

**TO THE READERS OF TE WHAREKURA O RAKAUMANGAMANGA'S
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2020**

The Auditor-General is the auditor of Te Wharekura o Rakaumangamanga (the School). The Auditor-General has appointed me, R K Owen, using the staff and resources of Owen McLeod & Co, 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 22, that comprise the statement of financial position as at 31 December 2020, 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 2020; 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 (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 28 May 2021. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our 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 for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board 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 is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of 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.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the 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 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 is responsible for the other information. The other information comprises the information included on page 1 Statement of Responsibility, page 23 Kiwisport note, Analysis of Variance report on pages 1 to 17, cover page and index page, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



R K Owen
Owen McLeod & Co
On behalf of the Auditor-General
Hamilton, New Zealand

TE WHAREKURA O RAKAUMANGAMANGA

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:	1917
Principal:	John Heremia
School Address:	26 Mcdiarmid Crescent
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	Term Expires/ Expired
John HEREMIA	Principal	ex Officio	
Loretta RUTENE	Parent Rep	Elected	May 2022
Baz BRISTOW-HAVILI	Parent Rep	Elected	May 2022
Alexander James HOPE	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
Taitimu MAIPI	Parent Rep	Elected	May 2022
Wheeti MAIPI	Parent Rep	Elected	May 2022
Debbie MAIPI-EDWARDS	Parent Rep	Elected	May 2022
Tutata MATATAHI	Parent Rep	Elected	May 2022
Te Winika NIKAU	Parent Rep	Elected	May 2022
David Rawiri THOMPSON	Parent Rep	Elected	May 2022
Kuini BROOKS	Staff Rep	Elected	May 2022
Donelle HUGHES	Co-Chairperson	Elected	May 2022
Huirama MATATAHI	Co-Chairperson	Elected	May 2022

Accountant / Service Provider: Education Services Ltd

TE WHAREKURA O RAKAUMANGAMANGA

Annual Report - For the year ended 31 December 2020

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Te Wharekura o Rakaumangamanga

Statement of Responsibility

For the year ended 31 December 2020

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 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

Donelle Hughes

Full Name of Board Chairperson

John R. Heremia

Full Name of Principal

[Signature]

Signature of Board Chairperson

[Signature]

Signature of Principal

27/05/2021

Date:

27/05/2021

Date:

Te Wharekura o Rakaumangamanga
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue				
Government Grants	2	6,915,198	6,435,761	6,769,733
Locally Raised Funds	3	130,836	113,275	250,591
Interest income		137,843	88,000	205,181
Gain on Sale of Property, Plant and Equipment		10,760	-	-
		<u>7,194,637</u>	<u>6,637,036</u>	<u>7,225,505</u>
Expenses				
Locally Raised Funds	3	187,483	229,351	337,430
Learning Resources	4	4,075,985	4,019,295	3,990,059
Administration	5	567,820	633,389	509,566
Finance		24,467	2,321	8,831
Property	6	1,535,532	1,389,576	1,435,185
Depreciation	7	299,634	200,051	213,703
Loss on Disposal of Property, Plant and Equipment		-	-	486
Transport		63,326	163,053	73,006
		<u>6,754,247</u>	<u>6,637,036</u>	<u>6,568,266</u>
Net Surplus / (Deficit) for the year		440,390	-	657,239
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>440,390</u>	<u>-</u>	<u>657,239</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 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		8,963,908	8,207,852	8,286,917
Total comprehensive revenue and expense for the year		440,390	-	657,239
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	19,752
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	24	9,404,298	8,207,852	8,963,908
Retained Earnings		9,404,298	8,207,852	8,963,908
Equity at 31 December		9,404,298	8,207,852	8,963,908

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 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	2,197,739	751,949	945,093
Accounts Receivable	9	321,273	441,835	331,663
GST Receivable		73,313	-	60,334
Prepayments		20,848	5,919	7,216
Inventories	10	7,404	426	715
Investments	11	5,645,454	5,760,130	6,028,228
Funds owed for Capital Works Projects	18	426,915	-	183,711
		<u>8,692,946</u>	<u>6,960,259</u>	<u>7,556,960</u>
Current Liabilities				
GST Payable		-	4,395	-
Accounts Payable	13	1,096,487	599,181	435,658
Revenue Received in Advance	14	24,539	46,594	23,426
Provision for Cyclical Maintenance	15	68,182	-	77,500
Finance Lease Liability - Current Portion	16	130,780	43,411	79,492
Funds held in Trust	17	2,656	-	-
		<u>1,322,644</u>	<u>693,581</u>	<u>616,076</u>
Working Capital Surplus/(Deficit)		7,370,302	6,266,678	6,940,884
Non-current Assets				
Property, Plant and Equipment	12	2,533,916	2,085,080	2,189,376
		<u>2,533,916</u>	<u>2,085,080</u>	<u>2,189,376</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	77,348	71,994	55,600
Finance Lease Liability	16	422,572	71,912	110,752
		<u>499,920</u>	<u>143,906</u>	<u>166,352</u>
Net Assets		<u>9,404,298</u>	<u>8,207,852</u>	<u>8,963,908</u>
Equity		<u>9,404,298</u>	<u>8,207,852</u>	<u>8,963,908</u>

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 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		2,243,959	2,005,088	2,209,493
Locally Raised Funds		132,478	7,905	295,059
Goods and Services Tax (net)		(12,979)	-	(64,729)
Funds Administered on Behalf of Third Parties		2,656	-	-
Payments to Employees		(1,056,110)	(1,049,888)	(932,548)
Payments to Suppliers		(712,956)	(885,804)	(846,328)
Cyclical Maintenance Payments in the year		-	(75,000)	-
Interest Paid		(19,032)	(2,321)	(8,831)
Interest Received		161,458	88,000	279,198
Net cash from/(to) Operating Activities		739,474	87,980	931,314
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(107,411)	(200,000)	(190,955)
Purchase of Investments		(143,492)	-	(268,100)
Proceeds from Sale of Investments		526,267	-	-
Net cash from/(to) Investing Activities		275,364	(200,000)	(459,055)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	19,752
Finance Lease Payments		(142,037)	(143,202)	(54,585)
Funds Held for Capital Works Projects		379,845	-	(499,504)
Net cash from/(to) Financing Activities		237,808	(143,202)	(534,337)
Net increase/(decrease) in cash and cash equivalents		1,252,646	(255,222)	(62,078)
Cash and cash equivalents at the beginning of the year	8	945,093	1,007,171	1,007,171
Cash and cash equivalents at the end of the year	8	2,197,739	751,949	945,093

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

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



Te Wharekura o Rakaumangamanga

Notes to the Financial Statements

For the year ended 31 December 2020

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 and Training Act 2020. 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 2020 to 31 December 2020 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 and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

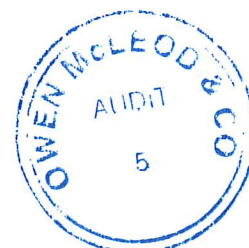
The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

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.

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's 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.

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

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 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.

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

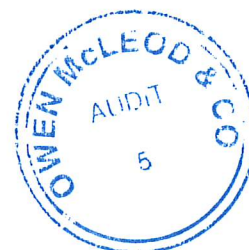
Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

h) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

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.

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.

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 held under a Finance Lease	Term of Lease

0



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. It's 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.

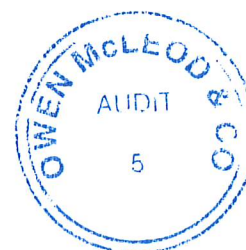
Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

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, and also annual leave earned, by non teaching staff, 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.

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 the School's 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 Instruments

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 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' 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.

Borrowings include but are 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.

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operational Grants	1,755,789	1,669,238	1,696,165
Teachers' Salaries Grants	3,614,144	3,437,862	3,566,132
Use of Land and Buildings Grants	1,010,386	992,811	1,006,903
Resource Teachers Learning and Behaviour Grants	8,682	-	-
Other MoE Grants	168,041	63,798	99,068
Transport grants	231,708	229,652	230,424
Other Government Grants	126,448	42,400	171,041
	<u>6,915,198</u>	<u>6,435,761</u>	<u>6,769,733</u>

Other MOE Grants total includes additional COVID-19 funding totalling \$39,390 for the year ended 31 December 2020.

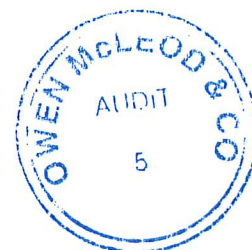
3. Locally Raised Funds

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
Donations	3,537	-	412
Activities	97,789	85,000	184,700
Trading	6,509	870	9,048
Fundraising	4,251	7,905	39,472
Other Revenue	18,750	19,500	16,959
	<u>130,836</u>	<u>113,275</u>	<u>250,591</u>
Expenses			
Activities	169,368	196,946	243,311
Trading	(1,935)	5,000	8,242
Fundraising (Costs of Raising Funds)	15,201	7,905	78,102
Other Locally Raised Funds Expenditure	4,849	19,500	7,775
	<u>187,483</u>	<u>229,351</u>	<u>337,430</u>
<i>Surplus/(Deficit) for the year Locally raised funds</i>	<u>(56,647)</u>	<u>(116,076)</u>	<u>(86,839)</u>

4. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	81,001	135,781	101,778
Library Resources	958	2,500	847
Employee Benefits - Salaries	3,977,949	3,866,014	3,872,107
Staff Development	16,077	15,000	15,327
	<u>4,075,985</u>	<u>4,019,295</u>	<u>3,990,059</u>



5. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	6,000	6,000	5,800
Board of Trustees Expenses	1,943	12,800	14,743
Communication	72,528	96,429	41,582
Consumables	15,253	10,000	9,053
Operating Lease	-	-	22,337
Other	44,312	92,599	34,468
Employee Benefits - Salaries	395,278	389,361	359,843
Insurance	15,461	5,600	4,160
Service Providers, Contractors and Consultancy	17,045	20,600	17,580
	<u>567,820</u>	<u>633,389</u>	<u>509,566</u>

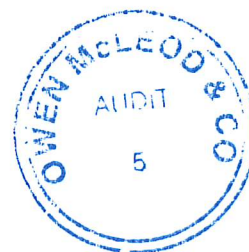
6. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	20,282	19,000	12,456
Consultancy and Contract Services	-	-	8,258
Cyclical Maintenance Expense	12,430	21,040	17,928
Grounds	13,121	12,000	12,948
Heat, Light and Water	56,860	52,034	85,994
Rates	25,670	7,615	1,825
Repairs and Maintenance	78,264	52,701	54,501
Use of Land and Buildings	1,010,386	992,811	1,006,903
Employee Benefits - Salaries	318,519	232,375	234,372
	<u>1,535,532</u>	<u>1,389,576</u>	<u>1,435,185</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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Buildings	23,788	7,102	7,587
Building Improvements	38,732	36,215	38,686
Furniture and Equipment	76,011	68,392	73,060
Information and Communication Technology	17,514	6,886	7,356
Motor Vehicles	12,394	23,774	25,396
Leased Assets	129,535	55,924	59,740
Library Resources	1,660	1,758	1,878
	<u>299,634</u>	<u>200,051</u>	<u>213,703</u>



8. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash on Hand	500	-	500
Bank Current Account	1,657,251	751,949	944,593
Short-term Bank Deposits	539,988	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>2,197,739</u>	<u>751,949</u>	<u>945,093</u>

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

9. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	-	42,780	529
Banking Staffing Underuse	-	25,385	16,116
Interest Receivable	15,240	112,872	38,855
Teacher Salaries Grant Receivable	306,033	260,798	276,163
	<u>321,273</u>	<u>441,835</u>	<u>331,663</u>
Receivables from Exchange Transactions	15,240	155,652	39,384
Receivables from Non-Exchange Transactions	306,033	286,183	292,279
	<u>321,273</u>	<u>441,835</u>	<u>331,663</u>

10. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Stationery	354	426	715
Uniforms	7,050	-	-
	<u>7,404</u>	<u>426</u>	<u>715</u>

11. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	5,645,454	5,760,130	6,028,228
Total Investments	<u>5,645,454</u>	<u>5,760,130</u>	<u>6,028,228</u>



12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Land	62,046	-	-	-	-	62,046
Buildings	274,200	-	-	-	(23,788)	250,412
Building Improvements	1,318,125	2,242	-	-	(38,732)	1,281,636
Furniture and Equipment	306,269	80,161	-	-	(76,011)	310,420
Information and Communication Tech	11,888	68,365	-	-	(17,514)	62,738
Motor Vehicles	29,791	-	-	-	(12,394)	17,397
Leased Assets	173,906	493,271	-	-	(129,535)	537,643
Library Resources	13,151	133	-	-	(1,660)	11,624
Balance at 31 December 2020	2,189,376	644,172	-	-	(299,634)	2,533,916

The net carrying value of equipment held under a finance lease is \$537,643 (2019: \$173,906)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Land	62,046	-	62,046
Buildings	342,814	(92,402)	250,412
Building Improvements	1,551,281	(269,645)	1,281,636
Furniture and Equipment	1,549,083	(1,238,663)	310,420
Information and Communication	393,797	(331,059)	62,738
Motor Vehicles	241,634	(224,237)	17,397
Leased Assets	742,319	(204,676)	537,643
Library Resources	34,897	(23,273)	11,624
Balance at 31 December 2020	4,917,871	(2,383,955)	2,533,916

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
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 Technology	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	2,076,095	327,471	(486)	-	(213,703)	2,189,376

The net carrying value of equipment held under a finance lease is \$173,906 (2018: \$97,664)



	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

13. Accounts Payable

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Operating Creditors	704,002	281,231	91,724
Accruals	6,000	5,500	5,800
Capital Accruals for PPE items	-	-	3,017
Employee Entitlements - Salaries	306,033	260,798	276,163
Employee Entitlements - Leave Accrual	80,452	51,652	58,954
	1,096,487	599,181	435,658
Payables for Exchange Transactions	1,096,487	599,181	435,658
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	1,096,487	599,181	435,658

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Fees In Advance	22,476	21,209	21,363
Future Months Ops Grant	-	25,385	-
Other Income In Advance	2,063	-	2,063
	24,539	46,594	23,426



15. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	133,100	50,954	115,172
Increase to the Provision During the Year	20,104	21,040	17,928
Adjustment to the Provision	(7,674)	-	-
Provision at the End of the Year	<u>145,530</u>	<u>71,994</u>	<u>133,100</u>
Cyclical Maintenance - Current	68,182	-	77,500
Cyclical Maintenance - Term	77,348	71,994	55,600
	<u>145,530</u>	<u>71,994</u>	<u>133,100</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:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	158,628	43,411	84,901
Later than One Year and no Later than Five Years	551,845	71,912	116,467
	<u>710,473</u>	<u>115,323</u>	<u>201,368</u>

17. Funds held in Trust

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	2,656	-	-
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>2,656</u>	<u>-</u>	<u>-</u>

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:

	2020	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Building Upgrades 2019-2021	<i>completed</i>	183,711	-	161,091	(22,620)	-
Roll Growth 2018-New Build	<i>in progress</i>	-	2,569,579	(2,823,188)	-	253,609
Electrical/Class Upgrade	<i>in progress</i>	-	78,300	(212,701)	-	134,401
A Blk / Admin Building	<i>in progress</i>	-	-	(38,905)	-	38,905
Totals		183,711	2,647,879	(2,913,703)	(22,620)	426,915

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Due from the Ministry of Education

-
426,915

426,915

	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

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.

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration		
Full-time equivalent members	0.57	0.31
<i>Leadership Team</i>		
Remuneration	673,577	782,409
Full-time equivalent members	6.00	7.00
Total key management personnel remuneration	673,577	782,409
Total full-time equivalent personnel	6.57	7.31

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:

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	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	2020 FTE Number	2019 FTE Number
100 - 110	14.00	3.00
110 - 120	2.00	-
120 - 130	-	1.00
	16.00	4.00

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:

	2020 Actual	2019 Actual
Total	-	-
Number of People	-	-



22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: 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's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2020, a contingent liability for the school may exist.

23. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into contract agreement for capital works as follows:

a) \$3,500,000 contract for construction of a new 7 classroom block, which was fully funded by the Ministry and \$2,569,579 has been received of which \$2,823,188 has been spent on the project to balance date. This project has been approved by the Ministry.

b) \$445,360 contract for Electrical/Class upgrade, which was fully funded by the Ministry and \$78,300 has been received and \$212,701 has been spent on the project to balance date. This project has been approved by the Ministry.

c) \$2,700,000 contract for Demolition of existing 3 classroom A block and construction of a new 6 classroom block. \$385,000 was funded by the Ministry and BOT contribution of \$2,315,000. \$38,905 has been spent on the project. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2019 for Project construct of 7 new classroom block: \$161,090)

(b) Operating Commitments

As at 31 December 2020 the Board has entered into the following contracts:

(a) operating lease of photocopiers;

	2020 Actual \$	2019 Actual \$
No later than One Year	-	3,497
Later than One Year and No Later than Five Years	-	3,498
Later than Five Years	-	-
	-	6,995

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	2,197,739	751,949	945,093
Receivables	321,273	441,835	331,663
Investments - Term Deposits	5,645,454	5,760,130	6,028,228
Total Financial assets measured at amortised cost	<u>8,164,466</u>	<u>6,953,914</u>	<u>7,304,984</u>

Financial liabilities measured at amortised cost

Payables	1,096,487	599,181	435,658
Borrowings - Loans	-	-	-
Finance Leases	553,352	115,323	190,244
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>1,649,839</u>	<u>714,504</u>	<u>625,902</u>

26. Events After Balance Date

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

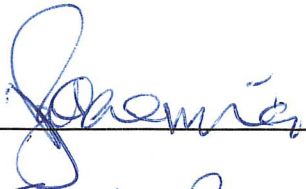
27. Comparatives

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



Kiwisport:

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$7,572.48 (excluding GST). The funding was spent on sporting endeavours.

Signature: 

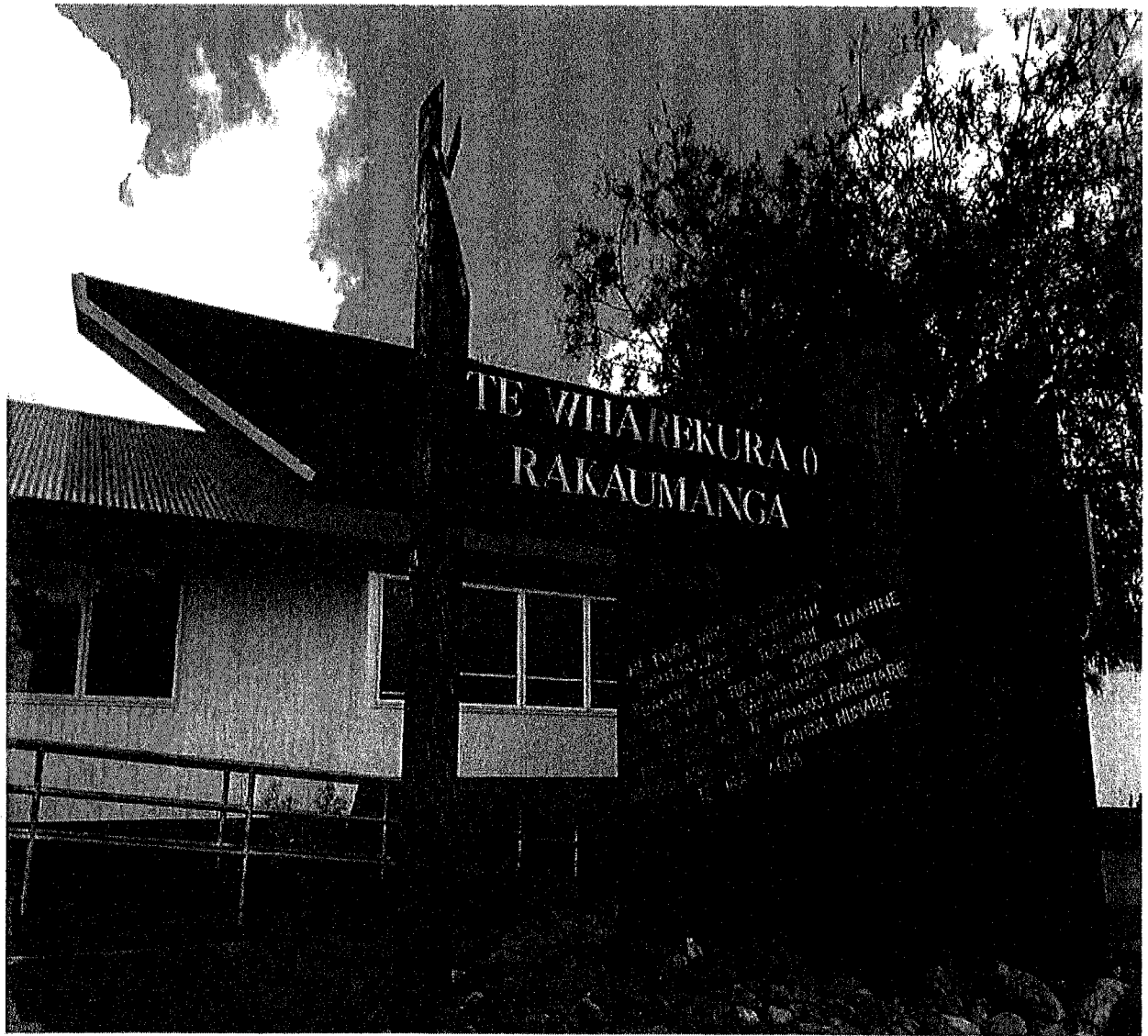
Name: JOHN R HEREMIAS

Position: Principal

Date: 01/03/2021



*TE TUTOHINGA O
TE WHAREKURA O RAKAUMANGA*



2021

DIRECTORY

Auditor	Owen McLeod & Co P O Box 389 HAMILTON
Solicitor	Alex Hope Barrister P O Box 19-342 HAMILTON
Accountants	Hayden Jones Education Services Limited Private Bag 3023 HAMILTON
Bankers	Bank of New Zealand, HAMILTON Westpac Banking Corporation, HUNTLY
Ministry of Education	Senior Advisor Maori 19 Home Straight HAMILTON
Property Management	Sharyn Flintoft Waikato School Property Services P O Box 858 CAMBRIDGE
Registered Office	26 McDiarmid Crescent HUNTLY
Postal Address	26 McDiarmid Crescent HUNTLY
Telephone	+64 7 828 9013
Email	tari@rakaumanga.school.nz

Front Cover Page:

Tumanako, Whakapono, Manawanui:

The sculpture at the front of the school bears testimony to the many challenges the school has had to overcome in its relatively short existence as a Kura Kaupapa Maori and later a Wharekura. Many of the challenges at the time seemed insurmountable (as depicted by the steel plates), but through inspired leadership by its Runanga, committed endeavour from the school staff and unwavering community support, it has overcome those challenges (as depicted by the waka piercing the steel plates).

The sculpture also stands as a memorial to the many committed people from this community who gave so much to establishing our Kura but who are no longer amongst us to savour the fruits of their labour.

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HE MIHI

E nga reo, e nga mana, tena tatou katoa. Tena tatou e noho nei i raro i te korowai atawhai o to tatou Matua nui i te Rangī. E inoi atu ana hoki ki a ia kia tau iho ana manaakitanga ki runga ki to tatou Kīngi ki a Tuheitia me tona Whanau, ki te hunga e noho ana i raro i te parekawa o te mate, te hunga e mau ana, hoki noa mai ano kia tatou katoa.

Nga mate kua hinga, kua huri ki tua o arai, moe mai ra.

Ko Taupiri te maunga, ko Waikato te awa, Ko Pootatau te Wherowhero te tangata. Waikato Taniwharau, he piko he taniwha, he piko he taniwha. Koia ko Te Wharekura o Rakaumanga tenei e kokiri nei i te whaingā kia tu pakari, kia tu mataara, kia tu maia nga uri whakatupu o Waikato Tainui ianei, apopo, atahi noa ra.

TYPE OF SCHOOL – Educational Success as Waikato Tainui

‘Me whakatupu ki te hua o te rengarenga, me whakapakari ki te hua o te kawariki’

Te Wharekura o Rakaumanga is a co-educational composite (Year1 - Year13) Tribal Wharekura.

The learning and teaching environment that Te Wharekura o Rakaumanga provides is a Waikato Tainui Initiative in support of the Crown's commitment to equitable educational outcomes for Maori. The programme is a genuine schooling option within the stated goals of government policy.

Te Runanga o Te Wharekura o Rakaumanga and Wharekura whanau will ensure that all children are provided with an education which respects their Tino Rangatiratanga (their dignity, rights and uniqueness as Maori); which excites them and challenges them to reach their full potential and achieve their personal standards of excellence. All school activities will be designed to advance these purposes.

GENERAL DESCRIPTION OF THE SCHOOL – A tribal initiative

‘Maaku ano e hanga tooku nei whare’

Te Wharekura o Rakaumanga was established as a native primary school under the Native Schools Act on the 21st September 1896. The school was originally sited where the Huntly Power Station now stands. Historically it provided primary school education for the children of the Ngati Mahuta, Ngati Whawhakia, Ngati Hine and Ngati Kuarangi hapu of Waikato.

Rakaumanga was integrated into the State system under the control of the Hamilton Education Board in 1969 with the abolition of Native Schools.

The continued existence of Rakaumanga as a school was seriously threatened when construction of the Huntly Power station began. Fierce lobbying by the local community prevented this and eventually the school was relocated to its present site at 26 McDiarmid Crescent, Huntly West in 1974.

During the late 1970s, major concerns were being expressed regarding the state of the Maori language in the community and the general quality of education that Maori children were receiving from the school and other state schools. In response to this a Bi-lingual Pre-school was established on the school site in 1979 and te reo Maori was introduced as a subject to be taught throughout the school. In progressive years the programme was extended to include the teaching of Waikato Tainui perspectives across the curriculum and the inclusion of the use of te reo Maori as a medium of instruction.

The school was officially redesignated as a Primary Bi-lingual School in 1984.

Total immersion instruction in te reo Maori across all subjects was initiated in 1986 after disillusionment with the speed at which bi-lingual teaching was assisting with the revival of the language as a language of communication amongst students. Immersion Maori instruction was first introduced to the new entrant class of '86 and as they progressed through the school, further immersion classes were established. By 1992, all classes were taught totally in te reo Maori. In 1993 the school retained its form 3 (Year 9) students and established a secondary unit on the school site. All governance, management and pedagogical practice were aligned to reflect Waikato Tainui tikanga and kawa.

The school was redesignated a Kura Kaupapa Maori in 1994 under s155 of the Education Act.

Ministerial approval to redesignate as a Special Character Composite School was received in 1996 officially sanctioning the establishment of a secondary school programme teaching Year 1 - Year 13 students on the one school site. The first cohort of Year 13 students graduated from the Wharekura in 1997.

SCHOOL RESOURCING – A conducive teaching and learning environment

‘Ko ngaa poupou o roto he maahoe he patatee, Ko te taahuuhuu he hiinau’

Physical Resources

The Property and Occupancy agreement with the Ministry of Education was signed on 26th March 1992. The main site located at 26 McDiarmid Crescent is 2.10802 hectares. All teaching, administration, and service facilities are located at this site. The 2nd site located at Harris Street, Huntly West maintains the school’s main sports ground facilities. This site was added to the Property and Occupancy Agreement when the school was redesignated as a Wharekura. This site has also enabled the school to regain closer connectivity with its establishment communities of Waahi, Raakaumangamanga, Kaitumutumu and Te Kauri.

TE WHAREKURA – Our Community

*‘Teeraa anoo ooku nei hoa kei ngaa toopito o te ao,
Ko ngaa huumeke, ko nga kaamura me nga parakimete,
Ahakoa ngaa mano huri atu ki te haamarietanga,
Mahue mai ki au tahi mano e rima rau, rima tekau, tekau maa rua,
Ko ahau kei roto ko te Atua tooku piringa,
Ka puta, ka ora’*

The Wharekura community is best described as those who wish to have their children educated in a school environment which respects their Tino Rangatiratanga (their dignity, rights and uniqueness as Waikato Tainui); which excites them and challenges them to reach their full potential and achieve their personal standards of excellence for personal benefit and tribal gain.

Catchment Area

The school catchment area is therefore philosophically based rather than geographically based. It caters for the educational needs of pupils not only from its traditional areas of Waahi, Raakaumangamanga, Te Kauri and Te Ohaki, but also pupils who wish to be taught through Kaupapa Maori education from other areas of Waikato Tainui and Aotearoa. In particular, from communities which have Kura Kaupapa Maori primary schools with no Wharekura in close proximity for their students to graduate too.

Kiingitanga

The essence of Waikato Tainui identity is Kiingitanga. Since the times of Kiingi Pootatau, Waikato Tainui have been resolute in their role as kaitiaki of the Kiingitanga. As an institution, Kiingitanga provide inspiration, courage, cohesion and vision, for its people.

Kiingi Mahuta endorsed the establishment of Rakaumanga as a Native School. Te Arikinui, Kulni Te Atairangikaahu rededicated the school when it was relocated from its previous site. She also oversaw the redesignation of the school first as a Kura Kaupapa Maori, then as a Wharekura. Te Wharekura o Rakaumanga has adopted a tongi by Kiingi Taawhiaio as its Mission Statement.

The tribe remains fiercely loyal to Te Arikinui, Kiingi Tuheitia the current Maori monarch. Te Wharekura o Rakaumanga ensures all of its activities are consistent with the tribes’ aspirations for and obligations to Kiingitanga.

Socio - economic Status

Rakaumanga is an officially designated decile 1 school. This designation is reflective of a community that continues to undergo difficult times. Forty per cent of the schools’ parents hold permanent jobs, predominantly in the semi-skilled area while sixty per cent are registered as benefit dependent.

Caregivers

The Maori style of Care-giving is quite apparent with one-fifth of our students ‘adopted’ out as whaangai to other members of the whanau. Seventeen per cent of the students come from solo parent families.

Ethnic Composition – Tribal Affiliations

The majority of the school community is Maori, most of who are of Waikato descent. A sizeable percentage comes from other Tainui iwi. A small minority comprise raawaho, those from other tribal areas.

Marae

Marae are the focal point of a lot of community activity. There are six marae in the Huntly area; Waahi, Te Kauri, Kaitumutumu, Te Ohaki, Maurea and Horahora. The Wharekura also has close affinity and association to other marae within Waikato, in particular but not restricted to, Waikare, Taniwha, Matahuru, Taupiri, Hukanui, Turangawaewae and

Te Papa o Rotu. The school endeavours to fulfil its responsibilities and obligations by participating in most hui held on the various marae.

OUR MISSION STATEMENT

MISSION STATEMENT

"E kore teenei whakaoranga e huri ki tua o aaku mokopuna

Maaku anoo e hanga tooku nei whare

Ko ngaa pou pou o roto he maahoe he patatee

Ko te taahuuhuu he hiinau

Me whakatupu ki te hua o te rengarenga, me whakapakari ki te hua o te kawariki

Teeraa anoo ooku nei hoa kei ngaa toopito o te ao

Ko ngaa huumeke, ko nga kaamura me nga parakimete

Ahakoia ngaa mano huri atu ki te haamarietanga

Mahue mai ki a au tahi mano e rima rau rima tekau tekau maa rua

Ko ahau kei roto, ko te Atua tooku piringa,

Ka puta, ka ora"

Kiingi Taawhiao

"These things will not continue beyond the time of my descendants

I shall fashion my own house

The ridgepole will be of hiinau; the supporting posts of maahoe and patatee

Those who inhabit that house shall be raised on rengarenga and nurtured on kawariki

My friends will come from all parts of the world

From the working classes of the shoemakers, blacksmiths and carpenters

Regardless of the multitudes who seek salvation elsewhere

Even if I am left with a thousand, five hundred, fifty or twelve

I am secure, for God is my refuge and we shall overcome."

King Taawhiao

This proclamation of Kiingi Taawhiao was adopted by Te Wharekura o Rakaumanga as its Mission Statement which advocates self-deliverance through self-endeavour and commitment.

Our Mission Statement also takes into consideration Tainui's role as kaitiaki of the Kiingitanga and Tainui's commitment to people as their major resource.

SECTION 2 – 2021 ANNUAL PLAN

1.0 OUR VISION, PURPOSE, GOALS and PRIORITIES

1.1 OUR VISION

Our vision is for Te Wharekura o Rakaumanga, as a Tribal Wharekura, to produce 'Ideal Waikato Tainui Graduates' The ideal Waikato-Tainui Graduate is culturally, intellectually, physically, socially and spiritually enriched to successfully enter the global environment

1.2 OUR PURPOSE

Our purpose is to nurture students who are knowledgeable and proud of their Waikato Tainui identity and who are appropriately prepared to contribute and participate as national and global citizens

1.3 OUR GOALS

Our key goals are to maintain Te Wharekura o Rakaumanga as a learning and teaching environment that:

- ❖ Upholds and supports Kiingitanga
- ❖ Ensures all school activities are consistent with the tribe's aspirational goals and objectives
- ❖ Affirms parent, community and tribal custodianship of Te Wharekura o Rakaumanga
- ❖ Provides teaching and learning environments which encourages students to strive for excellence
- ❖ Enable students to acquire the appropriate academic skills and knowledge to succeed in later life experiences.

2.0 OUR STRATEGIC PRIORITIES

We have identified strategic priorities that support the goals outlined above and within other Waikato Tainui strategic documents including *Ko te Mana Matauranga – Waikato Tainui Education Plan 2015 – 2020*. Of particular significance to us are the tribe's objectives:

- ❖ All Waikato Tainui tribal members are fluent in Waikato reo me ona tikanga
- ❖ All Waikato Tainui tribal members transition into meaningful pathways
- ❖ All Waikato Tainui tribal members know their whakapapa and are connected to their marae

The wharekura 2019 – 2022 Strategic Enhancement Objectives as outlined below are consistent with the Tribal Education Plan objectives:

- ❖ The students and parents enjoy speaking Maori
- ❖ Parents and community know what is happening at their wharekura and participate in initiatives and activities promoted by the wharekura
- ❖ Teachers are fully engaged in supporting their students to learn and achieve
- ❖ Students enjoy learning and participating in programmes the kura facilitates
- ❖ The students enjoy and are proud of the learning environment they have at Te Wharekura o Rakaumanga
- ❖ The teachers appreciate the teaching environment at Te Wharekura o Rakaumanga and effectively use the resources available to engage and enrich student learning
- ❖ Staff and student behaviour, attitude and appearance reflect their pride and respect of the wharekura

The following tables summarises our strategic priorities, the work involved, a three-year outline of costs and the targets/outcomes envisaged from each identified initiative.

Strategic Priority	Initiative	FY 2021	Target/Outcome
Uphold and supports Kiingitanga	Renew Kawenata with Kiingi Tuheltia	\$5000	Kiingitanga hui in the rohe are actively supported; tikanga Maori Kiingitanga Charter goals incorporated into wharekura Marautanga; Ra Maumahara, river trip
	Publish Pou Taia histories Waka Taua hoe wananga	\$5000	
Ensure all wharekura activities are consistent with the tribes' aspirational goals and objectives a) All Waikato Tainui tribal members are fluent in te reo o Waikato me ona tikanga;	All staff will attend two (2) tribal kura reo	\$6000	Staff are better able to creatively elaborate learning intentions with students. Attendance at Kura Reo, Reo Kakaho, Manu Korero, Reo Ukaipo Student community gathering spaces encourage and celebrate students speaking Maori Wharekura partners actively support and promote the use of te reo Maori-Reo Kakaho & Manu Korero Students and parents enjoy speaking Maori. Rakaumanga students and parents comfortably
	Community partners reo Maori collaboration initiative (Maori Sports Hub established)	\$2000	
	Reo Maori classes for parents	\$500	

TE TUTOHINGA O TE WHAREKURA O RAKAUMANGA

b) All Waikato Tainui tribal members transition into meaningful pathways	Community whanau Governance & Management Wananga	\$5000	and competently converse in te reo Maori in wharekura/Maori domains and non-Maori domains Coordinate community whanau for governance & management best practice through Kahui Ako wananga
	Workplace qualifications programme	\$8000	All Y13 graduates achieve minimum NCEA Level 2, plus learners/restricted drivers licence, 1 st aid certificate, Health & Safety in the Workplace, Hazard identification, IRD number, savings account, current passport.
	Vocational Standards alignment for NCEA L1 & L2	\$20000	All students at L1 & L2 have completed some sector related standards that align to the 6 industries.
	Y13 Careers Internship programme	\$7000	All Y13 students have completed an internship in a tribal/local industry/business that aligns to their career aspiration.
	Contract external expertise to deliver programme Y9 and Y10 Noho marae and Kura Reo programme	\$29000	Leah Crawford contracted as Gateways Transitions Coordinator
c) All Waikato Tainui tribal members know their whakapapa and are connected to their marae	Y9 and Y10 Noho marae and Kura Reo programme	\$1500	Students use authentic settings to learn marae kawa and tikanga, hapu whakapapa while totally immersed in te reo Maori.
	Combine Kohanga Reo & Marae games	\$1500	Students use wider community surrounds to enjoy the notions of whanaungatanga mahitahi in te reo Maori
Affirm parents, community and tribal custodianship of Te Wharekura o Rakaumanga	Amokapua students achievement profiles updated	\$300	Review of Amokapua reanga progressions and performance targets completed.
	Wharekura website	\$1000	Parents and community know what is happening at their wharekura and are proud of their achievements.
	Google drive and cloud communication strategy	\$1000	Parents are able to contribute to and participate in their child's learning online.
	Te Kohanga Reo and marae communication strategy	\$300	Te Kohanga Reo whanau and Marae members' views and aspirations are evident within the wharekura
Provide teaching and learning environments which assists and encourages students to strive for excellence	Classic Edge	\$5000	To enable the Wharekura to transition to a more conducive school administration & student management data/information system
	Continue kura Hauora programme by health nurse	\$80000	To give effect, purpose and drive to the kura's Hauora programme
	Continued prevalence of pupil welfare needs	\$50000	5 students receive RTL, SES funding + basic teacher PD received from health professionals
	Upgrade Te Papataakaro	\$200000	Enable improved year-round capability of green spaces
	Commence new build of A Block (6 classroom build) & covered asphalt	\$2.8m	Construction commenced January 2021. Completion date August 2021
	Finalise Admin design & commence late 2021	\$2.5m	Completion April 2022
	Continue upgrade of kura infrastructure	\$150000	Future proofing during this build programme
	Landscape design for school/road frontage	\$750000	Incorporate new builds into wider 'look' for school frontage
	Maintain budget for project based learning programmes	\$3000	Assist students and teachers to collaborate on a wide range of projects.
	Continue Y4-Y6 and Y7-Y8 Vertical Groupings and Collaborative Teaching Prog.	\$1500	Student peer learning collaborations and teacher planning and teaching collaborations to effectively promote student achievement.

TE TUTOHINGA O TE WHAREKURA O RAKAUMANGA

Students acquire appropriate culture, social and academic skills and knowledge to succeed in later life experiences	Continue PAFT development of foundation program of Parent use of te reo at home	\$1200	Parents use Maori at home to enhance child's knowledge and skills in literacy & numeracy. Parents and Home/Wharekura staff meet regularly to discuss and share strategies, activities and resources Use of projects to integrate learning areas have improved teacher collaboration student enthusiasm, involvement & achievement Inclusion of new Digital Technologies-Hangarau Matihiko curricula into all Y1-Y10 programmes of Learning Realignment of Y9-Y10 areas of learning to reflect Inquiry & Project Based intentions Students are actively engaged in self-monitoring their progress and achievement Refer Section 3-Reporting Statements for 2021 Refer Section 3-Reporting Statements for 2021 To design a course of learning at Y12-Y15 which would enhance & support student acquisition of Vocational Pathway Endorsed credits as well as NCEA L2 & L3
	Project based learning Incorporated into programmes from Y4-Y8 STEM Investigation – Digital technology & Hangarau Matihiko Y9-Y10 programmes	\$500	
		\$1000	
	Student specific Assessment rubrics produced for units of study	\$1500	
	NCEA L1: Literacy and Numeracy	\$500	
	NCEA L2: Alignment of Vocational Standards	\$2000	
	Y12-Y15 Transition Education (preemployment, training, further education)	\$2000	
	\$60000		

3.0 OUR PEOPLE

Key to ensuring the success of Te Wharekura o Rakaumanga is our Runanga. Our Runanga membership is representative of the key stakeholders of the wharekura; Parents, Caregivers, marae, Kohanga Reo, single parents, kaumatua and ex-students.

3.1 OUR TRUSTEES

Our trustees are:

Huirama Matatahi	Co Chairman
Donelle Hughes	Co Chairman
Alex Hope	Chairman Audit & Risk
Nancy Hughes	Chairman Personnel
Tukaroto Mahuta	Chairman Programmes/Curriculum
Rawiri Thompson	Chairman Property
Tutata Hetet-Matatahi	Chairman Pupil Welfare
Loretta Rutene	Chairman Putea & Treasurer
Baz Bristow-Havili	Trustee
Joann Hughes	Trustee
Kerry Kitto	Trustee
Potaka Maipi	Trustee
Taitimu Maipi	Trustee
Wheeti Maipi	Trustee
Debbie Maipi-Edwards	Trustee
Te Winika Nikau	Trustee
Kuini Brooks	Staff Representative
John Heremia	Principal

3.2 OUR STAFF

Our Runanga is supported by a management team and staff responsible for the day to day operations of the wharekura including achieving the work programme outlined in this plan.

The Wharekura total Teacher Staffing Entitlement for 2021 is 37.26 FTTE's.

This entitlement generates 49 Management Units and 13 Middle Management Allowances.

26 additional staff are employed through the Operations Grant for administration, property care and maintenance, programme support, pupil welfare and specialist subject purposes.



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 wahi mai ana te tauoti me te hautau, ka whakamarama hoki i te: <ul style="list-style-type: none"> • rautaki tatau; • rautaki whakaropu; • rautaki tohatoha orite; • rautaki wawahi tau, tapiripiri mamā. 	Kupu Matua: Rautaki, tauoti, hautau, tohatoha, wawahi, rapanga Kemu pangarau <ul style="list-style-type: none"> • Kaboom • Multiplication connect 4 • Make 100 • Number Bingo • Math playground (ipapa) • Te aka paangarau (ipapa) Kaupapa Tumahi • Whakaoti rapanga e pa ana ki te tapiri me te tango • Nga momo rautaki mo te tapiri me te tango • Te hanga 10 • Te tatau mawhiti... • Nga tikanga o te wawahi tau/tohatoha orite • eg, $6=2+2+2$; $6 = 3+3$ 	Te Ine me te Hanga 1. Ka tautuhi, ka whakamarama i nga ahua ahu-2 me nga ahua ahu-3 e kitea mai ana i te taiao, i te hanga o nga whare me nga taonga o ia ra. 2. Ka whakaoti rapanga whaitake e whai wahi mai ana: <ul style="list-style-type: none"> • te roa; • te horahanga; • te roahi (kitanga); • te taumaha (papatipu); • te koki; • te paemahana; • te wa; • te utu 	Kupu Matua: Rorahi, taumaha, horahanga, paenga, ahu-2, ahu-3, waeine, ine, koki, Pukapuka mahi: Te Roa, Te Horahanga me te Rorahi. Wharangi 2-12 <ul style="list-style-type: none"> • Te ako ki te tuhi i nga tirohanga (perspectives) o tetehi ahua 3D, me te hanga i te tetehi ahua 3D ma te whai hoahoa (tirohanga) • Te ako me te ta i nga momo ahua 2D, 3D hoki • Te ako ki te ine i te paenga o tetehi ahua 2D
		Aromatawai Ka taea e te akonga te whakaoti i tetehi rapanga whaitake e hangai ana ki te ine, te hanga ranei i tetehi ahua 2D me tetehi ahua 3D (tirohia te pukapuka Nga Whanaketanga, Te Hanga ranei hei taura)	

TE TUTOHINGA O TE WHAREKURA O RAKAUMANGA

Wahanga 1, 2020 Taumata 2-3

Whāinga Paetae	Tauira Mahi	Whāinga Paetae	Tauira Mahi
<p>Te Tau</p> <p>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):</p>	<p>Kupu Matua: Meka matua, whakaawhiwhi, tau-ā-ira, mati, Kēmu pāngarau</p> <p>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</p>	<p>Te Ine me te Hanga</p> <p>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.</p> <p>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</p>	<p>Kupu Matua: Tapawhā hāngai, mataono, poro, horahanga, rōrahi, tukutuku</p> <p>Pukapuka mahi: Te Roa, Te Horahanga me te Rōrahi. Whārangī 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 ahua 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</p>

Wahanga 1, 2020 Taumata 3-4

Whāinga Paetae	Tauira Mahi	Whāinga Paetae	Tauira Mahi
<p>Te Tau</p> <p>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.</p>	<p>Kupu Matua: Tau tōrunga, tau tōraro, tau toitū, ōwehenga, kēmu pāngarau</p> <p>Kaboom Hanga 3 Rockets Math playground (ipapa) Te aka paangarau (ipapa)</p> <p>Kaupapa Tūmahi Whakaoti rapanga e pā ana ki te ōwehenga me te tauā-ira Ngā momo rautaki mō te whakarea me te whakawehe</p>	<p>Te Ine me te Hanga</p> <p>Ka tūhono i te āhua ahu-3 me tōna hoahoa ahu-2. Ka tuhi raumata hei hanga matarau.</p>	<p>Kupu Matua: Raumata, matarau, hoahoa</p> <p>Pukapuka mahi: Te Roa, Te Horahanga me te Rōrahi. Whārangī 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</p>

TE TUTOHINGA O TE WHAREKURA O RAKAUMANGA

	Ngā taurea me ngā tauwehe; Te tāpiri me te tango tau tōpū	Aromatawai Ka tāea e te ākongā 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 taurā)	Te ako ki te ine i te paenga me 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

Tuhi Te Raupapatanga o te Tuhinga Taki	Panui Tautohu Whakaaro Matua	Korero 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 pūtaka 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, kilwaha, 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 Tuhituhī - 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 Tauihi	Paanui Wahanguu Te Reo Haaro Te Reo Tauihi 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 kohi 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	

Nгаа 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 la rā 			<p>Waikato Kiwaha 'Pouri atu!' 'Kia hukere te hoel' Kupu Whakarite Ngaakau mahaki Te hau taahengihengi Te whakaalo whenua He tāngata 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 TUTOHINGA O TE WHAREKURA O RAKAUMANGA

Te Reo Haaro, Te Reo Tauhi	Te Reo Hoorapa
Monday & Thursday rotation between teachers where students will be exposed to language activities like how to self-correct their writing, kilwaha, 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 Kīngitanga.			
Annual Aim: To enable students to acquire appropriate academic skills & knowledge to succeed in later life experiences (Reo Paakeha programme in a Kura Kaupapa setting).			
Targets for Kura Teina Reo Pakeha 2021:			
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 2021 assessment results for reading and writing and overall teacher judgements.			
Taaritanga Raraunga			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
Implement a variety of strategies that are pitched to help emergent readers and writers.	‘The Code’ and ‘Yolanda’s’ phonics programme was implemented	The programmes were introduced by RTLB (Shelley). Early indications show beneficial results for our emergent learners. We are excited by these results.	Our recommendation is to continue using Yolanda Phonics and The Code and implement other strategies to help our emergent readers and writers.
Upskill in the use of Google Classroom.	We became more proficient users of Google Classroom for a variety of purposes.	Due to COVID 19 Lockdown we found ourselves utilising Google Classroom more.	Continue to upskill in the use of Google Classroom to benefit our learners.
Provide more opportunities for student extension.	This was achieved through the online learning platforms.	Due to COVID 19 Lockdown there were some students who needed extending and it was easier to cater for individual needs through Online Learning	Find better ways to extend our students within the classroom environment.
Develop activities that reinforce positive attitudes and behaviour.	Behaviour improved.	We continue to develop behaviour management strategies to help increase positive attitudes and behaviour.	Continue to find better ways to improve student behaviour.
Planning for 2021:			
Review and improve the use of our technology.			
Implement a variety of strategies that are pitched to help diverse learners.			
Provide more opportunities for student extension.			
Upskill in behaviour management strategies.			

NATIONAL CERTIFICATE of EDUCATIONAL ACHIEVEMENT: YEAR 9 – YEAR 13

NCEA Level 1:

<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 enable students to acquire appropriate academic skills & knowledge to succeed in later life experiences</p> <p>2020 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.</p> <p>2020 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: <ul style="list-style-type: none"> • 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</p> <p>2020 NCEA Level 1 Results: 80.4% Year 11 students attained NCEA Level 1; 56% at Achieved level, 24% endorsed with Merit; no students were endorsed with Excellence. 15.5% did not achieve.</p> <p>Literacy & Numeracy: All 8 (15.5%) students were unable to attain the literacy & numeracy credits. Unfortunately, not being at kura affected the incompleteness of standards from the students. Once again the disappointment was that not all students attained NCEA Level 1.</p> <p>Gender results for NCEA Level 1 – Male: 85.7%, Female: 77.7%</p>			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Set individual goals within each reanga so that students clearly see how successful their growth is</p> <p>Conferenced weekly with students detailing their progress.</p> <p>Intervention programme formed to tackle students falling behind</p> <p>Ensure that subjects chosen aligned with vocational pathway.</p> <p>Continue to prepare the junior classes for the skills needed for NCEA Level 1</p>	<p>Intervention programme worked for students who were falling behind, however, not having devices or internet affected contact with students.</p> <p>Conferenced, analysed and made decisions of subjects based on vocational pathways.</p> <p>Set individual goals to further develop student whether academic, attendance and/or behaviour needed.</p> <p>Find strategies for managing time</p>	<p>Results and understanding of marau still needs improvement.</p> <p>Planning to suit student learning still being developed but is improving.</p> <p>Kaiako reanga still monitoring students ensuring that they are entered into the correct subject that will support their vocational pathway.</p> <p>Contact with students.</p> <p>COVID 19</p>	<p>Reanga Kaiako will continue to support & monitor student progress.</p> <p>Staff to up-skill themselves to understand & teach their subjects of expertise.</p>
<p>Planning for 2021: 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</p>			

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 Kiatinganga			
Annual Aim: to enable students to acquire appropriate academic skills & knowledge to succeed in later life experiences			
2020 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.			
2020 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. <u>2020 NCEA Level 2 Results:</u> 100% attained NCEA Level 2; 57.1% at Achieved; 42.8% at Endorsed with Merit; None Endorsed with Excellence <u>Gender results for NCEA Level 2</u> – Female 100% - Male 100%			
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. Projects set on certain times in their timetable contributed to students concentrating on specific skills relevant to their vocational pathway, more specifically at the end of the year.	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 2021: 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.			

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 Kīngitanga			
Annual Aim: to enable students to acquire appropriate academic skills & knowledge to succeed in later life experiences			
2020 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.			
2020 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 <u>2020 NCEA Level 3 Results:</u> 100% - All Year 13 students attained NCEA Level 3; 44% (8 - 6 females – 2 males), Achieved – 16.6 % endorsed with Merit (3 – 1 female – 2 males); 38.8% endorsed with Excellence. (7 - 4 females -3 males.) <u>Literacy and Numeracy:</u> component – 100% <u>Gender Results:</u> 100% <u>University Entrance:</u> 50% attained University Entrance - (6 females 54.5% and 3 males 42.8%)			
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 2021: 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.			