

# TKKM O HOANI WAITITI

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2019

#### School Directory

**Ministry Number:** 279

**Principal:** Hare Rua

**School Address:** 441 West Coast Road, Glen Eden

**School Postal Address:** P O Box 20280, Glen Eden, Waitakere, 0641

**School Phone:** 09 818 2317

**School Email:** [kiaora@hoaniwaititi.school.nz](mailto:kiaora@hoaniwaititi.school.nz)

#### Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expires/ Expired
Mahanga Pihama	Chairperson	Elected	Self Employed	Jun 2022
Hare Rua	Principal	ex Officio		
Rosemary Tahuri	Parent Rep	Co-opted	Administration	Jun 2022
Mera Lee-Penehira	Parent Rep	Elected	Lecturer	Jun 2022
Janine Watene	Parent Rep	Elected	Self Employed	Jun 2022
Keriana Tobin	Parent Rep	Elected	Manager	Jun 2022
Stephanie Fong	Parent Rep	Co-opted	Self Employed	Jun 2022
Deborah Ihakara	Parent Rep	Elected	Administration	Jun 2022
Gina Houia	Parent Rep	Co-opted	Student	Jun 2022
Cadence Kaumoana	Parent Rep	Co-opted	Self Employed	Jun 2022
Tahuri Tumoana	Parent Rep	Elected	Manager	Jun 2022
Carolyn Morgan	Parent Rep	Elected	Self Employed	Jun 2022
Rocky Tahuri	Parent Rep	Elected	Administrator	Jun 2019
Beverley Manahi	Staff Rep	Elected	Senior Management Teacher	Jun 2022
Ngawairere Pihama	Student Rep	Elected	Student	Jun 2020
Metotagivale Schmidt-Peke	Student Rep	Elected	Student	Jun 2019

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

# TKKM O HOANI WAITITI

Annual Report - For the year ended 31 December 2019

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# TKKM o Hoani Waititi

## Statement of Responsibility

For the year ended 31 December 2019

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

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

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

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

Mahana Pihama

Full Name of Board Chairperson



Signature of Board Chairperson

25/6/20

Date:

Hare Luga

Full Name of Principal

Signature of Principal

25/06/20

Date:

**TKKM o Hoani Waititi**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Revenue</b>				
Government Grants	2	3,161,207	2,815,069	2,885,244
Locally Raised Funds	3	295,993	223,840	386,119
Interest income		18,838	14,000	14,072
Gain on Sale of Property, Plant and Equipment		-	-	179
		<u>3,476,038</u>	<u>3,052,909</u>	<u>3,285,614</u>
<b>Expenses</b>				
Locally Raised Funds	3	334,136	310,073	304,029
Learning Resources	4	1,921,223	1,724,687	1,728,926
Administration	5	204,475	235,890	179,433
Finance		1,299	844	1,634
Property	6	649,623	631,803	618,951
Depreciation	7	97,885	96,612	98,214
Loss on Uncollectable Accounts Receivable		-	-	250
Transport		64,535	53,000	55,081
		<u>3,273,176</u>	<u>3,052,909</u>	<u>2,986,518</u>
<b>Net Surplus / (Deficit) for the year</b>		202,862	-	299,096
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>202,862</u>	<u>-</u>	<u>299,096</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.

**TKKM o Hoani Waititi**

**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
<b>Balance at 1 January</b>		<u>1,126,519</u>	<u>867,814</u>	<u>821,334</u>
Total comprehensive revenue and expense for the year		202,862	-	299,096
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		11,688	-	6,089
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
<b>Equity at 31 December</b>	23	<u>1,341,069</u>	<u>867,814</u>	<u>1,126,519</u>
 Retained Earnings		 1,341,069	 867,814	 1,126,519
<b>Equity at 31 December</b>		<u>1,341,069</u>	<u>867,814</u>	<u>1,126,519</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.

**TKKM o Hoani Waititi**  
**Statement of Financial Position**  
As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	573,557	374,125	896,966
Accounts Receivable	9	125,113	99,368	105,412
GST Receivable		42,984	-	-
Prepayments		7,825	5,649	5,000
Inventories	10	11,646	-	5,664
Investments	11	516,892	140,165	53,500
		<u>1,278,017</u>	<u>619,307</u>	<u>1,066,542</u>
<b>Current Liabilities</b>				
GST Payable		-	35,456	80,614
Accounts Payable	13	186,743	153,009	178,727
Revenue Received in Advance	14	16,908	44,878	13,072
Provision for Cyclical Maintenance	15	57,088	28,815	56,742
Finance Lease Liability - Current Portion	16	13,469	14,810	17,815
Funds held for Capital Works Projects	17	58,188	-	39,772
		<u>332,396</u>	<u>276,968</u>	<u>386,742</u>
<b>Working Capital Surplus/(Deficit)</b>		<u>945,621</u>	<u>342,339</u>	<u>679,800</u>
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	435,389	530,986	491,528
		<u>435,389</u>	<u>530,986</u>	<u>491,528</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	28,800	-	20,200
Finance Lease Liability	16	11,141	5,511	24,609
		<u>39,941</u>	<u>5,511</u>	<u>44,809</u>
<b>Net Assets</b>		<u>1,341,069</u>	<u>867,814</u>	<u>1,126,519</u>
<b>Equity</b>		<u>1,341,069</u>	<u>867,814</u>	<u>1,126,519</u>

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

**TKKM o Hoani Waititi**
**Statement of Cash Flows**

For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		1,113,661	1,024,149	993,641
Locally Raised Funds		299,866	223,840	343,567
Goods and Services Tax (net)		(123,598)	-	45,158
Payments to Employees		(286,092)	(307,000)	(273,832)
Payments to Suppliers		(851,120)	(1,210,656)	(696,673)
Cyclical Maintenance Payments in the year		-	(25,000)	-
Interest Paid		(1,299)	(2,344)	(2,152)
Interest Received		13,253	14,000	14,427
<b>Net cash from Operating Activities</b>		<b>164,671</b>	<b>(283,011)</b>	<b>424,136</b>
<b>Cash flows from Investing Activities</b>				
Purchase of PPE		(41,746)	(117,000)	(104,456)
Purchase of Investments		(516,892)	-	-
Proceeds from Sale of Investments		53,500	-	86,665
<b>Net cash from Investing Activities</b>		<b>(505,138)</b>	<b>(117,000)</b>	<b>(17,791)</b>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		11,688	-	6,089
Finance Lease Payments		(13,155)	(15,218)	(12,213)
Funds Held for Capital Works Projects		18,525	-	(292,609)
<b>Net cash from Financing Activities</b>		<b>17,058</b>	<b>(15,218)</b>	<b>(298,733)</b>
<b>Net Increase/(decrease) in cash and cash equivalents</b>		<b>(323,409)</b>	<b>(415,229)</b>	<b>107,612</b>
Cash and cash equivalents at the beginning of the year	8	896,966	789,354	789,354
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>573,557</b>	<b>374,125</b>	<b>896,966</b>

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

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

# TKKM o Hoani Waititi

## Notes to the Financial Statements

### For the year ended 31 December 2019

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### *Reporting Period*

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

###### *Basis of Preparation*

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

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

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

###### *Standard early adopted*

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 27.

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

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

###### *Measurement Base*

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

###### *Presentation Currency*

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

###### *Specific Accounting Policies*

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



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

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

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

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

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

#### *Cyclical Maintenance Provision*

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

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

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

#### *Classification of leases*

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

#### *Recognition of grants*

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

#### **Other Grants**

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

### **Donations, Gifts and Bequests**

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

### **Interest Revenue**

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

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

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

### **e) Operating Lease Payments**

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

### **f) Finance Lease Payments**

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

### **g) Cash and Cash Equivalents**

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

### **h) Accounts Receivable**

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

### **Prior Year Policy**

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

### **i) Inventories**

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

### **j) Investments**

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

### **Prior Year Policy**

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

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

## **k) Property, Plant and Equipment**

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

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

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

Property, plant and equipment acquired with individual values under \$200 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Buildings	40 years
Building Improvements	40 years
Furniture and Equipment	4-15 years
Information and Communication Technology	3-5 years
Motor Vehicles	4 years
Textbooks	12.5% DV
Library Resources	12.5% DV

Leased assets are depreciated over the life of the lease.

## **l) Impairment of property, plant, and equipment**

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 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.

**m) 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.

**n) Employee Entitlements***Short-term employee entitlements*

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

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

**o) Revenue Received in Advance**

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

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

**p) 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).

**q) Financial Assets and Liabilities**

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

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

**r) Borrowings**

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

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

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

**s) 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.

**t) Budget Figures**

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

**u) Services received in-kind**

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

## 2. Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	763,629	772,059	732,759
Teachers' Salaries Grants	1,600,271	1,348,237	1,398,432
Use of Land and Buildings Grants	449,636	437,903	446,849
Resource Teachers Learning and Behaviour Grants	478	2,000	2,836
Secondary tertiary alignment resource grants	28,820	28,124	28,265
Other MoE Grants	92,843	18,980	63,357
Transport grants	178,252	150,000	155,776
Other Government Grants	47,278	57,766	56,970
	<b>3,161,207</b>	<b>2,815,069</b>	<b>2,885,244</b>

## 3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>			
Donations	4,058	-	11,133
Bequests & Grants	103,682	112,000	188,808
Activities	77,342	98,840	92,993
Trading	19,611	8,000	14,917
Fundraising	91,300	5,000	78,268
	<b>295,993</b>	<b>223,840</b>	<b>386,119</b>
<b>Expenses</b>			
Activities	212,677	264,573	83,665
Trading	23,779	18,000	9,647
Fundraising (Costs of Raising Funds)	97,680	22,500	194,702
Other Locally Raised Funds Expenditure	-	-	16,015
Childcare	-	5,000	-
	<b>334,136</b>	<b>310,073</b>	<b>304,029</b>
<b>Surplus/(Deficit) for the year Locally raised funds</b>	<b>(38,143)</b>	<b>(86,233)</b>	<b>82,090</b>

Included within Activities revenue and expenses were amounts of \$23,969 and \$72,191, respectively, related to an end of year trip to Australia for Year 13 students. The trip enhanced a cultural exchange experience for students and involved Te Reo Maori singing workshops, Kapa Haka performances and other cultural activities. The attendees of the trip included 19 students and 5 adults from the school. The revenue was raised through fundraising events held in 2018, and expenses were mainly related to flights, accommodation and travel during the trip.

## 4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	42,269	31,000	20,662
Library Resources	461	1,500	257
Employee Benefits - Salaries	1,744,569	1,515,237	1,595,923
Staff Development	22,194	42,000	23,791
Youth Employment Programme	45,710	23,500	27,954
Teaching Resources	66,020	111,450	60,339
	<b>1,921,223</b>	<b>1,724,687</b>	<b>1,728,926</b>

## 5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	10,181	9,884	9,884
Board of Trustees Fees	7,290	6,500	6,690
Board of Trustees Expenses	26,247	25,000	9,715
Communication	4,032	7,000	6,501
Consumables	9,134	11,500	4,128
Operating Lease	635	1,000	5,452
Legal Fees	-	1,000	-
Other	19,996	48,950	30,645
Employee Benefits - Salaries	112,201	110,000	92,146
Insurance	4,703	2,800	3,172
Service Providers, Contractors and Consultancy	10,056	12,256	11,100
	<u>204,475</u>	<u>235,890</u>	<u>179,433</u>

## 6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	52,175	60,300	53,125
Cyclical Maintenance Expense	8,946	10,683	10,899
Grounds	17,580	9,617	12,803
Heat, Light and Water	34,808	34,500	33,946
Repairs and Maintenance	27,491	26,800	8,131
Use of Land and Buildings	449,636	437,903	446,849
Security	4,292	5,000	4,341
Employee Benefits - Salaries	30,297	30,000	30,053
Vehicles	16,493	17,000	16,959
Contractors & Consultants	7,905	-	1,845
	<u>649,623</u>	<u>631,803</u>	<u>618,951</u>

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

## 7. Depreciation

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Buildings	4,843	4,764	4,843
Building Improvements	9,195	9,045	9,195
Furniture and Equipment	28,783	29,665	30,157
Information and Communication Technology	29,661	30,190	30,691
Motor Vehicles	1,910	1,076	1,094
Textbooks	564	632	642
Leased Assets	22,149	20,374	20,712
Library Resources	780	866	880
	<u>97,885</u>	<u>96,612</u>	<u>98,214</u>

## 8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Bank Current Account	489,462	100,945	604,816
Bank Call Account	84,095	273,180	33,354
Short-term Bank Deposits	-	-	258,796
Cash and cash equivalents for Cash Flow Statement	<u>573,557</u>	<u>374,125</u>	<u>896,966</u>

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

Of the \$573,557 Cash and Cash Equivalents, \$69,836 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

## 9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	1,959	250	1,996
Interest Receivable	6,226	996	641
Teacher Salaries Grant Receivable	116,928	98,122	102,775
	<u>125,113</u>	<u>99,368</u>	<u>105,412</u>
Receivables from Exchange Transactions	8,185	1,246	2,637
Receivables from Non-Exchange Transactions	116,928	98,122	102,775
	<u>125,113</u>	<u>99,368</u>	<u>105,412</u>

## 10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Uniforms	11,646	-	5,664
	<u>11,646</u>	<u>-</u>	<u>5,664</u>

## 11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	516,892	140,165	53,500
Total Investments	<u>516,892</u>	<u>140,165</u>	<u>53,500</u>



## 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2019						
Buildings	128,853	-	-	-	(4,843)	124,010
Building Improvements	42,877	-	-	-	(9,195)	33,682
Furniture and Equipment	187,057	41,746	-	-	(28,783)	200,020
Information and Communication Technology	79,351	-	-	-	(29,661)	49,690
Motor Vehicles	8,458	-	-	-	(1,910)	6,548
Textbooks	4,475	-	-	-	(564)	3,911
Leased Assets	34,218	-	-	-	(22,149)	12,069
Library Resources	6,239	-	-	-	(780)	5,459
<b>Balance at 31 December 2019</b>	<b>491,528</b>	<b>41,746</b>	<b>-</b>	<b>-</b>	<b>(97,885)</b>	<b>435,389</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Buildings	187,430	(63,420)	124,010
Building Improvements	59,064	(25,382)	33,682
Furniture and Equipment	520,092	(320,072)	200,020
Information and Communication Technology	332,154	(282,464)	49,690
Motor Vehicles	88,682	(82,134)	6,548
Textbooks	15,097	(11,186)	3,911
Leased Assets	67,117	(55,048)	12,069
Library Resources	36,492	(31,033)	5,459
<b>Balance at 31 December 2019</b>	<b>1,306,128</b>	<b>(870,739)</b>	<b>435,389</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Buildings	133,696	-	-	-	(4,843)	128,853
Building Improvements	52,072	-	-	-	(9,195)	42,877
Furniture and Equipment	181,578	35,637	-	-	(30,157)	187,058
Information and Communication Technology	41,951	68,091	-	-	(30,691)	79,351
Motor Vehicles	-	9,552	-	-	(1,094)	8,458
Textbooks	5,117	-	-	-	(642)	4,475
Leased Assets	46,649	9,284	(1,004)	-	(20,712)	34,217
Library Resources	6,943	176	-	-	(880)	6,239
<b>Balance at 31 December 2018</b>	<b>468,006</b>	<b>122,740</b>	<b>(1,004)</b>	<b>-</b>	<b>(98,214)</b>	<b>491,528</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Buildings	187,430	(58,577)	128,853
Building Improvements	59,064	(16,187)	42,877
Furniture and Equipment	478,345	(291,287)	187,058
Information and Communication Technology	332,154	(252,803)	79,351
Motor Vehicles	88,682	(80,224)	8,458
Textbooks	15,097	(10,622)	4,475
Leased Assets	67,118	(32,901)	34,217
Library Resources	36,492	(30,253)	6,239
<b>Balance at 31 December 2018</b>	<b>1,264,382</b>	<b>(772,854)</b>	<b>491,528</b>



**13. Accounts Payable**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	32,882	34,346	47,605
Accruals	7,681	7,022	9,884
Employee Entitlements - Salaries	116,928	98,122	102,775
Employee Entitlements - Leave Accrual	29,252	13,519	18,463
	<u>186,743</u>	<u>153,009</u>	<u>178,727</u>
Payables for Exchange Transactions	186,743	153,009	178,727
	<u>186,743</u>	<u>153,009</u>	<u>178,727</u>

The carrying value of payables approximates their fair value.

**14. Revenue Received in Advance**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Other	16,908	44,878	13,072
	<u>16,908</u>	<u>44,878</u>	<u>13,072</u>

**15. Provision for Cyclical Maintenance**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	76,942	18,132	66,043
Increase to the Provision During the Year	8,946	10,683	10,899
Provision at the End of the Year	<u>85,888</u>	<u>28,815</u>	<u>76,942</u>
Cyclical Maintenance - Current	57,088	28,815	56,742
Cyclical Maintenance - Term	28,800	-	20,200
	<u>85,888</u>	<u>28,815</u>	<u>76,942</u>

**16. Finance Lease Liability**

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	13,921	14,810	17,815
Later than One Year and no Later than Five Years	11,232	5,511	24,609
	<u>25,153</u>	<u>20,321</u>	<u>42,424</u>

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

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

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Block 13/14 Modernisation	<i>completed</i>	(32,213)	32,213	-	-	-
Block 13 Remediation and Roof Replacement	<i>in progress</i>	65,121	273,887	296,427	-	42,581
Music Room Flood Damage	<i>in progress</i>	17,027	(18,975)	-	-	(1,948)
Art Room Remedial Works	<i>in progress</i>	(10,163)	10,215	-	-	52
Re-Key School	<i>in progress</i>	-	403	-	-	403
AMS Blocks 1,2,3,11,12,14,15,16,18 DQLS Upgrade	<i>in progress</i>	-	-	6,750	-	(6,750)
Lighting Project	<i>in progress</i>	-	-	1,550	-	(1,550)
CCTV Project	<i>in progress</i>	-	-	1,400	-	(1,400)
PABX Project	<i>in progress</i>	-	25,000	(1,800)	-	26,800
<b>Totals</b>		<b>39,772</b>	<b>322,743</b>	<b>304,327</b>	<b>-</b>	<b>58,188</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education  
Funds Due from the Ministry of Education

69,836  
(11,648)

**58,188**

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Block 13/14 Modernisation	<i>in progress</i>	(32,213)	-	-	-	(32,213)
Block 13 Remediation and Roof Replacement	<i>in progress</i>	364,214	956,472	1,255,565	-	65,121
Music Room Flood Damage	<i>in progress</i>	-	30,196	13,169	-	17,027
Art Room Remedial Works	<i>in progress</i>	-	-	10,163	-	(10,163)
Re-Key School	<i>completed</i>	-	9,636	9,636	-	-
<b>Totals</b>		<b>332,001</b>	<b>996,304</b>	<b>1,288,533</b>	<b>-</b>	<b>39,772</b>

## 18. 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.

## 19. Remuneration

### Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<b>Board Members</b>		
Remuneration	7,290	6,690
Full-time equivalent members	0.68	0.38
<b>Leadership Team</b>		
Remuneration	446,312	420,497
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	453,602	427,187
Total full-time equivalent personnel	4.68	4.38

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

### Principal

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

	2019 Actual \$000	2018 Actual \$000
<b>Salaries and Other Short-term Employee Benefits:</b>		
<b>Principal A</b>		
Salary and Other Payments	130 - 140	120 - 130
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-
<b>Principal B</b>		
Salary and Other Payments	-	0 - 10
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100 - 110	1.00	-
	1.00	0.00

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

## 20. Compensation and Other Benefits Upon Leaving

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

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

## 21. Contingencies

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

### Holidays Act Compliance – schools payroll

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

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

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

## 22. Commitments

### (a) Capital Commitments

There are no capital commitments as at 31 December 2019 (Capital commitments at 31 December 2018: nil).

### (b) Operating Commitments

There are no operating commitments as at 31 December 2019 (Operating commitments at 31 December 2018: nil).

## 23. 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.

## 24. Financial Instruments

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

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	573,557	374,125	896,966
Receivables	125,113	99,368	105,412
Investments - Term Deposits	516,892	140,165	53,500

Total Financial assets measured at amortised cost

1,215,562	613,658	1,055,878
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### Financial liabilities measured at amortised cost

Payables	186,743	153,009	178,727
Finance Leases	24,610	20,321	42,424

Total Financial Liabilities Measured at Amortised Cost

211,353	173,330	221,151
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## 25. Events After Balance Date

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

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

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

## 26. Comparatives

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

## 27. Adoption of PBE IFRS 9 Financial Instruments

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

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

- Note 11 Investments:

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

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

# ***TE PŪRONGO KAUNEKETANGA ME TE PŪRONGO A TAU***

***Statement of Variance  
and  
Annual Report***

**2019**



**Tā te kura tirohanga:**

**Kia whāngaihia te mātauranga Māori me te reo Māori me  
ngā tikanga a Te Aho Matua kia taurangi ai te mātāpono ki  
ngā ākonga me te whānau whānui.**

**Te Whakapono:** *Kia whakamārohitia te reo Māori me ngā tikanga Māori o roto i te kura me te  
whānau hei whakapiki i ngā paetae mātauranga*

### **Te Kura Kaupapa Māori o Hoani Waititi Marae**

*He kura Aho Matua (TAM) tēnei.*

*E whakapono ana ko Te Rūnanga Nui o ngā KKM o Aotearoa (TRN) te tino kaitiaki o TAM, ngā KKM me te kaupapa. He mema mātou o TRN.*

*E whakaae ana mātou ko Te Aho Matua o ngā kura kaupapa Māori o Aotearoa te kaupapa me te punaha mātauranga e hiahia ana te whai.*

*Ko te reo Māori te waka kawē i ngā mahi katoa.*

*I te tau 2015 i whakanuia ko tō te kura ekenga ki te 30 tau te pakeke.*

*Kei te Uru o Tāmaki Mākau Rau te kura e tū ana*

*He kura aro ngātahi mō ngā tamariki Tau 0 – Tau 15, he kura pae toru (Decile 3).*

*191 katoa ngā ākonga 87 kei te kura tuatahi [tau 0-6], 59 kei te kura wāenga [tau 7-10] me e 45 kei ngā tau 11-13 o te Wharekura; 102 (94) ngā  
kōhine, 77 (81) ngā tama tāne.*

*Takiwā o te 100 ngā whānau ka tuku tamariki mai. Ahakoa te kī a te MoE he pae toru mātou, ko te oranga a te nuinga ka rite pēnā he pae 1, he pae 2 kē  
rānei.*

*E 20 ngā kaiako, e 26 ngā kaimahi katoa o te kura.*

*He kura i whakatūngia i roto tonu i te marae o Hoani Waititi.*

*E whakapono ana, e whakawhirinaki atu ana ki ngā kupu ake me ngā mātāpono o Te Tiriti o Waitangi hei kawenata kia mana ai te tū a te kura hei tohu  
tino rangatiratanga o te iwi Māori me tauwiwi hoki. Arā, kia ora ai te reo Māori, ōna āhuatanga me ngā tikanga katoa e hāngai ana ki te ōranga me te  
pūmautanga o te ahurea Māori i te rau tau 21, haere ake.*

*I te mea he kura reo Māori (taumata 1-2) kāore e whai ana i te Marautanga o Aotearoa.*

*E whai ana mātou i tā mātou ake marautanga e hāngai pū ana ki Te Aho Matua – koia tonu te tino marautanga.*





## Ngā Kupu Whakataki

*Ko te Pūrongo Kaunekeneketanga a te Kura tēnei mō te tau kura 2019. E whai ana ēnei whakakitenga i ngā whainga i whakatakotohia i roto i tā mātou Tūtokinga 2019.*

*Ko tā te Tūtokinga he whakatau te āhua o tā te kura whanaungatanga ki te Tari Mātauranga me ōna pānga – ka tahi. Ka rua, mā te Tūtokinga te Whānau whakatauria ai, whakamana ai i tana anga whakamuatanga mō ngā tau e toru e whai mai ana me te āta whakamahere i āna nei mahi nui mō te tau e haere ana.*

*Nā reira, ko tā te Whānau arotake Whaiaro tēnei pēnā kua tika ngā mahi hei painga mā ngā tamariki mokopuna, he aha rānei.*

*I tīmata tēnei hīkoi i te tau 2017 me te tumuaki hou, ā, e haere tonu ana.. Ko ngā tino pikinga kua kitea i ngā tau e rua kua tāhaki, ko te whai wāhitanga tonu o te Whānau ki roto i ngā whakaritenga me ngā whakahaeretanga katoa. I roto i ēnei tau hoki e piki haere tonu ana te kounga o ngā whakaakoranga, e kaha tonu ana te maha me te kounga o ngā whiwhinga NCEA a ngā ākonga, e mauri tau ana ngā whakahaeretanga katoa, ā, e koa katoa ana ngā tamariki i roto i a rātou mahi. Tuatoru, he nui ngā kaupapa auahatanga<sup>1</sup> e ara ara mai ana, kua whakawhanakehia rānei, kā mutu, e hāngai ana ki tēnā ko te kaupapa o Ngā Ara Toitūtanga hai painga mai mo a mātou tamariki mokopuna. Ko te roanga o ngā kōrero e whai ake nei.*

*Ēhara i te mea nā te tangata kōtahi ēnei tū āhuatanga i tau mai heoi, mā te mahinga ngātahi a te taki tini, taki mano – pērā i toa ai.*

## Ngā Whakahaeretanga

*He kura whai Poari a Waititi i tēnei wā heoi, mō te roanga o ngā tau kua taha atu, kua whai i te āhuatanga o Whānau Whakahaere. Kua pai tēnei tū āhuatanga ki te whānau tae ki tēnei wā, ā, kua tau ki te whānau koinei rawa te hurahai ka noho mātou.*

Mahanga	Pihama	Tiamana
Gina	Houia	Hunga Mātua
Te Tahuri	Tūmoana	Hunga Mātua
Mera	Penehira	Hunga Mātua
Rocky	Tahuri	Hunga Mātua
Debra	Ihākara	Hunga Mātua
Carolyn	Morgan	Hunga Mātua
Beverley	Manahi	Hunga Kaiako
Cadence	Kaumoana	Hunga Mātua
Janine	Wātene	Hunga Mātua
Stephanie	Fong	Hunga Mātua
Keri-Ana	Tobin	Hunga Mātua
Pihama	Ngāwairere	Hunga Ākonga
Hare	Rua	Tumuaki

<sup>1</sup> Auahatanga (innovation)

*Ko Hare Rua te Tumuaki o te Kura.*

*Ki te kī Whānau, ko tā Waititi mō tērā ko ngā mātua me ngā kaitiaki o ia ra, o ia ra; ngā kaiako; ngā kaimahi, ngā tamariki; me ērā o ngā whanaunga, ko ērā o te marae o Hoani Waititi me ērā o te hapori whānui e kaha tautoko ana i te kura me te kaupapa, ā, e kaha taetae mai ana ki ngā kaupapa e hia nei a te kura.*

## **Ngā Pānga Ture / Kaupapa Here**

*E whai mana ana tēnei kura i raro i nga tauwhirotaanga o S.155 o te Ture Mātauranga 1989 me S155a o te Ture Mātauranga (Aho Matua) Amenamana 1999. Pērā i ngā kōrero o runga, ko te kawenga tuarua e whai mana nui ai e ngā KKM o te motu, ko Te Tiriti o Waitangi.*

*Hāunga i ērā atu o ngā ture e whai pānga ana ki ngā kura katoa o te motu, ko Te Aho Matua o ngā kura kaupapa Māori o Aotearoa te aronga matua, koia hoki te tuāpapa marautanga me ngā tukanga whakaako.*

*E tāea hoki te kī he kura tēnei e whakatutuki ana i ngā mātāpono o tā te Tari Mātauranga kaupapa here matua kia angitū ngā ākonga Māori hei Māori, ko Ka Hikitia. Koia tērā e mea ana mā te reo Māori, te ahurea Māori me te tuakiri Maori - te ākonga Māori e eke ai, e angitū ai – hei Māori.*

*E kaha tautoko ana ngā KKM o te motu i tērā whakapae heoi, ko te āhuatanga motuhake o tēnei momo kura, ēhara ma te whai poka noa i te kaupapa rā a mātou tamariki angitū ai heoi, ko ērā tū āhuatanga te tuāpapa o ngā mahi katoa o tēnei momo kura, ko tōna kaupapa he Māori. Mā tā mātou kaha whai i Te Aho Matua a mātou tamariki angitū ai, eke ai ki ngā taumata ikeike.*

## **Ngā Whatinga Ture / Tikanga**

*E whati ana e Waititi i ētahi o ngā ture me ngā tikanga mātauranga o te motu, pērā i:*

- *Ka pūrongo ki ngā mātua e ai ki Te Aho Matua me ngā hua o te ako a Waititi;*
- *Kāore mātou e whai kirimana ana ki tētahi kamupene pahi heoi ka mau tētahi wāhanga o te pūtea haerērē ki te kura, ko tētahi atu wāhanga ka tukuna ki ngā whānau;*
- *Ka karakia mātou ia rā, (me te whakamahi hoki i ngā momo karakia nō ngā iwi me ngā whakaponono e hia nei) ā, ka akiaki ngā tamariki ki te ako i ngā mea katoa;*
- *Ka kaha whakatairanga ake ngā kupu me ngā mātāpono o Te Tiriti o Waitangi hei wero atu ki ētahi kaupapa a te Karauna, hei tohu hoki o te tino rangatiratanga;*
- *Ka arotakengia te āhuatanga o tō ia kaitono reo Māori kia tika te reo i mua i tana kuhunga mai;*
- *Kāore e whakaae kia kuhu noa mai ngā āpiha o ngā manatū kāwanatanga katoa;*
- *Kāore mātou e whakaae ki te whakatere i te haki o Aotearoa ki te kura, ki te marae rānei.*



## Ngā Āhuatanga o te wā

I te tau 2017 i hoki mai a ERO ki te mahi i tāna ana mahi arotake i tō mātou na Kura. Hai te mutunga kē mai, e mīharo pai ana a ERO ki ngā tuāhuatanga I tirohia e rātou ki te kura nei. Kai te ripoata ERO te rōanga mai o ngā kōrero. Ahakoa te pai o te ripoata a ERO, me te mea anō, ko tōna pai nei i eke rānō ki tā te kura ka noho ki te 4-5 tau huringa arotake, i whakanōhia tonu mātou ki te 3 tau huringa arotake nā runga anō i tā mātou kore whakaae ki Ngā Whanaketanga Rūmaki Reo Māori. Hoi anō i te tua kua hipa i hoki mai anō a ERO ki tō mātou taha. Ko ta rātou kaupapa he mahi momo arotake KKM Aho Matua e ono nei kia pai ai tā rātou hanga tauira arotake i ngā KKM. Nā reira he kimi tauira o tēnei mea te KKM e angitu ana. I tēnei tau i hoki mai te ripoata a ERO me te mea anō i tāpiri rātou ka piki taumat anō a Hoani Waititi ki 4-5 tau huringa arotake. E harikoa ana mātou ki tēnā whakatau a ERO.

## He aronga hou

No te tau 2016 i whakamanahia te rautaki whakawhanake i te katoa o te kura. He punaha whakahaere hou i kitea arā he **re-structuring**, kia aro turuki atu ki ngā kaupapa whakaako ka kawea ki roto i te reo Māori anahē i roto i te Wharekura. Kai te kaha whai tonu i taua kaupapa i roto i te Wharekura. Ko te marau reo Pākehā aaake te wāhi e whakaaetia ana te reo Pākehā ēngari he tangata reo Māori tonu te kaiako. .

Koinei te tau tuawhā kua kawea ngā kaupapa katoa o te Wharekura ki roto i te reo Maori, hāunga ko te reo Pākehā, ā, kua tino pai rawa atu, e kitea ana hoki te painga kē mai o te reo a ngā tamariki o Hoani Waititi! Kua piki te kounga o te reo e kōrerotia ana e ngā kaiako me ngā tamariki me te mea anō tērā ētahi marau kāre e kapi i a mātou i tēnei wā nā te kore whiwhi kaiako reo Māori mo aua marau.

Te kaupapa Ngā Ara toitūtanga he mea aronui atu ki te whakahāngai mai o ngā kaupapa ako ā te tamaiti ki tōna e wawata ana ka mutu ana ia i te kura. Nā reira ka kōwhiri Ara ngā tamariki e ai ki tā rātou e mōhio ai hai orange mā rātou ka puta ana i te kura.

He mea tiki atu e Tānenuiārangi ngā kete o te wānanga e toru, hei taonga mahi, hei taonga whakaaaro, hei taonga whakatangata i a tātou ngā uri a Tiki te tū atu nei ki te mata o Papatūānuku. Ko aua kete rā, ko te kete Tuāuri, ko te kete Tuātea, ko te kete Aronui. He kaipupuru ngā kete rā i ngā āhuatanga papai mō te ao kikokiko nei, ā, he āhuatanga kino hoki o roto, ā, ko te mahi a te tangata, ko te whiriwhiri he aha hoki ngā mātāpono, ngā mahinga, ngā whakahaerenga hoki ka kōwhiria e ia. Koinei tonu hoki ko te ara o Te Kete Uru Ao.

He hōtaka mahi Te Kete Uru Ao e whakapakari ai, e wero ai, e whakawhanake ai i te hunga tauira ki te ao o waho o te kura, ki te ao mahi, ki te ao o te pakeke. He āheinga tā te tauira ki te tiki atu i ngā mea o te kete nei e hiahia ana e ia hei taonga, hei taputapu āwhina tonu i tana karore ki te ao. Ka ārahi i te hunga tauira ki te kaupare i ngā hau kino o te wā, ki te whānō i te aureka ki roto. He whakarite i te tauira kia tū tangata ai ia ki te ao, ahakoa, ki hea ia haere ai.

## Ngā Tino Whainga Mātauranga

- **Kia angitū te katoa** – E kotahi ana te whakaaro o Hoani Waititi ki te whakarato taiao takatika kia whai wāhi ngā tamariki te eke taumata
  - *Kua tutuki anō te whainga kia ekea te 90%+ o ngā tamariki kura tuatahi ki te taumata e tika ana māna. Kei ngā pukapuka a ngā kaiako ngā whakaaturanga katoa.*
  - **He whakapai i te reo kōrerorero a ngā tamariki (ōpaki, ōkawa hoki); te reo pānui, kātahi ko te reo tuhituhi. He whakapai i te reo me ngā mahi pāngarau hoki** – Ka kaha aroā te āhuatanga o ngā hōtaka reo me ngā hōtaka tau o te kura nei kia kouna nui:
    - ka kaha arotakengia ngā rautaki whakahihiko i ngā tamariki kia whai, kia whakaputa i ō rātou ake whakāro mō ngā kaupapa e hia nei, nohinohi mai, pakeke mai;
    - Ka tito te Kāhui Reo i te rautaki reo Māori mo ngā tau e rima e heke mai ana. He timatanga tēnā kia whai kiko ai a mātou whainga reo.
    - I āta arotakengia ngā rautaki ako i te reo me te whakaako i roto i te reo Māori, ngā rautaki whakakōrero i ngā tamariki, ngā rautaki whakaako ki te pānui nā wai rā, ko te tuhituhi; Kai te noho tarāwhe tonu te rautaki nei.
    - ka pēnei mō te katoa o te kura, mai i te kura tuatahi tae atu ki te Wharekura;
    - ka āta arotakengia te 'Project Learning' me te 'Multi Level Learning' ki Te Wharekura
    - Ko tā te Kura tuatahi aronganui ko te taha ki te Pūtaiao me te 'Inquiry Learning'.
- Kua tutuki te whainga kia kake te 90%+ o ngā tamariki kura tuatahi me Mahuri i te taumata e tika ana mā rātou, teitei ake rānei. Kei ngā pukapuka a ngā kaiako ngā whakaaturanga katoa ka kitea anō hoki ki ngā pūrongo kura ka puta e rua ngā wā o te tau. Ko rangona hoki ēnei mea e ngā mātua ki ngā uirī mātua. . He nui ngā whakangungu kaiako Wharekura kia tirohia ai te 'Project Learning' me te 'Multi Level Learning'. Ko ngā Mane & Tūrei o ia hararei. Haramai ai tētahi mātanga ako i aua kaupapa. I whai pūtea hoki te kura mai i a MOE me ta rātou kaupapa 'Teacher Lead Innovation Fund' – he mea whai wāhi ai ngā Kaiako te puta i te kura ki te hui me ngā mātanga Project Based Learning. Ka taea hoki te utu i ngā mātanga te haramai ki te kura mā ngā pūtea TLIF*
- **He tārai otinga mō ngā ākonga kei te āwangawangatia** – Ka aro turuki ki ngā tamariki kei te āwangawangatia, ā, pēnā e tika ana, ka tonono ki ngā rōpū āwhina o waho o te kura
    - ngā RTLB Māori
    - SWIS Māori
    - Hearing and Vision,
    - nēhi Māori o te Kura

*He tino pai te mahi ngātahi me te hunga RTLB mō ētahi o ngā tamariki pakeke heoi me pērā hoki hōrapa haere te katoa o te kura. He nui ngā pāinga i puta i tā mātou whiwhi nēhi kotahi te rangi o te wiki. Ahakoa te iti o te wā he nui te orange i puta ki a mātou na tamariki. Kua oti hoki te tonono pūtea ki te Waitemata DHb kia whiwhi pūtea ai mātou ki e huaki mai i tētahi Health Hub mō mātou.*



*Ehara i te mea i whakamahia te punaha tuku piro heoi i āta whiriwhiri me te āta wānanga e ngā kaiako e pa ana ki ngā mahi a ngā tamariki me tā rātou tipu, ako i te tau.*

● **Ngā whiwhinga tauwhi NCEA 2018**

	<i>Taumata 1</i>	<i>Taumata 2</i>	<i>Taumata 3</i>	<i>UE</i>	<i>Karahipi</i>
<i>2017 Goal</i>	90%+	90%+	90%+	80%+	10%
<i>2017 Actual</i>	95%	100%	100%	100%	NA
<i>2018 Goal</i>	90%+	90%+	90%+	80%+	10%
<i>2018 Actual</i>	86.7%	90%	100%	73.8%	NA
<i>2019 Goal</i>	95%	95%	95%	85%	
<i>2019 Actual</i>	94.1%	100%	93.8%	87.5%	

*He pūrongo motuhake e āpiti ana e pa ana ki ngā whiwhinga NCEA 2018.*

## Ngā Tino Whainga Whakahaeretanga

- **Kia mahi ngātahi me ērā atu o ngā KKM aho matua o Tāmaki Makaurau hei hapori kura i raro i te kaupapa IES (Te HaMA) Te Haumi ki te Mātauranga Angitū.**
  - kua whakaae te Whānau (a mātāpono nei);
  - kua whakaae ngā kura o Tāmaki, ko TRN ka kōkiri tēnei kaupapa ki te Tari Mātauranga

*Ahakoa te nganatanga, kua huri ngā whakaaro o ngā KKM o Tāmaki, kāore i te rata ki te whakatū (ōkawa nei) i tētahi Kāhui Kura pērā ki tā te tari mātauranga e hiahia ana. Kīhai tonu te MoE e whakaae ki te whakatūtanga o tētahi kāhui KKM i te Taitokerau, ā, i ngā wā katoa i tuku pātai atu ki te tari o Tōrangi mō ētahi whakamāramatanga mō tēnei me tērā, i tīni te āhuatanga o ngā kōrero. Nā wai rā ka tino hōhā ngā tumuaki, ā, ka whakarērea te kaupapa ra. Tae ki te tau 2018 ka whakarite hui ahau me MOE, ā, ka hui ahau me te tari mātauranga ki te ui atu anō he aha te take e kore nei rātou e whakaae kia noho Kāhui Kura ngā KKM Aho Matua o Tāmaki Makaurau. Hai tā te tari mātauranga kāre tēnā take e whakaaetia ana ahakoa ko wai. Me uru kē ngā KKM ki tētahi Kāhui Kura kē atu, kā mutu, kia kua e noho Kāhui Kura KKM anake, ara, hai tā rātou kāre tēnā e whakaaetia ana nā runga anō i te mārō o ngā tikanga mo tēnei mea te Kāhui Kura. Ko te mate o tēnā whakautu mai ko tēnei – e noho Kāhui Kura ana ngā KKM o Waikato. Kai te whērā hoki ki Manawatu/Wanganui. Nā reira kai he te mārō o ngā tikanga Kāhui Kura mo ēnā rohe? He kimikimi noaiho pea. Nā tēnā i whakahoki kōrero mai te tari mātauranga ka tirohia e rātou. Ahakoa kua hipa noa ngā marama, kāre anō mātou kia rongu kōrero mai i te tari mātauranga mo tēnā kaupapa. I whērā tonu ana te kaupapa na i tēnei wā.*

*Ka mahi ngātahi tonu ngā KKM aho matua o Tāmaki, rite ki ngā tau ō mua. Ka whai huarahi kia whakawhanaunga ngā tamariki ki a rātou anō, ā, e rua ngā kaupapa i kawea a rohe nei i te tau 2019, ara, ko te hui a Tau a Te Rūnanga Nui o ngā KKM o Aotearoa hei te Poutu te Rangi, me te Wiki Hākinakina mā ngā tamariki Wharekura aho matua hei te Hakihea. I tu te wiki hā ki Te Tai Tokerau. Ēnā kaupapa e rua he mea nui rawa atu hoi anō i oti, ā, i eke. Mīharo ana te mahi tahi o ngā KKM o Tāmaki Makaurau. Ko tā Hoani Waititi mo te Wiki Hā he tono he tokotoru hai whakakanohi i a mātou ki ngā hui whakahere i te kaupapa.*

*Tae mai 1000 neke atu ngā tamariki KKM Aho Matua mo te wiki o Wiki Hā. Nā ngā KKM katoa o Te Tai Tokerau ēnā whanau KKM Aho Matua i tiaki. Ko te kaupapa mutunga ko te pō whakangahau (pōro) i tu ki te hōro nui o TKKM o Te Rangianiwaniwa..*

● **Kia kotahi te haere o te waka o Hoani Waititi – Kura mai, Marae mai, Kōhanga Reo mai, a Waititi hāpori&iwi hoki**

- Whakōkawatia ngā kaupapa haere atu o te Kōhanga me te Kura ki te marae
- Karakia marae Taite tuatahi o ia marama – Kura, Kohanga, Marae, Hāpori
- Timatanga & mutunga o ia wāhanga o te tau ka haere tahi ki Ngā Tumanako karakia whakakapi ai – Kura, Kōhanga, Marae, Hāpori.
- Whakakotahi mai i ngā wawata ā-Marae, ā-Kōhanga, ā-Kura kia hangaia me te pikitia nui ā-Waititi Iwi nei.
- Mā te mana kōtahi ngā āhuatanga katoa e whakahaere, tae atu ki te whiriwhiri i ngā kaimahi

*I ngana i tēnei tau kia whai wā me te Kohanga Reo & Marae. Haere tonu and te Karakia Marae whānui o Hoani Waititi Marae, ā, ko te Taite tuatahi o ia marama ka hui katoa te kura, te Kōhanga, ngā kaumātua, kā mutu, ko ngā kaimahi hoki o te marae. He timatanga ataahua te whakakotahi i a mātou katoa ki raro i te tuanui o tō mātou na whare o Ngā Tumanako. Rawe ana te noho o ngā teina me ngā tuākana, tae noa atu ki ngā pākeke. Ko te painga kē mai hoki mo te Kōhanga Reo o Hoani Waititi, e whanake ana ngā mahi a te Kaiwhakahaere o te Kohanga REo . E tino tuwhera tonu ana tōna ngākau ki te whakapiri mai ki te Kura. Nā reira i tae mai te Kōhanga ki nga whakangungu PB4L, e haere tonu mai ana hoki ngā kaiako ki ngā whakangungu wānanga reo a ngā kaiako o te kura. Ka noho tahi me mātou ki ēnā kaupapa. Ko ngā whakangungu Kaiako o te Kōhanga Reo ka whakahaerehia ki te Kura. Ko te marae e kotahi mai ana me te Kura. Kai reira ngā kaupapa noho tahi ai mātou katoa ki te wherawhera.*

● **Ki te whakaora i ngā Ohu Mahi katoa**

- Kaupapa here
- Whānau
- Hōtaka hui (mō ngā ohu katoa)
- Haepapa me ngā mahi
- Te orange o te kura / whānau

*E anga whakamua ana. Kua tuaringia ngā kōpaki kaupapa here, e whakahou tonu ana ngā mema o ia Ohu, kua tīmata kē te mahi arotake i ngā kaupapa here. Ka haere tonu hei te tau hou. Kua whakatairanga atu ki roto i te kaupapa here whakauru (me te whakauru anō), ā, e tūwhera ana ngā whānau ki te tautoko mai. He nui ngā mahi o te tau 2016 mo te taha ki ngā kaupapa here o te kura. Ko te tau 2018 he mea noho anō ki te wherawhera mai i ngā kaupapa here. Ahakoa te tumanako kia arotakengia ngā kaupapa here katoa, me te whakaemi mai, kāre i tutuki. He mea me oti tika 2019.*

● **Ki te whakahou i ngā kaupapa here 10 (neke atu rānei)**

- |  |                         |
|--|-------------------------|
| - Whakauru tamariki                      | - Aromatawai            |
| - Pūtea tautoko whakangungu mā te whānau | - Whirihwiri Marautanga |
| - Te Reo Māori                           | - Haerenga ki Tāwāhi    |
| - Te Reo Pākehā                          | - Kai Hauora            |
| - Hauora / Waiora (mō te Whānau)         | - Arotake Whaiaro       |



*10 ngā kaupapa here i aroā i te tau mua mai. I noho, i tirohia anō i te tau 2019 ēngari e rata ana ki ngā mea kua oti kē. Kai te kaha te ohu Kaupapa Here ki te whakatikatika ma ii ngā Kaupapa Here ā-Kura nei. E whakahaeretia ana hoki tētahi Ohu titiro ki te kaupapa here o te uru mai o te tamaiti ki Hoani waititi.*

- **Ki te whakatau i Ngā Hua o te Ako e ai ki a Waititi**
  - He mahi hou
  - He paerewa e whakaatu mai ana te angitū o ngā tamariki KKM aho matua
  - Ka tuaringia ki ngā KKM o te motu

*He mea i wānangahia e ngā kaiako i te tau 2018. Kai te kimi tonu i te tino māramatanga o tāna i tika ai. I puta he whakaaro mo te Kura Tuatahi me Kura Māhuri hoki nā runga anō i te hiahia kia whakamātauahia te kaupapa nei. He wānanga tonu hai whakahaere mo te kaupapa nei kia tino whea mana ai tā Hoani Waititi titiro ki ngā hua o te ako. He mea nui kia whai wā me ngā mātanga o te kaupapa nei nō TRN.*

- **Ki te tautoko i ngā kaupapa whānui a TRN**
  - Ka whai wā ana ka tautoko i wa TRN tohe ā-KKM nei ki te Kāwana.
  - Pūtea tautoko mā TRN hei Kaitiaki – tautoko i a TRN kia riro atu ki a rātou.
  - Te Reo Māori
  - Te whakatūtanga o ngā kura aho matua (kura rīriki ki ngā kuratini kei raro i te mana kōtahi)

*He kaha ana Waititi ki te tautoko i ngā mahi me ngā kaupapa a TRN ka inoi mai ana rātou. He pūtea kua whakatapua ki te tuku atu hei tautoko i aua kaupapa.*

- **Whakapakari ake ngā mahi arotake whaiaro i te katoa o ngā mahi**
  - Whakarite tauira mō ngā momo kaupapa rerekē
  - Kaupapa here (mehemea he take)
  - Pūrongo atu ki e Whānau
  - Koia hei rautaki whakapai ake i ngā whakahaeretanga katoa

*E pai ana te tipu o te kaupapa nei. E whai whakaaro ana ngā kaiako, ngā mātua otirā te whānau ki te mahi pēnei mō ngā kaupapa katoa. E mārama ana ki te tukanga me te punaha whakahaere.*

- **Whakaūngia a Te Aho Matua ki ngā mahi katoa o te kura**
  - Wānanga TAM i ia tau mā te katoa o te Whānau
  - Whakahāngai ngā kaupapa here katoa ki TAM
  - Whakatauiria ngā mahi e hiahiatia ana
  - Ngākau māhaki

*Ko te nuinga o tēnei tū āhuatanga he rongonga ngākau, he rongonga wairua, ngao, mauri anō hoki. E ora ana te wairua, e ita ana te mauri o te kura, e kitea ana ki roto i ngā mata, i ngā kanohi o ngā tāngata katoa – tamariki mai, kaiako/kaimahi mai, whānau mai.*

*Tē taea te kī e pērā ana i ngā wā katoa heoi, e kitea ana, e rongo ana, e rāngona ana. E koa ana te ngākau ēnei tū āhuatanga te kite, te rongo. I reira te whakaaro ki te whakatū wānanga TAM mo te tau 2019 ēngari kāre tēnā whakaaro i rewa nā runga anō i te kore whai wā o ngā tāngata e hiahiatia ana e mātou kia haramai ki te whakahaere i te wānanga ra. Ka tirohia anō mo te 2020.*





Kaupapa	Whaingā Tawhiti	Rautaki 2018 kia anga whakamua	Paearu	Arotake
Te Ira Tangata	<p><i>Kia noho mauri tau ngā tamariki, e whai koha ana ki ō rātou hoa, e ngākau māhaki, e ngākau atawhai ana ki ngā tāngata katoa, e mātau ana ko te ira atua kei a rātou.</i></p> <p>Kia kite te puāwaitanga wairua o ia tamaiti, o ia pakeke.</p> <p>Kia tiaho mai te wairua o ia tangata</p>	<p>Wānanga aho matua me Mauriora ma te whānau me ngā kaiako (x2)</p> <p>Whakarite kaiako haere ki ngā wānanga Incredible Years, Mana Ririki rānei mo ngā pakeke (kaiako mai, mātua mai). Whakaurua ngā wāhanga o Mauriora ki roto i ngā mahi.</p> <p>Wānangahia te kaupapa PB4L ka titiro me pēhea te whakaWaititi mai i te PB4L.</p> <p>Whakatū Ohu PB4L mai i ngā kaiako o ngā Ohu e toru o te kura – Kura Tuatahi, Kura Mahuri, Kura Kōhure. Pōhirihia te Kōhanga Reo kia haramai.</p>	<p>Kua tū, kua tutuki ngā wānanga e 3.</p> <p>Kua whakatau āe /kao rānei</p> <p>Kua whakahoungia te kaupapa Hauora / Waiora</p> <p>Kua tū ngā wānanga, kua tae atu ngā whānau.</p> <p>I tapaina ko ‘Tamaiti Ora’ – koina te whakaWaititi mai o te ingoa mo te kaupapa nei.</p> <p>I tu te Ohu Kaiako PB4L mai ngā kaiako no ngā Ohu e toru.</p>	<p>Kāre noho te wānanga i tu nā runga anō i ngā take o te wā. E kaha ana ngā tamariki me ngā kaiako te ako i ngā kupu o Te Aho Matua me te mea anō ka whakamahia e ngā taamriki hai wāhanga Karakia hoki.</p> <p>Ka whakarite ngā hui Incredible Years mō 2020. Kai reira te hiahiao ētahi kaiako/.</p> <p>Te Ohu whakahaere i te kaupapa Tamaiti Ora, i āhua koretake tā rātou whakahaere i ā ia i tēnei tau. Ahakoa tēnā i eke tonu te arotake MOE i a mātou mahi i te Kura e hāngai ana ki a rātou hiahia mo te PB4L. Kāre te kura i whiwi i nga pūtea PB4L mo mo te tau 2019</p>
Te Reo	<p><i>E kaha ana ngā tamariki te korero Māori i ngā wā katoa, i ngā wāhi katoa.</i></p> <p>Kua whakatangatawhenua te reo Māori hei reo kōrerorero puta noa i te kura</p>	<p>Whakawhanakehia te rautaki reo Māori, whaia;</p> <p>Whakarite akoranga reo Māori ma ngā whānau me ngā kaimahi kāore anō kia mātau ki te reo;</p> <p>Whakatairangatia rawatia ngā taiwhanga reo Māori, reo Pākcha hoki; Whakamihia, whakamanahia te hunga kaha ki te kōrero Māori;</p> <p>Wānanga reo Māori mā ngā tamariki; He mea tautoko i te Kōhanga Reo kia whakawhanakehia te reo rangatira ki reira.</p>	<p>E ara ana, e whaia ana</p> <p>E hāere ana</p> <p>Kua tau, e whaia ana e te katoa</p> <p>E tutuki ana i roto i nga hui a kura</p> <p>Kua tu, e rata ana nga tamariki</p> <p>He kaiwhakahaere hou i timata, ā, kua whanake rawa ngā peka katoa o te Kōhanga, timata ana i te reo.</p>	<p>E kaha ana ngā tamariki te kawē i te reo i te wā e noho tahi ana me ngā tamariki nō KKM kē atu.</p> <p>He kaha nō te toko maha o ngā tamariki ki te kōrero Maori I te kura I ngā wā e pātata ana ngā kaiako.</p> <p>Kāore anō te reo kia titia, kia ū ki ō rātou whatumanawa i tēnei wā heoi e pai ake ana!</p> <p>I tino whea whanake te reo o ngā taamriki nā runga rawa i ngā mahi a te Kaiako reo Māoir. He tino toki.</p> <p>Kia mau tonu te kura ki te kaupapa nei, ara, whakawhanakehia te reo ma i ngā tamariki, tae noa ki ngā pakeke. Ka mau tonu ki te kaupapa!</p>
Ngā Iwi	<i>E whai koha ana ngā tamariki ki ngā</i>	Kia mātau ngā tamariki ki ngā	E āhei ana te whakaatu mai	E whanake pai ana te kaupapa nei. Ko

	<i>iwi maha o te ao, tae atu ki a tau iwi.</i>	nohonga whēnua ō ngā iwi Māori katoa o Aotearoa; Whakarite rā whakanui i ngā iwi o te ao Manaakitia ngā rōpū ka tae mai i whēnua kē o te ao.	Kua tū te ra  Kua tutuki te kaupapa	te tau 2019 ko te haramai a ngā Kura nō whenua kē atu, pēnei i a Tahiti & Hawaii, ki te marae, otirā, ki te kura. Ka tiakina ērā tamariki e a mātou na tamariki no Hoani Waititi. Whai wheako a mātou na tamariki ki ngā iwi o whenua kē atu. Ko te whakataetae hoki o te Poly Fest ia timatanga tau anō tētahi atu kaupapa. Kai reira rawa atu ngā iwi maha o ngā moutere, hāuna anō hoki o Āhia. E kitea ana, e rangona ana ērā momo tāngata. I haere atu te Reanga Kauri (tua 13) ki Ahitereiria i te timatanga o te wāhanga 3 o te tau hai haere mā rātou. i te mutunga tau. Noho tahi me tētahi kura taketake o reira, whakawhanaunga, mahi tahi ai me ngā rangatahi o taua Kura i whakahaere wānanga reo hoki mo ngā whanaunga kai reira e noho ana.
Te Ao	<i>E whai koha ana ngā tamariki ki te ao o te kura, ki a Papatuanuku, ki a Ranginui, ki te Ranginui o Tāmaku Rangi.</i>	Whakatau, whaia hoki i tētahi rautaki whakapai, tiaki i ngā whenua a te kura.  Whakatau rautaki ine i te oranga o te manga me pēhea hoki tērā te tiaki.	E tau ana te rautaki mo nga wāhanga katoa o te kura Kua tau, he kaitiaki kua kitea, kua tau ngā whakaritenga mo te tau Kua tau te rautaki, e haere ana te mahi e whāia ana e ngā tamariki	Kua tino pai rawa atu ko wā ngā tamariki tiaki I te taiao kura I te tau nei. Ka kōhi rāpihi noa, ka ngana rātou kia ataahua ngā wāhanga katoa. I tino ruku hōhonutia te kaupapa nei hai painga mo Papatuanuku, i mahi tahi ai me te marae. Ko te māra kai tonu tētahi tino kaupapa, kā mutu, ko te wānanga me hiahia ki te whai i te huarahi o te para kore huri noa i te marae. E whanake tonu ana te kaupapa Para Kore. Te whakarauora anō hoki i te awa o te marae – he kaupapa nui tēnā e mahi tahi ana me te Poari o Wāitakere me te Kaunihera hoki. He kaupapa e whanake tonu ana ia tau, ia tau. Ko te whainga matua kia noho para kore te marae whānui nei o Hoani Waititi. I hui nui o ‘Waitangi ki Waititi’ i riro mā te reanga Kauri (tau13) kē te para kore e kawē. Piki mai kē ēngari i oti pai i a rātou.
Āhuatanga Ako	<i>E eke panuku, e eke Tangaroa ana ngā tamariki i roto i ō rātou mahi</i>	Kōrerotia i roto i ngā wānanga aho matua mā ngā kaiako;	Kua mau i ngā mātua me ngā kaiako, e kitea ana i roto i ngā kawenga mahi	E ako tonu ana, e eke tonu ana ngā kaiako – he nui ngā kaupapa

	<p><i>katoa.</i></p> <p><i>E kaha ako ana ngā tamariki i roto i te kōanga ngākau.</i></p>	<p>Tukuna ētahi kaiako ki kura kē kia kite rātou i ētahi atu tauira; Kōtui ngātahi ki roto i ngā mahi aromihi kaiako; wānanga whakangūngū.</p> <p>Ko te kaupapa Ngā Ara Toitūtanga e whanake ana.</p>	<p>Kua hāere atu, hoki mai, kua pūrongo mai, e kite ana ngā hua E mārama ana ngā kaiako, ko ngā painga e kite ana ki roto i ngā akomanga, ngā tamariki hoki.</p> <p>E kitea ana te whanake o te kaupapa Ngā Ara Toitūtanga ki ngā hōtaka, ngā mahi kaiako, kā mutu, ngā a ngā tamariki hoki.</p>	<p>whakangungu I whaia I te tau nei, ā, e haere tonu ana. Ko te tono TLIF i awhina hoki i ngā mahi whakangungu a ngā kaiako.</p> <p>Ka tīni ētahi whakahaeretanga kia wātea ake ngā kaiako matua ki te arahi, ki te ako a rātou kaiako I ētahi pūkenga whakaako. I tuku tono mātou ki te Prime Ministers Education Excellence awards mo 2019, ā, ko te kaupapa o Ngā Ara Toitūtanga te kiko o te tono. I wini i a mātou te Prime Ministers Education Excellence award. He taunakitanga tēnei kai te huarahi rangatira te kaupapa nei.</p> <p>E kite ana ngā tamariki i te take e ako ana rātou i ngā kaupapa o ngā hōtaka me te hāngai atu ki tā rātou whai tohu ā-ara nei me te NCEA hoki.</p>
Marautanga	<p><i>E āhei ana ngā tamariki te whātoro atu, te nanao atu ki ngā momo mātau katoa o te ao.</i></p> <p><i>E tuwhera katoa ana ngā tamariki ki te ako me te whakaako.</i></p> <p>Kua tau te Marautanga Aho Matua ki te katoa o te kura, o te whānau; e panoni tonu ana, e tipu tonu ana.</p>	<p>Whakaurua a Te Aho Matua me ngā hua o te ako ki ngā mahere ako katoa, whakamātauria;</p> <p>Whakaurua ngā wāhanga o Mauriora ki ngā kaupapa ako kia kouna ake ngā mahi mā ngā tamariki.</p> <p>Ko te kaupapa Ngā Ara Toitūtanga he mea hou i tirohia e mātou. Ko te tamaiti kai te pito o ngā kaupapa ako i te kura.</p>	<p>Kua tau, kua kitea kua pai ngā whakaritenga me ngā kawenga</p> <p>E kaha kite ana i roto i ngā kawenga mahi. Ko te kouna nui e kitea ana ki roto i te āhua o ngā tamariki.</p> <p>Kua tau, kua whakaaetia, kua whakaritea. Kua whakatapua te putea me ngā rauemi e tika ana, tae atu ki ngā kaiako. E kite ana te whanau, ngā tamariki, me ngā kaiako hoki i rerekē o tēnei huarahi whakahaere kaupapa ako i te kura. E mārama ana ngā painga nui.</p>	<p>Kua tutuki rawa! E kite ana ki roto I ngā mahi a ngā tamariki, te āhuatanga o ngā akomanga, ngā kopaki mahi a ngā kaiako.</p> <p>Nau mai te tau hou me te kaupapa hou!</p> <p>Nā te mea he kaupapa hou, he mea rongo ana i ngā piki me ngā heke o te pīkau kaupapa kāre anō kia wahaina e kura kē atu. He wānanga nui te kaupapa nei mo te roanga ake o te tau kia rewa tika ai hai te tau kai te heke mai.</p>
Ngā Take Kaimahi	<p><i>Kia kite, kia matua mōhio ngā tamariki ēharā i te mea mā rātou anahē te kura hēoi, ko te Whānau e whakahaere ana.</i></p>	<p>E tau ana ngā kirimana me ngā whakaraupapatanga mahi mo ngā kaimahi katoa; E tutuki ana te aromihi i ia kaimahi; Ka whai kaupapa whakangūngū e ia</p>	<p>Kua waitohu e ia tangata</p> <p>E tika ana e ai ki a Novopay</p> <p>E whai hua ana, e whai ana e ia</p>	<p>Kaore e taea te kī kua ea ngā mea katoa heoi, e anga whakamua ana.</p> <p>Nā ngā tauira no ngā tau kua hipa, e</p>

	<p>E tau ana ngā take kaimahi katoa, e mauri tau ana ngā kaimahi katoa.</p> <p>He tangata reo Māori ngā kaimahi katoa.</p>	<p>tangata, ahakoa tana mahi; Ka whakarite rautaki/mahere whakapakari ngāiotanga e ia tangata, ka whaia. He kaupapa whakangūngū e tāea hoki ngā Whānau te uru atu.</p>	<p>tangata i tāna ake mahere whakangūngū.</p> <p>E whakapau ana te pūtea whakangūngū ki ngā kaupapa whai hua nui ai mā ngā kaiako me ngā tamariki.</p>	<p>whanake ana tā mātou tiaki I ēnei tū āhuatanga ki tērā I kitea I ngā tau o mua – heoi, ka haere tonu.</p> <p>Nui noa atu te putea whakangūngū I whakaritea I te tau nei ki tērā o ngā tau o mua. He nui ngā kaiako kua whai whakangūngū hoi anō me kaha ake ngā kaiako te tiroiro haere kia kitea ai ētahi kaupapa whakangūngū hāngai ki ngā whāinga ā-kaiako nei.</p>
Hauora, Haumarū	<p><b><i>Kia mātau ngā tamariki ki ngā hua o ngā kai hauora me te kori tinana.</i></b></p> <p><b><i>Kia mātau ngā tamariki ki te tapu o te tinana, te ngākau, te wairua, te whatumanawa me te hinengaro.</i></b></p> <p>Kua tau he taiao āio i te kura kia noho ora, haumarū ngā tāngata katoa e kuhu mai ana.</p> <p>He Kura wai Māori anake</p>	<p>Whakaara mai anō te kaupapa kai hau ora;</p> <p>Matapakihia ngā kaupapa uaua pēnā ka whai hei kaupapa, hei take rānei ma ngā tamariki, whakatau āe/kaorānei:</p> <ul style="list-style-type: none"> <li>• Kōwhiringa aitanga</li> <li>• Whakamomori</li> <li>• Whakaweti tangata (ma nga punaha hangarau hoki)</li> <li>• Waipiro me ngā whakapōauau</li> <li>• Pāwhera(tanga)</li> </ul> <p>Matapakihia te kaupapa</p> <p>Parea ngā inu hukahuka katoa ki rāhaki e. Mai i ngā mātua/pākeke/kaiako, ki ngā tamariki, ko te Wai Māori anake te inu e whakaaetia ana ki te kura</p>	<p>E ora ana, e whaia ana e te katoa o te kura.</p> <p>Kua whakatauria ngā kaupapa e hiahia ana, kua whakarite ngā rauemi tae atu ki ngā tāngata, kua tīmata te whai.</p> <p>Kua kōrerotia te kaupapa ki te whānau, e mārama ana, e tautoko ana, kua tuarīngia ngā momo mahi, e kite ana i roto i te āhua o te kura, ngā akomanga me te hunga tāngata. Kimihia ngā mātanga kōrero mo te whakamomori me te mate hinga pouri, kia haramai mai ai ki te kōrero ki ngā tamariki.</p> <p>Kids Can – i whakaae mai a Kids Can kia tautoko mai rātou i a mātou tamariki.</p> <p>Tautoko mai a Healthy Families Waitakere i te kaupapa, nā wai rā ka whakawhiwhia mātou i ngā puna inu wai kōunga nei mo te taha Wharekura.</p>	<p>Kua whanake te kaupapa hākinakina hurinoa i te kura. Kua tīmata mai te kōhi kia hai rou atu ki te hēte kia whiwhi whareora hiki maitai ai ngā tamariki.</p> <p>Ka haere tonu a te tau kai te heke mai.</p> <p>Ka karangahia ngā whanau ki te awhi mai.</p> <p>Waimarie ana mātou i whai tūnga a mātou tamariki ki te kaupapa Atawhai. He mea ‘mindfulness’ he ārahi tamariki ki te whakatau i te kōwhiri e tika ana.</p> <p>Waimarie ana a mātou tamariki no ngā whanau rawa kore ki te whiwhi i ngā rawa awhina a Kids Can, Bread in Schools, Milk in Schools, Eat my lunch. Hoi anō i kitea ana kua kore pea e whai take tā mātou tono mo te eat my lunch i te mea e mōumoutia ana ngā kai ētahi taima.</p> <p>E noho tūturuana te Kura me ngā tāngata katoa ki te kaupapa Wai Māori. E 3 ngā puna wai kōunga kai te Wharekura, e toru hoki kai te Kura Tuatahi.</p> <p>E whanake ana te kaupapa nei. Kua waia kē te Kura katoa ki te kaupapa nei, ā, kua tino whea mōhio kē te hāpori o Hoani Waititi he kura wai Māori anake. E tino tautoko ana te</p>

Whakahaeretanga / Kāwanatanga	<p><b><i>Kia kite, kia mōhio ngā tamariki ko te Whānau e whakahāere ana i te kura hei painga ma rātou.</i></b></p> <p>E tau ana ngā punaha whakahāere, e mārama ana te whānau, e whaia ana e te katoa i roto i te ngākau tika.</p>	<p>E rata ana ki te take ko te whanau e whakahāere ana i te Kura.</p> <p>Whakapakari ngā ohu kia tika te mahi a ia, kia tuari ngā mahi.</p> <p>Whakaritea, whakamanahia, whaia tētahi whārangi ipurangi hou. Rapua tētahi tērā te tiaki, te panoni. Tiakina te pūtea utu i taua tangata (āhua \$35k)</p> <p>Whakatau tētahi punaha arotake whaiaro mā te whānau, whaia.</p>	<p>Kua tau ngā whakāro, e whaia ana te tauira i whakatauria ai.</p> <p>E hui ana ngā ohu i ngā wā e tika ana hoi anō he mea wānanga anō ka haere mo Ohu kē atu.</p> <p>Kua oti, kua whakatikahia, e hāngai ana te hāere.</p> <p>E tau ana, e whaia ana, e koa ana</p>	<p>hāpori</p> <p>I tu te pōti poari i te tau nei. E whā ngā mema hou. E rua i uru ma te pōti, e rua anō he mea tono kē kia noho mai ki te poari hou. He rawe ngā pūkenga kua mauria mai e ngā mema hou o te poari.</p> <p>E mahi tahi ana, a, mō ngā kaupapa nunui, e uru mai ana te whānau ki te awhi, ki te tautoko mai.</p> <p>I ngana te whakaora ake i ngā Ohu. He mahi tonu kai te haere kia eke ai tēnei take ki te taumata tika o te poari rangatira.</p> <p>Kua ea te ipurangi me te hui arotake whaiaro, whakarite</p>
Arahitanga	<p><b><i>Kia whai wāhi ai ngā tamariki te whakapakari, te whakangūngū me te whakamātau i ō rātou ake pūkenga ārahitanga.</i></b></p> <p>Kua tau, kua mārama hoki te whānau ki ngā āhuatanga ārahi o te tumuaki, te Kāhui Amorangi me te whānau kia mahi ngātahi te katoa.</p>	<p>Whakatau a kaupapa here nei kia hāere e ia wāhanga o te kura ki tētahi haerenga, noho puni rānei i ia tau hei wheako a waho mā rātou.</p> <p>Whakatau rawatia te Kāhui Amorangi, ngā haepapa o ia tangata, ngā whakangūngūtanga ma ia, whaia. Tohua ētahi atu e whakaatu mai ana he pūkenga ārahitanga a rātou, whakangūngūa.</p>	<p>Kua tau te kaupapa here, kua tau tētahi hōtaka hāerere, kua oti nga hāerenga te whakarite.</p> <p>Kua tutuki ngā kaupapa whakangūngū e tutuki ana e ia tangata i āna nei haepapa.</p> <p>Kua kite ētahi atu, kua tīmata ngā mahi whakangūngū mā rātou.</p>	<p>Kua kaha kē ngā tuākana te whakahāere i a rātou anō me a rātou kaupapa kura.</p> <p>E haere tonu ana ērā atu mahi. Ko te nuinga o ngā haepapa o ngā kaiako kua tau.</p> <p>He tino pai rawa atu ko tā Whaea Peata ārahi I nga mahi whakangūngū PRTs I puta te ihu o te tokowhā. Me haere tonu tera kaupapa mō ngā tau e rua kei te haere mai – kia pakari rawa ngā kaiako katoa!</p>
Whenua / Whare me ngā Rawa	<p><b><i>Kia whai reo ngā tamariki ki roto i ngā kōwhiringa whare, rawa hoki hei whakamahinga mā rātou.</i></b></p> <p>Whakahoutia te 10YPP me te 5YA. .</p> <p>Kia noho tahi me te marae whakamahere ai i te anga whakamua o te marae whānui mo te taha ki ngā whare.</p>	<p>Kia oti mai te hangaitanga o te Whare Pukapuka i tēnei tau. He tohe i ara me MOE mo te taha ki te whare mātauranga mo te whakaora ake anō i ā ia.</p> <p>Me kimi huarahi e taea ai te tiki</p>	<p>I ngana te whakaoti ēngari he raru nui i ara mai ki te taha o te ‘Project Manager’.</p> <p>Kua tata oti te taha ki te 5YA me te 10YPP o ngā tau kua pahure. A te tau kai te heke mai ka aronui ki te 5YA &amp; 10YPP hou.</p> <p>Kua tīmata te rapa pūtea tautoko</p> <p>Kua tīmata te tāpactanga me te kohi</p>	<p>I oti te whakahoutanga o te whare pukapuka nā runga anō i ngā mahi nui a Project Manager hōu. Ko ngā tēpu me ngā tūru e takaroa ana.</p> <p>He i-papa; he rorohiko hou I hokona, he taputapu hou mō ētahi akomanga hoki. I waimarie hoki te whiwhi rorohiko kawē mai i tetahi kamupene nui. E mihi ana ki a rātou.</p>

			whakāturanga tautoko, kua whiriwhirihia te rōpū kōkiri.	
Pūtea	<p><i>Kia whai reo ngā tamariki ki roto i ngā kōwhiringa pūtea o ia tau hei hua mā rātou.</i></p> <p>E tau ana ngā punaha tiaki, whakapau pūtea kia tutuki ngā matea me ngā moemoeā a te Whānau mā ngā tamariki.</p> <p>E mārama ana te Whānau me te Ohu Pūtea ki ērā punaha, e whaia ana.</p> <p>He tauhou te Tumuaki ki ngā kaupapa tahua pūtea kura whānui.</p>	<p>Kia tutuki ngā kaupapa katoa e ai ki te tahua pūtea a tau kua whakamanahia.</p> <p>He wāhanga nui i whakatapua ki ngā Hōtaka ā-Wharekura nei i te mea he kaupapa hōu ā-Kura nei.</p> <p>Whakaplaw kaha kia kitea (tae atu ki) te \$100,000+ hei tautoko i ngā kaupapa a kura o te tau nei. Kimihia he awhina pūtea mai i ngā wāhi waho mai o te marae, o te kura hoki hai tautoko i ngā kaupapa ā-Kura mo te tau nei e.g Local Board, Council etc.</p> <p>Kia whakarite te Tumuaki ētahi wā whakangungu ā-Pūtea nei</p>	<p>Kua tutuki e ai ki ngā paearu</p> <p>E 3 ngā hōtaka i kaha whakapau i a rātou na tahua pūtea. Kotahi te mea i whakaaetia ana hoko rawa kia pau katoa wana pūtea ēngari kāre te katoa o wana mea i hokona. Ko ērā atu kāre i kaha</p> <p>I tutuki ki tua atu i te \$100,000. E mihi ana ki ngā Local Boards, TPK, me ērā atu wāhi i tautoko mai.</p> <p>I whai wā te Tumuaki me Ed Services me tana 'Principal Mentor' Evaluation &amp; Associates. I awhina mai hoki a Rawiri ki te taha o ngā kaupapa 'Staffing. I whai tōna nei māramatanga i te Ohu Pūtea. He piki awhina a Whaea Judy, i ngā wā wātea mai ia. .</p>	<p>He nui te taha pūtea i toe....kāre i pau katoa.. Ko tētahi take ko te nui o ngā pūtea nō waho kē (External Funding) i whakawhiwhia ki a mātou. Nā reira i whakapau ērā pūtea ka toe mai ki ngā pūtea ā-Kura nei. He tou kikī hoki te Tumuaki nā reira me ako ia i ngā wā e pai ana te tuku noa i te pūtea ki ngā kaupapa ā-Kura.</p> <p>Me whanake. .</p> <p>I ea</p> <p>I ea. He mahi tonu kai mua i Tumuaki ki te whakawhanake i wana mōhioranga kaupapa pūtea ā-Kura. I reira ngā peka awhina. Nā te pakari o ngā tukanga pūtea moni no ngā tau kua pahure, i māmā ake. E whai whakangungu tonu ana i a Ed Serve, e awhina tonu mai ana a Rāwiri. Kua whanake ngā pūkenga o</p>

Hangarau / ICT	<p><i>E āhei ana ngā tamariki te whātoro atu, te nanao atu ki ngā momo mātau katoa o te ao.</i></p> <p>He kura e whaia ana i ngā hangarau o te wā hei kawenga akoranga hēoi, e tiaki tonu ana i ngā taonga tuku iho a ngā mātua tīpuna.</p>	<p>Whakataua tētahi mahere rautaki ki te whakawhanake ngā punaha me ngā rawa ICT.</p> <p>Tirohia te hunga tiaki IT – arotakehia mehemea e eke ana a rātou mahi ki te taumata e tika ana.</p> <p>Kimihia he pūtea hai hoko rorohiko kōunga mā ngā tamariki. Rapu rānei i tētahi hunga takoha rorohiko mai ki te kura.</p> <p>Whakapakari ake i te kaupapa Pā Pāoho</p>	<p>Kua tau te rautaki, e whaia ana, kua kitea i ētahi atu tauira, kua kitea he kaitiaki mo te taha ICT</p> <p>Ka rawe kē ngā mahi a Firsttec.</p> <p>Tukuna ngā tono pūtea ki ngā wāhi o waho. Tukuna hoki te pātai ki ngā kamupene mehemea ka taea e rātou te awhina mai.</p> <p>Kei te tari ngā rorohiko e pupuri ana.</p> <p>Ka oti ana te Whare Mātauranga te whakahou ka riro tētahi wāhanga o reira hai wāhi motuhake rorohiko tēpu.</p> <p>Kimihia he pūtea awhina i te hoko rauemi hāngarau mo te hōtaka Pāpāoho ka tu a te tau kai te heke mai</p> <p>Kimi rorohiko anō i te mea e raru ana ngā laptop Kahurangi. Kua pī kē ngā kanohi o aua laptop.</p>	<p>te kaimahi tari.</p> <p>Waimarie ana i te hunga IT o te Kura nei.</p> <p>Rangatira ngā mahi a Firsttec.</p> <p>Kāore anō kia oti, hoi anō, kua wānanga kē me Firsttec kai hea ngā wāhi pai mo ngā rorohiko.</p> <p>Kua whakawhiti kōrero me ētahi māpu o waho mai i te kura. Kua tata tau te awhina mai a tētahi ā-pūtea nei</p> <p>I whakahono mai a Kiwi Bank, ā, e tuku laptop kōunga nei rātou ki te kura. 20 i whakawhiwhia ki te Kura i mua i te mutunga o te tau. A te timatanga tau hou ka whiwhi 20 anō hoki.</p>
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<p><b>Te Puhikaioreoretanga (Excellence)</b></p>	<p>E tutuki ana ngā tamariki ki ngā taumata e tika ana mō tō rātou pakeke, tae atu ki te NCEA.</p> <p>Ko te whakapae, e tāca kia pai ake.</p> <p>Me pēhea tērā tutuki ai? Mā wai ngā mahi? He aha te wāhanga ki te kura? He aha te wāhanga ki ngā whānau? He aha te wāhanga ki ngā tamariki?</p>	<p>Ko ngā kawatau (expectations) ā-ākonga nei mo rātou ake (ā-takitahi nei), kawatau ā-ākonga mo te Kura, kawatau ā-ākonga mo te whānau.</p> <p>Ko ngā kawatau ā-Whānau mo rātou ake, mo ngā ākonga, mo te kura.</p> <p>Ko ngā kawatau ā-Kura mo te Kura, mo ngā ākonga, mo te whānau.</p> <p>Hui all of the above</p> <ul style="list-style-type: none"> <li>• Wānangahia ngā kōrero o runga</li> <li>• Whakatakotohia ngā kitenga o te wānanga.</li> <li>• Whakangungu whānau</li> <li>• Wānangahia te kaupapa o te whakawhānui ake i te whakapā mai o te whānau ki ngā kaupapa o te kura.</li> <li>• Arotakehia ngā kaupapa o te kura</li> <li>• Mā te arotake e tohutohu ki rauaki anga whakamua ā-Kura nei.</li> </ul>	<p>Whakangungu kaiako hei whakawhanake pūkenga. He mea nui kia tika te tahua pūtea whakangungu.</p> <p>Aronui atu ki te Kaupapa Ngā Ara Toitūtanga. Kai kona te huarahi anga whakamua ā-Kura nei, ā-Hoani Waititi nei.</p> <p>Whakaritea he wā aronui ai ki te ārahi i ngā tamariki me a rātou marau ako, kā mutu, kai hea te hāngai atu ki te ara e ngākaunuitia ana e te tamaiti. Ko tēnei e whakawhanake ana i te ara toitūtanga (career pathway) a ia tamaiti.</p> <p>Mahi nui tonu te whakatika i te kaha tae wāe tika a ētahi kaiako ēngari e ngana tonu ana</p> <p>Kimihia ngā mātanga o-waho mo ngā kaupapa e mahia ana i te kura. Whakawhirinaki atu ki aua mātanga hai whakawhanake i ngā akoranga ā-Kura nei.</p> <p>Whakawhanake tonu i ngā pūnaha, ngā tukanga hoki ā-Kura nei.</p>
<p><b>Auahatanga (Innovation)</b></p>	<p>He nui ngā kaupapa, ngā mahi e haere ana i roto i te kura i tēnei wā kāore e kaha kitea ana i kura kē.</p> <p>Me pēhea tātou whakawhanake ai aua kaupapa kia whai hua nui kē atu mā ngā tamariki?</p>	<p>Wawatatia Wānangahia/Kōrerohia Whakaponono Maheretia Whakatinanahia</p> <ul style="list-style-type: none"> <li>• Angawā (Timeframe/s)</li> <li>• Tahua Pūtea</li> <li>• Kaimahi</li> <li>• Rauemi hāpai</li> </ul>	<p>Develop recently introduced programmes to realise full potential</p> <p>Wānangahia ngā hōtaka no na tata nei, wetewetekina kia mārāma ai ngā piki katoa me ngā heke katoa.</p> <p>Parea ngā take whakararu, kimi rongoa mo ngā ā-puta, whakawhanake i ngā painga. Koinei te whakapakaritanga o ngā hōtaka nei.</p> <p>Ngā peka katoa o tēnā arotake hōtaka me pūrongotia ngā kōrero e hāngai ana ki te whakapakaritanga o ngā hōtaka me ngā peka katoa o tēnā whakapakaritanga.</p> <ul style="list-style-type: none"> <li>• Ngā Ara Toitūtanga</li> <li>• Te Kete Uru Ao</li> <li>• Whakahaere Wharekura</li> <li>• Arotake Kura Tuatahi</li> <li>• Paerewa mo nga kaupapa katoa</li> <li>• Te Marautanga Aho Matua – kai hea tana whai take.</li> <li>• Te Kete Uru Ao profiles and portfolios.</li> </ul>

<b>Whakaakona te katoa o te tangata</b> <b>(Whole Person Education)</b>	<p>Ko te aho matua o ngā kura kaupapa Māori te tuāpapa o te kaupapa nei nā reira me whai kaha tātou te whānau tērā kaupapa te whakatangata whenua ake ki roto i ngā mahi katoa.</p> <p>Mā reira hoki whakaakona, whakatipuria hoki te ‘katoa’ o te tamaiti, tae ki te tuakiri o tōna oranga.</p>	<p>Te aho matua, Mauriora Te tuakiri o te tangata Poutiria te aroha (Katarina Mataira)</p> <ul style="list-style-type: none"> <li>• Hauora / Waiora programme</li> <li>• Te Pūhuru hurutanga – hōtaka Sexuality &amp; sex education</li> <li>• Identifying abuse, what to do</li> <li>• Suicide prevention awareness</li> </ul>	<p>Hui whānau Hui kaiako Hui poari</p> <p>Me kite ki ngā kaupapa here me ngā tukanga o te kura. Whakawhanake Reo Kua oti te rautaki reo. Mā te Ohu Reo i te tuatahi.</p> <p>Whakawhirinaki atu ki ngā mātanga o waho e.g Youth Hub West, Waipareira etc.</p>
<b>Te reo Māori me te ao Māori</b> <b>(The Māori language &amp; world)</b>	<p>E mōrearea tonu ana te reo Māori, he haepapa tā tēnei kaupapa tō tātou reo te whakarauora, te whakapiki, te kōrero.</p> <p>Ko te reo he kuaha ki te ao Māori. Me pēhea tātou ēnei kaupapa te whakatinana?</p>	<p>WHAKAPAKARI &amp; WHAKAWHANAKE:</p> <ul style="list-style-type: none"> <li>• Reo Kaiko</li> <li>• Reo ākongā</li> <li>• Reo whānau</li> </ul> <p>Te taiao reo Māori – aronuitia, whakatinanahia, tiakina.</p> <p>Ngā kaupapa here me ngā tukanga o te Kura.</p> <p>He mea nui kua puta mai te ako o te reo me the whakawhanake i te reo i roto i ngā hōtaka ako mo Kura Tuatahi, Kura Mahuri, Kura Kōhure.</p>	<p>Te Reo Rangatira – whakawhanake reo. Whakatakotohia te rautaki reo hai ārahi i te whakawhanaki reo ā Kura. Snapshot ako reo mā ngā kaiako e toru ngā ata o te wiki. I haere 29+ ngā kaiako o te kura ki te Kura Reo o Raukawa. Whakanuia te reo Māori Hōtaka e tino hangai ana ki te ao Māori (kura &amp; whānau)</p>
<b>Mahi ngātahitanga</b> <b>(Collaboration)</b>	<p>E rua ngā kōhanga reo kei tata mai heoi, kāore ano tātou kia mahi tahi me rātou e pā ana ki ngā tamariki e hiahia ana kia whakawhiti mai i te wā ka eke ki te rima tau te pakeke.</p> <p>Hāunga i tērā tokorua, e whitu anō nga kōhanga me kia kōtahi te puna reo. He pai mehemea ka kitea he huarahi kia mahi ngātahi tātou katoa.</p>	<p>Kaiako whakakanohi i te kura ki ngā hui Kōhanga</p> <p>Kimi kaupapa awhina mai i te Kura ki te Kōhanga</p> <p>Kia noho tahi te marae, te Kōhanga me te Kura i ngā hui Karakia marae – Taite tuatahi o ia marama.</p> <p>Haramai ngā kaiako ki ngā wānanga reo Kaiako.</p>	<p>E tae atu ana ngā kaiako me te mea pai hoki e toru kē he mātua o ngā tamariki kai te Kohanga. Haramai ki ngā wānanga reo. Tae mai a Teina. Pūtea PB4L. Kua tino whea whanake te kaupapa Karakia marae. Ka taetae mai ngā kamupene nui e awhina mai ana i te kura kia kite ai rātou i te ataahua o a mātū na tamariki. Me kaha ake te tae mai o ngā kuia. Kai runga noatu te taha whakahaere o te Karakia marae. Ko Matua Te Kura te pou o ngā whakahaere Karakia marae, ā, waimarie ana i ā ia.</p> <p>Kāre ngā kaiako Kōhanga i whai taima te haramai me mātou ki te kura reo o Raukawa ahakoa tāku pōhiri atu.</p>

		<p>Haramai me te kura ki ngā hui PB4L</p> <p>Whakapiri mai kia oti ai ngā tiwhikete first aide me ngā kaiako o te kura.</p>	<p>Kāre noho he wānanga pb4l 2019 ēngari ka karanga i te Kōhanga kia haramai 2020.</p> <p>Ae i ngana ētahi.</p>

## Te Tātaritanga o Ngā Kaupapa Matua

### Te Puhikaiooreoretanga (Excellence)

<p>E eke ana e ngā tamariki ki ngā taumata e tika ana mō tō rātou pakeke, tae atu ki te NCEA.</p> <p>Ko te whakapae, e tāea kia pai ake.</p> <p>Me pēhea tērā tutuki ai? Mā wai ngā mahi? He aha te wāhanga ki te kura? He aha te wāhanga ki ngā whānau? He aha te wāhanga ki ngā tamariki?</p>	<p>Student expectations – of self, of kura, of whānau</p> <p>Whānau expectations – of selves, of ākonga, of kura</p> <p>Kura expectations – of ākonga, of whānau, of selves</p> <ul style="list-style-type: none"> <li>• Hui all of the above</li> <li>• Record findings for inclusion in respective plans</li> <li>• PD for whānau</li> <li>• Plan for, work towards greater whānau involvement in kura</li> <li>• Self evaluation/review all aspects of kura activities</li> <li>• Inform future developments</li> </ul>	<p>Whakawhanake pūkenga ako hōtaka – Project Based kaupapa.</p> <p>Whakaritea te tahua pūtea Hōtaka ā-Wharekura. He timatanga hoki kā mutu e hiahia ana kia</p> <p>Taha Kaiako – kaiako Pūtaiao &amp; Pāngarau</p> <p>Kauapa whakangungu mo ngā kaiako.</p> <p>Kia tika ngā hāora ako a ngā kaiako.</p> <p>Kaiako Mahere ako, me te mahi ako – he mea hai whakawhanake</p> <p>Tukuna ētahi o ngā kaupapa whakangungu mā kaiako e whakahaere. Ērā kaiako kai a rātou ngā mōhioranga.</p> <p>Ngā pūnaha – arotakehia.</p>
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## Auahatanga (Innovation)

<p>He nui ngā kaupapa, ngā mahi e haere ana i roto i te kura i tēnei wā kāore e kaha kitea ana i kura kē.</p> <p>Me pēhea tātou whakawhanake ai aua kaupapa kia whai hua nui kē atu mā ngā tamariki?</p>	<p>Wawatahia Maherehia Ngā Ara Toitūtanga Whakatinanahia</p> <ul style="list-style-type: none"> <li>• Te wā</li> <li>• Tahua Pūtea</li> <li>• Taha kaiako</li> <li>• Rauemi</li> </ul>	<p>Pathwaying: wa mātou na tamariki kia puta ai i te kura kua puta ki te ao e ngākaunuitia ana e te tamaiti. Tau tuatahi mo te Ara Toi Tūtanga tika nei. Te taha pepa, pūrongo. Whakaatuhia ngā kōrero ki ngā mātua, ki ngā whānau.</p> <p>Kaupapa Waititi Ake -</p> <ul style="list-style-type: none"> <li>• Te Kete Uru Ao</li> <li>• Ngā Ara Toitūtanga</li> <li>• Ngā Hōtaka Wharekura</li> <li>• Whakawhitinga – kia kōunga ara haramai ai ngā tamariki i te Kohanga ki te Kura.</li> <li>• Whakahaere Wharekura</li> <li>• Arotake Kura Tuatahi</li> <li>• Paerewa mo nga kaupapa katoa</li> <li>• Te Marautanga Aho Matua</li> <li>•</li> </ul>
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Kai te kaupapa Ngā Ara Toitūtanga e rerekē ana te ara haere ai a Hoani Waititi. Kua whakahaerehia ngā hōtaka ā teina tuakana nei, tau 7-13. He mahi hou kā mutu he mahi nui, he mahi taumaha. Hoi anō whakamātauahia e ngā kaiako. Pāngarau Taumata 2&3 – i karangahia a Whaea Wairua kia haramai. I riro māna a T2. Kāre a T3 i mahia, kāre hoki i pīrangihia e ngā ākonga. He mea auahatanga ēnei kaupapa. Ehara ko te NCEA te mea nui whērā ki ngā tau kua hipa. Ko te mīharo o ngā kaupapa e akohia ana ki ngā tamariki me te ngākau nui atu o ngā tamariki te tino whaingā matua. Ko ngā paerewa me ngā tauwhi he mea taka noa mai i reira.

Kua tino whea hono ake a Mahuri rāua ko Te Wharekura nā runga anō i te mahi tahi, mahi teina tuakana mai i tau 7-13. Ko te Kura tuatahi ka whakahono mai ki te Wharekura i ngā wā waiata ā-Kura, kā mutu i ngā wā Karakia marae. Mutunga wāhanga ka hui tahi te kura, te Kōhanga Reo, te marae hoki ki Ngā Tuamanako karakia whakakapi ai. Ko te mutunga mai ko te whakarārangi mai o ngā kaiako, kaumātua, mātua hoki ki waho ki te rūrū me te awhiawhi i a mātou tāonga i mua i te wehe ki ngā hararei. Ko te hokinga mai i te timatanga wāhanga hoki ka kotahi anō ki Ngā Tumanako, rūrū mai i waho ki roto, ngā tamariki katoa me ngā pākeke. Kātahi ka karakia, ka waiata tahi. Ko te Kura Tuatahi ka titiro hoki e whai ana i ngā tac o Ngā Ara Toitūtanga.

### Whakaakona te katoa o te tangata (Whole Person Education)

<p>Ko te aho matua o ngā kura kaupapa Māori te tuāpapa o te kaupapa nei nā reira me whai kaha tātou te whānau tērā kaupapa te whakatangata whenua ake ki roto i ngā mahi katoa.</p> <p>Mā reira hoki whakaakona, whakatipuria hoki te 'katoa' o te tamaiti, tae ki te tuakiri o tōna oranga.</p>	<p>Te aho matua, Mauriora Te tuakiri o te tangata Poutiria te aroha (Katarina Mataira)</p> <ul style="list-style-type: none"> <li>• Hauora / Waiora programme</li> <li>• Pūhuruhurutanga</li> <li>• Te taha takahi tamariki - SWIS</li> <li>• Whakamomori me te hinga pouri – SWIS</li> <li>• Nēhi ā- Kura</li> </ul>	<p>Hui whānau Hui kaiako Hui poari</p> <p>E kitea ana ki ngā kaupapa here me ngā tukanga Kaupapa ako tikanga Karangahia ngā māpu o waho kia haramai. Health West – awhina mai kia whiwhi nēhi Kura a Hoani Waitit.</p>

He kaha nō ngā kaiako te whakaatu atu ngā mātāpono o te aho matua ki roto i a rātou mahi heoi, kāore anō kia eke ki te taumata e wawatatia nei horapa haere i te kura.

Kaore anō kia āta wetewetea ngā ariā pērā i te Peachs me Poutiria te Aroha heoi, e anaga whakamua ana. Kōtahi noa iho o ngā kaupapa nunui e whā kua kōrerotia, ko tērā e pa ana ki te tāutu i ngā mahi tūkinō tamariki me te haumarutanga. E noho tarewa tonu ana ērā atu.

He wāhanga tēnei e taea te kī me kaha aroā hei te tau 2018.

## Te Reo Māori me te Ao Māori (The Māori Language & World)

E mōrearea tonu ana te reo Māori, he hāpapa tā tēnei kaupapa tō tātou reo te whakarauora, te whakapiki, te kōrero.	Kaiako proficiency Tamariki proficiency Whānau proficiency	Wānanga happening Mātanga reo ā-Kaiako nei. Whakahihiko i ngā tamariki kia ngākau nui rawa ki te reo.
Ko te reo he kuaha ki te ao Māori. Me pēhea tātou ēnei kaupapa te whakatinana?	Māori language environment – identification, implementation, protection  Kaupapa here me te taha tukanga.  Mā te rautaki reo ngā hōtaka reo e ārahi mai i Kura tuatahi, ki Mahuri, ki Wharekura – hītori, te pakanga, ngā rōpū, ngā tāngata.	Rautaki reo – hangaia mai e te Ohu Reo ā-Kura.  Whakanuia te reo. Hōtaka e aro nui ana ki te reo me te ataahua o te ao Māori.

Nā te kaha whai i ngā wānanga reo mā te hunga pakeke (kaiako/kaimahi/kōhanga reo) kua piki te kounga o te reo Māori o tērā hunga, whakawhiti atu ki ngā tamariki o te kura. E rāngona ana ki roto i ō rātou kōrero ōkawa, ōpaki anō hoki. Heoi, tē taea te kī kua whakatangata whenua te reo ki roto i a rātou i te mea ki te kore ngā kaiako e pātata ana, ko te nuinga o ngā tamariki pakeke ka huri ki te reo Pākehā.

E wānanga tonu ana mātou me pēhea tā mātou whakaū, whakatō, titia rawatia te matemate a one ki te reo, mō te reo ki roto i a rātou.

He nui noa atu ngā mātua i whai i ngā akoranga Te Ataarangi i tēnei tau ki tērā tau, ā, e ngana ana rātou te whakamahi te reo kei a rātou. Tērā tētahi atu hunga kāore anō kia tino ū ki te reo Māori heoi, e ngana tonu ana te kura te whakapa atu ki a ratou.

## Mahi Ngātahitanga (Collaboration)

<p>Kotahi te kōhanga reo kei tata mai heoi, ā, kua kaha whakapiri mai mātou ki a rātou, rātou ki a mātou. He mea nui kia kotahi mātou i raro i te marae.</p> <p>E whitu anō nga kōhanga me kia kōtahi te puna reo. He pai mehemea ka kitea he huarahi kia mahi ngātahi tātou katoa.</p>	<p>Tae atu ki ngā hui Kōhanga</p> <p>Awhinatia te Kōhanga ki te taha tonopūtea.</p> <p>Rangi whakawhiti mai me Kura Pū</p> <p>Karakia marae. Karakia mutunga wāhanga. Karakia timatanga wāhanga Waiata ā-Kura.</p> <p>Whakatakoto tukanga mo te whakawhiti mai o ngā tamariki.</p>	
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He wāhanga tēnei kīhai i tino ngana ahau te whai i te tau 2018. He nui ngā mahi whakawhitiwhiti me te Kōhanga. He nui hoki ngā kaupapa haramai rātou me mātou o te Kura. Ko ngā wānanga reo Kaiako, ko ngā hui PB4L, ko te kōhi First Aid hoki. Kā mutu, i tae atu hoki ahau ki ētahi o ngā hui whanau. I tonohoki ki a ‘The Warehouse’ Henderson kia awhinatia mai te Kōhanga me ētahi o ngā i te hiahia.

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Mahanga Pihama – Tiamana Whānau

.....

Hare Rua – Tumuaki





**TE KURA KAUPAPA MĀORI  
O HOANI WAITITI MARAE**

Indigenous Māori Education Centre

Tēna koe,

This is to confirm that Te Kura Kaupapa Māori o Hoani Waititi received \$4,652.17 in 2019 for our Kiwisport funding. This money was used for Gym equipment, Crossfit, Skipping ropes, Balls and Kiorahi sets.

Ngā mihi nui

Hare Rua

Tumuaki

Te Kura Kaupapa Maori o Hoani Waititi Marae

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## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF TE KURA KAUPAPA MAORI O HOANI WAITITI FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

The Auditor-General is the auditor of Te Kura Kaupapa Maori O Hoani Waititi School (the School). The Auditor-General has appointed me, Wayne Monteith, using the staff and resources of BDO Auckland, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 2 to 19 that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2019; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 25<sup>th</sup> June 2020. This is the date at which our opinion is expressed.

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

#### Emphasis of Matter - COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 25 on page 19 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

#### Other Matter - Failure to meet statutory reporting deadline

Without modifying our opinion, we draw attention to the fact that the Board of Trustees did not comply with section 87 of the Education Act 1989, which requires the Board to provide its audited financial statements to the Ministry of Education by 31 May. The disruption caused by the Covid-19 restrictions, including the closure of the school, meant that the audit could not progress as planned. This meant the school was unable to meet the statutory deadline.

#### Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

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

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

### **Responsibilities of the Board of Trustees for the financial statements**

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

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

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

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

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

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

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

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

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

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



uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

#### Other information

The Board of Trustees is responsible for the other information. The other information comprises the Analysis of Variance, Board of Trustees Listing and Kiwisport Report, 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.



Wayne Monteith  
BDO Auckland  
On behalf of the Auditor-General  
Wellington, New Zealand