

TE KURA O WAIKARE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number:	1666
Principal:	Cheryl Meek
School Address:	Waikare Valley Road, WAIKARE
School Postal Address:	RD 3, KAWAKAWA, 0283
School Phone:	09 403 7385
School Email:	waikare.school@xtra.co.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expires/ Expired
Hope Hancy	Chairperson	Elected	Administrator	Jul 2022
Cheryl Meek	Principal	ex Officio		
Vanessa Reti	Parent Rep	Elected	Teacher	Jul 2022
Allen John Reti	Parent Rep	Elected	Home Executive	Jul 2022
Rebecca Parkes	Parent Rep	Elected	Home Executive	Jul 2022
Tania Burton	Parent Rep	Elected	Home Executive	Resigned Aug 19
Francis Pulemoana	Parent Rep	Elected	Cleaner	Jul 2022
Karen Ryder	Staff Rep	Appointed	Home Executive	Jul 2022
Frances Pulemoana	Other	Elected	Cleaner	Jul 2022
Pearl Reti-Wiki	Other	Elected	Home Executive	Jul 2022
Tapeka Henare	Other	Elected	Kaiko Early Childhood	Jul 2022

Accountant / Service Provider:	Education Services Ltd
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TE KURA O WAIKARE

Annual Report - For the year ended 31 December 2019

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Te Kura o Waikare

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.

Hope Hancy
Full Name of Board Chairperson

[Signature]
Signature of Board Chairperson

29/5/20
Date:

Cheryl Meek

Full Name of Principal

[Signature]

Signature of Principal

29/05/2020

Date:

Te Kura o Waikare

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	832,531	649,876	592,442
Locally Raised Funds	3	38,875	20,800	29,370
Interest income		8,950	-	7,345
Gain on Sale of Property, Plant and Equipment		-	-	3,634
		<u>880,356</u>	<u>670,676</u>	<u>632,791</u>
Expenses				
Locally Raised Funds	3	25,271	9,500	16,435
Learning Resources	4	428,652	333,962	278,000
Administration	5	65,635	71,407	56,441
Finance		386	202	393
Property	6	165,499	163,178	177,735
Depreciation	7	24,097	13,500	19,725
Loss on Uncollectable Accounts Receivable		-	-	776
Transport		37,587	48,200	27,039
		<u>747,127</u>	<u>639,949</u>	<u>576,544</u>
Net Surplus / (Deficit) for the year		<u>133,229</u>	<u>30,727</u>	<u>56,247</u>
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>133,229</u></u>	<u><u>30,727</u></u>	<u><u>56,247</u></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 o Waikare

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		<u>470,542</u>	<u>364,029</u>	<u>413,195</u>
Total comprehensive revenue and expense for the year		133,229	30,727	56,247
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	1,100
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	22	<u>603,771</u>	<u>394,756</u>	<u>470,542</u>
 Retained Earnings		 603,771	 394,756	 470,542
Equity at 31 December		<u>603,771</u>	<u>394,756</u>	<u>470,542</u>

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



Te Kura o Waikare
Statement of Financial Position
As at 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	230,992	102,183	124,058
Accounts Receivable	9	30,699	24,599	35,889
GST Receivable		3,203	2,812	6,567
Prepayments		5,984	3,125	3,696
Inventories	10	1,517	3,791	2,183
Investments	11	200,886	121,886	200,886
Funds owed for Capital Works Projects	16	200	-	11,200
		473,481	258,396	384,479
Current Liabilities				
Accounts Payable	13	29,629	40,587	47,951
Provision for Cyclical Maintenance	14	17,471	-	4,500
Finance Lease Liability - Current Portion	15	2,649	2,490	1,637
		49,749	43,077	54,088
Working Capital Surplus/(Deficit)		423,732	215,319	330,391
Non-current Assets				
Property, Plant and Equipment	12	185,823	182,727	153,947
		185,823	182,727	153,947
Non-current Liabilities				
Provision for Cyclical Maintenance	14	1,417	-	12,083
Finance Lease Liability	15	4,367	3,290	1,713
		5,784	3,290	13,796
Net Assets		603,771	394,756	470,542
Equity		603,771	394,756	470,542

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



Te Kura o Waikare
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
Cash flows from Operating Activities				
Government Grants		356,152	268,948	238,465
Locally Raised Funds		38,879	20,800	28,761
Goods and Services Tax (net)		3,364	-	(3,755)
Payments to Employees		(99,011)	(103,000)	(97,244)
Payments to Suppliers		(138,839)	(208,251)	(81,390)
Cyclical Maintenance Payments in the year		-	-	(36,828)
Interest Paid		(386)	(202)	(393)
Interest Received		9,246	-	5,800
Net cash from Operating Activities		169,405	(21,705)	53,416
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	10,796
Purchase of PPE (and Intangibles)		(59,019)	(50,000)	(7,066)
Purchase of Investments		-	-	(145,000)
Proceeds from Sale of Investments		-	-	33,000
Net cash from Investing Activities		(59,019)	(50,000)	(108,270)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	1,100
Finance Lease Payments		(1,572)	(3,735)	(1,491)
Funds Held for Capital Works Projects		(1,880)	-	1,680
Net cash from Financing Activities		(3,452)	(3,735)	1,289
Net increase/(decrease) in cash and cash equivalents		106,934	(75,440)	(53,565)
Cash and cash equivalents at the beginning of the year	8	124,058	177,623	177,623
Cash and cash equivalents at the end of the year	8	230,992	102,183	124,058

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.



Te Kura o Waikare

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

Te Kura o Waikare (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 26.

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 14.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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



Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

Prior Year Policy

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

i) Inventories

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



j) Investments

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

Prior Year Policy

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

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

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

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$1000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Buildings	40 years
Furniture and Equipment	5-18 years
Information and Communication	4 years
Motor Vehicles	5 years
Leased Assets	5-7 years
Library Resources	8 years
Leased assets are depreciated over the life of the lease.	



l) Intangible Assets

Software costs

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

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

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

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

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

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

Non cash generating assets

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

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

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

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

n) Accounts Payable

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



o) Employee Entitlements

Short-term employee entitlements

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

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

Long-term employee entitlements

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

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

p) Revenue Received in Advance

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

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

q) Funds Held in Trust

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

r) Shared Funds

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

s) Provision for Cyclical Maintenance

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

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

t) Financial Assets and Liabilities

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

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

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



u) Borrowings

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

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

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

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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



2. Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	257,241	226,048	185,354
Teachers' Salaries Grants	353,016	255,162	217,609
Use of Land and Buildings Grants	135,531	125,117	126,789
Resource Teachers Learning and Behaviour Grants	400	-	2,730
Other MoE Grants	86,343	43,549	59,960
	<u>832,531</u>	<u>649,876</u>	<u>592,442</u>

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	1,590	-	7,383
Activities	11,471	8,500	8,414
Trading	8,782	1,300	2,355
Fundraising	5,332	-	643
Other Revenue	11,700	11,000	10,575
	<u>38,875</u>	<u>20,800</u>	<u>29,370</u>
Expenses			
Activities	9,672	4,500	6,327
Trading	12,098	2,000	5,012
Fundraising (Costs of Raising Funds)	68	-	-
Other Locally Raised Funds Expenditure	3,433	3,000	5,096
	<u>25,271</u>	<u>9,500</u>	<u>16,435</u>
<i>Surplus for the year Locally raised funds</i>	<u>13,604</u>	<u>11,300</u>	<u>12,935</u>

4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	17,716	14,400	8,642
Employee Benefits - Salaries	402,028	310,662	264,911
Staff Development	3,584	3,900	3,389
R&m & Purchases <\$1,000	5,324	5,000	1,058
	<u>428,652</u>	<u>333,962</u>	<u>278,000</u>



5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	3,620	3,400	3,220
Board of Trustees Fees	2,910	3,850	3,590
Board of Trustees Expenses	1,607	3,400	341
Intervention Costs & Expenses	-	-	4,244
Communication	1,003	2,600	1,184
Consumables	2,530	2,357	1,872
Other	8,607	7,300	7,203
Employee Benefits - Salaries	36,762	39,000	28,570
Insurance	3,676	4,500	1,297
Service Providers, Contractors and Consultancy	4,920	5,000	4,920
	<u>65,635</u>	<u>71,407</u>	<u>56,441</u>

6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	2,097	1,700	1,053
Cyclical Maintenance Expense	2,305	2,861	20,272
Grounds	2,583	12,000	3,008
Heat, Light and Water	7,619	8,000	7,274
Repairs and Maintenance	3,378	5,000	11,163
Use of Land and Buildings	135,531	125,117	126,789
Employee Benefits - Salaries	11,986	8,500	8,176
	<u>165,499</u>	<u>163,178</u>	<u>177,735</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	2,047	1,401	2,047
Building Improvements	2,439	1,669	2,439
Furniture and Equipment	4,984	3,636	5,311
Information and Communication Technology	5,641	1,559	2,278
Motor Vehicles	6,722	3,571	5,218
Leased Assets	2,264	1,664	2,432
	<u>24,097</u>	<u>13,500</u>	<u>19,725</u>

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	588	-	588
Bank Current Account	119,023	(3,518)	31,803
Bank Call Account	53,581	27,832	33,867
Short-term Bank Deposits	57,800	77,869	57,800
Cash equivalents for Cash Flow Statement	<u>230,992</u>	<u>102,183</u>	<u>124,058</u>

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

9. Accounts Receivable



	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	2,293	4,981	3,147
Banking Staffing Underuse	1,323	-	13,369
Interest Receivable	1,752	503	2,048
Teacher Salaries Grant Receivable	25,331	19,115	17,325

30,699	24,599	35,889
--------	--------	--------

Receivables from Exchange Transactions	4,045	5,484	5,195
Receivables from Non-Exchange Transactions	26,654	19,115	30,694

30,699	24,599	35,889
--------	--------	--------

10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Uniform	1,517	3,791	2,183
	1,517	3,791	2,183

11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	200,886	121,886	200,886
Total Investments	200,886	121,886	200,886



12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2019						
Land	26,000	-	-	-	-	26,000
Buildings	54,975	-	-	-	(2,047)	52,928
Building Improvements	36,211	-	-	-	(2,439)	33,772
Furniture and Equipment	18,023	4,608	-	-	(4,984)	17,647
Information and Communication Tech	16,035	5,432	-	-	(5,641)	15,826
Motor Vehicles	-	39,699	-	-	(6,722)	32,977
Leased Assets	2,703	6,234	-	-	(2,264)	6,673
Balance at 31 December 2019	153,947	55,973	-	-	(24,097)	185,823

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Land	26,000	-	26,000
Buildings	81,861	(28,933)	52,928
Building Improvements	54,965	(21,193)	33,772
Furniture and Equipment	111,046	(93,399)	17,647
Information and Communication	69,050	(53,224)	15,826
Motor Vehicles	135,589	(102,612)	32,977
Leased Assets	10,522	(3,849)	6,673
Library Resources	26,424	(26,424)	-
Balance at 31 December 2019	515,457	(329,634)	185,823

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Land	26,000	-	-	-	-	26,000
Buildings	57,021	-	-	-	(2,047)	54,974
Building Improvements	38,650	-	-	-	(2,439)	36,211
Furniture and Equipment	18,539	4,795	-	-	(5,311)	18,023
Information and Communication Technology	1,262	17,051	-	-	(2,278)	16,035
Motor Vehicles	12,379	-	(7,161)	-	(5,218)	-
Leased Assets	5,136	-	-	-	(2,432)	2,704
Balance at 31 December 2018	158,987	21,846	(7,161)	-	(19,725)	153,947

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Land	26,000	-	26,000
Buildings	81,861	(26,887)	54,974
Building Improvements	54,965	(18,754)	36,211
Furniture and Equipment	106,438	(88,415)	18,023
Information and Communication	63,618	(47,583)	16,035
Motor Vehicles	95,890	(95,890)	-
Leased Assets	9,750	(7,046)	2,704
Library Resources	26,424	(26,424)	-
Balance at 31 December 2018	464,946	(310,999)	153,947

13. Accounts Payable



	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	679	13,591	17,904
Accruals	3,320	3,020	3,220
Capital Accruals for PPE items	-	-	9,280
Banking Staffing Overuse	-	4,812	-
Employee Entitlements - Salaries	25,331	19,115	17,325
Employee Entitlements - Leave Accrual	299	49	222
	<u>29,629</u>	<u>40,587</u>	<u>47,951</u>

Payables for Exchange Transactions	29,629	40,587	47,951
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>29,629</u>	<u>40,587</u>	<u>47,951</u>

The carrying value of payables approximates their fair value.

14. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	16,583	16,139	33,139
Increase to the Provision During the Year	2,305	2,861	20,272
Use of the Provision During the Year	-	(19,000)	(36,828)
Provision at the End of the Year	<u>18,888</u>	<u>-</u>	<u>16,583</u>
Cyclical Maintenance - Current	17,471	-	4,500
Cyclical Maintenance - Term	1,417	-	12,083
	<u>18,888</u>	<u>-</u>	<u>16,583</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:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	2,715	2,490	1,736
Later than One Year and no Later than Five Years	4,405	3,290	1,818
	<u>7,120</u>	<u>5,780</u>	<u>3,554</u>



16. Funds Owed (Held) for Capital Works Projects

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

					BOT Contribution/ (Write-off to R&M)	Closing Balances
	2019	Opening Balances \$	Receipts from MoE \$	Payments \$		\$
212046 Water Tank/Plumbing	<i>in progress</i>	11,200	12,235	1,200	-	165
Blk 1,2,6, Heating,Lighting Upgrade	<i>in progress</i>	-	59,174	59,209	-	35
Totals		11,200	71,409	60,409	-	200

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Due from the Ministry of Education

-
200

200

					BOT Contribution/ (Write-off to R&M)	Closing Balances
	2018	Opening Balances \$	Receipts from MoE \$	Payments \$		\$
212046 Water Tank/Plumbing	<i>in progress</i>	-	-	11,200	-	11,200
Totals		-	-	11,200	-	11,200

17. Related Party Transactions

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

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



18. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	2,910	3,590
Full-time equivalent members	0.09	0.13
<i>Leadership Team</i>		
Remuneration	111,796	106,459
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	114,706	110,049
Total full-time equivalent personnel	1.09	1.13

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
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	100 - 110	100 - 110
Benefits and Other Emoluments	3 - 4	3 - 4
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	-	-
	0.00	0.00

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

19. Compensation and Other Benefits Upon Leaving

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

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

20. 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.

21. Commitments

(a) Capital Commitments

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

(b) Operating Commitments

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

(a) operating lease of photocopiers;

	2019 Actual \$	2018 Actual \$
No later than One Year	857	857
Later than One Year and No Later than Five Years	1,142	1,999
Later than Five Years	-	-
	<u>1,999</u>	<u>2,856</u>

22. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.



23. Financial Instruments

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

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	230,992	102,183	124,058
Receivables	30,699	24,599	35,889
Investments - Term Deposits	200,886	121,886	200,886
Total Financial assets measured at amortised cost	462,577	248,668	360,833

Financial liabilities measured at amortised cost

Payables	29,629	40,587	47,951
Borrowings - Loans	-	-	-
Finance Leases	7,016	5,780	3,350
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	36,645	46,367	51,301

24. 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.

25. Comparatives

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

26. 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.

27. Breach of Law - Failure to Publish Annual Report Online

The Board is in breach of the Education Act 1989 section 87AB in that the annual report for the prior year was not made available to the public on an internet site maintained by the board.



**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF
TE KURA O WAIKARE'S
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019**

57 Clyde Street
PO Box 627
WHANGAREI 0140
Phone: (09) 438 2312
Fax: (09) 438 2912
info@bennettca.co.nz
www.bennettca.co.nz

The Auditor-General is the auditor of Te Kura o Waikare (the School). The Auditor-General has appointed me, Steve Bennett, using the staff and resources of Bennett & Associates, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 21 that comprise the statement of financial position as at 31 December 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 Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 31 May 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 24 on page 21 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis for our opinion

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

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

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



Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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



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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the Analysis of Variance, the List of Trustees and Statement of Responsibility which form part of the Annual 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.



Steve Bennett

BENNETT & ASSOCIATES

On behalf of the Auditor-General
Whangarei, New Zealand





TE KURA O WAIKARE
61 Waikare Valley Road
RD3 KAWAKAWA. 0283

Ph. 09 4037385
Fax. 09 4038 095
Email: waikare.school@xtra.co.nz

25 May 2020

To Whom It May Concern:

KIWISPORTS FUNDING

This is to advise you that Te Kura o Waikare received \$1063.94 and this was spent on travel and other costs to schools for sports.

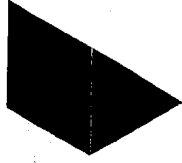
Nga Mihi

TE KURA O WAIKARE

A handwritten signature in cursive script, reading 'Tracey Hancy'. The signature is written in black ink and is positioned below the printed name.

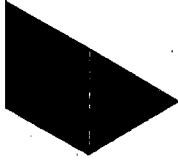
Tracey Hancy
POU HAPAI

Tuku Pūrongo Tātaritanga



Ingoa o te Kura:	Te Kura o Waikare	Tau o te Kura:	01666
Whāinga Ratutaki:	Mana Motuhake		
Te whāinga ā-tau:	Ko tāua ko Te Kura o Waikare		
Keo:	<ul style="list-style-type: none">• Te Kura o Waikare Marau ā Kura will inform all teaching programs• Identify and celebrate iwi affiliations of all ākonga and kaiako• Create a pathway for a Year 9 – 10 composite class.		
Te Papa Raraunga:	<p>I te mutunga o te tau 2018:</p> <p>32 ngā mokopuna ka whakapapa ki Waikare, Te Kapotai. E 9 ngā mokopuna ka whakapapa ki Te Rawhiti, Ngati Kuta, Patukeha. E 3 ngā mokopuna ka whakapapa ki Karetu, Ngati Manu E 2 ngā mokopuna ka whakapapa ki te Hokianga 1 mokopuna ka whakapapa ki Ngati Hine.</p>		

Tuku Pūrongo Tātāritanga



<p>Ngā Mahi <i>I aha mātou?</i></p>	<p>Ngā Whakataunga <i>I ahatia?</i></p>	<p>Ngā take mō te rerekētanga <i>He aha i pērā ai?</i></p>	<p>Arotakenga <i>Me ahu pēhea ināianei?</i></p>
<p>I whakahaerehia kia rua ngā hui ā hāpori – Maehe, Hepetema</p> <p>Kua angitū te whakamahi i te Marau ā Kura ki te ārahi i ngā hōtaka whakaako.</p>	<p>March – Content from whānau for Marau ā Kura, updating whānau about Year 9 – 10 Class application.</p> <p>September – Reo class for whānau, update of application for Year 9 – 10 class, Marau ā Kura update.</p> <p>Kua rangahau mātou i te pūrākau mō ngā maunga o Tirikōhū, Pukemahangarua me Te Ranga.</p> <p>Ka taea e mātou katoa te tāutu i ēnei maunga mā runga i te awa, mai ētahi puke hoki kei roto tonu i Waikare. He māia ngā mokopuna ki te kōrero anō i te pūrākau ki ngā manuhiri, ngā whānau, hako ko wai rātou. I titoa tētahi mōteatea ki te whakanui i tō mātou Marau ā Kura.</p>	<p>I pai te uru atu i ngā horopaki whakaako ki roto i te Marau ā Kura, nā ngā horopaki nei ngā hōtaka whakaako i ārahi.</p> <p>I mārama pai ngā kaiako ki te whakamahere i ngā horopaki mai te Marau ā Kura.</p> <p>I māmā ake ki ngā kaiako te whakaako i ngā horopaki.</p> <p>I pēnei te māmā pea mā ngā kaiako nā te māmā hoki ki te hono ki ngā maunga ka tahi, ka rua he kaupapa nā ngā whānau i whakatau.</p> <p>I te paunga o te tau 2019, 77 ngā mokopuna ki te kura, i pēnei pea nā te rerekētanga o te Marau ā Kura me te angitūtanga a ngā kaiako hōtaka whakaako.</p>	<p>Ka ōrite ngā mahi erangi ka rerekē te maunga me ngā horopaki whakaako.</p> <p>Ka aro ki ngā whanaketanga o te Marau ā Kura kia tika te whakamōhio atu ki ngā whānau.</p> <p>Ka whakahaere hui ā hāpori ki te whakawhānui i ngā mōhiotanga o te whānau ki te Marau ā Kura.</p> <p>Mā te Marau ā Kura e whakahaere tonu i ngā hotaka whakaako.</p> <p>Ka rerekē te maunga a te 2020 e ai ki tō mātou huringa ia 3 tau.</p> <p>Ka aro ki ngā kaupapa kua whakarārangiā ki raro i te maunga Ngaiotonga e ai ki te hiahia o te whānau.</p>
<p>Kua whakanui i ngā hononga katoa a ngā mokopuna.</p>	<p>Koinei tō mātou tau tuarua ki te whai i tō mātou tūtōhinga. Ko te tau tuatahi ka aro pū ngā kaupapa whakaako ki Waikare. Ko te tau tuarua ka peka atu mātou i ngā hapū tata ki a mātou: Ngati Kuta, Patukeha, Ngati Manu, Ngati Wai and Ngati Hine. Ko te tau tuatoru nei ka huri mātou ki Te Whare Tapu o Ngapuhi.</p>	<p>Koinei tētahi whāinga ngoikore, kāhore i tika taku whakatakoto kupu mō tēnei whāinga. Aini pea pai ake te tuhi; ka whakanui i ngā hononga a ngā mokopuna nō ngā hapū tata ki Waikare, Te Kapotai.</p>	<p>Ka aro mātou ki Te Whare Tapu o Ngapuhi kia taea e mātou te hono atu ki ngā mokopuna katoa o te kura.</p>

<p>Kua tonu ki Te Tāhūhū o te Mātauranga kia whakawhānui ake te kura ki ngā tau 9 – 10.</p>	<p>E hīkaka ana ngā whanau te mōhio inā ka puare tētahi akomanga Tau 9 – 10. A te 2020, e pupuri tonu ana mātou kia toru ngā Tau 8, ka tatari mō te whakatau a Te Tāhūhū o Mātauranga.</p>	<p>Hakoa tērā i tutuki pai tonu mātou ki te whakanui i ngā hononga a ngā mokopuna nō ngā hapū tata ki Waikare.</p> <p>Ka whai mātou i te tauira o te Villa Trust mō te Project based Learning mō ngā tau 7 – 9.</p>	<p>Mā te poari anō e kawe ngā utu mō ngā tau 8 ka pupurihia kia mana rānō te tono Tau 9 – 10.</p> <p>Me hui au ki te taha o ngā mātua Rehutai, te kite tokohia ngā mokopuna ka noho tonu mai a ngā tau e heke mai ana.</p>
<p>Te Whakamahere mō tērā tau:</p>			
<p>Mea nei ngā whāinga mō te tau 2020:</p> <ul style="list-style-type: none"> • Ka waihanga i ngā whanaketanga mō Te Marau ā Kura • Ka whakawhānui ngā whakaakoranga me ngā wheako kia aro ki ngā poupou o Te Whare Tapu o Ngapuhi • Mā Ngaioletonga e whakaatu i ngā uarā me ngā waiaro e hiahiatia ana 			

Ingoa o te Kura:	Te Kura o Waikare	Tau o te Kura:	01666
Whāinga Ratutaki:	Mana Mātauranga		
Te whāinga ā-tau:	Mokopuna own their learning and know themselves as learners		
Keo:	<p>Mokopuna will:</p> <ul style="list-style-type: none"> • Create their own learning pathways through Project Based Learning and Passion Projects • Learning is real and transferable • Assessment, reporting and monitoring involves students. 		
Te Papa Raraunga:	<p>I te mutunga o te tau 2018:</p> <p>32 ngā mokopuna ka whakapapa ki Waikare, Te Kapotai.</p> <p>E 9 ngā mokopuna ka whakapapa ki Te Rawhiti, Ngati Kuta, Patukeha.</p> <p>E 3 ngā mokopuna ka whakapapa ki Karetu, Ngati Manu</p> <p>E 2 ngā mokopuna ka whakapapa ki te Hokianga</p> <p>1 mokopuna ka whakapapa ki Ngati Hine.</p>		

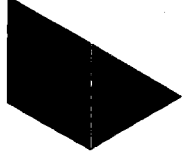
Tuku Pūrongo Tātaritanga

Ngā Mahi <i>I aha mātou?</i>	Ngā Whakataunga <i>I ahatia?</i>	Ngā take mō te rerekētanga <i>He aha i pērā ai?</i>	Arotakenga <i>Me ahu pēhea ināianei?</i>
<p>I whakahaerehia ētahi rōpū pūmanawa tini tonu ki roto i te tau.</p> <p>Wāhanga 1 – Pā Tūwatawata, Kāhui Mokopuna, Media Studies, Sewing, Pānui ki te Kōhanga Reo, Reo Rotarota, Pūkenga Kaukau – Tuakana, Pūkenga Kaukau – Teina, Poetry.</p> <p>Wāhanga 2 – Pā Tūwatawata, Hī Ika, Hākinakina, Sewing, Pānui ki te Kōhanga Reo, Waitata, Hangarua, Mahi Toi</p> <p>Wāhanga 3 – Hanga Whakarākei, Kori Tinana, Tuitui Kākahu, Pānui ki te Kōhanga Reo, Pāmu Toke, Raranga</p> <p>Ka whaitake, ka whakawhiti hoki ngā whakaakoranga.</p>	<p>I pārekareka rawa ngā rōpū pūmanawa ki ngā mokopuna</p> <p>I kite mātou i te angitūtanga o ngā mokopuna o waho o te akomanga</p> <p>I whakaritea ngā rōpū pūmanawa e ai ki te mahi kaingākau a te kaiako, horekau hoki te kaiako i whakamahere i tēnei mahi kei ngaro te kaingākau o te kaiako ki taua kaupapa.</p> <p>Pā Tūwatawata – i hāngai ki ngā pā o Te Tai Tokerau, Rua Pekapeka, Te Ahuahu Kāhui Mokopuna – Kia whaitake te reo a ngā mokopuna</p> <p>Tuitui Kākahu – i tuitui i ngā kākahu kapahaka o ngā teina.</p> <p>Pānui ki te Kōhanga Reo – Koinei tētahi kaupapa pai rawa ki ngā mokopuna, te haere ki te Kōhanga pānui ai ki ngā pēpi.</p> <p>Hī Ika – I whakahoki ngā mokopuna katoa o tēnei rōpū i tētahi kai mō te whanau.</p> <p>Hanga Whakarākei – I hanga whakarākei hei koha mō te whanau.</p> <p>I pai rawa ēnei momo mahi ki ngā mokopuna. I whai hua, i whaitake ngā kaupapa ki a rātou.</p> <p>Ka raru te hōtaka nei ki te ngaro tētahi o ngā kaiwhakaako.</p> <p>Kīhai mātou i tino tutuki i tēnei whāinga. Kīhai ngā mātua i tae mai ki ngā hui takitoru (Kaiako, Tamaiti, Mātua). %80 o</p>	<p>I kite au i te rerekētanga o ngā mokopuna e rata ana ki te mahi ki waho o te akomanga.</p> <p>I aro, i pārekareka ngā tamariki katoa ki ēnei mahi.</p> <p>I whakamahi i ngā rauemi o roto i te hāpori.</p> <p>I konei mātou te kāhui kaiako i kite i te taumata mōhio a te tamaiti ki roto i ngā mahi katoa.</p> <p>I kite hoki mātou he aha ngā kaupapa kaingākau ki ngā mokopuna.</p> <p>I kite hoki mātou i te angitūtanga o ngā mokopuna ki mahi kē atu i te tuhituhi, pānui, pāngarau.</p>	<p>Ka pēnei anō mātou a te 2020 erangi ka tāpirihia tētahi rōpū ako whakatare mō te Ara Pānui i tēnei wā.</p> <p>Ka hanga ngā rōpū pūmanawa e ai ki te Kaupeka o te Tau, ie/ Hī Ika a te wāhanga tuatahi, tuawhā hoki.</p>

<p>Ka uru atu hoki ngā mokopuna ki ngā mahi aromatawai, aroturuki me te hanga ripoata</p>	<p>ngā mātua i tae mai i te hui tuatahi i te Wāhanga tuatahi. %40 pea o ngā mātua i tae mai ki te hui i te wāhanga 3.</p>	<p>I pēnei pea te otinga, nā te tini o ngā whanau hou. Ko te nuinga o ngā whanau, he whanau kua whai mahi.</p> <p>Hakoa te tini o ngā whanau hou, ko rātou kē i haramai ki ngā hui. Ko ngā whanau tawhito o te kura, kīhai i tae mai.</p>	<p>Me whai whakangungu te kaiako ki tēnei wāhanga kia mōhio rātou me pēhea ngā mokopuna e taea te whakahaere i te aroturuki, aromatawai me te hanga ripoata mō te whanau.</p>
<p>Te Whakamahere mō tērā tau:</p>			
<p>Mea nei ngā whāinga mō te tau 2020:</p> <ul style="list-style-type: none"> • Ka whakatokahia kia whakatewhatewha ngā tau 6 - 9 i ngā momo huarahi mahi e ai ki tō rātou pūmanawa pārekareka <p>Ka arotakengia te angitūtanga o te hōtaka pūmanawa</p>			

Ingoa o te Kura:	Te Kura o Waikare	Tau o te Kura:	01666
Whāinga Ratutaki:	Mana Mātauranga		
Te whāinga ā-tau:	Mokopuna own their learning and know themselves as learners – Assessment, reporting and monitoring involves students.		
Keo:	Aronga: Te Reo Matatini (Tuhituhi)		
Te Papa Raraunga:	<p>I te mutunga o te tau 2018:</p> <p>17 mai i te 47 o ngā ākonga kei ngā tau 1 ki te 8, kei ngā taumata Manawa Taki / Āki, ka tae atu ki ngā taumata Manawa Ora / Toa mō te Tuhituhi hei te paunga o te tau nei.</p>		

Tuku Pūrongo Tātari tanga



Ngā Mahi <i>I aha mātou?</i>	Ngā Whakataunga <i>I ahatia?</i>	Ngā take mō te rerekētanga <i>He aha i pērā ai?</i>	Arotakenga <i>Me ahu pēhea ināianei?</i>
<p>200 haora PLD mō te tuhituhi (Kia Āta Mai)</p> <p>I tuku ngā ākonga ki ngā kaupapa maha kia whai wheako rātou hei kaupapa tuhituhi</p>	<p>Ko ngā raraunga i whakauru ki Te Waharoa ārarau i te mutunga o te tau 2018:</p> <p><u>Tuhituhi/Āki</u></p> <p>13/17 targeted students at Manawa Āki</p>	<p>Ākonga enjoyed tuhituhi program with the one kaiako as the program was inconsistent school wide.</p>	<p>E mārama ana mātou, e rua tau te roa mō tētahi ākonga te neke mai te Manawa Taki ki te Manawa Ora, ā, kotahi tau mā tētahi ākonga te neke mai te Manawa Āki ki te Manawa Ora.</p>
<p>Wāhanga 1, 2, 3</p> <p>I kawē tētahi Kaiako i te Reo Tuhituhi mō ngā akomanga katoa o te kura.</p>	<p>I te mutunga o 2019</p> <ul style="list-style-type: none"> 10 have made no shift (3 CA, 7 ākonga are at Āki but are on track to achieving Manawa Ora) 	<p>Kaiako OTJs had become more accurate due to more moderation.</p> <p>Kaiako became more familiar with the exemplars in Ngā Taumata Tuhituhi Draft.</p>	<p>I tīmata tētahi kaiako hou, ko tōna tino pūkenga ko te tuhituhi.</p>
<p>Wāhanga 1, 2, 3</p> <p>I whakarite ngā kaiako ki te whakaako i tētahi wāhanga Reo matatini anahe;</p>	<ul style="list-style-type: none"> 1 moved to Manawa Ora (Due to improved attendance) 2 moved to Manawa Taki (2 CA, 1 ADHD) 	<p>Kaiako became more confident in using their Tairongo to make an OTJ.</p>	<p>Ka tono hoki mō ētahi āwhina i raro i te PFS (Programme For Students) mō te tuhituhi.</p>
<p>Kaiako 1 – Pānui</p> <p>Kaiako 2 - Tuhituhi</p> <p>Kaiako 3 – Te Reo Kōrero</p> <p>Kaiako 4 – Pāngarau</p>	<p><u>Tuhituhi/Taki</u></p> <p>4/17 targeted students at Manawa Taki</p>	<p>Kaiako became more familiar with He Manu Tuhituhi resource.</p> <p>Kaiako utilised Te Waharoa Ararau as a tool for monitoring and tracking.</p>	<p>Ka whakarite hotaka tautoko anō mā ngā Kaiako i rot oi te akomanga ki te whakaako i te hunga Manawa Taki.</p> <p>Ka hoki ki te āhuatanga mā tētahi kaiako te Reo Matatini, Pāngarau e whakaako ki te kura teina me te Kura tuakana;</p>

I te mufunga o 2018

- 3 have no shift (1 SN, 1 ADHD, 1 language difficulty)
- 1 moved to Manawa Ora due to improved attendance.

I hoki mātou ki te āhuatanga 'Single Cell' i te wāhanga tuawhā, i tū te whanaketanga o ngā ākonga i roto i tēnei mahi.

Kaiako Tau 1 – Single Cell Class
Kaiako Tau 2 - 3 – Pāngarau Tau 2 - 5
Kaiako Tau 4 - 5 – Te Reo Matatini Tau 2 – 5
Kaiako Tau 6 – Te Reo Matatini Tau 6 – 8
Kaiako Tau 7 – 8 – Pāngarau

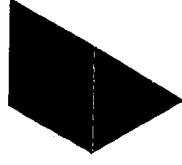
Te Whakamahere mō tērā tau:

Ko tō mātou whāinga ā tau: Mana Mātauranga - Mokopuna own their learning and know themselves as learners – Ka arotakengia te angitūtanga o te hōtaka pūmanawa

Whāinga Keo 2020 – 18 mai i te 76 o ngā ākonga kei ngā tau 1 ki te 8, kei ngā taumata Manawa Taki / Āki, ka tae atu ki ngā taumata Manawa Ora / Toa mō te Tuhihi hei te paunga o te tau nei.

Ingoa o te Kura:	Te Kura o Waikare	Tau o te Kura:	01666
Whāinga Ratutaki:	Mana Mātauranga		
Te whāinga ā-tau:	Mokopuna own their learning and know themselves as learners – Assessment, reporting and monitoring involves students.		
Keo:	Aronga: Te Reo Matatini - Pānui		
Te Papa Raraunga:	I te mutunga o te tau 2018: 12 mai i te 47 o ngā ākonga kei ngā tau 1 ki te 8, kei ngā taumata Manawa Taki /Āki, ka tae atu ki te taumata Manawa Ora / Toa mō te Pānui hei te paunga o te tau nei.		

Tuku Pūrongo Tātaritanga



Ngā Mahi <i>I aha mātou?</i>	Ngā Whakataunga <i>I ahatia?</i>	Ngā take mō te rerekētanga <i>He aha i pērā ai?</i>	Arotakenga <i>Me ahu pēhea ināianei?</i>
<p>I whakaako te PLD Facilitator i te hōtaka Ara Pānui (acceleration program) ki tētahi Kaiako.</p> <p>Wāhanga 3</p> <p>I kawē tētahi kaiako i tētahi hōtaka Ara Pānui, hei tāpiri ki ngā akoranga o roto i te akomanga.</p> <p>Wāhanga 1, 2, 3</p> <p>I whakarite ngā kaiako ki te whakaako i tētahi wāhanga Reo matatini anahe;</p> <p>Kaiako 1 – Pānui</p> <p>Kaiako 2 - Tuhituhi</p> <p>Kaiako 3 – Te Reo Kōrero</p> <p>Kaiako 4 – Pāngarau</p>	<p>Ko ngā raraunga i whakauru ki Te Waharoa ārarau i te mutunga o te tau 2018:</p> <p><u>Pānui / Āki</u></p> <p>8/12 targeted students at Manawa Āki</p> <p>I te mutunga o 2019</p> <ul style="list-style-type: none"> • 2 have made no shift (1 CA) • 4 moved to Manawa Ora (due to improved attendance) • 2 moved to Manawa Toa (due to improved attendance) <p><u>Pānui / Taki</u></p> <p>4/12 targeted students at Manawa Taki</p> <p>I te mutunga o 2019</p> <ul style="list-style-type: none"> • 2 have no shift (1 SN, 1 CA) • 1 moved to Manawa Āki 	<p>Ākonga enjoyed the Ara Pānui program with kaiako but due to business in Term 4, Ara Pānui was not consistent.</p> <p>Kaiako OTJs had become more accurate due to more PLD.</p> <p>Kaiako became more confident in using their Tairongo to make an OTJ.</p> <p>Kaiako taught subjects according to their strengths.</p> <p>Kaiako utilised Te Waharoa Ararau as a tool for monitoring and tracking.</p>	<p>E mārama ana mātou, e rua tau te roa mō tētahi ākonga te neke mai te Manawa Taki ki te Manawa Ora, ā, kotahi tau mā tētahi ākonga te neke mai te Manawa Āki ki te Manawa Ora.</p> <p>Ka whakaako Ara Pānui anō mā te kaiako e whakaako i te hunga Manawa Taki and Manawa Āki</p> <p>Ka hoki ki te āhuatanga mā tētahi kaiako te Reo Matatini, Pāngarau e whakaako ki te kura teina me te Kura tuakana;</p> <p>Kaiako Tau 1 – Single Cell Class</p> <p>Kaiako Tau 2 - 3 – Pāngarau Tau 2 - 5</p> <p>Kaiako Tau 4 - 5 – Te Reo Matatini Tau 2 – 5</p> <p>Kaiako Tau 6 – Te Reo Matatini Tau 6 – 8</p>

	<p>(reading confidence is increasing)</p> <ul style="list-style-type: none"> • 1 moved to Manawa Ora (due to improved attendance) 	Kaiako Tau 7 – 8 - Pāngarau
<p>Te Whakamahere mō tērā tau:</p> <p>Ko tō mātou whāinga ā tau: Mana Mātauranga - Mokopuna own their learning and know themselves as learners – Ka arotakengia te angitūtanga o te hōtaka pūmanawa</p> <p>Whāinga Keo 2020 – 15 mai i te 76 o ngā ākonga kei ngā tau 2 ki te 8, kei ngā taumata Manawa Taki /Āki, ka tae atu ki te taumata Manawa Ora / Toa mō te Pānui hei te paunga o te tau nei.</p>		

Ingoa o te Kura:	Te Kura o Waikare	Tau o te Kura: 01666
Whāinga Ratutaki:	Mana Mātauranga	
Te whāinga ā-tau:	Mokopuna own their learning and know themselves as learners – Assessment, reporting and monitoring involves students.	
Keo:	Aronga: Te Reo Matatini – Te Reo Kōrero	
Te Papa Raraunga:	<p>I te mutunga o te tau 2018:</p> <p>10 mai i te 47 o ngā ākonga kei ngā tau 1 ki te 8, kei ngā taumata Manawa Taki / Āki, ka tae atu ki ngā taumata Manawa Ora / Toa mō Te Reo Kōrero hei te paunga o te tau nei.</p>	

Ngā Mahi <i>I aha mātou?</i>	Ngā Whakataunga <i>I ahatia?</i>	Ngā take mō te rerekētanga <i>He aha i pērā ai?</i>	Arotakenga <i>Me ahu pēhea ināianei?</i>
<p>I roto i ngā haora PLD, i ako i ētahi rautaki, ngohe whakaako mō te reo kōrero.</p> <p>Wāhanga 1, 2, 3</p> <p>I whakarite ngā kaiako ki te whakaako i tētahi wāhanga Reo matatini anahe;</p> <p>Kaiako 1 – Pānui</p> <p>Kaiako 2 – Tuhihi</p> <p>Kaiako 3 – Te Reo Kōrero</p> <p>Kaiako 4 – Pāngarau</p>	<p>Ko ngā raraunga i whakauru ki Te Waharoa ārarau i te mutunga o te tau 2018:</p> <p><u>Kōrero / Āki</u></p> <p>7/10 targeted students at Manawa Āki</p> <p>I te mutunga o 2019</p> <ul style="list-style-type: none"> • 4 have made no shift (4 CA, 1 Behaviour) • 1 moved to Manawa Ora (due to improved attendance) • 1 moved down to Manawa Taki (1 ADHD) <p><u>Kōrero / Taki</u></p> <p>3/10 targeted students at Manawa Taki</p> <p>I te mutunga o 2019</p> <ul style="list-style-type: none"> • 2 have no shift (SN) (1 CA, 1 Reo Barrier) • 1 moved to Manawa Āki (Improved attendance) 	<p>Ākonga enjoyed the Reo Kōrero and Reo Māori program with kaiāwhina but as the kaiāwhina was studying the program was inconsistent.</p> <p>Kaiako OTJs had become more accurate due to more PLD.</p> <p>Kaiako became more confident in using their Tairongo to make an OTJ.</p> <p>Kaiako taught subjects according to their strengths.</p> <p>Kaiako utilised Te Waharoa Ararau as a tool for monitoring and tracking.</p>	<p>E mārama ana mātou, e rua tau te roa mō tētahi ākonga te neke mai te Manawa Taki ki te Manawa Ora, ā, kotahi tau mā tētahi ākonga te neke mai te Manawa Āki ki te Manawa Ora.</p> <p>Ka whakaako hōtaka Reo Kōrero, Māori anō mā te kaiāwhina e whakaako i te hunga Manawa Taki and Manawa Āki</p> <p>Ka hoki ki te āhuatanga mā tētahi kaiako te Reo Matatini, Pāngarau e whakaako ki te kura teina me te Kura tuakana;</p> <p>Kaiako Tau 1 – Single Cell Class</p> <p>Kaiako Tau 2 - 3 – Pāngarau Tau 2 - 5</p> <p>Kaiako Tau 4 - 5 – Te Reo Matatini Tau 2 – 5</p> <p>Kaiako Tau 6 – Te Reo Matatini Tau 6 – 8</p> <p>Kaiako Tau 7 – 8 - Pāngarau</p>
Te Whakamahere mō tērā tau:			

Ko tō mātou whāinga ā tau: Mana Mātauranga - Mokopuna own their learning and know themselves as learners -- Ka arotakengia te angitūtanga o te hōtaka pūmanawa

Whāinga Keo 2020 – 28 mai i te 76 o ngā ākonga kei ngā tau 2 ki te 8, kei ngā taumata Manawa Taki / Āki, ka tae atu ki ngā taumata Manawa Ora / Toa mō Te Reo Kōrero hei te paunga o te tau nei.

Ingoa o te Kura:	Te Kura o Waikare	Tau o te Kura: 1666
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Whāinga Ratutaki:	Mana Mātauranga	
Te whāinga ā-tau:	Mokopuna own their learning and know themselves as learners – Assessment, reporting and monitoring involves students.	
Keo:	Aronga: Pāngarau - Tau	
Te Papa Raraunga:	I te mutunga o te tau 2018: 11 mai i te 16 o ngā ākonga kei ngā taumata Manawa Taki/ Manawa Āki, kei ngā Tau 7 ki te 8 ka tae atu ki te taumata Manawa Ora / Toa, mō te Pāngarau, te whenu Tau, hei te paunga o te tau 2019.	

Ngā Mahi <i>I aha mātou?</i>	Ngā Whakataunga <i>I ahatia?</i>	Ngā take mō te rerekētanga <i>He aha i pērā ai?</i>	Arotakenga <i>Me ahu pēhea ināianei?</i>
<p>Ko te Tumuaaki kē te Kaiako Pāngarau</p> <p>Wāhanga 1, 2, 3</p> <p>I whakarite ngā kaiako ki te whakaako i tētahi wāhanga anahe e ai kit ō rātou kaha;</p> <p>Kaiako 1 – Pānui</p> <p>Kaiako 2 – Tuhihihi</p> <p>Kaiako 3 – Te Reo Kōrero</p> <p>Kaiako 4 – Pāngarau</p>	<p>Ko ngā raraunga i whakauru ki Te Waharoa ārarau i te mutunga o te tau 2018:</p> <p><u>Pāngarau (Tau) / Āki</u></p> <p>6/11 targeted students at Manawa Āki</p> <p>I te mutunga o 2019</p> <ul style="list-style-type: none"> • 3 have made no shift (1 ADHD, 2 CA) • 3 moved to Manawa Ora (improved attendance) <p><u>Pāngarau (Tau) / Taki</u></p> <p>5/11 targeted students at Manawa Taki</p> <p>I te mutunga o 2019</p> <ul style="list-style-type: none"> • 3 have no shift (1 SN, 1 Reo Barrier) • 1 moved to Manawa Ora (Improved attendance) 	<p>Ākonga enjoyed the acceleration program</p> <p>Kaiako became more confident in using their Tairongo to make an OTJ.</p> <p>Kaiako taught subjects according to their strengths.</p> <p>Kaiako utilised Te Waharoa Ararau as a tool for monitoring and tracking.</p> <p>Most ākonga showed progress according to Time in Immersion but not according to Year Level</p> <p>Kaupae 4 will take some students longer to move through than others and this is not shown in the Level Expectations.</p>	<p>E mārama ana mātou, e rua tau te roa mō tētahi ākonga te neke mai te Manawa Taki ki te Manawa Ora, ā, kotahi tau mā tētahi ākonga te neke mai te Manawa Āki ki te Manawa Ora.</p> <p>Ka whakaako hōtaka accelerated nā te tumuaki i whakahaere</p> <p>Ka hoki ki te āhuatanga mā tētahi kaiako te Reo Matatini, Pāngarau e whakaako ki te kura teina me te Kura tuakana;</p> <p>Kaiako Tau 1 – Single Cell Class</p> <p>Kaiako Tau 2 - 3 – Pāngarau Tau 2 - 5</p> <p>Kaiako Tau 4 - 5 – Te Reo Matatini Tau 2 – 5</p> <p>Kaiako Tau 6 – Te Reo Matatini Tau 6 – 8</p> <p>Kaiako Tau 7 – 8 - Pāngarau</p>
<p>Te Whakamahere mō tērā tau:</p> <p>Ko tō mātou whāinga ā tau: Mana Mātauranga - Mokopuna own their learning and know themselves as learners – Ka arotakengia te angitūtanga o te hōtaka pūmanawa</p>			

Whāinga Keo 2020 – 20 mai i te 76 o ngā ākonga kei ngā taumata Manawa Tāki/ Manawa Āki, kei ngā tau 2 ki te 8 ka tae atu ki te taumata Manawa Ora / Toa, mō te pāngarau, te whenu tau, hei te paunga o te tau 2020.

Ingoa o te Kura:	Te Kura o Waikare	Tau o te Kura: 1666
Whāinga Ratutaki:	Mana Reo	
Te whāinga ā-tau:	Ko te reo kia hūmārie Ko te reo, kia rere Ko te reo, kia tika Ko te reo, kia Māori ake nei	
Keo:	<ul style="list-style-type: none"> Te Reo me ōnā tikanga o Te Kapotai will be upheld by all stakeholders of the kura Support in Te Reo Kōrero will be given to our 'late starter' mokopuna 	
Te Papa Raraunga:	I te mutunga o te tau 2018:	

Ngā Mahi <i>I aha mātou?</i>	Ngā Whakataunga <i>I ahaia?</i>	Ngā take mō te rerekētanga <i>He aha i pērā ai?</i>	Arotakenga <i>Me ahu péhea ināianei?</i>
I korero Māori te katoa o ngā kaiako	Tokorua o ngā kaiako kua ahu mai i Te Wānanga Takiura o Ngā Kura Kaupapa Māori o Aotearoa.	I kaha ngā kaiako ki te ākaiaki i a rātou anō ki te korero Māori.	Tokotoru o ngā kaiako kua ahu mai i Te Wānanga Takiura o Ngā Kura Kaupapa Māori o Aotearoa.
I korero Māori te nuinga o ngā kaiāwhina.	Tokotoru ngā kaiako kua ahu mai i te Huarahi Māori kei raro i Te Whare Wānanga o Tāmaki.	I timata tētahi kaiako ki te haere ki ngā karaehe pō ki te whakapapakari i tōnā reo.	Tokorua ngā kaiako kua ahu mai i te Huarahi Māori kei raro i Te Whare Wānanga o Tāmaki.
I korero Māori te nuinga o ngā kaiāwhina.	E kaha ana ngā kaimahi katoa ki te korero Māori, kua tuhia hoki hei whāinga mā rātou ki roto i tō rātou Job Descriptions.	Nā runga i te kaha o ngā kaiako me ngā mokopuna ki te korero i te reo, i huri pērā hoki ngā kaiāwhina.	Kotahi kaiako kua ahu mai i Te Whare Wānanga o Awanuiārangī.
I whakahaere tētahi o ngā mātua i tētahi awheawhe reo mō ngā whānau me ngā kaiako.	I tutuki pai mātou i tēnei kua timata mātou kit e whakatō i te pārekareka o te korero Māori ki roto i ngā mātua.	He puku kata ki roto i ngā awheawhe reo a te Mātua. Kua whakairi i ngā awheawhe nei kia haikai tonu ngā mātua o te kura mō te reo.	E timata ana tētahi kaiāwhina hōu, he reo Māori tōna.
I whakahaere tētahi kaiāwhina i tētahi hōtaka reo Māori mō ngā ākonga 'late starter'	Kihai i tutuki tēnei whāinga nā runga i te tini o ngā wā i ngaro te kaiāwhina ki te oti i tana tohu Paetahi Kaiako.		Ka inoi anō ki tēnei mātua ki te whakahaere tētahi awheawhe ia te wāhanga.
			Ka tono hoki au mō ētahi whakangungu reo, Hangarau Matihiko hoki.
			Ka tuku hoki ngā kaiako, kaiāwhina hoki ki ngā kura reo o Te Tai Tokerau nei.
Te Whakamahere mō tērā tau:			
Mea nei ngā whāinga mō te tau 2020:			
Mana Reo			
<ul style="list-style-type: none"> Ka whāngaihia te reo ki ngā whānau o te kura 			

- Ka whāngaihia kia kounga ake te reo o ngā kaiako
- Ka whakarite whakangungu mā ngā kaiako mō te Hangarau Matihiko

Ingoa o te Kura:	Te Kura o Waikare	Tau o te Kura: 1666
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Whāinga Ratutaki:	Mana Whenua
Te whāinga ā-tau:	Mokopuna are kaitiaki that contribute to their community.
Keo:	<ul style="list-style-type: none"> • Will participate in local community activities. • Will contribute to their marae • Will experience kaitiakitanga o te whenua, ngahere, awa.
Te Papa Raraunga:	<p>I te mutunga o te tau 2018:</p> <p>32 ngā mokopuna ka whakapapa ki Waikare, Te Kapotai.</p> <p>E 9 ngā mokopuna ka whakapapa ki Te Rawhiti, Ngati Kuta, Patukeha.</p> <p>E 3 ngā mokopuna ka whakapapa ki Karetu, Ngati Manu</p> <p>E 2 ngā mokopuna ka whakapapa ki te Hokianga</p> <p>1 mokopuna ka whakapapa ki Ngati Hine.</p>

Ngā Mahi I aha mātou?	Ngā Whakataunga I ahatia?	Ngā take mō te rerekētanga He aha i pērā ai?	Arotakenga Me ahu pēhea ināianei?
<p>Will participate in local community activities. Waitangi Waka Fleet</p> <p>Pōwhiri for Governor General and Prime Minister</p> <p>Pōwhiri for the Investiture of Sir Hekenukumaiongaiwi Busby.</p> <p>Te Rā o Pomare</p> <p>Te Āhuareka o Ngāti Hine</p> <p>Bio Blitz, Waitangi</p> <p>Motatau SwimmingFootball Fest - Moerewa School,</p> <p>Whangaruru Cultural Festival</p> <p>Kawakawa Cultural Fest</p> <p>Floating Classroom Urupukapuka</p> <p>Motatau Matariki</p> <p>Maromaku Rugby/Netball</p> <p>Waikare Cross Country</p> <p>Kuku Kōrero - Moerewa</p> <p>Kaikohekohe Games Tuakana/Teina</p> <p>Will contribute to their marae Te Mauri o Tupaea</p>	<p>I whakakanohi ngā tuakana o te kura ki ngā powhiri maha i whakahaerehia i te wīki o Waitangi.</p> <p>I whakakanohi ngā tuakana o te kura ki ngā runga waka i te wīki o Waitangi.</p> <p>I whakakanohi te kura katoa ki te whakanui i te Rā i hainatia e Pomare i te Tiriti o Waitangi ki Ngati Manu Marae.</p> <p>I tū te kura katoa ki te whakangahau ki Te Āhuareka o Ngāti Hine.</p> <p>I tukuna ngā tuakana ki te Bio Blitz ki Waitangi.</p> <p>I uru atu te kura katoa ki roto i ngā mahi hākinakina o ngā kura ki Te Pewhairangi ki te Tonga.</p> <p>I whakauru te kura i tō mātou kaikōrero tuatahi ki Te Kūkū Kōrero ki te kura o Moerewa.</p> <p>I tukuna hoki ngā mokopuna katoa ki te mahi i ngā kēmu maha ki raro i Te Kura Kaupapa Māori o Kaikohekohe.</p> <p>I whakakanohi te kura ki runga waka mō te Kaupapa Tuia 250.</p>	<p>I tutuki pai mātou i ngā kaupapa katoa.</p> <p>Nā te kaha tautoko o te whānau kia haere ngā mokopuna ki ēnei mahinga.</p> <p>I kaha hoki te Poari te tautoko.</p>	<p>Ka ōrite anō hei te tau e heke mai ana.</p>

<p>Waikare Cross Country</p> <p>Attended in every hui mate at Waikare Marae.</p> <p>Assisted in the kitchen at most hui mate held at Waikare Marae.</p> <p>Will experience kaitiakitanga o te whenua, ngahere, awa.</p> <p>Bio Blitz, Waitangi</p> <p>Floating Classroom Urupukapuka</p>	<p>I whakahaere te kura i te Oma Roam o ngā kura katoa o Te Pewhairangi.</p>	
<p>Te Whakamahere mō tērā tau:</p> <p>Mea nei ngā whāinga mō te tau 2020:</p> <p>Mana Whenua - Mokopuna are kaitiaki that contribute to their community.</p> <ul style="list-style-type: none"> • Ka uru atu ki roto i ngā mahi o ngā hāpori tata nei ki a mātou. • Ka tangata whenuahia ki tō rātou marae • Ka tiaki i te whenua, awa, ngahere 		