

TE KURA MAORI o PORIRUA

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

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TE KURA MAORI o PORIRUA

Financial Statements - For the year ended 31 December 2017

Index

Page	Statement
<u>1</u>	Statement of Responsibility
<u>2</u>	Statement of Comprehensive Revenue and Expense
<u>3</u>	Statement of Changes in Net Assets/Equity
<u>4</u>	Statement of Financial Position
<u>5</u>	Statement of Cash Flows
<u>6-10</u>	Statement of Accounting Policies
<u>11-20</u>	Notes to the Financial Statements

TE KURA MAORI o PORIRUA

Statement of Responsibility

For the year ended 31 December 2017

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 2017 fairly reflects the financial position and operations of the school.

The School's 2017 financial statements are authorised for issue by the Board.

Michelle Hippolite

Full Name of Board Chairperson



Signature of Board Chairperson

16 November 2018

Date:

Sophie Tukukino

Full Name of Principal



Signature of Principal

16 November 2018

Date:

TE KURA MAORI o PORIRUA
Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	3,710,712	3,641,596	3,443,823
Locally Raised Funds	3	114,089	94,000	129,404
Interest Earned		17,076	11,000	10,318
Gain on Sale of Property, Plant and Equipment		18,192	-	-
		<u>3,860,069</u>	<u>3,746,596</u>	<u>3,583,544</u>
Expenses				
Locally Raised Funds	3	37,746	-	98,324
Learning Resources	4	2,597,851	2,510,007	2,572,252
Administration	5	233,080	197,578	183,840
Finance Costs		5,401	-	3,906
Property	6	718,518	734,992	685,744
Depreciation	7	99,734	80,000	97,218
Loss on Disposal of Property, Plant and Equipment		6,170	-	-
Transport		128,225	146,000	127,890
		<u>3,826,725</u>	<u>3,668,577</u>	<u>3,769,174</u>
Net Surplus / (Deficit)		33,344	78,019	(185,630)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>33,344</u></u>	<u><u>78,019</u></u>	<u><u>(185,630)</u></u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.

TE KURA MAORI o PORIRUA**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2017

	Actual 2017 \$	Budget (Unaudited) 2017 \$	Actual 2016 \$
Balance at 1 January	588,313	707,745	773,943
Total comprehensive revenue and expense for the year	33,344	78,019	(185,630)
Equity at 31 December	621,657	785,764	588,313
Retained Earnings	621,657	785,764	588,313
Equity at 31 December	621,657	785,764	588,313

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.

TE KURA MAORI o PORIRUA
Statement of Financial Position
As at 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Current Assets				
Cash and Cash Equivalents	8	306,106	300,191	21,782
Accounts Receivable	9	136,476	112,000	118,646
GST Receivable		12,355	-	(8,929)
Prepayments		6,746	6,000	6,834
Inventories	10	2,778	3,000	3,614
Investments	11	232,058	150,000	400,000
		<u>696,519</u>	<u>571,191</u>	<u>541,948</u>
Current Liabilities				
GST Payable		-	-	-
Accounts Payable	13	305,799	130,000	225,166
Revenue Received in Advance	14	32,939	-	33,753
Provision for Cyclical Maintenance	15	38,801	15,272	14,195
Finance Lease Liability - Current Portion	16	31,791	28,000	28,221
Funds Held for Capital works	17	(2,446)	-	(9,180)
		<u>406,884</u>	<u>173,272</u>	<u>292,155</u>
Working Capital Surplus/(Deficit)		289,635	397,919	249,793
Non-current Assets				
Property, Plant and Equipment	12	416,682	447,077	451,867
		<u>416,682</u>	<u>447,077</u>	<u>451,867</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	71,803	57,232	82,350
Finance Lease Liability	16	12,857	2,000	30,997
		<u>84,660</u>	<u>59,232</u>	<u>113,347</u>
Net Assets		<u>621,657</u>	<u>785,764</u>	<u>588,313</u>
Equity		<u>621,657</u>	<u>785,764</u>	<u>588,313</u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes.

TE KURA MAORI o PORIRUA

Statement of Cash Flows

For the year ended 31 December 2017

		2017	2017	2016
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,248,933	1,150,464	1,252,338
Locally Raised Funds		111,354	94,000	133,445
Goods and Services Tax (net)		(21,284)	10,000	22,431
Payments to Employees		(539,478)	(386,665)	(577,375)
Payments to Suppliers		(633,623)	(736,780)	(723,224)
Interest Paid		(5,401)	-	(3,906)
Interest Received		16,243	9,000	15,722
Net cash from / (to) the Operating Activities		176,744	140,019	119,432
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		64,623	(10,000)	-
Purchase of PPE (and Intangibles)		(117,149)	(90,100)	(86,972)
Proceeds from Sale of Investments		167,942	200,000	1,007
Net cash from / (to) the Investing Activities		115,416	99,900	(85,965)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	-
Finance Lease Payments		(14,570)	30,000	(14,824)
Funds Administered on Behalf of Third Parties		6,734	-	-
Net cash from Financing Activities		(7,836)	30,000	(14,824)
Net increase/(decrease) in cash and cash equivalents		284,324	269,919	18,643
Cash and cash equivalents at the beginning of the year	8	21,782	30,272	3,139
Cash and cash equivalents at the end of the year	8	306,106	300,191	21,782

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 omitted.

The above Cash Flow Statement should be read in conjunction with the accompanying notes.

TE KURA MAORI o PORIRUA

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2017

a) Reporting Entity

Te Kura Maori o Porirua Kura (the Kura) is a Crown entity as specified in the Crown Entities Act 2004 and a Kura as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the Kura 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 2017 to 31 December 2017 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education Act 1989 requires the Kura, 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 Kura 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 Kura qualifies for Tier 2 as the Kura 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 Kura reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The Kura believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

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

Classification of leases

The Kura reviews the details of lease agreements at the end of each reporting date. The Kura believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 16.

Recognition of grants

The Kura reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The Kura 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 Kura receives funding from the Ministry of Education. The following are the main types of funding that the Kura receives;

Operational grants are recorded as revenue when the Kura 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 Kura has the rights to the funding in the salary period they relate to. The grants are not received in cash by the Kura 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 Kura uses the land and buildings. These are not received in cash by the Kura as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The Kura receives funding from the Ministry of Education.

Other Grants

Other grants are recorded as revenue when the Kura 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 Kura.

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

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

j) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance.

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

After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

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

The Kura has met the requirements under section 73 of the Education Act 1989 in relation to the acquisition of securities.

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$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.

Leased Assets

Leases where the Kura assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the Kura is expected to benefit from their use or over the term of the lease.

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 – Crown	20-50 years
Furniture and equipment	5-10 years
Information and communication technology	3-5 years
Textbooks	3 years
Leased assets held under a Finance Lease	3-5 years term of lease
Motor vehicles	5 years
Library resources	12.5% Diminishing value

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

The Kura 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.

m) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the Kura 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.

n) Employee Entitlements

Short-term employee entitlements

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

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

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

Funds are held in trust where they have been received by the Kura for a specified purpose, or are being held on behalf of a third party. The Kura holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) Provision for Cyclical Maintenance

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

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

r) Financial Assets and Liabilities

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

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

The Kura'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.

s) 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.

t) Budget Figures

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

u) Services received in-kind

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

2. Government Grants

	2017	2017 Budget	2016
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operational grants	989,645	890,000	877,420
Teachers' salaries grants	1,913,134	1,967,733	1,836,732
Use of Land and Buildings grants	523,399	523,399	445,196
Resource teachers learning and behaviour grants	4,831	5,000	4,500
Other MoE Grants	94,688	85,464	90,198
Transport grants	185,015	170,000	189,776
Other government grants	-	-	-
	3,710,712	3,641,596	3,443,823

3. Locally Raised Funds

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

	2017	2017 Budget	2016
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	17,002	6,500	17,983
Fundraising	23,842	3,500	21,736
Other revenue	28,127	77,500	8,273
Trading	13,647	1,500	22,182
Activities	-	-	28,786
Curriculum Recoveries	31,471	5,000	30,444
	114,089	94,000	129,404
Expenses			
Activities	8,963	-	46,262
Trading	24,338	-	42,498
Fundraising (costs of raising funds)	4,445	-	9,564
	37,746	-	98,324
Surplus for the year Locally raised funds	76,343	94,000	31,080

4. Learning Resources

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	112,707	117,545	127,223
Equipment repairs	-	-	478
Information and communication technology	27,178	47,000	54,980
Extra-curricular activities	66,419	34,600	87,438
Employee benefits - salaries	2,301,430	2,224,898	2,232,125
Resource/attached teacher costs	49,464	49,464	40,686
Staff development	40,653	35,500	29,321
	<u>2,597,851</u>	<u>2,510,007</u>	<u>2,572,252</u>

5. Administration

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,050	6,250	6,000
Board of Trustees Fees	-	5,000	3,410
Board of Trustees Expenses	11,126	17,000	8,160
Communication	13,520	12,000	9,793
Consumables	13,672	10,500	14,370
Other	99,952	16,750	16,006
Employee Benefits - Salaries	72,235	114,000	111,481
Insurance	6,288	6,878	5,620
Service Providers, Contractors and Consultancy	10,237	9,200	9,000
	<u>233,080</u>	<u>197,578</u>	<u>183,840</u>

6. Property

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	18,092	26,000	29,399
Consultancy and Contract Services	34,598	49,000	74,836
Cyclical Maintenance Provision	16,655	8,000	28,357
Grounds	16,353	14,500	14,110
Heat, Light and Water	27,555	22,839	27,254
Rates	1,566	1,800	2,173
Repairs and Maintenance	37,252	43,954	22,025
Use of Land and Buildings	523,399	523,399	445,196
Security	9,588	10,000	10,479
Employee Benefits - Salaries	33,460	35,500	31,916
	<u>718,518</u>	<u>734,992</u>	<u>685,744</u>

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property. 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 of Property, Plant and Equipment

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings - School	3,276	3,000	3,235
Furniture and Equipment	31,862	25,000	29,652
Information and Communication Technology	26,710	25,000	32,753
Motor Vehicles	11,664	10,000	13,676
Leased Assets	25,023	16,000	16,531
Library Resources	1,199	1,000	1,371
	<u>99,734</u>	<u>80,000</u>	<u>97,218</u>

8. Cash and Cash Equivalents

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	879	-	398
Bank Current Account	724	100,191	20,616
Bank Call Account	96	-	768
Short-term Bank Deposits	304,407	200,000	-
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>306,106</u>	<u>300,191</u>	<u>21,782</u>

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

9. Accounts Receivable

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	2,371	-	-
Receivables from the Ministry of Education	19,070	-	16,472
Provision for Uncollectibility	(10,000)	-	(10,000)
Interest Receivable	2,970	2,000	2,137
Teacher Salaries Grant Receivable	122,065	110,000	110,037
	<u>136,476</u>	<u>112,000</u>	<u>118,646</u>
Receivables from Exchange Transactions	(4,660)	2,000	(7,863)
Receivables from Non-Exchange Transactions	141,136	110,000	126,509
	<u>136,476</u>	<u>112,000</u>	<u>118,646</u>

10. Inventories

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	-	-	169
School Uniforms	2,778	3,000	3,445
	<u>2,778</u>	<u>3,000</u>	<u>3,614</u>

11. Investments

The School's investment activities are classified as follows:

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Asset			
Short-term Bank Deposits	232,058	150,000	400,000
Non-current Asset			
Long-term Bank Deposits	-	-	-

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2017.

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2017						
Buildings	94,639				(3,276)	91,363
Furniture and Equipment	167,868	27,978	(1,778)		(31,862)	162,206
Information and Communication	75,825	8,798	(4,392)		(26,710)	53,521
Motor Vehicles	46,429	71,006	(46,429)		(11,664)	59,342
Leased Assets	57,511	9,367	(1)		(25,023)	41,854
Library Resources	9,595	-			(1,199)	8,396
Balance at 31 December 2017	451,867	117,149	(52,600)	-	(99,734)	416,682

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2017			
Land	-	-	-
Buildings	140,641	(49,278)	91,363
Furniture and Equipment	535,073	(372,867)	162,206
Information and Communication	165,542	(112,021)	53,521
Motor Vehicles	84,450	(25,108)	59,342
Leased Assets	99,650	(57,796)	41,854
Library Resources	34,492	(26,096)	8,396
Balance at 31 December 2017	1,059,848	(643,166)	416,682

12. Property, Plant and Equipment cont.

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2016						
Buildings	94,830	3,044	-	-	(3,235)	94,639
Furniture and Equipment	148,227	49,293	-	-	(29,652)	167,868
Information & Communication Technology	88,766	19,812	-	-	(32,753)	75,825
Motor Vehicles	60,105	-	-	-	(13,676)	46,429
Leased Assets	1	74,041	-	-	(16,531)	57,511
Library Resources	10,966	-	-	-	(1,371)	9,595
Balance at 31 December 2016	402,895	146,190	-	-	(97,218)	451,867

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2016			
Buildings	140,641	(46,002)	94,639
Furniture and Equipment	594,051	(426,184)	167,867
Information and Communication Technology	308,997	(233,172)	75,825
Motor Vehicles	81,824	(35,395)	46,429
Leased Assets	90,284	(32,773)	57,511
Library Resources	34,492	(24,897)	9,595
Balance at 31 December 2016	1,250,290	(798,423)	451,867

13. Accounts Payable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operating creditors	163,301	-	76,476
Banking staffing overuse	-	-	22,199
Employee Entitlements - salaries	122,065	110,000	110,037
Employee Entitlements - leave accrual	20,433	20,000	16,455
	305,799	130,000	225,166
Payables for Exchange Transactions	305,799	130,000	225,166
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	305,799	130,000	225,166

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	32,051	-	32,501
Other	888	-	1,252
	<u>32,939</u>	<u>-</u>	<u>33,753</u>

15. Provision for Cyclical Maintenance

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	96,545	-	68,188
Increase to the Provision During the Year	16,655	-	28,357
Adjustment to the Provision	-	-	-
Use of the Provision During the Year	(2,596)	-	-
Provision at the End of the Year	<u>110,604</u>	<u>-</u>	<u>96,545</u>
Cyclical Maintenance - Current	38,801	15,272	14,195
Cyclical Maintenance - Term	71,803	57,232	82,350
	<u>110,604</u>	<u>72,504</u>	<u>96,545</u>

16. Finance Lease Liability

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

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	31,791	-	28,221
Later than One Year and no Later than Five Years	12,857	-	30,997
Later than Five Years	-	-	-
	<u>44,648</u>	<u>-</u>	<u>59,218</u>

17. 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:

		2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Admin Hall	<i>on hold</i>		(9,180)	-	-	-	(9,180)
Gas leaks	<i>ongoing</i>		-	23,040	(16,700)		6,340
Storm drainage			-	4,619	(3,582)		1,037
Switchboard	<i>ongoing</i>		-	8,970	(7,420)		1,550
Fire damage	<i>ongoing</i>		-	-	(2,193)		(2,193)
Totals			(9,180)	36,629	(29,895)	-	(2,446)

Represented by:

Funds Held on Behalf of the Ministry of Education

8,927

Funds Due from the Ministry of Education

11,373

(2,446)

		2016	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Admin Hall	<i>on hold</i>		(9,180)	-	-	-	(9,180)
Re Key of Kura	<i>completed</i>		-	9,748	(9,748)	-	-
Totals			(9,180)	9,748	(9,748)	-	(9,180)

18. 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.

19. Remuneration

Key management personnel compensation

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

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	-	3,410
Full-time equivalent members	-	-
<i>Leadership Team</i>		
Remuneration	226,569	222,441
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	226,569	225,851
Total full-time equivalent personnel	2.00	2.00

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:

	2017 Actual \$000	2016 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130-140	130-140
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2017 FTE Number	2016 FTE Number
110 - 120	-	-
100 - 110	-	-
	0.00	0.00

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

20. 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:

	2017 Actual	2016 Actual
Total	-	-
Number of People	-	-

21. Contingencies

There are no contingent liabilities (except as noted below) as at 31 December 2017.

(Contingent liabilities at 31 December 2016: nil).

Contingent Assets:

At balance date there was a contingent asset in relation to an insurance claim to recover losses suffered as a result of the mis- appropriation of funds. At the time of completing the annuals accounts the amount was still to be quantified.

(Contingent assets at 31 December 2016: nil).

22. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2017

(Capital commitments at 31 December 2016: nil)

(b) Operating Commitments

As at 31 December 2017 the Board has entered into the following contracts:

(a) operating lease of a photocopier;

	2017 Actual \$	2016 Actual \$
No later than One Year	-	3,022
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	-	3,022

23. 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.

24. Financial Instruments

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

Loans and receivables

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash and Cash Equivalents	306,106	300,191	21,782
Receivables	136,476	112,000	118,646
Investments - Term Deposits	232,058	150,000	400,000
Total Cash and Receivables	674,640	562,191	540,428

Financial liabilities measured at amortised cost

Payables	305,799	130,000	225,166
Borrowings - Loans	-	-	-
Finance Leases	44,648	30,000	59,218
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	350,446	160,000	284,384

25. Events After Balance Date

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

26. Comparative Figures

Some comparative figures have been restated to ensure compliance with the Ministry of Education's Kiwi Park School financial Statements. Compliance with this model is compulsory. This change does not materially alter the financial statements.

27. Misappropriation of funds

During 2017 the board became aware that a staff member had mis-appropriated funds to the value of \$149,294.55. The effects on the financial accounts are as follows:

In 2016 the following categories were overstated

Learning resources	Curricular	\$ 3,549.99
	Information technology	\$ 15,950.00
	Extra curricular	\$ 4,000.00
Transport		\$ 13,043.48
Property	Consultancy and contracts	\$ 24,163.51
	Cleaning consumables	\$ 4,539.95
GST		\$ 9,787.04

In 2017 all related costs are shown in

Administration	Other	\$ 74,260.51
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28. Breach of legislation

The Board of Trustees did not comply with Section 87 Of the Education Act in that it did not file its financial statements by the 31 May 2018 due to the ongoing investigation into the suspected fraud.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TE KURA MAORI O PORIRUA'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2017

The Auditor-General is the auditor of Te Kura Maori o Porirua (the School). The Auditor-General has appointed me, Trevor Deed, using the staff and resources of Deloitte Limited, 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 20, that comprise the statement of financial position as at 31 December 2017, 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 2017; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 16 November 2018. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. Other Information has not been received by the auditor at the date the audit report is signed. Other information does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Trevor Deed
Deloitte Limited
On behalf of the Auditor-General
Wellington, New Zealand

Te Kura Māori o Porirua

He kura te tangata



**He pūrongo ā tau, he tūtohinga
2017**

Ngā Ihirangi

[Ngā Ihirangi](#)

[He kupu whakataki](#)

[He kounga akonga](#)

[Ngā Kaimahi o Te Kura Māori o Porirua](#)

[Te Rōpū Kaitiaki](#)

[Kiwisport funding](#)

[Māhere Ako 2017](#)

[Te Wāhanga Rautaki](#)

He kupu whakataki

Whitireia, ko Rangituhi ngā maunga, ko Raukawakawa te moana, ko Kāpiti, ko te Mana o Kupe ngā motu ahumairangi. Tēnei te mihi atu ki te mana whenua ki Ngāti Toarangatira nā rātou tō tātou kura i manaaki i tautoko.

Ki ngā mate huhua o te wā haere, haere, haere. Hoki atu koutou ki te wāhi e kīa nei ko te okiokitanga o tāua te tangata. E moe i te aunga o te moe, moe mai rā. Ka āpiti hono tātai hono te hunga mate ki te hunga mate, ka āpiti hono tātai hono te hunga ora ki te hunga ora.

Me tāhuri te whakaaro ki a tātou e takatū ana i te mata o te whenua. Mokori anō te mihi o te ngākau ki te rōpū whakaruruhau me kī ngā kaipupuri tikanga ā o tātou tūpuna. He mihi anō ki te Rōpū Kaitiaki nā koutou mātou i arataki kia tika ngā mahi ā kura kia whai oranga ai ngā matāpono o te kura.

Ko te aronga nui o Te Kura Māori o Porirua ko te tupuranga pakaritanga o te ākonga kia tika tōna toro ki te Ao Whānui hei painga mōna, hei painga mo tōna whānau. Nā ngā matāpono o te kura mātou i ārahi, nā ēnei matāpono hoki i whakangawari ā tātou kawenga kia whakatutuki i ngā moemoea ā tēnā, ā tēnā.

E hoa mā kua tuputupu haere te tokomaha o ngā tauira ki te kura me kī kua hapū ngā whare ki te rahinga tangata heoi, nā te tēina ka tōtika te tuākana, nā te tuākana ka tōtika te tēina. Ahakoa kei whea koe e haere ana ki roto i tēnei kura ka whai kiko i ēnei kupu.

Maringanui te kura i te kounga o te hunga kaiako, he pukenga, he kaiārahi, he puku mahi heoti, e tuohu ana te pane ki a rātou me o rātou whānau, mo a rātou tautoko, puku mahi, kawenga i ngā kaupapa huhua o ngā wā mua. E kore e mutu ngā mihi maioha me ngā whakaaro nui ki a koutou katoa.

He nui ngā whakaaro me ngā kōrero kei te pūrongo nei, hei te mutunga iho nōku te hōnore ki te kī atu āe e hoa mā he tau angitu te tau 2017. Kei te kite atu ahakoa he nui ngā mahi kei mua tonu i a mātou o te whānau o Te Kura Māori o Porirua nā te mahi tahi kāore e kore ka tutuki.

Ngā manaakitanga
Sophie Tukukino

He kouna akonga

He kura te tangata

He pūkōrero, he maia a tātou akonga ki Te Reo Māori me te reo Igarashi. He kaihautū rātou – he maiya ki te ao Māori me te ao tauīwi, ki tēnei motu puta noa ki te Ao. He akonga rikarika rātou e whiwhi ana i ngā pūkenga me ngā āheinga ki te whai i te huarahi nā rātou anō i kōwhiri, kia angitū ai i ngā mea e ngākaunui ana¹.

Ngā kouna ako a te tauira o Te Kura Māori o Porirua

- He maia ki te kōrero, ki te pānui, ki tuhi i te reo Māori me te reo Ingarihi.
- He tini āna pūkenga, māna anō ia i kokiri kia whai ai i te huarahi ako.
- He kaha nōna ki te āta whakaaro ki te āta tātari i ngā mōhiohio.
- He pūkōrero, he waia ki te ao tōrangapū, ki tōna hāpori hoki.
- E āhei ana ki te whai i te mahi e hiahia ana.
- He kaimahi mō tōna Iwi, Hapū, Whānau.
- He tino tauira i ngā kouna ako.
- E āhei ana ia kite tiro whānui arā he tirohanga ao tōna.

¹ Our graduates will be confident, articulate speakers and writers of Te Reo Māori and English. They will be leaders – confident in Māori and non-Māori settings both nationally and internationally. They will be motivated learners with the skills and abilities to pursue their own self-determined pathways towards successfully following their passions.

Ngā Kaimahi o Te Kura Māori o Porirua

Kaimahi	Tūranga	Rōpū Ako		
TE WHARE KŌNAE				
Sophie Tukukino	Tumuaki	Whare Kōnae	1.0	
Kataraina Taepa	Tumuaki Tuarua	Whare Kōnae	1.0	
Sharyn Cassidy	Pouako: Pito Mata	Whare Kōnae	1.0	
Diane Tunoho	RTM	Whare Kōnae	1.0	
Naere Andrews	Hekeretari	Whare Kōnae	1.0	
EveJane Baker	Kaiāwhina Wharekura	Whare Kōnae	1.0	
Queenie Aporo	Kaiāwhina pūtea tāhua	Whare Kōnae	1.0	
Maraea McLean	Kaiāwhina: Kids can, Hauora	Whare Kōnae	0.8	
Charlie Raerino	Kaitiaki	Whare Kōnae	1.0	
Louise Savage	Kaiāwhina: whare kaimahi, rauemi	Whare Kōnae	0.6	
Conway Mathews	Kaiāwhina: Tae ki te kura, Mauritau	Whare Kōnae	1.0	
Conrad Noema	SWIS	Whare Kōnae		
NGĀ KĀKĀNO				
Kataraina Smith	Pouako	Pakiaka	1.0	
Leanne Betty	Kaiako	Ngā Kākāno	1.0	
Mererangi Moore	Kaiāwhina	Māhuri	1.0	TWOR Whakaakoranga Tau3
POU TUARONGO				
Parerawhiti Raerino	Pouako	Titoki	1.0	
Te Mahoe Baker	Kaiako	Nīkau	1.0	
Meranea Turei	Kaiako	Kāpuka	1.0	
Marsella Hippolite	Kaiāwhina	Pihinga	1.0	
Robbieana Daniels	Kaiāwhina: Fabian	Pakiaka	1.0	Resigned
POU TOKOMANAWA				
Tania Panepasa	Pouako	Pūriri	1.0	
Te Ruahuihui Hiroti	Kaiako	Kāhikatea	1.0	
Tayler Cassidy	Kaiako	Karaka	1.0	
Eparaima Waiwai	Kaiako	Rimu	1.0	
Megan Marshall	Kaiāwhina	Māhuri	1.0	TWOR Rangakura Tau 3
Keanu Andrews-Sio	Kaiāwhina Hākinakina	Māhuri	1.0	TWOR Whakaakoranga Tau3

POU MUA				
Glenys Turu	Pouako	Putaputawētā	1.0	
Grace Taniora	Kaiako	Kōwhai	1.0	
Whakaae Baron	Kaiako	Pōhutukawa	1.0	
Juanita Teepa	Kaiāwhina	Pihinga	1.0	
Jacob Wilkins-Hodges	Kaiāwhina	Poumua		
POU KAIĀWHA				
Hayley Galo	Toi ataata, Umanga, Gateway	Māhuri	1.0	
Beau Matakātea	Te Reo Māori, Mātauranga Māori	Māhuri	1.0	
Jack Baker	Pūtaiao, Pāngarau	Māhuri	1.0	
Lillani Goldsmith	Maithiko, Taurangi	Pihinga	1.0	
Hingangaroa Smith	Taiao, Literacy, Whakairo	Pihinga	1.0	
Kahumoana Shedlock	Hākinakina, Hauora, MPA	Pihinga	1.0	LAT application pending
Saha Swapana	Pūtaiao	Pihinga	1.0	
Mal McKenzie	Hītori, Ingārihi, Mātauranga Māori	Pakiaka	1.0	
Tasha Ropata	Mātauranga Māori, Te Reo Rangatira	Pakiaka	1.0	Resigned March 2017
Wareko Te Angina	Kaiāwhina Reo		1.0	

In addition to the staff listed we also employ or contract specialist staff:

Troy Rorason 24/7	Kaiako – fitness training
Moana Wakefield Purotu Co	Kaiako – fitness training

Te Rōpū Kaitiaki

Chairperson:	Michelle Hippolite
Staff Representative:	Sharon Cassidy
Ngāti Toa Representative:	To be appointed
Parent Trustees:	Heather Fuimaono
	Melissa Nielsen
	Tina Bennett
	Wareko Te Āngina
	Pania Mitchell

Kiwisport funding

The Kiwisport funding 2017 enabled th kura to pay for the following programmes in our kura:

Fundamental Movement Skills Programme - Move to Imporve, Run Jump Throw, Soccer, and Swimming.

Our kura is keen to seek a provider in Te Reo Māori of these programmes.

Māhere Ako 2017

MĀTĀPONO: **KAITIAKITANGA** WHANAUNGATANGA RANGATIRATANGA WHAI WĀHITANGA

	TOITŪ TE WHENUA WHATUNGARONGARO HE TANGATA	HE KAI KEI AKU RINGA	ORANGA WAIORA He rite te wai nei ki wai kimihiā ² Ko te wai anake e rere ana ³
	Resource people: Hayley Pemberton; Kahu Ropata	http://tinyurl.com/gvf7fqd http://tinyurl.com/hj2k4ch Resource groups/people: Compost classroom Zero waste coordinator Butterflies: Azra Bees in schools	Resource people: ESR and litter control: water testing Te Aho Turoa: Te Atawhai Kumar
Kaupapa: Mana whenua	Te tūtohu whenua: Ko Whitireia te maunga Ko Raukawa te moana Ko Porirua te awa Ko Takapuwāhia te marae	Te tūtohu whenua: Ngā māra kai ki Porirua Ngā tū pāmu ki Porirua	Te tūtohu whenua: Whakaoratanga i te wai Ngā pā harakeke ki PoriruaTOD
Kaupapa: Mana Kura	Ko Te Kura Māori o Porirua tēnei Pepeha Whakatauki: he kura te tangata	He māra kai ki te kura He whakatupu kai ki te kura Te tiaki pai i ngā kararehe ki te kura He ringa awhina ki te wāhi toha hua whenua.	Te mangawai ki taha o te kura 1. Kko te ine i te ora o te wai. 2. Ko te rangahau me pewhea te whakaora i te wai.
Kaupapa: Mana Whānau	Pepeha: • Poutūārongo: Pepeha/Karapīpiti o te rohe nei, mihi o tōna whānau ake. • Poutokomanawa: Pepeha/Karapīpiti ki tētehi taha whānau • Poumua: Pepeha/Karapīpiti ki ngā taha e 2-3 • Tau 9-10: Whakapapa ki tētehi tupuna taketake o tētehi iwi, whakapapa ki tētehi marae. • Tau 11-13: Whakapapa ki tētehi tupuna taketake o tōna hapū. Me e taea ana te hono i tōna whakapapa ki Ngāti Toa, ki tētehi o ngā tupuna rānei kei ngā whakairo ki roto o Toarangatira	Te whakarite he kai mō te kāinga. Te Tunu i te kai: he kai oranga. Para kore	Wai: te wai ora, ngā wai ora Ref: Take action for water
Kaupapa: Mana tangata	Haerenga: Waka Ama Te Puawaitanga tērā pea ka tae ki Te Teko, Whakatāne. Haerenga: Kapahaka ki Turanganui tērā pea ka tae ki te Tai Rāwhiti Haerenga: Manu Kōrero ā-motu tērā pea ka tae ki Parihaka, Whanganui	He oranga: • Tikanga akuaku • Pūhuru hūru • Rongoa He rā umanga: career day He wheako mahi: work experience week	He oranga ki te wai: • Kaukau • Ngā pukenga whakaora ki te wai. • Awhina tūroto First aid/CPR

² Mead, Grove Ngā pepeha wh 183 #1118

³ Mead, Grove Ngā pepeha wh 264 #1623

Kaupapa	Wāhanga 1	Wāhanga 2	Wāhanga 3	Wāhanga 4
Taumata 1 Tau 1-2 TŪĀRONGO	<p>Āhuahanga (Te Hanga)</p> <ul style="list-style-type: none"> • Ka whakarōpū taonga i runga i te ahua o ngā taonga, pērā i te tae, te nui, me te maha o ngā tapa • Ka mōhio ki ngā ahu-2, pērā i te tapatoru, te tapawhā hāngai, te porowhita, te taparima, tapaono me te tapawaru • Ka mōhio ki ngā āhua ahu-3, pērā i te pouaka, te rango me te poi <p>Ine: Horahanga, hurihanga, pae mahana</p>		<p>Te Wāhi me te Ahunga</p> <ul style="list-style-type: none"> • Ka whai, ka hoatu hoki i ngā tohutohu mō te nekeneke e whai wāhi mai ana: te tawhiti, te ahunga, te hurihanga - ½, ¼, 3/4..... • Ka whakamārama i te wāhi noho o tētahi mea 	<p>Te Panoni</p> <ul style="list-style-type: none"> • Ka tuhi, ka whakamārama i ngā hua o te neke, o te whakaata, o te huri i ngā āhua ahu-2 māmā
Taumata 2 Tau 3-4 TOKOMANA WA	<p>Āhuahanga (Te Hanga)</p> <ul style="list-style-type: none"> • Ka mōhio ki ngā āhuatanga hanga o ngā taparau whānui me ngā matarau whānui • Ka mōhio ki ngā momo tapatoru me ngā momo matarau • Ka mōhio ki te rārangi hāngai, te rārangi whakarara me te rārangi pūtahi • Ka mōhio ki te koki hāngai <p>Ine: Horahanga, hurihanga, pae mahana Ariā:</p>		<p>Te Wāhi me te Ahunga</p> <ul style="list-style-type: none"> • Ka hanga, ka whakamahi mahere māmā; ka whakaatu taunga; ka whakaatu ahunga; ka whakamārama huarahi; ka whakamārama tirohanga • Ka whakamārama taunga, ahunga hoki o ngā wāhi matua o te kura, te taone me te rohe 	<p>Te Panoni</p> <p>Ka neke, ka whakaata, ka huri, ka whakarahi i ngā āhua ahu-2, ka tuhi, ka whakamārama hoki i ēnei panoni</p>
Taumata 3 Tau 5-6 TOKOMANA WA POUMUA	<p>Āhuahanga: (Te Hanga)</p> <ul style="list-style-type: none"> • Ka whakamārama i te āhuahanga o ngā āhua ahu-2 me ngā āhua ahu-3 • Ka tuhi hoahoa, ka hanga tauira hei whakaatu taonga • Ka tūhura i ngā raumata e hangaia ai he āhua ahu-3 māmā <p>Ine: Te Paemahana; Te Koki; Te Horahanga Ariā:</p>		<p>Te Wāhi me te Ahunga</p> <ul style="list-style-type: none"> • Ka hanga, ka whakamahi pūnaha ki te whakaatu taunga, whakaatu ahunga me te whakamārama huarahi • Ka whakamahi i ngā tōpito matua ki te whakamārama taunga, ahunga hoki 	<p>Te Panoni</p> <p>Ka whakamārama i ngā panoni (whakaata, hurihanga, nekehanga, whakarahinga rānei), e hua ai tētahi mātātuhi, mai i tōna mātāroko</p>
Taumata 4 Tau 7-8 POUMUA	<p>Te Wāhi me te Ahunga</p> <ul style="list-style-type: none"> • Ka whakaatu, ka whakamārama, ka whakamahi i te wāhi noho (taunga) o tētahi mea, me te ahunga; ngā tōpito; ngā koki o te kāpehu; ngā āhuatanga o te taiao; te tukutuku, te mahere 	<p>Te Panoni</p> <p>Ka tautohu, ka whakamārama, ka whakamahi i te hangarite o tētahi āhua ahu-2, āhua ahu-3</p> <p>Ka tautohu, ka whakamārama, ka whakamahi i ngā āhuatanga pūmau o ngā panoni</p>	<p>Ine: Horahanga; Taumaha kītanga rōrahi</p> <ul style="list-style-type: none"> • Ka whakamahi inenga tapa ki te whiriwhiri i te paenga me te horahanga o te tapawhā hāngai me te rōrahi o te poro tapawhā hāngai • Ka kōwhiri, ka whakamahi i te waeine e hāngai ana mō te roa; te horahanga; te rōrahi/kītanga; te papatipu/taumaha; te koki me te wā 	<p>Ine: Paemahana; Wā</p> <p>Ka kōwhiri, ka whakamahi i te waeine e hāngai ana mō te roa; te horahanga; te rōrahi/kītanga; te papatipu/taumaha; te koki me te wā</p>

	TOITŪ TE WHENUA WHAKANGARONGARO HE TANGATA	HE KAI KEI AKU RINGA	ORANGA WAIORA He rite te wai nei ki wai kimihia ⁴ Ko te wai anake e rere ana ⁵
Ā-waha Ā-tā	Mā te huruhuru ka rere te manu Purerehua - Whakatō kākano - tiaki purerehua - wātaka - tirohanga Kupumahi, reo raupapa, reo ā-kaupapa Tuhinga Takenga Putaiao	E kore au e ngaro he kākano i ruia mai Rangiātea Whakatō kākano, - whakatipu otaota - tiaki rākau Tūhono, tuāhua Tuhinga Tūhono Tuhinga whakaahua	Te Mauri o te wai E rere kau mai te awa nui, mai i te kāhui maunga ki Tangaroa: Ko au te awa ko te awa ko au tūpou, tūingoa Tuhinga Paki
Ā-waha Ā-tā	Te toto o te tangata, he kai; te oranga o te tangata, he whenua While food provides the blood in our veins, our health is drawn from the land Kupu Tūhono, Tūingoa	He kai nā tōna ringa, tino kai tino makona noa. Mai i te māra ki te waha - Whakakahore Tohutohu tao Reo raupapa, Tūmahi	He huahua te kai, ā, he wai te kai Tuku pao / mihi Tuhinga Takenga Pūtaiao He Mana Tō Te Wai Tūāhua
Ā-waha Ā-tā	Nōku tēnei whenua nō ōku tupuna Nga Tupou, Ngā Tūingoa	Pou Mua Rules the Kitchen tohutohu tao Kupu Tūmahi	Taukumekume Kupu āhua

Kaupapa	Wāhanga 1	Wāhanga 2	Wāhanga 3	Wāhanga 4
Taumata 1 Tau 1-2 TŪARONGO	Purerehua Tuhinga Takenga Putaiao	Whakatipu Otaota Tuhinga tūhono Te Mauri o te Wai	Te Mauri o te Wai Te Tuhinga Paki	Te Tipuranga Tuhinga Whakaahua
Taumata 2 Tau 3-4 MANAWA	Rangatiratanga - Tuhinga Tūhono - Tūtohu whenua, tō rātou ake rohe. Karapipiti Kupu Tūhono, Tūingoa	Tuhinga Tohutohu (Tao kai) Reo Raupapa, Tūmahi	Tuhinga Tautohe Whaiaro (Te Mana o te wai)	TuhingaTakenga Pūtaiao (Te Mana o te wai)i Tūāhua
Taumata 3 Tau 5-6 MANAWA POUMUA	Rangatiratanga - Tuhinga Tūhono - Tūtohu whenua, tō rātou ake rohe. Karapipiti Kupu Tūhono, Tūingoa	Tuhinga Tohutohu (Tao kai) Reo Raupapa, Tūmahi	Tuhinga Ttautohe Whaiaro (Te Mana o te wai)	TuhingaTakenga Pūtaiao Mihl (Te Mana o te wai)i Tūāhua
Taumata 4 Tau 7-8 POUMUA	Tuhinga Tūhono - te kawai hononga o te whenua Ngā tūpou, Ngā tūingoa	Tuhinga Mihi (Pao, Rotarota waiata) Mataraiiki kupu whakamihi, kupu mihi	Tuhinga tohutohu Tohu tao, kupu tūmahi	Tuhinga Putaiao / Tuhinga tautohe (He Mana tō te wai) Taukumekume, kupu āhua

⁴ Mead, Grove Ngā pepeha wh 183 #1118

⁵ Mead, Grove Ngā pepeha wh 264 #1623

Māhere ā tau: 2017

KAUPAPA: HĀKINAKINA

	Wāhanga 1	Wāhanga 2	Wāhanga 3	Wāhanga 4
Whakataetae ā-Kura	Kaiaka Rā Kaiaka: 12/04	Omatanga roa Kaukau:	Ngā kēmu Māori	
Whakataetae ā-rohe ARENA	Flag	Netball and unihoc Saturday netball	Indoor soccer Saturday netball	Basketball
Whakataetae ā-rohe kura	Cricket, Softball and Ole Football		Sports Cluster Swimming sports 31 Aug	
Whakataetae ā-motu	WAKA AMA Super sixes: 11-12th April 2017 Registrations close 3 April 2017 Year six students		AIMS games 10-15 September	

	Wāhanga 1	Wāhanga 2	Wāhanga 3	Wāhanga 4
TŪĀRONGO	Kaiaka 4 wiki Oma, peke, whiu Pukenga whiu/hopu/tūpana pōro: 6 wiki	Kaukau 6 wiki Pukenga whana pōro, patu pōro (hāki), takahurihuri pōro	moveMprove 6 wiki Kēmu māori: poi toa 4 wiki	Katoa: 4 wiki kēmu tīma/peke taura Pukenga patu/hopu pōro: 6 wiki: Pōro T; Kirikiti
TOKOMANAWA	Kaiaka 4 wiki Oma, peke, whiu Pukenga whiu/hopu/tūpana pōro: 6 wiki	Kaukau 6 wiki Pukenga whana pōro, patu pōro (hāki), takahurihuri pōro: 4 wiki	Pītakataka 6 wiki** Kēmu māori: poi toa, tiuru: 4 wiki	Katoa: 4 wiki kēmu tīma/peke taura Pukenga patu/hopu pōro: 6 wiki: Pōro T; Kirikiti
POUMUA	Kaiaka 4 wiki Pukenga whiu/hopu/tūpana pōro 2 wiki ia tū hākinakina: poitarawhiti, poitūkoha, whutupōro	Kaukau 6 wiki Pukenga poirewa, poiwhana, poiringa 2 wiki ia kēmu 4 wiki	Pītakataka 6 wiki** Kēmu māori: poi toa, tiuru; tapuae; kī o rahi 4 wiki	Katoa: 4 wiki kēmu tīma/peke taura Pukenga patu/hopu pōro 2 wiki ia tū hākinakina: padder tennis; kirikiti, poiuka
POUKAIAWHA	Kaiaka 1 ia wiki tae noa ki wiki 4 Tū waewae Mau rākau WAKA AMA	Whakapakari tinana 2 x ia wiki Tū waewae Mau rākau	Kaukau 1 x wiki Kēmu Māori	Whakapakari tinana 2 x ia wiki
KIWISPORT	Run Jump throw	Kiwisport: Poiwhana Kiwisport: Kaukau	Kiwisport: moveMprove ** find provider Kēmu māori: PD requirement	

Māhere ā tau: 2017

KAUPAPA: TOI ATAATA

	Wāhanga 1	Wāhanga 2	Wāhanga 3	Wāhanga 4
TŪĀRONGO	Self portraits silhouette Design graphic processes- Pukenga: perspective, proportion, holding utensils, sketching Materials	punga (uku) pukenga: moulding, firing, 3D, sculpting, casting, pinchpots carving Materials	Raranga / Wearable Arts weaving, stitching, painting and printing on fabric, tie dye, screen printing? korowai on canvas Materials	collage flat collage relief (raised) collage pictures mosaics Materials
TOKOMANAWA	Collage: cutting/tearing paper, material Ahua	Peita: Texture/Colours Pepehā Piakano	Toi Māori: Uku, whatu, tukutuku, rāranga	Printing - embossed/etched
POUMUA	paper mache , mural waituhi - primary and secondary colours, mixing,	uku , resin moulds, Ahu toru punga, pukeko, tangata	Manu Aute, Manu tukutuku, Manu tangata rolling paper, latching, stitching, printing,	Hoe sanding, shaping, painting, vanish
POUKAIAWHA				

http://artsonline2.tki.org.nz/resources/lessons/visarts/units12_e.php

Māhere ā Tau: 2017

Tā Te RTM Māhi ki ia o Ngā Pou

	Wāhanga 1	Wāhanga 2	Wāhanga 3	Wāhanga 4
TŪĀRONGO	He			
TOKOMANAWA	Reo-ā-waha: • He Rau Taki Reo	Tuhituhi: • Moderating	Reo-ā-waha: •	Tuhituhi: •
MUA				

Tirohia ki tēnei whārangi ipurangi, hei whakamārama atu i te rauemi e kiia nei ko 'He Rau Taki Kōrero'

<http://tmoa.tki.org.nz/Karere-Hou/He-Rau-Taki-Korero>

Professional development:

Pūtaiao

Tūtōhu whenua

Pāngarau : Poutama Tau refresher/ PRT 2

Te whakamana i te reo Māori

	Whāinga Matua	Whāinga whāiti	Ngā huaoti
Te Reo Matatini	Kia whakahaere he taiao reo Māori, hei taiao ako i te pō, i te ao.	<ol style="list-style-type: none"> 1. Whakamanahia te reo ki te akomanga, hei aha te whakaaetanga ki te reo Ingarihi ki roto akoranga rānei he akoranga Ingarihi ki roto Te Puawaitanga. 2. Whakarahi ake te hunga kei Manawa Toa, Manawa Ora, kia iti iho te hunga Manawa Āki, Manawa Taki 	<ol style="list-style-type: none"> 1. Nō ngā kaimahi te whiwhi, he rawe te tautoko a te Rōpū Kaitiaki i ngā ara whakapakari reo kua whāia ana e ngā Kaimahi. Nā te manaaki i ngā wānanga reo, ngā hui rūmaki reo, ngā kura reo ā iwi hoki kua ea, kua tutuki tēnei whāinga. 2. Nā te kaha akiaki o te hunga kaimahi kei te tupu he rōpū e arohaina te reo Māori. 3. I whakaratohia tonutia hōtaka Mutukaroa hei hotaka āwhina ki ngā mātua kia waia rātou ki ngā tū tukanga o te kura, ngā hōtaka me ngā aromatawai. E mārama ana te kite ki tāte raraunga i ngā hua i taka mai mai ki ngā tamariki. 4. Ahakoa te tupu pai ai ngā pukenga a ngā kaiako ki te whakahaere i ngā ngohe aromatawai, me te wetewete i ngā hua o te aromatawai, me whai wāhi tonu rātou ki te whakawhanake i ngā pukenga ia te tau, ā ki te wānanga hoki mō ngā hua i taka mai i tēnei 5. Kei te hapai i te mana o te reo ki te kura: kua whai hua ngā mahi ā te whānau whānui o te kura heoi mā te aha ki te kore te reo e noho marire ana ki te kāinga, kia whai whakaaro te kura me aha mātou kia hapai i te taumata o te reo ki te hāpori nei.
Mātauranga tau	Kia eke ngā ākonga katoa ki taumata whai māramatanga ki ngā mahi pāngarau.	<ol style="list-style-type: none"> 1. Ka tūtohu i ngā taumata ako tika mo ngā ākonga katoa. 2. Ko te whakarite he hōtaka ā-pou hei whakahaere i ngā akoranga pāngarau. 	<ol style="list-style-type: none"> 1. Maringanui tēnei kura i ngā mātanga pāngarau, he pukenga ki ia taumata heoi me whai wāhi ngā kaiako ki a rātou kia tino kaha te taumata o te whakarato i ngā hōtaka pāngarau. 2. E whakaāe ana ngā kaiako kei te taumata tika te nuinga o ngā tamariki mō te taha mātauranga tau, 72% NWRM manawa ora, toa rānei; heoi tērā he rōpū 21 % kei te manawa āki rātou ā 7% te rahinga o te rōpū e ako ana ki te taumata manawa taki.
Pāngarau Whenu	Kia maia ngā ākonga ki te whakamahinga o ngā pukenga pāngarau.	<ol style="list-style-type: none"> 1. Kia tino maia ngā ākonga ki te whakamahinga o te mātauranga pāngarau ki ngā horopaki huhua. 	<ol style="list-style-type: none"> 1. Ahakoa kua tupu pai ngā wheako ki ngā whenu tērā tonu ngā mokotawhā kia whakakīngia. 2. Me aronui tonu te kura ki tēnei kaupapa hei te tau, kia whakawhānui ngā wheako pāngarau ki ngā whenu kia maia ngā kaiako ki ngā taumata katoa. 3. He rahi ake te hunga manawa āki ki te nuinga o ngā whenu ka hinga te hunga ora, toa rānei ki te 57% a ka eke te hunga amanaaw āki ki te 35%; 8% te hunga kei manawa taki tonu.

Hākinakina	Kia whāia ka tika i ngā akonga a rātou whāinga hākinakina	1. Kia tupu pai ai ngā pukenga pāhekoheko, whakataetae hoki.	1. Kei te pakari haere te hotaka hākinakina, ia te wāhanga ka aro te kura ki tētehi kaupapa matua - te PMP, ko te kaukau, ko te kanikani, ko te tākaaro kēmu māori. Kua tupu te whakawhanaungatanga ki roto o te kura me te
Pumanawatanga	Kia kouna te ako ki ngā akomanga katoa.	1. Whakamatauria ngā hotaka ā-pou kia whakarato i tētehi ara AKO kia whai wāhi ko ngā pumanawa a ngā ākongā te whai hua. 2. Ko te whakarato i te ara AKO kia whai mana tēnā me tēnā ahuatanga ako hei ara whai oranga, hei ara whakakoi hinengaro hoki. 3. Me whakatupu mai he kouna akonga ki ia o ngā pou hei tuapapa mo ngā hotaka ako o ia pou.	1. Kua waia ngā ākongā mo o rātou ake pumanawa me ngā pukenga ako hāngai ki ā rātou pumanawa. 2. I whai wāhi te kura ki te aro pūmau ki ngā mātāpono o te kura ā kei te toro haere hoki te kura i te akoranga matatini - differentiated learning, he rawe. 3. Mā te noho o te tuakana me te teina ka ora anō a tātou tikanga me te whakaaro māori nei.

Tau 9-13 marau	Kia whakarite he ara kia eke ngā ākongā ki te taumata o angitu.	1. Kia whakaritehia he hōtaka NCEA kia whai wāhi ngā akonga Tau 11-13 ki te ako mo ngā marau e 4-5 ki Taumata 3/Karahipi rānei. 2. Kia 100% te rahinga a ngā ākongā ka whiwhi i te Taumata NCEa mo ā rātou taumata ako. 3. Kia 50% nui ake rānei te hunga kaiaka, kairangi rānei.	1. Ahakoa e pai ana ngā whiwhinga me ngā huaoti me kaha ake te hunga kaiako o te wharekura ki te whai i te tukanga whakahaere i ngā aromatawai NCEA. Kia rangatira ai ngā mahi a ngā tauira me ā rātou whai i ngā tohu. 2.
TWOR	Ka whai wāhi ngā ākongā ki te rangahau i a rātou anō, te mātauranga ā o tātou tūpuna, ā-iwi, ā-hapū ā whānau hoki.	100% successful completion of all TWOR enrolled students: <ul style="list-style-type: none"> • Heke Mātauranga Māori • Tau 2 Mātauranga Māori • Poutuarongo Mātauranga Māori 	1. Kua tutuki

Te oranga ā ngā ākonga

	Whāinga Matua	Whāinga whāiti	Ngā huaoti
Behaviour	Our kura will be a positive, safe place for all ākonga, kaimahi and whānau.	<ol style="list-style-type: none"> 1. Develop safe, positive classroom learning environments. 2. Continue to maintain zero tolerance to bullying and maintain the appropriate processes in the event of reported bullying incidents. 3. Whānau hui will automatically be held to discuss any reported incidents of bullying by Tau 9-13 students. 4. Ensure all staff maintain safe behaviour practices. 5. Ensure staff are well informed of all health and safety policies. 	<ol style="list-style-type: none"> 1. Kua oti kua tutuki ngā kaiako Tau 1-5 i te Incredible Years Teacher Training. 2. E mārama ngā ākonga ki te tikanga whakatika whakatua whanonga ki te kura. 3. Kua tutuki, kua whai ka tika i ngā kaupapahere mo te whakahaere kura.
Attendance	Provide for student academic and social well being by maintaining high levels of attendance.	<ol style="list-style-type: none"> 1. The kura will develop and implement an attendance management system that provides students and whānau support to ensure students maintain a high attendance rate. 	<ol style="list-style-type: none"> 1. Ahakoa e pai rawa atu ngā mahi huhua a Matua Conway, kua aro kē atu ia ki kaupapa kē. 2. Ko te aronga mō te kura kia ngana te whai i ngā tukanga kua whakaritehia e te kura hei tūāpapa mō te whai oranga o ngā whānau me ngā tamariki.
Community Health	Provide for the holistic wellness of our kura.	<ol style="list-style-type: none"> 1. The kura will access a range o services and resources in order to provide for the well being of students and whānau. 	<ol style="list-style-type: none"> 1. Kua tutuki

Community Partnerships

	Whāinga Matua	Whāinga whāiti	Ngā huaoti
Te whai wāhitanga o te whānau whānui	To continue to develop and strengthen links with our whānau whānui.	<ol style="list-style-type: none"> 1. Consult and develop with the whānau whānui a parent education programme : <ul style="list-style-type: none"> • Te Ao Matihiko • Pāngarau ki te kāinga • Ngā whanaketanga reo Māori • NCEA 2. Main fundraisers to be targeted <ul style="list-style-type: none"> • Kai @ Kura • Art Auction 3. The kura will pdevelop a plan for Toiora 4. Establish and maintain several information and communication portals for the kura whānau whānui 	Kua pai rawa atu ngā whakaritenga nei. Heoi he tokoiti noa te hunga mātua i tae ki te kura kia mātauranga mō ngāmahi o te kura.
	To continue to develop and strengthen links with our whakaruruhau.	<ol style="list-style-type: none"> 1. To refer matters of tikanga to the whakaruruhau for their consideration and advice. 2. To seek input from the whakaruruhau in matters such as maintaining and safeguarding the kaupapa of the kura. 	1. He pai ēnei hui, kua tino ora mātou i te kaha tautoko o tō tātou whakaruruhau.

Te Kura Māori

o

Porirua



He kura te tangata

**Te mahere rautaki
2017 ki 2020**

IHIRANGI

[Ihirangi](#)

[Te Kura Māori o Porirua](#)

[He kura te tangata](#)

[He kōunga akonga](#)

[Te wāhanga rautaki](#)

[Whāinga 1: Kia angitū!](#)

[Whāinga 2: He taiao haumaru](#)

[Whāinga 3: Ko te whakapakari ake ngā pūkenga reo me ngā pūkenga tātaitai](#)

[Whāinga 4: Kia pai ake te whakamahi i te raraunga huanga ako a ngā ākonga](#)

[Whāinga 5: Te whakapiki ake i ngā hua ako](#)

[Whāinga 6: Ko te whakapai ake i te arataki umanga](#)

[Whāinga 7: Ko te whaiwāhi o te whānu whānui ki te kura](#)

He kura te tangata

This strategic plan has been written specifically for Te Kura Māori o Porirua. Other documents relevant to this strategic plan are:

1. Te hōtaka a tau: maramataka, hōtaka, pūtea tāhua
2. Te Marautanga o Te Kura Māori o Porirua

He kouniga akonga

He pūkōrero, he maia a tātou akonga ki Te Reo Māori me te reo Ingarihi. He kaihautū rātou – he maia ki te ao Māori me te ao tauwi, ki tēnei motu puta noa ki te Ao. He akonga rikarika rātou e whiwhi ana i ngā pūkenga me ngā āheinga ki te whai i te huarahi nā rātou anō i kōwhiri, kia angitū ai i ngā mea e ngākaunui ana⁶.

Ngā kouniga ako a te tauira o Te Kura Māori o Porirua

- He maia ki te kōrero, ki te pānui, ki tuhi i te reo Māori me te reo Ingarihi.
- He tini āna pūkenga, māna anō ia i kokiri kia whai ai i te huarahi ako.
- He kaha nōna ki te āta whakaaro ki te āta tātari i ngā mōhiotio.
- He pūkōrero, he waia ki te ao tōrangapū, ki tōna hāpori hoki.
- E āhei ana ki te whai i te mahi e hiahia ana.
- He kaimahi mō tōna Iwi, Hapū, Whānau.
- He tino tauira i ngā kouniga ako.
- E āhei ana ia ki te tiro whānui arā he tirohanga ao tōna.

⁶ Our graduates will be confident, articulate speakers and writers of Te Reo Māori and English. They will be leaders – confident in Māori and non-Māori settings both nationally and internationally. They will be motivated learners with the skills and abilities to pursue their own self-determined pathways towards successfully following their passions.

Ngā Matāpono o te Kura

E whā ngā matāpono e ārahi ana i tēnei kura.

Ko te reo Māori me ōna tikanga te waka e kawē ana i ēnei matāpono.

Kaitiakitanga

Ka tiaki tātou i te katoa o te tamaiti kia noho haumarua ia

- Te taha hinengaro
- Te taha wairua
- Te taha whānau
- Te taha tinana

We will strive to:

- develop a community based, holistic kura.
- promote the social values of manaakitanga, aroha, and kaitiakitanga.

Whanaungatanga

Mā te tuakana ka tōtika te tēina, mā te tēina ka tōtika te tuakana

Mā te mahi tahi ka ora ai tātou

- Tamariki
- Kaimahi
- Whānau Whanui
- Te Ropu Kaitiaki
- Te Rōpū Whakaruruhau

We will build:

- good whānau relationships and communication networks
- a nurturing environment where kaimahi and whānau work together for the betterment of the student.
- a place where best management practice is implemented, and, roles of responsibility are clearly defined.

Rangatiratanga

Tangata ako ki te kāinga tūnga ki te marae tau ana!

Me whakamana te kura i te tauira

- tōna iwi, tōna hapū, tona whānau kia pakari ai tōna tirohanga whaiaro ki te ao.
- me tōna mohiotanga mo tōna ake taiao.
- ko ia te pūtake o nga whakaritenga me ngā whakahaerenga o te kura.

As a whānau we will:

- promote innovative, creative thinking and good decision making.
- encourage students to develop a sense of respect for themselves and others.
- value students striving for success and excellence, following their passion and seeking enjoyment

Whai wāhitanga
Nāu te rourou, nāku te rourou, kia ora ai tātou katoa

E matua mōhio ana tātou

- he pukenga, he mātauranga, pūmanawa tō tēnā, tō tēnā me whai wahi tātou katoa ki te tuhono me te whanake i ēnei pūkenga tamariki mai, pakeke mai.
- he kura tuwhera tēnei me whai wāhi tō tātou tikanga o te marae kia whakanui ai i te mātauranga o o tātou tupuna.

We are committed to:

- Ensuring our policies and practice is inclusive and provides for the diverse needs and abilities of our students.
- Providing a safe school environment where students independently respect difference and individuality
- Growing positive interpersonal skills in students and staff and respecting people's differences.

Te Kura Māori o Porirua is a place where . . .

- Te Reo Māori, Tikanga Māori and Matauranga Māori is evident everyday.
- everyone is welcome and able to contribute to our Kura
- our children feel safe
- our decisions are based on the needs of our students and, we are flexible and responsive to the needs of the tamaiti.
- we take advantage of informal and formal learning opportunities
- Tuakana and teina learning is encouraged
- expertise of the individual is recognised and nurtured
- we encourage and value risk taking and innovative thinking
- we acknowledge that we all have special skills that enable us to teach and learn.
- we understand that we are all committed to lifelong learning.

By working together as a whanau we believe the graduates of our kura will be . . .

- Articulate and socially aware of their community
- Able to reach their career aspirations
- Responsible future leaders for their own Iwi, Hapū and Whānau
- Life long learners
- Role models of holistic excellence
- Global citizens able to maintain a world view

Te Wāhanga Rautaki

Whāinga 1: Kia angitū!

Kia angitu ngā ākonga katoa o Te Kura Māori o Porirua i a rātou e whai māramatanga, pūkenga, wheako whaiaro hāngai ki te Marau o Aotearoa.

Te ako: te ako, te pupuri, te waihanga

	What we think	Where to next	By 2020
Self directed learning	<p>Graduates will have the skills to pursue their own self determined pathways towards successfully following their passions.</p> <p>The individual takes the initiative for what occurs</p> <p>The individual takes responsibility for what occurs.</p>	<p>Develop good questioning, research and analytical learning skills to empower self directed learning.</p>	<p>All Year 6-13 students will have the literacy and research skills to develop their own research proposals. They will have the skills to plan their research and follow up with a quality research paper or presentation discussing their findings.</p>
	<p>The kura will develop ongoing systems of reporting that reflect self directed learning.</p> <p>Establish a system of portfolios that reflect personalised goals and learning programmes.</p>	<p>Self assessment by students is the next step.</p> <p>Consider development of self appraisal report forms.</p>	<p>Student reflection portfolio and rubric developed for implementation by senior pupils and whānau.</p>

Te ao matihiko: ko au te ī-pae ko te ī-pae ko au!

	What we think	Areas for improvement	By 2020
Te ao matihiko	Our kura whānau should become tangata whenua in the digital world.	<p>All students need equitable access to the digital world. This access will provide access to information in a multitude of ways – visual, print, aural.</p> <p>Ways of learning and teaching will become varied and more specific to the learner.</p> <p>Ways of acquiring and investigating knowledge will be broadened and individualised.</p>	<ol style="list-style-type: none"> 1. The kura will continue to provide 1-1 digital device strategy. 2. The kura will implement and maintain a Digital Citizenship blueprint. 3. A pathway towards building leaders in a digital world will have been built. 4. The kura will provide a robust, safe online environment.
	Digital citizenship	<p>All students will understand the processes and protocols of operating safely in a digital world.</p> <p>Students will learn about digital identities.</p> <p>Whānau whānui will also learn about digital citizenship and safe online behaviours.</p>	<p>Implement a cybersafety programme:</p> <p>Tikanga – Kawa: common sense online practices</p> <p>Manaaki-Utu: online behaviour and understanding of consequence of cyber bullying.</p> <p>Tapu – Noa: legalities, understanding what's safe and what's not.</p> <p>Te Reo Māori – learned cybersafety practices will assist in the development of our multimedia – apps, music, movies, cartoons.</p>

PĀNGARAU

	What do we do well in Pangarau	Areas for improvement	By 2020
Whenu	We believe delivery of whenu has improved	1. For data gathering to occur in terms of actual coverage of whenu.	1. All wharekura pāngarau classes will focus on ensuring students have access to excellence at all levels. Programme delivery will be based on readiness.
Poutama Tau	Poutama tau professional delivery included in-class modelling by kaiako from within each pou.	<p>2. Need to consider developing a plan to ensure equitable coverage of the marau.</p> <p>There are still concerns in that some area of number especially fractions and algebra.</p> <p>3. We don't have any hard data to show strengths and weaknesses of the programme.</p> <p>4. We are reliant on one or two people who have the pāngarau knowledge and skills to teach at the higher levels in pāngarau.</p>	<p>2. Students show ability to apply number skills and strategies to problem solving activities.</p> <p>Students confident in use and application of fractions, ratios and percentages.</p> <p>3. Assessment data is used to identify student learning needs and determine programme strengths and weaknesses.</p> <p>4. 3-5 kaiako are highly skilled and able to provide PD for other staff in the administration of Poutama Tau assessments.</p>
Tau 9-12	Wharekura students entering at Year 9 are familiar with a range of strategies to solve problems.	<p>5. There is real concern students still reliant on teacher models to approach and solve problems</p> <p>Transference of skills is still an issue.</p> <p>Taurangi foundation is essential to ensure problem solving becomes easier. Need to introduce range of strategies and consistently work with students on problem solving.</p>	All Tau 11-13 will have a strong foundation in taurangi and be able to apply basic numeracy skills to help them solve problems in taurangi, tauanga and ine.

Teacher skill		6. Teachers are becoming reliant on Poutama Tau as a whole programme – professional judgement and confidence to make decisions based on the needs of the child need to be priority.	1. At least four kaiako have the skill and ability to provide professional support and guidance in Poutama Tau and whenu at kura tuatahi. 2. Four staff skilled in teaching an aspect of NCEA pāngarau..
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Me whakarite i ngā horopaki tūturu hei take tuhituhi ki tētehi minenga kua tautuhia.

	What do we do well in Reo	Areas for improvement	By 2020
Kōrero me whakarongo	Kōrero is good when it is also major focus across kura.	Whakarongo and it's place in the programme needs to be established. Formalise kōrero programme time and, discuss formal speaking forms.	1. Students have developed the language skills and vocabulary to express a range of emotions and experiences. 2. Consistent high placings in regional Manu Kōrero and Pū Kōrero Competition
Panui and Tuhituhi	Is always more focused and strategic teaching improves when it's a major PD focus In reading teachers are very familiar with assessment practice and generally administer independently. Manu Tuhituhi has become established as the foundation for tuhituhi. Reading and writing relationship is established through manu tuhituhi.	Still a need to develop skill in analysing reading data and develop strategic teaching programme to address identified need. Need more time to moderate and hold professional discussions related to assessment of writing and benchmarking samples. Important that we continue to provide opportunities for teacher observations, modelling of teaching reading strategies to grow collegial relationships and provide professional feedback. Need to monitor the disparity of progress for boys in Tau 2-6.	Every child will have published or made a contribution to at least four text (print, online or oral) items on a website, in a journal or magazine. Options for publishing include: seesaw, Te Hau o Matariki, Blogs. The kura may want to consider publishing another journal of writing.
Attitudes and behaviours	Our students: Love receiving new books in whatever language. They generally show good book care and management. Year 6 up students are choosing to read more chapter books. Students will usually choose to research from the internet as opposed from books. Comprehension is still a major barrier to students reading independently.	Estimate up to 20% of our students come from homes where Māori is spoken. Estimate 30-40% of our students come from homes where books are often read to or by them. Estimated 10-20% of our students visit the library independently to borrow books. There wouldn't seem to be gender bias in these estimations.	1. Tuākana-tēina reading is essential to improve the attitude towards reading. 2. Pou to plan and embed Tuākana-tēina reading as part of their weekly programme. 3. Rewards and incentive programmes to be considered to ensure improved attitudes and behaviours towards reading.

Staff	<p>Staff involved are able to pursue areas of their strengths and interests.</p> <p>Specialized staff in a range of areas.</p> <p>Use of community based organisations to run programmes.</p>	<p>Teachers need to become familiar with the teaching of hangarau processes.</p> <p>We need to have regular meetings at the beginning and the end of each term for organisation, planning and report writing.</p> <p>Systems need to be put in place if teachers are absent.</p> <p>Some kaiako work in isolation - the nature of their programme are not visible within the school.</p>	<p>Planning is consistent and can be picked up and followed by another kaiako.</p> <p>More kaiako within the school are able to offer programmes in areas of their strengths and interests.</p> <p>More programmes offered from Community based organisations.</p>
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HĀKINAKINA

	What do we do well in Hākinakina	Areas for improvement	By 2020
Kura sports teams	<p>The kura is fortunate and appreciative of the support we receive from parents and the whānau whānui for kura sports teams.</p> <p>The netball teams especially receive excellent support throughout the season.</p> <p>Students achieve excellent results by entering teams outside of kura – Aotea College relationship especially positive for students in basketball and rugby.</p> <p>Matariki celebrations with Kī o rahi etc are awesome events</p>	<p>Important that a teacher is assigned as a liaison person for the teams to ensure support.</p> <p>Students should have the choice to play for a kura team or trial for an Aotea College team – this should be a focus for students capable of playing a higher grades.</p> <p>Again, important that the kura continues to maintain good, positive communication links with Aotea College to ensure consistent expectations are evident.</p>	<p>All students kura tuatahi and tuarua have the opportunity to attend at least one local, regional or national sporting event.</p> <p>Strong kura presence in Secondary School College major sports</p> <p>All Wharekura students are maintaining positive personal health decisions.</p> <p>Kura hosts a form of Triathlon: Hoe, Oma, Kaukau</p>
	Korikori tinana has become more evident across the kura.	Can still be reliant on individual staff members, need to ensure all staff have	1. The ohu hākinakina team to implement an overview of a year PE plan.

	<p>Pītakataka and Kanikani model provided by Poumua was excellent and something easily adopted by other pou.</p> <p>Toro atu toro mai programme for Pou Tuarongo and Pou Tokomanawa is empowering students physically and mentally.</p>	<p>the skills and ability to provide PE for their rōpū.</p> <p>Important that the floor sessions are taught and that kaiako take responsibility for the implementation of this programme.</p>	<p>2. Plan as pou before the start of each term</p> <p>3. Perhaps restrict interaction between pou to certain kaupapa so that kaiako are able to take advantage of good weather and/or spare time. These kaupapa could be kaukau, pītakataka, kanikani.</p>
Class PE	Swim for life programme excellent – must be maintained.		<p>4. Create a hākinakina māhere box (Units, RAMS and information)</p> <p>5. Hold at least one sports PD per term.</p>

AKU MAHI RANGATIRA

	What do we do well in Aku Mahi rangatira	Areas for improvement	By 2020
	<p>Aku mahi rangatira is a rangahau project that enables students to explore their own identity and develop an understanding of their iwi.</p> <p>We have seen students and whānau learn more and more about their iwi through this study.</p>	<p>Some whānau are less motivated and have difficulty supporting their children.</p> <p>This study is reliant on whānau support and motivation.</p>	Each student to graduate with a compendium of their work from throughout their time in kura tuatahi.

Whāinga 2: He taiao haumarū

Nā te kura i whakarato he taiao haumarū mo ngā ākonga katoa
Refer to 10 Year Property Management Plan for further detail

	What do we do well?	Areas for improvement	By 2020
	Excellent maintenance programme Vandalism is dealt with quickly and efficiently. 5/10 year property plan has been signed off. Students are taking more care of the kura environment. Students art is evident in the kura environment. Fair play attitudes are encouraged. Students have a range of activities that they can engage in .	Wharekura students seem disinterested, important that we grow a more positive attitude. Identify more sports areas, especially Kī o rahi court markings etc.	Evidence of student contribution to the art and environmental project is seen throughout the kura. Tūtohu whenua of the rohe and kōrero tuku iho of Ngāti Toa is celebrated throughout the kura.

Whāinga 3: Ko te whakapakari ake ngā pūkenga reo me ngā pūkenga tātai

Priority three - Improving literacy and numeracy

Me aronui atu te kura ki te whakapiki ake i ngā pukenga reo, pukenga tātai ā ngā ākonga, me aronui rawa ki ngā tamariki Tau 1-4. Me tautuhi te kura i ngā ākonga e mōrearea tā rātou ekenga i te kore pukenga reo, tātai rānei.

Refer to 2013 NWRM literacy annual plan goals for background information.

That the Kura:

- focus on promoting reading and reading attitudes as a positive activity in boys especially
- ensure that ongoing delivery for all students who require tailored literacy programmes occur at least three times a week.
- continue to monitor the reading progress of children in the kura.
- identify formal data gathering times in the long term plan.
- ensure samples of writing are assessed and moderated by teams of teachers each term.

Although the language experiences that our students bring to the kura vary the kura does have evidence to show that the language programmes being provided enrich children's language abilities and skills. The provision of regular instructional programmes and the support of tailored pito mata programmes often is key to the ensuring progress is consistent.

Whāinga 4: Kia pai ake te whakamahi i te raraunga huanga ako a ngā ākonga

Priority four - Better use of student achievement information

Kia whānui te whakaemitanga o ngā raraunga aromatawai a Te Kura Māori o Porirua kia ahei te hunga kaiako ki te arotake i ngā huanga ako me ngā whai ā ngā ākonga hei tūāpapa mo ngā whāinga mātua o ngā hōtaka ako.

The kura will continue to plan for the administration of relevant assessment tasks throughout the school year. Assessment data will be collated on the Student Management System database for analysis during Terms 2 and 4.

Whāinga 5: Te whakapiki ake i ngā hua ako

Nā te hua o te wetewete i ngā raraunga aromatawai, ka whakapiki ake te kura i ngā hua ako mo ngā ākonga katoa rātou kua angitū, rātou e mōrearea ana kāore ka angitū, rātou kua pā ki tētehi matea ako rānei.

Whāinga 6: Ko te whakapai ake i te arataki umanga

Every second year the Year 5-8 students will participate in a leadership/careers week. This will focus on students gaining an understanding of various roles in the community and expose students to a range of career opportunities.

The wharekura programme provides for career guidance and aim to ensure all graduates will leave with a personalised plan to enter into the workforce or seek qualifications to enable them to work towards their chosen career pathway.

Whāinga 7: Ko te whai wāhi o te whānau whānui ki te kura

Every year the Board will plan at least two whānau whānui hui for consultation purposes. Every year the staff will plan two whānau whānui hui for information sharing purposes.