



**Taumata
School**

ANNUAL REPORT

31 DECEMBER 2019

TAUMATA SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number: 485

Principal: Genavier Fuller

School Address: 145 Mortlake Heights Drive, Tauranga

School Postal Address: 145 Mortlake Heights Drive, Tauranga, 3141

School Phone: 07 579 0990

School Email: office@taumata.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expires/ Expired
Jeremy Kedin	Chairperson	Elected	Consultant	May 2021
Genavier Fuller	Principal	ex Officio		
Tom Roberts	Parent Rep	Elected	Pilot	May 2021
Andrew Tarr	Parent Rep	Elected	Police Officer	May 2021
Kat Storey	Parent Rep	Elected	Mother	May 2021
Jacqui-Ellen Price	Staff Rep	Elected	Teacher	May 2021
Paul Whitaker	Other	Elected		May 2019
Sean Newland	Other	Elected		May 2019
Rebecca Wichmann	Other	Elected	NZSTA Rep	May 2021

Accountant / Service Provider: Education Services Ltd

TAUMATA SCHOOL

Annual Report - For the year ended 31 December 2019

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Taumata School

Statement of Responsibility

For the year ended 31 December 2019

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


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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

THOMAS REETS .

Full Name of Board Chairperson



Signature of Board Chairperson

29 / 05 / 20

Date:

Genavieve Fuller

Full Name of Principal



Signature of Principal

29 / 05 / 20

Date:

Taumata School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	2,043,072	1,724,494	698,729
Locally Raised Funds	3	45,988	6,500	-
Interest income		10,940	15,000	15,711
		<u>2,100,000</u>	<u>1,745,994</u>	<u>714,440</u>
Expenses				
Locally Raised Funds	3	29,306	-	-
Learning Resources	4	1,208,890	1,055,993	456,665
Administration	5	96,268	109,556	76,738
Finance		1,237	1,500	499
Property	6	403,382	571,872	14,181
Depreciation	7	61,732	80,000	7,004
		<u>1,800,815</u>	<u>1,818,921</u>	<u>555,087</u>
Net Surplus / (Deficit) for the year		299,185	(72,927)	159,353
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>299,185</u>	<u>(72,927)</u>	<u>159,353</u>

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

Taumata School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		<u>972,736</u>	<u>1,086,380</u>	<u>19,924</u>
Total comprehensive revenue and expense for the year		299,185	(72,927)	159,353
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	793,459
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	20	<u>1,271,921</u>	<u>1,013,453</u>	<u>972,736</u>
Retained Earnings		1,271,921	1,013,453	972,736
Equity at 31 December		<u>1,271,921</u>	<u>1,013,453</u>	<u>972,736</u>

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

Taumata School
Statement of Financial Position
As at 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	554,404	379,561	805,812
Accounts Receivable	9	200,781	50,000	51,155
GST Receivable		35,711	40,000	40,914
Prepayments		11,792	-	2,065
		<u>802,688</u>	<u>469,561</u>	<u>899,946</u>
Current Liabilities				
Accounts Payable	11	135,064	120,000	109,930
Revenue Received in Advance	12	2,239	-	-
Provision for Cyclical Maintenance		-	-	-
Finance Lease Liability - Current Portion	13	11,148	10,000	8,157
Funds held for Capital Works Projects	14	15,895	-	-
		<u>164,346</u>	<u>130,000</u>	<u>118,087</u>
Working Capital Surplus/(Deficit)		<u>638,342</u>	<u>339,561</u>	<u>781,859</u>
Non-current Assets				
Property, Plant and Equipment	10	645,531	673,892	204,851
		<u>645,531</u>	<u>673,892</u>	<u>204,851</u>
Non-current Liabilities				
Finance Lease Liability	13	11,952	-	13,974
		<u>11,952</u>	<u>-</u>	<u>13,974</u>
Net Assets		<u>1,271,921</u>	<u>1,013,453</u>	<u>972,736</u>
Equity		<u>1,271,921</u>	<u>1,013,453</u>	<u>972,736</u>

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

Taumata School
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
Cash flows from Operating Activities				
Government Grants		541,794	360,494	325,363
Locally Raised Funds		48,227	6,500	1,290
Goods and Services Tax (net)		5,203	-	(46,665)
Payments to Employees		(62,711)	(55,000)	(13,135)
Payments to Suppliers		(291,738)	(269,088)	(144,780)
Interest Paid		(1,237)	(1,500)	(499)
Interest Received		10,940	15,000	15,711
Net cash from Operating Activities		250,478	56,406	137,285
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(512,259)	(466,000)	(149,063)
Net cash from Investing Activities		(512,259)	(466,000)	(149,063)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	793,459
Finance Lease Payments		(5,522)	(10,845)	(1,472)
Funds Held for Capital Works Projects		15,895	-	-
Net cash from Financing Activities		10,373	(10,845)	791,987
Net increase/(decrease) in cash and cash equivalents		(251,408)	(420,439)	780,209
Cash and cash equivalents at the beginning of the year	8	805,812	800,000	25,603
Cash and cash equivalents at the end of the year	8	554,404	379,561	805,812

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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

Taumata School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

Taumata School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 24.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

Cyclical Maintenance Provision

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

Prior Year Policy

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

i) Inventories

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

j) Investments

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

Prior Year Policy

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

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

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

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Finance Leases

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

Depreciation

Property, plant and equipment are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building Improvements	10-40 years
Furniture and Equipment	5-15 years
Information and Communication	3-5 years
Motor Vehicles	5 years
Library Resources	12.5% DV
Leased assets are depreciated over the life of the lease.	

l) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

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

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

Non cash generating assets

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

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

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

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

n) Accounts Payable

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

o) Employee Entitlements

Short-term employee entitlements

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

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

Long-term employee entitlements

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

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

p) Revenue Received in Advance

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

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

q) Funds Held in Trust

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

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts 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.

s) Provision for Cyclical Maintenance

The property from which the School 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 School site in a state of good order and repair.

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

t) Financial Assets and Liabilities

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

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

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

u) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

Borrowings include but not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	396,998	238,916	1
Teachers' Salaries Grants	1,194,937	860,000	371,971
Use of Land and Buildings Grants	288,981	500,000	-
Other MoE Grants	162,156	125,578	326,757
	<u>2,043,072</u>	<u>1,724,494</u>	<u>698,729</u>

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	12,568	6,500	-
Activities	31,994	-	-
Other Revenue	1,426	-	-
	<u>45,988</u>	<u>6,500</u>	<u>-</u>
Expenses			
Activities	29,306	-	-
	<u>29,306</u>	<u>-</u>	<u>-</u>
Surplus for the year Locally raised funds	<u>16,682</u>	<u>6,500</u>	<u>-</u>

4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	52,829	116,993	61,356
Library Resources	1,867	2,000	6,324
Employee Benefits - Salaries	1,129,113	880,000	371,970
Staff Development	17,057	35,000	17,015
Information And Communication Technology	8,024	22,000	-
	<u>1,208,890</u>	<u>1,055,993</u>	<u>456,665</u>

5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	4,500	4,800	3,500
Board of Trustees Fees	2,765	10,000	4,660
Board of Trustees Expenses	6,670	13,156	13,207
Communication	2,961	5,200	972
Consumables	6,718	7,500	5,246
Other	22,995	30,400	21,376
Employee Benefits - Salaries	32,202	30,000	13,255
Insurance	3,019	2,000	-
Service Providers, Contractors and Consultancy	14,438	6,500	14,522
	<u>96,268</u>	<u>109,556</u>	<u>76,738</u>

6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	6,406	5,000	-
Grounds	3,380	11,872	-
Heat, Light and Water	64,320	17,000	1,579
Rates	-	5,000	-
Repairs and Maintenance	6,750	2,500	-
Use of Land and Buildings	288,981	500,000	-
Security	566	1,500	-
Employee Benefits - Salaries	5,752	5,000	-
Office Lease	-	-	12,602
Consultancy And Contract Services	27,227	24,000	-
	<u>403,382</u>	<u>571,872</u>	<u>14,181</u>

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Depreciation

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Building Improvements	265	-	-
Furniture and Equipment	32,615	18,093	1,584
Information and Communication Technology	16,715	17,236	1,509
Leased Assets	9,384	27,561	2,413
Library Resources	2,753	17,110	1,498
	<u>61,732</u>	<u>80,000</u>	<u>7,004</u>

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Bank Current Account	154,404	379,561	805,812
Short-term Bank Deposits	400,000	-	-
Cash equivalents for Cash Flow Statement	<u>554,404</u>	<u>379,561</u>	<u>805,812</u>

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

Of the \$554,404 Cash and Cash Equivalents, \$15,895 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	10,907	-	-
Banking Staffing Underuse	91,186	-	-
Teacher Salaries Grant Receivable	98,688	50,000	51,155
	<u>200,781</u>	<u>50,000</u>	<u>51,155</u>
Receivables from Exchange Transactions	10,907	-	-
Receivables from Non-Exchange Transactions	189,874	50,000	51,155
	<u>200,781</u>	<u>50,000</u>	<u>51,155</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2019						
Building Improvements	-	11,251	-	-	(265)	10,986
Furniture and Equipment	109,538	393,983	-	-	(32,615)	470,906
Information and Communication Tech	62,421	75,311	-	-	(16,715)	121,017
Leased Assets	22,203	10,340	-	-	(9,384)	23,159
Library Resources	10,689	11,527	-	-	(2,753)	19,463
Balance at 31 December 2019	204,851	502,412	-	-	(61,732)	645,531

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Building Improvements	11,250	(264)	10,986
Furniture and Equipment	505,106	(34,200)	470,906
Information and Communication	139,439	(18,422)	121,017
Leased Assets	34,973	(11,814)	23,159
Library Resources	23,714	(4,251)	19,463
Balance at 31 December 2019	714,482	(68,951)	645,531

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Furniture and Equipment	-	111,122	-	-	(1,584)	109,537
Information and Communication Tech	2,077	61,854	-	-	(1,509)	62,422
Leased Assets	3,410	21,206	-	-	(2,413)	22,203
Library Resources	-	12,187	-	-	(1,498)	10,689
Balance at 31 December 2018	5,487	206,369	-	-	(7,004)	204,851

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Furniture and Equipment	111,122	(1,585)	109,537
Information and Communication	64,128	(1,706)	62,422
Leased Assets	24,634	(2,431)	22,203
Library Resources	12,187	(1,498)	10,689
Balance at 31 December 2018	212,071	(7,220)	204,851

11. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	15,984	65,000	19,804
Accruals	3,750	5,000	2,750
Capital Accruals for PPE items	15,914	-	36,101
Employee Entitlements - Salaries	98,688	50,000	51,155
Employee Entitlements - Leave Accrual	728	-	120
	<u>135,064</u>	<u>120,000</u>	<u>109,930</u>
Payables for Exchange Transactions	135,064	120,000	109,930
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>135,064</u>	<u>120,000</u>	<u>109,930</u>

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Income in Advance	124	-	-
Whanau Ropu	2,115	-	-
	<u>2,239</u>	<u>-</u>	<u>-</u>

13. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	11,148	10,000	8,157
Later than One Year and no Later than Five Years	11,952	-	13,974
	<u>23,100</u>	<u>10,000</u>	<u>22,131</u>

14. Funds Held (Owed) for Capital Works Projects

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

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Astro Turf	<i>completed</i>	-	50,000	50,000	-	-
Signage	<i>in progress</i>	-	45,571	29,676	-	15,895
Outside Benches	<i>in progress</i>	-	9,485	9,485	-	-
Totals		-	105,056	89,161	-	15,895

Represented by:

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

15,895

15,895

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Totals		-	-	-	-	-

15. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

16. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
Board Members		
Remuneration	2,765	4,660
Full-time equivalent members	0.31	0.08
Leadership Team		
Remuneration	328,870	265,564
Full-time equivalent members	3.00	2.48
Total key management personnel remuneration	331,635	270,224
Total full-time equivalent personnel	3.31	2.56

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	120 - 130
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100 - 110	-	-
	0.00	0.00

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

17. Compensation and Other Benefits Upon Leaving

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

	2019 Actual	2018 Actual
Total	-	-
Number of People	-	-

18. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: nil).

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

19. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2019 (Capital commitments at 31 December 2018: nil).

(b) Operating Commitments

There are no operating commitments as at 31 December 2019 (Operating commitments at 31 December 2018: nil).

20. Managing Capital

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

21. Financial Instruments

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

Financial assets measured at amortised cost (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	554,404	379,561	805,812
Receivables	200,781	50,000	51,155
Investments - Term Deposits	-	-	-
Total Financial assets measured at amortised cost	755,185	429,561	856,967

Financial liabilities measured at amortised cost

Payables	135,064	120,000	109,930
Borrowings - Loans	-	-	-
Finance Leases	23,100	10,000	22,131
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	158,164	130,000	132,061

22. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. While the disruption is currently expected to be temporary, there is a level of uncertainty around the duration of the closure.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

23. Comparatives

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

24. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.

- Note 8 Cash and Cash Equivalents:

Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements



Taumata School

Analysis of Variance

2019



OUR SCHOOL:

Taumata School has been designed as a world-class learning environment with the vision and tools to empower our learners with the necessary capacity for a rapidly changing world.

Our school offers learner-centred learning opportunities for Years 1-8 in agile learning environments, capable of meeting the varied and diverse needs of 21st century learners.

The learning opportunities we offer are based on effective teaching and learning practice and supported by sound educational research and evidence.

Some key research that has guided the development of our school include:

- OECD Report "The Nature of Learning"
- Dr Julia Atkin (1996) "From values and beliefs about learning to principles and practices".
- OECD Report "Innovative Pedagogies"
- Peter Gray (2011) "Free to Learn"
- Angela Duckworth (2016) "Grit - The Power of Passion and Peseverance"
- Ken Robinson () "Changing Educational Paradigms"
- Ken Robinson (2015) "Creative Schools"
- Charles Handy (2015) "The second Curve"
- John Medina (2008) "Brain Rules"
- Fullan & Quinn (2016) "Coherence"
- Hattie, (2009; 2012) "Visible Learning"



OUR NAME:

Taumata was a female ancestor (tipuna) with strong connections to Ngai Tamarawaho along with many other local iwi. Taumata was the revered wife of Tahuriwakanui, a prominent and skilled warrior. Today the carved pou of Taumata and her husband stand as sentinels at the main round-a-bout entry to The Lakes area.

Whilst Taumata brings significant historical connection to language, culture and identity, in contemporary terms it means to 'reach the pinnacle'. It is this alignment with our vision 'empowered to learn; empowered for life' that brings further significance to our school name.

The name Taumata is timeless and connects history with the present and future. It acknowledges mana whenua (Ngai Tamarawaho); links culture and identity and provides an aspirational future focused commitment of creating an environment for learners of our future; focused on reaching their own true pinnacle - empowered for life!



OUR LOGO:

It symbolises:

Enduring connections between land, air and water. An aspiration for achievement and success (one's own pinnacle). The empowerment of learners for local, national and global scene. Connections between all learners and the community. The adventure that is life

The logo is based around a triangular shape which symbolises the concept of reaching a pinnacle. Within the shape there is connection to tuakana and teina (older and younger learning relationships) the life force of water (Kopurererua stream and Tauranga Moana) along with ascending stairs (the poutama steps towards profound learning).

An additional abstract connection that can be drawn is with the koru recognising the two Maunga (mountains Pūwhenua and Otanewainuku); the stream resources and wetlands and four poutama steps recognising the four learning studios of Mauao, Maungatokitoki; Pūwhenua and Otanewainuku.



Taumata School

The Board of Trustees and school leadership are committed to ensuring that every learner develops as a confident, connected, actively involved lifelong learner! The Board of Trustees are committed to their core aspirational purpose/mission, which is:

"To provide a personalised world-class learning experience that prepares and empowers learners for the adventure that is life"

Vision:

After establishing the Mission for Taumata School the Board of Trustees consulted on an emerging vision that reflected the desire of building capacity. This belief and commitment is evidenced in the vision statement:

"Empowered to Learn; Empowered for Life"

Principles:

Using the work of Dr Julia Atkins (1996), and Simon Sinek's 'golden circle', we understand the importance of having a clear vision and core values and beliefs about learning. We also understand the importance of moving from the WHY (vision), HOW (Principles) and WHAT (Practices). Through a consultation process with our community we have identified 5 principles that will support us in achieving our vision. These principles become "how" we achieve our vision and will lay the foundation for the practices we implement.

Creativity

Collaboration

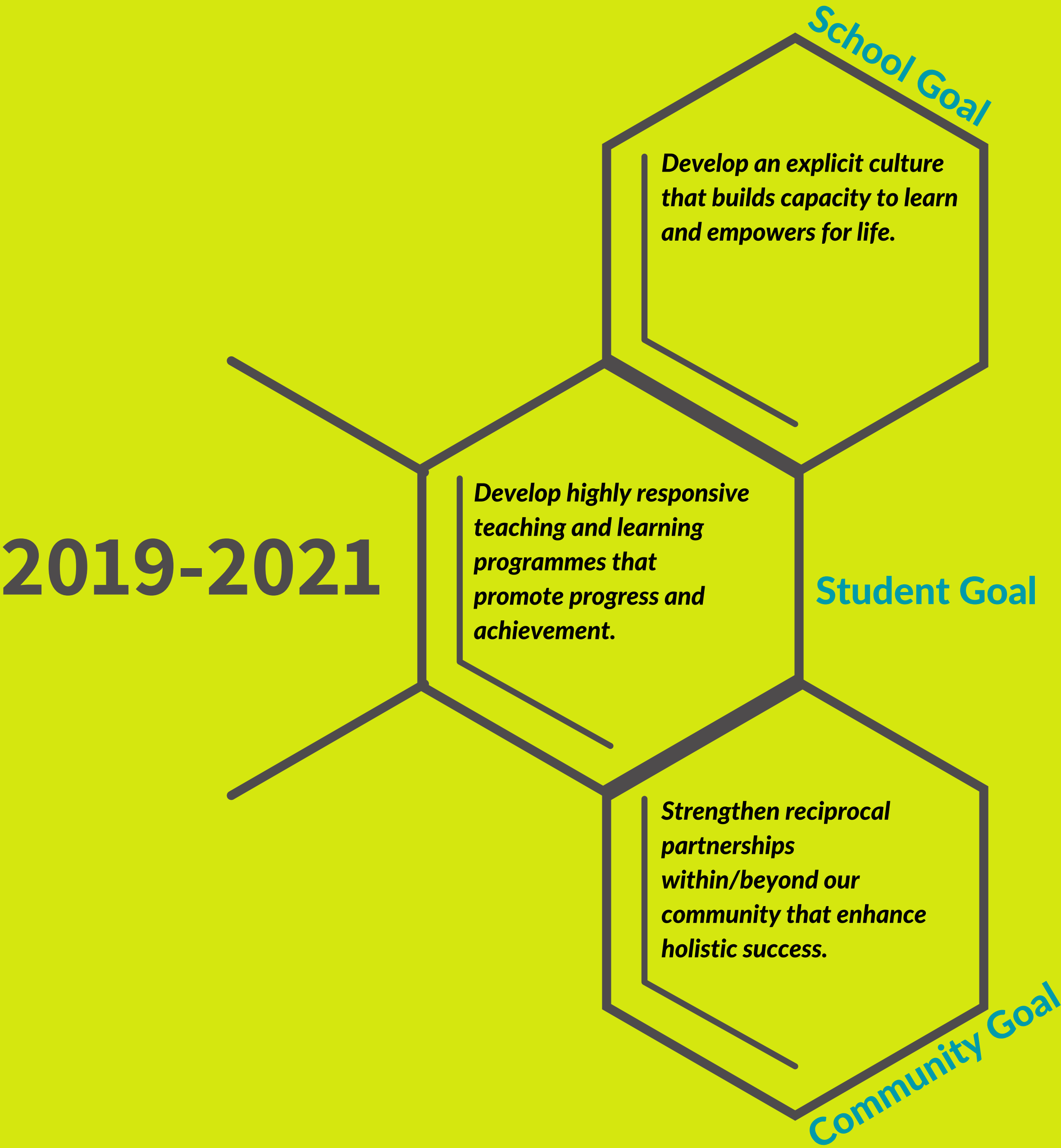
Authentic Learning

Learner Agency

Grit



STRATEGIC GOAL OVERVIEW 2019-2021



Strategic Goal:

Create an explicit school culture that builds capacity to learn and empowers for life.

Annual Goal:

Develop school practices and systems that define our desired school culture which include our values, beliefs and way we do things around here; and provides a safe physical and emotional environment

Baseline/Evidence:

As a newly established school the most important focus is developing a coherent school culture that aligns with the community vision, principles and practices. During the establishment year significant consultation with our community had identified a desire for Taumata School to focus on key principles such as Collaboration; Creativity; Authentic Learning; Learner Agency and Grit.

Actions:

- Develop school systems and practices that clearly promote our school principles
- Gather feedback from community, students and teaching team about how we are tracking towards our desired culture
- Develop structures and procedures that grow our teacher capability
- Develop a culture that aligns with the PB4L framework - Poutama Steps
- Utilise whanaungatanga time to profile learning principles

Outcomes:

Parent Survey:



Staff Feedback:

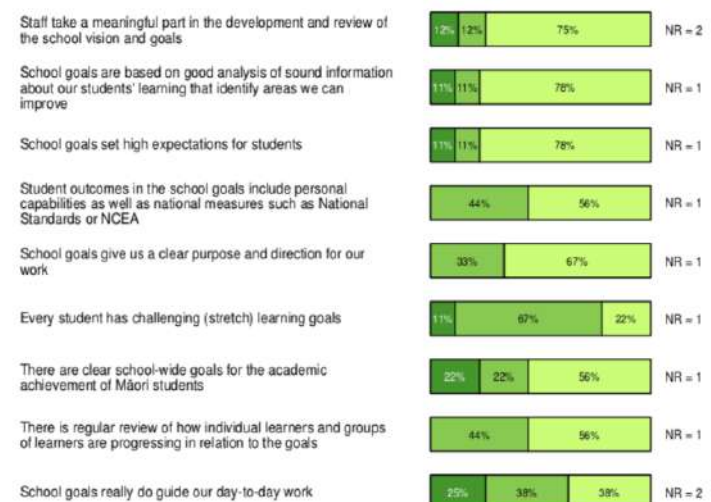
Teaching, School, and Principal Leadership Practices Survey Tool
He Rauemi Uuii mō te Mahinga Kaiako, Mahinga Kura, Mahinga Tumuaki

School Practices - He mahinga kura - 2019

School: Taumata School
Number of responses: 10

School Goals He whāinga ā-kura

In our school:



Key:

Not at all like our school	A little like our school	Moderately like our school	Very like our school
----------------------------	--------------------------	----------------------------	----------------------

NR - No Response

Evaluation:

- Positive response to the parent survey with clearly identified areas of strength communicated by the community
- Positive response to the NZCER survey around school goals (inclusive of vision and direction) as baseline data
- Clear communication by parents of areas to grow and improve
- Clearly identified areas for growth in NZCER survey around specific goals for Maori students and how goals guided our day to day work/planning

Planning for 2020:

Overall we are pleased with the feedback from parents and staff about our deliberate design of school culture. In 2020 our intention is to continue to grow staff capability and measures for self-evaluation against our learning principles. In addition to this we intend to:

- Develop and Implement a graduate learner profile
- Continue to collate stakeholder voice through surveys inclusive of student voice
- Continue to develop and improve whanaungatanga time with a focus on our learning principles
- Continue to use Linc Ed to clearly communicate with parents/whanau eg. Learning stories
- Plan Parent workshops to support new parents to Taumata School and understanding our approaches to learning including: new parents; reporting; PB4L approaches; Literacy learning; Numeracy learning; Learning through play.

Strategic Goal:

Develop highly responsive teaching and learning programmes

Annual Goal:

Develop a profile of student achievement that informs practice at Taumata School

Baseline/Evidence:

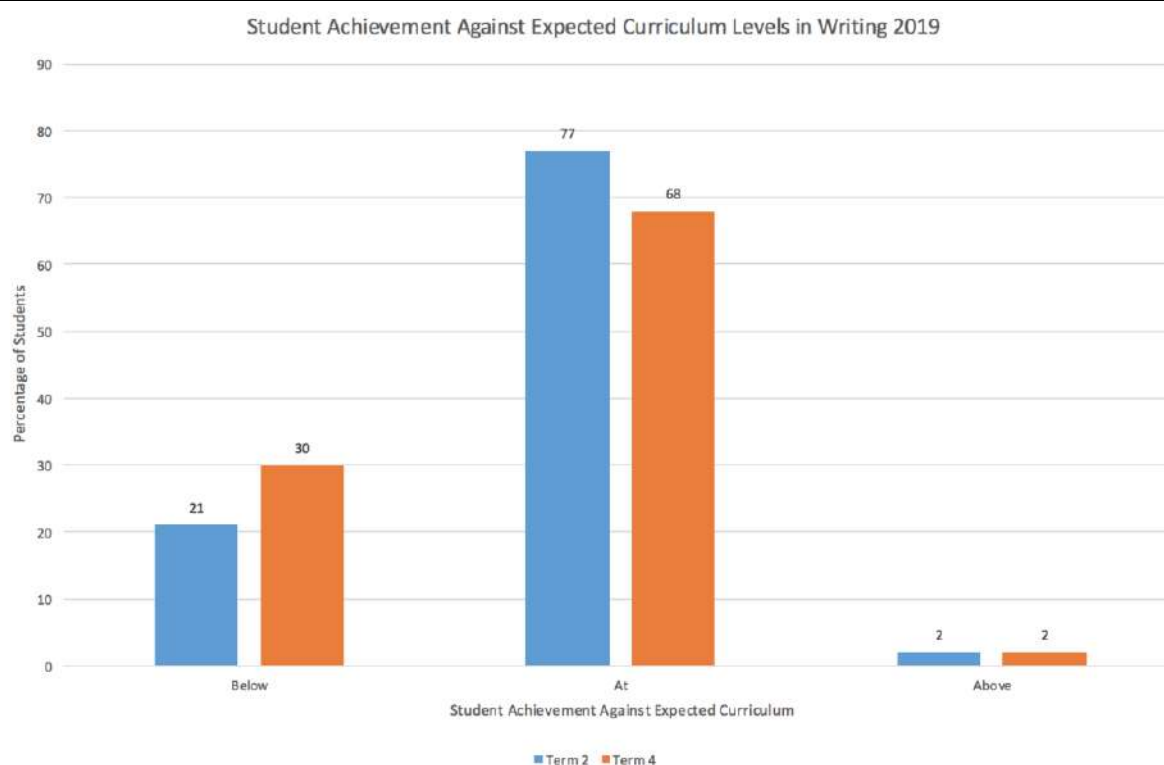
As a newly established school the focus for 2019 was building relationships and gathering assessment information that supported teachers to diagnose need and design programmes that were responsive. In addition to this there was a strong desire to adhere to our belief about innovation in learning, stages of development and also experiential learning (all research supported by OECD report "Nature of Schooling").

Actions:

- Utilise assessment tools to identify learning needs against the New Zealand Curriculum
- Implement a robust teaching as inquiry process
- Develop systems for tracking student achievement against the levels of the New Zealand Curriculum in key learning areas
- Explore ways of reporting to parents (overall teacher judgement; progression reporting)
- Develop Professional Learning Groups that build capacity across the school
- Clearly identify students working below expected levels of achievement in Reading, Writing and Mathematics and implement accelerated learning opportunities

Outcomes 2019:

Writing:



Where to Next:

2020 Annual Targets:

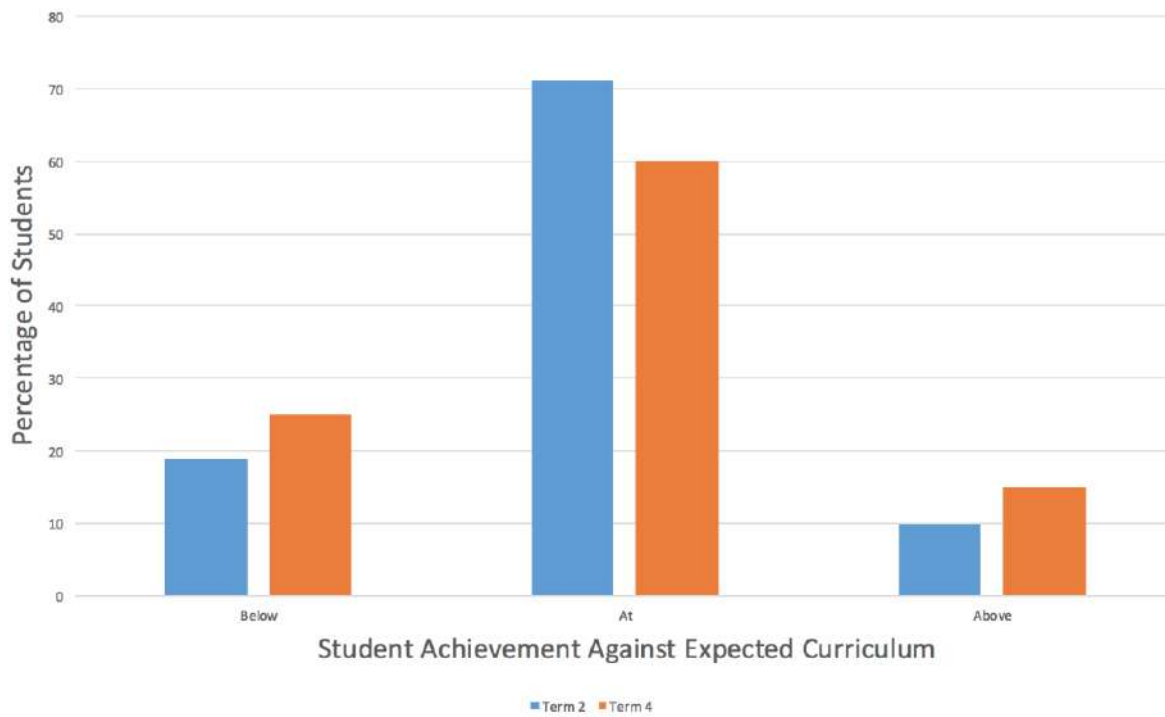
- All 'End of Year 3' Students achieving below the expected curriculum level in 2019 (50% or 17 students) will show accelerated progress to be at or above by the end of 2020 in Writing.
- All 'End of Year 4' Students achieving below the expected curriculum level in 2019 (38% or 15 students) will show accelerated progress to be at or above by the end of 2020 in Writing.
- All 'End of Year 5' Students achieving below the expected curriculum level in 2019 (27% or 7 students) will show accelerated progress to be at or above by the end of 2020 in Writing.

Recommendation

- Continue to grow understanding of curriculum readiness, stages of development and next steps - explicit use of progressions.
- Teachers to ensure that underachieving students are known, have a clear action plan, identified as Tier 1,2 or 3 and next steps identified.
- Learning coaches and leadership clearly know priority learners and these are tagged in LincED/Hero.
- Continue to build the teachers capability to make valid and reliable Overall Teaching Judgement (OTJ), and use moderations processes to check reliability and consistency.

Mathematics:

Student Achievement Against Expected Curriculum Levels in Mathematics 2019



Where to Next:

2020 Annual Targets:

All 'End of Year 2' Students achieving below the expected curriculum level in 2019 (21% or 12 students) will show accelerated progress to be at or above by the end of 2020 in Mathematics.

All 'End of Year 3' Students achieving below the expected curriculum level in 2019 (21% or 7 students) will show accelerated progress to be at or above by the end of 2020 in Mathematics.

All 'End of year 4' Students achieving below the expected curriculum level in 2019 (39% or 15 students) will show accelerated progress to be at or above by the end of 2020 in Mathematics.

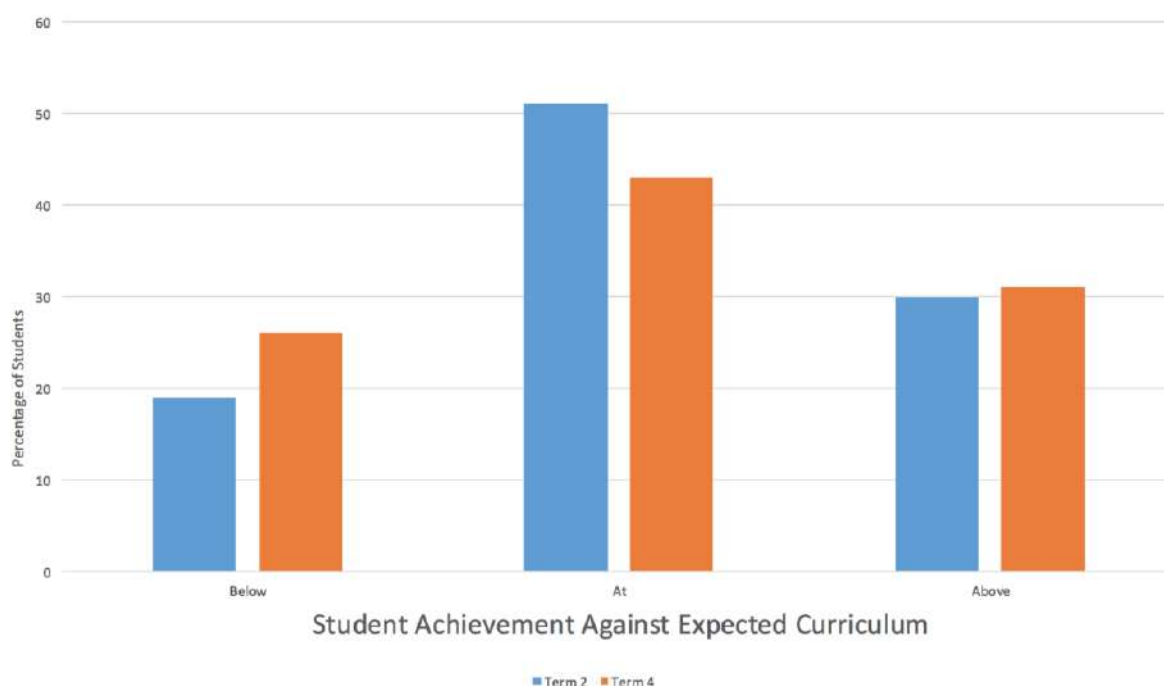
All 'End of year 6 & 7' Students achieving below the expected curriculum level in 2019 (18% or 4 year 6 students and 19% or 4 year 7 students) will be a focus for Pūwhenua in Mathematics for 2020.

Recommendation

- Continue to grow understanding of curriculum readiness, stages of development and next steps - explicit use of progressions.
- Teachers to ensure that underachieving students are known, have a clear action plan, identified as Tier 1,2 or 3 and next steps identified.
- Learning coaches and leadership clearly know priority learners and these are tagged in LincED/Hero.
- Continue to build the teachers capability to make valid and reliable Overall Teaching Judgement (OTJ), and use moderation process to check reliability and consistency.

Reading:

Student Achievement Against Expected Curriculum Levels in Reading 2019



Where to Next:

2020 Annual Targets:

All 'End of Year 3' Students achieving below the expected curriculum level in 2019 (56% or 19 students) will show accelerated progress to be at or above by the end of 2020 in reading.

All 'End of Year 4' Students achieving below the expected curriculum level in 2019 (18% or 7 students) will show accelerated progress to be at or above by the end of 2020 in reading.

Recommendation

- Continue to grow understanding of curriculum readiness, stages of development and next steps - explicit use of progressions.
- Teachers to ensure that underachieving students are known, have a clear action plan, identified as Tier 1,2 or 3 and next steps identified.
- Learning coaches and leadership clearly know priority learners and these are tagged in LincED/Hero
- Continue to build the teachers capability to make valid and reliable Overall Teaching Judgement (OTJ), and use moderations processes to check reliability and consistency

Planning for 2020:

- Consistent understanding of curriculum levels and OTJ (overall teacher judgements)
- Deliberate planning by teachers to meet learning needs and clearly identify next steps and progressions
- Track, monitor and identify priority and target learners: specifically Maori, Pasifika and Special learning needs
- Review and refine moderation processes to ensure that there is consistency across the school
- Continued use of accelerated learning opportunities in literacy and numeracy
- Professional Learning Conversations (PLC) forums established where the focus is deliberately and intentionally on progress and achievement.

Strategic Goal:
Develop strong reciprocal partnerships within and beyond our community
Annual Goal:
Develop and strengthen partnerships within and beyond our community including partnerships with Ngai Tamarawaho
Baseline/Evidence:
As a newly established school we were well aware that we were building a community around the school. Whilst The Lakes Community had some areas well established there were wider partnerships that were important to the community; including links to local hapu and iwi.
Actions:
<ul style="list-style-type: none"> • Develop a cohesive communication strategy that values strong connections with family and whanau • Develop a friends of Taumata (Whanau Ropu) that supports the school to achieve success as a hub of the community • Develop forums for feedback and communication that supports the success of the school • Develop programmes; curriculum and structures that support projects and learning linked to our immediate community • Develop transition pathways for seamless transition beyond Taumata School • Work closely with Ngai Tamarawaho to develop culturally responsive pedagogy, culture, language and identity • Foster opportunities to utilise the broad knowledge of local taonga. (kaumatua and kuia and local curriculum)
Outcomes:
<ul style="list-style-type: none"> • As a school we worked closely with our local iwi to develop a cultural narrative that gave clear connection to the history of the school site • School name, zone names are a direct reference to local areas of significance eg. Taumata; Mauao, Matarawa, Puwhenua, Hika-a-te-awe • Kapahaka for Year 4-7 established - normalised as part of the Taumata curriculum • Protocols for powhiri at the beginning of each term for new students/whanau and teachers • Student involvement in Ngai Tamarawaho celebrations and memorials eg. Te ranga memorial • Strong connections and partnerships with local schools established • ECE partnerships, community and secondary engagement • School visits from Hawkes Bay Principals Association, Gisborne Schools, local schools, Korean Leadership forum Tauranga Boys College
Evaluation:
<ul style="list-style-type: none"> • Significant focus and investment in relationships within and beyond Taumata School, particularly with immediate community, hapu and iwi and other networks • Positive interest in Taumata School as a newly established school. • Positive interest in our Whanau Ropu, however this is under represented by Maori/Pasifika whanau. This is similar with our BOT. • Curriculum has a strong localised focus on our area, values, landmarks of significance and environment. The learning opportunities reflect our school principles of collaboration, creativity, authentic learning, learner agency and grit.
Planning for 2020:
<ul style="list-style-type: none"> • Continue to engage parents and community with strategic planning and goals • Continue to develop clear and deliberate communication streams • Develop within school COL role in collaboration with connections through across COL roles - focus on culturally responsive approaches

- Continue to build partnerships with NgaiTamarawaho, Ngati Ranginui and Ngaii Te Rangi
- Kapahaka and waiata at all levels (budgeted for)
- BOT strategic planning around cultural guidelines
- Engage with further partnerships to support learners.

Kiwisport Funding 2019

Kiwisport is a Government funding initiative to support student participation in organized sport. In 2019 Taumata School received \$2,443.30 excl GST.

The funding was used to support the strategic planning, resourcing and delivery of sport at Taumata School. In particular it was used to:

- Purchase sports equipment for Saturday and evening sport including: Rippa, Water Polo, Basketball, Netball, Hockey
- Basketball and Netball goals (external)
- Large Balls



2 December 2019

To whom it may concern

RE: Kiwisport Y1-Y8 Funding \$2443.30

This letter confirms that in the 2019 academic year the Operations Grant for Kiwisport Y1-8 funding which was \$2443.30 supported the growth and involvement of Taumata Students in organised sport in the following ways:

- Coaching and refereeing support for netball, cricket and rippa rugby
- Winter tournament and cluster sport initiatives
- Sports equipment including large balls, netball hoops and equipment
- Professional learning.

The actual budget allocated to support and grow student capability in this area was \$8000 of which at this date \$6500 has been utilised.

Kind regards

Genavier Fuller
Principal