

# **AROWHENUA MĀORI SCHOOL**

## **ANNUAL REPORT**

### **FOR THE YEAR ENDED 31 DECEMBER 2021**

#### **School Directory**

**Ministry Number:** 3280

**Principal:** Bronwyn Te Koeti

**School Address:** 33 Huirapa Street, Temuka 7920

**School Phone:** 03 6157391

**Email:** [office@arowhenuamaori.school.nz](mailto:office@arowhenuamaori.school.nz)

**Accountant / Service Provider:**

89 Nazareth Avenue  
Christchurch  
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# AROWHENUA MĀORI SCHOOL

Annual Report - For the year ended 31 December 2021

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# Arowhenua Māori School

## Members of the Board of Trustees

For the year ended 31 December 2021

<b>Name</b>	<b>Position</b>	<b>Term Expires</b>
Andrew Murray	Commissioner	
Bronwyn Te Koeti	Principal	

# Arowhenua Māori School

## Statement of Responsibility

For the year ended 31 December 2021

The Commissioner 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 Commissioner) 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 Commissioner and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the school.

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

Andrew James MURRAY

Full Name of the Commissioner

Signature of Commissioner

20 March 2023

Date:

Bronwyn Ann Te Koeti-James

Full Name of Principal

Signature of Principal

20 March 2023

Date:

# Arowhenua Māori School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Revenue</b>				
Government Grants	2	627,532	594,929	751,000
Locally Raised Funds	3	28,838	11,700	13,485
Interest income		1,218	2,300	1,603
		<u>657,588</u>	<u>608,929</u>	<u>766,088</u>
<b>Expenses</b>				
Locally Raised Funds	3	14,365	2,800	3,341
Learning Resources	4	411,755	417,251	485,414
Administration	5	129,122	74,175	81,525
Finance		235	500	483
Property	6	92,211	86,423	114,677
Depreciation	7	9,477	11,000	11,082
		<u>657,165</u>	<u>592,149</u>	<u>696,522</u>
<b>Net Surplus / (Deficit) for the year</b>		423	16,780	69,566
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>423</u></u>	<u><u>16,780</u></u>	<u><u>69,566</u></u>



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

# Arowhenua Māori School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

Notes	Actual 2021 \$	Budget (Unaudited) 2021 \$	Actual 2020 \$
<b>Balance at 1 January</b>	236,666	236,666	172,200
Total comprehensive revenue and expense for the year	423	16,780	69,566
Capital Contributions from the Ministry of Education			
School house land reversal	126,850	-	(5,100)
<b>Equity at 31 December</b>	363,939	253,446	236,666



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.

# Arowhenua Māori School

## Statement of Financial Position

As at 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	8	125,935	100,512	48,113
Accounts Receivable	9	43,108	39,035	61,857
Prepayments		4,132	4,000	4,709
Investments	10	150,000	110,000	110,000
		<u>323,175</u>	<u>253,547</u>	<u>224,679</u>
<b>Current Liabilities</b>				
GST Payable		7,718	10,000	12,905
Accounts Payable	12	38,963	48,735	41,657
Finance Lease Liability - Current Portion	14	812	812	3,084
Funds held for Capital Works Projects	15	(26,606)	-	-
		<u>20,887</u>	<u>59,547</u>	<u>57,646</u>
<b>Working Capital Surplus/(Deficit)</b>		302,288	194,000	167,033
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	61,651	59,446	70,446
		<u>61,651</u>	<u>59,446</u>	<u>70,446</u>
<b>Non-current Liabilities</b>				
Finance Lease Liability	14	-	-	813
		<u>-</u>	<u>-</u>	<u>813</u>
<b>Net Assets</b>		<u>363,939</u>	<u>253,446</u>	<u>236,666</u>
<b>Equity</b>	20	<u>363,939</u>	<u>253,446</u>	<u>236,666</u>



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

# Arowhenua Māori School

## Statement of Cash Flows

For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		247,950	253,245	177,501
Locally Raised Funds		28,837	11,842	11,298
Goods and Services Tax (net)		(5,187)	(2,905)	8,218
Payments to Employees		(114,773)	(70,136)	(64,211)
Payments to Suppliers		(136,281)	(138,333)	(69,903)
Interest Paid		(235)	(500)	(483)
Interest Received		1,034	2,271	1,985
Net cash from/(to) Operating Activities		21,345	55,484	64,405
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(5,782)	-	(732)
Purchase of Investments		(40,000)	-	(20,000)
Net cash from/(to) Investing Activities		(45,782)	-	(20,732)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		131,950	-	-
Finance Lease Payments		(3,085)	(3,085)	(3,753)
Net cash from/(to) Financing Activities		102,259	(3,085)	(3,753)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>77,822</b>	<b>52,399</b>	<b>39,920</b>
Cash and cash equivalents at the beginning of the year	8	48,113	48,113	8,193
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>125,935</b>	<b>100,512</b>	<b>48,113</b>

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.



# Arowhenua Māori School

## Notes to the Financial Statements

### For the year ended 31 December 2021

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Arowhenua Māori 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 Commissioner is of the view that the School is a public benefit entity for financial reporting purposes.

##### b) Basis of Preparation

###### *Reporting Period*

The financial reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the 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.



#### *Cyclical maintenance*

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 18 Contingencies.

#### *Useful lives of property, plant and equipment*

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

#### **Critical Judgements in applying accounting policies**

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

#### *Classification of leases*

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

#### *Recognition of grants*

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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.

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:

Building improvements to Crown Owned Assets	40-50 years
Furniture and equipment	10–20 years
Information and communication technology	5–10 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	10 years



## **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.

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

## **k) Accounts Payable**

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

## **l) Employee Entitlements**

### *Short-term employee entitlements*

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

### *Long-term employee entitlements*

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

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

## **m) Financial Instruments**

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

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

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

## **n) 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.

## **o) Budget Figures**

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

## **p) Services received in-kind**

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



## 2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	155,269	152,552	158,017
Teachers' Salaries Grants	339,786	362,702	458,416
Use of Land and Buildings Grants	41,329	41,329	63,498
Other MoE Grants	91,148	38,346	71,069
	<u>627,532</u>	<u>594,929</u>	<u>751,000</u>

The school has opted in to the donations scheme for this year. Total amount received was \$6,450.

Other MOE Grants total includes additional COVID-19 funding totalling \$0 for the year ended 31 December 2021.

## 3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Revenue</b>			
Donations	2,475	-	2,000
Activities	21,000	-	217
Trading	2,457	1,600	1,430
Fundraising	322	500	838
Other Revenue	2,584	9,600	9,000
	<u>28,838</u>	<u>11,700</u>	<u>13,485</u>
<b>Expenses</b>			
Activities	9,300	-	-
Trading	2,662	1,300	1,334
Fundraising (Costs of Raising Funds)	-	500	1,665
Other Locally Raised Funds Expenditure	2,403	1,000	342
	<u>14,365</u>	<u>2,800</u>	<u>3,341</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>14,473</u>	<u>8,900</u>	<u>10,144</u>

## 4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	12,724	17,900	16,109
Equipment Repairs	460	1,000	688
Library Resources	-	800	-
Employee Benefits - Salaries	396,103	395,551	465,784
Staff Development	2,468	2,000	2,833
	<u>411,755</u>	<u>417,251</u>	<u>485,414</u>



## 5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	4,967	2,600	3,378
Intervention Costs & Expenses	16,749	25,000	27,477
Communication	2,419	3,200	2,797
Consumables	7,476	6,600	6,104
School Lunch Programme	44,021	-	-
Other	23,789	10,700	8,711
Employee Benefits - Salaries	26,234	21,575	27,819
Insurance	3,467	4,500	5,239
	129,122	74,175	81,525

## 6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	2,311	1,800	1,661
Grounds	2,926	3,500	3,305
Heat, Light and Water	9,270	10,000	9,063
Rates	2,788	3,500	2,883
Repairs and Maintenance	1,626	2,500	3,124
Use of Land and Buildings	41,329	41,329	63,498
Employee Benefits - Salaries	31,961	23,794	31,143
	92,211	86,423	114,677

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

## 7. Depreciation

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Building Improvements - Crown	1,632	2,000	1,632
Furniture and Equipment	2,270	2,000	2,514
Information and Communication Technology	2,094	3,000	2,094
Leased Assets	2,902	4,000	4,126
Library Resources	579	-	716
	9,477	11,000	11,082



## 8. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash on Hand	200	200	200
Bank Current Account	125,735	100,312	47,913
Cash and cash equivalents for Statement of Cash Flows	125,935	100,512	48,113

## 9. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	10,143	10,000	10,142
Interest Receivable	455	300	271
Banking Staffing Underuse	3,775	-	24,176
Teacher Salaries Grant Receivable	28,735	28,735	27,268
	43,108	39,035	61,857
Receivables from Exchange Transactions	10,598	10,300	10,413
Receivables from Non-Exchange Transactions	32,510	28,735	51,444
	43,108	39,035	61,857

## 10. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	150,000	110,000	110,000
Total Investments	150,000	110,000	110,000



## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Building Improvements - Crown	40,598				(1,632)	38,967
Furniture and Equipment	9,659				(2,270)	7,389
Information and Communication Technology	13,993				(2,094)	11,899
Leased Assets	3,628				(2,902)	726
Library Resources	2,568	681			(579)	2,670
<b>Balance at 31 December 2021</b>	<b>70,446</b>	<b>681</b>	<b>-</b>	<b>-</b>	<b>(9,477)</b>	<b>61,651</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2021	\$	\$	\$
Building Improvements - Crown	65,489	(26,522)	38,967
Furniture and Equipment	85,011	(77,622)	7,389
Information and Communication Technology	60,427	(48,528)	11,899
Leased Assets	33,743	(33,017)	726
Library Resources	32,389	(29,719)	2,670
<b>Balance at 31 December 2021</b>	<b>277,059</b>	<b>(215,408)</b>	<b>61,651</b>





	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2020</b>						
Building Improvements - Crown	42,230				(1,632)	<b>40,598</b>
Furniture and Equipment	12,173				(2,514)	<b>9,659</b>
Information and Communication Technology	16,087				(2,094)	<b>13,993</b>
Leased Assets	7,754				(4,126)	<b>3,628</b>
Library Resources	2,552	732			(716)	<b>2,568</b>
<b>Balance at 31 December 2020</b>	<b>85,896</b>	<b>732</b>	<b>(5,100)</b>	<b>-</b>	<b>(11,082)</b>	<b>70,446</b>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
<b>2020</b>			
Building Improvements - Crown	65,489	(24,891)	<b>40,598</b>
Furniture and Equipment	85,011	(75,352)	<b>9,659</b>
Information and Communication Technology	60,427	(46,434)	<b>13,993</b>
Leased Assets	33,743	(30,115)	<b>3,628</b>
Library Resources	31,708	(29,140)	<b>2,568</b>
<b>Balance at 31 December 2020</b>	<b>276,378</b>	<b>(205,932)</b>	<b>70,446</b>

## 12. Accounts Payable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operating Creditors	859	5,000	5,249
Accruals	8,712	6,000	6,103
Banking Staffing Overuse	-	-	2,119
Employee Entitlements - Salaries	28,735	28,735	27,268
Employee Entitlements - Leave Accrual	657	9,000	918
	<b>38,963</b>	<b>48,735</b>	<b>41,657</b>
Payables for Exchange Transactions	38,963	48,735	41,657
	<b>38,963</b>	<b>48,735</b>	<b>41,657</b>

The carrying value of payables approximates their fair value.





### 13. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	-	-	-

### 14. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	812	812	3,084
Later than One Year and no Later than Five Years			813
	812	812	3,897

### 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:

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Building Fitout	<i>in progress</i>	-	-	26,606	-	(26,606)
Totals		-	-	26,606	-	(26,606)

#### Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Due from the Ministry of Education	26,606
	(26,606)

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Building Fitout	<i>completed</i>		7,030	7,030	-	-
Totals		-	7,030	7,030	-	-

### 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.

	<b>2021 Actual \$</b>	<b>2020 Actual \$</b>
<i>Board Members</i>		
Remuneration	-	-
Full-time equivalent members	-	-
<i>Leadership Team</i>		
Remuneration	115,171	117,258
Full-time equivalent members	1	1
Total key management personnel remuneration	<u>115,171</u>	<u>117,258</u>
Total full-time equivalent personnel	<u>1.00</u>	<u>1.00</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:

	<b>2021 Actual \$000</b>	<b>2020 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	110-120	110-120
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

### *Other Employees*

No other employees received remuneration greater than \$100,000.

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



## 18. Contingencies

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

The school has an obligation to the Ministry of Education to maintain in good order and repair at all times the land, buildings and other facilities on the School site. Following discussions with the Ministry of Education the schools 10 year plan has effectively been superseded by a significant redevelopment, the final scope of which is still to be confirmed. Until such time as the redevelopment is complete and a 10 year property plan has been developed and approved by the Ministry, the School cannot make a reliable estimate of the major future maintenance. Hence the cyclical maintenance provision was reversed during 2019.

### *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 2021, a contingent liability for the school may exist.

## 19. Commitments

### (a) Capital Commitments

As at 31 December 2021 the Board has entered into no contract agreements for capital works .

(Capital commitments at 31 December 2020: \$nil)

## 20. 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.



## 21. Financial Instruments

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

### Financial assets measured at amortised cost

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	125,935	100,512	48,113
Receivables	43,108	39,035	61,857
Investments - Term Deposits	150,000	110,000	110,000
Total Financial assets measured at amortised cost	<u>319,043</u>	<u>249,547</u>	<u>219,970</u>

### Financial liabilities measured at amortised cost

Payables	38,963	48,735	41,657
Finance Leases	812	812	3,897
Total Financial Liabilities Measured at Amortised Cost	<u>39,775</u>	<u>49,547</u>	<u>45,554</u>

## 22. Events After Balance Date

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



**INDEPENDENT AUDITOR'S REPORT****TO THE READERS OF AROWHENUA MAORI SCHOOL FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2021**

The Auditor-General is the auditor of Arowhenua Maori School (the School).  
The Auditor-General has appointed me, Jane Jackman, using the staff and resources of Nexia Christchurch, 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 3 to 20, that comprise statement of financial position as at 31 December 2021, 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 2021; 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 20 March 2023. This is the date at which our opinion is expressed.

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

**Basis for our opinion**

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

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

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

**Responsibilities of the Board for the financial statements**

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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



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

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

Our responsibilities arises from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises the information included on Analysis of Variance and Kiwisport Statement 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.



### **Jane Jackman**

Nexia Audit Christchurch  
On behalf of the Auditor-General  
Christchurch, New Zealand

# Analysis of Variance Reporting for 2021



<b>School Name:</b>	<b>AROWHENUA MĀORI SCHOOL</b>	<b>School Number:</b> 3280
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<b>Strategic Aim:</b>	MANA
<b>Annual Aim:</b>	<p style="text-align: center;">Arowhenua Māori School will be a hub for cultural revitalisation</p> <ul style="list-style-type: none"> <li>Regular visits with ECC and kura Tuarua throughout the year</li> <li>Attend where possible all networking events</li> <li>Supply ECCs with school info packs</li> <li>Update school website</li> <li>Connect with Kura Tuarua/survey past taura Term 4</li> <li>Create informal networks between identified kura</li> <li>Continue (BAU) whānau hui, regular newsletters, uiui ā-whanau</li> <li>Team PLD (internal) reporting to parents, EOTC, Child Safety</li> <li>Regular communication with Kaumatua</li> <li>Community Projects (Community landscape project, Strengthening our cultural narrative)</li> </ul>
<b>Target:</b>	<p>A kura that is valued</p> <ul style="list-style-type: none"> <li>Hītori-ā-kura will be reflected within the Marau-ā-kura and throughout the school environment</li> <li>The kura will be a school of choice and our ākonga will continue to thrive within kura tuarua</li> <li>Our wider community will know of our kura and its kaupapa either through positive promotion such as regional events or publications</li> <li>Whānau will be supportive and involved because of our kaupapa which can be measured through well attended hui and other kura events</li> </ul>

# Analysis of Variance Reporting for 2021



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p><b>Regular visits with ECCs and Kura Tuarua and attend all networking events throughout the year.</b></p> <p>2021 saw Arowhenua Māori School join the North/South Timaru Kahui Ako.</p> <p>Catch up coffee meetings with Head teacher He Manu Hou ECC.</p> <p>Attended Opihi Redevelopment opening.</p> <p>Tumuaki continued role on SCPA Executive</p> <p><b>Supply ECCs with school information packs. Update School website.</b></p> <p><b>Connect with KuraTuarua (survey past taura) Term 4</b></p> <p>Informal visits with Head Kaiako MountainView High School</p> <p>Kahui Ako</p>	<p>All staff attended a ToD Professional development with Russell Bishop in Term 2. This was attended by all sectors.</p> <p>Tumuaki attended where possible all management meetings throughout the year. These were either face to face or via Zoom.</p> <p>All cultural and further ToDs were cancelled due to Covid.</p> <p>This was done, for some ECCs. but not all. School website was updated.</p> <p>Through joining the Kahui Ako, creating networks has been established. Through the Kahui Ako workplan, these actions are no longer as much of a priority.</p>	<p>-Covid19 restrictions and lockdown</p> <p>-Time restrictions</p> <p>-Joining Kahui Ako</p>	<p>We will endeavor to keep up with regular contact where possible.</p> <p>Look for alternative ways to create contact, possibly through regular Zoom catchups.</p> <p>With less time next year for Principal Release due to drop in roll numbers, we will need to be a bit more creative as to how we could do this. Maybe take a supply to Kahui Ako Teacher Only Days. This would ensure a wider coverage.</p> <p>Continue to be an active kura within Kahui Ako.</p>



<p><b>Create informal networks between identified kura</b></p> <p>The whole school attended a cross kura "fun day" at Cannington School in Term 1.</p> <p>The junior school enjoyed attending cross-school swimming event in Term One.</p> <p>Years 5-6 Boys participated in Term 4 basketball tournament.</p> <p><b>Continue (BAU) whānau hui, regular newsletters, uiui ā-whanau</b></p> <p>We were able to hold two whanau hui (Term One and Term Two).</p> <p>Uiui ā-Whānau were held face to face in Terms One and Two.</p> <p>In Term Four Whānau were invited to uiui over telephone.</p> <p>Newsletters were distributed fortnightly.</p> <p><b>Team PLD (internal) reporting to parents, EOTC, Child Safety</b></p> <p>Internal PLD became a regular part of our weekly staff hui, these policies and procedures were covered during these hui.</p> <p><b>Regular communication with Kaumatua</b></p> <p>Kaumatua were made welcome in the kura (informally) throughout the year, until Covid restrictions halted this.</p>	<p>Once again, we have been impacted by Covid19 restrictions in 2021. We also had concerns with a senior cohort and behaviour.</p> <p>Not the best for whanau engagement, we followed MoE advice regarding restrictions around certain events.</p> <p>Staff were able to become familiar and know how to access these policies</p> <p>Kaumatua continue to be a supportive group within our kura.</p>	<p>-Covid and behavioural issues</p> <p>-Covid</p> <p>-</p> <p>-Covid</p>	<p>Continue to support sporting and cultural events as they arise.</p> <p>Continue to look for formal and informal ways to maintain communication with other Māori Medium kura.</p> <p>Possibility of a reciprocal school camp on the West Coast.</p> <p>Reaching out to our school community in ways that they can engage with us in constructive ways, maybe through using grants for special projects that they can be part of.</p> <p>Continue to use Staff hui for internal PLD.</p> <p>Continue to support our kaumatua where and whenever we can. We look forward to being able to engage with them in the future. They will be an important part of our new kura opening.</p>
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<p><b>Community Projects (Community landscape project, Strengthening our cultural narrative, FLAVA Kapa Haka Festival)</b></p> <p>Our ākonga participated in a year long curriculum enrichment programme; Te Kowhiriwhiti o Kā Tīpuna.</p> <p>Our junior cohort (Teina) took part in a language acquisition through Numeracy &amp; Literacy Programme; Nōku Te Ao.</p>	<p>Both these programmes had a good degree of success. We are grateful for the funding through the grants we received. Two classes (Raranga and Mau Rākau) had to be cut short due to vaccine mandate in Term Four.</p> <p>The landscape project did not get much traction. We were able to obtain some planter boxes, and the ākonga helped design a tunnel/hill in the playground.</p> <p>Kapa Haka event was cancelled due to Covid restrictions, we participated however through filming and being part of a YouTube event.</p>	<p>-Covid19, lockdown</p> <p>-Cancelled events</p> <p>-extra funding URF &amp; Ngā Putahitanga</p>	<p>Continue to look for ways to engage our ākonga in culturally relevant, rich curriculum. Utilize the cultural narrative within our new kura.</p>
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**Planning for next year: Maintain the positive:** Continue to be an active participating kura in Kahui Ako. Continue to find ways to actively promote our kura far and wide, utilizing our new kura.

**Reflect on improvement:** Utilize Kahui Ako in order to engage in other kura across the sector. Continue to seek informal levels of communication with specific kura with a similar kaupapa. Continue to support annual cultural events as they arise.

**Strategize for the uncontrollable:** Look for ways to engage whanau directly with the kura and/or ākonga learning. Ngā Putahitanga, also look for other funding pools to support this. Positive/deliberate communication to promote the kura. Engage and utilize with outside support agencies where-ever possible



## Strategic Aim:

**AKO**

By us - for us. Arowhenua Māori School will be a place where teaching and learning are centred within Te Ao Māori

## Annual Aim:

- Curriculum development (Marau-a-Kura) that is based on Te Marau o Aotearoa and specific to our kura.
- Develop a culturally inclusive learning support programme.
- Design and implement learning programmes that lead to student centered inquiry.

## Target:

Ākonga are learning and thriving within Te Ao Māori

- A Marau-a-Kura (localized curriculum) that is specific and relevant Te Ao Ākonga.
- Individual learning needs of targeted ākonga will be met within Māori medium learning support.
- Kaiako and Ākonga take a lead in their own learning (by them, with them).
- Whānau will be well informed of their child's progress and learning pathway.

# Analysis of Variance Reporting for 2021



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p><b>Marau-ā-kura development</b></p> <p>Whole team Induction/Wananga saw the team enjoy two days travelling the tākiwa bringing our curriculum to life.</p> <p>We worked on our Mārau ā-kura during planning times</p> <p>We undertook a rich curriculum programme; Te Kowhitiwhiti o kā Tipuna.</p> <p>Tumuaki joined the local runanga Education Committee.</p> <p><b>Culturally inclusive learning support</b></p> <p>SENCO role was continued. We were successful in obtaining in-class support for three identified ākonga and RTLB support for two younger students.</p> <p>We were able to support hiring a second teacher aide.</p>	<p>The year started off well with the teaching team enjoying getting out and seeing the tākiwa. One Kaiako created a waiata referring to the journey which was shared with the ākonga throughout the year.</p> <p>Development around teaching through a marau ā-kura remains slow. This could be down to teacher capability.</p> <p>This programme ran throughout the entire year. The ākonga enjoyed; raranga, gardening, mau rākau, ball-a-viz (hand to eye coordination as a prelim to mau rākau), Kapa Haka, building/woodwork, and wood-burning.</p> <p>Some programmes had to be cut short as our tutors were not vaccinated.</p> <p>As part of the Education Committee, the Tumuaki is able to have first-hand access to resources and knowledge in order to enhance our marau ā-kura.</p> <p>Two out three in-class ākonga made significant progress. Other factors such as poor attendance may have contributed to one ākonga not making significant progress.</p>	<p>-teacher capability</p> <p>-vaccine mandate</p> <p>-</p> <p>-Covid19</p> <p>-attendance</p>	<p>Continue with a robust induction programme where all new staff (and team) have the opportunity to connect and explore local landscapes, whakapapa and hītori in order to understand the contexts these have within our marau.</p> <p>Change direction of our centrally funded PLD (CORE) to working on incorporating marau ā-kura into learning programme.</p> <p>Continue to support a SENCO role within the kura.</p>



<p><b>Design and implement learning programmes that lead to student centered inquiry learning</b></p> <p>Learning and teaching progressions for core subjects were used for teaching and learning as well as reporting to whānau.</p> <p>We were awarded 90 hours of centrally funded PLD through CORE Education.</p>	<p>Learning and teaching progressions are becoming embedded into programmes and reporting to whānau.</p> <p>Whilst improvement is continuing, the achievement levels showing <i>below</i> until an ākonga has been in bilingual education for at least four to six years is apparent, (this is recognized as second language learning delay) in pānui, tuhituhi and especially in reo-a-waha. This will continue to be the case for all second language learners.</p> <p>All ākonga that show possible learning challenges have been identified and have or are the process of being monitored for receiving support through outside agencies. Five of these ākonga received support for their learning. A further seven are being monitored for both learning and/or behavior concerns.</p> <p>Absenteeism continued to be of major concern. This concern has been exasperated due to the breakdown of our current local truancy office.</p> <p>Covid19 has also had an impact on learning. Two years of interrupted learning has taken a toll, especially in the younger students that require a consistent approach. For the best part of each year, student health and well-being has been a focus.</p> <p>We also have had a lot of transient students who all were new to a bilingual setting (late entry).</p> <p>The PLD provider has not provided an effective programme. While some of this could be determined by lack of engagement through Covid restrictions, we will need to review the support if we are to engage further.</p>	<p>-Covid19,</p> <p>-staff changes and capability</p> <p>-student well-being</p> <p>-lack of effective PLD support</p>	<p>Review centrally funded PLD and possibly change direction.</p> <p>Review curriculum design considering impact from Covid19.</p> <p>Continue to work with teaching and learning progressions for core subjects.</p> <p>Continue to request a review of truancy contract.</p>
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### Planning for next year:

**Maintain the positive:** Continue with a robust induction programme where all new staff (and team) have the opportunity to connect and explore local landscapes, whakapapa and hītori in order to understand the contexts these have within our marau. Continue to support a SENCO role within the kura. Continue to work with teaching and learning progressions for core subjects.

**Reflect on improvement:** Review centrally funded PLD support to ensure we are receiving effective support. Review curriculum design considering impact from Covid19.

**Strategize for the uncontrollable:** Consider ākonga/whānau health and well-being as a priority before learning.



School Name:

**AROWHENUA MĀORI SCHOOL**

School Number: 3280

Strategic Aim:

# MAURI

Arowhenua Māori School will be a physical and spiritual learning environment that is the living embodiment of our beliefs and aspirations

Annual Aim:

- Co-create a new learning environment through a whole school redevelopment.

Target:

A place to belong

- Our hāpori-a-kura will feel included
- Ākonga will see themselves reflected within their learning environment
- Ākonga will show responsibility for their environment
- Staff will feel comfortable and be well-equipped to explore relevant pedagogy.
- The kura will be well resourced.

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p><b>Redevelopment</b></p> <p><b>Co-create a new learning environment.</b></p> <p>Tumuaki attended all scheduled hui.</p> <p>FF&amp;E purchased.</p> <p>Co-worked alongside and with Construction Manager and other stakeholders</p>	<p>While this was considered a minor focus for 2021, it had a major impact on the day to day running of the kura.</p> <p>There was quite a high demand of time on the Tumuaki (as well as caretaker). Scheduled hui and communications were undertaken, but there were a lot of unscheduled issues that demanded attention.</p> <p>Communications with community was also an important part of the redevelopment that required time and effort.</p>	<p>-Unscheduled issues</p> <p>Communication with community</p>	<p>Enjoy our new kura.</p>
<p><b>Planning for next year:</b></p> <p>Continue with above until project completion. Undertake formal kura opening.</p>			

# Arowhenua Māori School



*Established 1895*

## **KIWISPORT STATEMENT 2021**

### **Arowhenua Māori School 3280**

Kiwisport is a government funding initiative to support student's participation in organised sport.

In 2021 the school received kiwisport funding of \$729.81 excluding GST in the operating grants.

The funding was spent towards Temuka Sports Group interschool swimming sports event and part contribution towards swimming pool operating costs as well as Basketball tournament fees.

Kind regards,

A handwritten signature in blue ink, appearing to be 'Bronwyn Te Koeti', written over a horizontal line.

Bronwyn Te Koeti (Principal)