

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF MANUKURA'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022**

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 Limited (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 2022, 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 2022; 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 the Public Sector - Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 29 May 2023. This is the date at which our opinion is expressed.

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

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 for the financial statements

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 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.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board 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 school 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 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 arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included in the Analysis of Variance, the Kiwispot Statement, the Statement of Compliance with Employment Policy, the list of Board Members 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 2022

School Directory

Ministry Number:	739
Principal:	Nathan Durie
School Address:	Centennial Drive, Hokowhitu, Palmerston North 4441
School Postal Address:	Centennial Drive, Hokowhitu, Palmerston North 4441
School Phone:	06 354 9531
School Email:	admin@manukura.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Meihana Durie	Presiding Member	Elected	Sep-25
Nathan Durie	Principal	ex Officio	Sep-25
Dennis Emery	Iwi Representative	Elected	Sep-25
Yvette Durie	Parent Representative	Elected	Sep-25
Rito Tapuke	Parent Representative	Elected	Sep-25
Marama McDonald	Parent Representative	Elected	Sep-25
Irene Pewhairangi	Staff Representative	Elected	Sep-25
Jayda Maniapoto	Student Representative	Elected	Dec-22

Accountant / Service Provider:	Openbook Solutions Limited
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MANUKURA SCHOOL

Annual Report - For the year ended 31 December 2022

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Manukura School

Statement of Responsibility

For the year ended 31 December 2022

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

Maikana Durie

Full Name of Presiding Member



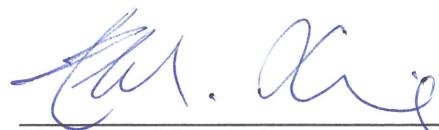
Signature of Presiding Member

24/5/23

Date:

Nathan Durie

Full Name of Principal



Signature of Principal

24/5/23

Date:

Manukura School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	4,398,799	3,241,895	4,344,880
Locally Raised Funds	3	379,535	440,707	468,176
Interest Income		36,653	10,000	10,556
Gain on Sale of Property, Plant and Equipment		512	0	0
Total Revenue		4,815,499	3,692,602	4,823,612
Expenses				
Locally Raised Funds	3	253,714	382,681	366,051
Learning Resources	4	2,668,579	1,834,792	2,512,059
Administration	5	433,589	389,391	252,414
Finance		2,749	3,000	3,350
Property	6	894,996	630,275	1,173,730
Other Expenses	7	220,884	276,450	227,081
Loss on Disposal of Property, Plant and Equipment		0	0	327
Total Expenses		4,474,511	3,516,589	4,535,012
Net Surplus / (Deficit) for the year		340,988	176,013	288,600
Other Comprehensive Revenue and Expense		0	0	0
Total Comprehensive Revenue and Expense for the Year		340,988	176,013	288,600

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		2,138,832	2,138,832	1,850,232
Total comprehensive revenue and expense for the year		340,988	176,013	288,600
Contributions from the Ministry of Education		0	0	0
Contribution - Furniture and Equipment Grant				
Equity at 31 December		2,479,820	2,314,845	2,138,832
Accumulated comprehensive revenue and expense		2,479,820	2,314,845	2,138,832
Equity at 31 December		2,479,820	2,314,845	2,138,832

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	8	386,575	573,752	606,560
Accounts Receivable	9	250,724	200,000	198,913
GST Receivable		11,754	10,000	10,892
Prepayments		5,124	500	508
Investments	10	1,894,852	1,550,000	1,315,689
		2,549,029	2,334,252	2,132,562
Current Liabilities				
Accounts Payable	12	242,540	200,000	225,860
Revenue Received in Advance	13	78,677	80,000	80,292
Finance Lease Liability	14	14,910	13,233	20,196
Funds held for Capital Works Projects	15	0	0	9,127
		336,127	293,233	335,475
Working Capital Surplus/(Deficit)		2,212,902	2,041,019	1,797,087
Non-current Assets				
Property, Plant and Equipment	11	277,055	280,097	355,066
		277,055	280,097	355,066
Non-current Liabilities				
Finance Lease Liability	14	10,137	6,271	13,321
		10,137	6,271	13,321
Net Assets		2,479,820	2,314,845	2,138,832
Equity		2,479,820	2,314,845	2,138,832

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 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		1,178,904	1,242,967	1,040,559
Locally Raised Funds		352,608	444,931	522,521
Goods and Services Tax (net)		(862)	892	17,538
Payments to Employees		(350,845)	(360,084)	(334,054)
Payments to Suppliers		(802,292)	(1,076,818)	(783,517)
Interest Paid		(2,749)	(3,000)	(3,350)
Interest Received		30,678	10,000	9,316
Net cash from/(to) Operating Activities		405,442	258,888	469,013
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		3,478	0	1,541
Purchase of Property Plant & Equipment (and Intangibles)		(18,510)	(32,951)	(67,176)
Purchase of Investments		(579,163)	(234,311)	(208,079)
Net cash from/(to) Investing Activities		(594,195)	(267,262)	(273,714)
Cash flows from Financing Activities				
Finance Lease Payments		(15,619)	(15,307)	(14,851)
Funds Administered on Behalf of Third Parties		(15,613)	(9,127)	(2,304)
Net cash from/(to) Financing Activities		(31,232)	(24,434)	(17,155)
Net increase/(decrease) in cash and cash equivalents		(219,985)	(32,808)	178,144
Cash and cash equivalents at the beginning of the year	8	606,560	606,560	428,416
Cash and cash equivalents at the end of the year	8	386,575	573,752	606,560

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

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



Manukura School

Notes to the Financial Statements

For the year ended 31 December 2022

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense 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.

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. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. 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. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20b.

Recognition of grants

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



c) Revenue Recognition

Government Grants

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

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

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

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist

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 recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

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

d) 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.

e) 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.

f) Accounts Receivable

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

g) 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.

h) 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 (funded by the Board) to buildings owned by the Crown or directly by the board 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 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	Term of Lease
Library resources	12.5% Diminishing value

i) 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. If such indication exists, the School estimates the asset's recoverable service amount. 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.

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information.

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

The reversal of an impairment loss is recognised in the surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

j) 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.

k) Employee Entitlements*Short-term employee entitlements*

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.



l) 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.

m) Funds held for Capital works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Revenue and Expense.

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

n) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable and finance lease liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

o) 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.

p) Budget Figures

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

q) 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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Government Grants - Ministry of Education	1,279,707	1,247,670	1,031,202
Teachers' Salaries Grants	2,359,144	1,500,000	2,277,325
Use of Land and Buildings Grants	742,421	494,225	1,032,002
Other Government Grants	17,527	0	4,351
	4,398,799	3,241,895	4,344,880

3. Locally Raised Funds

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Revenue			
Donations & Bequests	9,440	200	260
Nutrition and Conditioning	219,970	301,990	326,950
Fees for Extra Curricular Activities	111,173	97,622	102,288
Fundraising & Community Grants	2,000	0	0
Other Revenue	36,952	40,895	38,678
	379,535	440,707	468,176
Expenses			
Extra Curricular Activities Costs	73,439	153,800	65,210
Other Locally Raised Funds Expenditure	180,275	228,881	300,841
	253,714	382,681	366,051
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	125,821	58,026	102,125

4. Learning Resources

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Curricular	60,391	129,274	47,359
Equipment Repairs	1,071	4,000	3,925
Information and Communication Technology	7,618	10,500	7,992
Library Resources	936	200	0
Employee Benefits - Salaries	2,478,700	1,562,733	2,337,597
Staff Development	10,340	20,165	4,539
Depreciation	109,523	107,920	110,647
	2,668,579	1,834,792	2,512,059



5. Administration

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Audit Fee	5,040	4,750	4,894
Board Fees	1,380	2,880	1,750
Board Expenses	898	600	0
Communication	13,681	16,000	12,804
Consumables	3,369	5,500	5,938
Lunch in Schools	200,241	200,241	79,018
Other	29,647	19,710	28,969
Employee Benefits - Salaries	160,626	123,510	102,310
Insurance	8,879	7,200	6,756
Service Providers, Contractors and Consultancy	9,828	9,000	9,975
	433,589	389,391	252,414

6. Property

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	55,617	50,000	52,708
Heat, Light and Water	68,475	52,000	52,707
Repairs and Maintenance	28,483	34,050	36,313
Use of Land and Buildings	742,421	494,225	1,032,002
	894,996	630,275	1,173,730

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Other Expenses

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Loss on Uncollectable Accounts Receivable	1,134	8,000	4,396
Transport	219,750	268,450	222,685
	220,884	276,450	227,081



8. Cash and Cash Equivalents

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Bank Accounts	386,575	573,752	355,246
Short-term Bank Deposits	0	0	251,314
Cash and cash equivalents for Statement of Cash Flows	<u>386,575</u>	<u>573,752</u>	<u>606,560</u>

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

Of the \$386,575 Cash and Cash Equivalents, \$12,759 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

9. Accounts Receivable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Receivables	48,813	20,000	27,254
Allowance for impairment of receivables	(13,011)	0	(11,878)
Interest Receivable	8,022	0	2,047
Teacher Salaries Grant Receivable	206,900	180,000	181,490
	<u>250,724</u>	<u>200,000</u>	<u>198,913</u>
Receivables from Exchange Transactions	43,824	20,000	17,423
Receivables from Non-Exchange Transactions	206,900	180,000	181,490
	<u>250,724</u>	<u>200,000</u>	<u>198,913</u>

10. Investments

The School's investment activities are classified as follows:

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	1,894,852	1,550,000	1,315,689
Total Investments	<u>1,894,852</u>	<u>1,550,000</u>	<u>1,315,689</u>



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Furniture and Equipment	172,776	6,033	(2,096)	0	(29,453)	147,260
Information and Communication	44,141	0	0	0	(15,026)	29,115
Motor Vehicles	47,985	0	(870)	0	(26,029)	21,086
Uniforms	55,205	14,041	0	0	(16,547)	52,699
Leased Assets	31,416	13,513	0	0	(22,006)	22,923
Library Resources	3,543	891	0	0	(462)	3,972
Balance at 31 December 2022	355,066	34,478	(2,966)	0	(109,523)	277,055

The net carrying value of furniture and equipment held under a finance lease is \$22,923 (2021: \$31,416)

Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Furniture and Equipment	296,157	(148,897)	147,260	295,660	(122,883)	172,776
Information and Communication	96,680	(67,566)	29,115	96,680	(52,540)	44,141
Motor Vehicles	126,522	(105,435)	21,086	130,869	(82,884)	47,985
Uniforms	158,337	(105,638)	52,699	144,296	(89,091)	55,205
Leased Assets	58,303	(35,380)	22,923	65,518	(34,102)	31,416
Library Resources	7,134	(3,162)	3,972	6,243	(2,700)	3,543
Balance at 31 December	743,133	(466,078)	277,055	739,266	(384,200)	355,066

12. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	13,555	10,000	11,237
Accruals	10,283	7,000	30,136
Employee Entitlements - Salaries	206,900	180,000	181,490
Employee Entitlements - Leave Accrual	11,802	3,000	2,997
	242,540	200,000	225,860
Payables for Exchange Transactions	242,540	200,000	225,860
	242,540	200,000	225,860

The carrying value of payables approximates their fair value.



13. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	12,759	0	0
Other revenue in Advance	65,918	80,000	80,292
	78,677	80,000	80,292

14. Finance Lease Liability

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
No Later than One Year	16,603	14,458	22,419
Later than One Year and no Later than Five Years	10,938	6,648	14,163
Later than Five Years	0	0	0
Future Finance Charges	(2,494)	(1,602)	(3,065)
	25,047	19,504	33,517
Represented by			
Finance lease liability - Current	14,910	13,233	20,196
Finance lease liability - Non current	10,137	6,271	13,321
	25,047	19,504	33,517

15. 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. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 8.

	2022	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Portable Showers Shelter - Proj no 228896		9,127	5,640	(14,767)	0	0
Totals		9,127	5,640	(14,767)	0	0

Represented by:

Funds Held on Behalf of the Ministry of Education	0
Funds Receivable from the Ministry of Education	0

	2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Portable Shower Project Stage 2 - Proj no 217512		10,708	3,485	(14,193)	0	0
Portable Showers Shelter - Proj no 228896		0	23,052	(13,925)	0	9,127
Totals		10,708	26,537	(28,118)	0	9,127

Represented by:

Funds Held on Behalf of the Ministry of Education	9,127
Funds Receivable from the Ministry of Education	0



16. 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.

17. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	1,380	1,750
<i>Leadership Team</i>		
Remuneration	764,060	651,907
Full-time equivalent members	6.00	5.00
Total key management personnel remuneration	<hr/> 765,440	653,657

There are 7 members of the Board excluding the Principal. The Board had held 5 full meetings of the Board in the year. The Board also has a Finance (2 members) committee that meets monthly. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	150 - 160
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	0	0

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	7	3
110 - 120	1	2
120 - 130	0	1
130 - 140	1	1
140 - 150	1	0
<hr/>	<hr/> 10	<hr/> 7

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



18. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total	0	0
Number of People	0	0

19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: nil).

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

20. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

(a) A TELA lease for \$1,821; and

(b) The MOE has approved the request of the Board to contribute \$1,782,885 towards the Gymnasium extension as part of the Ministry's New School build that is currently underway. The New School Build is expected to be completed in 2024. The final amount that the Board will pay may increase due to the timing from the date of approval to construction date. Indications are that it could increase to \$2.2m.

(Capital commitments at 31 December 2021: \$9,127)

(b) Operating Commitments

As at 31 December 2022 the Board has not entered into any operating commitments (2021: nil).



21. 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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Cash and Cash Equivalents	386,575	573,752	606,560
Receivables	250,724	200,000	198,913
Investments - Term Deposits	1,894,852	1,550,000	1,315,689
Total Financial assets measured at amortised cost	<u>2,532,151</u>	<u>2,323,752</u>	<u>2,121,162</u>

Financial liabilities measured at amortised cost

Payables	242,540	200,000	225,860
Finance Leases	25,047	19,504	33,517
Total Financial Liabilities Measured at Amortised Cost	<u>267,587</u>	<u>219,504</u>	<u>259,377</u>

22. Events After Balance Date

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

23. Comparatives

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

24. Breach of Legislation

The School has breached Section 9 of Schedule 23 of the Education and Training Act 2020 due to a permanently appointed member of the board's staff (in addition to the staff representative) being elected to the Board.





MANUKURA SCHOOL KIWISPORT

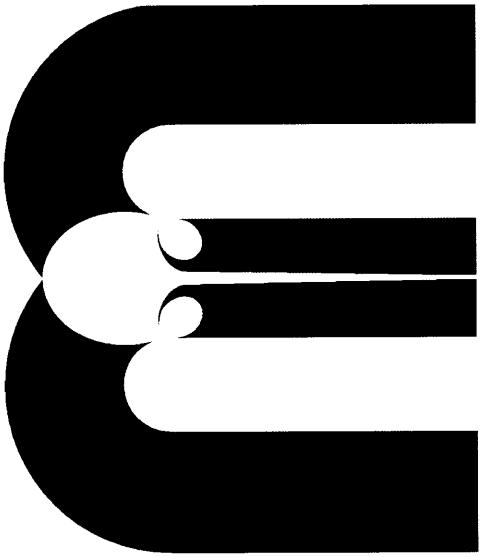
For 12 months period ending 31 December 2022

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

MANUKURA received \$4157.44 in 2022. 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.



M A N U K U R A

Analysis of Variance Report For the year 2022

Principal's endorsement:	Nathan Durie
Board of Trustees' endorsement:	Meihana Durie
Submission date to Ministry of Education:	30 March 2023

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.

Annual Goals for Strategic Goal #1 Cultivate a culture of excellence

Long term Goals	Specific Actions for 2022	Expected progress and/or outcomes	Budget/ Resources
1.1. To celebrate achievement and success.	<ul style="list-style-type: none"> • Celebrate achievement and success through social media, website, weekly assemblies and whānau newsletters. • Maintain an up to date website. • Students to be entered into the Manawatū Secondary Schools Sports and Iwi 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. • Graduate profiles established for all students. • Graduate breakfast. • Graduate breakfast. 	<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, television coverage and whānau newsletters. • Students will be recognised at the Manawatū Secondary Schools Sports and Iwi Awards. The wall of National Honours will be updated for 2023 year results. • Boys will be identified and celebrated at MANUKURA functions. • Students will have digital profiles to take with them when they leave MANUKURA. • Students will celebrate with their whānau their success. 	Matariki \$2,700 Prizegiving \$13,000 Website 10,500 (this includes Inspire and Education Perfect Net)

Outcomes achieved and variance

All of these actions have been achieved. The Ethos was won by two boys. This is the first time in our history.

The MANUKURA Official Public Facebook continues to be beneficial. All of our pānui and successes go out on our official FB page, the MANUKURA FB page for our wider whānau and MANUKURA Nation FB page for our students.

Another wonderful night of celebration and acknowledgements to staff, students and whānau. This was the first time in two years that whānau were able to be present. Thanks again to our BOT members who were able to attend. The day started with 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.

Amongst the numerous celebrations we again identified those very distinguished students who epitomise values of MANUKURA.



End of Year Achievement List - The Regent, 1 Nov, 2022

Year 9 Regional Representative Achievements

Bella Sue - Manawatu U15 Girls Basketball Team, 2022 Muaupoko-Horowhenua u15 kotiro team, 2022

Horowhenua Sports Academy Tu Tangata 13u Girls team - Winners of the National Hoopnation Junior

Showcase 13U grade, 2022 Manawatu u15 kotiro team

Felix Griffin - North Island U16 Skateboard Champion

Henare Herbert - Huia Club Softball Team, Manawatū U13 Softball Rep Team

Kotuku Hennessy - Ikaroa ki te Raki U13 Team, Manawatū U14 Netball Squad, Raukura Ki Runga U14 Rugby League Team

Maia ki Uawa Stewart - Raukura Ki Runga U14 Rugby League Team

Malina Leatherby-Millar - Manawatu U15 Girls Rugby Team, Raukura Ki Runga U16 Rugby League Team

Nevaeh Gardner - Manawatū U14 Netball Squad

Peyton Smith - Ikaroa ki te Raki U15 Team, Manawatū U14 Netball Squad

Rangiaho Maihi - Ikaroa ki te Raki U13 Team, Manawatū U14 Netball Squad

Taylah Seng - Manawatū U15 Girls Basketball Team (Captain), Muaupoko-Horowhenua U15 Kotiro Basketball Team, NZ Hoopnation Junior Showcase 13U girls Basketball champions playing for Horowhenua Sports

Academy Tu Tangata Basketball team. Captain of the team. Awarded MVP and selected in the All Star 5 players of the grade,Tamaki Maori U15 Basketball Kotiro Team - Awarded Joint MVP.

Manawatū U15 Girls Rugby Team, Raukura Ki Runga U14 Rugby League kotiro team. Awarded Player of the Tournament and selected for Tournament Team

Terina Larsen - Manawatū U15 Girls Basketball Team, Manawatū U14 Netball Squad, Manawatū U16 Girls

Touch Team,2022 Muaupoko-Horowhenua u15 kotiro team, 2022 Horowhenua Sports Academy Tu Tangata 13u Girls team Winners of the National Hoopnation Junior Showcase 13U grade, 2022 Manawatū u15 kotiro team



Te Waimarie Te Wiki - Manawatū U14 Netball Squad.

Year 9 National Representative Achievements

Taylah Seng - Awarded MVP and selected in the All Star 5 players of the U14 Basketball, Awarded Player of the Tournament and selected for Tournament Team in U14 Rugby League. NZ Basketball U14 Girls National Development camp, NZ Maori Rugby League U14 kotiro team. Crowned champions of the Pasifika Youth Cup. Named in the tournament team.

High Achievers: (The following Year 9 students are awarded for sound work ethic, consistent application and quality outcomes achieved in their respective 2022 subjects)

Bella Sue - Y9TRM Core, Y9 Integrated Studies, Y9 Mathematics, Y9 Science, Yr 9 Social Studies

Felix Griffin - Y9 Mana Tangata, Y9 Science

Ihakara Wiremu-Mat akat ea - 9TRM Core, Y9 Mathematics, Y9 Social Studies, Y9 Literacy

Jahlae Ponga - Y9 Integrated Studies

Kotuku Hennessey - Y9 Integrated Studies

Maddi Zimmerman - 9TRM Core, Y9 Mathematics, Yr 9 Social Studies, Y9 Literacy

Maia Moss - L1 TRM (Yr 9), Y9 Literacy, Y9 Mathematics, Y9 Science, Yr 9 Social Studies

Maihoa Merritt-McDonald - Y9 Science, Y9 Music, L1 TRM (Yr 9), Yr 9 Social Studies, Y9 Literacy

Malina Leat herby-Millar - Year 9 Art, Y9 Science, Yr 9 Social Studies

Payten Peka - Y9 Mathematics

Peyton Smith - Y9 Social Studies, Y9 Literacy, Y9 Mathematics

Rewihaukore Hinione-Te Peeti - Y9 Mana Tangata, Y9 Mathematics, Y9 Music, Y9 Science

Taihua Mat hieson-Julian - Y9 Literacy, Y9 Integrated Studies, Y9 Mathematics, Y9 Science, Y9 Social Studies

Taylah Seng - Y9 Mathematics, Yr 9 Social Studies

Terina Larsen - Y9 Mathematics

Year 10 Regional Representative Achievements

Ariria Blackburn - Gymnastics National event 8th for Beam



Bailee Drossaerts-Lake - Raukawa Ki Runga U14 Rugby League kōtiro team

Breeana Jones - Manawatū U15 Girls Basketball Team

Brooklyn Tukapua-Ngarimu - Club Softball Team, Manawatū U15 & U17 Reps

Callum Cribb - Dodgers Club Softball Team, Manawatū U15 Reps

Dallas Rongokea - Manawatū U15 Football Team

Deilorenze Herewini Manawatū Mustangs U15 League
Destiny Ross - Manawatū U16 Mixed Touch Team

Hinepurotu Hauiti - Ikaroa ki te Raki U15 Team, Manawatū U14 Netball Squad

Irimana Harrison - Huia Softball Club, Manawatū U15 Softball Team.

Jaime Taunoa-Knight- Ikaroa ki te Raki U15 Team, Manawatū U16 White Netball Team, Manawatū U16 Mixed Touch Team

Kingston Akuhata-Brown - Manawatū U15 Girls Rugby Team

Levi Ohlson - Huia Softball Club, Manawatū U15 Softball Team.

Manai Blake - Manawatū U16 Vipers Girls League Team

Neve Matthews - Manawatū U16 Vipers Girls League Team, Raukura Ki Runga U16 Rugby League Team, U16's EBOP Rugby Team, Manawatū U16's Girls Touch Team.

Prayer Playle - Manawatū U16 Vipers Girls League Team, Raukura Ki Runga U16 Rugby League Team, U16's EBOP Rugby Team, Manawatū U16's Girls Touch Team.
Raukura Hennessy - Ikaroa ki te Raki U15 Team, Manawatū U16 Green Netball Team, Manawatū U16 Mixed Touch Team, Raukawa Ki Runga U14 Rugby League team.

Taimarie Matahiki - Manawatū U15 Girls Basketball Team

Te Maia Sweetman - Ikaroa ki te Raki U15 Team, Manawatū U14 Netball Squad, Raukawa Ki Runga U14 Rugby League kōtiro team, Ngā Toa o te Raki Rugby League Team (selected in tournament team), U15 Manawatū Touch, U16 Kapiti Mixed Touch.

Te Waikaukau Mathieson-Julian - Manawatū U15 Girls Rugby Team

Tukarepa Nikora-Nimarota - Manawatū U15 Boys Basketball Team, Horowhenua U16 Mixed Touch Team.

Year 10 National Representative Achievements

Breeana Jones NZ U15 National Squad, named 2022 JSC rising star Hoopnation

Dallas Rongo-Kea - NZSSSouths U16 Boys Football Team



Iani Simeon - NZ U16 Boys Touch Team
Manaea Blake - Aotearoa Māori U16s Kōtiro Rugby League Team Pacifica Cup
Prayer Playle - Aotearoa Māori U16s Kōtiro Rugby League Team Pacifica Cup, Tonga U16 Girls Rugby League Team.
Troy Hewson - Horouta Club Waka Ama Team in World Champs, London - (1 Gold in U16)

High Achievers: (The following Year 10 students are awarded for sound work ethic, consistent application and quality outcomes achieved in their respective 2022 subjects)

Aria Komene - Y10 Music
Bailee Drossaerts-Lake - Y10 Mathematics
Brooklyn Tukapua-Ngarimu - Y10 Mathematics, Yr 10 Social Studies
Dallas Rongo Kea - Y10 Mana Tangata
Hemi Blackburn Kingi - Y10 Mathematics, Y10 Sport Enhancement, Y10 Social Studies
Hinetehorere Tapuke - Y10 Mathematics, Y10 Science, Y10 Science, Y10 Sport Enhancement, Y10 Te Reo Rangatira, Y10 Social Studies, Y10 English (x2 vouchers)
Iani Simeon - Y10 Mana Tangata
Irimana Harrison - Y10 Food Technology, Y10 English
Jamie Taunoa-Knight - Y10 Food Technology, Y10 English
Kohae Cherrington - Y10 English, Y10 Mathematics, Y10 Science, Y10 Social Studies, L1 Te Ao Haka
Mairangi Iwikau - Y10 Mathematics, L1 Te Ao Haka
Neve Matthews - Y10 English, Y10 Mathematics, Y10 Social Studies, Y10 Sport Enhancement
Prayer Playle - Y10 Te Reo Māori
Te Ata-i-rangi Horomona - L1 Te Ao Haka
Te Waikaukau Mathieson-Julian - Y10 English, Y10 Mathematics, Y10 Science, Yr 10 Social Studies
Tukarepa Nikora Nimirota - Y10 Mathematics
Quinny Swann - Y10 Art



MANUKURA JUNIOR ETHOS Awards - Students who consistently display the ethics & principles which symbolise MANUKURA values influencing others and the environment in a positive way.

The 2022 MANUKURA Junior Ethos Award is presented to: Kohae Cherrington

Year 11 Regional Representative Achievements

Aniheita Bluett - Manawatū Mustangs U15 League

Awatea Burton - Manawatū 16 Boys Touch, Raikaipāka U16 Māori Bball team, Hoopnation ISK U16

Conrad Millan - Manawatū U16 Mixed Touch

Dallas Blackburn-Kingi - Mid Central U16 Vipers League Team, Manawatū U18s Boys Touch.

Danica Talitonu - Mid Central U16 Vipers Girls Rugby League Team, Taranaki Sharks Rugby League Team, Raukura Ki Runga U16 Rugby League Team

Devon Blake- Kawai - NZSSA Nationals Boys Basketball Tournament Team

Kahurangi Skudder - Ikaroa ki te Raki U15 Team, Manawatū U15 Girls Basketball Team, Manawatū U16 Girls Touch

Kaire Kirikiri Manawatū Mustangs U17 League,, Raikaipāka U16 Māori Bball team

Kaitlyn McIntosh - Manawatū U16 Green Netball Team, Manawatū U17 Girls Basketball Team, Manawatū U16 Girls Touch, NZSSA Nationals Girls Basketball Tournament Team, Metro Premier Touch League

Kavahn Cane - Manawatū U16 Mixed Touch

Lashaye Blake - Mid Central Vipers U16 Girls League Team

Mackenzie Cole - Manawatū U16 Green Netball Team

Maia Leatherby-Millar - Manawatū U18 Girls Rugby Team

Maia Davis - Manawatū U16 Girls Touch, Nga Hau E Wha O Wainuiomata U16 Rugby League Team, Wellington Orcas U16, SGT 7s Tournament team.

Kaire Kirikiri - Manawatū Mixed U16 Touch.

Year 11 National Representative

Danica Talitonu - Aotearoa Māori U16 Girls Rugby League Team



Kaitlyn McIntosh - NZ U18 Girls Touch Trans-tasman, NZ U16s Touch Blacks Homegrown Series
Kahurangi Skudder - NZ U16 Girls Touch Team
Maia Davis - Aotearoa Māori U16 Girls Rugby League Team
Te Atawhai Kaa - NZ School of Dance intake for 2023

Year 11 NCEA Endorsements

16 endorsed with Merit / 11 endorsed with Excellence

MERIT: Aniheta Bluett, Awatea Burton, Conrad Millan, Danica Talitonu, Dallas Blackburn-Kingi, Devon Blake-Kawai, Elijah Minnell, Ja'da Talitonu, Kingi Rakuraku, Maia Leatherby-Millar, Ngamotu Rongomai, Paora Williams, Taylyn Te Rimi, Taina Keelan-Wyllie, Te Rangimarie Fonotoe, Wiremu Mathieson-Julian
EXCELLENCE: Emphacy Yip, Jamieson Tapsell, Kahurangi Skudder, Kaitlyn McIntosh, Layshay Blake, Maia Davis, Mackenzie Cole, Rahira Potaka-Osborne, Taliyah Paranihi-Ponga, Te Atawhai Kaa, Teowai Tairea-Thompson

High Achievers: [The following Year 11 students are awarded for sound work ethic, consistent application and quality outcomes achieved in their respective 2022 subjects]

Danica Talitonu - L1 Mathematics Internal
Emphacy Yip - L2 Paint
Ja'da Talitonu - L1 Mathematics Internal
Jamieson Tapsell - L1 Mathematics External, L1 Sports Science, L1 Te Reo Rangatira
Kahurangi Skudder - L1 English, L2 Mathematics
Kaitlyn McIntosh - L1 English, L1 Food Technology, L1 Mathematics External, L1 Sports Science
Kingi Rakuraku - L1 Mathematics Internal
Lashay Blake - L1 Mathematics Internal
Mackenzie Cole - L1 English, L1 Food Technology, L1 Science-External, L2 Mathematics
Maia Davis - L1 English, L1 Mathematics External, L1 Sports Science
Maia Leatherby-Millar - L1 Mathematics Internal
Rahira Potaka-Osborne - L1 Music



Paora Williams - L1 Te Reo Māori
Taliyah Paranihi-Ponga - L1 Mathematics Internal, L1 Science, L1 Te Reo Rangatira
Taina Keelan-Wyllie - L1 Social Studies
Te Atawhai Kaa - L1 Mathematics External
Teowai Tairea-Thompson - L1 Food Technology
Te Rangimarie Fonotoe - L1 Te Reo Māori
Wiremu Mathieson-Julian - L1 Mathematics External

Year 12 NCEA Endorsements

13 endorsed with Merit / 13 endorsed with Excellence

MERIT: Aisla Murray-Taaka, Aniys Drossaerts-Lake, Ema-Kahurangi Richmond, Fern Tukapua-Nahona, Maimoa Finau, Manaakitia Hamahona, Nia Sutherland, Piper Donaldson, Renee Hallett, Tahunuiarangi Ayers, Te Haeata Teppett, Wakaati Rawiri-Colley, Waimarama Sinai.
EXCELLENCE: Alizay Grant, Aria Webster-Pahina, Grace Hallett, Khaleb Burton, Koanga Tatana-Waihi, Jamie Wotherspoon, Jayda Maniapoto, Maraea Coleman, Ngapera Wilton, Paris Whare, Pounamu Wharehinga, Rakaunui Rukuwai, Wairehu Elliot-Toman.

Year 12 Regional Representative Achievements

Aisla Murray-Taaka - Manawatū U17 Girls Basketball Team
Aniys Drossaerts-Lake - Nga Hau EWha O Wainuiomata U16 Rugby League, Wellington Orcas Rugby League Team.
Aria Webster-Pahina - Hutt Valley Saints Softball Team, Dodgers Womens Softball Team, Manawatū U17 & U19 Rep Teams.
Arapeta Rolls-Paeawai - Manawatū U16 Boys Touch
Carli McPherson - Manawatū U18 White Netball Team
Elijah Tangitutu - Manawatū U18 Mixed Touch
Ema Kahurangi Richmond - Womens Club Softball Team, Dodgers Club Softball Team, Manawatū U17 & U19 Softball Teams
Khaleb Burton - Manawatū U18 Mixed Touch
Grace Hallett - Manawatū U16 Green Netball Team (Captain and Team MVP)
Renee Hallett - Manawatū U18 Mixed Touch
Jamie Wotherspoon - Manawatū U17 Girls Basketball Team



Jayda Maniapoto - Manawatu U16 Girls Touch, Central Stingrays Premier Touch League, Nga Hau E Wha O Wainuiomata U16 Rugby League, Wellington Orcas Rugby League Team.	Maimoa Finau - Ikaroa ki te Raki U17 Team, Manawatū U18 White Netball Team, Dodgers Womens Softball Team	Maraea Coleman - Manawatū U17 Girls Basketball Team, Manawatu U16 Girls Touch	Mya Mahony - Ikaroa ki te Raki U17 Team, Manawatū U18 White Netball Team, Manawatū U17 Girls Basketball Team	Ngapera Wilton - Manawatū U17 Girls Basketball Team	Paris Whare - Manawatū U17 Girls Basketball Team	Pounamu Wharehinga - Manawatū Cyclones Womens Rugby Squad, Manawatu U18s Girls Touch, Nga Hau E Wha O Wainuiomata Rugby League U18 Team.
Year 12 National Representatives						
Alizay Grant - Ngā Māreikura U18 New Zealand Māori Rugby Girls Team	Anyis Drossaerts-Lake - Samoan World 7s Schools Girls Team	Aria Webster-Pahina - Junior White Sox Softball Squad	Elijah Tangitutu - NZ U18 Youth Mixed Trans tasman Touch Team	Jayda Maniapoto - NZ U16s and NZ U18s Touch trans tasman, Aotearoa Māori U16 Girls Rugby League Team	Piper Donaldson - Horouta Club Waka Ama Team in World Champs, London (5 Golds in Open womens and U19 grades)	Pounamu Wharehinga - Aotearoa Māori U16 Girls Rugby League Team, New Zealand Condors Worlds 7s Girls Team, Ngā Māreikura U18 New Zealand Māori Girls Team
Waimarama Sinai - Ngā Māreikura U18 New Zealand Māori Rugby Girls Team	Wairehu Elliot-Toman - New Zealand Māori Rugby U18 National Development Camp	Wairehu Elliot-Toman - New Zealand Māori Rugby U18 National Development Camp	Year 12 High Achievers: (Awarded for sound work ethic, consistent application and quality outcomes)			
Alizay Grant - L2 Paint, L2 English	Grace Hallet t - L2 Mathematics External					



Jamie Wotherspoon - L2 Chemistry, L2 English, L2 Food Technology, L2 Mathematics External, L2 Physics

Koanga Tatana-Waihi - L2 Music

Maraea Coleman - L2 Te Reo Rangatira

Nia Sutherland - L2 Sports Science

Ngapera Wilton - L2 English, L2 Te Reo Māori

Renee-Rose Hallet t - L2 English, L2 Food Technology, L2 Mathematics Internal

Paris Whare - L2 Biology

Piper Donaldson - L2 Sports Science

Pounamu Wharehinga - L2 Sports Science

Waimarama Sinai - L2 Mathematics External

MANUKURA Service Awards

Henare Herbert, Hunter Hewson, Jalen Blake-Kaiwai, Kingi Rakuraku, Kohae Cherrington, Leiana Marshall-Barton, Levi Ohlson, Maraea Coleman, Mia Maraku, Meelah Rei-Lawton, Pounamu Wharehinga, Primus Waitere, Rahira Potaka-Osborne, Rewi Himione-Te Peeti, Taihua Mathieson-Julian, Tāne Paewai.

Year 13 NCEA Endorsement 10 endorsed with Merit / 6 endorsed with Excellence

MERIT: Chantelle Smith, Elizabeth (Lil) Brown, Hunter Hewson, Kaleece Potts-Broughton, Leiana Marshall-Barton, Madison Thomas, Meelah Lawton-Rei, Mikaela Bell, Monique Poa, Ngauru Matakatea, Nia Pirini, Waimirirangi Tepania.

EXCELLENCE: Awatea Cherrington, Huia Whakatihī-Heremaia, Jalen Blake-Kaiwai, Jean-Paul Campbell-Haig, Legacy Harrison, Mia Maraku, Raumati Rakuraku.

Year 13 National Representative Achievements

Hunter Hewson - New Zealand Elite World Sprint Championship 19 Men Waka Ama Team in London - 4 Gold medals.
Kaleece Potts-Broughton - Aotearoa Māori School Netball Team.
Leiana Marshall-Barton - New Zealand Condors Worlds 7s Girls Team, Ngā Māreikura U18 New Zealand Māori Rugby Girls Team, U18 Youth Trans Tasman Girls Touch Team, Touch Blacks Homegrown Series, NZU 20 Touch Team.



Lil Brown - Aotearoa Māori School Netball Team, New Zealand U16 Girls Touch Team, New Zealand U18 Girls Touch Trialist.
Madison Thomas - Central Manawa Trialist, New Zealand Secondary School Netball Team, New Zealand Secondary School Netball Trialist.
Mia Maraku - New Zealand Condors Worlds 7s Girls Team, Ngā Māreikura U18 New Zealand Māori Rugby Girls Team.
Monique Poa - Aotearoa Māori School Netball Team, Central Manawa Trialist, New Zealand Secondary School Netball Trialist, New Zealand U18 Youth Trans Tasman Girls Touch Team.
Raumati Rakuraku - Horouta Club World Waka Ama Sprint Championships (2 Golds U19, 1 Silver Open Mens, 1 Bronze U19).

Year 13 High Achievers: (Sound work ethic, consistent application and quality outcomes achieved in their respective subject areas for 2022)

Awatea Cherringon - L3 Food Technology, L3 Visual Arts
Chantelle Smith - L3 Food Technology, L3 Mathematics
Hunter Hewson - L3 English, L3 Mathematics
Jalen Kaiwai-Blake - L3 Chemistry, L3 English, L3 Mathematics, L3 Music, L3 Physics
Jean Paul - L3 Te Reo Rangatira
Kaleece Potts-Broughton - L3 Food Technology
Legacy Harrison - L3 Art, L3 English, L3 Mathematics, L3 Te Reo Māori, L3 Physics
Leiana Marshall-Barton - L3 Biology
Meelah Lawton-Rei - L3 Biology, L3 Food Technology, L3 Mathematics, L3 Sports Science
Mikaela Bell - L3 Mathematics
Mia Maraku - L3 Mathematics

MANUKURA SENIOR ETHOS AWARD: This significant award is given to a student, or students who consistently display the ethics & principles which symbolise MANUKURA values. The recipient reflects the aspirations of Aorangi - to pierce the sky and achieve in multiple areas at a high level. They have in their time at MANUKURA influenced others and the environment in a positive way adding value to the kaupapa through their outcomes and delivery.

The 2022 MANUKURA Senior Ethos Award is presented to: Jalen Blake-Kaiwai & Hunter Hewson

2023 University Scholarship Recipients



The PALMERSTON NORTH RSA TRUST AWARD is in recognition of an individual who demonstrates humility and compassion towards others. *The 2023 Recipient : Meelah Lawton-Rei (\$500)*

UCOL Accomplishment Award - this award celebrates the achievement of a secondary student that is deserving of recognition. *The recipient of this award for 2023 is Madison Thomas (Gift bag).*

Massey University Academy of Sport Scholarship - the Sports Scholarship programme is designed to offer support services to the student- athlete that will facilitate their development and enhance their academic & sporting performance. *The recipient's of this scholarship for 2023 are Chantelle Smith and Leiana Marshall-Barton.*

University of Waikato Te Ara Whanui Scholarship - this scholarship recognises the importance the University of Waikato assigns to fostering, developing, and protecting excellence of Māori, and kapahaka, kaupapa Māori, tikanga, reo and/or mātauranga Māori. *The recipient of this scholarship for 2023 is Raumati Rakuraku and Lil Brown (\$15,000 over 3 years).*

University of Waikato Te Paewai o te Rangi Scholarship - this scholarship recognises Outstanding Academic Achievement and was established to contribute to the University's Vision of achieving excellence, distinctiveness and international connectedness. *The recipients of this scholarship for 2023 are Awatea Cherrington, Hua Whakatiki & Jean-Paul Campbell (\$28,000 over 3 years).*

University of Otago Māori Entrance Scholarship - this scholarship is a celebration of academic excellence and cultural diversity and are awarded to students who have contributed positively to their communities. These scholarships encourage the progression of Māori into tertiary study. *The recipients of this scholarship for 2023 are: Hunter Hewson, Isabella Meta, Jalen Blake-Kaiwai, Legacy Harrison (\$13,000 over 2 years).*

University of Otago Tū Kahika Scholarship is an award that supports young Māori students interested in a career in health, into and through the University of Otago's Foundation Year Health Sciences course and beyond. Tū Kahika prepares students for further study in Health Sciences (particularly Health Sciences First Year) by providing wrap-around academic, cultural, pastoral and financial support over the year. *The recipient's of this scholarship for 2023 are: Hunter Hewson, & Legacy Harrison (\$16,000 for residential support).*



University of Otago Dux Scholarship - Dux Scholarships will be awarded to any student who is named Dux (the top scholar) of their school (77 Excellence credits) The recipient of this scholarship for 2023 is Legacy Harrison.

1.2. To increase the opportunities for athletes to compete at the highest level regionally and nationally under Covid conditions.	<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.• Develop exposure and opportunities for the extension of athletes under Covid conditions..• Ensure access to up to date technology ensuring students and coaches remain innovative & creative demonstrating improvement through analysis & reflection.• Create a focussed sporting performance programme to advance an athlete's ability to prepare and perform at their highest level.	<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 remain innovative & creative through analysis & reflection.	Wall of Honour \$1500 Sports - Waka Ama \$6,610, B/Ball \$19,319, Netball \$24,072 Touch \$13,100, Girls Rugby \$22,219, Kapahaka \$26,310 Rugby \$4,150 Softball \$3,020
Outcomes achieved and variance			
Staff	<p>Sporting excellence</p> <p>SUPREME ATHLETE AWARD: This special award reflects the aspiration of excellence in the sporting performance realm. The award recognises outstanding sporting achievement in 2022. The 2022 Supreme Athlete Award recipient is: Leiana Marshall-Barton</p> <p>Kristina Sue - Commentator Womens Rugby World Cup, NZU18 Womens 7s Coach</p>		



Students

A big congratulations to Madison Thomas who has been selected as an Apprentice Training Partner for the Te Wānanga o Raukawa Pulse for the 2023 season.

Another big congratulations to the following current and ex students who have also been selected in the Central Manawa National Netball League Wider Squad for 2023 made up of 34 athletes. Trials will take place on Jan 14 where a squad of 16 players will be named. Current Students: Chantelle Smith, Madison Thomas & Monique Poa.

Ex students: Atareta McCausland-Durie, Emma-May Murray-Fifita, Tahlia Runga & Tyra-Jade Alexander.

20 MANUKURA students were selected across the Manawatū U16Boys, U16Mixed, U18Mixed, U18Girls in November.

MANUKURA Teams gaining Regional & National Honours

Tangiata: Lower North Island Big Sing Cadenza Competition (12 teams - achieved the Korimako Grade Award - 2nd)

Kapa Haka: 1st Place Regional Winners. National Pool B Placings - 1st Equal Te Reo, 3rd Equal Waitata Tira, 3rd Equal Whakaeke, 2nd Equal Haka, 2nd Equal Poi, 2nd Equal Kaitātaki Wahine, 2nd Place Overall - which gave them entry to the Top 9 Finals.

Overall National Results, 4th Equal Te Reo, 4th Equal Whakaeke, 5th Equal Haka, Overall Placing 6th Place on Finals Day.

Boys Basketball- 1st North Island A Championship & 3rd NZSSA Boys Nationals

Girls Basketball- 1st North Island A Championship & 4th NZSSA Girls Nationals

Netball - LNISS Winners; NZSS9th place;

Rugby Girls - Hurricanes region 1st place, NZ Barbarians 1st XV (Top 4) National Champions (joint winners with Christchurch Girls' High School).

Year 13 Regional Representative Achievements

Awatea Cherrington - New Zealand Māori Rugby U18 Hurricanes Regional Camp.

Chantelle Smith - Manawatū U18 Green Netball Team, Manawatū Open Women White.

Huia Whakatihī-Heremaia - Manawatū U18 Girls Rugby Team.

Kaleece Potts-Broughton - Ikaroa ki te Raki U19 Team, Manawatū U18 Green Netball Team.



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Legacy Harrison - Manawatū U19 Girls Basketball Team, Manawatū U23 Girls Basketball Team, NZSSA Nationals Girls Basketball Tournament Team.

Leiana Marshall-Barton - Manawatū Cyclones Team, Manawatū U18 Girls Touch Team, Metro Premier Touch League, Lil Brown - Ikaroa ki te Raki U17 Team, Manawatū U17 Girls Basketball Team, Manawatū U18 Girls Touch, Metro Premier Touch League, Manawatū Open Women Green.

Madison Thomas - Ikaroa ki te Raki U19 Team, Manawatū U18 Green Netball Team, Meelah Lawt on-Rei - Ikaroa ki te Raki U19 Team, Manawatū U18 Green Netball Team, Manawatū 18 Girls Touch Team.

Mikaela Bell - Manawatū U19 Girls Basketball Team, Manawatū U23 Girls Basketball Team.

Mia Maraku - Manawatū Cyclones Women's Rugby Squad, Nga Hau E Wha o Wainuiomata Rugby League U18 Team.

Monique Poa - Central Stingrays Womens Premier Touch Team, Ikaroa ki te Raki U19 Team, Manawatū Opens, Mixed Touch Team, Manawatū U18 Girls Touch Team (Captain), Manawatū U18 Green Netball Team, Metro, Premier Touch League.

Priseis Minnell - Manawatū U19 Girls Basketball Team, Manawatū U23 Girls Basketball Team

MANUKURA Team Sport and Cultural Awards - These awards recognise the most valuable players in our 2022 MANUKURA sporting and cultural codes. From the students nominated, an overall MVP is named for each code.

Student / Attainment

Junior English

Aria Komene - 3rd Place Regionals

Junior Te Reo Māori Kohae Cherrington - 1st Place Regionals Niki-Maire Pewhairangi - 2nd Place Regionals

Senior English Jalen Blake-Kaiwai - 2nd Place Regionals

Senior Te Reo Māori

Awatea Cherrington - 2nd Place Regionals

Pounamu Wharehinga - 1st Place Regionals

Pounamu Wharehinga - 4th Place Nationals

Bball Junior Girls MVP Taylah Seng

BBall Senior Girls MVP Legacy Harrison



Bball Junior Boys MVP Irimana Harrison and Tukarepaa Nikora-Nimarota

Bball Senior Boys MVP Jalen Blake-Kaiwai

Individual Sports Te Atawhai Kaa

Kapa Haka Junior Aria Komene

Kapa Haka Senior Jalen Blake-Kaiwai

Net ball Junior Hineteohorere Tapuke

Net ball Senior Monique Poa and Madison Thomas

Rugby Union Youth Boys Hemi Blackburn-Kingi

Rugby Union Senior Boys Tahunuiarangi Ayers

Rugby Union 7s Girls Maia Davis and Leiana Marshall-Barton

Ruby Girls 1t XV Pouamu Wharehinga and Mia Maraku

Soft ball Aria Webster-Pahina

Touch Rugby Junior Girls Prayer Playle

Touch Rugby Senior Girls Leiana Marshall-Barton

Touch Rugby Junior Boys Iani Simeon-Governor

Touch Rugby Senior Boys Elijah Tangititu

Waka Arma Hunter Hewson

MANUKURA Conditioning Awards Work Ethic & Consistent Application in Conditioning

Arapeta Rolls-Paeawai, Carli McPherson, Dallas Rongo Kea, Elijah Minell, Hineteohorere Tapuke, Hunter Hewson, Jalen Blake-Kaiwai, Kaithyn McIntosh, Kahurangi Skudder, Kingi Rakuraku, Legacy Harrison, Leiana Marshall-Barton, Mackenzie Cole, Maia Davis, Malina Leatherby-Millar, Mia Maraku, Monique Poa, Ngamotu Rongomai, Tahunuiarangi Ayers, Taihua Mathieson-Julian

Link to other updated news on the website: <https://www.manukura.school.nz/newpage>

1.3. To ensure opportunities are	<ul style="list-style-type: none">• Celebration of excellence at Matariki.• Year 9 Te Reo Māori is compulsory as a subject.	Manu Kōrero Regionals - \$400
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given to allow all students to access Te Ao Māori.	<ul style="list-style-type: none"> 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 Pihkhuia Awards. Facilitate wānanga on various aspects of Te Ao Māori either online due to Covid or face to face. 	<ul style="list-style-type: none"> Offer both Te Reo Māori and Te Reo Rangatira as NCEA subjects. Establish a baseline menu of outcomes for each individual in Te Ao Māori. 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 to enable the group to be in the top 9 at the Nationals. Successful implementation of Te Ao Haka curriculum 	Wānanga (Kapa Haka, Ngā Manu Kōrero - \$8,000 Manu Kōrero Nationals \$3,000
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Outcomes achieved and variance

MANU KŌRERO ACKNOWLEDGEMENT -

MANU KOREO REGIONALS

Congratulations to all of our students who again performed with distinction at the regional Manu Korero competitions.

Kohae Cherrington placed 1st in the Junior Māori section.

Niki Pewhairangi placed 2nd in the Junior Māori section.

Pounamu Wharehinga placed 1st in the Senior Māori section.

Aria Komene placed 3rd in the Junior English section.

Jalen Blake Kaiwai placed 2nd in the Senior English section

Pounamu and Kohae represented MANUKURA and Manawatū / Horowhenua at the National Secondary School Manu Korero competition. This was a virtual competition, whereby students' schools will submit their pre-recorded speeches to the judging panel.

REGIONAL MĀORI WOMEN'S WELFARE SPEECH COMPETITION

We had entries but it got cancelled due to Covid.



REGIONAL RACE RELATIONS SPEECH COMPETITION

Te Atawhai entered the NZ Race Unity Speech Regional competition and was placed 2nd.

- New waiata & haka developed and learnt in 2022.
- 6th at the NZSS kapa haka competition
- 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.
- 3 teachers did the Te Aho o te reo course

1.4. To ensure all practices reflect the expectation of excellence in delivery.	<ul style="list-style-type: none">• Ensure all MANUKURA uniforms reflect excellence in their appearance for all occasions we attend.• Professional development for teachers in utilising present excellence examples but creating our own levels of excellence reflecting the Te Tamaiti Hei MANUKURA matrix.	<ul style="list-style-type: none">• At all occasions all MANUKURA students will wear their uniform correctly and with pride.• Increased levels of Excellence grades in internal and externals in all NCEA levels.• Te Tamaiti Hei MANUKURA matrix drives our delivery practice.	Uniform - \$1,000
<h2>Outcomes achieved and variance</h2>			

We 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 externals in all NCEA levels above. (2.1).

Professional Development for 2022

Internal PD workshops continue to explore pedagogical approaches to engage students. One is based on SOLO's and has been spearheaded by a group of staff [Te Waiora].



NF / IP - NCEA RAS Te Reo Māori Development 26 March, 20-21 May, 18 June, 24 June, 26-27 Aug
YMD - NZ Netball 7, 13 April, Police College Seminar 6 Aug, NZ Netball 20-24 September,
TR - Te Reo Māori Writers PD - 7 May,
TA - Untitled Art Conference 14 May, NZQA Moderators PD - 21 May,
KS Commentator for the World Women's Rugby cup
NAH - Te Ahu o te Reo Māori PD - 30 Oct, 26 Nov
ND - Study leave
DT SEG for Physical Education Māori advisor for Indigenous Science

1.5. To cultivate Te Tamaiti Hei MANUKURA	<ul style="list-style-type: none">Provide staff and student workshops to promote the philosophies of MANUKURA underpinned by the Te Tamaiti Hei MANUKURA matrix.Create opportunities for positive tuakana/teina/tuahine/tungane engagement.	<ul style="list-style-type: none">Staff and students will better understand the philosophies of MANUKURA underpinned by the Te Tamaiti Hei MANUKURA matrix.Positive relationships between tuakana/teina/tuahine/tungane will continue to develop.	School Camps Junior - \$10,000 (Tokomaru Bay) Field Trips / Excursions - \$2,500 Students Events - \$400 Leadership Camp - \$5,000
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Outcomes achieved and variance

We continued to explore pedagogical approaches to engage students. One is based on SOLO's and has been spearheaded by a group of staff Te Waiora. The IPP process continues to evolve with a focus on career pathways as we felt it was still not designed specifically enough for our students so have reviewed it again for this year in February 2023 and will trial the new template to include Te Tamaiti Hei Manukura. We have decided not to go with PIP groups this year and the Internet Site reporting to parents as we felt they are not quite ready for this change.

All students had exit plans as aligned to our Strategic plan. (Education, Health Science, Technology, Sustainability, Te Reo and Ao whānui). 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. Once again our students gained scholarships to attend university this year at Otago, Waikato, Massey, Victoria and Te Whare Wānanga o Raukawa. We had a successful partnership with Mid Central Health for one student to do Midwifery. This is an example of external providers in partnership with Māori. House competitions were again successful, great opportunities for tuakana/teina strengthening. The junior boys went to Tokomaru Bay and the girls went to Akitio. These camps are always a success.





Annual Goals for Strategic Goal #2 Enhance learning and achievement

Long term Goals	Specific Actions for 2022	Expected progress and/or outcomes	Budget/ Resources	Outcomes achieved and variance																					
2.1. To achieve National Certificates of Educational Achievement (NCEA) at Excellence level at all levels.	<ul style="list-style-type: none">For 80% of students at Level 1 to achieve Endorsements with either Excellence or Merit.For 75% of students at Level 2 to achieve Endorsements Excellence or Merit.For 60% of students at Level 3 to achieve Endorsements with Excellence or Merit.Delivery of SOLOs reflect teaching and learning to elevate student outcomes.	<ul style="list-style-type: none">A sound student management system which is regularly reviewed and reported against to ensure accuracy of student progress is evident.NCEA achievement credits are logged in the student management system within set timeframes.95-100% students will attain NCEA at all levels.Our planning will evidence SOLO practice.Students will use see, know, apply approach.	\$41,847 / \$500-\$22,000 per Curriculum Subject	91.7% gained University Entrance. NCEA 2022 Achievement Summary compared with 2021.																					
			<table border="1"><thead><tr><th>NCEA Overall Achievement</th><th>2021</th><th>2022</th></tr></thead><tbody><tr><td>Level 1</td><td>94.9%</td><td>97.1%</td></tr><tr><td>Level 2</td><td>89.2%</td><td>97.2%</td></tr><tr><td>Level 3</td><td>100%</td><td>95.8%</td></tr><tr><td>University Entrance</td><td>97.5%</td><td>91.7%</td></tr></tbody></table>	NCEA Overall Achievement	2021	2022	Level 1	94.9%	97.1%	Level 2	89.2%	97.2%	Level 3	100%	95.8%	University Entrance	97.5%	91.7%	<table border="1"><thead><tr><th>NCEA Endorsement with Excellence</th><th>2021</th><th>2022</th></tr></thead><tbody><tr><td></td><td></td><td></td></tr></tbody></table>	NCEA Endorsement with Excellence	2021	2022			
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NCEA Endorsement with Excellence	2021	2022																							



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2.3. Improve outcomes for all students.	<ul style="list-style-type: none"> Students know how they are tracking – ILT Leads and teachers regularly have students up-to-date their IPPs. Teachers closely monitor work completion of internals.. Deadlines are set and kept by ILT Leads / teachers and students. To support students in using the MANUKURA Matrix to ensure student engagement and outcomes are aligned. Boys taking leadership roles within MANUKURA. Enhancing career opportunities in areas of high demand. Boys engagement and higher achievement. 	<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, taking on feedback from ILT Leads. Boys will lead at MANUKURA events. Boys will represent MANUKURA at cultural and leadership opportunities. Boys will be encouraged to attend university open days. 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. Relevance - students are encouraged to develop their passion area through sport, culture and academics and a plan is devised through IPP. 	<ul style="list-style-type: none"> \$1,000 Innovative Learning (made up of human resource, IT travel, conferences and resources. 	<p>We use a tracking system between subject teachers and the ILT space which has created greater accountability between Year Leads, staff and students. With the introduction of SOLOs to help the students evaluate their work we believe this will develop their editing skills and the ability for them to know what their grade is before they hand in their work as there are no resubmissions now in NCEA. This is a school wide initiative. Teachers monitor work through using the KAMAR summary sheets.</p> <p>Food technology has now been established for a couple of years with a number of students taking this subject. We continue to teach Hospitality. Once again Year 9 and 10 students have found success in the Level 1 internal and external assessments. Unfortunately whilst we had a great year last year, our Food technology teacher has now moved on.</p> <p>Year 10 Art students no longer submit boards for Level 1 as we are now doing a two year programme to ensure depth in thought analysis using SOLO Taxonomy.</p> <p>Due to Covid-19 both the Regionals and Ngā Waāhine Māori Toko i te Ora were cancelled. The Race Relations Regionals went ahead and our student - Te Atawhai Kaa placed 2nd which meant we did not get to go to the Nationals.</p>

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		We had the highest number of participants last year for the Ngā Manu Kōrero regionals and we gained two places to the nationals. (Junior Maori and Senior Maori). Our senior Māori student came 4th.
2.4. To continue to develop sustainable career education and guidance.	<ul style="list-style-type: none"> To ensure the IPP Process identifies and supports all students in their vocational aspirations reflecting the Te Tamaiti Hei MANUKURA matrix. To ensure all Year 13 have relevant exit plans. Students will be given the opportunity to explore relevant pathways. 	<p>Students are gaining clarity on their vocational aspirations.</p> <ul style="list-style-type: none"> Year 13 students will have relevant exit plans aligned to their passion. Students will be aligned to our Te Tamaiti Hei MANUKURA Matrix. <p>Tertiary providers etc</p>
2.5. To provide real experiences in order to develop the key competencies in our students.	<p>Key competencies support young people in becoming confident, connected, actively involved, lifelong learners as described in the <i>New Zealand Curriculum</i> vision.</p> <p>Key competencies should be embedded in learning in each of the learning areas.</p> <p>Key competencies are supported by effective pedagogy.</p> <p><u>Thinking</u></p> <ul style="list-style-type: none"> Creative, critical and metacognitive processes will engage students through real experiences to engage and expand 	<p>Ensure the context matches the students' passion areas.</p> <ul style="list-style-type: none"> Engage 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. <p>(Already part of 1.3)</p> <p>Junior Camp 10,000</p> <p>Further Opportunities for Students (\$1,000)</p> <p>Morning briefing times and House Sports / Fun events are used to foster the whanaungatanga amongst staff and students, tuakana/teina connections on Friday afternoons.</p> <p>Junior camp went well for the girls in Akitio and the boys in Tokomaru Bay.</p> <p>There were a number of field excursions last year such as river studies, farm</p>



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their worldview.	<ul style="list-style-type: none">be used to make sense of new information and experiences.Students will be exposed to new knowledge allowing them to construct new knowledge.Students will be developed in their intellectual curiosity.Students will need to problem solve.Students will challenge the basis of their assumptions and perceptions about other cultures within our world.Intellectual curiosity is at the heart of this competency.Students who are competent thinkers and problem-solvers actively seek, use, and create knowledge. They reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge the basis of assumptions and perceptions.Critical thinking and developing a sense of our place in the world - global citizenship.	<ul style="list-style-type: none">Students will be given authentic experiences to build their participating and contributing competencies.Students using the key competencies will use our innovative Te Tamaiti Hei MANURURA approach as part of their learning.	<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 and with Covid present also enabled the students to collaborate and communicate in new modes. The students adjusted to online learning well.</i></p>	<p><i>Due to Covid however, there were no cultural or sport exchanges overseas.</i></p> <p>We continue to use our technology, drones and cameras as we now have a lockable room to store and secure these items.</p>	<p>Junior camps continue to be a success.</p> <p>RAMs and the experiences gained by both the students and staff were memorable.</p> <p>Good to see the safety around water was the focus at all times.</p>
		<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			



	<p>for others - students, staff, parents.</p> <ul style="list-style-type: none">• 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 communicate 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 <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



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	<p>positivity and confidence in them to make good decisions.</p> <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 the innovative MANUKURA approach within their learning.• Work in collaboration with whānau and students to organise a 2023 Sporting and Cultural experience overseas.	<ul style="list-style-type: none">• All staff appointments made by November 20th, for next year.• Employ staff who have the capacity to advance and extend the programme in all areas.	<ul style="list-style-type: none">• One staff member will return in June.• We have two staff on supplementary staffing.	<p>Various PD opportunities were undertaken last year. 2 staff are national NCEA moderators. 2 staff are National NCEA writers. Many coaching staff attend workshops in their codes. Literacy is a focus area so we have appointed a .4 staff member to help with the literacy.</p>
2.6. Ensuring we have quality staff suitable for the MANUKURA model of delivery.		<ul style="list-style-type: none">• Maintain a Professional		28 Prepared by NF & IP 30 March, 2023.



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2.7. To provide a robust growth system for staff to continue to develop and evolve their delivery.	development programme and opportunities for conversation circles.	<ul style="list-style-type: none">• Create opportunities for Maintain the digital Professional Growth Circle system.	Principal's appraisal \$500
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Annual Goals for Strategic Goal #3 Enhance kaupapa organisation

Long term Goals	Specific Actions for 2020	Expected progress and/or outcomes	Budget/ Resources	Outcomes achieved and variance
3.1. To develop a 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 digital technology. • Maintain the MANUKURA Student Site as a means of communication and the MANUKURA Nation site. 	<ul style="list-style-type: none"> • Increased capacity amongst staff allowing the implementation of more digital tools in teaching & learning. 	Digital Technologies \$2000	Teachers are confident in using their technology for their planning and delivery. We 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. 	No costs	We have reviewed and digitally updated policies and procedures and review processes to ensure these are regularly reviewed and managed through the board and leadership team.
3.3. Acknowledge mana whenua and engage with iwi.	<ul style="list-style-type: none"> • Establish and engage appropriately with iwi outside our rohe. • Strengthen relationships with iwi that have supported our kaupapa. 		Promotion \$8,000 Hospitality \$200	<p>We have established and engaged appropriately with iwi outside our rohe.</p> <p>We have travelled to various places and local hapū around the Manawatū.</p>
				We maintained a professional



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<p>3.4. Provision of ongoing appropriate professional development.</p> <ul style="list-style-type: none">Maintain a professional development report for Board reference.	<ul style="list-style-type: none">A professional development report will be included in the BoT report.	30 Staff @ \$500 = \$15,000	development report for Board reference. All staff are expected to be involved in school wide professional development and further develop individually in an area of passion.
<p>3.5. All school documentation for consent to assess is regularly reviewed.</p> <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.	We have critiqued the assessment procedures as outlined in the Quality Management System and the MNA report. NZQA are happy with our processes. Our School Relationship manager has changed again.	We have critiqued the assessment procedures as outlined in the Quality Management System and the MNA report. NZQA are happy with our processes. Our School Relationship manager has changed again.
<p>3.6. Ensure that our financial systems allow for realistic and detailed budgets, effective monitoring, control, reporting and auditing.</p> <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 financial reports to all budget holders and reporting to BOT at every BOT 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 in particular student centred goals.Provide financial reports to all budget holders and reporting to BOT at every BOT meeting.	Accountancy consultancy Xero - \$9,000 Auditor - \$4,750 Cotton Kelly	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 worked closely with the MOE to see if they could lend us the money for the second gym and they have agreed. We provided financial reports to the BoT every BoT



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				meeting. The auditor says we have strong financial controls in place.
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 UCOL.• Re-engage an MOU with PTO.• Re-engage an MOU with Manawatū Rugby.• Maintain gym membership options for elite athletes.• MOU with Gateway to be established.• Revise and update the Massey partnership.	84,988 conditioning wages 35,191 Gym membership	ID is constantly updating and monitoring the Public Website and MANUKURA Whānau Facebook page. We continued to update our website in 2022 and appointed TR-F to create social media material. Student enrolment 2023 was confirmed and whānau informed by early October.
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.• Presenting at public forums.• Intermediate School engagement to promote our brand.• Using our MANUKURA media platforms to promote the MANUKURA model.	<ul style="list-style-type: none">• Attend Regional and National Ngā Manu Kōrero this year and to win the Pei Te Hurinui & Korimako section.• Presenting at public forums.• Partnership with Aorangi marae.• Regularly updating our website promoting our MANUKURA model.	Matariki \$2,700 MK Regionals \$300 MK Nats \$3000	We ensured that the MOU with external providers are mutually beneficial. We did not engage with the agricultural provider (Primary PTO last year). We are now part of the GATEWAY programme. One student in midwifery. MOU with Massey is ongoing and is still changing periodically.

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		<ul style="list-style-type: none"> • We will have a cyclical maintenance and replacement to all areas of property. • We will be regularly updating the established capital inventory. 	Through the lease with Wallace Development.	Matariki was successful and, Wāhine Māori Toko i te Ora was cancelled because of Covid.
3.10. 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. • Capital inventory will be maintained. 	<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	We have established a Capital Inventory.
3.11. To monitor the new build.	<ul style="list-style-type: none"> • To work with the architect to ensure our aspirations for the build are met. • Finalise new build design with Massey university and MOE. • 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 as part of our project management plan to build a second gym. 			
3.12. Effective use of available physical resources in order to enhance student learning.	<ul style="list-style-type: none"> • To establish an MOU with any new facilities we use. • Planning through MOE with Wallace Development to ensure existing buildings are available through until new build completion. 	<ul style="list-style-type: none"> • An MOU is in place for any new programmes that need further facilities. 	\$25,000	<p>Designs have gone through.</p> <p>We have regular meetings with the builders to see the building progress.</p> <p>We have not had any luck with grants through the community.</p>



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3.13. To manage and implement effective fiscal and purchasing controls.	<ul style="list-style-type: none">To continue 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 and apply for grants available from outside agencies and how we can best use these to support the wider goals of our programme.	Accountancy - \$9,000 Auditor - \$4,750	MOUs are in place. We have a good working relationship with Wallace Development.
3.14. To begin the build.	<ul style="list-style-type: none">To liaise with the Building contractor to ensure the build is on time and per our plan.	<ul style="list-style-type: none">The build will be on time (18 months so we want to open at the end of 2023).		Budgets are done according to the timelines. We use Open book accountancy and no concerns through our Auditor report.
3.15. Ensure there are sufficient fields and courts to maintain our sports delivery during the intended redevelopment of the Hokowhitu site.	<ul style="list-style-type: none">To investigate the possibility of extra fields and courts.	<ul style="list-style-type: none">Sufficient fields and courts will be available for MANUKURA use.		