

Manurewa High School Annual Report 2021



TOGETHER WE ACHIEVE

Manurewa High School

GROUP ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number:	0099
Principal:	Peter Jones
School Address:	67 Browns Road, Manurewa, Auckland 2102.
School Postal Address:	Po Box 75247, Manurewa, Auckland 2243.
School Phone:	09 2690690
School Email:	mhs@manurewa.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
Stephen Smith	Chair Person	Elected	21/06/2022
Peter Jones	Principal	Employed	Ongoing
Talia Brown	Parent Rep	Elected	21/06/2022
Donna Cowley	Parent Rep	Elected	21/06/2022
Mitlesh Prasad	Parent Rep	Elected	21/06/2022
Richard Thornton	Parent Rep	Elected	21/06/2022
Joanna Long	Parent Rep	Co-Opted	24/06/2022
Lexy Derby-Ngawaka	Parent Rep	Co-Opted	24/06/2022
Velma Siteine	Staff Rep	Elected	5/12/2022
Louise Dreadon	Staff Rep	Elected	5/12/2021
Aviu Aviu	Student Rep	Elected	27/09/2021
Julie Lockie	Secretary	Employed	Ongoing

Accountant / Service Provider: Sheryl Lane Chartered Accountant

Manurewa High School

Group Annual Report - For the year ended 31 December 2021

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Manurewa High School

Statement of Responsibility

For the year ended 31 December 2021

The Board of Trustees accepts responsibility for the preparation of the annual consolidated financial statements and the judgements used in these consolidated 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 group's financial reporting.

It is the opinion of the Board and management that the consolidated annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the group.

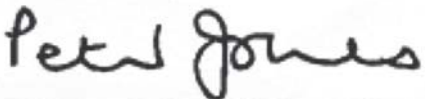
The School's 2020 consolidated financial statements are authorised for issue by the Board.

Stephen Smith
Full Name of Board Chairperson


Signature of Board Chairperson

27/05/22
Date:

Peter Jones
Full Name of Principal


Signature of Principal

27/05/22
Date:

Manurewa High School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2021

	Notes	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Revenue							
Government Grants	2	27,587,056	27,267,818	24,093,090	27,662,056	27,267,818	24,133,090
Locally Raised Funds	3	1,167,611	693,897	1,066,947	1,177,612	693,897	1,072,925
Interest Earned		22,748	50,000	39,279	22,886	50,000	39,426
Gain on Sale of Property, Plant and Equipment		-	-	5,180	-	-	5,180
International Students	4	35,809	42,000	92,228	35,809	42,000	92,228
Other Revenue		-	-	-	34,500	-	33,714
Total revenue		28,813,224	28,053,715	25,296,724	28,932,863	28,053,715	25,376,563
Expenses							
Locally Raised Funds	3	847,830	1,169,234	987,349	847,830	1,169,234	987,349
International Students	4	81,323	21,400	83,370	81,323	21,400	83,370
Learning Resources	5	20,422,737	21,289,596	16,909,973	20,422,737	21,289,596	16,909,973
Administration	6	907,878	1,072,433	1,102,167	1,037,874	1,072,433	1,187,757
Finance		24,074	40,000	13,731	24,074	40,000	13,731
Property	7	3,349,655	4,638,239	4,645,287	3,349,655	4,638,239	4,645,287
Depreciation	12	745,917	500,000	656,026	742,796	500,000	659,439
Loss on Disposal of Property, Plant and Equipment		16,601	-	-	16,601	-	-
Total expenses		26,396,013	28,730,902	24,397,903	26,526,011	28,730,902	24,486,906
Net Surplus / (Deficit) for the year		2,417,211	(677,187)	898,821	2,406,852	(677,187)	889,656
Other Comprehensive Revenue and Expenses							
<i>Item that will not be reclassified to surplus(deficit)</i>							
Gain on equity investment revaluations		-	-	-	-	-	-
Total other comprehensive revenue and expense		-	-	-	-	-	-
Total Comprehensive Revenue and Expense for the Year		2,417,211	(677,187)	898,821	2,406,852	(677,187)	889,656

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

Manurewa High School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2021

	Notes	2021	School	2020	2021	Group	2020
		Actual	2021 Budget (Unaudited)	Actual	Actual	2021 Budget (Unaudited)	Actual
		\$	\$	\$	\$	\$	\$
Equity at 1 January		6,738,433	6,738,433	5,733,089	6,826,060	6,826,060	5,829,881
Total comprehensive revenue and expense for the year		2,417,211	(677,187)	898,821	2,406,852	(677,187)	889,656
Capital Contributions from the Ministry of Education							
Contribution - Furniture and Equipment Grant		93,750	-	106,523	93,750	-	106,523
Equity at 31 December		<u>9,249,394</u>	<u>6,061,246</u>	<u>6,738,433</u>	<u>9,326,662</u>	<u>6,148,873</u>	<u>6,826,060</u>
Retained Earnings		9,249,394	6,061,246	6,738,433	9,326,662	6,148,873	6,826,060
Reserves		-	-	-	-	-	-
Equity at 31 December		<u>9,249,394</u>	<u>6,061,246</u>	<u>6,738,433</u>	<u>9,326,662</u>	<u>6,148,873</u>	<u>6,826,060</u>

The above Consolidated Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.



Manurewa High School
Statement of Financial Position
As at 31 December 2021

	Notes	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets							
Cash and Cash Equivalents	8	5,244,224	5,000,000	3,621,112	5,513,455	5,087,628	3,702,793
Accounts Receivable	9	1,111,376	1,105,000	981,205	1,111,376	1,105,000	981,205
GST Receivable		93,954	-	199,277	93,954	-	199,277
Prepayments		51,832	50,000	25,863	51,832	50,000	25,863
Inventories	10	12,020	12,000	16,126	12,020	12,000	16,126
Investments	11	819,201	-	717,652	819,201	-	717,652
		<u>7,332,607</u>	<u>6,167,000</u>	<u>5,561,235</u>	<u>7,601,837</u>	<u>6,254,628</u>	<u>5,642,916</u>
Current Liabilities							
GST Payable		-	-	-	-	-	-
Accounts Payable	13	1,738,240	1,645,000	1,704,565	1,738,323	1,645,000	1,704,565
Revenue Received in Advance	14	223,481	825,000	738,573	418,481	825,000	738,573
Finance Lease Liability	16	93,155	93,155	76,929	93,155	93,155	76,929
Funds held for Capital Works Projects	17	(10,246)	-	(175,108)	(10,246)	-	(175,108)
Funds held on behalf of Cluster and Transport	18	534,921	530,000	174,244	534,921	530,000	174,244
		<u>2,579,551</u>	<u>3,093,155</u>	<u>2,519,203</u>	<u>2,774,634</u>	<u>3,093,155</u>	<u>2,519,203</u>
Working Capital Surplus/(Deficit)		4,753,056	3,073,845	3,042,032	4,827,204	3,161,473	3,123,713
Non-current Assets							
Property, Plant and Equipment	12	5,185,949	3,677,011	4,341,200	5,189,070	3,677,011	4,347,147
		<u>5,185,949</u>	<u>3,677,011</u>	<u>4,341,200</u>	<u>5,189,070</u>	<u>3,677,011</u>	<u>4,347,147</u>
Non-current Liabilities							
Provision for Cyclical Maintenance	15	531,244	531,244	454,462	531,244	531,244	454,462
Finance Lease Liability	16	158,367	158,367	190,338	158,367	158,367	190,338
		<u>689,611</u>	<u>689,611</u>	<u>644,800</u>	<u>689,611</u>	<u>689,611</u>	<u>644,800</u>
Net Assets		<u>9,249,394</u>	<u>6,061,246</u>	<u>6,738,433</u>	<u>9,326,662</u>	<u>6,148,873</u>	<u>6,826,060</u>
Equity:							
Accumulated surplus/deficit		9,249,394	6,061,246	6,738,433	9,326,662	6,148,873	6,826,060
Total equity		<u>9,249,394</u>	<u>6,061,246</u>	<u>6,738,433</u>	<u>9,326,662</u>	<u>6,148,873</u>	<u>6,826,060</u>

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

Manurewa High School
Statement of Cash Flows
For the year ended 31 December 2021

	Notes	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Cash flows from Operating Activities							
Government Grants		13,853,757	12,567,304	10,151,343	13,928,757	12,674,932	10,191,343
Locally Raised Funds		801,797	890,677	1,417,374	1,041,297	890,677	1,467,066
International Students		3,974	(12,783)	46,452	3,974	(12,783)	46,452
Goods and Services Tax (net)		105,323	199,277	(129,483)	105,323	199,277	(129,483)
Payments to Employees		(5,007,130)	(6,669,861)	(4,802,942)	(5,007,130)	(6,669,861)	(4,802,942)
Payments to Suppliers		(6,948,809)	(7,126,626)	(4,412,278)	(7,075,897)	(7,126,626)	(4,502,055)
Interest Paid		(24,074)	(40,000)	(13,731)	(24,074)	(40,000)	(13,731)
Interest Received		20,471	47,417	44,381	20,609	47,417	44,528
Net cash from / (to) the Operating Activities		2,805,310	(124,595)	2,301,116	2,992,859	(36,967)	2,301,178
Cash flows from Investing Activities							
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		(46,616)	(14,236)	5,180	(46,616)	(14,236)	5,180
Purchase of Property Plant & Equipment (and Intangibles)		(1,561,322)	466,571	(993,628)	(1,561,322)	466,571	(1,002,988)
Purchase of Investments		(101,549)	717,652	(112,395)	(101,549)	717,652	(112,395)
Net cash from / (to) the Investing Activities		(1,709,486)	1,169,987	(1,100,843)	(1,709,486)	1,169,987	(1,110,203)
Cash flows from Financing Activities							
Furniture and Equipment Grant		12,773	106,523	(106,523)	12,773	106,523	(106,523)
Finance Lease Payments		(15,074)	(303,891)	140,125	(15,074)	(303,891)	140,125
Painting contract payments		-	-	(76,781)	-	-	(76,781)
Funds Administered on Behalf of Third Parties		529,589	530,864	(202,926)	529,589	530,864	(202,926)
Net cash from / (to) Financing Activities		527,288	333,496	(246,105)	527,288	333,496	(246,105)
Net increase/(decrease) in cash and cash equivalents		1,623,112	1,378,888	954,168	1,810,661	1,466,516	944,870
Cash and cash equivalents at the beginning of the year	8	3,621,112	3,621,112	2,666,944	3,702,793	3,621,112	2,757,923
Cash and cash equivalents at the end of the year	8	5,244,224	5,000,000	3,621,112	5,513,455	5,087,628	3,702,793

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



Manurewa High School

Notes to the Group Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

Manurewa High School is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Manurewa High School (the 'Group') consists of Manurewa High School and its subsidiary trust. The subsidiary is a Manurewa High School Business Academy ('Trust') which supports the school by raising funds and making donations for the school."

The School's subsidiary is incorporated and domiciled in New Zealand.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Basis of Consolidation

The group financial statements are prepared by adding together like items of assets, liabilities, equity, revenue, expenses, and cash flows of entities in the group on a line-by-line basis. All intra-group balances, transactions, revenue, and expenses are eliminated on consolidation.

Subsidiaries

Manurewa High School Business Academy Trust are entities controlled by the Manurewa High School. The Manurewa High School 'controls' an entity when it is exposed, or has rights, to variable benefits from its involvement with the other entity and has the ability to affect the nature or amount of those benefits through its power over the other entity. The financial statements of Manurewa High School Business Academy Trust are included in the consolidated financial statements from the date on which control commences until the date on which control ceases.

Changes in the Manurewa High School interest in a Manurewa High School Business Academy Trust that do not result in a loss of control are accounted for as transactions with owners in their capacity as owners.

When the Manurewa High School loses control over a Manurewa High School Business Academy Trust, it derecognises the assets and liabilities of the subsidiary, and any related non-controlling interests and other components of equity. Any resulting gain or loss is recognised in surplus or deficit. Any interest retained in the former Manurewa High School Business Academy Trust is measured at fair value when control is lost.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The consolidated 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 Group 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 Group qualifies for Tier 2 as the group 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 consolidated financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These consolidated 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 consolidated financial statements are set out below.

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

The Group reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The Group 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

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

Recognition of grants

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

Consolidation of entities

The Group consolidates entities based on whether the School has established control of the subsidiary. The subsidiaries which are controlled are disclosed at Note 26.



c) Revenue Recognition

Government Grants

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

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

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

Other Grants

Other grants are recorded as revenue when the Group 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 Group.

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and comprised of stationery. 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 Consolidated Statement of Comprehensive Revenue and Expense in the period of the write down.

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Consolidated Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	50 years
Furniture and equipment	5-20 years
Information and communication technology	5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

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

The Group 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.

l) Accounts Payable

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

m) Employee Entitlements*Short-term employee entitlements*

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

n) Revenue Received in Advance

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

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

o) Funds Held in Trust

Funds are held in trust where they have been received by the Group for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Consolidated Statement of Revenue and Expense.

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

p) Shared Funds

Shared Funds are held on behalf of participating schools as agreed with the Ministry of Education. These funds are outside of the Group's control. These amounts are not recorded in the Statement of Revenue and Expense. The Group holds sufficient funds to enable the funds to be used for their intended purpose.

q) Provision for Cyclical Maintenance

The property from which the Group 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 Group sites in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the Group, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

r) Financial Instruments

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

The Group's financial liabilities comprise accounts payable, 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 consolidated 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 consolidated statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

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

u) Services received in-kind

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

2. Government Grants

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	9,711,350	9,515,451	8,748,721	9,711,350	9,515,451	8,748,721
Teachers' Salaries Grants	11,254,907	11,000,000	10,769,977	11,254,907	11,000,000	10,769,977
Use of Land and Buildings Grants	2,204,401	3,300,000	3,302,655	2,204,401	3,300,000	3,302,655
Other MoE Grants	4,365,385	3,364,367	1,165,145	4,440,385	3,364,367	1,205,145
Other Government Grants	51,013	88,000	106,592	51,013	86,000	106,592
	<u>27,587,056</u>	<u>27,267,818</u>	<u>24,093,090</u>	<u>27,662,056</u>	<u>27,267,818</u>	<u>24,133,990</u>

The school has opted in to the donations scheme for this year. Total amount received was \$305,400 and form part of the Operational Grant.

Other MOE Grants total includes additional COVID-19 funding totalling \$167,822 for the year ended 31 December 2021.

Covid-19

School has established following funding in 2021

ORS Response funding	55,484
Urgent Response funding	54,655
Rapid Resurgence Fund	43,683
Operational Funding	14,000

3. Locally Raised Funds

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

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Revenue						
Donations and Bequests	219,778	20,000	56,031	229,778	20,000	62,009
Fundraising & Community Grants	492,368	124,900	471,514	492,368	124,900	471,514
Other Revenue	276,078	298,000	296,634	276,078	298,000	296,634
Trading	35,713	5,000	33,385	35,713	5,000	33,385
Fees for Extra Curricular Activities	143,675	245,997	209,382	143,675	245,997	209,382
	<u>1,167,611</u>	<u>693,897</u>	<u>1,066,947</u>	<u>1,177,612</u>	<u>693,897</u>	<u>1,072,925</u>
Expenses						
Extra Curricular Activities costs	664,177	1,037,571	826,262	664,177	1,037,571	826,262
Trading	35,981	-	27,967	35,981	-	27,967
Other Locally Raised Funds Expenditure	147,672	131,663	133,120	147,672	131,663	133,120
	<u>847,830</u>	<u>1,169,234</u>	<u>987,349</u>	<u>847,830</u>	<u>1,169,234</u>	<u>987,349</u>
<i>Surplus for the year Locally raised funds</i>	<u>319,781</u>	<u>(475,337)</u>	<u>79,598</u>	<u>329,782</u>	<u>(475,337)</u>	<u>85,576</u>

Donations include a \$15,000 from John Ranco Community Trust is earmarked for new Marquee purchases.

Donations include a \$20,000 from Grassroots Trust which is earmarked for new School Van purchases.

Donations include a \$48,087 from Pub Charity Limited which is earmarked for new IT Hardware.

Donations include a \$48,087 from Four Winds Foundation which is earmarked for new IT Hardware.

Donations include a \$48,087 from Trillian trust which is earmarked for new IT Hardware.

Donations include a \$20,000 from One Foundation Limited which is earmarked for new IT Hardware.

There is no Overseas Travel incurred in the 2020 and 2021 period.

4. International Student Revenue and Expenses

	2021 Actual Number	School 2021 Budget (Unaudited) Number	2020 Actual Number	2021 Actual Number	Group 2021 Budget (Unaudited) Number	2020 Actual Number
International Student Roll	3	3	10	3	3	10
	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Revenue						
International Student Fees	35,809	42,000	92,228	35,809	42,000	92,228
Expenses						
Student Recruitment	-	-	1,721	-	-	1,721
Employee Benefit - Salaries	74,278	-	70,841	74,278	-	70,841
Other Expenses	7,045	21,400	10,808	7,045	21,400	10,808
	81,323	21,400	83,370	81,323	21,400	83,370
<i>Surplus/ (Deficit) for the year International Students</i>	(45,514)	20,600	8,858	(45,514)	20,600	8,858

5. Learning Resources

	2021 Actual \$	School 2021 Budget \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget \$	2020 Actual \$
Curricular	4,560,575	5,267,588	1,694,000	4,560,575	5,267,588	1,694,000
Equipment Repairs	2,685	17,350	5,583	2,685	17,350	5,583
Information and Communication Technology	165,216	284,307	257,896	165,216	284,307	257,896
Library Resources	2,653	24,200	8,020	2,653	24,200	8,020
Employee Benefits - Salaries	15,629,088	15,558,151	14,891,382	15,629,088	15,558,151	14,891,382
Staff Development	62,520	138,000	53,092	62,520	138,000	53,092
	20,422,737	21,289,596	16,909,973	20,422,737	21,289,596	16,909,973

There is no overseas Travel incurred in the 2021 period.

6. Administration

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	11,012	10,000	10,682	11,012	10,000	10,682
Board Fees	8,410	10,000	6,837	8,410	10,000	6,837
Board Expenses	14,378	27,000	21,806	14,378	27,000	21,806
Communication	65,568	89,000	81,248	65,568	89,000	81,248
Consumables	29,525	47,000	40,902	29,525	47,000	40,902
Other	216,524	220,200	232,506	344,675	220,200	317,290
Employee Benefits - Salaries	536,637	629,233	680,257	536,637	629,233	680,257
Insurance	7,513	10,000	9,030	7,513	10,000	9,030
Service Providers, Contractors and Consultancy	18,311	30,000	18,899	20,156	30,000	19,705
	907,878	1,072,433	1,102,167	1,037,874	1,072,433	1,187,757

7. Property

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	64,026	93,000	65,180	64,026	93,000	65,180
Consultancy and Contract Services	325,346	389,427	311,093	325,346	389,427	311,093
Cyclical Maintenance Provision	82,424	15,000	83,640	82,424	15,000	83,640
Grounds	48,748	55,000	46,641	48,748	55,000	46,641
Heat, Light and Water	167,090	181,000	159,309	167,090	181,000	159,309
Rates	1,580	1,200	1,504	1,580	1,200	1,504
Repairs and Maintenance	324,387	327,000	409,714	324,387	327,000	409,714
Use of Land and Buildings	2,204,401	3,300,000	3,302,655	2,204,401	3,300,000	3,302,655
Employee Benefits - Salaries	131,652	276,612	265,551	131,652	276,612	265,551
	<u>3,349,655</u>	<u>4,638,239</u>	<u>4,645,287</u>	<u>3,349,655</u>	<u>4,638,239</u>	<u>4,645,287</u>

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

8. Cash and Cash Equivalents

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	1,242,328	5,000,000	1,097,256	1,511,558	5,087,628	1,178,937
Short-term Bank Deposits	4,001,896	-	2,523,856	4,001,896	-	2,523,856
Cash equivalents and bank overdraft for Consolidated Cash Flow	<u>5,244,224</u>	<u>5,000,000</u>	<u>3,621,112</u>	<u>5,513,455</u>	<u>5,087,628</u>	<u>3,702,793</u>

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

Of the \$5,244,224 Cash and Cash Equivalents, \$534,921 is held by the School on behalf of the MHS cluster. See note 19 for details of how the funding received for the cluster has been spent in the year.

Of the \$5,244,224 cash and Cash Equivalents, \$194,581 is held by the Group on behalf of the Ministry of Education.

9. Accounts Receivable

	2021 Actual \$	School 2021 Budget \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget \$	2020 Actual \$
Receivables	38,127	100,000	155,570	38,127	100,000	155,570
Receivables from the Ministry of Education	-	-	-	-	-	-
Interest Receivable	4,694	5,000	2,417	4,694	5,000	2,417
Teacher Salaries Grant Receivable	1,068,555	1,000,000	823,218	1,068,555	1,000,000	823,218
	<u>1,111,376</u>	<u>1,105,000</u>	<u>981,205</u>	<u>1,111,376</u>	<u>1,105,000</u>	<u>981,205</u>
Receivables from Exchange Transactions	42,821	105,000	157,987	42,821	105,000	157,987
Receivables from Non-Exchange Transactions	1,068,555	1,000,000	823,218	1,068,555	1,000,000	823,218
	<u>1,111,376</u>	<u>1,105,000</u>	<u>981,205</u>	<u>1,111,376</u>	<u>1,105,000</u>	<u>981,205</u>

10. Inventories

	2021 Actual \$	School 2021 Budget \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget \$	2020 Actual \$
Stationery	12,020	12,000	16,126	12,020	12,000	16,126
	<u>12,020</u>	<u>12,000</u>	<u>16,126</u>	<u>12,020</u>	<u>12,000</u>	<u>16,126</u>

11. Investments

The Group and School's investments are classified as follows:

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset						
Short-term Bank Deposits	819,201	-	717,652	819,201	-	717,652
	819,201	-	717,652	819,201	-	717,652
Non-current Asset						
Long-term Bank Deposits	-	-	-	-	-	-
Equity Investments	-	-	-	-	-	-
	-	-	-	-	-	-
Total Investments	819,201	-	717,652	819,201	-	717,652

12. Property, Plant and Equipment

GROUP

	(Net Book Value) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2021						
Buildings Improvements	1,793,734	111,712	-	-	(48,064)	1,857,382
Furniture and Equipment	1,299,370	569,068	(15,458)	-	(256,294)	1,596,686
Information and Communication Technology	804,644	635,455	(12,958)	-	(281,871)	1,145,269
Motor Vehicles	31,821	59,655	-	-	(12,130)	79,346
Textbooks	24,827	12,413	-	-	(16,311)	20,929
Leased Assets	294,140	74,848	-	-	(120,238)	248,749
Library Resources	63,629	5,991	-	-	(7,888)	61,732
Fale Design-Working in Progress	14,751	22,319	-	-	-	37,069
Technology Gardage-Working in Progress	20,231	121,677	-	-	-	141,908
Balance at 31 December 2021	4,347,147	1,613,138	(28,416)	-	(742,796)	5,189,070

GROUP

	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$	2020 Cost or Valuation \$	2020 Accumulated Depreciation \$	2020 Net Book Value \$
Buildings Improvements	2,458,836	(601,455)	1,857,381	2,347,125	(553,391)	1,793,734
Furniture and Equipment	3,798,633	(2,201,947)	1,596,686	3,259,580	(1,960,210)	1,299,370
Information and Communication Technology	2,929,597	(1,784,328)	1,145,269	2,534,138	(1,729,494)	804,644
Motor Vehicles	205,712	(126,366)	79,346	146,057	(114,236)	31,821
Textbooks	945,588	(924,659)	20,929	933,175	(908,348)	24,827
Leased Assets	411,183	(162,434)	248,749	411,854	(117,714)	294,140
Library Resources	255,166	(193,434)	61,732	260,999	(197,370)	63,629
Fale Design-Working in Progress	37,069	-	37,069	14,751	-	14,751
Technology Gardage-Working in Progress	141,908	-	141,908	20,231	-	20,231
Balance at 31 December	11,183,693	(5,994,623)	5,189,070	9,927,910	(5,580,763)	4,347,147

SCHOOL

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2021						
Buildings Improvements	1,793,734	111,712	-	-	(48,064)	1,857,381
Furniture and Equipment	1,299,370	569,068	(15,458)	-	(256,294)	1,596,686
Information and Communication Technology	804,644	632,629	(12,958)	-	(284,993)	1,139,323
Motor Vehicles	31,821	59,655	-	-	(12,130)	79,346
Textbooks	24,827	12,413	-	-	(16,311)	20,929
Leased Assets	294,140	74,848	-	-	(120,238)	248,749
Library Resources	63,629	5,991	-	-	(7,888)	61,732
Fale Design-Working in Progress	14,751	22,319	-	-	-	37,069
Technology Gardage-Working in Progress	20,231	121,677	-	-	-	141,908
Balance at 31 December 2021	4,347,147	1,610,312	(28,416)	-	(745,918)	5,183,124

Accumulated Depreciation

SCHOOL	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$	2020 Cost or Valuation \$	2020 Accumulated Depreciation \$	2020 Net Book Value \$
Buildings Improvements	2,458,836	(601,455)	1,857,381	2,347,125	(553,391)	1,793,734
Furniture and Equipment	3,798,633	(2,201,947)	1,596,686	3,259,580	(1,960,210)	1,299,370
Information and Communication Technology	2,920,238	(1,778,090)	1,142,148	2,524,778	(1,726,081)	798,697
Motor Vehicles	205,712	(126,366)	79,346	146,057	(114,236)	31,821
Textbooks	945,588	(924,659)	20,929	933,175	(908,348)	24,827
Leased Assets	411,183	(162,434)	248,749	411,854	(117,714)	294,140
Library Resources	255,166	(193,434)	61,732	260,999	(197,370)	63,629
Fale Design-Working in Progress	37,069	-	37,069	14,751	-	14,751
Technology Gardage-Working in Progress	141,908	-	141,908	20,231	-	20,231
Balance at 31 December	11,174,334	(5,988,385)	5,185,949	9,918,550	(5,577,350)	4,341,200

13. Accounts Payable

	School			Group		
	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Creditors	270,244	1,645,000	241,575	270,327	1,645,000	241,575
Accruals	83,957	-	159,915	83,957	-	159,915
Banking Staffing Overuse	201,219	-	273,992	201,219	-	273,992
Employee Entitlements - Salaries	1,063,843	-	937,778	1,063,843	-	937,778
Employee Entitlements - Leave Accrual	118,976	-	91,305	118,976	-	91,305
	1,738,240	1,645,000	1,704,565	1,738,323	1,645,000	1,704,565
Payables for Exchange Transactions	1,619,508	1,645,000	1,592,489	1,619,591	1,645,000	1,592,489
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rat	118,732	-	112,076	118,732	-	112,076
	1,738,240	1,645,000	1,704,565	1,738,323	1,645,000	1,704,565

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
International Student Fees in Advance	22,948	-	54,783	22,948	-	54,783
Other revenue in Advance	200,533	825,000	683,790	395,533	825,000	683,790
	223,481	825,000	738,573	418,481	825,000	738,573

15. Provision for Cyclical Maintenance

	2021 Actual \$	School and Group 2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	454,462	454,462	377,686
Increase/ (decrease) to the Provision During the Year	82,424	76,782	83,640
Use of the Provision During the Year	(5,642)	-	(6,864)
Provision at the End of the Year	531,244	531,244	454,462
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	531,244	531,244	454,462
	531,244	531,244	454,462

16. Finance Lease Liability

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

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	82,691	-	63,548	82,691	-	63,548
Later than One Year and no Later than Five Years	158,367	250,000	190,338	158,367	250,000	190,338
Future Finance Charges	10,464	-	13,361	10,464	-	13,361
	<u>251,522</u>	<u>250,000</u>	<u>267,267</u>	<u>251,522</u>	<u>250,000</u>	<u>267,267</u>
Represented by						
Finance lease liability - Current	93,155	-	76,929	93,155	-	76,929
Finance lease liability - Term	158,367	250,000	190,338	158,367	250,000	190,338
	<u>251,522</u>	<u>250,000</u>	<u>267,267</u>	<u>251,522</u>	<u>250,000</u>	<u>267,267</u>

17. Funds Held for Capital Works Projects

During the year the School and Group received and applied funding from the Ministry of Education for the following capital works

School and GROUP

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contribution \$	Closing Balances \$
Swimming Pool	(171,057)	300,000	(409,892)	86,947	(194,002)
Hall Roof	(4,051)	-	-	4,051	-
5 Year Agreement - Project number 228036	-	161,535	(4,781)	-	156,754
5 Year Agreement - Project number 228038	-	40,000	(2,173)	-	37,827
5 Year Agreement - Project number 218523	-	-	(548)	-	(548)
5 Year Agreement - Project number 228034	-	-	(1,493)	-	(1,493)
T-Block Flooding	-	-	(8,785)	-	(8,785)
5 Year Agreement - Project number 231705	-	45,000	(45,000)	-	-
Totals	<u>(175,108)</u>	<u>546,535</u>	<u>(472,672)</u>	<u>90,998</u>	<u>(10,247)</u>
Represented by:					
Funds Held on Behalf of the Ministry of Education					194,581
Funds Due from the Ministry of Education					(204,828)
					<u>(10,247)</u>

2020	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contribution \$	Closing Balances \$
Swimming Pool	-	-	(171,057)	-	(171,057)
Hall Roof	(53,485)	53,485	(4,051)	-	(4,051)
Totals	<u>(53,485)</u>	<u>53,485</u>	<u>(175,108)</u>	<u>-</u>	<u>(175,108)</u>

18. Funds Held on Behalf of Cluster / Transport Network

Manurewa High School is the lead school and holds funds on behalf of the cluster, a group of schools funded by the Ministry.

School and GROUP	2021 Actual \$	2021 Budget \$	2020 Actual \$
Funds Held at Beginning of the Year	174,244		274,511
Funds Received from Cluster Members			
Funds Received from MoE	1,759,095		981,528
Total funds received	1,933,339	-	1,256,039
Funds Spent on Behalf of the Cluster	1,184,663		612,336
Funds remaining	748,676	-	643,703
Distribution of Funds			
AIMHI College	(7,458)		-
Airfriston College	(34,032)		(19,525)
Aorere College	(10,100)		(9,844)
CEAT- Community Education and Training	(34,961)		(6,070)
James Cook High School	(42,434)		(133,178)
Kelston Girls College	(3,529)		
Mangere college	(9,128)		(8,326)
Onehunga High School	(12,352)		(173,330)
Otumoetai College	(2,648)		
Papakura High School	(41,922)		(103,960)
Papatoetoe High School	(3,314)		
Pukekohe High School	(766)		
Santa Maria College	(3,530)		(3,043)
Southern Cross Campus	(666)		
Taukau College	(4,412)		(5,169)
Wesley College	-		(2,215)
Waiuku College	(2,502)		(738)
Funds Held at Year End	534,921	530,000	174,244

19. Related Party Transactions

The Group is a controlled entity of the Crown, and the Crown provides the major source of revenue to the Group. The Group 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 Group 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 Group 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.

20. Remuneration

Key management personnel compensation (School and Group)

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

	2021 Actual \$	2020 Actual \$
<i>Board Members - School</i>		
Remuneration	6,020	5,310
	0.40	0.22
<i>Leadership Team</i>		
Remuneration	523,882	879,272
Full-time equivalent members	4	7
Total key management personnel remuneration	529,902	884,582
	4.40	7.22

There are 11 members of the Board excluding the Principal. The Board had held 11 full meetings of the Board in the year. The Board also has Finance 1 and Property 1 that meet monthly. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	220-230	210-220
Benefits and Other Emoluments	6-7	6-7

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100-110	22	16
110-120	12	3
120-130	5	7
130-140	5	-
	44	26

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

21. Compensation and Other Benefits Upon Leaving

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

School and GROUP	2021 Actual \$5,000	2020 Actual
Total	1	-
Number of People	1	-

22. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

23. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into contract agreements for capital works:

- (a) \$161,535.10 contract for ILE to be completed in 2022, which will be fully funded by the Ministry of Education. \$161,135.10 has been received of which \$4,781 has been spent on the project to date; and
 (b) \$40,000 contract to have the ILE refurbish and create outdoor learning space in 2022, which will be fully funded by the Ministry of Education. \$40,000 has been received of which \$2,173 has been spent on the project to date; and
 (c) \$253,125 contract to Learning support coordinators property, which will be fully funded by the Ministry of Education. and has been spent \$547.75. This project has been approved by the Ministry.

(Capital commitments at 31 December 2020: \$450,000)

(b) Operating Commitments School and GROUP

As at 31 December 2021 the Board has entered into the following

- (a) operating lease of a EFTPOS Machine;

No later than One Year

Later than One Year and No Later than Five Years

Later than Five Years

	2021 Actual \$	2020 Actual \$
No later than One Year	1,620	1,206
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<u>1,620</u>	<u>1,206</u>

24. Financial Instruments

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

Financial assets measured at amortised cost

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	5,244,224	5,000,000	3,621,112	5,513,455	5,087,628	3,702,793
Receivables	1,111,376	1,105,000	981,205	1,111,376	1,105,000	981,205
Investments - Term Deposits	819,201	-	717,652	819,201	-	717,652
Total Financial Assets Measured at Amortised Cost	<u>7,174,800</u>	<u>6,105,000</u>	<u>5,319,969</u>	<u>7,444,031</u>	<u>6,192,628</u>	<u>5,401,650</u>

Financial liabilities measured at amortised cost

Payables	1,738,240	1,645,000	1,704,565	1,738,323	1,645,000	1,704,565
Finance Leases	251,522	251,522	267,267	251,522	251,522	267,267
Total Financial Liabilities Measured at Amortised Cost	<u>1,989,762</u>	<u>1,896,522</u>	<u>1,971,832</u>	<u>1,989,845</u>	<u>1,896,522</u>	<u>1,971,832</u>

Financial assets at fair value through other comprehensive revenue and expense

Equity Investments	-	-	-	-	-	-
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25. Events After Balance Date

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

26. Investment in Subsidiaries

Details of the Group's material subsidiaries at the end of the reporting period are as follows.

Name of Subsidiary	Principal Activity	Place of incorporation and operation	Proportion of ownership interest and voting power held by the		Value of investment \$'000	
			2021	2020	2021	2020
Manurewa High School Business Academy	Raising Funds	Auckland, New Zealand	100%	0%	Nil	Nil

All subsidiaries have 31 December balance dates, are 100% owned by the School, and are incorporated and domiciled in New Zealand.

The School controls the Trust for financial reporting purposes because, in substance, the school predetermined the objectives of the Trust at establishment and benefits from the Trust's complementary activities.

The Trust is a registered charity. Under its constitution, the company is prohibited from paying dividends (or similar distributions) to the School.

27. Comparatives

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

28. COVID 19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry of Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

Reduction in International students

Under alert levels 4, 3, 2, and 1 International travel is heavily restricted. The school has been unable to welcome and enrol prospective international students which has resulted in a reduction in revenue from student fees & charges from International students and/or Board operated boarding facilities.

INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF MANUREWA HIGH SCHOOL'S GROUP FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of Manurewa High School and its controlled entities (collectively referred to as 'the Group'). The Auditor-General has appointed me, Paul Lawrence, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the Group on his behalf.

Opinion

We have audited the financial statements of the Group on pages 2 to 21, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the Group:

- present fairly, in all material respects:
 - its financial position as at 31 December 2021; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 30 May 2022. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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



Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the Group'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 Group's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Group'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 Group 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 obtain sufficient appropriate audit evidence regarding the financial statements of the entities or business activities within the group to express an opinion on the consolidated financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.
- We assess the risk of material misstatement arising from the group payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Charter 2022 and Kiwi Sport Note, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

A handwritten signature in blue ink that reads "Paul Lawrence".

Paul Lawrence
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand

MANUREWA HIGH SCHOOL

Charter 2022



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Manurewa High School

Vision Statement:

“Piki atu ki te rangi”, Aim High, Strive for Excellence

Mission Statement:

To grow a community of learners to ‘Be the ManuREWA Way’ by living our values of Respect, Excellence, Whanaungatanga and Akoranga. Aakonga who will leave us happy, confident and proud, embodying our learner profile.

Waikato Tainui Kawenata:

We as a school community are committed to our Kawenata agreement with Waikato Tainui working in partnership to meet the educational aspirations of the iwi for our rangatahi.

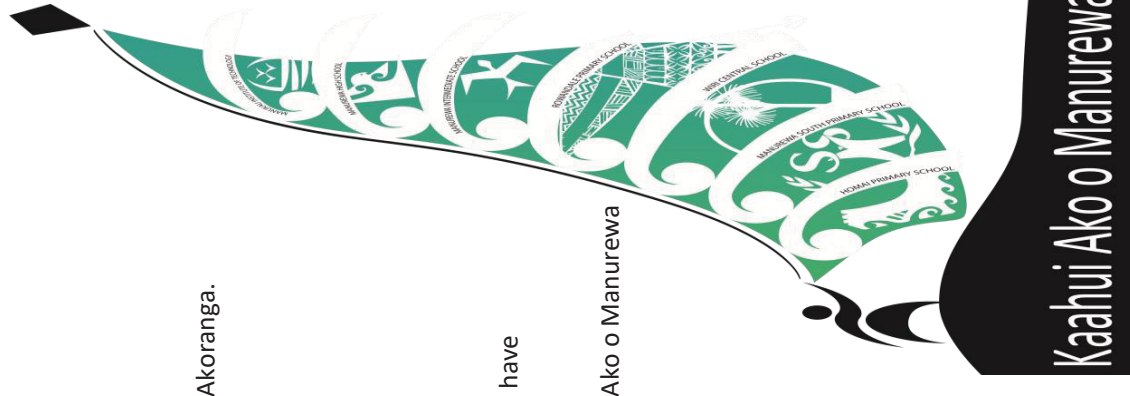
Kaahui Ako o Manurewa:

We as a school community are committed to working with our Kaahui Ako o Manurewa to meet the achievement challenges we have collaboratively developed;

1. To improve achievement through the development and sustaining of cultural identity
2. To improve achievement by increasing student and whaanau engagement through effective transition across Te Kaahui Ako o Manurewa
3. To improve achievement by developing an integrated approach to learning through the application of S.T.E.A.M.

Our Kawa:

- we believe in our vision and strive for our mission
- we have aroha for our school community and put them at the centre of all our decisions
- we show Manaakitanga and promote Hauora
- we are open and respectful in our communication and feedback
- we provide opportunities for leadership
- we believe in and see the potential for all our aakonga
- we are reflective and work with a growth mindset
- we believe that akoranga never stops
- we encourage empathy and strive for equity
- we share and celebrate success





Charter Focus Outcomes

Aakonga engaged in Akoranga

Aakonga engaged in their Cultural Identities

Aakonga taking positive steps through and beyond school

Ehara taku toa i te toa takitahi, engari he toa takitini

My success is not that of an individual but that of the collective



Strategic Vision

Commitment to Akoranga:

Staff, students and whaanau

practise a commitment to akoranga that is ubiquitous, dynamic, co-dependent and co-lead by the entire school community



2022 Goal

Te Ara o Tawhaki is the framework to guide our process

Embedding Te Ara o Tawhaki across the school to ensure all staff and students live our learner profile and Piki atu ki te rangi

TE ARA O TAWHAKI



Te Ara o Tawhaki - The Pathway of Tawhaki

Te Ara o Tawhaki is an educational framework to guide and support ideologies, systems and processes applied within our Manurewa High School context

The title of this educational framework pays homage to our mana whenua - Tainui Waikato - and their ancestor, Tawhaki. According to ancient tradition, Tawhaki is the supernatural inhabitant who climbed the aka vine to ascend the heavens and receive the three baskets of knowledge. The three baskets, which Tawhaki returned to earth with, remain commonly known today as Nga Kete o te Wanaanga.

The first basket was called Te kete Aronui and contained the knowledge of our senses and knowledge to help mankind. The second basket was called Te Kete Tuauri and contained the knowledge of ritual, memory and prayer. The third basket was called Te Kete Tuatea and contained the knowledge of evil that could be harmful to mankind.

This puurakau (story) establishes a preface for metaphorical comparison between Tawhaki and the journey or pathway of learners at Manurewa High School. We believe that when our student's baskets of knowledge are full, they will be prepared to self-determine and pursue their own pathway for success beyond school.

Drawing on inspiration from Sir Mason Durie and Maxine Hemi, Te Ara o Tawhaki is visually depicted through the image of a whare (house). The whare visual is delineated into sections, similar to the structural components of a house.

Hauora (wellbeing) provides the foundational component of Te Ara o Tawhaki and specifically references Te Whare Tapa Wha model which focuses on the importance of family and relationships, body, mind and spirit.

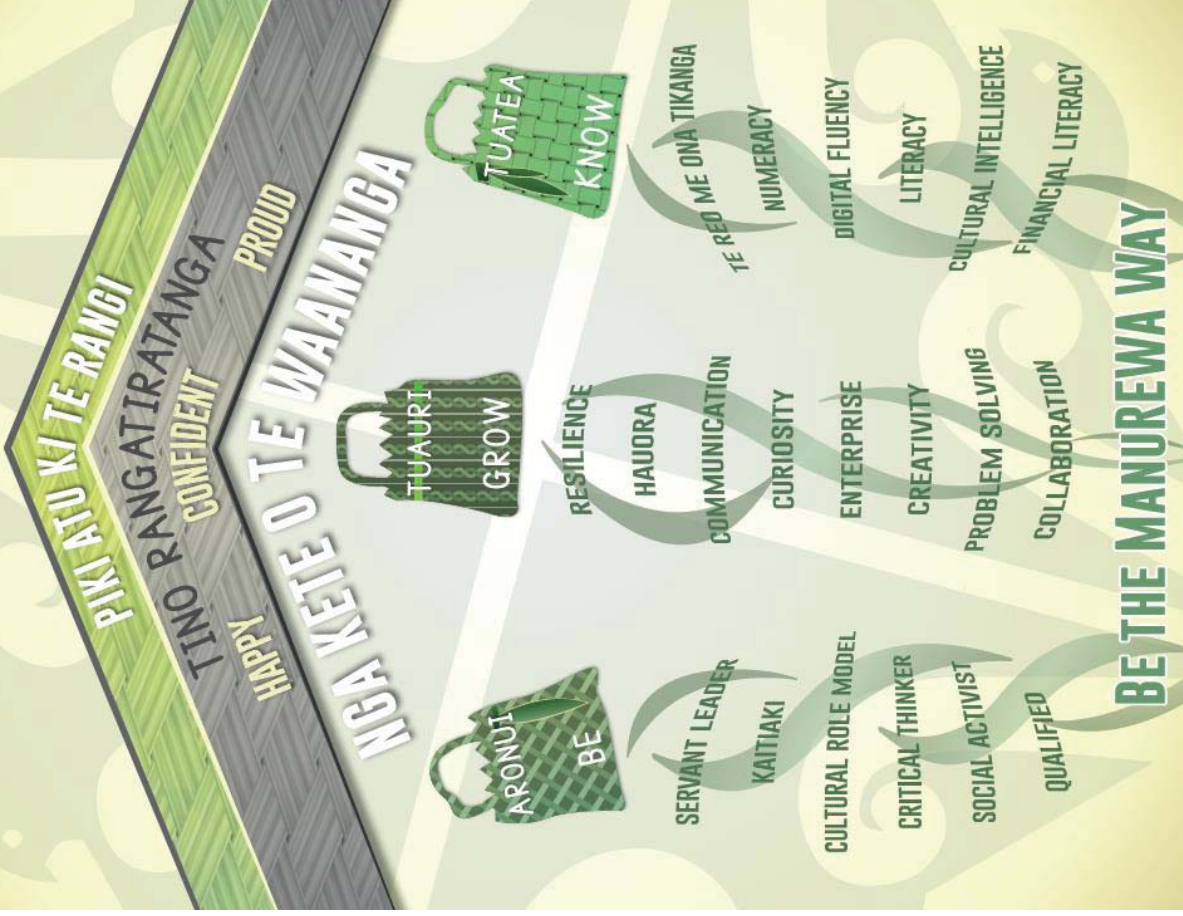
Beyond the Hauora foundation, sits our school Kawa (standards and protocols) and Be The Manurewa Way; our school values of respect, excellence, whaanaungatanga and akoranga.

Moving upwards, there are four aka vines (as opposed to pillars) which make visual connection to Tawhaki's ascent to heaven. These four vines represent Wanaanga and Ako, which embody concepts such as curriculum design and teaching and learning, Tangatawhenuatanga and the cultural knowledge of Manurewa, Tainui-Waikato and Aotearoa and the 21st century skills required to flourish in an ever-changing digital world.

Beyond the aka vines sits our Learner Profile and Nga Kete o Te Wanaanga. The three baskets of knowledge reflect the capabilities we believe learners should acquire to successfully transition beyond school and into further study, training and employment.

The roof and apex of our whare draws together our ethos for all learners; to be happy, proud and confident, to have tino rangatiratanga (self-determination) and to exemplify our school vision to "Piki atu ki te rangi" (Aim High, Strive for Excellence).

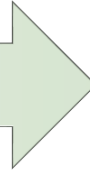
LEARNER PROFILE



2022 Annual Plan: two focus areas

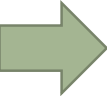
Pedagogy: continue to align and consolidate strategies and approaches, that support akoranga throughout the Manurewa Vā, to embody our Learner profile

Curriculum Design: continue to align and consolidate programmes of akoranga that occur across the Manurewa Vā with our Learner Profile



across the Manurewa Vā we are strengthening

Local Curriculum Design	Cultural Identity	Hauora
<p>1. Local Curriculum Design: For all our aakonga to personify the Learner Profile by engaging in a cohesive and ubiquitous local curriculum to “Piki atu ki te rangi”</p> <p>2. Cultural Identity: For all our aakonga to be strong in who they are, where they come from and where they are going to “Piki atu ki te rangi”</p> <p>3. Hauora: For all our aakonga to be strong in the four dimensions of Te Whare Tapa Wha so they can “Piki atu ki te rangi”</p>		<p>The tools to support the Manurewa Vā are Critically Conscious Culturally Sustaining Pedagogy, E-learning Languages, and Literacies</p>



connected to 3 specific intentions

Intention 1

Continue to map our curriculum to the learner profile to inform transformational pedagogy and curriculum design



Intentions	Actions	Key Staff	Measurable Outcomes
<p>I1. Continue to map our curriculum to the learner profile to inform transformational pedagogy and curriculum design</p> <p><i>Waananga / Ako</i> <i>e-Learning / Literacy</i> <i>Local curriculum design</i></p>	<p>I1 A1: Implement a junior curriculum schoolwide through a Te Ara o Tawhaki lens</p>	<p>MN NG</p>	<p>I1 A1 MO1: A framework is prototyped and implemented by the start of 2023.</p> <p>I1 A1 MO2: Skills and knowledge established for our localised curriculum.</p> <p>I1 A1 MO3: Tracking system for Curriculum Levels and Learner Profile Wheels established.</p> <p>I1 A1 MO4: Consultation has occurred with Mana Whenua / Maaori / Mana Moana (as appropriate).</p> <p>I1 A1 MO5: Puurakau Methodology has been used to gather whaanau and community voice on curriculum e.g. Middle Leaders LAAR / Board Report</p> <p>I1 A1 MO6: Develop further themes and planning tools for implementation in the junior curriculum.</p>
	<p>I1 A2: Use Te Ara Tawhaki to explicitly strengthen teaching practice and staff capacity:</p>	<p>MN NG</p>	<p>I1 A2 MO1: A schoolwide collaborative planning system is established and integrated across all Learning Areas.</p> <p>I1 A2 MO2: Maaia PL Programme 2022 completed by all staff</p> <p>I1 A2 MO3: Te Hurihanganui PL Programme 2022 completed by all staff</p>
	<p>I1 A3: Use appropriate evidence-based practices to better inform our ongoing practice and improve student outcomes:</p> <ul style="list-style-type: none"> To work with whaanau and HOLAs to set up and embed the data net for NCEA achievement and student destinations 	<p>HM HOLAS Whaanau Team</p>	<p>I1 A3 MO1: Improved data analysis and use leads to more effective tracking, interventions, and support for students, which is seen through increased NCEA achievement levels</p>

	<ul style="list-style-type: none"> To work with staff to set up and embed the use of curriculum levels Continue to gather and use feedback from Whaanau, student engagement Implement a puuraakau methodology to gather and report on data/evidence from Whaanau and students Te Hurihanganui PL use of Ronogohia te Hau observations and surveys Tracking system for Curriculum Levels and Learner Profile Wheels established. 		<p>I1 A3 MO2: Systems established that create and use appropriate data in a timely and regular manner across each term.</p> <p>I1 A3 MO3: Ongoing gathering of qualitative data from Whaanau, Students, Staff, and community to review and inform practice</p> <p>I1 A3 MO4: Junior Curriculum Levels are expanded in reports to reflect more than just the level the students should be working at</p> <p>I1 A3 MO5: Use of Curriculum Levels summaries within learning areas and onto reports</p>
<ul style="list-style-type: none"> I1 A4: Align the way we celebrate success with the Learner Profile: Review current system for prizegiving's Students use their e-portfolio to share their achievements and experiences against the Learner Profile Grow the Maunga stories and the passports as indigenous methods of celebration and recognition 	MP DAV NR	<p>I1 A4 MO1: Create a timeline for when actions are to be done (Term 1)</p> <p>I1 A4 MO2: Gather information from staff, students and whaanau using puurakau methodology to collate data.</p> <p>I1 A4 MO3: Analyse the data and present a plan going forward to SLT (by end of term 3)</p> <p>I1 A4 MO4: Implement plan (during term 4)</p>	

*Additional mahi to support Intention 1 is detailed at the end of this document in the Charter Appendix on pages 39-40.

Intention 2

For staff and students to be strong in who they are, where they came from, where they are going and understand their connection to this whenua



<p>12. For staff and students to be strong in who they are, where they came from, where they are going and understand their connection to this whenua</p> <p><i>Tangata Whenuatanga / Te Ao Māhiki</i> <i>Cultural Identities and Pathways</i></p>	<p>12 A1: Implement phase 2 of integration of language weeks into school practice</p> <p>12 A2: Continue to incorporate cultural traditions and practices in Whaanau activities and community engagement, curriculum areas and PL (cultural holistic collaboration)</p>	<p>OP LU</p>	<p>12 A1 MO1: Integrated curriculum language weeks used schoolwide.</p> <p>12 A2 MO1: Flag ceremonies continue to be held for every language week utilizing community connections.</p> <p>12 A2 MO2: All learning areas support every language week</p> <p>12 A2 MO3: Regular Talanoa updates (Zoom and /or physical) held with everyone to lead their respective language weeks – Pasifika whaanau Talanoa providing valuable feedback</p> <p>12 A2 MO4: Realm Nations to sit in the Ako Connect space for the year</p> <p>12 A2 MO5: Engaged NCEA ma le Pasifika/ Heart Foundation Nutrition workshops throughout the year</p> <p>12 A2 MO6: Continued Talanoa Ako sessions operating weekly (10-week programme - General and Niue Ki Mua project and connections with Kiribati Wellbeing Project) Continued Pasifika Digital Connect project</p> <p>12 A3 MO1:</p> <p>12 A4 MO1: Evaluation of Phase 1 informs implementation & development of Phase 2</p> <p>12 A4 MO2: All staff have completed their Aromihi evidence and reflections folder</p>
<p>12 A3: Align and strengthen links between Pasifika Council and Polyfest Student Leadership</p> <p>12 A4: Continue to develop Aromihi – Te ara o tino rangatiratanga</p> <ul style="list-style-type: none"> • Implement Phase 2 of Aromihi – HOLA input, attestations, PRTs, observations, 	<p>OP LU</p>		

	<p>Talanoa, PL for Komiti to attend appraisal workshops</p> <p>I2 A5: Continue to develop staff capacity with Tapasā and Te Hurihanganui</p> <ul style="list-style-type: none"> Continued engagement with MAIA work (Dr Michelle Johansson) Ann Milne PD with Middle Leaders - growing the cultural identities of Tangata Tiriti in Aotearoa 		<p>I2 A4 MO3: Continue to increase and grow MANA Moana (Pasifika whaanau Komiti) Whaanau engagement</p> <p>I2 A5 MO1: At least 5 kaiwhakaako completing the Te Hurihanganui course with 5 clusters</p> <p>I2 A5 MO2: At least two groups complete the first level with Ann Milne PD and some staff choose to take to level 2</p>
	<p>I2 A6: Design an equitable and future focussed leadership structure for Manurewa High School through the lens of Te Ara o Tawhaki that represents the community we serve</p>	JE Co-Design Team	<p>I2 A6 MO1: Create a co-design team, complete research and present to the Board by Term 4 2022 for possible implementation 2023</p>
	<p>I2 A7: Develop a Pathways structure and strategy to ensure all staff have a greater understanding of the range of pathways available to our aakonga and know where to go for support and advice and all our aakonga are able to engage in a Pathways Programme & Events</p>	SP JE	<p>I2 A7 MO1: Develop a Pathways Design Team to review and recommend future structure and programmes for 2023</p> <p>I2 A7 MO2: Data is tracked on a fortnightly basis from Term 2 onwards based on Pathways Team interviews and information gathered through Kaitiaki</p> <p>I2 A7 MO3: Every Y12 leaver & Y13 students has a pathway identified and the necessary support in place by the end of Term 3</p> <p>I2 A7 MO4: Destination data shows positive pathways for 90%+ of Y12 & Y13 school leavers</p>
	<p>I2 A8: Grow student language literacies, within and between English and Heritage Languages.</p>	OP LU HM	<p>I2 A8 MO1: Begin embedding a shared school wide Writing Process</p> <p>I2 A8 MO2: Target all Year 10 teachers / Learning Areas skill to build confidence in teaching the Writing Process led by LPIs</p>

			<p>I2 A8 MO3: Trial pilot tasks linked to new literacy requirements in Year 10/11 Literacy programmes</p> <p>I2 A8 MO4: Grow developmental academic writing programme for 1 Akoranga per week for all year 11 students focusing on essay and report writing</p> <p>I2 A8 MO5: Be more explicit in sharing cross lingual literacies in Year 11 LLP and build links to Language Weeks</p> <p>I2 A8 MO6: Continue to grow AsTTle Writing teaching and assessment skills within the English LA, providing Junior Writing data twice a year</p> <p>I2 A8 MO7: Collaboration of Language integration using varied indigenous texts and local, national, and global resources</p>
	<p>I2 A9: Continue to support digital equity initiatives and embedding effective use of technology to promote transformational ePedagogy:</p> <ul style="list-style-type: none"> • Support ALL students to either own or have a school loan device that can be used outside school hours and to support ubiquitous learning. • Implement classroom management practice that tracks students bring a device to school • ALL LA's using either Teams/Schoolology or Education Perfect to offer ubiquitous learning opportunities for ALL our students 	NR LOC	<p>I2 A9 MO1: Aim for 95% overall</p> <p>I2 A9 MO2: Aim for 95% of students bringing a device to school regularly</p> <p>I2 A9 MO3: DPI's through an interview process will track LA use of platforms with the objective of ALL LA's doing this</p> <p>I2 A9 MO4: Provide Whanau regular feedback of student's online engagement</p> <p>I2 A9 MO5: DPI's will support and monitor the LA's that fall under area of responsibility on progress with transformational ePedagogy using the SAMR tool</p> <p>I2 A9 MO5: Increasing confidence of teachers in the MS environment with ongoing PLD. Survey to measure progress</p>

	<ul style="list-style-type: none"> • Support whaanau to track students online engagement • ALL LAs are supported to make more effective use of technology to embed transformational ePedagogy within their practice (Use SAMR tool)? • Continue to support staff to build their skills in the Microsoft and more specifically within the Teams environment 		
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Intention 3

Develop a schoolwide understanding of Hauora through a Te Ara o Tawhaki lens



<p>13. Develop a schoolwide understanding of Hauora through a Te Ara o Tawhaki lens</p> <p><i>Hauora / Kawa / Be the ManuREWA Way</i></p>	<p>I3 A1: Develop a team to review and recommend future strategy, structure, and programmes for 2023</p> <p>I3 A2: Organise and plan targeted learning for staff and students</p>	<p>NG SP</p>	<p>I3 A1 MO1: Consultation with staff / students / whaanau & community has occurred (as appropriate) and recommendations have been pursued for implementation in 2023</p> <p>I3 A2 MO1: The concept of Hauora / Hauora education is a key focus of Professional Learning in 2022</p> <p>I3 A2 MO2: The concept of Hauora / Hauora education is explored / prototyped / tested within different areas of our local curriculum in 2022 e.g. AkoConnect, Health & PE, Kaitiaki Time, Junior Programme, Science, Student Support Services</p>
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I = Intention (1, 2 or 3)

A = Action (each action is numbered and linked to the specific intention)

MO = Measurable Outcome (each measurable outcome is numbered and linked to the specific intention and action)

The Statement of National Education and Learning Priorities (NELP):

The Statement of National Education and Learning Priorities (NELP) sets out the Government's priorities for education that will ensure the success and wellbeing of all learners. It is a statutory document issued under the [Education and Training Act 2020](#) that directs government and education sector activities towards the actions that will make the biggest difference, and ensure that we are able to strengthen the education system to deliver successful outcomes for all learners and aakonga.

The Statement of NELP came into effect in November 2020, and as such forms part of our 2022 Charter, although we are not expected to be fully reporting on the framework until January 2023

The NELP four key objectives for Secondary Schools are:

1. Learners at the centre
2. Barrier-free access
3. Quality teaching and leadership
4. Future of learning and work

The NELP objectives will help us ensure we are always learner-centred and will contribute to more of our learners being successful. They can already be seen in our 2022 Charter intentions and actions detailed above. They are also reflected in our three Kaahui Ako Achievement Challenges as detailed below:

Intention 1: Continue to map our curriculum to the learner profile to inform transformational pedagogy and curriculum design

Kaahui Ako Achievement Challenge 3: to improve achievement by developing and strengthening an integrated approach to learning through the application of STEAM

Intention 2: For staff and students to be strong in who they are, where they came from, where they are going and understand their connection to this whenua

Kaahui Ako Achievement Challenge 1: to improve achievement through the development and sustainment of cultural identity

Intention 3: Develop an understanding of Hauora through a Te Ara o Tawhaki lens

Kaahui Ako Achievement Challenge 2: to increase student and whaanau engagement through effective transition

Key Staff Reference:

JE	Pete Jones	Principal
DAV	Sarah Davies	Principal's PA
LOC	Julie Lockie	Business Manager
HM	Michelle Hards	Deputy Principal
LU	Manaia Laulu	Deputy Principal
MN	Nichola McCall	Deputy Principal
MP	Donella McPherson	Deputy Principal
NG	Barbara Ngawati-Salaivao	Deputy Principal
NR	Lawrence Naicker	Deputy Principal
OP	Pennie Otto	Deputy Principal
SP	Katie Spraggon	Deputy Principal
GS / GBN / OR	Ambure Giborees / Leanne Gibson / Emma O'Riordan	Business Academy
FV / DZ / MK / UA	Ngahuaia Flavell / Francis Diaz / Koke Manase / Aleesha Unka	Kaitiaki Curriculum Leaders
LB / PE / OV	Brendon Lambert / Temukisa Pasese / Peter Oliveti	Student Leadership
PK	Steve Perks	Trades Academy Director
TL / RM / SK / WR	Mele Ta'e'iloa / Rekha Ram / Ben Silk / Ben Wheeler	Digital Pedagogy Innovators
DU / DZ / JH	Alexandra Dumitrescu / Frances Diaz / Joel Joshi-Smith	Literacy Pedagogy Innovators
KCH / PPA	Krishna Chamallamudi / Prerak Patel	Network Administrators
BABOT	Leanne Gibson / Ryan King	Business Academy Board of Trustees
BOT	Stephen Smith / tbc (Student Rep) / Talia Brown / Donna Cowley / Lexy Derby-Ngawaka / Velma Sitene (Staff Rep) / Leanne Gibson / Joanna Long / Mitlesh Prasad / Richard Thornton	Board of Trustees
EOTC (WM)	Thane Williams	Education outside the classroom
HOLA		Head of Learning Area
Kaitiaki		Whaanau Tutors
PN (LU)	Manaia Laulu	Principal's Nominee (NZQA)
SCT (FV)	Ngahuaia Flavell	Specialist Classroom Teacher
SENCO (MW)	Kim Millwood	Special Educational Needs Co-ordinator

How we measure our commitment to Akoranga:

AREA Data	Learner Engagement Surveys	Destination Data
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Charter Targets 2022

Attendance through student management system (KAMAR)

	Item	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Target
All	% of student attendance in class	84.9%	80.6%	73.8%	80.3%	87.1%	90%
Maaori	% of student attendance in class	80.2%	74.6%	70.4%	75.5%	84.2%	90%
Pasifika	% of student attendance in class	86%	80.4%	73.2%	79.8%	87.6%	90%

Retention whole school (1 July Roll Return - 2021)

Year	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Target
9	519	405	459	420	484	
10	419 (97%) (397 – 92%)	533 (100%) (469 -90%)	425 (105%)	468 (105%)	436 (104%)	
11	457 (101%) (373 – 83%)	433 (100%) (350 – 81%)	524 (100%) (426 - 82%)	406 (96%)	455 (97%)	
12	369 (85%)	378 (85%) (305 – 67%)	386 (89%) (287 – 67%)	481 (100%) (380 - 73%)	371 (91%)	
13	332 (80%)	308 (83%)	316 (84%) (244 – 54%)	310 (80%) (246 – 57%)	458 (100%) (346 - 67%)	Continue to close the gap between the apparent and actual retention
Total	2059 (70%)	2007 (70%)	2068 (70%)	2042 (72%)	2129 (79%)	

Bold = the apparent retention from Year 9 to Year 13 / **Green** = the actual % of students who started in Y9 and completed 5 years at Manurewa High School

Male Maaori (1 July Roll Return - 2021)

Year	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Actual
9	72	76	71	87	97	
10	53 (91%)	73 (101%)	71 (93%)	75 (106%)	86 (99%)	
11	61 (108%)	52 (98%)	68 (93%)	71 (100%)	75 (100%)	
12	43 (81%)	38 (62%)	42 (81%)	60 (88%)	59 (83%)	
13	35 (66%)	30 (69%)	28 (74%)	32 (76%)	54 (90%)	
Total	264 (50%)	269 (49%)	280 (46%)	325 (52%)	372 (75%)	

Female Maaori (1 July Roll Return - 2021)

Year	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Actual
9	63	53	85	76	80	
10	58 (92%)	65 (103%)	56 (106%)	89 (105%)	80 (105%)	
11	57 (98%)	66 (113%)	61 (94%)	50 (89%)	78 (88%)	
12	43 (66%)	42 (74%)	53 (80%)	54 (89%)	45 (90%)	
13	39 (81%)	30 (70%)	30 (71%)	34 (64%)	41 (76%)	
Total	260 (67%)	256 (42%)	285 (49%)	303 (49%)	324 (65%)	

Bold bracketed % = apparent student retention from Y9 – Y13

Stand Downs through student management system (KAMAR)

	Item	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Target
All	Number of students per 100 students who were stood down	8	5	11	4	4	5
Maori	Number of Maaori students per 100 students who were stood down	14	7	10	1	1	5
Pasifika	Number of Pasifika students per 100 students who were stood down	7	6	14	2	2	5

Engagement (own school data)

	2017 Agreed	2018 Agreed	2019 Agreed	2020 Agreed	2021 Agreed	2022 Agreed
At school learning is relevant and links to the real world	68%	75%	75%	71%	74%	
At school learning is personalised to my needs	67%	70%	70%	78%	70%	
At school I can explore new ideas	75%	81%	75%	70%	70%	
Teachers make learning interesting	58%	72%	70%	70%	72%	
Teachers and parents work together	46%	42%	70%	80%	75%	
Teachers care about how I feel	61%	70%	75%	81%	80%	
Teachers are interested in my culture or family background	54%	64%	67%	75%	73%	
Students have a say in what happens at school	63%	62%	72%	70%	75%	
At school people accept me for who I am	71%	72%	75%	75%	70%	
I work at home to extend my learning	54%	51%	55%	70%	75%	
Teacher's challenge me to think more deeply	73%	76%	72%	70%	70%	
Teacher's encourage a positive attitude towards learning	75%	75%	82%	80%	80%	
Teacher's think that all students can do well	71%	73%	75%	79%	76%	
I am proud of my school	73%	77%	82%	84%	85%	
I am proud of who I am and where I come from	82%	85%	89%	87%	87%	
The school shows pride in Maaori culture	78%	77%	80%	80%	82%	
Students treat each other with respect	57%	61%	64%	69%	65%	
Teachers always take action if someone is being hit or bullied	67%	69%	74%	71%	70%	
Teachers treat students fairly	61%	65%	65%	70%	70%	
I feel safe at school	72%	74%	78%	81%	80%	

2017 - Based on Year 9, Year 10 and some senior students (over 800 students)

2018 - Based on 50 students from each year level (250 students)

2019 - Based on 50 students from each year level (250 students)

2020 - Based on 50 students from each year level (250 students)

2021 - Based on 50 students from each year level (250 students)

<i>New questions asked in 2021</i>	2017 Agreed	2018 Agreed	2019 Agreed	2020 Agreed	2021 Agreed	2022 Agreed
I am confident using online learning platforms such as Schoology and Education Perfect					85%	
I am able to stay engaged with my learning online					52%	
Teachers make learning interesting online					60%	
I feel safe online					60%	

Achievement through NCEA (NZQA data - roll based)

	Item	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Target
All	Level 1 passes Y11	63.2%	48.4%	54.6%	63.7%	54.9%	75%
	Level 2 passes Y12	71.7%	71.9%	65.1%	74.9%	69.6%	75%
	Level 3 passes Y13	65.3%	59.7%	65.4%	70.0%	74.8%	75%
	University Entrance	31.8%	24.6%	25.5%	27.8%	28.5%	35%
Maori	Level 1 passes Y11	46.1%	40.4%	47.5%	53.4%	50.0%	75%
	Level 2 passes Y12	71.9%	59.6%	57.3%	71.9%	61.9%	75%
	Level 3 passes Y13	51.3%	60.6%	54.1%	60.0%	70.4%	75%
	University Entrance	23.8%	18.2%	6.6%	18.6%	19.4%	35%
Pasifika	Level 1 passes Y11	65.2%	43.5%	52.0%	61.3%	54.2%	75%
	Level 2 passes Y12	66.8%	71.7%	62.7%	71.7%	65.0%	75%
	Level 3 passes Y13	62.2%	53.2%	64.4%	69.2%	76.2%	75%
	University Entrance	24.4%	19.7%	17.8%	18.9%	24.7%	35%

Merit endorsements (NZQA data - roll based)

	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Target
Year 11 Level 1 All	21.7%	31.9%	23.3%	22.3%	24.5%	30.0%
	11.6%	10.8%	6.4%	8.9%	13.0%	15.0%
Year 12 Level 2 All	16.2%	12.0%	10.6%	9.4%	11.3%	15.0%

Excellence endorsements (NZQA data - roll based)

	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Target
Year 11 Level 1	6.0%	7.2%	2.5%	4.8%	6.5%	15%
Year 12 Level 2	5.4%	4.5%	3.0%	3.6%	8.0%	10%
Year 13 Level 3	5.9%	3.7%	6.3%	3.1%	3.1%	5%

asTtle

	End of year or better	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Target
All	Y9 – Level 4 Y10 – Level 5	59.5% 19.1%	62.0% 27.0%	58.0% 20.0%	53.2% 17.3%	44.4% 15%	70% 30%
Maori	Y9 – Level 4 Y10 – Level 5	61.0% 16.5%	57.0% 31.0%	57.0% 18.0%	43.9% 18.4%	40% 8.8%	70% 30%
Pasifika	Y9 – Level 4 Y10 – Level 5	52.1% 13.0%	58.0% 18.0%	54.0% 15.0%	53.3% 14.8%	41.2% 12.9%	70% 30%

*Note; at the start of term 1 2020:
Year 9 47.4% were L4 or above (expected level for time of year)
Year 10 5% were L5 or above (expected level for time of year)
2020 actual data was measured at the end of term 3
2021 actual data was measured at the end of term 1, no measurement in term 3 or 4 due to COVID-19 lockdowns*

Leavers Data

Achievement from Education Counts (2021 data not available until term 2, 2022)

	Item	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Actual
All	Level 1 or better	82.0%	85.1%	80.2%	83.3%	
	Level 2 or better	72.1%	71.7%	69.4%	74.9%	Data not yet available
	Level 3 or better	46.5%	45.7%	45.9%	54.3%	
Maaori	Level 1 or better	73.1%	81.9%	69.0%	72.1%	
	Level 2 or better	62.1%	62.1%	51.2%	59.5%	Data not yet available
	Level 3 or better	29.0%	35.3%	29.5%	38.7%	
Pasifika	Level 1 or better	82.7%	83.2%	79.7%	84.1%	
	Level 2 or better	70.8%	70.0%	69.5%	76.0%	Data not yet available
	Level 3 or better	44.6%	42.9%	44.7%	53.1%	

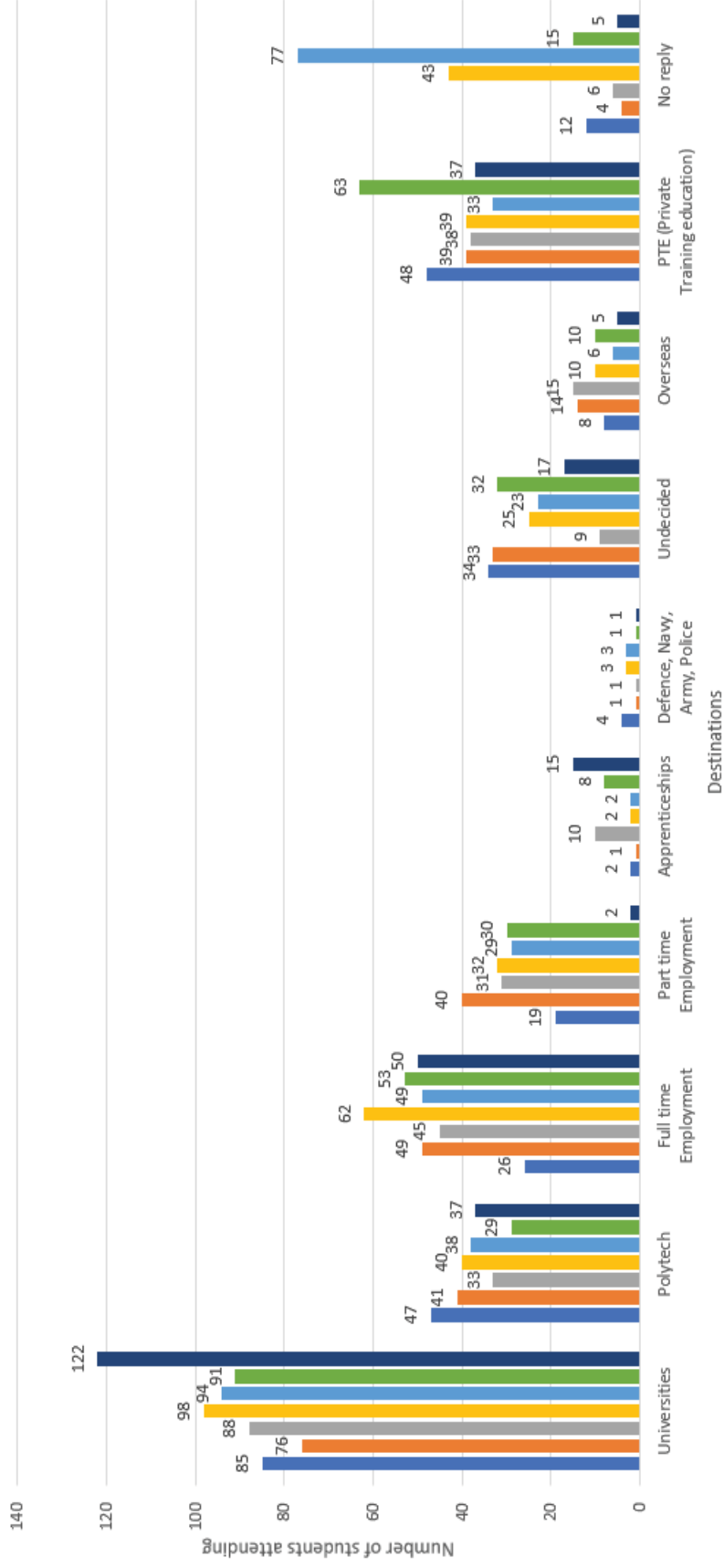
Retention data from Education Counts

Percentage staying until at least 17 years of age (2021 data not available until term 2, 2022)

	2017 Actual	2018 Actual	2019 Actual	2020 Actual	2021 Actual
All	76.4%	81.1%	75.5%	82.1%	Data not yet available
Maaori	62.7%	74.1%	61.2%	68.5%	Data not yet available
Pasifika	77.3%	80.4%	76.6%	83.0%	Data not yet available

DESTINATION DATA from MHS Pathways Team (2021 data not available until term 2, 2022)

2014 - 2020 Year 13 Destinations



MANUREWA HIGH SCHOOL BOARD OF TRUSTEES STRATEGIC REVIEW & SUMMARY

Reflections:

As part of the 2020 and 2021 Analysis of Variance and in preparation of the 2022 Charter, the Manurewa High School Board of Trustees have completed a Strategic Review of progress since the last Education Review (ERO) visit in June 2018. In particular, the Board has focused on the observations made by ERO and the recommended “Next Steps”

ERO Observations: (28/06/2018)

- Achieving equitable and excellent outcomes for all students
- Consistently high levels of achievement in NCEA numeracy and literacy for all groups of students
- Overall achievement increases in NCEA have plateaued
- The school is in the process of redesigning its curriculum to be more flexible and adaptable with assessment opportunities that will better respond to students’ individual interests, needs and strengths
- Culturally responsive teaching practices are increasingly consistent across the school
- As a group there is disparity in achievement for Maaori, particularly at NCEA Level 1
- In 2017, Maaori students achieved NCEA Level 2 at higher levels than other groups in the school
- An absence of well-developed tracking and monitoring at Years 9 and 10
- Kia eke Panuku (MOE Prof. Dev.) is well established and supports the development of a culturally responsive curriculum and teaching strategies across all levels of the school
- The school acknowledges the urgency to identify and provide appropriate support for students with additional learning needs
- The future direction of the school is driven by the charter goals of, improving engagement in learning, improving cultural identity, and learners taking positive steps beyond school
- An increase in the number of merit and excellent endorsements at NCEA Level 2 and 3 is notable and shows ongoing improvement

Most students:

- have a strong sense of cultural identity
- are engaged and active participants in learning
- have respectful and positive relationships with staff and each other
- are proud of themselves, their school and their community
- display and demonstrate aroha and whanaungatanga

Accelerating learning for Maaori:

- The school is developing its capacity to accelerate learning for those Maaori and other students who need their learning accelerated.
- A challenge for school leaders is to improve outcomes for Maaori students across the school
- The school is implementing a range of strategies and programmes that support increased opportunities for Maaori

Effective school processes and practices that are effective in enabling achievement of equity and excellence, and acceleration of learning – as observed by ERO

- Leaders have a shared vision for the school
- The senior leadership team are highly involved and contribute positively in the life of the school
- Staff promote a positive and caring school culture
- Students experience a welcoming, positive and caring environment that values them and their Hauora
- Extensive Pastoral Care support
- Strategic resourcing by the Board around student well being
- Ongoing professional learning opportunities for teachers are aligned with the school's strategic direction
- The board, school leaders and staff are successfully building strong relationships and connections with the school's community, parents, whaanau and iwi

Further developments that are needed in school processes and practices for achievement of equity and excellence, and acceleration of learning:

- Improve the conditions that support the acceleration of the learners' progress in Years 9 and 10
- Improve the quality of processes and practices for, knowing about a student's learning progress and achievement, and what difference is being made for them
- Continue to identify and provide further learning support for students with additional needs
- Extend evaluation practices to ensure purposeful, systematic, and coherent evaluation is linked to valued student outcomes to help sustain and embed improvement

At Board level

- Ensure consultation with the community regarding the health curriculum occurs at least once every two years

Next Steps – ERO suggested priorities for further development

- Improve learning outcomes for all students
- Create an increasingly challenging and engaging curriculum

- Achieve equity for all groups in the school
- Raise overall levels of achievement
- Make better use of data for internal evaluation of what is working well for students' and where improvements are needed
- Targeted planning to accelerate learning for Years 9 and 10 (To be monitored by ERO and to discuss progress with the school – ERO will also provide an internal evaluation workshop for trustees and senior leaders)

Charter Review: 2021 for 2022

The Manurewa High School Board met in October 2021 to continue to review the school's progress since the last ERO visit in 2018 as part of preparation of the 2022 Charter. The review included an analysis that compared the Recommendations of the 2018 ERO Review with the Annual Reports completed by the School and the Board. What follows is a summary of progress including the highlighting of any outstanding actions and a focus on the next steps. It also includes a Data analysis section that covers the aspects of student achievement and performance.

Key Points:

- The future direction of the school is driven by the charter goals of, aakonga engaged in akoranga, aakonga engaged in their cultural identities, and aakonga taking positive steps into, through and beyond school
- Achieving equitable and excellent outcomes for all students
- Consistently high levels of achievement in NCEA numeracy and literacy for all
- An increase in the number of merit and excellent endorsements at NCEA Level 1, 2 and 3 shows ongoing improvement
- As a group, there is disparity in achievement for Maaori, particularly at NCEA Level 1
- An ongoing need to provide appropriate support for students with additional learning needs
- Redesigning a more flexible, challenging, engaging and adaptable curriculum with assessment options that better respond to students' individual interests, needs and strengths
- Culturally sustaining teaching practices are increasingly consistent across the school
- Continue to improve the use of data for internal evaluation

Charter: Next steps

- Achieving equitable and excellent outcomes for all students by raising all levels of achievement
- Achieve consistently high levels of achievement in NCEA numeracy and literacy for all
- Improve outcomes for Maaori students and accelerate their learning
- A more flexible, challenging, engaging and adaptable curriculum with assessment options that better respond to students' individual interests, needs and strengths
- Consistency of Culturally sustaining teaching practices
- Improve tracking and monitoring of key indicators at Year 9 and 10

- Improve the conditions that support the acceleration of the learners' progress in Years 9 and 10
- Provide appropriate support for students with additional learning needs
- Ensure community consultation regarding the health curriculum
- Make better use of data for internal evaluation of what is working well for students' and where improvements are needed

To raise student outcomes, we need to create equitable outcomes for all, we need to look to what is happening in classrooms:

- To increase equity in each class, with each teacher
- To create consistency between teachers in the same courses
- Both require more focused use of data by both teachers and HOLAs
- Building Teacher Capacity

Continue to develop a more flexible, challenging, engaging and adaptable curriculum with assessment options that better respond to students' individual interests, needs and strengths:

Work has continued throughout the year to embed into our curriculum our educational framework Te Ara o Tawhaki and our Learner Profile as a foundation for our local curriculum design. We have continued to develop our Manurewa Vā and Waananga. Further NCEA credible assessment guidelines issued post 2021 lockdown have supported staff to continue to develop assessment options that better respond to students' individual interests, needs and strengths as has the continued development of a range of learning programmes within waananga.

Consistency of Culturally sustaining teaching practices:

We continue to use the TEARA O TINO RANGATIRATANGA – MHS WANANGA & AKO CONTINUUM as an observation tool to track and support the development of teaching staff across the school, supported by the Te Hurihanganui team. In 2020 the continuum shifted with two new levels being added and the original baseline removed. 2021 observations were impacted by the ongoing Level 4 and 3 lockdowns.

Staff professional learning has again been focused around the heritage language weeks with many staff, students and members of the community sharing their talanoa, experiences and learning to further the culturally sustaining pedagogy of our staff. In addition, we have been following an all-staff professional learning and evaluation programme co-designed with Māia and led by Dr Michelle Johannson.

We have continued with our 2020 established day to day systems in the form of the Manurewa Vā and Waananga to open up our curriculum and timetable for more culturally sustaining curriculum opportunities.

Improve tracking and monitoring of key indicators at Years 9 and 10:

- 2019 - introduction of the learner profile
- addition of AsTTle data into reports
- 2020 - addition of curriculum levels into reports
- addition of PAT results into reports
- 2022 - increasing the levels we report on

Improve the conditions that support the acceleration of the learners’ progress in Years 9 and 10:

Our continued work to design a local curriculum that best meets the needs of our students and community as detailed throughout our 2021 and 2022 Charter is the key work in this space, including the on-going achievement challenge work within our Kaahui Ako and the focus on building the literacy capabilities of all our students.

Provide appropriate support for students with additional learning needs:

There has been significant change in this area over the last three years. We now have a full time SENCO, 4 learning Support Coordinators and an OARS funded Specialist Support teacher. We have recently been able to complete an initial ERO Specialist Service Standards Review audit and 2021 full review. In addition, we have completed our fourth group of *Te Ara Hou boys and we introduced a girl’s group in 2021.

*Te Ara Hou is a modified programme for disaffected Y9 & 10 students

Make better use of data for internal evaluation of what is working well for students’ and where improvements are needed:

The differences are not between schools but between teachers within schools. PISA says we have a high quality/ low equity education system, and this is the same in each school. Good data should both highlight the areas to work on and then evaluate our progress. Therefore, to raise student outcomes we need to create equitable outcomes for all, we have continued to look to what is happening in our classrooms:

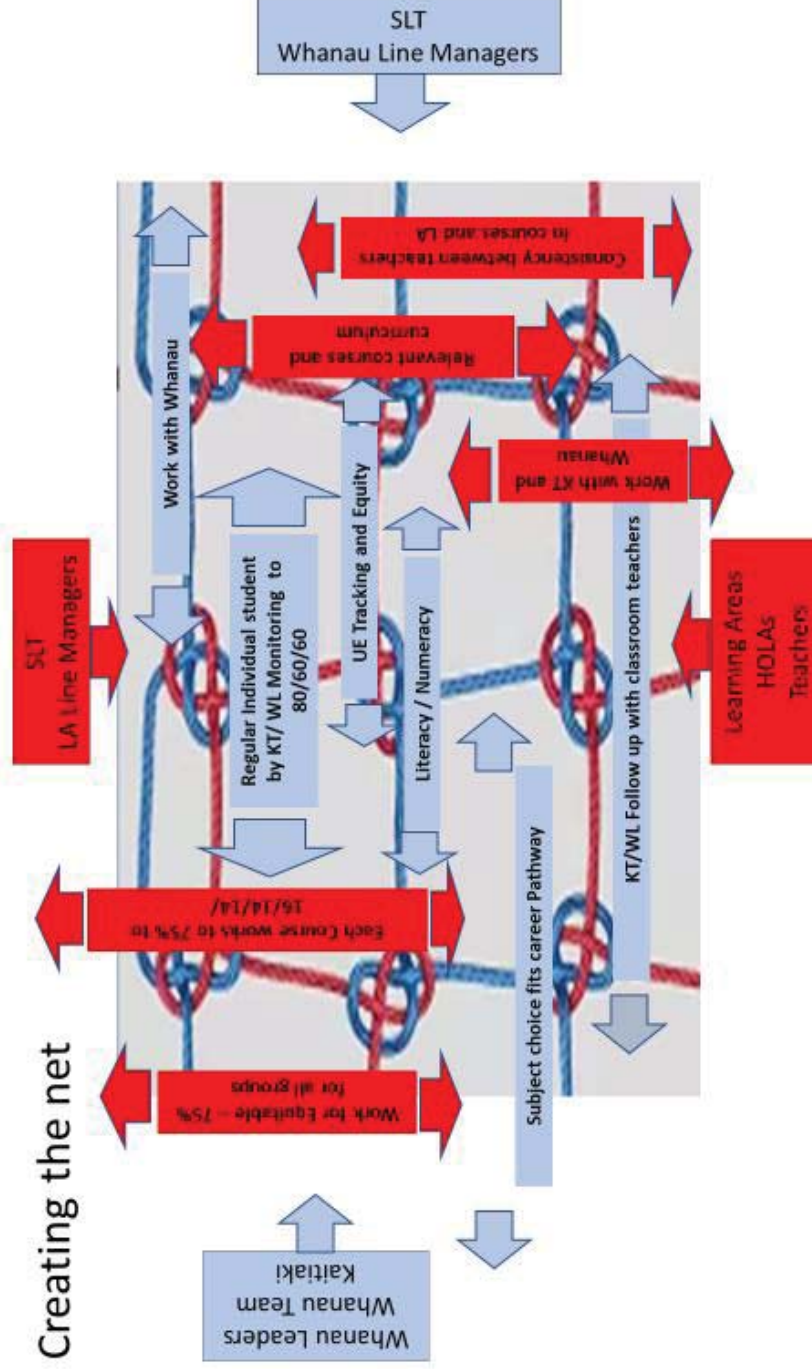
- To increase equity in each class, with each teacher
- To create consistency between teachers in the same courses
- Both require more focused use of data by both teachers and HOLAs
- Building Teacher Capacity

Lessons around using data to effectively inform practice:

- Data needs to be fit for purpose – data for HOLAs not the same as for Whaanau Team / Kaitiaki
- Data needs to be cut multiple ways to give full view
- Data has to be regular and specific – not cohort based / **Names, Numbers, Needs**
- People who use data learn to create it for themselves more purposefully
- Data skills build significantly with use
- Data provides the only way to be honest about equity
- Good data should show us not just the issues but possible ways forward / areas to target

A focus for 2021 and continuing in 2022 (as detailed in our Charter actions and the net diagram below) is to create and utilise connected systems to better analyse and use data for Junior and Senior students:

Creating the net



Ensure community consultation regarding the health curriculum:

Delayed until the start of 2021 to allow us to incorporate the new MOE sex education guidelines this has now been completed

Main Reference: Principal's Report and the Analysis of Variance 2021 for the Charter Targets

- The school students, staff and whaanau along with the wider community have again been significantly impacted by COVID-19 Delta and the prolonged lockdown
- Maintaining akoranga engagement online throughout lockdown has proved challenging for many of our rangatahi and whaanau

- Good progress being made across the school re a commitment to Akoranga
- Curriculum design changes continue to be embedded across the school
- A broad range of “across school” success and excellence has been demonstrated
- The Learner Profile continues to be embedded across the curriculum
- Cultural Identity continues to grow positively throughout the school and having a positive impact on student Hauora (well-being) and achievement
- There are continued signs that the work on Cultural Identity, Pedagogy and the new Curriculum Design is having a positive effect on engaging Maori learners, in particular Maaori boys, in a more personal and engaged pathway of learning
- eLearning is a growing influence on student engagement in learning
- Staff and student Hauora will remain a focus and is contributing to a positive learning environment
- The Internal School Engagement Survey reinforces the view that students and whaanau are positively engaged with the school and value the learning opportunities that are provided
- The school remains focused on lifting the overall levels of Achievement for all students
- Accelerating progress for Years 9 and 10 remains a priority
- The school has a better understanding of how timely Data analysis can influence planning and strategic planning
- The School Engagement Survey provides a positive indicator of the school culture
- The “Leaver” Data is a genuine success indicator of the “Value Add” that the school delivers

CHARTER 2021 – BOARD SUMMARY - *The Board of Trustees has worked with the Senior Leadership Team to develop the 2022 Charter*

The Board will continue to monitor the programmes at the school by:

- Tracking the key engagement indicators of: attendance, participation and stand downs
- Monitoring the data related to the school roll, zone, transience, and the impact of population growth in the area
- Monitoring student achievement, in all areas of endeavour, throughout the year
- Monitoring the urgently needed building projects to ensure they are fit for purpose and delivered in a timely manner
- Collaborative development of the 2022 Charter with the Senior Leadership Team
- Being kept informed on Curriculum Development through the Learning Area Annual Reports and regular feedback from the Learning Areas
- Tracking the allocation of finances and resources through monthly Board and Finance subcommittee meetings to ensure due diligence and transparency of management

While working through this process, the Board is determined to ensure that:

- Aakonga improve their ability to engage in akoranga, cultural identity and the ability to take positive steps into, through and beyond school
- Policies are reviewed, updated, and maintained
- The Board is a good Employer
- The school lives out its Vision of ‘Piki atu ki te rangi’ (Aim High, Strive for Excellence)
- The finances and resources are monitored, on a monthly basis, to ensure that spending is on track towards a positive annual outcome
- A suitable and appropriate level of financial reserve is maintained
- Finances and resources are being used to the best advantage for the students at the school

Year	Working capital (\$)	Operating Surplus (\$)	% Income spent on learning resources
2017	2,615,719	766,358	66.3
2018	2,367,200	312,419	66.4
2019	2,126,294	301,312	67.61
2020	3,042,032	898,820	67.13

The Board, Senior Leadership Team and the school community will continue to work collaboratively throughout the year to achieve the Charter focus outcomes and the 2022 goal, intentions and actions expressed in the annual plan and the targets for 2022.

MANUREWA HIGH SCHOOL CHARTER 2022 BOARD STRATEGIC REVIEW REFLECTIONS

Key Focus areas from within the Charter

1. Improve learning outcomes for all students
2. Create an increasingly challenging and engaging curriculum
3. Achieve equity for all groups in the school
4. Raise overall levels of achievement
5. Make better use of data for internal evaluation
6. Targeted planning to accelerate learning for Years 9 and 10

The Manurewa High School Board has chosen to focus, in this review, on items #3 and #4 above.

3. Achieve equity for all groups in the school
4. Raise overall levels of achievement

The Data used in this Review was supplied by the school at the February Board meeting using data it received via the NZQA Principal's Report from the 2021 NCEA Exam season.

The Board was interested to focus on progress in Year 13 Level 3 NCEA that had been made since the ERO review in 2018 where this focus area was highlighted.

Data: NCEA Level 3 in Year 13 – MHS / National and Decile Data – also by ethnicity

NCEA Achievement Pass Rate

Academic Year - ALL	MHS (Decile 1c)	National (All)	All Decile 1
2018	61.8	66.1	57.1
2021	74.8	69.8	58.5
Ethnicity 2018			
Māori	61.5	52.9	48.3
Pasifika	56.2	58.9	60.9
European	69.2	69.9	45.7
Asian	83	70.5	76.9

Ethnicity 2021			
Maaori	70.4	57.6	50.2
Pasifika	76.2	63.9	63.1
European	74.4	72.5	44.2
Asian	77.6	75.6	76.1

The Board is very satisfied and proud of this improved academic achievement in the Year 13 NCEA Level 3 results.

Similar success is also reflected in the Destination data and the improved attendance levels.

Destination Data shows that 81.2% of Year 13 leavers have gone into; Meaningful (M) Education (E) Employment (E) and /or Training (T) – MEET: Exceeding expectations.

Glossary of terms:

Aakonga – Student, pupil, learners

Akoranga – Learning

Aromihi – Appraisal

Embody – to fully embrace an idea or concept

Hauora – Maaori philosophy of health and well-being comprising Te Whare Tapa Wha pillars of Taha Tinana (physical), Taha Hinengaro (mental and emotional), Taha Whaanau (social) and Taha Wairua (spiritual)

Kaahui Ako – a community of learning – group of education providers that form around children and young people’s learning pathways, and work together to help them achieve their full potential

Kawenata – agreement, contract, treaty – any undertaking that binds the parties in a permanent and morally irrevocable relationship.

Manaakitanga – value that acknowledges the mana of others through expression of aroha, hospitality, and mutual respect

Personify – attribute human qualities to something

Poowhiri – Maaori welcoming ceremony

Piki atu ki te rangi – ‘Aim High, Strive for Excellence’

Tangata Tiriti - the people of the Treaty

Tangata Whenuatanga – place-based, socio-cultural awareness and knowledge of the whenua or land we come from, harnesses the rich cultural capital which Maaori learners bring to the classroom by providing culturally responsive and engaging contexts for learning

Te Ara o Tawhaki - our educational framework to guide and support ideologies, systems and processes applied within our Manurewa High School context

Te ara o tino rangatiratanga – pathway to self determination

Transformational - in the context of our Charter, the word “transformational” draws from Critical Theory and Kaupapa Maaori Theory. “Transformational” asserts the importance of using transformative strategies such as Critically Conscious Culturally Sustaining Pedagogy and including Matauranga Maaori and other Indigenous Knowledge systems equally within local curriculum planning. It also asserts the necessary emphasis and accountability measures for access, participation, and success of Maaori, Pasifika and all Indigenous students at Manurewa High School (Smith, 2003).

Waananga – teaching other learning through culture and connection developing intellectual independence

Whanaungatanga – close connection between people

Charter Appendix: Additional mahi to support Intention 1

Intention 1	Actions	Key Staff	Measurable Outcomes
<p>Continue to map our curriculum to the learner profile to inform transformational pedagogy and curriculum design</p> <p><i>Waananga / Ako</i> <i>e-Learning / Literacy</i> <i>Local curriculum design</i></p>	<p>Continue to develop our environment to support the delivery of the Learner Profile</p> <p>Test our Learner Profile is 'fit for purpose' through the continued development of our community and business partners and programmes</p>	<p>JE LOC</p> <p>JE Business & Trades Academies</p>	<p>Fale and additional carvings completed by T3 Roof repairs T3 LSC office refurbishment T3 Whare Kai Trailer T2 Solar Panel Covers (Pool / Dance) T3 Decking / shade / seating E block T2 Science planning & development T4 Master Plan completed and replacement classroom / roll growth programme agreed T3</p> <p>Key Question: Is our Learner profile 'fit for purpose' in relation to the 'future of work'?</p> <p>Inspirational Talk series runs throughout the year Education to Employment programmes run successfully – 90% students find meaningful employment Business partners & funding continues to grow Maara Fresh continues to develop and grow as a Social Enterprise to serve our community Trades Academy maintains current level of 635 places Destination data shows positive pathways for 90%+ of Y12 & Y13 school leavers</p>
	<p>Continue to develop and grow Waananga programmes and their explicit links to our Learner Profile:</p> <ul style="list-style-type: none"> • Kaiako are offering a range of Waananga programmes that strengthen and support Local Curriculum Design, Cultural Identity and Hauora • Support Kaiako to offer experiences in the Waananga programme, that do not have space in a traditional classroom. 	<p>NR MP</p>	<p>Create a tracking sheet to identify the areas of LCD, CI and Hauora that each Waananga is covering</p> <p>Create a list of Waananga that fall outside the "Traditional" part of the Vā</p>

	<ul style="list-style-type: none"> • Continue with community outreach, which includes having external agencies contributing to the Waananga programme. • Improved attendance, • Support Waananga programmes that offered integrated/cross curricular learning/ LP assessment wheels. Use a pro-forma and interview Waananga Kaiako. • Support Waananga that offer credits with an Assessment for Learning approach. 		<p>Aim for at least 10% of Waananga offered by community groups and external agencies</p> <p>Aim attendance to be on par or better than attendance on non-Waananga days</p> <p>Create an evidence collection form that is used to collate data through a puurakau methodology</p> <p>Collect evidence of whether the Waananga is adopting an Assessment for Learning approach with possible ongoing evidence gathering and track the number of credits offered</p>
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Manurewa High School

KiwiSport Funding

KiwiSport is a Government funding initiative to support students' participation in organised sport.

In 2021, the school received total KiwiSport funding of \$47,296.96 ex GST included in the operations grant funding.

The funding was spent on transport and extra gear for school sports teams as well as volleyball, basketball, rugby and touch coaching clinics.