



Rangitikei
UNSPOILT...

Rangitikei District Council

Telephone: 06 327-8174

Facsimile: 06 327-6970

Sport NZ Rural Travel Fund Assessment Committee

Applications

Wednesday 26 April, 1.00 pm

**Council Chamber, Rangitikei District Council
46 High Street, Marton**

Chair

Councillor Angus Gordon

Membership

Councillor David Wilson

His Worship the Mayor, Andy Watson (ex. Officio)

Please Note: Items in this Agenda may be subject to amendments or withdrawal at the meeting. It is recommended therefore that items not be reported upon until after adoption by the Council. Reporters who do not attend the meeting are requested to seek confirmation of the Agenda material or proceedings of the meeting from the Chief Executive prior to any media reports being filed.

Application 1



Application No.

(office use only)



RECEIVED

30 MAR 2017

To: LH
File: 3-AF-6-4
Doc: 17 0483

SPORT NZ RURAL TRAVEL FUND APPLICATION FORM 2016-2017

A Details

Name of organisation: James Cook School
Postal address: 49-53 Mill Street Merton.
PO Box address: _____
Telephone: 06 327 8229
Email: office@jamescook.school.nz.

B Contact Names (please provide 2 contacts)

Name: Michelle Cameron Phone: 06 327 8229
Name: Jessamy Glasier Phone: 0211 370435

C Organisation Details

- 1 How many members belong to your club/organisation? 36
- 2 Are you a club or a school? school
- 3 Will the travel subsidy benefit participants aged between 5 and 19 years? ☒ Yes ☐ No
(If YES, please show how many participants) _____
- 4 How many participants are aged between 5-12 years? 26
- 5 How many participants are aged between 13-19 years? 10
- 6 Does your application involve a partnership with a local school? ☐ Yes ☒ No
- 7 What is this funding going to be used for? (Briefly explain)
Wanganui Basketball Tuesday
Friday night Hockey Feilding
Monday night Netball Palmerston North
Transporting students to and from competition games
- 8 What percentage of your members live in the Rangitikei District? 100%

D Financial Details

- 1 Are you registered for GST? ☒ Yes ☐ No

(If YES, please write your GST number in the space provided)

	5	1	6	7	0	9	5	7
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- 2 How much money are you applying for?

\$ 1,500 Sport NZ funding (\$500 per team)

\$ _____ other funders

\$ 1,000 your contribution

\$ 2,500 TOTAL

- 3 Have you applied to any other organisation for funding and if so what was the result (*briefly explain*) - refer to Table 1 below

Table 1

Organisation - (<i>including other councils</i>)	Amount requested (\$)	Results date (<i>if known</i>)

- 4 Do you have endorsement of your local affiliated club/school for this application for funding? (*This is only relevant if the group applying is the regional body.*)

☒ Yes ☐ No

(If YES, please briefly explain and attach evidence of this)

See attached letter.

F Declaration

We hereby declare that the information supplied here on behalf of our organisation is correct.

We consent to the Rangitikei District Council collecting the personal contact details and information provided in this application, retaining and using these details and disclosing them to Sport NZ for the purpose of review of the rural travel fund. This consent is given in accordance with the Privacy Act 1993.

1	Name:	<u>Michelle Cameron</u>
	Position in organisation/title:	<u>Principal</u>
	Signature:	<u>Mr Cameron</u>
	Date:	<u>30/03/2017</u>
2	Name:	<u>Jessamy Glasier</u>
	Position in organisation/title:	<u>Board Chairperson.</u>
	Signature:	<u>J. Glasier</u>
	Date	<u>30/03/17.</u>

Please attach:

- 1 A balance sheet from your organisation (ie financial statement)
- 2 A deposit slip (in case your application is approved)
- 3 Evidence of your endorsement from your local affiliated club/school (if required)

Checklist:

- 1 Have you answered every question?
- 2 Have you attached the relevant documents with your application?
- 3 Send your application form with the relevant documents to your local authority by:
Friday 31 March 2017, 12.00 pm (noon)

James Cook School

Mill Street, MARTON, 4710

Phone: (06) 327- 8229 Fax: (06) 327- 8829 Cell 027 758 5514

Email: office@jamescook.school.nz

28th March 2017

To whom it may concern,

On behalf of the James Cook Board of Trustees I write to express our support of our Schools application to the Sport New Zealand Rural Travel Fund.

We are very proud of the incredible effort, enthusiasm and ethic that our students put into Sports when representing our school. We want to see them achieve the very best that they can be wherever they go. Small town living has huge benefits but also brings challenges where travel is concerned.

As a Board, we make it a priority to commit funds every year to make sure our students have many opportunities to attend Sporting events and also 'Education Outside the Classroom' excursions that directly support classroom learning, broaden knowledge and continue to encourage young passions. But our funding only goes so far so we rely on outside funding to help make these sporting events possible.

I thank you for your consideration of our application.

Yours Sincerely,



Jessamy Glasier
James Cook School
Board of Trustees Chairperson



James Cook School

Mill Street, MARTON, 4710

Phone: (06) 327-8229 Fax: (06) 327 8829

Email: office@jamescook.school.nz

30.3.2017.

As discussed on the phone
with Amanda on 30.3.2017,
Our 2016 Financial Reports
are currently with the Auditors.
We have sent you our 2015
reports which Amanda said
would be accepted, with this
application.

MR Cameron

Mission Statement:

"Achieving Excellence through Aroha, Endeavour and Resolution"



Items of Significance 31 December 2015

Commentary

Description	Code	YTD	Budget	Variance	%	Note
Income						
Fundraising - Local & Other	0226	1,262	32,000	30,738	4	
Expenditure						
Telephone	1015	1,982	1,600	(382)	124	
Sundry	1155	466	0	(466)	0	Not Budgeted
Sundry	1595	378	0	(378)	0	Not Budgeted
General Repairs	2410	4,215	2,500	(1,715)	169	
Buildings - Plumbing	2427	894	500	(394)	179	
Onsite Contract - Computers	2461	17,875	12,000	(5,875)	149	
Caretakers Wages	2520	42,290	34,589	(7,701)	122	
Inservice Course	3020	11,591	8,000	(3,591)	145	
Principal Development	3031	1,686	800	(886)	211	
Sundry	3075	679	0	(679)	0	Not Budgeted
Curriculum Consumables	3309	4,682	1,500	(3,182)	312	
Teacher Aide 5	3421	15,731	11,622	(4,109)	135	
Teacher Aide 6	3430	27,713	18,730	(8,983)	148	
Relieving	3465	6,096	2,000	(4,096)	305	
Teacher Aide 4	3480	26,048	8,684	(17,364)	300	
Teacher Aide 2	3482	32,759	13,672	(19,087)	240	
MOE Laptop Lease	3905	2,223	0	(2,223)	0	Not Budgeted
Outdoor Education	4908	8,670	2,600	(6,070)	333	
Financial Position						
Classroom Equipment	C510	2,788	2,000	(788)	139	
Other	C600	1,910	0	(1,910)	0	Not Budgeted

James Cook School

Education Services.
Dedicated to your school

Income Statement 31 December 2015

Summary

2014				2015			
YTD	Description	Code	Month	YTD	Budget	Variance	%
Income							
452,616	Government Grants		7,277	473,108	363,229	109,879	130
18,383	Investment Income		411	15,338	4,000	11,338	383
5,730	Fundraising		0	10,082	32,000	(21,918)	32
(774)	Activities		(84)	(1,215)	900	(2,114)	(135)
\$475,955	Total Income		\$7,604	\$497,314	\$400,129	\$97,185	124%

Administration							
3,247	Communication Expenses		0	3,106	7,050	3,945	44
4,768	Board Of Trustee Expenses		3,330	5,223	7,200	1,977	73
3,655	Audit		4,075	4,075	4,000	(75)	102
10,014	Consumables		746	8,042	11,500	3,458	70
28,963	Staff Expenses		7,095	37,194	35,450	(1,744)	105
14,618	General		1,192	15,874	21,153	5,279	75
\$65,266			\$16,438	\$73,513	\$86,353	\$12,840	85%

Property Maintenance							
4,533	Cleaning & Sanitation		655	4,582	5,700	1,118	80
7,048	Energy		434	6,015	9,000	2,985	67
3,775	Rates		0	5,662	5,000	(662)	113
2,021	Grounds		51	1,603	2,750	1,147	58
21,784	Repairs & Maintenance		3,387	30,700	29,000	(1,701)	106
45,436	Staff Wages		3,948	42,290	41,589	(701)	102
10,035	Cyclical Maintenance Provision		836	10,031	10,031	0	100
\$94,632			\$9,311	\$100,883	\$103,070	\$2,186	98%

Depreciation							
26,490	Depreciation	2910	2,285	27,425	27,425	0	100
1,956	Loss on Disposal of Property, Plant and E	2920	0	0	0	0	0
\$28,446			\$2,285	\$27,425	\$27,425	\$0	100%

James Cook School

Income Statement 31 December 2015

Summary

2014		Description	Code	Month	YTD	2015		
YTD	Budget					Variance	%	
Learning Resources								
9,386		Staff Development		19	14,668	17,500	2,832	84
778		Library		0	516	2,100	1,584	25
20,571		Teaching Resources		3,568	22,574	39,600	17,027	57
130,074		Personnel		29,196	149,668	108,890	(40,778)	137
4,911		Operating Leases		171	2,223	0	(2,223)	0
13,599		Sports And Activities		4,239	16,202	13,191	(3,010)	123
\$179,318				\$37,193	\$205,850	\$181,281	(\$24,568)	114%
Other Accounts								
0		Camps		0	0	0	0	0
1,576		Van Account		104	2,263	2,000	(263)	113
\$1,576				\$104	\$2,263	\$2,000	(\$263)	113%
\$369,238		Total Expenditure		\$65,333	\$409,935	\$400,129	(\$9,806)	102%
\$106,717		Net Surplus / (Deficit)		(\$57,728)	\$87,380	\$0	\$87,380	
Other Cash Outgoings								
7,718	7,718	Capital Items - This Year		0	12,454	15,000	2,546	83%
15,203	15,203	Lease/Loan Payments		386	4,636	4,553	(83)	102%
\$22,921	\$22,921			\$386	\$17,090	\$19,553	\$2,463	



deposit

Marton
Cnr Wellington Rd & High St, Marton, NZ

DEPOSIT

DATE

NOTES \$

COINS \$

IF MORE THAN THREE CHEQUES RECORD DETAILS ON REVERSE

DRAWER (I.E. CHEQUE ISSUED BY)	BANK	BRANCH	CHEQUES AS PER BACK	\$	
PAID IN BY: (PLEASE PRINT NAME)				SUB TOTAL \$	
PROCEEDS OF CHEQUES ETC. MAY NOT BE AVAILABLE TILL CLEARED				LESS CHARGES \$	

CREDIT JAMES COOK SCHOOL

TOTAL \$

⑈030683⑈ 0116503⑈00 ⑈ 50

Application 2



Application No.

(office use only)



SPORT NZ RURAL TRAVEL FUND APPLICATION FORM 2016-2017

- 3 MAR 2017

To: L.H
File: 3-GF-6-1
Doc: 17 0098

A Details

Name of organisation: Hunterville Sports Club
Postal address: Nicky Livingston
PO Box address: 3762 Takaka Valley Rd, RD.1 Hunterville 478
Telephone: 06 3228391
Email: in-livingston@slingshot.co.nz

B Contact Names (please provide 2 contacts)

Name: Nicky Livingston Phone: 0276724370
Name: Kerin Ratima Phone: 027 3228462

C Organisation Details

- 1 How many members belong to your club/organisation? 135
- 2 Are you a club or a school? club
- 3 Will the travel subsidy benefit participants aged between 5 and 19 years? ☒ Yes ☐ No
(If YES, please show how many participants) 135
- 4 How many participants are aged between 5-12 years? 135
- 5 How many participants are aged between 13-19 years? 0
- 6 Does your application involve a partnership with a local school? ☒ Yes ☐ No
- 7 What is this funding going to be used for? (Briefly explain)

Petrol vouchers for travelling families

8 What percentage of your members live in the Rangitikei District? 95% %



Rangitikei District Council
SPORT NEW ZEALAND Rural Travel Fund
IMPORTANT INFORMATION FOR APPLICANTS



Applicants should be resident in the Rangitikei District Council area.

- Please complete one application form per project.
- If you require assistance, please contact the SPORT NZ Rural Travel Fund Administrator at the Rangitikei District Council.
- For clarity please type or print in black ink. Applications are photocopied.
- Please provide supporting information on A4 paper for photocopying purposes.

Please complete this form by writing details in the spaces provided.

Closing date for applications: **Friday 31 March 2017, 12.00 pm (noon)**

Send your application to:

Postal Address: Private Bag 1102, Marton 4741

Courier or hand deliver to: 46 High Street, Marton

Mark your application for the attention of: **Linda Holman**

Late applications will not be considered.

First check your eligibility

The Rural Travel Fund is designed to help subsidise travel for junior teams participating in local sport competition.

RURAL TRAVEL FUND ELIGIBILITY

Application for the Rural Travel Fund is open to rural sports clubs and rural school teams with young people aged between 5-19 years who require subsidies to assist with transport expenses to **local** sporting competitions.

Please Note: The Rural Travel Fund is managed by the local territorial authority and funding cannot be provided for the purpose of travel to regional or national events.

ASSESSMENT CRITERIA

The following criteria shall be applied when considering applications for funding. School club teams and sport club teams are defined as:

- "A school club team participating in local sport competition in weekends, that **excludes** inter-school and intra-school competitions played during school time"; and/or
- "A sports club team participating in organised sport competition through club membership outside of school time".

RECEIVED
- 3 MAR 2017
To: L.H.
File: 17 0097
Doc: 17 0097

D Financial Details

1 Are you registered for GST?

☐

Yes

☒

No

(If YES, please write you GST number in the space provided)

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2 How much money are you applying for?

\$ 5000 Sport NZ funding

\$ _____ other funders

\$ _____ your contribution

\$ 5000 TOTAL

3 Have you applied to any other organisation for funding and if so what was the result (*briefly explain*) - refer to Table 1 below

Table 1

Organisation - (<i>including other councils</i>)	Amount requested (\$)	Results date (<i>if known</i>)
No.		

4 Do you have endorsement of your local affiliated club/school for this application for funding? (*This is only relevant if the group applying is the regional body.*)

☒

Yes

☒

No

(If YES, please briefly explain and attach evidence of this)

N/A

F Declaration

We hereby declare that the information supplied here on behalf of our organisation is correct.

We consent to the Rangitikei District Council collecting the personal contact details and information provided in this application, retaining and using these details and disclosing them to Sport NZ for the purpose of review of the rural travel fund. This consent is given in accordance with the Privacy Act 1993.

1	Name:	Nicky Livingston
	Position in organisation/title:	Treasurer
	Signature:	N Livingston
	Date:	3-3-17
2	Name:	Kerin Ratma
	Position in organisation/title:	Secretary
	Signature:	Kerin Ratma
	Date:	3.3.17

Please attach:

- 1 A balance sheet from your organisation (ie financial statement)
- 2 A deposit slip (in case your application is approved)
- 3 Evidence of your endorsement from your local affiliated club/school (if required)

Checklist:

- 1 Have you answered every question?
- 2 Have you attached the relevant documents with your application?
- 3 Send your application form with the relevant documents to your local authority by:
Friday 31 March 2017, 12.00 pm (noon)



Marton

Deposit

Date / /

Bank Of New Zealand

Bank Stamp

Paid in by (print name)

Paid in by (signature)

Notes

Coin

Total Cash

Cheques
AS ON REVERSE

For credit of

FOR HUNTERVILLE CHILDRENS SATURDAY
MORNING SPORTS CLUB

\$

⑈020652⑈ 0045271⑈00 ⑈ 50

Internet Banking for Business



Account Summary

<u>Everyday Accounts</u>		<u>Current Balance</u>	<u>Available Funds</u>
Non Profit Org A/C	02-0652-0045271-000	\$6,748.58 CR	\$6,748.58 CR
Total		\$6,748.58 CR	\$6,748.58 CR

End of Report

Application 3



Rangitikei District Council
SPORT NEW ZEALAND Rural Travel Fund
IMPORTANT INFORMATION FOR APPLICANTS



Applicants should be resident in the Rangitikei District Council area.

- Please complete one application form per project.
- If you require assistance, please contact the SPORT NZ Rural Travel Fund Administrator at the Rangitikei District Council.
- For clarity please type or print in black ink. Applications are photocopied.
- Please provide supporting information on A4 paper for photocopying purposes.

Please complete this form by writing details in the spaces provided.

Closing date for applications: **Friday 31 March 2017, 12.00 pm (noon)**

Send your application to:

Postal Address: Private Bag 1102, Marton 4741

Courier or hand deliver to: 46 High Street, Marton

Mark your application for the attention of: **Linda Holman**

Late applications will not be considered.

First check your eligibility

The Rural Travel Fund is designed to help subsidise travel for junior teams participating in local sport competition.

RURAL TRAVEL FUND ELIGIBILITY

Application for the Rural Travel Fund is open to rural sports clubs and rural school teams with young people aged between 5-19 years who require subsidies to assist with transport expenses to **local** sporting competitions.

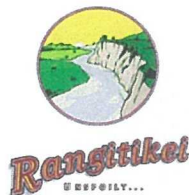
Please Note: The Rural Travel Fund is managed by the local territorial authority and funding cannot be provided for the purpose of travel to regional or national events.

ASSESSMENT CRITERIA

The following criteria shall be applied when considering applications for funding. School club teams and sport club teams are defined as:

- "A school club team participating in local sport competition in weekends, that **excludes** inter-school and intra-school competitions played during school time"; and/or
- "A sports club team participating in organised sport competition through club membership outside of school time".





Application No.

(office use only)



SPORT NZ RURAL TRAVEL FUND APPLICATION FORM 2016-2017

A Details

Name of organisation:

TAIHAPE AREA SCHOOL

Postal address:

26 HUIA STREET 4720

PO Box address:

Telephone:

06 388 0130

Email:

rmcmillan@tas.school.nz

B Contact Names (please provide 2 contacts)

Name:

RICHARD MCMILLAN

Phone:

021774121

Name:

Phone:

C Organisation Details

1 How many members belong to your club/organisation?

260 Students 30 Staff

2 Are you a club or a school?

SCHOOL

3 Will the travel subsidy benefit participants aged between 5 and 19 years?



Yes



No

(If YES, please show how many participants)

260

4 How many participants are aged between 5-12 years?

111

5 How many participants are aged between 13-19 years?

136

6 Does your application involve a partnership with a local school?



Yes



No

7 What is this funding going to be used for? (Briefly explain)

To assist with the cost of transport for school sport.

8 What percentage of your members live in the Rangitikei District?

100 %

D Financial Details

1 Are you registered for GST?



Yes



No

(If YES, please write you GST number in the space provided)

8	8	3	8	5	9	6	9
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2 How much money are you applying for?

\$ 8,000 Sport NZ funding

\$ — other funders

\$ 8,000 your contribution

\$ 16,000 TOTAL

3 Have you applied to any other organisation for funding and if so what was the result (*briefly explain*) - refer to Table 1 below

Table 1

Organisation - (<i>including other councils</i>)	Amount requested (\$)	Results date (<i>if known</i>)

4 Do you have endorsement of your local affiliated club/school for this application for funding? (*This is only relevant if the group applying is the regional body.*)



Yes



No

(If YES, please briefly explain and attach evidence of this)

F Declaration

We hereby declare that the information supplied here on behalf of our organisation is correct.

We consent to the Rangitikei District Council collecting the personal contact details and information provided in this application, retaining and using these details and disclosing them to Sport NZ for the purpose of review of the rural travel fund. This consent is given in accordance with the Privacy Act 1993.

1	Name:	<u>RICHARD McMILLAN</u>
	Position in organisation/title:	<u>PRINCIPAL</u>
	Signature:	<u>R.G. McMillan</u>
	Date:	<u>6/3/2017</u>
2	Name:	<u>Jenny Pearce</u>
	Position in organisation/title:	<u>Executive Officer</u>
	Signature:	<u>[Signature]</u>
	Date:	<u>13-3-17</u>

Please attach:

- 1 A balance sheet from your organisation (ie financial statement)
- 2 A deposit slip (in case your application is approved)
- 3 Evidence of your endorsement from your local affiliated club/school (if required)

Checklist:

- 1 Have you answered every question?
- 2 Have you attached the relevant documents with your application?
- 3 Send your application form with the relevant documents to your local authority by:
Friday 31 March 2017, 12.00 pm (noon)

The Issue of Isolation

Sport plays a huge role in the physical, emotional, and social development of young people, and provides them with recreational options that for many become healthy life-long activities and pursuits. For Primary aged children sport is one of the most important things in their lives. Sport provides people with challenge, and tests their courage, attitude, physical prowess, and mental strength. It is a god given right of New Zealanders to be able to participate in a range of sporting activities.

It is also proven that participation in sporting activities can have a very positive impact on the academic achievement, confidence, and self-esteem of students

However many children, and young people, live in isolated rural areas and, as a consequence, face many challenges in regard to their participation in sport. For some these challenges become barriers and a disincentive for participating. As well Taihape is a lower socio-economic area (the School is decile 4K) with a high proportion of families living on the breadline and really struggling to fund the basics let alone any extras. The current economic climate has hit our community particularly hard, with a number of families being forced to move away in search of employment.

As well we are a relatively isolated area, with a large number of our families living in Waiouru and outlying country areas. An indication of this isolation is the fact that our hockey team, playing in Palmerston North, faces a round trip of 5 hours each week for a game (220km). Our volleyball, basketball, touch rugby, netball, rugby, and football teams face similar trips, whether they are playing in Palmerston North, or Wanganui, Competitions. Unfortunately travel is part and parcel of what we must do if we wish to be involved. As well the volleyball, touch, basketball, hockey and netball teams travel every week - there are no home games. The weekly grind of expensive travel can impact on the participation of a number of players.

For many of our students the expense involved in playing sport is prohibitive. The only way we can rectify this situation is to fund-raise, as well as seek support from Trusts and Charities. Statistics prove the value of young people being involved in sport in terms of their personal development, as well as the massive social implications. In basic terms if they are involved in sport they are not wandering the streets and getting into trouble!!

As well sport now offers a career option for athletes. There is a huge amount of untapped talent in rural areas — sadly this is not always realized because of the many challenges country people face, including the isolation, and the cost involved in terms of travel and even time.

The approximate cost of travel per season for our teams is:

- Netball - \$5,500;
- Hockey - \$3,000;
- Basketball - \$1,000
- Rugby - \$5,500;
- Soccer - \$1,547.20;
- Touch Rugby - \$3,000;
- Volleyball - \$1,000.

Basic subs for our sports people start at approximately \$140, which are then more than doubled with the added cost of travel (either by School Bus or Vans).

We are in the business of providing our students with opportunities in a diverse range of activities. For some these opportunities can be life changing, and have far reaching implications for their futures. However sadly without funding support opportunities for many young people are severely restricted.

Taihape Area School

Statement of Responsibility
For the Year Ended 31 December 2015

The Board of Trustees (the Board) has pleasure in presenting the annual report of Taihape Area School, incorporating the financial statements and the auditor's report for the year ended 31 December 2015.

The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these 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 2015 fairly reflects the financial position and operations of the school.

The School's 2015 financial statements are authorised for issue by the Board Chairperson and the Principal.

Shelley Noble
Full Name of Board Chairperson

RICHARD McMILLAN
Full Name of Principal

S. Noble
Chairperson

R.O. McMill
Principal

13 June 2016
Date

13 June 2016
Date

Taihape Area School

Statement of Comprehensive Revenue and Expenses
For the Year Ended 31 December 2015

	Notes	2015 Actual \$	2015 Budget (Unaudited) \$	2014 Actual \$
Revenue				
Government Grants	2	3,933,117	3,903,750	3,632,972
Locally Raised Funds	3	135,448	79,440	165,648
Interest Earned		7,408	4,000	5,978
Gain on Sale of Property, Plant & Equipment		752	0	0
		<u>4,076,725</u>	<u>3,987,190</u>	<u>3,804,598</u>
Expenditure				
Locally Raised Funds	3	55,978	55,600	65,073
Learning Resources	6	2,296,290	2,191,804	2,279,380
Administration	7	289,134	272,850	300,230
Finance Costs	8	5,888	3,718	3,718
Property	9	1,421,324	1,393,923	1,059,389
Depreciation	10	78,882	83,920	72,445
Loss on Disposal of Property, Plant and Equipment		3,132	0	20
		<u>4,150,628</u>	<u>4,001,815</u>	<u>3,780,255</u>
Net Surplus / (Deficit)		<u>\$(73,903)</u>	<u>\$(14,625)</u>	<u>\$24,343</u>
Other Comprehensive Revenue and Expenses		0	0	0
Total Comprehensive Revenue and Expense for the Year		<u><u>\$(73,903)</u></u>	<u><u>\$(14,625)</u></u>	<u><u>\$24,343</u></u>

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

Talhabe Area School

Statement of Changes In Net Assets / Equity
For the Year Ended 31 December 2015

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Balance at 1 January	149,961	149,961	113,597
Total comprehensive revenue and Expenses for the year	(73,903)	(14,625)	24,343
Add MoE Capital contribution - Furniture & Equipment	0	0	0
Add MoE Capital contribution - School House	0	0	12,021
Equity at the end of the year	<u><u>\$76,058</u></u>	<u><u>\$135,336</u></u>	<u><u>\$149,961</u></u>
 Retained Earnings	 76,058	 135,336	 149,961
Reserves	0	0	0
Equity at 31 December 2015	<u><u>\$76,058</u></u>	<u><u>\$135,336</u></u>	<u><u>\$149,961</u></u>

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

Taihape Area School

Statement of Financial Position
As at 31 December 2015

	Notes	2015 Actual \$	2015 Budget (Unaudited) \$	2014 Actual \$
Current Assets				
Cash and Cash Equivalents	11	116,408	39,951	151,303
Accounts Receivable	12	224,222	237,906	238,728
GST Receivable		17,735	20,435	20,435
Inventories	13	12,451	16,388	16,388
Funds Owed for Capital Works Projects	20	538	0	0
		<u>371,354</u>	<u>314,680</u>	<u>426,854</u>
Current Liabilities				
Accounts Payable	15	254,319	225,909	225,909
Revenue Received in Advance	16	0	0	3,823
Provision for Cyclical Maintenance	17	63,857	63,857	0
Provision for Bad Debts		11,526	28,054	28,054
Finance Lease Liability - Current Portion	18	21,668	11,100	11,100
Funds Held in Trust	19	6,748	10,794	10,794
Funds Held on Behalf of Parents		22,494	18,369	18,369
Scholarship Funds (Dudding Trust)		2,500	10,000	10,000
Funds Held for Capital Works Projects	20	138,891	0	196,432
		<u>522,003</u>	<u>368,083</u>	<u>504,481</u>
Working Capital Surplus or (Deficit)		(150,649)	(53,403)	(77,627)
Non-Current Assets				
Property, Plant & Equipment	14	421,270	348,997	427,917
		<u>421,270</u>	<u>348,997</u>	<u>427,917</u>
Non-Current Liabilities				
Provision for Cyclical Maintenance	17	145,458	145,458	174,429
Finance Lease Liability	18	49,105	14,800	25,900
		<u>194,563</u>	<u>160,258</u>	<u>200,329</u>
Net Assets		\$76,058	\$135,336	\$149,961
Equity		\$76,058	\$135,336	\$149,961

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

Taihape Area School

Cash Flow Statement

For the Year Ended 31 December 2015

	Notes	2015 Actual \$	2015 Budget (Unaudited) \$	2014 Actual \$
Cash flows from Operating Activities				
Government Grants		923,165	858,923	909,018
Locally Raised Funds		179,889	147,410	192,646
Goods and Services Tax (net)		3,536	0	(5,984)
Payments to Employees		(377,892)	(301,500)	(329,531)
Payments to Suppliers		(663,240)	(790,089)	(648,968)
Interest Received		7,408	4,000	5,978
Funds Administered on Behalf of Third Parties		(69,087)	0	75,828
Net cash from / (to) the Operating Activities		3,779	(81,256)	198,987
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		3,863	0	20
Purchase of PPE (and Intangibles)		(16,023)	(5,000)	(49,949)
Net cash from / (to) the Investing Activities		(12,160)	(5,000)	(49,929)
Cash flows from Financing Activities				
Owners Contributions		0	0	12,021
Finance Lease Payments		(27,336)	(25,918)	(14,818)
Net cash from / (to) Financing Activities		(27,336)	(25,918)	(2,797)
Net increase / (decrease) in cash and cash equivalents		<u><u>\$(35,717)</u></u>	<u><u>\$(112,174)</u></u>	<u><u>\$146,261</u></u>
Cash and cash equivalents at the beginning of the year	11	152,125	152,125	5,864
Cash and cash equivalents at the end of the year	11	<u><u>\$116,408</u></u>	<u><u>\$39,951</u></u>	<u><u>\$152,125</u></u>

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



Westpac New Zealand Limited

Terrace End
325 Broadway Ave, Palmerston North, NZ

DATE	
NOTES	\$
COINS	\$
TOTAL CASH	\$
CHEQUES	\$
AS REVERSE	\$
TRANSFER FROM ACCOUNT No.	\$

PAID IN BY: (PLEASE PRINT NAME)

FOR THE CREDIT OF
TAIHAPE AREA SCHOOL

--	--	--	--	--	--

●
● TOTAL \$

⑈031522⑈ 0128153⑈00 ⑈ 57

Application 4



Rangitikei District Council
SPORT NEW ZEALAND Rural Travel Fund
IMPORTANT INFORMATION FOR APPLICANTS



Applicants should be resident in the Rangitikei District Council area.

- Please complete one application form per project.
- If you require assistance, please contact the SPORT NZ Rural Travel Fund Administrator at the Rangitikei District Council.
- For clarity please type or print in black ink. Applications are photocopied.
- Please provide supporting information on A4 paper for photocopying purposes.

Please complete this form by writing details in the spaces provided.

Closing date for applications: **Friday 31 March 2017, 12.00 pm (noon)**

Send your application to:

Postal Address: Private Bag 1102, Marton 4741

Courier or hand deliver to: 46 High Street, Marton

Mark your application for the attention of: **Linda Holman**

Late applications will not be considered.

First check your eligibility

The Rural Travel Fund is designed to help subsidise travel for junior teams participating in local sport competition.

RURAL TRAVEL FUND ELIGIBILITY

Application for the Rural Travel Fund is open to rural sports clubs and rural school teams with young people aged between 5-19 years who require subsidies to assist with transport expenses to **local** sporting competitions.

Please Note: The Rural Travel Fund is managed by the local territorial authority and funding cannot be provided for the purpose of travel to regional or national events.

ASSESSMENT CRITERIA

The following criteria shall be applied when considering applications for funding. School club teams and sport club teams are defined as:

- "A school club team participating in local sport competition in weekends, that **excludes** inter-school and intra-school competitions played during school time"; and/or
- "A sports club team participating in organised sport competition through club membership outside of school time".





Application No.

(office use only)



SPORT NZ RURAL TRAVEL FUND APPLICATION FORM 2016-2017

A Details

Name of organisation: Rangitikei College

Postal address: 20 Bredins Line, Marton

PO Box address: _____

Telephone: 06 327 7024

Email: board@rangitikeicollege.school.nz

B Contact Names (please provide 2 contacts)

Name: Angela Coleman, Funding Coordinator Phone: 021 1234 727

Name: Maree Marshall, Finance & Property Administrator Phone: 06 327 7024 ext 707

C Organisation Details

- 1 How many members belong to your club/organisation? 327
- 2 Are you a club or a school? School with 70% sports participation
- 3 Will the travel subsidy benefit participants aged between 5 and 19 years? ☒ Yes ☐ No
- (If YES, please show how many participants) 230
- 4 How many participants are aged between 5-12 years? Nil
- 5 How many participants are aged between 13-19 years? 230
- 6 Does your application involve a partnership with a local school? ☐ Yes ☒ No
- 7 What is this funding going to be used for? (Briefly explain)
- To help/support our students with travel each week to the chosen sport that they play
-
- 8 What percentage of your members live in the Rangitikei District? 100 %

D Financial Details

- 1 Are you registered for GST? ☒ Yes ☐ No

(If YES, please write you GST number in the space provided)

0	1	1	0	9	4	6	4	3
---	---	---	---	---	---	---	---	---

- 2 How much money are you applying for?
- \$ 5,000 Sport NZ funding
- \$ _____ other funders
- \$ 5,000 your contribution
- \$ 10,000 TOTAL

- 3 Have you applied to any other organisation for funding and if so what was the result (*briefly explain*) - refer to Table 1 below

Table 1

Organisation - (<i>including other councils</i>)	Amount requested (\$)	Results date (<i>if known</i>)
Nil for sports travel funding		

- 4 Do you have endorsement of your local affiliated club/school for this application for funding? (*This is only relevant if the group applying is the regional body.*) ☐ Yes ☒ No

(If YES, please briefly explain and attach evidence of this)

The school is not affiliated to any club

Rangitikei College – Support for Rural NZ Sports Funding Application

Firstly, thank you for supporting our local community with this opportunity to apply for a rural travel fund.

Rangitikei College has a rising roll and educates over 327 students from our wider community, with over 65 to 70 percent of these students participating in physical activity ie sports. As a low decile school in a rural community, we rely on funding to transport our students to their sporting matches. With no secondary sports being held in Marton, our teams travel each week to Manawatu, Whanganui, Ruapehu and Taihape to participate in sports. Due to the travel factor, fees for the students to play sports is higher than the average high school charges.

As a guide, this is what each student is paying in 2017 for sports (about \$30 each represents travel costs):

- Softball - \$45
- Volleyball - \$45
- Cricket - \$50
- Canoe polo - \$100
- Netball - \$130
- Rugby - \$100
- Basketball - \$90
- Football - \$90
- Hockey - \$195
- Archery - \$80

Any Sports NZ Rural Travel Fund money would be used to lower the costs to the students.

Our school is committed to Respect, Excellence and Participation. We have about 35 to 40 students at regional or national sports representative level. The school supports four vans so that students can get to out of town sports events which teachers, parents and school volunteers drive to support our sports teams. We are hugely excited about the new Community Multi-Turf that is currently being laid at the front of the school, and will work closely with Rangitikei Hockey, Nga Tawa and our Primary Schools to ensure maximum use for training and competition. We see this community development leading to even greater participation in sports and a continuing need to travel for competitions.

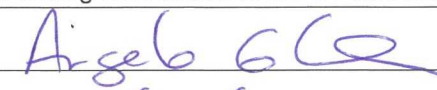
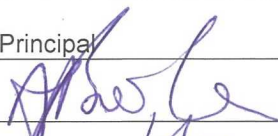

Once again thank you for your time and support, it is greatly appreciated. I look forward to hearing your response.

Kia ora
Maatua Wirihana-Tawake
Sports Coordinator

F Declaration

We hereby declare that the information supplied here on behalf of our organisation is correct.

We consent to the Rangitikei District Council collecting the personal contact details and information provided in this application, retaining and using these details and disclosing them to Sport NZ for the purpose of review of the rural travel fund. This consent is given in accordance with the Privacy Act 1993.

1	Name:	Angela Coleman	
	Position in organisation/title:	Funding Coordinator and BOT Secretary	
	Signature:		
	Date:	29/3/17	
2	Name:	Tony Booker	Maree Marshall
	Position in organisation/title:	Principal	Finance & Property Administrator
	Signature:		
	Date	29/3/17	29/3/17

Please attach:

- 1 A balance sheet from your organisation (ie financial statement)
- 2 A deposit slip (in case your application is approved)
- 3 Evidence of your endorsement from your local affiliated club/school (if required)

Checklist:

- 1 Have you answered every question?
- 2 Have you attached the relevant documents with your application?
- 3 Send your application form with the relevant documents to your local authority by:
Friday 31 March 2017, 12.00 pm (noon)

RANGITIKEI COLLEGE



2015 Annual Report

And

Financial Statements

School Address

Bredins Line
Marton, New Zealand

School phone
School fax

(06) 327-7024
(06) 327-8287

e-mail address

admin@rangitikeicollege.school.nz

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Rangitikei College
Statement of Responsibility
For the year ended 31 December 2015

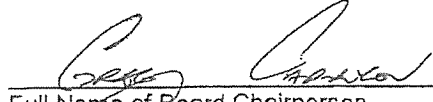
The Board of Trustees has pleasure in presenting the annual report of Rangitikei College, incorporating the financial statements and the auditors report, for the year ended 31 December 2015.

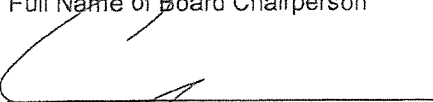
The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal control 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 2015 fairly reflects the financial position and operations of the school.

The School's 2015 financial statements are authorised for issue by the Board Chairperson and Principal.

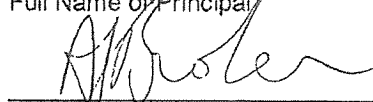

Full Name of Board Chairperson


Signature of Board Chairperson

Date:

16/11/16

Tony Booker
Full Name of Principal


Signature of Principal

Date:

16/11/2016

Rangitikei College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2015

		2015 Actual \$	2015 Budget (Unaudited) \$	2014 Actual \$
Revenue				
Government Grants	2	3,890,885	3,649,047	3,780,665
Locally Raised Funds - Income	3	254,973	217,528	331,097
Interest Received		26,268	18,000	27,417
Total Revenue		4,172,125	3,884,575	4,139,178
Expenditure				
Locally Raised Funds - Expenses	3	106,838	37,400	114,605
Learning Resources	4	2,787,333	2,707,106	2,767,948
Administration	5	242,469	231,775	234,002
Financing	6	5,841	-	-
Property	7	1,008,945	910,617	934,038
Depreciation	8	72,007	70,560	55,111
Loss on Disposal Of Assets		6,156	-	3,904
Total Expenditure		4,229,587	3,957,458	4,109,606
Net Surplus / Deficit		(57,463)	(72,883)	29,572
Total Comprehensive Revenue & Expense		(57,463)	(72,883)	29,572



Rangitikei College

Statement of Changes in Net Assets / Equity

For the year ended 31 December 2015

	2015 Actual \$	2015 Budget (Unaudited) \$	2014 Actual \$
Equity at the Start of the Year	720,406	720,661	690,834
Total Comprehensive Revenue & Expense	(57,463)	(72,883)	29,572
Furniture & Equipment Grant	12,577	-	-
Equity at the end of the year	<u>675,521</u>	<u>647,778</u>	<u>720,406</u>



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

Rangitikei College
Statement of Financial Position
As At 31/12/2015

		2015 Actual \$	2015 Budget (Unaudited) \$	2014 Actual \$
Current Assets				
Cash and Cash Equivalents	9	386,525	359,923	416,374
Accounts Receivable	10	234,882	209,000	197,696
Inventories	11	1,806	2,000	1,602
Prepayments		8,726	8,000	4,482
Investments	12	303,650	303,650	303,650
Goods & Services Tax		14,819	(10,000)	8,686
Ministry Projects Funds Held	19	3,077	-	-
Total Current Assets		953,483	872,573	932,489
Less Current Liabilities				
Accounts Payable	14	295,402	241,002	259,839
Revenue in Advance	15	50,161	7,000	14,467
Provision for Cyclical Maintenance	16	15,868	11,867	8,572
Painting Contract Liability - Current Portion	17	30,303	30,303	30,303
Finance Lease Liability - Current Portion	18	12,185	-	-
Scholarship Funds Held		-	-	256
Total Current Liabilities		403,918	290,172	313,436
Working Capital Surplus		549,566	582,401	619,053
Plus Non Current Assets				
Property Plant & Equipment	13	395,361	330,000	325,093
Total Non Current Assets		395,361	330,000	325,093
Less Non Current Liabilities				
Provision for Cyclical Maintenance	16	217,622	217,623	178,049
Painting Contract Liability - Term Portion	17	16,478	42,000	40,941
Finance Lease Liability - Term Portion	18	30,556	-	-
Prize Monies		4,750	5,000	4,750
Total Non Current Liabilities		269,406	264,623	223,740
Net Assets		675,521	647,778	720,406
Total Equity		675,521	647,778	720,406

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



Rangitikei College
Cash Flow Statement
For the year ended 31 December 2015

	Note	2015 Actual \$	2015 Budget (Unaudited) \$	2014 Actual \$
Cash flows from Operating Activities				
Government Grants		964,344	857,805	939,946
Locally Raised Funds		289,552	232,582	340,946
Interest Received		26,467	18,000	27,599
Goods and Services Tax (net)		(6,133)	(14,115)	5,072
Payments to Employees		(630,635)	(587,325)	(612,219)
Payments to Suppliers		(532,617)	(459,314)	(549,321)
Interest Paid		(5,841)	-	-
Funds Administered on Behalf of Third Parties		(3,077)	(1,492)	(1,492)
Net cash from / (to) the Operating Activities		102,060	46,141	150,531
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		835	-	-
Purchase of PPE (and Intangibles)		(104,198)	(72,287)	(42,345)
Purchase of Investments		-	-	(100,000)
Proceeds from Sale of Investments		-	-	-
Net cash from / (to) the Investing Activities		(103,363)	(72,287)	(142,345)
Cash flows from Financing Activities				
Furniture and Equipment Grant		12,577	-	-
Finance Lease Payments		(10,819)	-	-
Painting contract payments		(30,303)	(30,303)	(30,303)
Net cash from Financing Activities		(28,545)	(30,303)	(30,303)
Net increase/(decrease) in cash and cash equivalents		(29,848)	(56,449)	(22,117)
Cash and cash equivalents at the beginning of the year	9	416,374	416,374	438,491
Cash and cash equivalents at the end of the year	9	386,526	359,925	416,374

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

Rangitikei College
Notes & Disclosures
For the year ended 31 December 2015

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2015 to 31 December 2015 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying PBE Accounting Standards (PBE IPSAS) 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 of social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to the equity holders".

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publically accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken. These financial statements are the first set of financial statements presented in accordance with the new PBE accounting standards.

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

In preparing these financial statements the School has made estimates and assumptions concerning the future in regard to asset lives, provisions for cyclical maintenance and impairment of assets. Where these estimates and assumptions are considered critical by the School, they are disclosed in the relevant note below.

c) Revenue Recognition

Government Grants Schools

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives:

Operation Grants are recorded as revenue when the School has the right 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.



Rangitikei College
Notes & Disclosures
For the year ended 31 December 2015

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

Grants

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

Donations

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) 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.

f) 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.

g) 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 three months or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

h) Accounts Receivable

Accounts Receivable represents items that the School has issued invoices for, but has not received payment for at year end. They are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A provision for impairment of Accounts Receivable is established where there is objective evidence the School will not be able to collect all amounts due according to the original terms of the debt. This impairment loss is the difference between the carrying amount of the receivable and the present value of the amounts expected to be collected and has been included under Other Expenditure in the Statement of Comprehensive Revenue and Expense, if not otherwise shown separately.

i) Inventories

Inventories are consumable items held for sale and comprise 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. Thus the fair value of the inventory is determined based on the cost at time of purchase. The 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.

j) Investments

Share Investments held by the School are measured at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition investments are measured at amortised cost using the effective interest method less impairment.



Rangitikei College
Notes & Disclosures
For the year ended 31 December 2015

The School has met the requirements under section 73 of the Education Act 1989 in relation to the acquisition of securities.

k) 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.

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 values as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

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

Gains and losses on disposal (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.

Leased Assets

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of a finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

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 - Crown	50 Years
Furniture and Equipment	5 - 20 Years
Information and Communication Technology	3 - 5 Years
Motor Vehicles	5 Years
Textbooks	4 Years
Leased Assets held under a Finance Lease	Over Term of Lease
Library Resources	12.5% Diminishing Value

l) Intangible Assets

Software Costs

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

Computer Software licenses with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the School receives from the Ministry of Education is normally acquired through a non exchange transaction and is not of a material amount. It's fair value can be assessed at time of acquisition if no other methods lead to a fair determination. Computer software purchased from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

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.



Rangitikei College Notes & Disclosures

For the year ended 31 December 2015

m) Impairment of Property Plant and Equipment

Rangitikei College does not hold any cash generating assets. Assets are considered cash generating when their primary objective is to generate a commercial return.

Non Cash Generating Assets

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

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

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

n) 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.

o) Employee Entitlements

Short Term Employee Entitlements

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

p) Revenue Received in Advance

Revenue received in advance relates to fees received from enrolled students for 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 these amounts, should the School be unable to provide the services to which they relate.

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Shared Funds

Shared Funds are held on behalf of participating schools within a cluster of schools. The School does not hold any shared funds or participate in any such fund managed by another School.

s) Provision for Cyclical Maintenance

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

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



Rangitikei College

Notes & Disclosures

For the year ended 31 December 2015

t) Financial Assets and Liabilities

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

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

The School's financial liabilities comprise accounts payable, funds held on behalf of the Ministry of Education, and painting contract liability. All of these financial liabilities are categorised as 'financial liabilities measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

u) Borrowings

Borrowings are recognised at the amount borrowed. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after the balance date.

v) Goods and Services Tax

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.

w) Budget Figures

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

x) 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.

Rangitikei College

Notes & Disclosures

For the year ended 31 December 2015

2. Government Grants

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	683,261	702,724	702,290
Teachers' Salary Grant	2,250,117	2,150,000	2,199,477
Use of Land and Buildings Grant	676,424	641,242	641,242
Secondary Tertiary Alignment Resource STAR	39,410	42,896	42,200
Resource Teachers Learning and Behaviour Grants	6,087	-	7,152
Other MOE Grants	145,013	73,686	128,211
Other Government Grants	90,576	38,500	60,096
Total Government Grants	3,890,885	3,649,047	3,780,665

3. Locally Raised Funds

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

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	58,623	26,950	69,078
Trading	7,576	12,600	6,244
Curriculum Recoveries	56,231	66,328	62,150
Activities	86,802	26,150	121,408
Other Revenue	45,742	85,500	72,218
Locally Raised Funds - Income	254,973	217,528	331,097
Expenses			
Trading	7,908	12,600	5,867
Activities	98,931	24,800	108,739
Locally Raised Funds - Expenses	106,838	37,400	114,605
Surplus for the year Locally Raised Funds	148,135	180,128	216,492

4. Learning Resources

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	125,164	168,601	141,947
Equipment Repairs	6,353	7,730	10,898
Information Communication Technology	9,939	9,900	25,397
Library Resources	2,082	9,050	3,563
Employee Benefits - Salaries	2,621,750	2,498,825	2,568,202
Resource / Attached Teacher Costs	10,948	-	10,563
Staff Development	11,101	13,000	7,380
Total Learning Resources	2,787,333	2,707,106	2,767,948



Rangitikei College
Notes & Disclosures
For the year ended 31 December 2015

5. Administration

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,217	5,725	5,725
Board of Trustee Fees	5,000	4,000	3,575
Board of Trustee Expenses	15,754	5,600	7,286
Communications	6,605	7,000	6,763
Consumables	29,812	52,400	52,093
Postages	2,038	2,300	2,111
Other Administration Expenses	4,030	5,250	8,704
Employee Benefits - Salaries	133,308	117,500	116,433
Insurance	4,375	-	-
Service Providers Contractors Consultancy	35,335	32,000	31,314
Total Administration	242,469	231,775	234,002

6. Finance

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Interest Charges - Konica Minolta	5,841	-	-
Total Finance	5,841	-	-

7. Property

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	13,190	13,800	13,524
Cyclical Maintenance Provision	56,274	33,000	51,282
Grounds	10,384	9,400	9,986
Heat Light and Water	57,680	56,600	55,328
Rates	6,950	7,875	6,985
Repairs & Maintenance	44,250	21,300	32,776
Use of Land and Buildings	676,424	641,242	641,242
Security	7,099	6,400	6,773
Employee Benefits - Salaries	136,697	121,000	116,147
Total Property	1,008,945	910,617	934,038

The use of land and buildings figure represents 8% of the schools total property value. This is used as a 'proxy' for the market rental of the property. Property Values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

8. Depreciation of Property Plant and Equipment

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Plant and Equipment	27,485	40,800	27,125
Furniture	10,295	11,340	10,621
Vehicles	6,813	3,180	2,609
Library Books and Textbooks	12,894	13,200	12,718
Buildings	2,040	2,040	2,040
Leased Assets	12,482	-	-
Total Depreciation	72,007	70,560	55,111



Rangitikei College
Notes & Disclosures
For the year ended 31 December 2015

9. Cash and Cash Equivalents

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Accounts	115,539	20,100	14,623
Savings Accounts	270,987	339,823	401,751
Total Cash and Cash Equivalents	386,525	359,923	416,374

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

10. Accounts Receivable

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Debtors	8,695	15,000	7,579
Interest Accrued	3,441	4,000	3,640
Teachers Salaries Grant Receivable	221,554	190,000	186,478
Banking Staffing Underuse	1,194	-	-
Total Accounts Receivable	234,882	209,000	197,696
Receivables from Exchange Transactions	6,325	6,000	4,134
Receivables from Non-Exchange Transactions	228,558	203,000	193,563
Total Accounts Receivable	234,882	209,000	197,696

11. Inventories

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stock on hand Stationery	1,806	2,000	1,602
Total Inventories	1,806	2,000	1,602

12. Investments

The School's Investment activities are classified as follows:

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits with Maturities Greater than 3 Months and No Greater than One Year	303,650	303,650	303,650
Non-current Asset			
Long-term Bank Deposits with Maturities Greater than One Year			

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2015.



Rangitikei College
Notes & Disclosures
For the year ended 31 December 2015

13. Property Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2015						
Plant & Equipment	68,870	26,763	-	-	(27,485)	68,148
Furniture	111,558	6,413	-	-	(10,295)	107,676
Vehicles	5,001	42,039	-	-	(6,813)	40,226
Library Books & Textbooks	58,066	22,249	(6,156)	-	(12,894)	61,266
Buildings	81,600	-	-	-	(2,040)	79,560
Leased Assets	-	50,968	-	-	(12,482)	38,486
Balance at 31 December 2015	325,093	148,430	(6,156)	-	(72,007)	395,361

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2015			
Plant & Equipment	934,440	866,292	68,148
Furniture	326,228	218,552	107,676
Vehicles	120,183	79,958	40,226
Library Books & Textbooks	242,299	181,034	61,266
Buildings	102,000	22,440	79,560
Leased Assets	50,968	12,482	38,486
Balance at 31 December 2015	1,776,117	1,380,757	395,361

2014

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Plant & Equipment	65,423	30,572	-	-	(27,125)	68,870
Furniture	122,178	-	-	-	(10,621)	111,558
Vehicles	7,609	-	-	-	(2,609)	5,001
Library Books & Textbooks	53,617	18,509	(1,342)	-	(12,718)	58,066
Buildings	83,640	-	-	-	(2,040)	81,600
Balance at 31 December 2014	332,465	49,080	(1,342)	-	(55,111)	325,093

2014

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Plant & Equipment	913,077	844,208	68,870
Furniture	319,815	208,258	111,558
Vehicles	94,590	89,590	5,001
Library Books & Textbooks	237,509	179,444	58,066
Buildings	102,000	20,400	81,600
Balance at 31 December 2014	1,666,990	1,341,898	325,093

14. Accounts Payable

	2015 Actual \$	2015 Budget (Unaudited) \$	2014 Actual \$
Operating Creditors	25,356	20,000	34,810
Capital Creditors	-	-	6,735
Accruals	19,561	15,000	13,889
Employee Benefits Payable - Salaries	235,203	190,000	186,478
Employee Benefits - Leave Accrual	15,283	16,002	17,929
Total Accounts Payable	295,402	241,002	259,839
Exchange Transactions	295,402	241,002	259,839
Total Accounts Payable	295,402	241,002	259,839

The carrying value of payables approximates their fair value.



Rangitikei College
Notes & Disclosures
For the year ended 31 December 2015

15. Revenue Received in Advance

	2015 Actual \$	2015 Budget (Unaudited) \$	2014 Actual \$
Grants in Advance - Ministry of Education	-	2,000	-
Other	50,161	5,000	14,467
Total Revenue Received in Advance	50,161	7,000	14,467

16. Provision for Cyclical Maintenance

	2015 Actual \$	2015 Budget (Unaudited) \$	2014 Actual \$
Provision at the Start of the Year	186,621	186,621	143,752
Increase in Provision During the Year	46,869	42,869	42,869
Provision at the End of the Year	233,490	229,490	186,621
Cyclical Maintenance - Current	15,868	11,867	8,572
Cyclical Maintenance - Term	217,622	217,623	178,049
Total Provision for Cyclical Maintenance	233,490	229,490	186,621

The Board has a cash management plan to ensure that sufficient cash is available to meet all maintenance obligations as they fall due over the next 10 years. The amount recognised as a provision is the best estimate of the expenditure required to settle the present obligations at 31 December 2015. Present obligations are identified in the school's current 10-year property plan approved by the Ministry of Education. The provision has not been adjusted for inflation and the time value of money.

17. Painting Contract Liability

	2015 Actual \$	2015 Budget (Unaudited) \$	2014 Actual \$
Current Liability	30,303	30,303	30,303
Non Current Liability	16,478	42,000	40,941
Total Painting Contract Liability	46,781	72,303	71,244

In 2010 the board signed an agreement with Scheduled Maintenance Services Ltd (the contractor) for an agreed programme of work covering an eight year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings, in 2010 and 2018 with regular maintenance in subsequent years. The agreement has an annual commitment of \$30303.00. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.



Rangitikei College
Notes & Disclosures
For the year ended 31 December 2015

18. Finance Lease Liability

The School has entered into a finance lease agreements for photocopying equipment. Minimum lease payments payable:

	2015 Actual \$	2015 Budget (Unaudited) \$	2014 Actual \$
Minimum Lease Payments - 1 Year	16,659	-	-
Minimum Lease Payments - 2 to 5 Years	34,711	-	-
Total Minimum Lease Payments	51,370	-	-
Less Unexpired Interest	8,629	-	-
Lease Liability	42,741	-	-

	2015 Actual \$	2015 Budget (Unaudited) \$	2014 Actual \$
Current Portion	12,185	-	-
Term Portion	30,556	-	-
Total Finance Lease Liability	42,741	-	-

19. Funds Held for Capital Works

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

		Opening Balances \$	Receipts from MoE \$	Payments \$	Closing Balances \$
2015					
Staffroom Refurbishment	In Progress	-	-	3,077	(3,077)
		-	-	3,077	(3,077)
2014					
C Block Heating	Completed	-	43,105	43,105	-
Plumbing/Roofing Project	Completed	1,492	-	1,492	-
		1,492	43,105	44,597	-

20. 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 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 conditions no more or less favourable than those 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 of such transactions.



Rangitikei College

Notes & Disclosures

For the year ended 31 December 2015

21. Remuneration

Key Management Personnel Compensation

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

	2015 Actual \$	2014 Actual \$
Salaries & Other Short Term Benefits (FTEs 10.4)	913,790	867,709
	<u>913,790</u>	<u>867,709</u>

Board of Trustees and Committee Members

The total value of the remuneration paid or payable to trustees of the Board and Committee members was as follows.

	2015 Actual \$	2014 Actual \$
Board of Trustees (FTEs 0.40)	5,000	3,575
	<u>5,000</u>	<u>3,575</u>

Principal

The total Value of remuneration paid or payable to the Principal and other employees is in the following Bands.

	2015 Actual \$000	2014 Actual \$000
Salaries and Other Short Term Benefits:		
Principal I		
Salary and Other Payments	100 - 110	120 - 130
Benefits and Other Emoluments	5 - 7	3 - 4
Termination Benefits	-	-
Principal II		
Salary and Other Payments	30 - 40	-
Benefits and Other Emoluments	3 - 4	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2015 FTE Number	2014 FTE Number
110 - 120	Nil	Nil
100 - 110	Nil	Nil

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

22. Compensation and Other Benefits Upon Leaving

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

	2015 Actual	2014 Actual
Total	-	-
Number of People	-	-



Rangitikei College
Notes & Disclosures
For the year ended 31 December 2015

23. Contingencies

The following contingent liabilities exist as at balance date:

2015 Actual	2014 Actual
----------------	----------------

24. Commitments

(a) Capital Commitments

The Board has no commitments to future Capital Projects as at 31/12/2015. (2014: nil)

(b) Operating Commitments

As at 31/12/2015 the Board has the following contracts:

- 1) Service Contract for Photocopiers
- 2) Operating Lease of 32 Laptop Computers (Part Funded by the Ministry of Education)
- 3) PMS Contract % of Work not Yet undertaken

	2015 Actual	2014 Actual
No later than One Year	18,835	32,607
Greater than 1 year and not later than 5 years	27,304	91,625
	<u>46,139</u>	<u>124,232</u>

25. Managing Capital

The School's capital is its equity, which is the accumulated funds. Equity is represented by net assets. The School is subject to the financial management and accountability provisions of the Education Act 1989 and Crown Entities Act 2004, which impose restrictions on banking arrangements, borrowings, acquisition or lease of land, buildings, acquisition of securities, and use of the Ministry of Education's payroll services. The School manages its equity as a by-product of prudently managed revenues, expenses, assets, liabilities, and general financial dealings to ensure that the School effectively achieves its objectives and purpose, while remaining a going concern.

26. Financial Instruments

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

Cash and receivables

	2015 Actual \$	2015 Budget (Unaudited) \$	2014 Actual \$
Cash and Cash Equivalents	386,525	359,923	416,374
Accounts Receivable	234,882	209,000	197,696
Investments	303,650	303,650	303,650
Total Cash and Receivables	<u>925,057</u>	<u>872,573</u>	<u>917,720</u>

Financial Liabilities measured at amortised cost

Payables	295,402	241,002	259,839
Finance Lease Liability	42,741	-	-
Painting Contract Liability	46,781	72,303	71,244
Total Financial Liabilities at Amortised Cost	<u>384,923</u>	<u>313,305</u>	<u>331,083</u>

27. Events after Balance Date

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



Rangitikei College
Notes & Disclosures
For the year ended 31 December 2015

28. Critical Accounting Estimates and Assumptions

In preparing these financial statements the school has made estimates and assumptions concerning the future in regard to asset lives, provisions for cyclical maintenance, painting contract liability and impairment of assets. None of these estimates and assumptions are considered critical by the School.

29. Comparative Figures

Some figures have been restated to comply with the new reporting template issue by the Ministry of Education.

30. Breach of Section 87

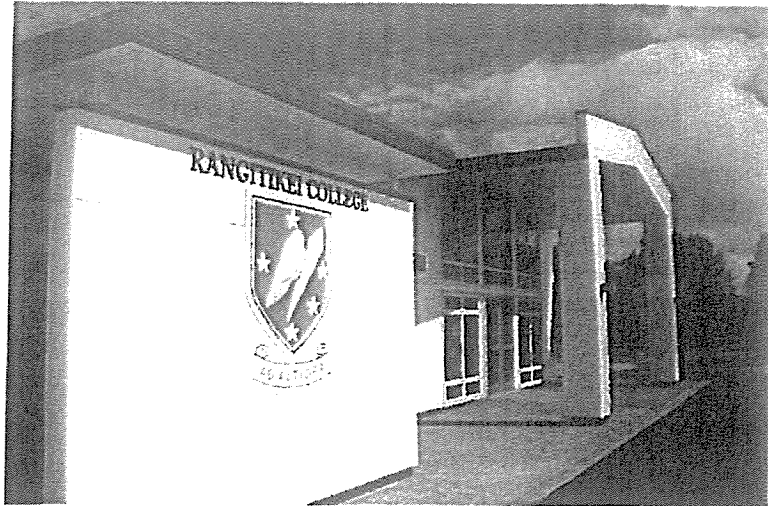
The School is in Breach of section 87 of the Education Act by failing to met the required 31 March requirement for supply of reports to the Auditor resulting in a further breach of the 31 May requirement for audit completion.

Members of the Board of Trustees

Name	Position	How Gained	Occupation	Term Expires
Karene Biggs	Principal	Appointed May 2012	Principal	11/09/2015
Anthony Booker	Principal	Appointed 12 October 2015	Principal	
Cam Paulger	Board Member	Re-Elected 2013	Contractor	May 2016
Shane Gribbon	Board Member	Co-opted July 2015	Contractor	May 2016
Paul Tysoe	Board Member	Co-opted July 2015	Alarm Technician	May 2016
Greg Carlyon	Board Chair	Elected 2013	Self employed	May 2016
Lynda Hunter	Board Member	Elected 2013	Housewife	May 2016
Tanya Sherborne	Staff Representative	Elected 2013	Teacher	May 2016
Tracey Hunter	Board member	Elected 2013	Nurse	May 2016
Makuini Paulger	Student Representative	Re-elected Sept 2014	Student	October 2015
Rebekah Gribbon		Elected September 2015		October 2016

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2015, the school received total Kiwisport funding of \$6,059 (excluding GST). The funding was spent on additional equipment for all sports and subsidies on transportation costs for participation. The number of students participating in organised sport increased from 65% to 67% of the school roll.



Rangitikei College

Analysis of Variance 2015

ANALYSIS OF VARIANCE - Narrative

Rangitikei College Senior NCEA achievement targets 2015

Strategic aim 1: To raise the active engagement and achievement of all students to attain their personal best. (NAG 1)

Annual goals:

To increase the percentage of students achieving NCEA Levels 1-3, ensuring equity across priority groups of learners.

To ensure that at least 90% of students achieve Level 1 literacy and numeracy, focusing on early identification of those at risk.

To challenge and support GATE students to achieve excellence in specific areas of expertise.

To ensure that at least 85% of Year 13 students graduate with NCEA Level 2.

2015 targets:

- To achieve Literacy and Numeracy pass rates at NCEA Level 1 of 90% or better.
- To raise NCEA L1-3 pass rates to match national statistics – NCEA L2 is the graduating standard for all students.
- To raise the pass rate of Maori students in all NCEA levels to the same as, or better than their peers.(TK)
- To provide ORS students with access to supported learning standards to achieve the Certificate in Supported Learning.
- To increase the number of NCEA L1-2 endorsements by 4 at each level.
- To increase the number of NCEA subject endorsements to over 84 - total across all levels.
- To achieve 4 NCEA Scholarships.

Baseline data and analysis:

Analysis of our Year 10, 2014 cohort indicates that 60% Maori females and 22% of Maori Males are below or well below the expected curriculum level for PAT Maths.

In 2014, Maori students performed significantly below their peers overall in NCEA L1 and also in Level 1 Literacy and Numeracy. There is no significant difference between the performance of Maori males and females at L1. Female Maori students achievement at Level 2 is below that of other female students by 26%. 60% of Year 13 Female Maori students leaving school compared with of 100% Maori males and other students gained Level 2– the graduating standard. Overall 84.6% Year 13 leavers gained NCEA Level 2 (Roll based Statistic).

2014 results	Māori	Other (inc Pasifika)	NZ European	All
NCEA L1	53.3	100	89.7	78.7
Level 1 Literacy	76.2	40 (Pasifika) 100 (Other)	93.5	81.4
Level 1 Numeracy	71.4	40 (Pasifika) 100 (Other)	96.8	83.1
NCEA L2	85.7	75.0	80.0	80.6
NCEA L3	57.1	100	71.4	68.2
UE	14.3	100	35.7	31.8
SCHOLARSHIPS	1	0	1	2

Year 13 students gaining L2	76.9	100	100	91.7 (84.6 roll based)
Level 1 Excellence endorsement	1	0	5	6 (18.9%)
Level 1 Merit endorsement	1	0	6	7 (16.2%)
Level 2 Excellence endorsement	2	0	0	2 (8%)
Level 2 Merit endorsement	0	0	6	6 (24%)
Level 3 Excellence endorsement	0	0	1	1 (6.7%)
Level 3 Merit endorsement	1	0	2	3 (26.7%)

2015 results (all roll-based) (as at March 2016)	Māori	Pasifika	NZ European	All
NCEA L1 (Y11)	66.7	100.0 (5)	84.6	77.6
Level 1 Literacy (Y11)	87.5	100.0	93.5	90.0
Level 1 Numeracy (Y11)	87.5	100.0	96.8	86.9
NCEA L2 (Y12)	72.7	33.3 (3)	95.5	72.7
NCEA L3 (Y13)	33.3	25.0 (4)	50.0	40.0
UE	33.3	25.0 (4)	50.0	40.0
SCHOLARSHIPS	1	0	0	1
Year 13 students leaving with L2	92.0	100	85.7	92.0 (roll-based)
Level 1 Excellence endorsement	2	0	4	6
Level 1 Merit endorsement	2	0	5	7
Level 2 Excellence endorsement	1	0	3	7
Level 2 Merit endorsement	1	0	6	7
Level 3 Excellence endorsement	1	0	0	1
Level 3 Merit endorsement	1	0	2	3

Actions to achieve target	Led by	Outcomes	Review and next steps		
Academic mentoring continued at all levels – goal setting prioritised	AM	<ul style="list-style-type: none"> continued 	<ul style="list-style-type: none"> Programme to be extended in 2016 It was a good system for 2014 but the students in 2015 were very different and this initiative would not have suited them 		
Meeting with parents of current Year 12 students who did not achieve NCEA Level 1 in 2014 to plan on-going support.	KN	<ul style="list-style-type: none"> Did not occur 			
Monitor and track female Maori students at L1 & 2 and alert Deans	AM/BG	<ul style="list-style-type: none"> A group of female Māori students was 	<ul style="list-style-type: none"> Results were mixed (total Rangitikei numbers in brackets) 		
			MĀORI	LEVEL 1 NCEA (roll-based)	LEVEL 2 NCEA

Actions to achieve target	Led by	Outcomes	Review and next steps																														
and mentors of their needs. Ensure subjects meet their aspirations.		identified and worked on by deans and KN	<table><tr><th>GIRLS</th><th>Rangitikei</th><th>All NZ</th><th>Rangitikei</th><th>All NZ</th></tr><tr><td>2011</td><td>5.9 (17)</td><td>53.9</td><td>27.3 (11)</td><td>63.9</td></tr><tr><td>2012</td><td>26.7 (15)</td><td>56.2</td><td>8.3(12)</td><td>65.7</td></tr><tr><td>2013</td><td>57.1 (7)</td><td>61.5</td><td>61.5 (13)</td><td>69.2</td></tr><tr><td>2014</td><td>40.0 (10)</td><td>64.3</td><td>80.0 (5)</td><td>74.5</td></tr><tr><td>2015</td><td>58.3 (12)</td><td>68.2</td><td>62.5 (8)</td><td>75.4</td></tr></table>	GIRLS	Rangitikei	All NZ	Rangitikei	All NZ	2011	5.9 (17)	53.9	27.3 (11)	63.9	2012	26.7 (15)	56.2	8.3(12)	65.7	2013	57.1 (7)	61.5	61.5 (13)	69.2	2014	40.0 (10)	64.3	80.0 (5)	74.5	2015	58.3 (12)	68.2	62.5 (8)	75.4
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HoD meetings established on a fortnightly basis to improve tracking and monitoring through effective data analysis.		<ul style="list-style-type: none">These meetings were established	<p>Level 1 has clearly increased but there has been a corresponding decline in Level 2 (staff indicate that this reflects the cohort). The response to this will be the more intense targeting and monitoring of at risk students in 2016, along with more emphasis on goal-setting through academic mentoring.</p> <ul style="list-style-type: none">Progress was made and individual students were discussed. In 2016 there will be a more data-driven approach to this tracking.																														
Literacy action plan developed Literacy progress is tracked and monitored – strategies shared at staff meetings HoDs share literacy strategies in fortnightly meetings Regular classroom walk-throughs by SLT	OG/KO OG SLT	<ul style="list-style-type: none">Literacy plan developed by Literacy Committee. Strategies shared at staff meetings several times a termFormal walkthroughs not implemented 2015	<ul style="list-style-type: none">Anecdotal feedback from staff indicated positive reception to allocating staff meeting time for sharing of strategies. This will continue through 2016, but not be limited to just literacy.Level 1 NCEA Literacy achievement increased to over 90% for the first time in 2015.Walkthroughs by senior staff will be encouraged in 2016, but will not form part of the literacy development strategy																														
Numeracy data is tracked and progress is monitored Female Maori students are tracked and their achievement and progress evaluated Progress is shared at staff meetings	MH/KL	<ul style="list-style-type: none">Excellent improvement in Numeracy results	<ul style="list-style-type: none">Level 1 NCEA Numeracy achievement also increased to over 90% for the first time in 2016.Year starts with 11MAT class doing Achievement Standards to give every chance possible to achieve - by the end of term 2 the class is split into two groups (effectively taught as a multi-level class). Achievement Standards taught to the ones who have achieved throughout T1&2 and then the Numeracy portfolio with the rest. They are continually monitored to track their progress. Extra support was given last year in the form of a Teacher Aide to assist getting the last few over the line. This approach has been developed over the last 2-3 years with support from Otago University Numeracy advisors.																														

Actions to achieve target	Led by	Outcomes	Review and next steps
GATE students identified and supported through a planned programme and goal setting	TD	<ul style="list-style-type: none"> 15 students in a vertical Academic Mentoring group. Goal setting for academic excellence done using Pathway Plan, Head Model and career planning. 	<ul style="list-style-type: none"> Year 12 AwM students said the 'step up' in content from L1 was a surprise. Next step is to get GATE students to pre-read in preparation to extend (GATE students can learn Achieved level and basic terminology/concepts independently and move to M/E in class). Student voice supports repeating the goal setting programme, Pathway Plan and career planning. Many GATE students unclear about future path (spoilt for choice?) Will use new credit tracker app/document in line with Kamar results, in response to student request. GATE students need to check results frequently Lack of diaries causes low self-management. Will get students to use digital or paper diaries according to preference (GATE students work on adrenalin sometimes and can rely on innate intelligence to 'pass'). Will use Gantt charts for assessments based on the shared assessment calendar (time management of competing demands identified as obstacle for GATE students). 'Aspire' programme will cater for some GATE students
ORS students supported to achieve the Certificate in Supported Learning	TD	<ul style="list-style-type: none"> 2 students with over 30 credits towards the goal of 40 credits. 	<ul style="list-style-type: none"> 2 students currently on this pathway. Adding 2 more in 2016. Using Te Kura for most standards as their resources and moderation are reliable.
HoDs set targets for Merit and Excellence awards for each AS at levels 1-3	HoDs	<ul style="list-style-type: none"> This was not undertaken on a 'subject-wide' level, although teachers did set targets for individual classes 	<ul style="list-style-type: none"> This will be addressed at an individual student level through academic mentoring. Senior students will be challenged to set aspirational, although realistic, targets through this programme.

COMMENTARY ON TARGETS:

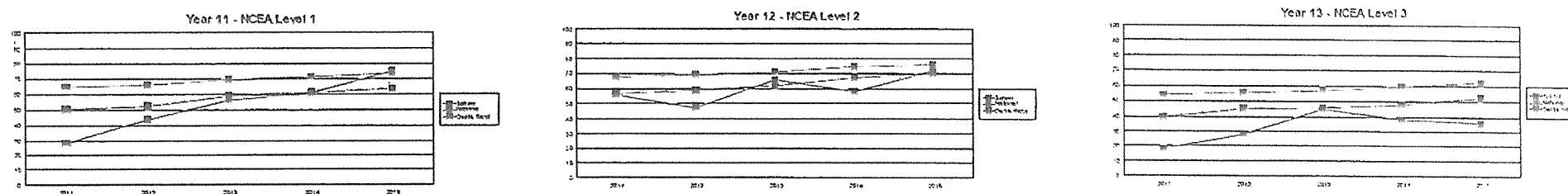
1. To achieve Literacy and Numeracy pass rates at NCEA Level 1 of 90% or better.

NCEA LEVEL1 LITERACY	Rangitikei College	All New Zealand	NCEA LEVEL1 NUMERACY	Rangitikei College	All New Zealand
2011	70.6	85.8	2011	77.6	88.7

2012	76.9	88.6	2012	67.7	86.4
2013	86.0	89.9	2013	86.0	87.3
2014	83.1	91.3	2014	83.1	89.3
2015	90.2	91.1	2015	86.9	89.4

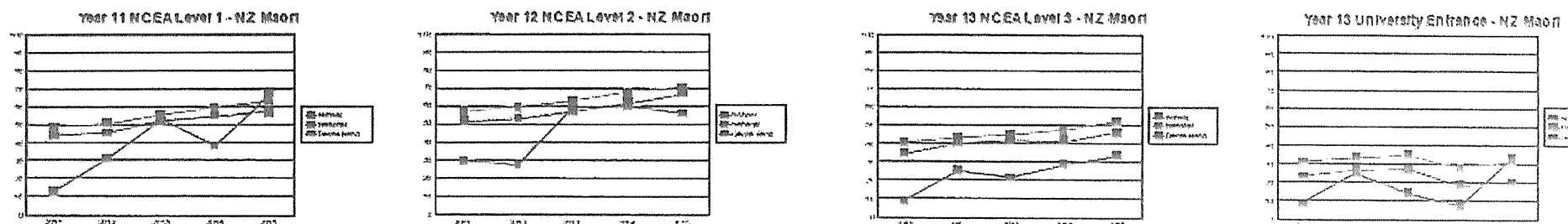
There has been significant progress in this area, particularly in literacy. More attention will be given to Numeracy.

2. To raise NCEA L1–3 pass rates to match national statistics – NCEA L2 is the graduating standard for all students.

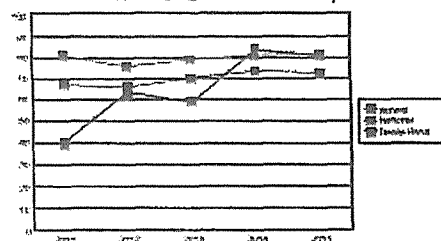


NCEA results at Level 1 and 2 are continuing to improve, although there is a decline in Level 3 that needs to be investigated further. Overall we are not quite exceeding national statistics and that remains a target for 2016.

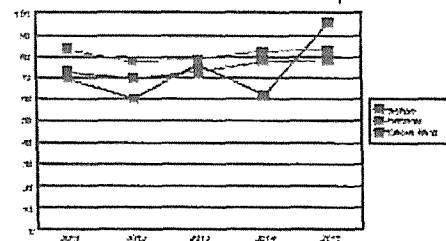
3. To raise the pass rate of Maori students in all NCEA levels to the same as, or better than their peers.



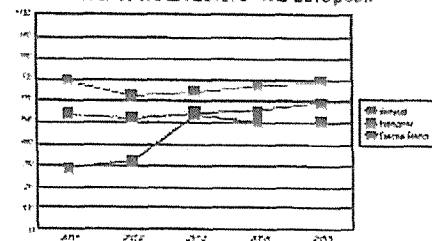
Year 11 NCEA Level 1 - NZ European



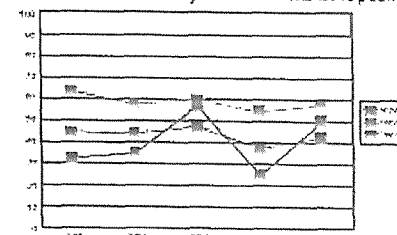
Year 12 NCEA Level 2 - NZ European



Year 13 NCEA Level 3 - NZ European



Year 13 University Entrance - NZ European



There remains considerable work to be done in this area. In 2016 involvement in Te Kakahu, and the results of the curriculum review, are intended to improve outcome for Māori.

4. To provide ORS students with access to supported learning standards to achieve the Certificate in Supported Learning.

This has been achieved as outlined above.

5. To increase the number of NCEA L1-2 endorsements by 4 at each level.

This was not achieved. Endorsements for Level 1 essentially remained at 2014 levels and there was a slight increase in level 2.

6. To increase the number of NCEA subject endorsements to over 84 - total across all levels.

2015	MERIT	EXCELLENCE	
Level 1	47	14	
Level 2	26	10	
Level 3	8	3	
TOTAL	81	27	108

This target was significantly exceeded.

7. To achieve 4 NCEA Scholarships.

One Scholarship pass was achieved in 2015.

Rangitikei College Junior Achievement targets 2015

Strategic aim 1: To raise the active engagement and achievement of all students to attain their personal best. (NAG 1)

Annual goals:

- To effectively use national standards data and entry information about learners' aspirations, strengths, weaknesses, languages and cultural identity to develop curriculum programmes that engage and promote success for our Year 9 learners.
- To accelerate the progress of Year 9 and 10 students identified as below or well below the standard in Reading and Mathematics.
- To ensure Year 9 students are actively engaged in extra-curricular activities.
- To challenge and support Year 9 and 10 GATE students to achieve excellence in specific areas of giftedness.

2015 targets:

- To accelerate the progress of Year 9 students in Reading and Maths so that 55% are at the expected curriculum level.
- To accelerate the progress of Year 10 Maori students in Reading and Writing so that 65% are at or above the expected curriculum level by the end of 2015.
- To accelerate the progress of Year 10 Maori students in Mathematics so that at least 55% are at or above the expected curriculum level by the end of 2015.
- To provide GATE students with targeted support and a challenging programme.

Baseline data and analysis:

Year 9 (2015) intake data indicates that 69% are below or well below expected stanine in English (CEM). There is no significant difference between the performance of males and females and Maori and Non Maori. Year 9 (2015) intake data in Maths indicated that 64% are below or well below the expected stanine. 57% of these students are Maori and there is no significant difference between the performance of males and females. Overall 44% of Year 9 students are well below and 22% are well above in Maths (CEM).

Year 10 (2015) end of the year (2014) data in Reading indicates that 55% are at the expected level in Reading with 45% below or well below. 55% of Maori students are below or well below the expected level in Reading. There is no significant difference between the achievement of males and females. Year 10 (2015) end of the year (2014) data in Maths indicates that 46% are at or above the expected level in Maths with 64% below or well below. There is no significant difference between the achievement of males and females.

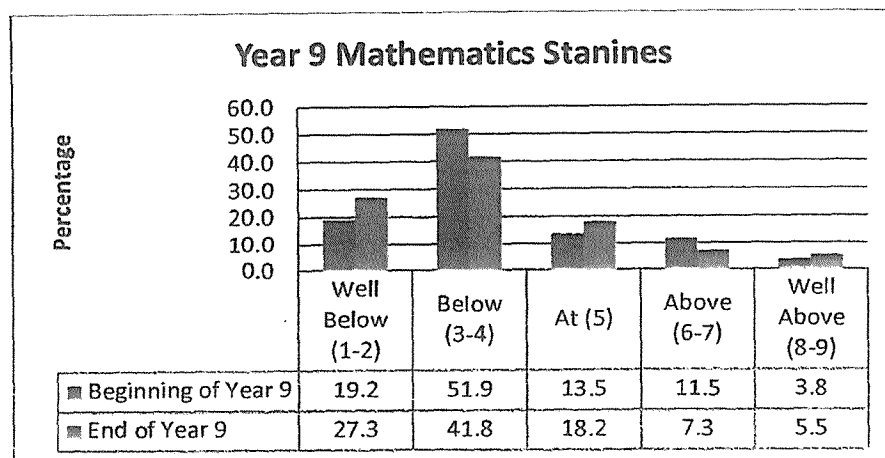
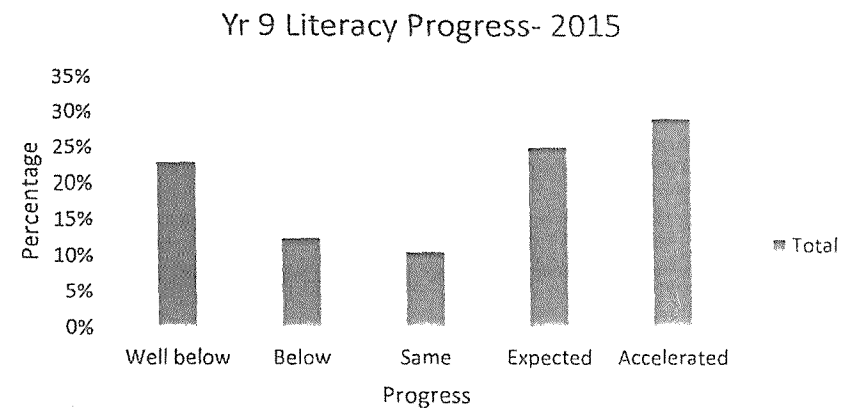
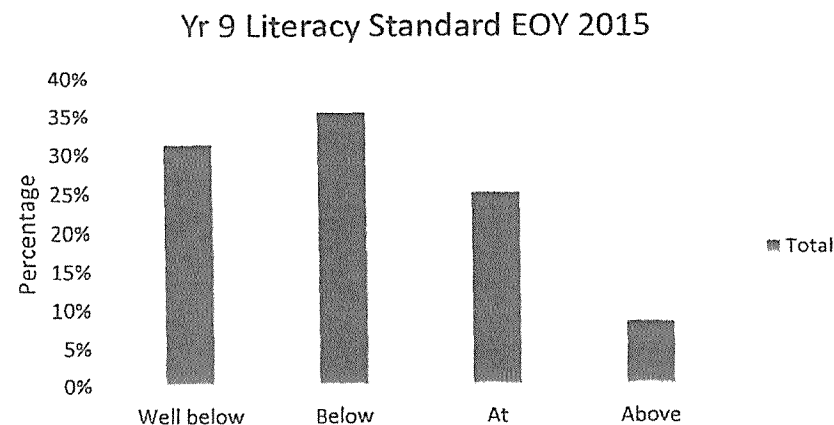
Actions to achieve target	Led by	Outcomes	Review and next steps
Academic mentoring continues at all levels	AM	<ul style="list-style-type: none"> • Academic mentoring continued 	<ul style="list-style-type: none"> • The parent, staff and student support for academic mentoring, and the commitment of the new principal to achieving the potential gains of this programme (both in terms of family engagement in school, and student accountability and achievement), will see it being

			significantly extended in 2016.
Progress of Year 9 & 10 students below the expected standard is tracked and monitored in Reading and Writing.	OG/KO	<ul style="list-style-type: none"> Tracking of students below expected standard in Reading occurred, and data was shared with all staff. English department staff analysed e-asttle Reading data and implemented appropriate strategies 	<ul style="list-style-type: none"> in 2016, asTTle Reading assessments will occur three times during the year to assist tracking and monitoring of trends.
AsTTle writing tested in Year 9 & 10.	OG/KO	<ul style="list-style-type: none"> asTTle Writing assessment not introduced in 2015 	<ul style="list-style-type: none"> HOD English plans to introduce e-asTTle Writing assessment in 2016
Extra literacy teaching is provided for students well below the expected level in Term 4.		<ul style="list-style-type: none"> Not completed for Year 9-10. Level 1 students at risk of not achieving literacy were targeted and additional support provided 	<ul style="list-style-type: none"> Monitoring and targeting of students with low literacy will be continued through NCEA targeting, academic mentoring, and liaison between Deans, HODs and HOD English.
Writers licence is taught to all Year 9 students.		<ul style="list-style-type: none"> Writers licence dropped due to increased time required to introduce AVAILL. 	<ul style="list-style-type: none"> AVAILL to continue in 2016
AVAILL in all Yr9 classes.		<ul style="list-style-type: none"> AVAILL successfully introduced into all Year 9 classes. 	<ul style="list-style-type: none"> Literacy goals to continue to be set by Year 10 English teachers in 2016.
Year 10 teachers set literacy goals for each class and track achievement for those at risk of not achieving.		<ul style="list-style-type: none"> Year 10 English teachers set goals around reading for each of their classes. Not implemented for other subjects 	
Year 9 priority learners are identified and targeted transition support planned prior to their entry to college.	TD/HR TD	<ul style="list-style-type: none"> 8 students targeted for extra transition. 2 visits held at College. Family meetings held with all priority students. 2 extra high needs/CYFS Year 9 students requiring extra teacher aide support 	<ul style="list-style-type: none"> Visits to contributing schools essential. Will extend to include classroom observations New transition form and application for SAC developed for 2016. Current forms insufficient to augment anecdotal evidence. Most students identified have behaviour issues so targeted support being sought. Huge hours spent on meetings around 3 students in particular. All students are CYFS/behavioural concerns. All 3 were referred to Alternative Education. 2 of these attracted additional funding (1 after

Year 9 and 10 special needs learners have IEPs that are regularly evaluated and updated		<ul style="list-style-type: none"> • IEPs developed for all students 	<p>much effort) through either IRF, MoE HLN or CYFS. 1 student was taught at the local library with a separate teacher aide, and another at Alt Ed with a separate teacher aide.</p> <ul style="list-style-type: none"> • Better data needed for IEP planning. Cognitive assessments are only available after serious concerns. • Will be using YARC as suggested by NZQA for SAC applications to gather reading data.
Progress of Year 9 and 10 Maori students is tracked and monitored in Mathematics	MH/KL	Undertaken for all students through PAT's, JCA, unit assessments, and end of year Exam.	<ul style="list-style-type: none"> • More specific and comparative analysis of Māori achievement needs to be gathered
GATE students identified and provided with a challenging programme that meets their needs.	TD	Not addressed	<ul style="list-style-type: none"> • Need to develop a school policy/process for HoDs to identify GATE students in pertinent subject strengths, and to support them in developing appropriate programmes for extension, acceleration, and enrichment that is appropriate. This is ad hoc at present, e.g. some students may be offered Crest participation in Science, and competitions in English and Maths. . • Higher homework requirements at junior years are needed to extend GATE students. SENCO ill address this with HoDs.

COMMENTARY ON TARGETS:

8. To accelerate the progress of Year 9 students in Reading and Maths so that 55% are at the expected curriculum level.



These targets were not achieved, despite accelerated average progress overall in Numeracy and Literacy.

9. To accelerate the progress of Year 10 Maori students in Reading and Writing so that 65% are at or above the expected curriculum level by the end of 2015.

40.7% of Māori students were at or above the expected level in Maths by the end of 2015.

10. To accelerate the progress of Year 10 Maori students in Mathematics so that at least 55% are at or above the expected curriculum level by the end of 2015.

No data available.

11. To provide GATE students with targeted support and a challenging programme

Some success as indicated above, but a more strategic approach needs to be developed within the school to cater for GATE students.

Strategic aim 2: To ensure a safe environment where the physical, human and financial resources support improved student learning and wellbeing. (NAG 1,3,4,5,6)			
Annual goals: Continue to develop Restorative Practice with staff to improve student accountability and reduce repeated poor behaviour. To continue to develop PB4L school-wide Year 3 programme to develop strategies and procedures that compliment Restorative Practice and reduce repeated poor behaviour. To redefine and embed College values to develop school culture. To seek external funding for stage 1 implementation of the environment plan. To continue to implement the 5YP.			
2015 targets: <ul style="list-style-type: none"> • To reduce classroom misbehaviour leading to fewer class withdrawals and stand downs through the continuation of Restorative practice (RP) chats and REP rewards programme. • To continue with RP undercover teams to eliminate bullying throughout the College. • To implement Stage 1 of the Environment plan – Old B Block site development. • To complete outstanding projects for 2015 as per 5YP. 			
Baseline data and analysis: There were 20 stand downs in 2014. There were 23 suspensions in 2014. One-off drug use in groups, particularly at the end of terms is a problem. Bullying continues to be a school-wide problem but students are more willing to work with staff to address the issues. Community perceptions about the College have improved significantly. 2015 Year 9 enrolments are lower as a result of a much smaller pool. 75% of students in the Marton area chose Rangitikei College as their school of choice.			
Actions to achieve target	Led by	Outcomes	Review and next steps

<p>RP training for all staff occurs regularly at staff meetings.</p> <p>Widespread use of RP undercover teams to reduce bullying.</p> <p>Drug and Alcohol counsellor available once a week to support students to make better choices.</p>	<p>OG/HR</p> <p>OG/HR</p> <p>TR</p>	<ul style="list-style-type: none"> • Most staff now trained and familiar with restorative practices. • Used several times for specific concerns • Mid-Central Health funded Drug and Alcohol Counsellor visited once a week to provide confidential service. 	<ul style="list-style-type: none"> • Ongoing. Special 'top up' training will be provided for staff appointed in last two years who have not been part of the school's journey through this. • Ongoing - will be used as required • Ongoing
<p>PB4L team analyses ODR data to identify problem behaviour and inform teaching of expectations.</p> <p>Check in, check out training provided through PB4L trainer.</p> <p>REP reward system introduced to reinforce expected behaviours.</p>	<p>BG/GR</p> <p>BG/GR</p> <p>BG</p>	<ul style="list-style-type: none"> • Monthly meetings held by PB4L team to analyse data. Priorities for teaching and focus developed from this. • Introduced as planned. Positive behaviours rewarded through bands, special lunches and presentation of 'Platinum badges' in full school assembly. 	<ul style="list-style-type: none"> • Analysis of PB4L data to continue. Moving into Schoolwide Tier 2 will require specific focus on Tier 1 to ensure these gains are not overlooked. School to transition from SWIS to KAMAR to record behavioural data. This enables greater access across the school to the data and avoids problems with several platforms. This will require staff training. • Use will become more widespread as part of Tier 2 implementation in 2016 • Development of rewards system will continue by Tier One team.
<p>External funding used to develop old B block site</p> <p>Environment team meets regularly to prioritise developments.</p> <p>Hort block is re-developed with plants well maintained.</p>	<p>BoT</p>	<ul style="list-style-type: none"> • Plans for old B block site developed and professionally drawn up based on conceptual ideas provided by senior DVC students • Horticultural block tidied up and made functional 	<ul style="list-style-type: none"> • It took most of the year to develop plans for the site due to involvement of senior NCEA students undertaking the project as part of their studies. The visit of the Prime Minister provided the opportunity for a symbolic 'turning of the turf'. Liaison maintained with Nestle, who provided \$25000 to commence the project which will begin in Term One 2016. • The Hort./Ag. Area was partially developed, but momentum difficult to establish due to medical leave and eventual retirement of the Agriculture teacher, and his replacement by a first year teacher.

Te Kakahu team and iwi work with teachers to develop their understanding of culturally responsive pedagogy.	BG/KN	<ul style="list-style-type: none"> Initial classroom observations of teachers held, but these failed to develop understanding of culturally responsive pedagogy. 	<ul style="list-style-type: none"> Observations were made on a number of teachers without them being informed of what was being observed or the purpose of it. Consequently these teachers were given 'scores' of effectiveness, which resulted in a backlash from staff. Before this could be addressed, events surrounding the visit of the Minister of Education resulted in Te Kakahu being effectively abandoned in 2015.
High expectations outlined through newsletters, uniform procedures, and through modelling good practice in all classrooms.	BG	<ul style="list-style-type: none"> Occurred 	<ul style="list-style-type: none"> Ongoing.
High expectation of students outlined for all sports teams and culture groups.	All staff	<ul style="list-style-type: none"> Occurred. Unacceptable behaviour dealt with through school behaviour system. 	<ul style="list-style-type: none"> Ongoing.

COMMENTARY ON TARGETS:

12. To reduce classroom misbehaviour leading to fewer class withdrawals and stand downs through the continuation of Restorative practice (RP) chats and REP rewards programme.

This was very successful. Data is now being recorded more accurately, and anecdotal comments from teachers reflect the improved behavioural climate.

The data on standdowns and suspensions is also indicative of progress in this area:

	Standdowns	Suspensions
2012	42	21
2013	33	9
2014	24	23
2015	16	13

13. To continue with RP undercover teams to eliminate bullying throughout the College.

These continued.

14. To implement Stage 1 of the Environment plan – Old B Block site development.

Exploratory work continued on this, and symbolic 'turning of the turf' were completed by the Hon. Hekia Parata and Rt. Hon. John Key on their respective visits to the college. Plans have been drawn up, based on student work, and construction will begin early 2016.

15. To complete outstanding projects for 2015 as per 5YP.

These were completed as planned.

Strategic aim 3: To strengthen positive, active relationships within the school and the wider community. (NAG 2,5,6,7)			
Annual goals: To strengthen parent partnerships with Maori and Pasifika families.(TK) To strengthen links with the wider community. To develop projects/initiatives to give back to the Rangitikei community.			
2015 targets: <ul style="list-style-type: none">• To develop greater engagement of Maori parents in their teen's education.(TK)• To continue with Fono for Pasifika families to enhance parent partnerships and outcomes for Pasifika students.• To continue to explore ways to link with the wider community.• To encourage prefects to plan and implement community initiatives to give back to our wider community.			
Baseline data and analysis: Engagement with whanau is difficult and inconsistent. Small attendance at information meetings evident. High level of engagement with 3 way conferences. Greater participation by Pasifika families in regular Fono to encourage involvement and understanding of how parents can partner with teacher to improve outcomes for students. Iwi partnership is developing through Te Kakahu initiative.			
Actions to achieve target	Led by	Outcomes	Review and next steps
Meeting with iwi leaders through Te Kakahu hui early in 2015 to identify achievement goals for Maori	BG/TU/KN	<ul style="list-style-type: none">• Hui with iwi leaders occurred early in Term One.• Te Kakahu involvement broke down towards the end of Term	<ul style="list-style-type: none">• During Term Four there were sincere attempts by iwi leaders, Cognition Education, and the school to restore the relationship that had been put under strain through the year. Each renewed their commitment to the Te Kakahu response which will be revived in 2016.

engagement with whanau and plan support.		One largely through factors beyond direct control of the school.	It demonstrated to the school the responsibilities and accountabilities associated with partnership
Pasifika fono is planned and communicated to Pasifika families.	KN	<ul style="list-style-type: none"> Did not eventuate 	<ul style="list-style-type: none"> Pasifika boys were taken to UCOL to tour the Trades Academy as part of their career planning. This was very successful and enabled the students to ask questions and look around in a comfortable, less threatening manner. They were accompanied by a former student of the College who is a UCOL student
Develop Pasifika cultural group, run by parents.	KN		
Information evenings encourage parent partnerships and active participation in students learning.	SLT		<ul style="list-style-type: none"> Pasifika and Maori girls visited to Whitireia Polytechnic in Porirua to tour the nursing facilities. This trip was a very positive experience for the girls and enabled them to hear more about the specific Maori and Pasifika nursing course. These trips have a very positive impact on the students and will continue in 2016
Continue with 3-way conferences in mid-year parent-teacher report back.	AM	<ul style="list-style-type: none"> Three-way conferences continued. 	<ul style="list-style-type: none"> Three-way conferences continue to prove their effectiveness in promoting family engagement in school. The Academic Mentoring will be extended in 2016 and the number of three-way conferences increased

COMMENTARY ON TARGETS:

16. To develop greater engagement of Maori parents in their teen's education.

Still considerable work to be done in this area. The continued high turnout rate for the 3-way conference indicated some success in this area (although no separate figures are available giving an ethnic breakdown), but there has been no specific hui for Māori whanau.

17. To continue with Fono for Pasifika families to enhance parent partnerships and outcomes for Pasifika students.

As above.

18. To continue to explore ways to link with the wider community.

Achieved on an *ad hoc* basis but no firm data to make comparisons or gauge improvement.

19. To encourage prefects to plan and implement community initiatives to give back to our wider community.

No specific initiatives in this area undertaken in 2015.

Strategic aim 4: To resource and develop excellence in teaching, leadership, management and governance to support improved student outcomes. (NAG 1,2,3,4,7,8)			
Annual goals: To embed Teaching as Inquiry in the College To continue to develop an effective and robust appraisal process that includes cultural competencies To strengthen the IT infrastructure and resource PLD that supports increased use of IT in classrooms To continue to encourage BoT participation in trustee training			
2015 targets: <ul style="list-style-type: none"> To embed Teaching as Inquiry through effective PLGs and a focused PLD programme. To participate in Te Kakahu to improve the quality of teaching through better use of data and targeted observation. To have an effective and robust appraisal system that develops a culture of inquiry and improves the quality of teaching throughout the college. To support and develop IT in the College and strengthen teacher use of IT in classrooms to better support student learning and engagement. To have an effective, informed and capable Board of Trustees. 			
Baseline data and analysis: Reflective practice is evident through most departmental reports and improved data analysis and inquiry. Data must continue to be disaggregated and used to inform decision-making in the College. The appraisal system has been strengthened in 2014 and needs to be further enhanced in 2015 through the addition of cultural competencies. There is a need to continue to develop and resource future ICT development in the College. Some trustees have attended BoT training events.			
Actions to achieve target	Led by	Outcomes	Review and next steps
Whole school involvement in Te Kakahu to support improved teaching practice and improved outcomes for Maori students	KN	<ul style="list-style-type: none"> Commenced but came across difficulties which meant it did not continue as indicated above 	<ul style="list-style-type: none"> Te Kakahu to be relaunched in 2016
PLGs managed to ensure that all teachers participate and engage in an	KN	<ul style="list-style-type: none"> Positive engagement from staff and some very positive 	<ul style="list-style-type: none"> Staff again engaged very positively in PLGs in 2015. A range of topics were investigated across the groups and all focused on

appropriate inquiry and share good practice.		outcomes for student learning	positive learning outcomes for students. Further rigour needs to be built into the system in 2016 as there is a tendency for groups to work in isolation
PLD programme prioritises professional learning opportunities that develop effective teaching practice.	KN	<ul style="list-style-type: none"> • PLD committee continue to work through applications online which is proving to be very effective 	<ul style="list-style-type: none"> • PLD feedback has moved from paper to the staff website and this has worked extremely well. Staff are providing far more detailed reflections and because it is online all staff have access to the feedback rather than just the PLD committee
Support with IT through dedicated teaching line for staff member – in class and teacher support	BG/PT	<ul style="list-style-type: none"> • Two hours of support provided by expert teacher. Difficult to analyse effectiveness 	<ul style="list-style-type: none"> • Due to timetabling constraints this form of support not continued in 2016.
Teacher appraisal process to be reviewed and continue to include cultural competencies and inquiry focus.	KN	<ul style="list-style-type: none"> • Cultural competencies not yet embedded but inquiry is now well integrated 	<ul style="list-style-type: none"> • After Te Kakahu was shelved, the work on cultural competencies was held up. Inquiry, PLGs and appraisal operated in a similar way to 2014, but an extra termly reflection was added which enhanced the process and the richness of termly appraisal meetings. Further work improvements to be made in 2016 around PTC folders
Teacher appraisal progress reported to Board.	KN	<ul style="list-style-type: none"> • Not done in 2015 	
ICT committee continues to meet regularly.	BG	<ul style="list-style-type: none"> • ICT committee met several times. 	<ul style="list-style-type: none"> • Will be re-established in 2016 and an ICT development strategy formulated.
ICT strategy developed.	AM/CO	<ul style="list-style-type: none"> • No strategy developed. TIC Digital left part way through the year and replaced by a 2nd year teacher in Term 3 which slowed progress. 	
BYOD is extended to more students.		<ul style="list-style-type: none"> • Did not occur. 	
College website developed.	CO		<ul style="list-style-type: none"> • Resourcing made available to develop the website in 2016. Will attempt to do it in-house; if this not workable, it will go off-site.
Trustees agree to engage in training online or by attending external training events.	BoT Chair	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

COMMENTARY ON TARGETS:

20. To embed Teaching as Inquiry through effective PLGs and a focused PLD programme.

This continued as planned and is now a core part of professional practice within the school.

21. To participate in Te Kakahu to improve the quality of teaching through better use of data and targeted observation.

Did not occur as indicated above. Set to be relaunched in 2016.

22. To have an effective and robust appraisal system that develops a culture of inquiry and improves the quality of teaching throughout the college.

This has occurred and was reported upon very favourably by ERO during their visit.

23. To support and develop IT in the College and strengthen teacher use of IT in classrooms to better support student learning and engagement.

This has continued to develop through practice, individual teacher inquiry, and Professional Learning Groups.

24. To have an effective, informed and capable Board of Trustees.

The board is committed, passionate and actively involved in the life of the school. Staff, students and the community should feel very grateful to be served in this way.

However one concern is the lack of diversity on the board, particularly the lack of Māori representation, and this will be a matter to be addressed in 2016.

SUMMARY:

In 2015 the school continued on the pathway of school improvement. Initiatives such as Positive Behaviour for Learning-Schoolwide, teaching as inquiry, professional learning groups, academic mentoring, student tracking, and increased data-based practice are now firmly embedded into the school way of doing things. There were pleasing improvements in indicators of school engagement (such as the PB4L reward programme, reduced standdowns and suspensions) and in NCEA results. In 2015, 73% of Year 12 students, and 92% of Year 13s had gained Level 2.

There were a number of distractions to the school calendar that inhibited development of some of the initiatives planned. These included separate visits from the Minister of Education and Prime Minister, an ERO review, and a change of principals late in the year. The Te Kakahu response was derailed in Term One which was unfortunate as this was to be a key area of professional development during the year.

Consequently, the Board have adopted the following goals and targets for 2016:

- To increase the percentage of students achieving NCEA Levels 1-3 ensuring equity across priority groups of learners.
Targets:
 - To raise NCEA L1–3 pass rates to the national average (roll and participation rate)
 - To raise the pass rate of Maori students in all NCEA levels to that of NZ European/Pakeha
- To undertake a comprehensive curriculum review
Targets:
 - To carry out a curriculum review that: identifies the curriculum that best suits all learners at Rangitikei College, gathers and analyses data from a range of sources, and plans for implementation and review
- To plan for the development of a multisport artificial sports turf at the college
Targets:
 - To gain external funding to supplement the prudent expenditure of school reserves to build a multisport artificial sports turf at the front of the college
- The school meets all health and safety requirements
Targets:
 - To undertake a comprehensive review of all health and safety procedures at Rangitikei College, and develop a plan for change and improvement in identified areas
- To strengthen school-parent partnerships with all families
Targets:
 - To achieve 90% parent/caregiver attendance across all three Learning Conferences
 - To gain qualitative parent/caregiver input on the curriculum review
- To reduce standdown, suspension and exclusion rates
Targets:
 - PB4L team to transfer PB4L Tier 2 training to all teaching staff
 - Incidents of statutory options being applied as follows: Standdowns–15, Suspensions–8, and Exclusions–1

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF RANGITIKEI COLLEGE'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2015

The Auditor-General is the auditor of Rangitikei College (the College). The Auditor-General has appointed me, Vivien Cotton, using the staff and resources of Cotton Kelly, to carry out the audit of the financial statements of the College on her behalf.

Opinion

We have audited the financial statements of the College on pages 4 to 21, that comprise the statement of financial position as at 31 December 2015, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the College:

- present fairly, in all material respects:
 - its financial position as at 31 December 2015; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand and have been prepared in accordance with Public Benefit Entity Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 17 November 2016. This is the date at which our opinion is expressed.

The basis of our opinion is explained below. In addition, we outline the responsibilities of the Board of Trustees and our responsibilities, and we explain our independence.

Basis of opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the International Standards on Auditing (New Zealand). Those standards require that we comply with ethical requirements and plan and carry out our audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

Material misstatements are differences or omissions of amounts and disclosures that, in our judgement, are likely to influence readers' overall understanding of the financial statements. If we had found material misstatements that were not corrected, we would have referred to them in our opinion.

An audit involves carrying out procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgement, including our assessment of risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the preparation of the College's financial statements 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 College's internal control.

As part of our audit, we assessed the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

An audit also involves evaluating:

- the appropriateness of accounting policies used and whether they have been consistently applied;
- the reasonableness of the significant accounting estimates and judgements made by the Board of Trustees;
- the adequacy of the disclosures in the financial statements; and
- the overall presentation of the financial statements.

We did not examine every transaction, nor do we guarantee complete accuracy of the financial statements.

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

Responsibilities of the Board of Trustees

The Board of Trustees is responsible for the preparation and fair presentation of financial statements for the College that comply with generally accepted accounting practice in New Zealand.

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

The Board of Trustees is also responsible for such internal control as it determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. The Board of Trustees is also responsible for the publication of the financial statements, whether in printed or electronic form.

Responsibilities of the Auditor

We are responsible for expressing an independent opinion on the financial statements and reporting that opinion to you based on our audit. Our responsibility arises from the Public Audit Act 2001.

Independence

When carrying out the audit, we followed the independence requirements of the Auditor-General, which incorporate the independence requirements of the External Reporting Board.

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



Vivien Cotton
Cotton Kelly
On behalf of the Auditor-General
Palmerston North, New Zealand

Statement of Resources

For the Year Ended 31 December 2015

School Roll and Days Open

The school roll at	1 March 2015	1 March 2014
	275	300

The College was open for 380 days in 2015 (2014- 380)

Physical resources

The ownership of the land and buildings (except the Gymnasium and the Swimming Pool) is vested in the Ministry of Education. The Gymnasium and the Swimming Pool were built by the school community with 1/3 of the cost provided by the Government. The current valuation of this property is \$8,067,000 (July 2015). The Board of Trustees is responsible for management of the land and buildings under an occupancy agreement with the Ministry. These are made up of

- One classroom block. Specialist rooms include a Technology Suite, three Computer suites, three laboratories and a Music room.
- Administration block with school Hall attached.
- Gymnasium.
- Library.
- Swimming Pool.
- Caretaker's House – separate to the school.
- Principal's House – separate to the school.

The school is set in 10.12 hectares of land, which has been developed to include:

- Three rugby fields, three hockey fields, one soccer field, an artificial cricket wicket, four netball/tennis courts.

Human Resources

During the year the approved staffing component was 31.05 full-time teacher equivalents. This was made up of

- | | |
|-------------------------------------|----------------------------------|
| ▪ Principal, and | |
| ▪ 23 full-time teaching staff | 1 part-time Guidance Counsellor |
| ▪ 8 part-time Teaching Staff | 1 part-time Sports Co-ordinator |
| ▪ 1 part-time Principal's Secretary | 1 Full time Executive Officer |
| ▪ 1 part-time Librarian | 5 part-time Ancillary Assistants |
| ▪ 6 part-time Teacher Aides | 2 part-time Caretaker |
| ▪ 1 full-time Groundsperson | 4 part-time Cleaners |

Day relief teachers were used throughout the year to cover staff on sick leave and to allow staff to attend in-service training and to accompany students on outdoor education camps.

The continued commitment of the staff to all aspects of the school programme is acknowledged. Rangitikei College is fortunate to have considerable assistance and support provided by parents, caregivers and other community members in all aspects of the school's activities and their continued support is appreciated.

Principal's Address 2015

Tihei Mauriora!

Behold there is life!

E ngā mana

To the prestige

E ngā waka

To the canoes

E ngā waewae tapu

To the first time visitors

E te whānau

To the family

E te whānau whānui

To the wider family

E te iwi whānui o Ngati Apa

To the wider family of Ngati Apa

Nau mai, whakatau mai

Welcome, welcome

Tēnā koutou i o tātou tini mate

Greetings to our many dead

haere, haere, haere atu rā

Farewell, farewell, farewell

Te hunga ora, ki te hunga ora

The living to the living

Tēnā koutou kua tae mai nei

Greetings to you who have arrived

ki te tautoko te kaupapa o tēnei pō

to support the reason of tonight

Nō reira, nau mai, haere mai, whakatau mai.

I have just extended a welcome to you all, acknowledged those that have gone before us, and extended greetings to all of you who have come to celebrate with us tonight.

Welcome:

- Mayor Andy Watson
- Mike Paki, from Ngati Apa
- Guest Speaker – Margaret Kouvelis
- Karene Biggs
- representatives from the College Trust, Rotary and Lions Clubs who have continued to support the school this year
- Principals of our local primary schools
- Board of Trustees members
- Staff
- Students
- Friends, family and whanau

Thank you for the warmth of your welcome since I arrived at the College four weeks ago. I have met many fabulous people and I'm looking forward to meeting many more and getting to know you better.

I would also like to thank those on who's shoulders it has particularly fallen to train up another baby principal – our Board chair **Greg Carlyon**, my PA **Mandi Win**, **Anthea Kingi** Executive Officer, and the Senior Leadership Team – **Jeff King**, **Sheree Osgood** and **Tina Aomarere**. They have shared a lot of time – and patience – with me these past few weeks.

It is very clear to me that Rangitikei College is a school where there is a strong desire to go places.

It is a great school to work in, and students and staff are achieving great things. [COULD THE GENERATION ZED TEAM STAND UP PLEASE] For example within the past week the Generation Zed group have won the extremely competitive regional Young Enterprise finals, earning a place in the national finals and \$1000 Massey Scholarships each.

One of the things I would like to state from the outset is that Rangitikei College has huge advantages that schools in the cities can only look upon with envy:

- 1 The **SIZE** of the school means that it is flexible and adaptable to meet the demands of changing circumstances
- 2 Its strong identification as the secondary school that truly belongs to its local **COMMUNITY** means that it does not stand by itself within the area, but is deeply embedded within it, and can therefore reflect the aims, aspiration and dreams of the people who live here.
- 3 A smaller school means that around here **EVERYONE KNOWS WHAT'S GOING ON!** I know that can bring its own challenges but I can tell you from what I've seen here is that it means every staff member knows just about everybody, not just by name but who they are as people; their hopes, their challenges. And when our business is teaching and learning, and that depends on the quality of relationships, the benefits are priceless.

4 And the **STUDENTS** are pretty neat too. Already I've met and come to appreciate many of you. Having been brought up in rural New Zealand, but having spent most of my teaching career in cities, I know there is a difference between country kids and city kids. Treasure it. You may take the kids out of the country, but you can't take the country out of the kid!

All of these you probably know. But my point is that Rangitikei College's size and location are not a problem to be overcome, but strong assets to be nurtured and exploited to the fullest.

So where to from here? Schools have got to change.

No matter how good they think they are right now, **standing still is not an option** – because society is changing. Nothing new in that – as an historian, I can tell you that society has always been changing – but what is different is that the **pace** of change is unparalleled. The ability to cope with and adapt to that change is what will be the new essential for success.

This year's Year 11s will retire in 2070 – or thereabouts. We haven't got the foggiest about what sort of world they will be living in by then. In fact, I haven't got the foggiest about what the world is going to be like in 10 years' time – when maybe I'll be thinking of retiring.

This is my smartphone. I got it four years ago. Now, I can't imagine living my life or doing my job without it, any more than wearing underwear. Like the underwear, I guess I **could** live without it but I'm not about to. I'm no techno-geek OK – I don't have Facebook or Instagram or any of that. But I've got to face up that this device has become the key way in which I know what's going on in the world, find out about stuff, connect with family and friends and so on...

If you'd told me that five years ago I would've told you to no way – not for me!

Our schools were set up and structured to serve a society that no longer exists. The world we were preparing our kids for a generation ago has gone.

Yes, we have made changes inside schools here and there – we use computers more, we can draw mindmaps, we drink more water, and we talk about the 'whole person'; but the industrial, factory models schools were built on remains.

- Think about: **Learning separate subjects unlinked to each other** – even working in McDonalds you combine skills from different subjects together – you don't say 'I'm doing my Maths bit now, and now I'll use my English, and here is a bit of Health thrown in, followed by Food Technology... 'would you like fries with that?' Everything we do in the real world integrates learning in **real** situations – why can't school be like that?
- *Think about: bells every hour* that signify down tools and move on to completely separate tasks
- *Think about: processing students in batches*, where the main thing they have in common is that they were born in the same year
- *Think about: the teacher being the gatekeeper of knowledge*, and you can only learn when the teacher decides to release more of that knowledge to you. And the knowledge they control is your ticket to a job or further training that sets you up for life.

Yeah right!

I simplify of course.

Don't get me wrong - there are many, many excellent schools in New Zealand, but so many them have just made 20th century schools *better* 20th century schools. Hello? We're 15 years into the twenty-**first** century!

We can no longer sharpen the same old pencil any more. We need to do things differently. If it was ever the school's job to create workers to fuel our economy, then we need to change schooling because the workers we need have changed as well.

So what has all of this to do with us – after all, you might say, you're the Principal of Rangitikei College, not the Minister of Education.

There is much that we can do.

Next year, we will – and by 'we' I mean staff, students, and anyone who is interested and cares about our school – we will be launching a major review of everything we teach at the school – the curriculum. And what will be most important is that we will begin not by asking 'what?' we teach, or 'how?' we teach it, but 'why?' we teach what we do.

Earlier this week, in obviously in preparation for tonight's event, the Minister of Education released this document – '*Updating the Education Act 1989*'. Now that I've got you on the edge of your seats, absolutely riveted no doubt, I just want to draw your attention to one thing in here. Now Hekia Parata and I would not see eye to eye on many things – and some of the decisions she has made I disagree with. However, I do not recall any Minister of Education who has made their main, almost exclusive, focus the raising of student achievement.

In almost every speech she makes she talks about teaching and learning, learning and teaching, teaching and learning – always as a means of lifting student achievement. Everything else the whole education system does must feed into that...

So credit where credit where credit is due, and in that sense she and I could korero and discover much in common, because we both care deeply about the same thing.

Anyway back to this document. In it she poses 15 questions she wants public input on. Number one on the list – and I am so pleased to see it there – is '**what should the goals for education be?**' In other words,

- *why are we learning this?*
- *What's the point?*

At Rangitikei College we will be starting that conversation next year – *why* are we doing this?, or *why should* we be doing this?

And anyone – teachers, students, board members, parents – who respond to that question with an answer that relates to the world before the rules began to change, will have to go back and start again.

The 'why?' we do something must contribute towards creating **powerful learners**, well-equipped to face the worlds of tomorrow, not the world of yesterday, or even the world of today.

I look forward to your contributions to that review.

- It will take time, but we must take the time to get it right.
- It will involve risks, but there are greater risks in doing nothing.

To help inform that review tonight I am announcing a new programme that we will be piloting for selected senior students.

We've tentatively called it '**Inspire**', and it has been kick-started by your Board.

This will be a programme that will explore **personalised, flexible** learning pathways for highly motivated students, backed by the support of their families.

- It will include intense academic coaching; and support and resources from both internal and external providers.
- Students who apply and are selected for this pilot programme will study both inside the timetabled school programme and outside it.
- It will be located at Rangitikei College, other parts of the region, and potentially further afield than that. It may involve workplaces, universities, or any other place where learning occurs.
- It will include projects and experiences that contribute to learning that take place during usual school hours and terms, and beyond them.

Essentially each student involved will be working with the school on:

- **Establishing** clear, focussed and ambitious goals
- **Identifying** a range of school and beyond-school resources and pathways available to meet those goals
- **Detailed plans** to achieve those goals.

It is hugely exciting, and before this school year is over, I will be writing to parents of senior students with more information about it, and be setting up an opportunity to speak with staff involved about this further.

Watch this space.

In closing, I would like to acknowledge my thanks to staff who have served the school in various ways and who will not be returning next year:

- **Karene Biggs**
- **Charles Duncan, Alisha Maas, Julia Kendall** who left earlier in the year
- **Brent Cairns, Richard Pedley, Ian Tairea and Emma Gordon** who will finish with us at the end of term

- And a special mention to **Simona Boyadjieva** (Boya-gev), who has been our fabulous Head of Social Sciences for 8 years, but has also filled so many other roles in our school – official and unofficial. You have made a wonderful contribution to Rangitikei College, thank you
- **Becs Coss** – our superbly organised Sports Coordinator
- **Joyce Moss** – who left earlier after serving the front office for 35 years.

Thank you for all you have contributed, and go forward from Rangitikei College with our very best wishes.

To students leaving us this year, I wish you every success in your continued education or employment.

My thanks go to all of the 2015 student leaders for your leadership in many aspects of student life. A special thanks to the Heads of School: Jake, Makuini, Caitlyn and Tom. I thank you for the extra load you carried and the leadership you have given the school.

No reira tena koutou, tena koutou, tena koutou katoa.

2015 Senior Prize Giving

Rangitikei College Board of Trustees, Chair's Speech ...

Tena Koutau

Welcome! I continue in the rich vein, strongly supported by parents and students, that the Board Chair keeps their speech brief. So there are some things that must be said though.

Jenny Collie

I welcome our colleagues from other schools, our community leaders and guests. It is our community that sustains Rangitikei College and makes it strong.

Tonight is for our students, but before their night begins in earnest, I want to say a few things ...

I want to acknowledge my fellow board members for their work over this past year: Lynda, Cam, Shane, Paul, Tanya, Tony, Makuini and more recently, Rebecca. Our amazing staff, from Dave on his lawn mower to the incredible front of school team, and our star teachers – you are the heart of the school.

And it's not like things are stable here – we should all get used to that being the norm. In the last year we've seen some fabulous staff leave, two in particular who have given amazing service over a long period represent the typical quality of our team, Simona and Joyce, thank you.

In my view we lost a person who drove critical change over the last three years – our outgoing Principal, Karene Biggs. We owe her a great debt – I have the doubtful privilege of knowing where our school was back in 2011/12 and just how far we've come in that time. The quality of our teaching staff, the respectful safe environment of the school, demonstrated by the recent ERO review results (they said 'good', we know they meant - AWESOME) and nothing short of phenomenal results our students are getting in the academic, cultural and sporting worlds. I love the fact that we no longer compare ourselves to 'like decile 3 rural secondary schools' and simply compare ourselves to the best New Zealand has to offer.

Of course, it is our students that ultimately bring these results, and I'm so proud to say I'm from this school and to be alongside so many of them to celebrate the constant stream of successes this school is seeing. Thank you Karene, and we wish you all the best at your new school.

I also welcome our new Principal, Tony Booker. It's the biggest responsibility a school board has, to employ a new Principal – and we think we've got a great one. His plans are exciting and the Board can't see them happen soon enough (get the message Tony)? Tony will lead this school to wicked places off the back of our community's very hard work over the past three years. He comes with a great pedigree, having held senior roles in a number of great schools. He impressed our Board with his vision and our students and teachers love his style, so watch this space over the next 12 months as he leads us great places. Welcome Tony. You are now part of the Rangitikei College family, and that entitles you to help us out at upcoming work days!

So what are the big things for the next year? – Most exciting is the launch of our new Inspire programme for senior students. In 2016 we will be working with the keen parents and students of our most motivated students to provide completely new learning opportunities. It will see students out of this school following their passions. In simply terms, the school is going to remove the excuse for why our students can't do things. We will be providing a customised individual learning programme for every student on board. Next year the Inspire programme will see students doing university papers, chasing their sporting goals into various national academies, exploring career options with work placements and doing activities with their highly motivated peers from within the Inspire programme. Please get in touch with Tony soon if you're keen to be a part of this next year

On the school front, many of you will have noticed the commitment made by the school community to opening the school up and polishing it for our students and community to use. In the last few months we've had both the Minister of Education and the Prime Minister visit our school to open the new Nestle Enviro area right outside the hall. In the next couple of weeks we'll be breaking ground to establish the new landscaped area for our students. The plans are at the back of the hall, so please do have a look on the way out. And if you can help, contact me or the Man who taught the Prime Minister to drive a digger (Shane Gribbon). Over the next couple of years we will be creating a senior's common room, an outdoor stage, challenge areas for students and lots more activities. All of this is designed around the imagery and culture of our Rangitikei District.

The other major programme we have planned in the school is the establishment of a multisport and hockey turf at the front of the school. We're in the early stages of working with our key stakeholders to build new tennis courts, a half hockey turf, artificial surfaces for netball and a new football field at the front of the school. All going well (and it rarely does), much of this will be in place for the next winter sporting season. Most importantly, it will all be available all the time, to all of our community.

They are some of the fantastic things that are going on in the school, and others will talk about them this evening. The last thing I want to acknowledge is the great sense of satisfaction I get when I come into this school, at the way I see our students respecting and caring for one another. To hear our students regularly doing our school waiata and haka in support of one another makes me very very proud to be with this Rangitikei College.

I hope you have a fantastic evening, and I acknowledge the success of all those students through this past year that have done themselves, us as parents and our community proud.

Nga mini nui



Bank of New Zealand

Marton

Tellers Stamp & Initials

Paid in by:

Signature

Credit

FOR RANGITIKEI COLLEGE BOARD OF TRUSTEES

DEPOSIT

Date

Notes

Coin

Total Cash

Cheques
AS ON REVERSE

\$

⑈020684⑈ 0018542000 ⑈ 50