

TUAKAU COLLEGE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 106

Principal: Christopher Betty

School Address: Elizabeth Street

School Postal Address: P O Box 102, Tuakau, 2342

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Accountant / Service Provider:

Education  *Services.*
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TUAKAU COLLEGE

Annual Financial Statements - For the year ended 31 December 2023

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Tuakau College

Statement of Responsibility

For the year ended 31 December 2023

The Board 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 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Kandi Awhina Maxine Ngataki
Full Name of Presiding Member


Signature of Presiding Member

28/05/24
Date:

CHRIS BETTY
Full Name of Principal


Signature of Principal

28/5/2024
Date:

Tuakau College
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	12,164,832	8,771,184	9,678,535
Locally Raised Funds	3	490,188	476,202	306,330
Interest		46,928	1,200	6,861
Total Revenue		12,701,948	9,248,586	9,991,726
Expense				
Locally Raised Funds	3	212,289	227,926	170,378
Learning Resources	4	8,077,900	6,570,632	6,956,377
Administration	5	1,658,446	744,126	1,182,598
Interest		4,798	998	2,583
Property	6	2,067,345	1,647,431	1,914,333
Loss on Disposal of Property, Plant and Equipment		86,133	-	-
Total Expense		12,106,911	9,191,113	10,226,269
Net Surplus / (Deficit) for the year		595,037	57,473	(234,543)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		595,037	57,473	(234,543)

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

Tuakau College
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		1,153,656	1,436,361	1,338,977
Total comprehensive revenue and expense for the year		595,037	57,473	(234,543)
Contributions from / (Distributions to) the Ministry of Education		56,770	-	-
Contribution - Furniture and Equipment Grant		81,709	9,844	49,222
Equity at 31 December		1,887,172	1,503,678	1,153,656
Accumulated comprehensive revenue and expense		1,887,172	1,503,678	1,153,656
Equity at 31 December		1,887,172	1,503,678	1,153,656

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.

Tuakau College Statement of Financial Position

As at 31 December 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	498,445	443,682	302,355
Accounts Receivable	8	614,065	413,668	496,026
GST Receivable		65,923	33,480	31,989
Prepayments		43,557	12,624	31,660
Inventories	9	458	627	474
Investments	10	779,435	448,055	169,943
Funds Receivable for Capital Works Projects	16	10,048	-	79,100
Franklin Bus Network		-	36,510	-
Student Scholarship Fund		4,900	4,900	4,900
		2,016,831	1,393,546	1,116,447
Current Liabilities				
Accounts Payable	12	697,557	551,014	538,195
Revenue Received in Advance	13	100,980	75,718	76,042
Provision for Cyclical Maintenance	14	81,915	33,552	76,966
Finance Lease Liability	15	44,011	39,367	40,755
Funds held for Capital Works Projects	16	20,801	-	4,001
Funds held on behalf of Franklin South Bus Network Clus	17	126,390	114,558	147,587
		1,071,654	814,209	883,546
Working Capital Surplus/(Deficit)		945,177	579,337	232,901
Non-current Assets				
Property, Plant and Equipment	11	1,093,422	978,402	980,956
		1,093,422	978,402	980,956
Non-current Liabilities				
Provision for Cyclical Maintenance	14	59,855	11,719	42,100
Finance Lease Liability	15	91,572	42,342	18,101
		151,427	54,061	60,201
Net Assets		1,887,172	1,503,678	1,153,656
Equity		1,887,172	1,503,678	1,153,656

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

Tuakau College
Statement of Cash Flows
For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		3,337,497	2,733,151	2,571,631
Locally Raised Funds		465,747	476,202	315,311
Goods and Services Tax (net)		(33,934)	-	1,491
Payments to Employees		(1,783,806)	(1,703,239)	(1,800,794)
Payments to Suppliers		(1,184,468)	(1,611,589)	(1,283,741)
Interest Paid		(4,798)	(998)	(2,583)
Interest Received		37,645	1,200	6,360
Net cash from/(to) Operating Activities		833,883	(105,273)	(192,325)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(183,483)	(108,280)	(82,107)
Purchase of Investments		(609,492)	-	(1,845)
Proceeds from Sale of Investments		-	-	279,957
Net cash from/(to) Investing Activities		(792,975)	(108,280)	196,005
Cash flows from Financing Activities				
Furniture and Equipment Grant		81,709	9,844	49,222
Contributions from / (Distributions to) Ministry of Education		56,770	-	-
Finance Lease Payments		(47,862)	(36,436)	(34,572)
Funds Administered on Behalf of Other Parties		64,565	(28,000)	(427,802)
Net cash from/(to) Financing Activities		155,182	(54,592)	(413,152)
Net increase/(decrease) in cash and cash equivalents		196,090	(268,145)	(409,472)
Cash and cash equivalents at the beginning of the year	7	302,355	711,827	711,827
Cash and cash equivalents at the end of the year	7	498,445	443,682	302,355

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 and other notional items 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.

Tuakau College

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

Tuakau College (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 is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

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 (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense 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.

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

The 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. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 22b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings 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. 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 revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist

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

Interest Revenue

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

d) 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.

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

j) Property, Plant and Equipment

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

Improvements (funded by the Board) to buildings owned by the Crown or directly by the board 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 are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Buildings	40 years
Furniture and Equipment	5-10 years
Information and Communication Technology	5 years
Motor Vehicles	5 years
Textbooks	3 years
Library Resources	8 years DV
Leased assets held under a Finance Lease	Term of Lease

k) Intangible Assets

Software costs

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

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

l) 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. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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

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

m) 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.

n) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

o) 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 or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

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

p) Funds Held in Trust

Funds are held in trust where they have been received by the 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 Comprehensive Revenue and Expense.

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

q) Funds held for Capital works

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

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

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

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

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

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. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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

u) Borrowings

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

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	4,216,942	2,649,436	3,174,391
Teachers' Salaries Grants	6,304,799	4,826,448	5,083,463
Use of Land and Buildings Grants	1,525,179	1,204,122	1,341,827
Other Government Grants	117,912	91,178	78,854
	<u>12,164,832</u>	<u>8,771,184</u>	<u>9,678,535</u>

The school has opted in to the donations scheme for this year. Total amount received was \$141,945.

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	3,444	3,200	1,800
Curriculum related Activities - Purchase of goods and service	223,494	190,666	138,681
Fees for Extra Curricular Activities	216,420	195,922	153,819
Trading	466	300	305
Fundraising & Community Grants	26,364	86,114	11,725
Other Revenue	20,000	-	-
	<u>490,188</u>	<u>476,202</u>	<u>306,330</u>
Expense			
Extra Curricular Activities Costs	212,154	227,626	170,269
Trading	135	300	109
	<u>212,289</u>	<u>227,926</u>	<u>170,378</u>
<i>Surplus for the year Locally raised funds</i>	<u>277,899</u>	<u>248,276</u>	<u>135,952</u>

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	505,180	571,770	443,225
Employee Benefits - Salaries	7,338,329	5,796,597	6,282,954
Staff Development	11,017	30,000	12,960
Depreciation	223,374	172,265	217,238
	<u>8,077,900</u>	<u>6,570,632</u>	<u>6,956,377</u>

5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	7,398	13,654	3,516
Board Fees	5,920	6,175	4,780
Board Expenses	59,887	59,467	44,712
Communication	7,320	7,600	7,923
Consumables	1,462	1,700	1,636
Operating Leases	2,875	6,800	4,346
Other	55,546	42,231	52,353
Employee Benefits - Salaries	461,960	541,986	400,688
Insurance	20,613	23,853	4,554
Service Providers, Contractors and Consultancy	40,760	40,660	36,903
Healthy School Lunch Programme	994,705	-	621,187
	<u>1,658,446</u>	<u>744,126</u>	<u>1,182,598</u>

6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	63,513	48,000	45,696
Cyclical Maintenance Provision	22,704	16,805	63,568
Grounds	23,427	37,000	42,856
Heat, Light and Water	102,690	97,000	95,741
Rates	7,399	7,000	6,764
Repairs and Maintenance	46,847	30,400	107,916
Use of Land and Buildings	1,525,179	1,204,122	1,341,827
Security	16,848	16,000	16,315
Employee Benefits - Salaries	258,738	191,104	193,650
	<u>2,067,345</u>	<u>1,647,431</u>	<u>1,914,333</u>

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

7. Cash and Cash Equivalents

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	195,302	443,682	302,355
Short-term Bank Deposits	303,143	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>498,445</u>	<u>443,682</u>	<u>302,355</u>

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

Of the \$498,445 Cash and Cash Equivalents \$20,801 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

Of the \$498,445 Cash and Cash Equivalents, \$100,980 of revenue received in advance is held by the school. This funding is related to various purposes. The fund will be spent according to purpose of each funds as disclosed in note 13.

Of the \$498,445 Cash and Cash Equivalents, \$126,390 is held by the school on behalf of Franklin Bus Network. See note 17 for details of how the funding received for the cluster has been spent in the year.

8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	45,088	-	26,650
Interest Receivable	10,225	441	942
Teacher Salaries Grant Receivable	558,752	413,227	468,434
	<u>614,065</u>	<u>413,668</u>	<u>496,026</u>
Receivables from Exchange Transactions	55,313	441	27,592
Receivables from Non-Exchange Transactions	558,752	413,227	468,434
	<u>614,065</u>	<u>413,668</u>	<u>496,026</u>

9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Stationery	458	627	474
	<u>458</u>	<u>627</u>	<u>474</u>

10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	779,435	448,055	169,943
Total Investments	<u>779,435</u>	<u>448,055</u>	<u>169,943</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings	240,846	-	-	-	(10,229)	230,618
Building Improvements	32,665	69,898	-	-	(2,315)	100,248
Furniture and Equipment	384,021	103,217	(75,053)	-	(60,276)	351,909
Information and Communication Technology	237,003	81,785	-	-	(88,933)	229,856
Motor Vehicles	17,765	32,726	(11,081)	-	(7,132)	32,279
Leased Assets	60,002	134,347	-	-	(53,408)	140,942
Library Resources	8,654	-	-	-	(1,081)	7,570
Balance at 31 December 2023	980,956	421,973	(86,134)	-	(223,374)	1,093,422

The net carrying value of equipment held under a finance lease is \$140,942 (2022: \$60,002)

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	409,147	(178,529)	230,618	409,147	(168,301)	240,846
Building Improvements	105,191	(4,943)	100,248	35,293	(2,628)	32,665
Furniture and Equipment	872,527	(520,618)	351,909	770,394	(386,373)	384,021
Information and Communication Technology	802,007	(572,151)	229,856	720,222	(483,219)	237,003
Motor Vehicles	227,098	(194,819)	32,279	215,242	(197,477)	17,765
Textbooks	63,561	(63,561)	-	63,561	(63,561)	-
Leased Assets	325,331	(184,389)	140,942	190,984	(130,982)	60,002
Library Resources	97,727	(90,157)	7,570	97,727	(89,073)	8,654
Balance at 31 December	2,902,589	(1,809,167)	1,093,422	2,502,570	(1,521,614)	980,956

12. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	83,048	70,510	20,305
Accruals	13,654	24,110	13,256
Employee Entitlements - Salaries	558,752	413,227	468,434
Employee Entitlements - Leave Accrual	42,103	43,167	36,200
	697,557	551,014	538,195
Payables for Exchange Transactions	697,557	551,014	538,195
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	697,557	551,014	538,195

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Income in Advance	15,422	-	-
MOE Income in Advance	16,658	-	-
Other Funds In Advance	68,900	75,718	76,042
	<u>100,980</u>	<u>75,718</u>	<u>76,042</u>

14. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	119,066	28,466	95,328
Increase to the Provision During the Year	21,212	16,805	21,817
Use of the Provision During the Year	-	-	(39,830)
Other Adjustments	1,492	-	41,751
Provision at the End of the Year	<u>141,770</u>	<u>45,271</u>	<u>119,066</u>
Cyclical Maintenance - Current	81,915	33,552	76,966
Cyclical Maintenance - Non current	59,855	11,719	42,100
	<u>141,770</u>	<u>45,271</u>	<u>119,066</u>

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2024. This plan is based on the schools 10 Year Property plan / painting quotes.

15. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	51,797	39,367	42,768
Later than One Year and no Later than Five Years	101,551	42,342	19,027
Future Finance Charges	(17,765)	-	(2,939)
	<u>135,583</u>	<u>81,709</u>	<u>58,856</u>
Represented by			
Finance lease liability - Current	44,011	39,367	40,755
Finance lease liability - Non current	91,572	42,342	18,101
	<u>135,583</u>	<u>81,709</u>	<u>58,856</u>

16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works projects is included under cash and cash equivalents in note 7.

2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
C Block Internal Works	209303	(736)	-	736	-	-
Gym Upgrade	-	(3,219)	-	3,219	-	-
Music Block Upgrade	203718	4,001	-	(4,001)	-	-
Admin Refurb	229998	(75,145)	75,145	-	-	-
P: Demolition P8,P9,P10	225621	-	90,900	(70,099)	-	20,801
NIWE: B,N: Ceiling Repairs	241084	-	-	(10,048)	-	(10,048)
Totals		(75,099)	166,045	(80,193)	-	10,753

Represented by:

Funds Held on Behalf of the Ministry of Education	20,801
Funds Receivable from the Ministry of Education	(10,048)

2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
C Block Internal Works	209303	(736)	-	-	-	(736)
Lab 4 Acoustic Ceiling Tiles	209074	897	20	(917)	-	-
Blk H Canopy & D9 Flashings	209145	(2,173)	2,115	58	-	-
Tech DB Upgrade	-	(4,560)	1,857	-	2,703	-
Gym Upgrade	-	(3,219)	-	-	-	(3,219)
Music Block Upgrade	203718	4,001	-	-	-	4,001
Roof Replacement	212605	2,034	-	(2,034)	-	-
Admin Refurb	229998	389,489	11,754	(557,111)	80,724	(75,145)
Block B Water Main Replacement	237267	-	102,933	(102,933)	-	-
Totals		385,733	118,679	(662,937)	83,427	(75,099)

Represented by:

Funds Held on Behalf of the Ministry of Education	4,001
Funds Receivable from the Ministry of Education	(79,100)

17. Funds held on behalf of Franklin South Bus Network Clus

Tuakau College is the lead school and holds funds on behalf of the cluster, a group of schools funded by the Ministry of Education.

	2023 Actual \$	2023 Budget \$	2022 Actual \$
Funds Held at Beginning of the Year	147,587	114,558	114,558
Funds Received from Cluster Members	853,109	-	759,759
Funds Received from MoE			
Total funds received	1,000,696	114,558	874,317
Funds Spent on Behalf of the Cluster	874,306	-	726,730
Funds remaining	126,390	114,558	147,587
Funds Held at Year End	126,390	114,558	147,587

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	5,920	4,780
<i>Leadership Team</i>		
Remuneration	844,954	737,709
Full-time equivalent members	6.00	6.00
Total key management personnel remuneration	850,874	742,489

There are 10 members of the Board excluding the Principal. The Board has held 11 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (4 members) committees that met 11 and 10 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	200 - 210	180 - 190
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	12.00	14.00
110 - 120	14.00	5.00
120 - 130	6.00	1.00
130 - 140	1.00	-
140 - 150	1.00	-
	34.00	20.00

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

20. Compensation and Other Benefits Upon Leaving

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

	2023 Actual	2022 Actual
Total	\$10,000	-
Number of People	1	-

21. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: the same).

In 2023 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The school is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2023.

The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2023. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The school has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2024.

Holidays Act Compliance – schools payroll

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

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals. As such, this is expected to resolve the liability for school boards.

22. Commitments

(a) Capital Commitments

As at 31 December 2023, the Board had capital commitments of \$54,516 (2022:\$-2,693,946) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
P: Demolition P8,P9,P10	120,434	70,099	50,335
NIWE: B,N: Ceiling Repairs	14,229	10,048	4,181
Total	134,663	80,147	54,516

(b) Operating Commitments

There are no operating commitments as at 31 December 2023 (Operating commitments at 31 December 2022: nil).

23. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	498,445	443,682	302,355
Receivables	614,065	413,668	496,026
Investments - Term Deposits	779,435	448,055	169,943
Total financial assets measured at amortised cost	<u>1,891,945</u>	<u>1,305,405</u>	<u>968,324</u>

Financial liabilities measured at amortised cost

Payables	697,557	551,014	538,195
Finance Leases	135,583	81,709	58,856
Total financial liabilities measured at amortised cost	<u>833,140</u>	<u>632,723</u>	<u>597,051</u>

24. Events After Balance Date

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

25. Comparatives

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



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TUAKAU COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Tuakau College (the School). The Auditor-General has appointed me, Johann van Loggerenberg, using the staff and resources of PKF Hamilton Audit Ltd, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2023; 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 28 May 2024. 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 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 arise from section 134 of the Education and Training Act 2020.

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, 24 to 76, 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 (including International Independence Standards) (New Zealand) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

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



Johann van Loggerenberg
PKF Hamilton Audit Ltd
On behalf of the Auditor-General
Hamilton, New Zealand

Tuakau College

Members of the Board

Name	Position	How Position Gained	Term Expired/Expires
Kandi Ngataki	Presiding Member	Appointed	Mar 2024
Chris Betty	Principal	ex Officio	
Nicky Moore	Parent Representative	Co-opted	Mar 2024
Matthew Preston	Parent Representative	Elected	Jun 2024
Erica Mouton	Parent Representative	Elected	Sep 2025
Adrian Tocker	Parent Representative	Elected	Sep 2025
Ursula Aitken	Parent Representative	Elected	Oct 2026
Mark McDowell	Parent Representative	Elected	Oct 2026
Tracy Potts	Staff Representative	Elected	Sep 2025
Alize Walker	Student Representative	Elected	Sep 2024
Heeni Kani	Other	Co-opted	Jun 2024
Jessica Paton	Other	Appointed	Sep 2025
Mahaki Albert	Other	Co-opted	Jun 2024

Tuakau College

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$20,213 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2023 the Tuakau College Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.



TUAKAU COLLEGE

Pai rawa atu i nga mea katoa
The very best in all things

Analysis of Variance **Includes Kiwisport** **for 2023**

ANALYSIS OF VARIANCE for ANNUAL PLAN 2023

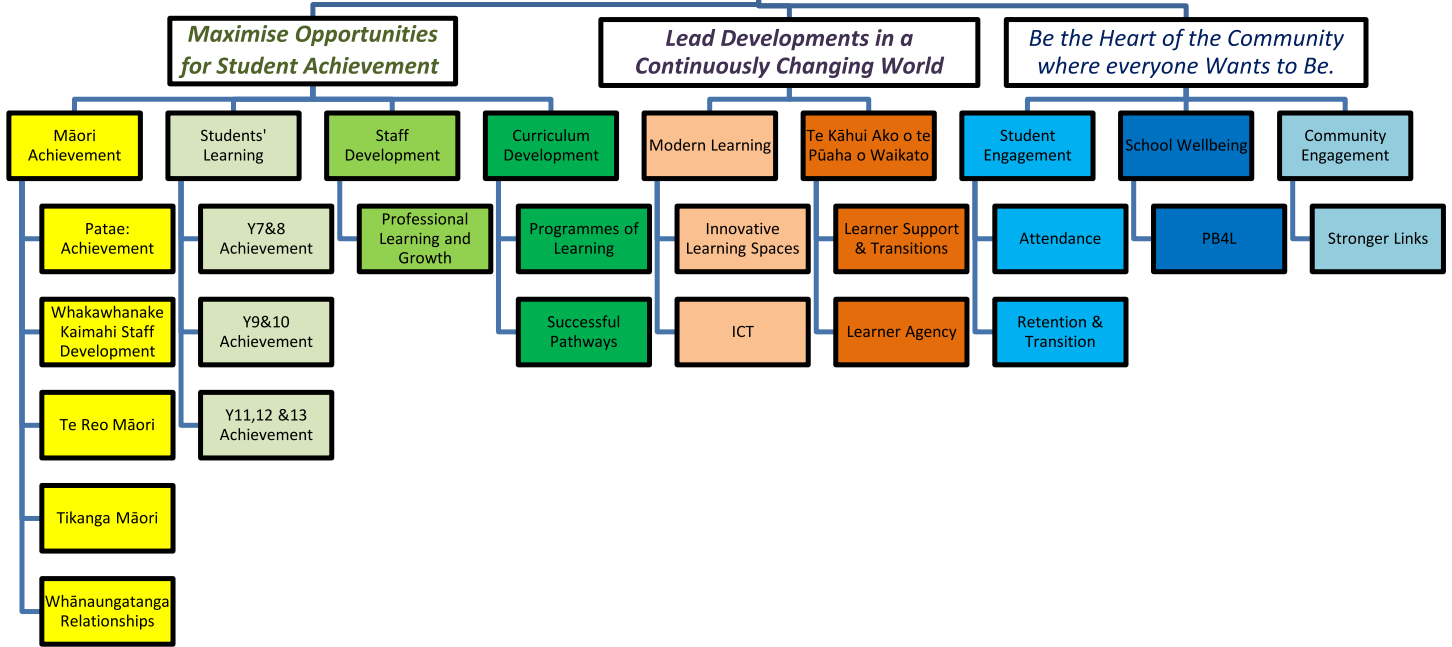


This is our analysis of variance report and is a statement where Tuakau College provides an analysis of any variance between the relevant aims, objectives, directions, priorities or targets set out in the charter and actual performance and outcomes for 2023.

Our analysis of variance highlights for our community the progress our board has made in achieving the aims and targets set out in our Charter. It shows parents, families and whānau the actions taken to achieve these and how successful these actions have been for improving student achievement.

ANNUAL PLAN 2023

Tuakau College prepares students for life through a quality education promoting excellence in all things



IMPROVEMENT PLANS 2023

These are a series of improvement plans around each of the Strategic Focus areas. 2022 was a mixed year with less interruptions because of Covid-19. It was a consolidation year with more face-to-face teaching and learning.

Mahere Mātauranga Māori Māori Education Plan

1. Māori Education

Patae: Achievement						
Annual Goal: To improve achievement						
2023 Annual Targets						
1. Move 5% of Maaori students(10) upwards over all the levels to higher levels in Reading						
Outcomes	Analysis				Evaluation	
ACHIEVED	Reading Level Shifts	Maaori 2021 Yr 7-9	Maaori 2022 Yr 8-10	Maaori 2023 Yr 7-10	<ul style="list-style-type: none"> 2024 eAsttle results are unavailable when this report was being completed Tracking and monitoring of these students is key to improvement especially with the requirements of NCEA literacy. A complete focus on this is occurring. eAsttle testing was suppose to be completed after Week 5 of this term and More close work with contributing schools to assist in raising the Year 7 Level 2 grades to higher . This will be ongoing work. 	
	Level 6	7	8	1		
	Level 5	7	8	10		
	Level 4	46	43	65		
	Level 3	38	53	43		
	Level 2	50	46	79		
	Level 1 or < 2	14	15	21		
2. Move 3% Māori students(6) upwards over all the levels to higher levels in Writing						
Outcomes	Analysis				Evaluation	
ACHIEVED	Writing Level	Maaori 2021 Term 1 Year 7	Maaori 2023 Term 1 Year 7	Maaori 2022 Term 1 Year 8	Maaori 2023 Term 1 Year 8	<ul style="list-style-type: none"> More work is required in the writing across all curriculum levels especially with reading comprehension and putting their ideas into words The focus over the next few years will be on literacy which includes writing, grammar, punctuation and the ideas that go into writing. A focus area at all levels Years 7 to 10. Need to focus on writing across all levels.
	Level 5	0	0	0	0	
	Level 4	1	2	4	20	
	Level 3	18	11	32	32	
	Level 2	19	19	21	26	
	Level 1	13	23	6	28	
	<ul style="list-style-type: none"> Writing levels for Maaori have increased by more than 3% especially at Level 4. There is also a larger group at Level 1. 					
3. Move 5% of Maaori students(10) upwards over all the levels to higher levels in Mathematics						
Outcomes	Analysis				Evaluation	
-->Ongoing Work	Mathematics Level Shifts	Maaori 2021 Yr 7-9	Maaori 2022 Yr 8-10	Maaori 2023 Yr7-10	<ul style="list-style-type: none"> There was a decrease in the Maths scores over 2023. The changes in numeracy to a literacy focus may have affected these scores. Further monitoring and tracking is required. Mathematic teachers need to have a focus on the basics and then need to move into the written problem solving as per the requirements of the NCEA numeracy. Create a numeracy focus class in Years 7&8 to shift the numbers in Level 2 and Level 3. 	
	Level 5	7	12	2		
	Level 4	18	33	25		
	Level 3	80	90	77		
	Level 2	57	35	83		
	Level 1	2	10	9		
4. Develop achievement levels in Te Reo Maaori						
Outcomes	Analysis				Evaluation	
-->Ongoing Work	<ul style="list-style-type: none"> Some work has occurred in this area. 				<ul style="list-style-type: none"> A review in 2023 to look at the measures of Te Reo Maaori in all the Reo Rua classes as well as the compulsory Te Reo Maaori classes for all Y7&8 students. Employed a Y7&8 Maaori studios teacher to investigate the measures of Te Reo Maaori. Use the MOE MLP advisor to assist in the development of these levels Look at moving towards Maatauranga Maaori curriculum 	



5. Increase the levels of success for Māori in NCEA:

- Increase the Level 1 pass rates so that 5 more students pass.
- Increase the Level 2 pass rates so that 5 more students pass
- Keep pass rates at level 3 consistent

Outcomes	Analysis:	Evaluation										
ACHIEVED	<table border="1"> <thead> <tr> <th></th> <th>2021</th> <th>2022</th> <th>2023</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>25</td> <td>37</td> <td>60</td> <td>+23</td> </tr> </tbody> </table>		2021	2022	2023	Difference	Level 1	25	37	60	+23	<ul style="list-style-type: none"> 23 more students passed at Level 1 which is a substantial increase even with the larger number of students in Year 11. This gives them a good foundation for Level 2 and above.
	2021	2022	2023	Difference								
Level 1	25	37	60	+23								
ACHIEVED	<table border="1"> <thead> <tr> <th></th> <th>2021</th> <th>2022</th> <th>2023</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Level 2</td> <td>28</td> <td>23</td> <td>34</td> <td>+11</td> </tr> </tbody> </table>		2021	2022	2023	Difference	Level 2	28	23	34	+11	<ul style="list-style-type: none"> 11 more students achieved at Level 2. A good increase in numbers.
	2021	2022	2023	Difference								
Level 2	28	23	34	+11								
XX Not Achieved	<table border="1"> <thead> <tr> <th></th> <th>2021</th> <th>2022</th> <th>2023</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Level 3</td> <td>11</td> <td>9</td> <td>6</td> <td>-3</td> </tr> </tbody> </table>		2021	2022	2023	Difference	Level 3	11	9	6	-3	<ul style="list-style-type: none"> A drop at Level 3 which is disappointing. Look at the pathways Maaori students are taking and monitor and track them at Level 3. Overall Level 3 needs to improve
	2021	2022	2023	Difference								
Level 3	11	9	6	-3								

	Level 1	Level 2	Level 3	UE
Tuakau College	75	91.9	37.5	0
National	51.7	64.5	56.2	31.2
Equity Band	55.9	65.8	55	28.6

- Level 1 and Level 2 NCEA results are well above the national and Equity band averages. Our Maaori students at these levels are achieving very well.
- Level 3 is an issue and needs to be looked at and a better tracking and monitoring process is going to be put in place for our Y12 Maaori students so when they come into Year 13-their goals and aspirations have been decided and a plan in place to ensure they are achieving at Level 3.

Whakawhanake Kaimahi: Staff Development

Annual Goal: To develop staff so they are culturally placed in our community

2023 Annual Targets

1. To support the Reo Rua teachers with ongoing PLD in teaching in a bilingual setting

Outcomes	Analysis	Evaluation
-->Ongoing Work	<ul style="list-style-type: none"> This is ongoing work and does not help when teachers have resigned and moved out of the school. This breaks the consistent approach. An decrease in the number of bilingual teachers has occurred especially trying to cover the Reo Rua classes as well as the compulsory Te Reo Maaori in Years 7&8. 	<ul style="list-style-type: none"> Actively recruit more Te Reo teachers and use incentives to come to Tuakau College. A plan is completed for the transition to Maataurtanga Maaori. A PLD plan is in place for all Reo Rua teachers

2. Continue to develop culturally engaged staff by increasing their capacity to speak and to use Te Reo Maaori.

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Staff completed the Te Whakaohooho course successfully. Teachers were using more Te Reo greetings and instructions in their classes A development plan for 2024 is required with the loss of the PLD tutor in 2024. Use of karakia in Staff briefing and getting the staff to complete this is successful. Use of whatkatauki is successful. All the staff know about the key maaori events throughout the calendar. 	<p>This must be ongoing to continue to build Tikanaga capacity and sustainability amongst all staff</p> <p>Have to break this into two levels with a huge number of new staff into the school. This is especially prevalent with the new overseas staff.</p>



Te Reo Maaori: Maaori Language		
Annual Goal: To increase and improve the levels of Te Reo Maaori around the kura		
2023 Annual Targets		
1. A transition plan is in place for moving to Te Maatauranga o Aotearoa		
Outcomes	Analysis	Evaluation
-->Ongoing Work	<ul style="list-style-type: none"> With the ongoing PLD, there are small steps heading towards the Māori curriculum. Realistically many of our students that are doing Reo Rua struggle in one language let alone learning in two. A plan is being developed for implementation when require. There needs to be a demand to move this way but there continues to be students pulling out of Reo Rua which puts this plan in jeopardy. 	<p>Once the confidence levels of the students and staff to teach and learn in the Te Maatauranga Aotearoa curriculum is high then the school will move to this new curriculum.</p> <p>More work is required to develop this plan as we come through a roll growth phase and more and more students are wanting to take Te Reo.</p> <p>Schemes of work are being developed.</p>
2. To maintain Reo Rua in Years 7 to 10		
Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Year 7-10 Reo Rua continues to be successful This concept has grown from strength to strength but we are having a number of students pulling out making the numbers marginal in terms of staffing 2022 to 2023 has seen an increase in students taking on this concept but there are a number of students deciding not to carry on. 	<p>Success in this programme leads to success in other subjects. The students have and will continue to enjoy these classes with the right teachers taking them but they continue to struggle with learning in two languages.</p> <p>Some of these classes are getting a reputation of poor behaviour. The Reo Rua teachers manage and maintain good levels of learning and behaviour but when the students go out to other subjects they tend to play up. More culturally responsive work with the staff and students is needed.</p> <p>Processes and procedures for putting students in and out of Reo Rua classes will need updating. We want the right students in here that will persevere and embrace the concept of learning Te Reo Maaori in a positive context.</p>
3. To plan and develop a community based Te Reo Maaori course in 2024		
Outcomes	Analysis	Evaluation
ACHIEVED	<p>We have identified there is a need in the community. A staff member survey and found there was a need. Discussions are taking place to put in place such a course.</p> <p>Wananga Aotearoa classes continue to be successful and in 2023, Putaaketanga and Te Aupikitanga Level 4 and 6 classes were successfully completed for medium level speakers. The school community has embraced these classes and we hope to continue 2024 with further classes.</p>	<p>To continue to develop in 2024</p> <p>Continued work with the Wananga Aotearoa to continue with 'Kura Pō classes. Two classes in 2024 will occur with increased number of adult participants. Putaaketanga and Ronaakitanga courses will run in 2024.</p>

Tikanga Maaori: Maaori protocols		
Annual Goal: To improve an understanding of Tainui tikanga Maaori		
2023 Annual Targets		
1. Ongoing consultation with our local Māori community		
Outcomes	Analysis	Evaluation
! Partially Achieved	<ul style="list-style-type: none"> Ongoing consultation occurs with parent teacher interviews. NZ Histories curriculum is out and will need to find a way to engage further with the local community in our rich cultural area. Matariki celebration held at the Marae with informal conversations etc with the community. 	<p>Ongoing as we continue to increase the profile of Te Reo Māori, tikanga and Reo Rua.</p>

Whakawhanaungatanga: Relationships		
Annual Goal: To improve connections with local iwi and hapu		
2023 Annual Targets		
1. Continue to consult with Marae and local iwi around our Maaori Education Plan		
Outcomes	Analysis	Evaluation
-->Ongoing Work	<ul style="list-style-type: none"> Small steps but is ongoing 	<p>Ongoing work needed in this area. As consultation increases so will the delivery of a Māori Education Plan.</p>



**Whakawhaanui i ngā whai waahitanga te whakatutukitanga o nga akonga
Maximise Opportunities for Student Achievement**

2. Student Learning

Years 7&8 Achievement

Annual Goal: To improve achievement and teaching practice in the Junior College

2023 Annual Targets

1. Move 10% of students upwards across all levels in Reading

Outcomes	Analysis								Evaluation		
ACHIEVED	Reading		Y7		Y7 to Y8		Y8 to Y9		Y9 to Y10		
	Level	2023	2022	2023	2022	2023	2022	2023	2022	2023	
	6				1		1		5		
	5				5	18	15	38			
	4	20	20	40	30	57	40	67			
	3	27	29	30	41	35	32	18			
	2	76	48	27	33	45	14	0			
	0	7	6	9	3	7	1	8			
	<ul style="list-style-type: none"> There is a distinct 10% increase in numbers at the higher levels 										
	<ul style="list-style-type: none"> 2024 eAstle data is unavailable when this report was written. This is trending in the right direction A more detailed monitoring and reporting system has to be in place for the 2024 results as the literacy and numeracy results have been elevated to a very important status with the new NCEA requirements Ongoing work 										

2. Move 5% of students upwards across all levels in Mathematics and Writing

Outcomes	Analysis								Evaluation																																																	
ACHIEVED	Maths		Y7		Y7 to Y8		Y8 to Y9		Y9 to Y10																																																	
	Level	2023	2022	2023	2022	2023	2022	2023	2022	2023																																																
	6																																																									
	5	1		5	5	7	14	29																																																		
	4	9	11	24	19	31	36	41																																																		
	3	60	38	50	55	74	53	45																																																		
	2	55	38	26	14	19	15	6																																																		
	0	3	0		2	5	0	3																																																		
	<ul style="list-style-type: none"> There is a 5% increase in achievement at the higher levels in Mathematics. 																																																									
	<table border="1"> <thead> <tr> <th colspan="2">Writing</th> <th colspan="2">Y7</th> <th colspan="2">Y7 to Y8</th> </tr> <tr> <th>Level</th> <th>2023</th> <th>2022</th> <th>2023</th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>6</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>2</td> <td>5</td> <td>20</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>31</td> <td>36</td> <td>32</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>51</td> <td>32</td> <td>26</td> <td></td> <td></td> </tr> <tr> <td>0</td> <td>41</td> <td>25</td> <td>28</td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> With writing there is a small movement upwards as well. A literacy and numeracy coordinator is in place from 2024 											Writing		Y7		Y7 to Y8		Level	2023	2022	2023	2022	2023	6						5						4	2	5	20			3	31	36	32			2	51	32	26			0	41	25	28	
Writing		Y7		Y7 to Y8																																																						
Level	2023	2022	2023	2022	2023																																																					
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3	31	36	32																																																							
2	51	32	26																																																							
0	41	25	28																																																							
<ul style="list-style-type: none"> Data analysis shows a positive picture and shift in all the curriculum levels of Mathematics. There is a lot more work to do with writing. Refocus on the Year 9 and 10 so they are ready for the assessment in Year 10 and NCEA. Look at employing a literacy numeracy coordinator for Year 9&10 																																																										

3. Implement a Gifted and Talented programme in Years 7&8 and 9&10

Outcomes	Analysis		Evaluation
-->Ongoing Work	<ul style="list-style-type: none"> The usual extension programmes are in place. Research was completed by the Within School Teacher and a proposal is being put together Need to focus on what each teacher can do to extend students. Education Perfect is being used. 		A G&T programme is being developed collaboratively lead by the Within School Teacher. Ready for implementation in 2025



Years 9&10 Achievement

Annual Goal: To improve achievement and teaching practice in the Middle College

2022 Annual Targets

1. Move 10% students upwards across all levels in Reading

Outcomes	Analysis	Evaluation																																								
ACHIEVED	<table border="1"> <thead> <tr> <th>Reading</th> <th colspan="2">Y8 to Y9</th> <th colspan="2">Y9 to Y10</th> </tr> <tr> <th>Level</th> <th>2022</th> <th>2023</th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>1</td> <td></td> <td>1</td> <td>5</td> </tr> <tr> <td>5</td> <td>5</td> <td>18</td> <td>15</td> <td>38</td> </tr> <tr> <td>4</td> <td>30</td> <td>57</td> <td>40</td> <td>67</td> </tr> <tr> <td>3</td> <td>41</td> <td>35</td> <td>32</td> <td>18</td> </tr> <tr> <td>2</td> <td>33</td> <td>45</td> <td>14</td> <td>0</td> </tr> <tr> <td>0</td> <td>3</td> <td>7</td> <td>1</td> <td>8</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Shifts can be seen upwards by more than 10% A Y9&10 literacy/Numeracy coordinator has been put in place Numeracy and literacy classes are in place for 2024 	Reading	Y8 to Y9		Y9 to Y10		Level	2022	2023	2022	2023	6	1		1	5	5	5	18	15	38	4	30	57	40	67	3	41	35	32	18	2	33	45	14	0	0	3	7	1	8	<p>There has been a good foundation set in Years 7&8 for the students to improve reading.</p> <p>Monitoring and tracking will occur in Years 9&10 to ensure literacy and numeracy is a focus in all subjects.</p> <p>Ongoing PLD will occur as a whole staff and in learning areas to improve literacy and numeracy.</p> <p>Results back from the Y10 literacy exams tells us we need to focus on sentence structure, grammar and punctuation.</p> <p>Whole staff requirements for literacy and numeracy.</p>
Reading	Y8 to Y9		Y9 to Y10																																							
Level	2022	2023	2022	2023																																						
6	1		1	5																																						
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2. Move 10% students upwards across all levels in Mathematics

Outcomes	Analysis	Evaluation																																								
ACHIEVED	<table border="1"> <thead> <tr> <th>Maths</th> <th colspan="2">Y8 to Y9</th> <th colspan="2">Y9 to Y10</th> </tr> <tr> <th>Level</th> <th>2022</th> <th>2023</th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>6</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>5</td> <td>7</td> <td>14</td> <td>29</td> </tr> <tr> <td>4</td> <td>19</td> <td>31</td> <td>36</td> <td>41</td> </tr> <tr> <td>3</td> <td>55</td> <td>74</td> <td>53</td> <td>45</td> </tr> <tr> <td>2</td> <td>14</td> <td>19</td> <td>15</td> <td>6</td> </tr> <tr> <td>0</td> <td>2</td> <td>5</td> <td>0</td> <td>3</td> </tr> </tbody> </table> <ul style="list-style-type: none"> There are students making good progress as they move through the year levels and a bigger increase of 10% is seen 	Maths	Y8 to Y9		Y9 to Y10		Level	2022	2023	2022	2023	6					5	5	7	14	29	4	19	31	36	41	3	55	74	53	45	2	14	19	15	6	0	2	5	0	3	<p>Continue to focus on the students become good mathematicians</p> <p>Students need to be prepared for the numeracy assessments for NCEA</p>
Maths	Y8 to Y9		Y9 to Y10																																							
Level	2022	2023	2022	2023																																						
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0	2	5	0	3																																						

3. Increase the number of students gaining their diplomas in Year 10 by 15 more students.

Outcomes	Analysis	Evaluation																																			
XX Not Achieved	<p>There were less students that achieved their Diplomas in 2021 than in 2020.</p> <table border="1"> <thead> <tr> <th></th> <th>2021</th> <th>2022</th> <th>2023</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>Excellence</td> <td>18</td> <td>13</td> <td>14</td> <td>+1</td> </tr> <tr> <td>Merit</td> <td>37</td> <td>55</td> <td>62</td> <td>+7</td> </tr> <tr> <td>Achieved</td> <td>18</td> <td>56</td> <td>37</td> <td>-19</td> </tr> <tr> <td>Attendance</td> <td>29</td> <td>22</td> <td>23</td> <td>+1</td> </tr> <tr> <td>Enrolment</td> <td>4</td> <td>2</td> <td>14</td> <td>+12</td> </tr> <tr> <td>Less than 50</td> <td>6</td> <td>17</td> <td>4</td> <td>-13</td> </tr> </tbody> </table> <ul style="list-style-type: none"> 11 less students received Achieved or higher to gain a diploma Even though there was an increase in numbers at the higher level there was a substantial increase in students not getting their diploma due to enrolment. A change in the rubrics last year saw an overall decrease in students achieving their diploma at Year 10 		2021	2022	2023	Diff	Excellence	18	13	14	+1	Merit	37	55	62	+7	Achieved	18	56	37	-19	Attendance	29	22	23	+1	Enrolment	4	2	14	+12	Less than 50	6	17	4	-13	<p>A more hands on approach is needed by whaanau teachers so they can monitor and track their students and give assistance to them to ensure they improve so they get their diploma.</p> <p>A constant review of the rubrics is required</p> <p>No long term interruptions for the students in 2024 is required.</p>
	2021	2022	2023	Diff																																	
Excellence	18	13	14	+1																																	
Merit	37	55	62	+7																																	
Achieved	18	56	37	-19																																	
Attendance	29	22	23	+1																																	
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Less than 50	6	17	4	-13																																	

4. Focus on numeracy and literacy as the new standards are introduced from the beginning of 2023

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> A lit/num teacher was in place Monitoring and tracking occurred Students sat the externals and a review of how they did was completed. The results of this made suggestions of what we should be doing in 2024 Systems and processes are in place for 2024 Lit/num classes have been implemented for 2024 	<p>Monitoring and tracking will raise the number of students who can achieve NCEA literacy and numeracy</p> <p>Ongoing review and implementing of changes is required</p>



Years 11, 12 & 13 (NCEA) Achievement

Annual Goal: To improve achievement and teaching practice in the Senior College

2023 Annual Targets

1. Monitor and track the pass rates at all levels of NCEA so that maintains high pass rates at all levels
 - a. Level 1: at 79% and above
 - b. Level 2: at 87% and above
 - c. Level 3: 70% and above

Outcomes	Analysis	Evaluation
ACHIEVED	a. We increased the pass rate to 83.3% with 145 students passing NCEA Level 1.	The staff have done an excellent job in preparing the students to achieve at Level 1. Our systems allowed for students to achieve. Consistent approaches have made a difference as well as the monitoring a tracking of students and putting in place programmes for students to achieve. We had the best results in the Franklin district. Well above the national average.
ACHIEVED	b. We increase the Level 2 results from 87% to 89.4% with 93 students passing Level 2	This level continues to have great courses where students can achieve. We had the second best Level 2 results in the Franklin district. Still well above the national average. We had the best Level 2 results in the district.
XX Not Achieved	c. Level 3 did not reach 70% but was at 64.9%. A mixed result with more work needed at level 3. 37 students achieved Level 3.	Level 3 is a struggle for our students and the courses are very academic but the students that wanted to achieve Level 3 passed. Better monitoring and tracking at this level is needed Need less students not engaged in their work to achieve the necessary credits for achieving Level 3. Too many drop out. We had the second best Level 3 results in the district.
XX Not Achieved	d. UE results were not very good falling to 28.1% from 39.3%	UE results are hugely variable from year to year. Still room to improve. Better academic counselling for students who want to get UE need to get UE. Monitoring and tracking so the students have the opportunity to achieve UE is needed.

2. All areas have engaged with the NCEA review and the changes which begin in 2024

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> • All areas are at different levels of preparedness for the NCEA changes • Many areas have adjusted courses to suit students and requirements and are giving feedback on standards • Literacy and numeracy is in place for NCEA achievement in 2024 	This work is ongoing. Work will continue for implementation of Level 2 and Level 3 standards in 2025 and 2026

3. Staff Development

Professional Learning & Growth

Annual Goal: To provide a platform for staff improvement and engagement

2023 Annual Targets

1. Increase the knowledge and skill base with restorative practices with the staff

Outcomes	Analysis	Evaluation
-->Ongoing Work	<ul style="list-style-type: none"> • Some work has been implemented. Restorative Practices are part of the day-to-day work. • New staff induction has had a huge part of the restorative process added to it. 	The ongoing work will continue to reinforce what we expect from the students. This work will be ongoing and a refresh is required.

2. Ongoing work to implement the new curriculum refresh, NCEA changes and the NZ Histories Curriculum.

Outcomes	Analysis	Evaluation
-->Ongoing Work	<ul style="list-style-type: none"> • All areas are ready for the implementation of the new curriculum. 	BYOD for 2024 will see an increase in digital fluency and access to resources for the new curriculum

Analysis of Variance 2023: *Pai rawa atu i nga mea katoa*



The very best in all things

	<ul style="list-style-type: none"> Ongoing development will occur especially with a new government in place and their expectations on the new curriculum and NZ Histories. 	Develop as the changes from the new government are in place.
3. New staff are inducted and provided with assistance to grow professionally		
Outcomes	Analysis	Evaluation
-->Ongoing Work	<ul style="list-style-type: none"> Many new overseas staff in 2024 so therefore a cultural induction programme is required Three new teacher trainee teachers will occur and ongoing guidance and mentoring will be required for them 	<p>Ongoing work is required.</p> <p>Induction is key to the success of the students and the new staff. Ongoing work with the new staff is required.</p>

4. Curriculum Development

Programmes of Learning		
Annual Goal: To develop programmes of learning that are meaningful		
2023 Annual Targets		
1. All programmes of learning are adjusted as NCEA changes come on stream.		
Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Work has been completed by all learning areas that have received the correct information The delay in getting information to the schools from the MOE has not helped with getting the work completed. Courses and NCEA assessment statements will be finalised in 2023. 	<p>Continued work to ensure we are ready for the new standards is key to ensure success for our students.</p> <p>The main focus are the new literacy and numeracy standards and what the requirements are especially when they are going to be assessed externally.</p>
2. All schemes are updated with the relevant foci on literary, numeracy, local curricula, NZ Histories and curriculum refresh.		
Outcomes	Analysis	Evaluation
! Partially Achieved	<ul style="list-style-type: none"> Ongoing work as learning areas continue to attend PLD and look at the prescriptive parts of the changes that are occurring. 	<p>All areas are refocussing on the changes</p> <p>Communicate the changes through the Bulletin and have articles on what changes and when they are occurring.</p>

Successful Pathways					
Annual Goal: To improve achievement and teaching practice in the Junior College					
2023 Annual Targets		When?	What is going to happen?	Responsible	Indicators of progress
1. Modifications are made to the timetable as the school roll grows especially at Years 11, 12 & 13.					
Outcomes	Analysis	Evaluation			
ACHIEVED	<ul style="list-style-type: none"> Some modifications were made based on: <ul style="list-style-type: none"> New standards offered NCEA changes that will need to occur but more so in 2024 Refreshing our own curriculum Class sizes will be big with a cohort size increase. Expected to have most courses full but also increase the number of classes set. 	<p>Timetable structure will always be on an ongoing review cycle as the school grows and as we develop more and more in regard to:</p>			
2. Determine how successful we are in determining the pathways for our students with a collaborative scrutinising of the data					
Outcomes	Analysis	Evaluation			
ACHIEVED	<ul style="list-style-type: none"> Looking at the data collaboratively happens at all levels Audit review is completed and recommendations will be acted upon. Ongoing work as part of the ERO inquiry 	<p>Ongoing work over the next few years as NCEA changes and the implementation of literacy and numeracy standards.</p> <p>Good information from the School review assists to ensure the pathways for our students are collaborative and appropriate</p>			



**Me ārahi i ngā whanaketanga o te rohe i roto i te Ao hurihuri tonu
Lead Local Developments in a Continuously Changing World**

5. Modern Learning

Innovative Learning Space

Annual Goal: To update and improve teaching spaces

2023 Annual Targets

1. A master plan is completed

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Master plan was completed Updated regularly A pause as the review of Property is occurring Modulars are planned for 2024 to compensate for roll growth 	<ul style="list-style-type: none"> Modulars for the end of Term 2 Master plan continues to be reviewed

ICT

Annual Goal: To continue to ensure the College is digitally capable

2023 Annual Targets

1. A BYOD plan continues to be implemented year by year.

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Ongoing work required and routines are embedded in the use of ICT in the classroom All students were informed they require a device for 2024 Students without a device can borrow one from school stock for a term or until they can afford one. 	<p>Successfully completed and there will need to be ongoing changes to the plan as other issues arise.</p> <p>Need to ensure the infrastructure can handle all the devices can access the servers. A plan on upgrading WiFi points needs to occur with N4L</p>

2. Improved Digital technologies throughout the School

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Ruccus has been installed Waiting on new switching to go in place. This is the 'bottle neck' at the moment. Due to be changed in 2024 Term 1. 	<p>The WiFi boxes have been in place but the switching cannot handle the loads and need to be exchanged. For the school to function fully these are a priority and will be changed out early Term 1 2024.</p> <p>New switching was put in place this term and functionality has improved. A few software issues but all been sorted.</p>

3. Removal of Student Mobile Phones and earplugs/pods

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Huge success Students have their phones still but they are not out between 9:00am and 3:30pm Students had phones confiscated. There were many to start but now reduced to a trickle. 	<p>Our procedures and processes for this have been great. We want to thank the advice given to us from other school in this regard.</p> <p>Now the government have banned them there will be policy advice through School Docs and the MOE.</p>

6. Te Kāhui Ako o te Pūaha o Waikato

Learner Support

Annual Goal: To identify the needs across the Kāhui Ako and determine areas of strength and weakness

2023 Annual Targets

1. Continue to provide Learner Support for students no matter whether they are funded or not.

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Te Whare Ako is working very well. Have more Tas than we get funded for Kaahui Ako has assisted with developing a register across all schools Transition process assist us with this 	<p>Continue to fight for the Kāhui Ako to get Learning Support positions</p> <p>Kaahui ako plan to get a consistent approach with use of PATs etc has not worked but will continue to get a process that suits all schools.</p>



Learning

Annual Goal: To identify the needs across the Kāhui Ako and determine areas of strength and weakness

2. Continue to develop the Aotearoa NZ Histories curriculum

Outcomes	Analysis	Evaluation
-->Ongoing Work	<ul style="list-style-type: none"> Work in all areas is occurring Social Science is taking the lead with the History teacher assisting in many areas 	<p>This will be ongoing work especially with the change in tact from the new government.</p> <p>All areas will continue depending on the changes which may occur.</p>

Assessment

Annual Goal: To determine what this means in all schools

2023 Annual Targets

3. To have a common understanding and practices around Student Agency

Outcomes	Analysis	Evaluation
-->Ongoing Work	<ul style="list-style-type: none"> Ongoing work with the two WSL in regard to agency. Agency has been presented to the staff Strategies have been shared Good practice will be ongoing 	<p>Much of this work is behind the scenes and will be incorporated into units of work, schemes of work and teaching programmes.</p>

Kia noho hei manawa o te hapori e hiahia ana e te katoa
Be the Heart of the Community where everyone wants to be

7. Student Engagement

Attendance

Annual Goal: To improve Attendance

2023 Annual Targets

1. To maintain attendance over 90% Ensure Māori attendance improves by 4%(8 students) from 86.2% to 90.2%

Outcomes	Analysis	Evaluation
XX Not Achieved	<ul style="list-style-type: none"> The overall attendance rate for 2023 is 87.5%. We did not go up to 90% but raised it from 86.8 to 87.5% and increase of 0.7% Māori attendance went from 86.2 and dropped to 84.4% 	<p>Continue to encourage students to attend school. The difficulty are the parents that are keeping students home.</p> <p>Engage with the Attendance service more to get the chronic non- attenders to school.</p> <p>Continue to provide the right courses and environment for the students who want to be here.</p>

Retention & Transition

Annual Goal: To improve retention and transition within and between schools

2023 Annual Targets

1. Increase retention rates by 10%.

Outcomes	Analysis	Evaluation
I Partially Achieved	<ul style="list-style-type: none"> Retention rates have improved. 	<p>As we grow we are getting more students with better Attendance and stay at school longer.</p>

8. School Wellbeing

PB4L

Annual Goal: To improve learning by improved behaviour

2023 Annual Targets

Analysis of Variance 2023: *Pai rawa atu i nga mea katoa*



The very best in all things

1. More action than theory in the implementation of the positive things we are doing.		
Outcomes	Analysis	Evaluation
<i>-->Ongoing Work</i>	<ul style="list-style-type: none"> Consistent approaches did occur but more and more staff and students need to apply these consistently. Ongoing work is needed. 	A plan is needed to be put in place for this to occur.
2. Restorative Practices are improved		
Outcomes	Analysis	Evaluation
<i>-->Ongoing Work</i>	<ul style="list-style-type: none"> Continue to work on this and develop 	A plan will be drafted for further ongoing work in this area.
3. To maintain and or reduce the stand-down rate. Keep the rates close to 35 students in a year.		
Outcomes	Analysis	Evaluation
XX Not Achieved	<ul style="list-style-type: none"> We had 125 stand-downs in 2023 	Behaviour was very poor in Term 2 and we had to maintain consistency in terms of the outcomes hence the stand-down rate went up. Look for alternative methods to deal with physical violence at school.
4. To maintain and or reduce the stand-down rate. Māori students by 10% from 73% to 63%		
Outcomes	Analysis	Evaluation
XX Not Achieved	<ul style="list-style-type: none"> 62% of stand-downs were Māori students. 	Disappointing but goes with the trend in the school and across the country. Poor behaviour in all schools has become a trend.

9. Community Engagement

Stronger Links

Annual Goal: **To form more links but also to cement stronger links with the community.**

2023 Annual Targets

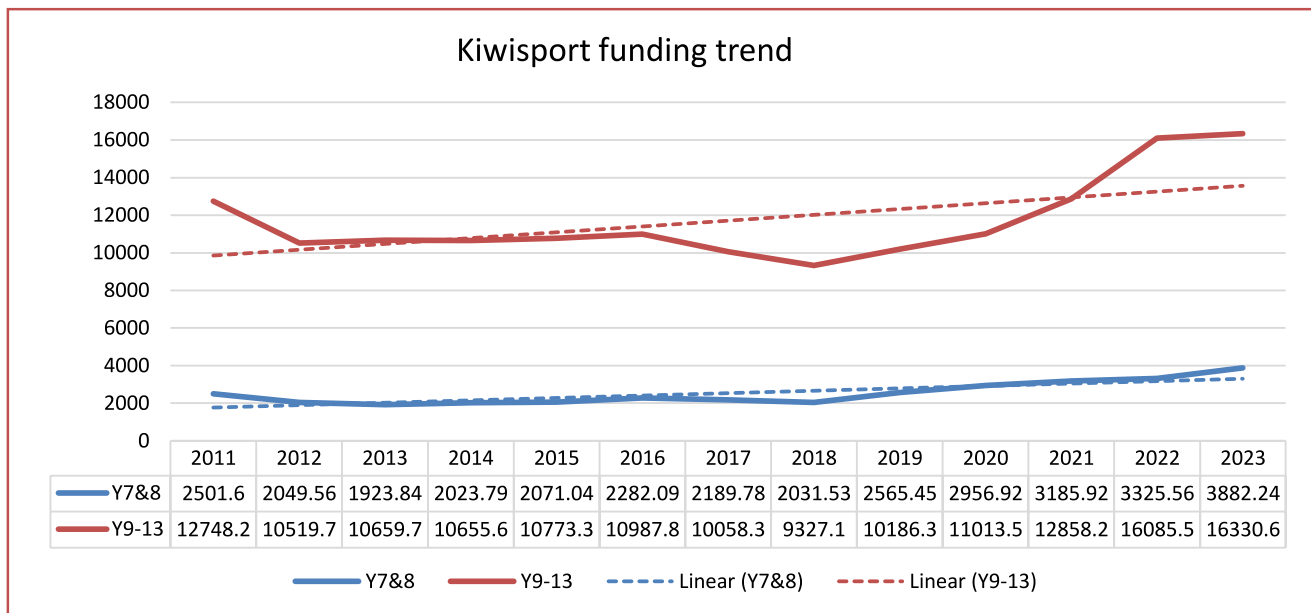
1. Continue to build better relationships with all schools in the Kāhui Ako

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> New leadership team New set of focus areas More independence given to schools to manage resources 	More work required in 2023
2. Put in place a community volunteer day		
Outcomes	Analysis	Evaluation
XX Not Achieved	<ul style="list-style-type: none"> Was not a priority and never happened 	Re-evaluate and put in place a plan for 2023



KIWI SPORT 2023

The Kiwisport funding 202:



- There has been an increase in funding in both Years 7&8 and Years 9 to 13 due to a roll increase.
- This is going to continue to occur as the College experiences a continued roll growth over the next few years.
- We will continue to use funding from other areas to counteract the fluctuating income for Sport at Tuakau College.
- The funding from parents and caregivers, in terms of costs per sport we have kept at a minimal but reasonable rate. Any fluctuations in funding can put sport at risk and breaks the continuity of providing the necessary administration for sport but we are working hard to ensure any impact is minimised as we feel a sport focus continues to ensure healthy fit students.

The money received in 2023 was:

Year 7 & 8: **\$3882.24** an increase of **\$556.68** from 2022. Not as big an increase as previous year. Biggest growth area is in Y9-13.
 Years 9-13: **\$16330.60** an increase of **\$245.10** from 2022. An increase but only very small compared to what we received in this area last year.

All of the money has been allocated to assist in funding the **Sports Co-ordinators** position. As a school we add in an additional \$25,000 from operations grant to supplement the Sports Coordinators role and Sport in general. Money to run sport comes from sport fees and donations. This is an essential position in the school to support the Physical Education/Health learning area and to implement, promote, monitor, and encourage sport at Tuakau College.

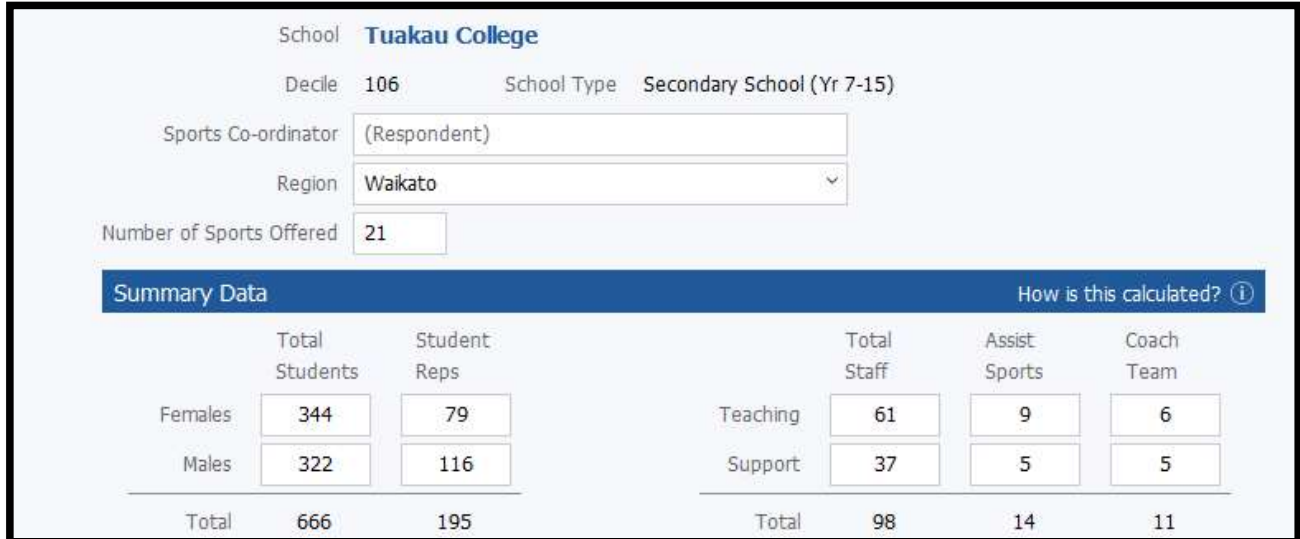
An ongoing review occurs each year around participation and the number of sports we offer. An incentive scheme for staff to take sport will be looked at. Also when the College employs staff we always look for staff that will commit to extra-curricular sport.

Our ongoing kiwisport goals are to:

Analysis of Variance 2023: Pai rawa atu i nga mea katoa  *The very best in all things*

- Continue to increase the number of students participating in sport at Tuakau College and to
- Continue to increase the number of sports in the school or made available to students in Tuakau College and to
- Increase the commitment of students to whatever they do through extra-curricular participation (Sport included) by putting in place an extra-curricular agreement.

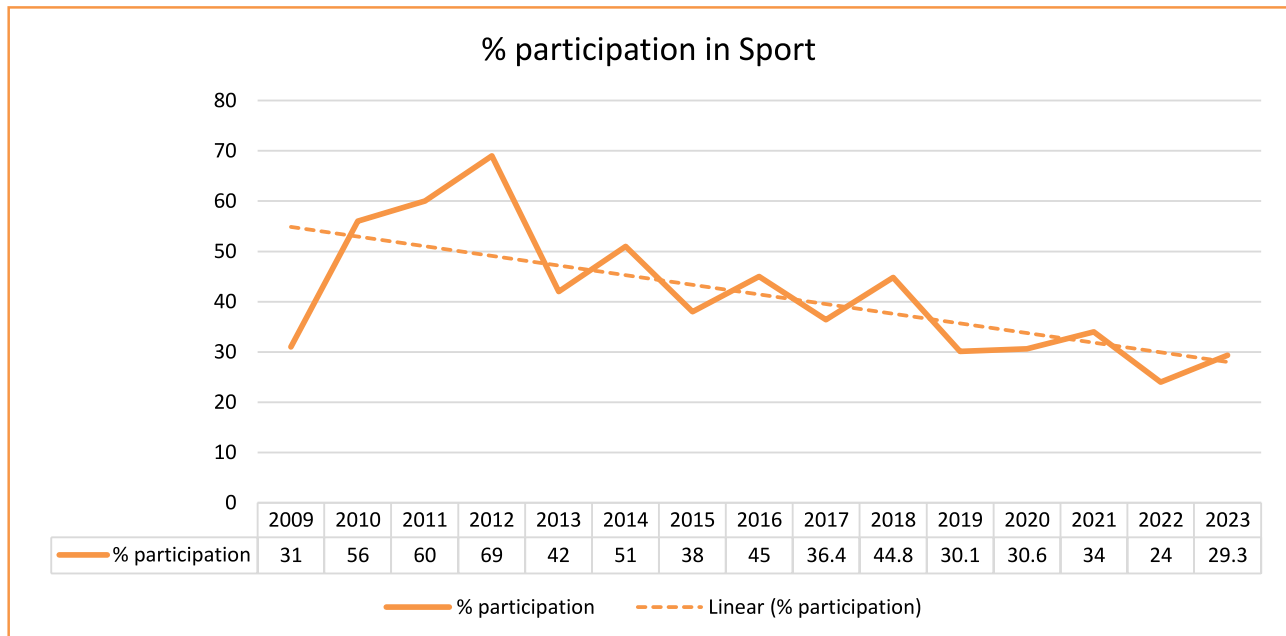
The data for Sport (NZSSSC Census data from KAMAR)



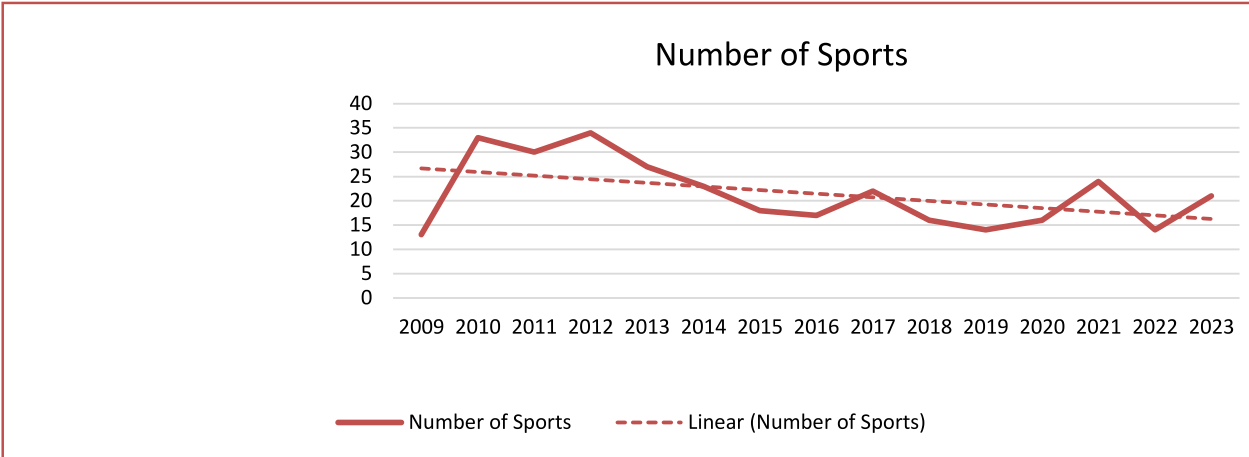
- More Sports were offered in 2023-went down from 14 to 21 BUT
- More students represented the school -went up from 142 to 195. Correlated to the increase in Sports
- More staff assisted with coaching and or assisting. Went up to 14.

Participating in Sport by students at Tuakau College:

In 2023 there is an increase in participation in sport. Students are becoming more active after Covid 19. Encouragement and the more opportunities is increasing this participation. A 5.3% increase in participation in sport.



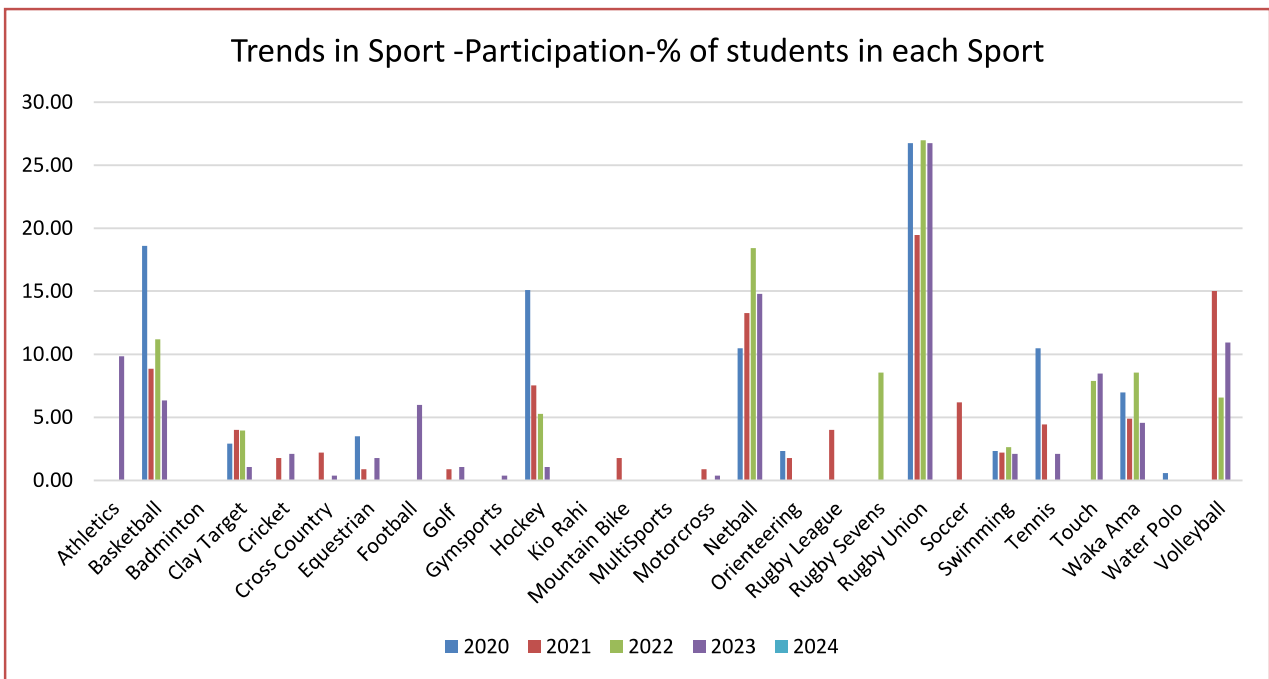
Number of Sports offered at Tuakau College



The numbers of sports went up in 2023 to 21.

We will continue to make available sport to all of our students by keeping the costs as low as possible. This means we have to have a drive on recruitment of members for teams as the school grows.

There is an expectation that the roll will grow and participation in sport will also grow again. We will be working to increase the number of sports and participation. Each sport will continue to look at how it can increase participants and ensure students get the best possible outcome.



Comments on Trends

- These results of a small increase in sport participation is a very good trend upwards. Getting over the non-participation is an important trend upwards. We want as many students playing sport as possible. The opportunities are going to increase as we get out of the clutches of Covid 19. As the school grows of course more students and more opportunities opens up.
- We need to ensure:
 - The sedentary trend of a generation of students is broken and positive work with the advantages of doing sport are espoused.
 - We will continue to see students being “wrapped in cotton wool” by their parents but we need to continue to highlight the benefits of playing sport.

Analysis of Variance 2023: *Pai rawa atu i nga mea katoa*  *The very best in all things*

- Sport is popular again especially with the emphasis on womens sport in football, rugby etc
- Good, support personnel to coach and manage the teams makes a difference and we have the biggest coaching by parents and caregivers in 2023.
- Rugby Union continues to be the backbone and will continue to grow in the College because of the personnel taking it and its organisation. Last year with the 1st XV winning their competition for a second time in a row is the platform for recruiting more players in 2023. Womens rugby is big as well with the Aupiki competition highlighting the pathway for girls rugby.
- Basketball continues to grow as with an increase in the number of students using the basketball hoops. The teams became more competitive.
- Also, with the new facility an increase in the interest in Volleyball. We have two grass courts and a need for a third. Very popular at lunchtime and interval.
- Swimming, Athletics, Cross Country participation is still in decline and become very specialised for certain students.
- Soccer has improved and rebuilding and the Football world cup will have an influence on girls taking up football.

Coaches at Tuakau College

There was a small increase in coaches and staff participating in sport. 15 staff were involved in sport in 2023. We continue to have a number of students coaching and or managing teams as well.

Conclusions:

- Increased participation in sport along with roll growth.
- Continue to offer a wide range of sports at all levels but the uptake is less.
- Increase the levels of participation by staff and parents to assist in all areas.





TUAKAU COLLEGE

Pai rawa atu i nga mea katoa • The very best in all things

NCEA Results 2023

NCEA Results - Principal's Report

Tuakau College and National Averages and Equity Index comparisons
 Different from real results because the 70 day students have been taken into account

	Tuakau College	National	Equity Index	Interim CBE	Diff Nat.Us
Level 1	83.3	60	63.1	84.3	23.3
<i>Excellence</i>	6	16.8	11.6		
<i>Merit</i>	19.5	32.1	25.8		
Level 2	89.4	72.2	72.6	86.9	17.2
<i>Excellence</i>	5.4	14.7	8.3		
<i>Merit</i>	9.7	23.9	17.8		
Level 3	64.9	66.2	63.6	62.7	-1.3
<i>Excellence</i>	5.4	13.7	9.3		
<i>Merit</i>	21.6	26	18.8		
UE	28.1	47.2	38.2	25.42	-19.1

Comparison with Other Secondary Schools Interim Results

<i>School</i>	<i>NCEA L1%</i>	<i>Nos</i>	<i>NCEA L2%</i>	<i>Nos</i>	<i>NCEA L3%</i>	<i>Nos</i>	<i>UE%</i>	<i>Nos</i>
Tuakau College	83.3	145	89.4	93	64.9	37	28.1	16
Pukekohe HS	63.7	263	75.7	261	59.7	151	36.8	93
Waiuku College	53.2	132	74.5	120	58.4	59	40.6	41
OnewheroAS	65.1	28	87.8	36	75.8	25	30.3	10
Wesley College	68.1	47	62.9	44	62.3	38	21.3	13
Rosehill College	48.7	184	63	184	63.2	148	29.5	69
Papakura HS	45.5	107	58.5	93	43.6	44	10.9	11
TeKauwhata College	41.3	38	53.9	41	39.3	11	25	7

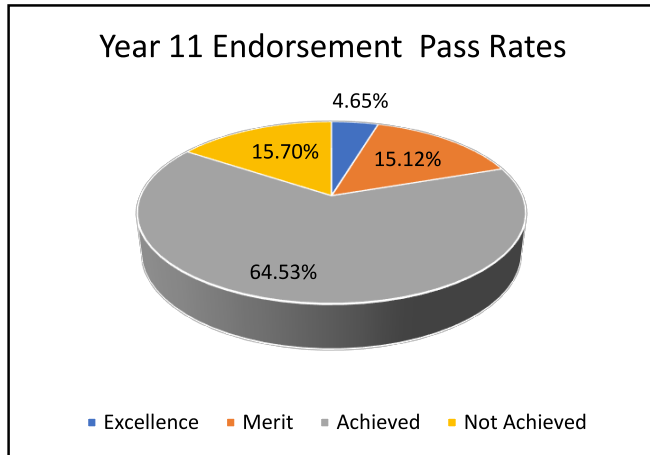
Year 11

Overall

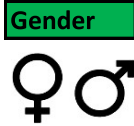
Y11 Cohort Pass Rate 84.30%

	Students
Excellence	8
Merit	26
Achieved	111
Not Achieved	27
TOTAL	172

Excellence	4.65%
Merit	15.12%
Achieved	64.53%
Not Achieved	15.70%



19.77% were awarded endorsement at Level 1



Gender

% each Gender	Female	53.49%	Male	46.51%
Pass Rate Gender	Female	45.35%	Male	38.95%
Not Achieved	Female	8.14%	Male	7.56%

100.00%

45.35% of all candidates that passed were female
 38.95% of all candidates that passed were male
 8.14% of all candidates that did not achieve were female
 7.56% of all candidates that did not achieve were male

Endorsements

	Female
Excellence	7
Merit	24
Achieved	47
Not Achieved	14
TOTAL	92

	Male
Excellence	1
Merit	2
Achieved	64
Not Achieved	13
TOTAL	80

18.02% female gained endorsement (Merit or Excellence) out of Year 11
 1.74% male gained endorsement (Merit or Excellence) out of Year 11

Within each Gender Group

	♀
Females ONLY	
Pass rate	84.78%
Endorsement	33.70%

	♂
Males ONLY	
Pass Rate	83.75%
Endorsement	3.75%

	Female
Excellence	7.61%
Merit	26.09%
Achieved	51.09%
Not Achieved	15.22%

	Male
Excellence	1.25%
Merit	2.50%
Achieved	80.00%
Not Achieved	16.25%

Overall Results 2023

Ethnicity

	Asian	NZE	NZM	Other	Pasifika
% each Ethnicity	6.40%	31.98%	46.51%	4.07%	11.05%
Pass Rate Ethnicity	5.81%	30.23%	34.88%	3.49%	9.88%
NOT Achieved	0.58%	1.74%	11.63%	0.58%	1.16%

5.81% of all candidates were Asian and passed
 30.23% of all candidates were NZ European and passed
 34.88% of all candidates were NZ Māori and passed
 3.49% of all candidates were Other Ethnicities and passed
 9.88% of all candidates were Pasifika and passed

Endorsements

	Asian	NZE	NZM	Other	Pasifika
Excellence	1	3	4	0	0
Merit	1	12	9	0	4
Achieved	8	37	47	6	13
Not Achieved	1	3	20	1	2
TOTAL	11	55	80	7	19

172

1.16% Asian gained endorsement out of Year 11
 8.72% NZ European gained endorsement out of Year 11
 7.56% NZ Māori gained endorsement out of Year 11
 0.00% Other Ethnicity gained endorsement out of Year 11
 2.33% Pasifika gained endorsement out of Year 11

Within each Ethnic Group

	Asian	NZE	NZM	Other	Pasifika
Pass in each gp	90.91%	94.55%	75.00%	85.71%	89.47%
NA within each gp	9.09%	5.45%	25.00%	14.29%	10.53%

An example of how to read this table

90.91%	of all Asians in Year 11 passed
9.09%	of all Asians in Year 11 did not pass

Endorsements in each group

	Asian	NZE	NZM	Other	Pasifika
Endorsement	18.18%	27.27%	16.25%	0.00%	21.05%

Merit higher

Excellence	9.09%	5.45%	5.00%	0.00%	0.00%
Merit	9.09%	21.82%	11.25%	0.00%	21.05%
Achieved	72.73%	67.27%	58.75%	85.71%	68.42%
Not Achieved	9.09%	5.45%	25.00%	14.29%	10.53%

Overall Results 2023

Most Credits

	Surname	First	Gender	Ethnicity	Total Credits	Des	Endorse
1	Wihapi	Kowhai	F	Maori	130	Most Credits	M
2	Pulefolau	Moana	F	Maori	129		M
3	Pulefolau	Marlah	F	Pasifika	125		M
4	Ngatai	Brooke	F	Maori	121		E
5	Calder	Alyssa	F	Maori	120		M
6	Gopal	Astha	F	Pasifika	119		A
7	Hyde	Caitlin	F	NZE	118		M
8	McDowall	Kyuss	F	Maori	116		E
9	Islip	Victoria	F	NZE	115		M
10	Smith	Benjamin	M	NZE	115		A
11	Tatler	Ben	M	NZE	115		M
12	Jenkins	Skye	F	NZE	114		M
13	Somerville	Sapphire	F	NZE	114		A
14	Hahn	Kayden	M	NZE	113		A
15	Kahi	Te'Arani	F	Maori	111		M
16	Sawa	Leandro	M	Other	110		A
17	Alejo	La	M	Asian	108		A
18	Brooker	Leopold	M	NZE	108		E
19	Dewan	Chiquita	F	Pasifika	108		M
20	Toafa	Simione	M	Pasifika	108		A
21	Tocker	Samara	F	Maori	108		M
22	Tupaea	Chase	M	Maori	108		A
23	Butler	Danielle	F	Maori	107		M
24	Fetuani	Kalolaine	F	Pasifika	107		M
25	Jackson	Oscar	M	NZE	107		A
26	Kahui Ariki	Hukarere	F	Maori	107		E
27	Maera	Jaydah-lee	F	Maori	107		M
28	Dorotich	Sophie	F	NZE	106		M
29	Hazell	Charmaine	F	NZE	106		M
30	Neshausen Kelly	Amber	F	NZE	106		A
31	Cortes	Zoe	F	Asian	105		E
32	Currie	Izabelle	F	NZE	105		M
33	James	Shakaiah	F	Maori	105		E
34	McGrath	Haylee	F	Maori	105		A
35	Yeager	Katelyn	F	Pasifika	105		A
36	Ahir	Raveena	F	Asian	104		M
37	Beeby	Annabelle	F	NZE	104		M
38	Hyslop	Willow	F	NZE	104		A
39	Johnston	Jordan	M	NZE	104		A
40	Tupaea	Jodeci	M	Maori	104		A
41	Barker	Tia	F	NZE	103	Top Year 11	E
42	Morgan	Dkota	F	NZE	103		A
43	Koopu	Reuben	M	Maori	102		A
44	Fah	Courtenay	F	NZE	101		E
45	Mahoney	Brya	F	NZE	101		M

Overall Results 2023

28

		Surname	First	Gender	Ethnicity	Pts	
Top Scholar	1	Fah	Courtaney	F	NZE	218	<-Top Scholar 2023
	2	Barker	Tia	F	NZE	213	Top Year 11
	3	Ngatai	Brooke	F	NZM	207	
	4	Brooker	Leopold	M	NZE	201	
	5	Cortes	Zoe	F	Asian	198	
	6	McDowall	Kyuss	F	NZM	187	
	7=	Tatler	Ben	M	NZE	184	
	7=	James	Shakaiah	F	NZM	184	
	9=	Hazell	Charmaine	F	NZE	181	
	9=	Wihapi	Kowhai	F	NZM	181	
	11	Pulefolau	Moana	F	Pasifika	177	
	12	Pulelofau	Marla	F	Pasifika	167	

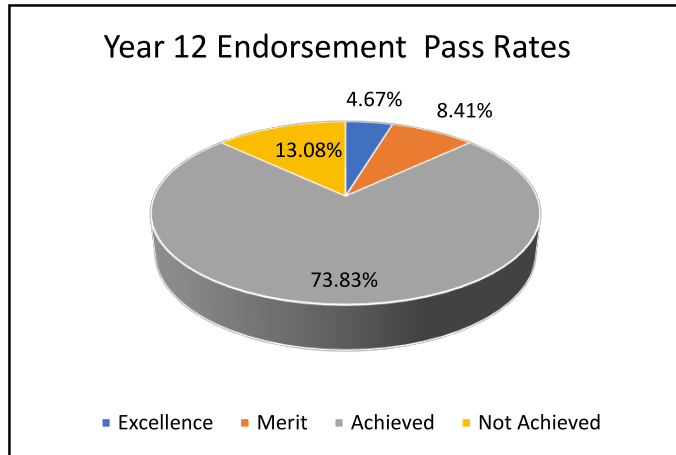
Year 12

Overall

Y12 Pass Rate 86.92%

	Students
Excellence	5
Merit	9
Achieved	79
Not Achieved	14
TOTAL	107

Excellence	4.67%
Merit	8.41%
Achieved	73.83%
Not Achieved	13.08%



Gender



% each Gender	Female	63.55%	Male	36.45%
Pass Rate Gender	Female	54.21%	Male	32.71%
Not Achieved	Female	9.35%	Male	3.74%

100.00%

- 54.21% of all candidates that passed were female
- 32.71% of all candidates that passed were male
- 9.35% of all candidates that did not achieve were female
- 3.74% of all candidates that did not achieve were male

Endorsements

	Female
Excellence	2
Merit	8
Achieved	48
Not Achieved	10
TOTAL	68

	Male
Excellence	3
Merit	1
Achieved	31
Not Achieved	4
TOTAL	39

- 9.35% female gained endorsement (Merit or Excellence) out of Year 12
- 3.74% male gained endorsement (Merit or Excellence) out of Year 12

Within each Gender Group

	♀
Females ONLY	
Pass rate	85.29%
Endorsement	14.71%

	♂
Males ONLY	
Pass Rate	89.74%
Endorsement	10.26%

	Female
Excellence	2.94%
Merit	11.76%
Achieved	70.59%
Not Achieved	14.71%

	Male
Excellence	3.75%
Merit	1.25%
Achieved	38.75%
Not Achieved	5.00%

Overall Results 2023

Ethnicity

	Asian	NZE	NZM	Other	Pasifika
% each Ethnicity	7.56%	20.35%	23.26%	4.65%	6.40%
Pass Rate Ethnicity	4.65%	19.19%	19.77%	4.07%	6.40%
NOT Achieved	2.91%	1.16%	3.49%	0.58%	0.00%

- 4.65% of all candidates were Asian and passed
- 19.19% of all candidates were NZ European and passed
- 19.77% of all candidates were NZ Māori and passed
- 4.07% of all candidates were Other Ethnicities and passed
- 6.40% of all candidates were Pasifika and passed

Endorsements

	Asian	NZE	NZM	Other	Pasifika
Excellence	1	4	0	0	0
Merit	2	5	2	0	0
Achieved	5	24	32	7	11
Not Achieved	5	2	6	1	0
TOTAL	13	35	40	8	11

107

- 2.80% Asian gained endorsement out of Year 12
- 8.41% NZ European gained endorsement out of Year 12
- 1.87% NZ Māori gained endorsement out of Year 12
- 0.00% Other Ethnicity gained endorsement out of Year 12
- 0.00% Pasifika gained endorsement out of Year 12

Within each Ethnic Group

	Asian	NZE	NZM	Other	Pasifika
Pass in each gp	61.54%	94.29%	85.00%	87.50%	100.00%
NA within each gp	38.46%	5.71%	15.00%	12.50%	0.00%

An example of how to read this table

61.54%	of all Asians in Year 12 passed
38.46%	of all Asians in Year 12 did not pass

Endorsements in each group

	Asian	NZE	NZM	Other	Pasifika
Endorsement	23.08%	25.71%	5.00%	0.00%	0.00%

Merit higher

Excellence	9.09%	7.27%	0.00%	0.00%	0.00%
Merit	18.18%	9.09%	2.50%	0.00%	0.00%
Achieved	45.45%	43.64%	40.00%	100.00%	57.89%
Not Achieved	45.45%	3.64%	7.50%	14.29%	0.00%

Overall Results 2023

Most Credits

	Surname	First	Gender	Ethnicity	Total Credits	End
1	Sefton	Layla Rose	F	NZE	153	A
2	Wellings	Madison	F	NZE	127	A
3	Harvey	Jai	M	NZE	126	E
4	Manson	Aidan	M	NZE	123	A
5	Mahoney	Bethany	F	NZE	114	E
6	Lim	Sasha-Lee	F	Maori	112	A
7	Raja	Sameer	M	Asian	111	E
8	Pearson	William	M	Maori	109	A
9	Reed	Rebekah	M	NZE	109	A
10	Davies	Robert	M	NZE	108	A
11	Guite	Hayley	F	NZE	108	M
12	Hira	Hauraki	M	Maori	106	A
13	Lobb	Tayla	F	Pasifika	106	A
14	Preston	Whaitiri	M	Maori	106	A
15	Hawkes	Charlotte	F	NZE	102	A
16	Mackey	Dyllan	F	Maori	101	A
17	McInnarney	Lily	F	NZE	100	E
18	Scanlon	Jasmine	F	NZE	100	A
19	Jamieson	Saxon	M	NZE	97	M
20	Wild	Troy	M	NZE	97	A
21	Chatfield	Ashlee	F	NZE	96	A
22	Coley	D'Angele	F	Other	96	A
23	Shaw	Wairangi	M	Maori	96	A
24	Cao	Katherine	F	Asian	95	M
25	Munce	Payton	F	NZE	95	A
26	Brown	Kate	F	NZE	94	M
27	Claridge	Haylee	F	NZE	94	A
28	Lumbers	Hayley	F	NZE	93	A
29	McIntyre	Riley	M	NZE	93	A
30	Guitguit	Mikylla	F	Asian	92	A
31	Mueller	Tahlia	F	Maori	91	A
32	Young	Danelle	F	NZE	91	A
33	Makore	Kudzanai	F	Other	88	A
34	Thompson	Trevail	F	Maori	88	A
35	Smith	Kimberley	F	Maori	86	M
36	Barlow-Rhind	Reubyn	M	Maori	85	A
37	Namoriki	Borerei	F	Pasifika	85	A
38	Naupan	Allyza	F	Asian	85	A
39	Bell	Siannah	F	NZE	83	M
40	Dunn	Haley	F	Maori	83	M
41	Jensen	Klayton	M	Maori	82	A
42	Reddy	Shreya	F	Asian	82	M
43	Carido	Shan Lee	M	Asian	81	A
44	Victor	Adrian	M	Other	81	A
45	Chand	Krishant	M	NZE	79	A
46	Shaw	Rangipokai	F	Maori	79	A
47	Tipene	Myah	F	Maori	79	A
48	Windlebourne	Telesia	F	Maori	79	A
49	Hood	Charlotte	F	NZE	78	A

Overall Results 2023

50	Black	Luna	F	Maori	76		A
51	Thompson	Ngaru	M	Maori	75		A
52	Walker	Aliz'E	F	Maori	73		A
53	Harvey-Cooper	Tiatia	F	Maori	72		A
54	Tarawa	Kaiya	F	Maori	72		A
55	Davies	Robert	F	NZE	71	Top Year 12	E
56	Weir	Charlotte	F	NZE	71		A
57	Williams	Syrus	M	Maori	71		A

Top Scholar		Surname	First	Gender	Ethnicity	Pts	Top Year 12
	1	Davies	Robert	M	NZE	215	<-Top Scholar 2023.
	2	Mahoney	Bethany	F	NZE	214	
	3=	Saad	Raja	M	Asian	213	
	3=	Harvey	Jai	M	NZE	213	
	5	Guite	Hayley	F	NZE	209	
	6	McInnarney	Lily	F	NZE	204	
	7	Bell	Siannah	F	NZE	203	
	8						
	9						
	10						
	11						

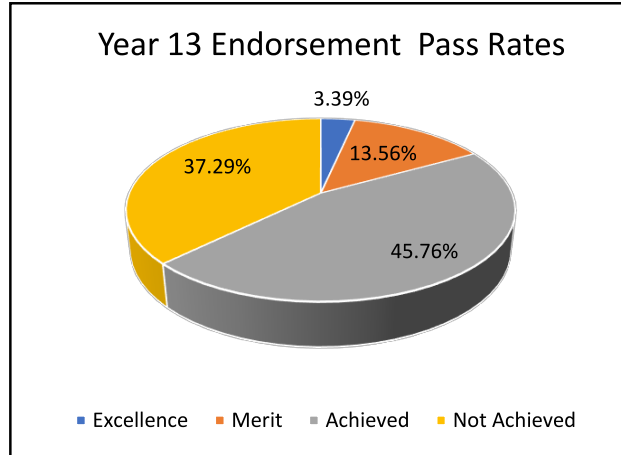
Year 13

Overall

Y13 Pass Rate 62.71%

	Students
Excellence	2
Merit	8
Achieved	27
Not Achieved	22
TOTAL	59

Excellence	3.39%
Merit	13.56%
Achieved	45.76%
Not Achieved	37.29%



Gender



% each Gender	Female	49.15%	Male	50.85%
Pass Rate Gender	Female	40.68%	Male	22.03%
Not Achieved	Female	8.47%	Male	28.81%

100.00%

40.68% of all candidates that passed were female
 22.03% of all candidates that passed were male
 8.47% of all candidates that did not achieve were female
 28.81% of all candidates that did not achieve were male

Endorsements

	Female
Excellence	2
Merit	5
Achieved	17
Not Achieved	5
TOTAL	29

	Male
Excellence	0
Merit	3
Achieved	10
Not Achieved	17
TOTAL	30

11.86% female gained endorsement (Merit or Excellence) out of Year 13
 5.08% male gained endorsement (Merit or Excellence) out of Year 13

Within each Gender Group

	♀
Females ONLY	
Pass rate	82.76%
Endorsement	24.14%

	♂
Males ONLY	
Pass Rate	43.33%
Endorsement	10.00%

	Female
Excellence	6.90%
Merit	17.24%
Achieved	58.62%
Not Achieved	17.24%

	Male
Excellence	0.00%
Merit	3.75%
Achieved	12.50%
Not Achieved	21.25%

Overall Results 2023

Ethnicity

	Asian	NZE	NZM	Other	Pasifika
% each Ethnicity	4.07%	12.79%	9.88%	4.07%	3.49%
Pass Rate Ethnicity	3.49%	10.47%	3.49%	2.33%	1.74%
NOT Achieved	0.58%	2.33%	6.40%	1.74%	1.74%

- 3.49% of all candidates were Asian and passed
- 10.47% of all candidates were NZ European and passed
- 3.49% of all candidates were NZ Māori and passed
- 2.33% of all candidates were Other Ethnicities and passed
- 1.74% of all candidates were Pasifika and passed

Endorsements

	Asian	NZE	NZM	Other	Pasifika
Excellence	1	1	0	0	0
Merit	2	5	0	1	0
Achieved	3	12	6	3	3
Not Achieved	1	4	11	3	3
TOTAL	7	22	17	7	6

59

- 5.08% Asian gained endorsement out of Year 13
- 10.17% NZ European gained endorsement out of Year 13
- 0.00% NZ Māori gained endorsement out of Year 13
- 1.69% Other Ethnicity gained endorsement out of Year 13
- 0.00% Pasifika gained endorsement out of Year 13

Within each Ethnic Group

	Asian	NZE	NZM	Other	Pasifika
Pass in each gp	85.71%	81.82%	35.29%	57.14%	50.00%
NA within each gp	14.29%	18.18%	64.71%	42.86%	50.00%

An example of how to read this table

85.71%	of all Asians in Year 13 passed
14.29%	of all Asians in Year 13 did not pass

Endorsements in each group

	Asian	NZE	NZM	Other	Pasifika
Endorsement	42.86%	27.27%	0.00%	14.29%	0.00%

Merit higher

Excellence	9.09%	1.82%	0.00%	0.00%	0.00%
Merit	18.18%	9.09%	0.00%	14.29%	0.00%
Achieved	27.27%	21.82%	7.50%	42.86%	15.79%
Not Achieved	9.09%	7.27%	13.75%	42.86%	15.79%

Overall Results 2023

	Surname	First	Gender	Ethnicity	Total Credits		End	
Most Credits	1	Zuze	Brendon	M	NZE	116	Most Credits	A
	2	Ranasingha Weera	Gaini	F	Asian	113		A
	3	Sparrow	Mitchell	M	NZE	109		A
	4	Ogle	O'Lando	M	Other	107		A
	5	Pangilinan	Rochell Izzy	F	Asian	107	Dux 2021	E
	6	Peddie	Ethan	M	NZE	101		A
	7	Busby	Christian	M	Other	99		N
	8	Muller	Sarah	F	NZE	98		M
	9	Sykes	Molly	F	NZE	95		M
	10	Montgomery	Kullen	M	NZE	94		M
	11	Jenkins	Monique	F	NZE	93		A
	12	Malijan	Belloux Mit	F	Asian	93		M
	13	Lees	Caitlin	F	NZE	85	Prox Accessitt	E
	14	Dutt	Bharavi	F	Pasifika	82		A
	15	Brown	Devon	F	NZE	79		A
	16	Johannesen	Calissa	F	Other	78		M
	17	Evans	Bree	F	NZE	77		A
	18	Mohammed	Shaniza	F	Asian	76		A
	19	Ahir	Gurshan	M	NZE	74		A
	20	Hartley	Sean	M	NZE	73		M
	21	Barker	Kaitlin	F	NZE	72		A
	22	Deo	Alpharish	M	NZE	72		A
	23	Roberts	Jessika	F	Maori	71		A
	24	Aislabie	Anaya	F	Maori	67		A
	25	Kwok	Ching Hang	M	Asian	67		M
	26	McFarlane	Mikayla Jac	F	Maori	67		A
	27	Ryan	Wil	M	NZE	66		A
	28	Harms	Ethan	M	Other	65		A
	29	Miller	Hannah	F	NZE	65		M
	30	Kimitaunga	Aratia	F	Maori	63		A

Overall Results 2023

		Surname	First	Gender	Ethnicity	Pts	
Top Scholar	1=	Less	Caitlin	F	NZE	220	<-Top Scholar 23 shared
	1=	Pangilinan	Rochelle	F	Asian	220	Dux 2023
	3	Sykes	Molly	F	NZE	191	
	4						
	5						
	6						
	7						
	8						
	9						
	10						
	11						
	12						

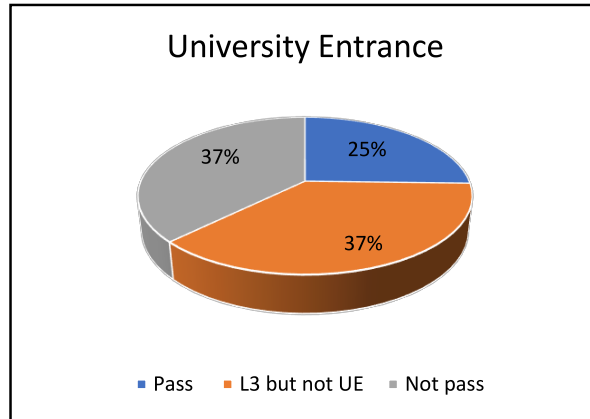
University Entrance

Overall

UE Pass Rate 25.42%

	Students
Pass	15
L3 but not UE	22
Not pass	22
TOTAL	59

Pass	25%
L3 but not UE	37%
Not pass	37%



Gender



	Female ♀
UE pass	10
L3Pass NOT UE	14
Not UE	5
TOTAL	29

	Male ♂
UE pass	5
L3Pass NOT UE	8
Not UE	17
TOTAL	30

Percentage within each group

	Female	Male
UE Pass	34%	17%
L3 but not UE	48%	27%
Not pass	17%	57%
TOTAL	100%	100%

Percentage whole cohort

	Female	Male
UE Pass	17%	8%
L3 but not UE	24%	14%
Not pass	8%	29%
TOTAL	49%	51%

Ethnicity

	Asian	NZE	NZM	Other	Pasifika
UE Pass	4	10	0	1	0
L3 but not UE	2	8	6	3	3
Not pass	1	4	11	3	3
TOTAL	7	22	17	7	6

59

Percentage within each group

	Asian	NZE	NZM	Other	Pasifika
UE Pass	57%	45%	0%	14%	0%
L3 but not UE	29%	36%	35%	43%	50%
Not pass	14%	18%	65%	43%	50%
TOTAL	100%	100%	100%	100%	100%

Percentage whole cohort

	Asian	NZE	NZM	Other	Pasifika
UE Pass	7%	17%	0%	2%	0%
L3 but not UE	3%	14%	10%	5%	5%
Not pass	2%	7%	19%	5%	5%
TOTAL	12%	37%	29%	12%	10%

100%

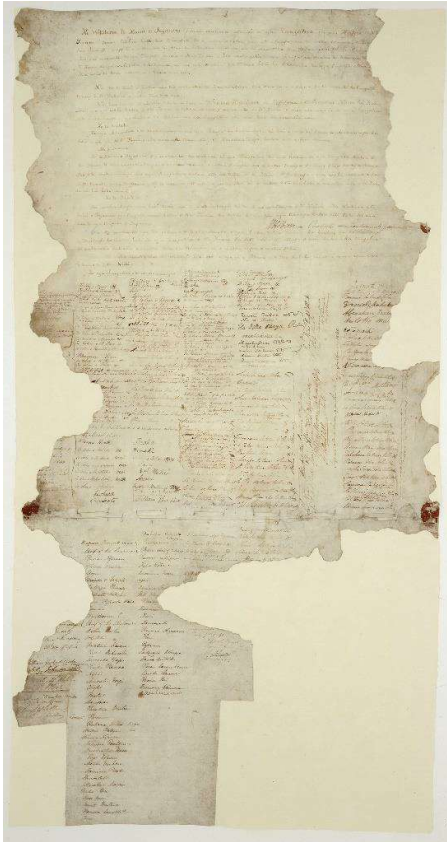


TUAKAU COLLEGE

Pai rawa atu i nga mea katoa • The very best in all things

Te Tiriti o Waitangi

WHAKATAUKI TIIMATATANGA

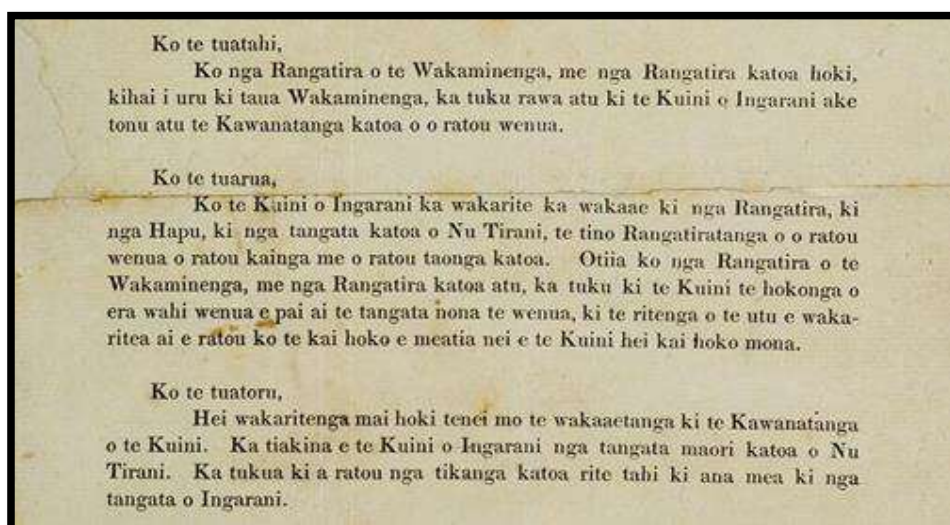


As a College let us clear the old undergrowth of learning and teaching practices away and build the future by letting the new shoots of knowledge, skills, attitudes shine through to guide and revitalise the rangatahi of Tuakau so they strive for excellence and benefit from this so they can become model citizens in our town, community, society to become global citizens. The foundation for this to occur is Te Tiriti o Waitangi for all students, whaanau and stakeholders. We bring this document to life with our school culture, and tikanga. It all stems from the logo, motto and kete of knowledge.

Te Tiriti o Waitangi calls for Tuakau College to understand and honour Te Tiriti o Waitangi principles in all actions and decision making. As a school we make our country's bicultural foundations evident in our school policies, organisation, physical spaces, whaanau and community engagement and classroom planning and assessment. **Tihei Mauri Ora!** The principles of the Tiriti o Waitangi brought to life in our school culture and tikanga.

It is one of eight principles in *The New Zealand Curriculum* that provide a foundation for schools' decision making. It calls for us to deliver a curriculum that:

- acknowledges the Tiriti o Waitangi principles
- acknowledges our nation's bicultural foundations
- enables students to acquire knowledge of te reo Māori and tikanga Māori.



We recognise the Māori version of the Treaty of Waitangi - ***Te Tiriti o Waitangi*** as the founding document of Aotearoa and as a College we embrace the tenets and articles of ***Partnership, Protection, and Participation***.

<i>Partnership</i>	<i>Protection</i>	<i>Participation</i>
<i>Educating the rangatahi together in partnership with local iwi, hapu, and marae.</i>	<i>Looking after Māori taonga in a manner that enhances Māori student achievement</i>	<i>Ensuring the rangatahi and whaanau are engaged in the educational opportunities provided by the College.</i>
<ul style="list-style-type: none"> ▪ maintain policies and practices which reflect New Zealand's dual cultural heritage ▪ recognise and value the unique position of Māori in New Zealand society by including Māori elements in our school programmes ▪ support and provide professional development for our Māori teachers ▪ working with iwi, hapu and whānau to ensure we are meeting aspirations of local rangatahi ▪ celebrate Māori achievement as Māori ▪ providing role models for younger Māori students ▪ ensure Māori are in a culturally responsive environment 	<ul style="list-style-type: none"> ▪ show bicultural awareness by incorporating Māori protocols, symbols and taonga in our physical, procedural and emotional school environment ▪ use of Te Reo Māori constantly and through school culture ▪ strive continually to improve learning outcomes for our Māori students ▪ continue to be involved in the MOE development programmes for Māori achievement ▪ provide learning opportunities in Te Reo Māori and Tikanga Māori ▪ provide appropriate pastoral care and guidance systems for our Māori students through whānau puumanawa ▪ support the school's kapa haka group ▪ espouse and demonstrate the concepts of whaanau 	<ul style="list-style-type: none"> ▪ consult regularly with our Māori parents and wider community and maintain a close relationship with this community ▪ provide learning opportunities through whaanau puumanawa ▪ ensure that there are at least two Māori representatives on the Tuakau College Board ▪ be able to successfully study Te Reo up to Year 13 ▪ be involved in kapa haka competitions and ensure it is not a disadvantage for the students ▪ ensure we review all things Māori with iwi, hapu and whaanau

Tuakau College has developed into a modern learning environment which has strengthened and continued to value things Maaori. It has been a strength of the College since the foundations were laid down by the first Principal Hiwi Tauroa. He was visionary and the practical steps he put in place towards the school becoming a bicultural school has become part of the schools cultural development over the past years. We cherish, relish and build on his vision as we move forward. Tuakau College embraces and recognizes the different backgrounds and cultures of the world. The make-up of the Tuakau community and area which feeds into the school has become more and more multi-cultural. Many ethnicities and nationalities have their sons/daughters attending Tuakau College. This makes it a distinct melting pot of cultures and even though the main ethnicities are still NZ European and NZ Maaori we will continue to cater for the other cultural components of the ethnicities and cultures. This demographic is also reflected in the staff that work at the College.

TUAKAU a meaning....

Names are significant and have meaning and the name of our town is the same: Tuu (Tū) - to stand AAKau(Ākau) - river shore. Tuu AAKau Tūākau – to stand on the river shore. This interpretation is being used in many publications and is seen as Tūākau, but the paakehaa version of **Tuakau** prevails today.

WHERE IS Tuakau College?

Tuakau College is part of North Waikato. The school resides on Tainui whenua and we whakapapa to the kiingitanga movement. King Tuuhetia Pootatau Te Wherowhero te tuawhitu is presently the Maaori king residing at Tuurangawaewae Ngaaruawaahia. Our tikanga is Waikato-Tainui with karakia, himene, waiata etc being used is Tainui.

TUAKIRI(our identity)



The logo depicts the fronds of the ponga tree symbolizing nurture, growth and new beginnings for a school relatively young. The larger fronds are the caregivers/parents, staff and older students. The smaller fronds are the younger students developing and surrounded by the larger fronds for protection and support. This is a **tuakana-teina relationship**. The two colours, green and white reflects the dual heritage bicultural nature of New Zealand.

Pai rawa atu i nga mea katoa

The very best in all things

was created and developed by Hiwi Tauroa the founding Principal. He says:

"...working well is not sufficient - we desire that you produce the very best work you are able to.....we will demand the very best performance from each individual...poor performance is not failure, a lack of effort is.....A low standard of achievement resulting from best effort is success"

We are proud to be the College for Tuakau and districts (Te Puuaha o Waikato) where our rangatahi (young people) come from. We are steeped in the traditions of the local area. We have a long tradition of being bicultural and the wairua(spirit), aroha, kotahitanga, manaakitanga, caring, love and respect is second to none. The very best in all things runs through, like the Waikato river, the four kete of knowledge.



As they do their very best they will grow and be nurtured in our supportive environment which promotes.



CULTURAL IDENTITY

Cultural Identity is a key for any young person to know where they have come from and to plan where they are going – their future. No matter what ethnic and or cultural background students come from Tuakau College embraces their cultural identity. We embrace their customs and practices and through our school environment we allow students to thrive with their cultural identity.

Tuakau College embraces tikanga Maaori because Maaori are the indigenous peoples of Aotearoa (New Zealand) and we have successfully embraced this since 1974. We have used tikanga and Te Reo to enrich the school's culture for its Maaori and in fact all students. It provides an educational context of learning for Maaori learning as Maaori. Threaded through our school is a kawa which embraces, treasures, and emphasises tikanga Maaori is all aspects of College life. Our students come out of Tuakau College with a deep understanding of Maaoritanga and the importance to NZ society and the bicultural diversity of Aotearoa. This over the years has become part of the New Zealand psyche and is part of being a New Zealander.

Maaori achievement has always been a priority at Tuakau College and we recognizes that it is a national priority. We have ensured that we have taken all steps to be involved in as much professional development around raising Maaori student achievement. We believe:

What is good for Maaori is good for all our students.

The professional learning programme of Te Kotahitanga has enabled us to put culturally responsive pedagogy into practice and helped us to refocus our culture on the dual nature of New Zealand society. The ongoing programme of Kia Eke Panuku has given us a ‘korowai’ for ensuring we continue to develop in this area and to ensure Maaori students can be Maaori in our College as a matter of fact any student can be accepted in a culturally responsive setting. Our school waiata embraces the tenets of Te Tiriti o Waitangi and the welcoming voice of Maaori to all other cultures in Aotearoa.

Te Waiata o te kura (School Song)

Ko te kura o Tuakau

Pai rawa atu i ngā mea katoa, tēnā ra koutou katoa	The very best in all things to you all
Ko te kura o Tuakau E karanga i tēnei rā Haere mai ra!	Hello to you all Tuakau College calls to you today Come here
Haere mai ra, Haere mai ra Haere mai koutou katoa Kia kaha tonu Tuakau Ki te whai i ngā kupu nei Mo tātou e!	Come here come here come here all of you Be strong and follow these words
Mo tātou e ‘Pai rawa atu i ngā mea katoa’ Aue,aue, E hine ma, Aue e tama ma Piki ake.....Piki ake Kake ake.....Kake ake I ngā maunga teitei o te ao katoa No reira koutou kua tae mai nei Te manuwhiri tuārangi	For us it is The very best in all things Good heavens girl Good heavens boy Go Up.....Go up Rise upRise up The highest mountains of the world You have come here as visitors from afar
Tēnā koutou! Tēnā koutou, tēnā koutou Tēnā rā koutou katoa Tēnā koutou, tēnā koutou Tēnā rā koutou katoa Hi aue hi!	Welcome, Welcome Welcome to all of you Welcome, Welcome Welcome to all of you

Our Community

The face of our community is changing but and we recognize the traditions and the customs of the Maaori community and the stakeholders in the area can whakapapa back to one of the local marae.

Tuakau College is situated in the semi-rural town of Tuakau, North Waikato, 50 kilometres from central Auckland. We Waikato iwi Tainui te waka and affiliate to the kiingitanga movement.

Kiingitanga

The Kiingitanga – a movement to create a unified Maaori nation – was formed after consultation among the tribes of Aotearoa. In 1858 Pootatau Te Wherowhero, ariki of Waikato, was chosen by the tribes of Aotearoa to become the first Maaori king. The Kiingitanga kings and queens are listed here:

- **Pootatau Te Wherowhero**
- **Matutaera Taawhiao**
- **Mahuta Taawhiao**
- **Te Rata Mahuta**
- **Koroki Mahuta**
- **Te Atairangikaahu**
- **Tuuheitia Paki-present king**

Kiingi Pootatau, like many chiefs of his time, became convinced that unity under the umbrella of the Kiingitanga was the most effective way to protect Māori lands and to help protect tribal structures and customs from the impact of Paakeha practices and beliefs.

In 1860 Kiingi Pootatau died and was succeeded by his son, Matutaera Pootatau Te Wherowhero – more commonly known as **Tawhiao**. His reign lasted 34 years and would see the most turbulent era of Māori-European relations.

Te Maunga, Te Awa

For our area Taupiri mountain is the significant mountain - 'maunga' and the Waikato river is the significant river -'awa'. The name Waikato is the name of our region and is taken from the **Waikato** River; **Waikato** is a Maaori word traditionally **translated** as "flowing water" (specifically, wai = "water" and kato = "the pull of the river current in the sea").

Whakapapa

Many of our Maaori students can whakapapa(trace their ancestry) back to the Tainui canoe and to many of the marae in this area. **Tainui** was one of the great ocean-going canoes in which Polynesians migrated to New Zealand approximately 800 years ago. The **Tainui** waka was named after an infant who did not survive childbirth. At the burial site of this child, at a place in Hawaiki known then as **Maungaroa**, a great tree grew; this was the tree that was used to build the ocean canoe.

The *Tainui* waka was commanded by the chief **Hoturoa**. On its voyage the *Tainui* stopped at many Pacific islands, eventually arriving in New Zealand. Its first landfall was at Whangaparaoa on the east coast of the northern North Island. *Tainui* continued on to Tauranga, the Coromandel Peninsula and Waitemata Harbour. From the Waitemata on the east coast, the canoe was carried by hand across the Tamaki isthmus (present-day Auckland) to Manukau Harbour on the west coast. From the Manukau, *Tainui* sailed north to Kaipara, then southwards to the west coast harbours of Whaingaroa (Raglan), Aotea and Kāwhia. It continued further to south of the estuaries of the Mōkau and Mohakatini rivers before returning north to its final resting place at **Maketu in Kāwhia** harbour.

Crew members disembarked at each landfall site along the way. Descendent groups formed several iwi, many associating under the Tainui confederation of iwi.

We also have many Maaori students that whakapapa back to other canoe in Aotearoa.

Names of local sub tribes are: **Ngati Tipa, Ngati Pou, Ngati Amaru and Ngati Tamaoho**.

The local marae in our area are:

Ngaa tai e rua: This marae is situated in the centre of Tuakau township. It is name Ngā- tae-e-rua and means the “two tides”. It was named by Apirana Ngata with the help of Princess Te Puea. The name represents the joining of the two coasts, the peoples of both coasts east and west.

Te Awamaarahi:(also called Manaia). This is the first marae as you travel down the Port Waikato road.

Te Kotahitanga: (also called Te Kumi). Across the valley from Te Kohanga School.

Tauranganui: (with Mauangaunga). On the bend of the Waikato River.

Ooraeroa: located at Port Waikato.

Weraroa & Pukerewa located in the Waikeretu area.

We are part of an area called Te Puuaha o Waikato (The estuary of the Waikato). It includes a number of Marae down the Waikato River. This diagram outline the marae that covers Te Puuaha o Waikato



TE ATARUA

Tuakau College **does not** have a marae but we have a significant whare called Te Atarua. We do not have a marae because we do not hold tangi and other important occasions here we hold them at the local marae. We have strong links and associations with our local marae.

For Tuakau College Te Atarua is a significant area in the College because it allows us as a school community to emulate many of the things that happen on the marae. Although there are many areas in the school where we

recognise things Maaori - Te Atarua is the place where Maaori students and staff can be Maaori. It is a place where they can feel comfortable. As we all know all our staff and students are welcome here but the tenets and protocols of Maaoritanga are brought to live here.



TUAKAU COLLEGE TIKANGA

1. When the school has a poowhiri we use Te Atarua as our place to welcome the manuhiri. In front of Te Atarua is the paepae and immediately inside is the whare moe and meeting place.
2. As per the marae protocols we follow these as it is a format our local marae use.
3. A small poowhiri is called a 'whakatau' and allows us to have a briefer version of a full poowhiri. This is used in a formal setting it just that it does not include everyone.
4. **Every visitor to Tuakau College** should be given an appropriate welcome whether it is a poowhiri, mihi whakatau or a mihi and waiata in the staff room.
5. After this then visitors are to be regarded as 'members of the family' particularly where the relationship has been 'kept warm' through regular contact.
6. Every visitor to the school is a visitor to the Principal, so everyone should meet or be introduced to the Principal or person deputised to represent him.
7. As long as the first speeches from either side(tangatawhenua and manuhiri) are in Maaori then other languages including English can be used depending on the manuhiri being welcomed to the College. An effort should be made to use more than one language.
8. All staff should have a simple whaikorero, in Maaori, to be able use at a poowhiri or whakatau. This will build the confidence and strengths of the staff member learning Te Reo
9. On significant occasions a kaumatua from the marae would be invited to attend and join the school.
10. Any new visitor to the school should be welcomed with a mihi and a waiata at the best appropriate time in the staffroom.
11. The staff member the person is visiting, has the responsibility to present the visitor to the staff. They should give a short mihi and then invite the staff to sing a waiata. The visitor does not have to reply but should be encouraged to do so.
12. A cup of tea/coffee is offered at the completion of the whakatau or mihi as well.

13. Other things we observe as a school:

- a. Do not sit on tables or pillows
- b. Do not walk in front of speakers
- c. Dress appropriately-if going to the marae women should be in skirts
- d. Food and drink are not consumed in the whare moe part of Te Atarua or in the meeting house
- e. Show are left at the door
- f. Use Māori greeting as much as possible.
- g. Know the kids names, pronounce appropriately, practice these

MISSION & VALUES

Tuakau College prepares students for life through a quality education promoting excellence in all things

The College ensures that a safe and positive learning environment is in place to promote trust, respect and dignity in all the endeavours required to achieve excellence. The students, parents and staff model these values in everything they do. The school maintains the rights of students to a safe, orderly, positive and caring learning environment.

Tuakau College offers pastoral care support and guidance through our Whare/Whaanau-house system. Each house is identified by a colour and a koru.



Ruuamoko Whare - Red House - Ruuamoko -atua of volcanoes, earthquakes and the seasons. The koru represents lava escaping from beneath the ground with strength and determination.



Taane Mahuta Whare - Green House -Tane Mahuta - atua of the forests and birds. The koru represents the powerful Kauri tree. The bird like figures depict all the living creatures in the forest.



Tangaroa Whare - Blue House - Tangaroa - atua of the sea. The koru represents water which may look smooth and calm, but is a big wave-powerful and unpredictable.



Taawhirimaatea Whare - Yellow House - Taawhirimaatea -atua of weather, thunder, lightning, rain, wind and storms. The koru represents a tornado-small and weak at the base but finishing strong and powerful.

All students and staff are in whaanau groups. Whaanau groups are vertical groups to encourage tuakana-teina(older younger) relationships where they can support each other as they grow up in the school.

Each whare has a set of whaanau puumanawa classes where students have a commitment to Tikanga and Te Reo Maaori. There is a commitment for these students to participate in kapa haka and senior Te Reo classes.

WHAANAU PUUMANAWA

Whaanau puumanawa provides a cultural context for students that want to be immersed in Te Ao Māori. There whānau classes are based on the concepts of:

Manaakitanga

A broad Maaori concept which encompasses the nurturing of our students so that they can realize their dreams and fulfil their potential through productive partnerships with Māori students, whānau, iwi and educators working together to produce better outcomes.

Whanaungatanga

A concept of whaanau-family. It represents the strong ties, respect and relationship needed between a school and its whānau in order to create a culturally enriching learning environment for our tamariki.

Kaitiakitanga

The looking after and caring for the students as they move through the College no matter what year level they are in.

Mana Motuhake

Allowing the students to self-determine the direction they are heading in.

Maatua me te Whaanau

Playing a critical role in supporting their children’s learning right from the start. **Learning** is more effective when whānau and iwi are valued partners in the education process and when educators, whānau and iwi are open to learning from and with one another.

Kiingitanga

A foundation of whakapapa for all Maaori students.

Te Maunga, Te Awa:

Significant landmarks for our people

Whakapapa:

Many of our Māori students can whakapapa(trace their ancestry) back to the Tainui canoe and to many of the marae in this area. **Tainui** was one of the great ocean-going canoes in which Polynesians migrated

to New Zealand approximately 800 years ago. The ***Tainui waka*** was named after an infant who did not survive childbirth. At the burial site of this child, at a place in Hawaiki known then as

Maungaroa:

A great tree grew; this was the tree that was used to build the Tainui ocean canoe.

The *Tainui* waka was commanded by the chief ***Hoturoa***. On its voyage the *Tainui* stopped at many Pacific islands, eventually arriving in New Zealand. Its first landfall was at Whangaparaoa on the east coast of the northern North Island. *Tainui* continued on to Tauranga, the Coromandel Peninsula and Waitemata Harbour. From the Waitemata on the east coast, the canoe was carried by hand across the Tamaki isthmus (present-day Auckland) to Manukau Harbour on the west coast. From the Manukau, *Tainui* sailed north to Kaipara, then southwards to the west coast harbours of Whaingaroa (Raglan), Aotea and Kaawhia. It continued further to south of the estuaries of the Mookau and Mohakatini rivers before returning north to its final resting place at ***Maketu in Kaawhia*** harbour.

Crew members disembarked at each landfall site along the way. Descendent groups formed several iwi, many associating under the Tainui confederation of iwi.

The College regards parents/caregivers as partners in the education of their sons/daughters. They are the key to any student's success in any endeavour they undertake. Parents/caregivers are made to feel welcome in the school and are encouraged to play an active role in school life whenever possible. The school regularly seeks feedback from the community on its performance and internally reviews its practices with the constant aim of improvement.

The College seeks to enhance, reach out and make stronger links with the community. It does this through informative academic conferencing sessions, meaningful student reports, getting actively involved in community events and finally through the celebrations of successful students.

The school maintains a professional, high-quality and motivated staff. Within a collegial, warm environment, leadership opportunities are provided at all levels and innovation and risk-taking is encouraged. Our teachers are reflective practitioners who are endeavouring to improve their teaching practice so they can make a difference to the student's education they are teaching. They continually strive to reflect the 'Effective Teacher Profile' and to ensure their learners reflect the 'Effective Learner Profile'. The Professional Growth Cycle tracks, monitors and supports the continued development of the qualities required to maintain the key elements of an effective teacher. They must engage with Tiriti o Waitangi opportunities and engage in Tikanga Maaori and embrace school culture.

The school endeavours to maintain its physical resources to a high standard. This is essential in providing a modern learning and working environment conducive to quality teaching and learning.

The school ensures effective financial management practices. Key areas for budgeting include new technological equipment, classroom resources, staff professional development, administrative support for staff. The College priorities the physical icons of Maaori culture around the school whenever it can with bilingual signage, school moto and tikanga highlighted through out mural and other icon like pou.

VALUES

School values are part of the everyday curriculum – encouraged, modelled and explored. They are deeply held beliefs. Every decision made relating to curriculum and change reflect these values. Tuakau College reflects the values of the individuals involved and the collective values of the institution.

Our values underpin all the things we do and permeate through all areas of the College. The values are delineated by how students should demonstrate the value and how staff should embody the value. The five values are not exclusive but an integral part of all the values we expect students to have. Our key values are:

Manaaki-Aroha-Whaka ute.....Caring-Love-Respect

Students at Tuakau College.....	Staff at Tuakau College.....
<p>will demonstrate CARING-LOVE-RESPECT by:</p> <ul style="list-style-type: none"> ☞ understanding what this value set means and how they apply it in their everyday life. ☞ showing tolerance towards others. ☞ helping others where and whenever they can. ☞ supporting others in difficult times. ☞ building their resilience. ☞ modelling the College 'kawa' in a positive manner ☞ showing humility. ☞ being reliable. ☞ being able to relate to others in the most appropriate manner. ☞ becoming connected to the various aspects of the College community. ☞ creating a safe environment for all fellow students. ☞ allowing teachers to teach and students to learn. ☞ accepting diversity and difference. ☞ caring and looking after their physical environment and ensuring it remains attractive. ☞ ensuring they look after their school for themselves, for the students that have been here before them and for the students that will follow. ☞ accepting the rules and regulations and abiding by these everyday. ☞ contributing to making the College a positive supportive and social environment. ☞ showing an understanding of others. 	<p>Embody the concept of CARING-LOVE-RESPECT by:</p> <ul style="list-style-type: none"> ☞ understanding what this value set means and applying it in their professional life. ☞ role modelling this value. ☞ having high levels of tolerance. ☞ accepting student, staff, parental opinions. ☞ supporting other staff and their work. ☞ building resilience throughout the school. ☞ modelling the College 'kawa'. ☞ forming positive professional relationships with students. ☞ ensuring the learning environment is safe from putdowns, bullying, and any other negative comments ☞ forming positive, professional relationships with each other. ☞ showing empathy to individual students and knowing each student well ☞ being professional when dealing parents/caregivers. ☞ accepting of diversity and human rights. ☞ protecting and contributing to the physical environment of the College as a safe and attractive place of learning. ☞ contributing positively to the development of a supportive, emotional and social environment in the school. ☞ representing the College within the community in a positive manner.

Ngākau Tapatahi.....Integrity

Students at Tuakau College.....	Staff at Tuakau College.....
<p>will demonstrate INTEGRITY by:</p> <ul style="list-style-type: none"> ☞ understanding what this value means and how it applies in their everyday life. ☞ being honest. ☞ acting ethically. 	<p>Embody the concept of INTEGRITY by:</p> <ul style="list-style-type: none"> ☞ understanding what this value means and applying it in their professional life. ☞ being a good role models of this value.

<ul style="list-style-type: none"> ☞ being trustworthy. ☞ being a good role model. ☞ being accountable and taking responsibility for their actions and understanding how it affects other members of the College. ☞ taking personal responsibility for their learning-showing agency. ☞ demonstrating equity through fairness and social justice. 	<ul style="list-style-type: none"> ☞ behaving ethically, according to the Teachers Council Code of Ethics. ☞ behaving accordingly to our local code of conduct and 'kawa'.
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U tonutanga.....Perseverance

Students at Tuakau College.....	Staff at Tuakau College.....
<p>will demonstrate PERSEVERANCE by:</p> <ul style="list-style-type: none"> ☞ understanding what this value means and how they apply it in their everyday life. ☞ ensuring they participate fully in every opportunity. ☞ taking part in, and making a positive contribution to, a range of learning activities through the four keystones of culture, academic, sporting and social & service pursuits. ☞ developing this with each new challenging activity. ☞ having a good work ethic. ☞ demonstrating initiative and industry. ☞ developing self-motivation through success. ☞ monitoring their own progress and setting goals to improve through stages of their learning. ☞ not giving up when times get tough. ☞ ensuring they have support mechanisms in place to get through the tough times 	<p>Embody the concept of PERSEVERANCE by:</p> <ul style="list-style-type: none"> ☞ understanding what this value means and applying it in their professional life. ☞ by role modelling this value. ☞ encouraging students to succeed through their programmes of learning. ☞ encouraging and rewarding students that have high levels of managing self. ☞ ensuring programmes of learning cover the key competency of 'managing self'. ☞ giving endless support in all aspects of the learning environment when times get tough. ☞ demonstrating a passion to carry on to succeed under adversity professionally and personally

Tino Pai rawa

Excellence

Students at Tuakau College.....	Staff at Tuakau College.....
<p>will demonstrate EXCELLENCE by:</p> <ul style="list-style-type: none"> ☞ understanding what this value means and how they apply it in their everyday life. ☞ developing a passion for learning. ☞ becoming active learners. ☞ being proud of all the things they do. ☞ reflecting on and monitoring their own learning-showing agency. ☞ developing their own individual learning plan. ☞ understanding the nature of the key competencies. 	<p>Embody the concept of EXCELLENCE by:</p> <ul style="list-style-type: none"> ☞ understanding what this value means and applying it in their professional life. ☞ developing the passion for learning within students. ☞ rewarding intrinsically and extrinsically the excellent things students do. ☞ pushing students to their potential with an emphasis on caring and professional relationships. ☞ understanding the nature of each student's learning ability and style.

<ul style="list-style-type: none"> ☞ becoming life-long learners. ☞ continuously learning how to learn by being aware of their strengths, weaknesses and how to develop them. ☞ seeking, creating, filtering and using knowledge ☞ being motivated. ☞ reflecting the school motto 'Pai rawa atu i nga mea katoa' 	<ul style="list-style-type: none"> ☞ teaching students how they learn. ☞ monitoring, tracking student progress through feedback and feed-forward mechanisms. ☞ fostering the key competencies and student achievement. ☞ positively valuing creativity and innovation in student abilities. ☞ completing ongoing, relevant professional development, learning and appraisal. ☞ creating a culture of success and celebrating success ☞ catering actively for all learning needs. ☞ reflecting the school motto 'Pai rawa atu i nga mea katoa'
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PRINCIPLES

The principles are what we believe underpin the Tuakau College curriculum and underpin all College decision making. These principles place the student at the centre of learning and teaching.

Our focused principles are:

- High expectations to learn
- Individual inclusiveness
- Citizenship
- Cultural Diversity
- Te Tiriti o Waitangi
- Future Focussed



Te Ako o nga Aakonga: Students' Learning

The College is committed to preparing young people no matter what background they come from. It will prepare them based on the information individually gathered. It sets in place a plan to 'add value' to the student through one of the four cornerstone kete (baskets) of knowledge - academic, sporting, cultural and social & service



The school offers a broad curriculum and subject choice, based on the New Zealand curriculum, to meet the needs of a diverse range of students. Within this curriculum our students are academically challenged in a context of 'learner-centred education'. The students set goals through teacher conferencing that occurs. Every effort is made to motivate students and to promote a love for learning and positive attitudes about success, so that they can move successfully into life beyond school.

Tuakau College recognises the significance of the Te Tiriti o Waitangi as our nation's founding document and that under the articles Maaori have to be significant participants in our College. Forming culturally responsive partnerships in a collaborative manner is a priority to ensure we are raising Maaori student achievement.

Excellence is defined through each of our four kete - academic, sport, cultural and social & service. Each student has an expectation to achieve excellence in as many kete as they possibly can. To achieve the very best in all things the College provides good opportunities and encourages the students to strive for the best and beyond.

The College offers the learning opportunities under a values umbrella focus. The values are threaded through the four school terms and through the curriculum units offered in all subject areas. They are also threaded through the College's culture and through the four ketes which students are expected to excel in.

The school is divided into three 'Colleges'-Areas of Learning

Junior College - the emphasis is to introduce and settle Year 7 & 8 students into secondary school life. Offering them a range of experiences with specialist teaching and focussing on improvements in Reading, Writing and Mathematics. This is the beginning of 'The staircase to success!' with all students aiming to gain a Junior College Diploma by the end of Year 8 with Gold, Silver or Bronze endorsement. Also, for Te Reo learners Reo Rua-bilingual classes are offered to build capacity for being competent learners in Te Reo Maaori.

Middle College - Year 9 and 10 student learning is consolidating at this level. Their learning, skills and attitudes are focused on preparing them for NCEA. This is 'The staircase to NCEA' with the students aiming towards gaining a Middle College Diploma by the end of Year 10 with Excellence, Merit or Achieved endorsement. A continued focus of Reading Writing and Mathematics especially when the students must achieve their literacy and numeracy through a national exam.

Senior College is where we prepare Years 11, 12 and 13 students for the outside world and gaining the New Zealand national qualifications - NCEA. They can gain their certificate with Excellence, Merit or Achieved endorsement or get a subject endorsed as well with Excellence, Merit or Achieved endorsement.

Student Learning is expected to occur under the **Effective Teacher** and **Effective Learner** Profiles. The characteristics of these profiles encompasses the qualities of:

- Manaakitanga – caring for students as culturally located individuals
- Mana Motuhake – giving students the opportunity to be self-determining, independent learners.
- Whakapiringatanga – having and forming strong professional and personal relationships
- Cultural appropriateness – providing an environment that has learning, support and behavioural contexts for students
- Culturally Responsive Pedagogy – a culturally responsive context where students can bring their own cultural experiences to their learning

REO RUA

Ma whero ma pango ka oti ai te mahi
With red and black the work will be complete

Ko Taupiri te maunga
Ko Waikato te awa
Ko Tainui te waka
Ko Waikato te iwi
Ko Ngaati Tiipa te hapuu
Ko Te Puaha o Waikato te rohe

Reo Rua is a bilingual pathway offered to students in Years 7 to 10 of Tuakau College. The classes are where students, regardless of ethnicity, want to embrace Te Reo Maaori me ona Tikanga, while achieving educational success.

Students in Reo Rua will experience teaching and learning that is underpinned by a kaupapa Māori philosophy and will engage integrated and project-based learning contexts in core curriculum areas. Reo Rua operates within the wider school and students will have access to specialist teachers and are still able to participate in specialist subject areas such as Technology, The Arts and Languages.

The Principal in consultation with the Board of Trustees will decide on the number of students who can enrol each year. Spaces are limited, so whaanau are encouraged to make their applications early. All applicants will be interviewed by the Reo Rua kaiako before acceptance.

Effective Teaching and Learning

Teachers and students embrace the learning culture at Tuakau College and follow the profiles developed at school – they are the Effective Teaching Profile and the Effective Learner Profile.

Effective Teacher will..

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| <p>Give meaning to Te Tiriti o Waitangi</p> <ul style="list-style-type: none">• Use Te Reo as often as they can in the classroom• Recognise ngaa aakonga whakapapa• Live the Tuakau College tikanga• Celebrate and participate in Maaori events• Pronounce student names correctly• Participate in ongoing Te Reo and tikanga learning <p>Make Learning clear by:</p> <ul style="list-style-type: none">• Using examples of student work to guide students• Giving detailed comments on student work• Providing guidance in planning the next steps to learning <p>Involve the Students in their learning by:</p> <ul style="list-style-type: none">• Helping them set achievable learning goals• Using assessment information to guide future learning• Making the “how” and the “what” of learning clear | <p>Effective Learner will...</p> <p>Give meaning to Te Tiriti o Waitangi</p> <ul style="list-style-type: none">• Use Te Reo as often as they can in the classroom• Recognise and be proud of where they are from and their ancestors• Live the Tuakau College tikanga• Celebrate and participate in Maaori events• Participate in ongoing Te Reo and tikanga learning <p>Be Involved in Learning by:</p> <ul style="list-style-type: none">• Concentrating• Staying away from distractions• Having an incentive to learn <p>Be self-directed in Learning by:</p> <ul style="list-style-type: none">• Telling themselves ‘they can do it’• Getting support from friends and family• Rewarding themselves for success <p>Be self-reflective about learning by:</p> |
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Effective Learner will...

<p>Be well prepared by:</p> <ul style="list-style-type: none"> • Having lessons and units of work planned according to schemes and curriculum requirements • Having lessons that give choices and that recognize an individual student's needs and abilities • Ensuring students are aware of learning intentions and learning outcomes <p>Develop an atmosphere of mutual respect by:</p> <ul style="list-style-type: none"> • Giving students the opportunity to manage their own learning • Using student-centered learning approaches • Listening to and being supportive of students • Recognizing and valuing individual and cultural differences <p>Have a well-managed classroom by:</p> <ul style="list-style-type: none"> • Knowing the students well • Speaking in a clear and appropriate manner to students • Making expectations of student behaviour clear so that all students learn in a safe and co-operative atmosphere • Ensure they are up to date with current educational ideas by • Acknowledging the importance of formative assessment in teaching and learning • Using an inquiry model to guide teaching programmes • Demonstrating knowledge of the New Zealand Curriculum initiatives <p>Be supportive of colleagues and the wider school community by:</p> <ul style="list-style-type: none"> • Communicating in a clear and appropriate manner • Being supportive of and displaying loyalty to the school community • Participating in co-curricular activities and other school duties 	<ul style="list-style-type: none"> • Setting goals and reviewing these • Changing when needed • Acknowledging strengths and weaknesses <p>Be well organised to manage own learning by:</p> <ul style="list-style-type: none"> • Using time wisely • Making lists and timetables • Being able to focus <p>Respect others and their learning by:</p> <ul style="list-style-type: none"> • Concentrating when they have to • Staying away from distractions • Having an incentive to learn <p>Be able to accept a challenge by:</p> <ul style="list-style-type: none"> • Asking questions • Trying hard to go one step further • Not being afraid to 'stand-out' <p>Be helpful to others by:</p> <ul style="list-style-type: none"> • Knowing that feeling successful is important to everyone • Being positive in attitude
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HE WHAKATAUKI HEI WHAKAOTI

“Titiro whakamuri, kia
anga whakamua ”

Look to the past in order to move forward