

INDEPENDENT AUDITOR'S REPORT

**TO THE READERS OF MANUKURA'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019**

The Auditor-General is the auditor of Manukura (the School). The Auditor-General has appointed me, Vivien Cotton, using the staff and resources of Cotton Kelly Smit Ltd (CKS Audit), 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 17, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 28 May 2020. This is the date at which our opinion is expressed.

The basis for our opinion is explained below and we draw your attention to other matters. 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 17 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 information included in the Analysis of Variance, the Kiwi Sport Statement, the list of Trustees and the Statement of Responsibility, 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: *International 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.



Vivien Cotton
CKS Audit
On behalf of the Auditor-General
Palmerston North, New Zealand

MANUKURA SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number:	739
Principal:	Nathan Durie
School Address:	200 Centennial Drive, Hokowhitu, Palmerston North 4410
School Postal Address:	200 Centennial Drive, Hokowhitu, Palmerston North 4410
School Phone:	06 354 9531
School Email:	admin@manukura.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expired/ Expires
Meihana Durie	Chairperson	Elected	Massey University	2023
Nathan Durie	Principal	ex Officio	Principal	
Dennis Emery	Parent Rep	Elected	Kaumatua	2023
Yvette Durie	Parent Rep	Elected	Coach/Teacher	2023
Hoani Ponga	Parent Rep	Elected	Chief Executive Ngāti Rangi Group	2023
Irene Pewhairangi	Staff Rep	Elected	Deputy Principal	2023
Karen Sewell	Member	Ministry Appointed	Te Kura Board	J78 Lifted
Taniya Ward	Parent Rep	Ministry Appointed	Massey Events	J78 Lifted
Hayden Potaka	Parent Rep	Ministry Appointed	Te Puni Kokiri	J78 Lifted

Accountant / Service Provider:	Openbook Solutions Limited
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MANUKURA SCHOOL

Annual Report - For the year ended 31 December 2019

Index

Page	Statement
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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 - 9	Statement of Accounting Policies
10- 17	Notes to the Financial Statements

Other Information

Analysis of Variance

Kiwisport

Manukura School

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.

Maikana Durie
Full Name of Board Chairperson

M. K. Durie
Signature of Board Chairperson

27.5.20
Date:

Nathan Durie
Full Name of Principal

[Signature]
Signature of Principal

27.5.20.
Date:

Manukura School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	3,379,832	2,881,635	3,158,338
Locally Raised Funds	3	517,472	498,108	502,586
Interest income		27,127	17,000	20,782
		<u>3,924,431</u>	<u>3,396,743</u>	<u>3,681,706</u>
Expenses				
Locally Raised Funds	3	463,846	533,929	429,689
Learning Resources	4	2,038,697	1,715,240	1,752,817
Administration	5	178,338	224,230	201,987
Finance		2,440	2,000	2,735
Property	6	852,876	665,825	786,244
Depreciation	7	105,475	108,400	88,300
Loss on Disposal of Property, Plant and Equipment		1,161	5,000	9,515
Loss on Uncollectable Accounts Receivable		0	26,000	0
Transport		149,301	111,378	139,768
		<u>3,792,136</u>	<u>3,392,002</u>	<u>3,411,055</u>
Net Surplus / (Deficit) for the year		132,295	4,741	270,651
Other Comprehensive Revenue and Expenses		0	0	0
Total Comprehensive Revenue and Expense for the Year		<u>132,295</u>	<u>4,741</u>	<u>270,651</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.



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

For the year ended 31 December 2019

		Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		1,397,364	1,397,364	1,126,713
Total comprehensive revenue and expense for the year		132,295	4,741	270,651
Equity at 31 December	25	1,529,659	1,402,105	1,397,364
Retained Earnings		1,529,659	1,402,105	1,397,364
Equity at 31 December		1,529,659	1,402,105	1,397,364

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.



Manukura School
Statement of Financial Position
As at 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Current Assets				
Cash and Cash Equivalents	8	314,202	807,671	673,587
Accounts Receivable	9	182,661	160,000	165,025
GST Receivable		16,157	30,000	35,466
Prepayments		1,559	5,000	0
Investments	10	935,808	350,000	315,460
Funds due from Capital Works Projects	16	0	0	61,705
		<u>1,450,388</u>	<u>1,352,671</u>	<u>1,251,243</u>
Current Liabilities				
Accounts Payable	12	179,419	175,000	160,814
Revenue Received in Advance	13	64,096	55,000	55,118
Finance Lease Liability - Current Portion	15	18,016	13,590	31,669
Funds held for Capital Works Projects	16	11,287	0	0
		<u>272,818</u>	<u>243,590</u>	<u>247,601</u>
Working Capital Surplus/(Deficit)		1,177,570	1,109,082	1,003,642
Non-current Assets				
Property, Plant and Equipment	11	366,382	298,933	407,333
		<u>366,382</u>	<u>298,933</u>	<u>407,333</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	0	1,000	0
Finance Lease Liability	15	14,292	4,910	13,611
		<u>14,292</u>	<u>5,910</u>	<u>13,611</u>
Net Assets		<u>1,529,659</u>	<u>1,402,105</u>	<u>1,397,364</u>
Equity	25	<u>1,529,659</u>	<u>1,402,105</u>	<u>1,397,364</u>

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



Manukura School
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		893,665	885,910	885,082
Locally Raised Funds		530,252	495,108	516,169
Goods and Services Tax (net)		19,310	5,466	(35,400)
Payments to Employees		(307,590)	(226,117)	(275,058)
Payments to Suppliers		(896,218)	(1,041,660)	(765,496)
Interest Paid		(2,440)	(2,000)	(2,735)
Interest Received		26,506	17,000	20,922
Net cash from / (to) the Operating Activities		263,485	133,707	343,485
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(45,131)	0	(240,742)
Purchase of Investments		(620,348)	(34,540)	0
Proceeds from Sale of Investments		0	0	117,446
Net cash from / (to) the Investing Activities		(665,479)	(34,540)	(123,296)
Cash flows from Financing Activities				
Finance Lease Payments		(27,405)	(26,788)	(24,555)
Funds Held for Capital Works Projects		70,014	61,705	(55,774)
Net cash from Financing Activities		42,609	34,917	(80,329)
Net increase/(decrease) in cash and cash equivalents		(359,385)	134,084	139,859
Cash and cash equivalents at the beginning of the year	8	673,587	673,587	533,728
Cash and cash equivalents at the end of the year	8	314,202	807,671	673,587

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.



Manukura School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

Manukura School (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 statements have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

Standard early adopted

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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



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) 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. 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.

h) 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.

i) 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 \$1,000 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 except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value and 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:

Furniture and equipment	5–10 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Uniforms	3–5 years
Leased assets held under a Finance Lease	3–4 years
Library resources	12.50%

j) 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.

k) 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.

l) 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.

m) Revenue Received in Advance

Revenue received in advance relates to fees received from students 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.

n) 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).

o) Financial Assets and Liabilities

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

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

p) 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.

q) Budget Figures

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

r) Services received in-kind

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



2. Government Grants

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	688,783	715,128	711,212
Secondary Tertiary Alignment Resource	38,106	33,000	33,228
Teachers' salaries grants	1,780,067	1,500,000	1,636,508
Use of Land and Buildings grants	645,645	494,225	636,771
Other MoE Grants	103,576	24,500	21,366
Transport grants	123,655	114,782	119,253
	3,379,832	2,881,635	3,158,338

3. Locally Raised Funds

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	930	1,000	2,922
Fundraising	0	0	5,882
Nutrition & Conditioning	369,501	353,911	382,461
Transport revenue	13,997	14,478	13,387
Trading	0	500	0
Activities	130,610	110,739	81,116
Other Revenue	2,434	17,480	16,819
	517,472	498,108	502,586
Expenses			
Activities	89,807	180,218	95,055
Nutrition & Conditioning	374,039	353,711	334,634
	463,846	533,929	429,689
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	53,625	(35,821)	72,897

4. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	126,924	128,440	74,161
Equipment repairs	414	4,000	1,822
Information and communication technology	1,762	8,000	3,066
Library resources	0	1,000	0
Employee benefits - salaries	1,889,084	1,551,000	1,666,420
Staff development	20,513	22,800	7,348
	2,038,697	1,715,240	1,752,817



5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	4,614	4,600	4,480
Board of Trustees Fees	2,655	4,600	2,765
Board of Trustees Expenses	2,140	2,300	739
Communication	13,164	15,600	15,871
Consumables	5,279	5,200	2,299
Other	25,773	37,900	23,553
Employee Benefits - Salaries	108,307	138,330	136,264
Insurance	7,634	7,000	7,121
Service Providers, Contractors and Consultancy	8,773	8,700	8,895
	178,338	224,230	201,987

6. Property

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Caretaking and Cleaning Consumables	41,599	15,500	12,801
Cyclical Maintenance Expense	0	1,000	0
Heat, Light and Water	49,642	45,000	45,784
Repairs and Maintenance	115,990	110,100	90,887
Use of Land and Buildings	645,645	494,225	636,771
	852,876	665,825	786,244

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 \$
Furniture and Equipment	26,733	23,300	23,208
Information and Communication Technology	9,403	7,650	8,434
Motor Vehicles	26,522	26,000	4,420
Uniforms	8,743	21,140	21,154
Leased Assets	33,478	29,630	30,402
Library Resources	597	680	681
	105,475	108,400	88,300

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Bank Current Account	171,152	250,000	130,499
Bank Call Account	143,051	157,671	143,088
Short-term Bank Deposits	0	400,000	400,000
Cash and cash equivalents for Cash Flow Statement	314,202	807,671	673,587

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

Of the \$314,202 Cash and Cash Equivalents, \$11,287 is held by the School on behalf of the Ministry of Education. These funds are required to be spent on Capital Works Projects.



9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	40,726	38,500	44,528
Interest Receivable	1,947	1,500	1,327
Banking Staffing Underuse	6,873	0	0
Teacher Salaries Grant Receivable	133,115	120,000	119,170
	182,661	160,000	165,025
Receivables from Exchange Transactions	42,673	40,000	45,855
Receivables from Non-Exchange Transactions	139,988	120,000	119,170
	182,661	160,000	165,025

10. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	935,808	350,000	315,460
Total Investments	935,808	350,000	315,460

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2019						
Furniture and Equipment	175,132	42,899	0	0	(26,733)	191,298
Information and Communication	31,104	2,233	0	0	(9,403)	23,933
Motor Vehicles	128,188	0	(1,333)	0	(26,522)	100,333
Uniforms	23,506	0	0	0	(8,743)	14,763
Leased Assets	44,662	20,728	(2)	0	(33,478)	31,910
Library Resources	4,741	0	0	0	(597)	4,143
Balance at 31 December 2019	407,333	65,859	(1,335)	0	(105,475)	366,382

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2019			
Furniture and Equipment	259,431	(68,133)	191,298
Information and Communication	53,047	(29,113)	23,933
Motor Vehicles	130,870	(30,536)	100,333
Uniforms	79,285	(64,522)	14,763
Leased Assets	110,364	(78,454)	31,910
Library Resources	5,800	(1,656)	4,143
Balance at 31 December 2019	638,796	(272,415)	366,382



2018	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Furniture and Equipment	166,997	40,859	(9,515)	0	(23,208)	175,132
Information and Communication	12,135	27,403	0	0	(8,434)	31,104
Motor Vehicles	0	132,609	0	0	(4,420)	128,188
Uniforms	36,137	8,522	0	0	(21,154)	23,506
Leased Assets	55,452	19,612	0	0	(30,402)	44,662
Library Resources	5,422	0	0	0	(681)	4,741
Balance at 31 December 2018	276,143	229,006	(9,515)	0	(88,300)	407,333

2018	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Furniture and Equipment	216,532	(41,400)	175,132
Information and Communication	50,814	(19,710)	31,104
Motor Vehicles	132,609	(4,420)	128,188
Uniforms	79,285	(55,779)	23,506
Leased Assets	114,132	(69,470)	44,662
Library Resources	5,800	(1,059)	4,741
Balance at 31 December 2018	599,172	(191,838)	407,333

12. Accounts Payable

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Operating creditors	20,236	37,000	23,823
Accruals	8,756	8,500	8,602
Employee Entitlements - salaries	133,115	120,000	119,170
Employee Entitlements - leave accrual	17,312	9,500	9,219
	179,419	175,000	160,814
Payables for Exchange Transactions	179,419	175,000	160,814
	179,419	175,000	160,814

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Other	64,096	55,000	55,118
	64,096	55,000	55,118



14. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	0	0	0
Increase/ (decrease) to the Provision During the Year	0	1,000	0
Provision at the End of the Year	<u>0</u>	<u>1,000</u>	<u>0</u>
Cyclical Maintenance - Current	0	0	0
Cyclical Maintenance - Term	0	1,000	0
	<u>0</u>	<u>1,000</u>	<u>0</u>

15. Finance Lease Liability

The School has entered into a number of finance lease agreements for photocopiers and IT equipment. Minimum lease payments payable:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	20,195	15,590	33,491
Later than One Year and no Later than Five Years	15,536	6,910	14,294
Later than Five Years	0	0	0
	<u>35,731</u>	<u>22,500</u>	<u>47,786</u>

16. Funds 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:

2019		Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M) \$	Closing Balances \$
Carpet Replacement & Screens	<i>completed</i>	(61,705)	122,819	(61,114)	0	0
Portable Shower Project	<i>in progress</i>	0	206,622	(192,383)	0	14,239
Portable Shower Project Stage 2	<i>in progress</i>	0	0	(2,952)	0	(2,952)
School Relocation Extra Work	<i>completed</i>	0	40,236	(40,236)	0	0
Power Requirements	<i>completed</i>	0	38,547	(38,547)	0	0
Water Heater Replacement	<i>completed</i>	0	10,228	(10,228)	0	0
Totals		<u>(61,705)</u>	<u>418,452</u>	<u>(345,460)</u>	<u>0</u>	<u>11,287</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	14,239
Funds Due from the Ministry of Education	(2,952)
	<u>11,287</u>

2018		Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Carpet Replacement & Screens	<i>in progress</i>	0	0	(61,705)	0	(61,705)
Totals		<u>0</u>	<u>0</u>	<u>(61,705)</u>	<u>0</u>	<u>(61,705)</u>



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, and the Senior Management Team.

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	2,655	2,765
Full-time equivalent members	0.09	0.10
<i>Leadership Team</i>		
Remuneration	465,643	442,201
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	468,298	444,966
Total full-time equivalent personnel	4.09	4.10

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	130-140	120 - 125
Benefits and Other Emoluments	0-5	0
Termination Benefits	0	0

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100-110	1.00	1.00
110-120	0.00	1.00
120-130	1.00	0.00
	2.00	2.00

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	0	0
Number of People	0	0

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

As at 31 December 2019 the Board has entered into contract agreements for capital works as follows:

(a) Contract for Portable Showers as agent for the Ministry of Education. This project is fully funded by the Ministry and \$206,622 has been received of which \$192,383 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2018: \$143,465)

(b) Operating Commitments

As at 31 December 2019 the Board has not entered into any operating commitments (2018: nil).

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	314,202	807,671	673,587
Receivables	182,661	160,000	165,025
Investments - Term Deposits	935,808	350,000	315,460
Total Loans and Receivables	1,432,672	1,317,671	1,154,072

Financial liabilities measured at amortised cost

Payables	179,419	175,000	160,814
Finance Leases	32,308	18,499	45,280
Total Financial Liabilities Measured at Amortised Cost	211,727	193,499	206,093

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. While the disruption is currently expected to be temporary, there is a level of uncertainty around the duration of the closure.

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. The school will continue to receive funding from the Ministry of Education, even while closed. However, economic uncertainties have arisen which are likely to 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 COVID-19 pandemic:

- A reduction in special character revenue, particularly around nutrition and catering due to the school being closed.

25. Adoption of PBE IFRS 9 Financial Instruments

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

• Note 8 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 9 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





MANUKURA SCHOOL KIWISPORT

For 12 months period ending 31 December 2019

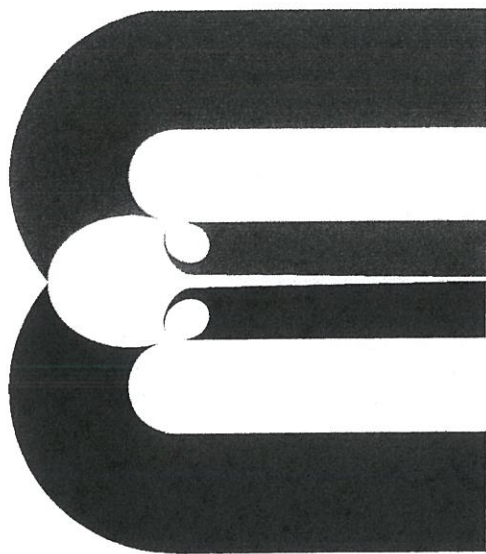
Kiwisport is a government funded initiative to support students' participation in organized sport and was brokered by Sport Manawatu.

MANUKURA received \$4,225.37 in 2019. This was applied to our students by:

- Increasing the availability and accessibility of all sporting opportunities
- Developing skills that enabled students to participate effectively in sport.
- Enabled participation in organized sport during school and after school.
- Strengthening links with sports clubs in the wider Manawatu district.

As a Designated Character School aspiring to excellence in Sport and Academics, every student attending MANUKURA is encouraged to be involved in one or more sports and to aspire to strive to the highest level of representation.

Signed by: _____
Nathan Durie, Principal



MANUKURA

Analysis of Variance Report 2019

Principal's endorsement:	Nathan Durie
Board of Trustees' endorsement:	Meihana Durie
Submission date to Ministry of Education:	March 2020

Analysis of Variance

This is a discussion of the outcomes achieved, compared to the outcomes planned, in areas of priority for the year. The Board will present its appraisal of the school's performance of its aims, objectives, directions, priorities or targets as set out in the annual section of the school charter. It will provide pointers to the Board's on-going strategy. Some schools will choose to present information that was previously included in the Chairperson's report and the Principal's report in the analysis of variance, and no longer present those other reports.

<i>Annual Goals for Strategic Goal #1 Improve student learning and achievement</i>					
Long term Goals	Specific Actions for 2019	Expected progress and/or outcomes	Budget/ Resources	Outcomes achieved and variance	
1.1. To achieve National Certificates of Educational Achievement (NCEA) at Excellence level at all levels.	<ul style="list-style-type: none"> To achieve 35% at Level 1 Endorsed with Excellence and Merit To achieve 25% at Level 2 Endorsed with Excellence and Merit To achieve 15% at Level 3 Endorsed with Excellence and Merit 	<ul style="list-style-type: none"> Three-weekly checks with teachers to see that students are completing internal assessments NCEA achievement credits are logged in student management system within set timeframes 100% students will attain NCEA at all levels. 	\$25,500 / \$500-\$8,750 per Curriculum Subject	<p>33.3% at Level 1 Endorsed with Excellence and 48.7% Endorsed with Merit thus 75% of our students gained endorsement.</p> <p>At level 2 25.0% Endorsed with Excellence and 40.9% Endorsed with Merit.</p> <p>At Level 3 we gained 23.8% Endorsed with Excellence and 26.2% Endorsed with Merit. 90.9% gained University Entrance. This is an increase from 2019.</p>	
1.2. To achieve sustainable improvement in our literacy/numeracy practices.	<ul style="list-style-type: none"> Teachers are actively involved in initiatives, strategies and/or professional development which are specifically intended to improve literacy and numeracy practices. Junior literacy programme is using AVAILL to lift learning levels. Provision of numeracy support for Year 11 students. Students literacy / numeracy achievement is actively monitored by Junior / Senior Leads, teachers and strategies put in place if necessary. 	<ul style="list-style-type: none"> Teachers readily identify any student who is not working to a satisfactory level weekly Junior students will be reading at their chronological age. Level 1 students will achieve literacy and numeracy. 	\$2,000	<p>All Year 10 students who began the year at MANUKURA have attained the literacy requirements of L1 NCEA. The Junior Lead is confident there has been positive movement in Year 10 literacy skills, however, there are still 9 students out of the 31 that are still below the national average in regards to numeracy.</p> <p>For the Year 9 cohort of 34 students, 9 students are still below the national average in regards to numeracy at the end of year.</p> <p>We had a 100% achievement rate of Level 1 students in both Numeracy and Literacy.</p>	

<p>1.3. Improve outcomes for all students.</p>	<ul style="list-style-type: none"> Students know how they are tracking – Baseroom Leads and teachers to regularly have students up-to-date their IDPs. Teachers closely monitor work completion of internals Deadlines are set and kept by Baseroom Leads / teachers and students To support students in the Inquiry Based Learning to ensure NCEA credits are still accessible. Boys taking leadership roles within MANUKURA Targeting boys into the area of Health Science Boys engagement and higher achievement across all NCEA levels. 	<ul style="list-style-type: none"> Teachers readily identify any student who is not working to a satisfactory level weekly At risk students will be discussed at weekly leadership hui Boys will lead at MANUKURA events Boys will represent MANUKURA at cultural and leadership opportunities. Boys will apply for Otago University Boys engagement and achievement levels will increase across all NCEA levels Year 9/10 Technology challenge Follow the Further Opportunities for Student programme Continue with PUHORO 	<p>Inquiry Based Learning</p> <p>\$14,000 (made up of human resource, ICT travel, conferences and resources.</p>	<p>The tracking system between subject teachers and the baseroom has created greater accountability between, baseroom leads, staff and students. Teacher monitor work through using the KAMAR summary sheets.</p> <p>Food technology has been a real area of success as our Food Technology programme is vegan based and no sugar. The students were engaged and therefore enjoyed this subject. Food Technology for year 12 and 13 was a new subject introduced last year and we spent all of the budget and have therefore this year increased the budget and now teach Food Technology through to level 3. Once again Year 10 students have found success in the Level 1 internal and external assessments. However although our students passed their external for Level 1 Te Reo Māori we were disappointed we did not gain more Excellence grades so will have a more vigorous external exam preparation for the Year 10s.</p> <p>All Year 10 students completed Level 1 Literacy requirements.</p> <p>All Year 10 students gained 20+ credits at Level 1.</p> <p>Year 10 Art students received Excellence Results in External Board work.</p> <p>Our young men took the lead in organising and presenting at our Matariki Celebrations</p> <p>MT represented at the National Ngā Manu Kōrero Senior Māori section. She placed first in the tene and 2nd in the takatu and therefore placing first overall in Pei Te</p>
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Variance Report 2019

				<p>Hurinui and we also won the E Tipu E Rea taonga for best school results in Te Reo Māori and English. Our Senior English speaker gained 3rd place overall and our Junior Māori speaker gained best female speaker and second overall in the Rawhiti Ihaka section.</p>
1.4. To continue to develop sustainable career education and guidance.	<ul style="list-style-type: none"> Potential Health Science students will be given the opportunity to go to Otago Open day To ensure the IDP Process identifies and supports all students in their vocational aspirations reflecting on the whare tapawhā model. To ensure all Year 13 have exit plans from school to tertiary education or career paths. Communicate opportunities to senior students to explore career pathways in relation to their IDP. All students to be aligned to our Careers future model that is; Health Science, Reo (Kura Reo), Education, ICT, Environment, Other. Students will be given the opportunity to attend University open days. To enrol students through Taratahi and UCOL 	<ul style="list-style-type: none"> Students are clear on their vocational aspirations Year 13 will have exit plans Students will have had opportunities to explore career pathways. Students will be aligned to our Careers future model. Students will have attended University Open days. 	<p>Otago Open Day Massey University South Seas Kura Reo Clothing for Taratahi Other tertiary Open days</p>	<p>We introduced a new IPP process with a focus on career pathways but felt it was still not designed specifically enough for our students so we have reviewed it again this year in February 2020 and will trial the new template. Already we have seen it seems easier to use, but the Junior school are still saying it is a little complex for the juniors.</p> <p>All students had exit plans as aligned to our Strategic plan. (Education, Health Science, Technology, Sustainability, Te Reo and Ao whānui).</p> <p>Students were given opportunities to further explore career pathways in relation to their IPPs. Students were given the opportunity to attend University open days at Victoria, Otago, Waikato and Massey.</p>

<p>1.5 To provide real experiences in order to develop the key competencies in our students.</p> <p><i>Collaboration</i> <i>Communication</i> <i>Critical Thinking</i> <i>Culture</i> <i>Our capacity to engage students through real experiences to engage and expand their worldview.</i></p>	<ul style="list-style-type: none"> • Key competencies support young people in becoming confident, connected, actively involved, lifelong learners as described in the <i>New Zealand Curriculum</i> vision. • Key competencies should be embedded in learning in each of the learning areas. • Key competencies are supported by effective pedagogy. 	<ul style="list-style-type: none"> • Key competencies are complex and changing – they will look different in different contexts, and will be developed through opportunities to use them in increasingly wide-ranging and complex contexts • Key competencies strengthen students' capacity to participate in the world right now, rather than just prepare them to participate in the world at some time in the future. • Key competencies are complex and changing – they will look different in different contexts, and will be developed through opportunities to use them in increasingly wide-ranging and complex contexts. • Students will be given opportunities to create strong connections to communities. This is one of the strongest challenges facing schools. • Students will be given authentic experiences to build their participating and contributing competencies. • Students using the key competencies will use project based approach as part of their learning. 	<p>(Already part of 1.3)</p> <p>5 X Chromebooks \$1500</p> <p>Junior Camp 8,500</p> <p>Deposits for 6 X Staff @1,000 each = \$6,000 for 2020 overseas trip.</p> <p>Further Opportunities for Students \$14,000</p>	<p>A variety of experiences to help with <i>Collaboration, Communication, and creating a Critical Thinking Culture.</i></p> <p><i>Through sports and cultural exchanges we were able to engage students through real experiences to engage and expand their worldview. Some students at year 11 travelled to Spain for Rugby. This was the first year that we took girls and it has been successful. We did not enter our students in the Science Fair. Whilst we have bought some new technology we did not buy all of the equipment needed for the Media Suite as our security was not safe enough and we were nervous it could get stolen as we had a break in. The chromebooks have been purchased and are used daily.</i></p> <p>Junior Camp was a real success. The boys travelled the Whanganui river and the girls went to Tokomaru Bay on the East Coast. RAMs and the experiences gained by both the students and staff were memorable. Good to see the safety around water was the focus at all times given the recent tragic events up North.</p>
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	<p>questions, and challenge the basis of assumptions and perceptions.</p> <ul style="list-style-type: none"> • Critical thinking and developing a sense of our place in the world - global citizenship <p><u>Relating to Others</u></p> <ul style="list-style-type: none"> • Students will learn to make individual compromises to benefit the group • Participation, self-management and respect for others - students, staff, parents • An openness to engage with different peoples and cultures. <p><u>Using language, symbols and text</u></p> <ul style="list-style-type: none"> • Students who are competent users of language, symbols, and texts can interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts • Students will use ICT technologies to access information and provide and communication information to and with others. They also have the opportunity to create an international classroom for discussion on relevant topics: <ul style="list-style-type: none"> <input type="checkbox"/> Environment <input type="checkbox"/> Language <input type="checkbox"/> Sport 		
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	<p><u>Managing self</u></p> <ul style="list-style-type: none"> Students will adapt their leadership skills according to different situations. Students will talk about the challenges of environments, not just about what has been experienced. This is an opportunity to support and encourage students when the going gets tough. The ability to show positivity and confidence in them to make good decisions. <p><u>Participating and contributing.</u></p> <ul style="list-style-type: none"> Students can interact confidently with others in team situations, and make individual compromises based on identifying ways to improve outcomes for the team. Students participate in creating healthy teams by taking responsibility and critical action Students will use project based approach within their learning. <p>Work in collaboration with whanau and students to organise a 2020 Sporting and Cultural experience overseas.</p>			
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<i>Annual Goals for Strategic Goal #2 Cultivate a culture of excellence</i>				
Long term Goals	Specific Actions for 2019	Expected progress and/or outcomes	Budget/ Resources	Outcomes achieved and variance
2.1. To celebrate achievement and success.	<ul style="list-style-type: none"> Celebrate achievement and success through media files, website, weekly assemblies and whānau newsletters Update our website Students to be entered into the Manawatū Secondary Schools Sports Awards Add to the wall of Honour recognising those that have attained National Honours this year Identify and recognise boys that are achieving academic success 	<ul style="list-style-type: none"> More media coverage of MANUKURA successes this year Achievement and success will be celebrated through media files, website, weekly assemblies and whānau newsletters Students will be recognised at the Manawatū Secondary Schools Sports Awards and we will gain success in some codes The wall of National Honours will be updated for 2018 year Boys will be identified and celebrated at MANUKURA functions. 	<p>Matariki \$2,750</p> <p>Prizegiving \$10,000</p> <p>New Updated Website \$5000</p>	<p>All of these actions have been achieved.</p> <p>The MANUKURA Official Public Facebook page was launched in August, 2018 and has proven to be beneficial</p> <p>Another wonderful evening of celebration and acknowledgements to staff, students and whānau. Thanks again to our EBOT members who were able to attend. The evening culminated in a farewell to our graduate class who comprised a range of young people that reflect the aspirations of MANUKURA. Acknowledgement again to Tahuriwakanui who continue to avail themselves as hosts of this iwi initiative.</p> <p>Y9 High Achievers : Arapeta Rolls-Paewai, Awatea Hepi, Ester Murray, Gus Wallace, Kaya Awahou, Pia Huxtable, Pounamu Wharehinga, Tahunuairangi Ayers</p> <p>Y10 High Achievers: Hunter Hewson, Jalen Blake-Kaiwai, Legacy Harrison, Leiana Marshall-Barton, Madison Thomas, Mia Tahiwai, Ngakura Ponga</p>

Variance Report 2019

				<p>Y11 High Achievers: Alazaye Logan, Bayley Toto-Foster, Grace Paltridge, Jaxon Goss, Kataraina Kelly, Kartiah Taiaroa, Ngapera Parata, Plum King, Tuhokairangi Miller, Tui Frasen</p> <p>Y12 High Achievers: Beau Wheeler, Danielle Hallett, Ezekiel Stewart, Maia Karena-Barrett, Shaye Witehira</p> <p>Y13 High Achievers: Brody Manson, Harata Coleman, Ivana Samani, Joseph Gavigan, Madison Awahou, Rochelle Fourie, Season Blackburn-Kingi, Tulin Pritchard, Tyra-Jade Alexander</p> <p><u>The PALMERSTON NORTH RSA TRUST AWARD</u></p> <p>In recognition of commendable leadership and sportsmanship and having shown an interest in and concern for those who are less fortunate, 2019 Recipient: Isabella Rewiri-Wharerau</p> <p><u>Prime Ministers Vocational Excellence Award</u></p> <p>This award aims to encourage more young people into vocational education and training. It celebrates the achievement of a secondary student enrolled in vocational programmes of learning. The recipient of this award for 2019 - Ta'ani Nohotima.</p>
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Variance Report 2019

				<p><u>SCHOLARSHIP AWARDS</u></p> <p><u>Massey University</u></p> <p>Alyssa Mataiti- Academy of Sports Scholarship</p> <p>Harata Coleman - Business School Future Leaders Scholarship</p> <p><u>Waikato University</u></p> <p>Awanuiarangi Wano - Te Ara Whanui Scholarship</p> <p>Kayin Katene - Te Ara Whanui Scholarship</p> <p>Shae Brown - Te Ara Whanui Scholarship</p> <p>Te Maari Kaiwai-Wanikau - Te Ara Whanui Scholarship</p> <p>Tulin Pritchard - Waikato - Te Paewai o Te Rangi 3 year Scholarship</p> <p><u>Victoria University</u></p> <p>Alyssa Mataiti - Totoweka Scholarship</p> <p>Talon August - Totoweka Scholarship</p> <p><u>Otago University</u></p> <p>Isabella Rewiri-Wharerau - Māori Entrance Scholarship</p>
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Variance Report 2019

<p>2.2. To increase the opportunities for athletes to compete at the highest level regionally and nationally.</p>	<ul style="list-style-type: none"> Financially support those who gain National Honours Qualify for regional and national competitions in all sporting codes Support individual athlete pursuits 	<ul style="list-style-type: none"> Students who have gained National honours will be supported financially Competing at the national competitions in all sporting codes Individual athlete pursuits will gain regional, national, and international success Up to date technology in sports analysis will be bought to ensure students and coaches 	<p>Wall of Honour \$1,500 Sports - netball \$28,765, Bball \$21,810, Rugby \$15,000, Rugby league \$12,500,</p>	<p>Louis Willis - Tū Kahika Scholarship Programme</p> <p>Madison Awahou - Entrance Scholarship & Māori Entrance Scholarship</p> <p>Season Blackburn-Kingi - Māori Entrance Scholarship</p> <p>Tineka Kumeroa - Māori Entrance Scholarship</p> <p><u>ETHOS RECIPIENTS 2019</u> <u>Junior ETHOS Award</u> – <u>Jalen Blake-Kaiwai, Madison Thomas</u></p> <p><u>Senior ETHOS Award</u> Year 11, 12 & 13 student(s) who consistently display the ethics & principles which symbolise MANUKURA values. <u>Brody Manson, Joseph Gavigan</u></p> <p><u>Sporting excellence</u> <u>2019 MANUKURA Student - Representative Results</u> <u>Sporting High Achievers:</u></p>
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Variance Report 2019

<ul style="list-style-type: none"> Develop exposure and opportunities for the extension of athletes Ensure access to up to date technology ensuring students and coaches remain innovative & creative demonstrating improvement through analysis & reflection 	<p>remain innovative & creative through analysis & reflection</p>	<p>Waka ama \$7209 Ngā Manu Kōrero Regionals \$500 Nationals \$500</p>	<p>Arepa Perkins League Taranaki Māori u14 Awatea Hepi Touch Manawatū u16 girls Carli McPherson Netball Manawatū U15 Cornell Shone League Taranaki Māori U14 Elijah Tangitutu League / Touch Taranaki Māori U14 / Manawatū u16 boys Aisla Murray Bball / Touch Manawatū U15 / u16 Manawatū girls Fern Tukapua-Nahona Basketball Manawatū, Muaupoko Māori U15 Grace Hallett Netball Ikaroa ki te raki U13 Jayda Maniapoto Touch Manawatū u16 girls Jerrell Taputoro-Filo League Taranaki u14 Khaleb Burton Touch Manawatū U16 mixed Mahue Mauheni League Taranaki u14</p>
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Variance Report 2019

<p>Maraea Coleman Bball / touch Manawatū U15 / Manawatū u16 girls Ngapera Wilton Basketball Manawatū U15, Muaupoko U17 Paris Whare Bball Manawatū U15 Pounamu Wharehinga Rugby / Touch Manawatū Māori U18 / Gisborne U16 Renee Hallett Netball / Touch Ikaroa Raki U13 / Manawatū u16 girls Takairoa Mohi Bball Manawatū u15 Tamikah Joe Touch Manawatū u16 girls Te Whiti Treanor Softball Manawatū u15 Te Haeata Teppett Rugby / Touch Manawatū U14 / Manawatū U16 mixed Te Papuni Mahunu-Karaka League Taranaki u14 Wi Mangu League / Rugby Dannevirke u14 / Manawatū U14 Anaiya Maremare Netball / Indoor Ikaroa Raki U15 / U15 girls</p>				
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Variance Report 2019

Awatea Cherrington Bball Manawatū u15 Charlotte Crofts Hockey Manawatū Māori u15 Elizabeth Brown Basketball Manawatū U15, muaupoko u15 Hope Stanshall Bball Manawatū U17 Hunter Hewson League / Waka ama Mustangs U15 / Mareikura U15 boys Isabella Meta Swimming Manawatū Juniors, North Islands Kaleece Potts-Broughton Netball Manawatū, Ikaroa Raki U15 Kuratiwaka Ngarimu League Taranaki Whanui U14, U15 Legacy Harrison Bball / Netball Manawatū U17 / Manawatū U15 Leiana Marshall-Burton Touch Manawatū U16 girls Mia Maraku Touch / rugby Whanganui U16 girls / U18 Whanganui Mia Tahiwī Touch Manawatū U16 girls Micaela Fourie Bball ManawatūU17				
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Variance Report 2019

				Mikaela Bell Bball Manawatū, Muaupoko U17 Nathan Tutahione League Vipers, Taranaki Māori U15 Ngakura Ponga Softball / Netball Manawatū U15, U18 / Whanganui U15 Ngauru Matakatea Bball Manawatū, Muaupoko U17 Nia Pirini Touch Manawatū U16 Peyton Kemp Touch Hawkes Bay U16 boys Priseis Minnell Bball Muaupoko U17 Rangiahua Nicholls League Mustang, Vipers, Taranaki Māori U15 Tainui Winterburn League Mustang U15 Bayley Toto-Foster League Mustangs, Central Vipers U15 Blaise Murray-Taaka Netball Manawatū U17, Māori Caleb Hallett Touch Manawatū U18 Boys
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Variance Report 2019

				<p> Cole Lavin Rugby League Mustangs, Central Vipers U15 Geneva Harrison Bball Manawatū U17 Jaxon Goss Indoor Netball Manawatū U15 Boys Kaleb Chase Touch Manawatū U18 mixed Kartiah Taiaroa Bball Manawatū, Tāmaki ki te Tonga U17 girls Ngapera Parata Touch Manawatū U16 girls Renata Campbell-Simon League / Rugby Taranaki Whanui U16 / Manawatū u16 Riley Perenara-Siemonek Netball Manawatū U15 Tiaho Richmond Softball Manawatū U15 Tuhokairangi Miller Rugby Manawatū U16 Xavier Murray Bball Manawatū, Muaupoko U17 Ahurei Miller-Potaka Touch Whanganui U16 boys Atareta McCausland-Durie Netball </p>
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Variance Report 2019

			<p>Manawatū, Ikaroa Raki U17</p> <p>Carlos Kemp Rugby / Touch</p> <p>Manawatū Māori u18 / U18 Hawkes Bay</p> <p>D'Jonaye Nui-Hinga Bball U19 Manawatū</p> <p>Danielle Hallett Netball</p> <p>Manawatū U17, Ikaroa Raki U17</p> <p>Ehau Hapuku-Te Nahu Bball</p> <p>Manawatū U19, Muaupoko u17</p> <p>Ezekiel Stewart Rugby</p> <p>Manawatū Māori u18</p> <p>Janaya Preece Bball / Netball</p> <p>Manawatū U17 / Ikaroa Raki</p> <p>U17 Kaea Raukura Netball</p> <p>Manawatū U17</p> <p>Kaipo Olsen-Baker Rugby Cyclones</p> <p>Kobe Ahpene Bball</p> <p>Manawatū, Muaupoko u17</p> <p>Maia Karena-Barrett Netball</p> <p>Manawatū, Ikaroa Raki U17</p> <p>Malakai Hala Rugby League</p> <p>Taranaki Māori U17, Manawatū</p> <p>Mustangs u17, Central Vipers U17</p> <p>Mauger Paewai League</p> <p>U17 Taranaki Māori</p> <p>Mikayah Wihongi Touch</p> <p>U18 Mixed Manawatū</p>
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Variance Report 2019

				<p>Mosiah MacDonald Bball Manawatū U17 Neihana Cook Touch Manawatū U18 Niki Lawrence Netball Manawatū u17 Shaye Witehira Touch Manawatū U18 Mixed Sonny Tuala Touch / League Manawatū U18 Boys / U17 Manawatū Mustangs Tai Rolls-Paewai Touch Manawatū U16 boys Te Ahuru Wilton Bball Manawatū, Muaupoko U17 Thomas Lilo Rugby Manawatū U16 Tukaha Ashby League / Touch Taranaki Māori, Manawatū Mustangs, Central Vipers / U18 Mens Tyson Blackburn-Kingi League / Touch Taranaki Māori, Manawatū Mustangs, Central Vipers U17 / Manawatū U18 Mixed Alyssa Mataiti Touch / Netball Wellington U18, U21 Mixed / Ikaroa Tonga U19 Arasi Taputoro-Filo Rugby Manawatū Māori U18</p>
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Variance Report 2019

				<p>Awa Wano League</p> <p>Manawatū Central Vipers, Taranaki Whanui U17</p> <p>Brody Manson Netball</p> <p>Ikaroa Raki U19</p> <p>Brooklyn Herewini Touch / League</p> <p>Manawatū U18 / Mustangs Open Mens</p> <p>Cam Pita Indoor</p> <p>Manawatū U17, U19, U23</p> <p>Dareus Hina-Pauro Touch</p> <p>Whanganui U18 Mixed</p> <p>Harata Coleman Bball</p> <p>Manawatū U19</p> <p>Hinewai Netana-Williams League</p> <p>Taranaki Whanui U18</p> <p>Ivana Samani Rugby</p> <p>Manawatū U18</p> <p>Joseph Gavigan Rugby</p> <p>Manawatū U18, Hurricanes U18</p> <p>Kobe Millar Touch</p> <p>Manawatū, Whanganui U18 Boys</p> <p>Lyric Paewai Netball</p> <p>Manawatū, Ikaroa Raki U17</p> <p>Madison Awahou Netball</p> <p>Manawatū, Ikaroa Raki U17</p> <p>Manaia Hutana Netball</p> <p>Manawatū, Ikaroa Raki U19</p> <p>Memphis Hennessy League</p> <p>Mustangs, Central Vipers U17</p>
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Variance Report 2019

Ngatoka Tua Touch Whanganui U18 mix Phoenix Huriwai Rugby Manawatū U18 Shae Brown Bball Raukawa U18 Ta'ani Nohotima League Mustangs u17 Talon August Bball Manawatū U19 Taioira Capper League Manawatū U17, Central Vipers U17 Tayla Kuiti League Manawatū Mustangs U17 Te Maari Kawai-Wanikau Netball Manawatū U17 / Ikaroa Tonga U19 Te Rangiaho Williams Rugby Manawatū Māori U18 Tiaho Hamahona-Taioira Rugby Manawatū Māori U18 Tipene Norman Touch Whanganui U18 mix Tyra-Jade Alexander Netball Manawatū, Ikaroa Raki U17 Varcon King Touch Manawatū U18 boys Zamaya Lilo-Maru Touch Manawatū U18 boys Kaya Awahou Netball / Indoor				
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Variance Report 2019

			<p>Manawatū Aotea Maori U15 / Taranaki U15</p> <p>Sheldon Tairea Rugby League / Touch Taranaki Māori U17, Manawatū Mustangs u17, Central Vipers U17 / U18 Manawatū boys</p> <p>Isabella Rewiri-Wharerau Rugby / 7s / Touch Manawatū U18 / Manawatū U18 / Manawatū U18</p> <p>Shaniqka Wall Touch / Rugby / 7s Whanganui U18, U21 / Whanganui U18 / Manawatū U18</p> <p>Tineka Kumeroa Golf</p> <p>Taranaki Open Womens / Taranaki Jnr Womens</p> <p>Madison Thomas Netball / Indoor Manawatū, Ikaroa Raki U15, Manawatū U17 / U15 girls</p> <p>Akaina Tairea-Thompson League / Rugby Mustangs, Central Vipers U15 / Manawatū U16</p> <p>Barclay Cribb Softball / League Manawatū U15 / Manawatū Māori U15, Manawatū U15</p> <p>Keana Royal Bball / Touch Manawatū, Muaupoko U17 girls / Horowhenua Kapiti U16 girls</p>
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Variance Report 2019

Potiki Kawana League Taranaki Māori, Mustangs, Central Vipers U15				
Poutama Mackey League Taranaki Māori, Mustangs, Central Vipers U15				
Tui Fransen Softball, Waikato, Welly U18, Manawatū Welly U16 Athletics				
Brody Hippolite Rugby League Taranaki Maori U17, Manawatū Mustangs u17, Central Vipers U17				
Rochelle Fourie Bball / Netball Manawatū U19, WBC Taranaki Womens / Central BEKO				
Season Blackburn-Kingi 7s / Rugby / League Manawatū U18 / Manawatū U18 (c) / Manawatū Mustangs U17 (c), Taranaki Whanui U17				
D'Arntye Rore Rugby League Taranaki Māori U17,				

Variance Report 2019

Manawatū Mustangs u17, Central Vipers U17				
Kayin Katene League / Rugby / Touch Manawatū Mustangs Open Mens / Manawatū Maori U18 / Manawatū U18 boys				
Jashana Te Tue-Te Uawiri League / 7s / Rugby Mustangs, Taranaki Whanui U17 / Manawatū U18 / Manawatū U18				
Hennessy Murfit-Turahui League / Touch U17 Manawatū Mustangs / U18 Mixed Manawatū				
Paris Paul League / Touch Manawatū Mustangs, Tonga Hakula, Taranaki Whanui U17 / Whanganui U18, U21 girls				
Parris Mason Netball / Bball / Touch Manawatū U17, Aotea U17 / Taranaki U19 / Taranaki U18 Mixed				
Passion Tuala League / Touch Taranaki Whanui U17, Manawatū U17 Mustangs / Manawatū U18 Girls				

				<p><u>MANUKURA Teams gaining Regional & National Honours</u></p> <p><u>Basketball Senior Boys</u> 3rd place at Regionals, qualifying for 'Single A' Nationals, Placing 4th.</p> <p><u>Basketball Senior Girls</u> 3rd place at Regionals, qualifying for 'Double A' Nationals, Placing 7th</p> <p><u>Girls Rugby</u> Winners of Hurricane Region, qualifying for Top 4 New Zealand Secondary Schools Tournament, Placing 3rd.</p> <p><u>Kapa Haka</u> 2nd place at Regionals, qualifying for New Zealand Nationals in 2020.</p> <p><u>Netball</u> Winners of LNISS Regional Tournament & Trophy for Highest Goal Differential, qualifying for NZSS 15th consecutive year, Placing 4th at New Zealand Secondary Schools.</p>
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				<p><u>NZ Honours:</u></p> <p><u>MANUKURA New Zealand</u></p> <p><u>Representative Sporting Honours:</u></p> <p><i>Individual students who have competed for NZ or have gained NZ titles in 2019.</i></p> <p>Alyssa Mataiti -</p> <p>NZ U20 Mixed Touch Team</p> <p>Atareta McCausland-Durie -</p> <p>Aotearoa Māori Secondary Schools Netball Team</p> <p>Brody Manson -</p> <p>Aotearoa Māori Secondary Schools Netball Team & New Zealand</p> <p>Zealand Secondary Schools Netball Team</p> <p>Brooklyn Herewini -</p> <p>New Zealand U18 Residence Rugby League Team</p>
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Variance Report 2019

Joseph Gavigan - New Zealand Secondary School Barbarian Rugby Team Madison Awahou - Aotearoa Māori Secondary Schools Netball Team Maia Karena-Barrett - Aotearoa Māori Secondary Schools Netball Team Manaia Hutana - Aotearoa Māori Secondary Schools Netball Team Mikyah Wihongi - New Zealand U18 Mixed Girls Touch Team Nia Pirini - New Zealand ISA U16 Girls Softball Team				
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Variance Report 2019

				<p>Parris Mason - Aotearoa Māori Secondary Schools Netball Team,</p> <p>New Zealand Secondary Schools Netball Team,</p> <p>New Zealand U17 Womens Basketball Team &</p> <p>New Zealand Pathway to Podium Netball Squad</p> <p>Rochelle Fourie - New Zealand U17 Womens Basketball Team</p> <p>Season Blackburn-Kingi - New Zealand Māori U18 Womens Rugby League Team</p> <p>Sonny Tuala - New Zealand U18 Mens Touch Team</p>
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Variance Report 2019

<p>2.3. To ensure opportunities are given to allow all students to access Te Ao Māori.</p>	<ul style="list-style-type: none"> • Celebration of excellence at Matariki • Gain a top three placing in the Manu Kōrero English and Māori sections at Nationals • Gain a top three placing in the Wahine Māori Toko i te Ora at Nationals • Gain a placing in the Pīkahuia Awards • Facilitate wānanga on various aspects of te ao Māori • Support of National Ngā Manu Kōrero 2019 		<p>Manu Kōrero Regionals - \$500</p> <p>4 X Māori Wānanga - @\$2,000 = \$8,000</p> <p>Manu Kōrero Nationals \$5,00</p>	<p>Tai Paewai-Rolls -</p> <p>New Zealand U16 Mens Touch Team</p> <p>Zamaya Lilo-Maru -</p> <p>New Zealand U20 Mens Touch Team</p>
		<ul style="list-style-type: none"> • MANUKURA will win the Pei Te Hurinui Jones section at regionals. • MANUKURA will have speakers at the Nationals in English and Māori • Successful kapa haka wānanga will have been delivered • Successful hosting of event and manaakitanga for groups catered for. 		<p><u>MANU KŌRERO ACKNOWLEDGEMENT</u></p> <p>- REGIONAL</p> <p>Jalen Blake-Kaiwai - 4th Junior English</p> <p>Pounamu Wharehinga – 1st place Te</p> <p>Rawhiti Ihaka Junior Māori (NATIONAL 2nd=)</p> <p>Shaye Whitehira - 1st Korimako Senior English - (NATIONAL 3rd=)</p> <p>- Palmerston North</p> <p>Youth MP Recipient</p> <p>Hinewai Netana-Williams - 1st Pei Te</p> <p>Hurinui Jones Senior Te Reo Māori - (NATIONAL 1st)</p> <p><u>REGIONAL MĀORI WOMEN'S WELFARE SPEECH COMPETITION</u></p> <p>Hinewai Netana-Williams - 1st Place</p> <p><u>ART AWARDS</u></p>

Variance Report 2019

				<p>A number of senior students were in the Toi Waituhi Award</p> <ul style="list-style-type: none"> • New waiata & haka developed and learnt in 2019. • New students leading in waiata with a growing capacity evident. • Students actively engaged in waiata and leadership practices each day. • Increased number of leaders for daily/weekly roles. • Marae visits created a greater sense of authentication for kaupapa Māori. • Waka Ama continues to evolve. <p><i>School-wide progress: This is notably the most impacted area of our kaupapa with our split site. Despite interventions, without the daily influences of senior students and staff across the whole student body.</i></p> <ul style="list-style-type: none"> • New waiata & haka developed and learnt in 2019. • New students leading in waiata with a growing capacity evident.
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Variance Report 2019

				<ul style="list-style-type: none">Students actively engaged in waiata and leadership practices each day.Increased number of leaders for daily/weekly roles.Marae visits during our Whanganui / Tokomaru Bay Camps created a greater sense of authentication for kaupapa Māori.Waka Ama continues to evolve.				
				Uniform - \$1,000				
			<ul style="list-style-type: none">At all occasions all MANUKURA students will wear their uniform with prideIncreased levels of Excellence grades in internal and external in all NCEA levels	<ul style="list-style-type: none">Ensure all MANUKURA uniforms reflect excellence in their appearance for all occasions we attendProfessional development for teachers in utilising present excellence exemplars but creating our own levels of excellence				
2.4. To ensure all practices reflect the expectation of excellence in delivery.			<ul style="list-style-type: none">At all occasions all MANUKURA students will wear their uniform with prideIncreased levels of Excellence grades in internal and external in all NCEA levels	<p>We now have complete number one uniforms for all students, coats for staff to use and all sports teams have the correct uniform. We have already reported on the increased levels of Excellence grades in internal and external in all NCEA levels above. (1.1).</p> <p>MANUKURA Professional Development for Teaching Staff 2019</p> <table><tr><td></td><td></td></tr><tr><td>T A</td><td>Ako Panuku Inquiry Focus Rototuna HS visit (Curriculum Integration) Ako Panuku PD Māori Movement PD</td></tr></table>			T A	Ako Panuku Inquiry Focus Rototuna HS visit (Curriculum Integration) Ako Panuku PD Māori Movement PD
T A	Ako Panuku Inquiry Focus Rototuna HS visit (Curriculum Integration) Ako Panuku PD Māori Movement PD							

Variance Report 2019

	IP	MOE Reference Group TRR NZQA Hui Curriculum Reference group
	ND	NCEA Review Rototuna HS visit (Curriculum Integration)
	ID	Massey University Masters
	RM	Coach of NZSS Maori Netball
	PP	World Rugby Level 3 coach certification
	NF	TRR NZQA Hui
	NH	Teaching in Massey Physical Grad Block course.

Variance Report 2019

				K S	Teaching in Massey PE Gr block course. World Rugby Level 3 coach certification
<p>2.5. To cultivate MANUKURA Tikanga.</p>	<ul style="list-style-type: none"> Provide staff and student workshops to promote the philosophies of MANUKURA underpinned by the whare tapawhā model. Create opportunities for positive tuakana/teina/tuahine/tungane engagement. Leadership camp 	<ul style="list-style-type: none"> Staff and students will better understand the philosophies of MANUKURA underpinned by the whare tapawhā model Positive relationships between tuakana/teina/tuahine/tungane will continue to develop. 	<p>School Camps Junior - \$8,500 (Tokomaru Bay, Tuwharetoa marae)</p> <p>Field Trips / Excursions - \$2,000</p> <p>Students Events - \$600</p> <p>Year 13 Leadership Camp Hillary Outdoor Course - \$12,000</p>	<p>Staff meetings have been utilised to further discuss the kaupapa / ethos / values of MANUKURA.</p> <p>Morning briefing times and House Sports / Fun events are used to foster the whanaungatanga amongst staff and students. In 2020 we will be hosting whakawhanaunga afternoons during the month of February to further strengthen tuākana/teina relationships.</p> <p>Junior camp went well for the girls in Tokomaru Bay and the boys on the Whanganui River. We did not attend the Hillary Outdoor camp last year.</p> <p>There were a number of field excursions last year such as river studies, farm studies, herb garden, library visits, school exchanges etc.</p>	

Annual Goals for Strategic Goal #3 Improve school organisation

Long term Goals	Specific Actions for 2019	Expected progress and/or outcomes	Budget/ Resources	Outcomes achieved and variance
3.1. To develop 21st century pedagogical approach that incorporates learning with digital technologies to improve student outcomes.	<ul style="list-style-type: none"> Develop and provide a Professional development programme, to upskill staff in the effective use of LWDTs Maintain the MANUKURA Student Site & Staff website to teaching staff as a portfolio for Professional Teaching Criteria. 	<ul style="list-style-type: none"> The strategic plan is completed outlining goals for the implementation of the LWDT programme 2019. Increased capacity amongst staff allowing the implementation of more IT tools in teaching & learning. 	Digital Technologies \$3000	We have developed a comprehensive Learning With Digital Technology strategic plan (LWDT) and working with KS to develop and provide a professional development programme, to upskill staff in the effective use of LWDTs. We continue to now use a number of google apps to upskill our teaching staff and students.
3.2. To establish policy structure.	<ul style="list-style-type: none"> Review and digitally update the policy and procedure manual and review process to ensure these are regularly reviewed and managed. 	<ul style="list-style-type: none"> Policies, procedures, and manuals are accessible online. 	\$500.00	We have reviewed and digitally update policies and procedures and review processes to ensure these are regularly reviewed and managed through the board and leadership team. After the March terrorist attack we updated our Lockdown procedures to align with best practices as provided by the MOE.
3.3. Acknowledge mana whenua and engage with iwi.	<ul style="list-style-type: none"> Establish and engage appropriately with iwi outside our rohe. 	<ul style="list-style-type: none"> Strengthen relationships with iwi that have supported our kaupapa. 	Promotion \$7,000 Hospitality \$10,000	We have established and engage appropriately with iwi outside our rohe. We have travelled to Taranaki, Whanganui, East Coast, Levin, Foxton, Dannevirke, Murupara, Whakatane and local hapu

Variance Report 2019

				around the Manawatu.
3.4. Provision of ongoing appropriate professional development.	<ul style="list-style-type: none"> Maintain a monthly professional development report for Board reference. 	<ul style="list-style-type: none"> Monthly professional development report will be included in the EBot report each month. 	30 x @500.00 \$15,000	We maintained a monthly professional development report for Board reference. All staff are encouraged to
3.5. All school documentation for consent to assess is regularly reviewed.	<ul style="list-style-type: none"> Critique the assessment procedures as outlined in the Quality Management System and the MNA report. 	<ul style="list-style-type: none"> Assessment procedures as outlined in the Quality Management System and the MNA report are annually critiqued. Thursday 26th July). 		We have critiqued the assessment procedures as outlined in the Quality Management System and the MNA report. NZQA are happy with our processes. This year we will have a new MNA report. We also have a new School Relationship manager.
3.6. Ensure that our financial systems allow for realistic and detailed budgets, effective monitoring, control, reporting and auditing	<ul style="list-style-type: none"> Budgets are set and monitored to ensure we have a balanced control of expenditure. Budget decisions relate to strategic goals and in particular the annual plan Provide monthly financial reports to all budget holders and reporting to Ebot at every Ebot meeting 	<ul style="list-style-type: none"> Budgets are set and adhered to maintain a robust system of monitoring and control of expenditure Budget decisions relate to strategic goals and in particular student centred goals Provide monthly financial reports to all budget holders and reporting to Ebot at every Ebot meeting 	<p>Accountancy consultancy Xero - \$8,700</p> <p>Auditor - \$4,600 Cotton Kelly</p>	<p>Budgets were set and monitored to ensure we have a balanced control of expenditure through meetings between Leadership and the Finance manager, BOT and our accountant. Budget decisions related to our strategic goals and in particular student centred goals. We were also able to invest money that we were able to save which we hope to use as a second gym in the new build. We provided monthly financial reports to Ebot at every Ebot meeting. The auditor says we have strong financial controls in place.</p>

3.7. To plan and implement a promotion strategy.	<ul style="list-style-type: none"> Consistent management of website and MANUKURA Whānau Facebook page to ensure it is up to date and actively referred to for all information. Student enrolment to be completed by December 12th, for the following year. 	<ul style="list-style-type: none"> MANUKURA website is up to date with information Student enrolment will be completed by November 15th this year for next year 	\$7,000	<p>ID is constantly updating and monitoring the Public Website and MANUKURA Whānau Facebook page.</p> <p>We did not update our website so this is a priority for 2020.</p> <p>Student enrolment 2020 was confirmed and whānau informed by November 15th.</p>
3.8. Establish MOU's with external providers.	<ul style="list-style-type: none"> Ensure that MOU with external providers are mutually beneficial. 	<ul style="list-style-type: none"> Re-engage an MOU with Taratahi, UCOL. Re-engage an MOU with Manawatu Rugby. Maintain 25 Gym membership MOU with Gateway to be established Revise and update the MOU with Massey 	<p>Conditioning- (Taken from Goods & services) *\$36,847</p> <p>Taratahi 2,000</p>	<p>We ensured that the MOU with external providers are mutually beneficial.</p> <p>Taratahi folded early last year so we have joined with a new agricultural provider.</p> <p>We are now part of the GATEWAY programme.</p> <p>MOU with Massey is ongoing and is still changing periodically.</p>
3.9. To promote to the wider community an education model that enhances outcomes	<ul style="list-style-type: none"> Attend kaupapa Māori initiatives that promote Māori advancement, i.e. Matariki Ngā Manu Kōrero. 	<ul style="list-style-type: none"> Attend Regional and National Ngā Manu Kōrero this year and to win the Pei Te Hurinui & Korimako section Partnership with Aorangi marae 	<p>Matariki \$2,750</p> <p>MK Regionals \$500</p> <p>MK Nats \$500</p>	<p>We attended kaupapa Māori initiatives that promoted Māori advancement, i.e. Matariki Ngā Manu Kōrero. Matariki night was successful. 3 1sts in the regional competition. We gained first place in the Senior Maori section, 2nd in the Junior Maori seconds and 3rd in the Senior English sections. We gained 1st place at the Wahine Māori Toko i te Ora</p>

Variance Report 2019

				Regional Competition and then gained 2nd place at the National competition. We received an official apology as the judges did not tally up correctly. Two leadership team members supported the hosting of the National Ngā Manu Kōrero competition in Palmerston North.
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Annual Goals for Strategic Goal #4 Improve personnel capabilities

Long term Goals	Specific Actions for 2019	Expected progress and/or outcomes	Budget/ Resources	Outcomes achieved and variance
4.1. Ensuring we have quality staff suitable for the MANUKURA model of delivery.	<ul style="list-style-type: none"> All staff appointments made by November 20, for next year Employ staff who have the capacity to advance and extend the programme in the areas of coaching, sports science and management To identify lead staff in each code and provide PD support. Renee- Netball New Zealand Coaching modelling, Tia Basketball coaching modelling. Potene Rugby, Tanu Rugby League, Kristina Rugby To re-establish a connection with IRANZ. 	<ul style="list-style-type: none"> Adopt a Whānau Ora approach We are able to reappoint our current staff for the 2019 Academic year Able to reappoint our current staff as they have the capacity to advance and extend our programme in the areas of coaching, sports science and management Apply to MOE for an increase in staffing for the 2019 Academic Year To identify lead staff in each code and provide PD support. Renee - Netball New Zealand Coaching modelling, Tia - 	<p>Conferences \$10,000</p> <p>Professional Development 30 Staff @\$500 = \$15,000</p>	<p>2019 Staff appointments were completed by November 20. We have a new junior teacher who is bilingual and is our Kapa Haka lead. A new Conditioning Lead was appointed part time to write the programme.</p> <p>Miles Davis (Basketball Coach, Conditioner) returning Louise O'Flaherty - English went from fixed term to permanent.</p> <p>PD will be provided for Renee- Netball New Zealand Coaching modelling, . Potene, & Kristina IRANZ</p>

		Basketball Coaching modelling. Potene, Kristina IRANZ		
4.2. To provide a robust appraisal system.	<ul style="list-style-type: none"> Maintain a digital Appraisal system 	<ul style="list-style-type: none"> Maintain the digital Appraisal system to include the PTC approach 	Principal's appraisal \$800	<p>We have implemented a digital Appraisal system following the latest NZTC criteria which was published Oct 2018.</p> <p>The principal's appraisal was completed.</p>

<i>Annual Goals for Strategic Goal #5 Improve facilities and resources</i>					
Long term Goals	Specific Actions for 2019	Expected progress and/or outcomes	Budget/ Resources	Outcomes achieved and variance	
5.1. Maintain systems and procedures to implement an annual maintenance and property plan to alert MOE.	<ul style="list-style-type: none"> To include cyclical maintenance and replacement to all areas of property. 	<ul style="list-style-type: none"> We will have a cyclical maintenance and replacement to all areas of property. 	(\$10,000) paper only figure	We follow a cyclical maintenance and replacement procedure in all areas of property.	
5.2. To monitor the new build.	<ul style="list-style-type: none"> To design the plans with the architect to reflect the Special Character To have the plans accepted by the Ministry To begin the build on the Massey site. To liaise with the Mana Whenua to ensure the cultural story is told To investigate potential new partnerships from a business model 	<ul style="list-style-type: none"> Possible sites have been investigated that allow for expansion which reflects our special character have been incorporated into the architectural design. Regular meetings with the MOE We would have started the build Regular meetings with Mana Whenua A business model is proposed and actioned 	*\$20,000,000	<p>In partnership with Massey University we secured permission to build a temporary campus in 2019 so we are now on one site. We were also given support to help in the move. MOE are in support of the proposed land suggested for build, have designed with the architects and are hoping to begin the build in April 2020.</p> <p>Mana whenua are leading the design and build.</p> <p>The principal is working on a business project to gain sponsorship to build a second gym. We have until August to gain sponsorship for this second gym.</p>	
5.3. Effective use of available physical resources in order	<ul style="list-style-type: none"> To establish an MOU with any new facilities we use. 	<ul style="list-style-type: none"> An MOU with a different public Gym to support the Conditioning programme would be an annual practice. (Snap 	\$25,000	We engaged a new Lead conditioner who ensured we have another gym. This was a one year fixed term contract.	

to enhance student learning.		Fitness)		
<p>5-4. To manage and implement effective fiscal and purchasing controls.</p>	<ul style="list-style-type: none"> • To engage with Open Book Accountancy to manage our fiscal and purchasing controls. To provide a draft budget in October, for the following year. • To review the grants available from outside agencies and how we can best use these to support the wider goals of our programme. 	<ul style="list-style-type: none"> • Open Book Accountancy manages our fiscal and purchasing controls. • To review the grants available from outside agencies and how we can best use these to support the wider goals of our programme. 	<p>\$4,600 Audit Open Book Accountancy \$8,700</p> <p>\$5,000 of office administrator's wage is towards gaining extra grants.</p>	<p>We have appointed a finance manager to manage our fiscal and purchasing controls and have a healthy balance but have ensured the opportunities for our students have been purposeful. We realise once we shift to the permanent site we will be needing money to invest in purpose built buildings that may be in excess of what the Ministry can provide for us and therefore we have started a project to raise 1,000,000. We provided a draft budget in October, for the 2020 year.</p>