

RAPHAEL HOUSE RUDOLF STEINER SCHOOL

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2016

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RAPHAEL HOUSE RUDOLF STEINER SCHOOL

Financial Statements - For the year ended 31 December 2016

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Raphael House Rudolf Steiner School

Statement of Responsibility

For the year ended 31 December 2016

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

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2016 fairly reflects the financial position and operations of the school.

The School's 2016 financial statements are authorised for issue by the Board.

Stefan Weir

Full Name of Board Chairperson

Signature of Board Chairperson

Date:

George
David Stephenson

Full Name of Principal

Signature of Principal

Date:

Raphael House Rudolf Steiner School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2016

		2016	2016	2015
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	3,091,880	3,007,563	2,914,262
Locally Raised Funds	3	511,049	343,788	356,802
Use of Land and Buildings Integrated		385,600	385,600	385,600
Interest Earned		7,545	10,300	12,519
Gain on Sale of Property, Plant and Equipment		-	-	348
International Students	4	58,322	29,768	40,818
Other Revenue		-	-	-
		<u>4,054,396</u>	<u>3,777,019</u>	<u>3,710,349</u>
Expenses				
Locally Raised Funds	3	101,830	60,800	74,234
International Students	4	10,334	2,308	6,190
Learning Resources	5	3,151,748	2,944,697	2,837,911
Administration	6	201,116	192,422	175,893
Finance Costs		1,348	3,250	-
Property	7	617,083	618,830	633,115
Depreciation	8	53,173	61,876	51,628
Impairment of Property, Plant and Equipment	12	-	-	-
Loss on Disposal of Property, Plant and Equipment		425	-	1,894
Loss on Uncollectable Accounts Receivable		-	-	-
Amortisation of Intangible Assets		-	-	-
Transport		-	-	-
		<u>4,137,057</u>	<u>3,884,183</u>	<u>3,780,865</u>
Net Surplus / (Deficit)		(82,661)	(107,164)	(70,516)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(82,661)</u>	<u>(107,164)</u>	<u>(70,516)</u>

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

Raphael House Rudolf Steiner School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2016

	Actual 2016 \$	Budget (Unaudited) 2016 \$	Actual 2015 \$
Balance at 1 January	166,410	166,410	236,926
Total comprehensive revenue and expense for the year	(82,661)	(107,164)	(70,516)
Equity at 31 December	83,749	59,246	166,410

Analysed As:

Retained Earnings

Balance at 1 January	156,410	156,410	236,926
Total comprehensive revenue and expense for the year	(82,661)	(107,164)	(70,516)
Transfer to/(from) retained earnings	-	-	(10,000)
Balance at 31 December	73,749	49,246	156,410

Auditory Processing Programme Fund reserve

Balance at 1 January	10,000	10,000	-
Transfer to/from reserve	-	-	10,000
Balance at 31 December	10,000	10,000	10,000

This reserve arose from donated monies given to provide temporary loans assistance to help parents in hardship with fees associated with the Auditory Processing Programme run at the School. (The School is not required to repay these monies to the donor).

Summary

Retained Earnings	73,749	49,246	156,410
Reserves	10,000	10,000	10,000
Equity at 31 December	83,749	59,246	166,410

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

Raphael House Rudolf Steiner School

Statement of Financial Position

As at 31 December 2016

		2016	2016	2015
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	9	107,959	55,000	209,843
Accounts Receivable	10	201,665	265,000	254,461
GST Receivable		5,954	-	3,625
Prepayments		12,830	11,500	15,600
Inventories		-	-	-
Investments	11	150,000	100,000	150,000
		<u>478,408</u>	<u>431,500</u>	<u>633,529</u>
Current Liabilities				
Accounts Payable	13	190,756	203,000	259,603
Revenue Received in Advance	14	71,256	57,500	70,080
Provision for Cyclical Maintenance	15	81,947	52,528	42,686
Painting Contract Liability - Current Portion	16	47,507	44,854	44,854
Finance Lease Liability - Current Portion	17	7,837	-	-
Funds held in Trust	18	10,937	7,500	5,403
		<u>410,240</u>	<u>365,382</u>	<u>422,626</u>
Working Capital Surplus/(Deficit)		68,168	66,118	210,903
Non-current Assets				
Investments (more than 12 months)	11	-	100,000	-
Property, Plant and Equipment	12	147,153	120,276	118,974
Intangible Assets		-	-	-
		<u>147,153</u>	<u>220,276</u>	<u>118,974</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	37,022	125,148	107,063
Painting Contract Liability	16	82,546	102,000	56,404
Finance Lease Liability	17	12,004	-	-
		<u>131,572</u>	<u>227,148</u>	<u>163,467</u>
Net Assets		<u>83,749</u>	<u>59,246</u>	<u>166,410</u>
Equity		<u>83,749</u>	<u>59,246</u>	<u>166,410</u>

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

Raphael House Rudolf Steiner School

Statement of Cash Flows

For the year ended 31 December 2016

		2016	2016	2015
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		744,868	947,657	720,283
Locally Raised Funds		469,434	343,788	448,013
International Students		65,963	29,768	82,337
Goods and Services Tax (net)		(2,329)	-	2,610
Payments to Employees		(801,711)	(822,514)	(671,555)
Payments to Suppliers		(484,859)	(510,429)	(394,486)
Interest Paid		(1,348)	(3,250)	-
Interest Received		7,545	10,300	12,519
Net cash from / (to) the Operating Activities		(2,437)	(4,680)	199,721
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	348
Purchase of PPE (and Intangibles)		(57,364)	(61,876)	(17,888)
Purchase of Investments		-	-	-
Proceeds from Sale of Investments		-	-	50,000
Net cash from / (to) the Investing Activities		(57,364)	(61,876)	32,460
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	-
Finance Lease Payments		(2,763)	-	-
Painting contract payments		(44,854)	(44,854)	(44,854)
Loans Received/ Repayment of Loans		-	-	-
Funds Administered on Behalf of Third Parties		5,534	-	(67,062)
Net cash from Financing Activities		(42,083)	(44,854)	(111,916)
Net increase/(decrease) in cash and cash equivalents		(101,884)	(111,410)	120,265
Cash and cash equivalents at the beginning of the year	9	209,843	166,410	89,578
Cash and cash equivalents at the end of the year	9	107,959	55,000	209,843

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.

Raphael House Rudolf Steiner School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2016

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 (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 2016 to 31 December 2016 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 Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operating or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 17.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition**Government Grants**

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

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other 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.

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, Gifts and Bequests

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

Interest Revenue

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

d) 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 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 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 90 days 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 or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

i) Inventories

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

j) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School 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 bank term deposits are measured at amortised cost using the effective interest method less impairment.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

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 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.

Improvements to buildings owned by the Proprietor are recorded at cost, less accumulated depreciation and impairment losses.

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

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

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

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. 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:

Furniture and equipment	4-20 years
Information and communication technology	3-5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

l) Intangible Assets

Software costs

Computer 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 Revenue and Expense when incurred.

Computer software licences 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. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly 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.

m) Impairment of property, plant, and equipment and Intangible assets

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

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

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

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

The reversal of an impairment loss is recognised in the surplus or deficit.

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 to but not yet taken at balance date.

p) Revenue Received in Advance

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

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

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) 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 provisions for cyclical maintenance represents the obligations the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

s) 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, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

t) Goods and Services Tax (GST)

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

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

u) Budget Figures

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

v) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

2. Government Grants

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	670,913	664,944	640,604
Teachers' salaries grants	2,347,012	2,274,906	2,193,979
Resource teachers learning and behaviour grants	3,490	3,673	8,715
Other MoE Grants	65,813	58,040	67,261
Other government grants	4,652	6,000	3,703
	<u>3,091,880</u>	<u>3,007,563</u>	<u>2,914,262</u>

3. Locally Raised Funds

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

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	163,939	152,560	81,508
Fundraising	14,519	5,500	11,798
Proprietor's Contribution	230,000	150,000	150,000
Other revenue	45,334	-	17,384
Trading	2,286	2,050	-
Activities	49,854	27,822	84,393
Curriculum Recoveries	5,117	5,856	11,719
	<u>511,049</u>	<u>343,788</u>	<u>356,802</u>
Expenses			
Activities	99,406	58,850	74,234
Trading	2,424	1,950	-
Fundraising (costs of raising funds)	-	-	-
Other Locally Raised Funds Expenditure	-	-	-
	<u>101,830</u>	<u>60,800</u>	<u>74,234</u>
Surplus for the year Locally raised funds	<u>409,219</u>	<u>282,988</u>	<u>282,568</u>

4. International Student Revenue and Expenses

	2016	2016	2015
	Actual	Budget	Actual
	Number	(Unaudited)	Number
International Student Roll	8	5	7
	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
International student fees	58,322	29,768	40,818
Expenses			
International student levy	616	-	400
Employee Benefit - Salaries	7,987	2,308	5,790
Other Expenses	1,731	-	-
	<u>10,334</u>	<u>2,308</u>	<u>6,190</u>
Surplus for the year International Students'	<u>47,988</u>	<u>27,460</u>	<u>34,628</u>

5. Learning Resources

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	144,178	188,089	114,436
Equipment repairs	-	-	-
Information and communication technology	26,510	26,280	27,552
Extra-curricular activities	-	-	-
Library resources	6,122	7,000	414
Employee benefits - salaries	2,347,012	2,274,906	2,210,068
Resource/attached teacher costs	608,403	418,429	464,391
Staff development	19,523	29,993	21,050
	<u>3,151,748</u>	<u>2,944,697</u>	<u>2,837,911</u>

6. Administration

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,550	5,650	5,650
Board of Trustees Fees	5,940	6,875	5,480
Board of Trustees Expenses	8,520	7,350	4,769
Communication	16,125	17,475	12,792
Consumables	8,698	8,640	6,477
Operating Lease	1,250	-	3,264
Legal Fees	-	-	-
Other	7,215	12,690	13,489
Employee Benefits - Salaries	139,241	123,802	119,752
Insurance	3,302	3,500	4,220
Service Providers, Contractors and Consultancy	5,275	6,440	-
	<u>201,116</u>	<u>192,422</u>	<u>175,893</u>

7. Property

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	6,497	8,300	9,251
Consultancy and Contract Services	28,821	27,000	25,944
Cyclical Maintenance Provision	44,726	45,000	83,856
Grounds	-	-	-
Heat, Light and Water	26,096	28,250	29,854
Rates	2,171	2,525	2,004
Repairs and Maintenance	57,619	59,180	37,634
Use of Land and Buildings	385,600	385,600	385,600
Security	-	-	-
Employee Benefits - Salaries	65,553	62,975	58,972
	<u>617,083</u>	<u>618,830</u>	<u>633,115</u>

The use of land and buildings figure represents 8% of the school's total property value as used for rating purposes. This is used as a 'proxy' for the market rental yield on the value of land and buildings.

8. Depreciation of Property, Plant and Equipment

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings - School	-	-	-
Building Improvements - Crown	-	-	-
Furniture and Equipment	26,788	36,278	26,354
Information and Communication Technology	19,077	23,250	23,096
Motor Vehicles	754	754	754
Textbooks	-	-	-
Leased Assets	5,099	-	-
Library Resources	1,455	1,594	1,424
	<u>53,173</u>	<u>61,876</u>	<u>51,628</u>

9. Cash and Cash Equivalents

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	-	-	-
Bank Current Account	33,140	30,000	39,298
Bank Call Account	24,819	25,000	120,545
Short-term Bank Deposits	50,000	-	50,000
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>107,959</u>	<u>55,000</u>	<u>209,843</u>

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

10. Accounts Receivable

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	88,872	50,000	53,722
Teacher Salaries Grant Receivable	112,793	215,000	200,739
	<u>201,665</u>	<u>265,000</u>	<u>254,461</u>
Receivables from Exchange Transactions	88,872	50,000	53,722
Receivables from Non-Exchange Transactions	112,793	215,000	200,739
	<u>201,665</u>	<u>265,000</u>	<u>254,461</u>

11. Investments

The School's investment activities are classified as follows:

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	150,000	100,000	150,000
Non-current Asset			
Long-term Bank Deposits	-	100,000	-

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2016.

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2016						
Furniture and Equipment	83,580	52,139	(425)		(26,788)	108,506
Information and Communication	21,628	5,225			(19,077)	7,776
Motor Vehicles	1,822				(754)	1,068
Leased Assets	-	24,413			(5,099)	19,314
Library Resources	11,944				(1,455)	10,489
Balance at 31 December 2016	118,974	81,777	(425)	-	(53,173)	147,153

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2016			
Furniture and Equipment	413,451	(304,945)	108,506
Information and Communication	153,758	(145,982)	7,776
Motor Vehicles	3,770	(2,702)	1,068
Leased Assets	24,413	(5,099)	19,314
Library Resources	58,570	(48,081)	10,489
Balance at 31 December 2016	653,962	(506,809)	147,153

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2015						
Furniture and Equipment	95,462	15,458	(812)	(174)	(26,354)	83,580
Information and Communication Technology	44,876	787	(939)		(23,096)	21,628
Motor Vehicles	2,576	-	-	-	(754)	1,822
Leased Assets	-	-	-	-	-	-
Library Resources	11,695	1,673	-	-	(1,424)	11,944
Balance at 31 December 2015	154,609	17,918	(1,751)	(174)	(51,628)	118,974

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2015			
Land	-	-	-
Buildings	-	-	-
Building Improvements	-	-	-
Furniture and Equipment	361,831	(278,251)	83,580
Information and Communication Technology	148,533	(126,905)	21,628
Motor Vehicles	3,770	(1,948)	1,822
Textbooks	-	-	-
Leased Assets	-	-	-
Library Resources	58,570	(46,626)	11,944
Balance at 31 December 2015	572,704	(453,730)	118,974

13. Accounts Payable

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating creditors	37,136	35,000	37,341
Accruals	28,392	-	13,561
Employee Entitlements - salaries	114,690	160,000	200,739
Employee Entitlements - leave accrual	10,538	8,000	7,962
	<u>190,756</u>	<u>203,000</u>	<u>259,603</u>
Payables for Exchange Transactions	190,756	203,000	259,603
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>190,756</u>	<u>203,000</u>	<u>259,603</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	-	-	-
International Student Fees	64,477	32,500	56,836
Hostel Fees	-	-	-
Other	6,779	25,000	13,244
	<u>71,256</u>	<u>57,500</u>	<u>70,080</u>

15. Provision for Cyclical Maintenance

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	149,749	149,749	164,593
Increase to the Provision During the Year	44,726	45,000	83,856
Adjustment to the Provision	-	-	-
Use of the Provision During the Year	(75,506)	(17,073)	(98,700)
Provision at the End of the Year	<u>118,969</u>	<u>177,676</u>	<u>149,749</u>
Cyclical Maintenance - Current	81,947	52,528	42,686
Cyclical Maintenance - Term	37,022	125,148	107,063
	<u>118,969</u>	<u>177,676</u>	<u>149,749</u>

16. Painting Contract Liability

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Liability	47,507	44,854	44,854
Non Current Liability	82,546	102,000	56,404
	<u>130,053</u>	<u>146,854</u>	<u>101,258</u>

In 2014 the Board signed an agreement with Programmed Property Services Ltd (the contractor) for an agreed programme of work covering a seven year period. The programme provides for an interior and exterior repaint of the Proprietor owned buildings in 2015, 2016 and 2017, with regular maintenance in subsequent years. The agreement has an annual commitment of between \$44,854 and \$47,540 taking into account a contract variation in February 2017. 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.

17. Finance Lease Liability

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

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
No Later than One Year	9,447	-	-
Later than One Year and no Later than Five Years	12,976	-	-
Later than Five Years	-	-	-
	<u>22,423</u>	<u>-</u>	<u>-</u>

18. Funds held in Trust

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	10,937	7,500	5,403
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>10,937</u>	<u>7,500</u>	<u>5,403</u>

These funds are homestay funds held in trust for International students.

19. Related Party Transactions

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

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

The Proprietor of the School (Rudolf Steiner School Trust Wellington) 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 that are material transactions that have occurred have been disclosed appropriately.

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 2016 is included in the Statement of Comprehensive Revenue and Expense 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.

Wages for the employees of the Proprietor are all paid via the payroll of the Board of Trustees. The Proprietor subsequently reimburses the Board of Trustees for the Proprietor's share of employee costs. In addition where invoices paid relate to the Board of Trustees and the Proprietor the entity that paid the invoice claims reimbursement from the other entity for that entity's share of expenses. At balance date an amount of \$7,375 was owing to the Proprietor and a total of \$74,188 was owed from the Proprietor to the Board of Trustees.

20. Remuneration

Key management personnel compensation

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

	2016 Actual \$	2015 Actual \$
<i>Board Members</i>		
Remuneration	5,940	5,480
Full-time equivalent members	0.28	0.39
<i>Leadership Team</i>		
Remuneration	1,305,651	1,289,358
Full-time equivalent members	16.37	15.83
Total key management personnel remuneration	1,311,591	1,294,838
Total full-time equivalent personnel	16.65	16.22

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal

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

	2016 Actual \$000	2015 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120 - 130	120 - 130
Benefits and Other Emoluments	3 - 4	5 - 6
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2016 FTE Number	2015 FTE Number
110 - 120	-	-
100 - 110	1	-
	1	-

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

21. 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 member, 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:

	2016 Actual \$15,000	2015 Actual
Total		-
Number of People	1	-

22. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at **31 December 2016** (Contingent liabilities and assets at **31 December 2015**: nil).

The Board was notified of a personal grievance claim arising from events in 2016 for which an expense accrual of \$15,000 has been made in the 2016 Annual Report (as this pay out amount is considered probable). There is a contingent asset for a probable reimbursement from the School's insurance company of \$10,000. (This amount being the expense accrual of \$15,000 less the insurance excess of \$5,000). We will record the amount that we receive from the insurance company as revenue in the 2017 financial year.

23. Commitments

(a) Capital Commitments

As at 31 December 2016 there were no capital commitments. (2015: Nil)

(b) Operating Commitments

As at 31 December 2016 the Board has entered into the following contracts:

(a) operating lease of lab computers and teacher laptops (contracts entered into pre 2016);

	2016 Actual \$	2015 Actual \$
No later than One Year	11,513	12,256
Later than One Year and No Later than Five Years	1,308	11,870
Later than Five Years	-	-
	<u>12,821</u>	<u>24,126</u>

24. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but "attempts" to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

25. Financial Instruments

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

Loans and receivables

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Cash and Cash Equivalents	107,959	55,000	209,843
Receivables	201,665	265,000	254,461
Investments - Term Deposits	150,000	200,000	150,000
Total Loans and Receivables	<u>459,624</u>	<u>520,000</u>	<u>614,304</u>

Financial liabilities measured at amortised cost

Payables	190,756	203,000	259,603
Finance Leases	19,841	-	-
Painting Contract Liability	130,053	146,854	101,258
Total Financial Liabilities Measured at Amortised Cost	<u>340,650</u>	<u>349,854</u>	<u>360,861</u>

26. Events After Balance Date

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

27. Grants Acknowledgement

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2016, the School received total Kiwisport funding of \$6,415 (excluding GST). The funding was spent on employing a part time Sports Coordinator and sports equipment.

Pelorus Trust grants totalling \$3,000 (excluding GST) were received in 2016. These grants were used to pay for gym hire.

The Infinity Foundation made a grant to the School totalling \$3,000 (excluding GST) in 2016. This grant was used to pay for coaching for the newly established swimming programme.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF RAPHAEL HOUSE RUDOLF STEINER SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2016

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

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the Statement of Financial Position as at 31 December 2016, the Statement of Comprehensive Revenue and Expense, Statement of Changes in Net Assets / Equity and Statement of Cash Flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2016; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 24 May 2017. 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 relating to the financial statements, we comment on other information, 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 Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

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

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

Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees is also responsible for disclosing, as applicable, matters related to going concern and using the going

concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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



We communicate with the Board of Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on pages 23 to 40, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

In addition to the audit we have carried out engagements as auditor of the Rudolf Steiner School Trust (the Proprietor of Raphael House Rudolf Steiner School), which are compatible with those independence requirements. Other than the audit and these engagements, we have no relationship with or interests in the School.

A handwritten signature in blue ink, appearing to be "Trevor Deed", written over a circular blue stamp.

Trevor Deed

Deloitte

On behalf of the Auditor-General
Wellington, New Zealand

Analysis of Variance for 2016

Status: ✓ Target Met → Good progress X Target Not Met

Upper School Annual Objectives	Annual Targets	Status	Commentary on progress towards achieving objectives
No. 1 Raise the literacy achievement of Class 8 (Year 9) and Class 9 (Year 10) priority learners	No.1 Raise the Reading Comprehension PAT scale scores of priority learners in Class 8 and 9 by the NZCER 'Average Progress' or greater	→	<p>Class 8 (Year 9) 7 priority learners</p> <p>PAT tests were sat in Feb 2016 and Feb 2017</p> <p>Actual Scale Score Progress of 6 priority learners (one outlier removed) was 4.2</p> <p>NCER Average Scale Score Progress is 9.5</p> <p>1 student significantly exceeded the 'average progress' (14.9)</p> <p>1 student very nearly attained the 'average progress' (8.9)</p> <p>2 students made mild progress (2.1 and 5.5)</p> <p>2 students showed a decrease in comprehension (-1.3 and -4.8)</p> <p>1 student showed a very large decrease in comprehension (-36.2)</p> <p>A possible reason for this outcome is that the Class 8 English classes were not taught by English specialists. This has been remedied in 2017 with the appointment of a specialist English teacher to Class 8</p> <p>Class 9 (Year 10) 8 priority learners – Target Not Met</p> <p>PAT tests were sat in Feb 2016 and Nov 2016</p> <p>Actual Scale Score Progress of 7 priority learners was 3.3</p> <p>NCER Average Scale Score Progress is not available as NCER do not do a Term 1 Year 11 test – however 'average progress is likely to be around 7 based on averages for younger Year levels</p> <p>Note: one special learning needs student did not sit the tests</p> <p>2 student significantly exceeded the 'average progress' (13.6 and 13.8)</p> <p>3 students made less than average progress (2.2, 3.4 and 5.5)</p> <p>1 students showed made no progress(0)</p> <p>1 student showed a large decrease in comprehension (-15.3)</p> <p>The following actions will be taken in 2017 to address the above; Ongoing PLD – Specialist Teacher will identify focus areas and provide appropriate PD Specialist English teachers will be appointed to both Class 8 and 9 priority learners Class 9 teachers will work with and vary the class compositions to determine the best configurations for learning</p>

<p>No.2 Raise the numeracy achievement of Class 8 (Year 9) and Class 9 (Year 10) priority learners</p>	<p>No.2 Raise the Maths PAT scale scores of priority learners in Class 8 and 9 by the NZCER 'Average Progress' or greater</p>		<p>English teachers will develop and use an effective student measurement tool to measure student attitude and engagement in targeted classes in order to improve teacher practice</p> <p>English teachers will work with COL WST and ASTs to develop Class 8 and 9 literacy strategies and implement them in school</p>
		<p>→</p>	<p>Class 8 (Year 9) 7 priority learners</p> <p>PAT tests were sat in</p> <p>Actual Scale Score Progress of priority learners was 3</p> <p>NCER Average Scale Score Progress is 5.6</p> <p>3 students exceeded the 'average progress' (5.8, 7.1 and 8.7)</p> <p>2 students progressed at less than the 'average progress' (3.9 and 4.7)</p> <p>2 students had decreased scale scores (-3.5, -5.7)</p> <p>The 2 students with decreased scale scores were both extremely afraid of mathematics and certain they were not good at it at the beginning of the year. With a lot of encouragement and support over the year their engagement and desire to learn showed a big positive shift by the end of the year.</p>
		<p>✓</p>	<p>Class 9 (Year 10) 6 priority learners</p> <p>Actual Scale Score Progress of 7 priority learners was 7.3</p> <p>NCER Average Scale Score Progress is 4.8</p> <p>4 student significantly exceeded the 'average progress' (8.4, 8.8, 9.3, 10.3)</p> <p>1 students slightly exceeded the 'average progress' (6.0)</p> <p>1 students made little progress (1.2)</p> <p>1 student did not sit the test</p> <p>Timetabling: Due to timetable constraints Class 8 and 9 Maths classes were scheduled after lunch (with the exception of only one Class 9 lesson), when the students are more tired and less able to do 'head' work. This is likely to have had a negative impact on the learning and progress of Class 8 and 9.</p> <p>Class size: Both Class 8 and 9 were large classes (approx. 40 students) made up of students with a wide range of mathematical ability - falling into three groups of low, medium and high ability. Resourcing determined the class could only be split into two groups, which meant that the needs of some learners could not be met as well as if the class had been split three ways or in fact just been a smaller class split in two.</p>

			<p>Limitations of the PAT tests in providing an accurate reflection of Maths ability: In Term 4 Class 9 sat the assessment for the Level 1 Certificate of Steiner Education Learning Outcome 'Solve problems using numeric reasoning'. Three students with a PAT stanine of 4 (very low) achieved Merit in the CSE assessment and two students with stanine scores of 2 and 3 achieved at the Achieved level in the assessment. This difference may be explained by the fact that the students are not allowed to use calculators in the PAT tests and do not receive targeted preparation for the tests as is the case with the CSE assessments.</p>
<p>No.3 Continue to strengthen teachers' understanding of Waldorf pedagogy</p>	<p>No.3a Provide a PLD programme to facilitate understanding of 'child studies'</p>	✓	<p>Study and discussion on meeting the needs of gifted and talented students in a Waldorf school was undertaken by Tana Lyons & Grant Rossiter with the whole faculty in Term 3. This study used a Waldorf "Child Study" approach as the basis to initially observe and then meet the needs of the asynchronous development of gifted and talented students.</p>
	<p>No.3b Undertake two 'child studies' in the Upper School meetings</p>	✗	<p>There was insufficient time in the Upper School Meeting schedule for the child studies</p>
<p>No.4 Continue to develop te reo Māori me ona Tikanga programme</p>	<p>No.4a Some Class 11 students are able to whaikōrero (at start of year pōwhiri)</p>	→	<p>A Class 11 student carried the karanga at the start of year Pōwhiri Two students had the capability to whaikōrero at the Pōwhiri, and one was intending to do so but was unwell on the day</p>
	<p>No.4b Two student groups experience a noho marae</p>	→	<p>Class 12 started two nights at a marae prior to walking the Lake Waikaremoana Track. Class 10 were welcomed onto a marae with a pōwhiri on their Whanganui River trip.</p>
<p>No.5 Consult students on wellbeing and take action to improve support in highlighted areas</p>	<p>No.5a Carry out NZCER wellbeing survey of all Upper School classes</p>	✓	<p>All Upper school students completed the NZCER Wellbeing Survey for teachers and students on student wellbeing. The survey results were analysed, and the findings have been used to set the objectives and targets for 2017 (refer 2017 Annual plan).</p>
	<p>No.5b Action one target from the survey per class</p>	✗	<p>This target was not met and has been included in the 2017 Annual plan</p> <p>Note: Grant Rossiter and Mario Gude attended two meetings of He Kupenga Ora Lower Hutt Wellbeing Network- the new initiative which involves schools in the Hutt Valley working together on ways of supporting the wellbeing of our akonga. The third meeting, was attended by our school counsellor, Johanna Pibal.</p>

No.6 Provide further opportunities to strengthen student leadership	No.6 Each class takes one Upper School assembly during the year	X	The Student Leadership took two assemblies but classes were not scheduled to take assemblies.
Raphael Class Annual Objectives	Annual Targets		Commentary on progress towards achieving objectives
No.7 All staff in the Raphael Class team conversant with the each student's uniqueness/diagnosis/condition	No.7 Staff will attend regular professional team meetings to which all teachers and therapists are invited and where Child Studies take place	→	<p>This goal was only partly met, largely due to the change of teacher during the year. In addition to this, the Teacher Aides were not able to commit to regular meetings because they have children who need to be cared for after school.</p> <p>8 IEP meetings and 1 PD meeting were officially scheduled during the year. An effort was made to schedule meetings that everyone was able to attend. This was successful in Term 4, with mostly full attendance, which enriched the Teacher Aides' understanding of the students.</p> <p>Infrequent informal conversations concerning students' constitution have taken place at the end of the day for 5 minutes throughout the year.</p> <p>Next Steps</p> <p>Have clearer expectations regarding staff attendance at scheduled meetings</p> <p>Look at various possibilities e.g. duration of meeting time, frequency, preparation (homework, taking responsibility to prepare)</p>
No.8 Each student receives an extensive, individual Overall Programme	No.8 Every area of the Overall Programme is assessed within the school year	✓	<p>An overall programme was put in place at the beginning of the year for each student. This was assessed termly by the teacher. A full summary of learning and activities was recorded in the end of year report.</p> <p>All areas of the Overall Programme were addressed, however some individual goals were not addressed due to timetable changes.</p> <p>Next steps</p> <p>The format for recording needs to be clearer in order to address learning. Often the activities were described without noting the learning.</p> <p>Furthermore, some goals described the programme rather than highlighting the learning objectives, which has made it difficult to identify learning in these cases.</p>
No.9 Continue to develop te Reo Māori me ona Tikanga programme	No.9 Māori language and protocols are part of the everyday learning experience of students and are incorporated into daily lesson plans	✓	<p>Clear engagement was visible during Te Reo verses and grace. The students have been actively engaged in a weekly Te Reo lesson. The day and date is written and spoken in Te Reo daily. One student learned to count in Te Reo (to 7) and has started to attach meaning to it and can find the right number with visuals.</p> <p>Actions songs demonstrated the connection of the spoken word to actions performed. Simple instructions were able to be followed when given in Te Reo.</p> <p>Next Steps</p> <p>Build on progress with extended and specific goals</p>

Lower School Annual Objectives	Targets		Commentary on progress towards achieving objectives
No.10 Raise writing achievement for boys in the Lower School.	No.10 50% of boys who were Working Towards (WT) in 2015 improve one stage in their 2016 Learning Steps results	→	<p>Result 29% of boys Working Towards moved to AT (compared to the target of 50%) This result shows good progress, given that the target was ambitious considering the special learning needs within this group.</p> <p>Percentage of boys achieving AT or ABOVE increased from 43.1% in 2015 to 58.2% in 2016</p> <p>Next steps Analyse data to identify specific areas of writing which need to be addressed through targeted teaching strategies.</p> <p>Teachers incorporated tikanga Maori into their main lesson plans and saved them on the school computer network, however only a few were shared in the Lower School meetings due to insufficient meetings being set aside for this work.</p> <p>Note: Teachers studied He Reo Puāwai - the Waldorf Māori curriculum, during Lower School meeting time.</p> <p>Some teachers attended a number of related workshops at the US conference, including working with harakeke and exploring the synergy between Waldorf and Te Ao Māori world views.</p>
No.11 Integrate tikanga into the Waldorf curriculum in an appropriate and meaningful way	No.11 Each class teacher plans, teaches and shares one integrated Main Lesson plan.	→	
Kindergarten Annual Objectives	Targets		Commentary on progress towards achieving objectives
No.12 Develop a safe inclusive outdoor classroom programme that fosters children's relationship to all living things	No.12 Weekly outdoor classroom programme is implemented	✓	<p>A weekly programme was trialled in Rimu Room, which included preparing food and cooking it on an open fire using camp oven (brought through the Māori legend 'How Maui Brought Fire to the World'), carving and burning wood.</p> <p>The programme was found to be inadequate because of site limitations. Although the class was held in the outdoors, it was not in a natural (bush) setting, which limited the childrens' sensory experiences and opportunities for optimum authentic relationships with all living things. There was also the problem of not having sufficient space to avoid impinging on other classrooms.</p> <p>A chicken run was developed and chickens were provided by a parent. The three classrooms were rostered on for their care. This included collecting and eating their eggs, feeding outdoor classroom food preparation scraps and other scraps to the chickens and finding their nests (as the chickens are free range). The children took great care and pride in their tasks, showing clearly that these activities supported the children in building relationship with living things.</p>

<p>No.13</p> <p>Integrate and meet the cultural and diverse needs of community</p>	<p>No.13</p> <p>Develop and use a communal resources folder of karakia, legends, waiata so that children reflect Tikanga Māori in their play</p>	<p>→</p> <p>Culturally diverse resources were collected continually throughout the year, including literature, dolls and puppets, dress ups and story props.</p> <p>Legends were sourced from a variety of cultures and used in story telling in the classroom and for festivals.</p> <p>Research was undertaken on bi-cultural resources suitable for garden play area; this is ongoing and includes meeting with professional consultants and applying for funding.</p> <p>Teachers increased the Te Reo content in the sessions, supported by the new resources gathered</p> <p>Karakia and traditional welcomes were included in festivals and parent evenings</p> <p>Teachers reviewed the Te Reo and Tikanga content of festivals and to account of feedback from parents when they planned subsequent festivals.</p> <p>Next steps</p> <p>The Kindergarten programme would be greatly enhanced if a kaiako Māori was made available for a session in Kindergarten and/or provided professional development for teachers.</p>
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National Standards NAG2A(b) Commentary Reporting

Schools that use *The New Zealand Curriculum* for their students in years 1 to 8 must use this template to report school-level data on National Standards.

Important please note: Do not include any information in this template that will result in an individual student or their achievement being identified. In cases where a cohort is less than four students **you should not** specify ethnic groups or group breakdowns in order to prevent breaching the privacy of individuals.

Date:	5/03/2017
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School Name:	Raphael House Rudolf Steiner School	School Number:	0133
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NAG2A (b)(i) Areas of Strength

National Standard area(s):

Discussion:

Reading

Reading levels in the Lower School remained high compared to national norms.

82.2% of students in Class 7 (Year 8) met the National Standard for reading, compared to 80% in 2015

82.4% of Maori students in Classes 1-7 (Years 2-8) achieved 'at or above' the FRSWNZ Learning Steps, compared to 64.3% in 2015

Writing Classes 1-7 (Year 2-8)

Both Māori students and boys made significant gains in writing achievement. Lifting boys writing achievement was a 2016 target.

The proportion of **Māori students** achieving 'at or above' **increased by 25.3%**, from 57.1% in 2015 to 82.4% in 2016, as measured by the FRSWNZ Learning Steps

The proportion of **Boys** achieving 'at or above' **increased by 15.1%**, from 42.1 % in 2015 to 58.2% in 2016, as measured by the FRSWNZ Learning Steps

NAG2A (b)(i) Areas for Improvement



National Standard area(s):

Discussion:

Both the **writing and maths achievement levels for 2016 are significantly lower than those for reading**, with the following specific areas identified for improvement:

Writing for all students in Classes 1-7 (Years 2-8) - while the proportion of students in this group achieving 'at or above' increased by 5.4% between 2015 and 2016, continued focus is required to lift achievement above the 2016 level of 72.6% 'at or above'

Writing for boys Classes 1-7 (Years 2-8) – while the proportion of students in this group achieving 'at or above' increased by 15.1% between 2015 and 2016, continued focus is required to lift achievement above the still low 2016 level of 58.2% 'at or above'

Maths for all students in Classes 1-7 (Years 2-8) - the proportion of students in this group achieving 'at or above' decreased by 3% between 2015 and 2016. Continued focus is required to lift achievement above the 2016 level of 71.6% 'at or above'

Maths for Māori students in Classes 1-7 (Years 2-8) - the proportion of students in this group achieving 'at or above' decreased by 12.5% between 2015 and 2016. Continued focus is required to lift achievement above the 2016 level of 58.9% 'at or above'

Maths for boys in Classes 1-7 (Years 2-8) - the proportion of students in this group achieving 'at or above' decreased by 10.7% between 2015 and 2016. Continued focus is required to lift achievement above the 2016 level of 60.8% 'at or above'

NAG2A (b)(ii) Basis for Identifying Areas for Improvement

Discussion:

Areas for improvement have been identified from analysis of the levels of student achievement based on Overall Teacher Judgements (OTJs). OTJs are made on the basis of a variety of standardized normed assessment tools and student work samples in relation to the FRSWNZ Learning Steps.

Analysis of STAR Reading Test and PAT Mathematics Test results by the Federation of Steiner/Waldorf Schools (Report entitled National Assessment of Literacy and Mathematics – Classes 4-7 for both 2015 and 2016) have also helped to identify target areas.

NAG2A (b)(iii) Planned Actions for Lifting Achievement

Discussion:

Lower School Writing



A holistic approach in keeping with Steiner pedagogy will be adopted by the Lower School Teachers who will carry out a collaborative teacher inquiry involving the following steps:

- Identify the barriers to learning of target students.
- Develop an overview document of the target group which identifies the key capacities and academic areas that need strengthening, along with the constitutional issues which need addressing.
- Write and implement a Learning Support Programme
- Employ Waldorf teacher professional development to address best practice for teaching writing to individuals and groups in an age appropriate way. This will be provided by the Community of Learning's Across School Teacher working with the With-in School Teachers at Raphael House.
- Strategies for lifting writing achievement will be included in teacher's lesson plans
- Assessment, reporting and analysis of results with recommendations for next steps

Lower School Maths

A holistic approach in keeping with Steiner pedagogy will be adopted by the Lower School Teachers who will carry out a collaborative teacher inquiry involving the following steps:

- Identify learning support needs of target students
- Individual teachers include learning support needs of target students in their lesson planning
- Lower School meeting with focus on multiplicative and proportional thinking and ratio, from which areas for PD are identified
- Employ Waldorf teacher professional development to address best practice for teaching maths in an age appropriate way. This will be provided by the Community of Learning's Across School Teacher working with the With-in School Teachers at Raphael House.
- Research on whether the language used in the PAT tests is a barrier to achievement of Maori and other target students
- Analyse data from PAT tests to identify specific areas that require focus
- Teachers share unit plans to identify best practice
- Teacher Development Day in Term 2 used to focus on action research and inquiry, with an appraisal focus
- Ongoing creation of a bank of numeracy resources throughout the year

NAGA (b) Progress Statement

Discussion:

Writing

2015 Classes 1-6 (Years 2-7) all made gains in their levels of writing achievement from 2015 to 2016, with the largest gains made by Class 4 2015 in which the proportion of students achieving 'at or above' increased by 21% and Class 5 2015 by 15.7%

Boys Writing



29% of the boys in Classes 1-7 who started the year at 'Working Towards' ended the year at 'At', based on the FRSWNZ Learning Steps. (This compares to the 50% annual target for this cohort).

Although the target wasn't met this is a very pleasing result which reflects the focus that was directed to this group to accelerate their progress.

Maths

Class 5 2015 was the only class in the Lower School to raise the proportion of students achieving 'at or above' the FRSWNZ Learning Steps, increasing their level by 12.4%.

The lack of progress in the other class groups clearly points to the need in 2017 to apply strategies to accelerate the achievement of students who are 'Working Towards' on the FRSWNZ Maths Learning Steps

Raphael House Qualification Results for 2016

Qualification Offered

Class 10, 11 and 12 took part in the Steiner School Certificate (SSC) in 2016. SEDT, on behalf of the Federation has advised that the name of the qualification will be changed from the Steiner School Certificate (SSC) to the New Zealand Certificate Steiner Education (NZCSE) as NZQA has registered the qualification under NZCSE and this will be effective from 2017. Certificates gained prior to 2017 will continue to be called Steiner School Certificate.

Class	Qual Level	Not Achieved			Achieved	Achieved Highly Commended	Achieved with Distinction	Total students achieved	Total students entered (Incl NA)
		NA	NA-Exch*	NA#	A	M	E		
Class 10 (+ 1 student from Class 11)	Level 1 % of total L1	4 19%	4 19%	0 0%	5 24%	8 38%	4 19%	81%	21
Class 11 (+ 2 students from Class 12)	Level 2 % of total L2	4 15%	0 0%	4 15%	3 11%	11 41%	9 33%	85%	27
Class 12	Level 3 % of total L3	5 21%	0 0%	5 21%	10 42%	6 25%	3 13%	79%	24
Total percentages overall		18%	6%	13%	25%	35%	22%	82%	72

NA-Exch* (Exchanges)

This includes students away on exchange who were therefore unable to gain enough points. Note that students go on exchange for differing periods and some managed to gain their certificates despite being away. These students have been included with the other results gained. There were only exchange students leaving from Raphael House in Class 10 2016.

NA#

This includes students who were present for the school year but failed to gain the certificate. This also includes students with chronic health conditions, and students who were enrolled and left school.

Comments on 2016 results

Change in Reporting

This commentary excludes those students identified above as Not Achieving because they were on formal exchange programmes, although it includes those students with health conditions, learning needs, and leavers which prevented them from completing the academic qualification. Note that this is in contrast to reporting of previous years, where this category has included both students on exchange AND those who have had severe health conditions. This change in reporting has come about at the recommendation of the Ministry of Education.

SSC Level 3 (Class 12)

- 38% of students achieved at Highly Commended or With Distinction, which is significantly lower than 2015.
- 42% of students gained the Certificate at the Achieved Level.
- 21% failed to gain the Certificate.

The decrease in students achieving at Highly Commended or With Distinction is of concern, but not unduly so – given that the cohort size in 2015 was small (12 in total) and in 2016 the cohort size was 24. There was 79% pass rate in students achieving their certificates. Not Achieved results included two students with chronic health conditions, two students with learning needs who found the Level 3 Learning Outcomes very challenging and one student who left the school in June. A number of students in this cohort found the workload challenging and this was identified as an area of concern in terms of health and wellbeing. A formal review of NZCSE was requested by a group of parents and the school has already begun reviewing the delivery of NZCSE courses across all three Levels, with a number of changes being implemented in 2017.

SSC Level 2 (Class 11)

- 74% of students achieved at Highly Commended or With Distinction, which is significantly higher than 2015.
- 11% of students gained the Certificate at the Achieved Level.
- 15% of students (four students) failed to gain the Certificate.

Students achieving at Highly Commended or With Distinction was significantly higher in 2016 and, given the size of the cohort is greater than the previous year, this is a pleasing result. Four of the 27 students in the class did not achieve the Certificate. Three of these students missed on one Core Subject (The Sciences) and therefore the necessary requirements to gain Level 2. These students will be given an opportunity to obtain their missing subject and thereby gain their Level 2 certificate in 2017. The fourth student attended Raphael House for only two terms before moving overseas.

SSC Level 1 (Class 10)

- 57% of students achieved at Highly Commended or With Distinction, higher than 2015.
- 24% of students gained the Certificate at the Achieved Level.
- 19% of students (4 students) failed to gain the Certificate as they were away on exchange.



Note regarding the extra student in Class 10 (Level 1) cohort:

One student Level 1 who gained Not Achieved in 2015 as they did not gain Foundation Literacy or the core Science LO (a requirement for the Level 1 certificate), enrolled for Level 2. However, in the first half of 2016, it was agreed that they should finish their Level 1 Certificate instead. With support from a number of teachers and extra funding for Teacher Aide assistance they achieved at Level 1 in 2016 with foundation literacy and numeracy.

2015 Qualification Results

Class	Qual Level	Not Achieved			Achieved	Achieved Highly Commended	Achieved with Distinction	Total students achieved	Total students entered (Incl NA)
		NA	NA-Exch*	NA#	A	M	E		
Class 10 (+ 1 student from Class 11)	Level 1	12	9	3	4	10	1	56%	27
	% of total L1	44%	33%	11%	15%	37%	4%		
Class 11 (+ 2 students from Class 12)	Level 2	2	0	0	11	8	4	92%	25
	% of total L2	8%	0%	0%	44%	32%	16%		
Class 12	Level 3	0	0	0	3	6	3	100%	12
	% of total L3	0%	0%	0%	25%	50%	25%		
Total percentages overall		15%	14%	5%	28%	38%	13%	83%	64

NA-Exch* (Exchanges)

This includes students away on exchange who were therefore unable to gain enough points. Note that students go on exchange for differing periods and some managed to gain their certificates despite being away. These students have been included with the other results gained. There were only exchange students leaving from Raphael House in Class 10 2015.

NA#

This includes students who were present for the school year but failed to gain the certificate. This also includes students with chronic health conditions, as well as those who failed to gain Level 1 Literacy, and students who were enrolled and left school.

Comparison of 2016 with 2015 Results

In 2015 83% of the students entered for their respective NZCSE level achieved that certificate level. This percentage EXCLUDED students who were on exchange but INCLUDED those who had chronic health conditions, learning needs, or who left school, as discussed in detail earlier in this document.

In 2016 82% of the students entered for their respective NZCSE level achieved that certificate level. This percentage EXCLUDED students who were on exchange but INCLUDED those who had chronic health conditions, learning needs, or who left school, as discussed in detail earlier in this document.

Overall comparison

- The percentage of students who gained Not Achieved has increased from 15% to 18%.
- The percentage of students who gained Achieved has dropped from 28% to 25%.
- The percentage of students who gained Achieved Highly Commended has decreased from 38% to 35%.
- The percentage of students who gained Achieved with Distinction has increased from 13% to 22%.

These figures suggest that there has been a slight decrease in overall performance this year; however, as previously noted, the data sample is extremely small and it is important that this is taken into account. Furthermore, there was a larger cohort enrolled in 2016. In general, the majority of students engaged in NZCSE gain their certificates, with a good number gaining theirs Highly Commended or With Distinction. Small numbers of students are, however, failing to gain their certificates and it is increasingly important that such students are supported. The plan is for the NZCSE coordinator to work with the SeNCo to identify students needing to complete their Level 1 and 2 certificates over two years.

Summary


In summary, the overall qualification results are satisfactory, with 82% of students achieving the qualification level offered, 38% achieving at Highly Commended and 13% with Distinction. The results suggest that Raphael House's delivery of programmes has stabilised somewhat, with staff and students becoming familiar with requirements.

Of the 51 students enrolled in Class 11 and 12, four did not gain a Level 2 qualification. This totals approximately 8% of the student body, indicating that 92% of students DO gain a Level 2 qualification. Thus the school is currently exceeding the MOE target of 85% pass rate (Target 5: 85% of 18 year olds will have achieved NCEA Level 2 or equivalent).

The external moderator for NZCSE has placed Raphael House at 86% agreement rate between moderator and assessment decisions, which is an acceptable correlation that suggests that most teachers are making appropriate assessment decisions.

At the 2014 end of year SSC Coordinators' cluster, the national manager undertook to gather and collate data on national achievement rates for SSC. This information was not available at the time of reporting, however once it is, it will increasingly be possible to track progress.

As mentioned earlier in this document, a formal review of NZCSE was requested by a group of parents and the school has undertaken to review the delivery of NZCSE courses across all three levels. A number of changes have been implemented for 2017 and the review is ongoing.



Amelia Minogue
2016 NZCSE Coordinator
26 February 2017

2016 National Standards Reporting

Date: 22/2/2017
 Number: 133
 Name: Raphael House Rudolf Steiner Area School

Reading	Well below			Below			At			Above			Total Number
	Number	Proportion		Number	Proportion		Number	Proportion		Number	Proportion		
All students	9	4.3%		38	18.3%		83	39.9%		78	37.5%		208
Māori	0			3	17.6%		8	47.1%		6	35.3%		17
Pasifika	0			0			4	80.0%		1	20.0%		5
Asian	0			3	37.5%		3	37.5%		2	25.0%		8
European/Pakehā/Other European	9	5.1%		32	18.0%		68	38.2%		69	38.8%		178
All other ethnicities including MELAA (not published)	0			0			0			0			
Male	4	5.1%		22	27.8%		31	39.2%		22	27.8%		79
Female	5	3.9%		16	12.4%		52	40.3%		56	43.4%		129

Reading	Well below			Below			At			Above			Total Number
	Number	Proportion		Number	Proportion		Number	Proportion		Number	Proportion		
After 1 year at school	0			0			25	89.3%		3	10.7%		28
After 2 years at school	0			18	60.0%		3	10.0%		9	30.0%		30
After 3 years at school	0			4	20.0%		3	15.0%		13	65.0%		20
End of Year 4	2	9.5%		3	14.3%		9	42.9%		7	33.3%		21
End of Year 5	3	10.7%		5	17.9%		12	42.9%		8	28.6%		28
End of Year 6	2	7.4%		4	14.8%		10	37.0%		11	40.7%		27
End of Year 7	0			1	3.8%		9	34.6%		16	61.5%		26
End of Year 8	2	7.1%		3	10.7%		12	42.9%		11	39.3%		28

2016 National Standards Reporting

Date: 22/2/2017

Number: 133

Name: Raphael House Rudolf Steiner Area School

Writing	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	12	5.8%	45	21.6%	100	48.1%	51	24.5%	208
Māori	0		3	17.6%	12	70.6%	2	11.8%	17
Pasifika	0		0		5	100.0%	0		5
Asian	0		2	25.0%	4	50.0%	2	25.0%	8
European/Pākehā/Other European	12	6.7%	40	22.5%	79	44.4%	47	26.4%	178
All other ethnicities including MELAA (not published)	0		0		0		0		
Male	8	10.1%	25	31.6%	35	44.3%	11	13.9%	79
Female	4	3.1%	20	15.5%	65	50.4%	40	31.0%	129

Writing	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	0		8	28.6%	18	64.3%	2	7.1%	28
After 2 years at school	0		6	20.0%	18	60.0%	6	20.0%	30
After 3 years at school	1	5.0%	4	20.0%	13	65.0%	2	10.0%	20
End of Year 4	2	9.5%	7	33.3%	6	28.6%	6	28.6%	21
End of Year 5	4	14.3%	5	17.9%	18	64.3%	1	3.6%	28
End of Year 6	3	11.1%	3	11.1%	12	44.4%	9	33.3%	27
End of Year 7	0		4	15.4%	9	34.6%	13	50.0%	26
End of Year 8	2	7.1%	8	28.6%	6	21.4%	12	42.9%	28

2016 National Standards Reporting

Date: 22/2/2017
 Number: 133
 Name: Raphael House Rudolf Steiner Area School

Maths	Well below			Below			At			Above			Total Number
	Number	Proportion		Number	Proportion		Number	Proportion		Number	Proportion		
All students	11	5.3%		48	23.1%		104	50.0%		45	21.6%		208
Māori	0			7	41.2%		8	47.1%		2	11.8%		17
Pasifika	0			2	40.0%		3	60.0%		0			5
Asian	0			0			6	75.0%		2	25.0%		8
European/Pākehā/Other European	11	6.2%		39	21.9%		87	48.9%		41	23.0%		178
All other ethnicities including MELAA (not published)	0			0			0			0			
Male	5	6.3%		26	32.9%		27	34.2%		21	26.6%		79
Female	6	4.7%		22	17.1%		77	59.7%		24	18.6%		129

Maths	Well below			Below			At			Above			Total Number
	Number	Proportion		Number	Proportion		Number	Proportion		Number	Proportion		
After 1 year at school	0			2	7.1%		24	85.7%		2	7.1%		28
After 2 years at school	0			6	20.0%		19	63.3%		5	16.7%		30
After 3 years at school	1	5.0%		7	35.0%		8	40.0%		4	20.0%		20
End of Year 4	2	9.5%		4	19.0%		10	47.6%		5	23.8%		21
End of Year 5	3	10.7%		14	50.0%		11	39.3%		0			28
End of Year 6	2	7.4%		3	11.1%		11	40.7%		11	40.7%		27
End of Year 7	0			4	15.4%		10	38.5%		12	46.2%		26
End of Year 8	3	10.7%		8	28.6%		11	39.3%		6	21.4%		28

Members of the Board of Trustees 2016

Raphael House Rudolf Steiner School

Name	Position	How Position on Board was Gained	Occupation	Employer	Term Expired / Expires
Annemarie Mead	Chair Parent Rep	Elected 2016	Career Coach / HR Consultant	Self Employed	June 2019
Chris Rae	Deputy Chair Proprietors' Rep	Appointed 2015	Partnership Manager	Unicef NZ	June 2018
Stefan Weir	Parent Rep	Elected 2016	Public Servant	Department of Prime Minister and Cabinet	June 2019
Sarah Best	Parent Rep	Elected 2016	Educator	Self Employed	June 2019
Mania Maniapoto Ngaia	Parent Rep	Elected 2016	Educator	Ministry of Education	June 2019
William Crawford	Parent Rep	Elected 2016	Medical Doctor	Self employed	June 2019
Sacha Humphreys	Student Rep	Elected September 2016	Student	Raphael House Rudolf Steiner School	September 2017
Diana Marsh	Staff Rep	Elected June 2016	Teacher	Raphael House Rudolf Steiner School	June 2019
Julian Thomson	Proprietors' Rep	Appointed March 2011 March 2014	Educational Outreach; Research Assistant	GNS Science	March 2017
Caroline Gray	School Principal	Appointed November 2013	Principal	Raphael House Rudolf Steiner School	December 2016 Resigned May 2016
Paul Denford	Proprietors' Rep	Appointed February 2010 February 2013	Teacher	Te Ra	Resigned February 2016
Carolyn van Leuven	Parent Rep	Re-elected May 2013. Re-elected May 2010 (Co-opted 2008)	Policy Advisor	Department of Prime Minister and Cabinet	June 2016
Ralph Wallace	Parent Rep	Elected May 2013	Financial Administrator	Te Ra Steiner School Board of Trustees	June 2016 Co-opted June 2016
Helena Tobin	Coopted Parent Rep	Coopted February 2014	Business owner / parent	Self Employed	June 2016
Paul Kirby	Parent Rep	Elected Sept 2014	Senior Legal Counsel	QE II National Trust	June 2016
Nicholas Baucke-Maunsell	Student Rep	Elected September 2015	Student	Raphael House Rudolf Steiner School	September 2016
Richard Howard	Parent Rep	Re-elected May 2013 Elected May 2010	Self Employed	HRH Associates	June 2016