

# TE RANGI ANIWANIWA

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2019

#### School Directory

**Ministry Number:** 1147

**Principal:** Te Iri Rangī Tawhara

**School Address:** 332 Quarry Road

**School Postal Address:** 332 Quarry Road RD 2, Kaitaia, 0482

**School Phone:** 09 406 7677

**School Email:** accounts@aniwaniwa.school.nz

#### Members of the Board of Trustees

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Occupation</b>	<b>Term Expires/ Expired</b>
Trudy Brown	Chairperson	Elected	OTC Manager	Jun-22
Te Irirangi Tawhara	Principal	ex Officio		
Hone Harawira	Parent Rep	Elected	CEO ANT Trust	Jun-22
Shirley Maika	Parent Rep	Elected	Manager	Jun-22
Conrad Smith	Parent Rep	Elected	Construction Director	Jun-22
Joe Bellass	Parent Rep	Elected	Manager	Jun-22
Benjamin Tawhara	Staff Rep	Elected	Wharekura Pouarahi	Jun-22

**Accountant / Service Provider:** Education Services Ltd

# TE RANGI ANIWANIWA

Annual Report - For the year ended 31 December 2019

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# Te Rangi Aniwaniwa

## Statement of Responsibility

For the year ended 31 December 2019

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

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

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

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

Trudy Brown

Full Name of Board Chairperson



Signature of Board Chairperson

30/03/2021

Date:

Te Iri Rangi Tawhara

Full Name of Principal



Te Iri Rangi Tawhara (Mar 30, 2021 16:31 GMT+13)

Signature of Principal

30/03/2021

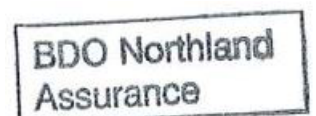
Date:

**Te Rangi Aniwaniwa**  
**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>				
Government Grants	2	3,145,483	3,323,136	3,000,335
Locally Raised Funds	3	302,433	326,844	119,047
Interest income		6,515	4,440	4,772
		<u>3,454,431</u>	<u>3,654,420</u>	<u>3,124,154</u>
<b>Expenses</b>				
Locally Raised Funds	3	171,864	113,268	24,002
Learning Resources	4	1,720,550	1,564,586	1,545,941
Administration	5	243,464	277,932	226,613
Finance		10,062	1,512	10,239
Property	6	1,048,717	882,454	893,272
Depreciation	7	148,242	171,000	153,955
Transport		135,905	114,000	153,492
		<u>3,478,804</u>	<u>3,124,752</u>	<u>3,007,514</u>
<b>Net Surplus / (Deficit) for the year</b>		(24,373)	529,668	116,640
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>(24,373)</u>	<u>529,668</u>	<u>116,640</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 Rangi Aniwaniwa**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
<b>Balance at 1 January</b>		1,722,266	1,605,626	1,605,626
Total comprehensive revenue and expense for the year		(24,373)	529,668	116,640
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		5,700	-	-
MoE Sale of Building		339,690	-	-
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
<b>Equity at 31 December</b>	21	2,043,283	2,135,294	1,722,266
Retained Earnings		2,043,283	2,135,294	1,722,266
<b>Equity at 31 December</b>		2,043,283	2,135,294	1,722,266

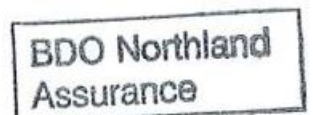
The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

BDO Northland  
Assurance

**Te Rangi Aniwaniwa**  
**Statement of Financial Position**  
As at 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	8	703,033	798,143	297,918
Accounts Receivable	9	139,953	91,442	249,009
Prepayments		10,707	1,193	1,234
		<u>853,693</u>	<u>890,778</u>	<u>548,161</u>
<b>Current Liabilities</b>				
GST Payable		7,451	12,629	13,659
Accounts Payable	11	220,891	163,095	197,820
Revenue Received in Advance	12	10,894	2,168	7,086
Provision for Cyclical Maintenance	13	59,790	-	99,317
Finance Lease Liability - Current Portion	14	52,591	43,800	39,669
Funds held for Capital Works Projects	15	2,633	-	28,544
		<u>354,250</u>	<u>221,692</u>	<u>386,095</u>
<b>Working Capital Surplus/(Deficit)</b>		499,443	669,086	162,066
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	1,655,676	1,509,115	1,590,988
Work in Progress		5,100	-	-
		<u>1,660,776</u>	<u>1,509,115</u>	<u>1,590,988</u>
<b>Non-current Liabilities</b>				
Finance Lease Liability	14	116,936	42,907	30,788
		<u>116,936</u>	<u>42,907</u>	<u>30,788</u>
<b>Net Assets</b>		<u>2,043,283</u>	<u>2,135,294</u>	<u>1,722,266</u>
<b>Equity</b>		<u>2,043,283</u>	<u>2,135,294</u>	<u>1,722,266</u>

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



**Te Rangi Aniwaniwa**  
**Statement of Cash Flows**  
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,238,046	1,537,452	1,134,831
Locally Raised Funds		283,220	178,692	123,353
Goods and Services Tax (net)		(2,475)	-	1,030
Payments to Employees		(484,109)	(441,648)	(441,324)
Payments to Suppliers		(816,435)	(683,068)	(614,492)
Cyclical Maintenance Payments in the year		(42,696)	-	-
Interest Paid		(10,062)	(1,512)	(10,239)
Interest Received		6,515	4,440	4,772
Net cash from Operating Activities		172,004	594,356	197,931
<b>Cash flows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(52,725)	-	(30,805)
Net cash from Investing Activities		(52,725)	-	(30,805)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		5,700	-	-
Owners Contributions		339,690	-	-
Finance Lease Payments		(70,236)	-	(56,997)
Funds Held for Capital Works Projects		10,682	-	(15,998)
Net cash from Financing Activities		285,836	-	(72,995)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>405,115</b>	<b>594,356</b>	<b>94,131</b>
Cash and cash equivalents at the beginning of the year	8	297,918	203,787	203,787
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>703,033</b>	<b>798,143</b>	<b>297,918</b>

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

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

**BDO Northland**  
**Assurance**

# Te Rangi Aniwaniwa

## Notes to the Financial Statements

### For the year ended 31 December 2019

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### **Reporting Period**

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

###### **Basis of Preparation**

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

###### **Financial Reporting Standards Applied**

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

###### **Standard early adopted**

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 25.

###### **PBE Accounting Standards Reduced Disclosure Regime**

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

###### **Measurement Base**

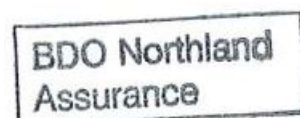
The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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





### **Critical Accounting Estimates And Assumptions**

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

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

#### *Useful lives of property, plant and equipment*

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

#### *Cyclical Maintenance Provision*

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at Note 13.

### **Critical Judgements in applying accounting policies**

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

#### *Classification of leases*

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

#### *Recognition of grants*

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

## **c) Revenue Recognition**

### **Government Grants**

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

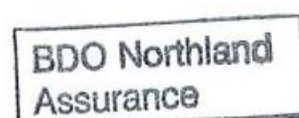
Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

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

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

### **Other Grants**

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



**Donations, Gifts and Bequests**

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

**Interest Revenue**

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

**d) Use of Land and Buildings Expense**

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

**e) Operating Lease Payments**

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

**f) Finance Lease Payments**

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

**g) Cash and Cash Equivalents**

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

**h) Accounts Receivable**

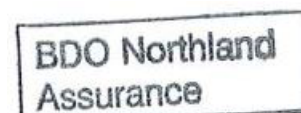
Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a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

**Prior Year Policy**

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

**i) Inventories**

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



## j) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

### **Prior Year Policy**

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

*Investments that are shares are categorised as “available for sale” for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.*

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

## k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

### **Finance Leases**

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

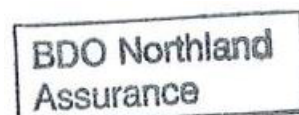
### **Depreciation**

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

The estimated useful lives of the assets are:

Buildings	40 years
Furniture and Equipment	3-18 years
Information and Communication	4 years
Motor Vehicles	5 years
Leased Assets	2-5 Years
Library Resources	8 years

Leased assets are depreciated over the life of the lease.



## **I) Intangible Assets**

### *Software costs*

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

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

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

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

## **m) Impairment of property, plant, and equipment and intangible assets**

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

### *Non cash generating assets*

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

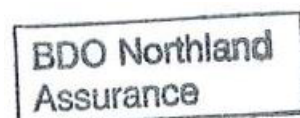
Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

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

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

## **n) Accounts Payable**

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



## **o) Employee Entitlements**

### *Short-term employee entitlements*

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

### *Long-term employee entitlements*

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

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

## **p) Revenue Received in Advance**

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

## **q) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

## **r) Shared Funds**

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

## **s) Provision for Cyclical Maintenance**

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

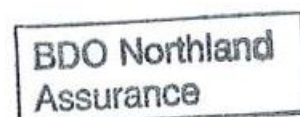
Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the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

## **t) Financial Assets and Liabilities**

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

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

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.



**u) Borrowings**

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

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

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

**v) Goods and Services Tax (GST)**

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

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

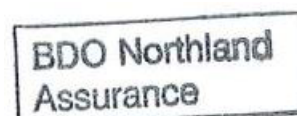
Commitments and contingencies are disclosed exclusive of GST.

**w) Budget Figures**

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

**x) Services received in-kind**

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



## 2. Government Grants

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	740,489	938,436	718,539
Teachers' Salaries Grants	1,316,288	1,192,538	1,296,718
Use of Land and Buildings Grants	659,641	593,146	593,146
Gateway	35,431	-	34,382
Resource Teachers Learning and Behaviour Grants	1,670	-	2,700
Secondary tertiary alignment resource grants	18,495	-	16,911
Other MoE Grants	89,375	339,684	80,648
Transport grants	272,639	259,332	246,039
Other Government Grants	11,455	-	11,252
	<b>3,145,483</b>	<b>3,323,136</b>	<b>3,000,335</b>

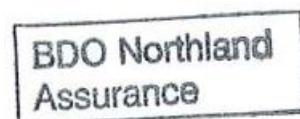
## 3. Locally Raised Funds

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations	700	3,384	4,369
Bequests & Grants	21,689	3,600	-
Activities	263,068	306,204	98,727
Trading	2,869	-	142
Fundraising	14,107	13,656	15,809
	<b>302,433</b>	<b>326,844</b>	<b>119,047</b>
<b>Expenses</b>			
Activities	159,819	107,100	19,076
Trading	7,919	6,168	4,761
Fundraising (Costs of Raising Funds)	4,126	-	165
	<b>171,864</b>	<b>113,268</b>	<b>24,002</b>
<i>Surplus for the year Locally raised funds</i>	<b>130,569</b>	<b>213,576</b>	<b>95,045</b>

## 4. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	179,212	186,684	182,022
Library Resources	-	408	614
Employee Benefits - Salaries	1,510,752	1,360,646	1,349,867
Staff Development	24,353	16,848	11,273
Minor Curriculum	6,233	-	2,165
	<b>1,720,550</b>	<b>1,564,586</b>	<b>1,545,941</b>



## 5. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,858	-	5,680
Board of Trustees Fees	3,335	5,520	4,035
Board of Trustees Expenses	4,138	1,548	2,145
Communication	4,676	5,988	5,963
Consumables	(850)	5,652	14,768
Operating Lease	9,851	59,136	7,066
Other	39,225	27,264	30,757
Employee Benefits - Salaries	159,083	136,260	132,428
Insurance	12,148	14,568	15,771
Service Providers, Contractors and Consultancy	7,000	21,996	8,000
	<u>243,464</u>	<u>277,932</u>	<u>226,613</u>

## 6. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	17,311	11,340	10,106
Cyclical Maintenance Expense	3,169	10,416	954
Grounds	66,025	30,468	27,750
Heat, Light and Water	75,318	75,048	84,499
Rates	3,189	3,960	3,973
Repairs and Maintenance	32,962	14,496	10,095
Use of Land and Buildings	659,641	593,146	593,146
Security	-	-	1,441
Employee Benefits - Salaries	144,206	137,280	152,747
Motor Vehicle Costs	46,896	6,300	8,223
Consultancy And Contract Services	-	-	338
	<u>1,048,717</u>	<u>882,454</u>	<u>893,272</u>

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

## 7. Depreciation

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	48,919	54,336	48,920
Building Improvements	7,252	8,030	7,230
Furniture and Equipment	18,616	26,532	23,887
Information and Communication Technology	8,327	6,983	6,287
Motor Vehicles	11,738	13,173	11,860
Leased Assets	53,374	61,928	55,755
Library Resources	16	18	16
	<u>148,242</u>	<u>171,000</u>	<u>153,955</u>

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## 8. Cash and Cash Equivalents

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	589,415	798,143	185,461
Bank Call Account	113,618	-	112,457
Cash equivalents for Cash Flow Statement	<u>703,033</u>	<u>798,143</u>	<u>297,918</u>

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

Of the \$703,033 Cash and Cash Equivalents, \$5,433 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

## 9. Accounts Receivable

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	47,399	21,861	27,620
Receivables from the Ministry of Education	-	-	51,543
Banking Staffing Underuse	-	4,504	76,302
Teacher Salaries Grant Receivable	92,554	65,077	93,544
	<u>139,953</u>	<u>91,442</u>	<u>249,009</u>
Receivables from Exchange Transactions	47,399	21,861	27,620
Receivables from Non-Exchange Transactions	92,554	69,581	221,389
	<u>139,953</u>	<u>91,442</u>	<u>249,009</u>

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## 10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Buildings	1,256,289	-	-	-	(48,919)	1,207,370
Building Improvements	129,509	-	-	-	(7,252)	122,257
Furniture and Equipment	81,885	36,930	-	-	(18,616)	100,199
Information and Communication Tech	17,193	15,795	-	-	(8,327)	24,661
Motor Vehicles	42,715	-	-	-	(11,738)	30,977
Leased Assets	63,287	160,205	-	-	(53,374)	170,118
Library Resources	110	-	-	-	(16)	94
<b>Balance at 31 December 2019</b>	<b>1,590,988</b>	<b>212,930</b>	<b>-</b>	<b>-</b>	<b>(148,242)</b>	<b>1,655,676</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Buildings	1,956,794	(749,424)	1,207,370
Building Improvements	197,793	(75,536)	122,257
Furniture and Equipment	467,588	(367,389)	100,199
Information and Communication	309,877	(285,216)	24,661
Motor Vehicles	171,748	(140,771)	30,977
Leased Assets	318,608	(148,490)	170,118
Library Resources	22,137	(22,043)	94
<b>Balance at 31 December 2019</b>	<b>3,444,545</b>	<b>(1,788,869)</b>	<b>1,655,676</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Buildings	1,305,209	-	-	-	(48,920)	1,256,289
Building Improvements	132,354	4,385	-	-	(7,230)	129,509
Furniture and Equipment	89,865	15,907	-	-	(23,887)	81,885
Information and Communication Tech	13,093	10,387	-	-	(6,287)	17,193
Motor Vehicles	54,575	-	-	-	(11,860)	42,715
Leased Assets	85,019	34,023	-	-	(55,755)	63,287
Library Resources	-	126	-	-	(16)	110
<b>Balance at 31 December 2018</b>	<b>1,680,115</b>	<b>64,828</b>	<b>-</b>	<b>-</b>	<b>(153,955)</b>	<b>1,590,988</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Buildings	1,956,794	(700,505)	1,256,289
Building Improvements	197,793	(68,284)	129,509
Furniture and Equipment	430,658	(348,773)	81,885
Information and Communication	294,082	(276,889)	17,193
Motor Vehicles	171,748	(129,033)	42,715
Leased Assets	183,308	(120,021)	63,287
Library Resources	22,136	(22,026)	110
<b>Balance at 31 December 2018</b>	<b>3,256,519</b>	<b>(1,665,531)</b>	<b>1,590,988</b>

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### 11. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	90,017	71,199	79,754
Accruals	4,833	5,520	4,680
Employee Entitlements - Salaries	92,554	65,077	93,544
Employee Entitlements - Leave Accrual	33,487	21,299	19,842
	<u>220,891</u>	<u>163,095</u>	<u>197,820</u>
Payables for Exchange Transactions	220,891	163,095	197,820
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>220,891</u>	<u>163,095</u>	<u>197,820</u>

The carrying value of payables approximates their fair value.

### 12. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Income in Advance	10,894	2,168	7,086
	<u>10,894</u>	<u>2,168</u>	<u>7,086</u>

### 13. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	99,317	99,317	98,363
Increase to the Provision During the Year	3,169	10,416	954
Use of the Provision During the Year	(42,696)	(109,733)	-
Provision at the End of the Year	<u>59,790</u>	<u>-</u>	<u>99,317</u>
Cyclical Maintenance - Current	59,790	-	99,317
Cyclical Maintenance - Term	-	-	-
	<u>59,790</u>	<u>-</u>	<u>99,317</u>

### 14. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	61,854	43,800	45,132
Later than One Year and no Later than Five Years	124,349	42,907	32,935
	<u>186,203</u>	<u>86,707</u>	<u>78,067</u>

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## 15. Funds Held (Owed) for Capital Works Projects

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

	2019	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
5YA Watertanks (Grants Received)	<i>completed</i>	(1,780)	1,780	-	-	-
5YA Staffroom Additions	<i>completed</i>	(3,500)	-	3,500	-	-
Heat Pumps	<i>in progress</i>	200	-	(3,000)	-	(2,800)
211637 Gym Roof	<i>in progress</i>	33,624	-	(28,191)	-	5,433
<b>Totals</b>		<b>28,544</b>	<b>1,780</b>	<b>(27,691)</b>	<b>-</b>	<b>2,633</b>

### Represented by:

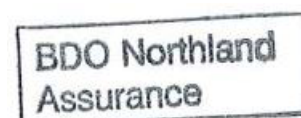
Funds Held on Behalf of the Ministry of Education	5,433
Funds Due from the Ministry of Education	(2,800)
<b>Totals</b>	<b>2,633</b>

	2018	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Sewerage System Repairs	<i>completed</i>	11,075	-	(11,075)	-	-
5YA Watertanks (Grants Received)	<i>in progress</i>	(980)	-	(800)	-	(1,780)
Irrigation Project	<i>completed</i>	(2,146)	-	2,146	-	-
5YA Staffroom Additions	<i>in progress</i>	-	-	(3,500)	-	(3,500)
Heat Pumps	<i>in progress</i>	-	25,200	(25,000)	-	200
211637 Gym Roof	<i>in progress</i>	-	44,820	(11,196)	-	33,624
<b>Totals</b>		<b>7,949</b>	<b>70,020</b>	<b>(49,425)</b>	<b>-</b>	<b>28,544</b>

## 16. 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.



## 17. Remuneration

### Key management personnel compensation

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

	<b>2019 Actual \$</b>	<b>2018 Actual \$</b>
<i>Board Members</i>		
Remuneration	3,335	4,035
Full-time equivalent members	0.23	0.15
<i>Leadership Team</i>		
Remuneration	853,056	610,087
Full-time equivalent members	11.07	8.00
Total key management personnel remuneration	<u>856,391</u>	<u>614,122</u>
Total full-time equivalent personnel	<u>11.30</u>	<u>8.15</u>

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:

	<b>2019 Actual \$000</b>	<b>2018 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	130 - 140
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

### Other Employees

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

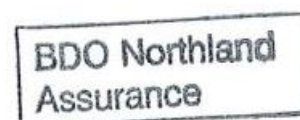
<b>Remuneration \$000</b>	<b>2019 FTE Number</b>	<b>2018 FTE Number</b>
100 - 110	1.00	-
	<u>1.00</u>	<u>0.00</u>

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

## 18. 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:

	<b>2019 Actual</b>	<b>2018 Actual</b>
Total	-	-
Number of People	-	-



## 19. Contingencies

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

### Holidays Act Compliance – schools payroll

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

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

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

## 20. Commitments

### (a) Capital Commitments

The School has entered into the following capital commitments as at 31 December 2019:

(a) contract for Gym Roofing as agent for the Ministry of Education. This project is fully funded by the Ministry and \$44,820 has been received of which \$28,191 (2018: \$11,196) has been spent on the project to balance date.

(Capital commitments as at 31 December 2018: (a) contract for Watertank Replacement as agent for the Ministry of Education. This project is fully funded by the Ministry and \$25,020 has been received while \$26,800 has been spent on the project to balance date, and;

(b) contract for Heat Pumps as agent for the Ministry of Education. This project is fully funded by the Ministry and \$25,200 has been received of which \$25,000 has been spent on the project to balance date, and;

(c) contract for Gym Roofing as agent for the Ministry of Education. This project is fully funded by the Ministry and \$44,820 has been received of which \$11,196 has been spent on the project to balance date.)

### (b) Operating Commitments

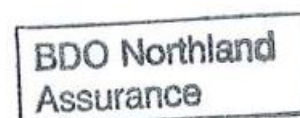
As at 31 December 2019 the Board has entered into the following contracts:

(a) operating lease of photocopiers;

	2019 Actual \$	2018 Actual \$
No later than One Year	5,184	-
Later than One Year and No Later than Five Years	16,848	-
Later than Five Years	-	-
	22,032	-

## 21. 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.



## 22. Financial Instruments

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

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	703,033	798,143	297,918
Receivables	139,953	91,442	249,009
Investments - Term Deposits	-	-	-
Total Financial assets measured at amortised cost	<u>842,986</u>	<u>889,585</u>	<u>546,927</u>

### Financial liabilities measured at amortised cost

Payables	220,891	163,095	197,820
Borrowings - Loans	-	-	-
Finance Leases	169,527	86,707	70,457
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>390,418</u>	<u>249,802</u>	<u>268,277</u>

## 23. Events After Balance Date

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

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

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

## 24. Comparatives

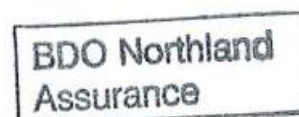
There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

## 25. Adoption of PBE IFRS 9 Financial Instruments

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

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 8 Cash and Cash Equivalents:  
Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

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



## **26. Breach of Law - Statutory Reporting**

The Board of Trustees has failed to comply with Section 87A (1) of the Education Act 1989 in that it did not submit its annual financial statements for audit by 31 March 2020.

The Board of Trustees has failed to comply with section 87 of the Education Act 1989, as the Board were unable to provide their audited financial statements to the Ministry of Education by 31 May 2020. The disruption caused by the Covid-19 restrictions, including the closure of the school, meant that the audit could not progress as planned. This resulted in the school missing the statutory deadline.

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## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF TE RANGI ĀNIWANIWA'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

The Auditor-General is the auditor of Te Rangi Āniwaniwa (the School). The Auditor-General has appointed me, Angela Edwards, using the staff and resources of BDO Northland Limited, 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 2019, 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 2019; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 30 March 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 of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

#### Emphasis of Matter - COVID-19

Without modifying our opinion, we draw attention to the disclosure in note 23 on page 21 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

#### 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 of Trustees for the financial statements

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

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

## Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

#### Other information

The Board of Trustees is responsible for the other information. The other information comprises the Analysis of Variance, Board of Trustees Listing and KiwiSport Statement, but does not include the financial statements, and our auditor's report thereon.

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

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

#### Independence

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

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



Angela Edwards  
BDO Northland  
On behalf of the Auditor-General  
Kerikeri, New Zealand



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Whangarei Office  
Tel: 64 9 430 0471

## TE PŪRONGO A TE KAIAROTAKE TŪ MOTUHAKE KI TE HUNGA PĀNUI I NGĀ TAUĀKĪ PŪTEA A TE RANGI ĀNIWANIWA MŌ TE TAU I MUTU I TE 31 HAKIHEA 2019

Ko te Kaitātari Matua te kaiarotake i Te Rangi Āniwaniwa (te Kura). Nāna ahau, a Angela Edwards i āta tohu kia arotake i ngā tauākī pūtea a te Kura i raro i tōna mana, me te whakamahi anō i ngā kaimahi me ngā rawa a BDO Northland.

### Te whakatau

Kua oti i a mātou te arotake ngā tauākī pūtea a te Kura kei ngā whārangi 2 ki te 22, arā, ko te tauaki tūnga pūtea i te 31 Hakihea 2019, ko te tauaki whiwhinga, whakapaunga whānui, te tauaki nekeneke hua more/tūtanga me te tauaki kapewhiti mō te tau i eke i taua rangi, me ngā whakamārama mō ngā tauaki pūtea kei reira ngā kaupapa-here kaute me ētahi atu whakamārama e hāngai ana.

Ki tō mātou whakaaro iho, ko ngā tauākī pūtea a te Kura:

- e whakaatu tika ana, i ngā āhuatanga kikokiko katoa:
  - i tōna tūnga pūtea i te 31 Hakihea 2019; tae atu ki
  - āna mahi whakahaere pūteame ngā kapewhiti mō te tau i mutu i taua rā; ā
- e ū ana ki ngā tikanga kaute e whakaaetia whānuitia ana i Aotearoa, ā, kua whakatakotoria i runga anō i ngā whakahau a te Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

I oti tā mātou arotakenga i te 30 Mahuru 2021. Koia nei hoki te rā i whakaputaina ai tēnei whakatau.

Kei raro nei ngā whakamārama mō te pūtakenga mai o te whakatau nei. Kei te whakaaturia anō ngā kawenga kei runga i te Poari Kaitiaki me ngā kawenga kei runga i a mātou, ka whakamāramatia hoki tā mātou tū motuhake.

### Te Aronga Ngako – KOWHEORI-19

Me te kore whakarerekē i ō mātou whakaaro e tohu ana mātou i ngā whākinga i te tuhipoka 23 i te whārangi 21 tērā ka whakarārangi i ngā pānga pea o te rāhui Pae Mataara 4 hei putanga mai o te mate urutā KOWHEORI-19.

### Te kore ū ki te whakarato pūrongo ā-ture i mua i te wā kati

E tohu ana mātou i konei, me te kore whakarerekē i ō mātou whakaaro, kīhai te Poari Kaitiaki i tautuku ki te wāhanga 87C(1) o te Ture Mātauranga 1989, tērā e whakarite ana kia whakarato te Poari i āna tauākī pūtea kua tātari kautehia ki Te Tāhuhu o Te Mātauranga ā mua i te mutunga o te 2 Hune 2020.

PARTNERS: Adelle Allbon Greg Atkins Angela Edwards Scott Kennedy Robyn Terlesk

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## **Kei raro nei ngā whakamārama mō te pūtakenga mai o tā mātou whakatau**

He mea whakahaere te arotakenga i runga anō i ngā Paerewa Arotake a te Kaitātari Matua, kei roto nei e mau mai ana ngā Paerewa Arotake o te Ao (ki Aotearoa) i tukuna e Te Kāwai Ārahi Pūrongo Mōwaho. He whānui ake te whakamārama o ā mātou kawenga i raro i aua paerewa i te wāhanga Ngā kawenga kei runga i te kaiarotake o tā mātou pūrongo.

Kua tutuki i a mātou ā mātou kawenga i raro i Ngā Paerewa Arotake a te Kaitātari Matua.

E whakapono ana mātou kua riro mai ngā taunakitanga arotake e rawaka ana, e tōtika ana hei tūāpapa mō tā mātou whakatau arotake.

## **Ngā kawenga kei runga i te Poari Kaitiaki**

Kei te Poari Kaitiaki te pīkaunga ki te whakarite, ki te whakaatu tika i ngā tauākī pūtea mā te Kura, he tauākī pūtea e ū ana ki ngā tikanga kaute e whakaaetia whānuitia ana i Aotearoa. Kei te noho haepapa anō te Poari Kaitiaki mō te wāhi ki ngā whakataki tara ā-whare e whakaaro ana ia me mātua whakarite e takoto ai ngā tauākī pūtea, kāore rawa he hapa whaikiko i roto, ahakoa takea mai i te mahi māminga, he hapa pokerehū rānei.

Kei te Poari Kaitiaki te pīkaunga ki te whakarite, ki te whakaatu tika i ngā tauākī pūtea mā te Kura, he tauākī pūtea e ū ana ki ngā tikanga kaute e whakaaetia whānuitia ana i Aotearoa. Kei te Poari Kaitiaki anō hoki te kawenga mō te whāki, ina hāngai, i ngā take e pā ana ki te taruna ka noho tuwhera haere tonu te kura me te whakamahi i te kaupapa kaute o taua taruna, engari rawa arā he takune ki te kati, te hanumi rānei i te kura, kāore he kōwhiringa rānei i tua atu i te kati, te hanumi rānei.

Ka hua ake ngā kawenga kei te Poari Kaitiaki i te Ture Mātauranga 1989.

## **Ngā kawenga kei runga i te kaiarotake mō te tātari i ngā tauākī pūtea**

E whai ana mātou ki te whiwhi i te whakatūturu whitake mō te āhua whānui o ngā tauākī pūtea, arā kāore rawa he hapa whaikiko i roto, ahakoa takea mai i te mahi māminga, he hapa pokerehū rānei, ā, ki te tuku pūrongo kaiarotake kei roto ko tā mātou whakatau.

Ko tēnei mea te whakatūturu whitake he whakatūturu taumata teitei, engari ehara i te kī taurangi mā te whakahaere i te tātari e ai ki Ngā Paerewa Arotake a te Kaitātari Matua ka kitea i ngā wā katoa he hapa whaikiko mēnā kei reira tētahi. Ko te hapa whaikiko, he rahinga, he whākinga rānei e rerekē ana, e ngaro ana rānei, ā, ka hua mai pea i te mahi māminga, i te hapa pokerehū rānei. E whakaarohia ana te hapa whaikiko hei mea whaikiko mēnā, ahakoa takitahi, ahakoa tōpū, ko te tūmanako whitake tērā tonu pea ka awea ngā whakatau a ngā kaipānui i muri i te pānui i aua tauākī pūtea.

Mō ngā mōhiohio tohatoha pūtea i pūrongotia i ngā tauākī pūtea, i herea ā mātou manatūnga ki te whakarite i whakaae ngā mōhiohio ki te mahere tohatoha pūtea a te Kura kua whakamanatia.

Kīhai mātou i aromātai i te haumarutanga me ngā mana i runga i te whakaputanga tāhiko o ngā tauākī pūtea

Hei wāhanga o te tātari e ai ki Ngā Paerewa Arotake a te Kaitātari Matua, ka whakamahi mātou i te whakawā ngaio me te mau tonu ki te hokirua ngaio puta noa i te tātari. I tua atu:

- Ka tautuhi mātou i te kaha tūpono ka puta he hapa whaikiko i ngā tauākī pūtea, ahakoa hapa mahi māminga nei, hapa pokerehū rānei, ka hoahoa me te whakamahi i ngā manatūnga tātari e urupare ana ki aua tūponotanga, me te whiwhi i ngā taunakitanga arotake e rawaka ana, e tōtika

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ana hei tūāpapa mō tā mātou whakataua arotake. He teitei ake te tūponotanga kāore e kitea he hapa whaikiko e ahu mai ana i te mahi māminga, i tērā e ahu mai ana i te hapa pokerehū, nā te mea ka whai wāhi pea te mahi kūpapa, te hara poahere, ngā hapa mārire, ngā whakaporari, me te takahi i te whakataki tara ā-whare, ki te mahi māminga.

- Ka whai mōhiotanga mātou ki ngā whakataki tara ā-whare e hāngai ana ki te tātari hei hoahoa tukanga arotake e hāngai ana ki ngā āhuatanga. Heoi anō, kāore e hoahoina aua tikanga hei whakapuaki whakaaro ki te whaihua o ngā whakataki tara ā-whare a te Kura.
- Ka aromātai mātou i te hāngai o ngā kaupapa here kaute e whakamahia ana me te whaitake o ngā whakataua tata me ngā whāinga whai pānga, taha kaute nei, a te Poari Kaitiaki.
- Ka hanga whakataunga mātou mō te hāngai o tā te Poari Kaitiaki whakamahi i te kaupapa o te taruna ka noho tuwhera haere tonu te kura, ā, i runga anō i ngā taunakitanga tātari kua riro, mēnā kei reira he kumukumu whaikiko e pā ana ki ngā takahanga me ngā āhuatanga ka whakaatu kāore pea e taea e te kura te noho tuwhera tonu mō muri atu. Mēnā ka whakataua mātou kei reira he kumukumu whaikiko, me miramira i ngā whākinga hāngai i ngā tauākī pūtea i tā mātou pūrongo tātari, tērā rānei, mēnā he takarepa aua whāinga, me whakarerekē i tā mātou whakataua. E ahu mai ana ā mātou whakataua i ngā taunakitanga kua riro tae noa ki te rā o tā mātou pūrongo kaitātari. Heoi anō, ka noho ngā takahanga, āhuatanga rānei ā muri atu he pūtaka pea mō te kati, te hanumi rānei i te kura.
- Ko tā mātou he aromātai i te whakaaturanga, hanganga me ngā ihirangi whānui o ngā tauākī pūtea, tae atu ki ngā whākinga, ā, mēnā he tōkeke te whakaatu a ngā tauākī pūtea i ngā whakaritenga me ngā takahanga taketake.
- Ka whakawāngia e mātou te kaha tūpono puta ake o te hapa whaikiko i te pūnaha utu kaimahi a Novopay e mau tonu nei pea he hapa i roto. Nā konā, ka whāia ētahi tukanga hei whakaiti i te tūpono ara ake o te hapa whaikiko i taua pūnaha, he hapa tērā e whakatītaha, ki tā mātou titiro, i te mārāmatanga whānui o te hunga pānui ki ngā tauaki pūtea.

Kei te whakawhitiwhiti mātou ki te Poari Kaitiaki mō te hōkai me te wā kua whakamaheretia mō te tātari me ngā otinga hira o te tātari, tae atu ki ētahi hapa nui i te whakataki tara-ā-whare i kitea i te wā o te tātari.

E hua ake ana tēnei kawenga i te Ture Arotakenga Tūmatanui 2001.

## Ētahi atu mōhiohio

Kei te Poari Kaitiaki te kawenga mō ērā atu mōhiohio. Kei roto i ērā atu mōhiohio ko ngā mōhiohio kei ngā whārangi 30 ki te 55, engari i roto ko ngā tauākī pūtea, me tā mātou pūrongo tātari i whai ake.

Kāore i kapi i tā mātou whakataua mō ngā tauākī pūtea ērā atu mōhiohio, ā, kāore mātou e whakapuaki i te whakataua tātari, te whakataua whakatūturu rānei mō aua mōhiohio.

Mō te taha e pā ana ki tā mātou tātari i ngā tauākī pūtea, kei a mātou te kawenga ki te pānui i ērā atu mōhiohio. Mā te pēnei, e whai whakaaro ana mātou mēnā he ōrite kore aua atu mōhiohio ki ngā tauākī pūtea, ki ngā mōhiotanga rānei i riro i a mātou i te wā o te tātari, ko te āhua nei rānei he hapa whaikiko i roto. Mēnā, whai mai ana i ā mātou mahi, ko te whakataua he hapa whaikiko i roto i āra atu mōhiohio, me pūrongo tēnā e mātou. Kāore i a mātou he mea hei pūrongo atu e pā ana ki tēnei.

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## Te tū motuhake

E noho motuhake ana mātou i te Kura e ai ki ngā whakaritenga tū motuhake a Ngā Paerewa Arotake a te Kaitātari Matua, kei roto ko te Paerewa Ngaio me te Matatika 1: *International Code of Ethics for Assurance Practitioners* he mea tuku e Te Kāwai Ārahi Pūrongo Mōwaho.

I tua atu i te arotakenga, karekau ō mātou hononga, ō mātou pānga ki te Kura.

A handwritten signature in blue ink, appearing to read 'A. Edwards', with a stylized flourish at the end.

Angela Edwards  
BDO Northland  
Mō te Kaitātari Matua  
Kerikeri, Aotearoa

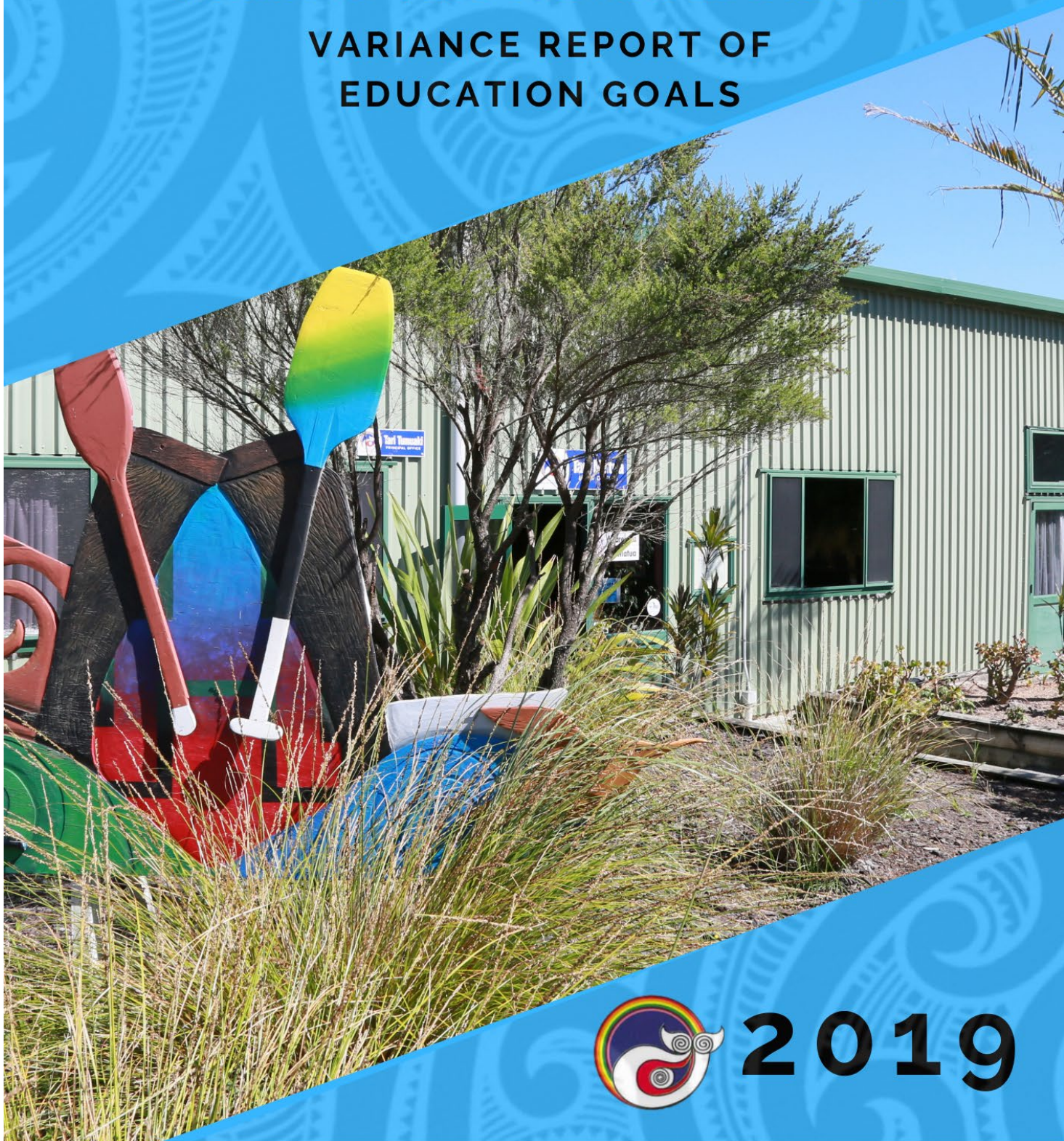
PARTNERS: Adelle Allbon Greg Atkins Angela Edwards Scott Kennedy Robyn Terlesk

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# TE RANGI ĀNIWANIWA

WHĀIA TE TINO RANGATIRATANGA

VARIANCE REPORT OF  
EDUCATION GOALS



2019



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## Variance Report of 2019 Education Goals

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## TE POARI

**Trudy Brown**

**Chairperson** Personnel & legal compliances

Mana Whenua - Ngāi Takoto

**Hone Harawira**

**Deputy Chairman** Property Sub Committee,  
Whānau representative, Te Aupouri, Ngāpuhi

**Shirley Maika**

**Treasurer** Whānau Representative, Ngāti Kahu

**Joe Bellas**

**Whānau Representative**, Te Rarawa

**Conrad Smith**

**Whānau Representative**, Te Rarawa

**Benjamin Tawhara**

**Staff Representative**, Ngāti Kahu, Ngāpuhi

**Te Iri Rangi Tawhara**

**Personnel** / Curriculum, Ngāi Takoto, Ngāti Kuri,  
Ngāi Takoto, Ngāti Kahu

**Ariana Davis**

**Board Secretary**, Ngāi Takoto

## TUMUAKI

**Te Iri Rangi Tawhara**

Phone (09) 4067677 xtn 204

Graduate Diploma of Teaching

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Mobile 022 1035415

Diploma Mātauranga Māori

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## BOARD CHAIRPERSON

**Trudy Brown**

Phone Mobile 029 2942091

Email [ngaitakoto@outlook.com](mailto:ngaitakoto@outlook.com)

# NGĀ KAIMAHI 2019

## TUMUAKI

***Te Iri Rangi Tawhara - BA Sports & Leisure & Te Reo Māori  
PG Dip. Teaching, Dip. MMS***

## TUMU HĀPAI

***Kararaina Herbert - BA Teaching  
BA Mātauranga Māori Studies***

## KURA TEINA

<b>Pouārahi Matua Kura Teina</b>	<b>Kararaina Herbert</b>	
<b>Tau 1</b>	Karena Neho-Hart	Bachelor of Education Bachelor of Business
<b>Tau 2</b>	Aramaera Wiki	Bachelor of Education
<b>Tau 3-4 Pou hāpai Tau 1-4</b>	Maryanne Bedggood	Bachelor of Education
<b>Tau 5</b>	Shelley Bedggood	Bachelor of Education
<b>Tau 6</b>	Linda Hei Hei	Bachelor of Education
<b>Tau 7 Pou hāpai Tau 5-8</b>	Delanie Parangi	Bachelor of Education Bachelor of Mātauranga Māori Studies
<b>Tau 8</b>	Kararaina Herbert	Bachelor of Education Bachelor of Mātauranga Māori Studies
<b>Kaiāwhina</b>	Caroline Popata-Boynton Edwina Popata-Boynton	Tau 1 Kaiāwhina Kapohia/Kaiāwhina
<b>Kaiako Kura Teina Kauhoe/Hauora</b>	Te Ohomauri Henare	
<b>Tūtūtarakihi</b>	Rangimarie Pomare	Tau 1-9

## WHAREKURA

<b>Pouārahi Wharekura</b>	<b>Pene Tawhara</b>			
<b>Mataora Tau 9</b>	<b>Tau 9-13</b>	Pene Tawhara	Te Reo Māori Te Reo Rangatira	Bachelor of Education
<b>Te Rangi Tāmaku Tau 10</b>	<b>Tau 9-13</b>	Keringawai Evans	Maths	Post grad Dip Teaching BA in Accounting
<b>Titimatanginui Tau 11</b>	<b>Tau 9-11</b>	Wikitoria Makiha	Tikanga-ā-iwi	Masters Mātauranga Māori Studies Bachelor of Education
<b>Kaiako</b>	<b>Tau 12-13</b>	Freda Riwai	Hauora/Physical Education	
	<b>Tau 9-13</b>	Sandra Henare	English	
	<b>Tau 9-13</b>	Nazra Khan	Science Biology/ Chemistry/PN	Bachelor of Science Post grad diploma of Teaching
	<b>Tau 9-13</b>	Rawiri Bhana	Reo Hapai	Learning Coach
	<b>Tau 9-11</b>	Billy Harrison	Whakaaro	Kupe
	<b>Tau 9-10</b>	Awhina Murupaenga	Whatuora	

## TE WĀNANGA O TE RANGI ĀNIWANIWA

<b>Tumu Wānanga</b>	<b>Hilda Halkyard-Harawira</b>		
<b>Te Wānanga o Raukawa</b>	Tau 12-13	Wikitoria Makiha	Masters Mātauranga Māori Bachelor of Education
<b>Star/ Gateway</b>	T12-13 T9-13	Hilda Halkyard-Harawira Tia Henare	Supervisor Gateway Co ordinator

## SPECIALIST TUTORS 2019

<b>Kapa Haka</b>	Tau 9-13	Chris & Sandra Henare	Bachelors in Māori Performing Arts Kaiako Tauira Tau 2
<b>Swim/Fitness</b>	Tau 1-13	Te Ohomauri Henare	Hākinakina
<b>Technology</b>	Tau 7-8	Kaitaia Intermediate	Fortnightly
<b>Basketball</b>	Tau 7-13	Manuera & Freda Riwai	Basketball coaches
<b>Hospitality</b>	Tau 9-13	Desley Austen	Term 2 - 3 Modules
<b>Whakairo</b>	Tau 9-10	Billy Harrison	Term 1 - 4 Modules
<b>Whatuora</b>	Tau 9-10	Awhina Murupaenga	Term 1 – 4 Modules

## PROPERTY

<b>Property Manager</b>	<b>Otere Halkyard-Mare</b>	<a href="mailto:otereh@aniwaniwa.school.nz">otereh@aniwaniwa.school.nz</a>
<b>Kura Teina/Punawai</b>	Iona Cooper	<a href="mailto:whakapai@aniwaniwa.school.nz">whakapai@aniwaniwa.school.nz</a>
<b>Wharekura/Punaora</b>	Penny Williams	<a href="mailto:pene.willams2012@gmail.com">pene.willams2012@gmail.com</a>

## TE PUNAWAI-ORA – POOL & GYMNASIUM

<b>Maintenance Manager</b>	Manuera Riwai	<a href="mailto:punawaiora@aniwaniwa.school.nz">punawaiora@aniwaniwa.school.nz</a>
<b>Punawaiora Admin</b>	Atareta Ruapapera	<a href="mailto:punawaiora@aniwaniwa.school.nz">punawaiora@aniwaniwa.school.nz</a>
<b>Lifeguards</b>	Manuera Riwai Blake Cranch	<a href="mailto:punawaiora@aniwaniwa.school.nz">punawaiora@aniwaniwa.school.nz</a>

## ADMINISTRATION

<b>Reception</b>	Tanya Munro	<a href="mailto:tari@aniwaniwa.school.nz">tari@aniwaniwa.school.nz</a>
<b>Accounts &amp; Payroll</b>	Leonie Adams	<a href="mailto:accounts@aniwaniwa.school.nz">accounts@aniwaniwa.school.nz</a>
<b>Tumuaki PA</b>	Norma Moses	<a href="mailto:tumuakipa@aniwaniwa.school.nz">tumuakipa@aniwaniwa.school.nz</a>
<b>Librarian</b>	Mei Meri Solomon	<a href="mailto:meimeri@aniwaniwa.school.nz">meimeri@aniwaniwa.school.nz</a>



# TE RANGI ĀNIWANIWA

# NGĀ WHAINGA 2020

Kia ū ki te reo, kia tino rawe ngā kaimahi, kia tūtuki ngā whainga mātauranga, kia mahitahi me te whānau

KAIMAHI	MARAU	NGA RAWA	TAUIRA ME TE WHĀNAU
<p><b>KURA TEINA</b> Kairiwhi Specialist Learning Teacher</p> <p><b>WHAREKURA</b> Kaiako Hauora Kaiako Math (Level 1-3) Gateway/Scholarships Science (Jnr Tau 9-10)</p> <p><b>KAI AKO TOHUNGA</b></p> <p><b>SPECIALIST / TUTORS</b></p> <p><b>WHAREKURA</b> SENCO Whakairo Mahi Toi Kapa haka</p> <p><b>WHAKANGŪNGŪ</b></p> <p><b>PROFESSIONAL DEVELOPMENT</b> Mahi tahi me ngā kōhanga reo, Mauri, Te Rito Mahi tahi me ngā KKM o Te Tai Tokerau Tautoko kaiako hōu - Whatukura Te Marau o Te Aho Matua - Ngā hua o te ako Aromihi Te Reo Māori Kaimahi ora—NIWAFIT NZQA - moderation/aromatawai Digital technology Snr Management Specialised subjects/areas</p> <p><b>KIA Ū/TO MAINTAIN</b> Te Reo i ngā wāhi katoa Kaimahi ora—Niwaftit (hei taura mo ngā akonga)</p>	<p><b>NGĀ TIROHANGA NUJ / MAJOR FOCUS</b></p> <p><b>NGĀ MĀTAUTAU: EXTERNAL EXAMS</b> Kia tūtuki 85% o ngā tauira i ngā mātautau a waho</p> <p><b>NGĀ WHAINGA MĀTAURANGA</b></p> <p><b>Kura Teina</b> Ka taea ngā ākongā tau 1-8 te pānui, te tuhi, te kōrero me te pangarau, ki tōna taumata runga ake noa Kia eke ngā tauira ki ngā taumata marau tika e tika ana mō tōna reanga</p> <p><b>Wharekura</b> Ngā mātautau a te mutunga o ia wāhanga Tau 9 10 ngā whiwhinga ia wāhanga Tau 10 10 ngā whiwhinga ia wāhanga Tau 11 10 ngā whiwhinga ia wāhanga Tau 12 10 ngā whiwhinga ia wāhanga Tau 13 kia mutu ngā whiwhinga mō te urunga ki ngā whare wānanga</p> <p><b>NGĀ TIROHANGA ITI / MINOR FOCUS</b> Pō Kanikani Rā Hākinakina ā kura Pō Matariki</p> <p><b>NGĀ HUIHUINGA: EVENTS</b> Tai Tokerau Kapa Haka Nationals - Wharekura Ngā Māhuri Kapa Haka Regionals Manu Aute Wāhanga 3 Ngā Manu Kōrero Regionals &amp; Nationals Pū Kōrero—Wāhine Toko i te Ora</p> <p><b>NGĀ MAHI KURA: PROMOTIONS</b> Pānui mā runga Puka Mata me te ipurangi</p> <p><b>KIA HĀNGAI / TO DEVELOP</b> He māhere rautaki reo mo te kura Te Aho Matua ki Te Rangī Āniwaniwa</p>	<p><b>HE MAHI NUJ</b></p> <p><b>MAJOR PROJECT</b> KURA TEINA Staff kitchen Papa taakaro Kura Teina reno</p> <p><b>WHAREKURA</b> 50 Rīhi Rorohiko Ngā wāhanga rūmaki reo Wharekura reno</p> <p><b>TE PUNA WAIORA</b> To be self sustainable</p> <p><b>NGĀ WAKA / TRANSPORT</b></p> <p><b>TIAKI NGĀ RAWA MAINTENANCE</b> Tiaki ngā rawa haumaruru katoa</p> <p><b>NGĀ TURE / COMPLIANCE</b> Te Hauora Te haumarutanga Kaupapa here mō ngā kaimahi</p>	<p><b>NGĀ TIKANGA O TE KURA</b></p> <p><b>SCHOOL CULTURE</b> Atua Matua Te Reo Māori Te Aho Matua - Ngā hua o te ako Ko te kairangi he āhua o ia rā He kura hauora He kura para kore Tū Ahiahi hākinakina/Kapa haka Ngā tikanga o Muriwhenua Tū rangatira ahakoa ki hea Hui whakauru whānau hōu Kua rāhuita te tarutaru me te waipiro</p> <p><b>WĀNANGA</b> Reo Leadership Huarahi umanga</p> <p><b>WHĀNAU</b> Kia tae mai ngā tauira ia rā Kia kākahu pai ngā tauira Kainga kōrero Kia mahi kainga E2 ngā hui Aho Matua ia tau Kohi pūtea E4 ngā hui ā whānau ia tau</p> <p><b>HĀKINAKINA</b> Kauhoe Poitukohu Nētiporo Triathlon Waka ama NASA Sports uniform Ngā taakaro ā kura, ā rohe, ā motu</p>



# TE RANGI ĀNIWANIWA - NGĀ WHĀINGA 2019

Kaimahi	BOT	He kōrero anō
<b>KURA TEINA</b> Kairiwhi Kaiako Hākinakina	8	-He rawe te puna kairiwhi i te Kura Teina, me waihanga tonu he putea tautoko hei puru tonu i ngā kohao o te kura -Me hakahoungia te kirimana o Whiti Noa 2020
<b>WHAREKURA</b> Kaiako Hākinakina Kaiako Pangarau	7	-Ka papaaho te tūranga Hākinakina/Hauora 2020 -Horekau he tino hua i puta mai i a FARNET, nōreira ka hanga ngā wānanga hei akoranga mā ngā tamariki ki ngā Taumata 1-3
<b>KAIAKO TOHUNGA/ Specialist Tutors</b> SENCO Sport Coordinator Whakairo Whatuora Hospitality Kapa haka	8	-SENCO tukua ki tētahi Kaimahi -He mahi taa ngā Kaimahi Hākinakina o ia taha KT/WK -Nō mātou te maranganui kei a TRA a Billy Harrison mai Te Whare Wānanga o Kupe, he toki, he toa mo ōna mahi -Anō nei he waimarie e TRA kua riro mai i a Awhina Murupaenga me ōna pumanawa katoa ki te tira māreikura, ki te kāhui Whatuora -'He putanga ā pito'e mihi ana ki ngā mahi o Des ka hakakorengia ngā mahi hei te 2020 -'Ruia, ruia, tahia, tahia' i hakaihu waka mo ngā Hakatatae ā rohe e te Wharekura, e Ngā Māhuri, me te ataahua nōki o te Whakaari a Tūmatahina, he kōtuku rerenga tahi taa te Whānau Waitai-Henare. Hui E! Tāiki E!
<b>WHAKANGŪNGŪ/ Professional Development</b> Mahi tahi me ngā Kōhanga Reo, Mauri, Te Rito, Rangaunu Mahi tahi me ngā KKM o Te Tai Tokerau Tautoko kaiako hōu - Whatukura Te Marau o Te Aho Matua - Ngā hua o te ako Aromihi Te Reo Māori Kaimahi Ora NZQA -moderation/aromatawai Digital Technology Snr Management Specialised subject/areas	8	-Me here tonu ko ngā mahi hei hakakaha i ngā hononga ki waenganui i a mātou ko ngā puna reo, ko ngā kōhanga o te hau kāinga -Te Kōtiū he Kāhui Kura o Te Tai Tokerau. E 8 ngā KKM kei tēnei rōpū -Horekau he kaupapa Whatukura mo tēnei tau. Waimarie e TRA he tino pou tautoko kei ia taha e awhina ana i ngā kaiako hou -He hua nō roto i ngā mahi o te kura, he kitenga ngakau, he kitenga ā wairua taa Te Aho Matua hei piringa ki te whatumanawa -He wā hei arotake i ngā mahi mo te tau kua taha ake nei, kia whai whakaaro nōki mo ngā whāinga kei tua o paerau, nā te kaha ihu oneone, te ngākaunui me te mahi ngātahi i tutuki te nuinga o ngā mahi -E whanake here ana te reo, kia kaha tonu ko te whānau ki te tautoko i ngā akoranga o te kura, me ū tonu ki tō tātou nei reo, ao te pō, pō te ao kei kaua e moumou mo ngā tamariki -NIWAFIT Poitarawhiti-roto/ā-waho, ZU x 2 ngā rā, Poitukohu -MNA i oti te pūrongo mo tēnei tau, ka tatari mo ngā hakataua mutunga, mihi nui kia Nazra Khan me ngā kaimahi pukumahi o te Wharekura -Hangarau he mahi taa ia te rā, ia te wiki -Snr Management waimarie mātou he rawe ngā Pouarahi Matua ki TRA (Kara, Pene, Hilda, Rangimarie, Otere, Manuera, Lae) me ngā Pou Hāpai (Del, Maryanne, Keringawai) me whakaarohia mo te tau 2020 -Kapa Haka/Whakairo/Whatuora/Hākinakina
<b>KIA Ū/ To Maintain</b> Te Reo i ngā wāhi katoa Kaimahi ora - Niwafit (hei tauira mo ngā akonga)	8	-Te Reo Māori (Kura Teina 100%, Wharekura 85%, Tari (kia kaha tonu), Karena Noho Hart Popata (TWOA Pīnakitanga), Pene Tawhara (Panekiretanga) -NIWAFIT Poitarawhiti-ō-roto (ia Rāhina), Zu (ia Rātū & Rāpare), Poitukohu (ia Rāapa), Poitarawhiti (ia Rāpare), Team Influence NZ 42km Marathon (Delanie Parangi), Hilda Halkyard-Harawira (Leokalani Race ki Hawaii)

## 2020 - Hei anga hakamua:

- He Māhere Wā Wātea/*Study leave* - Kararaina Noa secured Study Award will go on Leave and Delanie to replace her role
- Hakahoungia ngā kirimana
- Wharekura - Kaiako Hāuora
- Wharkeura - Kaiako Pangarau
- Kaiako Tohunga - Engineering/Technology
- Extra Admin
- Cleaner for TPWO
- Trades Pathway
- Whakangūngū/PLD
- Kia ū - NiwaFit, Te Reo Māori ki ngā wāhi katoa o te kura

Marau	BOT	He kōrero anō
<b>NGĀ MĀTAUTAU/ External Exams</b> Kia tūtuki 85% o ngā taurira ngā mātautau a waho	8	-2020 - Ka puta kō wai ka hua, ko wai ka tohu
<b>NGĀ WHĀINGA MĀTAURANGA - Kura Teina</b> Ka taea ngā ākongā tau 1-8 te pānui, te tuhi, te kōrero me te Pangarau, ki tōna taumata runga ake noa Kia eke ngā taurira ki ngā taumata marau tika e tika ana mō tōna reanga	8	-Wāhanga 1 -Wāhanga 2 -Wāhanga 3 -Wāhanga 4 (TBC) -End of Term evaluations -KT Variance Analysis
<b>WHAREKURA</b> Ngā mātautau a te mutunga o ia wāhanga Tau 9 - 10 ngā whiwhinga ia wāhanga Tau 10 - 10 ngā whiwhinga ia wāhanga Tau 11 - 10 ngā whiwhinga ia wāhanga Tau 12 - 10 ngā whiwhinga ia wāhanga Tau 13 - kia mutu ngā whiwhinga mō te urunga ki ngā whare wānanga	8	-Wāhanga 1 -Wāhanga 2 -Wāhanga 3 -Wāhanga 4 (TBC) -End of Term evaluations -WK Variance Analysis -MNA Report i oti tēnei kaupapa, (ka riro ia 3 tau) -NCEA Changes <i>-Hei whai whakaaro; student pathways, STEM (Technology &amp; Engineering), NCEA inductions, knowledge around Endorsements and Scholarships, SAC (special assessment conditions)</i>
<b>NGĀ TIROHANGA ITI/ Minor Focus</b> Pō Kanikani, Rā Hākinakina ā kura, Pō Matariki	9	-Kua tutuki ngā kaupapa mo tēnei tau -He wā pai kia whai huruhuru te manu kia rere, ko te putea tēnei mo ngā tini kaupapa o te tau, he noho kōpu rerengatahi, tū te ao, tū te pō
<b>NGĀ HUIHUINGA/ Events</b> Tai Tokerau Kapa Haka Nationals - Ngā Māhuri Wharekura Kapa Haka Regionals Manu Aute Wāhanga 3 Ngā Manu Kōrero/ Māori Womens Welfare League Wiki Hākinakina	9	-25th/61 kura - Manu Kuratahi - Hakatatae-ā-motu 1st/5 TTT -1st Wharekura Kapa Haka TTT Regionals -1st Kura Teina Kapa Haka TTT Regionals -1st Chelsea Reti - Te Hiku Manu Kōrero -1st Elite Reti - Te Hiku Manu Kōrero -1st Shelby Baker - Te Hiku Manu Kōrero -1st Kapowairua - Te Hiku Manu Kōrero -4th Daniel Smith - Te Hiku Manu Kōrero -1st Te Aroha Pawa - TTT Manu Kōrero Regionals Hirini (2nd Top Male), Reihana (2nd) Pounamu (2nd) -6th Te Aroha Pawa - Manu Kōrero Nationals -1st Te Raa Whaa Fletcher - Pū Kōrero Regionals -1st Te Raa Whaa Fletcher - Pū Kōrero Nationals -3rd Noah Peterson - Pū Kōrero Nationals -Wiki Hākinakina ki Te Tai Tokerau, 38 kura, 1500
<b>NGĀ MAHI KURA/ Promotions</b> Pānui mā runga Pukamata me te ipurangi Te Whārangī Paetukutuku mo te kura	9	-He whārangī kaha rangona i ngā kaupapa rau o te kura, ā taurira, ā whānau, ā kura, ā hapu, ā iwi -Te Whārangī Paetukutuku mo te kura kua tata oti
<b>KIA HĀNGAI/ To develop</b> He Māhere Rautaki Reo mo te Kura Te Aho Matua ki Te Rangi Āniwaniwa	9	-Hui Taumata Reo o Te Hiku o Te Ika, NIWA -Hui Te Aho Matua mo ngā Raukura, Rotorua
<b>2020 - Hei anga hakamua:</b> Ngā Mātautau/Ngā Whāinga Marautanga - ka arotake i ngā hua, me whakaarohia me pēhea tātou e hakapai i ngā orau Pūrongo MNA - <i>Hei whai whakaaro; student pathways, STEM (Technology &amp; Engineering), NCEA inductions, knowledge around Endorsements and Scholarships, SAC (special assessment conditions)</i> Ngā Manu Kōrero/Ngā Pū Kōrero - ka hiahia e TRA te toa i ngā reanga katoa, kia whai turanga ki ngā hakatatae-ā-motu		

Ngā Rawa	BOT	He kōrero anō
<b>HE MAHI NUI/ Major Projects</b> <b>KURA TEINA</b> Staff Kitchen (still planning) 4 x Pou Poitukohu ki waho Kia rahi ake te papa kohatu Papa Taakaro (still planning) Kura Teina Renovation	7	-2020 ka timata ko ngā mahi hei hakahoungia te Whare Kai o Kura Teina -2020 ka timata ko ngā mahi mo te Papa Taakaro ki Kura Teina (\$247,049) -I tāpiri i tētahi wāhanga, whare mahau ki te ruma o Meinata -I hakatika i te pou me ngā pātu ki te ruma o Pounamu -I hakatika i ngā pou mo ngā taiapa -I peita te katoa o te whare-ō-waho -I hakatakoto i te lino ki ngā akomanga o He Kakano, Te Wai Onepu, Pounamu, me Ngā Māhuri -Te hokona o te akomanga o 'Meinata' ki te wāriu o te (\$339,690) -I oti ngā mihini wera/hau mo ngā akomanga e 6 o Kura Teina <i>Kāhore i tū ngā Pou Poitukohu me te hakarahi i te papa kohatu tā te mea e hakaaro tonu ana mō te papa taakaro. Kia kua ngā kaupapa e tukituki me whai whakaaro tātou me pēhea te hakatakoto ki te Kura Teina i te tuatahi.</i>
<b>WHAREKURA</b> 50 Rīhi Rorohiko Ngā Wāhanga Rūmaki Reo Wharekura Renovation	7	-He rautaki pai te rīhi i ngā rorohiko mo te kura -Kia kaha tonu ki te whakawhanake te reo ki te tari me ngā horo o te kura -2020 ka timata ko ngā mahi hei hakahoungia ngā ruma o Wharekura -Me tāpiri nōki he tahua putea mo te tuanui o te Wharekura -Whakataua, me te hanga he rārangi wā -I hanga he Wāhi Parakore mo Te Rangi Āniwaniwa -I hunuku i a Whāea Wikitoria ki te whare ō runga kia noho hei kaitiaki mo te kura
<b>TE PUNA WAI-ORA</b> Solar heating Business ventures	8	-Solar Heating \$20,000 te tahua pūtea mō ia tau -Roof chem wash, replaced iron sheets -Kua hokona i ngā raka hou mo te whare nā te nui o ngā kaitahae -Kua hakahoungia ngā papu wai x 3 -He uhi hou i tākoha mai e KTA Swimming Pool -Ka taea a Manuera te hoatu he rarangi ingoa mo te taha o ngā pākihi o TPWO
<b>NGĀ WAKA/ Transport</b> Tumuaki	9	-He rawe te waka Tumuaki, he tino taonga, e mihi ana ki te Poari -Kua hoko wira hōu
<b>TIAKI NGĀ RAWA/ Maintenance</b> Tiaki ngā rawa haumarua katoa	9	-I tango te tuanui tawhito mai te papa whenua -E 2 ngā waka (serviced) -Insurance (āe) -Rego/Mileage hōu (āe) -Ngā haerenga pahi, kua hakarite (bus runs) -Ngā kari o BP (kua hakahoungia) -Wiki Hākinakina (te hakawete i te tuanui, hakapai te papa whenua, me te tūnga waka ki te waka rererangi) -Pai te taha hakarite mo ngā rōpū PD (Mihi nui kia Brett/Otere)
<b>NGĀ TURE/ Compliance</b> Te Hauora Te Haumarutanga Kaupapa here mō ngā kaimahi	8	-Ngā whare me ngā rawa (compliant) -Te Ruma Pūtaiao (compliant). The fume cupboard has been decommissioned -E tiro ana ki tēnei e Otere i ngā wā katoa -Kei Te Rangi Āniwaniwa ngā kai tiaki tino pai rawa atu! E mihi ana kia Otere, Rex, Porky ngā pou tautoko, kia Penny rāua ko lona me tō rātou kaha tiaki, kaha manaaki i ngā rawa o tō tātou kura
<b>2020 - Hei anga hakamua:</b> <ul style="list-style-type: none"> <li>• Health &amp; Safety Procedures - Fire, Lockdown, Earthquake</li> <li>• 10YPP &amp; 5YA Plans</li> <li>• Kura Teina Renovation of Staffroom</li> <li>• Kura Teina Papa Taakaro Project</li> <li>• Wharekura Renovation</li> <li>• TPWO x 3 new pumps</li> <li>• Kāhore anō kua oti ngā hakarite mo te hakahoungia o ngā akomanga (vertavace mo ngā pātu)</li> <li>• Kaitiaki Kairīwhi (Relieving Cleaner)</li> <li>• Kaitiaki Papa Whenua (Groundsman) pending budget</li> <li>• Solar Power</li> <li>• Generator</li> <li>• Renewal of vans 2020 (3 yrs)</li> </ul>		



Tauira & Whānau	BOT	He kōrero anō
<b>NGĀ TIKANGA O TE KURA/ School Culture</b> Atua Matua Te Reo Māori Te Aho Matua - Ngā hua o te ako Ko te kairangi he āhua o ia rā He kura Hauora He kura Para kore Tū Ahiahi Hākinakina / Kapa Haka Ngā Tikanga o Muriwhenua Tū rangatira ahakoa ki hea Hui whakauru whanau hōu Kua rāhuitia te tarutaru me te waipiro	9	-Irirangi, Pene, Kara - e whakaaro ana me pēhea te rau atu ki NIWA -Pene Tawhara (Panekiretanga), Karena Hart Noho Popata (Pīnakitanga), Wikitoria Makiha (Wānanga Waiata) -Te Aho Matua kei runga, Kura Kaupapa kei raro, ko Te Reo Māori ki te whatumanawa e! -Ka ū tonu ki ngā āhuatanga o te Hauora me te Parakore -Tū Ahiahi - Wāhanga 1-3 mō te Kapa Haka -Me mihi kā tika ki te Whānau Waitai-Henare mo ngā mahi Kapa -Haka kia Ngā Māhuri me te Wharekura, e mīharo katoa te kura, ngā whānau, te hau kāinga, otira te motu whānui! Waimarie e NIWA! -Mo ngā whānau me reo Māori, me ngākaunui ki te kaupapa o te kura -5 ngā tauira kua wāwahi taha nōreira me ata whakaarohia mo tētahi ara pai mā rātou, kia kua e kai i te taru me te waipiro (Refer to OTC)
<b>WĀNANGA</b> Reo Leadership Huarahi Umanga	7	-4 ngā Kura Reo o ia tau -Akomanga Reo Wāhanga 1-2 -Leadership Hui hei ngā Rā o Waitangi -NCEA Huarahi Pathway (e ora pai ana) -Gateway/Wānanga -Te Wānanga o Raukawa - Mātauranga Māori
<b>WHĀNAU</b> Kia tae mai ngā tauira iā rā Kia kākahu pai ngā tauira Kainga Kōrero Kia mahi kainga Hui Aho Matua x 2 Kohi putea E4 ngā hui whanau ia tau	8	-He ataahua ngā whānau o Te Rangi Āniwaniwa -He rawe ngā kākahu nama tahi o te Wharekura -I hoko ngā koti hou mo Kura Teina mo te Kapa Haka -I hoko ngā kākahu hākinakina mo Kura Teina nōki -Kāinga Kōrero (me ū tonu ki ngā tukanga o te taha Whakauru Tauira/Whānau) -Reo, Tuhi, Pānui, Kōrero, Pangarau -Hui Aho Matua (me hanga he rōpū raukura hei aro ki ngā āhuatanga o Te Aho Matua ki tō tātou kura, Te Rūnanga Nui, Poutira te Aroha) -Kohi Putea (i tutuki mārika i tēnei kaupapa, Kapa Haka mo Ngā Māhuri, Haerenga ki Rarotonga, Haerenga mo Ngā Iwi Taketake, Haerenga hei te mutunga tau) -Hui whānau (e mihi ana ki ngā whānau o tēnei kura, ka kaha tautoko i ngā kaupapa maha)
<b>HAKINAKINA</b> Kauhoe Poitukohu Nētīpaoro Triathlon Waka ama NASA Sports uniforms Nga tākaro a kura, a rohe, a motu	8	-He rawe ngā hua i puta mai mo te Kauhoe ki te Kura Teina. He nui ngā tauira i hakaihu waka, i tae tuarua, tuatoru mai ki ngā hakatatae ā rohe -KBA Basketball Association (Rāapa & Rāmere) -Indoor Netball (Niwa Kaimahi) -Poitarawhiti (ia Rāpare) Wharekura, Niwa Kaimahi -Triathlon (nil time, ka aro ki Te Houtaewa 2020) -Waka Ama NZ Nationals (me hakarite he tima mo NZSS 2020) -NASA rawa i tae atu nā te kaha tuki ki kaupapa kē atu, ko te tangihanga nōki o Papa Hec -Ngā kākahu hākinakina (mo te Kura Teina/Wharekura) ka hakahoungia hei te 2020
<b>2020 - Hei anga hakamua:</b> <ul style="list-style-type: none"> <li>• Graduate Profiles</li> <li>• Career Pathways - NCEA (academia), Trades</li> <li>• Wellbeing - Mental, Self awareness, Kai/Wai, Parakore</li> <li>• NiwaFit budget (to include whānau next year)</li> <li>• Funding for new sport uniforms, drink bottles</li> <li>• Hanga he Rautaki Hākinakina mo TRA</li> <li>• To check Kahurangi process</li> <li>• Yr12 &amp; 13 process</li> <li>• JD's for Kahurangi</li> <li>• Leadership programs and support</li> <li>• Mentoring and check ins</li> <li>• Past Kahurangi conversations</li> </ul>		

## Variance Targets Kura Teina 2018 - Ngā Whiwhinga

### Pānui

Goal: By the end of Term 4, tamariki:	A/N	%	P Rate	Uplift achievement
6 months in immersion will be reading at or above Whenu/KHa	A	100%	6/6	All staff to analyze data. Celebrate strengths, keep the focus on improvement and draw up plans on how to improve teaching and learning hotspots and implementation.
1 year in immersion will be reading at or above KHe	N	66%	2/3	
1 year 6 months in immersion will be reading at or above KHe / KHi	A	100%	11/11	
2 years in immersion will be reading at or above KKa	A	100%	2/2	
2 years 6 months in immersion will be reading at or above KKa / KKe	A	100%	8/8	
3 years in immersion will be reading at or above KKe	A	100%	3/3	
4 years in immersion will be reading at or above KKi	N	76%	10/13	
5 years in immersion will be reading at or above KPa	A	90%	9/10	
6 years in immersion will be reading at or above KPe	N	84%	11/13	
7 years in immersion will be reading at or above KPi	A	100%	7/7	
8 years in immersion will be reading at or above KPo	A	95%	19/20	

### Tuhituhi

Goal: By the end of Term 4, tamariki:	A/N	%	P Rate	Uplift achievement
6 months in immersion will be writing at or above He Pipi / H	A	100%	6/6	All staff to analyze data. Celebrate strengths, keep the focus on improvement and draw up plans on how to improve teaching and learning hotspots and implementation.
1 year in immersion will be writing at or above H	A	100%	3/3	
1 year 6 months in immersion will be writing at or above H / H/K	A	100%	11/11	
2 years in immersion will be writing at or above K	N	50%	1/2	
2 years 6 months in immersion will be writing at or above K	N	37%	3/8	
3 years in immersion will be writing at or above K	A	100%	3/3	
4 years in immersion will be writing at or above K / P	N	76%	10/13	
5 years in immersion will be writing at or above K / P	A	90%	9/10	
6 years in immersion will be writing at or above P	N	84%	11/13	
7 years in immersion will be writing at or above P	A	100%	7/7	
8 years in immersion will be writing at or above P/M	N	30%	6/20	

### Kōrero

Goal: By the end of Term 4, tamariki:	A/N	%	P Rate	Uplift achievement
6 months in immersion will be speaking at or above H	A	100%	6/6	Analyze Data - All staff to analyze data. The secret to data analysis is to do something with the data. Celebrate strengths, keep the focus on improvement and draw up plans on how to improve teaching and learning hotspots and implementation of plans.
1 year in immersion will be speaking at or above H	A	100%	3/3	
1 year 6 months in immersion will be speaking at or above H / H/K	A	100%	11/11	
2 years in immersion will be speaking at or above K	N	0%	0/2	
2 years 6 months in immersion will be speaking at or above K	N	50%	4/8	
3 years in immersion will be speaking at or above K	A	100%	3/3	
4 years in immersion will be speaking at or above K / P	N	76%	10/13	
5 years in immersion will be speaking at or above K / P	A	90%	9/10	
6 years in immersion will be speaking at or above P	N	84%	11/13	
7 years in immersion will be speaking at or above P	A	100%	7/7	
8 years in immersion will be speaking at or above P/M	A	100%	20/20	

### Pāngarau

Goal: By the end of Term 4, tamariki:	A/N	%	P Rate	Uplift achievement
6 months in immersion will be achieving at or above 1a / K0-1	A	100%	6/6	Analyze Data - All staff to analyze data. The secret to data analysis is to do something with the data. Celebrate strengths, keep the focus on improvement and draw up plans on how to improve teaching and learning hotspots and implementation of plans.
1 year in immersion will be achieving at or above 1a/ K1-2	A	100%	3/3	
1 year 6 months in immersion will be achieving at or above 1a / K2	A	100%	11/11	
2 years in immersion will be achieving at or above 1e/K2-3	A	100%	2/2	
2 years 6 months in immersion will be achieving at or above 1e/K3	A	100%	8/8	
3 years in immersion will be achieving at or above 1e/K4	A	100%	3/3	
4 years in immersion will be achieving at or above 2a/K5	N	84%	11/13	
5 years in immersion will be achieving at or above 3a/K5-6	N	20%	2/10	
6 years in immersion will be achieving at or above 3e/K6	N	38%	5/13	
7 years in immersion will be achieving at or above 4a/K7	N	28%	2/7	
8 years in immersion will be achieving at or above 4eK7-8	N	0%	0/20	

## Variance Targets Wharekura 2019 Ngā Whiwhinga

Marau/ Curriculum subjects	Tau/Year	Educational Targets	A/N	%	Uplift achievement 2020
1. Te Reo Maori/ Te Reo Rangatira	Tau 9	90% students to gain all 16 credits	A	92.3%	*One student late start.
	Tau 10	90% students gain 10 credits at Level 1 (literacy credits) 80% students to pass their Level 1 external exam 3 students to achieve a merit or higher course endorsement	A	100%	
	Tau 11	90% students to complete 14 Level 2 credits 80% students to pass their Level 3 external exam 2 students to achieve Level 2 merit or higher course endorsement	N	57.1%	*Three students not passing 1 internal.
	Tau 12	90% students to complete 14 credits @ Level 2 Reo Rangatira 3 students to achieve Level 2 merit or higher course endorsement	A	75%	*1 student leaving.
	Tau 13	90% students to pass 14 credits @ Level 3 Reo Rangatira 3 students to achieve Level 3 TRR merit or higher course endorsement	A	100%	
2. Tikanga-a-Iwi	Tau 9	80% students to complete 8 credits level 1	A	100%	
	Tau 10	80% students to complete 4 credits level 1. 80% to complete 8 credits level 2	A	100%	Attendance Develop learning styles
				A	90%
	Tau 11	80% to complete 12 credits level 2	A	81%	Work on attendance
Tau 12 Raukawa	80% students to complete 3 Mātauranga Papers			Didn't do this lack of interest and commitment.	
3. Physical Education	Year 9	80% to complete foundation studies	A	92%	*One student late start.
	Year 10	80% to complete 9 credits at Level 1	A	100%	

	<b>Year 11</b>	80% to complete 9 credits at Level 2	N	71%	Poor attendance to kura
	<b>Year 12</b>	80% to complete 8 credits at Level 3	N	66%	*1 student left
	<b>Year 13</b>	80% to complete 12 credits at Level 3	A	91%	*1 student dropped PE subject to complete other studies for UE
<b>4. English</b>	<b>Tau 9</b>	90% to complete foundation studies.	A	100%	
	<b>Tau 10</b>	80% to complete 3 credits level 1 achievement standards	A	100%	
	<b>Tau 11</b>	80% to complete 10 credits at Level 1 achievement standards	A	85%	
	<b>Tau 12</b>	80% to complete 7 credits at Level 2	A	100%	.
	<b>Tau 13</b>	80% to complete 14 credits at Level 2	N	75%	4 students at Tau 13 enrolled 1 student did not complete the course due to whanau issues.
<b>5. Science</b>	<b>Tau 9</b>	100% to complete foundation studies	A	100%	Encourage more use of Education Perfect and set more homework in 2019
	<b>Tau 10</b>	80% to complete 12 credits at Level 1	A	91%	Encourage more use of Education Perfect and set more homework in 2019 Encourage them to take their mahi hme to get them to revise
	<b>Tau 11</b>	80% to complete 8 credits at level 1 2-3 students for external exam	A N	100%	More independent learning. More homework and study sessions, more trial assessments  No students sat the exam, instead they did another standard with 4 CR
	<b>Tau 12</b>	80% to complete 12 credits at level 2 1 student to pass external exam at level 2	A N	100%	More independent learning. More homework and study sessions, more trial assessments  No students sat the exam in tau 12
	<b>Tau 13</b>	80% to complete 12 credits at level 3 1 student to pass external exam at level 3	A N	100%	More contact time needed to go through revision process <ul style="list-style-type: none"> <li>• Having other activities on before the exam was having a huge impact on their preparation for the exam.</li> <li>• Literacy skills need uplifting</li> </ul>

# WHAINGA 3. WHAREKURA ACHIEVEMENTS

## WHAREKURA ANALYSIS OF RESULTS FOR TERM 4, 2019 (Tau 9-13)

<b>Wharekura PROFILE</b>	<p>There are currently 45 x Year 9-13 students in Wharekura.</p> <p>5 students have been identified as being absent from kura for one third or more of time the school has been open for instruction (chronic absenteeism) (CA)</p> <p>36 students have only ever been in this school and in the same immersion program. (SS)</p> <p>8 students have special educational needs (As defined by MOE) (SEN)</p> <p>9 students were previously enrolled in another school where the language programme was different to ours. (DF)</p> <p>10 students come from homes where Te Reo Māori is the primary form of communication. (MH)</p> <p>7 students have been identified as being transient (comes and goes from the school). (TR)</p> <p>6 Students are late starters/late enrolments to an immersion program. (OT)</p>
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<p><b>NCEA RESULTS 2019</b></p> <p><b>NCEA LEVEL 1</b>  <b>75% PASS</b>            40% endorsed with <b>Merit</b>            10% endorsed with <b>Excellence</b></p> <p><b>NCEA LEVEL 2</b>  <b>100 % PASS</b>            20 % endorsed with <b>Merit</b>            20 % endorsed with <b>Excellence</b></p> <p><b>NCEA LEVEL 3</b>  <b>100% PASS</b>            50% endorsed with <b>Merit</b>            25 % endorsed with <b>Excellence</b>  <b>UE = 100 % PASS</b></p>	<p><b>EXTERNAL EXAM RESULTS 2019</b></p> <p><b>TE REO MĀORI</b>            Level 1 = 87.5 % pass  <b>Endorsed with Merit = 33%</b>  <b>Endorsed with Excellence = 17%</b>            Level 2 = 83 % pass  <b>Endorsed with Merit = 42%</b>            Level 3 = 100 % pass  <b>Endorsed with Merit = 75%</b></p> <p><b>TE REO RANGATIRA</b>            Level 2 = 100% pass  <b>Endorsed with Merit = 40%</b>            Level 3 = 100 % pass  <b>Endorsed with Merit = 25%</b>  <b>Endorsed with Excellence = 50%</b></p> <p><b>SCIENCE</b>            Level 1 =100 % pass</p> <p><b>ENGLISH</b>            Level 1 = 85.7 % pass</p> <p><b>MATH</b>            Level 2 = 0 % pass            Level 3 = 0% pass</p>
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# External 2019 Exam Evaluation

<b>Subject</b>	<b>Comment/ Changes/ Reflection</b>
Te Reo Maori	
Te Reo Rangatira	
Physics	
Biology	
English	

**NAG2A(b)(i) – Kura Teina & Wharekura Strengths and identified areas for improvements**

	<b>2019</b>	<b>2020</b>
<b>Leadership</b>	<p>Senior Management team committed to achieving achievement goals 2019.</p> <p>Leadership roles established within the Kura are;</p> <ul style="list-style-type: none"> <li>• Tumu hāpai</li> <li>• Pouarahi</li> <li>• Pou Hāpai</li> <li>• NZQA</li> <li>• Sport coordinator</li> <li>• Delegating smaller tasks to TRA kaimahi and kaiako</li> </ul> <p>Ongoing PLD to foster and grow leadership for Kura Teina and Wharekura syndicates.</p> <p>Weekly whole-kura meetings with staff</p> <p><b>Hei haka pakari tonu;</b></p> <ul style="list-style-type: none"> <li>• Ngā Kahurangi o te Kura (Wāhine/Tāne)</li> <li>• Ngā Kahurangi Tautoko o te Kura</li> <li>• Te Kaunehira Tauira</li> <li>• Te mema o te Poari ki taa te Tauira</li> <li>• Te noho o te Tuakana me te Teina</li> <li>• Ngā turanga o roto i te Kura</li> </ul>	
<b>Teaching</b>	<p>Tau 9-10 integrated unit plans across curricular subjects, focus on term projects, and utilizing kura reo, and key events.</p> <p>Planning and organization key for student success.</p> <p>Year 9-13 have sole use of laptops assigned for their personal use.</p> <p>Learning environments – kura reo, te taiao, ki waho, ki roto te akomanga, te marae, ki ngā kainga, wānanga</p> <p>15 students max per classroom from Year 1-13</p> <p><b>Hei haka pakari tonu;</b></p> <ul style="list-style-type: none"> <li>• Lack of time for Kaiako to integrate planning (Whole Kura planning)</li> <li>• Lack of foundation knowledge &amp; skills for English, Science, Math from Yr 7-10</li> <li>• Busy timetable (maximise all learning environments)</li> <li>• Teaching styles to diversify</li> <li>• Careers program (goals, advice, subjects, program, prep for after school, high education ops, scholarships)</li> </ul>	
<b>Assessment &amp; Evaluation</b>	<p>Weekly evaluations to identify successes and issues</p>	



	<p>Foundation learning – Project based</p> <p>Level 1 – Integrated units and assessment tasks</p> <p>Level 2-3 – to ensure tasks are modified, moderated, student evidence is gathered and fits criteria, and moderated externally to confirm grades.</p> <p><b>Hei hakaapakari tonu;</b></p> <ul style="list-style-type: none"> <li>• To improve Level 1 NCEA from 75% - 80%</li> <li>• To ensure assessment tasks and student work are moderated and verified by external person</li> <li>• To look at hotspots for learning and areas for improvement (Math, English, Science)</li> <li>• To develop integrated unit plans and assessments to minimize student workload (smarter rather than harder)</li> </ul>	
<p><b>Tikanga &amp; Te Reo Maori</b></p>	<p><b><u>Kura Teina</u></b></p> <p>100% Kaiako Reo</p> <p>5/7 Fluent</p> <p>2/7 Developing fluency</p> <p>100% Kaimahi tautoko with Reo</p> <p>3/3 Fluent</p> <p><b><u>Wharekura</u></b></p> <p>2.2/5.2 Kaiako Reo</p> <p>3/5.2 Non-fluent/Developing</p> <p>100% Kaimahi Tautoko with Reo</p> <p>2.6/2.6 Fluent</p> <p>2 Male reo speakers to model tikanga, reo and whanonga</p> <p>Akomanga reo for kaimahi wanting to develop reo</p> <p><b>Hei hakaapakari tonu;</b></p> <ul style="list-style-type: none"> <li>• Ko te nuinga o ngā kaimahi/kaiako o tēnei kura he mōhioranga mo tō tātou nei reo Māori</li> <li>• Kia pakari tonu te reo – e 6 ngā kaimahi (Tari, Kaitiaki/Hakapai Kura, Wharekura)</li> <li>• Te reo o te whanau ki ngā kāinga</li> <li>• Te reo o te tamaiti kia ngākaunui ki tō tātou nei reo Māori</li> </ul>	
<p><b>Relevant PD</b></p>	<p><b>PD Goals are:</b></p> <ul style="list-style-type: none"> <li>• Te mahi tahi me ngā kōhanga reo, Mauri, Te Rito</li> </ul>	<p><b>PD Goals are:</b></p>

	<ul style="list-style-type: none"> <li>• Mahitahi me ngā KKM o Te Tai Tokerau</li> <li>• Tautoko kaiako hōu – Whatukura</li> <li>• Te Marauo Te Aho Matua – Ngā hua o te ako</li> <li>• Aromihi</li> <li>• Te Reo Māori</li> <li>• NZQA – moderation/aromatawai</li> <li>• Digital Technology</li> <li>• Senior management</li> <li>• Specialised subjects/areas</li> <li>• Te Reo Matatini</li> <li>• Hangarau Matahiko</li> <li>• Te Poutama Tau</li> <li>• Moderation</li> <li>• NIWAFit - Kaimahi ora</li> <li>• Ako Panuku – Aratiatia workshop (Leadership)</li> <li>• Taumata Reo</li> </ul>	<ul style="list-style-type: none"> <li>• Make a contact list of ECE, Kōhanga Reo and KKM in Te Tai Tokerau and make contact to invite them to kaupapa at TRA</li> <li>• Attend Te Kōtiu hui each term</li>   <li>• Tautoko kaiako hōu – Whatukura</li> <li>• Te Marau o Te Aho Matua – Ngā hua o te ako</li> <li>• Aromihi</li> <li>• Te Reo Māori</li> <li>• NZQA – moderation/aromatawai</li> <li>• Digital Technology</li> <li>• Senior management</li> <li>• Specialised subjects/areas</li> <li>• Te Reo Matatini</li> <li>• Hangarau Matahiko</li> <li>• Te Poutama Tau</li> <li>• Moderation</li> <li>• NIWAFit - Kaimahi ora</li> <li>• Ako Panuku – Aratiatia workshop (Leadership)</li> <li>• Taumata Reo</li> </ul>
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## WHAINGA 3. KIA KŌRERO MĀORI I TE PAPA TAKAARO

Target Goals	Expected Outcome 90%	Outcomes-2019	Analysis	Planned Actions for Lifting Student Achievement.
<p><b>Goal 3: Tau 1 – 13</b></p> <p>Kia 90 ōrau te reo Māori he whakaata i te papa takaaro.</p> <p><b>90% Te reo Māori spoken in the playground</b></p>	<b>Tau 1</b>	80%	<p><b>NOT ACHIEVED</b></p> <p>Tauira speak Māori in the classroom with ease, but are reluctant to transfer this out into the kura playground.</p>	<p>Re-visit the Kura Vision with staff, tamariki and whanau.</p> <p>Develop a kura/whanau reo strategy – engaging with x5 Muriwhenua hapu/iwi.</p> <p>Build Puna Kupu and resources.</p> <p>Need rangatahi inspired program like inter kura reo to uplift reo in the playground. Survey tamariki to get feedback regarding Te Reo in playground.</p> <p>Staff to collaborate and develop strategies to improve te reo maori within the kura/whanau.</p>
	<b>Tau 2</b>	85%		
	<b>Tau 3</b>	85%		
	<b>Tau 4</b>	85%		
	<b>Tau 5</b>	85%		
	<b>Tau 6</b>	85%		
	<b>Tau 7</b>	85%		
	<b>Tau 8</b>	85%		
	<b>Tau 9</b>	65%	<p><b>NOT ACHIEVED</b></p> <p><b>Not whakamā to speak Māori</b></p>	<p>Kura Reo - each term</p> <p>Promote fluent reo Māori guest speakers and professionals to speak to tauira.</p>
	<b>Tau 10</b>	65%		
	<b>Tau 11</b>	65%	<p><b>NOT ACHIEVED</b></p> <p>Whakamā to speak Māori amongst popular culture.</p> <p>Lack of reo in the home.</p> <p>Reo rua in wharekura.</p> <p>Lack of drive by fluent male speakers in the wharekura.</p> <p>Some students say they think well in Māori and English and often don't know what language they are speaking.</p> <p>Separate classrooms for Reo and English speaking zones- not a practical option. Whare hui would be a useful Māori only class space.</p>	<p>Find fluent Māori men speakers to front modules, study noho</p> <p>Need rangatahi inspired program like inter kura reo to uplift reo in the playground conversations</p>
	<b>Tau 12</b>	65%		
	<b>Tau 13</b>	65%		

## WHAINGA 4. KIA TŪ RANGATIRA

### Kia Tū Rangatira

Target Goals	Expected Outcomes	Outcomes-2019	Analysis	Planned Actions for Lifting Student Achievement.
<p><b>Goal 4:</b> Tau 1 – 13</p> <p>Kia tū rangatira te kura i nga kapa haka a motu, ngā taakaro a motu, ngā tuhinga Māori me nga hui Māori.</p> <p><i>Kura to perform with confidence at National Kapa Haka, sports, essay writing and Maori gatherings.</i></p>	Kapa Haka a Motu mō ngā kura tuatahi	Kua tū rangatira Te Kura Teina a Ngā Māhuri	Kua tūtuki	Kua tutuki
	Kapa Haka a Rohe mō Tai Tokerau	Kua tū rangatira a Ngā Māhuri rāua ko Te Wharekura.	Kua tūtuki	Me haere.
	Tai Tokerau Secondary Festival	Kua tū rangatira Te Wharekura.	Kua tūtuki	Me haere.
	Ngā Tākāro ki Tāwāhi	I haere e 3 ngā 4 ngā taura ki te World Indigenous Youth Games mo te Poitukohu 2018 ki California	Kua tūtuki	Me haere tētahi ropu ki tāwahi.
	Whakatatae-Waka Ama a motu mō nga kura tuarua	I haere he tīma ki Te Roto o Tikitapu	Kua tūtuki	Me haere.
	Whakatatae Poitukohu a motu mō ngā kura tuarua.	I haere e rua ngā tīma – he tīma tamatane. tamawāhine	Kua tūtuki	Me haere ki ētahi whakatatae poitukohu a rohe i tēnei tau.
	Whakatatae – a Te Ika a Māui mō nga kura a rohe.	I haere ē whā ngā kaitākaaro poitukohu, poitarawhiti, me te kiorahi	Kua tūtuki	Me haere ki te whakatatae o NASA
	Tuhinga Kōrero mō ngā Hapu me nga Iwi.	He mahi taa te wharekura	Kua tūtuki	Me haere tonu nga pepa o Te Wānanga o Raukawa.

## WHAINGA 5. NCEA HUARAHI

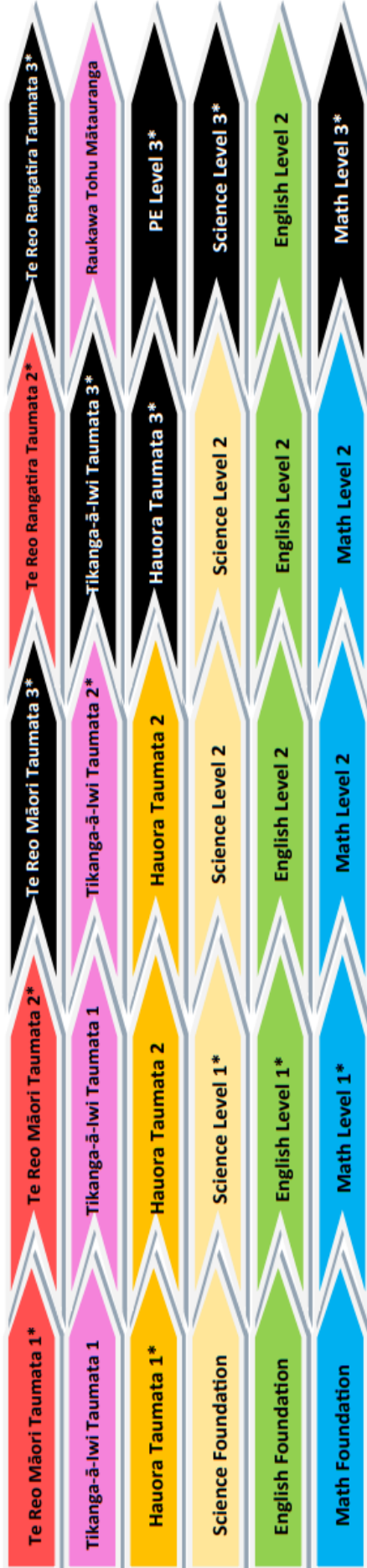
### **Hakari Menu NCEA – 10 - 15 credits each term**

Target Goals	Expected Outcomes	Outcomes-2019	Analysis	Planned Actions for Lifting Student Achievement.
<b>Goal 5: Tau 9 – 13</b> Kia 10-15 nga whiwhinga mā ia tauira; kia 20 mō ia wāhanga	<b>Tau 9,</b> 48 credits @ level 1	5/13 38%	<b>NOT ACHIEVED</b> *1 student started late in the year *7 students missing out on key credits delivered by Wānanga and MPA	Stagger credits for Level 1 across Tau 9-10 Monitor attendances
	<b>Tau 10-</b> 80 credits total @ Level 1; 60 credits @ level 2.	9/11 82%	<b>ACHIEVED</b> *2 tauira started late in the year There is a need to provide more level 2 credits from a number of the core subjects to ensure students have a minimum of 14 credits for 4 subjects.	Senior staff to develop over the next year an efficient curriculum for year 9-13. The aim is to include Mātauranga Māori in some new approved university entrance subjects, so that Mātauranga Māori is more portable. To be developed.  To foster participation in taster trade courses.
	<b>Tau 11</b> 60 credits @ level 2-3.	4/7 57%	<b>NOT ACHIEVED</b> *Incomplete assessments from Māori Performing Arts and Wānanga. These short-term modules for senior taster courses are useful.	PLD for all beginning teachers. PLD – use of technology to enhance teaching practice. PLD – for NCEA staff to be no more than 2 areas of development.
	<b>Tau 12</b> 60 credits total @level 3	0/3 0%	<b>NOT ACHIEVED</b> *To complete remainder of credits in Tau 13	Release for senior staff to plan how to deliver NCEA curriculum to ensure merits and endorsements are met.
	<b>Tau 13</b> Complete level 3 requirements for 2-3 approved university subjects and 1 from Field Māori.	11/13 84%	<b>ACHIEVED</b> Students focussed on subjects they needed for career possibilities.	

# TE RANGI ĀNIWANIWA TE HUARAHI NCEA

## NGĀ MARAU MATUA O TE WHAREKURA

\*Subject Endorsement (14 credits achieved at Merit or Excellence)  
 Course Endorsement Level 2 (50 credits achieved at Merit or Excellence)  
 Course Endorsement Level 3 (50 credits achieved at Merit or Excellence)



Ngā Mahi Tuapapa Whainga: 40 whiwhinga @ Taumata 1	Whainga: 40 whiwhinga @ Taumata 1	Whainga: 20 whiwhinga @ Taumata 2	Whainga: 20 whiwhinga @ Taumata 2	Whainga: 20 whiwhinga @ Taumata 2	Whainga: 20 whiwhinga @ Taumata 2	Whainga: 40 whiwhinga @ Level 2-3 UE 14 credits 3+ approved subjects
<b>Tau 9</b>	<b>Tau 10</b>	<b>Tau 11</b>	<b>Tau 12</b>	<b>Tau 13</b>	<b>Tau 13</b>	
14 whiwhinga Wāhanga 1-3	20 whiwhinga Wāhanga 1-3	12 whiwhinga Wāhanga 1-3	14 whiwhinga Wāhanga 1-3	14 whiwhinga Wāhanga 1-3	14 whiwhinga Wāhanga 1-3	
						<b>NCEA Level 3 (60 credits)</b> Te Tohu o te Kairangitanga (kia oti 50 ngā whiwhinga i te kaiaka me te kairangi)
						TE URUWHENUA O NIWA (raihana, IRD#, CV, RealMe, passport, pūtea)
						<b>University Entrance/Karahipi/Te Ara Umanga</b> (kia oti 14 ngā whiwhinga ki ngā marau 3+)

## WHAINGA 6. KIA WHAKAKĪ I TE KETE

Target Goals	Expected Outcomes	Outcomes-2018	Analysis	Planned Actions for Lifting Student Achievement.
<p><b>Goal 6: Tau 12 – 13</b></p> <p>Kia whakakii i nga kete a nga tauira e wehe atu ana ki nga Wananga nga Kura Takiura raini.</p> <p>School leavers leave with credits required for Tertiary entry.</p>	Year 12 to complete NCEA 3	Not Achieved	To focus on completing remainder of credits NCEA L3 in 2019	<p><b>Continue to work with students :</b></p> <ul style="list-style-type: none"> <li>-in their ability levels</li> <li>-fill in missing gaps</li> <li>-offering a variety of multipurpose assessments;</li> <li>-utilising digital technology to enhance research, listening, reading, writing and delivery.</li> </ul>
	Year 13 to gain university entrance	Achieved 100%	<p><b>Achieved</b></p> <p>13 year 13s gained university entrance.</p>	Provide opportunities not available in our school for seniors to study or work with other providers ie Correspondence School and Farnet.
	Provide individual career pathway subjects	Achieved 100%	<p>16 students had work experience linked to their career objectives.</p> <p><b>At the end of 2019;</b></p> <ul style="list-style-type: none"> <li>1 tauira will go to QRC</li> <li>3 tauira to attend university to pursue teaching career</li> <li>1 tauira pursuing a building apprentice</li> <li>1 tauira will go to NorthTec, Whangarei Sport and Leisure tohu</li> <li>1 tauira to pursue a pathway in sport (basketball)</li> <li>4 have joined the workforce</li> <li>2 tauira to follow a pathway in the Arts</li> </ul>	<p>Provide opportunities for students to participate in taster courses, trades courses etc.</p> <p>Continue to liaise with local and regional businesses for work experience placements.</p> <p>Create a space at wharekura for trades mahi.</p> <p>Continue to organise varsity tours each year for senior students, so that they feel comfortable moving to tertiary studies.</p>

## WHAINGA 7. TE AHO MATUA

<b>Tau 1-13</b>	<b>Kia tūtuki ngā ākonga katoa ngā āhuatanga me ngā mataapono o Te Aho Matua</b>	<b>Kia kite i ngā hua o Te Aho Matua ia rā</b>
<b>The Kura will</b>	Convene 2 x Te Aho Matua hui for whanau and staff each year	
	Convene professional development hui for with and on behalf of Te Kōtiu cluster of kura kaupapa Māori o Te Tai Tokerau to uplift student achievement which support Te Aho Matua methodology	
	Support the development of Te Aho Matua assessment tools for Te Kōtiu cluster of kura kaupapa Māori in Te Tai Tokerau	
	Incorporate Te Aho Matua principles in staff appraisals	
	Seek funding for programmes that enhance whanau support, development and initiatives	
	Work with community initiatives that support whanau steadily	



# **Te Rangi Aniwaniwa KiwiSport Statement**

For the year ended 31 December 2019

The balance of the 2019 Kiwisport fund was released on 20/6/2019. From March 2019 - Nov 2019 some of those funds were utilised to provide Sports Uniforms, Registrations for students participating in the annual Weetbix Challenge in Waitangi, NSS Senior Girls Basketball Registration.