

TE KURA KAUPAPA MAORI O TOKU MAPIHI MAUREA

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number: 1589

Principal: Laura Hawksworth

School Address: 137 Silverdale Road, Hillcrest

School Postal Address: P O Box 23017, Dalesford, Hamilton, 3254

School Phone: 07 856 8266

School Email: tari@tmmkkm.school.nz

Accountant / Service Provider:

Education Services.
Dedicated to your school

TE KURA KAUPAPA MAORI O TOKU MAPIHI MAUREA

Annual Report - For the year ended 31 December 2021

Index

| Page | Statement |
|------|-----------|
|------|-----------|

| | |
|--|-----------------------------|
| | Financial Statements |
|--|-----------------------------|

| | |
|---|-----------------------------|
| 1 | Statement of Responsibility |
|---|-----------------------------|

| | |
|---|--|
| 2 | Statement of Comprehensive Revenue and Expense |
|---|--|

| | |
|---|---|
| 3 | Statement of Changes in Net Assets/Equity |
|---|---|

| | |
|---|---------------------------------|
| 4 | Statement of Financial Position |
|---|---------------------------------|

| | |
|---|-------------------------|
| 5 | Statement of Cash Flows |
|---|-------------------------|

| | |
|--------|-----------------------------------|
| 6 - 20 | Notes to the Financial Statements |
|--------|-----------------------------------|

| | |
|--|--------------------------|
| | Other Information |
|--|--------------------------|

| | |
|--|----------------------|
| | Members of the Board |
|--|----------------------|

| | |
|--|-----------|
| | Kiwisport |
|--|-----------|

| | |
|--|----------------------|
| | Analysis of Variance |
|--|----------------------|

Te Kura Kaupapa Maori o Toku Mapihl Maurea

Statement of Responsibility

For the year ended 31 December 2021

The Board 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 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

Rutene Ciabel

Full Name of Presiding Member

[Signature]

Signature of Presiding Member

24/5/2022

Date:

Laura Hawksman

Full Name of Principal

L. Hawksman

Signature of Principal

24/5/2022

Date:

Te Kura Kaupapa Maori o Toku Mapihi Maurea
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2021

| | | 2021 | 2021 | 2020 |
|---|-------|------------------|------------------|------------------|
| | Notes | Actual | Budget | Actual |
| | | \$ | (Unaudited) | \$ |
| | | | \$ | |
| Revenue | | | | |
| Government Grants | 2 | 1,787,764 | 1,597,727 | 1,688,682 |
| Locally Raised Funds | 3 | 24,754 | 51,470 | 13,503 |
| Interest Income | | 5,569 | 8,000 | 11,018 |
| | | <u>1,818,087</u> | <u>1,657,197</u> | <u>1,713,203</u> |
| Expenses | | | | |
| Locally Raised Funds | 3 | 24,861 | 52,660 | 23,538 |
| Learning Resources | 4 | 1,099,777 | 1,001,833 | 995,660 |
| Administration | 5 | 157,299 | 87,175 | 85,037 |
| Finance | | 3,057 | 314 | 2,533 |
| Property | 6 | 348,909 | 390,206 | 394,692 |
| Depreciation | 11 | 71,866 | 63,950 | 69,361 |
| Loss on Disposal of Property, Plant and Equipment | | - | - | (2,468) |
| Transport | | 61,118 | 90,000 | 60,742 |
| | | <u>1,766,887</u> | <u>1,686,138</u> | <u>1,629,095</u> |
| Net Surplus / (Deficit) for the year | | <u>51,200</u> | <u>(28,941)</u> | <u>84,108</u> |
| Other Comprehensive Revenue and Expense | | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | <u>51,200</u> | <u>(28,941)</u> | <u>84,108</u> |

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



Te Kura Kaupapa Maori o Toku Mapihi Maurea
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2021

| | Notes | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|--|-------|----------------------|-------------------------------------|----------------------|
| Equity at 1 January | | 980,117 | 878,439 | 891,655 |
| Total comprehensive revenue and expense for the year | | 51,200 | (28,941) | 84,108 |
| Capital Contributions from the Ministry of Education | | | | |
| Contribution - Furniture and Equipment Grant | | 1,875 | - | 4,354 |
| Equity at 31 December | | 1,033,192 | 849,498 | 980,117 |
| Retained Earnings | | 1,033,192 | 849,498 | 980,117 |
| Equity at 31 December | | 1,033,192 | 849,498 | 980,117 |

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



Te Kura Kaupapa Maori o Toku Mapihi Maurea
Statement of Financial Position
As at 31 December 2021

| | | 2021 | 2021 | 2020 |
|--|-------|--------------|-----------------------------|--------------|
| | Notes | Actual \$ | Budget (Unaudited) \$ | Actual \$ |
| Current Assets | | | | |
| Cash and Cash Equivalents | 7 | 401,876 | 171,681 | 311,142 |
| Accounts Receivable | 8 | 99,893 | 77,051 | 75,806 |
| GST Receivable | | 20,720 | 2,709 | 1,607 |
| Prepayments | | 6,893 | 4,323 | 6,685 |
| Inventories | 9 | 2,688 | 1,634 | 1,464 |
| Investments | 10 | 446,778 | 430,017 | 441,957 |
| | | 978,848 | 687,415 | 838,661 |
| Current Liabilities | | | | |
| Accounts Payable | 12 | 92,241 | 87,672 | 81,506 |
| Revenue Received in Advance | 13 | (1,120) | 4,764 | 15,868 |
| Provision for Cyclical Maintenance | 14 | 51,874 | - | - |
| Finance Lease Liability | 15 | 16,378 | 14,885 | 12,048 |
| Funds held for Capital Works Projects | 16 | 64,164 | - | 2,882 |
| | | 223,537 | 107,321 | 112,304 |
| Working Capital Surplus/(Deficit) | | 755,311 | 580,094 | 726,357 |
| Non-current Assets | | | | |
| Property, Plant and Equipment | 11 | 312,724 | 339,556 | 317,592 |
| | | 312,724 | 339,556 | 317,592 |
| Non-current Liabilities | | | | |
| Provision for Cyclical Maintenance | 14 | 8,032 | 59,902 | 52,842 |
| Finance Lease Liability | 15 | 26,811 | 10,250 | 10,990 |
| | | 34,843 | 70,152 | 63,832 |
| Net Assets | | 1,033,192 | 849,498 | 980,117 |
| Equity | | 1,033,192 | 849,498 | 980,117 |

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



Te Kura Kaupapa Maori o Toku Mapihi Maurea

Statement of Cash Flows

For the year ended 31 December 2021

| | | 2021 | 2021 | 2020 |
|---|----------|----------------|-----------------|----------------|
| | Note | Actual | Budget | Actual |
| | | \$ | (Unaudited) | \$ |
| | | | \$ | |
| Cash flows from Operating Activities | | | | |
| Government Grants | | 505,031 | 521,950 | 529,415 |
| Locally Raised Funds | | 7,766 | 27,410 | 24,839 |
| Goods and Services Tax (net) | | (19,113) | - | 1,102 |
| Payments to Employees | | (222,704) | (239,300) | (192,610) |
| Payments to Suppliers | | (198,819) | (321,998) | (200,894) |
| Interest Paid | | (3,057) | (314) | (2,533) |
| Interest Received | | 5,163 | 8,000 | 12,411 |
| Net cash from/(to) Operating Activities | | 74,267 | (4,252) | 171,730 |
| Cash flows from Investing Activities | | | | |
| Purchase of Property Plant & Equipment (and Intangibles) | | (26,349) | (63,950) | (18,691) |
| Purchase of Investments | | (4,821) | - | (11,942) |
| Net cash from/(to) Investing Activities | | (31,170) | (63,950) | (30,633) |
| Cash flows from Financing Activities | | | | |
| Furniture and Equipment Grant | | 1,875 | - | 4,354 |
| Finance Lease Payments | | (18,076) | (19,556) | (12,375) |
| Funds Administered on Behalf of Third Parties | | 63,838 | - | (81,373) |
| Net cash from/(to) Financing Activities | | 47,637 | (19,556) | (89,394) |
| Net increase/(decrease) in cash and cash equivalents | | 90,734 | (87,758) | 51,703 |
| Cash and cash equivalents at the beginning of the year | 7 | 311,142 | 259,439 | 259,439 |
| Cash and cash equivalents at the end of the year | 7 | 401,876 | 171,681 | 311,142 |

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

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



Te Kura Kaupapa Maori o Toku Mapihi Maurea Notes to the Financial Statements For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

Te Kura Kaupapa Maori o Toku Mapihi Maurea (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board 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 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

The property, excluding land, from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. 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. 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 revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

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) 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.



e) 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.

f) 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.

g) Accounts Receivable

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

h) Inventories

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

i) 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.

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Buildings
Furniture and Equipment
Information and Communication Technology
Library Resources
Leased assets held under a Finance Lease

40 years
5-10 years
3-4 years
12.5% dv
Term of Lease



k) Intangible Assets

Software costs

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

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

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

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

Non cash generating assets

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

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

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

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

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 entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide 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, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before twelve months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows.

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 students, should the School be unable to provide the services to which they relate.



p) Funds Held in Trust

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

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

q) Shared Funds

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

r) Provision for Cyclical Maintenance

The property, excluding land, 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 is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

s) Financial Instruments

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

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

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

t) Borrowings

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

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

u) 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.

v) Budget Figures

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

w) 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

| | 2021 | 2021 | 2020 |
|----------------------------------|------------------|------------------|------------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Operational Grants | 367,635 | 370,175 | 361,056 |
| Teachers' Salaries Grants | 932,685 | 769,323 | 808,046 |
| Use of Land and Buildings Grants | 266,363 | 306,454 | 311,427 |
| Other MoE Grants | 220,794 | 151,775 | 208,153 |
| Other Government Grants | 287 | - | - |
| | <u>1,787,764</u> | <u>1,597,727</u> | <u>1,688,682</u> |

The school has opted in to the donations scheme for this year. Total amount received was \$16,650.

3. Locally Raised Funds

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

| | 2021 | 2021 | 2020 |
|--|---------------|----------------|-----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Revenue | | | |
| Fees for Extra Curricular Activities | 20,235 | 38,970 | 12,215 |
| Trading | 2,248 | 2,500 | 568 |
| Fundraising & Community Grants | 2,271 | 10,000 | 720 |
| | <u>24,754</u> | <u>51,470</u> | <u>13,503</u> |
| Expenses | | | |
| Extra Curricular Activities Costs | 22,682 | 50,360 | 21,277 |
| Trading | 1,948 | 2,300 | 1,251 |
| Fundraising & Community Grant Costs | 231 | - | 1,010 |
| | <u>24,861</u> | <u>52,660</u> | <u>23,538</u> |
| <i>Surplus/(Deficit) for the year Locally raised funds</i> | <u>(107)</u> | <u>(1,190)</u> | <u>(10,035)</u> |

4. Learning Resources

| | 2021 | 2021 | 2020 |
|------------------------------|------------------|------------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Curricular | 22,203 | 54,260 | 21,006 |
| Library Resources | 204 | 1,150 | 538 |
| Employee Benefits - Salaries | 1,071,672 | 939,623 | 971,754 |
| Staff Development | 5,698 | 6,800 | 2,362 |
| | <u>1,099,777</u> | <u>1,001,833</u> | <u>995,660</u> |



5. Administration

| | 2021 | 2021 | 2020 |
|--|----------------|-----------------------|---------------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Audit Fee | 4,160 | 4,500 | 4,000 |
| Board Fees | 4,660 | 5,500 | 5,265 |
| Board Expenses | 8,666 | 10,475 | 6,028 |
| Intervention Costs & Expenses | 8,271 | - | 2,412 |
| Communication | 2,719 | 2,800 | 2,343 |
| Consumables | 1,243 | 1,700 | 931 |
| Operating Lease | (101) | 630 | 4,655 |
| Other | 10,733 | 16,770 | 13,533 |
| Employee Benefits - Salaries | 36,582 | 34,000 | 36,201 |
| Insurance | 2,456 | 1,300 | 2,169 |
| Service Providers, Contractors and Consultancy | 7,500 | 9,500 | 7,500 |
| Healthy School Lunch Programme | 70,410 | - | - |
| | <u>157,299</u> | <u>87,175</u> | <u>85,037</u> |

6. Property

| | 2021 | 2021 | 2020 |
|-------------------------------------|----------------|-----------------------|----------------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Caretaking and Cleaning Consumables | 9,549 | 10,300 | 6,373 |
| Cyclical Maintenance Provision | 7,064 | 7,062 | 7,064 |
| Grounds | 9,885 | 11,860 | 10,614 |
| Heat, Light and Water | 9,406 | 8,900 | 8,562 |
| Repairs and Maintenance | 3,337 | 7,430 | 9,143 |
| Use of Land and Buildings | 266,363 | 306,454 | 311,427 |
| Security | 3,269 | 3,200 | 4,289 |
| Employee Benefits - Salaries | 40,036 | 35,000 | 37,220 |
| | <u>348,909</u> | <u>390,206</u> | <u>394,692</u> |

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% 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. Cash and Cash Equivalents

| | 2021 | 2021 | 2020 |
|---|----------------|-----------------------|----------------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Bank Accounts | 401,876 | 171,681 | 311,142 |
| Cash and cash equivalents for Statement of Cash Flows | <u>401,876</u> | <u>171,681</u> | <u>311,142</u> |

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

Of the \$401,876 Cash and Cash Equivalents \$64,164 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2022 on Crown owned school buildings.



8. Accounts Receivable

| | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Receivables | 11,835 | 888 | 2,553 |
| Banking Staffing Underuse | 9,000 | 10,900 | - |
| Interest Receivable | 1,190 | 2,177 | 784 |
| Teacher Salaries Grant Receivable | 77,868 | 63,086 | 72,469 |
| | <u>99,893</u> | <u>77,051</u> | <u>75,806</u> |
| Receivables from Exchange Transactions | 13,025 | 3,065 | 3,337 |
| Receivables from Non-Exchange Transactions | 86,868 | 73,986 | 72,469 |
| | <u>99,893</u> | <u>77,051</u> | <u>75,806</u> |

9. Inventories

| | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|------------|----------------------|-------------------------------------|----------------------|
| Stationery | 560 | 775 | 422 |
| Uniforms | 2,128 | 859 | 1,042 |
| | <u>2,688</u> | <u>1,634</u> | <u>1,464</u> |

10. Investments

The School's investment activities are classified as follows:

| | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|--------------------------|----------------------|-------------------------------------|----------------------|
| Current Asset | | | |
| Short-term Bank Deposits | 446,778 | 430,017 | 441,957 |
| Total Investments | <u>446,778</u> | <u>430,017</u> | <u>441,957</u> |



11. Property, Plant and Equipment

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|---|-----------------------------|---------------|-----------|------------|-----------------|----------------|
| 2021 | \$ | \$ | \$ | \$ | \$ | \$ |
| Buildings | 97,281 | - | - | - | (3,764) | 93,516 |
| Building Improvements | 11,229 | 20,270 | - | - | (360) | 31,139 |
| Furniture and Equipment | 165,970 | 3,656 | - | - | (44,038) | 125,590 |
| Information and Communication Technolog | 3,513 | 1,890 | - | - | (1,688) | 3,715 |
| Leased Assets | 22,822 | 39,834 | - | - | (19,690) | 42,966 |
| Library Resources | 16,777 | 1,347 | - | - | (2,326) | 15,798 |
| Balance at 31 December 2021 | 317,592 | 66,997 | - | - | (71,866) | 312,724 |

The net carrying value of equipment held under a finance lease is \$42,966 (2020: \$22,822)

| | 2021 | 2021 | 2021 | 2020 | 2020 | 2020 |
|---|----------------------|-----------------------------|-------------------|----------------------|-----------------------------|-------------------|
| | Cost or Valuation | Accumulated Depreciation | Net Book Value | Cost or Valuation | Accumulated Depreciation | Net Book Value |
| | \$ | \$ | \$ | \$ | \$ | \$ |
| Buildings | 150,579 | (57,063) | 93,516 | 150,579 | (53,298) | 97,281 |
| Building Improvements | 33,174 | (2,035) | 31,139 | 12,904 | (1,675) | 11,229 |
| Furniture and Equipment | 513,687 | (388,097) | 125,590 | 510,031 | (344,061) | 165,970 |
| Information and Communication Technolog | 33,071 | (29,356) | 3,715 | 37,724 | (34,211) | 3,513 |
| Leased Assets | 91,760 | (48,794) | 42,966 | 54,534 | (31,712) | 22,822 |
| Library Resources | 49,436 | (33,638) | 15,798 | 48,088 | (31,311) | 16,777 |
| Balance at 31 December | 871,707 | (558,983) | 312,724 | 813,860 | (496,268) | 317,592 |

12. Accounts Payable

| | 2021 Actual | 2021 Budget (Unaudited) | 2020 Actual |
|---|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Creditors | 7,267 | 19,837 | 3,995 |
| Accruals | 4,160 | 3,800 | 4,000 |
| Employee Entitlements - Salaries | 77,868 | 63,086 | 72,469 |
| Employee Entitlements - Leave Accrual | 2,946 | 949 | 1,042 |
| | 92,241 | 87,672 | 81,506 |
| Payables for Exchange Transactions | 92,241 | 87,672 | 81,506 |
| Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates) | - | - | - |
| Payables for Non-exchange Transactions - Other | - | - | - |
| | 92,241 | 87,672 | 81,506 |

The carrying value of payables approximates their fair value.



13. Revenue Received in Advance

| | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|---------------------|----------------------|-------------------------------------|----------------------|
| Income in Advance | (1,543) | 4,764 | 15,445 |
| Funds Held In Trust | 423 | - | 423 |
| | <u>(1,120)</u> | <u>4,764</u> | <u>15,868</u> |

14. Provision for Cyclical Maintenance

| | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Provision at the Start of the Year | 52,842 | 52,840 | 45,778 |
| Increase to the Provision During the Year | 7,062 | 7,062 | 7,062 |
| Adjustment to the Provision | 2 | - | 2 |
| Provision at the End of the Year | <u>59,906</u> | <u>59,902</u> | <u>52,842</u> |
| Cyclical Maintenance - Current | 51,874 | - | - |
| Cyclical Maintenance - Term | 8,032 | 59,902 | 52,842 |
| | <u>59,906</u> | <u>59,902</u> | <u>52,842</u> |

15. Finance Lease Liability

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

| | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| No Later than One Year | 18,510 | 14,885 | 13,881 |
| Later than One Year and no Later than Five Years | 28,272 | 10,250 | 11,111 |
| Future finance charges | (3,593) | - | (1,954) |
| | <u>43,189</u> | <u>25,135</u> | <u>23,038</u> |
| Represented by | | | |
| Finance lease liability - Current | 16,378 | 14,885 | 12,048 |
| Finance lease liability - Term | 26,811 | 10,250 | 10,990 |
| | <u>43,189</u> | <u>25,135</u> | <u>23,038</u> |



16. 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.

| 2021 | Project No. | Opening Balances \$ | Receipts from MoE \$ | Payments \$ | BOT Contributions | Closing Balances \$ |
|---|-------------|------------------------|-------------------------|----------------|-------------------|------------------------|
| New Classroom | 163282 | 12,881 | - | - | - | 12,881 |
| Boundary Fencing | 220456 | (10,000) | - | - | 10,000 | - |
| Heatpumps 2021 | 228609 | - | 8,596 | (8,596) | - | - |
| 218603 LSC Building Renovation | 218603 | - | 38,664 | (38,664) | - | - |
| 222529 New Shade Structure | 222529 | - | 58,081 | (6,798) | - | 51,283 |
| 227839 Electrical & Lighting Upgrade | 227839 | - | 125,998 | (125,998) | - | - |
| Totals | | 2,881 | 231,339 | (180,056) | 10,000 | 64,164 |
| Represented by: | | | | | | 64,164 |
| Funds Held on Behalf of the Ministry of Education | | | | | | - |
| Funds Due from the Ministry of Education | | | | | | - |
| | | | | | | 64,164 |

| 2020 | Project No. | Opening Balances \$ | Receipts from MoE \$ | Payments \$ | BOT Contributions | Closing Balances \$ |
|------------------------------|-------------|------------------------|-------------------------|----------------|-------------------|------------------------|
| 217078 Decking Replacement | 217078 | 22,683 | 405 | (23,088) | - | - |
| 216915 New Carpet Blks A,D | 216915 | (9,710) | 10,510 | (800) | - | - |
| 228609 Replacement Heatpumps | 228609 | - | 7,650 | (7,650) | - | - |
| New Classroom | | 60,115 | - | (47,233) | - | 12,881 |
| 220813 Drainage Upgrade | 220812 | - | 8,285 | (8,285) | - | - |
| Boundary Fencing | | - | 26,716 | (36,716) | - | (10,000) |
| Totals | | 73,088 | 53,566 | (123,772) | - | 2,881 |

17. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.



18. Remuneration

Key management personnel compensation

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

| | 2021 Actual \$ | 2020 Actual \$ |
|---|----------------------|----------------------|
| <i>Board Members</i> | | |
| Remuneration | 4,660 | 5,265 |
| <i>Leadership Team</i> | | |
| Remuneration | 372,015 | 367,790 |
| Full-time equivalent members | 3.00 | 3.00 |
| Total key management personnel remuneration | <u>376,675</u> | <u>373,055</u> |

There are 7 members of the Board excluding the Principal. The Board had held 13 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (2 members) that met 11 and 6 times respectively. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

| | 2021 Actual \$000 | 2020 Actual \$000 |
|--|-------------------------|-------------------------|
| Salaries and Other Short-term Employee Benefits: | | |
| Salary and Other Payments | 140 - 150 | 140 - 150 |
| 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 | 2021 FTE Number | 2020 FTE Number |
|-----------------------|--------------------|--------------------|
| 100 - 110 | 1.00 | 1.00 |
| 110 - 120 | 1.00 | 1.00 |
| | <u>2.00</u> | <u>2.00</u> |

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



19. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, 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:

| | 2021 Actual | 2020 Actual |
|------------------|----------------|----------------|
| Total | - | - |
| Number of People | - | - |

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

21. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into contract agreements for capital works as follows:

\$408,108 contract for the New Classroom as agent for the Ministry of Education. This project is fully funded by the Ministry and \$408,108 has been received of which \$395,227 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$226,900 contract for the 222529 New Shade Structure as agent for the Ministry of Education. This project is fully funded by the Ministry and \$58,081 has been received of which \$6,798 has been spent on the project to balance date. This project has been approved by the Ministry.

There are no capital commitments as at 31 December 2020



(b) Operating Commitments

There are no operating commitments as at 31 December 2021 (Operating commitments at 31 December 2020: nil).

22. Financial Instruments

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

Financial assets measured at amortised cost

| | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Cash and Cash Equivalents | 401,876 | 171,681 | 311,142 |
| Receivables | 99,893 | 77,051 | 75,806 |
| Investments - Term Deposits | 446,778 | 430,017 | 441,957 |
| Total Financial assets measured at amortised cost | 948,547 | 678,749 | 828,905 |

Financial liabilities measured at amortised cost

| | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Payables | 92,241 | 87,672 | 81,506 |
| Finance Leases | 43,189 | 25,135 | 23,038 |
| Total Financial Liabilities Measured at Amortised Cost | 135,430 | 112,807 | 104,544 |

23. Events After Balance Date

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



24. Comparatives

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

25. COVID 19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community or collect other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.



Te Kura Kaupapa Maori o Toku Mapihi Maurea

Members of the Board

| Name | Position | How Position Gained | Term Expired/ Expires |
|------------------|-----------------------|------------------------------------|--------------------------------------|
| Rutene Gabel | Presiding Member | Elected | Sep 2022 |
| Laura Hawksworth | Principal | | |
| Rauhina Cooper | Parent Representative | Co-opted | Sep 2022 |
| Jade Strother | Parent Representative | Elected | Sep 2022 |
| Moana Woods | Parent Representative | Elected | Sep 2022 |
| Romana Rolleston | Parent Representative | Elected | Sep 2022 |
| Tere Gilbert | Parent Representative | Co-opted | Feb 2021 |
| Missy Clarke | Staff Representative | Appointed | Sep 2022 |

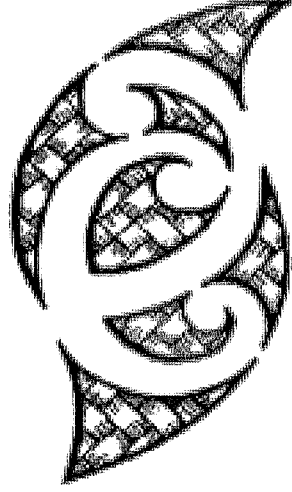
Te Kura Kaupapa Maori o Toku Mapihi Maurea

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2021, the school received total Kiwisport funding of \$1,586 (excluding GST). The funding was spent on sporting endeavours.

Tōku Māpihi Maurea Kura Kaupapa

Māori



Analysis of Variance

2021

Tātaritanga Raraunga 2021

| | |
|---|--|
| Arotahi: Te Reo Matatini: Pānui | |
| Whāinga rautaki: All learners are able to access Te Marautanga o Aotearoa (TMOA) as evidenced by progress and achievement in relation to Ngā Taumata o Te Marautanga o Aotearoa. | |
| Wāhanga ā-tau: All students who require a tailored programme of support will make the accelerated progress they need to achieve or exceed expectations in relation to Ngā Taumata o Te Marautanga o Aotearoa by the end of the year. | |
| Raraunga o tērā tau: | |
| Analysis of kura wide data shows that a significant majority of learners are achieving or exceeding expectations in relation to TMOA – PĀNUI: | |
| <ul style="list-style-type: none">• Nine out of thirteen in Tau 1 learners require a tailored learning programme to ensure they experience accelerated success in Tau 2 to achieve success in relation to TMOA.• Five out of eight in Tau 2 learners require a tailored learning programme to ensure they experience accelerated success in Tau 3 to achieve success in relation to TMOA.• Six out of sixteen in Tau 3 learners require a tailored learning programme to ensure they experience accelerated success in Tau 4 to achieve success in relation to TMOA.• One out of seventeen in Tau 4 learners require a tailored learning programme to ensure they experience accelerated success in Tau 5 to achieve success in relation to TMOA.• Two out of twelve Tau 5 learners require a tailored learning programme to ensure they experience accelerated success in Tau 6 to achieve success in relation to TMOA.• One out of seventeen Tau 6 learners require a tailored learning programme to ensure they experience accelerated success in Tau 7 to achieve success in relation to TMOA. | |
| Targets: | |
| Twenty four learners across all year levels require more support to achieve or exceed TMOA Reo Matatini (Pānui) expectations. There is a need for a more tailored programme of support to be put in place by the end of Term 1. | |
| <ul style="list-style-type: none">• All Tau 0 learners who were progressing towards achieving TMOA Pānui will be achieving or exceeding expectations for TMOA Pānui KHa – KHi/KKa+ by the end of Tau 1.• All Tau 1 learners who were progressing towards achieving TMOA Pānui will be achieving or exceeding expectations for TMOA Pānui KKa – KKe/KKi+ by the end of Tau 2.• All Tau 2 learners who were progressing towards achieving TMOA Pānui will be achieving or exceeding expectations for TMOA Pānui KKi – KKi/KPa+ by the end of Tau 3.• All Tau 3 learners who were progressing towards achieving TMOA Pānui will be achieving or exceeding expectations for TMOA Pānui KPa – KPa/KPe+ by the end of Tau 4.• All Tau 4 learners who were progressing towards achieving TMOA Pānui will be achieving or exceeding expectations for TMOA Pānui KPe – KPe/KPi+ by the end of Tau 5.• All Tau 5 learners who were progressing towards achieving TMOA Pānui will be achieving or exceeding expectations for TMOA Pānui KPi – KPi/KPo+ by the end of Tau 6.• All Tau 6 learners who were progressing towards achieving TMOA Pānui will be achieving or exceeding expectations for TMOA Pānui KPo – KPo+ by the end of Tau 7.• All Tau 7 learners who were progressing towards achieving TMOA Pānui will be achieving or exceeding expectations for TMOA Pānui Miro – Miro+ by the end of Tau 8. | |

| Tukanga (I aha mātou?) | Ngā hua (He aha ngā hua?) | Ngā take e rerekē ana (He aha i pēnei ai?) | Aromātai (He aha ināianei?) |
|---|--|---|--|
| <p>Reviewed progress and achievement data with staff for all learners who require tailored support each term.</p> <p>Developed IEPs and established tailored programmes to meet the needs of learners.</p> <p>Worked with whanau to support pānui in the home.</p> <p>Supported kaiako through PLD around assessment tools and making OTJs.</p> <p>Monitored student progress term by term.</p> <p>Facilitated pānui Teina/Tuākana programme.</p> | <p>I te mutunga o te tau 2021, 75.5% o ngā ākonga kei Manawa Toa/Manawa Ora.</p> <p>I te mutunga o te tau 2021, 18.4% o ngā ākonga kei Manawa Āki.</p> <p>I te mutunga o te tau 2021 6.1% o ngā ākonga kei Manawa Taki</p> | <p><u>Tau 0 2021 (3 ngā ākonga)</u> 3/3 o ngā ākonga kei Manawa Āki tonu.</p> <p>Manawa Āki -100%</p> <p><u>Tau 1 2021 (8 ākonga)</u> Tokorua o ēnei ākonga kua eke ki Khe. Tokotoru kua eke ki KHa/KHe. Kotahi kei KHa, Whenu/Kha, Whenu.</p> <p>Manawa Toa – 23.1% Manawa Ora – 15.4% Manawa Āki – 61.5%</p> <p><u>Tau 2 2021 (4 ngā ākonga)</u> Tokotoru o ēnei ākonga kei KHi. Kotahii te ākonga kei KHi-KKa. Ahakoa ngā ekenga, kei Manawa Āki tonu rātou.</p> <p>Manawa Toa – 23.1% Manawa Ora – 46.2% Manawa Āki – 30.8%</p> <p><u>Tau 3 2021 (2 ngā ākonga)</u> 2/2 o ēnei ākonga kua anga whakamua, kua eke ki taumata kē atu i roto i ngā mahi pānui. 1/2 o ēnei ākonga kua eke ki KHi/KKa ki KKa. 1/2 o ēnei ākonga kua eke mai i KHe/KHi ki KHi. Ahakoa ngā ekenga kei Manawa Āki tonu rāua.</p> <p>Manawa Toa - 33.3%</p> | <p>He tauhou ēnei tokotoru ki te kura.</p> <p>He uaua te wā noho mohoa mā ēnei ākonga i te mea kāore i whai wāhi ki te taha o te kaiako ki āta ako i ngā āhutanga o te pānui. Ko ētehi ākonga i te kura mā te wā poto noa iho <8 marama.</p> <p>Ko tētehi ākonga kei raro i te S.L.T. Iti noa iho tonā reo Māori. Ka ngana tonu te kura ki te āta poi i a rātou katoa hei te 2022. Ka whakarite IEP. Ka tono āwhina ki te RTLB mēnā ka haere tonu tēnei āhutatanga. Ka mahitahi me te kaiāwhina hoki.</p> <p>Ka ngana tonu te kura ki te āta tautoko i ngā ākonga kei Manawa Āki hei te tau 2022. Me āta whakarite IEP, me kaha poi i te ākonga. Ka akiaki rātou i roto i ngā mahi i te ākonga. Ka akiaki hoki ngā whānau ki te tautoko i ngā mahi pānui i te kāinga – pānui ki, panui tahi. Me aro hoki ki te hangaanga reo matatini hei hurahi whakaako/ako/.</p> <p>Ka ngana tonu te kura ki te āta tautoko i ngā ākonga kei Manawa Āki hei te tau 2021. He mahanga rāua. Me huihiti hoki ki te taha o ngā whānau me te whakarite mahere tautoko (IEP). Ka tautoko hoki te kaiāwhina i a rāua. Tērā pea ka tuku tonu ki te RTLB. Me aro hoki ki te hangaanga reo matatini hei hurahi</p> |

| | | | |
|--|--|---|--|
| | | <p>Manawa Ora – 44.4% Manawa Āki – 22.2%</p> <p><u>Tau 4 2021 (3 akonga)</u> 2 / 2 o ēnei ākonga kei te noho tonu ki Manawa Taki. Kotahi te ākonga kua anga whakamua.</p> <p>Kei te noho tonu tētehi ki Whenu/KHa Ko te ākonga tuarua kei KHa/KHe. Ko te ākonga tuatoru kua eke mai i KHe/KKe ki KKa.</p> <p>Manawa Toa – 78.6% Manawa Taki – 21.4%</p> | whakaako/ako/. |
| | | <p><u>Tau 5 2021</u> Manawa Toa – 82.4% Manawa Ora – 17.6%</p> <p><u>Tau 6 2021 (2 ngā ākonga)</u> 2/2 o ēnei ākonga kei te noho tonu ki Manawa Taki.</p> <p>Ko te ākonga tuatahi kāore anō kia tino anga whaakmua. Kei KHe – 1 He Kaha ia e pānuī ana.</p> <p>Kua eke te ākonga tuarua mai i KKe-KPa ki KPa 2-3.</p> <p>Manawa Toa – 83.3% Manawa Taki – 16.7%</p> | <p>Kua tono au mō te ICS mō te ākonga kei Whenu/Kha. Kua tīmata hoki ki aro ki ngā mahi hangaanga reo matatini hei awhina i ēnei ākonga. He uaua hoki te taha ako mō ēnei tokotoru i te wā noho mohoa i te me āta tautoko rātou i roto i ngā akoranga.</p> <p>Me whakarite IEP, whāinga mō rātou mō te tau 2022. Me whai wā hoki rātou ki te taha o te kaiāwhina.</p> <p>Kei te tautoko tonu te RTLb i ēnei tokorua i runga anō i ngā āhuatanga ako.</p> <p>Me aro ki ngā akoranga hangaanga reo matatini hei huarahi ako.</p> |
| | | <p><u>Tau 7 2021 (2 ngā ākonga)</u> 1 / 2 o ēnei ākonga kua anga whakamua, kua eke ki</p> | <p>Kua tono atu mō te ICS mō ēnei tokorua nā te āhua o ngā mahi akoako. Kei te kite i roto i ngā akoranga katoa, kei raro rāua e pūtu ana. Kua ngaro atu ēnei tokorua i te kura mō tētehi tau (i ngā kura tawhito). Kua raru anō hoki nā te Mate Urutā, te noho kāinga me te kore aro ki ngā mahi.</p> <p>Me whakarite IEP, whāinga mō rātou mō te tau 2022. Me whai wā hoki rātou ki te taha o te kaiāwhina.</p> <p>Kei te tautoko tonu te RTLb i ēnei tokorua i runga anō i ngā āhuatanga ako.</p> <p>Me whakarite IEP, whāinga mō ēnei tokorua mō te tau 2022. Me whai wā hoki rāua ki te</p> |

| | | | |
|--|--|---|--|
| | | <p>taumata kē atu i roto i ngā mahi pānui.</p> <p>Manawa Toa – 82.4% Manawa Ora – 5.9% Manawa Āki – 5.9% Manawa Taki – 5.9%</p> <p>Kua eke tētehi akonga mai i Kki-KPa 2 ki KPe/KPi 3 Ahakoa ngā ekenga kei te noho tonu ia ki Manawa Āki.</p> <p>Ko te ākonga tuarua, ahakoa kua anga whakmaua kei te nono tonu ki Manawa Taki, KPa 2-3.</p> <p><u>Tau 8 2021 (2 ngā ākonga)</u> Ahakoa kua anga whakamua te nuinga, kua eke taumata hoki kei reira tonu ētehi tokorua kei te noho tonu ki Manawa Āki.</p> <p>Manawa Toa – 33.3% Manawa Ora – 50% Manawa Āki – 16.6%</p> | <p>taha o te kaiāwhina. Kua tono atu ki CDC mō tētehi o ēnei ākonga kia kite ai me pēhea te kura e āta poi i a ia.</p> <p>Ehara i te mea tē taea te tokorua te eke taumata, he koi ngā hirikapo. Me whai huarahi, whai pukapuka kia ngākau nui rāua ki te pānui. Me whakapakari tonu te taha māramatanga i roto i ngā mahi pānui. Ko te tumanako ka eke tonu i a rāua i ngā kura tuarua/wharekura.</p> |
|--|--|---|--|

Mahere mahi mō te tau heke mai ana:

- Set targets for students who are not achieving at or above expected TMOA levels for Pānui.
- Develop IEPs and establish tailored programmes to meet the needs of learners.
- Provide additional support for identified learners.
- Continue to regularly monitor identified students.
- Engage whanau to support learners with pānui at home and to increase reo Māori i te kāinga.
- Provide ongoing PLD support for kaiako and kaiāwhina – Hanganaga Reo Matatini.

Tātaritanga Raraunga 2021

Ingoa o te kura me te kura nama: Tōku Māpihi Maurea Kura Kaupapa Māori 1589

| | |
|--|---|
| <p>Arotahi: Te Reo Matatini: Tuhituhi</p> | <p>Whāinga rautaki: All learners are able to access Te Marautanga o Aotearoa (TMOA) as evidenced by progress and achievement in relation to Ngā Taumata o Te Marautanga o Aotearoa.</p> |
| <p>Wāhanga ā-tau: All students who require a tailored programme of support will make the accelerated progress they need to achieve or exceed expectations in relation to Ngā Taumata o Te Marautanga o Aotearoa - Reo Matatini by the end of the year.</p> | <p>Raraunga o tērā tau:</p> <p>Analysis of kura wide data shows that a significant majority of learners are achieving or exceeding expectations in relation to TMOA – TUHITUHI</p> <ul style="list-style-type: none"> • Six out of fourteen Tau 1 learners require a tailored learning programme to ensure they experience accelerated success in Tau 2 to achieve success in relation to TMOA. • Four out of eight Tau 2 learners require a tailored learning programme to ensure they experience accelerated success in Tau 3 to achieve success in relation to TMOA. • Five out of sixteen Tau 3 learners require a tailored learning programme to ensure they experience accelerated success in Tau 4 to achieve success in relation to TMOA. • Six out of sixteen Tau 4 learners require a tailored learning programme to ensure they experience accelerated success in Tau 5 to achieve success in relation to TMOA. • Five out of twelve Year 5 learners require a tailored learning programme to ensure they experience accelerated success in Tau 6 to achieve success in relation to TMOA. • Three out of seventeen Tau 6 learners require a tailored learning programme to ensure they experience accelerated success in Tau 7 to achieve success in relation to TMOA. • One out of twelve Tau 7 learners require a tailored learning programme to ensure they experience accelerated success in Tau 8 to achieve success in relation to TMOA. |
| <p>Targets:</p> <p>Thirty learners across all year levels require more support to achieve or exceed TMOA Reo Matatini (Tuhituhi) expectations. There is a need for a more tailored programme of support to be put in place by the end of Term 1.</p> <ul style="list-style-type: none"> • All Tau 1 learners who were progressing towards achieving TMOA Tuhituhi will be achieving or exceeding expectations for TMOA Tuhituhi 1 He Pakari 2 / Ka Whai Huruwhuru by the end of Tau 2. • All Tau 2 learners who were progressing towards achieving TMOA Tuhituhi will be achieving or exceeding expectations for TMOA Tuhituhi Taumata 2 /Ka Whai Huruwhuru-Ka Marewa by the end of Tau 3. • All Tau 3 learners who were progressing toward achieving TMOA Tuhituhi will be achieving or exceeding expectations for TMOA Tuhituhi Taumata 2-3/ Ka Whai Huruwhuru/ Ka Marewa by the end of Tau 4. • All Tau 4 learners who were progressing toward achieving TMOA Tuhituhi will be achieving or exceeding expectations for TMOA Tuhituhi Taumata 3/ Ka Marewa by the end of Tau 5. • All Tau 5 learners who were progressing toward achieving TMOA Tuhituhi will be achieving or exceeding expectations for TMOA Tuhituhi Taumata 3-4 / Ka Marewa+ by the end of Tau 6. • All Tau 6 learners who were progressing towards achieving TMOA Tuhituhi will be achieving or exceeding expectations for TMOA Tuhituhi Taumata 4 / Ka Marewa/Ka Rere by the end of Tau 7. | |

| <p>end of Tau 7.</p> <ul style="list-style-type: none"> All Tau 7 learners who were progressing towards achieving TMOA Tuhihihi will be achieving or exceeding expectations for TMOA Tuhihihi Taumata 4-5 / Ka Rere by the end of Tau 8. | | | | |
|---|---|--|--|--|
| Tukanga (I aha mātou?) | Ngā hua (He aha ngā hua?) | Ngā take e rerekē ana (He aha i pēnei ai?) | Aromātai (He aha ināianei ?) | |
| <p>Reviewed progress and achievement data with staff for all learners who require tailored support each term.</p> <p>Developed IEPs and established tailored programmes to meet the needs of learners.</p> <p>Supported all kaiako through PLD.</p> <p>Monitored student progress term by term.</p> | <p>I te mutunga o te tau 2021, 77.5% o ngā ākonga kei Manawa Ora or Manawa Toa.</p> <p>I te mutunga o te tau 2021, 17.3% o ngā ākonga kei Manawa Āki.</p> <p>I te mutunga o te tau 2021, 5.1% o ngā ākonga kei Manawa Taki.</p> | <p>Tau 1 2021 (8 ngā ākonga)</p> <p>2/3 o ēnei ākonga kei Beginning 1 He Pīpī.</p> <p>3/8 o ēnei ākonga i kei 1 He Pīpī.</p> <p>3/8 o ēnei ākonga i eke taumata ki 1 He Kaha.</p> <p>Manawa Toa – 15.4%</p> <p>Manawa Ora – 23.1%</p> <p>Manawa Āki – 53.8%</p> <p>Manawa Taki 7.7%</p> | <p>Me kaha tautoko tonu i ēnei ākonga hei te tau 2022. Me āta whakataua whāinga, huarahi ako hei āwhina i ngā ākonga kia eke ai rāua ki ngā taumata e tika ana. Me mahitahi hoki rāua ki te taha o tētehi kaiāwhina.</p> | |
| | | <p>Tau 2 2021 (2 ngā ākonga)</p> <p>2/2 o ēnei ākonga kei 1 He Kaha Ake. Ahakoa tēnei kua anga whakamua tonu, kua whai pūkenga hou.</p> <p>Manawa Toa – 15.4%</p> <p>Manawa Ora – 69.2%</p> <p>Manawa Āki – 15.4%</p> | <p>Me tautoko tonu te tokorua. Me tono āwhina hoki āwhina hoki mai i te RTL. Me āta poi poi tonu te katoa kei Manawa Āki rānei hei te tau 2022 mā te whakarite IEP, te wānanga tahi me ngā whānau.</p> | |
| | | <p>Tau 3 2021 (2 ngā ākonga)</p> <p>1/2 i eke taumata mai i 1 He Kaha Ake ki 1 He Pakari.</p> <p>1/2 o ēnei ākonga kei 1 He Kaha Ake. Ahakoa tēnei kua anga whakamua tonu, kua whai pūkenga hou.</p> <p>Manawa Toa – 33.3%</p> <p>Manawa Ora – 44.4%</p> <p>Manawa Āki – 22.2%</p> | <p>Me whakarite IEP, whāinga mō rāua mō te tau 2021. Me whai wā hoki rātou ki te taha o te kaiāwhina. He uaua te wā noho mohoao mō ēnei tokorua, he tuakana, teina. Kāore i tino aro ki ngā mahi kura. Ka tono āwhina mai i te RTL hoki.</p> | |
| | | <p>Tau 4 2021 (2 ngā ākonga)</p> | | |

| | | | |
|--|--|--|---|
| | | <p>2/2 o ēnei ākonga kei 1 He Kaha, kei Manawa Taki. He uaua hoki te wā noho mohoa mā rāua me ngā mahi ako.</p> <p>Manawa Toa – 21.4% Manawa Ora – 64.3% Manawa Taki – 14.3%</p> <p><u>Tau 5 2021 (2 ngā ākonga)</u> Kua anga whakamua ēnei tokorua heoi kei Manawa Āki tonu rāua. 1/2 i eke mai i He Pakari 2 ki Taumata 2. 1/2 i eke taumata, mai i 1 He Pakari ki 1 He Pakari 2.</p> <p>Manawa Ora – 82.2% Manawa Taki – 11.8%</p> <p><u>Tau 6 2021 (2 te ākonga)</u> Kei 1 He Pakari 2 tēhehi, kei Taumata 2 tērā atu.</p> <p>Manawa Ora – 83.3% Manawa Taki – 16.7%</p> <p><u>Tau 7 2021 (1 te ākonga)</u></p> | <p>Me āta poi poi tonu te tokorua kei Manawa Taki hei te tau 2022. Kua tono atu mā te ICS mā tēhehi o ēnei ākonga mā te tau 2022. Me whai whakaaro ki ētehi huarahi whakaako e tika ana mā rāua – hangaanga reo matatini. He tamaiti takiwātanga tēhehi, he tamaiti āmaimai tērā atu. He pūkenga, he mōhiotanga o rāua heoi me whai tonu te huarahi e tika ana kia puāwai ai rāua. Ka tono āwhina mai i te RTL B hoki. Ka mahitahi me ngā whānau. Ka autoko te kaiāwhina i a rāua.</p> <p>Me āta whakarite hōtaka, whāinga, IEP mā te ākonga kei Manawa Āki. Me āta wetewete he aha i pēnei ai, ko ēhei nga wahanga tuhituhi me whakakaha ake. Me poi poi tonu tēnei rōpū hei te tau 2022 kei hoki whakamuri ai rāua.</p> <p>Kua tono atu mā te ICS mā ēnei tokorua nā te āhua o ngā mahi akoako. Kei te kite i roto i ngā akoranga katoa, kei raro rāua e pūtu ana. Kua ngaro atu ēnei tokorua i te kura mā tēhehi tau (i ngā kura tawhito). Kua raru anō hoki nā te Mate Urutā, te noho kāinga me te kore aro ki ngā mahi.</p> <p>Me whakarite IEP, whāinga mā rātou mā te tau 2022. Me whai wā hoki rātou ki te taha o te kaiāwhina.</p> <p>Kei te tautoko tonu te RTL B i ēnei tokorua i runga anō i ngā āhuatanga ako.</p> <p>Me akiaki tonu te kura i a ia hei te tau 2022 kia eke anō ia. He ākonga auaha / pōhewa, e kaha</p> |
|--|--|--|---|

| | | | |
|--|--|--|--|
| | | <p>Kua eke taumata tēnei ākonga mai i taumata 2 ki Taumata 2-3.</p> <p>Manawa Toa – 64.7% Manawa Ora – 29.4% Manawa Taki – 5.9%</p> <p><u>Tau 8 2021 (2 ngā ākonga)</u> Ahakoa ngā ākonga i te noho tonu ētehi tokorua ki Taumata 2-3, Taumata 3.</p> <p>Manawa Toa – 41.7% Manawa Ora – 41.7% Manawa Āki – 8.3% Manawa Taki – 8.3%</p> | <p>ana ki te mahi toi. Mā te akiaki ka pūawai.</p> <p>Ahakoa te kaha akiaki, te kaha poi poi he uaua mā ēnei tokorua te aro ki ngā mahi. Ko rāua hoki ētehi kīhai i aro ki ngā mahi i te wā o te noho mohoa. Kei te whakwhiti atu ēnei ākonga ki te wharekura hei te 2022.</p> |
| <p>Mahere mahi mo te tau heke mai ana:</p> <ul style="list-style-type: none"> • Set targets for students who are not achieving at or above expected TMOA levels for Tuhihi. • Develop IEPs and establish tailored programmes to meet the needs of learners. • Provide additional support for identified learners. • Continue to regularly monitor identified students. • Engage whānau to support learners with home-school tuhihi programme. • Provide ongoing PLD support for kaiako and kaiāwhina with a special focus on engaging boys in tuhihi. | | | |

Ingoa o te kura me te kura nama: Tōku Māpihi Maurea Kura Kaupapa Māori 1589

| | | | |
|--|----------------------------------|---|-------------------------------------|
| Arotahi: Te Reo Matatini: Reo ā Waha | | | |
| Whāinga rautaki: All learners are able to access Te Marautanga o Aotearoa (TMOA) as evidenced by progress and achievement in relation to Ngā Taumata o Te Marautanga o Aotearoa. | | | |
| Wāhanga ā-tau: All students who require a tailored programme of support will make the accelerated progress they need to achieve or exceed expectations in relation to Ngā Taumata o Te Marautanga o Aotearoa – Kōrero. | | | |
| Raraunga o tērā tau: Analysis of kura wide data shows that a significant majority of learners are achieving or exceeding expectations in relation to TMOA – Kōrero <ul style="list-style-type: none"> • Two out of fourteen Tau 1 learners require a tailored learning programme to ensure they experience accelerated success in Tau 2 to achieve success in relation to TMOA. • Three out of eight Tau 2 learners require a tailored learning programme to ensure they experience accelerated success in Tau 3 to achieve success in relation to TMOA. • Four out of sixteen Tau 3 learners require a tailored learning programme to ensure they experience accelerated success in Tau 4 to achieve success in relation to TMOA. • Four out of seventeen Tau 4 learners require a tailored learning programme to ensure they experience accelerated success in Tau 5 to achieve success in relation to TMOA. • Four out of twelve Tau 5 learners require a tailored learning programme to ensure they experience accelerated success in Tau 6 to achieve success in relation to TMOA. • One out of seventeen Tau 6 learners require a tailored learning programme to ensure they experience accelerated success in Tau 7 to achieve success in relation to TMOA. • Six out of twelve Tau 7 learners require a tailored learning programme to ensure they experience accelerated success in Tau 8 to achieve success in relation to TMOA. | | | |
| Targets: Twenty four learners across all year levels require more support to achieve or exceed TMOA Reo Matatini (Reo ā waha) expectations. There is a need for a more tailored programme of support to be put in place by the end of Term 1. <ul style="list-style-type: none"> • All Tau 1 learners who are progressing towards achieving TMOA Reo ā waha will be achieving or exceeding expectations for TMOA Reo ā waha Taumata 1 / He Pakari – He Pakari 2 by the end of Tau 2. • All Tau 2 learners who are progressing towards achieving TMOA Reo ā waha will be achieving or exceeding expectations for TMOA Reo ā waha Taumata 2 by the end of Tau 3. • All Tau 3 learners who are progressing towards achieving TMOA Reo ā waha will be achieving or exceeding expectations for TMOA Reo ā waha Taumata 2-3 by the end of Tau 4. • All Tau 4 learners who are progressing towards achieving TMOA Reo ā waha will be achieving or exceeding expectations for TMOA Reo ā waha Taumata 3 by the end of Tau 5. • All Tau 5 learners who are progressing towards achieving TMOA Reo ā waha will be achieving or exceeding expectations for TMOA Reo ā waha Taumata 3-4 by the end of Tau 6. • All Tau 6 learners who were progressing towards achieving TMOA Reo ā waha will be achieving or exceeding expectations for TMOA Reo ā waha Taumata 4 by the end of Tau 7. • All Tau 7 learners who were progressing towards achieving TMOA Reo ā waha will be achieving or exceeding expectations for TMOA Reo ā waha Taumata 4-5 by the end of Tau 8. | | | |
| Tukanga (I aha mātou?) | Ngā hua (He aha ngā hua?) | Ngā take e rerekē ana (He aha i pēnei ai?) | Aromātai (He aha ināianei ?) |

| | | | |
|---|---|--|---|
| <p>Reviewed progress and achievement data with staff for all learners who require tailored support each term.</p> <p>Developed IEPs and established tailored programmes to meet the needs of learners.</p> <p>Worked with whānau to support reo a waha in the home.</p> <p>Supported kaiako through PLD – Te Reo o te Kaiako / Ipu Kōrero</p> <p>Monitored student progress term by term.</p> | <p>I te mutunga o te tau 2021, 86.7% o ngā ākonga kei Manawa Ora or Manawa Toa.</p> <p>I te mutunga o te tau 2021, 10.2% o ngā ākonga kei Manawa Āki.</p> <p>I te mutunga o te tau 2021, 3.1% o ngā ākonga kei Manawa Taki.</p> | <p><u>Tau 1 2021 (1 te ākonga)</u> Ahakoa tōna kaha ki te whakaputa kōrero kei 1 He Kaha tēnei ākonga.</p> <p>Manawa Toa – 69.2% Manawa Ora – 23.1% Manawa Āki – 7.7%</p> <p><u>Tau 2 2021 (2 ngā ākonga)</u> Kei 1 He Kaha Ake ēnei ākonga.</p> <p>Manawa Toa – 15.4% Manawa Ora – 69.2% Manawa Āki – 15.4%</p> <p><u>Tau 3 2021 (2 ngā ākonga)</u> I anga whakamua ēnei ākonga e rua, tētehi mai i 1 He Kaha ki 1 He Kaha Ake. Tēra atu, i eke ki 1 He Pakari.</p> <p>Manawa Toa – 33.3% Manawa Ora – 44.4% Manawa Āki – 22.2%</p> <p><u>Tau 4 2021 (2 ngā ākonga)</u> Kei 1 He Kaha ēnei tokorua. He kaha te āmaimai o tētehi (ka whakaputa i ngā horopaki ōpaki). Ko tērā atu ko te reo Pākehā te reo kaha whakaputa.</p> <p>Manawa Toa – 21.4% Manawa Ora – 64.3% Manawa Taki – 14.3%</p> <p><u>Tau 5 2021 (2 ngā ākonga)</u> Kua eke tētehi mai i 1 He Paakri 2 ki Taumata 2.</p> | <p>Me poipoi tonu te ākonga hei te tau 2022. Me whakatau whāinga, rautaki hei whakapakari i tō tōna reo ā waha. Mā te akiaki, te whakawhānui i tōna puna reo me ōna mōhiotanga ki ngā rerengā kōrero rerekē ka eke ia.</p> <p>Me tautoko tonu te kura tonu i a rāua hei te tau 2022. Me tuhi IEP, mahitahi ki te kaiāwhina, mahitahi ki te whānau. Me whakawhānui o rāua puna kupu. Me ngakaunui hoki rāua ki tō tātou reo. Me tautoko hoki ngā whānau mā te kōrero Māori i te kāinga.</p> <p>Me kaha poipoi tonu te kura i a rāua. Me kaha hoki te whānau ki te hāpai te reo Māori i te kāinga. He uaua mā te tokorua i te wā noho mohoa me ngā akoranga. Ka tuku tonu ki te RTL. Ka inoi atu hoki kia kuhu mai te SLT ki te aromatawai i a rāua. He uaua te mārama i ngā kōrero nā te āhua o te whakaputa reo.</p> <p>Me kaha poipoi tonu i a rāua. Me whāngai tonu ngā kupu, ngā rerenga kōrero kia puāwai ai te reo whakaputa. Kua tonu ICS mō tētehi. Me mahitahi me te kaiāwhina. Me tonu awhina mai i te RTL. Me nohotahi me ngā whānau ki te āta whakatakaioto he mahere ako mō te tau 2022.</p> <p>Me mahitahi te whānau me te kura kia eke taumata anō ēnei tokorua. Me kaha kōrero i te reo Māori i te</p> |
|---|---|--|---|

| | | |
|---|---|--|
| | | <p>Kāinga. Me whāngai hoki ngā kupu hou, ngā rerenga kōrero rerekē ki a rāua. Me āta whakatau whāinga mō ngā mahi whakaako. Kei raro tētehi i ngā manakitanga o te RTL<i>B</i> i tēnei wā.</p> <p>Kua ton<i>o</i> ICS mō ēnei tokorua. Kua kite ngā uauatanga i roto i ngā akoranga katoa. Kua roa e ngaro ana i te kura (2020), ā kāore rāua i tētehi kura mō te 12 mārāma. I te wā noho mohoa<i>o</i> 2021 kāore ēnei tokorua i tino whai wāhi i roto in<i>gā</i> akoranga tawhiti. E kaha ana te kaiāwhina ki te mahitahi ki a rāua i a rāua i te kura. Me āt whakarite hōtaka, whāinga mā rāua mō te tau 2022. Me wānanga tahi hoki ki te taha o ngā whānau. Mā te tautoko o te whanau me te kura ka anga whakamua rāua.</p> |
| <p>Kua eke hoki tētehi mai i 1 He Pakari ki 1 He Pakari 2.</p> <p>Manawa Ora – 82.2% Manawa Taki – 11.8%</p> <p><u>Tau 6 2021 (2 nga ākong<i>a</i>)</u> I te mutunga tau kua eke tētehi ki 1 He Pakari 2 mai i 1 He Pakari 1. Ko tērā atu kei Taumata 2.</p> <p>Manawa Ora – 83.3% Manawa Taki – 16.7%</p> | <p><u>Tau 7 2021 (1 te ākong<i>a</i>)</u> Kei Taumata 2-3 tēnei ākong<i>a</i>. Ahakoa kei te taumata ōrite kua pakari tonu tōna reo ā waha.</p> <p>Manawa Toa – 64.7% Manawa Ora – 29.4% Manawa Āki – 5.9%</p> | <p>Mā te akiaki, mā te whaaktau whāinga, mā te whāngai i te reo, ngā kupu ou me ngā kīanga hou ka eke anō ia. Me whai āwhina i roto i ngā akoranga katoa. Me whaktau IEP mōna hei te tau 2022. Me kōrero tahi ki te whānau.</p> |
| <p><u>Tau 8 2021 (6 nga ākong<i>a</i>)</u> 1/12 akakoa kua eke mai i Taumat 2-3 ki Taumata 3, kei Manawa Taki tonu. 4/12 kua eke mai i Taumata 3 ki Taumata 3-4, heoi kei Manawa Āki tonu rātou.</p> <p>Manawa Toa – 25% Manawa Ora – 33.3% Manawa Āki – 33.3% Manawa Taki – 8.4%</p> | <p>Me whakatō ki roto i te whatumanawa te aroha nui ki tō tātou reo Māori. Ko te reo whakaputa i te nuinga o te wā, ko te reo Pākehā. Ko te reo i waho atu i te kura, ko te reo Pākehā. Ahakoa te kaha aro o te kaiako ki te whakawhānui ngā puna kupu, ngā momo rerenga kōrero, kāore anō kia tino eke. Ko te tumanako ka arohanui ratou ki tō tātou reo Māori i te wharekura, te kura tuarua rānei.</p> | |

| | | | | |
|---|--|--|--|--|
| | | | | |
| Mahere mahi mo te tau heke mai ana: <ul style="list-style-type: none"> • Set targets for students who are not achieving at or above expected levels for TMOA for Reo ā Waha. • Develop IEPs and establish tailored programmes to meet the needs of learners. • Provide additional support for identified learners. • Continue to regularly monitor identified students. • Engage whanau to support learners with reo ā waha. • Provide ongoing PLD support for kaiako and kaiāwhina – Te Ipu Kōrero • Develop a mahere reo a waha for our kura. | | | | |

Tātaritanga Raraunga 2021

Ingoa o te kura me te kura nama: Tōku Māpihi Maurea Kura Kaupapa Māori 1589

| | | | |
|---|----------------------------------|---|-------------------------------------|
| Arotahi: Pāngarau: Tau | | | |
| Whāinga rautaki: All learners are able to access Te Marautanga o Aotearoa (TMOA) as evidenced by progress and achievement in relation to Ngā Taumata o Te Marautanga o Aotearoa. | | | |
| Wāhanga ā-tau: All students who require a tailored programme of support will make the accelerated progress they need to achieve or exceed expectations in relation to Ngā Taumata o Te Marautanga o Aotearoa by of the year. | | | |
| Raraunga o tērā tau: Analysis of kura wide data shows that a significant majority of learners are achieving or exceeding expectations in relation to TMOA – TAU <ul style="list-style-type: none"> • One out of eleven Tau 0 learners require a tailored learning programme to ensure they experience accelerated success in Tau 1 to achieve success in relation to TMOA. • Two out of fourteen Tau 1 learners require a tailored learning programme to ensure they experience accelerated success in Tau 2 to achieve success in relation to TMOA. • Two out of eight Tau 2 learners require a tailored learning programme to ensure they experience accelerated success in Tau 3 to achieve success in relation to TMOA. • Three out of sixteen Tau 3 learners require a tailored learning programme to ensure they experience accelerated success in Tau 4 to achieve success in relation to TMOA. • One out of seventeen Tau 4 learners require a tailored learning programme to ensure they experience accelerated success in Tau 5 to achieve success in relation to TMOA. • Seven out of twelve Tau 5 learners require a tailored learning programme to ensure they experience accelerated success in Tau 6 to achieve success in relation to TMOA. • Four out of seventeen Tau 6 learners require a tailored learning programme to ensure they experience accelerated success in Tau 7 to achieve success in relation to TMOA. • Four out of Twelve Tau 7 learners require a tailored learning programme to ensure they experience accelerated success in Tau 8 to achieve success in relation to TMOA | | | |
| Targets: Twenty four learners across all year levels require more support to achieve or exceed TMOA Pāngarau (Tau) expectations. There is a need for a more tailored programme of support to be put in place by the end of Term 1. <ul style="list-style-type: none"> • All Tau 1 learners who were progressing towards achieving TMOA Pāngarau will be achieving or exceeding expectations for TMOA Kaupae 3-4 by the end of Tau 2. • All Tau 2 learners who were progressing towards achieving TMOA Pāngarau will be achieving or exceeding expectations for TMOA Pāngarau 2a / Kaupae 5 by the end of Tau 3. • All Tau 3 learners who were progressing towards achieving TMOA Pāngarau will be achieving or exceeding expectations for TMOA Pāngarau 2e / Kaupae 5+ by the end of Tau 4. • All Tau 4 learners who were progressing towards achieving TMOA Pāngarau will be achieving or exceeding expectations for TMOA Pāngarau 3a/Kaupae 6 by the end of Tau 5. • All Tau 5 learners who were progressing towards achieving TMOA Pāngarau will be achieving or exceeding expectations for TMOA Pāngarau 3e /Kaupae 6+ by the end of Tau 6. • All Tau 6 learners who were progressing towards achieving TMOA Pāngarau will be achieving or exceeding expectations for TMOA Pāngarau 4a /Kaupae 7 by the end of Tau 7 • All Tau 7 learners who were progressing towards achieving TMOA Pāngarau 6 will be achieving or exceeding expectations for TMOA Pāngarau 4e /Kaupae 7+ by the end of Tau 8 | | | |
| Tukanga (I aha mātou?) | Ngā hua (He aha ngā hua?) | Ngā take e rerekē ana (He aha i pēnei ai?) | Aromātai (He aha ināianei ?) |

| | | | |
|---|---|---|---|
| <p>Reviewed progress and achievement data with staff for all learners who require tailored support each term.</p> <p>Developed IEPs and established tailored programmes to meet the needs of learners.</p> <p>Supported kaiako through PLD.</p> <p>Monitored student progress term by term.</p> | <p>TAU</p> <p>I te mutunga o te tau 2021 64.3% o ngā ākonga kei Manawa Ora / Manawa Toa.</p> <p>I te mutunga o te tau 2021 29.6% o ngā ākonga kei Manawa Āki.</p> <p>I te mutunga o te tau 2021 6.1% o ngā ākonga kei Manawa Taki.</p> | <p><u>Tau 1 2021 (2 ngā ākonga)</u></p> <p>I noho tonu ēnei o ākonga ki Kaupae 0-2 ki Manawa Āki i te mutunga tau. I te kura mō te 1 tau, 1 marama. K0 te noho mohoa hoki tētehi take kua pēnei.</p> <p>Manawa Toa – 30.8%</p> <p>Manawa Ora – 53.7%</p> <p>Manawa Āki – 15.4%</p> <p><u>Tau 2 2021 (1 te ākonga)</u></p> <p>Kotahi te ākonga kei Kaupae 0-2.</p> <p>Manawa Ora – 92.3%</p> <p>Manawa Āki – 7.7%</p> <p><u>Tau 3 2021 (4 ngā ākonga)</u></p> <p>Kei Kaupae 3-4 ēnei tokowhā. Ahakoa kua eke kaupae kei Manawa Āki tonu rātou.</p> <p>Manawa Ora – 55.6%</p> <p>Manawa Āki – 44.4%</p> <p><u>Tau 4 2021 (8 te ākonga)</u></p> <p>Kei Kaupae 0-2 tonu tētehi, heoi kua eke tērā atu ākonga ki Kaupae 3-4 tērā atu. Kei Manawa Taki rāua.</p> <p>1/8 kei Kaupae 3-4 (Manawa Āki).</p> <p>5/8 kei Kaupae 5a. Ko te nuinga o ēnei kua eke mai Kaupae 3-4 (Manawa Āki).</p> | <p>Mā te akiaki hei te tau 2022 ka tere eke ēnei tokorua ki ngā taumata papai.</p> <p>He ākonga whai āwhina tēnei kei Kaupae 0-2 tonu. Nā reira ka mahitahi tonu ki te taha o te kaiāwhina a tērā tau. Ka āta whakatau whāinga mōna hoki. Tērā pea ka ro ki te Numicron hei huarahi ako. Kua tono hoki ki te RTLB mo ētehi mahi tautoko.</p> <p>Me whai tautoko tonu ēnei akonga kei Manawa Āki hei te tau 2022 -IEP, mahitahi ki te kaiāwhina. Me tautoko hoki te whānau i a rātou.</p> <p>Me kaha tautoko tonu i te hunga kei Manawa Taki tonu hei te tau 2022. Me mahitahi me te ngā whānau, me whakatau whāinga kia anga awhakamua ai rātou. Aro ki te Numicron hei kaupapa ako. Me tono ki te RTLB. Kua tono ICS mō tētehi.</p> <p>Ko te hunga kei Manawa Āki, me mahi a rōpū i roto i te akomanga, me āta whakatau ngā whāinga ako. Kei Kaupae 2 a te nuinga, ko tētehi kei</p> |
|---|---|---|---|

| | | |
|--|--|--|
| | <p>Manawa Ora – 42.9%</p> <p>Manawa Āki – 42.9%</p> <p>Manawa Taki – 14.3%</p> <p><u>Tau 5 2021 (10 ngā ākonga)</u></p> <p>Kotahi te ākonga kei Kaupae 5a (Manawa Taki).</p> <p>1/10 o ngā ākonga kei Kauape 5a (Manawa Āki).</p> <p>9/10 o ngā ākonga kei Kauape 5 (Manawa Āki.)</p> <p>Manawa Toa – 11.8%</p> <p>Manawa Ora – 29.4%</p> <p>Manawa Āki – 52.9%</p> <p>Manawa Taki – 5.9%</p> <p><u>Tau 6 2021 (6 ngā ākonga)</u></p> <p>Tokorua o ēnei ākonga i eke kei Kaupae 3-4.</p> <p>Tokowhā i eke ki Kaupae 3a mai i 2a / 2e heoi kei Manawa Āki tonu rātou.</p> <p>Manawa Toa – 16.7%</p> <p>Manawa Ora – 33.3%</p> <p>Manawa Āki – 33.3%</p> <p>Manawa Taki – 16.7%</p> <p><u>Tau 7 2021 (4 ngā ākonga)</u></p> <p>Kotahi te ākonga kua eke mai i Kaupae 5e ki Kauape 6a. Heoi kei Manawa taki tonu ia.</p> | <p>Me āta poipoi i te hunga kei Manawa Taki / Āki tonu hei te tau 20212. Me mahitahi me ngā whānau, me whakatau whāinga motuhake kia anga awhakamua ai rātou katoa. Me whakwhānui ngā mōhiotanga ki ngā rautaki hūhūa ki ngā nama ki te 1 000 000.</p> <p>Me whakatau huarahi kia anga whakamua, kia eke ki ngā taumata e tika ana hei te tau 2022. Me āta whakatau he aha ngā wāhanga hei whakakaha ake hoki. Kua tono atu mō te ICS mō te tokorua kei Manawa Taki. Ko rāua te hunga ngaro ana i te kura. Heoi mā te āta whakatakoto mahere mō ērā atu, ka tere ake i roto i ngā akoranga.</p> <p>Kua wehe atu tēthi o ngā ākonga Tau 7.</p> <p>Me kaha tautoko tonu i ērā atu ma te āta whakatau whāinga, te mahitahi me te kaiaako. Mā te whāngai i</p> |
|--|--|--|

| | | | |
|--|--|--|---|
| | | <p>3 / 4 o ngā ākonga kua eke ki Kauape 6e. Kei Manawa Āki rātou.</p> <p>Manawa Toa – 5.9%</p> <p>Manawa Ora – 70.6%</p> <p>Manawa Āki – 17.6%</p> <p>Manawa Taki – 5.9%</p> <p><u>Tau 8 2021 (3 ngā ākonga)</u></p> <p>Tokorua o ngā ākonga kei Kauape 7a. Ahakoa kua eke, kei Manawa Āki tonu rāua.</p> <p>Manawa Toa – 50%</p> <p>Manawa Ora – 25%</p> <p>Manawa Āki – 25%</p> | <p>ngā rautaki me te whakawhanui atu ngā mātauranga tau ka eke anō.</p> <p>Mā te aro, mā te ū ka eke. Ehara i te mea tē taea e rāua. Ko te tūmanako tērā ka ū, ka eke i te wharekura.</p> |
| <p>Mahere mahi mo te tau heke mai ana:</p> <ul style="list-style-type: none"> • Set targets for students who are not achieving at or above expected levels for TMOA for Tau. • Develop IEPs and establish tailored programmes to meet the needs of learners. • Provide additional support for identified learners. • Continue to regularly monitor identified students. • Engage whanau to support learners with Tau. • Provide ongoing PLD support for kaiako and kaiāwhina – Numicron 2022 / Aromatawai • Provide programmes that help develop reo Pāngarau. | | | <p>18</p> |