



HAEATA COMMUNITY CAMPUS

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number: 704

Principal: Peggy Burrows

School Address: 240 Breezes Road, Wainoni, Christchurch

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HAEATA COMMUNITY CAMPUS

Annual Report - For the year ended 31 December 2020

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Haeata Community Campus

Statement of Responsibility

For the year ended 31 December 2020

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 2020 fairly reflect the financial position and operations of the School.

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

Trevor McIntyre

Full Name of Board Chairperson

Dr Peggy Brooks

Full Name of Principal

T. McIntyre

Signature of Board Chairperson

[Signature]

Signature of Principal

17 September 2021

Date:

17 September 2021

Date:

Haeata Community Campus

Members of the Board of Trustees

For the year ended 31 December 2020

Name	Position	How Position Gained	Date Started	Held Until
Sam Uta'i	Chairperson	Elected	Establishment 2015	June 2022
Peggy Burrows	Principal	ex Officio	Jan 2020	
Ryan Wilson	Deputy Chair	Elected	June 2019	June 2022
Rebecca Wilkinson	Parent Rep	Elected	June 2019	June 2022
Elishia Mako	Parent Rep	Elected	June 2019	June 2022
Janelle Riki-Waaka	Member	MOE Appointed	Oct 2019	June 2022
Gina Pritchard	Member	MOE Appointed	Oct 2019	June 2022
Trevor McIntyre	Member	MOE Appointed	Sep 2019	June 2022
Jess Kakoi	Staff Rep	Elected	Oct 2019	June 2022
Leonie van Rensburg	Student Rep	Elected	Sep 2020	Sep 2021

Haeta Community Campus
Statement of Comprehensive Revenue and Expense
 For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenues				
Government Grants	2	12,152,877	11,667,500	13,481,504
Locally Raised Funds	3	233,257	175,889	248,699
Interest Income		56,647	40,000	84,366
Gain on Sale of Property, Plant and Equipment		28,232	-	485
		<u>12,471,013</u>	<u>11,883,389</u>	<u>13,815,054</u>
Expenses				
Locally Raised Funds	3	163,868	148,700	227,105
Learning Resources	4	6,774,137	6,203,392	7,152,699
Administration	5	663,304	710,607	526,721
Finance		17,433	-	24,766
Property	6	4,801,647	4,659,428	4,701,432
Depreciation	7	300,160	85,008	435,582
		<u>12,760,679</u>	<u>12,007,135</u>	<u>13,068,375</u>
Net (Deficit)/ Surplus for the year		(309,666)	(123,746)	746,779
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(309,666)</u>	<u>(123,746)</u>	<u>746,779</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.

Haeata Community Campus
Statement of Changes in Net Assets/Equity
 For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Balance at 1 January		<u>3,674,969</u>	<u>3,674,969</u>	<u>2,928,190</u>
Total comprehensive revenue and expense for the year		(309,666)	(123,746)	746,779
Equity at 31 December	21	<u>3,365,303</u>	<u>3,551,223</u>	<u>3,674,969</u>
Retained Earnings		3,365,303	3,551,223	3,674,969
Equity at 31 December		<u>3,365,303</u>	<u>3,551,223</u>	<u>3,674,969</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.

Haeata Community Campus
Statement of Financial Position
 As at 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Assets				
Cash and Cash Equivalents	8	1,286,131	172,762	211,520
Accounts Receivable	9	341,705	577,662	577,662
GST Receivable		46,571	25,248	25,248
Prepayments		16,926	7,306	7,306
Investments	10	1,835,947	2,844,463	2,844,463
		<u>3,327,280</u>	<u>3,627,461</u>	<u>3,666,229</u>
Current Liabilities				
Accounts Payable	12	577,484	373,250	373,250
Revenue Received in Advance	13	52,891	28,412	28,412
Finance Lease Liability - Current Portion	14	234,256	80,484	80,484
Funds held in Trust	15	60,886	392	392
		<u>925,517</u>	<u>482,538</u>	<u>482,538</u>
Working Capital Surplus/(Deficit)		2,601,763	3,144,923	3,183,691
Non-current Assets				
Property, Plant and Equipment	11	790,287	490,150	575,158
		<u>790,287</u>	<u>490,150</u>	<u>575,158</u>
Non-current Liabilities				
Finance Lease Liability	14	26,735	83,680	83,680
		<u>26,735</u>	<u>83,680</u>	<u>83,680</u>
Net Assets		<u>3,365,303</u>	<u>3,551,223</u>	<u>3,674,969</u>
Equity	21	<u>3,365,303</u>	<u>3,551,223</u>	<u>3,674,969</u>

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

Haata Community Campus
Statement of Cash Flows
 For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		2,788,290	2,572,589	3,303,458
Locally Raised Funds		217,800	175,889	326,399
Goods and Services Tax (net)		(21,323)	-	(4,534)
Payments to Employees		(1,325,142)	(1,498,791)	(1,322,414)
Payments to Suppliers		(1,353,126)	(1,368,405)	(1,429,476)
Funds Administered on Behalf of Third Parties		60,506	-	390
Interest Received		63,544	40,000	79,125
Net cash from/(to) Operating Activities		430,549	(36,738)	952,944
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		304,816	-	5,397
Purchase of Property Plant & Equipment (and Intangibles)		(508,784)	-	(67,825)
Purchase of Investments		1,008,540	-	(1,168,351)
Net cash from/(to) Investing Activities		804,572	-	(1,230,779)
Cash flows from Financing Activities				
Finance Lease Payments		(163,516)	-	(309,241)
Net cash from/(to) Financing Activities		(163,516)	-	(309,241)
Net increase/(decrease) in cash and cash equivalents				
		1,074,611	(36,738)	407,024
Cash and cash equivalents at the beginning of the year	\$	211,520	211,520	818,548
Cash and cash equivalents at the end of the year	\$	1,286,131	174,782	211,520

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

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

Haata Community Campus

Notes to the Financial Statements For the year ended 31 December 2020

1. Statement of Accounting Policies

1.1. Reporting Entity

Haata Community Campus (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes. The Crown has entered into a Public Private Partnership (PPP) with Programmed Facilities Maintenance. As part of the PPP, the land from which the School provides education is owned by the Crown and the buildings from which the School provides education by Programmed Facilities Maintenance. The Crown has an obligation under the PPP to meet the cost of leasing the buildings from Programmed Facilities Maintenance.

1.2. Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PSE) 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".

PSE 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 11.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to 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.

1.3. 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.

1.4. 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.

1.5. 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.

1.6. 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.

1.7. 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.

1.8. Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The School's 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.

1.9. 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.

1.10. 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.

1.11. Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Furniture and equipment	10 years
Information and communication technology	4 years
Motor vehicles	8 years
Leased assets held under a Finance Lease	Term of Lease

1.12. 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.

1.13. 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.

1.14. Employment Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

1.15. 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.

1.16. 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.

1.17. Financial Instruments

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

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

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

1.18. 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.

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

1.19. 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.

1.20. Budget Figures

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

1.21. 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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	2,051,104	1,274,567	2,892,121
Teachers' Salaries Grants	4,537,805	4,537,805	5,411,832
Use of Land and Buildings Grants	4,728,347	4,728,347	4,493,425
Other MCE Grants	694,345	275,872	623,187
Other Government Grants	50,925	50,925	75,925
	<u>12,162,526</u>	<u>11,867,516</u>	<u>13,496,510</u>

The School has opted in to the donations scheme for this year. Total amount received was \$96,362.

Other MCE Grants total includes additional COVID-19 funding totalling \$23,881 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	98,257	52,500	43,109
Fundraising	139	-	24,109
Bequests & Grants	7,300	13,369	-
Other Revenue	36,620	43,000	79,300
Trailing	84,206	93,000	65,256
Activities	6,813	-	17,801
	<u>233,235</u>	<u>178,869</u>	<u>349,575</u>
Expenses			
Activities	12,664	30,000	54,300
Trailing	101,373	113,700	114,309
Fundraising (Costs of Raising Funds)	-	-	56,146
Other Locally Raised Funds Expenditure	261	5,000	2,300
	<u>114,298</u>	<u>148,700</u>	<u>327,055</u>
Surplus / (Deficit) for the year Locally raised funds	<u>118,937</u>	<u>30,169</u>	<u>22,520</u>

4. Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	595,730	381,062	407,800
Equipment Repairs	41,855	19,062	35,709
Information and Communication Technology	114,811	160,000	116,669
Library Resources	4,718	5,000	3,500
Employee Benefits - Salaries	5,477,271	5,580,208	5,523,320
Staff Development	37,352	64,000	35,693
	<u>6,774,137</u>	<u>6,205,332</u>	<u>7,152,691</u>

5. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,259	10,000	6,577
Board of Trustees Fees	8,720	7,000	7,545
Board of Trustees Expenses	47,627	38,355	16,363
Communication	12,899	15,200	16,493
Consumables	65,585	26,000	25,138
Operating Lease	74,974	277,328	1,513
Legal Fees	4,160	-	57,509
Other	61,286	58,200	48,714
Employee Benefits - Salaries	521,042	242,117	398,117
Insurance	10,442	10,700	14,309
Service Providers, Contractors and Consultancy	57,788	25,000	44,368
	<u>825,324</u>	<u>740,600</u>	<u>928,721</u>

6. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Carpeting and Cleaning Consumables	-	-	200
Public-Private Partnership Levy	95,829	113,091	191,807
Repairs and Maintenance	37,474	19,000	26,069
Use of Land and Buildings	4,729,267	4,729,267	4,493,435
	<u>4,862,570</u>	<u>4,851,358</u>	<u>4,711,511</u>

The Use of Land and Buildings figure represents 9% 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 of Property, Plant and Equipment

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Furniture and Equipment	31,544	5,300	25,173
Information and Communication Technology	125,079	30,300	94,749
Leased Assets	143,541	80,008	315,900
	<u>299,164</u>	<u>115,608</u>	<u>435,822</u>

8. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash on Hand	102	-	400
Bank Current Account	134,582	173,750	200,294
Bank Call Account	7,841	-	7,800
Short-term Bank Deposits	1,243,579	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>1,386,104</u>	<u>173,750</u>	<u>211,394</u>

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

9. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	21,898	4,399	6,399
Receivables from the Ministry of Education	2,584	-	-
Interest Receivable	6,800	13,703	13,700
Banking Staffing Underuse	-	271,331	271,331
Teacher Salaries Grant Receivable	210,459	296,229	296,229
	<u>241,741</u>	<u>314,562</u>	<u>377,659</u>
Receivables from Exchange Transactions	28,892	20,100	20,100
Receivables from Non-Exchange Transactions	313,043	597,900	597,900
	<u>341,935</u>	<u>618,000</u>	<u>618,000</u>

10. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	1,835,347	2,044,493	2,044,493
Total Investments	<u>1,835,347</u>	<u>2,044,493</u>	<u>2,044,493</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Furniture and Equipment	254,448	35,302	-	-	(21,844)	268,207
Information and Communication Technology	150,859	375,725	(253,445)	-	(125,275)	158,864
Motor Vehicles	-	84,757	-	-	-	84,757
Leased Assets	185,250	282,050	-	-	(143,541)	294,659
Balance at 31 December 2020	575,557	782,734	(253,445)	-	(310,660)	794,287

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Furniture and Equipment	330,834	(71,827)	259,007
Information and Communication Technology	474,722	(321,858)	152,864
Motor Vehicles	84,757	-	84,757
Leased Assets	489,203	(204,744)	284,459
Balance at 31 December 2020	1,389,516	(598,429)	791,087

The net carrying value of equipment held under a finance lease is \$294,459 (2019: \$185,050)

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Furniture and Equipment	211,707	67,915	-	-	(25,173)	254,449
Information and Communication Technology	232,407	22,915	(4,305)	-	(84,745)	166,680
Leased Assets	288,130	82,578	-	-	(115,853)	255,855
Balance at 31 December 2019	732,244	173,408	(4,305)	-	(325,771)	575,680

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Furniture and Equipment	234,532	(45,083)	189,449
Information and Communication Technology	389,209	(227,529)	161,680
Leased Assets	284,518	(115,459)	169,059
Balance at 31 December 2019	908,259	(388,071)	520,188

12. Accounts Payable

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
Operating creditors	\$ 230,000	\$ 53,818	\$ 53,818
Accounts	10,000	8,989	8,989
Employee Entitlements - salaries	315,892	296,229	296,229
Employee Entitlements - leave annual	18,214	25,214	25,214
	<u>574,906</u>	<u>374,250</u>	<u>374,250</u>
Payables for Exchange Transactions	574,906	374,250	374,250

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
Grants in Advance - Ministry of Education	\$ 41,301	\$ 26,412	\$ 26,412
Other	11,500	-	-
	<u>52,801</u>	<u>26,412</u>	<u>26,412</u>

14. Finance Lease Liability

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

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
No Later than One Year	\$ 243,771	\$ 92,892	\$ 92,892
Later than One Year and no Later than Five Years	27,212	89,607	89,607
	<u>271,983</u>	<u>182,499</u>	<u>182,499</u>

15. Funds Held in Trust

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
Funds Held in Trust on Behalf of Third Parties - Current	\$ 92,308	\$ 332	\$ 332
	<u>92,308</u>	<u>332</u>	<u>332</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

16. Related Party Transactions

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

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

17. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
Board Members		
Remuneration	6,725	7,040
Full-time equivalent members	1.55	1.42
Leadership Team		
Remuneration	840,645	852,348
Full-time equivalent members	7.89	4.89
Total key management personnel remuneration	<u>847,370</u>	<u>859,388</u>
Total full-time equivalent personnel	<u>9.34</u>	<u>6.32</u>

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

Principal 1

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

	2020 Actual \$000	2019 Actual \$000
Salary and Other Short-term Employee Benefits:		
Salary and Other Payments	0-0	210-205
Benefits and Other Entitlements	0-0	4-5
Termination Benefits	0-0	0-0

Principal 2

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	0 - 10
Benefits and Other Emoluments	0 - 10	0 - 1
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	7.00	-
110 - 120	1.00	4.00
120 - 130	1.00	-
	<u>9.00</u>	<u>4.00</u>

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

18. 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:

	2020 Actual \$	2019 Actual \$
Total	15,000	-
Number of People	1	-

19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: 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's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2020, a contingent liability for the school may exist.

20. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2019: nil)

(b) Operating Commitments

As at 31 December 2020 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2019: nil)

21. 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.



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF HAEATA COMMUNITY CAMPUS'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of Haeata Community Campus (the School). The Auditor-General has appointed me, Mike Hoshak using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 17, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net asset/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2020; 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 17 September 2021. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

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

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

Independence

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

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



Mike Hoshek
Deloitte Limited
On behalf of the Auditor-General
Christchurch, New Zealand

HAEATA COMMUNITY CAMPUS

Peggy Barrows PhD, JP, MA (Hons),
B.Ed, Dip Tchg, TTC, AMNZ Association
Timotea Principal



Haeata Community Campus
249 Brereton Road
Christchurch 8061
0333243000 or 0333243001
<http://www.haeata.school.nz>

*Ki te kōwhiri he whakalētanga ka ngaro te iwi
Without foresight or vision the people will be lost.*

ANNUAL REPORT OF VARIANCE 2019

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SCHOOL DIRECTORY

Ministry Number: 704 Principal: Peggy Burrows

Location	Christchurch	
Ministry of Education Profile Number	704	
Managers/Principal	Dr Peggy Burrows	
School Address	240 Brezans Road, Wainoni, Christchurch School Postal Address: PO Box 15-071, Ararua, 8643	
School Phone	03 830 8110	
School Email	principal@haata.school.nz peggy.burrows@haata.school.nz	
School Type	Composite (Years 1 to 13)	
School Roll	604	
Gender composition	Boys 57%	
	Girls 43%	
Ethnic Composition	Māori	52%
	Pasifika	29%
	Pacific	13%
	South East Asian	4%
	Other	2%

GENERAL STATEMENT

This document is to be read in conjunction with the:

Haata Community Campus Strategic Plan 2019 – 2021
He Mārama Kai Whiria, Report to the Board of Trustees - February 2020
Student Achievement Target Plan 2020 – 2025
Māori Success Strategy 2020 – 2025
Pasifika Success Strategy 2020 – 25
IT Development Strategy 2020 – 2025
Managers/Principal's Performance Management Appraisal 2020.

Haata Community Campus is a newly established co-educational Urban Area School located in the Eastern Suburbs of Ōtautahi/Christchurch and was officially opened in Term 1, 2017. The Kara is a Private Public Partnership (PPP) school built to replace Ararua High School and Ararua, Avondale and Wainoni Primary Schools. It is paradoxical in nature given it is for all intents and purposes an Area School juxtaposed within an urban setting. The kara provides state secular education to āonga in Years 1-13. It is acknowledged as one of the most modern, innovative kara in Aotearoa/New Zealand.

Haata/The New Dawn was the name gifted to the kara by Ngāi Tahu after significant community consultation. Subsequently, each of the four buildings were gifted names by Ngāi Tahu, ensuring that the mana of the Māori cultural history was upheld. The naming of buildings and spaces followed the narrative of the local Māori history including the environment, tūpuna and species that traditionally lived in Ararua and its surroundings. The buildings are called Hikuaewa - the source of a river, Kaimaku - a steady flowing river, Kōrepa - a shallow lagoon and Ihatai - the estuary or river mouth.

In 2017, 2018, 2019 the kura experienced a regular fall in the kura role, from 927 in 2017, to 723 in 2018 to 643 in 2019. During those three years the Ministry of Education had consistently staffed the kura for a roll of 1200 ākonga, thus providing FTTE's in excess of 96 in any given year. In 2020 the Ministry of Education Christchurch Office notified the Haerata Community Campus Board of Trustees that due to the sustained drop in roll the kura's FTTE allocation would be reduced to 48, with a further reduction to 41 FTTE in 2021.

Due to a number of fixed term positions being prematurely confirmed in 2019 the kura was overstaffed in 2020. Currently all staff are registered with the New Zealand Teachers Council, however there are a significant number of ECE trained staff, an overabundance of primary trained staff and a significant lack of specialised staff, particularly in the senior secondary school. This lack of specialisation has impacted negatively on NCEA delivery and ākonga achievement at Levels 1 - 3.

There are currently five key strategic professional learning initiatives funded by the Board of Trustees.

2017 – 2019

Plans to Pedagogy (P2P) Project is in excess of \$165,000. There are three resourcing pools for this project; the EIH budget totalling \$500,000, the \$22M funding allocated by the Ministry of Education for the Campus Design, and the Ministry of Education of additional staffing (FTTE) over and above the Guaranteed Minimum Formula for Staffing (GMFS) allocated from 2017 to 2020.

Project Lead

Karyn Gray - Director of Learning/Deputy Principal (Resigned Term 1, 2020).

There is no ongoing evaluative reports addressing the three key foci recorded below.

The application for funding submitted to the Board in 2017/2018 indicated three specific outcomes:

- The creation a spatial team to actively support kaimahi to gain the knowledge and skills necessary to work effectively to address the particular learning environment needs inherent in the Haerata Building Design.
- The implementation of learning programs over a three-year timeframe designed to engage ākonga in new ways of learning in the innovative spaces created in the Building Design.
- The onsite assistance of LEARN experts from Melbourne University to work alongside kaimahi to evaluate the impact of Haerata's innovative learning spaces (and the practices within) on ākonga schooling experiences and learning outcomes.

2020 – 2021 Evaluation Associates Professional Learning Project (Funding Stream BOT EIH \$200,000), a Ministry of Education initiated programme of learning in 2020/2021.

Project Lead - Peggy Burrows – Manakura/Principal
Ongoing evaluative reports are available for this project.

Behaviour - He Korowai Manaki - (Funding Stream \$0 Budget - Internal)
Project Lead – Jess Kakoi – Assistant Principal
Ongoing evaluative reports are available for this project

Motivation – The Ākonga Mentoring Project - NCEA (Funding Stream - BOT EIH - \$73,400)
Project Lead – Rebecca Wilson
Ongoing evaluative reports are available for this project

Whakarewa Te Ao Māori - Te Kōwhiri o Ngāi Tahu - (Funding Stream - \$0 Budget - Internal)
Project Lead – Rarwyn Hinona
Ongoing evaluative reports are available for this project

BOARD MEMBERS 2020

For the year ended 31 December 2020

Sam Ute'i	Chairperson	Elected Establishment 2015 June 2022
Peggy Burrows	Principal	ex Officio Jan 2020
Ryan Wilson	Deputy Chair	Elected June 2019 June 2022
Rebecca Wilkinson	Parent Trustee	Elected June 2019 June 2022
Elisha Mako	Parent Trustee	Elected June 2019 June 2022
Janelle Riki-Wauka	Member	MOE Appointed Oct 2019 June 2022
Gina Pritchard	Member	MOE Appointed Oct 2019 June 2022
Trevor Milstyn	Member	MOE Appointed Sep 2019 June 2022
Jess Kakoi	Staff Trustee	Elected Oct 2019 June 2022
Leonie van Rensburg	Student Trustee	Elected Sep 2020 Sep 2021

KIWI SPORT

Kiwi Sport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwi Sport funding of \$11,000.00 (excluding GST).

These funds were used to employ a part-time sport coordinator at Ilamata Community Campus during 2020 and the entry fees and specialised coaching for various sports teams and events.

The role included:

- Maintaining and Improving Physical Education & Sport priorities for our school.
 - Sport Specific skills for years 1 & 2.
 - Improved sport specific skills and fundamentals for years 3 & 4.
- Liaising with advisers and/or other suitably qualified facilitators to create and lead in a development programme.
 - ACTIS – Kiwi Sport programme
- After school programme
- Have a Go Days
- Facilitating the development of programmes and strategies aimed at improving Physical Education & Sport levels
- Co-ordinating sports programmes and activities across our school.
 - Tablets Athletics Day (Mini Mad Athletics) - Years 1 - 4.
 - Fun Country (Obstacle Course Cross Country) - Years 1 - 6.
- Coordinating all sports teams involved in sports tournaments and inter-school competitions – e.g. Touch rugby, Netball, Volleyball.
- Liaising with sports coaches
- Liaising with local sports clubs
- Raising the profile of our school and its sports programme in the community
- Purchasing appropriate equipment within school budgeting priorities

Sport Specific Coaching and Officiating

- Netball (Year 5 - 8)
- Netball (Years 9 - 13)
- Volleyball (Years 9 - 13)
- Girls Rugby (Years 9 - 13)

Local Club and Competitions

- Netball Fundamentals (Years 5 - 8)
- Basketball Fundamentals (Years 5 - 8)
- Brunelley Flag Module (Years 9 - 13)
- Brunelley Touch Module (Years 9 - 13)
- Annual Boxing Gym (Years 3 - 6)
- ACTIS Have a Go Day (Years 4 - 8) Variety of summer and winter sports.
- ACTIS Ki O Rahi
- Sport Canterbury Tough Kids

Zone Tournaments (All Years 5 - 8)

- Winter Tournament
 - Football
 - Rugby
 - Netball
 - Ki O Rahi
 - Rugby League
- Summer Tournament
 - Touch
 - T-Ball
 - Futsal
- Cross Country
- Athletics
 - Shot Put
 - Discus
 - Sprints
 - Long Distance Running
 - Long Jump
 - High Jump
 - Javelin

Canterbury School Competitions

- Weekly Summer Sport
 - Touch (Years 5 - 13)
 - T-Ball (Years 4 - 6)
 - Volleyball (Years 9 - 13)
 - Waka Ama (Kāhunaawa Hāpori) (Years 4 - 6 and Years 9 - 13)
 - Surfing (Year 9 - 13)
 - Futsal (Years 5 & 6)
 - Ultimate Frisbee (Years 9 - 13)
- Summer Sport Tournaments
 - Ki O Rahi (Years 5 - 13)
 - Volleyball (Years 9 - 13)
 - Basketball (Year 3 & 4)
 - Rugby League (Years 5 - 13)
 - Swimming (Years 9 - 13)
 - Waka AMA (Years 9 - 13)
- Weekly Winter Sport
 - Rugby (Years 5 - 13)
 - Netball (Years 5 - 13)
 - Football (Years 5 - 8)
 - Rugby League (Years 6 - 8)
 - Basketball (Years 9 - 13)
 - Ki O Rahi (Years 5 - 8)
- Winter Sport Tournaments
 - Rugby (Years 7 - 8)
 - Rugby League (Year 5 - 13)
- Koru Games - South Island (Years 7 & 8)
 - Sevens Rugby
- Regional
 - Volleyball (Boys and Girls - Years 9 - 13)
- South Island Tournaments
 - Volleyball (Boys - Years 9 - 13)
 - Rugby League (Years 9 - 13) - West Coast

CHAIRPERSON'S REPORT



Huriawa Karamea, Huirapa Kōhūwai, He kare hana ko kare Kāhore ia, Kāhore ia hī.
The clay from Huriawa preserves our ancestral home. Will our knowledge be lost, Never! Never!

Tēhā kōtoto katoa
Māō le wāhira māua mā le lagi e mōkō

It is with a deep sense of pride I congratulate the kaimahi and ākonga of Hānata Community Campus for a very successful 2020 school year. As a kare we are committed to ensuring that all ākonga develop the knowledge, skills and attitudes necessary to face the challenges of the future and to participate in a bi-cultural and ethnically diverse society. They have stepped up, applied themselves and achieved good results.

As a kare we provide opportunities for all ākonga to experience success on all levels and to realise their true potential. Our ākonga are competent, confident, caring and socially responsible young people who are able to live and work in a very complex 21st Century world. Hānata equips all ākonga to take on that world! Hānata is a place where young people can truly celebrate who they are, their strengths and their differences.

Hānata is also a community where endeavour and excellence, competition and cooperation, challenge and compassion are all considered vitally important.

I would like to thank our new Marokura Dr Peggy Burrows for her energy, commitment and foresight in leadership in 2020. Her appointment came at a time that Hānata was seeking to reset and explore new ways of doing things and to introduce a te ao Māori perspective of mātauranga more in line with Kaupapa Māori principles. To all kaimahi and ākonga, well done. I wish you well for the future.

Mā io'u h'ānato lewa
Ngā mihi nei

Sam Uta'i

Kua takoto te manuka
The leaves of the manuka tree have been laid down

PRINCIPAL'S REPORT



In 2018 the Education Review Office provided the Board with the New School Assurance Review Report. A key recommendation from that report was the need to continue to develop and embed effective teaching and assessment practices by ensuring curriculum expectations were implemented consistently and to a high standard across the school. This recommendation was reiterated in the kura's 2019 ERO Report.

In Term 3, 2019 the kura's foundation tamariki/principal Andy Kai Fung resigned and relocated to Dubai. In January 2020 the Haata Community Campus Board of Trustees appointed a kaiiaki tamariki to lead the school while they worked to make a permanent appointment to the role of Manakura. In April 2020 Dr Barrows PhD was appointed to the permanent position.

In February 2020 the Board worked collaboratively to co-construct the Annual Strategic Plan. The Board identified four specific priorities for our kura at that time:

- Ākonga/Student Leadership
- Ākonga/Student Engagement & Success
- OSH – Health & Safety
- Uniform

COVID-19 PANDEMIC

In the 25th of March 2020 the New Zealand Government moved the country to Alert Level 4. The entire nation moved into self-isolation and a State of National Emergency was declared at 12:21pm. Kaimahi/staff had prepared well and all ākonga/students moved to the kura's online learning platforms. Engagement was high and ākonga/students worked well in this virtual space. On the 27th of April 2020 New Zealand moved to Alert Level 3 and ākonga/students return to classes onsite.

On 13 May 2020 New Zealand moved to Alert Level 2 and the State of National Emergency was lifted. Finally on the 8th June 2020 New Zealand moved to Alert Level 1 and as a kura we began life in our new normal. The intervening month provided challenges for us as a kura which we stoically met. The Board acknowledged the work of the kaimahi/staff in supporting ākonga/students and whānau during these significant and challenging interruptions to ako/teaching & learning.

ĀKONGA/STUDENT LEADERSHIP

The development of a ākonga/students leadership programme was our first priority in Term 1. For the first time in Haata's relatively short history Head ākonga/students were appointed to lead the school. These roles were designed to support the student trustee on the Board of Trustees and to develop leadership capacity amongst our student body at all levels of the school.

The inaugural presentation of Head Students' Badges was held on the 17th of June 2020. Among the guests for the evening were representatives of the Ministry of Education, our local members of Parliament, the Hon Poto Williams & Rino Tikatere, and our Mayor, Leanne Dalzell. What was poignant on the night was Te hōkonga Māi, the return home for the 2016 Aramā High School Head Boy, TJ Snow and Head Girl Cheyenne Thompson. These amazing young leaders spoke of their time at Aramā High School, the pathways they have chosen since they graduated and their aspirations for the future. They are our first alumni and we are very proud of them.



We now have aspirations to establish a student council in 2021 and to build our ākonga/student leadership capacity across the kura.

ĀKONGA/STUDENT ENGAGEMENT

Haata Community Campus' design principles offer a framework to approach ako/learning and teaching in a radically new way. That is not without its risks. Since its inception Haata's primary goal has been to embrace a long-term, 'whole of campus' approach which acknowledges the kura's history, culture, and vision. The campus learning spaces were designed to enhance ākonga/student engagement, increase diversity of learning experiences, enhance social connectivity, improve emotional resilience and attendance, positively influence pedagogy and ako/teaching and learning programs and increase desirability and enrolments.

In Term 1 2020 the Board asked the kaitiaki tamariki to investigate the synergistic effectiveness of the Integrated Learning Design, Building Design and Campus Design, in relation to raising ākonga/student achievement across the kura (*He Mānawa Kai Whāria* February 2020 - Report to the Board of Trustees). The report was designed to provide the Haata Community Campus Board of Trustees with an objective and data driven analysis of the indicators listed above in relation to the successes and challenges the kura has faced in delivering quality ako/teaching and learning to all ākonga/students.

The report drew on a range of data and evidence to assist with the evaluation of the progress and achievement of ākonga/students in Years 1 – 13 and provided the Board with 26 recommendations for improvement.

UNIFORM

In February 2020 the Haata Community Campus Board of trustees indicated their desire to return the kura to uniforms in 2021. The kura's Uniform policy has been refreshed and a plethora of funding solutions have been provided to whānau to ensure all ākonga/students have easy access to uniform items as required.



OCCUPATIONAL HEALTH & SAFETY

Programmed Facility Management (PFM)

Haata Community campus is owned by a Consortium and is leased by the Ministry of Education. Programmed is a leading provider of operations and maintenance services across all industry sectors including education, health, infrastructure, manufacturing, transport and mining in Australia and New Zealand. As such they are contracted by the Ministry of Education to provide complete management of Haata's facilities and services. This service includes and is limited to all reactive and preventative maintenance, managed under a single, comprehensive outsourced contract.

A review of this contract will be a Board focus in 2021.

Perimeter Fencing

Following the Mosque shootings in 2019 the Board has a deep concern around the lack of perimeter fencing for the campus and the potential risk this poses for the kura. The Board has an obligation under the Health and Safety at Work Act 2015, the Employment Relations Act 2000, the Vulnerable Children Act 2014 and the Education Act 1989 to ensure the safety of all. During the 2020 school year the kura worked with the Ministry of Education to ensure that a perimeter fence is built as a matter of urgency to:

- Safeguard our tamariki at risk of flight
- Reduce casual trespass
- Safeguard all staff and students from potential intruders or uninvited members of the public
- Ensure we can lock the campus down should the need arise

Meetings to finalise funding and construction timelines are still occurring and it is hoped the Ministry of Education will confirm the funding for the perimeter fence before the end of the 2020 school year.

Crown Damage

An interesting phenomenon emerged following an analysis of spending in Crown Damages in the years 2017, 2018 and 2019. With the blunt approach to school closures in the East of Christchurch and the lack of a cohesive transition plan ākonga/students appeared to have difficulty identifying with Haata as their new kura. As a result there appeared to be little regard for the kura and its campus. Anecdotal data speaks to significant disengagement and high levels of vandalism as a result. Crown Damages in 2017, 2018 and 2019 amounted to \$172,548.57, \$149,554.69 and \$190,821.90 respectively. In 2020 Crown Damage was reduced to \$36,427.00

This positive impact was achieved by changes to the kura's timetable, the introduction of a school-wide ākonga/students behaviour management - He Korowai Manaki and regular assemblies for the senior, middle and junior kura to reiterate our Haata values and disposition.

SUMMARY

The Board and kaimahi/staff have worked hard in 2020 to mitigate some of the challenges Haata has faced over the past three years. Our greatest resource is our talented, focused and committed kaimahi/staff. They have worked hard to realise the dream that is Haata and have achieved innovation and success in the face of significant adversity. They are to be commended. With the change in leadership the kura has seen the departure of some kaimahi/staff who sought opportunities in other kura. With the reduction in staffing due to the falling role many of our most experienced staff who remained on fixed term appointments were lost to us as our staffing levels were reduced. This has had a significant impact on Haata's ability to deliver the innovative curriculum design first envisaged by the foundation team. While not insurmountable these challenges have forced us to think creatively and partner strategically with outside providers. The result is an exciting new pathway for the future.

The 2020 school year has provided many challenges, heartaches and rewards. It has been a privilege to serve Haata's community, its ākonga/students, kaimahi/staff and its whānau.

No reira

Niku noa, nā

Dr Peggy Burrows
Manakura/Principal

Whaka te mātauranga hei oranga mō koutou
Pursue education for the benefit of your future wellbeing.

NAG 2 SELF REVIEW

1. POU FAIR Wellbeing and Safety - The Arts Program
 All things and staff at Haines Community Campus "voice home to school" every day. They will be safe, valued, respected and empowered to be who they are.

Target	Action	Responsibility	Outcomes	Progress
To provide and maintain a safe physical and emotional environment for all stakeholders	Knowledge/skill access to Professional Learning opportunities	7 Business 8. Wilson	Staff are happy in their jobs and the required and valued	A - Achieved P - In Progress N - Not Achieved O - Ongoing
	Business Planning & Expenses		Members of the Haines without will mutual: others through their words, actions and service	
	Health and Safety Committee established with staff representation.	10 Writing	Always and others choosing Haines as their "first choice" school (or increased staff)	
	Annual annual audit of the school's health and safety compliance and practices	10 Writing	Staff and things enjoying with us in the first January	
	Haines School Staff	7 Business 8. Wilson	Always are having it and about their others and having	
Staff Management Data Cultural		We will request for ourselves, request each other and request for our environment		
Innovative Keynotes programs in all levels	8. Haines	Always will be empowered to explore and give their questions, ideas and actions (Planning is more substantive)		
Introduce weekly assemblies to ensure school-wide positive messaging	7 Business 14 Mathias 8. Haines	Always and staff will feel a sense of belonging and the Haines history and our cultural narratives will be honored by all		
Always will be provided opportunities to experience the Haines history	8. Haines	Always and staff will be nurtured and have positive relationships		
The Haines cultural narratives will be regularly articulated and honored by all five Haines Teams		Staff, things and without will access the services and request networks provided by 7a. Staff to ensure their well-being		
Introduce the Haines Manual	1. Haines			
Manual implementation and risk management audit process	10 Writing			

2. **POU BELA Teaching, Learning and Achievement - Be ARA Also**

Alongside at Hiramia Community Campus will be engaged in learning programmes that are relevant and empowering. They will be gaining the knowledge, skills and dispositions that will equip them for their future and ensure success.

Target	Action	Responsibility	Outcomes	Progress
To implement school wide strategies to raise student achievement levels across the board	All Year 1 - 8 students will achieve at or above National Standard (Consistent in April 2020 with the teacher school leaders to quarterly achievement data goals)	P Burrows R Wilson J Kiani	Alongside as planned, participating and engaged in learning	A = Addressed PA = Partially Addressed (P) = In progress N = Not Addressed O = Ongoing
	Assessment, Assessment and Transition -	Senior Leadership Team	Alongside will have a personalised learning plan that connect to our local and national curriculum	
	NCEA - 80% of students achieve the required number of credits at Level 1(NCEA 2001 & 3 000)	A Bird M Wilson	Alongside will 80% of those students will achieve the required number of credits at Level 1(NCEA 2001 & 3 000)	
	100% of students achieve the Annual Goal they set in their Personalised Learning Plan as outlined in the Learning Design	A Bird M Wilson	Alongside will have learning goals that reflect their own and their whānau aspirations	
	100% of students who leave after five years will achieve Level 3 NCEA	Senior Leadership Team	Alongside will be engaged in learning that is challenging, relevant and where peers in authentic contexts	
	Student Achievement levels will be sustained at: Level One 60% Māori 27% Excellence Level Two 50% Māori 17% Excellence Level Three	Senior Leadership Team	Alongside will have a pathway plan to guide their education journey and progress from the start stage (Years 11-13)	

	<p>At least 25% Graduate 20%</p> <p>Transitional Pedagogies -</p> <p>Transition rates will 80% or higher for students transitioning from:</p> <ul style="list-style-type: none"> Year 11 to Year 12 Year 12 to Year 13 <p>Year 13 to final tertiary institutions or to paid employment.</p>	<p>2 Successes A 100% N 100% M 100%</p>	<p>Although not done without reserve regular feedback drive their learning and developing a love of lifelong learning and experience success and make progress in their learning and success opportunities that support their successful transition out of school (Over 11-13)</p>	
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3. POC TOWN Structures and Systems - The Arts This

Hawke's Community Campus will have quality structures and systems that will enable success for all.

Target	Action	Responsibility	Outcomes	Progress
To review the efficacy of the board's strategic plan to bring effect to the National Education Guidelines	<p>Review Charter</p> <p>Evaluation Meetings & Report Structures Year 14/15</p>	<p>2 Successes 80%</p> <p>2 Successes 2, 100%</p>	<p>Governance Charter revised</p> <p>Trust of Exchange obligations are clearly stated</p> <p>Professional learning is provided to all members</p>	<p>A = Achieved PA = Partially Achieved N = Not Achieved Q = Ongoing</p>
	<p>Launch a Review of Hawke's Policies and create a Policy Document using School Docs as a resource</p>	<p>2 Successes 200% New EA</p>	<p>School Policies are reviewed and amended as required</p>	
	<p>Develop an action plan for implementation in 2020</p>	<p>2 Successes</p>	<p>The 2019 EBOD Report is reviewed and an action plan is developed</p>	
	<p>Complete the Board Assurance Documentation</p>	<p>Board Chair</p>	<p>Board Assurance documentation</p>	

Complete the Board Succession Plan Includes a Planning & Reporting Template	Board Chair P Executive P Executive	Board succession planning Management Planning & Reporting Mechanisms	
Complete the Administration Review Includes Project-based samples for Annual Report of Trustees	P Executive	Administration Review Report of Trustees	

COMMENTARY

NAG 1 Curriculum

The guiding principle of the *Aotearoa New Zealand Curriculum* is coherence. There is a clear expectation that curriculum design will ensure ākonga are offered a broad education that makes links within and across learning areas. The *Haerata Learning Design* is challenged to provide a learning environment that offers coherent education and allows ākonga to make connections within and across subjects. The *Haerata Learning Design* promotes the concept that ākonga are involved in negotiating the curriculum with their kaiako and are free to pursue their passions and interests in individualised projects. While this approach promises rich learning opportunities it does not currently provide powerful links across the Curriculum learning areas. Kaiako are at times unable to provide all ākonga with clear and consistent pathways for multi-level learning through an integrated curriculum design. The current lack of teacher professional learning around integrated curriculum planning has limited their efficacy and deprived ākonga of a true sense of ownership of their learning. There is no clearly articulated approach to programme planning that gives priority to an exploration of issues as is required in a truly integrated approach to curriculum design. Kaiako do not currently draw a distinction between a topic/theme (which is a thematic approach) and an issue-based approach (which is an integrated curriculum approach). In integrated curriculum design ākonga are challenged to construct their learning around a response to an issue therefore making the issue central to the thinking that informs planning. Issues are not just a disparate range of topics for ākonga when designing their own learning projects. This lack of a clearly articulated vision has in some instances inhibited opportunities for kaiako and ākonga to co-plan, explore and evaluate ako within a fully integrated paradigm.

Components of the *Haerata Curriculum*

From 2017 to 2019 programmes of learning resisted organising learning into subjects and instead curriculum is divided into three specific areas:

- *Puna Ako* was a vertical learning group of mixed ability ākonga who work with one kaiako to plan and reflect on ako
- *Kaupapa Ako* encompassed the topics and concepts that kaiako and ākonga developed together to inform programmes of learning
- *Ako Ako* saw kaiako and ākonga coming together within the learning spaces to co-construct learning episodes. Spaces included the makarua space suit, the visual and performing arts centre, four science laboratories, a gymnasium, a school garden, and an industrial kitchen attached to the *Kura's* cafe

While the learning design promised flexibility and innovation it did not give effect to the principles of the *New Zealand Curriculum*. In the absence of true curriculum integration, which actively involves ākonga using problems and issues of importance to them, the *Learning Design* failed to develop a curriculum that went beyond the confines of stand-alone subjects. What occurred instead was a loss of the distinctions between subjects or learning areas resulting in a lack of balance and organisation. Learning did not make use of the natural connections that exist between learning areas and did not therefore create clear pathways to other learning areas.

The implication of this omission was a learning design that lacked rigour and did not ensure that the *New Zealand Curriculum* principles underpinned all ako planning. There were no school-wide templates for planning which contributed to a fragmented approach to curriculum delivery. The principles were not seen as a starting point for curriculum design. When interviewed during the curriculum review in Term 1 some kaiako affirmed there was no expectation or requirement to consider the curriculum principles during the *Ako Ako*/programme design phase. It was of concern that many kaiako were unable to articulate the intent and role of the principles of the *New Zealand Curriculum* in improving outcomes for all ākonga.

There was little recognition in the learning design of the obligations the *kura* has under the *Treaty of Waitangi*. The one exception in this regard was the work over the past three years of the *Kōwhiriwhiri Team*. While kaiako in *Teina* and *Taukaka* were generally inclusive of ākonga diversity, some did not offer a cohesive approach to ako/teaching and learning that enabled ākonga to see the links across the learning areas. Kaiako were at times unable to provide all ākonga with clear and consistent pathways for multi-level learning through an integrated curriculum design. This situation was exacerbated because kaiako had not been provided with cohesive external professional learning opportunities to help them understand the significance of the principles and the priorities they should consider when developing local curriculum.

Not all Māori had opportunities to learn through contexts that acknowledged, respected and celebrated their unique social and cultural experiences and interests. While some kaimahi espoused the view that Māori were able to participate in learning programmes that put them at the centre of ako/teaching and learning, many programmes of learning lacked the academic rigour required to ensure coherent pathways to future learning. Few sustained opportunities existed for systematic progression within the curriculum framework currently provided at Hānau. This resulted in limited success for many Māori in NCEA, which was an area of concern for the Board of Trustees.

Assessment Practices

It is the Board's expectation that the key principles that underpin their assessment policy at all levels places all Māori at the centre of assessment practice and ensures the kura's curriculum provides reliable, valid and transparent assessment opportunities. While data is available on Linc-Ed it is often fragmented and does not inform a consistent school-wide response to identifying and meeting Māori learning needs at all levels. What follows is an exploration of the extent to which the Hānau Learning Design supports the collection, collation and use of accurate assessment information for individual Māori, and its efficacy in ensuring data is used consistently to determine sufficiency of their progress over time.

Good quality assessment information should be easily accessible within the Kura and currently it is not. This poses a risk to the Board with regard to its legislative obligations. A cursory audit of the systems for quality assessment highlights a lack of multiple sources of evidence to enable kaimahi to make accurate professional judgments around Māori achievement. What is missing in the current Hānau Learning Design is the required wide range of qualitative and quantitative evidence necessary to evaluate the progress and achievement of Māori from Years 1 - 13. Current assessment practices do not build a comprehensive and cohesive picture of Māori progress and achievement in literacy and numeracy, especially in Years 1-4. Nor is there a cohesive approach to ensuring planning and assessment practices provide a breadth and depth of learning related to the needs, abilities and interests of Māori. These are significant failings and need to be addressed urgently.

Māori achievement data is currently recorded in Linc-Ed and is difficult to access for the purposes of analysis to inform next steps learning. This also means that assessment data is not currently aggregated to adapt and plan programmes of learning which results in a lack of tailored instruction according to individual Māori need. Kaimahi are currently unable to use school-wide aggregated data to investigate the effectiveness of their teaching and the depth and breadth of Māori learning. This anomaly has resulted in a lack of explicit strategic resourcing decisions that focus specifically on raising Māori achievement. Due in large to a lack of clearly expressed cumulative baseline data Kaimahi have been unable to place much emphasis on the setting of explicit annual targets for the raising of Māori achievement. Kaimahi require targeted professional development as priority that focuses on schoolwide improvement for assessment for learning and pedagogy best practice.

There is no evidence to suggest that senior kaimahi responded to the MUR New School Assurance Review Report which required the implementation of strategies to assist kaimahi with a systematic approach to analysing assessment information to identify Māori and groups of Māori who are not progressing and/or achieving, are at risk of not progressing and/or achieving and who have special needs, which includes those of our gifted and talented Māori.

Years 1- 10 The Learning Progression Frameworks (LPFs)

Reporting via the Learning Progression Framework is designed to assist the Board to gain a big-picture view of Māori progress in reading, writing, and mathematics through the New Zealand Curriculum. Accurate reporting of Māori achievement should underpin the Board's approach to strategic planning, particular its focus on raising Māori achievement. What is currently missing for the Hānau Board are the clear signposts one would expect to see around the knowledge and skills that Māori have developed in reading, writing, and mathematics over the past three years from entry at Year 1 to Year 10.

Senior kaimahi have not devised schoolwide systems for data collection and analysis to snapshot Māori progression. Nor is there a schoolwide approach to signposting Māori progression as they develop their knowledge and skills over time. The introduction of the Progress and Consistency Tool (PaCT) will support kaimahi to make consistent decisions about Māori achievement in reading, writing, and mathematics. Designed to help kaimahi to make dependable judgments about Māori achievement that can be used to track progress in reading, writing, and mathematics.

Kōmanawa is an outlier in this analysis, as good evidence exists to show that kaitiaki have worked with their kaimahi to improve ākonga achievement and those improvements are reported regularly to all Māori whānau. Kaitiaki in Teina and Tuskana will need to be provided with targeted professional learning opportunities to improve the reporting of the progress and achievement of all ākonga and specifically Māori and Pasifika ākonga across the kura. There needs to be as a matter of urgency a formalised schoolwide approach to ensure the reporting of ākonga achievement is regular, accurate and informs the Board's articulated strategic direction.

Years 11 - 13 - NCEA

Baseline Data

Of concern at this time is the lack of baseline data for NCEA ākonga achievement to assist kaitiaki to measure value added in the senior school in relation to the Haata Learning Design. The following tables are the only senior base-line data currently available and speak to a lack of equivalence in educational achievement for Haata ākonga in NCEA. The disparities that currently exist for ākonga as reported here mirror the findings of the UNICEF Innocenti Report Card³ which ranked Aotearoa-New Zealand 33rd of 38 OECD countries for inequality in the classroom. The report used global data from different reports looking at education from early education to secondary school. This is disappointing given the level of Vote Education resourcing Haata Community Campus has received over the past three years.

Achievement in NCEA and UE – Over All

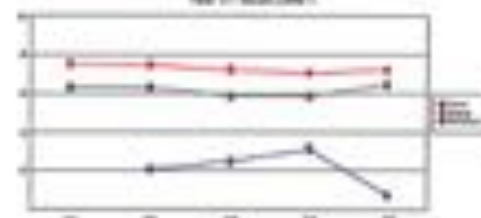
Achievement in NCEA and UE: Haata Community Campus

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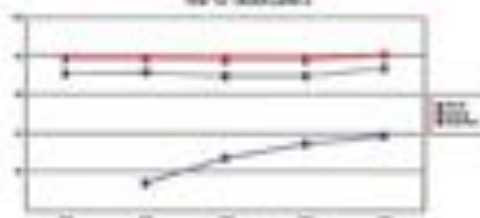
UE – Equivalent Level (unofficial) Results

Academic Year	Haata Community Campus				School				School 14			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	UE
2016					35.0	39.4	46.2	49.0	43.4	50.0	55.0	58.1
2017	36.9	44.9	42.1		35.0	39.4	46.2	49.0	43.4	50.0	55.0	58.1
2018	36.6	47.7	46.3	19	32.0	37.0	46.1	49.0	39.4	46.0	50.0	57.0
2019	42.2	48.9	47.3	18.2	35.0	37.0	47.3	49.0	39.4	46.7	50.0	56.0
2020	37.1	39.4	40.0	40	31.0	36.1	37.1	39.4	44.7	47.7	49.0	50.7

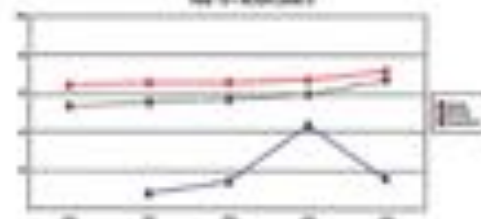
Year 11 - NCEA Level 1



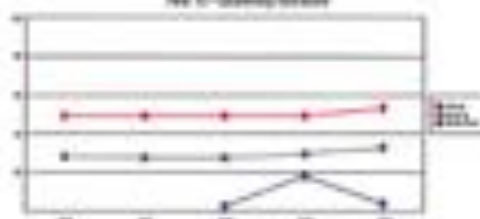
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 11 - University Entrance



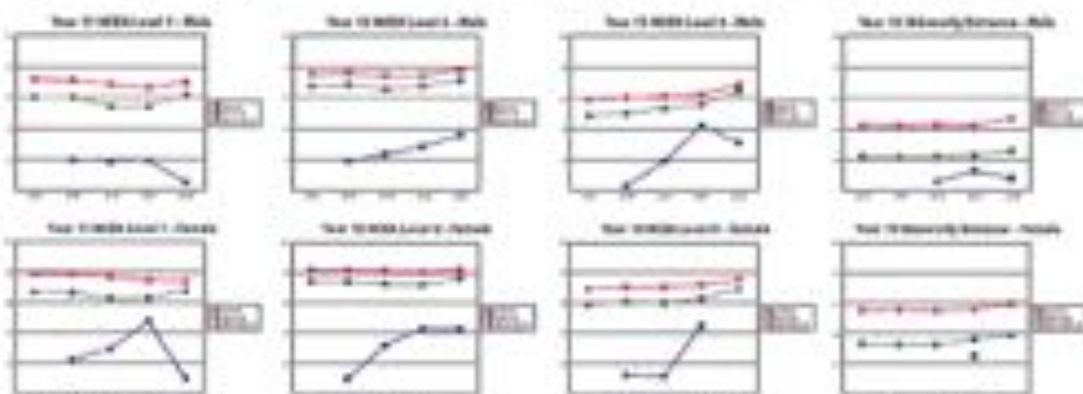
³ Child well-being in rich countries - A comparative overview
https://www.unicef-irc.org/publications/pdf/c11_eng.pdf

Achievement in NCEA and UE - By Gender

Achievement in NCEA and UE - Hazlett Community Campus
 983 - Standard Based Curriculum Results by Gender

Generated 10/26/2011

Academic Year	Hazlett Community Campus				School				North 14			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 14 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 14 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 14 UE
Males												
2010					71.0	70.0	69.7	68.0	69.0	69.0	68.0	69.0
2011	69.0	68.0	68.0		71.0	68.0	69.7	68.0	69.7	68.0	68.0	69.0
2012	69.0	69.0	68.0	68.0	69.7	70.0	70.0	69.0	69.7	69.0	69.0	69.0
2013	69.0	69.0	71.7	69.0	69.0	70.7	69.0	69.0	69.0	69.0	69.0	69.0
2014	68.0	69.7	69.0	71.7	69.0	70.0	69.0	68.0	69.0	71.7	69.0	69.0
Females												
2010					70.1	69.0	69.0	68.0	69.0	70.0	69.7	69.0
2011	69.0	67.0	69.0		70.0	69.0	70.0	68.0	69.7	70.0	69.7	69.0
2012	69.0	69.0	71.0	69.0	70.0	69.0	70.7	68.0	69.0	70.0	69.7	69.0
2013	69.0	69.0	69.0	69.0	70.0	69.0	70.0	68.0	69.0	70.0	69.7	69.0
2014	67.0	69.0	69.0	69.0	70.7	69.0	70.0	68.0	69.0	70.0	69.0	69.0



Achievement in NCEA and UE - By Ethnicity

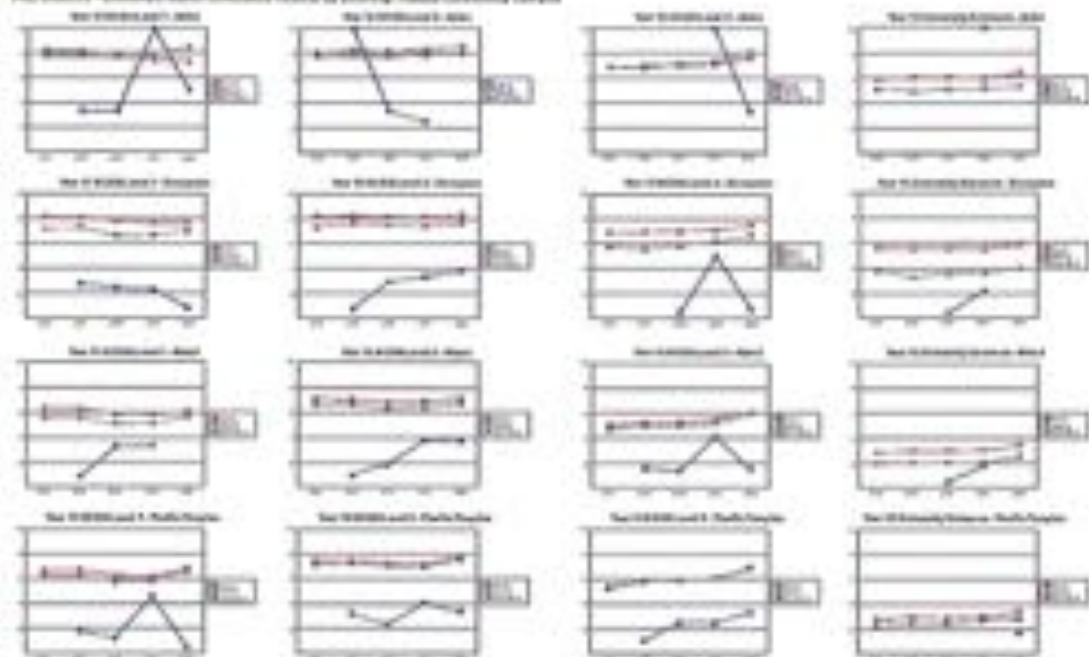
Achievement in NCEA and UE: Nevada Community College
 NCE - Enrollment-Based/Transferable Results by Ethnicity

Revised 10 Apr 2005

Students Year	Nevada Community College				Refused				Doubtful			
	Year 10 NCEA.L1	Year 10 NCEA.L2	Year 10 NCEA.L3	Year 10 UE	Year 10 NCEA.L1	Year 10 NCEA.L2	Year 10 NCEA.L3	Year 10 UE	Year 10 NCEA.L1	Year 10 NCEA.L2	Year 10 NCEA.L3	Year 10 UE
Asian												
2000					11.7	26.0	22.0	26.4	22.0	26.0	20.0	21.4
2001	21.1	19.0			11.2	17.9	19.2	24.1	21.0	20.0	20.0	20.8
2002	21.1	21.1			26.2	11.0	16.2	26.1	19.0	21.0	17.0	20.8
2003	19.0	20.0	19.0	19.0	13.6	16.0	11.1	26.2	16.0	20.0	19.0	20.8
2004	26.4		14.1		13.1	20.0	19.0	24.1	22.0	20.0	20.0	20.8
European												
2000					20.0	20.0	22.0	20.0	11.6	19.0	20.0	20.0
2001	20.0	21.0			20.0	20.0	22.0	20.0	19.0	19.0	20.0	20.7
2002	20.0	20.0	21.0	21.0	20.0	20.0	22.0	20.0	22.0	19.0	20.0	20.0
2003	20.0	20.0	20.0	20.0	19.0	20.0	19.0	20.0	20.0	19.0	20.0	20.0
2004	17.0	20.0	21.0		19.0	20.0	19.0	20.0	22.0	19.0	20.0	20.8
Hispanic												
2000					20.0	19.0	22.0	20.0	22.0	20.0	17.0	20.0
2001	21.0	21.0	21.0	21.0	20.0	19.0	22.0	20.0	22.0	20.0	20.0	20.0
2002	20.0	19.0	19.0	21.0	20.0	20.0	21.0	20.0	21.0	20.0	20.0	20.0
2003	20.0	20.0	21.0	19.0	20.0	20.0	21.0	20.0	21.0	20.0	20.0	20.0
2004	20.0	20.0	21.0		20.0	19.0	21.0	20.0	22.0	20.0	20.0	20.8
White/Non-Hispanic American/Alaskan												
2000					19.0	19.0	20.0	20.0	19.0	19.0	20.0	20.0
2001					19.0	19.0	20.0	20.0	19.0	19.0	20.0	20.0
2002					19.0	19.0	20.0	20.0	19.0	19.0	20.0	20.0
2003					19.0	19.0	20.0	20.0	19.0	19.0	20.0	20.0
2004	20.0				19.0	19.0	20.0	20.0	19.0	19.0	20.0	20.0
Other Ethnicity												
2000					19.0	20.0	20.0	20.0	19.0	19.0	20.0	20.0
2001					19.0	19.0	20.0	20.0	19.0	19.0	20.0	20.0
2002					19.0	19.0	20.0	20.0	19.0	19.0	20.0	20.0
2003					19.0	19.0	20.0	20.0	19.0	19.0	20.0	20.0
2004					19.0	19.0	20.0	20.0	19.0	19.0	20.0	20.0
Pacific Peoples												
2000					20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0
2001	19.0	20.0	20.0		20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0
2002	19.0	20.0	20.0		20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0
2003	20.0	20.0	20.0		20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0
2004	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0

Achievement in NCEA and UE - By Ethnicity

FIGURE 1 - Standardized Achievement Scores by Ethnicity, Ninth-Grade Science



Background

The Haata Community Campus is a Private Public Partnership (PPP) school and opened in Term 1, 2017. The kura replaced Ararai High School and Ararai, Avondale and Wainoni Primary Schools. It is paradoxical in nature given it is for all intents and purposes an Area School juxtaposed within an urban setting. The kura provides state secular education to ākonga in Years 1-13. It is acknowledged as one of the most modern, innovative kura in Aotearoa/New Zealand. Haata/Ōwānanga was the name gifted to the kura by Ngāi Tahu after significant community consultation. Subsequently, each of the four buildings were gifted names by Ngāi Tahu, ensuring that the mana of the Māori cultural history was upheld. The naming of buildings and spaces followed the narrative of the local Māori history including the environment, tūpuna and species that traditionally lived in Ararai and its surroundings. The buildings are called Hikaua - the source of a river, Kaunuka - a steady flowing river, Kōrepe - a shallow lagoon and Ihatai - the estuary or river mouth.

Innovative Learning Environment (ILE)

Of interest to this report is the degree to which the Building Design enriches and enhances ākonga achievement. Ākonga engagement is perhaps the most important step in creating successful learning outcomes and in raising ākonga achievement levels. Haata's learning spaces were designed to increase levels of ākonga engagement, foster active learning and teaching, and support the Board's strategic learning goals.

Haata Community Campus is a vibrant, well connected, innovative learning environment (ILE), underpinned by large open spaces, permeable boundaries and diverse furnishings all of which encourage and support many different types of learning. The term innovative learning environment, or ILE, is becoming commonly used to describe a school facility design that is characterized by highly flexible spaces, purposeful furniture and other learning space affordances, and ubiquitous technology. Haata's original architectural design concept included two primary and two secondary school buildings wrapped around a core field. Haata Community Campus is a synergistic physical, social and pedagogical learning space which encourages dynamic, flexible and fluid learning to occur. The campus comprises of five buildings all of which are designed to evolve and adapt as educational practices evolve and change in response to the ideology of 21st century teaching and learning best practice.

Hikaua and Kaunuka were designed to support a total of 150 ākonga, comprising of two neighbourhoods of 75 ākonga. Both buildings are equipped with a staff area for six teachers, large practical activity areas for 25 ākonga and various breakout spaces for quiet teaching and reflection. Kōrepe and Ihatai have capacity for 100 ākonga per learning environment and are equipped for six teachers. They also have various break-out spaces for quiet teaching and reflection. As well there is a dedicated learning area for special needs ākonga located in Kōrepe.

Specialist Teaching Spaces

Kōrepe and Ihatai provide specialist teaching spaces for science, the trades/technology, production and process. The main administration building houses the Hauora and ākonga Health suite, staff facilities, food technology, performing arts, the gymnasium and library and a 700-seat multipurpose cultural space. In 2018 the senior leadership team divided the campus into two distinct learning areas - Teina Hapori, Years 1-6, which included the Kōmanawa bilingual unit and, Tūakara Hapori, Years 7-13.

The currently Learning Design does not speak cohesively to the specialised areas within the Building Design. Learning is fragmented in Tūakara and kaimahi and ākonga often work in isolation on projects that lack a focus on curriculum integration. This is unfortunate given the specificity of the building design to ensure such integration could underpin all ako.

Underutilisation of Areas of Specialisation

Science

The science labs are underutilised and of concern was the repurposing of the chemistry lab in Ihatai into an ākonga café for the Lunch Club. While a laudable initiative the Lunch Club it is totally at odds with the curriculum focus inherent in the Building Design. This conversion resulted in the removal of the SE-400 Aarated Eye/Face Wash Unit valued at approximately \$1,548.22.

Chemistry, Physics and Biology are not currently taught at Level 2 & 3 of the New Zealand Curriculum, nor is there a trained and qualified specialist in those disciplines employed by the kura in 2020.

Food Technology

The fully fitted industrial kitchen located in the administration building is underutilised and of concern is a lack of integration of the facility into curriculum delivery and design within and beyond the Technology curriculum. The facility is used for single kaiako led one-off class projects or to provide catering for unrelated curriculum enterprises. The space is not timetabled for use in the senior school.

The Arts

The arts learning area comprises four disciplines, and visual arts. Integrated curriculum design has been made difficult as the four disciplines are housed in different areas of the school. Dance, drama, and music – sound arts are located in the main administration building alongside the school's gymnasium. The purpose-built theatre, which includes a sound stage, lighting box and green room.

Ākonga run a radio station from a converted the purpose build teacher workstation in Kōrepa which has had an impact of the kura's ability to provide kaiako with adequate planning and preparation space.

Languages

Languages are inseparably linked to the social and cultural contexts in which they are used. Languages and culture play a key role in developing our personal, group, national, and human identities. Every language has its own ways of expressing meanings; each has intrinsic value and special significance for its users. With the exception of te reo Māori ākonga do not have access to Language learning at Harata.

Technology Provision

Ākonga have unfettered access to Wi-Fi across the entire campus, including the outdoors. There is generous provision of projectors, screens, and sound systems in all common spaces, the cafeteria, and specialist teaching space. Ākonga can access the network at any time and view and share work on digital platforms and digital displays throughout all of the buildings. Theoretically such access should have increased ākonga engagement, promoted peer-to-peer collaboration, and widened the sphere of learning across the kura. It is disappointing to note that this resourcing did not result in a reduction of ākonga truancy, misbehaviour and dependence on kaiako. While ākonga are well resourced and provided with free devices (Computers and iPads) this has also failed to translate into enhanced engagement and achievement.

Flexible Spaces

Harata's innovative building design encompasses a sophisticated set of design specifications which offers a range of flexible spaces to meet the day-to-day needs of kaiako to create instructional variety, including direct instruction, group work, and independent work. The learning environment is designed to be quickly altered as ākonga learning needs change, modify and adapt during the day. Ākonga have access to large spaces and intimate areas with lightweight chairs and tables, beanbags, area rugs, tables of different heights, and even movable or foldable walls to assist them to transform their spaces to accommodate their specific learning needs. It appears that in the main Ākonga have not been taught how to utilise or manipulate these spaces as they integrate their learning. There is little evidence to show that kaiako can assist them to do this due to their own lack of understanding of the potential of the manipulation of space. The use of alcoves, learning hubs and small glassed in learning pods are utilised by ākonga and kaiako in a very traditional sense. Ākonga are not practiced in creating quiet study areas, reading spaces, or communal study spaces to accommodate collaborative project-based learning and instead Kaiako use these spaces in a traditional sense to undertake direct instruction. At times ākonga who choose not to participate are left to wander, disrupt the learning of others or absent themselves without consequences. Attendance is one indicator that highlights ākonga disengagement as a result of the current use of the building design.

Ākonga have little spatial awareness in relation to the building design and its significance to their approach to learning. Kaiako in general find it difficult to articulate the link between the technology-rich teaching and learning environment inherent in the building design with the learning design. The resulting disconnect between the two impacts negatively on ākonga learning outcomes as identified above. Unfortunately, few ākonga appear able to utilise the flexible spaces and apply the multiple options available to them within the spaces provided because how to actually use the haperi spaces within the buildings has not been intentionally taught. While

kaimahi have been involved in the F2F research project since 2017 many appear to lack the knowledge and confidence to deal with the intricacies of the building design. This too has had a detrimental impact on ākonga engagement. What appears to be missing is careful planning and clear expectations, around the integrated use of space, flexible seating and integrated technologies to improve learning outcomes.

What appears to be missing is a holistic understanding of what is required to effect positive learning experiences in these flexible spaces. Kaitiaki best practice required in large, differently designed spaces has not been overtly modelled for both Kaitiaki and ākonga.

Campus Design

Undertaking the Haata Community Campus development project was a significant investment for the Aotearoa/New Zealand Government and so the Crown has a vested interest in the educational outcomes for ākonga enrolled at Haata Community Campus. There is a plethora of research that speaks to the positive effect on ākonga achievement when they are provided with a well-designed innovative learning environment. Haata Community Campus is one such facility. There is a universal expectation that after three years and significant Vote Education funding and resourcing measurable gains in ākonga achievement will be unequivocal. These gains should be visible in an integrated trivium where all three spheres – the building design, the learning design and the campus design work together to support skilful teaching and learning and ultimately raise ākonga achievement levels.

Safety and Security - Parameter Fencing

The horrifying events in Columbine, Colorado, and Parkland, Florida in the USA, and more recently the horror of the Christchurch Mosque attack in 2019 are a catalyst for discussions around safety and security measures at Haata Community Campus. While the Haata Community Campus Design is spacious and provides ākonga with sweeping vistas, expansive playing fields and purpose built play areas it does not provide the level of security required by its local community. The key factors that underpin community concerns around security and safety are the kura's location in a busy residential area that borders large areas of open land currently designated "Red Zone", the Aven River, the Wetlands and a plethora of open drains. Given the kura's inability currently to ensure all ākonga will remain on site during school hours, the risk of injury or death is higher than it is for other schools of similar demographics and configuration (Aven School).

In the unlikely event of an intruder or an active shooter arriving on the Haata site the Board need to be assured they can rely on multiple layers of security to keep kaimahi and ākonga safe. The Building Design provides for a single point of entry through the main doors in the main administration building. Visitors are required to sign in using an electronic system located at reception. This is a standard protocol to limit unwanted access, but the expected protocols fail because there is no interface with the Campus Design. There is no detailed signage to assist visitors to find the point of entry. There is no security fencing to stop unwanted visitor access or to inhibit ākonga wandering during the school day. This results in unfiltered site access for whomever wishes to arrive unannounced onsite. Unwanted or unexpected visitors can gain access at multiple points around the campus. This makes it impossible to police who is on site at any one time.

Fortunately, the Building Design includes electronic locked entries, accessed by jobs issued to staff and approved visitors. The kura has a video surveillance system which monitors interior spaces as well as the outside campus. The significant risk to the Board currently is the kura's inability to lock the campus down safely in the event of an emergency, and to prevent unauthorised persons accessing the site during the day. The provision of a perimeter fence is an immediate priority to ensure levels of safety meet the Ministry of Education standards for fencing for students with special education needs. Such fencing will provide a clear barrier around the kura and create a safe place for ākonga and Kaimahi. It will direct visitor traffic to the main entrance, and protect the kura when unattended.

Risk of Flight

A further risk is the lack of safety of our younger tamariki who are able to absent themselves from the hapori at any time and make their way unchallenged to exits on Breezes Road and Shortland Street. Both roads are busy during the day however Breezes Road provides a significant risk to ākonga who are flight risks and to unsupervised tamariki given it is an arterial road with high traffic volumes. In Term 4 2020 a five-year-old ākonga was located, only after an extensive search lasting 30 minutes, playing by the traffic lights in Breezes Road almost a kilometre away from the school's front entrance.

AKONGA ACHIEVEMENT, ENGAGEMENT, RETENTION AND BEHAVIOUR

Akongga Discipline

Akongga Discipline 2017								
Head Office		Nquthu		Ficksburg		KwaMashu		
Male	75	Male	20	Male	15	3	Male	
Female	35	Female	15	Female	4		Female	
Akongga Discipline 2018								
Head Office		Nquthu		Ficksburg		KwaMashu		
Male	304	Male	8	Male	4	22	Male	
Female	22	Female	1	Female	1		Female	
Akongga Discipline 2019								
Head Office		Nquthu		Ficksburg		KwaMashu		
Male	111	Male	10	Male	6	43	Male	
Female	21	Female	3	Female	2		Female	
Akongga Discipline 2020								
Head Office		Nquthu		Ficksburg		KwaMashu		
Male	27	Male	4	Male	7	29	Male	1
Female	11	Female	0	Female	0		Female	1

School Leavers

January 2017		January 2018		January 2019		January 2020	
Feb	14	Feb	48	Feb	15	Feb	13
Mar	18	Mar	36	Mar	20	Mar	21
April	17	April	26	April	21	April	0
May	20	May	19	May	16	May	19
Jun	12	Jun	15	Jun	25	Jun	17
Jul	26	Jul	16	Jul	8	Jul	25
Aug	24	Aug	30	Aug	22	Aug	7
Sep	14	Sep	18	Sep	11	Sep	2
Oct	16	Oct	20	Oct	17	Oct	8
Nov	8	Nov	11	Nov	11	Nov	1
Dec	29	Dec	40	Dec	62	Dec	
Total	230	Total	270	Total	275	Total	104

Roll Count 2017 - 2020

Type	Roll 2017	Roll 2018	Roll 2019	Roll 2020	Roll 2021	Roll 2022	Roll 2023	Roll 2024	Roll 2025	Roll 2026	Roll 2027	Roll 2028	
1	42	46	55	61	68	66	52	48	51		42	41	43
2	66	63	64	61	52	52	52	33	65		47	47	66
3	75	71	70	72	54	51	50	48	53		37	34	52
4	61	62	66	63	64	66	66	63	51		33	33	51
5	82	71	62	62	62	60	62	39	50		44	47	47
6	70	52	75	52	73	70	80	77	42		62	63	63
7	63	60	54	58	75	70	68	65	56		52	52	54
8	83	77	76	74	44	42	42	42	39		31	35	36
9	64	65	77	72	76	73	70	71	30		46	48	47
10	63	97	66	67	48	25	43	50	56		53	53	55
11	100	65	69	90	60	19	34	57	10		34	33	33
12	71	51	71	59	61	60	55	56	17		34	35	33
EA/4	60	57	57	50	50	39	29	31	49		49	50	42
TOTAL	919	836	822	870	790	732	738	724	653		634	673	644
AE	1	3	6	7	12	10	8	7	3		7	8	7
TOTAL	920	839	828	880	792	732	737	721	656		641	681	651

Type	Roll Count 2018						
	Roll 2018	Roll 2019	Roll 2020	Roll 2021	Roll 2022	Roll 2023	Roll 2024
1	38	37	34	40	46	46	46
2	34	36	36	37	38	37	37
3	49	49	44	50	47	44	44
4	42	31	47	47	43	44	44
5	56	44	48	48	50	49	49
6	66	66	66	47	48	45	46
7	52	52	52	53	37	36	53
8	43	41	44	48	45	42	42
9	56	53	59	60	37	35	55
10	39	38	48	39	41	42	42
11	64	42	64	63	63	63	63
12	60	40	39	37	33	37	37
EA/4	37	29	30	31	48	30	30
Total	792	767	790	688	615	591	599

All	8	8	7	7	8	7	7
Total	600	775	708	807	811	706	705

Crown Damage (Vandalism)

Costs for the period January 2017 to October 2020.

	Value (includes GST)				Cumulative (includes GST)			
	2017	2018	2019	2020	2017	2018	2019	2020
March	40,446.28	56,916.21	2,448.00	6,987.31	40,446.28	279,864.78	224,917.26	347,343.95
June	31,500.00	36,177.34	2,770.00	6,343.92	71,946.28	263,842.02	227,687.26	353,687.87
Sept	38,873.33	23,647.08	3,843.00	2,429.48	110,819.61	287,489.10	231,536.26	356,117.35
Dec	61,989.88	32,814.18	9,410.33	2,790.26	172,809.49	320,303.28	340,946.59	361,908.61

COMMENTARY

The 2020 school year has provided significant challenges for the new senior leadership team and the Board of Trustees. In a global COVID-19 Pandemic the kura has responded well to many obstacles that have impacted on curriculum delivery and ākonga/student success & achievement this year. That Hānata is not performing to expectation in a number of areas highlighted in this report is not surprising. The challenges confronting Hānata are historical. The answer to the question, 'what is inhibiting the success of many of our ākonga/students?' can be found in our operations and ākonga/student achievement data over the past three years, and is linked to failures around structures and systems thinking. A focus on philosophical big picture thinking to the lack of regard for systems and structures implementation has significantly undermined the success of the institution.

Opportunities were missed in the first three years to establish robust and explicit systems, structures, routines and a schoolwide student behaviour management system to make explicit expectations for āka/teaching and learning. Opportunities to create a sense of ākonga/āwhiri, tino rangatiratanga, manaakitanga and roopūkotanga from the outset were missed and the implementation of the underpinnings of the cultural narrative was set to one side. Instead a key strategic focus was placed on the Plans to Pedagogy (P2P) Project, in the form of a research project exploring how ākonga used the Hānata innovative learning environment. What appeared to be missing in that design was explicit teaching around the expectations for ākonga/students when navigating such a complex learning landscape.

Within the scope of the Plans to Pedagogy (P2P) Project Kaimahi were not provided with professional learning support to assist them to navigate the complexities of Hānata's state-of-the-art innovative building design. This omission contributed to a lack of capacity to lead āka/teaching and learning within a truly integrated curriculum design across the kura.

What was essentially missing in the Hānata Learning Design was a commitment to the principles of the Treaty of Waitangi and close alignment with the requirements of the New Zealand Curriculum, in particular the introduction and implementation of systems and structures to give effect to the five key competencies:

- Thinking
- Relating to others
- Using language, symbols, and texts
- Managing self
- Participating and contributing

Had the decision been made to access local Aotearoa/New Zealand universities; specifically, Waikato and Canterbury, both of which are recognized as world leaders in indigenous issues in 21st Century education, instead of aligning Hānata with Melbourne University our professional learning programmes could well have addressed local issues and provided local solutions?

The *Plans to Pedagogy (P2P)* Project asked kaimahi to use design thinking to increase their creative capacity at all levels, arguing this will rapidly improve the student experience. Our data does not support this assumption. While design thinking is an effective tool to spur innovation and arrive at breakthrough ideas, it is only effective when it is underpinned by a clear and focused strategic plan, healthy leadership, open and transparent communication, positive team dynamics, and mutual trust. While these attributes exist at Haeata they are fragmented and only exist in pockets of best practice within the kura.

Ākonga/student roll data clearly shows a significant drop in roll numbers every year since Haeata opened. Staffing data clearly shows a lack of retention with a significant flow of kaiako to other schools. Reports exist, but have been set aside that clearly show Kaimahi disillusionment, stress, fatigue, anxiety, dissatisfaction and frustration. Data around ākonga behaviour recalled high levels of restraints, stand downs, suspension and exclusions.

Data recorded in *Lino-Ōi* was not easily accessible and did not inform ako/teaching & learning planning, nor did it provide formative and summative assessment information to report student achievement regularly or effectively.

RISK ANALYSIS

The achievement of ākonga at all levels has been impacted by the approach to learning and learning design in 2017, 2018 and 2019. Ākonga achievement in NCEA and UEI during the first three years of operation was influenced by the curriculum delivered by Araraui High School and the data available speaks for itself.

Of concern to the Board at this time is the predicted achievement of ākonga in 2022, 2023, 2024 in NCEA and UEI. Ākonga presenting for NCEA and UEI over the next three to five years cannot rely upon the curriculum delivery from another provider because in most instances Haeata is their only feeder school.

The Board anticipates, given the data presented above, that a majority of ākonga will face significant learning challenges given the low numeracy and literacy levels achieved through the learning design as it existed prior to 2020.

The Board identified mitigating this risk as its main priority and has targeted funding in 2021, 2022 and 2023 for:

- Teacher Professional Learning
- Teacher Recruitment
- Planning, Evaluation and Reporting of all Learning Programmes
- Reporting ākonga Achievement & Success

SUMMARY

The main focus for the Board of Trustees in 2020 has been to support a formal rest of the management of ako/Teaching & Learning at Haeata. The foci for the rest were:

- Building leadership capacity
- Curriculum redesigns
- Implementation of a school-wide behaviour management strategy (He Korowai Manahi)
- Introduction of structured Timetables
- Attendance initiative
- Implementation of a school-wide approach to Planning and Reporting

The Board's focus in 2021 will be to support a learning design that:

1. Effectively promotes and supports the kura's vision and mission.
2. Promotes ākonga/student learning, engagement, progress and achievement.
3. Supports quality of education for all ākonga/students including Māori ākonga, Pacific ākonga and ākonga with special needs.
4. Ensures the learning outcomes of all ākonga/students are at or above national norms, particularly Māori ākonga/student, Pacific ākonga/student, and ākonga/student with special needs?
5. Haeata's Learning Design will ensure the success & achievement of all ākonga/student particularly Māori ākonga/student, Pacific ākonga/student and ākonga/student with special needs.

