

TE WHAREKURA O RAKAUMANGAMANGA

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number: 1917

Principal: John Heremia

School Address: 26 Mcdiarmid Crescent, Huntly, 3700

School Postal Address: 26 Mcdiarmid Crescent, Huntly, 3700

School Phone: 07 828 9013

School Email: paare@rakaumanga.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expires/ Expired
Taitimu MAIPI	Chairperson	Elected		May 2022
John R HEREMIA	Principal	ex Officio		
Baz BRISTOW-HAVILI	Parent Rep	Elected		May 2022
Alexander James HOPE	Parent Rep	Elected		May 2022
Donelle HUGHES	Parent Rep	Elected		May 2022
Joann HUGHES	Parent Rep	Elected		May 2022
Nancy HUGHES	Parent Rep	Elected		May 2022
Kerry KITTO	Parent Rep	Elected		May 2022
Tukaroto MAHUTA	Parent Rep	Elected		May 2022
Potaka MAIPI	Parent Rep	Elected		May 2022
Wheeti MAIPI	Parent Rep	Co-opted		May 2022
Debbie MAIPI-EDWARDS	Parent Rep	Elected		May 2022
Huirama MATATAHI	Parent Rep	Elected		May 2022
Tutata MATATAHI	Parent Rep	Elected		May 2022
Te Winika NIKAU	Staff Rep	Elected		May 2022
Loretta RUTENE	Staff Rep	Elected		May 2022
David Rawiri THOMPSON	Staff Rep	Elected		May 2022
Kuini BROOKS	Staff Rep	Elected		May 2022

Accountant / Service Provider: Education Services Ltd

TE WHAREKURA O RAKAUMANGAMANGA

Annual Report - For the year ended 31 December 2019

Index

Page	Statement
	Financial Statements
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 12	Statement of Accounting Policies
13 - 21	Notes to the Financial Statements
	Other Information
	Analysis of Variance
	Kiwisport

Te Wharekura o Rakaumangamanga

Statement of Responsibility

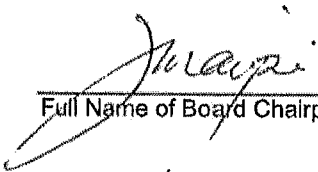
For the year ended 31 December 2019

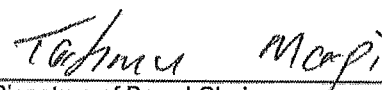
The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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.

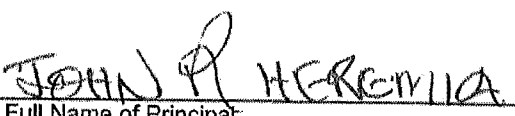
It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the school.

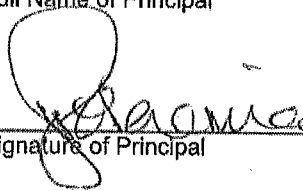
The School's 2019 financial statements are authorised for issue by the Board.


Full Name of Board Chairperson


Signature of Board Chairperson

29/5/2020
Date:


Full Name of Principal


Signature of Principal

29/05/2020
Date:

Te Wharekura o Rakaumangamanga
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	6,769,733	6,381,512	6,555,369
Locally Raised Funds	3	250,591	12,881	342,864
Interest income		205,181	-	205,480
		<u>7,225,505</u>	<u>6,394,393</u>	<u>7,103,713</u>
Expenses				
Locally Raised Funds	3	337,430	125,827	375,979
Learning Resources	4	3,990,059	4,027,371	3,880,924
Administration	5	509,566	698,815	447,563
Finance		8,831	4,554	8,188
Property	6	1,435,185	1,239,576	1,389,562
Depreciation	7	213,703	115,965	210,441
Loss on Disposal of Property, Plant and Equipment		486	-	(3,758)
Transport		73,006	182,285	88,329
		<u>6,568,266</u>	<u>6,394,393</u>	<u>6,397,228</u>
Net Surplus / (Deficit) for the year		657,239	-	706,485
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>657,239</u>	<u>-</u>	<u>706,485</u>

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



Te Wharekura o Rakaumangamanga
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		<u>8,286,917</u>	<u>7,486,333</u>	<u>7,563,993</u>
Total comprehensive revenue and expense for the year		657,239	-	706,485
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		19,752	-	16,439
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	24	<u>8,963,908</u>	<u>7,486,333</u>	<u>8,286,917</u>
Retained Earnings		8,963,908	7,486,333	8,286,917
Equity at 31 December		<u>8,963,908</u>	<u>7,486,333</u>	<u>8,286,917</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.



Te Wharekura o Rakaumangamanga
Statement of Financial Position
As at 31 December 2019

		2019	2019	2018
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	945,093	1,254,641	1,007,171
Accounts Receivable	9	331,663	300,760	441,835
GST Receivable		60,334	52,009	-
Prepayments		7,216	730	5,919
Inventories	10	715	685	426
Investments	11	6,028,228	5,110,435	5,760,130
Funds owed for Capital Works Projects	18	183,711	-	-
		7,556,960	6,719,260	7,215,481
Current Liabilities				
GST Payable		-	-	4,395
Accounts Payable	13	435,658	338,798	599,181
Revenue Received in Advance	14	23,426	44,730	21,209
Provision for Cyclical Maintenance	15	77,500	73,583	-
Finance Lease Liability - Current Portion	16	79,492	36,366	43,411
Funds held in Trust	17	-	20,829	-
Funds held for Capital Works Projects	18	-	-	149,380
		616,076	514,306	817,576
Working Capital Surplus/(Deficit)		6,940,884	6,204,954	6,397,905
Non-current Assets				
Property, Plant and Equipment	12	2,189,376	1,187,622	2,076,096
Work in Progress		-	120,866	-
		2,189,376	1,308,488	2,076,096
Non-current Liabilities				
Provision for Cyclical Maintenance	15	55,600	27,109	115,172
Finance Lease Liability	16	110,752	-	71,912
		166,352	27,109	187,084
Net Assets		8,963,908	7,486,333	8,286,917
Equity		8,963,908	7,486,333	8,286,917

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

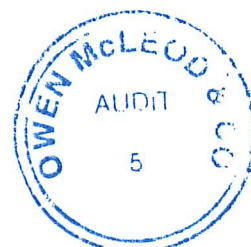


Te Wharekura o Rakaumangamanga
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		2,209,493	2,127,952	2,062,503
Locally Raised Funds		295,059	7,905	299,567
Goods and Services Tax (net)		(64,729)	-	53,403
Payments to Employees		(932,548)	(1,013,569)	(763,361)
Payments to Suppliers		(846,328)	(42,718)	(946,516)
Cyclical Maintenance Payments in the year		-	(54,200)	-
Interest Paid		(8,831)	(4,554)	(8,188)
Interest Received		279,198	-	157,533
Net cash from Operating Activities		931,314	1,020,816	854,941
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(190,955)	(125,000)	(164,036)
Purchase of Investments		(268,100)	(1,214,983)	(1,864,678)
Net cash from Investing Activities		(459,055)	(1,339,983)	(2,028,714)
Cash flows from Financing Activities				
Furniture and Equipment Grant		19,752	-	16,439
Finance Lease Payments		(54,585)	(50,393)	(41,893)
Funds Administered on Behalf of Third Parties		-	-	(20,829)
Funds Held for Capital Works Projects		(499,504)	-	603,026
Net cash from Financing Activities		(534,337)	(50,393)	556,743
Net increase/(decrease) in cash and cash equivalents		(62,078)	(369,560)	(617,030)
Cash and cash equivalents at the beginning of the year	8	1,007,171	1,624,201	1,624,201
Cash and cash equivalents at the end of the year	8	945,093	1,254,641	1,007,171

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

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



Te Wharekura o Rakaumangamanga

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

Te Wharekura o Rakaumangamanga (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 2019 to 31 December 2019 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".

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 28.

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

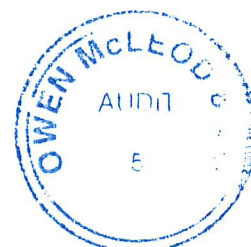
The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

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.

Cyclical Maintenance Provision

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at Note 15.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward 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.

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

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.

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

e) Operating Lease Payments

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

f) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

g) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

h) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

Prior Year Policy

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. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

Prior Year Policy

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

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 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.

k) Property, Plant and Equipment

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

Improvements to buildings owned by the Crown 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 \$1000 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.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

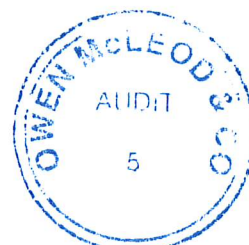
Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Land	
Buildings	40 years
Furniture and Equipment	5-10 years
Information and Communication	3-5 years
Motor Vehicles	5 years
Leased Assets	4-5 Years
Library Resources	12.5% dv
Leased assets are depreciated over the life of the lease.	

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l) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance 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.

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

p) Revenue Received in Advance

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

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 and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) Provision for Cyclical Maintenance

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

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

t) Financial Assets and Liabilities

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

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

The School's financial liabilities comprise accounts payable, borrowings, 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.



u) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

Borrowings include but not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

v) 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.

w) Budget Figures

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

x) Services received in-kind

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



2. Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	1,664,482	1,740,863	1,612,843
Teachers' Salaries Grants	3,566,132	3,371,201	3,488,631
Use of Land and Buildings Grants	1,006,903	880,062	992,811
Secondary tertiary alignment resource grants	31,683	-	34,094
Other MoE Grants	99,068	98,637	136,186
Transport grants	230,424	239,849	239,551
Other Government Grants	171,041	50,900	51,253
	6,769,733	6,381,512	6,555,369

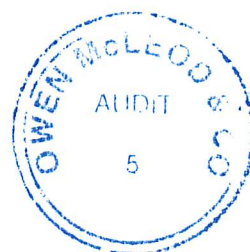
3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	412	-	1,727
Activities	184,700	(14,800)	273,330
Trading	9,048	1,000	5,009
Fundraising	39,472	7,905	45,503
Other Revenue	16,959	18,776	17,295
	250,591	12,881	342,864
Expenses			
Activities	243,311	99,146	325,442
Trading	8,242	-	10,123
Fundraising (Costs of Raising Funds)	78,102	7,905	19,435
Other Locally Raised Funds Expenditure	7,775	18,776	20,979
	337,430	125,827	375,979
<i>Surplus/(Deficit) for the year Locally raised funds</i>	(86,839)	(112,946)	(33,115)

4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	101,778	227,052	126,402
Library Resources	847	3,000	678
Employee Benefits - Salaries	3,872,107	3,782,319	3,734,915
Staff Development	15,327	15,000	18,929
	3,990,059	4,027,371	3,880,924



5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	5,800	5,800	5,500
Board of Trustees Expenses	14,743	12,800	9,715
Communication	41,582	78,396	44,154
Consumables	9,053	17,000	11,450
Operating Lease	22,337	11,492	31,978
Other	34,468	138,687	24,786
Employee Benefits - Salaries	359,843	404,440	292,882
Insurance	4,160	9,600	9,268
Service Providers, Contractors and Consultancy	17,580	20,600	17,830
	<u>509,566</u>	<u>698,815</u>	<u>447,563</u>

6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	12,456	19,000	14,106
Consultancy and Contract Services	8,258	1,500	-
Cyclical Maintenance Provision	17,928	21,782	(72,631)
Grounds	12,948	12,000	25,983
Heat, Light and Water	85,994	48,297	65,637
Rates	1,825	7,615	5,280
Repairs and Maintenance	54,501	51,309	114,460
Use of Land and Buildings	1,006,903	880,062	992,811
Employee Benefits - Salaries	234,372	198,011	243,916
	<u>1,435,185</u>	<u>1,239,576</u>	<u>1,389,562</u>

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

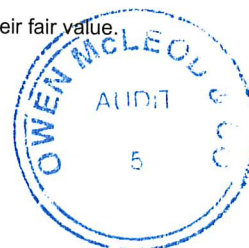
7. Depreciation

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Buildings - School	7,587	3,525	6,396
Building Improvements - Crown	38,686	20,992	38,094
Furniture and Equipment	73,060	32,750	59,432
Information and Communication Technology	7,356	6,111	11,090
Motor Vehicles	25,396	21,222	38,511
Leased Assets	59,740	30,229	54,857
Library Resources	1,878	1,136	2,061
	<u>213,703</u>	<u>115,965</u>	<u>210,441</u>

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	500	-	500
Bank Current Account	944,593	1,254,641	1,006,671
Cash equivalents for Cash Flow Statement	<u>945,093</u>	<u>1,254,641</u>	<u>1,007,171</u>

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



9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	529	-	42,780
Banking Staffing Underuse	16,116	-	25,385
Interest Receivable	38,855	64,925	112,872
Teacher Salaries Grant Receivable	276,163	235,835	260,798
	<u>331,663</u>	<u>300,760</u>	<u>441,835</u>
Receivables from Exchange Transactions	39,384	64,925	155,652
Receivables from Non-Exchange Transactions	292,279	235,835	286,183
	<u>331,663</u>	<u>300,760</u>	<u>441,835</u>

10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	715	685	426
	<u>715</u>	<u>685</u>	<u>426</u>

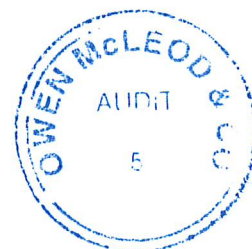
11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	6,028,228	5,110,435	5,760,130
Total Investments	<u>6,028,228</u>	<u>5,110,435</u>	<u>5,760,130</u>

12. Property, Plant and Equipment

2019	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Land	62,046	-	-	-	-	62,046
Buildings	194,831	86,956	-	-	(7,587)	274,200
Building Improvements	1,350,689	6,122	-	-	(38,686)	1,318,125
Furniture and Equipment	299,997	79,818	(486)	-	(73,060)	306,269
Information and Communication Tech	16,713	2,531	-	-	(7,356)	11,888
Motor Vehicles	39,992	15,196	-	-	(25,396)	29,791
Leased Assets	97,664	135,984	-	-	(59,740)	173,906
Library Resources	14,163	864	-	-	(1,878)	13,151
Balance at 31 December 2019	<u>2,076,095</u>	<u>327,471</u>	<u>(486)</u>	<u>-</u>	<u>(213,703)</u>	<u>2,189,376</u>



	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Land	62,046	-	62,046
Buildings	342,814	(68,614)	274,200
Building Improvements	1,549,038	(230,913)	1,318,125
Furniture and Equipment	1,468,922	(1,162,653)	306,269
Information and Communication	325,433	(313,545)	11,888
Motor Vehicles	241,634	(211,843)	29,791
Leased Assets	249,048	(75,142)	173,906
Library Resources	34,764	(21,613)	13,151
Balance at 31 December 2019	4,273,699	(2,084,323)	2,189,376

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Land	62,046	-	-	-	-	62,046
Buildings	201,228	-	-	-	(6,396)	194,831
Building Improvements	1,349,840	38,943	-	-	(38,094)	1,350,689
Furniture and Equipment	255,504	103,925	-	-	(59,432)	299,997
Information and Communication Technology	12,572	15,231	-	-	(11,090)	16,713
Motor Vehicles	78,503	-	-	-	(38,511)	39,992
Leased Assets	72,101	90,784	(10,364)	-	(54,857)	97,664
Library Resources	15,034	1,191	-	-	(2,061)	14,164
Balance at 31 December 2018	2,046,828	250,074	(10,364)	-	(210,441)	2,076,096

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Land	62,046	-	62,046
Buildings	255,858	(61,027)	194,831
Building Improvements	1,542,916	(192,227)	1,350,689
Furniture and Equipment	1,408,543	(1,108,546)	299,997
Information and Communication	327,296	(310,583)	16,713
Motor Vehicles	226,438	(186,446)	39,992
Leased Assets	175,113	(77,449)	97,664
Library Resources	33,900	(19,736)	14,164
Balance at 31 December 2018	4,032,110	(1,956,014)	2,076,096



13. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	91,724	34,672	278,745
Accruals	5,800	5,200	5,500
Capital Accruals for PPE items	3,017	-	2,486
Employee Entitlements - Salaries	276,163	235,835	260,798
Employee Entitlements - Leave Accrual	58,954	63,091	51,652
	<u>435,658</u>	<u>338,798</u>	<u>599,181</u>
Payables for Exchange Transactions	435,658	338,798	599,181
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>435,658</u>	<u>338,798</u>	<u>599,181</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Fees In Advance	21,363	44,730	19,146
Other Income In Advance	2,063	-	2,063
	<u>23,426</u>	<u>44,730</u>	<u>21,209</u>

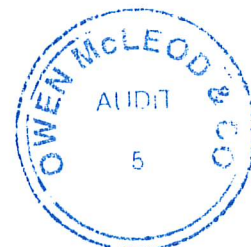
15. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	115,172	78,910	187,803
Increase/(decrease) to the Provision During the Year	17,928	21,782	(72,631)
Provision at the End of the Year	<u>133,100</u>	<u>100,692</u>	<u>115,172</u>
Cyclical Maintenance - Current	77,500	73,583	-
Cyclical Maintenance - Term	55,600	27,109	115,172
	<u>133,100</u>	<u>100,692</u>	<u>115,172</u>

16. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	84,901	36,366	46,929
Later than One Year and no Later than Five Years	116,467	-	73,919
	<u>201,368</u>	<u>36,366</u>	<u>120,848</u>



17. Funds held in Trust

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	-	20,829	-
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	-	20,829	-

These funds are held where the school is agent for representative amounts and therefore these are not included in the Statement of Comprehensive Revenue and Expense.

18. Funds Owed (Held) for Capital Works Projects

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

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Building Upgrades 2019-2021	<i>in progress</i>	9,756	-	173,955	-	183,711
Toilet/Pool Changing Shed	<i>completed</i>	(159,136)	(25,700)	184,836	-	-
Totals		(149,380)	(25,700)	358,791	-	183,711

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Due from the Ministry of Education	183,711
	183,711

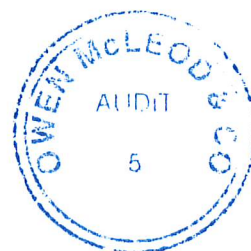
	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Building Upgrades 2019-2021	<i>in progress</i>	-	-	9,756	-	9,756
Building Upgrades 2015	<i>completed</i>	244,588	161,226	(83,362)	-	-
Toilet/Pool Changing Shed	<i>in progress</i>	-	362,509	203,373	-	(159,136)
Totals		244,588	523,735	129,767	-	(149,380)

Project Toilet/Pool Changing Shed income and expenses have been reclassified in the 2018 note as it was a separate project.
No change to the total balance for capital works projects

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.



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.

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration		
Full-time equivalent members	0.31	0.23
<i>Leadership Team</i>		
Remuneration	782,409	766,695
Full-time equivalent members	7.00	7.00
Total key management personnel remuneration	782,409	766,695
Total full-time equivalent personnel	7.31	7.23

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:

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	150 - 160
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
120 - 130	1.00	-
110 - 120	-	1.00
100 - 110	3.00	2.00
	4.00	3.00

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:

	2019 Actual	2018 Actual
Total	-	-
Number of People	-	-



22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: nil).

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, through payroll service provider Education Payroll Limited.

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

23. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has entered into contract agreements for capital works as follows:

a) A contract for Building upgrades 2019-2021, which was fully funded by the Ministry and to date \$183,711 has been spent on the project

(Capital commitments as at 31 December 2018 for project Toilet/Pool Changing shed \$388,209 and Project Building upgrades 2019-2021 \$9756)

(b) Operating Commitments

As at 31 December 2019 the Board has entered into the following contracts:

(a) operating lease of phone system;

	2019 Actual \$	2018 Actual \$
No later than One Year	3,497	3,917
Later than One Year and No Later than Five Years	3,498	6,995
Later than Five Years	-	-
	<u>6,995</u>	<u>10,912</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:

Financial assets measured at amortised cost (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	945,093	1,254,641	1,007,171
Receivables	331,663	300,760	441,835
Investments - Term Deposits	6,028,228	5,110,435	5,760,130

Total Financial assets measured at amortised cost

7,304,984	6,665,836	7,209,136
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Financial liabilities measured at amortised cost

Payables	435,658	338,798	599,181
Borrowings - Loans	-	-	-
Finance Leases	190,244	36,366	115,323
Painting Contract Liability	-	-	-

Total Financial Liabilities Measured at Amortised Cost

625,902	375,164	714,504
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26. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18th of May 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided by the Government/Ministry to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

27. Comparatives

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

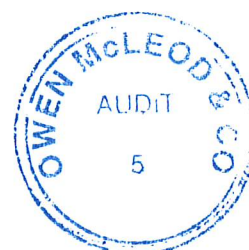
28. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 11 Investments:

Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements.



Kiwisport:

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2019, the school received total Kiwisport funding of \$7,742.40 (excluding GST). The funding was spent on sporting endeavours.

Signature: John R Heremia

Name: JOHN R HEREMIA

Position: PRINCIPAL

Date: 31/12/2019

SECTION 3 – REPORTING STATEMENTS**National Standards NAG2A (b) Reporting**

For schools with students in Years 1 to 8 that use *The New Zealand Curriculum* and/or *Te Marautanga o Aotearoa* to set teaching and learning programmes.

NAG2A(b)

Schools are required to report school-level data on Nga Whanaketanga Rumaki Maori and/or National Standards under four headings:

1. School strengths and identified areas for improvement
2. The basis for identifying areas for improvement
3. Planned actions for lifting achievement
4. How students are progressing in relation to Nga Whanaketanga Rumaki Maori and/or National Standards.

NGA WHANAKETANGA RUMAKI MAORI

No data provided due to the change in government policy.

KURA TEINA – YEAR 4 5 6; PANGARAU WHAINGA**Wahanga 1, 2020 Taumata 1-2**

Wahainga Paetae	Tauira Mahi	Wahainga Paetae	Tauira Mahi
Te Tau 1. Ka whakaoti rapanga e whai wāhi mai ana te tauoti me te hautau, ka whakamārama hoki i te: <ul style="list-style-type: none"> • rautaki tatau; • rautaki whakarōpū; • rautaki tohatoha ōrite; • rautaki wāwāhi tau, tāpiripiri māmā. 	Kupu Matua: Rautaki, tauoti, hautau, tohatoha, wāwāhi, rapanga Kēmu pāngarau <ul style="list-style-type: none"> • Kaboom • Multiplication connect 4 • Make 100 • Number Bingo • Math playground (ipapa) • Te aka paangarau (ipapa) Kaupapa Tūmahi <ul style="list-style-type: none"> • Whakaoti rapanga e pā ana ki te tāpiri me te tango • Ngā momo rautaki mō te tāpiri me te tango • Te hanga 10 • Te tatau māwhiti... • Ngā tikanga o te wāwahi tau/tohatoha ōrite • eg, $6=2+2+2$ $6=3+3$ 	Te Ine me te Hanga 1. Ka tautuhi, ka whakamārama i ngā āhua ahu-2 me ngā āhua ahu-3 e kitea mai ana i te taiao, i te hanga o ngā whare me ngā taonga o ia rā. 2. Ka whakaoti rapanga whaitake e whai wāhi mai ana: <ul style="list-style-type: none"> • te roa; • te horahanga; • te rōrahi (kītanga); • te taumaha (papatipu); • te koki; • te paemahana; • te wā; • te utu 	Kupu Matua: Rōrahi, taumaha, horahanga, paenga, ahu-2, ahu-3, waeine, ine, koki, Pukapuka mahi: Te Roa, Te Horahanga me te Rōrahi. Whārangi 2-12 <ul style="list-style-type: none"> • Te ako ki te tuhi i ngā tirohanga (perspectives) o tētehi āhua 3D, me te hanga i te tētehi āhua 3D mā te whai hoahoa (tirohanga) • Te ako me te tā i ngā momo āhua 2D, 3D hoki • Te ako ki te ine i te paenga o tētehi āhua 2D
Aromatawai - GLOSS (week 5-6)		Aromatawai Ka tāea e te ākonga te whakaoti i tētehi rapanga whaitake e hāngai ana ki te ine, te hanga rānei i tētehi āhua 2D me tētehi āhua 3D (tirohia te pukapuka Ngā Whanaketanga, Te Hanga rānei hei tauira)	

Wahanga 1, 2020 Taumata 2-3

Whāinga Paetae	Tauira Mahi	Whāinga Paetae	Tauira Mahi
Te Tau Ka mōhio ki ngā tau 0 – 1 000 000: ngā meka matua mō te tāpiri, te tango, me te whakarea; te whakaawhiwhi tauoti, tau ā-ira hoki ki te 1, te 10, te 100 rānei e pātata ana; ngā tikanga uara tū o ngā tauoti me ngā tau ā-ira (kia toru ngā mati ā-ira):	Kupu Matua: Meka matua, whakaawhiwhi, tau-ā-ira, mati, Kēmu pāngarau Kaboom Multiplication connect 4 Make 100 Number Bingo Math playground (ipapa) Te aka paangarau (ipapa) Kaupapa Tūmahi Whakaoti rapanga e pā ana ki te tāpiri, te tango me te whakarea Ngā momo rautaki mō te tāpiri, te tango me te whakarea Te hanga 10 Ngā whakarea Ngā tikanga o te wāwahi tau/tohatoha ōrite eg, $6 = 2+2+2$; $6 = 3+3$ Ngā tikanga o te uara tū eg, E whia ngā 10 kei roto i te 1,000? Ngā tikanga o te tau ā-ira Ngā tikanga o te whakaawhiwhi tau	Te Ine me te Hanga Ka whiriwhiri i te horahanga o ngā tapawhā hāngai kua hangaia ki te tukutuku tapawhā rite. Ka whiriwhiri i te rōrahi o ngā poro tapawhā hāngai kua hangaia ki te mataono rite. Aromatawai Ka tāea e te ākongā te whakaoti i tētehi rapanga whaitake e hāngai ana ki te ine, te hanga rānei i tētehi āhua 2D me tētehi āhua 3D (tirohia te pukapuka Ngā Whanaketanga, Te Hanga rānei hei tauira	Kupu Matua: Tapawhā hāngai, mataono, poro, horahanga, rōrahi, tukutuku Pukapuka mahi: Te Roa, Te Horahanga me te Rōrahi. Whārangi 8-54 Te ako ki te tuhi i ngā tirohanga (perspectives) o tētehi āhua 3D, me te hanga i te tētehi āhua 3D mā te whai hoahoa (tirohanga) Te ako me te tā i ngā momo āhua 2D, 3D hoki Te ako ki te ine i te paenga o tētehi āhua 2D Te ako ki te ine i te horahanga o tētehi āhua 3D

Wahanga 1, 2020 Taumata 3-4

Whāinga Paetae	Tauira Mahi	Whāinga Paetae	Tauira Mahi
Te Tau Ka mōhio ki: ngā meka whakawehe matua; te whakaawhiwhi tauoti, tau ā-ira hoki. Ka mōhio ki ngā tikanga o: te tau tōraro me te tau tōrunga; te tau toitū; te ōwehenga; te uara tū o ngā tau ā-ira; Ka mōhio ki te kimi mai i ngā taurea me ngā tauwehe o tētahi tau.	Kupu Matua: Tau tōrunga, tau tōraro, tau toitū, ōwehenga, kēmu pāngarau Kaboom Hanga 3 Rockets Math playground (ipapa) Te aka paangarau (ipapa) Kaupapa Tūmahi Whakaoti rapanga e pā ana ki te ōwehenga me te tauā-ira Ngā momo rautaki mō te whakarea me te whakawehe Ngā taurea me ngā	Te Ine me te Hanga Ka tūhono i te āhua ahu-3 me tōna hoahoa ahu-2. Ka tuhi raumata hei hanga matarau.	Kupu Matua: Raumata, matarau, hoahoa Pukapuka mahi: Te Roa, Te Horahanga me te Rōrahi. Whārangi 8-54 Pukapuka Mahi: He Āhua Ahu-2 me te Ahunga Pukapuka Mahi: He Āhua Ahu-3 me te Ahunga Te ako ki te tuhi i ngā tirohanga (perspectives) o tētehi āhua 3D, me te hanga i te tētehi āhua 3D mā te whai hoahoa (tirohanga) Te ako me te tā i ngā momo āhua 2D, 3D hoki Te ako ki te ine i te paenga me

TE TUTOHINGA O TE WHAREKURA O RAKAUMANGA

Aromatawai GLOS (week 5-6)	tauwehe; Te tāpiri me te tango tau tōpū	Aromatawai Ka tāea e te ākonga te whakaoti i tētahi rapanga whaitake e hāngai ana ki te ine, te hanga rānei i tētahi āhua 2D me tētahi āhua 3D (tirohia te pukapuka Ngā Whanaketanga, Te Hanga rānei hei tauira)	te rōrahi o tētahi āhua 2D/3D Te ako ki te tuhi raumata, me te tuhi raumata hei hanga i tētahi āhua 3D
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KURA TEINA – YEAR 4 5 6; TE REO MATATINI WHAINGA
Wahanga 1, 2020

<u>Tuhi</u> Te Raupapatanga o te Tuhinga Taki	<u>Panui</u> Tautohu Whakaaro Matua	<u>Korero</u> Tuu ki te mihi
<u>Whainga Paetae</u>		
Taumata 2 - Aaheinga Reo 2. Ka tautohu, ka tā i ngā āhuatanga ake o ētahi momo reo tuhi me ngā reo ataata. 3. Ka aro atu ki te pūtake o te	Taumata 3 - Rautaki Reo 6. Ka whakamahi rautaki whānui ki te āta whakapūmau i te māramatanga o ngā tuhinga me ngā reo ataata maha.	Taumata 2 - Puna Reo 3. Ka māia, ka tika anō tana whakamahi i ētahi kupu honohono, kupu mahi, kupu āhua, rerenga kōrero hoki e kawē ana i ngā kare ā-roto.
<u>Putanga Ako</u>		
1. Maarama kehokeho te akonga i te tukanga tuhituhi.	Ka wetewetekina kia 4- 5 ngā tuhinga kia tautohutia te whakaaro matua o ia kowae.	1. Ka mohio ki ngā kupu whakarite e 2-3 2. Ka tika te whakatakoto o te kiiwaha motuhake noo Waikato (2-3), ka haangai tootika ki te horopaki.
<u>Aromatawai</u>		
Aa toona waa puta mai ai teetehi Tuhinga Taki me toona whakaraupapatanga tika, ka mutu, kua piki te kounga i te kupu aahua, kiiwaha, kupu whakarite hoki.	Paanui Haere.	Te tuku i te mihi.
<u>Ngohe/Rauemi</u>		
Ko Wai Ahau? Tooku Ira Atua. He Rotarota Tuakiritanga He Mahere Tuakiritanga Tuhi Reta, Kupu Waiwai Ara Reta Tuhinga Karapetapeta Tuhi Whakaahua He Kura Tuhituhi - Tuhinga Taki Rerenga Nanu	Paanui Wahanguu Pānui Arahanga Paanui 1-1 Ngohe Aroaa Matapaki Sheena Cameron Reading Comprehension Book Activities	Te Whakaatu Mahi Whakaniko Pepeha Rerenga Hou Tuuru wera

TE TUTOHINGA O TE WHAREKURA O RAKAUMANGA

	Raahina	Raatau	Raapaa	Raapare	Raamere
<u>Week 2</u>	Paanui Wahanguu Te Reo Haaro Te Reo Tauhi	Paanui Wahanguu Te Reo Haaro Te Reo Tauhi Weekly Rotation	Paanui Wahanguu	Paanui Wahanguu	Paanui Wahanguu Ko Wai Ahau?
<u>Week 3</u>	Weekly Rotation		He Rotarota Tuakiritanga Bio Poem	He Rotarota Tuakiritanga	He Rotarota Tuakiritanga
<u>Week 4</u>	Weekly Rotation		He Mahere Tuakiritanga	He Mahere Tuakiritanga	He Mahere Tuakiritanga
<u>Week 5</u>	Aromatawai Paanui Running Records		Daily 3 Paanui Aroaa Paanui Takirua Tuhi Auaha, Tuhi Reta		
<u>Week 6</u>	Aromatawai Paanui		Daily 3	Tuhinga Taki He aha toona tikanga? He aha toonga aronga?	
<u>Week 7</u>	Weekly Rotation		Daily 3	Tuhinga Taki Te whakamahi i te mahere hei kahi whakaaro.	
<u>Week 8</u>	Weekly Rotation		Daily 3	Tuhinga Taki Tuhituhi	
<u>Week 9</u>	Weekly Rotation		Daily 3	Tuhinga Taki Aata paanui, whakatikatika.	
<u>Week 10</u>				Plan, Write, Edit & Publish A Tuhinga Taki	

Ngaa Ngohe, Ngaa Tuumahi

<u>Paanui</u>	<u>Te Reo Koorero</u>	<u>Tuhituhi</u>	<u>Ngaa Rauemi</u>
<p>Pānui Arahanga</p> <ul style="list-style-type: none"> • Te tuku matapae • Te tāutu i te ngako o tētehi tuhinga • Ngā rautaki mō te pānui ā waha • Ngā rautaki aronga pānui • Te pānui ia rā 			<p>Waikato Kiiwaha 'Pouri atu!' 'Kia hukere te hoe!' Kupu Whakarite Ngaakau mahaki Te hau taahengihengi Te whakaaio whenua He tangata marae Kua huripookia te waka taua</p>
<p><u>Aromatawai</u> Running Records</p>		<p><u>Aromatawai</u> Tuhinga Taki: He Kaupapa Tuhinga Moo, Rongomaraeroa</p>	<p>Prep Reo folder for shared resources</p>

Te Reo Haaro, Te Reo Tauhi	Te Reo Hoorapa
Monday & Tuesday rotation between teachers where students will be exposed to language activities like how to self correct their writing, kiiwaha, kupu whakarite, and sentence structures. The goal is to raise the competency of our students writing by adding to their repertoire each term.	Students are required to complete 3 language activities in the time afforded to them. They have a choice of location and how they wish to complete these tasks.

REO PAKEHA IN A KURA KAUPAPA SETTING: YEAR 4 – YEAR 8

Focus: To be a tribal Wharekura that produce Amokapua – the Ideal Waikato Tainui Graduate.			
Strategic Aim: Graduates nurtured within a learning and teaching environment underpinned by the unifying principles of Kiingitanga.			
Annual Aim: To enable students to acquire appropriate academic skills & knowledge to succeed in later life experiences (Reo Paakehaa programme in a Kura Kaupapa setting).			
Targets for Kura Teina Reo Pakeha 2019:			
Reading – for every student to improve in their reading levels by progressing at least one level higher.			
Writing – for every student to demonstrate their ability to write for a range of purposes by progressing at least one level.			
Baseline data:			
Term 1 2019 assessment results for reading and writing and overall teacher judgements.			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
1. Attend PD to enable staff to teach to individual student needs.	Autism, Speech Therapy, Dyslexia, Incredible Years, Sheena Cameron	NIL	Continue to attend PD that will enable us to teach to individual student needs.
2. Continue with all current individual reading and writing assessments.	Completed	NIL	Continue with all current individual reading and writing assessments.
3. Develop a modified reading and writing programme for those students who are in the red zone.	Individual students went to Whaea Ally for one on one reading. Whaea Tarn worked on phonics with small groups of students who were reading at the Emergent levels.	Our focus was on the reading and this took priority over writing, with the targeted group.	Continue to develop modified reading and writing programmes for those students who are emergent readers and writers.
4. Align in class practices and activities to reflect the uara promoted by Kura Teina.	We made a concerted effort to provide a range of uara activities throughout the year.	Due to time constraints there were occasions when our Uara activities became less of a focus.	Our recommendation is to continue next year and incorporate uara certificates in next year's prize giving pending further discussion with Kura Teina colleagues.
5. Implement short workshop rotations with all three teachers using mixed ability groups. These workshops will be utilised particularly in the beginning of a term to introduce reading and writing strategies.	Workshops were a success. We implemented a range of workshops for reading and writing. More Guided Reading was implemented this year. Workshops provided opportunities for explicit teaching, all teachers worked with all students. Students had a variety of learning experiences that	Some were ability grouped as well as mixed abilities. The ability groups worked well for reading as it provided opportunities for the teachers to plan and teach to meet the learning needs of that group. Ability group workshops enabled us to plan and meet the specific learning needs of those in each group. For example alphabet knowledge, phonemic	Our recommendation is to continue planning for and teaching via workshops next year. This will include ability grouping for writing.

	reinforced the desired acquired knowledge.	awareness and blends were identified as gaps that we needed to target. As teachers we also were able to extend the more capable learners with extension workshop activities.	
Planning for 2020: <ul style="list-style-type: none"> • Review and improve the use of our technology. (E.g. Investigate the use of managed apple IDs) • Create closer links between our Curriculum Plan, Weekly Breakdown and Student Goals. • Implement a variety of strategies that are pitched to help emergent readers and writers. • Use the four Cs (Communication, Creativity, Collaboration, Critical Thinking) more explicitly in planning, and teaching. 			

NATIONAL CERTIFICATE of EDUCATIONAL ACHIEVEMENT: YEAR 9 – YEAR 13**NCEA Level 1:**

Focus: To be a tribal Wharekura that produce Amokapua – the Ideal Waikato Tainui Graduate

Strategic Aim: Graduates nurtured within a learning and teaching environment underpinned by the unifying principles of Kiingitanga

Annual Aim: to enable students to acquire appropriate academic skills & knowledge to succeed in later life experiences

2019 Target:

Continue to ensure vocational standards are aligned in Learning Programmes

Teachers to maintain relationships with students and parents

Teachers to be fully engaged in supporting students to learn and achieve

Maintain communication with external support subject colleagues

Continue to design projects to suit students – Project Based Learning Programmes.

2019 Baseline data:

To develop new innovative approaches that engage and encourage students in their learning

Maintain and develop new relationships formed in teaching strategies -ie networking, mentoring and courses

Continue to develop profiles that monitors students' academic progress and vocational pathway

Maintain but allow for further development on:

- Conferencing with students on vocational pathway and subjects : Kaiako reanga – Kaiako marau
- Monitoring academic progress, attendance and behaviour – Kaiako reanga
- Relationships with parents and whaanau whaanui

Specifically outline projects for personal gains for the students – Project based learning

2019 NCEA Level 1 Results: 89% Year 11 students attained NCEA Level 1; 57% at Achieved level, 9.6% endorsed with Merit; 7.1% endorsed with Excellence. 10.7% did not achieve.

Literacy & Numeracy: All 3 (10.7%) students were unable to attain the 10 numeracy credits
Once again the disappointment was that not all students attained NCEA Level 1.

Gender results for NCEA Level 1 – Male: 84.6%, Female: 91%

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
Set individual goals within each reanga so that students clearly see how successful their growth is Conferenced weekly with students detailing their progress. Intervention programme formed to tackle students falling behind Ensure that subjects chosen aligned with vocational pathway. Continue to prepare the junior classes for the skills needed for NCEA Level 1	Intervention programme worked for students who were falling behind. Conferenced, analysed and made decisions of subjects based on vocational pathways. Set individual goals to further develop student whether academic, attendance and/or behaviour needed. Find strategies for managing time	Results and understanding of marau still needs improvement. Planning to suit student learning still being developed but is improving. Kaiako reanga still monitoring students ensuring that they are entered into the correct subject that will support their vocational pathway.	Reanga Kaiako will continue to support & monitor student progress. <u>Staff to up-skill themselves to understand & teach their subjects of expertise.</u>

Planning for 2020:

Continue to ensure vocational standards are aligned in Learning Programmes

Teachers to maintain relationships with students and parents

Teachers to be fully engaged in supporting students to learn and achieve

Maintain communication with external support subject colleagues

Continue to design projects to suit students – introduction of specific course classes (sector related) for one day per week. Social \$ Community project

NATIONAL CERTIFICATE of EDUCATIONAL ACHIEVEMENT: YEAR 9 – YEAR 13**NCEA Level 2:**

Focus: To be a tribal Wharekura that produce Amokapua – the Ideal Waikato Tainui Graduate			
Strategic Aim: Graduates nurtured within a learning and teaching environment underpinned by the unifying principles of Kiingitanga			
Annual Aim: to enable students to acquire appropriate academic skills & knowledge to succeed in later life experiences			
2019 Target: Cater for the individual needs of each student Continue to monitor and set individual goals that lead to success Maintain solid relationships with students and family Ensure that vocational standards aligned in Learning Programmes Teachers be fully engaged in supporting their students to learn and achieve high Kura Numeracy and Literacy initiative maintained Continue to develop student achievement Monitor academic, attendance progress and behaviour Design projects to suit students - Project Based Learning programmes – look to gaining specific sector related courses/experience/credits Confirm and maintain communication with external support subject colleague.			
2019 Baseline data: Continue to maintain kura numeracy and literacy initiative with Year 12 students Ensure subject choices align with vocational pathway in order for students to be fully prepared for internship Further develop and expand in innovative styles and approaches that best suit learners Maintain monitoring of students' academic progress that aligns to their vocational pathway Continue to develop and explore new teaching strategies that increase teachers' understanding and knowledge of subject. 2019 NCEA Level 2 Results: 96% attained NCEA Level 2; 28.5 at Achieved; 32% at Endorsed with Merit; 35.7% Endorsed with Excellence Gender results for NCEA Level 2 – Female 93% - Male 100% Literacy & Numeracy - Failure of one female student to attain numeracy & literacy (new student who left due to illness.			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
Designed individual programmes to suit learners Implemented an intervention programme to support students to achieve. Managed and monitored students' academic progress Set individual goals to ensure students aligned to their vocational pathway and see their progress in achieving . Build relationships with parents and students	Attended PD's on individual subjects to increase, improve knowledge and understanding of student learning and subject. Continued to learn new innovative strategies and approaches to improve teaching. Student response improved but higher achievement still needed.	A continued need to increase student knowledge, understanding and learning at a higher level. Teacher expertise still needed to ensure they have understanding and knowledge on their subjects.	Continue to: Plan more innovative activities and strategies in learning to improve results internally and externally Set students up for success by setting goals for them to achieve at merit or excellence.
Planning for 2020: Cater for the individual needs of each student and ensure vocational standards aligned in Learning Programme Introduce new programme that allows students to gain understanding & knowledge when transitioning into the work force or career pathway Continue to monitor and set individual goals that lead to success Maintain solid relationships with students and family - Design projects to suit students Project Based Learning programmes, teachers be fully engaged in supporting their students to learn and achieve Confirm and maintain communication with external support subject colleague and parents.			

NATIONAL CERTIFICATE of EDUCATIONAL ACHIEVEMENT: YEAR 9 – YEAR 13**NCEA Level 3 and University Entrance:**

Focus: To be a tribal Wharekura that produce Amokapua – the Ideal Waikato Tainui Graduate			
Strategic Aim: Graduates nurtured within a learning and teaching environment underpinned by the unifying principles of Kiingitanga			
Annual Aim: to enable students to acquire appropriate academic skills & knowledge to succeed in later life experiences			
2019 Target: Monitor and set individual goals (IEP) to allow students to become independent learners & prepare for life Ensure vocational standards aligned in Learning Programmes Continue to develop new and innovative approaches that support and motivate students to achieve high Build and form solid relationships with student and parents Teachers be fully engaged in supporting their students to learn and achieve high Design projects to suit students – Project Based Learning Confirm and maintain communication with external support subject colleagues.			
2019 Baseline data: Continue to develop new innovative styles and approaches to best suit the learners Expand and learn new teaching strategies – networking, cluster groups marau courses. Maintain profiles that monitors students' academic progress that aligns to their vocational pathway –all kaiako reanga Increase achievement levels in externals and internals Schedule more study time for students Continue to develop and improve students' ability to become independent learners Develop students understanding of information 2019 NCEA Level 3 Results: 94% (17/18 Class of 8 females and 10 males) Year 13 students attained NCEA Level3; 50% (9 - 3 females – 6 males), Achieved – 11% endorsed with Merit, 35.7% endorsed with Excellence. 1 female student did not attain NCEA L3. Literacy and Numeracy: component – 100% Gender Results: Females 87.5%, Male 100% University Entrance: 50% - (4 females and 4 males) achieved university entrance			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
Re-designed teaching strategies and approaches to best suit student learning. Conferenced individually to ensure students are fully prepared and understand their requirements to achieve. Organised and prepared students for internships	Implemented marau wananga as extra tuition to support students in achieving. Analysed purpose and goals set individually with students' achievement. Need to monitor student engagement whilst on internships.	To ensure students are successful and initially track weaknesses and strengths of assessments available.	Continue focus on education plans that aligns with vocational pathway set by students and management. Improve and continue to develop knowledge and understanding of subject/s for students. Plan to suit the students as individuals rather than class level.
Planning for 2020: Continued focus on IEP Monitor and set individual goals (IEP) to allow students to become independent learners & prepare for life Ensure vocational standards aligned in Learning Programmes Continue to develop new and innovative approaches that support and motivate students to achieve high Build and form solid relationships with student and parents Teachers be fully engaged in supporting their students to learn and achieve high Design projects to suit students – Project Based Learning Confirm and maintain communication with external support subject colleagues Parents and community know what is happening at their kura and are proud of what it is doing.			

SECTION 4 - ANALYSIS OF VARIANCE STATEMENTS

Focus: To be a tribal Wharekura that produce Amokapua – the Ideal Waikato Tainui Graduate				
Strategic Aim: Graduates nurtured within a learning and teaching environment underpinned by the unifying principles of Kiingitanga				
Annual Aim: To contribute towards the realisation of Waikato Tainui's aspirational goals & objectives				
2019 Target: The Kura has a system for collecting, recording & storing student data that reflects the needs of the Wharekura but can also be used for compliance & MOE reporting requirements i.e Classic Edge. Implement the use of Google Classroom for student tracking academically and medically.				
2019 Baseline data: Design and confirm recording/tracking processes/systems for student progress/achievement. Utilise the devised template for student medical condition/action plan.				
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)	
Teachers input assessment results for Literacy and Numeracy onto Classic Edge.	Teachers continue to use Classic Edge for housing of Literacy and Numeracy results.	No variance	Classic Edge will be retained as the tool to hold student assessment results.	
Google Classroom continues to be used for student enrolment information. Utilised the template devised in the previous year to record medical condition/action plan of students who have serious conditions.	Google Classroom continues to be used to store enrolment information. Template containing details of student medical condition and action plan was utilised.	No variance	Google Classroom system to be utilised for enrolment purposes and reporting to parents. Our existing template for student medical condition/action plan will be retained until a 'better' system is introduced.	
MUSAC technician continues to assist system development. Progression continues with Amokapua gaining momentum on all levels. Judi continues to assist Leilani on the data input for Gateways. Through the variety of sports events our students are involved with, Hakopa & Rahere continue to maintain input for sports achievements. Attended PD for marau understanding with criteria & personal growth	Use of student manager for Manaaki Whanau records. MakTek maintains IT overview of site. Amokapua year level & cultural achievement objectives completed to Yr3; NCEA, Gateways & STAR data in progress; sporting achievement records to be broadened or further developed in all areas. Kura Teina PD arranged with 2 other schools plus internal training. Manaaki continue CAMA PD with Taiatea	It is evident that a recording/tracking system specific for medical conditions/action plan for those students who have critical conditions is needed. Equally important that all teaching staff have access to the record should any of the listed students experience a situation during break times. Parts of target actions have been met while others remain in progress.	Utilise the devised template for student medical condition/action plan..	
Planning for 2020: Continue with Classic Edge. Utilise the Edge Database for enrolment purposes and reporting to parents. Continue to use our student medical condition/action plan template. Upgrade school Web site.				

Focus: To be a tribal Wharekura that produce Amokapua – the Ideal Waikato Tainui Graduate			
Strategic Aim: Graduates nurtured within a learning and teaching environment underpinned by the unifying principles of Kiingitanga			
Annual Aim: To encourage students to strive for personal excellence in all endeavours while maintaining a committed sense of social responsibility & obligation for the care of others			
2019 Target: Kahui Hauora formed with School nurse (Justeena Leaf) coordinating efforts of team. Very successful 1 st year of operations Continue to review health policies relative to the school programmes. Continue to engage external agencies to support our health programmes kura wide. Continue to engage SWIS Worker, School nurse team and Dental units. Coordinator – SENCO (Special Education Network Coordinator)/LSC			
2019 Baseline data: Health team monthly meetings to be convened. At least one or two health policies to be reviewed each term. Organise external agencies; eg Te Ahurei Rangatahi (Raukura Hauora) to bring their Alcohol/Drug & Sex Education programmes to our Kura (catering for Yr 9-13), Arini Hopa (Public Health Nurse) for Pae 1 Immunisations, Personal Hygiene (Yr 7-8), Tina Newport (SWIS Worker- Waahi Whaanui) for our Vulnerable Students school wide.			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
The Kura Health Team led by Justeena & Papuwai, Hakopa, Rahera, Kohanga Reo rep was discontinued.	With the team discontinued Papuwai worked in collaboration with School Nurse, Public Health Nurse SWIS Worker, and Waikato Dental Nurses.		Kāhui Hauora. Review health policies and school programmes.
Te Ahurei Rangatahi was engaged for Alcohol/Drug education programme. Airini (Public Health Nurse) was engaged for Pae 1 immunisations.	Alcohol & Drug programme was delivered to Yr 9-13 students. Pae 1 students were immunised through the programme delivered by Airini Hopa and her team.	Feedback from Manaaki Whaanau staff for Alcohol & Drug programme was positive. Pae 1 immunisations went well.	Continue to engage external agencies to support our health programmes kura wide.
Tina (SWIS Work) was engaged to support several students and their families.	SWIS Worker had quite a large caseload throughout the year. SWIS Worker provided excellent support for our students and their families and provided very good feedback to kura regularly.	It became obvious that many of our students and whānau required the support that our SWIS Worker provides.	Continue to engage SWIS Worker, School nurse team and Dental units.
School nurse position is invaluable	The nursing staff provided a great service that fits right in line with our kura ethos.	Our students experience a wide range of health issues/ conditions and having immediate access to nurse is effective.	
On-site Dental units provided for all students Year 1-13.	Raukura Mobile Dental unit (for Manaaki Whānau) and Waikids Dental unit (for Kura Teina) provided oral health care for our students.	The visits from both dental units provided the annual oral health checks and treatment for our students.	
Planning for 2020: Kahui Hauora to review health policies and school wide programmes. Continue to engage external agencies to support our health programmes kura wide. Continue to engage Te Ahurei Rangatahi, SWIS Worker, School nurse team and Dental units.			

<p>Focus: To be a tribal Wharekura that produce Amokapua – the Ideal Waikato Tainui Graduate</p> <p>Strategic Aim: Graduates nurtured within a learning and teaching environment underpinned by the unifying principles of Kiingitanga</p> <p>Annual Aim: To contribute towards the realisation of Waikato Tainui's aspirational goals & objectives</p> <p>2019 Target: A Year 7 to Year 8 Amokapua Programme is completed with a clear focus on Waikato Tainui's role as Kaitiaki o te Awa:</p> <p>A structured Amokapua programme is completed across the strands</p> <p>Students and the Kura reinforce relationships with the various hapuu & marae along the river</p> <p>Students gain a practical insight into Waikato Tainui's relationship with the river</p> <p>Students design practical strategies to mitigate the impact of 'man on the river'</p> <p>Term 3 – Aug</p>			
<p>2019 Baseline data: Kirimaaku will collaborate with Yr 7 & 8 Kaiako to review and design an Amokapua programme. The learning objectives will reflect both Amokapua & Te Ara Mahi outcomes where possible</p> <p>The river theme of the Amokapua programme to be actioned by a river journey from Tuarangawaewae to Te Puaha. Planning for this will occur in term 1 for implementation in term 4. Involvement of parents & whanau in this activity to be vigorously pursued. A budget to be assigned to support this kaupapa</p> <p>Students to maintain a log of their experiences & achievements. These are to be verified by Kaiako for accuracy. Achievements are to be entered onto student e-Profiles</p> <p>Mia Kirimaaku, Paea me Erin e kawae</p>			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>A structured Amokapua & Ara Mahi (Life-skills) programme was designed around a river journey and introduced this year</p> <p>The river journey for Yrs 7 & 8 was completed in term 4</p> <p>Students visited marae located on the river from Turangawaewae to Te Puaha o Waikato</p> <p>Students worked with parents to organise the trip</p> <p>Annual budget of \$5,500 has been assigned school-wide for Amokapua activities</p>	<p>Students gained an appreciation of the river</p> <p>They learnt of the history, stories, place-names. Taniwha & tupuna</p> <p>They also looked at and witnessed today's impacts on the river & spent time cleaning up some areas</p> <p>A framework incorporating leadership, skills, values all underpinned with manaakitanga, kotahitanga, mahitahi, manawa titii, & aroha was display & enjoyed by both student & adults.</p>	<p>The annual aim was achieved</p>	<p>This programme will be repeated on a bi-annual basis as an Amokapua Pae 1 & 2 activity. This ensures that every student who attends Te Wharekura o Rakaumanga will traverse their awa at least once in their lifetime prior to their graduation from Kura Teina.</p> <p>Financials: - Budget \$4500 - Expenditure \$4500</p>
<p>Planning for 2020: A leadership programme will operate each year.. Similar Amokapua & Te Ara Mahi outcomes to the river journey will be accomplished in various settings. Activities to address the tribes aspirational objectives will be prioritised and commenced to be implemented; Waikato reo, vocation pathways, hapuu & marae reconnections.</p>			