

RAPHAEL HOUSE RUDOLF STEINER SCHOOL



2012 Annual Report and Financial Statements

School Number : 133

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RAPHAEL HOUSE MISSION STATEMENT

To help each and every student progress towards becoming a free, responsible and caring individual able to impart purpose and direction in his or her own life and as a citizen able to contribute in manifold as well as unique ways to human society.

"In thinking, clarity;

In feeling, warmth of heart;

In willing, thoughtfulness."

Rudolf Steiner (1861-1925)



RAPHAEL HOUSE
RUDOLF STEINER SCHOOL

ANNUAL REPORT FROM THE PRINCIPAL FOR THE YEAR ENDED 31 DECEMBER 2012

ANALYSIS OF VARIANCE FOR THE PERIOD: 1 JANUARY – 31 DECEMBER 2012

2012 has been an enormously full and rewarding year!

In February the Kindergarten had a very successful Education Review Office (ERO) review and as you can imagine a great deal of work and preparation went into this prior to the on site visit. The Kindergarten grounds and gardens have been developed further this year with new playground equipment and a new area has been developed and turned into a beautiful vegetable garden which is behind the office.

A major focus for the teachers in the Lower School has been working with the "Learning Progressions" developed by the Federation of Rudolf Steiner Waldorf Schools these have been approved by the Ministry of Education to report against instead of National Standards.

This has required a great deal of work, discussion and consultation not only within the school but between key members representing the other Steiner schools.

Two special education needs coordinators (SENCO) have been established to oversee Learning Support for Kindergarten, Lower and Upper School. These roles greatly support the work of the teacher in the classroom and help coordinate Learning Support, funding and communication between school and home on a wide range of children and student needs.

The Upper School has also been engaged in the implementation of the Steiner School Certificate at Level 3 – Class 12.

A clear and efficient internal moderation system has been set up and documented in preparation for the implementation of Levels 1 & 2 for classes 10 & 11 in 2013.

There have been many wonderful plays, concerts and presentations from the children and students over the course of the year and a great deal of learning and working together has been achieved.

The hard working commitment of the teachers and staff has been outstanding and very evident.

The valuable contribution to the life of the school that the PTFA committee, the Toy, Craft & Food committee, Te Rōpū, the Craft group and the Friday gardening group have made enables Raphael House to be cared for, supported and develop so beautifully.

Congratulations to Kieren Fisher for winning the Class 8 science fair at regional level. It was awarded by the NZ Farm and Forestry Association.

Congratulations to Merlin Fuhrhop who came second place in the annual NZ Institute of Chemistry titration competition at Victoria University.

Class 12 - Level 3 Sciences had a 92% passing rate in their assignments in sciences.

Congratulations to Acacia O'Connor who was awarded a German scholarship from the Goethe Institute.

Class 12 Project Presentations 2012

The Class 12 projects are all about our students following their passions and experiencing self-empowerment in the process. The students choose their own projects and the choices they make inevitably lead them to meet the very things they need to meet in order to learn and grow.

This event is a very special opportunity to hear each of these young people share, not only the knowledge they have gained on their yearlong journeys, but also the challenges and joys they have encountered along the way. I have no doubt their stories will enthuse and inspire you.

This year's student projects were as impressive and diverse as ever – we were taken on adventures into tango, physical training, marathon running, making skis, sculpting, comedy, football glove design, re-settling a refugee family, ballet, understanding depression, street dance, quick-fix diets, music to change lives, Taekwon-Do, film making, songwriting, extreme sports, electronic music and football!

We introduced a new element into the presentations this year by inviting questions from the audience at the end of each speech. The students were assessed on their speeches for their Steiner School Certificate qualification and good questions which gave the students an opportunity to elaborate on specific aspects of their work were much appreciated.

Strategic Goal: Lower School Target

- Numeracy Project

Lower School Annual Goals 2012

"What our school is doing to support our teaching and learning program"

Area	Proposed Target or Objective	Indicators	Report Date: 21/11/12
Numeracy Project	<p><u>Target</u></p> <p>For 60% of Class 5 students whose place value knowledge is shown in 2011 diagnostic interviews to be below stage 5 to progress at least one stage in place value knowledge according to 2012 (Term 3/4) diagnostic interview data.</p> <p>For 40% of Class 6 students whose place value knowledge is shown in 2011 diagnostic interviews to be below stage 6 to progress at least one stage in place value knowledge according to 2012 (Term 3/4) diagnostic interview data.</p> <p>For 60% of Class 7 students whose place value knowledge is shown in 2011 diagnostic interviews to be below stage 6 to progress at least one stage in place value knowledge according to 2012 (Term 3/4) diagnostic interview data.</p>	<ul style="list-style-type: none"> Diagnostic Interview documentation gathered in 2011 identifies children whose place value knowledge is below the appropriate level for their year group. Analysis of data shows targeted percentages have been met. 	<p>Class 5 target has been met – 67% of students whose place value knowledge in 2011 was below stage 5 progressed at least one stage in 2012.</p> <ul style="list-style-type: none"> Students within target group: 3 Students whose progress met target: 2 (67%) Students whose progress did not meet target: 1 (33%) Average stage progress: 1.7 stages. <p>Class 6 target has been met – 73% of students whose place value knowledge in 2011 was below stage 6 progressed at least one stage in 2012.</p> <ul style="list-style-type: none"> Students within target group: 11 Students whose progress met target: 8 (73%) Students whose progress did not meet target: 3 (27%) Average stage progress: 1.4 stages. <p>Class 7 target has been met – 67% of students whose place value knowledge in 2011 was below stage 6 progressed at least one stage in 2012.</p> <ul style="list-style-type: none"> Students within target group: 12 Students whose progress met target: 8 (67%) Students whose progress did not meet target: 4 (33%) Average stage progress: 1.2 stages. <p>Note: Where no assessment data was available for one or more years the result has been taken as non-achievement.</p>

Measure	2012 Target	Progress Report / Action Taken																																				
<p>Target 1</p> <p>For 60% of Class 5 students whose place value knowledge is shown in 2011 diagnostic interviews to be below stage 5 to progress at least one stage in place value knowledge according to 2012 (Term 3/4) diagnostic interview data.</p>	<ul style="list-style-type: none"> Diagnostic Interview documentation gathered in 2011 identifies children whose place value knowledge is below the appropriate level for their year group. <p>Analysis of data shows targeted percentages have been met.</p>	<p>Class 5 Numeracy Target 2012 For 60% of Class 5 students whose place value knowledge is shown in 2011 diagnostic interviews to be below stage 5 to progress at least one stage in place value knowledge according to 2012 (Term 3/4) diagnostic interview data.</p> <ul style="list-style-type: none"> Students within target group: 3 Students whose progress met target: 2 (67%) Students whose progress did not meet target: 1 (33%) Average stage progress: 1.7 stages <table border="1"> <thead> <tr> <th>Student</th><th>PV Stage 2011</th><th>PV Stage 2012</th></tr> </thead> <tbody> <tr> <td>1</td><td>4</td><td>4</td></tr> <tr> <td>2</td><td>3</td><td>6</td></tr> <tr> <td>3</td><td>3</td><td>5</td></tr> </tbody> </table> <p>This target has been met.</p>	Student	PV Stage 2011	PV Stage 2012	1	4	4	2	3	6	3	3	5																								
Student	PV Stage 2011	PV Stage 2012																																				
1	4	4																																				
2	3	6																																				
3	3	5																																				
<p>Target 2</p> <p>For 40% of Class 6 students whose place value knowledge is shown in 2011 diagnostic interviews to be below stage 6 to progress at least one stage in place value knowledge according to 2012 (Term 3/4) diagnostic interview data.</p>	<ul style="list-style-type: none"> Diagnostic Interview documentation gathered in 2011 identifies children whose place value knowledge is below the appropriate level for their year group. <p>Analysis of data shows targeted percentages have been met.</p>	<p>Class 6 Numeracy Target 2012 For 40% of Class 6 students whose place value knowledge is shown in 2011 diagnostic interviews to be below stage 6 to progress at least one stage in place value knowledge according to 2012 (Term 3/4) diagnostic interview data.</p> <ul style="list-style-type: none"> Students within target group: 11 Students whose progress met target: 8 (73%) Students whose progress did not meet target: 3 (27%) Average stage progress: 1.4 stages <table border="1"> <thead> <tr> <th>Student</th><th>PV Stage 2011</th><th>PV Stage 2012</th></tr> </thead> <tbody> <tr> <td>1</td><td>4</td><td>5</td></tr> <tr> <td>2</td><td>5</td><td>7</td></tr> <tr> <td>3</td><td>4</td><td>-</td></tr> <tr> <td>4</td><td>5</td><td>7</td></tr> <tr> <td>5</td><td>5</td><td>7</td></tr> <tr> <td>6</td><td>5</td><td>7</td></tr> <tr> <td>7</td><td>5</td><td>8</td></tr> <tr> <td>8</td><td>5</td><td>5</td></tr> <tr> <td>9</td><td>5</td><td>7</td></tr> <tr> <td>10</td><td>5</td><td>8</td></tr> <tr> <td>11</td><td>5</td><td>5</td></tr> </tbody> </table> <p>This target has been met.</p>	Student	PV Stage 2011	PV Stage 2012	1	4	5	2	5	7	3	4	-	4	5	7	5	5	7	6	5	7	7	5	8	8	5	5	9	5	7	10	5	8	11	5	5
Student	PV Stage 2011	PV Stage 2012																																				
1	4	5																																				
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Measure	2012 Target	Progress Report / Action Taken																																							
<p>Target 3</p> <p>For 60% of Class 7 students whose place value knowledge is shown in 2011 diagnostic interviews to be below stage 6 to progress at least one stage in place value knowledge according to 2012 (Term 3/4) diagnostic interview data.</p>	<ul style="list-style-type: none"> Diagnostic Interview documentation gathered in 2011 identifies children whose place value knowledge is below the appropriate level for their year group. <p>Analysis of data shows targeted percentages have been met.</p>	<p>Class 7 Numeracy Target 2012</p> <p>For 60% of Class 7 students whose place value knowledge is shown in 2011 diagnostic interviews to be below stage 6 to progress at least one stage in place value knowledge according to 2012 (Term 3/4) diagnostic interview data.</p> <ul style="list-style-type: none"> Students within target group: 12 Students whose progress met target: 8 (67%) Students whose progress did not meet target: 4 (33%) Average stage progress: 1.2 stages <table border="1"> <thead> <tr> <th>Student</th><th>PV Stage 2011</th><th>PV Stage 2012</th></tr> </thead> <tbody> <tr><td>1</td><td>4</td><td>6</td></tr> <tr><td>2</td><td>4</td><td>4</td></tr> <tr><td>3</td><td>-</td><td>-</td></tr> <tr><td>4</td><td>3</td><td>5</td></tr> <tr><td>5</td><td>4</td><td>6</td></tr> <tr><td>6</td><td>4</td><td>6</td></tr> <tr><td>7</td><td>5</td><td>6</td></tr> <tr><td>8</td><td>5</td><td>7</td></tr> <tr><td>9</td><td>5</td><td>7</td></tr> <tr><td>10</td><td>5</td><td>6</td></tr> <tr><td>11</td><td>4</td><td>4</td></tr> <tr><td>12</td><td>4</td><td>-</td></tr> </tbody> </table> <p>This target has been met.</p>	Student	PV Stage 2011	PV Stage 2012	1	4	6	2	4	4	3	-	-	4	3	5	5	4	6	6	4	6	7	5	6	8	5	7	9	5	7	10	5	6	11	4	4	12	4	-
Student	PV Stage 2011	PV Stage 2012																																							
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10	5	6																																							
11	4	4																																							
12	4	-																																							

National Standards Reporting

READING*

	Well below		Below		At		Above		Total	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion		
Maori Pasifika	0	0%	1	8%	8	62%	4	31%	13	100%
Male	0	0%	0	0%	6	60%	4	40%	10	100%
Female	0	0%	1	33%	2	67%	0	0%	3	100%
Total Male and Female	0	0%	1	8%	8	62%	4	31%	13	100%

	Well below		Below		At		Above		Total	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion		
After 1 yr at school (Class 1)	1	6%	1	6%	8	44%	8	44%	18	100%
After 2 yrs at school (Class 2)	0	0%	2	7%	24	80%	4	13%	30	100%
After 3 yrs at school (Class 3)	2	10%	2	10%	12	60%	4	20%	20	100%
End of Year 4 (Class 4)	3	11%	3	11%	18	64%	4	14%	28	100%
End of Year 5 (Class 5a)	0	0%	1	10%	9	90%	0	0%	10	100%
End of Year 6 (Class 5b)	0	0%	2	13%	9	56%	5	31%	16	100%
End of Year 7 (Class 6)	1	5%	5	26%	5	26%	8	42%	19	100%
End of Year 8 (Class 7)	1	4%	7	28%	5	20%	12	48%	25	100%
Total	8	4.82%	23	13.86%	90	54%	45	27%	166	100%

WRITING*

	Well below		Below		At		Above		Total	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion		
Maori Pasifika	0	0%	1	8%	9	69%	3	23%	13	100%
Male	0	0%	1	20%	2	40%	2	40%	5	100%
Female	0	0%	0	0%	7	88%	1	13%	8	100%
Total Male and Female	0	0%	1	8%	9	69%	3	23%	13	100%

	Well below		Below		At		Above		Total	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion		
After 1 yr at school (Class 1)	2	11%	1	6%	12	67%	3	17%	18	100%
After 2 yrs at school (Class 2)	0	0%	2	7%	25	83%	3	10%	30	100%
After 3 yrs at school (Class 3)	2	10%	2	10%	13	65%	3	15%	20	100%
End of Year 4 (Class 4)	1	4%	5	18%	21	76%	1	4%	28	100%
End of Year 5 (Class 5a)	0	0%	2	20%	6	60%	2	20%	10	100%
End of Year 6 (Class 5b)	0	0%	1	6%	13	81%	2	13%	16	100%
End of Year 7 (Class 6)	1	5%	6	32%	7	37%	5	26%	19	100%
End of Year 8 (Class 7)	2	8%	5	20%	7	28%	11	44%	25	100%
Total	8	4.82%	24	14.46%	104	63%	30	18%	166	100%

MATHS*											
	Well below		Below		At		Above		Total		
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion			
Maori	0	0%	4	31%	8	62%	1	8%	13	100%	
Pasifika											
Male	0	0%	1	20%	3	60%	1	20%	5	100%	
Female	0	0%	3	38%	5	63%	0	0%	8	100%	
Total Male and Female		0%	4	31%	8	62%	1	8%	13	100%	

	Well below		Below		At		Above		Total	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion		
After 1 yr at school (Class 1)	0	0%	2	11%	14	78%	2	11%	18	100%
After 2 yrs at school (Class 2)	0	0%	1	3%	27	90%	2	7%	30	100%
After 3 yrs at school (Class 3)	2	10%	4	20%	12	60%	2	10%	20	100%
End of Year 4 (Class 4)	1	4%	5	18%	20	71%	2	7%	28	100%
End of Year 5 (Class 5a)	1	10%	5	50%	4	40%	0	0%	10	100%
End of Year 6 (Class 5b)	0	0%	3	19%	13	81%	0	0%	16	100%
End of Year 7 (Class 6)	3	16%	1	5%	11	58%	4	21%	19	100%
End of Year 8 (Class 7)	3	12%	10	40%	8	32%	4	16%	25	100%
Total	10	6.02%	31	18.67%	109	66%	16	10%	166	

****2012 was the first year that Raphael House reported against National Standards. We will be able to provide progress reports from 2014.***

Steiner Schools Reporting On National Standards According To Year Levels

Please note that National Standards year levels do not necessarily align with current Steiner School year levels or with student management system year levels (this will be the same for many state schools). Roll return numbers are adjusted according to academic year levels as per Ministry guidelines which allow this in intermediate (year 7 and 8 - equivalent to Steiner Class 6 and 7) schools to align academic and funding year levels. Up until this point the Principal may select the appropriate academic year level for the student's learning.

Background

Children in Steiner Schools start school a year later than the majority of their state peers and we then cover the 8 National Standards levels in 7 years. Our memorandum of agreement with the Ministry allows Steiner children to remain in an early childhood setting an extra year (for most children). Our children therefore begin school together in what we call Class One as one cohort/group and remain together as one group for the rest of their education in the primary school up to the end of Class 7 (year 8).

In National Standards terms Class One fits with 'After One year at school' and so on. However, as agreed with the Ministry, instead of reporting against mainstream National Standards, we instead report against the Steiner Learning Steps, which were formulated to ensure that there are sufficient indicators to monitor progress/achievement over the 7-year period Steiner children take to reach the mainstream year 8 Level. Each class set of Learning Steps contains differentiated year level National Standards indicators that fit with our Steiner Curriculum. Analysis of the Learning Steps indicator coverage already

provided to the Ministry and audited by its appointed external agents show that by the end of Class 5 (Year 6) the indicators are predominantly aligned with the state year level exemplars. The most differentiation can be seen in Classes 1-4.

2012 Reporting

We have used a variety of assessment methods to moderate and support our Overall Teacher Judgements up to the end of Class 4. From the end of Class 5 we have followed NZCER guidelines.

In order to ensure we are able to meet and report against the Year 8 National Standards by the end of Class 7 (after 7 years at school), we have to make an academic adjustment to the reporting levels in the middle years. In 2012 we have made the academic adjustment in Class 5 by reporting for the younger children in that class against Year 5 standards, and for the older children against Year 6 standards. This fits with normed assessments and Ministry guidelines and the NZCER recommendation that we use Level 6 assessments with Class 5 children. Put another way this means that by the end of their Class 5 year the older children in class have made a 'jump' from Year 4 to Year 6 indicators.

Additional Monitoring in Steiner Schools

As an added layer of monitoring the Steiner National Assessment Project has been expanded to include moderation and analysis to support Overall Teacher Judgements. This project includes all Steiner integrated schools participating in assessments such as STAR, PAT's, etc and then sending them to a national team and NZCER for marking and reporting. Not only does this give the movement an overview of trends, patterns and needs across the schools but it ensures schools have an external means of checking. An expert on statistics and analysis of student achievement who is not attached to a particular school has been engaged to oversee the project. We have now been running this Project for three consecutive years so we can build longitudinal information.

Change to Reporting for Intermediate Years from 2014

From 2014, as agreed with the Ministry, we will report our intermediate years' data slightly differently. Instead of splitting our Class 5 students into two groups measured against the 'end of Year 5' and 'end of Year 6' steps, we will record and store data for *all* class 5 students measured against the '*end of Year 5 Learning Steps in the middle of the year*', and measured against the '*end of Year 6 Learning Steps at the end of the year*'. This demonstrates the leap of two year levels within one class year (we expect six months' progress for each year level in this class).

Our reports will include a statement to this effect, explaining that the Year 5 and Year 6 level students are the same students who are assessed at both year levels six months apart.

This will mean that we will be able to meet and report against the Year 8 National Standards by the end of Class 7 (after 7 years at school) without needing to split one year group into two with the confusion that creates in relation to actual class size. However, it will cause a mismatch between the overall student numbers shown in the data and the overall numbers of students at our school.

Upper School: Raphael House Qualification Results for 2012

Qualifications Offered

In 2012 Class 12 was offered the new NQZA approved Level 3 Steiner School Certificate (SSC). Class 10 and 11 were offered the Level 1 and 2 Raphael House Certificates (RHC). These Certificates used the same learning outcomes as the SSC.

2012 Qualification Results

<i>Class</i>	<i>Qualification</i>	<i>Achieved</i>	<i>Achieved Highly Commended</i>	<i>Achieved with Distinction</i>	<i>Total Achieved</i>	<i>Not Achieved</i>
Class 12	SSC Level 3	5	9	2	16	1
Class 11	RHC Level 2	2	6	3	11	2
Class 10	RHC Level 1	9	7	2	18	1
Totals		16	22	7	45	4
Percentages		33%	45%	14%	92%	8%

Note : The 'Not Achieved' category excludes students who were on overseas exchange and students who left Raphael House during the year

Comments on 2012 results

Overall 92 percent of students achieved the qualifications offered.

SSC Level 3

53% of students achieved at Highly Commended, which was very heartening.

Only one of the students in Class 12 did not achieve the Level 3 Steiner School Certificate. This student did gain the required 50 points but did not meet the special character requirements.

RHC Level 2

46% of students achieved at Highly Commended

Two of the 13 students in the class did not achieve the Certificate. One had on-going health problems during the year and was offered an alternative programme which focused on numeracy and literacy. The other was on a special programme which supported as much Level 2 achievement as possible – with the prospect of completing the Level 2 Certificate in Class 12

RHC Level 1

37% of students achieved at Highly Commended

47% of students gained the Certificate at the Achieved Level

2011 Qualification Results

Class	Qualification	Achieved	Achieved Highly Commended	Achieved with Distinction	Total Achieved	Not Achieved
Class 10	Old Steiner Cert Level 1	1	3	3	7	8
Class 11	Old Steiner Cert Level 2	3	5	7	15	0
Class 12	Old Steiner Cert Level 3	0	4	5	9	1
Totals		4	12	15	31	9
Percentages		11%	32%	39%	82%	18%

Comparison of 2012 with 2011 Results

There are two strong differences

The total number of students achieving the qualifications offered increased from 82% in 2011 to 92% in 2012. This is largely due to the fact that in the case of the old Steiner Certificate students were required to gain 90 percent of the credits offered, whereas the new Steiner School Certificate and Raphael House Certificates require students to gain only approximately 66% of the points offered – as is the case with the NCEA qualification.

The total number of students gaining the qualifications with Distinction decreased from 39% in 2011 to 14% in 2012. This is as expected, given the benchmarking of the qualifications to the NZ Qualifications Framework, particularly with respect to applying the nationally accepted Excellence criteria to the learning outcomes. (Note: Percentage of students who achieved with Distinction was 28% in 2010, 26% in 2009 and 17% in 2008)

Summary

In summary the overall qualification results are extremely pleasing, with 92% of students achieving the qualifications offered, 45% achieving at Highly Commended and 14% with Distinction.

Being able to offer an NZQA approved qualification at Level 3 of the NZ Qualifications Framework has given students and parents the assurance that our student achievement is directly comparable with NCEA achievement, which, I believe has and will continue to strengthen their confidence in the teaching and learning at Raphael House.

Karen Brice-Geard
Principal
2012

National Standards

Integrated Rudolf Steiner/Waldorf Schools in New Zealand have an agreement with the Ministry of Education (MOE) to use Steiner / Waldorf Learning Steps to monitor and report progress in relation to National Standards.

Reporting against Steiner / Waldorf Learning Steps has begun in 2012 as agreed with the Ministry of Education.

Members of the Board of Trustees 2012

Raphael House Rudolf Steiner School

Name	Position	How Position on Board was Gained	Occupation	Employer	Term Expired / Expires
Karen Brice-Geard	School Principal	Appointed	Principal	Raphael House Rudolf Steiner School	
Paul Denford	Proprietors' Rep	Appointed February 2010	Teacher	Te Ra School	February 2013
Julian Thomson	Proprietors' Rep	Appointed March 2011	Educational Outreach; Research Assistant	GNS Science	March 2014
Catharina Fisher	Proprietors' Rep	Appointed March 2013	Cartographer	GNS Science	March 2016
Chris Penman	Parent Rep <i>Proprietors' Rep</i>	Elected May 2010 <i>Appointed Oct 2006</i>	IT Consultant	Self Employed	April 2013
Carolyn van Leuven	Parent Rep	Re-elected May 2010 (Co-opted 2008) Elected Chair (12 Nov 2012)	Public Servant	Ministry of Business, innovation and Employment	April 2013
Anne-Marie Beeler	Parent Rep	Elected May 2010	Teacher	Correspondence School NZ	April 2013
Richard Howard	Parent Rep	Elected May 2010 Elected Deputy Chair (12 Nov 2012)	Self Employed	HRH Associates	April 2013
Phillip Robinson	Staff Rep	Re-elected May 2010 (first Elected Sept 2009)	Teacher	Raphael House Rudolf Steiner School	April 2013
Edmund Pollock	Student Rep	Elected September 2011	Student	Raphael House Rudolf Steiner School	September 2012 Last meeting 15 October 2012
Adrian von Aesch	<i>Proprietors' Rep</i> (Chair from Oct 2009)	Appointed April 2009	Enterprise Architect	Hewlett-Packard	October 2012 RESIGNED 31 October 2012

Statement of Responsibility

For the year ended 31 December 2012

The Board of Trustees has pleasure in presenting the annual report of Raphael House Rudolf Steiner School (the School), incorporating the financial statements and the auditor's report, for the year ended 31 December 2012.

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.

In the opinion of the Board and management, the annual financial statements for the financial year fairly reflect the financial position and operations of the School.

During the year the Ministry of Education introduced a new payroll system, Novopay, which has resulted in many errors. To the best of our knowledge, all material matters are properly reflected in the financial statements.

The School's 2012 financial statements are authorised for issue by the Board Chairperson and Principal.



Chairperson



Principal

9/7/2013

Date

9/7/2013

Date

**Raphael House
Rudolf Steiner School
Statement of Comprehensive Income
For the year ended 31 December 2012**

	Notes	2012 <u>Actual</u> \$	2012 <u>Budget</u> \$	2011 <u>Actual</u> \$
<u>Income</u>				
Government Grants	2	2,696,036	2,797,882	2,849,764
Use of Land and Buildings		372,000	0	340,000
Local Fundraising	3	279,183	300,000	215,769
Other Income	4	185,131	166,603	184,825
Interest		15,495	12,000	13,426
Total Income		3,547,845	3,276,485	3,603,784
<u>Expenses</u>				
Fundraising (costs of raising funds)	3	0	0	0
Other Income Expenditure	4	76,774	69,525	52,821
Learning Resources	5	2,558,952	2,686,292	2,714,100
Administration	6	238,237	235,398	253,401
Property	7	575,857	242,431	540,893
Depreciation	8	43,591	31,150	30,084
Total Expenses		3,493,411	3,264,796	3,591,299
Net surplus / (deficit) for year		54,434	11,689	12,485
Other Comprehensive Income		0	0	0
Total Comprehensive Income		54,434	11,689	12,485

The above Statement of Comprehensive Income should be read in conjunction with the accompanying notes.

**Raphael House
Rudolf Steiner School**
Statement of Changes in Equity
For the year ended 31 December 2012

	2012	2012	2011
	<u>Actual</u>	<u>Budget</u>	<u>Actual</u>
	\$	\$	\$
Equity at the start of the year	170,306	170,306	157,821
Total comprehensive income	54,434	11,689	12,485
Equity at the end of the year	224,740	181,995	170,306

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

**Raphael House
Rudolf Steiner School
Statement of Financial Position
As at 31 December 2012**

		2012	2012	2011
	Notes	<u>Actual</u> \$	<u>Budget</u> \$	<u>Actual</u> \$
Equity		224,740	181,995	170,306
Total Equity		224,740	181,995	170,306
Represented by:				
<u>Current Assets</u>				
Cash and Cash Equivalents	9	114,136	45,921	131,247
Petrol Vouchers		2,870	0	4,200
Accounts receivable	10	229,666	250,000	245,427
Prepayments		8,487	0	11,100
Investments	11	220,000	275,000	210,474
Total Current Assets		575,159	570,921	602,448
<u>Current Liabilities</u>				
Accounts Payable		44,107	75,000	75,432
Homestay Funds Held in Trust		200	0	5,000
Other Current Liabilities	13	245,464	225,000	223,886
Income Received in Advance	14	658	5,000	28,996
Provision for Cyclical Maintenance	15	7,560	7,560	9,090
Painting Contract Liability	16	37,737	37,737	37,737
Total Current Liabilities		335,725	350,297	380,141
Working Capital Surplus (Deficit)		239,434	220,624	222,307
<u>Non-current Assets</u>				
Plant & Equipment	12	170,865	146,931	134,334
Total Non-current Assets		170,865	146,931	134,334
<u>Non-current Liabilities</u>				
Provision for Cyclical Maintenance	15	111,717	111,717	80,430
Painting Contract Liability	16	73,843	73,843	105,905
Total Non-current liabilities		185,560	185,560	186,335
Net Assets		224,740	181,995	170,306

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

Notes to the Financial Statements

For the year ended 31 December 2012

1. Statement of Significant Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

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 New Zealand Equivalents to International Financial Reporting Standards (NZ IFRS) as appropriate to public benefit entities that qualify for differential reporting.

Differential reporting

The School qualifies for differential reporting exemptions because it is not publicly accountable as defined in the Framework for Differential Reporting (the Framework) and it is not large. Many of the reporting exemptions available under the Framework have been applied.

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.

Specific accounting policies

The accounting policies used in the preparation of these financial statements are set out below. The policies have been consistently applied to all the years presented.

c) Income Recognition

Government grants

Operational grants are recorded as income as received. Teachers' salaries grants are not received in cash by the school but are paid directly to teachers by the Ministry of Education (the Ministry). They are recorded as income in the salary period they relate to. Other grants are recorded as income as received unless there are unfulfilled conditions attaching to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to income as the conditions are fulfilled.

Grants for the use of land and buildings are also 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

Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and buildings.

Donations

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

Interest income

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 Proprietor. 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 Proprietor.

e) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Income 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 represents fair value.

h) Accounts Receivable

'Accounts Receivable' represent 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.

i) Investments

Investments are held with registered trading banks and are classified as current assets if they have maturities of between three months and one year. Those with maturities greater than 12 months after the balance date are classified as non-current assets.

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

At balance date the School assesses whether there is any objective evidence that an investment is impaired. Any impairment loss is recorded as an expense in the Statement of Comprehensive Income.

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

j) Plant and Equipment

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

Plant and equipment acquired on or before 1 October 1989 is recorded at deemed cost based on fair value as at that date, less accumulated depreciation and impairment losses.

Plant and equipment acquired after 1 October 1989 are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Plant and equipment acquired with individual values under \$250 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Income.

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

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 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. The 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

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 Income.

The estimated useful lives of the assets are:

Furniture and equipment	4 - 20 years
Plant and machinery	4 - 10 years
Information and communication technology	3 - 5 years
Library resources	12% Diminishing Value
Motor vehicle	5 years

k) Intangible Assets

Software

Software acquired by the School is capitalised on the basis of the 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 Income when incurred.

Computer software licences with individual values under \$250 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Income when incurred.

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

l) Accounts Payable

'Accounts Payable' represent liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

m) Employee Entitlements

Salary Accruals

Salary accruals mainly reflect annual leave owing to teachers and ancillary staff and are recognised in respect of employees' services to balance date and are measured at the amounts expected to be paid when the liabilities are settled. There is a corresponding teacher's salaries grant receivable from the Ministry to fund the liability.

Leave Accruals

No provision is required to be recognised for sick leave for any teachers, irrespective of whether a school is above its teaching entitlement as in practice most teacher sick leave is grant funded by the Ministry.

For non-teaching staff, the school is required to report a liability in dollar terms for the relevant leave types, where this information is readily available. Any liability is reported in the school's Current Accounts Payable note to the Financial Statements.

n) Income Received in Advance

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

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

o) Funds held 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.

p) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Proprietor. 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 Proprietor and is based on the Board's 10-year property plan. (10YPP).

q) Financial Assets and Liabilities

The School's financial assets comprise cash and cash equivalents, accounts receivable, GST receivable and investments. All of these financial assets, are categorised as "loans and receivables" 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, painting contract liability, provision for cyclical maintenance and GST payable. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

r) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated GST inclusive.

s) Budget figures

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

2 Government Grants

Government grants are made up of:

	2012	2012	2011
	<u>Actual</u>	<u>Budget</u>	<u>Actual</u>
	\$	\$	\$
Operations Grants	517,633	511,668	526,347
Teachers Salaries Grant	2,033,471	2,174,162	2,186,337
ORRS Grant	120,528	95,009	103,884
Other Government Grants	24,404	17,043	33,196
	2,696,036	2,797,882	2,849,764

3 Local Fundraising

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

	2012	2012	2011
	<u>Actual</u>	<u>Budget</u>	<u>Actual</u>
	\$	\$	\$
Income			
Community Grants	23,500	0	3,500
Other Donations	5,683	0	12,214
Fundraising - Proprietors Contribution	250,000	300,000	200,000
Fundraising - Other	0	0	55
	279,183	300,000	215,769
Expenditure			
Fundraising (costs of raising funds)	0	0	0
	279,183	300,000	215,769

4 Other Income

	2012	2012	2011
	<u>Actual</u>	<u>Budget</u>	<u>Actual</u>
	\$	\$	\$
Income			
Activities	161,312	144,205	149,184
Trading	5,737	5,000	6,520
International Student Income	18,082	17,398	29,121
	185,131	166,603	184,825
Expenditure			
Activities	74,991	64,725	50,384
Trading	1,331	4,200	550
International Student Costs	452	600	1,887
	76,774	69,525	52,821
Net Surplus for the year	108,357	97,078	132,004

5 Learning Resources

	2012	2012	2011
	<u>Actual</u>	<u>Budget</u>	<u>Actual</u>
	\$	\$	\$
Curricular	123,107	166,845	84,500
Employee benefits - salaries	2,392,481	2,459,262	2,582,775
Information and communication technology	19,893	21,192	19,067
Library resources	0	2,953	0
Staff development	19,359	29,920	21,784
Other curriculum expenses	4,112	6,120	5,974
	2,558,952	2,686,292	2,714,100

6 Administration

	2012	2012	2011
	<u>Actual</u>	<u>Budget</u>	<u>Actual</u>
	\$	\$	\$
ACC premiums	4,480	5,000	4,230
Audit Fee	4,930	4,670	4,670
Board of Trustees expenses	5,693	5,000	3,480
Board of Trustees fees	6,105	5,700	4,340
Communications	13,414	11,950	13,501
Consumables	10,093	15,900	10,416
Employee benefits - salaries	151,345	157,448	184,024
Insurance	19,001	6,000	4,434
Operating lease	6,853	3,500	8,128
Postage	7,338	8,375	5,184
Other expenses	8,985	11,855	10,994
	238,237	235,398	253,401

7 Property

	2012	2012	2011
	<u>Actual</u>	<u>Budget</u>	<u>Actual</u>
	\$	\$	\$
Caretaking and cleaning consumables	11,828	11,300	12,732
Cyclical maintenance provision	39,255	78,122	38,459
Employee benefits - salaries and wages	87,095	86,659	79,933
Heat, light and water	25,635	19,500	23,048
Repairs and maintenance	27,692	33,600	35,508
Use of land and buildings	372,000	0	340,000
Other expenses	12,352	13,250	11,213
	575,857	242,431	540,893

8 Depreciation

	2012	2012	2011
	<u>Actual</u>	<u>Budget</u>	<u>Actual</u>
	\$	\$	\$
Depreciation on assets			
Curriculum equipment	12,805	8,500	10,673
Furniture	6,591	3,100	3,075
IT equipment	19,584	12,700	9,774
Library	1,599	1,450	1,599
Motor vehicle	0	700	237
Office equipment	1,562	3,700	3,169
Plant and machinery	1,450	1,000	1,557
	43,591	31,150	30,084

9 Cash and Cash Equivalents

	2012	2012	2011
	<u>Actual</u>	<u>Budget</u>	<u>Actual</u>
	\$	\$	\$
Current accounts	114,136	45,921	61,247
Short term deposits with a maturity less than three months	0	0	70,000
	114,136	45,921	131,247

10 Accounts Receivable

	2012	2012	2011
	<u>Actual</u>	<u>Budget</u>	<u>Actual</u>
	\$	\$	\$
Salaries accrual	164,958	150,000	159,404
GST receivable	0	0	3,136
Sundry debtors	64,708	100,000	82,887
	229,666	250,000	245,427

11 Investments

	2012	2012	2011
	<u>Actual</u>	<u>Budget</u>	<u>Actual</u>
	\$	\$	\$
Short term deposits with maturities between three months and one year	220,000	275,000	210,474
	220,000	275,000	210,474

12 Plant & Equipment

2012

	<u>Cost</u>	<u>Accumulated Depreciation</u>	<u>Net Book Value</u>
	\$	\$	\$
Curriculum Equipment	137,013	97,853	39,160
Furniture	81,926	43,178	38,748
Information and Communication Technology	121,849	55,670	66,179
Library Resources	51,764	42,021	9,743
Motor Vehicle	3,555	3,555	0
Office Equipment	33,582	25,108	8,474
Plant and Machinery	44,622	36,060	8,562
	474,311	303,445	170,866

2011

	<u>Cost</u>	<u>Accumulated Depreciation</u>	<u>Net Book Value</u>
	\$	\$	\$
Curriculum Equipment	130,292	85,048	45,244
Furniture	66,997	36,587	30,410
IT Equipment	71,388	36,086	35,302
Library	49,044	40,422	8,622
Motor Vehicle	3,555	3,555	0
Office Equipment	33,582	23,546	10,036
Plant and Machinery	39,331	34,610	4,720
	394,188	259,854	134,334

Net Book Value Reconciliation

	2012	2011
	\$	\$
Net book value at start of year	134,334	108,736
Less: Disposals at book value	0	0
Less: Depreciation charge for the year	(43,591)	(30,084)
Add: Asset acquisition at cost	80,123	55,682
Net book value at year end	170,866	134,334

13 Other Current Liabilities

	2012	2012	2011
	<u>Actual</u>	<u>Budget</u>	<u>Actual</u>
	\$	\$	\$
Banking Staffing Liability	0	0	4,578
Audit accrual	4,930	4,930	4,670
GST payable	13,474	0	0
Salary accruals	164,958	150,000	159,404
Other Current Liabilities	62,102	70,070	55,234
	245,464	225,000	223,886

The carrying value of payables approximates their fair value. Please also note that the banking staffing period has been extended by the Government from one year to two years. As 31 December 2012 is only half-way through the balancing period, there is no recognition of banking staffing assets or liabilities for 2012.

14 Income received in advance

	2012	2012	2011
	<u>Actual</u>	<u>Budget</u>	<u>Actual</u>
	\$	\$	\$
Community grants in advance for Computer Equipment	0	0	20,000
International students' fees in advance	658	5,000	8,696
Other Income in Advance	0	0	300
	658	5,000	28,996

15 Provision for Cyclical Maintenance

	2012	2012	2011
	<u>Actual</u>	<u>Budget</u>	<u>Actual</u>
	\$	\$	\$
Provision at the start of the year	89,520	89,520	59,339
Increase in the provision during the year	30,657	0	36,331
Use of the provision during the year	(900)	29,757	(6,150)
Provision at the end of the year	119,277	119,277	89,520
Current Liability	7,560	7,560	9,090
Non Current Liability	111,717	111,717	80,430
	119,277	119,277	89,520

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 2012. The provision has not been adjusted for inflation and the effect of the time value of money.

16 Painting Contract Liability

	2012	2012	2011
	<u>Actual</u>	<u>Budget</u>	<u>Actual</u>
	\$	\$	\$
Current Liability	37,737	37,737	37,737
Non Current Liability	73,843	73,843	105,905
	111,580	111,580	143,642

In 2008 the Board signed an agreement with Programmed Maintenance Services (NZ) Ltd now trading as Programmed Property Services, (the contractor) for an agreed programme of work covering a twelve year period. The programme provides for some interior and all exterior repainting of all buildings in 2009, with regular maintenance in subsequent years and a further repaint in 2015. The agreement has an annual commitment of \$37,737. 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 date. The liability has not been adjusted for inflation and the effect of the time value of money.

17 Related Party Transactions

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

The Proprietor of the School, Rudolf Steiner School Trust (Wgtn), is a related party of the Board because the Proprietor appoints representatives to the Board, giving the Proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor are disclosed with an indication of the amount where relevant.

The Proprietor provides land and buildings free of charge for use by the Board as noted in note 1 (c). The estimated value of this use during 2012 is included in the Statement of Comprehensive Income as "Use of land and buildings".

The Proprietor collects voluntary financial contributions from the parent community, a significant amount of which is used to support Board activities as shown in Note 3. This service is provided free of charge.

Where any operational functions are shared between the School and the Proprietor (eg office staff wages) costs are allocated between the two bodies on a usage basis, calculated on normal arms length principles.

At balance date \$39,697 was owed by the Proprietor to the School. This is included in sundry debtors in the Statement of Financial Position (inclusive of Rudolf Steiner Kindergarten debtors, as the Kindergarten operations are included in the Proprietor's Annual Accounts).

At balance date \$24,923 was also owed by the school to the Proprietor. This is included in Accounts Payable in the Statement of Financial Position.

18 Remuneration

2012	2011
<u>Actual</u>	<u>Actual</u>
\$	\$

Board of Trustee and Committee members

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

Board of Trustees	6,105	4,340
Committee members	0	0
	<u>6,105</u>	<u>4,340</u>

Principal

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

2012	2011
<u>Actual</u>	<u>Actual</u>

Salaries and other short term employee benefits:

	\$000	\$000
Salary and other payments	\$130 - \$140	\$120 - 130
Benefits and other emoluments	0	0
Termination benefits	0	0

Other Employees

Other employees received total remuneration over \$100,000 as follows:

2012	2011
<u>Actual</u>	<u>Actual</u>
\$000	\$000
Salary and other payments	0
Number of Employees	1

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

19 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 as follows:

	2012	2011
	<u>Actual</u>	<u>Actual</u>
	\$	\$
Total Value	0	0
Number of People	0	0

20 Contingencies

Contingent Asset

There are no Contingent Assets as at 31 December 2012. (2011 Nil)

Contingent Liability

The Board has a contingent liability for sabbatical leave owing to an employee. This is a historical entitlement which the Board intends to honour in the unlikely event that sabbatical leave is not awarded under the MOE Scheme (if unsuccessful after at least two applications).

21 Commitments

Operating Commitments

As at 31 December 2012 the Board has entered into the following contracts:

(a) operating lease of photocopiers with a monthly charge of \$822 per month (incl GST) for 60 months that commenced on 20/06/10

(b) painting the interior and exterior of the school buildings. (See Note 16).

22 Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2012, the school received total Kiwisport funding of \$5,179.29 (excluding GST). The funding was spent on employing a part time sports co ordinator, some sports equipment and some sports uniforms.

23 Breach of Legislation

The school has not filed its audited accounts with the Ministry by 31st May, as required by legislation, due to delays in completing the accounts caused solely by Novopay payroll issues.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF RAPHAEL HOUSE RUDOLF STEINER SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2012

The Auditor-General is the auditor of Raphael House Rudolf Steiner School (the School). The Auditor-General has appointed me, Greg Anderson, using the staff and resources of Deloitte to carry out the audit of the financial statements of the School on her behalf.

We have audited the financial statements of the School on pages 17 to 31 that comprise the statement of financial position as at 31 December 2012 the statement of comprehensive income, statement of changes in equity for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements of the School on pages 17 to 31:

- comply with generally accepted accounting practice in New Zealand; and
- fairly reflect the School's;
- financial position as at 31 December 2012; and
- financial performance for the year ended on that date.

Our audit was completed on 9 July 2013. 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 School's preparation of financial statements that fairly reflect the matters to which they relate. We consider internal control in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.

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 all 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. Also we did not evaluate the security and controls over the electronic publication of the financial statements.

During our audit we assessed the risk of material misstatement arising from the Novopay payroll system that was introduced by the Ministry of Education in August 2012. Our assessment of risk acknowledges that the financial statements may contain errors arising from the Novopay payroll system, but that the cumulative effect of the errors is unlikely to influence readers' overall understanding of the financial statements. We performed audit procedures that included:

- assessing the extent to which school staff, and the Board of Trustees, have examined the year end Novopay payroll reports to satisfy themselves that the payroll total for the year, and the associated payroll related disclosures that are included in the financial statements, are materially correct; and
- carrying out other independent audit tests and procedures to examine the payroll total for the year, and the associated payroll related disclosures, as reported in the financial statements.

As a result of these audit tests and procedures we have obtained all the information and explanations we have required, including obtaining sufficient information about the payroll totals and the associated payroll related disclosures, and we believe we have obtained sufficient and appropriate audit evidence to provide a basis for our opinion.

Responsibilities of the Board of Trustees

The Board of Trustees is responsible for preparing financial statements that:

- comply with generally accepted accounting practice in New Zealand; and
- fairly reflect the School's financial position, financial performance.

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.

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

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 section 15 of the Public Audit Act 2001 and the Education Act 1989.

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.

In addition to the audit of Raphael House Rudolf Steiner School, we are responsible for the audit of the associated entity Rudolf Steiner School Trust (Wellington), the proprietor of Raphael House Rudolf Steiner School. Other than these two audits, we have no relationship with or interests in the School.



Gregory John Anderson
Deloitte
On behalf of the Auditor-General
Wellington, New Zealand