

Ranui School

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

Ministry Number:	1458
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RANUI SCHOOL

Annual Financial Statements - For the year ended 31 December 2022

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Ranui 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.

Theresa Vainola

Full Name of Presiding Member

Paula

Signature of Presiding Member

14/11/2025

Date:

Teresa Smith

Full Name of Principal

T Smith

Signature of Principal

14/11/25

Date:

Ranui School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	3,911,798	3,429,319	3,822,533
Locally Raised Funds	3	59,786	-	22,625
Interest Income		3,758	423	1,252
Gain on Sale of Property, Plant and Equipment		-		
Total Revenue		3,975,342	3,429,742	3,846,410
Expenses				
Locally Raised Funds	3	13,854	31,000	11,514
Learning Resources	4	2,790,472	2,711,640	2,647,393
Administration	5	486,365	215,160	404,112
Finance		2,970	-	3,017
Property	6	802,865	719,802	680,790
Loss on Disposal of Property, Plant and Equipment		3,652	-	1,099
		4,100,178	3,677,602	3,747,925
Net Surplus / (Deficit) for the year		(124,836)	(247,860)	98,485
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(124,836)	(247,860)	98,485

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

Ranui School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		1,164,118	1,164,822	1,065,633
Total comprehensive revenue and expense for the year		(124,836)	(247,860)	98,485
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		13,294	-	-
Equity at 31 December		1,052,576	916,962	1,164,118

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.



Ranui School

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	334,291	162,586	89,954
Accounts Receivable	8	198,685	215,250	320,074
GST Receivable		-	-	5,256
Prepayments		671	2,000	2,138
Inventories		-	-	-
Investments	9	-	-	204,551
Funds Receivable for Capital Works Projects		-	-	-
		533,647	379,836	621,973
Current Liabilities				
GST Payable		4,308	1,500	-
Accounts Payable	11	272,724	272,000	273,086
Borrowings		-	-	-
Revenue Received in Advance	12	34,360	5,000	29,066
Provision for Cyclical Maintenance	13	26,293	25,000	24,980
Painting Contract Liability		-	-	-
Finance Lease Liability	14	12,014	14,000	14,042
Funds held in Trust		-	-	-
Funds held for Capital Works Projects	15	82,050	-	31,215
Funds for Resource Teachers of Learning & Behaviour services		-	-	-
Funds held on behalf of Kiwi Park Cluster	15	-	-	-
		431,749	317,500	372,389
Working Capital Surplus/(Deficit)		101,898	62,336	249,584
Non-current Assets				
Investments		-	-	-
Property, Plant and Equipment	10	1,114,563	1,000,626	1,060,626
Intangible Assets		-	-	-
		1,114,563	1,000,626	1,060,626
Non-current Liabilities				
Borrowings		-	-	-
Provision for Cyclical Maintenance	13	143,827	125,000	124,388
Painting Contract Liability		-	-	-
Finance Lease Liability	14	20,058	21,000	21,704
Funds held in Trust		-	-	-
		163,885	146,000	146,092
Net Assets		1,052,576	916,962	1,164,118
Equity		1,052,576	916,962	1,164,118

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

Ranui School

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		1,159,665	1,009,814	1,157,902
Locally Raised Funds		167,633	99,778	24,263
Goods and Services Tax (net)		9,564	6,756	(40,994)
Payments to Employees		(697,914)	(707,765)	(541,135)
Payments to Suppliers		(479,306)	(508,987)	(441,265)
Interest Paid		(2,970)	-	(3,017)
Interest Received		3,758	448	1,255
Net cash from/(to) Operating Activities		160,430	(99,956)	157,009
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	(1,099)
Purchase of Property Plant & Equipment (and Intangibles)		(169,903)	(2)	(128,932)
Purchase of Investments		-	204,551	(970)
Proceeds from Sale of Investments		204,551	-	
Net cash from/(to) Investing Activities		34,648	204,549	(131,001)
Cash flows from Financing Activities				
Furniture and Equipment Grant		13,295	-	
Finance Lease Payments		(14,871)	(746)	(15,151)
Funds Administered on Behalf of Third Parties		50,835	(31,215)	(243,165)
Net cash from/(to) Financing Activities		49,259	(31,961)	(258,316)
Net increase/(decrease) in cash and cash equivalents		244,337	72,632	(232,308)
Cash and cash equivalents at the beginning of the year	7	89,954	89,954	322,262
Cash and cash equivalents at the end of the year	7	334,291	162,586	89,954

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.

Ranui School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Ranui 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.

Ranui School

Notes to the Financial Statements

For the year ended 31 December 2022

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 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. 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 14. Future operating lease commitments are disclosed in note 19b.

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.

Ranui School

Notes to the Financial Statements

For the year ended 31 December 2022

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.

Ranui School

Notes to the Financial Statements

For the year ended 31 December 2022

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) 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.

i) 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.

Ranui School

Notes to the Financial Statements

For the year ended 31 December 2022

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:

Board Owned Buildings	5-40 years
Furniture and equipment	5-40 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

j) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

k) 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.



Ranui School

Notes to the Financial Statements

For the year ended 31 December 2022

l) 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.

m) 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.

n) Revenue Received in Advance

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

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

o) 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.



Ranui School

Notes to the Financial Statements

For the year ended 31 December 2022

p) 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 school 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.

q) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable and finance lease 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.

r) 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.

s) Budget Figures

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

t) 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.

Ranui School

Notes to the Financial Statements

For the year ended 31 December 2022

2. Government Grants

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Government Grants - Ministry of Education	1,161,060	1,030,617	1,142,565
Teachers' Salaries Grants	1,890,153	1,900,000	1,930,441
Use of Land and Buildings Grants	564,064	498,702	498,702
Ka Ora Healthy Lunches Programme	296,521	-	235,488
Other Government Grants	-	-	15,337
	<u>3,911,798</u>	<u>3,429,319</u>	<u>3,822,533</u>

The school has opted in to the donations scheme for this year. Total amount received was \$49,350.

3. Locally Raised Funds

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Revenue			
Donations & Bequests	50	-	1,700
Curriculum related Activities - Purchase of goods and services	43,874	-	20,925
Fundraising & Community Grants	15,862	-	-
	<u>59,786</u>	<u>-</u>	<u>22,625</u>
Expenses			
Extra Curricular Activities Costs	13,854	31,000	11,514
	<u>13,854</u>	<u>31,000</u>	<u>11,514</u>
Surplus/ (Deficit) for the year Locally raised funds	<u>45,932</u>	<u>(31,000)</u>	<u>11,111</u>

Ranui School

Notes to the Financial Statements

For the year ended 31 December 2022

4. Learning Resources

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Curricular	163,491	184,090	134,148
Equipment Repairs	134	200	44
Information and Communication Technology	19,684	28,850	23,142
Library Resources	4,685	4,500	2,710
Employee Benefits - Salaries	2,426,563	2,400,500	2,333,593
Staff Development	52,404	33,500	38,251
Depreciation	123,511	60,000	115,505
	<u>2,790,472</u>	<u>2,711,640</u>	<u>2,647,393</u>

5. Administration

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Audit Fee	9,000	9,000	7,000
Board Fees	4,730	6,400	4,345
Board Expenses	4,017	8,700	16,562
Communication	4,297	14,680	4,997
Consumables	8,838	15,500	11,429
Operating Lease	24	11,000	(1,185)
Other	30,597	24,380	21,884
Ka Ora Healthy Lunches Programme	296,521	-	235,488
Employee Benefits - Salaries	111,203	110,000	88,445
Insurance	9,692	9,000	9,369
Service Providers, Contractors and Consultancy	7,446	6,500	5,778
	<u>486,365</u>	<u>215,160</u>	<u>404,112</u>

Ranui School

Notes to the Financial Statements

For the year ended 31 December 2022

6. Property

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	15,522	19,100	11,645
Consultancy and Contract Services	47,282	-	47,956
Cyclical Maintenance Provision	57,899	24,000	3,926
Grounds	14,579	9,000	7,302
Heat, Light and Water	25,684	32,000	24,588
Rates	-	100	-
Repairs and Maintenance	19,414	30,000	25,090
Use of Land and Buildings	564,064	498,702	498,702
Security	8,937	12,400	11,994
Employee Benefits - Salaries	49,484	94,500	49,587
	<u>802,865</u>	<u>719,802</u>	<u>680,790</u>

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Bank Accounts	127,289	162,586	89,954
Short-term Bank Deposits	207,002	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>334,291</u>	<u>162,586</u>	<u>89,954</u>

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

Of the \$334,291 Cash and Cash Equivalents, \$82,050 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.

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Notes to the Financial Statements

For the year ended 31 December 2022

8. Accounts Receivable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Receivables	16,883	15,000	118,041
Interest Receivable	275	250	275
Teacher Salaries Grant Receivable	181,527	200,000	201,758
	<u>198,685</u>	<u>215,250</u>	<u>320,074</u>
Receivables from Exchange Transactions	17,158	15,250	118,316
Receivables from Non-Exchange Transactions	181,527	200,000	201,758
	<u>198,685</u>	<u>215,250</u>	<u>320,074</u>

9. Investments

The School's investment activities are classified as follows:

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	-	-	204,551
Total Investments	<u>-</u>	<u>-</u>	<u>204,551</u>

Ranui School

Notes to the Financial Statements

For the year ended 31 December 2022

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Buildings	490,379				(17,579)	472,800
Furniture and Equipment	460,359	151,502			(64,179)	547,682
Information and Communication Technology	52,775	15,541			(20,512)	47,804
Leased Assets	31,587	11,199			(18,149)	24,637
Library Resources	25,526	2,856	(3,650)		(3,092)	21,640
Balance at 31 December 2022	1,060,626	181,098	(3,650)	-	(123,511)	1,114,563

The net carrying value of equipment held under a finance lease is \$24,635 (2021: \$25,526)

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	713,739	(240,939)	472,800	713,739	(223,360)	490,379
Furniture and Equipment	1,518,671	(970,989)	547,682	1,367,168	(906,809)	460,359
Information and Communication	612,250	(564,446)	47,804	596,709	(543,934)	52,775
Leased Assets	104,768	(80,131)	24,637	93,571	(61,984)	31,587
Library Resources	81,031	(59,391)	21,640	91,222	(65,696)	25,526
Balance at 31 December	3,030,459	(1,915,896)	1,114,563	2,862,409	(1,801,783)	1,060,626

Ranui School

Notes to the Financial Statements

For the year ended 31 December 2022

11. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	58,426	50,000	46,740
Accruals	18,823	10,000	9,823
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	183,955	200,000	203,461
Employee Entitlements - Leave Accrual	11,520	12,000	13,062
	<u>272,724</u>	<u>272,000</u>	<u>273,086</u>
Payables for Exchange Transactions	272,724	272,000	273,086
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	<u>272,724</u>	<u>272,000</u>	<u>273,086</u>

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	19,408	-	20,803
Other revenue in Advance	14,952	5,000	8,263
	<u>34,360</u>	<u>5,000</u>	<u>29,066</u>

Ranui School

Notes to the Financial Statements

For the year ended 31 December 2022

13. Provision for Cyclical Maintenance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	149,368	149,368	168,211
Increase to the Provision During the Year	57,899	24,000	3,926
Use of the Provision During the Year	(37,147)	(23,368)	(22,769)
Provision at the End of the Year	170,120	150,000	149,368
Cyclical Maintenance - Current	26,293	25,000	24,980
Cyclical Maintenance - Non current	143,827	125,000	124,388
	170,120	150,000	149,368

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the schools 10 Year Property plan.

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:

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
No Later than One Year	14,417	14,000	16,775
Later than One Year and no Later than Five Years	21,943	21,000	24,921
Later than Five Years	(4,288)	-	(5,950)
	32,072	35,000	35,746
Represented by			
Finance lease liability - Current	12,014	14,000	14,042
Finance lease liability - Non current	20,058	21,000	21,704
	32,072	35,000	35,746

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

Ranui School

Notes to the Financial Statements

For the year ended 31 December 2022

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. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9.

	2022	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
WTR Weather Toilet		-	154,364	(72,314)		82,050
		31,215	28,586	(59,801)		-
Totals		31,215	182,950	(132,115)	-	82,050

Represented by:

Funds Held on Behalf of the Ministry of Education	82,050
Funds Receivable from the Ministry of Education	-

	2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Roof	Completed	23,861	2,651	(26,512)	-	-
Stormwater	Completed	13,470	1,497	(14,967)	-	-
Electrical Submain	Completed	13,771	5,172	(18,943)	-	-
SIP Funding	Completed	223,278	24,809	(248,087)	-	-
TWK Unit Upgrade	Completed	-	328,684	(328,684)	-	-
Electrical Works	Completed	-	109,969	(109,969)	-	-
Toilets	In progress	-	257,272	(226,057)	-	31,215
Totals		274,380	730,054	(973,219)	-	31,215

Represented by:

Funds Held on Behalf of the Ministry of Education	31,215
Funds Receivable from the Ministry of Education	-

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.

Ranui School

Notes to the Financial Statements

For the year ended 31 December 2022

17. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	4,730	4,345
<i>Leadership Team</i>		
Remuneration	441,331	397,662
Full-time equivalent members	3	3
Total key management personnel remuneration	446,061	402,007

There are 6 members of the Board excluding the Principal. The Board had held 12 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

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170-175	145-150
Benefits and Other Emoluments	25-30	20-25

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	1.00	2.00
110-120	2.00	2.00
120-130	1.00	1.00
	4.00	5.00

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

Ranui School

Notes to the Financial Statements

For the year ended 31 December 2022

18. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets 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.

19. Commitments

(a) Capital Commitments

Contract Name	Contract \$	Spend to date	Remaining Capital Commitment
Weather tightness	214,016	72,314	141,702
	<u>214,016</u>	<u>72,314</u>	<u>141,702</u>

As at 31 December 2022 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2021: \$59,801)

(b) Operating Commitments

As at 31 December 2022 the Board has not entered into new contracts.

Ranui School

Notes to the Financial Statements

For the year ended 31 December 2022

20. 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	334,291	162,586	89,954
Receivables	198,685	215,250	320,074
Investments - Term Deposits	-	-	204,551
Total Financial assets measured at amortised cost	<u>532,976</u>	<u>377,836</u>	<u>614,579</u>

Financial liabilities measured at amortised cost

Payables	272,724	272,000	273,086
Finance Leases	32,072	35,000	35,746
Total Financial Liabilities Measured at Amortised Cost	<u>304,796</u>	<u>307,000</u>	<u>308,832</u>

21. Events After Balance Date

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

22. Comparatives

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

23. Failure to comply with section 137 of the Education and Training Act 2020

The School was required under section 137 of the Education and Training Act 2020 to complete its audited financial statements by 31 May 2023.

Ranui School

Members of the Board

For the year ended 31 December 2022

Name	Position	How position on Board gained	Term expired/expires
Malia Tuala	Presiding Member	Re elected August 2022	July 2025
Theresa Vaiula	Parent Rep	Re elected August 2022	July 2025
Ernest Harris	Staff Rep	Re elected August 2022	July 2025
Georgina Marupo	Parent Rep	Re elected August 2022	July 2025
Tania Liuagamatagi	Parent Rep	Elected August 2022	July 2025
Mike Tipene	Parent Rep	Elected August 2022	July 2025
Heather Rewiri	Principal	Ex-officio	Retired Dec-2022

RANUI PRIMARY SCHOOL

Valuing and celebrating our diversity



29th November 2022

Kiwisport Statement

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$4,834.43 (excluding GST).

The purpose of the Kiwisport Funding for schools is to ...

- increase the number of school-aged children participating in organised sport
- increase the availability and accessibility of sport opportunities for all school-aged children
- support children to develop skills that enable them to participate confidently in Sport.

In 2022 Rānui School aimed to achieve the purpose of Kiwisport Funding by purchasing and investing in.

- Equipment and resources so that our tamariki can participate in Zone Sport
- Having resources on hand for teachers to facilitate lessons

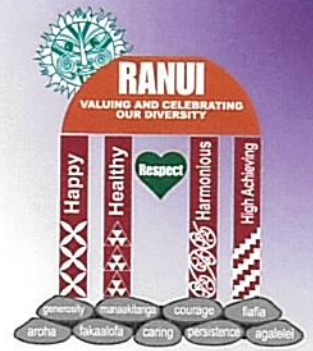
(Presiding Member)
Theresa Vaiula

(Principal)
Theresa Smith

RANUI PRIMARY SCHOOL

Valuing and celebrating our diversity

29th November 2022



Statement of Compliance with Employment Policy

Statement of Compliance with Good Employer Requirements

In accordance with section 597(1) of the *Education and Training Act 2020*, the board confirms that it operates a personnel policy that upholds the principles of a good employer. This includes ensuring the fair and proper treatment of all employees in every aspect of their employment, as generally accepted in employment practice.

The board has taken appropriate steps to comply with this policy, including the implementation of an equal employment opportunities programme. The board monitors compliance regularly and reports annually on the extent to which these obligations have been met.

(Presiding Member)
Theresa Vaiula

(Principal)
Teressa Smith



Rānui School 2022 Analysis of Variance

Ministry of Education Target: Our overall target is to have **85% of children working within year level expectations in Maths, Reading and Writing**

Ranu School 6 Year Learning Pathway (currently both English and Maori Medium expectations)	
80-85%	Of children Year 6 will be achieving at or above expectation
70%	Of children Year 5 will be achieving at or above expectation
65%	Of children Year 4 will be achieving at or above expectation
48%	Of children Year 3 will be achieving at or above expectation
35%	Of children Year 2 will be achieving at or above expectation
20%	Of children Year 1 will be achieving at or above expectation

Key:

Colour coding shows where our children sit in relation to our Ranui School 6 year learning pathway which tracks back from an **expectation of 80% - 85% at the end of Year 6**

- **green** indicates this achievement was met or exceeded our learning pathway targets.
- **blue** indicates achievement was close to expectation
- **pink** indicates where achievement was well short of expectation

WHOLE SCHOOL DATA 2022 - (English Medium)

BOLD = 2022, compared with 2019, 2020, 2021 data

	Maths	Reading	Writing
Whole (n= 291)	58%, 54%, 50%, 60% (n= 173)	46%, 37%, 43%, 50% (n=144)	62%, 51%, 50%, 50% (n= 146)
Māori (n= 108)	59%, 49%, 40%, 48% (n= 52)	42%, 36%, 37%, 46% , (n= 50)	56%, 51%, 41%, 45% (n= 46)
Pasifika (n= 126)	61%, 55%, 51%, 63% (n =79)	50%, 51%, 48%, 59% (n= 62)	63%, 54%, 56%, 52% (n= 66)
Asian (n= 28)	48%, 68%, 69%, 89% (n= 25)	52%, 39%, 58%, 64% (n= 18)	66%, 68%, 73% , 68% (n= 19)
NZ European (n= 17)	47%, 63%, 50%, 53% (n=9)	50%, 37%, 35%, 41% (n = 7)	56%, 58%, 30%, 41% (n=7)
Male (n= 146)	57%, 46%, 55% (n=80)	39%, 43%, 43%	51%, 41%, 38%

		(n= 63)	(n=55)
Female (n= 145)	58%, 52%, 64% (n=93)	52%, 43%, 56% (n=81)	69%, 58%, 63% (n=91)
Year 1 (n= 42)	55%, 56% (n=22)	1% , 8% (n=3)	14%, 5% (n=2)
Year 2 (n= 46)	11%, 54% (n=25)	11% , 24% (n=11)	63%, 76% (n=35)
Year 3 (n= 55)	35%, 29% (n=12)	40%, 45% (n=19)	47%, 43% (n=18)
Year 4 (n=46)	70%, 61% (n=35)	54%, 62% (n=35)	52%, 49% (n=28)
Year 5 (n=39)	46%, 57% (n=25)	90%, 82% (n=36)	85%, 75% (n=33)
Year 6 (n=45)	66%, 78% (n=33)	78%, 90% (n=36)	58%, 68% (n=27)

Summary:

- Pasifika learners significantly outperformed Māori learners in all 3 areas.
- Girls achieved higher than boys in all 3 areas.
- Year 5 Reading and Writing results are within our expectations
- Year 6 reading is within our expectations
- In Reading the trend shows gain from each cohort level from 2021 to 2022
- 11/15 cohort year results show gains from the 2021 cohort year results

ENGLISH MEDIUM SCHOOL CLEAN DATA 2022

These children are not necessarily the same children as last year.as some may have left. These are children who have been at Ranui School for **three years and more**. Examination of clean data will show us the real learning journey and impact of teacher development on achievement.

We have 95 / 291 children who have attended Ranui School only, over the past 3 years or more, in the English Medium of the school compared with 89 / 288 in the 2021 data when we introduced our current student management system to this area.

	Maths	Reading	Writing
Whole (n= 95) (2021 = 89) (2020 n= 118)	2022 = 72% (n68) 2021 = 60%, (n54) 2020 = 70% (n82)	2022 = 85% (n80) 2021 = 80%, (n71) 2020 = 61% (n73)	2022 = 76% (n72) 2021 = 75%, (n67) 2020 = 72%, (n85)
Māori (n= 32) (2021 n=33) (2020 n=39)	2022 = 72% (n23) 2021 = 67%, (n22) 2020 = 56%, (n22)	2022 = 97% (n31) 2021 = 76%, (n25) 2020 = 65%, (n24)	2022 = 83% (n22) 2021 = 77%, (n25) 2020 = 67%, (n26)
Pasifika (n= 47) (2021 n=46) (2020 n=57)	2022 = 68% (n32) 2021 = 60%, (n29) 2020 = 75%, (n43)	2022 = 81% (n38) 2021 = 83%, (n38) 2020 = 63%, (n36)	2022 = 83% (n24) 2021 = 83%, (n38) 2020 = 75%, (n43)
Asian (n= 10) (2021 n=8) (2020 n= 13)	2022 = 90% (n9) 2021 = 75%, (n6) 2020 = 70%, (n9)	2022 = 90% (n9) 2021 = 87%, (n7) 2020 = 46%, (n6)	2022 = 90% (n9) 2021 = 87%, (n7) 2020 = 69%, (n9)
NZ European (n= 5) (2021 n= 2) (2020 n= 7)	2022 = 60% (n3) 2021 = 50%, (n1) 2020 =43%, (n3)	2022 = 40% (n=2) 2021 = 50%, (n1) 2020 = 57%, (n4)	2022 = 40% (n2) 2021 = 0%, (n2) 2020 = 71%, (n5)
Male (n= 39) (2021 n= 37) (2020 n= 49)	2022 = 72% (n28) 2021 = 57%, (n21) 2020 = 73%, (n36)	2022 = 82% (n32) 2021 = 81%, (n30) 2020 = 58%, (n29)	2022 = 67% (n72) 2021 = 68%, (n25) 2020 = 71%, (n35)
Female (n= 56) (2021 n= 52) (2020 n= 69)	2022 = 71% (n40) 2021 = 61% (n33) 2020 = 67%, (n46)	2022 = 86% (n48) 2021 = 80%, (n41) 2020= 64%, (n44)	2022 = 82% (n46) 2021 = 81%, (n42) 2020 = 72%, (n50)
Year 3 (n= 11) (2021 n= 21)	2022 = 33% (n4) 2021 = 57%, (n8) 2020 = 52%, (n11)	2022 = 67% (n8) 2021 = 78%, (n11) 2020 = 48%, (n10)	2022 = 67% (n8) 2021 = 86%, (n12) 2020 = 62%, (n13)
Year 4 (n= 33) (2021 n= 29) (2020 n= 30)	2022 = 72% (n24) 2021 = 73%, (n21) 2020 = 83% = (n25)	2022 = 73% (n24) 2021 = 64%, (n19) 2020 = 61% = (n19)	2022 = 60% (n20) 2021 = 62%, (n18) 2020 = 90%, (n27)
Year 5 (n= 26) (2021 n= 25) (2020 n= 21)	2022 = 69% (n18) 2021 = 62%, (n12) 2020 = 38%, (n8)	2022 = 93% (n24) 2021 = 48%, (n12) 2020 = 43%, (n9)	2022 = 89% (n23) 2021 = 96%, (n 24) 2020 = 62%, (n13)

Year 6 (n= 24) (2021 n= 21) (2020 n= 46)	2022 =91% (n22) 2021 = 62% (n13) 2020 83% (n38)	2022 = 100% (n24) 2021 = 81% (n17) 2020 = 76% (n35)	2022 = 88% (n21) 2021 = 62% (n13) 2020 = 69% (n32)
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Commentary:

- Male and female achievement is close in maths and reading
- Females achieve 15% better in writing than males
- Māori students perform similarly in Maths to Pasifika students in maths and writing
- Māori students perform significantly better in reading than Pacifica children
- Writing and reading data overall is at or close to our overall expectations.
- Māori and Pasifika student achievement has improved, or been sustained in all areas
- Y5 maths cohort shift shows a 30 % increase over the last 3 years in achievement
- Y5 reading cohort shift shows a 50% increase over the last 3 years in achievement
- Y5 writing cohort shift shows a 27% increase over the last 3 years in achievement
- Y6 maths cohort shift shows a 29% increase since 2021
- Y6 reading cohort shift shows a 24% increase over the last 3 years
- The Y3 cohort (Y4 2022) has made a significant (15%) increase in achievement progress in 2022
- The Y5 cohort (2022) has sustained their progress achievement in maths 2022
- Asian student cohort achievement is the highest achieving cohort group in all 3 areas (90%)
- Year 6, Year 5 and Year 4 achievement is within our school pathway for year level expectation

We believe this clean data supports the direction of our PLD focus, and it is having a positive impact on teaching and learning within the school.

English Medium - Reading/Writing/Mathematics

English Medium, have continued building culturally responsive practice through Relationship Based Learning (RBL) and North East Hui around student data. Teachers continue to be open to shift practice. One question that continues to be raised is authentically bringing the students' backgrounds into the learning. All areas of the school will examine the data and establish targets for their area.

In 2023 we will be continuing our journey of developing teacher knowledge in practice in reading, writing and mathematics with an RBL approach. We will do this by -

- All kaiako in English Medium (Kura Auraki) will be learning to peer observe and give feedback. This will support each kaiako to be aware of and have deeper understanding of the RBL profiles and support them to have understanding of their own practice.
- Middle management shadowing the external PLD facilitator by using a coaching model in order to tailor professional learning for teachers in reading or writing based on needs.
- Deputy Principals and Whānau Leaders continue modelling good reading and writing practice for teachers.
- NorthEast PLG Hui in whanau teams to focus and support teacher practice (RBL).
- Regular Staff Hui Scheduled to focus on Relationships Based Learning, Maths & Literacy will continue 2022 to support teacher practice
- Development of graduate profile for Year 6 student leaving Ranui School with whanau will be incorporated into "Our Ranui School Ways" development in 2023
- Employment of additional staffing through BoT accumulated funding will help to reduce the pressure of numbers in the first 4 years of schooling within the English Medium. This should allow for targeted individual and group goal setting and shifts, particularly with those at risk.
- Maths programme investigation for year 2 children in English Medium to see if this will impact positively on Maths progress.

- Mana Ora programme implemented to support students to self regulate so that they can set themselves up for learning.
- Participate in the Māori Achievement Collaborative and A Pasifika advisory Group to support kaiako to decolonise practice and be inclusive.
- Continue to provide targeted inclusive programmes for students that need extra support.

TE WHAKATUPU KĀKĀNO DATA - (MĀORI MEDIUM)

BOLD = 2022, compared with, 2020, 2021, 2022 data

	Pangarau (Te Tau)	Panui	Tuhi
Whole (n= 53)	68%, 56%, 74% (n=39)	56%, 49%, 54% (n=23)	47%, 49%, 34% (n=18)
Male (n=25))	54%, 80% (n=20)	48%, 48% (n=12)	39%, 36% (n=9)
Female (n=28)	57%, 68% (n=19)	49%, 39% (n=11)	36%, 32% (n=9)
Māori (n=52)	75% (n=39)	44% (n=23)	38% (n=9)
Pasifika (n=1)	0% (n=0)	0% (n=0)	0% (n=0)
Year 1 (n= 14)	100% , 100% (n=14)	20% , 43% (n=6)	100% , 79% (n=11)
Year 2 (n= 7)	100% , 100% (n=7)	85% , 86% (n=6)	92% , 100% (n=7)
Year 3 (n= 4)	13%, 0% (n=0)	51% , 25% (n=1)	0%, 0% (n=0)
Year 4 (n= 12)	50%, 67% (n=8)	17%, 33% (n=4)	0%, 0% (n=0)
Year 5 (n=6)	25%, 50% (n=3)	41%, 50% (n=3)	16%, 0% (n=0)
Year 6 (n= 7)	83% , 57% (n=4)	25%, 0% (n=0)	33%, 0% (n=0)

Summary: (lower numbers in this data distort the data comparisons as a whole, eg. 1 child = 25%)

- Males outperform females in all areas
- Maths was the highest area of overall achievement
- Year 1 and 2 were the highest achievement cohort
- The Y4 cohort group made a 54% gain in achievement progress in Te Tau 2022 (meeting our school expectation)
- The Y4 cohort group progress was sustained in Te Tau in Y5 2022

The Y5 cohort group progress was increased by 27% in Y6 2022

MĀORI MEDIUM SCHOOL CLEAN DATA 2022

These children have been at Ranui School for three years and more. Examination of clean data will show us the real learning journey and impact of teacher development on achievement.

We have 20/53 children in 2022 who have attended Ranui School only, over the past 3 years or more, compared with 21/ 61 children in 2021 in the Māori Medium of the school when we introduced our current student management system to this area.

	Te Tau	Pānui	Tuhituhi
Whole (Māori) (n= 20) (2021 n= 21)	2022 = 60% (n12) 2021 48% (n10) 2020 68%	2022 = 40% (n8) 2021 = 33% (n = 7) 2020 = 56%	2022 = 0% 2021 = 0% (n=21) 2020 = 47%
Male (n= 10) (2021 n= 10)	2022 = 70% (n7) 2021 = 60%, (n10)	2022 = 40% (n4) 2021 = 30%, (n3)	2022 = 0% 2021 = 0%
Female (n= 10) (2021 n= 11)	2022 = 50% (n5) 2021 = 36% (n4)	2022 = 40% (n5) 2021 =36 %, (n4)	2022 = 0% 2021 = 0%
Year 3 (n= 1) (2021 n= 7)	2022 = 0% (n0) 2021 = 29%, (n2)	2022 = 100% (n1) 2021 = 0%,	2022 = 0% 2021 =0%
Year 4 (n= 9) (2021 n= 3)	2022 = 78% (n7) 2021 = 33%, (n1)	2022 = 44% (n4) 2021 = 0%	2022 = 0% 2021 = 0%
Year 5 (n= 6) (2021 n= 3)	2022 = 50% (n3) 2021 = 0%	2022 = 50% (n3) 2021 = 33% (n1)	2022 = 0% 2021 = 0%
Year 6 (n= 4) (2021 n= 8)	2022 = 50% (n2) 2021 = 88 % (n7)	2022 = 0% (n0) 2021 = 25%, (n2)	2022 = 0% 2021 = 0%

Commentary: (low numbers involved distort the percentages at each level)

- 2022 Te Tau data shows a 10% increase in male, and 14% in female achievement from 2021
- 2022 Te Tau data shows males 20% higher in achievement than females
- Male and female data is similar for 2022 Pānui and Tuhi
- All reported curriculum areas have dropped in achievement levels since 2021 although the low numbers involved distort the percentages at each level
- Maths year 6 data is at expectation
- Tuhi achievement data has not changed in any cohort group since 2021
- Y5 cohort data 2021 Te Tau data has increased in achievement by 88%
- Y3 cohort data 2021 Te Tau has increased in achievement by 49%
- Y3 cohort data 2021 Pānui has increased in achievement by 44%

Actions to lift 2023 achievement and review towards 2024

Maori Medium - Pānui/Tuhituhi/Pangarau

The three teachers within Te Whakatipu Kākano have continued with the Assessment for learning within the Kāhui Ako and within Te Whakatipu kākano. The wānanga during 2022 was integrated with localised curriculum too. Teachers of te reo Māori in the KA decided to integrate two sessions with the localised curriculum team of the KA to provide an insight for that team in relation to a Māori perspective to the goals of TKoM. In 2023, we will have new teachers and will be collaborating with the rūpū as to next steps for our PLD

TWK has 4 teachers with 2 new teachers who will have support with Assessment for learning. For our Mindlab Masters 3 teachers have completed their project reports with the localised curriculum, Assessment for Learning, tuhituhi and numeracy. Our more experienced teachers will share their learning with the new teachers. It will take time for new teachers to be confident with AFL.

Next steps -Te Whakatipu Kākano

- Develop a curriculum literacy development for pānui,tuhi and pāngarau.
- Ensure all teachers understand the relationships of clarity, curriculum literacy to develop
- Observe each other in relation to classroom practice. (record each other) build up a database of good practice.
- Overall observations, modelling of the teachers,
- Use the staff hui time for supporting AFL teacher development
- Develop further teacher practice of moderation for teacher OTJ

Next steps (Kāhui Ako)

- Revise curriculum literacy (tuhituhi, pāngarau, and to develop pānui) with classroom practice.
- Localised curriculum: how does it apply to AFL practise? (Applying LC to AFL so teachers understand AFL is across the Curriculum)
- What are teachers from other schools doing in the KA?

KA-challenges

- The fluctuation of Covid.
- Changing staff within schools
- Teachers are trying to learn AFL but it isn't a focus for their schools.
- Justifying the relevance of AFL in relation to RbL for principals who do not know the alignments.

Independent auditor's report

To the readers of the financial statements of Ranui School for the year ended 31 December 2022

The Auditor-General is the auditor of Ranui School (the School). The Auditor-General has appointed me, Andrew Steel, using the staff and resources of Moore Markhams Wellington Audit, to carry out the audit of the financial statements of the School on his behalf.

Qualified opinion

We have audited the financial statements of the School on pages 2 to 23, which comprise the statement of financial position as at 31 December 2022, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, except for the matter described in the *Basis for qualified opinion* section of our report, the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022, and
 - its financial performance and its cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity Standards Reduced Disclosure Regime (Public Sector PBE Standards RDR)

Our audit was completed on 17 November 2025. This is the date at which our opinion is expressed.

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 Qualified Opinion

Our audit opinion for the year ended 31 December 2021 was qualified. We were unable to obtain sufficient appropriate audit evidence regarding the existence and accuracy of expenditure incurred by the School, as a number of supporting invoices or receipts were unavailable for our inspection. There were no alternative audit procedures that could be performed to independently confirm the accuracy or appropriateness of expenditure or whether it had properly recorded.

Our opinion on the current year's financial statements is also modified because of the possible effects of the matters above on the comparability of the current year's figures and the corresponding figures. No such qualification was issued in respect of the expenditure for the year ended 31 December 2022.

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

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.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, and pages 24 to 36 but does not include the financial statements, and our auditor's report thereon.

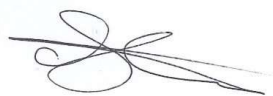
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



Andrew Steel | **Moore Markhams Wellington Audit**
On behalf of the Auditor-General | Wellington, New Zealand