

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF MANUKURA'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2020**

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 16, that comprise the statement of financial position as at 31 December 2020, 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 2020; 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 23 May 2021. 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 Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board 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 Kiwisport Statement, the list of Trustees and the Statement of Responsibility, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1: *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



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

MANUKURA SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

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

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
Meihana Durie	Chair Person	Elected	2023
Nathan Durie	Principal	ex Officio	
Dennis Emery	Iwi Rep	Elected	2023
Yvette Durie	Parent Rep	Elected	2023
Hoani Ponga	Parent Rep	Elected	2020
Irene Pewhairangi	Staff Rep	Elected	2023
Beau Wheeler	Student Rep	Elected	Dec-20
Maia Karena-Barrett	Student Rep	Elected	Dec-20

Accountant / Service Provider: Openbook Solutions Limited

MANUKURA SCHOOL

Annual Report - For the year ended 31 December 2020

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Other Information

Analysis of Variance

Kiwisport

Manukura School

Statement of Responsibility

For the year ended 31 December 2020

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

MEIHANA DURIE
Full Name of Board Chairperson

M K Durie
Signature of Board Chairperson

20.5.21
Date:

Nathan Durie
Full Name of Principal

N. Durie
Signature of Principal

20/5/21
Date:

Manukura School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue				
Government Grants	2	3,785,482	3,003,788	3,379,832
Locally Raised Funds	3	467,373	514,574	517,472
Interest income		21,961	14,796	27,127
		4,274,816	3,533,158	3,924,430
Expenses				
Locally Raised Funds	3	384,605	586,568	463,846
Learning Resources	4	2,263,058	1,802,880	2,038,697
Administration	5	166,030	177,792	178,338
Finance		3,299	2,004	2,440
Property	6	807,140	624,196	852,876
Depreciation	7	92,520	104,624	105,475
Loss on Disposal of Property, Plant and Equipment		2,886	5,000	1,161
Loss on Uncollectable Accounts Receivable		7,482	12,000	0
Transport		227,223	147,000	149,301
		3,954,243	3,462,064	3,792,136
Net Surplus / (Deficit) for the year		320,573	71,094	132,295
Other Comprehensive Revenue and Expense		0	0	0
Total Comprehensive Revenue and Expense for the Year		320,573	71,094	132,295

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 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		1,529,659	1,529,659	1,397,364
Total comprehensive revenue and expense for the year		320,573	71,094	132,295
Equity at 31 December	21	1,850,232	1,600,753	1,529,659
Retained Earnings		1,850,232	1,600,753	1,529,659
Equity at 31 December		1,850,232	1,600,753	1,529,659

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 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Assets				
Cash and Cash Equivalents	8	428,416	511,545	314,202
Accounts Receivable	9	213,319	180,000	182,661
GST Receivable		28,430	20,000	16,157
Prepayments		55,348	2,000	1,559
Investments	10	1,107,610	950,000	935,808
		1,833,123	1,663,545	1,450,388
Current Liabilities				
Accounts Payable	12	221,163	180,000	179,419
Revenue Received in Advance	13	55,990	65,000	64,096
Finance Lease Liability - Current Portion	14	18,098	26,376	18,016
Funds held for Capital Works Projects	15	10,708	0	11,287
		305,959	271,376	272,818
Working Capital Surplus/(Deficit)		1,527,164	1,392,169	1,177,570
Non-current Assets				
Property, Plant and Equipment	11	342,505	261,758	366,382
		342,505	261,758	366,382
Non-current Liabilities				
Finance Lease Liability	14	19,437	53,174	14,292
		19,437	53,174	14,292
Net Assets		1,850,232	1,600,753	1,529,659
Equity	21	1,850,232	1,600,753	1,529,659

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 2020

	Note	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash flows from Operating Activities				
Government Grants		1,014,267	1,005,068	893,665
Locally Raised Funds		442,695	514,575	530,252
Goods and Services Tax (net)		(12,273)	(3,843)	19,310
Funds Administered on Behalf of Third Parties		723	0	0
Payments to Employees		(351,499)	(367,296)	(307,590)
Payments to Suppliers		(793,290)	(901,920)	(896,218)
Interest Paid		(3,299)	(2,000)	(2,440)
Interest Received		23,101	14,800	26,506
Net cash from Operating Activities		320,426	259,384	263,485
Cash flows from Investing Activities				
Purchase of Property, Plant & Equipment (and Intangibles)		(21,124)	0	(45,131)
Purchase of Investments		(171,802)	(14,192)	(620,348)
Net cash from Investing Activities		(192,925)	(14,192)	(665,479)
Cash flows from Financing Activities				
Finance Lease Payments		(12,708)	(36,562)	(27,405)
Funds Held for Capital Works Projects		(579)	(11,287)	70,014
Net cash from Financing Activities		(13,287)	(47,849)	42,609
Net increase/(decrease) in cash and cash equivalents		114,214	197,343	(359,385)
Cash and cash equivalents at the beginning of the year	8	314,202	314,202	673,587
Cash and cash equivalents at the end of the year	8	428,416	511,545	314,202

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 2020

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 of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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



Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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



h) 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.

i) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Finance Leases

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

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value 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	12.50%

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

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

Non cash generating assets

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

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

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

k) Accounts Payable

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



I) Employee Entitlements

Short-term employee entitlements

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

m) Revenue Received in Advance

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

n) Funds Held in Trust

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

o) Financial Instruments

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

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

p) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

q) Budget Figures

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

r) Services received in-kind

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



2. Government Grants

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Operational Grants	788,820	849,600	726,889
Teachers' Salaries Grants	2,104,274	1,500,000	1,780,067
Use of Land and Buildings Grants	659,640	494,220	645,645
Other MoE Grants	24,811	15,000	76,910
Transport grants	200,396	122,000	123,655
Other Government Grants	7,541	22,968	26,666
	3,785,482	3,003,788	3,379,832

Other MOE Grants total includes additional COVID-19 funding totalling \$3,111 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Revenue			
Donations	3,067	999	930
Nutrition & Conditioning	324,605	384,005	369,501
Activities	101,196	102,756	130,610
Trading	0	100	0
Transport Revenue	36,207	25,044	13,997
Other Revenue	2,298	1,670	2,434
	467,373	514,574	517,472
Expenses			
Activities	72,884	181,308	89,807
Nutrition & Conditioning	311,721	405,260	374,039
	384,605	586,568	463,846
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	82,768	(71,994)	53,625

4. Learning Resources

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Curricular			
Equipment Repairs	52,530	133,708	126,924
Information and Communication Technology	1,789	3,996	414
Library Resources	12,108	20,004	1,762
Employee Benefits - Salaries	388	1,704	0
Staff Development	2,188,198	1,617,468	1,889,084
	8,045	26,000	20,513
	2,263,058	1,802,880	2,038,697



5. Administration

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Audit Fee	4,752	4,596	4,614
Board of Trustees Fees	2,155	2,880	2,655
Board of Trustees Expenses	610	1,968	2,140
Communication	13,281	16,320	13,164
Consumables	15,064	5,100	5,279
Other	25,212	30,264	25,773
Employee Benefits - Salaries	88,468	100,464	108,307
Insurance	7,728	7,500	7,634
Service Providers, Contractors and Consultancy	8,760	8,700	8,773
	166,030	177,792	178,338

6. Property

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	51,894	46,980	41,599
Heat, Light and Water	53,183	45,000	49,642
Repairs and Maintenance	42,423	37,996	115,990
Use of Land and Buildings	659,640	494,220	645,645
	807,140	624,196	852,876

7. Depreciation

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Furniture and Equipment	27,477	26,570	26,733
Information and Communication Technology	8,332	9,977	9,403
Motor Vehicles	26,174	26,521	26,522
Textbooks	6,747	9,181	8,743
Leased Assets	23,261	31,695	33,478
Library Resources	529	680	597
	92,520	104,624	105,475

8. Cash and Cash Equivalents

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Bank Current Account	76,032	200,000	171,152
Bank Call Account	102,010	311,545	143,051
Short-term Bank Deposits	250,374	0	0
Cash and cash equivalents for Statement of Cash Flows	428,416	511,545	314,202

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

Of the \$428,416 Cash and Cash Equivalents, \$10,708 is held by the School on behalf of the Ministry of Education. These funds are required to be spent on Crown owned school buildings under the School's Five Year Property Plan.



9. Accounts Receivable

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Receivables	56,574	43,000	40,726
Allowance for uncollectable outstanding receivable balances	(7,482)	0	0
Interest Receivable	807	2,000	1,947
Banking Staffing Underuse	0	0	6,873
Teacher Salaries Grant Receivable	163,420	135,000	133,115
	213,319	180,000	182,661
Receivables from Exchange Transactions	49,899	45,000	42,673
Receivables from Non-Exchange Transactions	163,420	135,000	139,988
	213,319	180,000	182,661

The schools current receivable from students is \$56,574, this was reviewed and 13% of this amount (\$7,482) was considered to be uncollectable (2019:Nil).

10. Investments

The School's investment activities are classified as follows:

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	1,107,610	950,000	935,808
Total Investments	1,107,610	950,000	935,808

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Furniture and Equipment	191,298	21,396	(2,886)	0	(27,477)	182,331
Information and Communication	23,933	17,390	0	0	(8,332)	32,991
Motor Vehicles	100,333	0	0	0	(26,174)	74,160
Uniforms	14,763	4,520	0	0	(6,747)	12,536
Leased Assets	31,910	27,779	0	0	(23,261)	36,429
Library Resources	4,143	443	0	0	(529)	4,058
Balance at 31 December 2020	366,382	71,528	(2,886)	0	(92,520)	342,505

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Furniture and Equipment	276,443	(94,112)	182,331
Information and Communication Technology	70,436	(37,445)	32,991
Motor Vehicles	130,870	(56,710)	74,160
Uniforms	83,805	(71,269)	12,536
Leased Assets	68,119	(31,690)	36,429
Library Resources	6,243	(2,185)	4,058
Balance at 31 December 2020	635,916	(293,411)	342,505



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

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

12. Accounts Payable

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
Operating Creditors	\$ 21,907	\$ 21,000	\$ 20,236
Accruals	10,984	9,000	8,756
Capital Accruals for PPE items	14,110	0	0
Banking Staffing Overuse	6,648	0	0
Employee Entitlements - Salaries	163,420	135,000	133,115
Employee Entitlements - Leave Accrual	4,094	15,000	17,312
	221,163	180,000	179,419
Payables for Exchange Transactions	221,163	180,000	179,419
	221,163	180,000	179,419

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
Grants in Advance - Ministry of Education	\$ 723	\$ 0	\$ 0
Other	55,267	65,000	64,096
	55,990	65,000	64,096



14. Finance Lease Liability

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

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
No Later than One Year	\$ 20,586	\$ 27,000	\$ 20,195
Later than One Year and no Later than Five Years	20,626	60,000	15,536
Later than Five Years	0	0	0
	41,212	87,000	35,731

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:

	2020	Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
Portable Shower Project	<i>completed</i>	\$ 14,239	\$ (19,665)	\$ 5,426	\$ 0	\$ 0
Portable Shower Project Stage 2	<i>in progress</i>	(2,952)	185,106	(171,446)	0	10,708
Infinity Replacement	<i>completed</i>	0	36,155	(36,155)	0	0
Totals		11,288	201,596	(202,175)	0	10,708

Represented by:

Funds Held on Behalf of the Ministry of Education	10,708
Funds Due from the Ministry of Education	0
10,708	

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



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 trustees of the Board, Principal, Deputy Principals and Heads of Departments.

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	2,155	2,655
Full-time equivalent members	0.07	0.09
<i>Leadership Team</i>		
Remuneration	581,053	465,643
Full-time equivalent members	4.40	4.00
Total key management personnel remuneration	<u>583,208</u>	<u>468,298</u>
Total full-time equivalent personnel	<u>4.47</u>	<u>4.09</u>

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

Principal

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

	2020 Actual \$000	2019 Actual \$000
<i>Salaries and Other Short-term Employee Benefits:</i>		
Salary and Other Payments	160-170	130-140
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	2020 FTE Number	2019 FTE Number
100 - 110	4	1
110 - 120	1	0
120 - 130	0	1
130 - 140	1	0
	<u>6</u>	<u>2</u>

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 trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2020 Actual	2019 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 2020 (Contingent liabilities and assets at 31 December 2019: nil).

Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. 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 2020, a contingent liability for the school may exist.

20. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into contract agreements for capital works as follows:

(a) Contract for Portable Showers Stage 2 as agent for the Ministry of Education. This project is fully funded by the Ministry and \$185,106 has been received of which \$174,398 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2019: \$206,622)

(b) Operating Commitments

As at 31 December 2020 the Board has not entered into any operating commitments (2019: nil).

21. Managing Capital

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

22. Financial Instruments

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

Financial assets measured at amortised cost

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Cash and Cash Equivalents	428,416	511,545	314,202
Receivables	213,319	180,000	182,661
Investments - Term Deposits	1,107,610	950,000	935,808
Total Financial assets measured at amortised cost	1,749,345	1,641,545	1,432,672

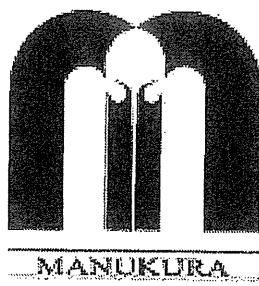
Financial liabilities measured at amortised cost

Payables	221,163	180,000	179,419
Finance Leases	37,535	79,550	32,308
Total Financial Liabilities Measured at Amortised Cost	258,698	259,550	211,727

23. Events After Balance Date

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





**MANUKURA SCHOOL
KIWISPORT**

For 12 months period ending 31 December 2020

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

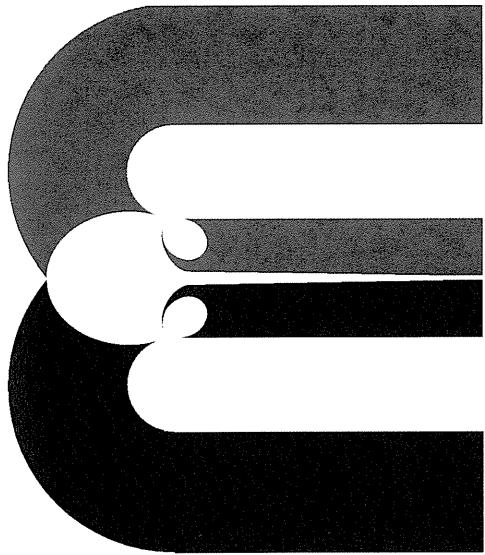
MANUKURA received \$4653.46 in 2020. This was applied to our students by:

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

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

Signed by:

Nathan Durie, Principal



M A N U K U R A

Analysis of Variance Report For the year 2020

Principal's endorsement:	Nathan Durie
Board of Trustees' endorsement:	Meihana Durie
Submission date to Ministry of Education:	14 March 2021

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 Improve student learning and achievement

Long term Goals	Specific Actions for 2020	Expected progress and/or outcomes	Budget/ Resources	Outcomes achieved and variance
1.1. To achieve National Certificates of Educational Achievement (NCEA) at Excellence level at all levels.	<ul style="list-style-type: none">To achieve 35% at Level 1 Endorsed with Excellence and MeritTo achieve 25% at Level 2 Endorsed with Excellence and MeritTo achieve 15% at Level 3 Endorsed with Excellence and Merit	<ul style="list-style-type: none">Three-weekly checks with teachers to see that students are completing internal assessmentsNCEA achievement credits are logged in student management system within set timeframes100% students will attain NCEA at all levels.	\$25,500 / \$500-\$8,750 per Curriculum Subject	50% at Level 1 Endorsed with Excellence and 40.5% Endorsed with Merit thus 90.5% of our students gained endorsement. At Level 2 39.5% Endorsed with Excellence and 52.6% Endorsed with Merit. At Level 3 we gained 40.5% Endorsed with Excellence and 26.2% Endorsed with Merit. 95.2% gained University Entrance.

NCEA 2020 Achievement Summary
compared with 2019

NCEA Overall Achievement	2019	2020
Level 1	100%	97.7%
Level 2	95.7%	97.4%
Level 3	95.5%	100%
University Entrance	90.9%	95.2%

Variance Report 2020



	NCEA Endorsement with Excellence	2019	2020
Level 1	33.3%	50%	
Level 2	27.3%	39.5%	
Level 3	23.8%	40.5%	
	NCEA Endorsement with Merit	2019	2020
Level 1	48.7%	40.5%	
Level 2	43.2%	52.6%	
Level 3	26.2%	26.2%	
1.2. To achieve sustainable improvement in our literacy/numeracy practices.	<ul style="list-style-type: none"> • Teachers are actively involved in initiatives, strategies and/or professional development which are specifically intended to improve literacy and numeracy practices. • Junior literacy programme is using AVAILL to lift learning levels. • Provision of numeracy support 	<ul style="list-style-type: none"> • Teachers readily identify any student who is not working to a satisfactory level weekly • Junior students will be reading at their chronological age. • Level 1 students will achieve literacy and numeracy. 	<p>\$2,000</p> <p>Last year all students attained the literacy requirements of L1 NCEA. The Junior Lead is confident there has been positive movement in Year 10 literacy skills, however, there are still 9 students out of the 40 that are still below the national average in regards to numeracy.</p>



Variance Report 2020

<ul style="list-style-type: none">for Year 11 students.Students literacy / numeracy achievement is actively monitored by Junior / Senior Leads, teachers and strategies put in place if necessary.	<p>For the Year 9 cohort of 30 students, 9 students are still below the national average in regards to numeracy at the end of year. We had a 100% achievement rate of Level 1 students in both Numeracy and Literacy.</p> <p><u>PAT Reading Comprehension Results</u></p> <p><u>PAT Punctuation and Grammar Results</u></p>
<p>1.3. Improve outcomes for all students.</p> <ul style="list-style-type: none">Students know how they are tracking – Baseroom Leads and teachers to regularly have students up-to-date their IDPs.Teachers closely monitor work completion of internalsDeadlines are set and kept by Baseroom Leads / teachers and studentsTo support students in the Inquiry Based Learning to ensure NCEA credits are still accessible.Boys taking leadership roles within MANUKURATargeting boys into the area of Health ScienceBoys engagement and higher achievement across all NCEA levels.	<ul style="list-style-type: none">Teachers readily identify any student who is not working to a satisfactory level weeklyAt risk students will be discussed at weekly leadership huiBoys will lead at MANUKURA eventsBoys will represent MANUKURA at cultural and leadership opportunities.Boys will apply for Otago UniversityBoys engagement and achievement levels will increase across all NCEA levelsYear 9/10 Technology challengeFollow the Further Opportunities for Student programmeContinue with PUHORO <p>Inquiry Based Learning \$14,000 (made up of human resource, ICT travel, conferences and resources.)</p> <p>We have trialled a new tracking system between subject teachers and the ILT space which has created greater accountability between ILT 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 is no resubmissions now in NCEA. This is a school wide initiative. Teachers monitor work through using the KAMAR summary sheets. Food technology has now been established for a couple of years with a number of students taking this subject. Last year we also applied for further extension to enable us to teach Hospitality. Once again Year 10 students have found success in the Level 1 internal and external assessments. However, although our students passed their externals for Level 1 Te Reo Māori we were disappointed we did not gain more Excellence grades so will have a more vigorous external exam preparation for the Year 10s.</p>



Variance Report 2020

		All Year 10 students completed Level 1 Literacy requirements.	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.	Due to Covid-19 both the Regionals and National Nga Manu Kōrero were cancelled. However the Race Relations Regionals was run online and we won. The speaker also reached the finals at the National competition but did not place.	We introduced a new IPP process with a focus on career pathways but felt it was still not designed specifically enough for our students so we have reviewed it again for this year in February 2021 and will trial the new template to include Te Tamaiti Hei Manukura. PIP groups were established and workshops to develop the skills needed to achieve in the TTTHM programme.	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 not given the opportunity to attend University open days at Victoria, Otago, Waikato and Massey because of Covid. Last year was significant in that our students gained scholarships to attend university this
1.4. To continue to develop sustainable career education and guidance.	<ul style="list-style-type: none">• Potential Health Science students will be given the opportunity to go to Otago Open day• To ensure the IDP Process identifies and supports all students in their vocational aspirations reflecting on the whare tapawhā model.• To ensure all Year 13 have exit plans from school to tertiary education or career paths.• Communicate opportunities to senior students to explore career pathways in relation to their IDP.• All students to be aligned to our Careers future model that is; Health Science , Reo (Kura Reo), Education, ICT, Environment, Other.• Students will be given the	<ul style="list-style-type: none">• Students are clear on their vocational aspirations• Year 13 will have exit plans• Students will have had opportunities to explore career pathways.• Students will be aligned to our Careers future model.• Students will have attended University Open days.	Otago Open Day Massey University South Seas Kura Reo Clothing for Taratahi Other tertiary Open days			



Variance Report 2020

	<ul style="list-style-type: none">opportunity to attend University open days.To enrol students through Taratahi and UCOL			year. Half of the year 13s are attending university this year. We met with the Agriculture External provider at the end of last year to evaluate the programme and have completely changed this programme to better suit our students. This is an example of external providers in partnership with Māori.
1.5 To provide real experiences in order to develop the key competencies in our students.	<ul style="list-style-type: none">Key competencies support young people in becoming confident, connected, actively involved, lifelong learners as described in the <i>New Zealand Curriculum</i> vision.Key competencies should be embedded in learning in each of the learning areas.Key competencies are supported by effective pedagogy. <p><i>Collaboration</i> <i>Communication</i> <i>Critical Thinking</i> <i>Culture</i> <i>Our capacity to engage students through real experiences to engage and expand their worldview.</i></p>	<ul style="list-style-type: none">Key competencies 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 contextsKey competencies strengthen students' capacity to participate in the world right now, rather than just prepare them to participate in the world at some time in the future.Key competencies are complex and changing – they will look different in different contexts, and will be developed through opportunities to use them in increasingly wide-ranging and complex contexts.Students will be given opportunities to create strong connections to communities. This is one of the strongest challenges facing schools.Students will be given authentic experiences to build their participating and contributing competencies.Students using the key competencies will use project based approach as part of their learning.	<ul style="list-style-type: none">(Already part of 1.3)5 X Chromebooks \$1500Junior Camp 8,500Deposits for 6 X Staff @ \$1,000 each = \$6,000 for 2020 overseas trip.Further Opportunities for Students \$14,000	<p>A variety of experiences to help with Collaboration, Communication, and creating a Critical Thinking Culture. 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.</p> <p><i>Due to Covid however, there were no cultural or sport exchanges overseas.</i></p> <p>We have bought some new technology, drone and cameras as we now have a lockable room to store and secure these items. We were given an extra 12 chromebooks through the ministry to bolster our numbers available for student use during Covid.</p> <p>Junior Camp was a real success. The girls travelled up to the Waitōtara river and the boys went to Tokomaru Bay on the East Coast. RAMs and the experiences gained by both the students and staff were memorable. Good to see the safety around water was the focus at all times.</p>



	<p>Intellectual curiosity is at the heart of this competency.</p> <ul style="list-style-type: none"> 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 <p><u>Relating to Others</u></p> <ul style="list-style-type: none"> Students will learn to make individual compromises to benefit the group Participation, self-management and respect for others - students, staff, parents An openness to engage with different peoples and cultures. <p><u>Using language, symbols and text</u></p> <ul style="list-style-type: none"> Students who are competent users of language, symbols, and texts can interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts Students will use ICT technologies to access information and provide and communicate information to



		<p>and with others. They also have the opportunity to create an international classroom for discussion on relevant topics:</p> <ul style="list-style-type: none"><input type="checkbox"/> Environment<input type="checkbox"/> Language<input type="checkbox"/> Sport
	<p>Managing self</p> <ul style="list-style-type: none">• Students will adapt their leadership skills according to different situations.• Students will talk about the challenges of environments, not just about what has been experienced.• This is an opportunity to support and encourage students when the going gets tough. The ability to show positivity and confidence in them to make good decisions.	<p>Participating and contributing.</p> <ul style="list-style-type: none">• Students can interact confidently with others in team situations, and make individual compromises based on identifying ways to improve outcomes for the team.• Students participate in creating healthy teams by taking responsibility and critical action• Students will use project based approach within their learning.



	Work in collaboration with whanau and students to organise a 2020 Sporting and Cultural experience overseas.		
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Annual Goals for Strategic Goal #2 Cultivate a culture of excellence

Long term Goals	Specific Actions for 2020	Expected progress and/or outcomes	Budget/ Resources	Outcomes achieved and variance
2.1. To celebrate achievement and success.	<ul style="list-style-type: none"> Celebrate achievement and success through media files, website, weekly assemblies and whānau newsletters Update our website Students to be entered into the Manawatū Secondary Schools Sports Awards Add to the wall of Honour recognising those that have attained National Honours this year Identify and recognise boys that are achieving academic success 	<ul style="list-style-type: none"> More media coverage of MANUKURA successes this year Achievement and success will be celebrated through media files, website, weekly assemblies and whānau newsletters Students will be recognised at the Manawatū Secondary Schools Sports Awards and we will gain success in some codes The wall of National Honours will be updated for 2018 year Boys will be identified and celebrated at MANUKURA functions. 	Matariki \$2,750 Prizegiving \$10,000 New Updated Website \$5000	<p>All of these actions have been achieved.</p> <p>The MANUKURA Official Public Facebook page was launched in August, 2018 and has proven to be beneficial.</p> <p>Another wonderful evening of celebration and acknowledgements to staff, students and whanau. Thanks again to our EBOT members who were able to attend. The evening culminated in a farewell to our graduate class who comprised a range of young people that reflect the aspirations of MANUKURA. Acknowledgement again to Tahuriwakanui who continue to avail themselves as hosts of this iwi initiative.</p> <p>Y9 High Achievers : Aniheta Bluett, Ja'da Talitonu, Kahurangi Skudder, Kaitlyn McIntosh, Maia Davis, Ngatiki Wera-Cook, Te Owai Tairea-Thompson</p>



	<p>Y10 High Achievers: Alizay Grant, Arapeta Rolls-Paeawai, Ava Smith, Ester Murray, Jayda Maniapoto, Pia Huxtable, Tahunuiarangi Ayers</p> <p>Y11 High Achievers: Hunter Hewson, Isabella Meta, Jalen Blake-Kaiwai, Legacy Harrison, Madison Thomas, Mārie Jones Mia Tahiwi, Ngakura Ponga, Ngauru Matakatea, Nia Pirini</p> <p>Y12 High Achievers: Alazaye Logan, Bayley Toto-Foster, Geneva Harrison, Kataraina Kelly, Plum King, Te Kohu Todd-Sweetman, Te Tomairangi-o-Matariki Black, Tuhokairangi Miller, Tui-Aroha Franssen</p> <p>Y13 High Achievers: Atareta McCausland-Durie, Beaudene Wheeler, Danielle Hallett, Ehau Hapuku-Te Nahu, Ella Taylor, Jashana Te Tue-Te Uawirī, Kaea Raukura, Kaia-Hayes Walker-Waitoa, Kaipo Olsen-Baker, Kirihautu Durie-Ngata, Maia Karena-Barrett, Merenia Rattana-Peina, Niki Lawrence, Paris Paul, Parris Mason, Shayne Witehira, Trinity Ohlson, Waikato Nepia-Katipa</p>	<p>The PALMERSTON NORTH RSA TRUST AWARD</p> <p>In recognition of commendable leadership and sportsmanship and having shown an interest in and concern for those who are</p>
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Variance Report 2020

		<p>less fortunate, 2020 Recipient: Niki Lawrence & Stella Lloyd-Strickland</p> <p>Prime Ministers Vocational Excellence Award</p> <p>This award aims to encourage more young people into vocational education and training. It celebrates the achievement of a secondary student enrolled in vocational programmes of learning. The recipient of this award for 2020 - Ehau Hapuku-Te Nahu</p>
		<p>SCHOLARSHIP AWARDS</p> <p>Massey University</p> <p>Kaia-Hayes Walker-Waitoa - Ngā Pūmanawa ki Pūrehuroa Māori Scholarship</p> <p>Kaipo Olsen-Baker - Ngā Pūmanawa ki Pūrehuroa Māori Scholarship</p> <p>Trinity Ohlson - Ngā Pūmanawa ki Pūrehuroa Māori Scholarship</p> <p>Tyson Blackburn-Kingi -Ngā Pūmanawa ki Pūrehuroa Māori Scholarship</p> <p>Waikato University</p> <p>Ella Taylor - Ko Te Tangata Scholarship</p> <p>Kaea Rankura - Ko Te Tangata Scholarship</p> <p>Sheldon Tairea - Ko Te Tangata Scholarship</p> <p>Tai Rolls-Paewai - Ko Te Tangata Scholarship</p> <p>Niki Lawrence - Ko Te Tangata Scholarship</p> <p>Danielle Hallett - Ko Te Tangata Scholarship</p>



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		<p>Neihana Takitimu-Cook - Ko Te Tangata Scholarship Kirihautu Durie-Ngata - Te Ara Whanui Scholarship Paris Paul - Te Ara Whanui Scholarship Shaye Witchira - Te Paewai i Te Rangi Scholarship Atareta McCausland-Durie - Sir Edmund Hillary Scholarship Hillary Scholarship Maia Karen-Barrett - Sir Edmund Hillary Scholarship</p> <p>Victoria University Maia Karen-Barrett - Tangiwai School Leavers Scholarship, Te Piringa Law Scholarship Parris Mason - Tangiwai School Leavers Scholarship</p> <p>Otago University Kirihautu Durie-Ngata - Māori Entrance Scholarship at the High Distinction Award Level</p> <p>ETHOS RECIPIENTS 2020 Junior ETHOS Award – Jayda Maniapoto</p> <p>Senior ETHOS Award Year 11, 12 & 13 student(s) who consistently display the ethics & principles which symbolise MANUKURA values. Te Atareta McCausland-Durie, Danielle Hallett</p>
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			Sporting excellence
2.2. To increase the opportunities for athletes to compete at the highest level regionally and nationally.	<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 Ensure access to up to date technology ensuring students and coaches remain innovative & creative demonstrating improvement through analysis & reflection 	<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 	<p>2020 MANUKURA Student - Representative Results</p> <p>Sporting High Achievers:</p> <p>YEAR 9</p> <p>Awatea Burton - Touch Manawatū U16 Boys Charley Wallacehoskin - Basketball Manawatū U13 Girls Kahurangi Skudder - Basketball Manawatū U13 Girls, Netball Manawatū U14, Ikaroa ki te Raki U13, Touch Manawatū U13 Girls Kaitlyn McIntosh - Basketball Manawatū U15 Girls, Netball Manawatū U14, Touch Manawatū U16 Girls Maia Davis - Touch Manawatū U16 Girls Talia Sievers - Basketball Manawatū U13 Girls Te Owai Tairea-Thompson - Netball Manawatū U14, Touch Manawatū U16 Girls</p> <p>YEAR 10</p> <p>Alizay Grant - Touch Manawatū U16 Girls Arapeta Rolls-Paeawai - Touch Manawatū U16 Boys Ava Smith - Netball Manawatū U13 Girls, Ikaroa ki te Raki U15 Esther Murray - Basketball Manawatū U14 Girls, Netball Manawatū U14 Fern Tukapa-Nahona - Basketball Cook Island U15, Manawatū U15 Girls Grace Hallett - Netball Ikaroa ki te Raki U15 Jayda Maniapoto - Touch Manawatū U16 Girls</p>



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		Kaya Awahou - Netball Manawatū U16, Ikaroa ki te Raki U17 Khaleb Burton - Touch Manawatū U16 Boys Maraea Coleman - Basketball Manawatū U15 Girls, Touch Manawatū U16 Girls Ngapera Wilton - Basketball Tamaki Makaurau U15, Māori Manawatū U15 Girls Nukuroa Rikihana - Touch Manawatū U16 Boys Renee Hallett - Netball Manawatū U16, Ikaroa ki te Raki U15, Touch Manawatū U16 U16 Girls Te Haeata Teppett - Touch Manawatū U16 Boys
	YEAR 11	Elijah Edwards-Martin - Touch Manawatū U16 Boys Kaleece Potts-Broughton - Netball Manawatū U16, Ikaroa ki te Raki U17 Legacy Harrison - Basketball Manawatū U17 Girls Lil Brown - Basketball Manawatū U17 Girls, Netball Manawatū U16, Ikaroa ki te Raki U17, Touch Manawatū U16 Girls Madison Thomas - Netball Manawatū U16, Ikaroa ki te Raki U17, Netball Central Advance, Talent Camp Monique Poa - Netball Manawatū U16, Ikaroa ki te Raki U17, Netball Central Advance, Talent Camp Ngauru Matakatea - Basketball, Manawatū U17 Girls, Tamaki Makaurau U17 Māori Rangiahua Nicholls - Rugby League Taranaki Whānui U17 Māori Te Poutokomanawa - Rugby League Taranaki Whānui U17 Māori



	<p>YEAR 12</p> <p>Akaina Tairea-Thompson - Rugby League Taranaki Whānui U17 Māori</p> <p>Barclay Cribb - Rugby League Taranaki Whānui U17 Māori</p> <p>Jasmine Heaney - Netball Manawatū U18, Ikaroa ki te Raki U17</p> <p>Kartiah Taiaroa - Basketball Tamaki</p> <p>Makaurau U17 Māori</p> <p>Kataraina Kelly - Netball Manawatū U18, Ikaroa ki te Raki U17</p> <p>Keana Royal - Basketball Tamaki Makaurau U17 Māori</p> <p>Renata Campbell-Simon - Rugby League Taranaki Whānui U17 Māori</p> <p>Riley Perenara-Siemonek - Netball Manawatū U16</p> <p>Tui-Aroha Fransen - Softball Wellington U18 Girls, Wellington Women's Fastpitch</p>	<p>YEAR 13</p> <p>Arama Kite - Rugby League Taranaki Whānui U17 Māori</p> <p>Atareta McCausland-Durie - Netball Central Manawa Beko Squad, Ikaroa ki te Raki U19 Manawatū U18</p> <p>Danielle Hallett - Netball Manawatū U18 Ikaroa ki te Raki U19</p> <p>Jashana Te Tue-Te Uawiri - Rugby League Mid Central Vipers, Women's Rugby Manawatū Women's Cyclones</p> <p>Janaya Preece - Netball Manawatū U18 Ikaroa ki te Raki U19</p> <p>Kaea Raukura - Netball Manawatū U18, Ikaroa ki te Raki U19</p>
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	<p>Kaia-Hayes Walker-Waitoa - Rugby Manawatū Women's Cyclones Kaipo Olsen-Baker - Rugby Hurricanes U18 Camp, Manawatū Women's Cyclones Maia Karenia-Barrett - Netball Manawatū U18, Ikaroa ki te Raki U19 Malakai Ngatai - Rugby Hurricanes U18 Camp, Manawatū Academy 2021 Paris Paul - Netball Manawatū U18 Rugby League , Mid Central Vipers Women's Parris Mason - Netball Central Manawa Beko Team, Central Pulse ANZP, Contracted Player 2021, Ikaroa ki te Raki U19, Manawatū U18 Piper Hallwood - Netball Ikaroa ki te Raki U19, Manawatū U18 Sonny Tuala - Touch Northern Strikers Team Thomas Lilo - Rugby League Taranaki Whānui U17 Māori Tukaha Ashby - Rugby League, Taranaki Whānui U17 Māori</p>	<p><u>MANUKURA Teams gaining Regional & National Honours</u></p> <p>Senior Female Basketball - 1st Place A' Secondary School National Invitational Tournament</p> <p>Female Rugby XV - 1st Place Manawatū SS Competition, 1st Place Hurricane Rex Kerr Cup, 1st Place Hurricanes SS / Condor 7s Qualifiers</p> <p>Female Rugby XV - 1st Place U15 Hurricane SS 10s Tournament</p>
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	<p>Female Rugby 7s - 1st Place National Condor U15 Tournament December 2019</p> <p>Netball - 1st Place Manawatū SS Open A Competition, 1st Place Manawatū Premier 1 Women's Competition</p> <p>Male Rugby XV - 1st Place Manawatū SS First XV Competition</p> <p>Senior Male Touch Rugby - 4th Place NZSS National Touch Tournament December 2019</p>	<p>NZ Honours:</p> <p><u>MANUKURA New Zealand Representative Sporting Honours:</u></p> <p><i>Individual students who have competed for NZ or have gained NZ titles in 2020.</i></p> <p>Pouamu Wharehinga - 2020 IFV World Elite and Club Championship</p> <p>Hunter Hewson - W1, J16 (Individual) Aito Long Distance Champion, W1, J16 (Individual) 500m Sprint Champion, 2020 IFV World Elite and Club Championship</p> <p>Leiana Marshall-Barton - NZ U16 Girls World Cup Wider Training Squad</p> <p>Madison Thomas - Netball NZ Development Camp Top 50 SS Players (Youngest athlete selected)</p>
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	<p>Marie Jones - NZ School of Dance Associate, National Winner of Year 11 Age Group in the DanceNZMade, National Interschool Dance Competition + Nomination for Nationals in 2021 Ballet</p> <p>Monique Poa - NZ Lifesaving Championship, NZ U16 Girls Touch World Cup Wider Training Squad</p> <p>Renata Campbell-Simon - NZ U17 Māori Rugby League</p> <p>Te Tomairangi-o-Matariki Black - 2020 IFV World Elite and Club Championship</p> <p>Tui-Aroha Fransen - NZ Softball National Female Battery Programme</p> <p>Arama Kite - NZ U17 Māori Rugby League, NZ U18 Schools Rugby League</p> <p>Atareta McCausland-Durie - Netball NZ Development Camp Top 50 SS Players, World Schools Rugby 7s Team 2019</p> <p>Janaya Preece - Netball NZ Development Camp Top 50 SS Players</p> <p>Jashana Te Tue-Te Uawiri - NZ Invitational U18 Girls Tag Oceania & World Cups</p> <p>Kaiā-Hayes Walker-Waitoa - World Schools Rugby 7s Team 2019</p>
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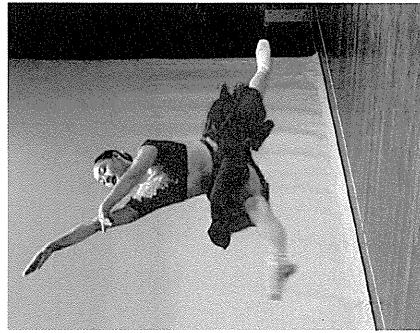
MĀORI KURA

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Sport	Parris Mason - NZ Netball U21 Cadbury Series. A wonderful opportunity to compete against the best Netballers in NZ.
Kaipo Olsen-Baker - Black Ferns Women's Trialist, World Schools Rugby 7s Team 2019	
Maia Karena-Barrett - Netball NZ Development Camp Top 50 SS Players	
Malakai Ngatai - NZ U17 Māori Rugby League	
Mikyah Whongi - NZ U18 Girls Touch World Cup Wider Squad	
Parris Mason - Netball NZ Development Camp Top 50 SS Players, NZ U21 Squad & Cadbury Series Team	
Pypah Hailwood - Netball NZ Development Camp Top 50 SS Players	
Sheldon Tairea - NZ U18 Schools Rugby League	
Sonny Tuala - NZ U20 Boys Touch World Cup Wider Squad	
Tai Rolls-Paewai - NZ U18 Boys Touch World Cup Wider Squad	



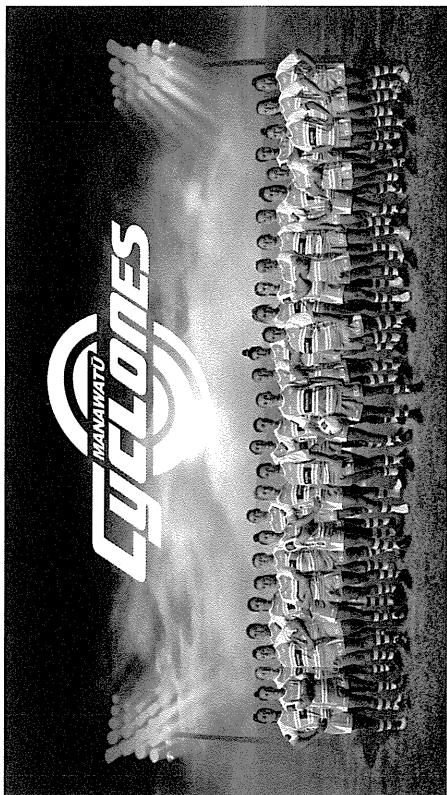
Mārie Jones has continued to compete in national tournaments representing MANUKURA at the national competition winning her age group.



Kaipo Olsen-Baker - featured strongly for the Cyclones in their semi-final performance against Waikato. Her performances throughout the year and especially in the semi-final have elevated her to the Black Ferns trial. An amazing achievement for an 18 year old school girl to be selected in the “Probables” team.

Kaipo was also announced as the Cyclones Player of the Year for 2020. She was then selected for the Black Ferns trial resulting in her selection into the NZ Barbarians. An outstanding achievement as an 18 year old.

Kaia Hayes Walker-Waitoa and Rhiarna Ferris (staff member) - joined a number of current and past MANUKURA students in the Cyclones Rugby team in their semi-final against Waikato. The legacy now being built by these young wahine toa, paves a way for those who follow in their footsteps. Kaia was selected as the Rookie of the Year for the Manawatū Cyclones.



Jashana Te Tue-Te Uawiri, Kaiia Hayes Walker-Waitoa, Carys Dallinger, (ex staff member) Janna Vaughan, Rhiarna Ferris, Kalyn Takitimu-Cook, Kalipo Olsen-Baker, Lucy Brown, (inset)
Paige Lush

Tui Aroha Fransen - has been selected for the Poutama Scholarship and a Hands on at Otago.

Hands-On at Otago is designed to support and show interested students what encourage talented young New Zealanders to consider further study as a step



MANUKURA were well represented by **Arama Kite**,
selected for the NZMRL U7 Team which competed against the NZRL U16 Team.



*researchers do, why they do these things and to
in their career pathway.*

Malakai Ngatai and Renata Campbell-Simon were



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

2.3. To ensure opportunities are given to allow all students to access Te Ao Māori.	Celebration of excellence at Matariki • Gain a top three placing in the Manu Kōrero English and Māori sections at Nationals • Gain a top three placing in the Wahine Māori Toko i te Ora at Nationals • Gain a placing in the Pikihuia Awards • Facilitate wānanga on various aspects of te ao Māori • Support of National Ngā Manu Kōrero 2020	MANUKURA will win the Pei Te Hurinui Jones section at regionals. • MANUKURA will have speakers at the Nationals in English and Māori Successful kapa haka wānanga will have been delivered Successful hosting of event and manaakitanga for groups catered for.	Manu Kōrero Regionals - \$500 4 X Māori Wānanga - @ \$2,000 = \$8,000	<u>MANU KŌRERO ACKNOWLEDGEMENT - REGIONAL</u> <u>REGIONAL MĀORI WOMEN'S WELFARE SPEECH COMPETITION</u>
		REGIONAL RACE RELATIONS SPEECH COMPETITION 1st Shaye Witehira		<ul style="list-style-type: none"> • New waiata & haka developed and learnt in 2020. • 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.



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		School-wide progress: We appreciate being on one site now and this has ensured a greater sense of unity amongst the students and staff.															
		<ul style="list-style-type: none">• At all occasions all MANUKURA students will wear their uniform with pride• Increased levels of Excellence grades in internal and externals in all NCEA levels above. (1.1).	<p>Uniform - \$1,000</p> <p>We now have complete number one uniforms for all students, coats for staff to use and all sports teams have the correct uniform. We have already reported on the increased levels of Excellence grades in internal and externals in all NCEA levels above. (1.1).</p> <p><u>Professional Development for 2020</u></p> <p>There is a need for us to focus a portion of our PD (for a selected group) on the future foci of MANUKURA.</p> <p>Internal PD workshops continue to explore pedagogical approaches to engage students.</p> <p>Staff also partake in internal Professional Development Hui every 3 weeks and contribute to a folder of professional readings Click Here for our 2020 focus areas and goals.</p>														
2.4. 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• exemplars but creating our own levels of excellence		<table border="1"><tr><td>S</td><td>PD</td></tr><tr><td>t</td><td></td></tr><tr><td>a</td><td></td></tr><tr><td>f</td><td></td></tr><tr><td>f</td><td></td></tr><tr><td>M</td><td></td></tr><tr><td>e</td><td></td></tr></table>	S	PD	t		a		f		f		M		e	
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T	A	Unconscious Bias - Massey University Internal PD - Curriculum Innovat		
T	R	Unconscious Bias - Massey University Internal PD - Curriculum Innovat		
I	P	Curriculum, Progress and Achievement Reference group Unconscious Bias - Massey University NCEA Te Reo Māori Review of Achievement Standards Internal PD - Curriculum Innovat		
T	M	Unconscious Bias - Massey University Internal PD - Curriculum Innovat		
I	S	Unconscious Bias - Massey University Internal PD - Curriculum Innovat		
N	D	Unconscious Bias - Massey University Internal PD - Curriculum Innovat		
I	D	Massey Masters of Education - c for completion October 2020 Unconscious Bias - Massey University		



MANUKURA



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		R M	Internal PD - Curriculum Innovat Unconscious Bias - Massey University Internal PD - Curriculum Innovat
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N	F		Unconscious Bias - Massey University Internal PD - Curriculum Innovat NCEA Te Reo Māori Review of



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		Achievement Standards - Tech Writer
N	Massey Uni Post Grad Dip. Conta Courses	Unconscious Bias - Massey University Internal PD - Curriculum Innovat
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K	Massey Uni Post Grad Dip. Conta Courses	Unconscious Bias - Massey University Internal PD - Curriculum Innovat
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R	Internal PD - Curriculum Innovat	
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				<p>Unconscious Bias - Massey University Internal PD - Curriculum Innovat</p> <p>Unconscious Bias - Massey University Internal PD - Curriculum Innovat</p>
2.5. To cultivate MANUKURA Tikanga.	<ul style="list-style-type: none">Provide staff and student workshops to promote the philosophies of MANUKURA underpinned by the whare tapawhā modelCreate opportunities for positive tuakana/teina/tuanine/tungane engagement.Leadership camp	<ul style="list-style-type: none">Staff and students will better understand the philosophies of MANUKURA underpinned by the whare tapawhā modelPositive relationships between tuakana/teina/tuanine/tungane will continue to develop.	<p>School Camps Junior - \$8,500 (Tokomaru Bay, Tuwharetoa marae)</p> <p>Morning briefing times and House Sports / Fun events are used to foster the whanaungatanga amongst staff and students. In 2021 we will be hosting whakawhanaunga afternoons during the month of February and March to further strengthen tuākana/teina relationships.</p> <p>Field Trips / Excursions - \$2,000</p> <p>Students Events - \$600</p>	<p>Year 13 Leadership Camp Hillary Outdoor Course - \$12,000</p> <p>Junior camp went well for the boys in Tokomaru Bay and the girls on the Whanganui River.</p> <p>We did not attend the Hillary Outdoor camp last year.</p> <p>There were a number of field excursions last year such as river studies, farm</p>



		studies, herb garden, library visits, school exchanges etc.
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Annual Goals for Strategic Goal #3 Improve school organisation

Long term Goals	Specific Actions for 2020	Expected progress and/or outcomes	Budget/ Resources	Outcomes achieved and variance
3.1. To develop 21st century pedagogical approach that incorporates learning with digital technologies to improve student outcomes.	<ul style="list-style-type: none"> Develop and provide a Professional development programme, to upskill staff in the effective use of LWDTs Maintain the MANUKURA Student Site & Staff website to teaching staff as a portfolio for Professional Teaching Criteria. 	<ul style="list-style-type: none"> The strategic plan is completed outlining goals for the implementation of the LWDT programme 2020. Increased capacity amongst staff allowing the implementation of more IT tools in teaching & learning. 	Digital Technologies \$3000	We have developed a comprehensive Learning With Digital Technology strategic plan (LWDT) and working with KS to develop and provide a professional development programme, to upskill staff in the effective use of LWDTs. We continue to now use a number of google apps to upskill our teaching staff and students.
3.2. To establish policy structure.	<ul style="list-style-type: none"> Review and digitally update the policy and procedure manual and review process to ensure these are regularly reviewed and managed. 	<ul style="list-style-type: none"> Policies, procedures, and manuals are accessible online. 	\$500.00	We have reviewed and digitally updated policies and procedures and review processes to ensure these are regularly reviewed and managed through the board and leadership team. During Covid we ensured we followed all procedures set out by the MOE.
3.3. Acknowledge mana whenua and engage with iwi.	<ul style="list-style-type: none"> Establish and engage appropriately with iwi outside our rohe. 	<ul style="list-style-type: none"> Strengthen relationships with iwi that have supported our kaupapa. 	Promotion \$7,000 Hospitality	We have established and engaged appropriately with iwi outside our rohe. We have travelled to Taranaki.



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		\$10,000	Whanganui, East Coast, Levin, Foxton, Dannevirke, Murupara, Whakatane and local hapū around the Manawatu.
3.4. Provision of ongoing appropriate professional development	<ul style="list-style-type: none">● Maintain a monthly professional development report for Board reference.	<ul style="list-style-type: none">● Monthly professional development report will be included in the EBot report each month.	We maintained a professional 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.
3.5. All school documentation for consent to assess is regularly reviewed.	<ul style="list-style-type: none">● Critique the assessment procedures as outlined in the Quality Management System and the MNA report.	<ul style="list-style-type: none">● Assessment procedures as outlined in the Quality Management System and the MNA report are annually critiqued. Thursday 26th July).	We have critiqued the assessment procedures as outlined in the Quality Management System and the MNA report. NZQA are happy with our processes. This year we will have a new MNA report. Last year we engaged with a new School Relationship manager.
3.6. Ensure that our financial systems allow for realistic and detailed budgets, effective monitoring, control, reporting and auditing	<ul style="list-style-type: none">● Budgets are set and monitored to ensure we have a balanced control of expenditure.● Budget decisions relate to strategic goals and in particular the annual plan● Provide monthly financial reports to all budget holders and reporting to EboT at every Ebot meeting	<ul style="list-style-type: none">● Budgets are set and adhered to maintain a robust system of monitoring and control of expenditure● Budget decisions relate to strategic goals and in particular student centred goals● Provide monthly financial reports to all budget holders and reporting to BoT at every BoT meeting	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



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			able to save which we hope to use as a second gym in the new build. We provided financial reports to the BoT every BoT meeting. The auditor says we have strong financial controls in place.
3.7. To plan and implement a promotion strategy.	<ul style="list-style-type: none">● Consistent management of website and MANUKURA Whānau Facebook page to ensure it is up to date and actively referred to for all information.● Student enrolment to be completed by December 12th, for the following year.	<ul style="list-style-type: none">● MANUKURA website is up to date with information● Student enrolment will be completed by November 15th this year for next year	\$7,000 ID is constantly updating and monitoring the Public Website and MANUKURA Whānau Facebook page. We updated our website in 2020.
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 Manawatū Rugby.● Maintain 25 Gym membership● MOU with Gateway to be established● Revise and update the MOU with Massey	Student enrolment 202 was confirmed and whānau informed by early October. Conditioning-Goods & services) *\$36,847 Taratahi 2,000 We ensured that the MOU with external providers are mutually beneficial. We have enrolled with a new agricultural provider. We are now part of the GATEWAY programme. MOU with Massey is ongoing and is still changing periodically. We also teach level 3 Maths and English to Hawaiki Hou a Kura Kaupapa Māori in Gisborne who are under Kawakawa Mai Tawhiti so we have an MOU with them.



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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. Partnership with Aorangi marae 	<ul style="list-style-type: none"> Attend Regional and National Ngā Manu Kōrero this year and to win the Pei Te Hurinui & Korimako section Partnership with Aorangi marae 	Matariki \$2,750 MK Regionals \$500 MK Nats \$500	We did not have Matariki, Ngā Manu Kōrero , Wāhine Māori Tolko i te Ora because of Covid.
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Annual Goals for Strategic Goal #4 Improve personnel capabilities

Long term Goals	Specific Actions for 2020	Expected progress and/or outcomes	Budget / Resources	Outcomes achieved and variance
4.1. Ensuring we have quality staff suitable for the MANUKURA model of delivery.	<ul style="list-style-type: none"> All staff appointments made by November 20, for next year Employ staff who have the capacity to advance and extend the programme in the areas of coaching, sports science and management To identify lead staff in each code and provide PD support. Renee - Netball New Zealand Coaching modelling, Tia Basketball coaching modelling, Potene Rugby, Tanu Rugby League, Kristina Rugby To re-establish a connection with IRANZ. 	<ul style="list-style-type: none"> Adopt a Whānau Ora approach We are able to reappoint our current staff for the 2020 Academic year Able to reappoint our current staff as they have the capacity to advance and extend our programme in the areas of coaching, sports science and management Apply to MOE for an increase in staffing for the 2020 Academic Year To identify lead staff in each code and provide PD support. Renee - Netball New Zealand Coaching modelling, Tia - Basketball Coaching modelling. 	Conferences \$10,000 Professional Development 30 Staff @\$500 = \$15,000	2020 Staff appointments were completed by November 20. We have a new junior teacher who is bilingual and is our Kapa Haka lead. A new Conditioning Lead was appointed part time to write the programme. Miles Davis (Basketball Coach, Conditioner) returning Louise O'Flaherty - English went from fixed term to permanent. PD will be provided for Renee- Netball New Zealand Coaching modelling, . Potene, & Kristina IRANZ



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		Potene, Kristina IRANZ		
4.2. To provide a robust appraisal system.	<ul style="list-style-type: none">• Maintain a digital Appraisal system	<ul style="list-style-type: none">• Maintain the digital Appraisal system to include the PTC approach	Principal's appraisal \$800	<p>The digital Appraisal system reflects the focus on always developing as professionals.</p> <p>The principal's appraisal was completed.</p>



Annual Goals for Strategic Goal #5 Improve facilities and resources

Long term Goals	Specific Actions for 2020	Expected progress and/or outcomes	Budget/ Resources	Outcomes achieved and variance
5.1. Maintain systems and procedures to implement an annual maintenance and property plan to alert MOE.	<ul style="list-style-type: none"> To include cyclical maintenance and replacement to all areas of property. 	<ul style="list-style-type: none"> We will have a cyclical maintenance and replacement to all areas of property. 	(\$10,000) paper only figure	We follow a cyclical maintenance and replacement procedure in all areas of property.
5.2. To monitor the new build.	<ul style="list-style-type: none"> To design the plans with the architect to reflect the Special Character To have the plans accepted by the Ministry To begin the build on the Massey site. To liaise with the Mana Whenua to ensure the cultural story is told To investigate potential new partnerships from a business model 	<ul style="list-style-type: none"> Possible sites have been investigated that allow for expansion which reflects our special character have been incorporated into the architectural design. Regular meetings with the MOE We would have started the build Regular meetings with Mana Whenua A business model is proposed and actioned 	*\$20,000,000	In partnership with Massey University we secured permission to build a temporary campus in 2020 so we are now on one site. We were also given support to help in the move. MOE are in support of the proposed land suggested for build, have designed with the architects and are hoping to begin the build in 2021. Mana whenua are leading the design and build.
5.3. Effective use of available physical resources in order	<ul style="list-style-type: none"> To establish an MOU with any new facilities we use. 	<ul style="list-style-type: none"> An MOU with a different public Gym to support the Conditioning programme would be an annual practice. (Snap 	\$25,000	We engaged a new Lead conditioner who ensured we have another gym - Powerhouse, which is a part of CLM Lido. This was a one year fixed term contract.



to enhance student learning.	Fitness)		\$4,600 Audit Open Book Accountancy \$8,700	We have appointed a finance manager to manage our fiscal and purchasing controls and have a healthy balance but have ensured the opportunities for our students have been purposeful. We realise once we shift to the permanent site we will be needing money to invest in purpose built buildings that may be in excess of what the Ministry can provide for us and therefore we have started a project to raise 1,500,000, of which we have 1,000,000.. We provided a draft budget in October, for the 2021 year.
5.4. To manage and implement effective fiscal and purchasing controls.	<ul style="list-style-type: none">• To engage with Open Book Accountancy to manage our fiscal and purchasing controls.• To provide a draft budget in October, for the following year.• To review the grants available from outside agencies and how we can best use these to support the wider goals of our programme.• To review the grants available from outside agencies and how we can best use these to support the wider goals of our programme.	<ul style="list-style-type: none">• Open Book Accountancy manages our fiscal and purchasing controls.• To review the grants available from outside agencies and how we can best use these to support the wider goals of our programme.		