

Manurewa High School Annual Report 2022



**“Piki Atu Ki Te Rangi”, Aim High,
Strive for Excellence**

MANUREWA HIGH SCHOOL

GROUP ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

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

Name	Position	How Position Gained	Term Expired/ Expires
Penina Tuunai-lfopo	Presiding Member	Elected	13/09/2025
Peter Jones	Principal	Employed	Ongoing
Talia Brown	Parent Representative	Elected	13/09/2025
Richard Thornton	Parent Representative	Elected	13/09/2025
John Ikinpe	Parent Representative	Elected	13/09/2025
Faaolaina Manao	Parent Representative	Elected	13/09/2025
Sarai Makara Moreland	Student Representative	Elected	21/09/2023
Velma Siteine	Staff Representative	Elected	13/09/2025
Julie Lockie	Secretay	Employed	Ongoing
Stephen Smith	Chair Person	Not Re-elected	21/06/2022
Donna Cowley	Parent Rep	Not Re-elected	21/06/2022
Mitlesh Prasad	Parent Rep	Did Not seek Re-election	21/06/2022
Joanna Long	Parent Rep	Not Re-elected	24/06/2022
Lexy Derby-Ngawaka	Parent Rep	Did Not seek Re-election	24/06/2022
Aviu Aviu	Student Rep	Did Not seek Re-election	27/09/2021

Accountant / Service Provider: Sheryl Lane Chartered Accountant

MANUREWA HIGH SCHOOL

Group Annual Report - For the year ended 31 December 2022

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Manurewa High School

Statement of Responsibility

For the year ended 31 December 2022

The Board 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 2022 fairly reflects the financial position and operations of the group.

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

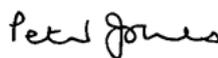
Penina Tuunai-Ifopo
Full Name of Presiding Member



Signature of Presiding Member

29th May 2023
Date:

Peter Jones
Full Name of Principal



Signature of Principal

29th May 2023
Date:

Manurewa High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Revenue							
Government Grants	2	27,447,060	27,175,178	27,587,056	27,734,560	27,175,178	27,696,556
Locally Raised Funds	3	1,723,390	826,787	1,203,420	1,740,129	826,787	1,213,420
Interest Earned		79,156	50,000	22,748	80,687	50,000	22,886
Total revenue		29,249,605	28,051,965	28,813,225	29,555,375	28,051,965	28,932,863
Expenses							
Locally Raised Funds	3	1,328,934	1,236,071	1,103,187	1,328,934	1,236,071	1,103,187
Learning Resources	4	22,726,029	22,313,362	20,994,617	22,727,501	22,313,362	20,997,442
Administration	5	1,044,984	1,278,121	907,880	1,202,395	1,278,121	1,035,051
Finance		18,786	30,000	24,074	18,786	30,000	24,074
Property	6	3,975,758	4,629,967	3,349,655	3,975,758	4,629,967	3,349,655
Loss on Disposal of Property, Plant and Equipment		-	-	16,601	-	-	16,601
<i>Total expenses</i>		29,094,491	29,487,521	26,396,013	29,253,374	29,487,521	26,526,009
Net Surplus / (Deficit) for the year		155,114	(1,435,556)	2,417,212	302,001	(1,435,556)	2,406,854
Other Comprehensive Revenue and Expenses							
<i>Item that will not be reclassified to surplus(deficit)</i>							
Gain on equity investment revaluations		-	-	-	-	-	-
<i>Total other comprehensive revenue and expense</i>		-	-	-	-	-	-
Total Comprehensive Revenue and Expense for the Year		155,114	(1,435,556)	2,417,212	302,001	(1,435,556)	2,406,854

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 2022

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January	9,249,393	7,573,583	6,832,181	9,326,662	7,573,583	6,919,809
Total comprehensive revenue and expense for the year Contributions from the Ministry of Education	155,114	(1,435,556)	2,417,212	302,001	(1,435,556)	2,406,854
Equity at 31 December	<u>9,404,508</u>	<u>6,138,027</u>	<u>9,249,394</u>	<u>9,628,664</u>	<u>6,138,027</u>	<u>9,326,664</u>
Accumulated comprehensive revenue and expense Reserves	9,404,508 -	6,138,027 -	9,249,394 -	9,628,664 -	6,138,027 -	9,326,664 -
Equity at 31 December	<u>9,404,508</u>	<u>6,138,027</u>	<u>9,249,394</u>	<u>9,628,664</u>	<u>6,138,027</u>	<u>9,326,664</u>
Reserve Movements Analysis						
Accumulated comprehensive revenue and expense						
Balance at 1 January	9,249,393	7,573,583	6,832,181	9,326,662	7,573,583	6,919,809
Surplus/(deficit) for the year	155,114	(1,435,556)	2,417,212	302,001	(1,435,556)	2,406,854
Balance 31 December	<u>9,404,508</u>	<u>6,138,027</u>	<u>9,249,394</u>	<u>9,628,664</u>	<u>6,138,027</u>	<u>9,326,664</u>
Total equity	<u>9,404,508</u>	<u>6,138,027</u>	<u>9,249,394</u>	<u>9,628,664</u>	<u>6,138,027</u>	<u>9,326,664</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 2022

	Notes	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets							
Cash and Cash Equivalents	7	5,553,717	5,000,000	5,244,224	5,848,817	5,000,000	5,513,455
Accounts Receivable	8	2,022,739	1,105,000	1,111,375	2,222,739	1,105,000	1,111,375
GST Receivable		202,749	-	93,954	202,749	-	93,954
Prepayments		108,421	50,000	51,832	108,421	50,000	51,832
Inventories	9	12,663	12,000	12,020	12,663	12,000	12,020
Investments	10	833,240	-	819,201	833,240	-	819,201
Funds receivable for Capital Works Projects	16	51,061	-	204,827	51,061	-	204,827
		<u>8,784,590</u>	<u>6,167,000</u>	<u>7,537,434</u>	<u>9,279,690</u>	<u>6,167,000</u>	<u>7,806,665</u>
Current Liabilities							
Accounts Payable	12	1,918,084	1,645,000	1,738,240	1,918,176	1,645,000	1,738,323
Revenue Received in Advance	13	1,263,307	825,000	223,482	1,535,807	825,000	418,482
Provision for Cyclical Maintenance	14	136,600	-	-	136,600	-	-
Finance Lease Liability	15	99,762	93,155	93,155	99,762	93,155	93,155
Funds held for Capital Works Projects	16	156,717	-	194,581	156,717	-	194,581
Funds held on behalf of Kiwi Park Cluster	17	796,185	530,000	534,921	796,185	530,000	534,921
		<u>4,370,655</u>	<u>3,093,155</u>	<u>2,784,378</u>	<u>4,643,247</u>	<u>3,093,155</u>	<u>2,979,461</u>
Working Capital Surplus/(Deficit)		<u>4,413,935</u>	<u>3,073,845</u>	<u>4,753,056</u>	<u>4,636,443</u>	<u>3,073,845</u>	<u>4,827,204</u>
Non-current Assets							
Property, Plant and Equipment	11	5,533,671	3,677,011	5,185,949	5,535,321	3,677,011	5,189,071
		<u>5,533,671</u>	<u>3,677,011</u>	<u>5,185,949</u>	<u>5,535,321</u>	<u>3,677,011</u>	<u>5,189,071</u>
Non-current Liabilities							
Provision for Cyclical Maintenance	14	401,833	454,462	531,244	401,833	454,462	531,244
Finance Lease Liability	15	141,265	158,367	158,367	141,265	158,367	158,367
		<u>543,098</u>	<u>612,829</u>	<u>689,611</u>	<u>543,098</u>	<u>612,829</u>	<u>689,611</u>
Net Assets		<u>9,404,508</u>	<u>6,138,027</u>	<u>9,249,394</u>	<u>9,628,664</u>	<u>6,138,027</u>	<u>9,326,664</u>
Equity:							
Accumulated comprehensive revenue and expense		<u>9,404,508</u>	<u>6,138,027</u>	<u>9,249,394</u>	<u>9,628,664</u>	<u>6,138,027</u>	<u>9,326,664</u>
Total equity		<u>9,404,508</u>	<u>6,138,027</u>	<u>9,249,394</u>	<u>9,628,664</u>	<u>6,138,027</u>	<u>9,326,664</u>

Manurewa High School
Statement of Cash Flows
For the year ended 31 December 2022

	Notes	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities							
Government Grants		13,616,922	13,915,361	13,853,757	13,904,422	13,915,361	13,928,757
Locally Raised Funds		1,640,626	342,380	801,797	1,534,865	342,380	1,041,297
International Students		37,957	19,052	3,975	37,957	19,052	3,974
Goods and Services Tax (net)		(108,795)	93,954	105,323	(108,795)	93,954	105,323
Payments to Employees		(5,722,274)	(6,622,470)	(5,007,130)	(5,722,274)	(6,622,470)	(5,007,130)
Payments to Suppliers		(8,288,714)	(8,227,547)	(6,948,809)	(8,446,116)	(8,227,547)	(7,075,897)
Interest Paid		(18,786)	(30,000)	(24,074)	(18,786)	(30,000)	(24,074)
Interest Received		64,291	54,694	20,471	65,822	54,694	20,609
Net cash from / (to) the Operating Activities		1,221,226	(454,575)	2,805,310	1,247,094	(454,575)	2,992,859
Cash flows from Investing Activities							
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		(0)	(43,659)	(46,616)	(0)	(43,659)	(46,616)
Purchase of Property Plant & Equipment (and Intangibles)		(1,226,162)	910,689	(1,561,322)	(1,226,162)	910,689	(1,561,322)
Purchase of Investments		(14,040)	819,201	(101,549)	(14,040)	819,201	(101,549)
Proceeds from Sale of Investments		-	-	-	-	-	-
Net cash from / (to) the Investing Activities		(1,240,201)	1,686,230	(1,709,486)	(1,240,201)	1,686,230	(1,709,486)
Cash flows from Financing Activities							
Furniture and Equipment Grant		-	-	12,773	-	-	12,773
Finance Lease Payments		(48,699)	141,908	(15,074)	(48,699)	141,908	(15,074)
Funds Administered on Behalf of Third Parties		377,167	5,326	529,589	377,167	5,326	529,589
Net cash from / (to) Financing Activities		328,468	147,233	527,288	328,468	147,233	527,288
Net increase/(decrease) in cash and cash equivalents		309,493	1,378,888	1,623,112	335,361	1,378,888	1,810,661
Cash and cash equivalents at the beginning of the year	7	5,244,224	3,621,112	3,621,112	5,513,455	3,621,112	3,702,793
Cash and cash equivalents at the end of the year	7	5,553,717	5,000,000	5,244,224	5,848,817	5,000,000	5,513,455

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 2022

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

Basis of Preparation

The 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 consolidated 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 Group. The Group '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 Group's interest in a subsidiary that do not result in a loss of control are accounted for as transactions with owners in their capacity as owners.

When the Group loses control over a subsidiary, 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 subsidiary 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 best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

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 11.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 22b.

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 25.

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.

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

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 where conditions exist

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

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned. Interest revenue is accrued using the effective interest method.

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

h) Inventories

Inventories are consumable items held for sale and comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the 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 (funded by the Board) 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	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. If such indication exists, the Group estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

In determining fair value less costs to sell the group engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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

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

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.

Long-term employee entitlements

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

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

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) Funds held for Capital works

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

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

q) Shared Funds

Shared Funds are held on behalf of participating schools as agreed with the Ministry of Education. In instances where 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.

r) 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, the groups best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The group carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

s) 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 initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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

t) 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.

u) Budget Figures

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

v) 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

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	10,279,040	9,540,414	9,711,350	10,279,040	9,540,414	9,711,350
Teachers' Salaries Grants	10,969,021	10,500,000	11,254,907	10,969,021	10,500,000	11,254,907
Use of Land and Buildings Grants	2,659,898	3,300,000	2,204,401	2,659,898	3,300,000	2,204,401
Other Government Grants	3,539,101	3,834,764	4,416,398	3,826,601	3,834,764	4,525,898
	27,447,060	27,175,178	27,587,056	27,734,560	27,175,178	27,696,556

The school has opted in to the donations scheme for this year. Total amount received was \$316,200.

3. Locally Raised Funds

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

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Revenue						
Donations and Bequests	376,880	20,000	219,778	393,619	20,000	229,778
Fundraising & Community Grants	693,445	405,790	492,368	693,445	405,790	492,368
Other Revenue	428,984	298,000	276,078	428,984	298,000	276,078
Trading	29,424	5,000	35,713	29,424	5,000	35,713
Fees for Extra Curricular Activities	168,014	55,997	143,675	168,014	55,997	143,675
International Student Fees	26,643	42,000	35,809	26,643	42,000	35,809
	1,723,390	826,787	1,203,420	1,740,129	826,787	1,213,420
Expenses						
Extra Curricular Activities costs	1,057,612	1,104,127	838,212	1,057,612	1,104,127	838,212
Trading	51,532	-	35,981	51,532	-	35,981
Other Locally Raised Funds Expenditure	159,175	124,744	147,672	159,175	124,744	147,672
International Student - Student Recruitment	-	-	-	-	-	-
International Student - Employee Benefit - Salaries	57,140	-	74,278	57,140	-	74,278
International Student - Other Expenses	3,474	7,200	7,045	3,474	7,200	7,045
	1,328,934	1,236,071	1,103,187	1,328,934	1,236,071	1,103,187
Surplus for the year Locally raised funds	394,456	(409,284)	100,233	411,195	(409,284)	110,233

Donations include a \$20,800 from What Hope Trust which is earmarked for new ICT Equipment purchases.

Donations include a \$49,999 from Four Winds Foundation which is earmarked for new ICT Equipment purchases.

Donations include a \$10,000 from Rano Community Trust which is earmarked for new Kiln purchases.

Donations include a \$20,205 from Pub Charity Limited which is earmarked for new Laser Cutter purchases.

Donations include a \$86,947 from the Lottery Community Facilities which is earmarked for upgrading Swimming Pool.

During the year the School hosted 2 International students (2021:3)

During the year ended 31 December 2022 the school has overseas trip to;

1. Waka Ama trip to Australia for participating Waka Ama Trans Tasman Tour. 16 students and 4 staff members went on Trip. The School supported the trip \$3,000 and the remaining funded by students and locally raised funds.
2. Wobi Conference in Australia - 1 Staff member went for the conference. The School supported the conference \$2,876.74.
3. NATSIPA & Te Akates Conference in Australia. 2 staff members went for the conference. Funded by the Locally raised funds and total cost of the conference was \$5,316.01

4. Learning Resources

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	5,409,695	5,835,797	4,386,540	5,409,695	5,835,797	4,386,540
Equipment Repairs	1,425	-	2,685	1,425	-	2,685
Information and Communication Technology	199,124	332,157	165,216	199,124	332,157	165,216
Library Resources	2,993	24,711	2,653	2,993	24,711	2,653
Employee Benefits - Salaries	16,107,991	15,457,697	15,629,088	16,107,991	15,457,697	15,629,088
Staff Development	88,158	163,000	62,520	88,158	163,000	62,520
Depreciation	916,643	500,000	745,915	918,115	500,000	748,740
	<u>22,726,029</u>	<u>22,313,362</u>	<u>20,994,617</u>	<u>22,727,501</u>	<u>22,313,362</u>	<u>20,997,442</u>

5. Administration

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	10,297	10,800	11,012	10,297	10,800	11,012
Board Fees	13,144	10,000	8,410	13,144	10,000	8,410
Board Expenses	61,008	33,000	14,378	61,008	33,000	14,378
Communication	90,582	85,000	65,568	90,582	85,000	65,568
Consumables	(9,499)	47,000	29,525	(9,499)	47,000	29,525
Other	252,663	226,700	216,526	408,341	226,700	341,852
Employee Benefits - Salaries	588,378	830,621	536,637	588,378	830,621	536,637
Insurance	16,084	10,000	7,513	16,084	10,000	7,513
Service Providers, Contractors and Consultancy	22,328	25,000	18,311	24,061	25,000	20,156
	<u>1,044,984</u>	<u>1,278,121</u>	<u>907,880</u>	<u>1,202,395</u>	<u>1,278,121</u>	<u>1,035,051</u>

6. Property

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	104,911	97,500	64,026	104,911	97,500	64,026
Consultancy and Contract Services	339,456	389,430	325,346	339,456	389,430	325,346
Cyclical Maintenance Provision	93,348	15,000	82,424	93,348	15,000	82,424
Grounds	106,676	55,000	48,748	106,676	55,000	48,748
Heat, Light and Water	118,750	181,000	167,090	118,750	181,000	167,090
Rates	1,588	1,200	1,580	1,588	1,200	1,580
Repairs and Maintenance	419,370	268,000	324,387	419,370	268,000	324,387
Use of Land and Buildings	2,659,898	3,300,000	2,204,401	2,659,898	3,300,000	2,204,401
Employee Benefits - Salaries	131,762	322,837	131,652	131,762	322,837	131,652
	3,975,758	4,629,967	3,349,655	3,975,758	4,629,967	3,349,655

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

7. Cash and Cash Equivalents

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	18,299	-	1,242,328	313,399	-	1,511,559
Short-term Bank Deposits	5,535,418	5,000,000	4,001,896	5,535,418	5,000,000	4,001,896
Bank Overdraft	-	-	-	-	-	-
Cash equivalents and bank overdraft for Consolidated Cash Flow Statement	5,553,717	5,000,000	5,244,224	5,848,817	5,000,000	5,513,455

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

Of the \$5,553,717 Cash and Cash Equivalents, \$788,250.50 is held by the School on behalf of the MHS cluster. See note 17 for details of how the funding received for the cluster has been spent in the year.

8. Accounts Receivable

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	1,122,760	1,105,000	38,127	1,322,760	1,105,000	38,127
Receivables from the Ministry of Education	-	-	-	-	-	-
Interest Receivable	19,559	-	4,694	19,559	-	4,694
Banking Staffing Underuse	26,574	-	-	26,574	-	-
Teacher Salaries Grant Receivable	853,847	-	1,068,555	853,847	-	1,068,555
	2,022,739	1,105,000	1,111,375	2,222,739	1,105,000	1,111,375
Receivables from Exchange Transactions	1,142,318	1,105,000	42,821	1,342,318	1,105,000	42,821
Receivables from Non-Exchange Transactions	880,421	-	1,068,555	880,421	-	1,068,555
	2,022,739	1,105,000	1,111,375	2,222,739	1,105,000	1,111,375

9. Inventories

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	12,663	12,000	12,020	12,663	12,000	12,020
	12,663	12,000	12,020	12,663	12,000	12,020

10. Investments

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

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset						
Short-term Bank Deposits	833,240	-	819,201	833,240	-	819,201
	833,240	-	819,201	833,240	-	819,201
Non-current Asset						
Long-term Bank Deposits	-	-	-	-	-	-
	-	-	-	-	-	-
Total Investments	833,240	-	819,201	833,240	-	819,201

11. Property, Plant and Equipment

GROUP

	Opening Balance (Net Book Value) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2022						
Buildings - School	1,857,381	309,022	-	-	(51,284)	2,115,119
Furniture and Equipment	1,596,686	415,983	-	-	(320,628)	1,692,041
Information and Communication Technology	1,145,269	385,821	-	-	(392,253)	1,138,837
Motor Vehicles	79,346	47,826	(59,655)	-	(15,318)	52,199
Textbooks	20,929	7,314	-	-	(13,541)	14,702
Leased Assets	248,749	146,095	(55,933)	-	(117,491)	221,421
Library Resources	61,732	4,964	-	-	(7,600)	59,096
Technology Garage	141,908	38,203	-	-	-	180,111
Fale Design	37,069	2,875	-	-	-	39,944
Swimming Pool Complex Expenses - Working in progress	-	21,850	-	-	-	21,850
Balance at 31 December 2022	5,189,071	1,379,952	(115,588)	-	(918,115)	5,535,320

GROUP

	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Buildings - School	2,767,858	(652,739)	2,115,119	2,458,836	(601,455)	1,857,381
Furniture and Equipment	4,214,616	(2,522,575)	1,692,041	3,798,633	(2,201,947)	1,596,686
Information and Communication Technology	3,315,419	(2,176,582)	1,138,837	2,929,598	(1,784,328)	1,145,269
Motor Vehicles	193,883	(141,684)	52,199	205,712	(126,366)	79,346
Textbooks	952,902	(938,201)	14,702	945,588	(924,659)	20,929
Leased Assets	445,413	(223,992)	221,421	411,183	(162,434)	248,749
Library Resources	260,129	(201,033)	59,096	255,166	(193,434)	61,732
Technology Garage	180,111	-	180,111	141,908	-	141,908
Fale Design	39,944	-	39,944	37,069	-	37,069
Swimming Pool Complex Expenses - Working in progress	21,850	-	21,850	-	-	-
Balance at 31 December	12,392,126	(6,856,805)	5,535,321	11,183,693	(5,994,623)	5,189,071

SCHOOL

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2022						
Buildings - School	1,857,381	309,022	-	-	(51,284)	2,115,119
Furniture and Equipment	1,596,686	415,983	-	-	(320,628)	1,692,041
Information and Communication Technology	1,142,147	385,821	-	-	(390,781)	1,137,187
Motor Vehicles	79,346	47,826	(59,655)	-	(15,318)	52,199
Textbooks	20,929	7,314	-	-	(13,541)	14,702
Leased Assets	248,749	146,095	(55,933)	-	(117,491)	221,421
Library Resources	61,732	4,964	-	-	(7,600)	59,096
Technology Garage	141,908	38,203	-	-	-	180,111
Fale Design	37,069	2,875	-	-	-	39,944
Swimming Pool Complex Expenses - Working in progress	-	21,850	-	-	-	21,850
Balance at 31 December 2022	5,185,949	1,379,952	(115,588)	-	(916,643)	5,535,670

SCHOOL	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Buildings - School	2,767,858	(652,739)	2,115,119	2,458,836	(601,455)	1,857,381
Furniture and Equipment	4,214,616	(2,522,575)	1,692,041	3,798,633	(2,201,947)	1,596,686
Information and Communication Technology	3,306,059	(2,168,872)	1,137,187	2,920,238	(1,778,090)	1,142,147
Motor Vehicles	193,883	(141,684)	52,199	205,712	(126,366)	79,346
Textbooks	952,902	(938,201)	14,702	945,588	(924,659)	20,929
Leased Assets	445,413	(223,992)	221,421	411,183	(162,434)	248,749
Library Resources	260,129	(201,033)	59,096	255,166	(193,434)	61,732
Technology Garage	180,111	-	180,111	141,908	-	141,908
Fale Design	39,944	-	39,944	37,069	-	37,069
Swimming Pool Complex Expenses - Working in progress	21,850	-	21,850	-	-	-
Balance at 31 December	12,382,766	(6,849,095)	5,533,671	11,174,333	(5,988,385)	5,185,949

The net carrying value of equipment held under a finance lease is \$224,941 (2021: \$248,749)

Restrictions

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

12. Accounts Payable

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	690,846	1,645,000	270,244	690,938	1,645,000	270,327
Accruals	38,576	-	83,957	38,576	-	83,957
Banking Staffing Overuse	-	-	201,219	-	-	201,219
Employee Entitlements - Salaries	1,032,738	-	1,182,819	1,032,738	-	1,182,819
Employee Entitlements - Leave Accrual	155,924	-	-	155,924	-	-
	1,918,084	1,645,000	1,738,240	1,918,176	1,645,000	1,738,323
Payables for Exchange Transactions	1,757,927	1,645,000	1,619,508	1,758,019	1,645,000	1,619,591
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	160,157	-	118,732	160,157	-	118,732
Payables for Non-exchange Transactions - Other	-	-	-	-	-	-
	1,918,084	1,645,000	1,738,240	1,918,176	1,645,000	1,738,323

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
International Student Fees in Advance	34,261	-	22,948	34,261	-	22,948
Other revenue in Advance	1,229,046	825,000	200,534	1,501,546	825,000	395,534
	1,263,307	825,000	223,482	1,535,807	825,000	418,482

14. Provision for Cyclical Maintenance

	2022 Actual \$	School and Group 2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	531,244	531,244	454,462
Increase to the Provision During the Year	93,348	-	82,424
Use of the Provision During the Year	(86,159)	(76,782)	(5,642)
Other Adjustments	-	-	-
Provision at the End of the Year	538,433	454,462	531,244
Cyclical Maintenance - Current	136,600	-	-
Cyclical Maintenance - Non current	401,833	454,462	531,244
	538,433	454,462	531,244

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the schools 10 Year Property plan.

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.

15. Finance Lease Liability

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

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	87,851	-	82,691	87,851	-	82,691
Later than One Year and no Later than Five Years	141,265	-	158,367	141,265	-	158,367
Later than Five Years	11,911	-	10,464	11,911	-	10,464
	<u>241,027</u>	<u>-</u>	<u>251,522</u>	<u>241,027</u>	<u>-</u>	<u>251,522</u>
Represented by						
Finance lease liability - Current	99,762	-	93,155	99,762	-	93,155
Finance lease liability - Non-current	141,265	-	158,367	141,265	-	158,367
	<u>241,027</u>	<u>-</u>	<u>251,522</u>	<u>241,027</u>	<u>-</u>	<u>251,522</u>

16. 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 projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents per note 7.

School and GROUP

	2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contribution	Closing Balances \$
Swimming Pool		(194,002)	-	-	194,002	-
T-Block Flooding		(8,785)	8,785	-	-	-
Learning Support 218523		(548)	-	-	-	(548)
Hall Roof		-	-	-	-	-
MOE ILE Science Block 228036		156,754	-	(74,682)	-	82,072
MOE Lighting Project 228034		(1,493)	94,064	(93,565)	995	-
MOE ILE Refurbish Room 228038		37,827	-	(64,668)	-	(26,841)
5YA Repair Expenses		-	-	(23,672)	-	(23,672)
Target Roof Repair		-	149,112	(124,431)	-	24,680
Carpert Replacement 2208032		-	150,008	(100,043)	-	49,965
Totals		<u>(10,246)</u>	<u>401,968</u>	<u>(481,061)</u>	<u>194,997</u>	<u>105,656</u>

Represented by:

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

156,717
(51,061)

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contribution \$	Closing Balances \$
Swimming Pool		(171,057)	300,000	(409,892)	86,947	(194,002)
T-Block Flooding		-	-	(8,785)	-	(8,785)
Learning Support 218523		-	-	(548)	-	(548)
Hall Roof		(4,051)	-	-	4,051	-
MOE ILE Science Block 228036		-	161,535	(4,781)	-	156,754
MOE Lighting Project 228034		-	-	(1,493)	-	(1,493)
MOE ILE Refurbish Room 228038		-	40,000	(2,173)	-	37,827
Totals		<u>(175,108)</u>	<u>501,535</u>	<u>(427,672)</u>	<u>90,998</u>	<u>(10,246)</u>

Represented by:

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

194,581
(204,827)

17. 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	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held at Beginning of the Year	534,921	-	174,244
Funds Received from Cluster Members			-
Funds Received from MoE	2,066,803	-	1,759,095
Total funds received	2,601,724	-	1,933,339
Funds Spent on Behalf of the Cluster	1,591,458	-	1,184,663
Funds remaining	1,010,266	-	748,676
Distribution of Funds			
AIMHI College	(11,042)	-	(7,458)
Alfriston College	(17,401)	-	(34,032)
Aorere College	(4,025)	-	(10,100)
CEAT - Coomunity Education and Training	(17,787)	-	(34,961)
James Cook High School	(45,667)	-	(42,434)
Kelston Girls College	(9,393)	-	(3,529)
Mangere College	(10,346)	-	(9,128)
Onehunga High School	(40,789)	-	(12,352)
Otumoetai College	(3,103)	-	(2,648)
Papakura High School	(54,528)	-	(41,922)
Papatotoe High School	-	-	(3,314)
Pukekohe High School	-	-	(766)
Sancta Maria College	-	-	(3,530)
Southern Cross Campas	-	-	(666)
Taukau College	-	-	(4,412)
Wesley College	-	-	-
Waiuku College	-	-	(2,502)
Funds Held at Year End	796,185	530,000	534,921

18. 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.

19. 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.

	2022 Actual \$	2021 Actual \$
<i>Board Members - School</i> Remuneration	8,823	6,020
<i>Leadership Team</i> Remuneration Full-time equivalent members	951,739 6	523,882 4
Total key management personnel remuneration	960,562	529,902

There are 9 members of the Board excluding the Principal. The Board had held 10 full meetings of the Board in the year. The Board also has Finance 2 and Property 2 that meet monthly and quarterly respectively. 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:

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	230-240	220-230
Benefits and Other Emoluments	6-7	6-7
Termination Benefits		

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100-110	23	22
110-120	10	12
120-130	4	5
130-140	0	5
150-160	3	0
	40	44

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

20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be 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	2022 Actual	2021 Actual
Total	-	\$5,000
Number of People	-	1

21. Contingencies

Additional Funding wash up payment:

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

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

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of 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 2022, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

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

(a) \$45,467 contract for food trailer to be completed in 2023, which will be fully funded by the School Lunch Programme Surplus. \$45,467 has been received of which \$22,733.33 has been spent on the project to date; and

(Capital commitments at 31 December 2021: \$454,660)

(b) Operating Commitments **School and GROUP**

As at 31 December 2022 the Board has entered into the following contracts:

(a) operating lease of a EFTPOS Machine;

	2022 Actual \$	2021 Actual \$
No later than One Year	2,384	1,620
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<u>2,384</u>	<u>1,620</u>

The total lease payments incurred during the period were \$2,384(2021: \$1,620).

23. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	5,553,717	5,000,000	5,244,224	5,848,817	5,000,000	5,513,455
Receivables	2,022,739	1,105,000	1,111,375	2,222,739	1,105,000	1,111,375
Investments - Term Deposits	833,240	-	819,201	833,240	-	819,201
Total Financial Assets Measured at Amortised Cost	<u>8,409,697</u>	<u>6,105,000</u>	<u>7,174,800</u>	<u>8,904,797</u>	<u>6,105,000</u>	<u>7,444,031</u>

Financial liabilities measured at amortised cost

Payables	1,757,927	1,645,000	1,619,508	1,758,019	1,645,000	1,619,591
Finance Leases	241,026	251,522	251,522	241,026	251,522	251,522
Total Financial Liabilities Measured at Amortised Cost	<u>1,998,953</u>	<u>1,896,522</u>	<u>1,871,030</u>	<u>1,999,045</u>	<u>1,896,522</u>	<u>1,871,113</u>

Financial assets at fair value through other comprehensive revenue and expense

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

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

Subsequent events - extreme weather events

The damage caused by extreme weather events in Auckland and the full financial impact has not yet been determined, but it is not expected to be significant to the school. The school continued to receive funding from the Ministry of Education, even while closed.

25. 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	
			2022	2021	2022	2021
Manurewa High School Business Academy	Raising Funds	Auckland, New Zealand	100%	100%	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.

26. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF MANUREWA HIGH SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

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, Brendan Lyon, 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 1 to 21, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the Group:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

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

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

Basis for our opinion

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

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

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

The title 'Partner' conveys that the person is a senior member within their respective division, and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is external audit, conducted via the Crowe Australasia external audit division and Unison SMSF Audit. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.

Findex (Aust) Pty Ltd, trading as Crowe Australasia is a member of Crowe Global, a Swiss verein. Each member firm of Crowe Global is a separate and independent legal entity. Findex (Aust) Pty Ltd and its affiliates are not responsible or liable for any acts or omissions of Crowe Global or any other member of Crowe Global. Crowe Global does not render any professional services and does not have an ownership or partnership interest in Findex (Aust) Pty Ltd.

Services are provided by Crowe New Zealand Audit Partnership an affiliate of Findex (Aust) Pty Ltd.

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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 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 Analysis of Variance, Kiwisport Report and Statement of Compliance with Good Employer Policy 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.



Brendan Lyon
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand

MANUREWA HIGH SCHOOL

Charter 2023



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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, Whaanaungatanga 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.

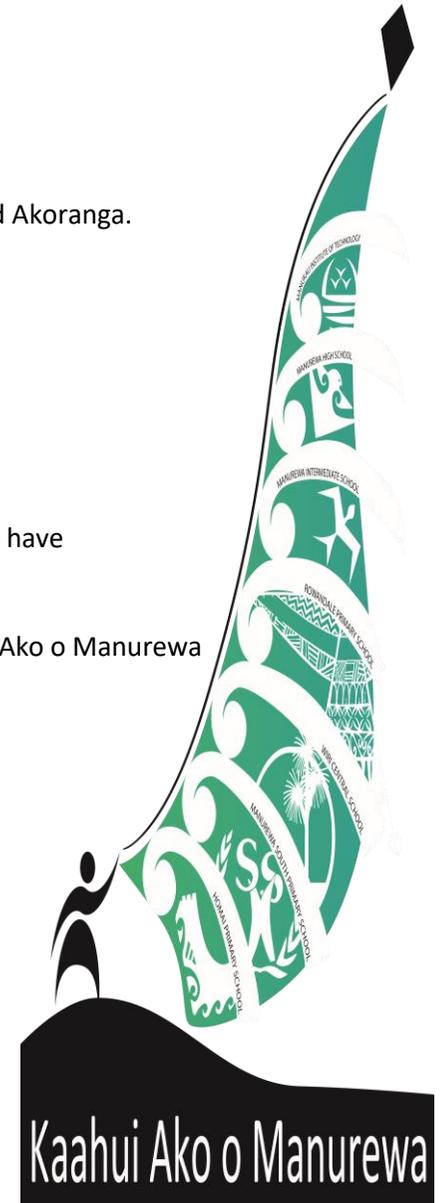
Kaahui Ako o Manurewa:

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 into 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



2023 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



NGA KETE O TE WAANANGA



BE THE MANUREWA WAY

O U R K A W A



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 Waananga.

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, whanaungatanga 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 Waananga 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).



2023 Annual Plan: two focus areas

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

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

across the Manurewa Vā Ta Ako we are strengthening

Local Curriculum Design

Cultural Identity

Hauora

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”

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”

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”

The tools to support the Manurewa Vā Ta Ako are Critically Conscious Culturally Sustaining Pedagogy, E-learning Languages, and Literacies

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 / e-Learning / Literacy / Local curriculum design</i></p>	<p>I1 A1: Continue to implement a junior curriculum schoolwide through a Te Ara o Tawhaki lens</p>	<p>MN NG</p>	<p>I1 A1 MO1: Complete another cycle of the Pepeha Framework to further embed schoolwide and complete 2 staff PL on the Piki atu ki te Rangi Curriculum Planning Process</p> <p>I1 A1 MO2: HOLA's and/or Curriculum Leaders have met throughout the year and established common curriculum outcomes for each of the Pepeha themes.</p> <p>I1 A1 MO3: Tracking system for Curriculum Levels and Learner Profile Wheels revised to continue to embed and communicated to whaanau.</p> <p>I1 A1 MO4: Collaborate with Mana Whenua on a curriculum project to integrate local puuraakau into the Junior Curriculum. Consulted with Maaori / Mana Moana where appropriate in curriculum design i.e. Manurewa Marae.</p> <p>I1 A1 MO5: Integrate a Koorero Strategy alongside the Pepeha Framework to balance Literacy and Numeracy strategy. Build competency and normalise Te Reo Maaori in the Junior Curriculum</p> <p>I1 A1 MO6: Puurakau Methodology has been used to gather whaanau and community voice on curriculum e.g. Middle Leaders LAAR / Board Report</p> <p>I1 A1 MO7: Start PR Campaign to share and educate our community about our curriculum and Learner Profile. Whole staff – pamphlets handed out – Term 1 SLT - Manurewa Market – Term 1 Online - Commissioned video – Term 2/3</p>

	<p>I1 A2: Continue to use Te Ara Tawhaki to explicitly strengthen teaching practice and staff capacity:</p>	MN NG	<p>I1 A2 MO1: Complete 2 staff PL on the Piki atu ki te Rangi Curriculum Planning Process to further embed schoolwide and reinforce schoolwide planning system</p> <p>I1 A2 MO2: Align Senior courses to the Pepeha framework and have Learner Profile capabilities included in planning and reported on in reports</p> <p>I1 A2 MO3: Create and develop opportunities for Learning Areas to collaborate across the curriculum in senior courses i.e. Level 1 Maths through Business and Level 1 Business, Level 3 Calculus and Level 3 Physics in an Engineering Waananga</p> <p>I1 A2 MO4: Through Te Hurihanganui work with Mana Whenua to support curriculum design and participate in Ngaati Te Ata programmes such as Cultural Heritage, Kapa Haka, Mahi Pai and Tua Tane / Tua Wahine</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 • To work with staff to set up and embed the use of curriculum levels through creating junior markbooks • Continue to gather and use feedback from Whaanau, student engagement • Continue to use a puuraakau methodology to gather and report on data/evidence from Whaanau and students • Te Hurihanganui PL use of Te Ara O Tino Rangatiratanga observations and surveys 	HM HOLAs Whaanau Team	<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> <p>I1 A3 MO2: Systems established that create and use appropriate data in a timely and regular manner across each term. Including the introduction of junior markbook for tracking junior curriculum levels</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: Use of Curriculum Levels summaries within Learning Areas</p>

	<ul style="list-style-type: none"> Review the Learner Profile Assessment Wheels and current data 	NG MN MP	
	<p>I1 A4: Continue to align the way we celebrate success with the Learner Profile:</p> <ul style="list-style-type: none"> Refine the process for nominations of Piki Atu Ki Te Rangi and Nga Kete O Waananga Continue to grow the Maunga stories and the passports as indigenous methods of celebration and recognition 	MP DAV NR	<p>I1 A4 MO1: The number of staff recommending students for Nga Kete O Waananga increases in number and diversity</p> <p>I1 A4 MO2: Use the Akoranga Conferences to show Learner profile portfolios</p>

**Additional mahi to support Intention 1 is detailed at the end of this document in the Charter Appendix on pages 48-49 including our Business Academy 2023 Strategic Plan as a further appendix.*

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

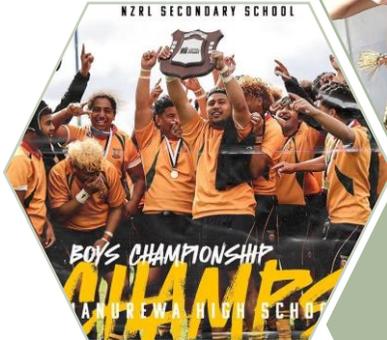
Who they are



Where they came from



Connection to whenua



Where they are going



Intentions	Actions	Key Staff	Measurable Outcomes
<p>I2. 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>I2 A1: Implement phase 3 of integration of language weeks into school practice – linking to Te Ara o Tawhaki</p> <p>I2 A2: Continue to incorporate cultural traditions and practices in Whaanau activities and community engagement, curriculum areas and PL (cultural holistic collaboration)</p>	<p>LU NG</p>	<p>I2 A1 MO1: curriculum content contribution to kete for each language week to be completed by every learning area</p> <p>I2 A1 MO2: increased student and community connection between Pasifika and Te Ara o Tawhaki so that Pasifika students see themselves in Te Ara o Tawhaki</p> <p>I2 A1 MO3: appoint a Language Weeks Support Coordinator to work with AC1 team to integrate language weeks into kaitiaki and curriculum activities (including term planning)</p> <p>I2 A2 MO1: Flag ceremonies and activities continue to be held for every language week utilizing community connections.</p> <p>I2 A2 MO2: Language week activities improved links within (e.g. Kaitiaki activities) and outside (community based) the kura</p> <p>I2 A2 MO3: increased numbers of whaanau and students participating in at least one external provider community-based activity (e.g. Talanoa Ako, Le Va, Le Toloa, Tupewise, Polyfest, Heart Foundation Nutrition, Digital Connect Project)</p> <p>I2 A2 MO4: increased number of students and whaanau participating in at least one school-based Pasifika activities (e.g. Talanoa updates, NCEA ma le Pasifika, MOE etc.)</p>

	<p>I2 A3: Align and strengthen links between Pasifika Council and Polyfest Student Leadership and Mana Pasifika staff</p>		<p>I2 A3 MO1: increased attendance to Polyfest Leadership conferences open to all students.</p> <p>I2 A3 MO2: Mana Pasifika staff mentoring Pasifika Council and Polyfest student leadership to run Polythanksgiving</p> <p>I2 A3 MO3: Pasifika Council and Polyfest Student Leadership to lead Language weeks activities in Kaitiaki and cultural celebrations</p>
	<p>I2 A4: Continue to develop Aromihi – Te ara o tino rangatiratanga</p> <ul style="list-style-type: none"> • Continue to implement Professional Growth Cycle elements within Aromihi • Review the Aromihi template to be reflective “how has this changed my practice” • Implement Phase 2 of Aromihi – middle leaders' development in observations (te Ara o Tino Rangatiratanga) Talanoa, reflections <p>I2 A5: Continue to develop staff capacity with Te Ara o Tawhaki, Tapasā, Te Hurihanganui, Pacific Values Framework</p> <ul style="list-style-type: none"> • Continued engagement with Maaia work (Dr Michelle Johannson) • Continued Ann Milne PL with Middle Leaders - growing the cultural identities of Tangata Tiriti in Aotearoa • Continued Mana Pasifika Leadership PL • Implement Pacific Values Framework & Tapasā PLD 	<p>LU</p>	<p>I2 A4 MO1: Aromihi reflects all elements of the Professional Growth Cycle</p> <p>I2 A4 MO2: Aromihi template reviewed by end of Term 1</p> <p>I2 A4 MO3: Increased opportunities in Term 4 to share and discuss completed Aromihi reflections</p> <p>I2 A4 MO4: Aromihi reflections show an increased understanding and application of the Professional Standards</p> <p>I2 A4 MO5: Increased PLD for middle leaders in te ara o tino rangatiratanga (observations)</p> <p>I2 A5 MO1: At least two groups complete the first level with Ann Milne PD and two groups complete second level</p> <p>I2 A5 MO2: Maaia research completed</p> <p>I2 A5 MO3: Qualitative data and Aromihi reflections show increased understanding of Pacific Values Framework and Tapasā</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	JE MN NG Mana Whenua Maaia	I2 A6 MO1: Continue Mana Whenua consultation, continue research and present to the Board once completed for possible implementation 2024
	I2 A7: Continue to develop a coordinated Pathways programme for 2023 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.	SP JE	I2 A7 MO1: Data is tracked on a fortnightly basis from Term 2 onwards based on Pathways Team interviews and information gathered through Kaitiaki I2 A7 MO2: Every Y12 leaver & Y13 student has a pathway identified and the necessary support in place by the end of Term 3 I2 A7 MO3: Destination data shows positive pathways for 90%+ of Y12 & Y13 school leavers
	I2 A8: Grow student language literacies, within and between English and Heritage Languages. <ul style="list-style-type: none"> • To have all Year 11-13 students with Level 1 literacy this year and have as many Year 10 students as possible with some literacy & numeracy credits • Strongly embed the shared school wide Reading (Panui) and Writing (Tuhituhi) Tools into all Learning Areas • Learning Areas taking a lead in Formal Writing leaving the English Learning Area to focus on the Creative Writing and Grammar aspects of the proposed new literacy testing 	LU NG	I2 A8 MO1: Target all Year 10 teachers / Learning Areas skill to build confidence in teaching the Writing Process led by LPI's. This includes all teachers being able to create a targeted / bespoke PEEL paragraph task that is appropriate to the context and writing required. I2 A8 MO2: All Learning Areas to offer at least 1 Literacy or Numeracy standard to Year 10 students. I2 A8 MO3: All Learning Areas have a literacy coordinator/team that works with the relevant LPI and Literacy has a 15-20 min practical reading and writing resource sharing on LA agendas once a month I2 A8 MO4: All Hybrid learning guides have a Reading and a Writing activity. I2 A8 MO5: Trial pilot tasks linked to new literacy requirements in Year 10/11 Literacy programmes along with asTTle testing for Reading and Writing 3 times a year in both Year 9 and Year 10.

	<ul style="list-style-type: none"> • Practical testing of our capacity in preparation for the new Literacy and Numeracy requirements 		<p>I2 A8 MO6: Grow developmental academic writing programme for 1 Akoranga per week for all year 11 students focusing on essay and report writing to achieve at least one literacy standard to support all Year 11s gaining literacy in 2023.</p> <p>I2 A8 MO7: Be more explicit in sharing cross lingual literacies in Year 11 LLP and build links to Language Weeks</p> <p>I2 A8 MO8: Continue to strengthen AsTTle Reading and Writing teaching and assessment through the junior planning process making tasks more relevant within the English and other LAs. AsTTle Reading and Writing to be tested 3 times a year each.</p> <p>I2 A8 MO7: Collaboration of Language integration using varied indigenous texts and local, national and global resources to continue gap closing by extending increases that move Maaori and Pacific students AsTTle movement through more than one level.</p>
	<p>I2 A9: Continue to support digital equity initiatives and embedding effective use of technology to promote transformational ePedagogy:</p>	NR HK	<p>I2 A9 MO1: By Term 2 our data shows ALL students either own or have access to a school loan device that can be used at school and if possible outside school hours to support ubiquitous learning.</p> <p>I2 A9 MO2: We have engaged in a community outreach programme which provides a device and digital fluency support to whaanau.</p> <p>I2 A9 MO3: DPI audit of our teaching programmes shows that all students are supported with online engagement and hybrid learning.</p> <p>I2 A9 MO4: DPI data shows that all Learning Areas have been supported to make more effective use of technology to</p>

			<p>embed transformational ePedagogy and hybrid learning based on APPs and technology that is most suited to their practice.</p> <p>I2 A9 MO5: DPI PL continues to support staff to build their skills with Microsoft apps, with a focus within the Teams environment</p>
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Intention 3
Develop a schoolwide understanding of Hauora through a Te Ara o Tawhaki lens



Intentions	Actions	Key Staff	Measurable Outcomes
<p>I3. 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: Create a working group to review and update school policy relating to the Hauora of our LGBTQ community.</p> <p>I3 A2: Continue to gather aakonga and whaanau voice to inform future actions in supporting Hauora.</p> <p>I3 A3: Quiet zone established within the Maara for staff to access as and where needed.</p> <p>I3 A4: Bi-termly whanaungatanga / kai organised for all staff.</p>	<p>NG SP</p>	<p>I3 A1 MO1: Working group established, waananga held and policy/s reviewed, updated and approved by the Board of Trustees by the end of 2023.</p> <p>I3 A2 MO1: Puuraakau research carried out with students and whaanau and key findings / recommendations are implemented as actions for Charter 2024.</p> <p>I3 A3 MO1: Container converted, pergola built and furnishings added.</p> <p>I3 A4 MO1: Staff given multiple opportunities throughout the year to whakawhanaungatanga with each other.</p>

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 2023 Charter, although we are not expected to be fully reporting on the framework until January 2024

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

OBJECTIVE 1

LEARNERS AT THE CENTRE
Learners with their whaanau are
at the centre of education

①		②	
Ensure Places of Learning are safe, inclusive, and free from racism, discrimination and bullying		Have high aspirations for every learner/aakonga, and support these by partnering with their whaanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures	
Actions for schools and kura		Actions for schools and kura	
Ask learners/aakonga, whaanau and staff about their experience of racism, discrimination, and bullying, and use that information to reduce these behaviours	<ul style="list-style-type: none"> • Cultural indicators – learner profile, social activists, ako connect, cultural identity groups • Te Hurihanganui • Student Councils • We provide safe identity spaces in a range of areas e.g. ako connect, Maara, Makerspace, Polyrealms 	Partner with family and whaanau to equip every learner/aakonga to build and realise their aspirations	<ul style="list-style-type: none"> • Akoranga Conferences • Prizegiving • Talanoa • Community work/programmes • Puurakau • Language weeks – PL - comms
Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying	<ul style="list-style-type: none"> • School policies and practices • PB4L 	Help staff to build their awareness of bias and low expectations, and of how these impact learners/aakonga, staff and whaanau	<ul style="list-style-type: none"> • PL • Relationship with mana whenua • Aromihi • Rongahia te hau observations
Create a safe and inclusive culture where diversity is valued and all learners/aakonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong	<ul style="list-style-type: none"> • Student councils • PB4L • LSC's • Localised curriculum 	Identify and respond to learner/aakonga strengths, progress, and needs, and learner/aakonga and whaanau aspirations	<ul style="list-style-type: none"> • IEP's • Waananga • Ako connect • Akoranga conferences • Get qualified • Design curriculum choice • Student agency • Student passports • Maara • Makerspace
		Build relationships with Māori, involve them in decision making, and partner	<ul style="list-style-type: none"> • Mana whenua role • Maaori whaanau

		with them to support rangatiratanga, and Māori educational success as Māori	<ul style="list-style-type: none"> • 2 Maaori SLT • Connect with Manurewa Marae
		Collaborate with Māori communities to invest in, develop and deliver Māorimediu learning	<ul style="list-style-type: none"> • Mana whenua relationships • Maaori whaanau • 2 Maaori SLT members • Te Hurihanganui • Connect with Manurewa Marae • Year 9 compulsory Te Reo Maaori • Heritage literacies at Year 11

OBJECTIVE 2

BARRIER FREE ACCESS

**Great education opportunities and outcomes
are within reach for every learner**

<p>③</p> <p>Reduce barriers to education for all, including for Māori and Pacific learners/aakonga, disabled learners/aakonga and those with learning support needs</p>		<p>④</p> <p>Ensure every learner/aakonga gains sound foundation skills, including language, literacy, and numeracy</p>	
<p>Actions for schools and kura</p>		<p>Actions for schools and kura</p>	
<p>Work with whaanau and Pacific families to identify and understand barriers that may prevent learners/aakonga from accessing, participating, or remaining engaged in schooling, and work to address them</p>	<ul style="list-style-type: none"> • Polycamp • Talanoa • Te ara tokai • Kaahui Ako AC2 Transition • Akoranga conferences • SENCO • Data • Waananga 	<p>Ensure all learners/aakonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills</p>	<ul style="list-style-type: none"> • Language weeks • Learner profile • Y11 language and literacies • Poly realms
<p>Ensure disabled learners/aakonga and staff, those with learning support needs, gifted learners/ aakonga, and neurodiverse learners/aakonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective</p>	<ul style="list-style-type: none"> • LSC's • SENCO • Teacher Aides • LS Hub • Learning support classes • IEP's • ELL • Reframe gifted student councils • Waananga 	<p>Identify learners/aakonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists</p>	<ul style="list-style-type: none"> • Te ara hau • Ako connect • Learning support • Mentoring • Roopu connect • Student passports • Partners to MIT • Unrealised potential student programme
<p>Where possible, reduce non-fee costs, including costs associated with BYOD2 policies, and take advantage of policies to reduce financial dependence on families and whaanau</p>	<ul style="list-style-type: none"> • BYOD • Loan devices • Free wi-fi to whaanau • External partnerships e.g. Skinnyjump free wifi • Take MOE donation in lieu of parent donations • School lunches 	<p>Value the heritage languages spoken by Pacific learners/ aakonga, and provide opportunities to use and to build on them</p>	<ul style="list-style-type: none"> • Level 1 languages and literacies • Community programmes • Grown languages • Language weeks • Pasifika council / studies • Poly realms

OBJECTIVE 3

QUALITY TEACHING AND LEADERSHIP
Quality teaching and leadership make the difference
for learners and their whaanau

<p>⑤</p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>		<p>⑥</p> <p>Develop staff to strengthen teaching, leadership, and learner support capability across the education workforce</p>	
<p>Actions for schools and kura</p>		<p>Actions for schools and kura</p>	
<p>Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture</p>	<ul style="list-style-type: none"> • Mana whenua role and representation on the Board • Manurewa Marae • 2 Maaori SLT members • Relationship with mana whenua 	<p>Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support</p>	<ul style="list-style-type: none"> • PL – Te Hurihanganui and Anne Milne • Rongohia te hau • e-learning PL • Pasifika leadership • PRT’s programme • DPI’s • LPI’s • Curriculum data
<p>Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</p>	<ul style="list-style-type: none"> • Pepeha framework • Karakia • School bell • Haka waiata • PL – Anne Milne • Aspirations 	<p>Develop teacher/kaiako confidence and competence to teach diverse learners/aakonga with varying needs, and to appropriately modify teaching approaches</p>	<ul style="list-style-type: none"> • Aromihi • Learning support PL • PL – Maia etc.
<p>Talk with learners/aakonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement</p>	<ul style="list-style-type: none"> • Pepeha framework • Karakia • School bell • Haka waiata • Normalising Te reo via emails • PL • Language weeks • Using whakatauki • Te ara o Tawhaki 	<p>Expect and support teachers/ kaiako to build their understanding of learners’/ aakonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching</p>	<ul style="list-style-type: none"> • Language weeks and language week PL • Kaitiaki • Enrolment form WEAP profile • Localised curriculum • Identity groups • Akoranga conferences • Tikanga/Kawa

OBJECTIVE 4**FUTURE OF LEARNING AND WORK**
Learning that is relevant to the lives of New Zealanders
today and throughout their lives

7

Collaborate with industries and employers to ensure learners/aakonga have the skills, knowledge, and pathways to succeed in work

Actions for schools and kura

Support learners/aakonga to see the connection between what they're learning and the world of work

- Pathways
- Trades Academy
- Business Academy & Business Partnerships
- Education to Employment Programmes
- Donald Pearson Farm
- P-Tech
- Waananga
- High Performance through Sport
- Health Science Academy
- Young Enterprise programme
- Makerspace
- Maara

Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women

- Women in Trades
- Women in Sport
- Health Science Academy
- Digi wahine P-tech programme
- Te ara hau wahine

Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/aakonga to succeed in education

- Everything above
- Waananga

Key Staff Reference:

JE	Pete Jones	Principal
DAV	Sarah Davies	Principal's PA
LOC	Julie Lockie	Business Manager
LU	Manaia Lulu	Deputy Principal
MN	Nichola McCall	Deputy Principal
MP	Donella McPherson	Deputy Principal
NG	Barbara Ngawati-Salaivao	Deputy Principal
NR	Lawrence Naicker	Deputy Principal
SP	Katie Spraggon	Deputy Principal
HM	Michelle Hards	Data & Achievement Manager
GBN / OR	Leanne Gibson / Emma O'Riordan	Business Academy
OV / TL	Peter Oliveti / Mele Ta'e'iloa	Student Leadership
PK	Steve Perks	Trades Academy Director
TL / RM / LX / WR	Mele Ta'e'iloa / Rekha Ram / Gabrielle Luxton / Ben Wheeler	Digital Pedagogy Innovators
DZ / SH	Frances Diaz / Shalini Sharma	Literacy Pedagogy Innovators
KCH / PPA	Krishna Chamallamudi / Prerak Patel	Network Administrators
BABOT	Leanne Gibson / Ryan King	Business Academy Board of Trustees
BOT	Leanne Gibson, Julie Lockie, Ryan King, Velma Sitene (Staff Rep), Richard Thornton, Talia Brown, Laina Mana'o, John Ikinepe, Penina Ifopo, Sarai Makara-Moreland (Student Rep), Pete Jones (Tumuaki / Principal)	Board of Trustees
EOTC (PZ)	Nick Perez	Education outside the classroom
HOLA		Head of Learning Area
Kaitiaki		Whaanau Tutors
PN (LU)	Manaia Lulu	Principal's Nominee (NZQA)
SCT (DZ)	Frances Diaz	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 2023

Attendance through student management system (KAMAR)

	Item	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Actual	2023 Target
All	% of student attendance in class	80.6%	73.8%	80.3%	87.1%	74.9%	90%
Maaori	% of student attendance in class	74.6%	70.4%	75.5%	84.2%	70.2%	90%
Pasifika	% of student attendance in class	80.4%	73.2%	79.8%	87.6%	74.3%	90%

Retention whole school (1 July Roll Return - 2022)

Year	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Actual	2023
9	405	459	420	484	420	
10	533 (100%)	425 (105%)	468 (105%)	436 (104%)	474 (98%)	
11	433 (100%)	524 (100%)	406 (96%)	455 (97%)	442 (101%)	
12	378 (85%)	386 (89%)	481 (100%)	371 (91%)	407 (89%)	
13	308 (83%)	316 (84%)	310 (80%)	458 (100%)	303 (75%)	
Total	2007 (70%)	2068 (70%) (244 – 54%)	2042 (72%) (246 – 57%)	2129 (79%) (346 - 67%)	2046 (75%) (270 – 67%)	

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 - 2022)

Year	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Actual	2023
9	76	71	87	97	90	
10	73 (101%)	71 (93%)	75 (106%)	86 (99%)	96 (99%)	
11	52 (98%)	68 (93%)	71 (100%)	75 (100%)	89 (103%)	
12	38 (62%)	42 (81%)	60 (88%)	59 (83%)	61 (81%)	
13	30 (69%)	28 (74%)	32 (76%)	54 (90%)	53 (90%)	
Total	269 (49%)	280 (46%)	325 (52%)	372 (75%)	389 (70%) (41 – 54%)	

Female Maaori (1 July Roll Return - 2022)

Year	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Actual	2023
9	53	85	76	80	79	
10	65 (103%)	56 (106%)	89 (105%)	80 (105%)	84 (105%)	
11	66 (113%)	61 (94%)	50 (89%)	78 (88%)	96 (120%)	
12	42 (74%)	53 (80%)	54 (89%)	45 (90%)	76 (97%)	
13	30 (70%)	30 (71%)	34 (64%)	41 (76%)	42 (93%)	
Total	256 (42%)	285 (49%)	303 (49%)	324 (65%)	377 (79%) (31 – 58%)	

Bold = apparent student retention from Y9 – Y13 / **Green** = the actual % of students who started in Y9 and completed 5 years at Manurewa High School

Stand Downs through student management system (KAMAR)

	Item	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Actual	2023 Target
All	Number of students per 100 students who were stood down	5	11	4	4	7	<7
Maori	Number of Maaori students per 100 students who were stood down	7	10	1	1	2	<2
Pasifika	Number of Pasifika students per 100 students who were stood down	6	14	2	2	4	<3

Engagement (own school data)

	2018 Agreed	2019 Agreed	2020 Agreed	2021 Agreed	2022 Agreed	2023 Agreed
At school learning is relevant and links to the real world	75%	75%	71%	74%	70%	
At school learning is personalised to my needs	70%	70%	78%	70%	71%	
At school I can explore new ideas	81%	75%	70%	70%	70%	
Teachers make learning interesting	72%	70%	70%	72%	72%	
Teachers and parents work together	42%	70%	80%	75%	75%	
Teachers care about how I feel	70%	75%	81%	80%	80%	
Teachers are interested in my culture or family background	64%	67%	75%	73%	75%	
Students have a say in what happens at school	62%	72%	70%	75%	70%	
At school people accept me for who I am	72%	75%	75%	70%	70%	
I work at home to extend my learning	51%	55%	70%	75%	65%	
Teachers challenge me to think more deeply	76%	72%	70%	70%	70%	
Teachers encourage a positive attitude towards learning	75%	82%	80%	80%	80%	
Teachers think that all students can do well	73%	75%	79%	76%	70%	
I am proud of my school	77%	82%	84%	85%	85%	
I am proud of who I am and where I come from	85%	89%	87%	87%	90%	
The school shows pride in Maaori culture	77%	80%	80%	82%	80%	
Students treat each other with respect	61%	64%	69%	65%	65%	
Teachers always take action if someone is being hit or bullied	69%	74%	71%	70%	72%	
Teachers treat students fairly	65%	65%	70%	70%	75%	
I feel safe at school	74%	78%	81%	80%	80%	

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)

2022 - Based on 50 students from each year level (250 students)

<i>New questions asked in 2021 & 2022</i>	2018 Agreed	2019 Agreed	2020 Agreed	2021 Agreed	2022 Agreed	2023 Agreed
I am confident using online learning platforms such as Schoology and Education Perfect				85%	85%	
I am able to stay engaged with my learning online				52%	50%	
Teachers make learning interesting online				60%	70%	
I feel safe online				60%	65%	

Achievement through NCEA (NZQA data - roll based)

	Item	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Actual	2023 Target
All	Level 1 passes Y11	48.4%	54.6%	63.7%	54.9%	48.9	75%
	Level 2 passes Y12	71.9%	65.1%	74.9%	69.6%	65.2	75%
	Level 3 passes Y13	59.7%	65.4%	70.0%	74.8%	60.6	75%
	University Entrance	24.6%	25.5%	27.8%	28.5%	19.0	35%
Maori	Level 1 passes Y11	40.4%	47.5%	53.4%	50.0%	38.0	75%
	Level 2 passes Y12	59.6%	57.3%	71.9%	61.9%	61.4	75%
	Level 3 passes Y13	60.6%	54.1%	60.0%	70.4%	50.6	75%
	University Entrance	18.2%	6.6%	18.6%	19.4%	4.8	35%
Pasifika	Level 1 passes Y11	43.5%	52.0%	61.3%	54.2%	49.3	75%
	Level 2 passes Y12	71.7%	62.7%	71.7%	65.0%	65.0	75%
	Level 3 passes Y13	53.2%	64.4%	69.2%	76.2%	59.9	75%
	University Entrance	19.7%	17.8%	18.9%	24.7%	12.5	35%

Merit endorsements (NZQA data - roll based)

	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Actual	2023 Target
Year 11 Level 1 All	31.9%	23.3%	22.3%	24.5%	21.8%	25%
Year 12 Level 2 All	10.8%	6.4%	8.9%	13.0%	8.7%	15%
Year 13 Level 3 All	12.0%	10.6%	9.4%	11.3%	8.0%	10%

Excellence endorsements (NZQA data - roll based)

	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Actual	2023 Target
Year 11 Level 1	7.2%	2.5%	4.8%	6.5%	10.7%	15%
Year 12 Level 2	4.5%	3.0%	3.6%	8.0%	2.4%	10%
Year 13 Level 3	3.7%	6.3%	3.1%	3.1%	3.7%	5%

asTtle

	End of year or better	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Actual	2023 Target
All	Y9 – Level 4	62.0%	58.0%	53.2%	44.4%	60.6%	70%
	Y10 – Level 5	27.0%	20.0%	17.3%	15%	21.5%	30%
Maori	Y9 – Level 4	57.0%	57.0%	43.9%	40%	64.4%	70%
	Y10 – Level 5	31.0%	18.0%	18.4%	8.8%	15.2%	30%
Pasifika	Y9 – Level 4	58.0%	54.0%	53.3%	41.2%	57.2%	70%
	Y10 – Level 5	18.0%	15.0%	14.8%	12.9%	16.4%	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

2022 actual data was measured at the end of term 3 (at the start of term 1, 44.7% of Y9 were at L4 or above & 15.9% of Y10 were at L5 or above)

Leavers Data

Achievement from Education Counts (2022 data not available until term 2, 2023)

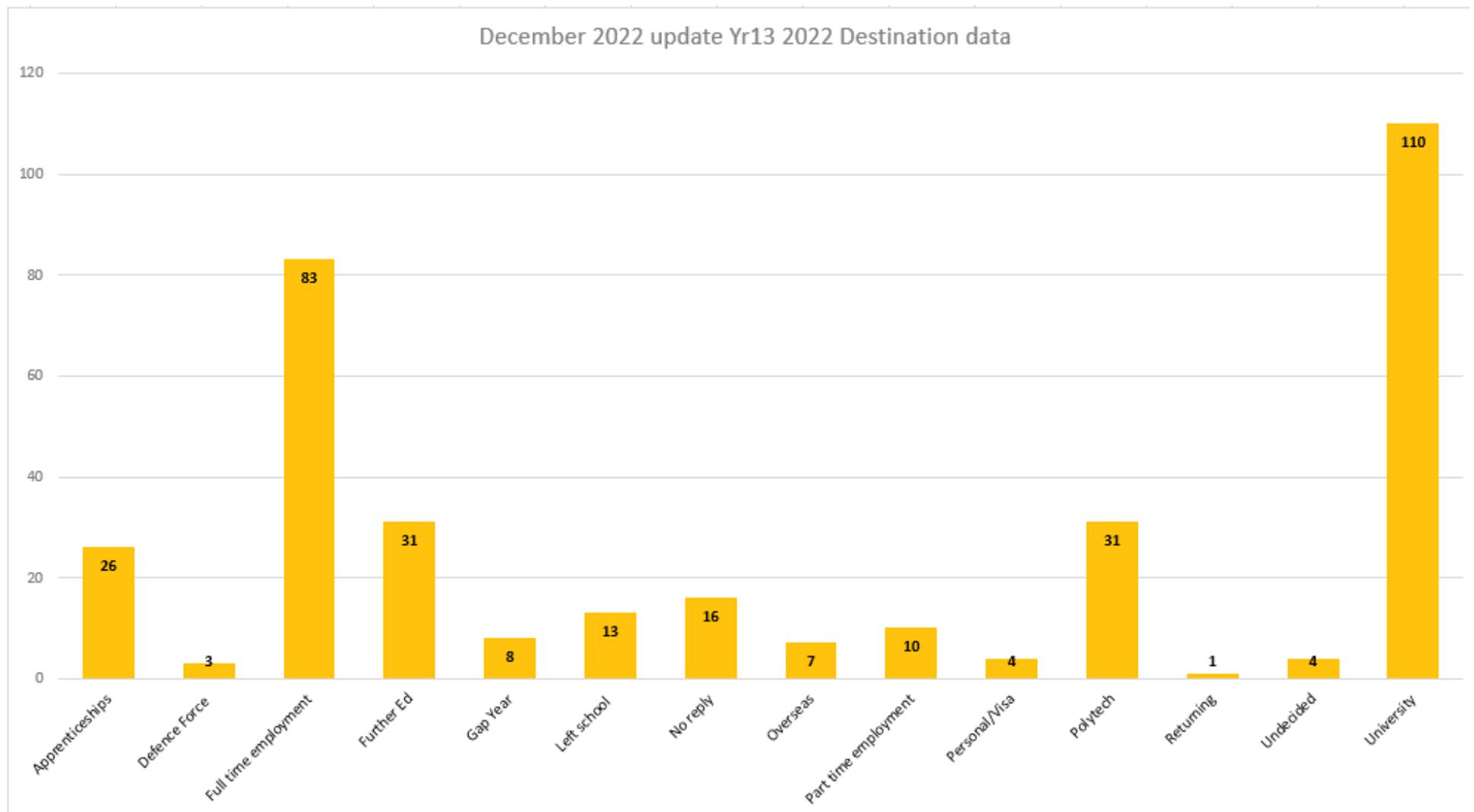
	Item	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Actual	2023
All	Level 1 or better	85.1%	80.2%	83.3%	87.0%	Data not yet available	
	Level 2 or better	71.7%	69.4%	74.9%	79.2%		
	Level 3 or better	45.7%	45.9%	54.3%	61.9%		
Maaori	Level 1 or better	81.9%	69.0%	72.1%	79.6%	Data not yet available	
	Level 2 or better	62.1%	51.2%	59.5%	68.7%		
	Level 3 or better	35.3%	29.5%	38.7%	50.3%		
Pasifika	Level 1 or better	83.2%	79.7%	84.1%	86.4%	Data not yet available	
	Level 2 or better	70.0%	69.5%	76.0%	77.7%		
	Level 3 or better	42.9%	44.7%	53.1%	60.8%		

Retention data from Education Counts

Percentage staying until at least 17 years of age (2022 data not available until term 2, 2023)

	2018 Actual	2019 Actual	2020 Actual	2021 Actual	2022 Actual	2023
All	81.1%	75.5%	82.1%	88.4%	Data not yet available	
Maaori	74.1%	61.2%	68.5%	80.3%	Data not yet available	
Pasifika	80.4%	76.6%	83.0%	87.1%	Data not yet available	

DESTINATION DATA from MHS Pathways Team (2022 confirmed data not available until term 2, 2023)



MANUREWA HIGH SCHOOL BOARD OF TRUSTEES STRATEGIC REVIEW & SUMMARY

Reflections:

The Board elections in 2022 introduced several new members to the Manurewa High School Board and a new Chairperson. All new members to the Board were able to attend the 2022 NZSTA Conference which was a very successful PLD opportunity on Board related Governance matters.

The new Board have been working with the SLT School Leadership team on the Charter for 2023 and, as part of that process, they have conducted this Strategic Review on the school's progress over 2022 and the direction for 2023.

In particular, the new Board has reflected on the expectations of the Education Review Office (ERO), the new National Education and Learning Priorities – 2023 (NELPS) from the Ministry of Education (MOE) and the “Next Steps” as outlined in the Charter 2022.

The Key Focus areas from within the 2022 Charter were:

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 will review the progress in 2022 as related to the Key Focus Areas above.

The Data Analysis, as supplied by the school, will focus on Areas 3 and 4.

The Charter 2023 priorities incorporate areas 1, 2, 5 and 6.

ERO: School Improvement Framework – Key Performance Areas

Learners

- Learning progress and achievement
- Te Tiriti O Waitangi
- Inclusive Learning Climate
- Well-being and Safety

- Responsive Curriculum Planning
- Effective Teaching
- Leadership and Capability
- Partnerships
- Stewardship
- Evaluation for Improvement

Six dimensions of good practice

- Student Learning
- Effective Teaching
- Leading and managing
- Governing
- School culture that is safe and inclusive
- Engaging parents, whaanau and communities

ERO Evaluation Principles:

- The Child is the heart of the matter
- Use evidence that is observable and measurable
- Evaluation indicators to be research-based, iterative and reviewable
- Evaluation indicators to align with government and ERO priorities
- Ensure consistency across the review process – ongoing, cyclical process
- Honour the principles of the Treaty of Waitangi and the aims of Ka Hikitia

Leading Systematic Change – ASCD Learning 2025 Summit – Executive Workshop

Informative Reflections

- The Brain is always changing – no such thing as an ‘average’
- No 2 brains are the same – brain pressure affects learning
- Relationships carry learning through pressure
- Reward/Punish is problematic for Learning
- See, acknowledge, include what the Learner brings

- Crisis gives birth to systematic changes
- Fight, flight, freeze – real reaction in facing new learning challenges
- Sense of belonging (culture), acceptance (social), acknowledgement (academic) and support
- Remove barriers to engagement – move towards the Learner and with where they are at
- Respond to individual needs
- Bring Joy back into learning- it is not all about testing
- What do you want for your school, community etc. in 2025
- Collaboration the key
- Mobile Pathways – no one size fits all
- “If it is not working for one of us then it is not working for all of us”

The Ministry of Education (MOE) NELPS (National Education and Learning Priorities – 2023) – see pages 21-26 for a current school audit as we await MOE guidance regarding the new strategic planning and reporting format.

Charter Review: 2022 for 2023

The Manurewa High School Board met in October 2022 to continue to review the school’s progress since the last ERO visit in 2018 as part of preparation of the 2023 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 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
- Continued redesign of 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
- Make better use of data for internal evaluation of what is working well for students' and where improvements are needed
- Increase equity in the classroom with each teacher
- Create consistency between teachers in the same courses
- Building Teacher Capacity
- Ensure community consultation regarding the health curriculum

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 Ta Ako 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 TE ARA 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. 2022 observations were able to go ahead in Term 3.

Staff professional learning has again been focussed 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 providing specific NCEA, Literacy, eLearning and curriculum planning PL.

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 2022 and 2023 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 in 2023 a full time OARS funded Specialist Support teacher. We have recently been able to complete an initial ERO Specialist Service Standards Review audit and 2021 completed a full review. In addition, we will be starting our fourth group of *Te Ara Hou Tane and we introduced a Wahine group in 2021. Our second Tane and first Wahine groups have now progressed into a co-constructed senior Trades course. We have also established our Te Aka Tokai programme which supports new enrolments throughout the year to have a positive transition into our kura.

*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:

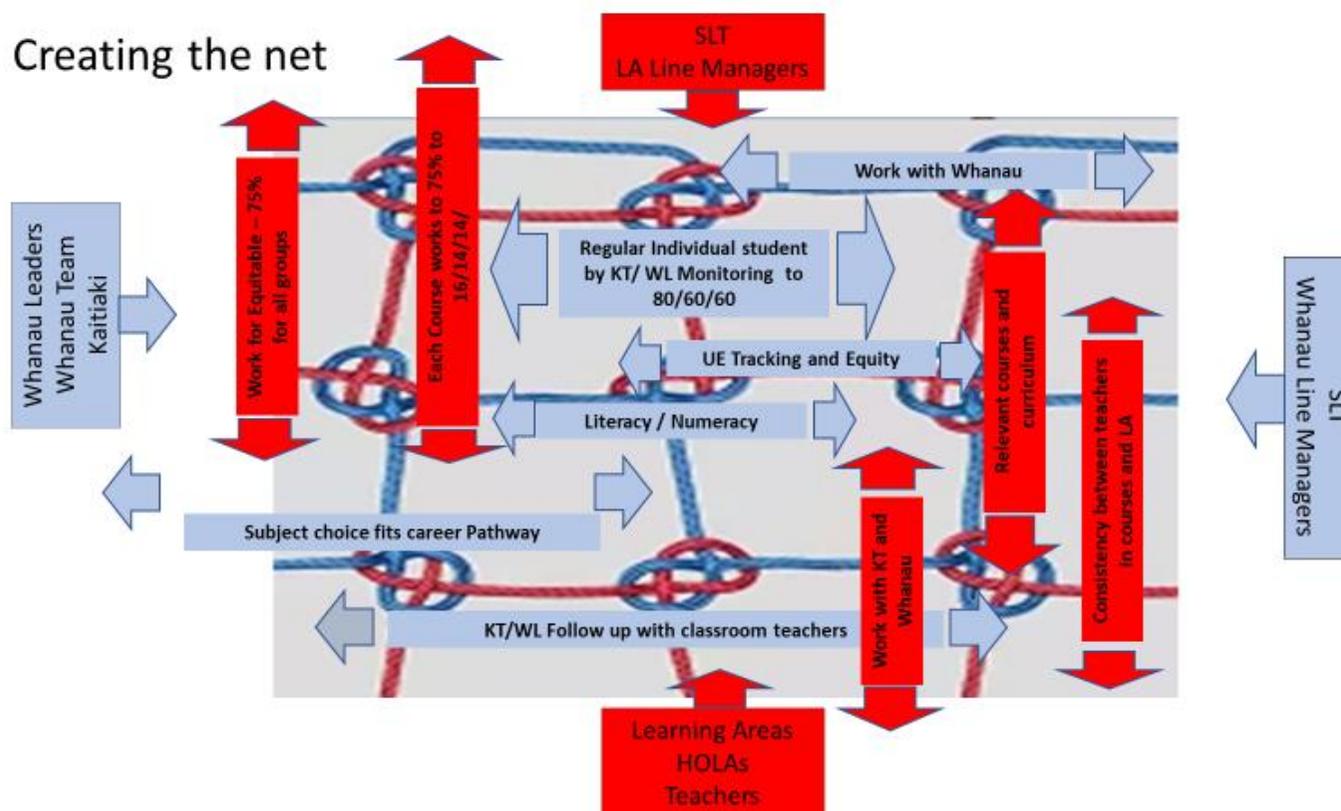
- To increase equity in each class, with each teacher
- To create consistency between teachers in the same courses
- Both require more focused use of data by both teachers and HOLAs
- Building Teacher Capacity

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 2022 and continuing in 2023 (as detailed in our Charter actions and the net diagram below) is to continue to create and utilise connected systems to better analyse and use data for Junior and Senior students:



Building Teacher Capacity

We continue to develop our Aromihi programme for all staff – Te ara o tino rangatiratanga along with staff capacity with Te Ara o Tawhaki, Tapasā, Te Hurihanganui and the Pacific Values Framework as detailed in Intention 2, Actions 4 and 5.

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 2022 for the Charter Targets

- The school students, staff and whaanau along with the wider community have again been significantly impacted by COVID-19 and the high levels of cases in our community throughout the year and the ongoing disruption to learning this has caused
- Irregular attendance is one of the key barriers to student achievement
- Maintaining akoranga engagement online when students have been away from school 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 and shared with our community
- The Learner Profile continues to be embedded across the curriculum and explicitly mapped to our 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 Destination Data is a genuine success indicator of the “Value Add” that the school delivers

CHARTER 2023 – BOARD SUMMARY - *The Board of Trustees has worked with the Senior Leadership Team to develop the 2023 Charter*

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

- Tracking the key engagement indicators of; attendance, engagement 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 2023 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
2018	2,367,200	312,419	66.4
2019	2,126,294	301,312	67.61
2020	3,042,032	898,820	67.13
2021	4,753,056	2,417,211	70.88
2022			

MANUREWA HIGH SCHOOL CHARTER 2023 BOARD STRATEGIC REVIEW REFLECTIONS

Key Focus areas from within the Charter

1. Improve learning outcomes for all students
2. Continue to create an increasingly challenging and engaging local 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 **5** above.

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 2022 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. It is clear from the data below that our Maaori and Pasifika students benefited from the UEG system in place in 2021 as a more fair and equitable means of assessment of their learning. With a return to external examinations and the ongoing impact of COVID, results have dropped in 2022. Whilst this drop is reflected nationally, it is clear the impact has been felt more significantly for decile 1 / high equity index rated schools. However, as shown below, our data still compares above national for our Pasifika and Asian students and very close for Maaori as well as being clearly above all the national decile 1 statistics.

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
2022	60.6	67.2	52.2

Ethnicity 2018			
Maaori	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

Ethnicity 2022			
Maaori	50.6	54.5	43.0
Pasifika	59.9	57.9	56.1
European	55.8	70.8	43.2
Asian	75.9	72.8	68.0

‘Get Qualified’ success for our leavers is reflected in our Destination data. Destination Data shows that 90% of Year 13 leavers have gone into; Meaningful (M) Education (E) Employment (E) and /or Training (T) – MEET: Exceeding expectations.

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 2023 goal, intentions and actions expressed in the annual plan and the targets for 2023.

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

Whaanaungatanga – 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>JE LOC</p>	<p>Fale and additional carvings completed by T4 LSC office refurbishment T4 Whare Kai Trailer T2 Solar Panel Covers (Pool / Dance) 2024 Decking / shade / seating E block T3 Science planning & development T3 Master Plan completed and replacement classroom / roll growth programme agreed T1.</p>
	<p>Continue to test our Learner Profile is ‘fit for purpose’ through the continued development of our community and business partners and programmes.</p>	<p>JE, Business & Trades Academies</p>	<p>Key Question: Is our Learner profile ‘fit for purpose’ in relation to the ‘future of work’? *Business partner engagement continues throughout the year and the number of engagements increase *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 645 places. Destination data shows positive pathways for 90%+ of Y12 & Y13 school leavers.</p> <p><i>*Further detail can be found in the Business Academy 2023 Strategic Plan attached</i></p>
	<p>Continue to develop and grow Waananga programmes and their explicit links to our Learner Profile:</p> <p>Kaiako continue to offer a range of Waananga programmes that strengthen and support Local Curriculum Design, Cultural Identity and Hauora</p>	<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>Support Kaiako to offer experiences in the Waananga programme, that do not have space in a traditional classroom.</p> <p>Continue with community outreach, which includes having external agencies contributing to the Waananga programme.</p> <p>Support Waananga programmes that offered integrated / cross curricular learning / LP assessment wheels. Use a pro-forma and interview Waananga Kaiako</p> <p>Support Waananga that offer credits with an Assessment for Learning approach.</p>		<p>Create a list of Waananga that fall outside the “Traditional” part of the Vā Ta Ako</p> <p>Aim for a 10% increase in 2023 of Waananga offered by community groups and external agencies.</p> <p>Collate data through a puurakaau methodology.</p> <p>Collect evidence of the Waananga adopting an Assessment for Learning approach with possible ongoing evidence gathering and track the number of credits offered.</p>
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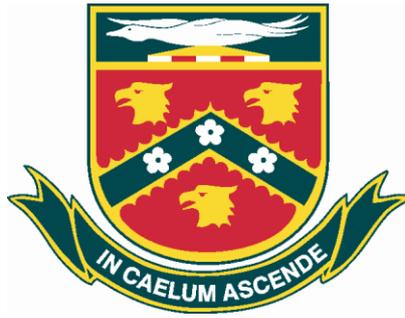
Manurewa High School

KiwiSport Funding

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

In 2022, the school received total KiwiSport funding of \$43,263.21 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.



Manurewa High School

Good Employer Assurance

As a good employer, Manurewa High School operates an employment policy that contains provisions that are necessary for the fair and proper treatment of employees in all aspects of their employment including:

- Follow Health and Safety procedures and monitor staff wellbeing.
- Abide by the Equal Employment Opportunities requirements.
- Opportunities to explore further professional development.
- Recognition of ethnic and cultural needs and differences.