related to those.
- Funding for PLD provided by R3Teach provided us with some professional development training sessions in what structured literacy is.
- Revising and recrafting of literacy implementation plans within the school
- Teacher Inquiry focuses on structured literacy (separated between junior and senior syndicate so that each inquiry can be tailored to the age group).
- We created Digital Data Boards as a tool to monitor the progress of our learners. All the data is inputted at the start of the year following testing. At team meetings, teachers collaboratively analysed the progress of students, reviewing the programmes and practices in class and supported colleagues with ideas and insights. The digital data boards track live progress of student achievement. These data boards are analysed at the end of the year to see specific childrens movements to ensure our most vulnerable are tracking appropriately.
- We moved our PAT testing to the online model as students were finding paper copies hard to focus on and were colouring in multiple dots on one line, giving us inaccurate results for their testing.
- We engaged in professional teacher conversations within and across other schools so that we could effectively moderate students literacy and accurately ascertain the accuracy of OTJ's
- We purchased a number of new library books for our school library and also within classrooms to promote a love of reading and encourage taking books home and reading at home.
- Senior school looked into "scaffolded sustained silent reading" (ScSR) and found that fluency and confidence increased exponentially amongst target students.
- With a target group of dyslexic students we gave them the option to read higher level books with support of audiobooks.

### Outcomes What happened?

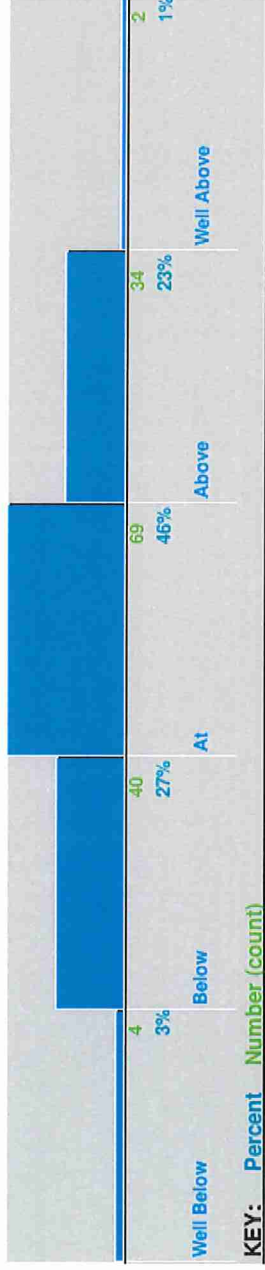
#### March Results

By Gender	well below	Below	At	Above	Well above
<b>Total (141)</b>	3% (5)	26% (40)	46% (69)	23 % (3)	1% (1)

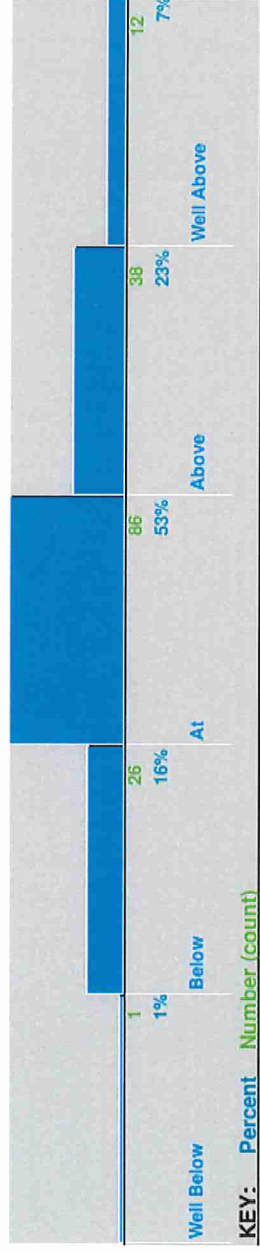
#### November Results

By Gender	well below	Below	At	Above	Well above
<b>Total (163)</b>	1 % (1)	16 % (26)	53 % (86)	23 % (38)	7% (12)

## MARCH



## NOVEMBER



- 83% of students are reading at or above standard
- 17% of students are reading below standard
- This is a shift of 13% more students now working at or above expectations.

## OVERALL SUMMARY EOY

	Well Below	Below	At	Above	Well above
<b>Year 0</b>			100% (6)		
<b>Year 1</b>		7% (2)	77% (23)	10% (3)	7% (2)
<b>Year 2</b>		28% (5)	28% (5)	39% (7)	6% (1)
<b>Year 3</b>		26% (5)	42% (8)	32% (6)	
<b>Year 4</b>	4% (1)	16% (4)	44% (11)	28% (7)	8% (2)
<b>Year 5</b>		10% (2)	55% (11)	30% (6)	5% (1)
<b>Year 6</b>		29% (7)	50% (12)	21% (5)	
<b>Year 7</b>			63% (10)	19% (3)	19% (3)
<b>Year 8</b>		20% (1)		20% (1)	60% (3)
<b>Total 163</b>	1% (1)	16% (26)	53% (86)	23% (38)	7% (12)

29-30% of students were achieving below the expected level at the beginning of 2022. By the end of 2022 this number had reduced to 17%, reducing the number of target students by 44%.

70% of students were achieving at or above expected level. This number increased to 83% by the end of the year, exceeding our target of, “100% of all students who are securely At and Above standard will achieve at least one year’s progress.”

We saw a 6% increase in students achieving well above the expected standard, not reaching our target of “20% of students At or Above Curriculum Expectation will progress to above (1 year ahead of expectation) or Well above (2 years ahead of expectation)”



## Reasons for the variance *Why did it happen?*

- Priority students were identified and a teaching inquiry process was implemented, both in the junior and senior school teams. Action was taken to investigate their specific needs and implement teaching strategies that targeted these needs. A structured literacy approach was used to ensure phonics was explicitly taught.
- We received PLD from R3teach to support us with a structured literacy approach. The PLD did not meet our expectations but gave clearer ideas of steps needed to take moving forward.
- Reading as part of our home learning programme was incentivised and emphasised in each class to ensure that reading at home was happening for each student. This would have had a big impact on the student outcomes.
- The target of “20% of students At or Above Curriculum Expectation will progress to above (1 year ahead of expectation) or Well above (2 years ahead of expectation)”, may have been an unrealistic target.

## Evaluation *Where to next?*

We have been evaluating the benefits of a structured literacy approach vs a balanced literacy approach and have decided to go with a balanced approach which is heavily based on a structured phonics programme.

**Things we will stop doing:** BLSA as a whole class approach in New Entrants, we have found that this works better with small groups of students who are showing initial signs of literacy struggles.

Inconsistency of phonics programmes across classes (i.e. use of Jolly Phonics in one room and Yolanda Soryl in another)

**Things we will continue doing:** Having an emphasis on reading as homework, we are incentivising this in the hopes that students will take initiative with their reading at home, even if parents are not making it a priority.

We will continue to analyse our teaching of reading to boys. To address the disparity between male and female, we will review the resources we employ, our texts (fiction/non-fiction) and the use of technology to make them more engaging for boys.

Continue to have our Teacher Inquiry focus on Structured Literacy and have twice termly catch ups around this.

**Things we will start doing:** We will purchase the Song of Sounds programme to be used as a base for our Reading and Spelling programme in the junior school.

Implement a scope and sequence and update the Te Ranga School Structured Literacy Implementation Plan

We will implement a spelling programme based off ‘the code’ in our senior end of the school which will follow the Te Ranga School scope and sequence.

Use the wealth of knowledge current teachers have around structured literacy and have them take professional development sessions with other teachers in the school.  
Make use of RTL it more within the school and have small groups access this rather than just individuals.  
Further professional development in literacy for beginning teachers.

## Planning for next year:

- In 2023 our targets will be around structured literacy continued implementation and embedding within our school. This is to ensure that both students and teachers have a sound understanding of the place that structured literacy has within our school.
- Targets will continue to focus on the area of literacy and raising achievement.
- The school will invest in the “Song of Sounds” programme and create a ‘kit’ for every teacher so that they are well resourced and prepared as soon as school starts to implement a phonics programme that is consistent across all classes.
- Undertake R3Teach reading comprehension professional development on TOD in holidays
- Classroom observations from Karen Farmer (R3Teach) for feedback for teachers on literacy programmes, implement a plan going forward based off feedback
- Continue professional development through the COL for BSLA training
- Implement HERO into school (Term 3) and utilise the progression tool for consistency across classes

## Kiwi sport:

Kiwi sport is a government funding initiative to support students participation in organised sport. In 2023, Te Ranga School received total Kiwi sport funding of \$2,387.96 (excluding GST). The funding contributed to running the Healthy active learners programme in our school which introduces and builds on a range of sporting skills to the students. The funding also helped to purchase more PE gear for the students to use, and equipment for play based learning in our ‘hut area’ and ‘Hawk Zone’ (year 7&8 area.)



# TE RANGA SCHOOL

## **Kiwisport**

Kiwisport is a government funding initiative to support students participation in organised sport. In 2023, Te Ranga School received total Kiwisport funding of \$2,387.96 (excluding GST). The funding contributed to running the Healthy active learners programme in our school which introduces and builds on a range of sporting skills to the students. The funding also helped to purchase more PE gear for the students to use, and equipment for play based learning in our 'hut area' and 'Hawk Zone' (year 7&8 area.)





# Te Ranga School

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Statement of Compliance with Employment Policy For the year ended 31st December 2022 the

Te Ranga School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications, and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.