

TE RANGI ANIWANIWA

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

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

Name	Position	How Position Gained	Term Expires/ Expired
Trudy Brown	Chairperson	Elected	Jun 2022
Te Irirangi Tawhara	Principal	ex Officio	
Hone Harawira	Parent Rep	Elected	Jun 2022
Shirley Maika	Parent Rep	Elected	Jun 2022
Conrad Smith	Parent Rep	Elected	Jun 2022
Joe Bellass	Parent Rep	Elected	Jun 2022
Benjamin Tawhara	Staff Rep	Elected	Jun 2022

Accountant / Service Provider: Education Services Ltd

TE RANGI ANIWANIWA

Annual Report - For the year ended 31 December 2020

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Te Rangi Aniwaniwa

Statement of Responsibility

For the year ended 31 December 2020

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


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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2020 fairly reflects the financial position and operations of the school.

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

Trudy Brown

Full Name of Board Chairperson

Signed by:

9C3E509B1EF81EC0

Signature of Board Chairperson

Date: 1/12/2022

Shelley Bedggood

Full Name of Principal

Signed by:

C5957A0B000151E0

Signature of Principal

Date: 1/12/2022

Te Rangi Aniwaniwa
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue				
Government Grants	2	3,638,673	1,039,320	3,145,483
Locally Raised Funds	3	90,557	125,600	302,433
Interest income		1,429	5,000	6,515
		<u>3,730,659</u>	<u>1,169,920</u>	<u>3,454,431</u>
Expenses				
Locally Raised Funds	3	19,214	2,500	171,864
Learning Resources	4	2,011,353	338,225	1,720,550
Administration	5	348,517	274,746	243,464
Finance		10,293	300	10,062
Property	6	1,121,753	335,811	1,048,717
Depreciation	7	171,736	144,562	148,242
Loss on Disposal of Property, Plant and Equipment		8,952	-	-
Loss on Uncollectable Accounts Receivable		10,127	-	-
Transport		109,651	167,977	135,905
		<u>3,811,596</u>	<u>1,264,121</u>	<u>3,478,804</u>
Net Surplus / (Deficit) for the year		(80,937)	(94,201)	(24,373)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(80,937)</u>	<u>(94,201)</u>	<u>(24,373)</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 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		<u>2,043,283</u>	<u>2,067,951</u>	<u>1,722,266</u>
Total comprehensive revenue and expense for the year		(80,937)	(94,201)	(24,373)
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		-	-	-
Equity at 31 December	22	<u>1,962,346</u>	<u>1,973,750</u>	<u>2,043,283</u>
Retained Earnings		1,962,346	1,973,750	2,043,283
Equity at 31 December		<u>1,962,346</u>	<u>1,973,750</u>	<u>2,043,283</u>

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

Te Rangi Aniwaniwa
Statement of Financial Position
As at 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Assets				
Cash and Cash Equivalents	8	351,430	443,703	703,033
Accounts Receivable	9	183,642	168,573	139,953
Prepayments		-	10,707	10,707
Funds owed for Capital Works Projects	16	3,580	-	-
		<hr/>	<hr/>	<hr/>
		538,652	622,983	853,693
Current Liabilities				
GST Payable		9,114	11,184	7,451
Accounts Payable	11	313,821	220,891	220,891
Borrowings - Due in one year	12	18,000	-	18,000
Revenue Received in Advance	13	15,748	10,894	10,894
Provision for Cyclical Maintenance	14	60,178	-	59,790
Finance Lease Liability - Current Portion	15	29,269	52,591	34,591
Funds held for Capital Works Projects	16	-	-	2,633
		<hr/>	<hr/>	<hr/>
		446,130	295,560	354,250
Working Capital Surplus/(Deficit)		92,522	327,423	499,443
Non-current Assets				
Property, Plant and Equipment	10	1,948,033	1,758,163	1,655,676
Work in Progress		-	5,100	5,100
		<hr/>	<hr/>	<hr/>
		1,948,033	1,763,263	1,660,776
Non-current Liabilities				
Borrowings - Due beyond one year		40,500	-	58,500
Provision for Cyclical Maintenance	14	4,017	-	-
Finance Lease Liability	15	33,692	116,936	58,436
		<hr/>	<hr/>	<hr/>
		78,209	116,936	116,936
Net Assets		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		1,962,346	1,973,750	2,043,283
Equity		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		1,962,346	1,973,750	2,043,283

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 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,258,717	1,039,320	1,238,046
Locally Raised Funds		142,675	125,600	283,220
Goods and Services Tax (net)		1,663	-	(2,475)
Payments to Employees		(539,748)	(461,908)	(484,109)
Payments to Suppliers		(678,711)	(665,007)	(816,435)
Cyclical Maintenance Payments in the year		-	-	(42,696)
Interest Paid		(10,293)	(300)	(10,062)
Interest Received		1,429	5,000	6,515
Net cash from/(to) Operating Activities		175,732	42,705	172,004
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		2,435	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(464,336)	(247,049)	(52,725)
Net cash from/(to) Investing Activities		(461,901)	(247,049)	(52,725)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	5,700
Owners Contributions		-	-	339,690
Finance Lease Payments		(41,221)	(54,767)	(70,236)
Loans Received/ Repayment of Loans		(18,000)	-	-
Funds Held for Capital Works Projects		(6,213)	-	10,682
Net cash from/(to) Financing Activities		(65,434)	(54,767)	285,836
Net increase/(decrease) in cash and cash equivalents		(351,603)	(259,111)	405,115
Cash and cash equivalents at the beginning of the year	8	703,033	702,814	297,918
Cash and cash equivalents at the end of the year	8	351,430	443,703	703,033

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

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

Te Rangi Aniwaniwa

Notes to the Financial Statements

For the year ended 31 December 2020

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 and Training Act 2020. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

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.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

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

j) Investments

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

k) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

Property, plant and equipment 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 held under a Finance Lease	Term of Lease

l) Intangible Assets

Software costs

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

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

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

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

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

Non cash generating assets

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

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

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

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

n) Accounts Payable

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

o) Employee Entitlements

Short-term employee entitlements

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

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

Long-term employee entitlements

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

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

p) Revenue Received in Advance

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

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Shared Funds

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

s) Provision for Cyclical Maintenance

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

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

t) Financial Instruments

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

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

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

u) Borrowings

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

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

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operational Grants	899,222	801,344	758,984
Teachers' Salaries Grants	1,628,909	-	1,316,288
Use of Land and Buildings Grants	708,421	-	659,641
Gateway	36,069	-	35,431
Resource Teachers Learning and Behaviour Grants	3,600	-	1,670
Other MoE Grants	70,932	-	89,375
Transport grants	284,798	237,976	272,639
Other Government Grants	6,722	-	11,455
	<u>3,638,673</u>	<u>1,039,320</u>	<u>3,145,483</u>

The school has opted in to the donations scheme for this year. Total amount received was \$24,150.

Other MOE Grants total includes additional COVID-19 funding totalling \$3,438 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
Donations	6,294	1,000	700
Bequests & Grants	41,870	15,000	21,689
Activities	38,511	102,600	263,068
Trading	3,299	2,000	2,869
Fundraising	583	5,000	14,107
	<u>90,557</u>	<u>125,600</u>	<u>302,433</u>
Expenses			
Activities	1,523	-	159,819
Trading	17,417	2,500	7,919
Fundraising (Costs of Raising Funds)	274	-	4,126
	<u>19,214</u>	<u>2,500</u>	<u>171,864</u>
<i>Surplus for the year Locally raised funds</i>	<u>71,343</u>	<u>123,100</u>	<u>130,569</u>

4. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	142,986	184,226	179,212
Library Resources	643	-	-
Employee Benefits - Salaries	1,838,850	126,899	1,510,752
Staff Development	19,746	19,500	24,353
Kura Teina Teaching Resources	673	600	-
Wharekura Teaching Resources	5,025	7,000	-
Minor Curriculum	3,430	-	6,233
	<u>2,011,353</u>	<u>338,225</u>	<u>1,720,550</u>

5. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,907	-	4,858
Board of Trustees Fees	3,075	3,792	3,335
Board of Trustees Expenses	1,201	3,500	4,138
Communication	6,985	6,275	4,676
Consumables	13,044	5,396	(850)
Operating Lease	3,194	50,000	9,851
Other	114,498	33,743	39,225
Employee Benefits - Salaries	160,443	145,040	159,083
Insurance	30,170	12,000	12,148
Service Providers, Contractors and Consultancy	9,000	15,000	7,000
	<u>348,517</u>	<u>274,746</u>	<u>243,464</u>

6. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	10,923	10,956	17,311
Cyclical Maintenance Expense	4,405	10,000	3,169
Grounds	40,970	27,000	66,025
Heat, Light and Water	86,004	79,000	75,318
Rates	3,630	4,400	3,189
Repairs and Maintenance	25,055	14,486	32,962
Use of Land and Buildings	708,421	-	659,641
Security	5,024	-	-
Employee Benefits - Salaries	218,309	189,969	144,206
Motor Vehicle Costs	19,012	-	46,896
	<u>1,121,753</u>	<u>335,811</u>	<u>1,048,717</u>

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

7. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	48,920	47,705	48,919
Building Improvements	8,541	7,072	7,252
Furniture and Equipment	32,516	18,153	18,616
Information and Communication Technology	8,731	8,120	8,327
Motor Vehicles	11,738	11,447	11,738
Leased Assets	61,274	52,049	53,374
Library Resources	16	16	16
	<u>171,736</u>	<u>144,562</u>	<u>148,242</u>

8. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Bank Current Account	236,842	330,085	589,415
Bank Call Account	114,588	113,618	113,618
Cash and cash equivalents for Statement of Cash Flows	<u>351,430</u>	<u>443,703</u>	<u>703,033</u>

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

9. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	27,858	76,019	47,399
Banking Staffing Underuse	7,563	-	-
Teacher Salaries Grant Receivable	148,221	92,554	92,554
	<u>183,642</u>	<u>168,573</u>	<u>139,953</u>
Receivables from Exchange Transactions	27,858	76,019	47,399
Receivables from Non-Exchange Transactions	155,784	92,554	92,554
	<u>183,642</u>	<u>168,573</u>	<u>139,953</u>

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2020						
Buildings	1,207,370	-	-	-	(48,920)	1,158,450
Building Improvements	122,257	134,203	(11,069)	-	(8,541)	236,850
Furniture and Equipment	100,199	335,234	-	-	(32,516)	402,917
Information and Communication Tech	24,661	308	-	-	(8,731)	16,238
Motor Vehicles	30,977	-	-	-	(11,738)	19,239
Leased Assets	170,118	5,987	(570)	-	(61,274)	114,261
Library Resources	94	-	-	-	(16)	78
Balance at 31 December 2020	<u>1,655,676</u>	<u>475,732</u>	<u>(11,639)</u>	<u>-</u>	<u>(171,736)</u>	<u>1,948,033</u>

The net carrying value of equipment held under a finance lease is \$114,261 (2019: \$170,118)

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2020			
Buildings	1,956,794	(798,344)	1,158,450
Building Improvements	257,555	(20,705)	236,850
Furniture and Equipment	802,821	(399,904)	402,917
Information and Communication	310,185	(293,947)	16,238
Motor Vehicles	171,748	(152,509)	19,239
Leased Assets	323,268	(209,007)	114,261
Library Resources	22,137	(22,059)	78
Balance at 31 December 2020	<u>3,844,508</u>	<u>(1,896,475)</u>	<u>1,948,033</u>

2019	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
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
Balance at 31 December 2019	1,590,988	212,930	-	-	(148,242)	1,655,676

The net carrying value of equipment held under a finance lease is \$170,118 (2018: \$63,287)

2019	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
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
Balance at 31 December 2019	3,444,545	(1,788,869)	1,655,676

11. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	108,045	90,017	90,017
Accruals	4,940	4,833	4,833
Employee Entitlements - Salaries	148,221	92,554	92,554
Employee Entitlements - Leave Accrual	52,615	33,487	33,487
	313,821	220,891	220,891
Payables for Exchange Transactions	313,821	220,891	220,891
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	313,821	220,891	220,891

The carrying value of payables approximates their fair value.

12. Borrowings

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Due in One Year	18,000	-	18,000
Due Beyond One Year	40,500	-	58,500
	58,500	-	76,500

The school has borrowings at 31 December 2020 of \$58,500 (31 December 2019: \$76,500). This loan is from EECA for the purchase of solar panels. This loan is unsecured and interest free.

13. Revenue Received in Advance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Income in Advance	15,748	10,894	10,894
	<u>15,748</u>	<u>10,894</u>	<u>10,894</u>

14. Provision for Cyclical Maintenance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	59,790	55,000	99,317
Increase to the Provision During the Year	8,839	10,000	3,169
Adjustment to the Provision	(4,434)	-	-
Use of the Provision During the Year	-	(65,000)	(42,696)
Provision at the End of the Year	<u>64,195</u>	<u>-</u>	<u>59,790</u>
Cyclical Maintenance - Current	60,178	-	59,790
Cyclical Maintenance - Term	4,017	-	-
	<u>64,195</u>	<u>-</u>	<u>59,790</u>

15. Finance Lease Liability

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	34,994	52,591	43,854
Later than One Year and no Later than Five Years	36,388	116,936	65,849
	<u>71,382</u>	<u>169,527</u>	<u>109,703</u>

16. Funds Owed (Held) for Capital Works Projects

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

		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
	2020	\$	\$	\$		\$
Heat Pumps	<i>completed</i>	2,800	2,800	-	-	-
211637 Gym Roof	<i>in progress</i>	(5,433)	-	(7,413)	-	1,980
SIPS Shade Sail	<i>in progress</i>	-	40,500	(42,100)	-	1,600
Totals		(2,633)	43,300	(49,513)	-	3,580

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Due from the Ministry of Education

-

3,580

3,580

		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
	2019	\$	\$	\$		\$
Water Tanks	<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)
Totals		(28,544)	1,780	(27,691)	-	(2,633)

17. 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.

18. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	3,075	3,335
Full-time equivalent members	0.23	0.23
<i>Leadership Team</i>		
Remuneration	776,845	853,056
Full-time equivalent members	8.85	11.07
Total key management personnel remuneration	<u>779,920</u>	<u>856,391</u>
Total full-time equivalent personnel	<u>9.08</u>	<u>11.30</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:

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	130 - 140
Benefits and Other Emoluments	0 - 1	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	4.00	1.00
110 - 120	1.00	0.00
	<u>5.00</u>	<u>1.00</u>

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

19. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

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

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: nil).

Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

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

21. Commitments

(a) Capital Commitments

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

(a) \$49,800 contract for the Gym Roof as agent for the Ministry of Education. This project is fully funded by the Ministry and \$44,820 has been received (2019: \$44,820) of which \$46,800 has been spent (2019: \$25,020) on the project to balance date. This project has been approved by the Ministry; and

(b) \$46,216 contract for the SIPS Shade Sail as agent for the Ministry of Education. This project is fully funded by the Ministry and \$40,500 has been received of which \$42,100 has been spent on the project to balance date. This project has been approved by the Ministry.

(b) Operating Commitments

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

(a) operating lease of photocopiers;

	2020 Actual \$	2019 Actual \$
No later than One Year	5,184	5,184
Later than One Year and No Later than Five Years	11,664	16,848
Later than Five Years	-	-
	<u>16,848</u>	<u>22,032</u>

22. 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.

23. Financial Instruments

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

Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	351,430	443,703	703,033
Receivables	183,642	168,573	139,953
Investments - Term Deposits	-	-	-
Total Financial assets measured at amortised cost	<u>535,072</u>	<u>612,276</u>	<u>842,986</u>

Financial liabilities measured at amortised cost

Payables	313,821	220,891	220,891
Borrowings - Loans	58,500	-	76,500
Finance Leases	62,961	169,527	93,027
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>435,282</u>	<u>390,418</u>	<u>390,418</u>

24. Events After Balance Date

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

25. Comparatives

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

26. Breach of Law - Statutory Reporting

The Board did not submit its annual financial statements to the Auditor-General within 90 days after the end of the financial year, which is a breach of its obligations under Section 135 of the Education and Training Act 2020.

The Board of Trustees has failed to comply with section 137 of the Education and Training Act 2020, as the Board were unable to provide their audited financial statements to the Ministry of Education by 31 May 2021.

TE RANGI ĀNIWANIWA

WHĀIA TE TINO RANGATIRATANGA

VARIANCE REPORT OF
EDUCATION GOALS



2020

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Variance Report of 2020 Education Goals

Ngā Kaimahi o Te Rangi Āniwaniwa

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- Ngā Kaiako me ngā Kaimahi

Ngā Whaingā

- He Arotake o Ngā Whaingā o Te Poari 2020

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- Kura Teina Achievement Results Tau 1-8

Whaingā 2

- Wharekura Targets and Achievement Results Tau 9-13
- Wharekura Targets 2021
- External Exam Evaluation 2020
- Goal 2a – Kura Teina & Wharekura strengths and identified areas for improvement

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- Kia Kōrero Māori i Te Papa Takaaro

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- Kia tūtuki ngā ākonga katoa ngā āhuatanga me ngā mataapono o Te Aho Matua

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 Bellass

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

BA Sport and Leisure/Te Reo Māori,

Mobile 022 160 7747

Diploma Mātauranga Māori

Email tumuaki@aniwaniwa.school.nz

BOARD CHAIRPERSON

Trudy Brown

Phone Mobile 029 2942091

Email ngaitakoto@outlook.com

NGĀ KAIMAHI 2020

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***

***Delanie Parangi – BA Education
BA Mātauranga Māori Studies***

KURA TEINA

Pouārahi Matua Kura Teina	Kararaina Herbert Shelley Bedggood	
Tau 1	Karena Neho-Hart	Bachelor of Education Bachelor of Business
Tau 2	Te Ikanui Kingi-Waiaua	Bachelor of Education
Tau 3 Pou hāpai Tau 1-4	Maryanne Bedggood	Bachelor of Education
Tau 4	Linda Hei Hei	Bachelor of Education
Tau 5-6	Delanie Parangi	Bachelor of Education Bachelor of Mātauranga Māori Studies
Tau 7	Shelley Bedggood	Bachelor of Education
Tau 8	Kararaina Herbert Bobby Jay Morunga Janelle Popata	Bachelor of Education Bachelor of Mātauranga Māori Studies
Karīwhi	Edwina Popata-Boynton	
Kaiāwhina	Atareta Rupapera Ani Makiha Rima Wakarua	Tau 1 Kaiāwhina Tau 2 Kaiāwhina
Kaiako Kura Teina Kauhoe/Hauora	Whiti Noa	

WHAREKURA

Pouārahi Wharekura	Pene Tawhara			
Mataora Tau 9	Tau 9-13	Paane Thomas Pene Tawhara	Te Reo Māori Te Reo Rangatira	Bachelor of Education
Te Rangi Tāmaku Tau 10	Tau 9-13	Keringawai Evans Tarei Patuwairua	Maths	Post grad Dip Teaching BA in Accounting
Titimatanginui Tau 11	Tau 9-11	Wikitoria Makiha	Tikanga-ā-iwi	Masters Mātauranga Māori Studies Bachelor of Education
Kaiako	Tau 12-13	Ururaiaha Awarau	Hauora	Bachelor of Education
	Tau 9-13	Sandra Henare	English	Bachelor of Education Bachelor of Māori Performing Arts
	Tau 9-13	Nazra Khan	Science Biology/ Chemistry/PN	Bachelor of Science Post grad diploma of Teaching
	Tau 9-11	Rawiri Bhana	Ngā Toi/Hākinakina	
	Tau 9-11	Billy Harrison	Whakaaro	Te Whare Wānanga o Kupe
	Tau 9-10	Awhina Murupaenga	Whatuora	

TE WĀNANGA O TE RANGI ĀNIWANIWA

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

SPECIALIST TUTORS

Kapa Haka	Tau 9-13	Chris & Sandra Henare Raninikura Waitai-Henare	Bachelors in Māori Performing Arts Kaiako Taura Tau 2
Technology	Tau 7-8	Kaitaia Intermediate	Fortnightly
Basketball	Tau 7-13	Manuera & Freda Riwai	Basketball coaches
Hospitality	Tau 9-13	Desley Austen	Term 2 - 3 Modules
Whakairo	Tau 9-10	Billy Harrison	Term 1 - 4 Modules
Whatuora	Tau 9-10	Awhina Murupaenga	Term 1 – 4 Modules

PROPERTY

Property Manager	Otere Halkyard-Mare	otereh@aniwaniwa.school.nz
Kura Teina/Punawai	Iona Cooper	whakapai@aniwaniwa.school.nz
Wharekura/Punaora	Penny Williams	pene.willams2012@gmail.com
Kaitiaki/Caretaker	Darryl Baker	

TE PUNAWAI-ORA – POOL & GYMNASIUM

Te Punawai-Ora Manager	Rose Kapa-Kingi	punawaiora@aniwaniwa.school.nz
Lifeguards	Ana Parangi Rebecca Jones	punawaiora@aniwaniwa.school .nz
Kaitiaki	Renee Connelly	

ADMINISTRATION

Reception	Tanya Munro	tari@aniwaniwa.school.nz
Accounts & Payroll	Leonie Adams	accounts@aniwaniwa.school.nz
Tumuaki PA	Norma Moses	tumuakipa@aniwaniwa.school.nz
Librarian	Mei Meri Solomon	meimeri@aniwaniwa.school.nz



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
KURA TEINA Kairiwhi Specialist Learning Teacher	NGĀ TIROHANGA NJI / MAJOR FOCUS NGĀ MĀTAUTAU: EXTERNAL EXAMS Kia tūtuki 85% o ngā tauira i ngā mātautau a waho	HE MAHI NJI MAJOR PROJECT Staff kitchen Papa taakaro Kura Teina reno	NGA TIKANGA O TE KURA SCHOOL CULTURE 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
WHAREKURA Kaiako Hauora Kaiako Math (Level 1-3) Gateway/Scholarships Science (Jnr Tau 9-10)	NGĀ WHAINGA MĀTAURANGA Kura Teina Ka taea ngā ākonga 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	WHAREKURA 50 Rīhi Rorohiko Ngā wāhanga rūmaki reo Wharekura reno	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
KAI AKO TOHUNGA SPECIALIST / TUTORS WHAREKURA SENCO Whakairo Mahi Toi Kapa haka	Wharekura 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	TE PUNA WAIORA To be self sustainable NGĀ WAKA / TRANSPORT	WĀNANGA Reo Leadership Huarahi umanga
WHAKANGŪNGŪ PROFESSIONAL DEVELOPMENT 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	NGĀ TIROHANGA ITI / MINOR FOCUS Pō Kanikani Rā Hākinakina ā kura Pō Matariki NGĀ HUIHUINGA: EVENTS Tai Tokerau Kapa Haka Nationals - Wharekura Ngā Māhuri Kapa Haka Regionals Manu Aute Wāhanga 3 Ngā Manu Kōrero Regionals & Nationals Pū Kōrero—Wāhine Toko i te Ora	TIAXI NGĀ RAWA MAINTENANCE Tiaki ngā rawa haumaruru katoa NGĀ TURE / COMPLIANCE Te Hauora Te haumarutanga Kaupapa here mō ngā kaimahi	WHĀNAU 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
KIA Ū/TO MAINTAIN Te Reo i ngā wāhi katoa Kaimahi ora—Niwaftit (hei tauira mo ngā ākonga)	NGĀ MAHI KURA: PROMOTIONS Pānui mā runga Puka Mata me te ipurangi KIA HĀNGAI / TO DEVELOP He māhere rautaki reo mo te kura Te Aho Matua ki Te Rangi Āniwaniwa		HĀKINAKINA Kauhoe Poitukohu Nētiporo Triathlon Waka ama NASA Sports uniform Ngā taakaro ā kura, ā rohe, ā motu



TE RANGI ĀNIWANIWA - NGĀ WHĀINGA 2020

Kaimahi	BOT	He kōrero anō
KURA TEINA (KT) Kairiwhi Specialist Learning Teacher	1	-Edwina was the main kairiwhi for KT however at times when KT were short staffed we had to pull her away from her other role Kapohia which would upset the timetable. -SLT FTTE required in KT Staffing due to roll increase
WHAREKURA (WK) Kaiako Hauora Kaiako Maths (Level 1-3) Gateway/Scholarships Science (Jnr Tau 9-10)	7	-Kaiako Hauora strengths are Mau Rākau, Te Reo Māori, Whanonga pai me ngā tikanga -Kaiako Math me mihi kia Keringawai rāua ko Nazra i hāpai te nuinga o tēnei paeroa. WK are happy on Tarei's return to add value to our NZC syndicate and Math program for Foundation, NCEA Level 1-3, and other strengths such as M.E.S.H, Rīki, me ngā mahi a te Taiao. -Kua whānui ake te rōpū o te Wānanga hei hāpai i ngā mahi o Whāea Hira. Ka aro a Tia ki ngā mahi a te Tari, ngā mahi o MPA, kua whiti atu a Keringawai kia noho hei pou hāpai hei tautoko tonu i tōna Pouarahi ki te taha o ngā Huarahi Umanga, ngā karahipi me SENCO.
KAIAKO TOHUNGA/ Specialist Tutors SENCO Whakairo Mahi Toi Kapa Haka	7	-Horekau he tino tangata hei hakakii i a SENCO ki WK, hoinō, nā te whitinga o Keringawai kua riro ia i tēnei turanga hei purupuru i tēnei kōhao o te waka -He rawe katoa ngā mahi o Papa Billy, Papa Rawiri, Whāea Awhina me te Whānau Waitai-Henare. Me mihi nōki kia Whāea Awatea i hanga ētahi tohu o Te Aho Matua mō TRA.
WHAKANGŪNGŪ/ Professional Development 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	7	-Me whai wāhi atu ki te tūhono i ngā kōhanga, puna reo me ngā kura kaupapa Māori o Te Hiku me Te Tai Tokerau ki Te Rangi Āniwaniwa. Mātauranga, Hākinakina, Ahurea. -He rawe te hakatū kaupapa hei hakakōtahi ngā Kura Kaupapa o Muriwhenua, anō nei kia mahi ngātahi ki raro i te korowai o Te Kōtiu ki te taha o ngā hakangungu PLD NCEA, Māhere, me te whanaungatanga -He rawe ngā mahi o ngā mahi tautoko o te Puna Kaiārahi ki ngā Kaiako Hōu me ngā Tairā Kaiako. Mihi kā tika kia Del, Shelley, Linda, Maryanne, Nazra, Hira he kaha nō rātou te tiaki i te hunga e hiahia ana te takahi i te huarahi o te Kaiako. -Toitūtanga o Te Rangi Āniwaniwa he marau ā Kura kua hāngai ki te Taiao, ki a tātou Atua Māori, ki ngā iwi me nga kaupapa hāngai pū kia Muriwhenua. Kua hakakōtahi ai te whakaaro kia hōea ngātahi te puna o te whakaaro ki ngā kaupapa ako o te kura. -Hei te 2021 ka huri ngā Aromihi ki te Professional Growth Cycle (PGC) nōreira ka oti tātou i te tau 2020, ka hakahoungia mō te tau hou Pākeha -E whanake haere ana ko Te Reo Māori ki Te Rangi Āniwaniwa me mihi kā tika ki a tātou whānau, tamariki me ngā kaimahi -Kaimahi Ora ko ngā kaupapa matua ko; NIWAFIT, te Poitukohu, te Poitarawhiti, te Whakapakari Tinana, te Kauhoe, te Paa Whutupōro, te Whutupōro -NZQA he rawe te pūrongo MNA nōreira ka hoki mai rātou ia 3 tau he tohu pai tēnei! -He hiahia nui kia hangahanga he huarahi mo te ao Hangarau ki Te Rangi Āniwaniwa -Tumu Hāpai me ngā Pouarahi Matua he waimārie nōku he rōpū puku mahi, kaha ki te arahi kaupapa -Kānui taku hari mō ngā marau o ngā tohunga (Whakairo, Whatuora, Tunu Kai, Kapa Haka, Hākinakina)
KIA Ū/ To Maintain Te Reo i ngā wāhi katoa Kaimahi ora - Niwafit (hei tauira mo ngā akonga)	7	-Kua kaha ake ki roto i ngā tau kia reo Māori ki ngā wāhi katoa o te kura, hoinō he wāhanga o roto nei hei whakawhanake -Kaimahi ora 'kei runga noa atu ngā kaimahi ki te whakaharatau kia piki anō ko te ora o te tangata. Ka hari ngā kaimahi, ka hari ko ngā tamariki'
2021 - Hei anga hakamua: <ul style="list-style-type: none"> • Look at pathways to grow more Kairiwhi in our Kura. Look to our Kaiāwhina, encourage and enrol them into Teaching Programs. (Ani, Atareta, Edwina, Whiti, Rawiri, Tia) Student Teachers (Awhina, Rima, Maria, Maraea) • Hanga he puna kairiwhi hei āwhina i ngā kaiako • Kia whakahaere he rā mō ngā Kōhanga Reo/Puna Reo o Te Hiku o Te Ika • Kia haere tonu ko ngā Rā Hākinakina, Kapa Haka, Tautohetohe mō ngā Kura Kaupapa Māori o Te Tai Tokerau 		

- Te rapu he Kaimahi Hangarau

Marau	BOT	He kōrero anō
NGĀ TIROHANGA NUI/ Major Focus		
NGĀ MĀTAUTAU/ External Exams Kia tūtuki 85% o ngā taura ngā mātautau a waho		
NGĀ WHĀINGA MĀTAURANGA - Kura Teina Ka taea ngā ākonga tau 1-8 te pānui, te tuhi, te kōrero me te Pangarau, ki tōna taumata runga ake noa Kia eke ngā taura ki ngā taumata marau tika e tika ana mō tōna reanga		
WHAREKURA 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		
NGĀ TIROHANGA ITI/ Minor Focus Pō Kanikani, Rā Hākinakina ā kura, Pō Matariki	7	Nā te Mate Urutā i hakakorengia te Pō Matariki, hoinō i hakatū he Rā Hākinakina ki te taha o ngā Tau 7-13 o Te Rangi Āniwaniwa me Pukemiro. He kaupapa rangatira i hakarangatira i Te Aho Matua, i tō tātou reo Māori, me te whanaungatanga.
NGĀ HUIHUINGA/ Events Tai Tokerau Kapa Haka Nationals - Ngā Māhuri Wharekura Kapa Haka Regionals Manu Aute Wāhanga 3 Ngā Manu Kōrero Regionals & Nationals Pū Kōrero Wāhine Toko i te Ora	0	Kāhore tātou i tutuki i ēnei whāinga!
NGĀ MAHI KURA/ Promotions Pānui mā runga Pukamata me te ipurangi	10	E tika ana rā kia mihi atu kia Whāea Del me ōna pūkenga ki te ao Hangarau. Ki te kāhui kaimahi ka kaha hakakii i ngā kōhao kia rangona whānui te whānau whānui i ngā kaupapa hakahirahira o te wā! Ia rua wiki ka puta atu ngā pānui ā kura, hoinō ia te rangi ka kite te katoa i ngā karere! Mauri ora!
KIA HĀNGAI/ To develop He Māhere Rautaki Reo mo te Kura Te Aho Matua ki Te Rangi Āniwaniwa	7	Ko te mutunga pai o tēnei tau i whai wāhi atu te Kāhui Kaiako ki te āta wānanga i tō tātou kaupapa o Te Toitūtanga. I te Wiki 1 o ngā hararei mai te 27-30 o tēnei marama i hui ngātahi tātou ngā kaimahi mō tētahi Wānanga Hakarite Māhere mo te tau 2020-2021. Kānui te hari i taea tātou te noho ngātahi ki raro te tuanui kōtahi hei ruruku hohonu ki roto i ngā mahi o te wānanga nei. Me mihi kā tika ki aku taniwha e Whāea Del, Whāea Shelley, me Papa Pene ka kaha wēpu i te taura, me te noho hei hāpai ō hei tutuki pai i ngā mahi. Kānui te hari anō nei te wairua mō te orangatonutanga o te tima, o te kāhui kaimahi o Niwa. Ngā Whāinga Matua 1. Kia hanga he Marautanga o Te Rangi Āniwaniwa (e hāngai ana ki te taiao me tō tātou Muriwhenuatanga) 2. Kia piki anō te whanaungatanga 3. Kia Reo Māori Ngā Putanga Ako 1. Kia hanga he māhere ako mō ngā wāhanga e toru, kia 10 ngā wiki kei ia wāhanga

		<p>2. Ko te mahi ngātahi, te wairua hākoakoa, me te whanaungatanga ki waenganui te rōpū kaimahi</p> <p>3. Kia motuhake tō tātou reo Māori ki ngā āhuratanga katoa o tō tātou kura</p>
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2021 - Hei anga hakamua:

- Kia hanga he kaupapa anō mō ngā tamariki. Ki te kore tātou e taea te tutuki tētahi kaupapa me hanga he kaupapa tuarua hei hāpai tonu i ngā akoranga o ēna wāhanga o roto i te Kura.

Ngā Rawa	BOT	He kōrero anō
<p>HE MAHI NUI/ Major Projects KURA TEINA Staff Kitchen Papa Taakaro Kura Teina Renovation</p>	10	<p>-E haere tonu ana ko ngā mahi hakapaipai o te ruma kaiako o Kura Teina, hoinō e hīkaka pai ana te kāhui nei kia tuwhera anō ko tō rātou wāhi kai, tari nōki. E kore e tino roa kia kite i ngā hua! Me mihi kia Whāea Otere mō tōna kaha me te mōhio he nui kē ngā haora kua noho mai ia ki te Kura. Me mihi nōki kia Shirley rāua ko Fred ngā kaihapai o Civil Construction me ōna tini ringa hāpai. Tāria te wā mō te hakarewatanga o tō tātou whare hou!</p> <p>-Ataahua rawa te papa taakaro o Kura Teina! -Tāria te wā kia whai whakaaro ki te whakaataahua i tō tātou Kura Teina, ngā akomanga, ngā paatu me ngā mahi toi.</p>
<p>WHAREKURA 50 Rīhi Rorohiko Ngā Wāhanga Rūmaki Reo Wharekura Renovation</p>	10	<p>-Mahi tika ana ki ngā rīhi rorohiko! Me mihi kia Whāea Tanya rāua ko Nathan ka kaha hakarite i ēnei taonga mō a tātou tamariki.</p> <p>-Kua whanake haere ko te reo ki roto i tō mātou Kura, hoinō kia kaha tonu tātou te kōrero Māori ki ngā wāhi katoa. Ko te tumanako nā te huri o te hakatakotoranga o te Wharekura ka pai te rere o te reo! E kore e taea te huna</p> <p>-Ka timata te hakahoungia o te Wharekura hei ngā hararei o 2020 ka mutu pea hei te Wāhanga 1 2021</p>
<p>TE PUNA WAI-ORA To be self sustainable</p>	10	<p>-Ngā mihini hakawera (solar heating) (āe) -He wai/bore (āe) -Ngā maara kai -E tika ana rā kia mihi atu kia Whāea Rose me tōna hāpai o ko Renee, Rebecca ki te tiaki i Te Puna wai-Ora.</p>
<p>NGĀ WAKA/ Transport</p>		<p>-Rawa mātou i whakaarohia kia hakahoungia ngā waka o te Kura ka whai whakaaro mo te tau e heke mai ana</p>
<p>TIAKI NGĀ RAWA/ Maintenance Tiaki ngā rawa haumarua katoa</p>	7	<p>-Ko tētahi o ngā tino raru ko te roanga o te wāhi tatari mo te wai wera ki Kura Teina. I hanga hōha a tātou kaimahi me ngā tamariki. Hoinō i pēnei mai taa te mea me hakatika te panel o runga i te tuatahi (kei te tuanui o te Ruma Kaiako o Kura Teina) te tuatahi, nā ka taea te hakatika i te wai wera. Engari āe, e tautoko ana hau, e rongoro ana nōki i te roanga o te wā.</p> <p>-He hiahia nō mātou te tuku mihi kia Whāea Otere me tōna rōpū Kaitiaki i te Kura a Darryl, Penny, Iona he kaha nō rātou te hakapai i te kura ia te rā ia te wiki kia ataahua mai ko tōna hanga.</p>
<p>NGĀ TURE/ Compliance Te Hauora Te Haumarutanga Kaupapa here mō ngā kaimahi</p>	7	<p>-Ka rere tōtika ko ēnei tukanga kia Whāea Otere me te Rōpū Kōmiti o Ngā Rawa. Mihi kau ana!</p>

2021 - Hei anga hakamua:

- Health & Safety Procedures - Fire, Lockdown, Earthquake
- 10YPP & 5YA Plans
- Kāhore anō kua oti ngā hakaritenga mo te hakahoungia o ngā akomanga (vertavace mo ngā pātu)
- Solar Power
- Generator
- Renewal of vans 2020 (3 yrs)

Taurira & Whānau	BOT	He kōrero anō
<p>NGĀ TIKANGA O TE KURA/ School Culture 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</p>	7	<p>E hari ana mō te nui nga o ēnei whāinga. I tae atu a Del, Shelley, Ururahi, Rose, Atareta ki te hakangungu Atua Matua ki te taha o Tākuta Ihirangi Heke ki Waitangi. I tirohia ki ngā hononga o te taiao, ki ngā atua, me ngā tini akoranga kia tuitui ko ngā mahi o te kura ki ngā mahi o waho hei painga mo te hauora o te tangata.</p>
<p>WĀNANGA Reo Leadership Huarahi Umanga</p>	8	<p>-Kura Reo waimarie mātou i whai wāhi atu kia Ngāi Takoto i te Wāhanga 4, me te noho mokemoke o a tātou tamariki me ngā kaimahi te noho pēnei mai. Kānu i te rangatira o ngā mahi ka tutuki i ēnei hui, ka ruruku ki ngā pū rākau, ngā hitōria o te iwi nei, me te hīkoi here ki ngā wāhi rangatira pēnei kia Hukatere, Te One Roa a Tohe. -Me mihi kia Whāea Hira, kia Whāea Keringawai, a Tia nōki ki te whakahaere i ngā kaupapa o te Huarahi Umanaga mo ngā taurira.</p>
<p>WHĀNAU Kia tae mai ngā taurira iā rā Kia kākahu pai ngā taurira Kainga Kōrero Kia mahi kainga Hui Aho Matua x 2 Kohi putea E4 ngā hui whanau ia tau</p>	8	<p>-Nā te mate urutā i heke ko ngā tatauranga o te taenga mai ki te kura -Kua piki ake te āhua o ngā tamariki me ngā kākahu o te kura, he hiahia kia hakahoungia ngā kākahu hei te tau 2021 kia kite nōki i ngā tohu Aho Matua -Me hakaturengia kia ako a tātou whānau i te reo, kia noho a tātou tamariki ki ngā kāinga reo Māori -I tutuki tētahi whāinga matua mō tō tātou Kura kia hangahanga he pūrongo hei āwhina i a tātou te hanga he Māhere Rautaki 2020-2030 mō ngā tamariki me ngā whānau o Te Rangī Āniwaniwa. Nui ake i te 40 tangata i whai koha ki tēnei kaupapa. He āwhina nui tēnei i a tātou e hakarite ana ngā whāinga, ngā rawa anō nei ko te tahua putea o tō tātou Kura. (Copy attached to BOT Pack as Appendix)</p>
<p>HAKINAKINA Kauhoe Poitukohu Nētīpaoro Triathlon Waka ama NASA Sports uniforms Nga tākaro a kura, a rohe, a motu</p>	8	<p>-He kaha nō te Kura Teina te kauhoe ia te wiki, hoinō horekau he paeroa mō Wharekura kia hakamahi i te Puna wai, me kaha ake! -Ka rata pai ngā tamariki ki te Poitukohu, te Netipōro, te Waka Ama. -Omanga roa me NASA rawa tātou i tae atu nā te mate urutā -Kua tukuna he tono hei hakahoungia ngā kākahu hākinakina</p>
<p>2021 - Hei anga hakamua:</p> <ul style="list-style-type: none"> • To create a Hauora/Sport strategy • High Performance Sports Academy • Compulsory reo classes for whānau • Education workshops around Drugs & Alcohol, Whānau Harm • New sports uniforms for Wharekura 		

Variance Targets Wharekura 2020 Ngā Whiwhinga

Marau/ Curriculum subjects	Tau/Year	Educational Targets	A/N	%	Uplift achievement 2021
1. Te Reo Maori/ Te Reo Rangatira	Tau 9	90% students to gain all 16 credits @Level 1	N	72%	Maia, Judy and Aalysha not accounted for
	Tau 10	90% students gain 10 credits at Level 2 (literacy credits) 80% students to pass their Level 2 external exam 3 students to achieve a merit or higher course endorsement	A	92%	
			A	80%	
			A	7/12	
	Tau 11	90% students to complete 14 Level 3 credits 80% students to pass their Level 3 external exam 2 students to achieve Level 2 merit or higher course endorsement	N	70%	
			N	75%	
A			3/10		
Tau 12	90% students to complete 14 credits @ Level 2 Reo Rangatira 3 students to achieve Level 2 merit or higher course endorsement	A	100%		
		A	3/7		
Tau 13	90% students to pass 14 credits @ Level 3 Reo Rangatira 3 students to achieve Level 3 TRR merit or higher course endorsement	N	75%		
		N	2/4		
2. Tikanga-a-lwi	Tau 9	80% students to complete 7 credits level 1	A	86%	
	Tau 10	80% students to complete 4 credits level 1. 80% to complete 8 credits level 2	A	100%	
			N	0%	
	Tau 11	80% to complete 12 credits level 2	A	90%	
Tau 12 Raukawa	80% students to complete 3 Mātauranga Papers				
3. Physical Education/Hauora	Year 9	80% to complete foundation studies	A	100%	
	Year 10	80% to complete 9 credits at Level 1	A		

	Year 11	80% to complete 9 credits at Level 1	N	60%	
	Year 12	80% to complete 8 credits at Level 2	A	100%	
	Year 13	80% to complete 12 credits at Level 3	A	100%	
4. Maths	Tau 9	80% to complete 3 credits level 1 achievement standards	N	75%	Aalysha and Maia are not accounted
	Tau 10	80% to complete 7 credits level 1 achievement standards	A	83%	
	Tau 11	80% to complete 9 credits level 1 achievement standards	N	60%	
	Tau 12	80% to complete 12 credits level 2 achievement standards	N	71%	
	Tau 13	80% to complete 12 credits level 3 achievement standards	A	100%	
5. English	Tau 9	80% to complete foundation studies.	A	85%	
	Tau 10	80% to complete 3 credits level 1 achievement standards	A	100%	
	Tau 11	80% to complete 10 credits at Level 1 achievement standards	A	100%	
	Tau 12	80% to complete 7 credits at Level 2	A	100%	.
	Tau 13	80% to complete 14 credits at Level 2	N	75%	
6. Science	Tau 9	80% to complete foundation studies	A	85%	More teaching time is required
	Tau 10	80% to complete 8 credits at Level 1	A	83%	Need to include numeracy standards so that students can get their 10 numeracy
	Tau 11	80% to complete 12 credits at level 1	A	80%	Will need to deliver 4 standards instead of 3 to get endorsements
		2-3 students for external exam	A	8/9	
	Tau 12	80% to complete 12 credits at level 2	N	71%	Combine Biology and Chemistry standards, 3 of each and include at least one exam
		1 student to pass external exam at level 2	N	No exam	
Tau 13	80% to complete 12 credits at level 3	A	100%	More contact time needed to go through revision process <ul style="list-style-type: none"> Having other activities on before the exam was having a huge impact on their preparation for the exam. Literacy skills need uplifting 	
1 student to pass external exam at level 3	N	No exam			

WHAINGA 3. WHAREKURA ACHIEVEMENTS

WHAREKURA ANALYSIS OF RESULTS FOR TERM 4, 2020 (Tau 9-13)

<p>Wharekura PROFILE</p>	<p>There are currently 46 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>
<p>NCEA RESULTS 2020</p> <p>NCEA LEVEL 1 68% PASS 50% endorsed with Merit 25% endorsed with Excellence</p> <p>NCEA LEVEL 2 94% PASS 50 % endorsed with Merit 25 % endorsed with Excellence</p> <p>NCEA LEVEL 3 91% PASS 30% endorsed with Merit 10 % endorsed with Excellence UE = 100 % PASS</p> <p>40% achieved scholarship in both Te Reo Maori and Te Reo Rangatira</p>	<p>EXTERNAL EXAM RESULTS 2020</p> <p>TE REO MĀORI Level 1 = 95 % pass Endorsed with Merit = 33% Endorsed with Excellence = 13% Level 2 = 80 % pass Endorsed with Merit = 33% Endorsed with Excellence = 25% Level 3 = 75 % pass Endorsed with Merit = 30%</p> <p>TE REO RANGATIRA Level 2 = 86% pass Endorsed with Merit = 43% Level 3 = 75 % pass Endorsed with Merit = 25% Endorsed with Excellence = 25%</p> <p>SCIENCE Level 1 = 89 % pass</p> <p>ENGLISH Level 1 = 67 % pass Level 2 = 33%</p>

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

	2020	2021
Leadership	<p>Senior Management team committed to achieving achievement goals 2020.</p> <p>Leadership roles established within the Kura are;</p> <ul style="list-style-type: none"> • Tumu hāpai • Pouarahi • Pou Hāpai • NZQA • Sport coordinator • Delegating smaller tasks to TRA kaimahi and kaiako <p>Ongoing PLD to foster and grow leadership for Kura Teina and Wharekura syndicates.</p> <p>Weekly whole-kura meetings with staff</p> <p>Hei haka pakari tonu;</p> <ul style="list-style-type: none"> • Ngā Kahurangi o te Kura (Wāhine/Tāne) • Ngā Kahurangi Tautoko o te Kura • Te Kaunehira Taurira • Te mema o te Poari ki taa te Taurira • Te noho o te Tuakana me te Teina • Ngā turanga o roto i te Kura 	<p>Senior Management team committed to achieving achievement goals 2021.</p> <p>New Leadership roles established within the Kura are;</p> <ul style="list-style-type: none"> • Pou Tiaki • New Pou Hāpai in Kura Takawaenga • 1 additional Pou Hāpai in Wharekura <p>Weekly whole-kura meetings with staff Fortnightly meetings with Pouarahi & Hāpai</p> <p>Hei haka pakari tonu;</p> <ul style="list-style-type: none"> • Te Kaunehira Taurira • Te mema o te Poari ki taa te Taurira • Te noho o te Tuakana me te Teina • PLD Leadership
Teaching & Learning	<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>Hei haka pakari tonu;</p> <ul style="list-style-type: none"> • Lack of time for Kaiako to integrate planning (Whole Kura planning) • Lack of foundation knowledge & skills for English, Science, Math from Yr 7-10 • Busy timetable (maximise all learning environments) • Teaching styles to diversify • Careers program (goals, advice, subjects, program, prep for after school, high education ops, scholarships) 	<p>Niwa Tupua a sports training program for Tau 7-13 Monday – Friday 8.50am-9.40am</p> <p>Tau 1-13 Launching of Toitūtanga Kura Marautanga focus on Taiao, ngā Atua Māori, Te Aho Matua, term projects, and utilizing kura reo, and key events.</p> <p>Pūmanawa program – every Thursday time committed to student passions and careers (trade, higher/additional learning, sport, business, work experience)</p> <p>Kapa Haka & Production – every Thursday (Kura Teina) and Friday (Wharekura) preparation for Regionals & Nationals and kura events</p> <p>15 students max per classroom from Year 1-13</p> <p>Hei haka pakari tonu;</p> <ul style="list-style-type: none"> • Support and additional hours for In Class support (extra 15hrs) • Resourcing to create additional learning environments for Taiao and Sport spaces • To apply for Tu Manawa funding

Assessment & Evaluation	<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>Hei haka pakari tonu;</p> <ul style="list-style-type: none"> To improve Level 1 NCEA from 75% - 80% To ensure assessment tasks and student work are moderated and verified by external person To look at hotspots for learning and areas for improvement (Math, English, Science) To develop integrated unit plans and assessments to minimize student workload (smarter rather than harder) 	<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>Hei haka pakari tonu;</p> <ul style="list-style-type: none"> To make targets more realistic and aim for 70-80% in regards to academic achievement To ensure assessment tasks and student work are moderated and verified by external person To look at hotspots for learning and areas for improvement (Math, English, Science)
Tikanga & Te Reo Maori	<p><u>Kura Teina</u></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><u>Wharekura</u></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>Hei haka pakari tonu;</p> <ul style="list-style-type: none"> Ko te nuinga o ngā kaimahi/kaiako o tēnei kura he mōhioranga mo tō tātou nei reo Māori Kia pakari tonu te reo – e 6 ngā kaimahi (Tari, Kaitiaki/Hakapai Kura, Wharekura) Te reo o te whanau ki ngā kāinga Te reo o te tamaiti kia ngākaunui ki tō tātou nei reo Māori 	<p><u>Kura Teina</u></p> <p>12/12 Kaiako Reo</p> <p>10/12 Fluent</p> <p>2/12 Developing fluency</p> <p><u>Wharekura/Wānanga</u></p> <p>11/12 Kaiako Reo</p> <p>10/12 Fluent</p> <p>1/12 Developing fluency</p> <p>5 Male reo speakers to model tikanga, reo and whanonga</p> <p>Hei haka pakari tonu;</p> <ul style="list-style-type: none"> Ko te nuinga o ngā kaimahi/kaiako he Raukura, he whanau o te Kura Kaupapa Kia pakari tonu te reo – e 4 ngā kaimahi (Tari, Kaitiaki/Hakapai Kura, Wharekura) Te reo o te whanau ki ngā kāinga Te reo o te tamaiti kia ngākaunui ki tō tātou nei reo Māori
	<p>PD Goals are:</p>	<p>PD Goals are:</p>

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

Target Goals	Expected Outcome 90%	Outcomes-2020	Analysis	Planned Actions for Lifting Student Achievement.
<p>Goal 3: Tau 1 – 13</p> <p>Kia 90 ōrau te reo Māori he whakaata i te papa takaaro.</p> <p>90% Te reo Māori spoken in the playground</p>	Tau 1	85%	NOT ACHIEVED Taurira speak Māori in the classroom with ease, but are reluctant to transfer this out into the kura playground.	<p>Re-visit the Kura Vision with staff, tamariki and whanau.</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>
	Tau 2	85%		
	Tau 3	85%		
	Tau 4	85%		
	Tau 5	85%		
	Tau 6	85%		
	Tau 7	85%		
	Tau 8	85%		
	Tau 9	90%	ACHIEVED	<p>Kura Reo - each term</p> <p>Promote fluent reo Māori guest speakers and professionals to speak to taurira.</p>
	Tau 10	90%	E māia here ana ngā tamariki ki te korero Māori	
	Tau 11	90%	ACHIEVED	
	Tau 12	90%	<p>Māia to speak Māori amongst popular culture.</p> <p>Me tupu tonu te reo ki te kāinga</p> <p>Reo rua in wharekura.</p> <p>Only one non-fluent kaiako. Learning.</p> <p>Positive drive by fluent (2) male speakers in the Wharekura and (2) in Kura Teina.</p> <p>Some students say they think well in Māori and English and often don't know what language they are speaking.</p>	
	Tau 13	90%		

WHAINGA 4. KIA TŪ RANGATIRA

Kia Tū Rangatira

Target Goals	Expected Outcomes	Outcomes-2020	Analysis	Planned Actions for Lifting Student Achievement.
<p>Goal 4:</p> <p>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	N/A – Mate urutā	N/A – Mate urutā
	Kapa Haka a Rohe mō Tai Tokerau	Kua tū rangatira a Ngā Māhuri rāua ko Te Wharekura.	N/A – Mate urutā	N/A – Mate urutā
	Tai Tokerau Secondary Festival	Kua tū rangatira Te Wharekura.	N/A – Mate urutā	N/A – Mate urutā
	Ngā Tākāro ki Tāwāhi	I haere e 3 ngā 4 ngā taura ki te World Indigenous Youth Games mo te Poitukohu 2018 ki California	N/A – Mate urutā	N/A – Mate urutā
	Whakatatae-Waka Ama a motu mō nga kura tuarua	I haere he tīma ki Te Roto o Tikitapu	N/A – Mate urutā	N/A – Mate urutā
	Whakatatae Poitukohu a motu mō ngā kura tuarua.	I haere e rua ngā tīma – he tīma tamatane. tamawāhine	N/A – Mate urutā	N/A – Mate urutā
	Whakatatae – a Te Ika a Māui mō nga kura a rohe.	I haere ē whā ngā kaitākaaro poitukohu, poitarawhiti, me te kiorahi	N/A – Mate urutā	N/A – Mate urutā
	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

Target Goals	Expected Outcomes	Outcomes-2020	Analysis	Planned Actions for Lifting Student Achievement.
Goal 5: Tau 9 – 13 Kia 10-15 nga whiwhinga mā ia tauira; kia 20 mō ia wāhanga	Tau 9, 40 credits @ level 1	36% 30+ 64% 11-30	TAU 9 2 students at risk 4 students had high absences 2 students joined us late both with less than 11 credits to date.	*Credits from TRM/TAI/MPA Offer alternative TRM program (inclusive of US) Review curriculum learning program Review teaching strategies/differentiate Review assessment mode Assessment schedule exemplar Engage additional learning support networks (RTLb, extra reo lessons, reo ki te kāinga)
	Tau 10- 40 credits total @ Level 1; 20 credits @ level 2.	100 % @ 60+ credits 67 % have 10 + credits L2 Credits 50% have NCEA Level 1 The rest do not meet the numeracy requirements even though they have over 80+ credits	TAU 10 4 students with learning needs	*Credits from TRM, TAI, Sci, Maths, Eng Extension to complete work High absences for Te Tini and Karena. Karena also missed his TRM exam. *Credits from TRM, TAI, Sci, Math, Eng Not engaging- needs a one to one. Perhaps repeat next year and we look into getting a kaiawhina for students with learning needs
	Tau 11 20 credits @ level 2 20 credits @ level 3	100 % @ 80+ credits 100 % @ 22+ credits 90% @ 10+ credits *90 % have NCEA level 1 90 % have 60+ NCEA level 2 credits. *1 student has 41 Level 2 credits	TAU 11 *1 student still needs 3 numeracy credits to get his NCEA level 1	*Credits from TRM, TAI, Sci, Math, Eng Feedback/feedforward (google docs/self/peer/teacher feedback/forward in comments, open ended pātai) Extension to complete work 1 on 1 learning Extra tutorials/homework (whānau commitment)
	Tau 12 40 credits @ level 2 20 credits @ level 3	100% have NCEA level 2 credit *71 % have NCEA level 3 credit	TAU 12 1 student has high absences. Still needs one more literacy credit 1 student also needs one more Literacy credit to get UE 1 student has 41 Level 3 credits and 1 student has 51 Level 3 credits.	Review curriculum learning program Review teaching strategies/differentiate Review assessment mode Engage additional learning support networks (RTLb, extra reo lessons, reo ki te kāinga) Focussing on exams and scholarships to get subject and certificate endorsements
	Tau 13 60 credits @ level 3 UE approved subjects 3-4	100 % have NCEA level 3 credits	TAU 13 ALL TAU 13 now have their 3 + UE subjects	

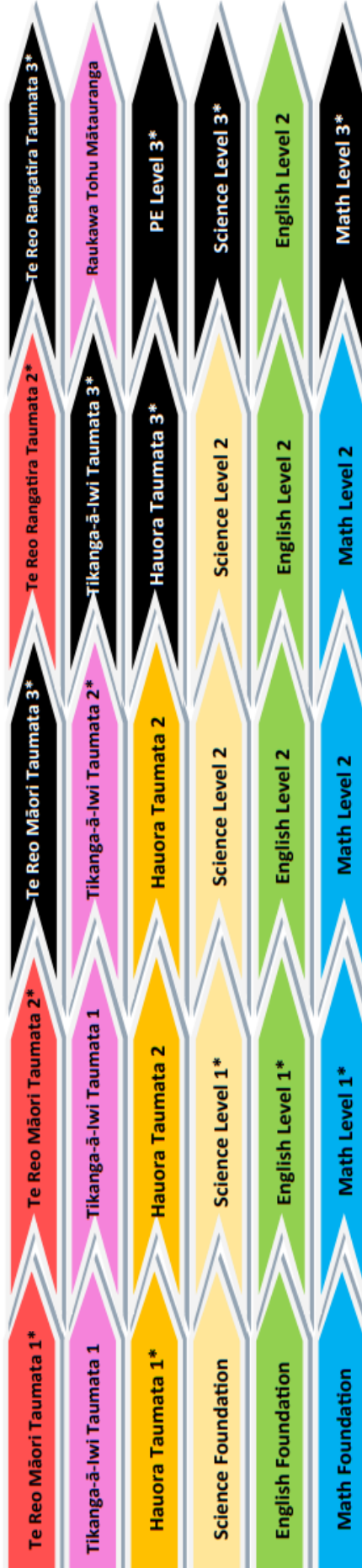
TE HUARAHĪ NCEA



TE RANGI ĀNIWANIWA

*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 MARAU MATUA O TE WHAREKURA



<p>Ngā Mahi Tuapapa Whainga: 40 whiwhinga @ Taumata 1</p>	<p>Whainga: 40 whiwhinga @ Taumata 1 Whainga: 20 whiwhinga @ Taumata 2</p>	<p>Whainga: 20 whiwhinga @ Taumata 2 Whainga: 20 whiwhinga @ Taumata 3</p>	<p>Whainga: 20 whiwhinga @ Taumata 2 Whainga: 20 whiwhinga @ Taumata 3</p>	<p>Whainga: 20 whiwhinga @ Taumata 2 Whainga: 20 whiwhinga @ Taumata 3</p>	<p>Goal target: 40 credits @ Level 2-3 UE 14 credits 3+ approved subjects</p>
Tau 9	Tau 10	Tau 11	Tau 12	Tau 13	
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	
			<p>NCEA Level 3 (60 credits) Te Tohu o te Kairangitanga (kia oti 50 ngā whiwhinga i te kaiaka me te kairangi)</p>		
	<p>NCEA Taumata 2 (60 whiwhinga) Te Tohu o te Kairangitanga (kia oti 50 ngā whiwhinga i te kaiaka me te kairangi)</p>				<p>TE URUWHENUA O NIWA (raihana, IRD#, CV, RealMe, passport, pūtea)</p>
	<p>Ngā Mahi Tuapapa NCEA Taumata 1 (80 whiwhinga)</p>				<p>University Entrance/Karahipi/Te Ara Umanga (kia oti 14 ngā whiwhinga ki ngā marau 3+)</p>

WHAINGA 6. KIA WHAKAKĪ I TE KETE

Target Goals	Expected Outcomes	Outcomes-2018	Analysis	Planned Actions for Lifting Student Achievement.
<p>Goal 6: Tau 12 – 13</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 2021	<p>Continue to work with students :</p> <ul style="list-style-type: none"> -in their ability levels -fill in missing gaps -offering a variety of multipurpose assessments; -utilising digital technology to enhance research, listening, reading, writing and delivery.
	Year 13 to gain university entrance	Achieved 100%	Achieved 13 year 13s gained university entrance.	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%	11 students had work experience linked to their career objectives.	<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

Tau 1-13	Kia tūtuki ngā ākonga katoa ngā āhuatanga me ngā mataapono o Te Aho Matua	Kia kite i ngā hua o Te Aho Matua ia rā
The Kura will	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

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$2,822 (excluding GST). The funding was spent on sporting endeavours.



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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 2020

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 21, arā, ko te tauaki tūnga pūtea i te 31 Hakihea 2020, 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 2020; 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 1 Hakihea 2022. 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 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, kihi 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 31 Haratua 2021.

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 whakaponono 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 whaitake 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 whaitake 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 whaitake tērā tonu pea ka awea ngā whakatau a ngā kaipānui i muri i te pānui i aua tauākī pūtea.

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

Kīthai 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 ana hei tūāpapa mō tā mātou whakatau 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 māriri, ngā whakaporari, me te takahi i te whakataki tara ā-whare, ki te mahi māminga.
- Ka whai mōhiohia 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 hoahoaia 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 whakatau 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 whakatau 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 whakatau. E ahu mai ana ā mātou whakatau 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 māramatanga 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 22 ki te 45, engari i roto ko ngā tauākī pūtea, me tā mātou pūrongo tātari i whai ake.

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

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.

Signed by:

C04DC0398EE5DB8F
Angela Edwards
BDO Northland
Mō te Kaitātari Matua
Kerikeri, Aotearoa

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TE RANGI ĀNIWANIWA'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

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 21, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2020; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity Standards, Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 1st December 2022. 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 - Failure to meet statutory reporting deadline

Without modifying our opinion, we draw attention to the fact that the Board did not comply with section 87(C) of the Education and Training Act 1989, which requires the Board to provide its audited financial statements to the Ministry of Education by 31 May 2021.

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's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 2020.

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.

Signed by:

C04DC0398EE5DB8F

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