

TUAKAU COLLEGE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	106
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Accountant / Service Provider:

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TUAKAU COLLEGE

Annual Financial Statements - For the year ended 31 December 2025

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Tuakau College

Statement of Responsibility

For the year ended 31 December 2025

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 2025 fairly reflects the financial position and operations of the School.

The School's 2025 financial statements are authorised for issue by the Board.

Kandi Ngataki

Full Name of Presiding Member



Signature of Presiding Member

Date 21 May 2026

Donna Tupaea

Full Name of Principal



Signature of Principal

Date 21 May 2026

Tuakau College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	14,242,841	12,354,428	13,882,938
Locally Raised Funds	3	513,668	534,109	522,452
Interest		62,058	45,000	90,704
Total Revenue		14,818,567	12,933,537	14,496,094
Expense				
Locally Raised Funds	3	294,622	308,479	255,768
Learning Resources	4	10,107,963	9,016,478	9,278,469
Administration	5	1,402,887	1,340,052	1,994,281
Interest		10,280	8,147	10,647
Property	6	2,245,782	2,143,063	2,213,162
Other Expenses	7	248,368	-	249,078
Total Expense		14,309,902	12,816,219	14,001,405
Net Surplus / (Deficit) for the year		508,665	117,318	494,689
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		508,665	117,318	494,689

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 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		2,503,523	1,961,355	1,887,172
Total comprehensive revenue and expense for the year		508,665	117,318	494,689
Contribution - Furniture and Equipment Grant		65,942	-	87,360
Contributions from the Ministry of Education - Te Mana Tuhono		-	-	34,302
Distributions to the Ministry of Education		(3,985)	-	-
Equity at 31 December		3,074,145	2,078,673	2,503,523
Accumulated comprehensive revenue and expense		3,074,145	2,078,673	2,503,523
Equity at 31 December		3,074,145	2,078,673	2,503,523

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 2025

		2025	2025	2024
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	831,112	265,555	496,893
Accounts Receivable	9	775,555	614,065	636,061
GST Receivable		79,706	65,923	79,050
Prepayments		43,432	43,557	96,228
Inventories	10	490	458	436
Investments	11	1,409,128	779,435	1,120,082
Funds Receivable for Capital Works Projects	18	129,079	-	27,001
Franklin Bus Network		82,395	-	51,922
Student Scholarship Fund		4,900	4,900	4,900
		<u>3,355,797</u>	<u>1,773,893</u>	<u>2,512,573</u>
Current Liabilities				
Accounts Payable	13	857,896	697,557	794,886
Revenue Received in Advance	14	55,139	100,980	59,999
Provision for Cyclical Maintenance	15	51,697	81,915	49,932
Finance Lease Liability	16	66,548	44,011	71,452
Funds held in Trust	17	1,940	-	-
Funds held for Capital Works Projects	18	23,914	-	-
Funds held on behalf of Franklin South Bus Network Cluster	19	246,311	126,390	146,889
		<u>1,303,445</u>	<u>1,050,853</u>	<u>1,123,158</u>
Working Capital Surplus/(Deficit)		2,052,352	723,040	1,389,415
Non-current Assets				
Property, Plant and Equipment	12	1,180,009	1,558,392	1,293,865
		<u>1,180,009</u>	<u>1,558,392</u>	<u>1,293,865</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	97,104	111,187	74,354
Finance Lease Liability	16	61,112	91,572	105,403
		<u>158,216</u>	<u>202,759</u>	<u>179,757</u>
Net Assets		<u>3,074,145</u>	<u>2,078,673</u>	<u>2,503,523</u>
Equity		<u>3,074,145</u>	<u>2,078,673</u>	<u>2,503,523</u>

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 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		4,040,830	3,777,841	3,876,619
Locally Raised Funds		506,435	415,777	598,691
Goods and Services Tax (net)		(656)	-	(13,127)
Payments to Employees		(2,370,192)	(2,338,649)	(2,498,410)
Payments to Suppliers		(1,435,043)	(1,477,575)	(1,434,592)
Interest Paid		(10,280)	(8,147)	(10,647)
Interest Received		60,831	45,000	88,626
Net cash from/(to) Operating Activities		791,925	414,247	607,160
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(195,313)	(563,000)	(286,963)
Purchase of Investments		(289,046)	-	(340,647)
Net cash from/(to) Investing Activities		(484,359)	(563,000)	(627,610)
Cash flows from Financing Activities				
Furniture and Equipment Grant		65,942	-	87,360
Distributions to Ministry of Education		(3,985)	-	-
Finance Lease Payments		(58,502)	(81,137)	(50,846)
Funds Administered on Behalf of Other Parties		23,198	(3,000)	(17,616)
Net cash from/(to) Financing Activities		26,653	(84,137)	18,898
Net increase/(decrease) in cash and cash equivalents		334,219	(232,890)	(1,552)
Cash and cash equivalents at the beginning of the year	8	496,893	498,445	498,445
Cash and cash equivalents at the end of the year	8	831,112	265,555	496,893

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, 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 2025

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 2025 to 31 December 2025 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 with reference to generally accepted accounting practice. The financial statements have been prepared with reference to 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 \$33 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

The 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 15.



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 12.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. 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 16. Future operating lease commitments are disclosed in note 24b.

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 School's receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Inventories

Inventories are consumable items held for sale and are comprised of stationery. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the 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 except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Board-owned Buildings	40 years
Furniture and Equipment	5-10 years
Information and Communication Technology	5 years
Motor Vehicles	5 years
Textbooks	3 years
Library Resources	12.5% Diminishing value
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

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 surplus or deficit.

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

l) Accounts Payable

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

m) 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 and annual leave earned, by non teaching staff, but not yet taken at balance date.

Long-term employee entitlements

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

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



n) Revenue Received in Advance

Revenue received in advance relates to fees received from 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.

o) 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.

p) Funds held for Capital works

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

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

q) Shared Funds

Shared Funds are held on behalf of 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.

r) 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 School carries out painting maintenance of the whole school over a 10 to 17 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

s) Financial Instruments

The 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 and finance lease liability. Financial liabilities are initially recognised at fair value and subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

t) 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.

u) 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 statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) 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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	3,985,577	3,868,340	3,884,501
Teachers' Salaries Grants	7,655,793	6,304,799	6,719,937
Use of Land and Buildings Grants	1,618,010	1,525,179	1,610,674
Ka Ora, Ka Ako - Healthy School Lunches Programme	629,781	540,000	1,257,381
Transport Network Income	233,114	-	281,350
Other Government Grants	120,566	116,110	129,095
	<u>14,242,841</u>	<u>12,354,428</u>	<u>13,882,938</u>

3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations and Bequests	2,805	-	1,000
Fees for Extra Curricular Activities	409,281	513,709	461,742
Trading	361	400	517
Fundraising and Community Grants	42,044	20,000	39,543
Other Revenue	59,177	-	19,650
	<u>513,668</u>	<u>534,109</u>	<u>522,452</u>
Expense			
Extra Curricular Activities Costs	294,450	298,279	255,549
Trading	172	10,200	219
	<u>294,622</u>	<u>308,479</u>	<u>255,768</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>219,046</u>	<u>225,630</u>	<u>266,684</u>

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	602,882	870,101	660,813
Employee Benefits - Salaries	9,206,748	7,856,708	8,351,117
Staff Development	29,549	56,600	18,709
Depreciation	268,784	233,069	247,830
	<u>10,107,963</u>	<u>9,016,478</u>	<u>9,278,469</u>

5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	17,050	14,345	23,239
Board Fees and Expenses	101,297	111,729	47,962
Operating Leases	581	4,000	3,122
Other Administration Expenses	51,504	73,345	55,332
Employee Benefits - Salaries	549,637	523,053	536,447
Insurance	28,925	25,000	25,781
Service Providers, Contractors and Consultancy	47,958	48,580	45,017
Ka Ora, Ka Ako - Healthy School Lunch Programme	605,935	540,000	1,257,381
	<u>1,402,887</u>	<u>1,340,052</u>	<u>1,994,281</u>

6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cyclical Maintenance	24,515	27,317	23,238
Heat, Light and Water	110,170	118,500	105,022
Rates	9,542	8,700	8,345
Repairs and Maintenance	128,462	111,680	91,583
Use of Land and Buildings	1,618,010	1,525,179	1,610,674
Employee Benefits - Salaries	282,678	263,687	293,848
Other Property Expenses	72,405	88,000	80,452
	<u>2,245,782</u>	<u>2,143,063</u>	<u>2,213,162</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. Other Expenses

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Transport	248,368	-	249,078
	<u>248,368</u>	<u>-</u>	<u>249,078</u>

8. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	831,112	(37,588)	496,893
Short-term Bank Deposits	-	303,143	-
Cash and cash equivalents for Statement of Cash Flows	<u>831,112</u>	<u>265,555</u>	<u>496,893</u>

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

Of the \$831,112 Cash and Cash Equivalents \$327,304 is subject to restrictions for the following reasons:

- \$23,914 is held by the School on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 18.
- \$55,139 of Revenue Received in Advance is held by the school, as disclosed in note 14.
- \$246,311 is held by the School on behalf of the Franklin South Bus Network as disclosed in note 19.
- \$1,940 is held in trust by the school on behalf of other parties, as disclosed in note 17.



9. Accounts Receivable

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	2,511	45,088	2,051
Receivables from the Ministry of Education	3,149	-	86
Interest Receivable	13,530	10,225	12,303
Teacher Salaries Grant Receivable	756,365	558,752	621,621
	<u>775,555</u>	<u>614,065</u>	<u>636,061</u>
Receivables from Exchange Transactions	16,041	55,313	14,354
Receivables from Non-Exchange Transactions	759,514	558,752	621,707
	<u>775,555</u>	<u>614,065</u>	<u>636,061</u>

10. Inventories

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	490	458	436
	<u>490</u>	<u>458</u>	<u>436</u>

11. Investments

The School's investment activities are classified as follows:

	2025	2025	2024
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	1,409,128	779,435	1,120,082
Total Investments	<u>1,409,128</u>	<u>779,435</u>	<u>1,120,082</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Board-owned Buildings	272,140	-	-	-	(11,531)	260,609
Building Improvements	95,654	11,034	-	-	(6,189)	100,499
Furniture and Equipment	497,639	91,055	-	-	(90,898)	497,796
Information and Communication Technology	211,989	27,087	-	-	(79,658)	159,418
Motor Vehicles	24,750	-	-	-	(6,545)	18,205
Textbooks	-	-	-	-	-	-
Leased Assets	185,068	25,752	-	-	(73,135)	137,685
Library Resources	6,625	-	-	-	(828)	5,797
	1,293,865	154,928	-	-	(268,784)	1,180,009

The net carrying value of equipment held under a finance lease is \$137,685 (2024: \$185,068)

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.

	2025	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Board-owned Buildings	461,230	(200,621)	260,609	461,230	(189,090)	272,140
Building Improvements	117,543	(17,044)	100,499	106,508	(10,854)	95,654
Furniture and Equipment	1,147,234	(649,438)	497,796	1,092,117	(594,478)	497,639
Information and Communication Technology	886,647	(727,229)	159,418	870,645	(658,656)	211,989
Motor Vehicles	227,098	(208,893)	18,205	227,098	(202,348)	24,750
Textbooks	15,081	(15,081)	-	63,561	(63,561)	-
Leased Assets	457,727	(320,042)	137,685	431,975	(246,907)	185,068
Library Resources	97,727	(91,930)	5,797	97,727	(91,102)	6,625
	3,410,287	(2,230,278)	1,180,009	3,350,861	(2,056,996)	1,293,865

13. Accounts Payable

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	24,507	83,048	105,372
Accruals	14,555	13,654	13,995
Employee Entitlements - Salaries	756,365	558,752	621,621
Employee Entitlements - Leave Accrual	62,469	42,103	53,898
	857,896	697,557	794,886
Payables for Exchange Transactions	857,896	697,557	794,886
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	857,896	697,557	794,886

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Income in Advance	-	100,980	3,000
Gateway	-	-	(98)
Other Funds In Advance	55,139	-	57,097
	55,139	100,980	59,999

15. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	124,286	165,785	141,770
Increase/(decrease) to the Provision During the Year	24,515	27,317	23,238
Use of the Provision During the Year	-	-	(40,722)
Provision at the End of the Year	148,801	193,102	124,286
Cyclical Maintenance - Current	51,697	81,915	49,932
Cyclical Maintenance - Non current	97,104	111,187	74,354
	148,801	193,102	124,286

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. This plan is based on the School's painting quotes and 10 Year Property Plan.

16. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	73,439	44,011	80,466
Later than One Year	65,726	91,572	113,381
Future Finance Charges	(11,505)	-	(16,992)
	127,660	135,583	176,855
Represented by			
Finance lease liability - Current	66,548	44,011	71,452
Finance lease liability - Non current	61,112	91,572	105,403
	127,660	135,583	176,855

17. Funds held in Trust

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Funds Held in Trust on Behalf of Third Parties - Current	\$ 1,940	\$ -	\$ -
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>1,940</u>	<u>-</u>	<u>-</u>

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

18. 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 project is included under cash and cash equivalents in note 8, and includes retentions on the projects, if applicable.

2025	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
New Heat Pumps	248924	(27,001)	20,008	1,866	3,985	(1,142)
L: Remove Kitchen	248930	-	23,400	(19,956)	-	3,444
Replace Door Locks	248932	-	44,335	(44,670)	-	(335)
Replace Roofing & Gutters	248926	-	42,300	(35,237)	-	7,063
Electrical Upgrade	248923	-	-	(127,602)	-	(127,602)
Damaged B Block Science Lab	218669	-	13,407	-	-	13,407
Totals		<u>(27,001)</u>	<u>143,450</u>	<u>(225,599)</u>	<u>3,985</u>	<u>(105,165)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	23,914
Funds Receivable from the Ministry of Education	(129,079)

This contribution was treated as a 'donation' to the Ministry of Education (because it is the owner of the buildings) and has been recognised in the Statement of Changes in Net Assets/Equity.

2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
P: Demolition P8,P9,P10	225621	20,801	(20,801)	-	-	-
NIWE: B,N: Ceiling Repairs	241084	(10,048)	10,748	(700)	-	-
New Heat Pumps	248924	-	250,650	(277,651)	-	(27,001)
Totals		<u>10,753</u>	<u>240,597</u>	<u>(278,351)</u>	<u>-</u>	<u>(27,001)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(27,001)

19. Funds held on behalf of Franklin South Bus Network Cluster

Tuakau College is the lead school funded by the Ministry of Education to provide bus transport network services to its cluster of schools.

	2025 Actual \$	2025 Budget \$	2024 Actual \$
Funds Held at Beginning of the Year	146,888	126,390	126,390
Funds Received from MOE	909,758	-	833,153
Total funds received	<u>1,056,646</u>	<u>126,390</u>	<u>959,543</u>
Funds Spent on Behalf of the Cluster	810,335	-	812,654
Funds remaining	<u>246,311</u>	<u>126,390</u>	<u>146,889</u>
Funds Held at Year End	<u><u>246,311</u></u>	<u><u>126,390</u></u>	<u><u>146,889</u></u>

20. 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.

21. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	5,500	5,720
<i>Leadership Team</i>		
Remuneration	889,395	864,828
Full-time equivalent members	6.00	6.00
Total key management personnel remuneration	894,895	870,548

There are 9 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 (5 members) and Property (6 members) committees that met 10 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:

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	210 - 220	210 - 220
Benefits and Other Emoluments	5 - 6	5 - 6
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 - 110	17.00	19.00
110 - 120	15.00	18.00
120 - 130	10.00	4.00
130 - 140	1.00	1.00
140 - 150	2.00	1.00
	45.00	43.00

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

22. 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:

	2025 Actual	2024 Actual
Total	\$12,000	\$0
Number of People	1	0

23. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2025 (Contingent liabilities and assets at 31 December 2024: nil).

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 for specific individuals. As such, this is expected to resolve the liability for school boards.

24. Commitments

(a) Capital Commitments

As at 31 December 2025, the Board had capital commitments of \$142,006 (2024: \$31,729) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
L: Remove Kitchen	6,395
Replace Roofing & Gutters	11,763
Electrical Upgrade	123,848
Total	<u>142,006</u>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 18.

(b) Operating Commitments

There are no operating commitments as at 31 December 2025 (Operating commitments at 31 December 2024: nil).

25. 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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	831,112	265,555	496,893
Receivables	775,555	614,065	636,061
Investments - Term Deposits	1,409,128	779,435	1,120,082
Total financial assets measured at amortised cost	<u>3,015,795</u>	<u>1,659,055</u>	<u>2,253,036</u>

Financial liabilities measured at amortised cost

Payables	857,896	697,557	794,886
Finance Leases	127,660	135,583	176,855
Total financial liabilities measured at amortised cost	<u>985,556</u>	<u>833,140</u>	<u>971,741</u>

26. Events After Balance Date

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

27. 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 2025

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 pages 2 to 21, that comprise the statement of financial position as at 31 December 2025, 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.

Opinion

In our opinion the financial statements:

- present fairly, in all material respects:
 - the School's financial position as at 31 December 2025; and
 - the 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 21 May 2026. This is the date at which our opinion is expressed.

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 audit 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 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 the Board intends to close or merge the School, or has 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 communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.



Other information included in the Board's annual report

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Statement of Variance, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its annual financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, Statement of Giving Effect to Treaty of Waitangi, List Member of the board, and Statement of KiwiSport funding.

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 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)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than in our capacity as auditor, we have no relationship with, or interests in, the School.

A handwritten signature in black ink, appearing to read 'JVL', written in a cursive style.

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	Elected	Sep 2028
Christopher Betty	Principal	ex Officio	
Erica Mouton - No longer on Board	Parent Representative	Elected	Sep 2025
Adrian Tocker - No longer on Board	Parent Representative	Elected	Sep 2025
Mark McDowell	Parent Representative	Elected	Oct 2026
Grace Tema-Liapaneke	Parent Representative	Elected	Sep 2028
Matthew Preston	Parent Representative	Elected	Sep 2028
Jarhn Gussey	Parent Representative	Elected	Sep 2028
Erin Jones	Parent Representative	Elected	Sep 2028
Mahaki Albert	Parent Representative	Elected	Sep 2028
Tracy Potts - No longer Staff Rep	Staff Representative	Elected	Sep 2025
Henry Warner	Staff Representative	Elected	Sep 2028
Poppy Aislabie	Student Representative	Elected	Sep 2026
Jessica Paton	Other	Appointed	Sep 2025



TUAKAU COLLEGE

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

Statement of Variance

**ANALYSIS OF VARIANCE
for
ANNUAL IMPLEMENTATION PLAN 2024**

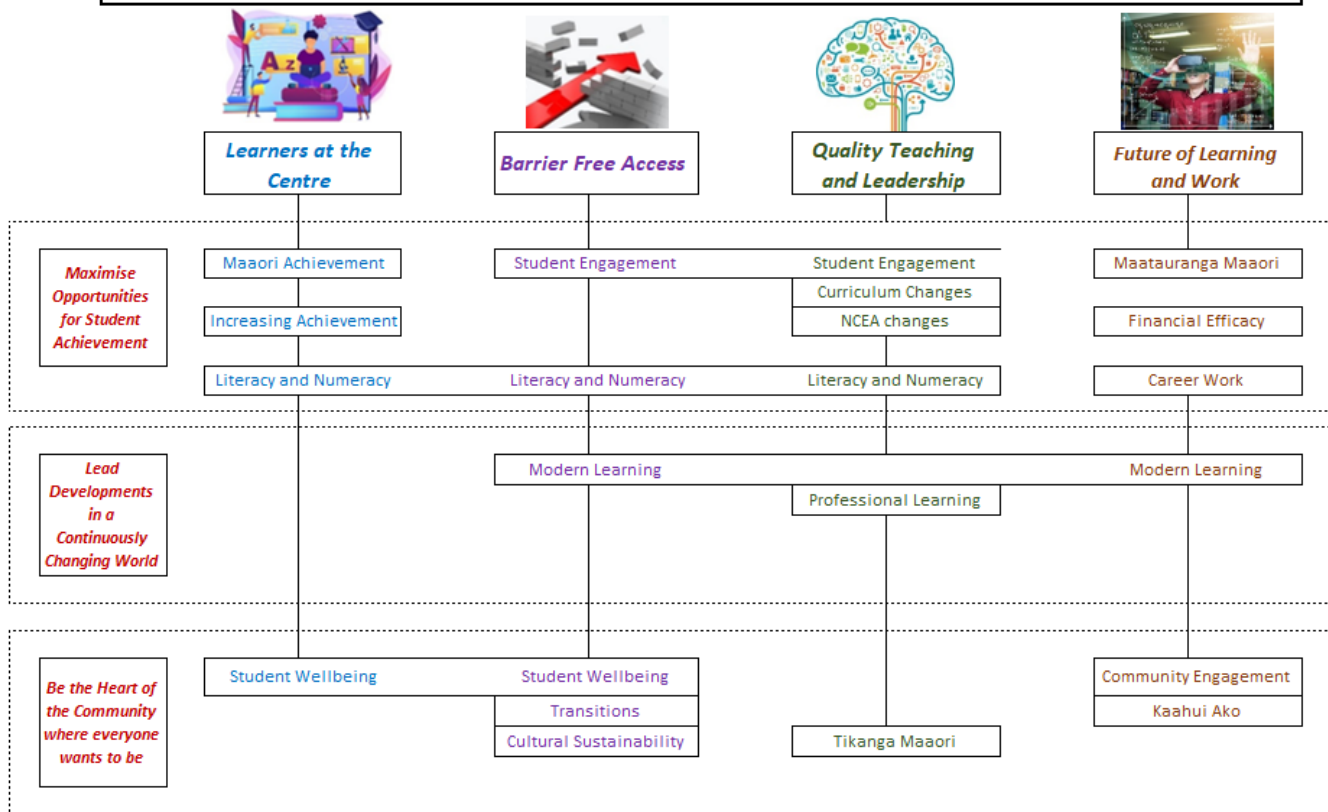
VISION: <i>Tuakau College prepares students for life through a quality education promoting excellence in all things.</i>  TUAKAU COLLEGE <small>Pai rawa atu i nga mea katoa - The very best in all things</small>	STRATEGIC GOALS: Tuakau College will:		
Maximize opportunities for student achievement.	Lead development in local education in a continuously changing world.	Be the heart of the community where everyone wants to be.	

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 2025.

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

ANNUAL IMPLEMENTATION PLAN 2025

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



IMPROVEMENT PLAN ANALYSIS 2025

LEARNERS AT THE CENTRE

Learners with their whaanau are at the centre of education

Annual Goal: Maaori Achievement

2025 Annual Targets

1. Continue to track and monitor Maaori Achievement

Outcomes	Analysis	Evaluation																																																	
ACHIEVED	<ul style="list-style-type: none"> Monitoring and tracking has continued with all students including Maaori students. Their achievement continues to improve. Tuakau College Maaori students are achieving above the national average in all levels of NCEA for 2025 except UE <table border="1"> <thead> <tr> <th>NZ Maaori Results 2025</th> <th>L1</th> <th>L2</th> <th>L3</th> <th>UE</th> </tr> </thead> <tbody> <tr> <td>Tuakau College</td> <td>67.3</td> <td>86.4</td> <td>79.5</td> <td>25.6</td> </tr> <tr> <td>National</td> <td>61.1</td> <td>64.2</td> <td>61.5</td> <td>31.9</td> </tr> <tr> <td>Equity Index</td> <td>59.7</td> <td>68.4</td> <td>61.5</td> <td>27.3</td> </tr> <tr> <td>Difference TC & Nat Avg</td> <td>6.2</td> <td>22.2</td> <td>18</td> <td>6.3</td> </tr> </tbody> </table> <ul style="list-style-type: none"> At Senior PrizeGiving in 2025 the percentage of Maaori students getting prizes was slightly below the percentage of Maaori students in the senior school. <table border="1"> <thead> <tr> <th>Percentage Maaori in Senior School</th> <th>Percentage of Maaori students represented in Prize-Giving</th> </tr> </thead> <tbody> <tr> <td>29%</td> <td>27%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The rate of achievement has increased more than 10% over all three levels of NCEA <table border="1"> <thead> <tr> <th>NZ Maaori Results</th> <th>2023</th> <th>2024</th> <th>2025</th> <th>Over 3 years</th> </tr> </thead> <tbody> <tr> <td>L1</td> <td>75</td> <td>70.4</td> <td>67.3</td> <td>decreased</td> </tr> <tr> <td>L2</td> <td>94.6</td> <td>88.58</td> <td>86.4</td> <td>decreased</td> </tr> <tr> <td>L3</td> <td>37.5</td> <td>68</td> <td>79.5</td> <td>increased</td> </tr> </tbody> </table>	NZ Maaori Results 2025	L1	L2	L3	UE	Tuakau College	67.3	86.4	79.5	25.6	National	61.1	64.2	61.5	31.9	Equity Index	59.7	68.4	61.5	27.3	Difference TC & Nat Avg	6.2	22.2	18	6.3	Percentage Maaori in Senior School	Percentage of Maaori students represented in Prize-Giving	29%	27%	NZ Maaori Results	2023	2024	2025	Over 3 years	L1	75	70.4	67.3	decreased	L2	94.6	88.58	86.4	decreased	L3	37.5	68	79.5	increased	<ul style="list-style-type: none"> Continue to monitor and track to focus on achievement and to ensure Maaori students are achieving. Continue to work on Increasing the levels of achievement in Years 7-10 to ensure that Maaori students awarded at Prizegiving is the same percentage as the ethnic group percentage. Senior School results have declined at Level 1 and Level 2. Level 1 was to be expected with the new Lit/Num requirements BUT still above the national average. Level 2 and 3 reflect big differences between our results and national averages. Overall we are well above the national averages and equity index values except for UE where we hover around the equity index value. Continue to monitor, evaluate and put in programmes that support success for our Maaori students which will benefit all our students.
NZ Maaori Results 2025	L1	L2	L3	UE																																															
Tuakau College	67.3	86.4	79.5	25.6																																															
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NZ Maaori Results	2023	2024	2025	Over 3 years																																															
L1	75	70.4	67.3	decreased																																															
L2	94.6	88.58	86.4	decreased																																															
L3	37.5	68	79.5	increased																																															



Annual Goal: Increasing Achievement

2025 Annual Targets

1. Increase the number of students achieving Diplomas in Year 8 and 10

Outcomes	Analysis	Evaluation																																																																																																																																												
ACHIEVED	<table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>Gold</td> <td>20</td> <td>21</td> <td>28</td> <td>19</td> <td>16</td> <td>14</td> <td>25</td> <td>15</td> <td>38</td> </tr> <tr> <td>Silver</td> <td>46</td> <td>34</td> <td>34</td> <td>51</td> <td>46</td> <td>50</td> <td>46</td> <td>62</td> <td>64</td> </tr> <tr> <td>Bronze</td> <td>16</td> <td>13</td> <td>7</td> <td>22</td> <td>23</td> <td>41</td> <td>27</td> <td>42</td> <td>36</td> </tr> <tr> <td>Attendance</td> <td>6</td> <td>8</td> <td>11</td> <td>14</td> <td>11</td> <td>14</td> <td>15</td> <td>20</td> <td>14</td> </tr> <tr> <td>Enrolment Date</td> <td>7</td> <td>4</td> <td>8</td> <td>10</td> <td>3</td> <td>6</td> <td>14</td> <td>13</td> <td>2</td> </tr> <tr> <td>Less than 50</td> <td></td> <td></td> <td></td> <td>4</td> <td>2</td> <td>1</td> <td>4</td> <td>2</td> <td>9</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>Excellence</td> <td>3</td> <td>11</td> <td>8</td> <td>16</td> <td>18</td> <td>11</td> <td>14</td> <td>17</td> <td>19</td> </tr> <tr> <td>Merit</td> <td>31</td> <td>27</td> <td>29</td> <td>36</td> <td>37</td> <td>57</td> <td>62</td> <td>66</td> <td>60</td> </tr> <tr> <td>Achieved</td> <td>45</td> <td>26</td> <td>29</td> <td>40</td> <td>18</td> <td>56</td> <td>37</td> <td>50</td> <td>53</td> </tr> <tr> <td>Attendance</td> <td>16</td> <td>11</td> <td>16</td> <td>8</td> <td>29</td> <td>22</td> <td>23</td> <td>32</td> <td>11</td> </tr> <tr> <td>Enrolment Date</td> <td>3</td> <td>7</td> <td>6</td> <td>9</td> <td>4</td> <td>2</td> <td>14</td> <td>7</td> <td>4</td> </tr> <tr> <td>Less than 50</td> <td>3</td> <td>6</td> <td>10</td> <td>2</td> <td>6</td> <td>17</td> <td>4</td> <td>9</td> <td>8</td> </tr> </tbody> </table> <ul style="list-style-type: none"> In 2025 we had an increase in the number of students receiving their Diplomas in Year 8 and Year 10. <ul style="list-style-type: none"> In 2024 77% of Year 8 students gained a Diploma. In 2025 85% achieved their diploma. This is an increase of 8% In 2024 73.4% of Year 10 students gained a Diploma. In 2025 85% achieved their diploma. This is an increase of 11.6% More students gained the 'Gold' and the 'Excellence' diplomas in 2025 than we have ever had before. Overall these increases are significant indicating good teaching and learning in Years 7 to 10. 		2017	2018	2019	2020	2021	2022	2023	2024	2025	Gold	20	21	28	19	16	14	25	15	38	Silver	46	34	34	51	46	50	46	62	64	Bronze	16	13	7	22	23	41	27	42	36	Attendance	6	8	11	14	11	14	15	20	14	Enrolment Date	7	4	8	10	3	6	14	13	2	Less than 50				4	2	1	4	2	9		2017	2018	2019	2020	2021	2022	2023	2024	2025	Excellence	3	11	8	16	18	11	14	17	19	Merit	31	27	29	36	37	57	62	66	60	Achieved	45	26	29	40	18	56	37	50	53	Attendance	16	11	16	8	29	22	23	32	11	Enrolment Date	3	7	6	9	4	2	14	7	4	Less than 50	3	6	10	2	6	17	4	9	8	<ul style="list-style-type: none"> Continue to work at getting more students awarded a Diploma. Focus on getting more students Gold and Excellence Diplomas
	2017	2018	2019	2020	2021	2022	2023	2024	2025																																																																																																																																					
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2. Continue tracking and monitoring to ensure students are achieving

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> This process has continued to see all the results from Years 7 to 10 increase or maintained. Heads of Learning, Deans and SLT are getting more experienced at using the tracking and monitoring system and will review as we move into the new curriculum and assessment regimes. 	<ul style="list-style-type: none"> Continue into the future as the new curriculum and assessment regime comes to fruition.

3. Increase Endorsements in all levels especially Year 13 – by at least 10%

Outcomes	Analysis	Evaluation																																																
! Partially Achieved	<p>MERIT</p> <table border="1"> <thead> <tr> <th></th> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> </tr> </thead> <tbody> <tr> <td>2023</td> <td>17.9</td> <td>9.7</td> <td>21.6</td> </tr> <tr> <td>2024</td> <td>21.6</td> <td>13.4</td> <td>22.2</td> </tr> <tr> <td>2025</td> <td>13.6</td> <td>18.9</td> <td>17.3</td> </tr> <tr> <td>Nat Avg 25</td> <td>27.6</td> <td>25.8</td> <td>26.9</td> </tr> <tr> <td>Diff - Nat Avg</td> <td>14</td> <td>6.9</td> <td>9.6</td> </tr> </tbody> </table> <p>EXCELLENCE</p> <table border="1"> <thead> <tr> <th></th> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> </tr> </thead> <tbody> <tr> <td>2023</td> <td>5.5</td> <td>5.4</td> <td>5.4</td> </tr> <tr> <td>2024</td> <td>6.4</td> <td>2.5</td> <td>1.6</td> </tr> <tr> <td>2025</td> <td>3.4</td> <td>7.4</td> <td>4.9</td> </tr> <tr> <td>Nat Avg 25</td> <td>10.1</td> <td>15</td> <td>14.7</td> </tr> <tr> <td>Diff - Nat Avg</td> <td>6.7</td> <td>7.6</td> <td>9.8</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Levels 1 and 3 'MERIT' endorsements are significantly below previous years whereas Level 2 had a significant increase. 		Level 1	Level 2	Level 3	2023	17.9	9.7	21.6	2024	21.6	13.4	22.2	2025	13.6	18.9	17.3	Nat Avg 25	27.6	25.8	26.9	Diff - Nat Avg	14	6.9	9.6		Level 1	Level 2	Level 3	2023	5.5	5.4	5.4	2024	6.4	2.5	1.6	2025	3.4	7.4	4.9	Nat Avg 25	10.1	15	14.7	Diff - Nat Avg	6.7	7.6	9.8	<ul style="list-style-type: none"> Continue to develop and implement programmes of work that allow for increases in endorsements. The programme should aim at 10% across all levels to meet national averages.
	Level 1	Level 2	Level 3																																															
2023	17.9	9.7	21.6																																															
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Diff - Nat Avg	6.7	7.6	9.8																																															



	<ul style="list-style-type: none"> • 'Excellence' endorsements had an increase at Levels 2 & 3 with a drop at Level 1. • All endorsements, both 'Excellence' and 'Merit' are well below the national averages. 	
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4. Continue to review the levels of NCEA

Outcomes	Analysis	Evaluation
-->Ongoing Work	<ul style="list-style-type: none"> • NCEA has been reviewed by the MOE with a further extension to delivery of a new qualifications framework. We wait to see what the new qualification looks like. • The new curricular are being released and staff are working hard on these and have a plan in place to develop the units of work. They are especially looking at the content rich areas for the qualifications in Years 11, 12 and 13. • Maths and English are well on the way 	<ul style="list-style-type: none"> • Ongoing work

5. Continue to respond to the changes in Education to ensure Achievement continues to improve in all areas

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> • Tuakau College is responding to the changes effectively and willingly. • The NCEA results are indicative of this as we move into the new qualifications era. 	<ul style="list-style-type: none"> • Ongoing as the new curricula as well as a possibly new qualifications systems comes on line.

Annual Goal: Literacy and Numeracy

2025 Annual Targets

1. Continue to develop the school wide plan to improve literacy, numeracy, writing

Outcomes	Analysis	Evaluation																								
ACHIEVED	<ul style="list-style-type: none"> • Students are prepared for their Lit/Num assessments. The school has geared up for this and 2025 was the second year we have done this. After a review the 'kinks' were ironed out: <table border="1" data-bbox="357 1193 871 1305"> <thead> <tr> <th></th> <th>Year 11</th> <th>Nat</th> <th>Equity</th> </tr> </thead> <tbody> <tr> <td>Literacy</td> <td>80.2</td> <td>78.8</td> <td>80.4</td> </tr> <tr> <td>Numeracy</td> <td>79.6</td> <td>78.1</td> <td>78.4</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Approximately at the same levels as the National Average and the Equity index for Numeracy. • Literacy is slightly above the national average and the same as the equity index. • We have fallen in Maths 2024 from 86.7 to 79.6 a loss of 7.1. In Literacy we have fallen from 88 to 80.2 – a loss of 7.8 BUT this was to be expected with the changes in how students can get Lit/Num and also the changes in the level of the assessment -harder and students struggle to adapt. This is across the country not just Tuakau College <table border="1" data-bbox="357 1621 930 1733"> <thead> <tr> <th></th> <th>Maaori</th> <th>Nat</th> <th>Equity</th> </tr> </thead> <tbody> <tr> <td>Literacy</td> <td>68.9</td> <td>69.9</td> <td>73.6</td> </tr> <tr> <td>Numeracy</td> <td>67.2</td> <td>66.4</td> <td>69.5</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Maaori students have had a decline compared to others as the new assessments have had an impact. Lit is below national average and equity. Whereas Num is above national but below equity. 		Year 11	Nat	Equity	Literacy	80.2	78.8	80.4	Numeracy	79.6	78.1	78.4		Maaori	Nat	Equity	Literacy	68.9	69.9	73.6	Numeracy	67.2	66.4	69.5	<ul style="list-style-type: none"> • Continue to focus on Lit/Num and there will be improvements every year. • Continue to refine what we are doing and focus on Lit/Num in Years 7 to 10. Giving a solid foundation in these levels will see an improvement of the next 3-5 years. • Adapt and adjust to the changes being imposed as they arise • Work to do with our Maaori students to bring them up to and over the National averages and the equity index levels.
	Year 11	Nat	Equity																							
Literacy	80.2	78.8	80.4																							
Numeracy	79.6	78.1	78.4																							
	Maaori	Nat	Equity																							
Literacy	68.9	69.9	73.6																							
Numeracy	67.2	66.4	69.5																							

2. Teachers are upskilled with ongoing PLD to improve Lit/Num in all classes

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> • Much has been completed by they Y7&8 teachers as they lay the foundation in Lit/Num for the school. 	<ul style="list-style-type: none"> • Ongoing



	<ul style="list-style-type: none"> Year 8 Maths programme in place for low ability numerate students. To commence Term 1 2026 Foundations are laid down for success as curricula changes 	
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Annual Goal: Student Wellbeing

2025 Annual Targets

1. Ongoing communication re: School expectations are made to parents & caregivers

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Facebook and the bulletin have been used extensively to communicate to parents about expectations. 	<ul style="list-style-type: none"> Ongoing work.

2. Positive Behaviour for Learning Strategies are focussed on

Outcomes	Analysis	Evaluation
! Partially Achieved	<ul style="list-style-type: none"> Some work completed in this area but once Kaahui Ako was disbanded the work levels were reduced by the WSL. 	<ul style="list-style-type: none"> Ongoing

3. An 'anti Bullying' strategy is in place especially subtle bullying

Outcomes	Analysis	Evaluation
XX Not Achieved	<ul style="list-style-type: none"> Work to do in this area Staff still responded to the needs of the students but an overall strategy was not put in place 	<ul style="list-style-type: none"> Work to be completed

4. Celebrating Diversity is increased embracing the different cultures

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> A number of weeks were diarised for celebration and these were very successful occasions: <ul style="list-style-type: none"> Samoan Language Week Filipino National Week Matariki Week Kiribati Language Week Cook Island Language Week Tongan Language Week Koroneihana Week Maaori Language Week Tuvalu Language Week Fijian Language Week Diwali week Niue and Tokelauan Language Weeks 	<ul style="list-style-type: none"> Very successful and something to build on.



Annual Goal: Student Engagement

2025 Annual Targets

1. Attendance is tracked and monitored to ensure 90%+

Outcomes	Analysis	Evaluation																																																												
<p>-->Ongoing Work</p>	<table border="1"> <thead> <tr> <th></th> <th>T2 2023</th> <th>T3 2023</th> <th>T4 2023</th> <th>T1 2024</th> <th>T2 2024</th> <th>T3 2024</th> <th>T4 2024</th> <th>T1 2025</th> <th>T2 2025</th> <th>T3 2025</th> <th>T4 2025</th> </tr> </thead> <tbody> <tr> <td>Regular</td> <td>45.14</td> <td>39.39</td> <td>46.29</td> <td>48.9</td> <td>50.7</td> <td>49.7</td> <td>48.84</td> <td>52</td> <td>45</td> <td>43</td> <td>37</td> </tr> <tr> <td>Irregular</td> <td>26.03</td> <td>31.28</td> <td>26.69</td> <td>29.99</td> <td>31.3</td> <td>30.1</td> <td>30.54</td> <td>28</td> <td>30</td> <td>27</td> <td>26</td> </tr> <tr> <td>Moderate</td> <td>13.71</td> <td>14.83</td> <td>12.36</td> <td>11.37</td> <td>10.2</td> <td>11.6</td> <td>12.61</td> <td>12</td> <td>12</td> <td>14</td> <td>14</td> </tr> <tr> <td>Chronic</td> <td>15.12</td> <td>14.5</td> <td>14.66</td> <td>9.74</td> <td>7.73</td> <td>8.6</td> <td>8.37</td> <td>8</td> <td>13</td> <td>17</td> <td>23</td> </tr> </tbody> </table> <p>Attendance Criteria: Regular: >90%, Irregular: 80% to 90%, Moderate 70% to 80% and Chronic >70% Target: 80% of students to be present 90% of the term by 2030.</p> <ul style="list-style-type: none"> The coding of students has improved. Overall whaanau teachers are monitoring and tracking students. Deans are doing the same as well as senior leaders. New Attendance service is in place for 2025 Attendance Management Plan is in place for 202 		T2 2023	T3 2023	T4 2023	T1 2024	T2 2024	T3 2024	T4 2024	T1 2025	T2 2025	T3 2025	T4 2025	Regular	45.14	39.39	46.29	48.9	50.7	49.7	48.84	52	45	43	37	Irregular	26.03	31.28	26.69	29.99	31.3	30.1	30.54	28	30	27	26	Moderate	13.71	14.83	12.36	11.37	10.2	11.6	12.61	12	12	14	14	Chronic	15.12	14.5	14.66	9.74	7.73	8.6	8.37	8	13	17	23	<ul style="list-style-type: none"> Continue to monitor Attendance Work in progress Will see an increase in Regular attendance as the management plan is implemented
	T2 2023	T3 2023	T4 2023	T1 2024	T2 2024	T3 2024	T4 2024	T1 2025	T2 2025	T3 2025	T4 2025																																																			
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2. Implement new Attendance Service

Outcomes	Analysis	Evaluation
<p>ACHIEVED</p>	<ul style="list-style-type: none"> All work completed for 2026 implementation Attendance Officers completed all ASA work Attendance Officers cease to exist Linked with the new Attendance service at Te Kauwhata Primary (North Waikato) looking after the chronic truants Attendance Management plan is completed, published and implemented 	<ul style="list-style-type: none"> The new attendance service is ready to be implemented through the new management plan

Annual Goal: Modern Learning

2025 Annual Targets

1. Master Plan Implementation continues

Outcomes	Analysis	Evaluation
<p>ACHIEVED</p>	<ul style="list-style-type: none"> All the planning for the 6 classroom block has been completed. Due diligence and site analysis completed. First turf to be turned 12 Jan 26 and construction completed at the beginning of Nove 26. Site works completed and new temporary car park is in place. Buses arrive and leave from Buckland entrance. More car parking by the Gym implemented. Traffic management – cars and pedestrians plan is in place around the school. Council have give temporary access to Booker Dr for pedestrians and student drop off and pick up. 	<ul style="list-style-type: none"> On target for completion Well organised with few hitches.

2. Develop good and consistent practices with AI across all learning areas

Outcomes	Analysis	Evaluation
<p>ACHIEVED</p>	<ul style="list-style-type: none"> Students are exposed to AI everyday. Teachers are grappling with the use of AI and have found it as a support for writing of letters, student reports etc Teacher offers PLD around the use of Gemini. School policy in place re AI usage. 	<ul style="list-style-type: none"> Ongoing work as AI is developed and teachers become better at using it.



	<ul style="list-style-type: none"> • An across the school plan is being developed. • AI has enhanced learning in the classroom with students and teachers embracing its use. 	
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Annual Goal: Transitions

2025 Annual Targets

1. Processes are reviewed before Year level classes are determined to ensure equity across all levels

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> • Policy and procedures are reviewed and amended to ensure class placement is based on data of academic and social needs. • The N-classes are based on academic. This is reiterated to parents and students re: placement of students in these classes. • Class size is determined based on the complete Junior and Middle Colleges and the numbers at each level. Review the pastoral and academics of each area to determine which maybe able to sustain larger classes whereas other areas may have smaller numbers. 	<ul style="list-style-type: none"> • Ongoing review of this as the cohorts of students change. One size does not fit all. • Communication with parents/caregivers is the key to ensure less stress on students as they move from one year level to the next.

Annual Goal: Cultural Sustainability

2025 Annual Targets

1. Continue to increase the celebration of diverse cultures within the school

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> • In 2025 all the language weeks were celebrated to varying degrees. • Truly successful and must continue 	<ul style="list-style-type: none"> • Continue to develop this

2. Cultural murals are completed

Outcomes	Analysis	Evaluation
XX Not Achieved	<ul style="list-style-type: none"> • This was not completed. Too many interruptions. Must try to do this in the future. 	<ul style="list-style-type: none"> • Fit this is when we can.

Annual Goal: Learner Support

2025 Annual Targets

1. Work with MOE to develop a learning support area within the school as it grows

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> • All the ORS students were catered for within Te Whare Ako. • There were struggles within Te Whare Ako between Teaching Assistants and the new Head of this area. These struggles culminated in the new Head leaving for the benefit of the students, parents and Te Whare Ako. • A new Head and Assistant Head of Te Whare Ako were appointed. • In 2026 classroom P6 will be used as the additional classroom for Te Whare Ako. ESOL and the developmental MX programme will take place in this area whereas the main Te Whare Ako room becomes less cluttered in terms of timetable and more one on one work can occur. • A new register of student support is in place dealing with the myriad of diagnosed and undiagnosed conditions. • Four more teaching assistants were employed to deal with the increase in students needing support. • Communication between parents/caregivers, students, teachers and teaching assistants has improved. • A strained relationship with the RTLB service has improved tremendously with the new Head of Te Whare Ako in place. • Inclusive model is prominent in this area with many students in their classes getting support from teacher assistants. • Property plan for the next 5 years has not been developed but work will continue to ensure there is enough space for this area. 	<ul style="list-style-type: none"> • Monitor the work occurring in this area to ensure students are supported. • Ensure communication continues to improve.



Annual Goal: Student Engagement

2025 Annual Targets

1. Professional Learning through the PGC cycle is reviewed and updated

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Essential PLD in the Lit/Num area was a priority with many Y7&8 teacher completing comprehensive literacy and numeracy training. A new MX acceleration programme is in place for implementing in 2026. Assistant Head of Y7&8 will lead this programme. Significant differences made with selected learners in other schools indicate we can do the same. A little overwhelming for many of the staff especially with many of our foreign teachers in this area and they struggle with their own literacy in English. PGC cycle is working well for all teachers. New and foreign staff are achieving and making great improvements in this area. Improvements are seen. 	<ul style="list-style-type: none"> Continue to focus on Lit/Num in Years 7 to 10 so the students are better equipped for the Lit/Num requirements of NCEA. Continue to support the foreign teachers across the school so they can be successful at what they are doing in the literacy area.

Annual Goal: NCEA Changes

2025 Annual Targets

1. Ensure further changes in NCEA 1 does not impact achievement

Outcomes	Analysis	Evaluation																																																																	
ACHIEVED	<ul style="list-style-type: none"> Literacy and numeracy requirements has impacted NCEA results at level 1. There has been a drop over the last two years due to the new requirements. <p>Level 1 is participation based whereas Level 2 and 3 are enrolment based</p> <table border="1"> <thead> <tr> <th>NCEA Levels</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>58</td> <td>77.5</td> <td>75.3</td> <td>74.5</td> <td>63.1</td> <td>68.5</td> <td>79.4</td> <td>79.1</td> <td>79.8</td> <td>83.3</td> <td>79.1</td> <td>78.6</td> </tr> <tr> <td>Level 2</td> <td>66.7</td> <td>85.1</td> <td>84.9</td> <td>80</td> <td>79.5</td> <td>85.6</td> <td>89.5</td> <td>87.2</td> <td>85.9</td> <td>89.4</td> <td>86.2</td> <td>86.5</td> </tr> <tr> <td>Level 3</td> <td>45.8</td> <td>58.6</td> <td>67.3</td> <td>70.4</td> <td>46.9</td> <td>73.9</td> <td>78.7</td> <td>70.2</td> <td>73.2</td> <td>64.9</td> <td>80.8</td> <td>85.4</td> </tr> <tr> <td>UE</td> <td>23.7</td> <td>31.4</td> <td>36.5</td> <td>40.8</td> <td>18.4</td> <td>34.8</td> <td>31.9</td> <td>43.9</td> <td>39.3</td> <td>29.8</td> <td>38.5</td> <td>40.6</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Overall, the impact of Lit/Num affected all schools. 2025 saw Tuakau College have the best results in the district at all levels of NCEA except UE. New curricula are being released and implemented but no more news about the new qualifications system. MOE are getting curriculum in place first then the assessment regime. Good to see the system slowing down so staff can implement appropriately. 	NCEA Levels	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Level 1	58	77.5	75.3	74.5	63.1	68.5	79.4	79.1	79.8	83.3	79.1	78.6	Level 2	66.7	85.1	84.9	80	79.5	85.6	89.5	87.2	85.9	89.4	86.2	86.5	Level 3	45.8	58.6	67.3	70.4	46.9	73.9	78.7	70.2	73.2	64.9	80.8	85.4	UE	23.7	31.4	36.5	40.8	18.4	34.8	31.9	43.9	39.3	29.8	38.5	40.6	<ul style="list-style-type: none"> Continue to improve the NCEA results especially at Level 1. Continue to monitor when the changes in NCEA will occur and anticipate so we are not left behind.
NCEA Levels	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025																																																							
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2. There is a plan to increase endorsements for each learning area

Outcomes	Analysis	Evaluation
XX Not Achieved	<ul style="list-style-type: none"> Concentrating on Lit/Num and getting students passed has meant the plan to increase endorsements did not occur. 	<ul style="list-style-type: none"> All HLAs have discussed how we can increase endorsements and each is putting a plan in place.

3. Tracking and monitoring of NCEA candidates continues

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Successful with good results at all levels 	<ul style="list-style-type: none"> Ongoing work will continue.

Annual Goal: Literacy and Numeracy

2025 Annual Targets

1. Units of work are explicit about in proving Lit/Num in their area

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Completed successfully. All schemes and units of work have a literacy focus. Year 9 and 10 developments will progress in the future. Structured literacy was implemented in Years 7&8. 	<ul style="list-style-type: none"> Ongoing work



Annual Goal: Professional Learning

2025 Annual Targets

1. A leadership review of all areas is completed and a plan is in place.

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Leadership has been very evident across all areas. The areas that have struggled have had and needed extra support. PGC produces a need for PLD across all areas. No PLD is turned down when it is requested. Expensive PLD is shared with candidates. 	<ul style="list-style-type: none"> Ongoing through the audit review process

2. A professional learning register and plan is in place

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> A register is in place and presented to the Board each month 	<ul style="list-style-type: none"> Continue

Annual Goal: Refreshed Curricula

2025 Annual Targets

1. The new curricula are implemented effectively across the school

Outcomes	Analysis	Evaluation
-->Ongoing Work	<ul style="list-style-type: none"> The English and Maths curricula are out and work was completed on these in 2025. Further draft curricula in many of the other learning areas and subjects are also out and staff will continue to implement these over 2026. 	<ul style="list-style-type: none"> Ongoing

Annual Goal: Tikanga Maaori

2025 Annual Targets

1. Te Reo Maaori pathways are strengthened with more Reo speakers

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Pathways have increased to provide Te Reo to students and staff. Night class access to beginners of Te Reo Maaori through Matua Rima continues with more staff selecting to do this course in 2026. Increased use of Te Reo and cultural practices occurred with the new DP appointed to look after Maaori achievement. Teacher training continued in the use of Te Reo in the classroom. 	<ul style="list-style-type: none"> Ongoing

2. Continue to review Reo Rua

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Guidelines were reviewed and work in the classroom and with parents has seen the programme strengthen. Another review will occur in 2026 as more students not to continue this pathway. 	<ul style="list-style-type: none"> Continue to review



Annual Goal: Financial Efficacy

2025 Annual Targets

1. Financial processes review takes

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Reviewed the division of roles and minor changes made. A review on the payments by parents and management has decided to implement a simpler payment system called MY KINDO. Simpler for parents to pay and make payments. A review at the end of 2026 is needed. 	<ul style="list-style-type: none"> Ongoing work Review of MYKINDO required to evaluate its use.

2. The Board develops financial guidelines as the school grows

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> A financial review via the budget occurs each year 	<ul style="list-style-type: none"> Good progress with the guidelines

3. Bus network has minimal impact on school finances

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> 2025 budgets were met with a minimal profit to the network. All school have seen the 2026 budget and some adjustments will need to be made. A financial review will occur with the expectation that the ineligible fee will need to go up to meet financial needs especially with the price of diesel going up. 	<ul style="list-style-type: none"> Using our Admin person more in 2025 for charging out ineligible to schools.

Annual Goal: Leadership

2025 Annual Targets

1. Opportunities to continue to develop leadership

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> All major learning areas now have Assistant Heads of Learning to assist with the increased workload with curriculum development, literacy and numeracy, staffing development and support and eventually the new qualifications system. Staff are encouraged to take on leadership roles when they arise. 	<ul style="list-style-type: none"> Ongoing

2. Recruitment process is in place for a new Principal

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> A recruitment firm was engaged Role was advertised, applications were accepted and a shortlist was made. Interviews took place and a new Principal was appointed. She is to take over from the beginning of Term 2, 2026 	<ul style="list-style-type: none"> The process was collaborative, vigorous, detailed, and precise.

Annual Goal: Career Work

2025 Annual Targets

1. The Transition area continues to develop and be proactive

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> The new Head of Transition struggled from the beginning due to her breaking her leg. Others stepped up to assist and supported her to continue to develop her vision. The goals set were achieved, and the development of this team is ongoing. Collaboration and how the area intertwines with the rest of the school is happening. May need to look at the staffing levels in this area. The Transition area using the terms of Future Foundations. Careers focus is required for subject selection so we do not have to make so many changes at the beginning of the year. 	<ul style="list-style-type: none"> Ongoing review as the school grows and as the area continues to develop 2026 look at an emphasis on Career and course advice for students so not as many changes need to occur at the beginning of the year.



Annual Goal: Community Engagement**2025 Annual Targets****1. Community volunteer 'Giving back' is planned**

Outcomes	Analysis	Evaluation
XX Not Achieved	<ul style="list-style-type: none"> The College would get a lot of value from this BUT we need to find time in the calendar for this to work. 	<ul style="list-style-type: none"> Review and implement when we can.

Annual Goal: Kaahui Ako**2025 Annual Targets****1. Continue to be active members of the Kaahui Ako**

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> All WSL completed their projects 2026 Transition back to a learning network will need to occur. One project the App development will continue with each school having a specific part to complete. 	<ul style="list-style-type: none"> Kaahui Ako is disbanded as resourcing has been reallocated

2. Learner Support is supported

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> See previous section on learning support 	<ul style="list-style-type: none"> Ongoing





TUAKAU COLLEGE

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

Evaluation & Analysis of Student Progress 2025

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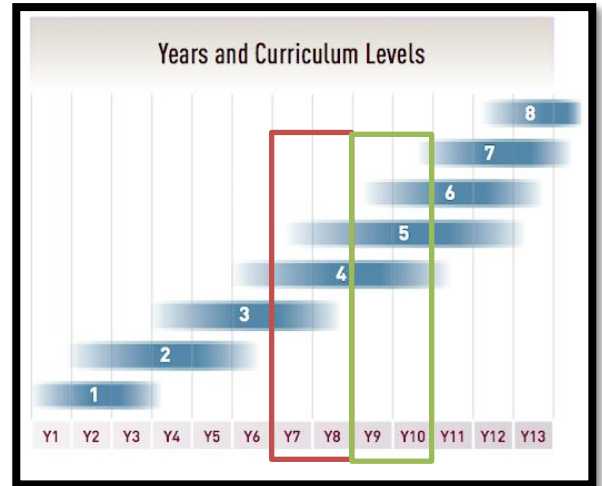
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Introduction

The evaluation and analysis of student progress is completed through the Annual Implementation Plan, Analysis of Variance and the NCEA Analysis. These have been collated into this document.

Achievement

Year 7 to 10 complete e-Asttle testing and their results are placed on bar graphs as indicated below. There are 8 curriculum levels in the National Curriculum that stretch from year 1 to year 13. Each level represents a learning stage in that learning area (subject). Most of the Year 9 to 13 students will be learning between curriculum levels 4 and 8. A student may be at a different level for different learning areas. For example they may be working at curriculum level 4 in mathematics and level 5 in technology. Once each student masters most of the skills, knowledge and understanding of each stage they will progress to the next level. In Reading Writing and Mathematics (Literacy and Numeracy) if students are at the curriculum level then



eAsttle Results

These are an indicator of the level the students are at in terms of Mathematics, Reading and Writing. e-asTTle levels are determined by a student's score on a standardized test and are presented on a scale from -5 to +5, which is then converted to an e-asTTle scale with a mean of 1500 and a standard deviation of 100.

This score represents the student's ability to answer questions at a given difficulty level, with a score of 0.0 indicating a 50% probability of correctly answering a question of 0.0 difficulty. The report also shows progress within a year of schooling through curriculum sublevel scores (Basic(B), Proficient(P), Advanced(A)).

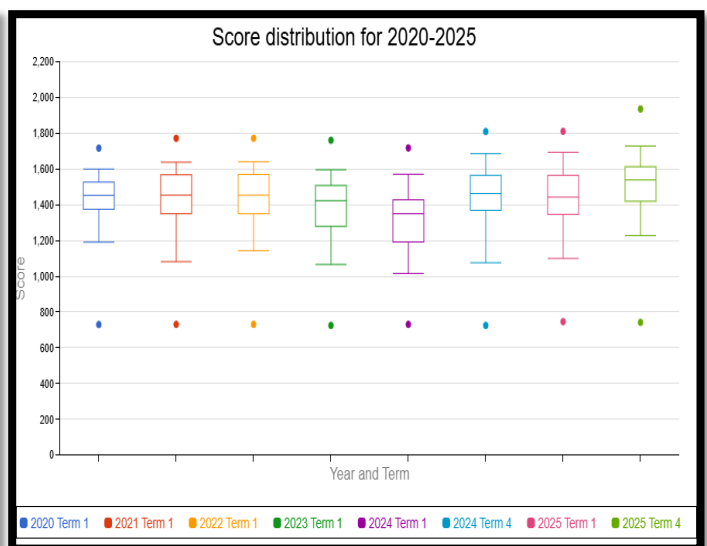
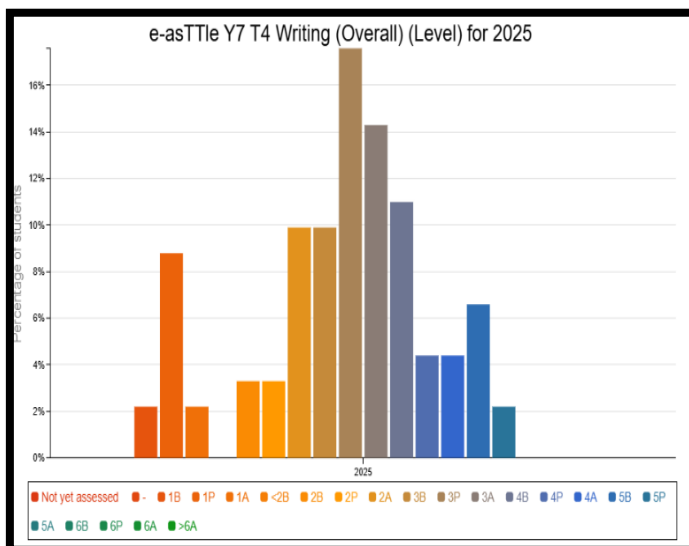
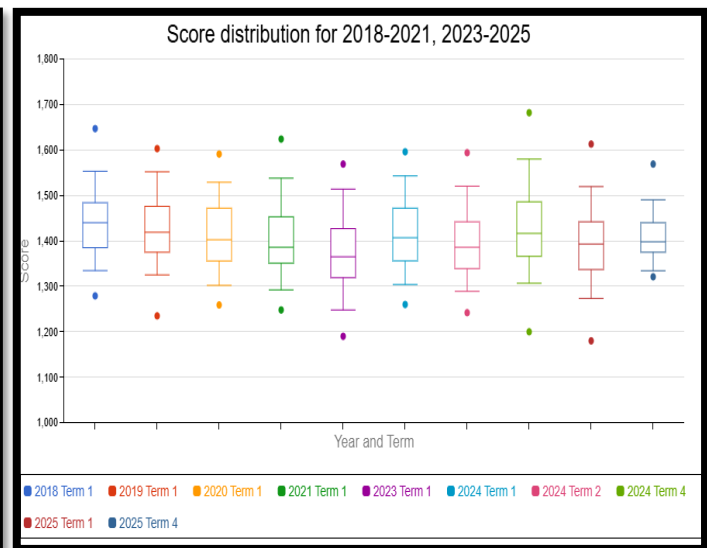
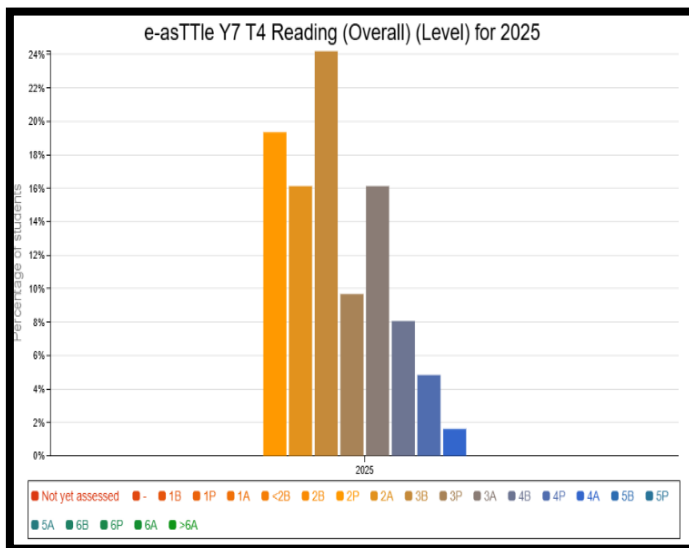
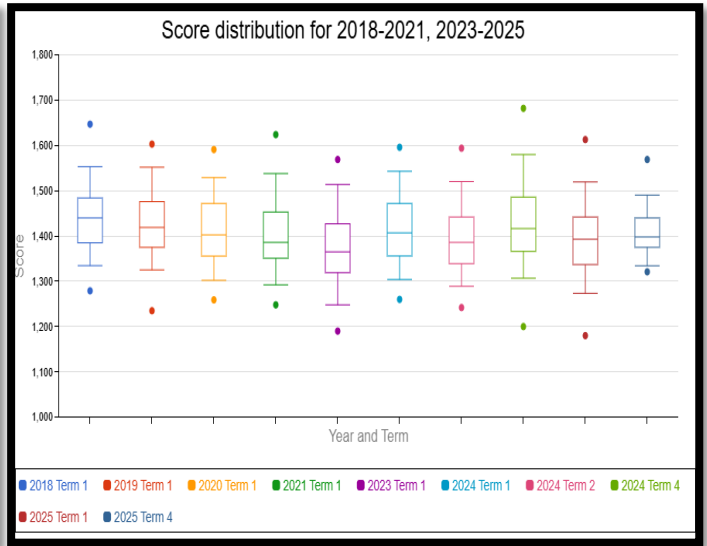
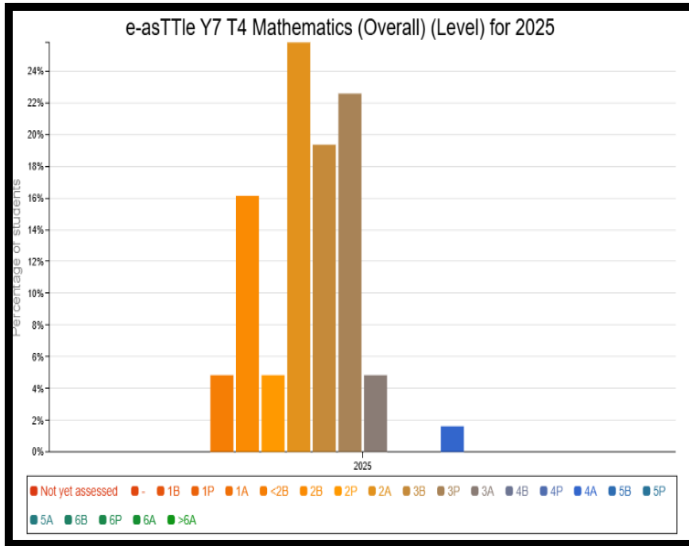
So a student for reading a student may get a **4B** : this means curriculum level 4 as per the chart above and sub level B-Basic. Each student gets a report informing them of what they did well and what needs to improve to get to the next level.

Curriculum level continuum within e-asTTle (only writing uses level one)

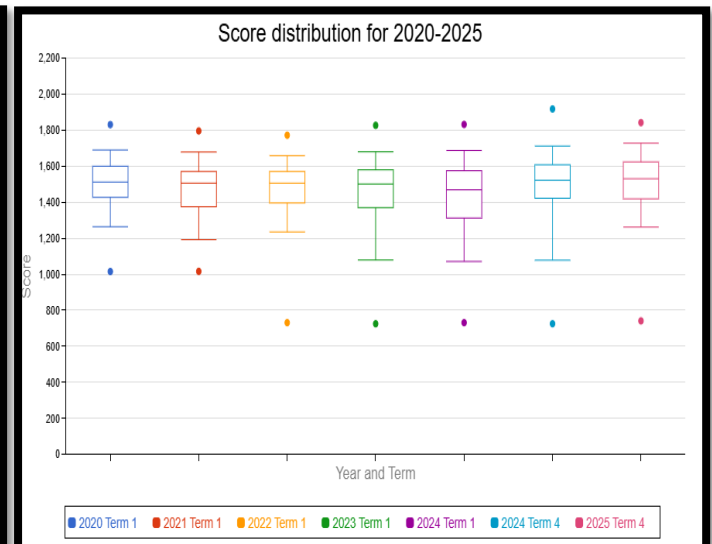
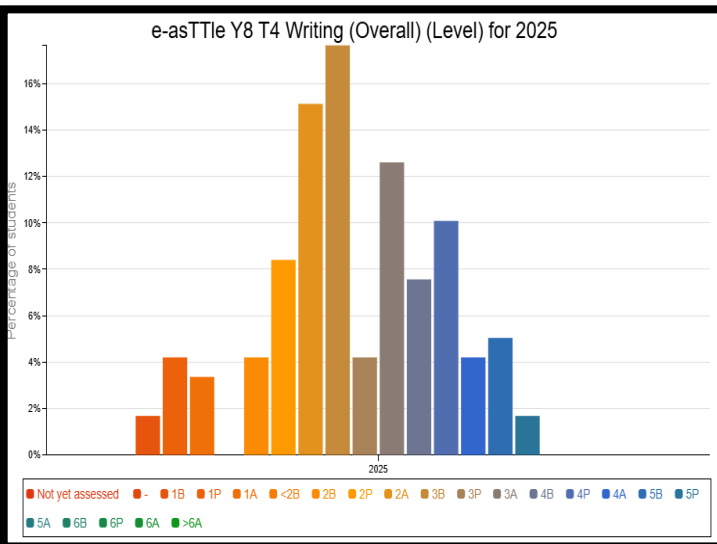
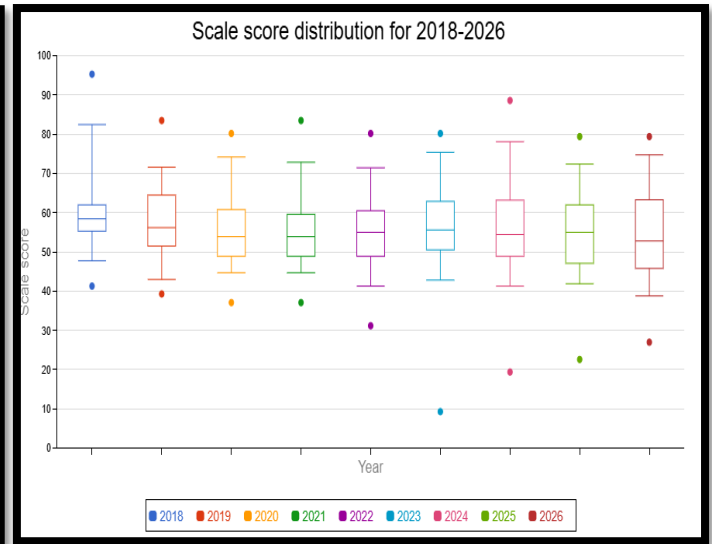
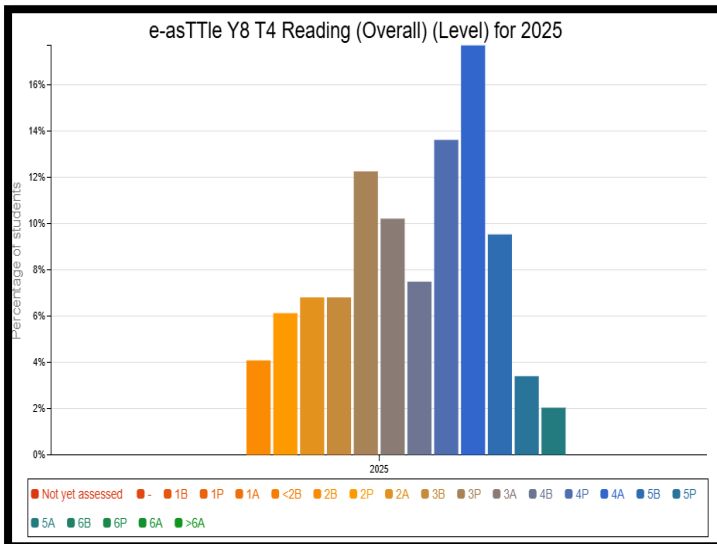
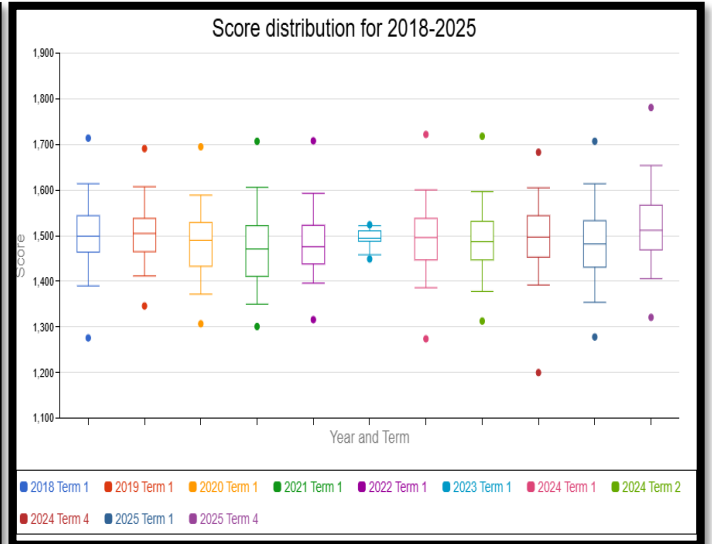
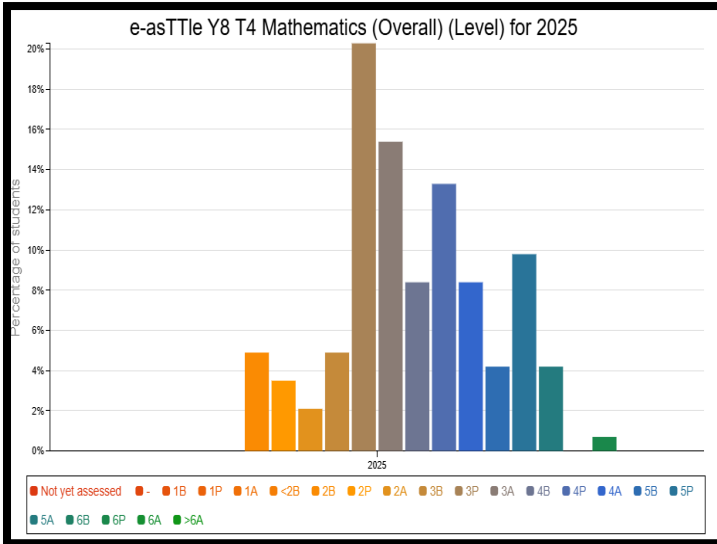
1B	1P	1A or <2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B	6P	6A
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These tests are diagnostic only and show progress. They are not summative but an indication on how well a student is doing. There are levels as to where the student should be at according to the Years and curriculum level.

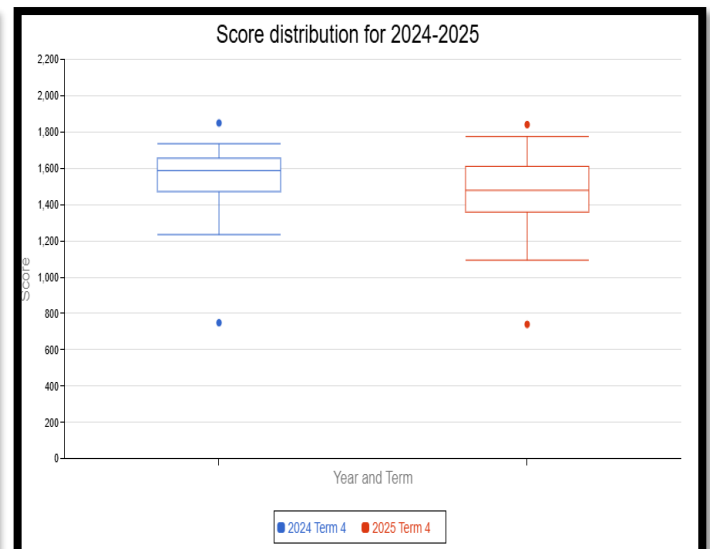
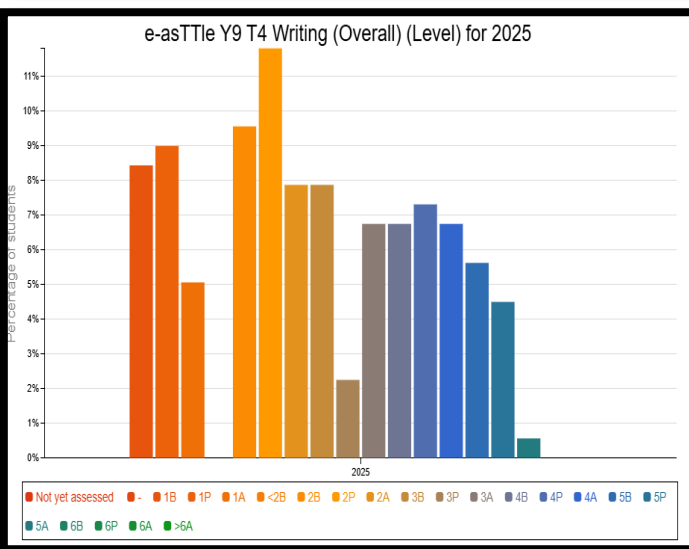
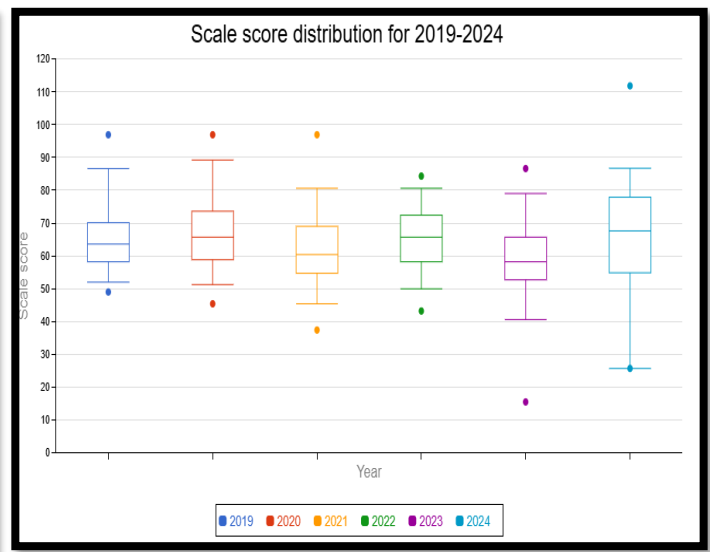
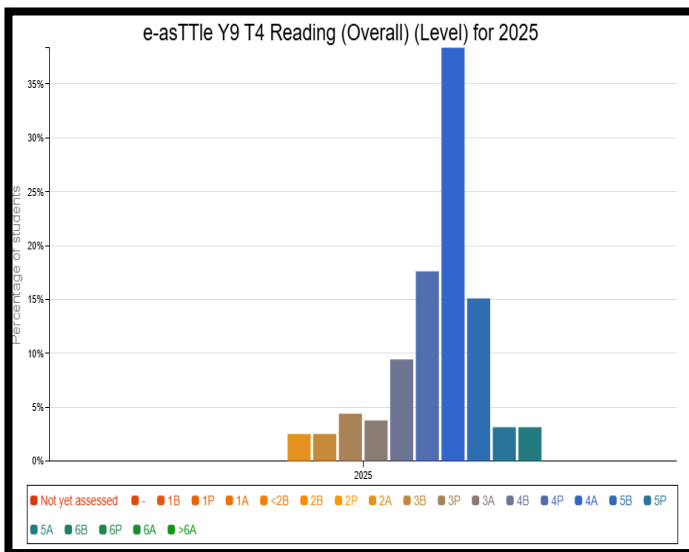
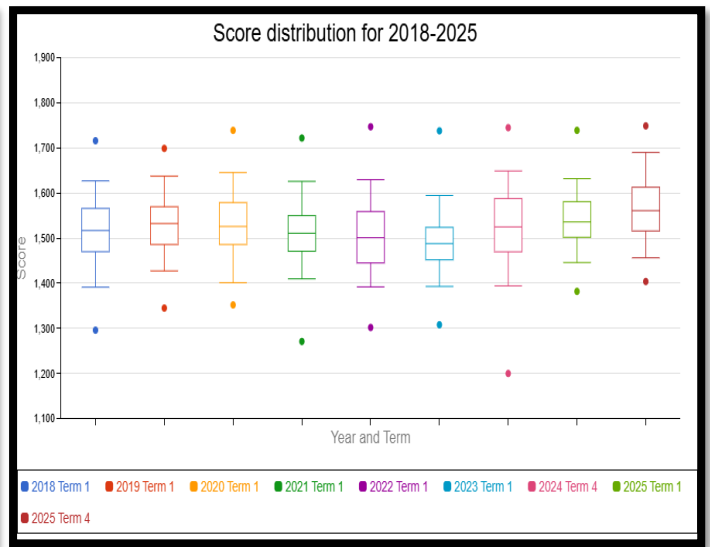
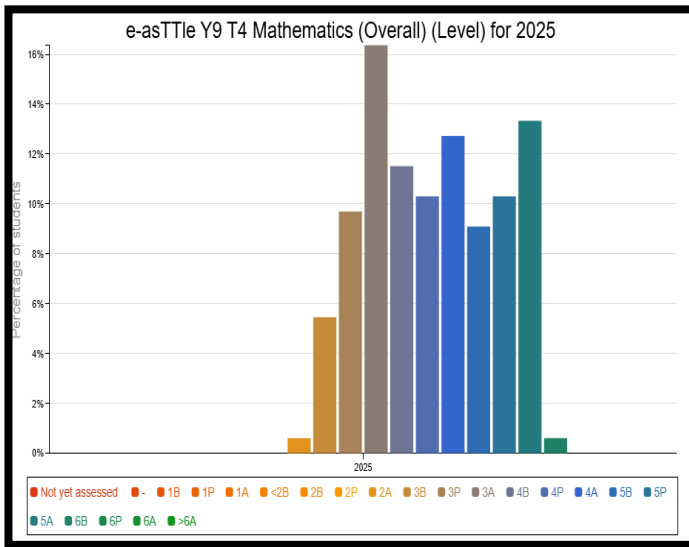
Year 7



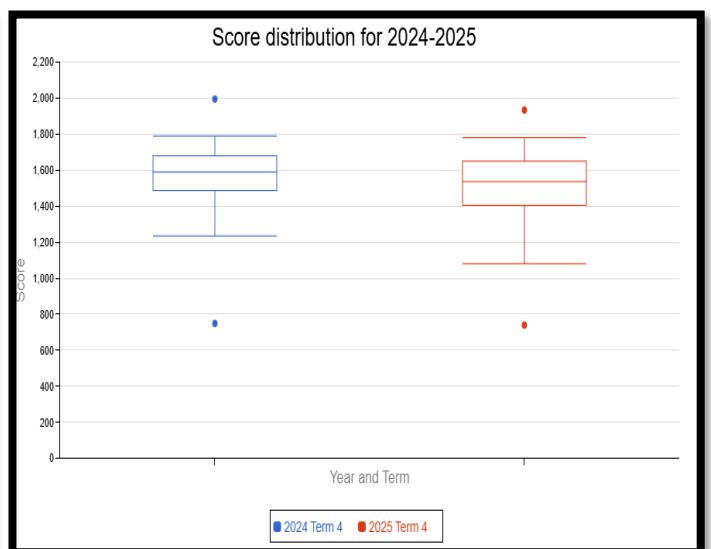
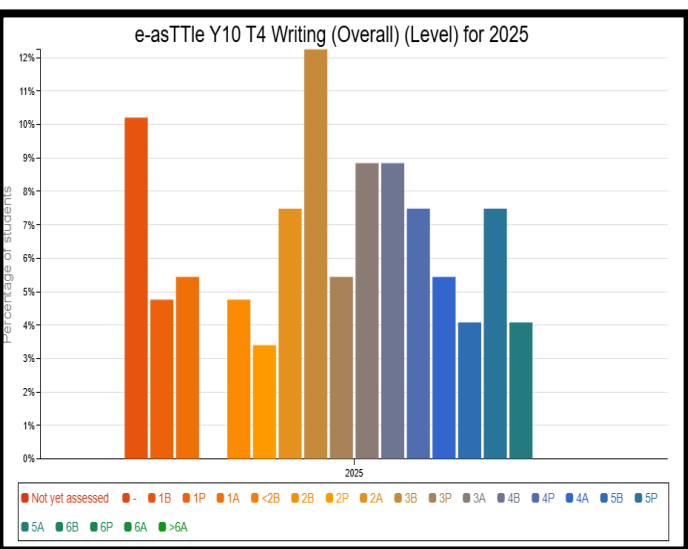
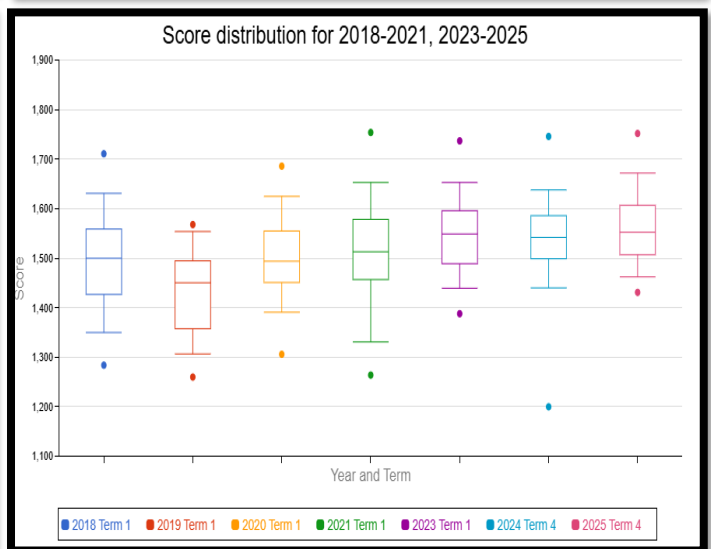
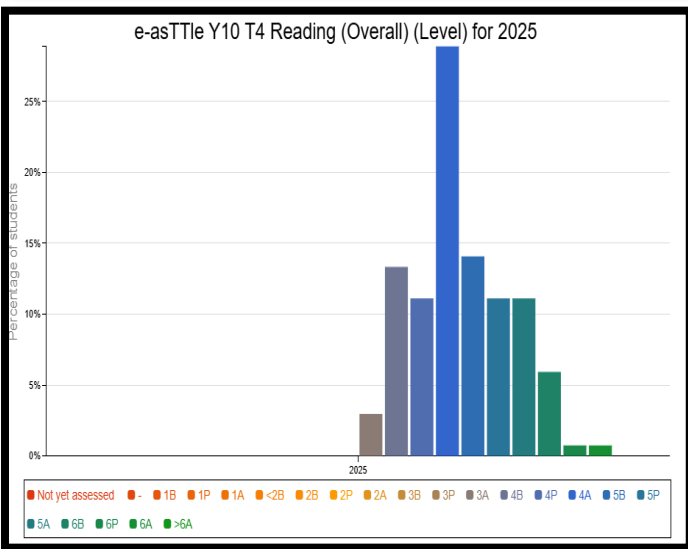
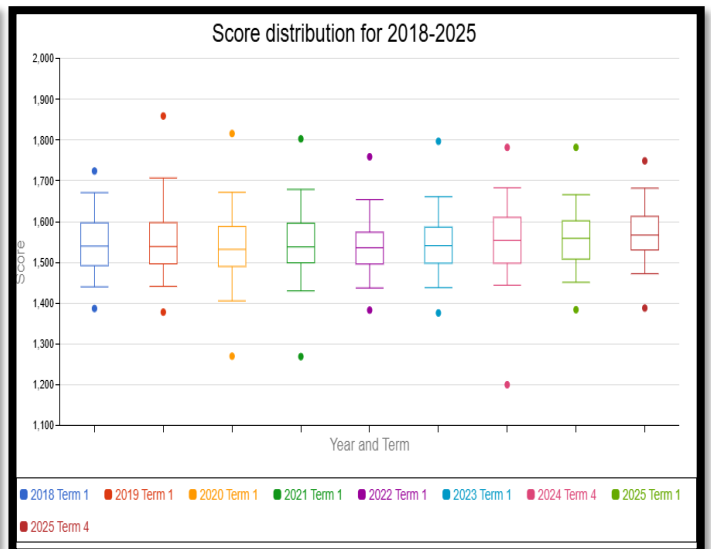
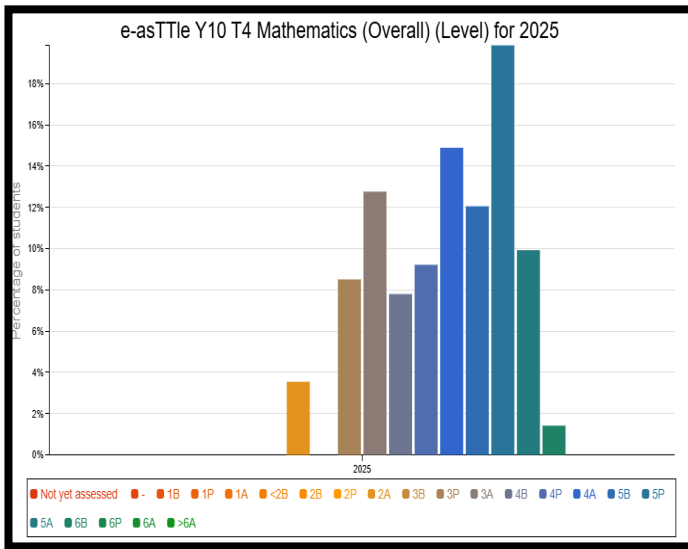
Year 8



Year 9

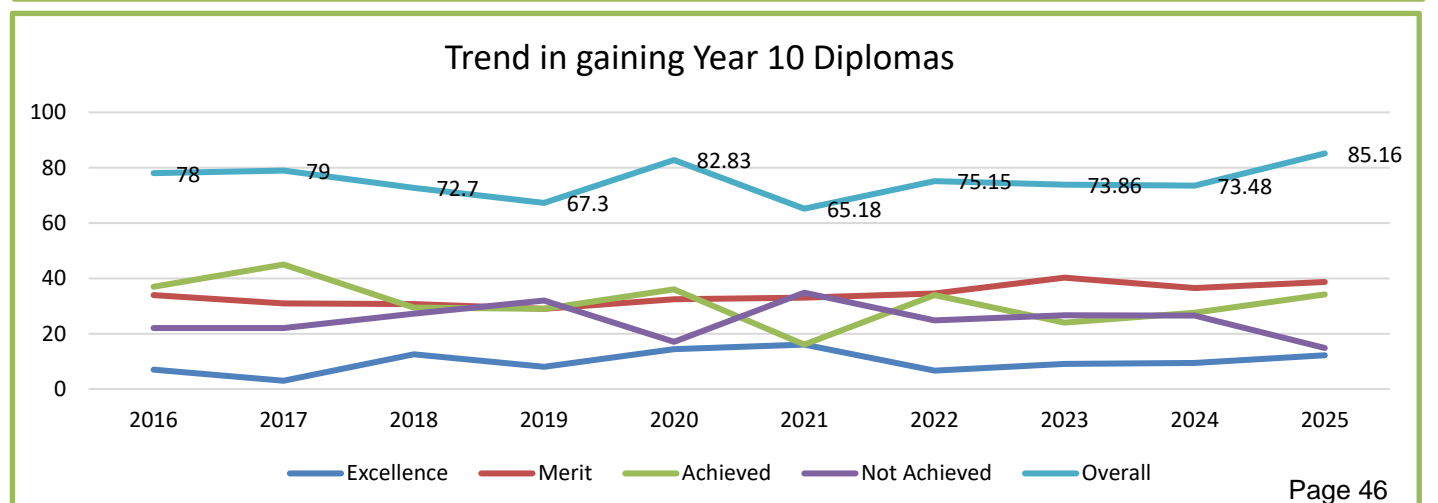
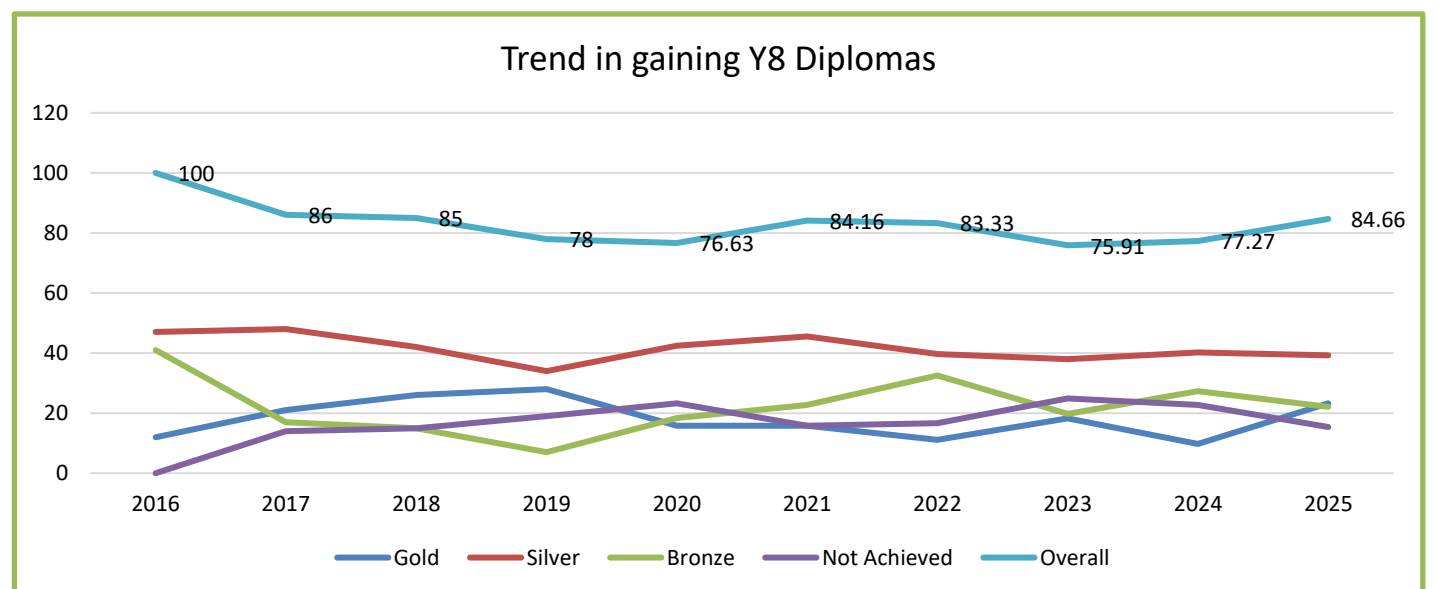
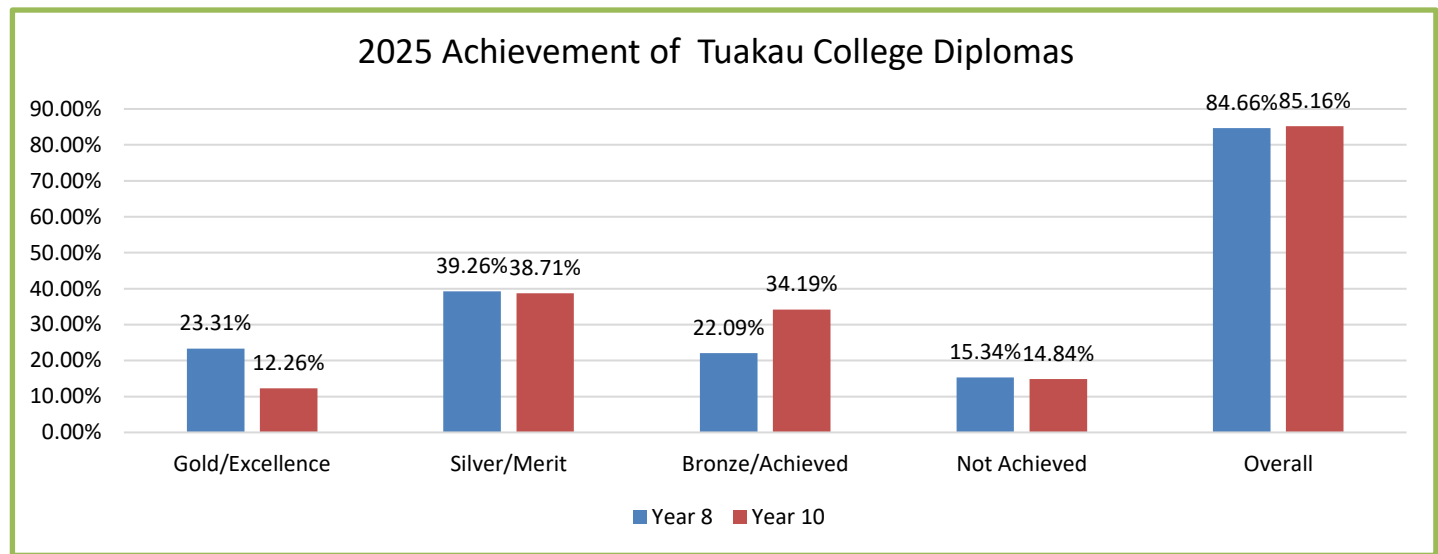


Year 10



Years 8 & 10 Tuakau College Diplomas

The students gain credits each term to motivate and enable students to work towards a goal. Students accumulate credits/points from all of their subjects. The Diplomas are awarded after credits/points are accumulated over two years. In Years 9 and 10 the goal is to pass their diploma with an endorsement of Achieved, Merit or Excellence. In Years 7 and 8 the goal is to pass their diploma with an endorsement of Bronze, Silver or Gold. In both levels there may be some students who will not pass their diploma. Students gain credits for the extra-curricular activities, wearing the uniform correctly and following the rules of Tuakau College. The results from the Diplomas are below

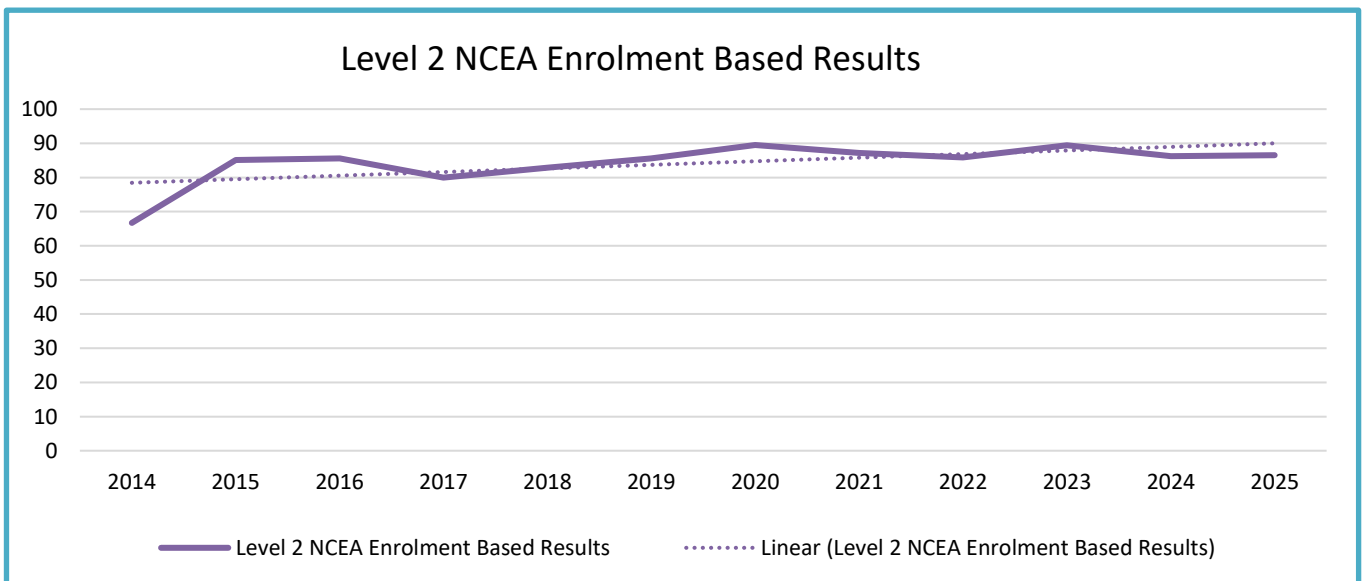
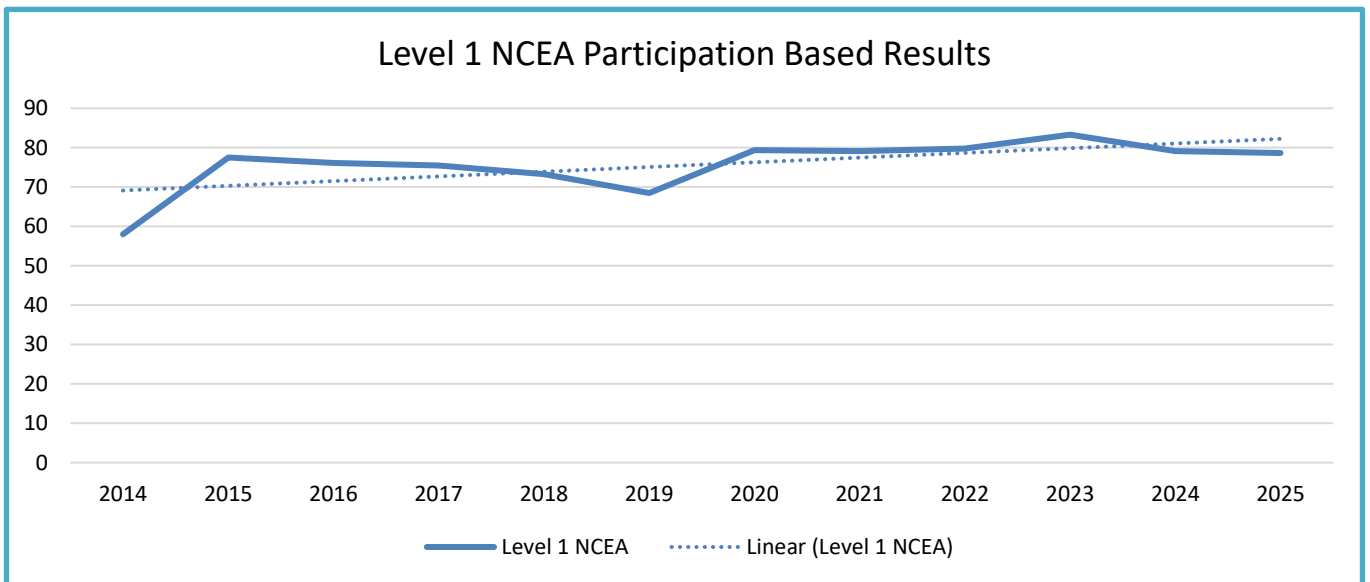


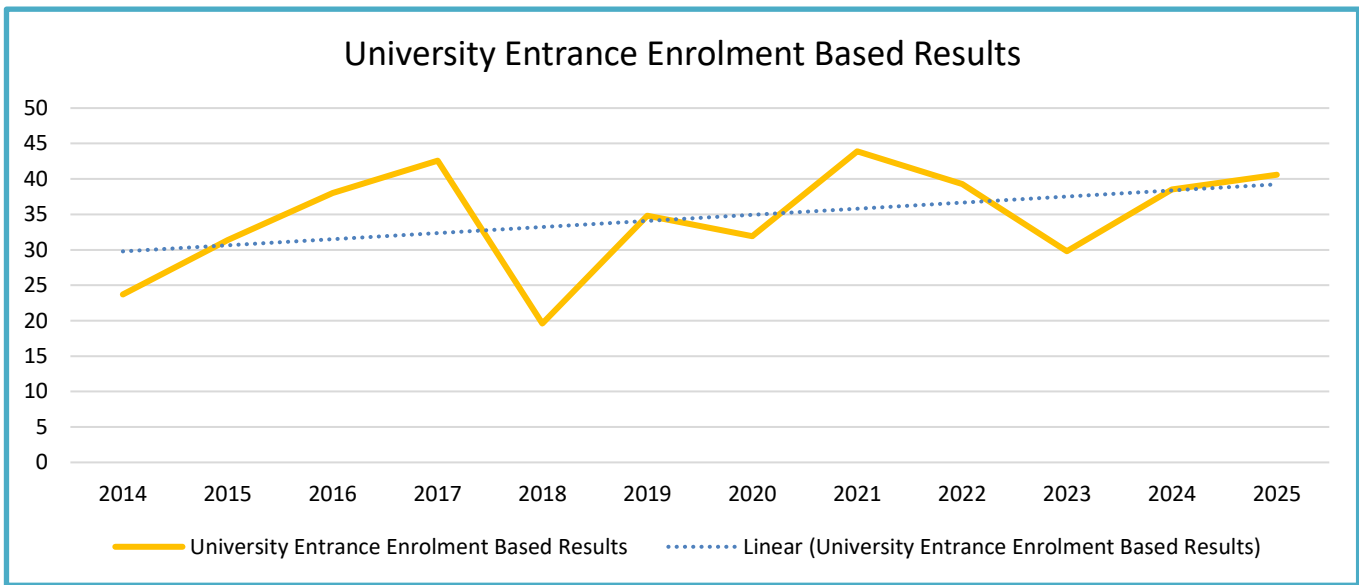
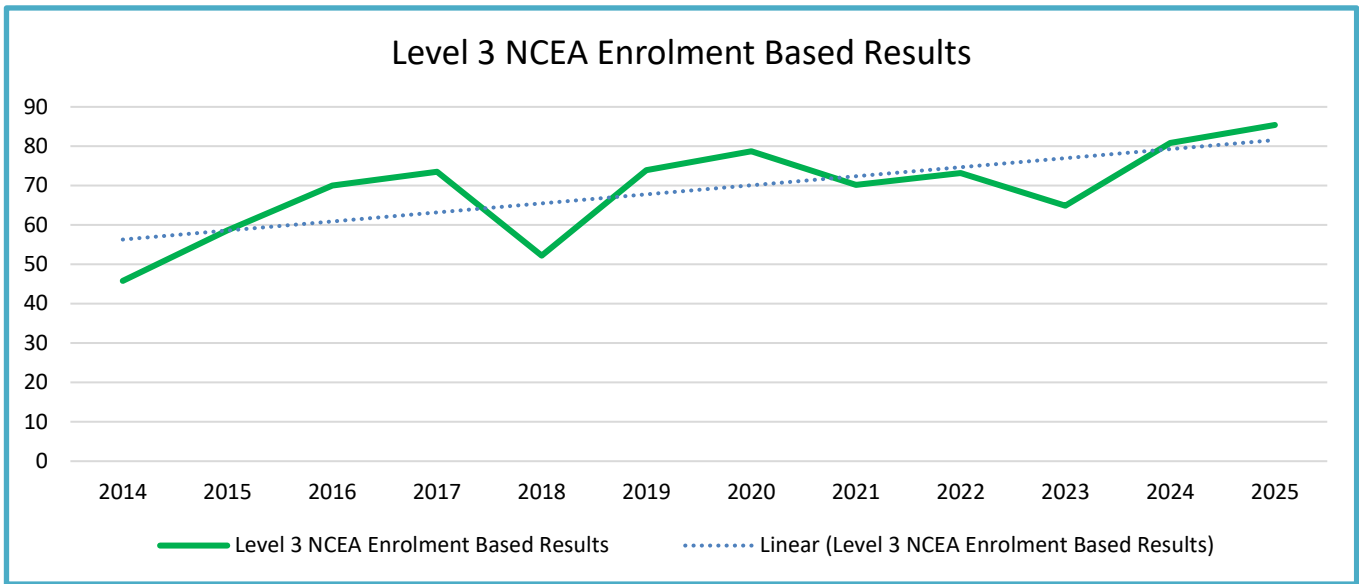
NCEA

NCEA 2014-2025 Participation/Enrolment Based Results Whole School(source NZQA)

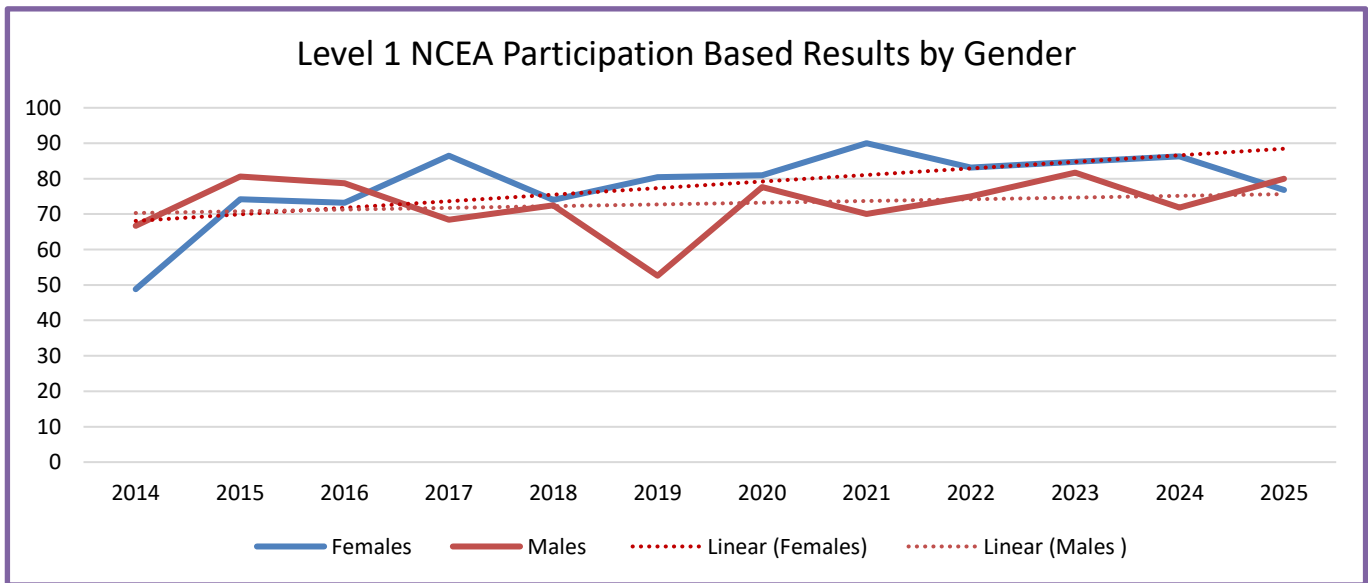
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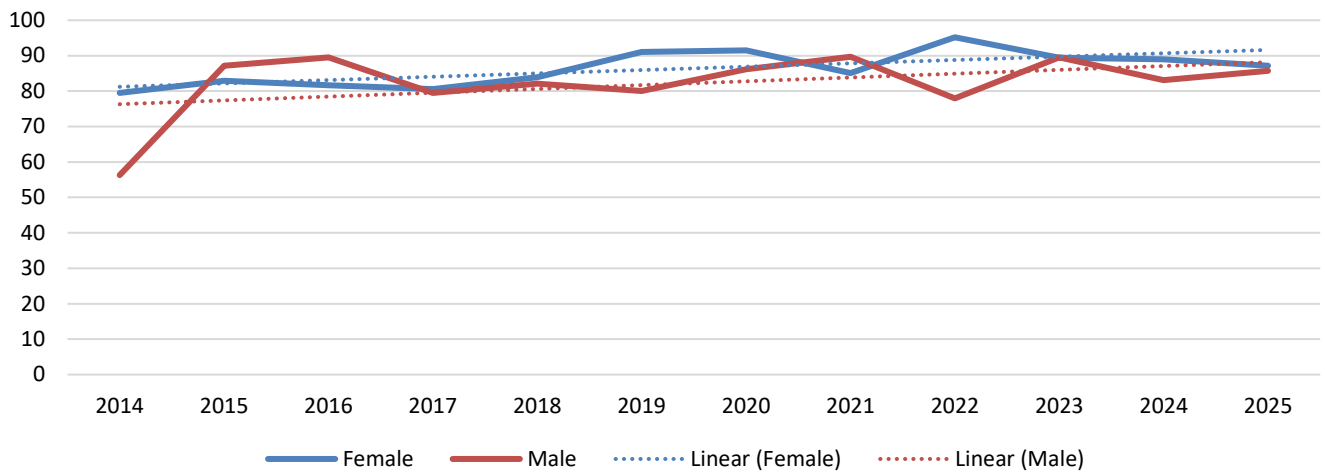




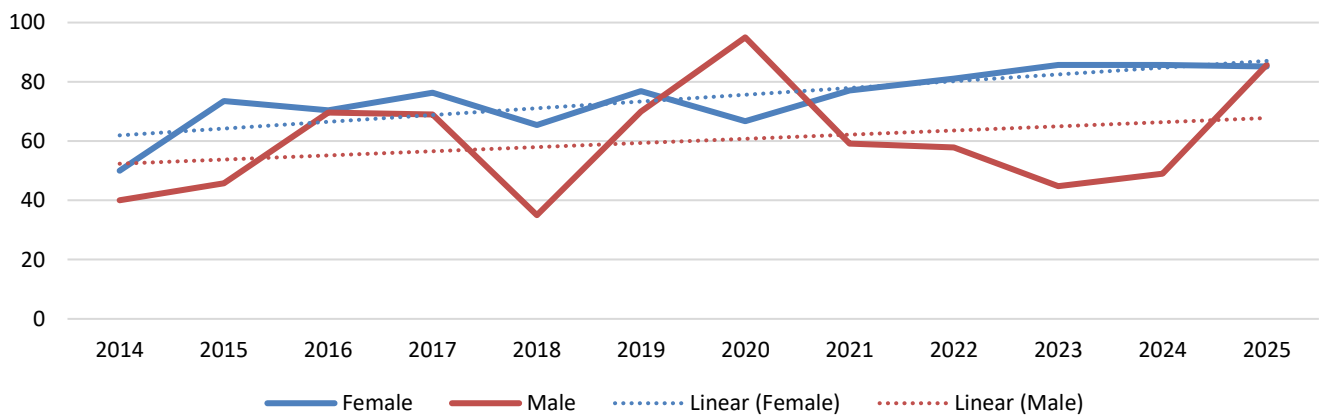
NCEA 2014-2025 Participation/Enrolment Based Results Gender Differences(source NZQA)



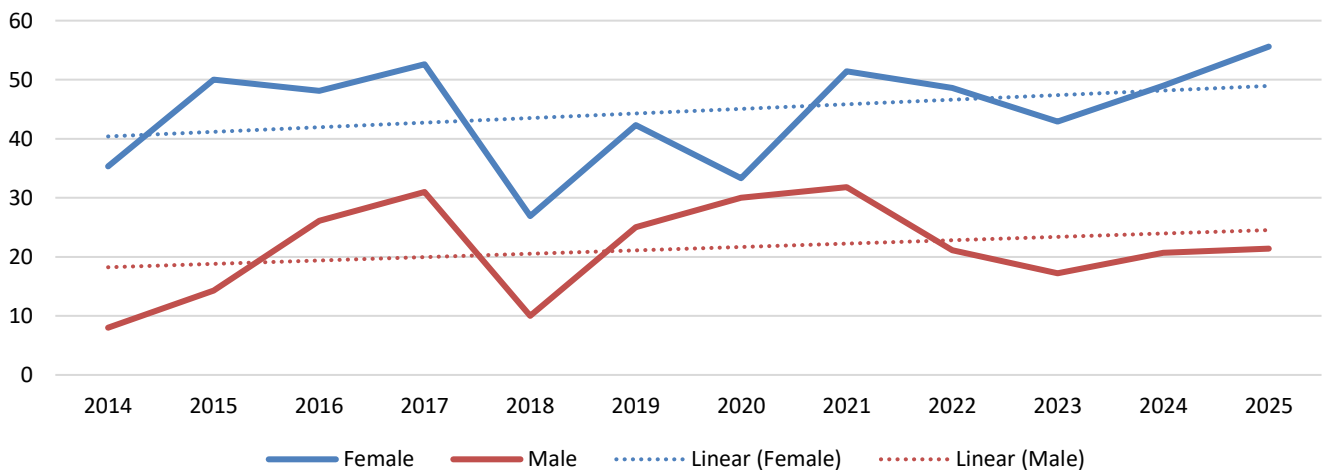
Level 2 Enrolment Results by Gender

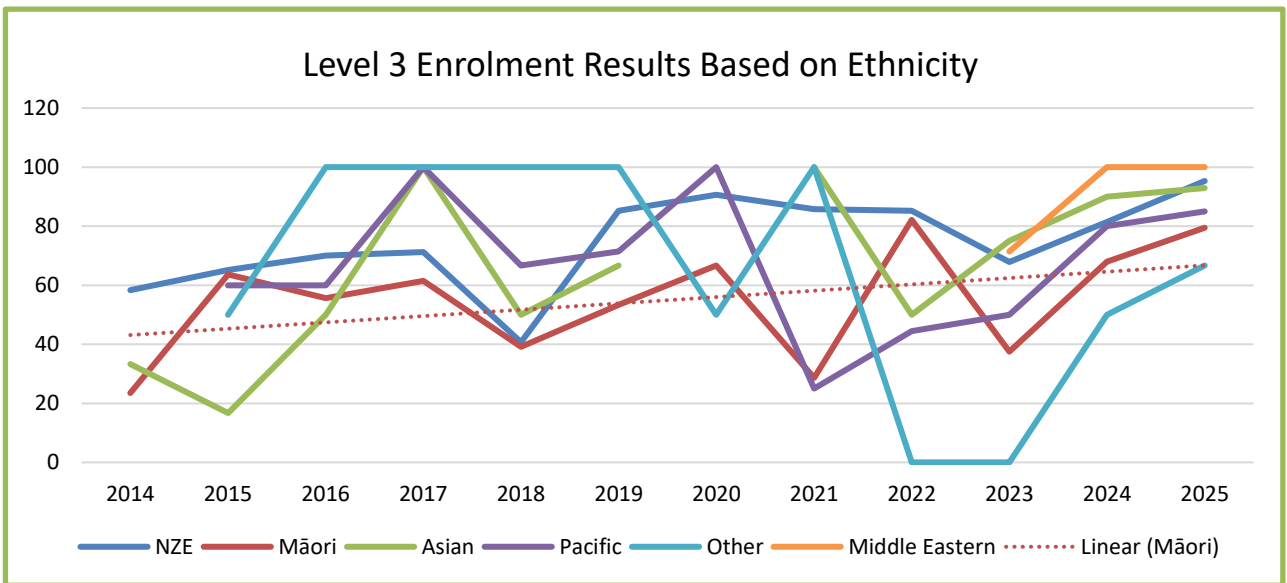
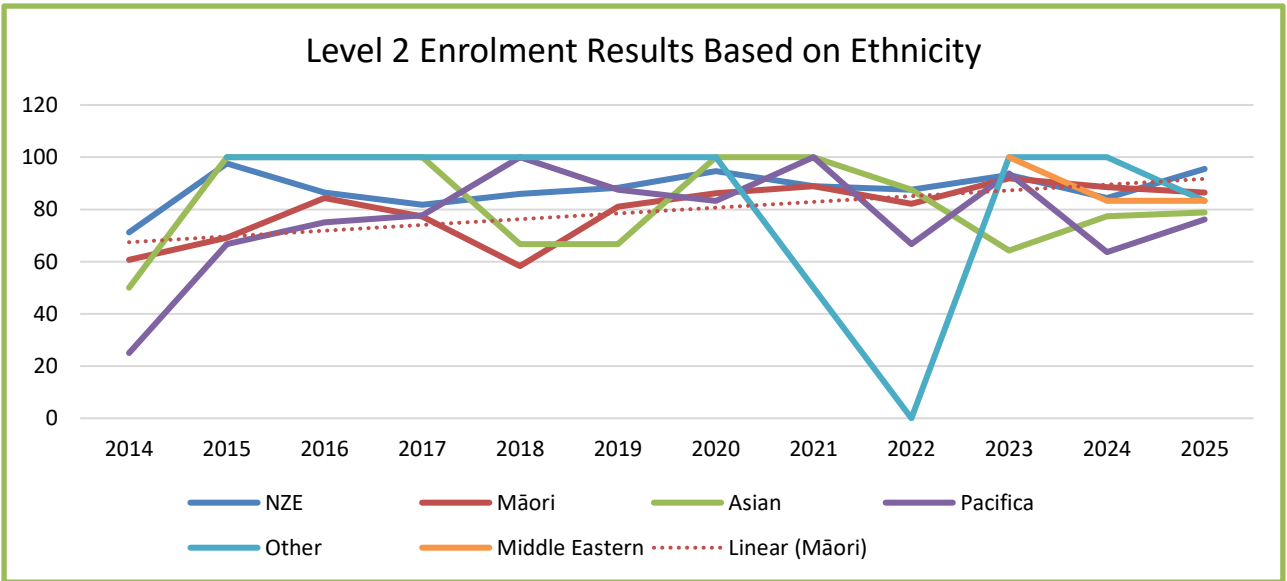
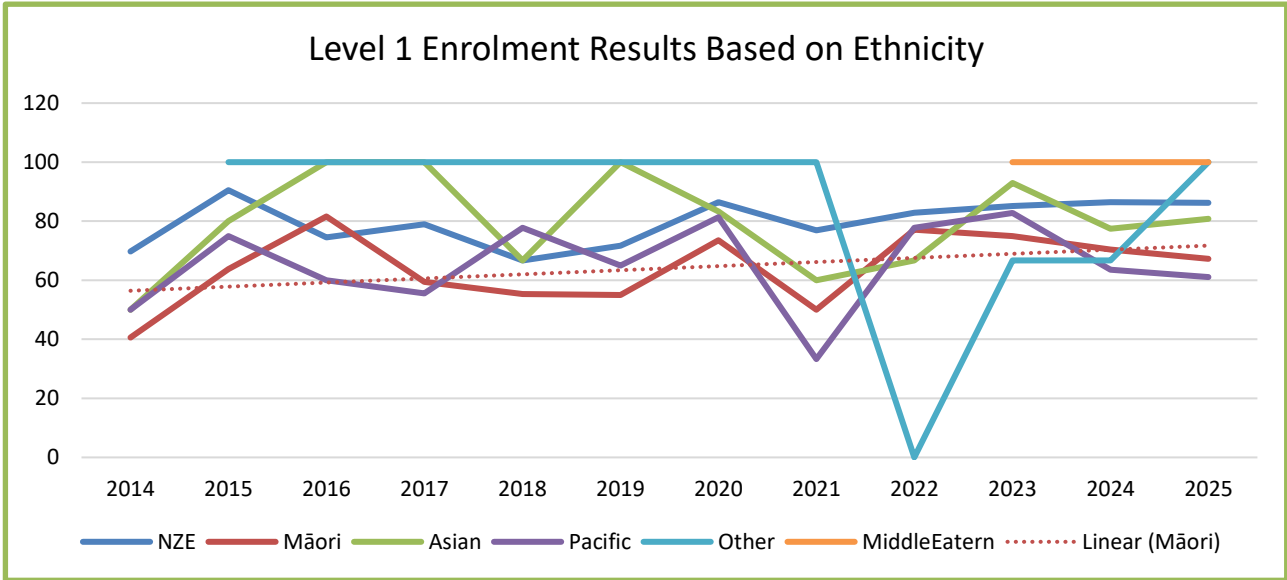


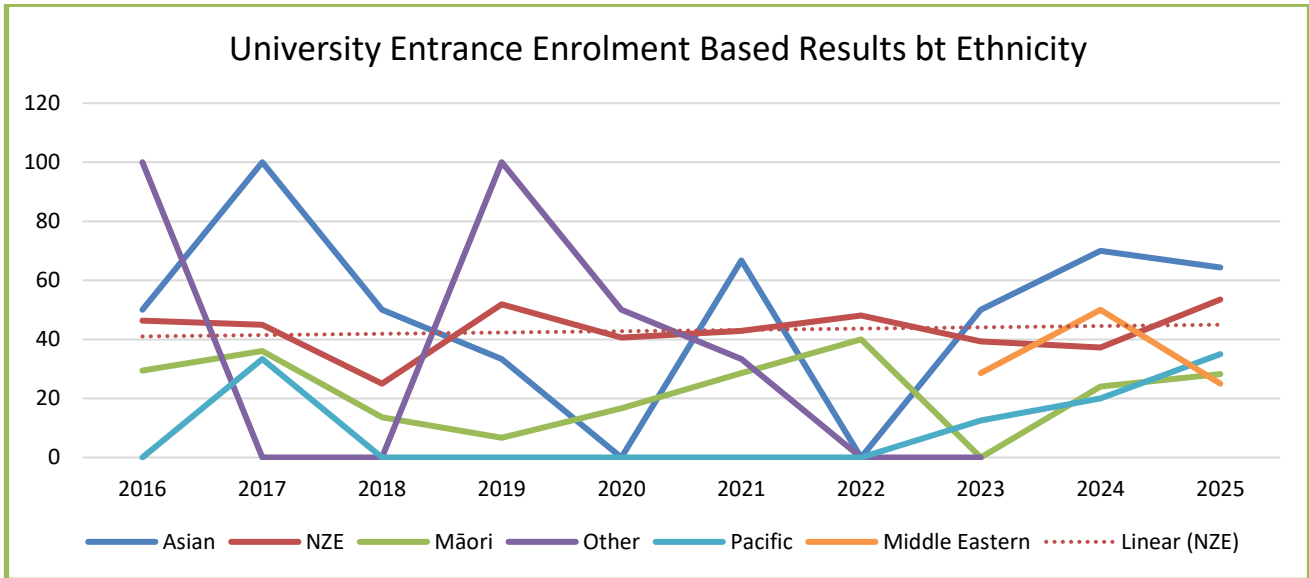
Level 3 Enrolment Results by Gender



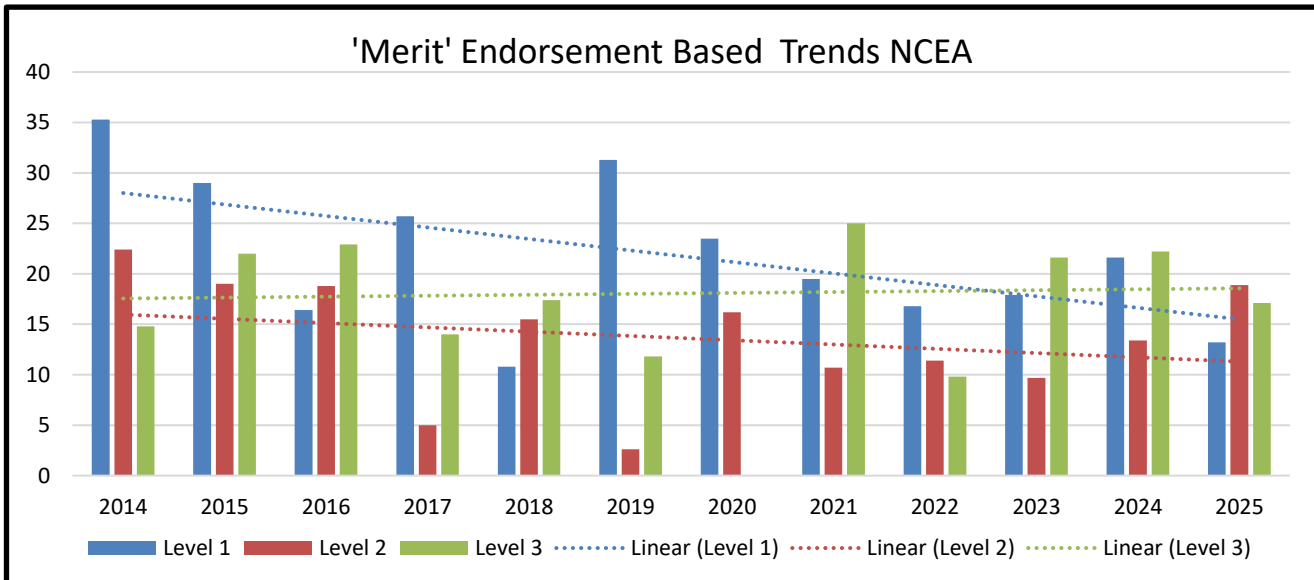
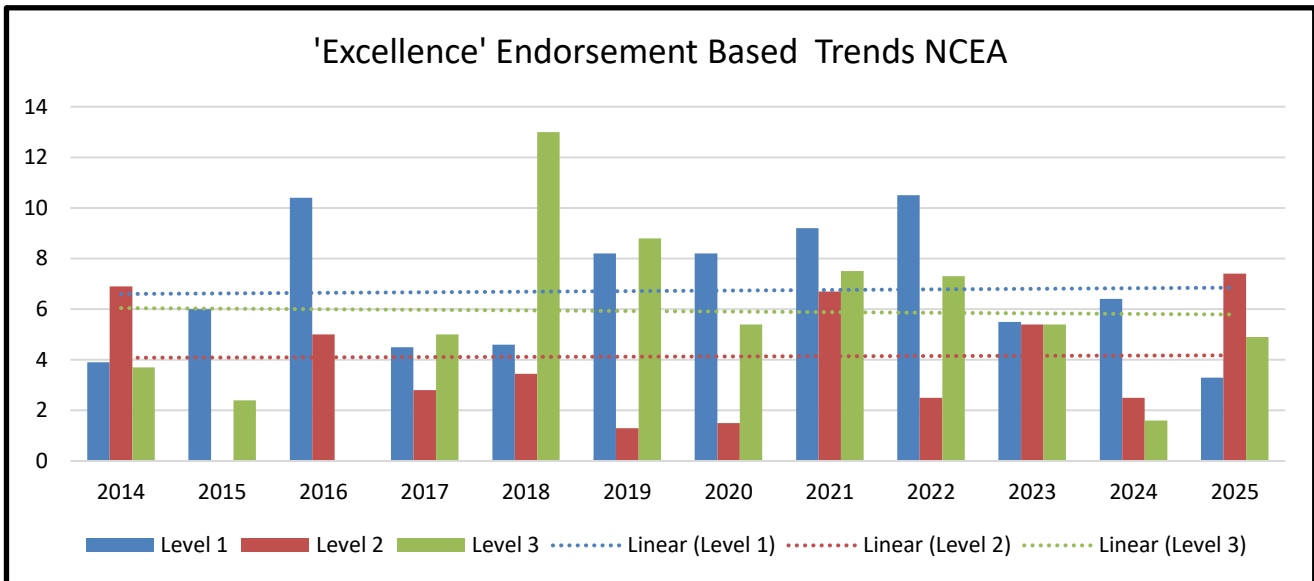
UE Enrolment Results by Gender



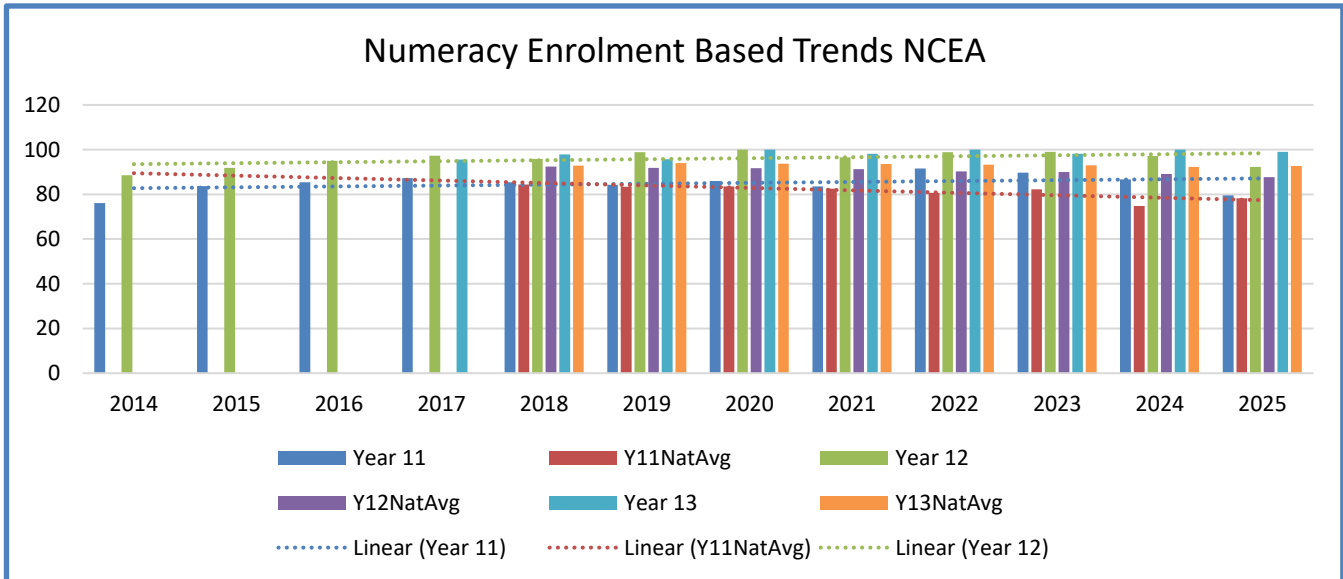
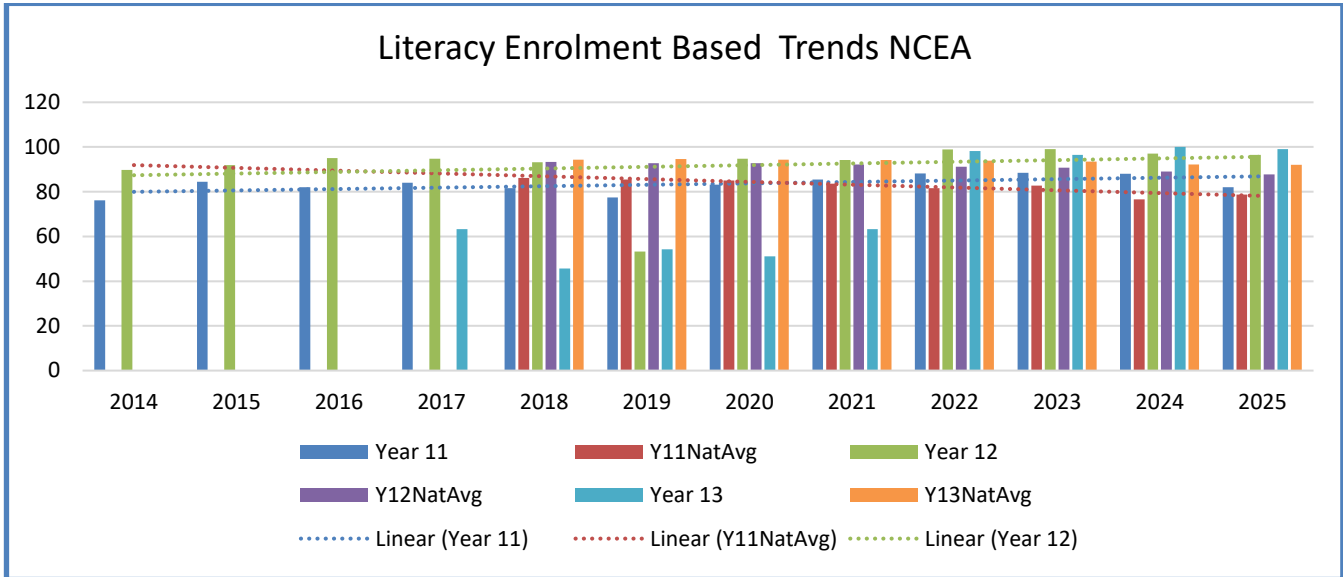




NCEA 2015-2025 Endorsement Percentage Based Results Whole School(source NZQA)



NCEA 2014-2025 Literacy and Numeracy Results (source NZQA)



Analysis 2025 Results

NCEA Results - Principal's Report

Tuakau College and National Averages and Equity Index comparisons

	NCEA Results 2025-percentages					
	Tuakau College	National	Equity Index	Interim CBE	Diff Nat.Us	Diff TC & CBE
Level 1	72.5	72.1	68.6	71.5	0.4	1
<i>Excellence</i>	3.4	10.1	5.6	2.3	-6.7	1.1
<i>Merit</i>	13.6	27.6	21.4	9.3	-14	4.3
Level 2	86.5	72.7	75	86.52	13.8	-0.02
<i>Excellence</i>	7.4	15	9.2	9.3	-7.6	-1.9
<i>Merit</i>	18.9	25.8	18.1	16.3	-6.9	2.6
Level 3	85.4	70.4	71.7	83.67	15	1.73
<i>Excellence</i>	4.9	14.7	10	4.08	-9.8	0.82
<i>Merit</i>	17.3	26.9	19.4	14.29	-9.6	3.01
UE	40.6	49.9	41.5	38.78	-9.3	1.82

Comparison with Other Secondary Schools Interim Results: Enrolment Based Stats

<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	72.5	121	86.5	122	85.4	82	40.6	39
Pukekohe HS	51.3	231	76.7	326	74.9	200	43.4	116
Waiuku College	67.3	134	81.1	159	59.2	93	29.9	47
Onewhero AS	68.3	28	82.9	34	66.7	16	33.3	8
Wesley College	51.5	35	82.8	48	64.2	34	13.2	7
Rosehill College	3	12	66.4	217	69.5	187	36.8	99
Papakura HS	8.6	23	35.6	78	53.8	77	16.1	23
Te Kauwhata College	43.2	38	73.7	70	71	22	48.5	15



These two schools did not do level one and only a small number of students did it

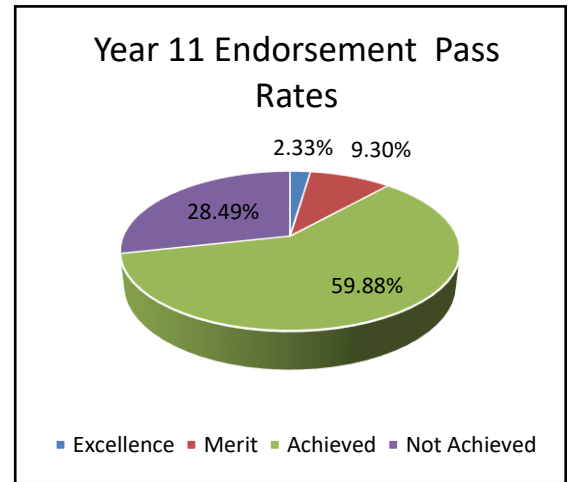
Year 11

MOE	76.60%
Y11 Cohort Pass Rate	71.51%

Overall

	Students
Excellence	4
Merit	16
Achieved	103
Not Achieved	49
TOTAL	172

Excellence	2.33%
Merit	9.30%
Achieved	59.88%
Not Achieved	28.49%



Gender



% each Gender	Female	44.77%	Male	55.23%
Pass Rate Gender	Female	31.40%	Male	40.12%
Not Achieved	Female	13.37%	Male	15.12%

31.40% of all candidates that passed were female
 40.12% of all candidates that passed were male
 13.37% of all candidates that did not achieve were female
 15.12% of all candidates that did not achieve were male
100.00%

Endorsements

	Female
Excellence	4
Merit	11
Achieved	39
Not Achieved	23
TOTAL	77

	Male
Excellence	0
Merit	5
Achieved	64
Not Achieved	26
TOTAL	95

8.72% female gained endorsement (Merit or Excellence) out of Year 11
 2.91% male gained endorsement (Merit or Excellence) out of Year 11

Within each Gender Group

Females ONLY	
Pass rate	70.13%
Endorsement	19.48%

Males ONLY	
Pass Rate	72.63%
Endorsement	5.26%

	Female ♀
Excellence	5.19%
Merit	14.29%
Achieved	50.65%
Not Achieved	29.87%

	Male ♂
Excellence	0.00%
Merit	5.26%
Achieved	67.37%
Not Achieved	27.37%

Ethnicity

	Asian	NZE	NZM	Other	Pasifika
% each Ethnicity	13.95%	35.47%	37.21%	5.81%	7.56%
Pass Rate Eth	11.05%	29.07%	21.51%	5.81%	4.07%
NOT Achieved	2.91%	6.40%	15.70%	0.00%	3.49%

- 11.05% of all candidates were Asian and passed
- 29.07% of all candidates were NZ European and passed
- 21.51% of all candidates were NZ Māori and passed
- 5.81% of all candidates were Other Ethnicities and passed
- 4.07% of all candidates were Pasifika and passed

Endorsements

	Asian	NZE	NZM	Other	Pasifika
Excellence	1	2	1	0	0
Merit	6	4	3	2	1
Achieved	12	44	33	8	6
Not Achieved	5	11	27	0	6
TOTAL	24	61	64	10	13

172

- 4.07% Asian gained endorsement out of Year 11
- 3.49% NZ European gained endorsement out of Year 11
- 2.33% NZ Māori gained endorsement out of Year 11
- 1.16% Other Ethnicity gained endorsement out of Year 11
- 0.58% Pasifika gained endorsement out of Year 11

Within each Ethnic Group

	Asian	NZE	NZM	Other	Pasifika
Pass in each gp	79.17%	81.97%	57.81%	100.00%	53.85%
NA within each gp	20.83%	18.03%	42.19%	0.00%	46.15%

An example of how to read this table

79.17%	of all Asians in Year 11 passed
20.83%	of all Asians in Year 11 did not pass

Endorsements in each group

	Asian	NZE	NZM	Other	Pasifika
Endorsement	29.17%	9.84%	6.25%	20.00%	7.69%

Merit higher

Excellence	4.17%	3.28%	1.56%	0.00%	0.00%
Merit	25.00%	6.56%	4.69%	20.00%	7.69%
Achieved	50.00%	72.13%	51.56%	80.00%	46.15%
Not Achieved	20.83%	18.03%	42.19%	0.00%	46.15%

Literacy and Numeracy Level

1

2025	Literacy	80.2
Tuakau	Numeracy	79.6

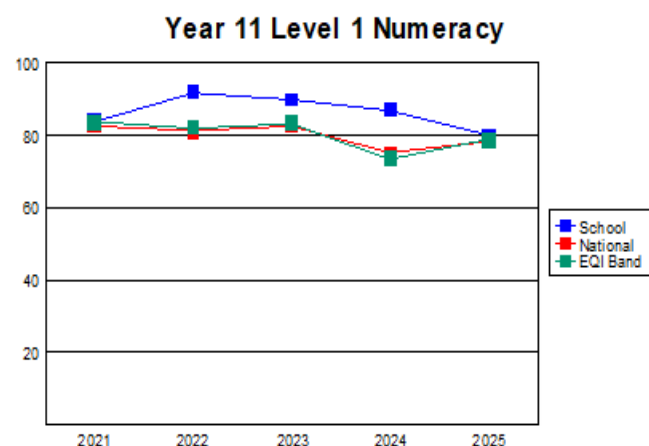
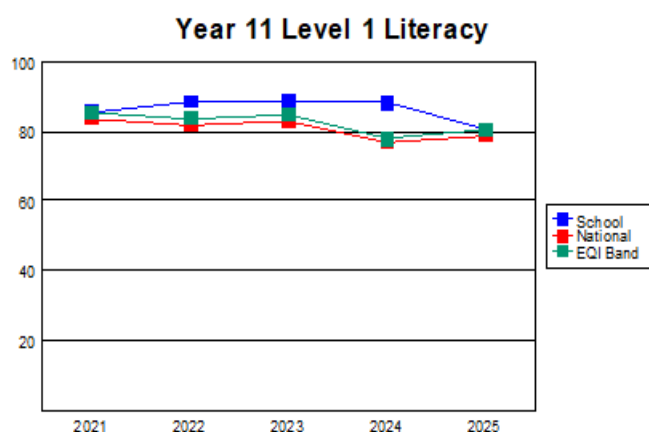
2025	Literacy	78.8
National	Numeracy	78.1

2025	Literacy	80.4
Equity	Numeracy	78.4

2025	Literacy	%
Gender	Female	81.1
	Male	79.6
National	Female	82.9
	Male	75
Equity	Female	84.7
	Male	76

2025	Numeracy	%
Gender	Female	77
	Male	81.7
National	Female	79.5
	Male	76.9
Equity	Female	79.3
	Male	77.4

2025	Literacy	%	National	Equity
Ethnicity	Asian	75	79	84.8
	European	90.2	83.7	82.9
	Maaori	68.9	69.9	73.6
	Middel Eastern	100	77.6	82.7
	Other	66.7	81.9	84
	Pasific	61.8	71.6	78.5



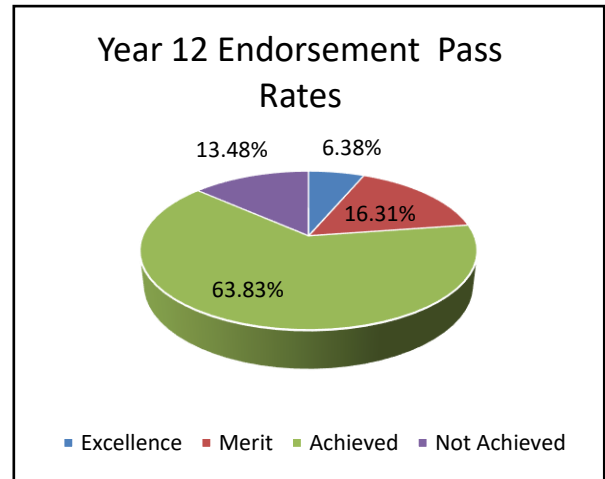
2025	Numeracy	%	National	Equity
Ethnicity	Asian	85.7	82.4	86.6
	European	84.3	82.9	81.7
	Maaori	67.2	66.4	69.5
	Middel Eastern	100	76.6	82.2
	Other	100	80.7	82.7
	Pasific	61.9	69	72.6

Year 12

MOE	86.50%
Y12 Pass Rate	86.52%

Overall

	Students
Excellence	9
Merit	23
Achieved	90
Not Achieved	19
TOTAL	141



Excellence	6.38%
Merit	16.31%
Achieved	63.83%
Not Achieved	13.48%

Gender



% each Gender	Female	53.90%	Male	46.10%
Pass Rate Gender	Female	47.52%	Male	39.01%
Not Achieved	Female	6.38%	Male	7.09%

47.52% of all candidates that passed were female
 39.01% of all candidates that passed were male
 6.38% of all candidates that did not achieve were female
 7.09% of all candidates that did not achieve were male

Endorsements

	Female ♀
Excellence	5
Merit	15
Achieved	47
Not Achieved	9
TOTAL	76

	Male ♂
Excellence	4
Merit	8
Achieved	43
Not Achieved	10
TOTAL	65

14.18% female gained endorsement (Merit or Excellence) out of Year 12
 8.51% male gained endorsement (Merit or Excellence) out of Year 12

Within each Gender Group

Females ONLY	♀
Pass rate	88.16%
Endorsement	26.32%

Males ONLY	♂
Pass Rate	84.62%
Endorsement	18.46%

	Female ♀
Excellence	6.58%
Merit	19.74%
Achieved	61.84%
Not Achieved	11.84%

	Male ♂
Excellence	4.21%
Merit	8.42%
Achieved	45.26%
Not Achieved	10.53%

Ethnicity

	Asian	NZE	NZM	Other	Pasifika
% each Ethnicity	18.02%	21.51%	26.16%	8.72%	7.56%
Pass Rate Ethnicity	13.95%	20.93%	22.67%	7.56%	5.81%
NOT Achieved	4.07%	0.58%	3.49%	1.16%	1.74%

- 13.95% of all candidates were Asian and passed
- 20.93% of all candidates were NZ European and passed
- 22.67% of all candidates were NZ Māori and passed
- 7.56% of all candidates were Other Ethnicities and passed
- 5.81% of all candidates were Pasifika and passed

Endorsements

	Asian	NZE	NZM	Other	Pasifika
Excellence	6	2	0	0	1
Merit	8	10	3	2	0
Achieved	10	24	36	11	9
Not Achieved	7	1	6	2	3
TOTAL	31	37	45	15	13

141

- 9.93% Asian gained endorsement out of Year 12
- 8.51% NZ European gained endorsement out of Year 12
- 2.13% NZ Māori gained endorsement out of Year 12
- 1.42% Other Ethnicity gained endorsement out of Year 12
- 0.71% Pasifika gained endorsement out of Year 12

Within each Ethnic Group

	Asian	NZE	NZM	Other	Pasifika
Pass in each gp	77.42%	97.30%	86.67%	86.67%	76.92%
NA within each gp	22.58%	2.70%	13.33%	13.33%	23.08%

An example of how to read this table

77.42%	of all Asians in Year 12 passed
22.58%	of all Asians in Year 12 did not pass

Endorsements in each group

	Asian	NZE	NZM	Other	Pasifika
Endorsement	45.16%	32.43%	6.67%	13.33%	7.69%

Merit higher

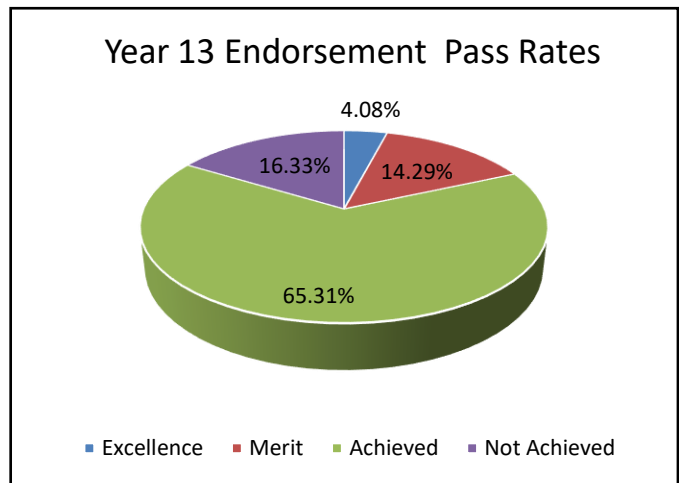
Excellence	25.00%	3.28%	0.00%	0.00%	7.69%
Merit	33.33%	16.39%	4.69%	20.00%	0.00%
Achieved	41.67%	39.34%	56.25%	110.00%	69.23%
Not Achieved	29.17%	1.64%	9.38%	20.00%	23.08%

Year 13

MOE	84.40%
Y13 Pass Rate	83.67%

Excellence	4
Merit	14
Achieved	64
Not Achieved	16
TOTAL	98

Excellence	4.08%
Merit	14.29%
Achieved	65.31%
Not Achieved	16.33%



Gender



% each Gender	Female	55.10%	Male	44.90%
Pass Rate Gender	Female	46.94%	Male	36.73%
Not Achieved	Female	8.16%	Male	8.16%

- 46.94% of all candidates that passed were female
- 36.73% of all candidates that passed were male
- 8.16% of all candidates that did not achieve were female
- 8.16% of all candidates that did not achieve were male

Endorsements

	Female ♀
Excellence	3
Merit	13
Achieved	30
Not Achieved	8
TOTAL	54

	Male ♂
Excellence	1
Merit	1
Achieved	34
Not Achieved	8
TOTAL	44

16.33% female gained endorsement (Merit or Excellence) out of Year 13
 2.04% male gained endorsement (Merit or Excellence) out of Year 13

Within each Gender Group

Females ONLY	♀
Pass rate	85.19%
Endorsement	29.63%

Males ONLY	♂
Pass Rate	81.82%
Endorsement	4.55%

	Female ♀
Excellence	5.56%
Merit	24.07%
Achieved	55.56%
Not Achieved	14.81%

	Male ♂
Excellence	1.05%
Merit	1.05%
Achieved	35.79%
Not Achieved	8.42%

	Asian	NZE	NZM	Other	Pasifika
% each Ethnicity	6.98%	13.95%	23.84%	4.07%	8.14%
Pass Rate Ethnicity	6.40%	12.79%	18.02%	3.49%	6.98%
NOT Achieved	0.58%	1.16%	5.81%	0.58%	1.16%

6.40% of all candidates were Asian and passed
 12.79% of all candidates were NZ European and passed
 18.02% of all candidates were NZ Māori and passed
 3.49% of all candidates were Other Ethnicities and passed
 6.98% of all candidates were Pasifika and passed

Endorsements

	Asian	NZE	NZM	Other	Pasifika
Excellence	1	2	1	0	0
Merit	2	7	5	0	0
Achieved	8	13	25	6	12
Not Achieved	1	2	10	1	2
TOTAL	12	24	41	7	14

98

3.06% Asian gained endorsement out of Year 13
 9.18% NZ European gained endorsement out of Year 13
 NZ Māori gained endorsement out of Year 13
 6.12%
 0.00% 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	91.67%	91.67%	75.61%	85.71%	85.71%
NA within each gp	8.33%	8.33%	24.39%	14.29%	14.29%

An example of how to read this table

91.67%	of all Asians in Year 13 passed
8.33%	of all Asians in Year 13 did not pass

Endorsements in each group

	Asian	NZE	NZM	Other	Pasifika
Endorsement	25.00%	37.50%	14.63%	0.00%	0.00%

Merit higher

Excellence	4.17%	3.28%	1.56%	0.00%	0.00%
Merit	8.33%	11.48%	7.81%	0.00%	0.00%
Achieved	33.33%	21.31%	39.06%	60.00%	92.31%
Not Achieved	4.17%	3.28%	15.63%	10.00%	15.38%

University Entrance

Overall

MOE	39.6
UE Pass Rate	38.78%

	Students
Pass	38
L3 but not UE	44
Not pass	16
TOTAL	98

Pass	39%
L3 but not UE	45%
Not pass	16%

Gender



	Female ♀
UE pass	29
L3Pass NOT UE	17
Not UE	8
TOTAL	54

	Male ♂
UE pass	9
L3Pass NOT UE	27
Not UE	8
TOTAL	44

Percentage within each group

	♀ Female	♂ Male
UE Pass	54%	20%
L3 but not UE	31%	61%
Not pass	15%	18%
TOTAL	100%	100%

Percentage whole cohort

	♀ Female	♂ Male
UE Pass	30%	9%
L3 but not UE	17%	28%
Not pass	8%	8%
TOTAL	55%	45%

Ethnicity

	Asian	NZE	NZM	Other	Pasifika
UE Pass	7	14	10	1	6
L3 but not UE	5	8	21	5	6
Not pass	0	2	10	1	2
TOTAL	12	24	41	7	14

98

Percentage within each group

	Asian	NZE	NZM	Other	Pasifika
UE Pass	58%	58%	24%	14%	43%
L3 but not UE	42%	33%	51%	71%	43%
Not pass	0%	8%	24%	14%	14%
TOTAL	100%	100%	100%	100%	100%

Percentage whole cohort

	Asian	NZE	NZM	Other	Pasifika
UE Pass	7%	14%	10%	1%	6%
L3 but not UE	5%	8%	21%	5%	6%
Not pass	0%	2%	10%	1%	2%
TOTAL	12%	24%	42%	7%	14%

100%

Improvement Plans

From the Analysis Improvement plans have been set in the Annual Implementation Plan

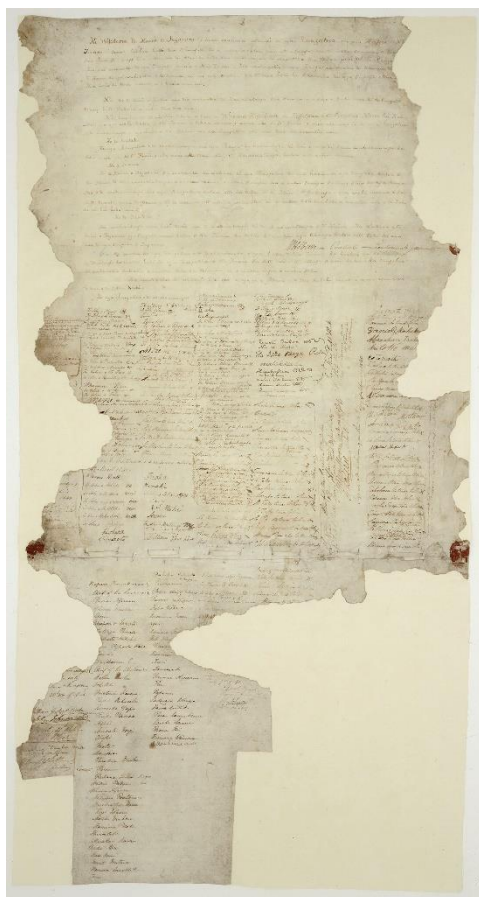


TUAKAU COLLEGE

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

Te Tiriti o Waitangi

WHAKATAUKI TIIMATATANGA

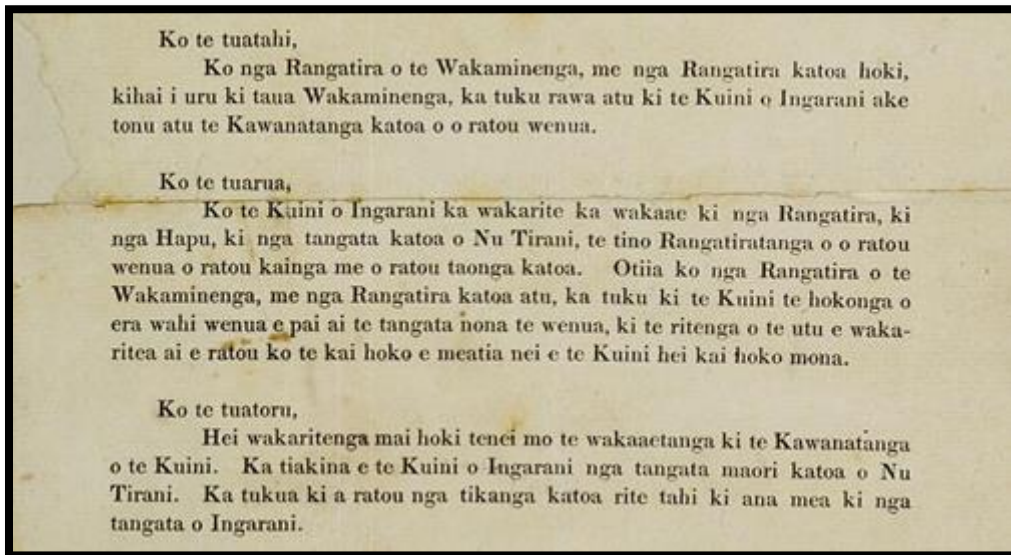


As a College let us clear the old undergrowth of learning and teaching practices away and build the future by letting the new shoots of knowledge, skills, attitudes shine through to guide and revitalise the rangatahi of Tuakau so they strive for excellence and benefit from this so they can become model 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 Maaori 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 Maaori taonga in a manner that enhances Maaori 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 Maaori in New Zealand society by including Maaori elements in our school programmes ▪ support and provide professional development for our Maaori teachers ▪ working with iwi, hapu and whānau to ensure we are meeting aspirations of local rangatahi ▪ celebrate Maaori achievement as Maaori ▪ providing role models for younger Maaori students ▪ ensure Maaori are in a culturally responsive environment 	<ul style="list-style-type: none"> ▪ show bicultural awareness by incorporating Maaori protocols, symbols and taonga in our physical, procedural and emotional school environment ▪ use of Te Reo Maaori constantly and through school culture ▪ strive continually to improve learning outcomes for our Maaori students ▪ continue to be involved in the MOE development programmes for Maaori achievement ▪ provide learning opportunities in Te Reo Maaori and Tikanga Maaori ▪ provide appropriate pastoral care and guidance systems for our Maaori 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 Maaori 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 Maaori 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 Maaori 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 tuawhito 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.

CARING • LOVE • RESPECT
Manaaki • Aroha • Whakaute

INTEGRITY
Ngakau Tapatahi

PERSEVERANCE
U tonutanga

EXCELLENCE
Tino pai rawa

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'	For us it is The very best in all things
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	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.



Ruuaumoko Whare - Red House - Ruuaumoko -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 ngaa 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..

Effective Learner will...

<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>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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<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



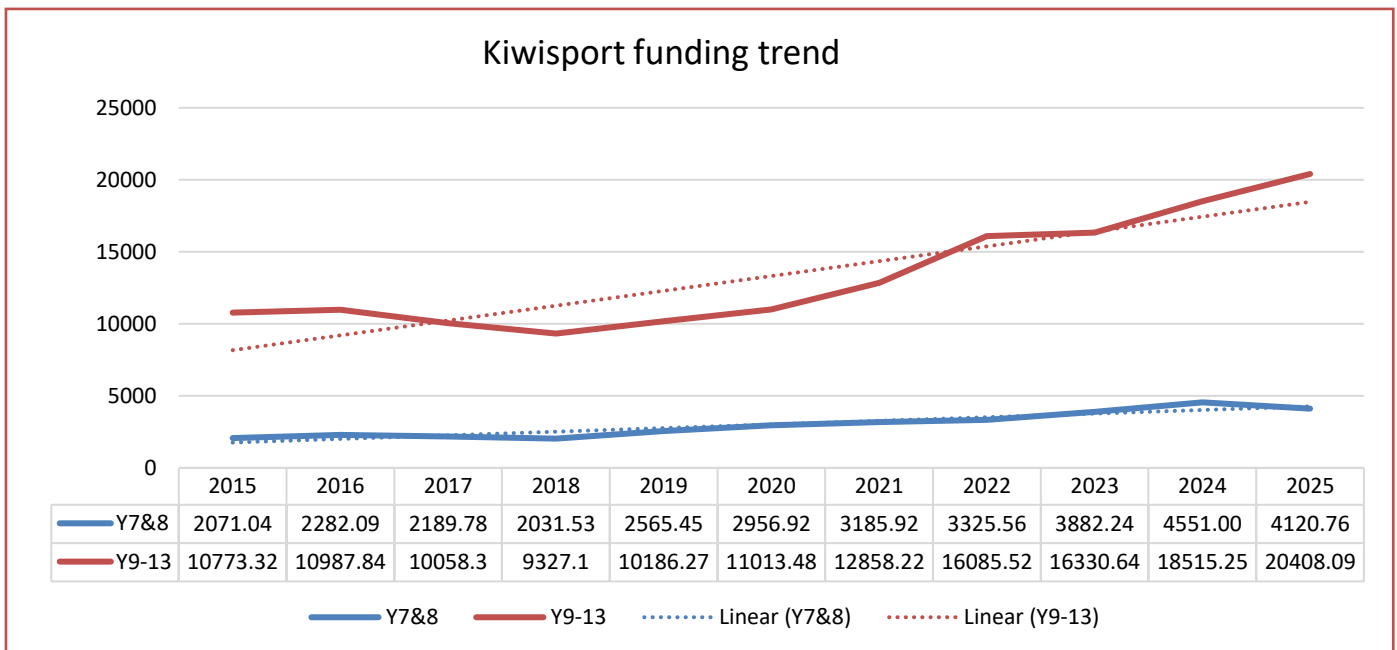
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Statement of KiwiSport Funding

KIWI SPORT 2025

The Kiwisport funding 2025:



- There has been a decrease in funding in Years 7&8 due smaller numbers in this area and an increase in Years 9 to 13 due to a roll increase and larger cohorts in this area.
- 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 2025 was:

Year 7 & 8: **\$4551** decrease of **\$430.24** from 2024. Years 7&8 will grow bigger after 2027 when cohorts in the Primary schools are bigger.

Years 9-13: **\$20408.09** an increase of **\$1892.84** from 2024. A smallish increase from previous years. In 2025 we gained funding of **+1462.60**

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.

Statement KiwiSport funding 2025: *Pai rawa atu i nga mea katoa*  *The very best in all things*

A review occurred in 2025 to look at employment of a **Sports Director** to oversee sport/EOTC and to work collaboratively with the Sports Coordinator. Once this is completed we anticipate a bigger increase in the numbers of students participating in sport and an increase in teams and performance.

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 ongoing goals are to:

- **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)

School Sports

The information below will be sent to NZ School Sport along with the sport participation figures shown on the Census Data screen.

School **Tuakau College**

School Type Secondary School (Yr 7-15)

Sports Co-ordinator Mrs A Taua

Region Auckland (Counties) ▼

Number of Sports Offered 31

Date Census Updated 3 Nov 2025 9:07 AM

Date Summary Updated 3 Nov 2025 9:08 AM

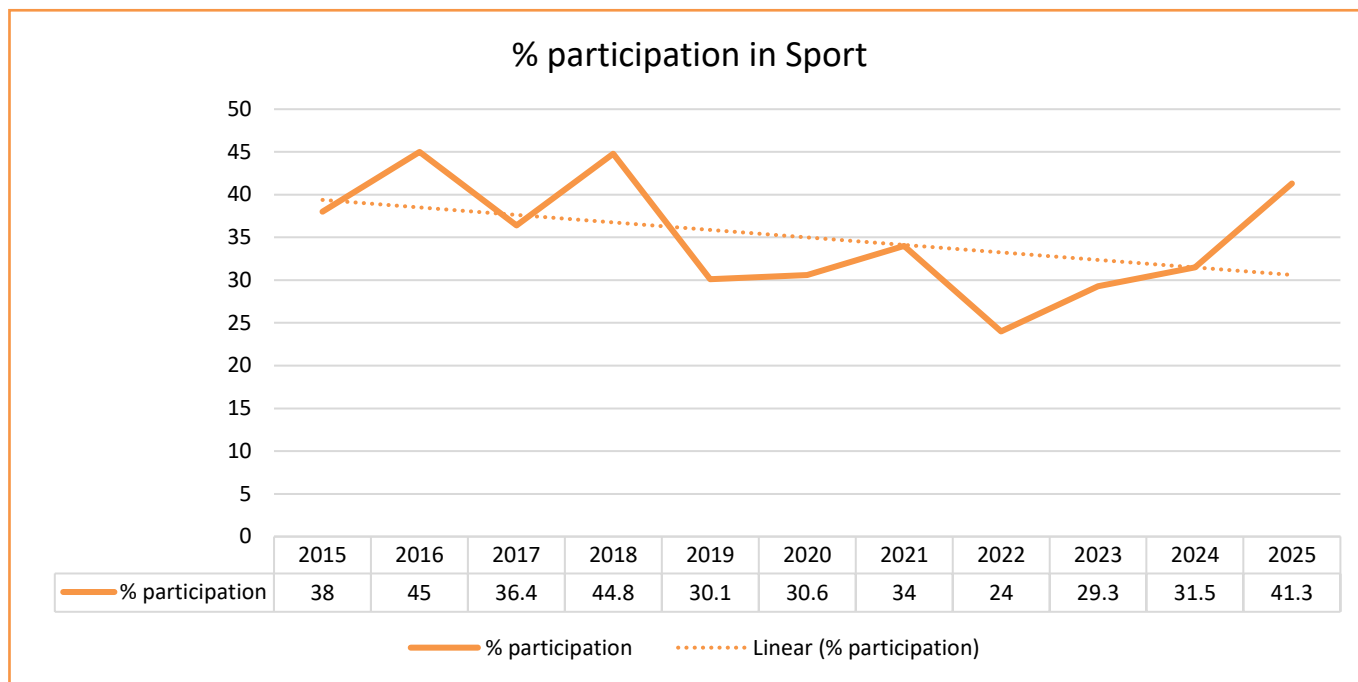
Summary
How is this calculated? ⓘ

	Total Students	Student Reps		Total Staff	Sports Assist	Sports Coach
Females	394	140	Teaching	78	9	8
Males	392	185	Support	41	6	1
Total	786	325	Total	119	15	9

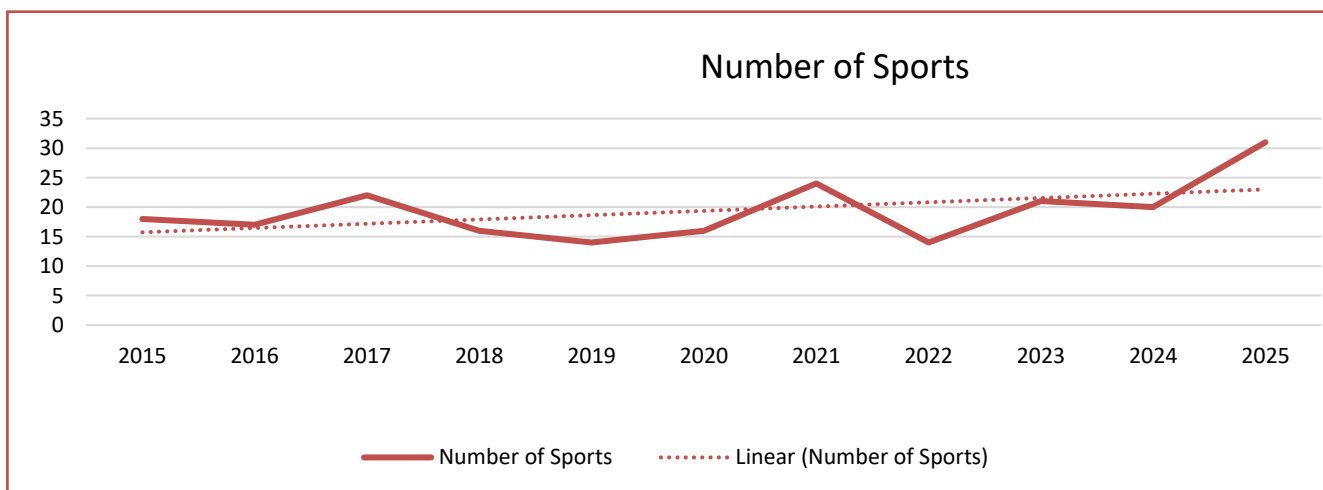
- The number of sports has increase since 2024. 31 compared to 20
- More students participated in sport 325 compared to 237.
- The same number of staff assisting with sport went down from 12 to 9.

Participating in Sport by students at Tuakau College:

In 2024 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.

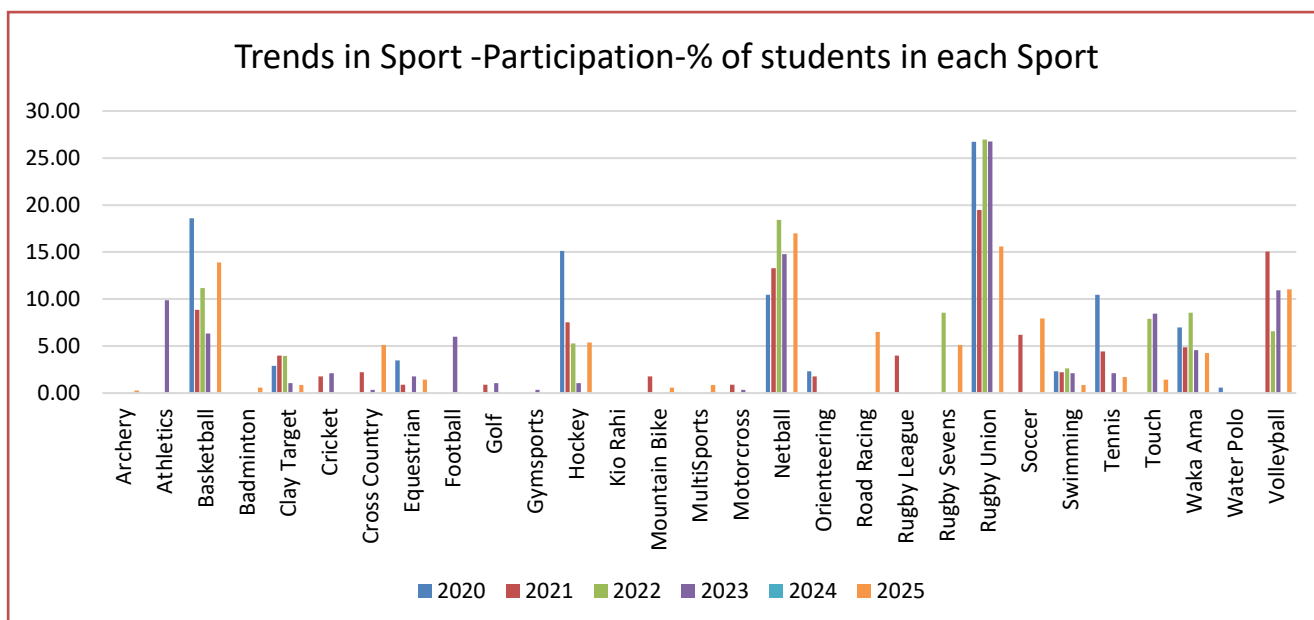


Number of Sports offered at Tuakau College



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. It has become harder with the cost of living crisis hitting hard in many of our families. Makes it difficult to recruit players but also to get students to participate if there is a monetary implication.

There is an expectation that the roll will continue to 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

- There is a trend on increasing sport and participation. The school is to grow again in two years time and this will significantly increase the numbers of participants.
- It is still very hard to get adults to participate in coaching etc. The College is using enticements like a uniform, jackets etc to look after its coaches. It is also demanding a higher expectation on the coaches to perform as well.
- We need to ensure:
 - Teams are prepared for the season.
 - To continue to highlight the benefits of playing sport.
 - Encouraging more parents/caregivers to get involved in coaching, managing sport at school.
 - Use the national sport competitions like the 2026 Winter Olympics, Football world cup etc to encourage students and parents/caregivers to get involved in sport.
 - We have good, support personnel to coach and manage the teams makes a difference and we have the biggest coaching by parents and caregivers in 2026.
- Volleyball is a growth sport. The school has put in a sand volleyball court for 2026 as the popularity grows. Plans to put a court on the turf as well.
- Football is making a resurgence with a number of students playing club but now back to a school team.
- Netball continues and we run a number of teams on a Wednesday with the Papakura competition.
- Swimming, Athletics, Cross Country participation is still in decline and become very specialised for certain students. This is reflected in the participation at our Swim Champs, Tabloid swimming and Athletics day.
- The facilities for the sport at Tuakau College is improving with careful care and maintenance occurring.

Coaches at Tuakau College

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

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.
- Continue to increase and maintain facilities so students can have the correct facilities to play their various sports.



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Statement of Compliance with Employment Policy 2025

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Reporting on Equal Employment Opportunities (EEO) Programme/Policy

EEO Report as of 31 March 2026

1. Personnel.....

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 Gender:

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 Employment

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Introduction

Being a good employer in the education sector means operating a personnel policies that provides for fair and proper treatment, safe working conditions, equal employment opportunities, and impartial selection, as required by the Education and Training Act 2020. Tuakau College recognizes the aims, aspirations, and employment needs of Maaori, women, and persons with disabilities, along with supporting professional growth and integrity.

Reporting on the principles of being a Good Employer

How have you met your obligations to provide good and safe working conditions?

- *Maintain a clean and well-maintained learning and working environment. We regularly clean and sanitize classrooms, common areas, restrooms, and other areas to keep things hygienic. This helps to prevent the spread of germs.*
- *We follow the guidelines of the Secondary Collective Agreement and the Support Staff in Schools Collective Agreement to ensure staff have a good working environment in terms of sickness, timetable obligations, leave etc. Goodwill is predominant in all decisions that are made*
- *Adequate facilities and infrastructure: We have invested in providing appropriate facilities and infrastructure to support teaching and learning. This includes well-lit classrooms, comfortable seating arrangements, age-appropriate furniture, and equipment that meet safety standards.*
- *Regular safety inspections: We conduct routine safety inspections of our premises to identify and address any potential hazards. This includes checking for faulty electrical wiring, ensuring fire safety measures are in place, inspecting playground equipment for safety, and maintaining proper ventilation in classrooms. We have an annual check and tag on all electrical items including laptop chargers.*
- *We have monthly Health and Safety meetings to identify hazards so they can be minimized or eliminated. All areas are represented at this meeting. Anything major goes to Property and Finance meeting of the Board for funding. The minutes of this meeting go to the Board.*
- *Staff training and development: We prioritize the training and development of our staff to ensure they are equipped with the knowledge and skills necessary to create a safe learning environment and to deal with emergency situations. This includes training on child protection, restraint training, first aid, lockdowns and implementing health and safety protocols.*
- *Emergency preparedness: We have developed comprehensive emergency plans and procedures to handle various situations such as fire drills, lockdowns, natural disasters, and medical emergencies. Our staff are trained to respond promptly and effectively to ensure the safety of everyone on the premises.*
- *Collaborating with parents and the community: We actively involve parents and the local community in our efforts to provide good and safe working conditions. We communicate regularly with parents regarding safety measures, seek their input, and encourage their participation in school safety initiatives.*
- *Addressing bullying and fostering a supportive environment: We have implemented policies and programs to prevent and address bullying within our school. By promoting a positive and inclusive school culture, we create a safe and supportive environment for all students and staff. We are a restorative school.*
- *Continuous improvement: We are a School Docs school. We regularly review and update our policies, procedures, and safety protocols to ensure that we meet or exceed the required standards for good and safe working conditions. We follow the School Docs review cycle and add additional*

policies if required. We actively seek feedback from stakeholders and engage in professional development opportunities to stay informed about the best practices in this area. Any stakeholder can review the policies.

- The Guidance team is available to support teachers who are struggling and who need ongoing support at school or in their personal lives. The school is a member of the EAP programme (Employee Assistance Programme) to help staff when required. We encourage staff to get involved if they need to
- We are a restorative school and staff are expected to resolve issues amongst themselves by having a restorative conversation.
- An annual Staff handbook is published and gone through with them and there is an expectation staff read the handbook or have it handy so they can be informed

What is in your equal employment opportunities programme?

How have you been fulfilling this programme?

- Tuakau College is committed to promoting equal employment opportunities and ensuring a fair and inclusive working environment for all our staff members.
- According to our Appointments policy the best person for the role is the mantra. Extensive analysis of the information that is sent occurs. To support equal employment opportunities at our school, we have a programme to identify and eliminate processes that contribute to employment inequality. As part of our EEO programme, we:
 - appoint appropriately qualified staff through a fair and impartial appointment process
 - create opportunities for staff to receive information about the programme and provide feedback (e.g. through staff meetings)
 - explore professional development and training opportunities
 - monitor the implementation of our programme and report to the board.
- In the EEO policy our programme prohibits any form of discrimination based on race, color, ethnicity, gender, sexual orientation, religion, disability, or any other protected characteristic. This policy is communicated to all staff members, and we strictly enforce it during the recruitment and selection process.
- Transparent recruitment and selection process: We follow a transparent and fair recruitment and selection process to ensure equal opportunities for all applicants. Job vacancies are advertised widely, and selection criteria are based solely on merit, skills, qualifications, and experience. We actively encourage applications from diverse backgrounds and underrepresented groups.
- Training and development: We provide ongoing training and professional development opportunities for our staff members to enhance their skills, knowledge, and career advancement. We ensure that these opportunities are accessible to all staff members, regardless of their background or personal circumstances. This is particularly relevant when overseas staff are employed. Apart from learning the NZ curriculum and assessment they need training and development on what our school culture is like. We have a 'new teacher's' programme which provides this. We also support them with an overseas teacher training allowance which gives them extra time.
- Pay equity: We conduct regular reviews of our remuneration practices to ensure pay equity among staff members. Salaries and benefits are determined based on job responsibilities, qualifications, and experience, rather than factors unrelated to performance or merit. Salary units allocations are published each year and a review of support staff salaries occurs often.
- Work-life balance: We recognize the importance of work-life balance for our staff members. We strive to provide flexible working arrangements, where feasible, to accommodate personal and

family responsibilities. This includes options such as part-time work, job-sharing, and parental leave. We use the Secondary Teachers Collective Agreement and the Support Staff in Schools Collective Agreement as guidelines for this process.

- *Grievance procedures: We have established clear and accessible grievance procedures for staff members to address any concerns or complaints related to equal employment opportunities. We take all grievances seriously and ensure confidentiality, impartiality, and timely resolution. We are a restorative school and we try to resolve matters in a restorative fashion.*
- *Diversity and inclusion initiatives: We actively promote diversity and inclusion within our school community. We have cultural programmes, we celebrate different cultural festivals, and encourage staff members to share their unique perspectives and experiences. We also foster an inclusive environment where everyone feels respected, valued, and empowered to contribute. We fly the rainbow flag as one of our flags to recognize diversity and inclusion within the staff and student body.*
- *A review process. We review our equal employment opportunities program to assess its effectiveness and identify areas for improvement. We collect data on staff demographics, turnover rates, and employee satisfaction surveys to gauge the impact of our initiatives and make informed decisions.*
- *Collaboration with external organizations: We collaborate with external organizations, such as local diversity networks or educational associations, to learn from best practices and stay updated on the latest developments in promoting equal employment opportunities. This allows us to continuously improve our program and stay aligned with industry standards.*
- *Collaboration, Collegiality and Professionalism are all an expectation and reiterated throughout the year.*

How do you practise impartial selection of suitably qualified persons for appointment?

- *All positions are advertised through the Education Gazette, or Facebook and the website. Criteria and the processes for appointment are covered in the Appointments Policy.*
- *Clear job descriptions and criteria: We establish clear job descriptions and selection criteria for each position, outlining the qualifications, skills, and experience required. For overseas trained teachers they are given the minimum requirements for application as an overseas application which includes information for Accredited Work Visa application and Teachers Council certification.*
- *The criteria are communicated transparently to all applicants, through the application pack ensuring that the selection process is based on objective and relevant factors.*
- *'Best person' for the role: We adhere to a 'best person' selection process, where candidates are assessed solely on their qualifications, skills, and abilities relevant to the position. The best person for the role and how they would fit into the Tuakau College culture are key. Personal biases, favouritism, or any form of discrimination are strictly avoided during the evaluation and decision-making process.*
- *Structured interviews occur:*
 - *These may occur online or in person.*
 - *The interviews are structured interviews with pre-determined questions for all candidates, ensuring consistency and fairness in the assessment. Interview panels are composed of multiple individuals, representing different perspectives and minimizing the influence of individual biases.*
- *We do not use assessment tools or tests. But we may use an expert or a consultant to assist with the appointment.*

- *Diversity and inclusion considerations: We recognize the importance of diversity and inclusion in our selection process. We actively seek to attract a diverse pool of candidates and consider diverse perspectives when evaluating their suitability for the position. This helps ensure a fair representation of different backgrounds and experiences within our staff team.*
- *Selection panel training: The composition of the panel who are selecting is determined in the Appointments Policy. We provide training to members of the selection panels(if required) to ensure they understand and adhere to the principles of impartiality and fairness. This training emphasizes the importance of avoiding bias and discrimination during the selection process and equips panel members with the necessary skills to evaluate candidates objectively.*
- *Documentation and record-keeping: We keep records of the selection process, including application materials, interview notes(if required), assessment results, and any other relevant documentation. This helps ensure transparency and accountability, allowing for review and verification if necessary.*
- *Referees are always contacted even when a referees report is given. A record of contact is kept.*
- *Continuous improvement: We regularly review our selection processes to identify areas for improvement and ensure ongoing impartiality. This may involve seeking feedback from candidates, monitoring selection outcomes, and adjusting our procedures based on best practices and emerging standards.*

How are you recognizing, The aims and aspirations of Maaori, the employment requirements of Maaori, and the greater involvement of Maaori in the Education service?

- *Te Reo Maaori integration: We actively promote the use and recognition of Te Reo Maaori (the Maaori language-Waikato dialect) within our school and school community. This includes incorporating basic greetings, phrases, and cultural elements into daily interactions, signage, and classroom activities.*
- *We have an environment where Maaori language and culture are valued and celebrated. Programmes where staff are involved are:*
 - *Te Reo Maaori is compulsory up to the end of Year 8*
 - *Reo Rua Rumaki Reo programmes are in Years 7-10 and most teachers teach these classes.*
 - *We have a Whare-Whaanau programme which promotes Tuakana Teina relationships.*
- *Treaty of Waitangi principles: We continue to uphold the principles of the Treaty of Waitangi, which include partnership, participation, and protection. We strive to foster a genuine partnership with Maaori students, families, and the wider community, ensuring their active participation in decision-making processes that affect their education.*
- *Culturally responsive teaching practices: We embrace culturally responsive teaching practices that acknowledge and draw upon Maaori culture, history, and knowledge. We encourage the inclusion of Maaori perspectives in our curriculum, teaching materials, and classroom activities to create a learning environment that respects and reflects the cultural heritage of our Maaori students.*
- *We promote and encourage staff to participate in Maaori local events and professional learning opportunities like night class Te Reo classes.*
- *Addressing the employment requirements of Maaori:*
 - *Equal employment opportunities: We ensure that our employment practices adhere to equal employment opportunities and avoid any form of discrimination against Maaori applicants or staff members.*
 - *We actively encourage and support Maaori individuals to apply for positions within our school, considering their qualifications, skills, and experiences on an equal basis with other applicants.*

- *Professional development and support: We provide professional development opportunities that specifically address the needs and aspirations of our Maaori staff members. This may include culturally responsive teaching training, bicultural competency development, and opportunities for career advancement and leadership within the school.*
- *We actively seek input and engage in meaningful consultation with Maaori students, families, and the wider community to understand their aspirations, perspectives, and needs. This ensures their voices are heard and valued in shaping our school's policies, practices, and decision-making processes.*
- *Partnership with local iwi and Maaori organizations: We foster strong partnerships with local iwi (tribes) and Maaori organizations to enhance Maaori involvement in the education service. This may involve inviting representatives to participate in school governance, providing opportunities for cultural enrichment activities, or seeking their guidance on matters related to Maaori education and cultural protocols.*
- *We actively participate in Maaori cultural events, such as Matariki (Maaori New Year) celebrations, kapa haka performances (traditional Maaori performing arts), Koroneihana and poowhiri (Maaori welcoming ceremonies). These events provide opportunities to showcase Maaori culture, build connections with the community, and involve Maaori students in sharing their knowledge and talents.*
- *We ensure that we employ as many Maaori teachers, support staff and support staff if they are the best person for the position and EEO guidelines are adhered too. We have a cross section of staff that are recognized as Maaori in all levels of the College.*
- *We acknowledge the maatauranga of the local iwi and we are a member of the kaahui ako who have assisted the creation of an app which provides Maaori knowledge and perspective of the area and is freely available to staff as a resource in curriculum and personal development.*

How have you enhanced the abilities of individual employees?

- *Professional development programs: We offer a range of professional development programs and workshops to support the continuous learning and growth of our employees. These programs cover various areas such as pedagogy, curriculum development, assessment strategies, technology integration, classroom management, and cultural competency. By investing in these opportunities, we enable our employees to expand their knowledge and enhance their teaching practices.*
- *We have a very comprehensive Professional Growth Cycle programme which allows staff to select goals and to put in place a plan to develop in the profession. This is a collaborative collegial process and assists in ensuring the coverage of the professional standards for the Teachers Council requirements.*
- *We have a new teacher & provisionally registered teacher programmes which offers support to staff who are heading towards registration. This process has associate-teachers involved and allows staff to grow as they head towards a fully registered teacher status.*
- *Mentoring and coaching: occurs when required but in the PGC cycle every teacher has a critical friend who collaborates with the teacher and assists with achieving their goals.*
- *Access to external resources and training: We encourage our employees to explore external resources, attend conferences, workshops, and seminars relevant to their professional development. We provide support, such as financial assistance or time off, to facilitate their participation in these opportunities.*
- *Leadership development: We offer leadership development programs and pathways for employees who aspire to take on leadership roles within our school. These programs provide the*

necessary training, mentoring, and exposure to equip them with the skills and confidence to lead and contribute to the school community.

- *Recognition and celebration of achievements: We value and celebrate the achievements and contributions of our employees. Through recognition programs, staff awards, and staff appreciation events, we acknowledge their efforts, dedication, and commitment to continuous improvement. This fosters a positive work environment and motivates individuals to further enhance their abilities.*
- *Technology integration and digital skills development: We provide training and support for employees to develop their digital skills and effectively integrate technology into their teaching practices. This prepares them to leverage technology tools and resources to enhance student learning outcomes and their own professional capabilities.*

How are you recognising the employment requirements of women?

- *Equal opportunity policy: We have a comprehensive equal opportunity policy in place that explicitly prohibits any form of gender-based discrimination. This policy ensures that all employees, regardless of gender, have equal access to employment opportunities, promotions, professional development, and other benefits within our school.*
- *Flexible work arrangements: We recognize the unique needs and responsibilities that women may have, such as caregiving or other personal commitments. We strive to provide flexible work arrangements, where feasible, that allow for a better work-life balance. This may include options such as flexible working hours, part-time work, job-sharing, or telecommuting.*
- *Maternity and parental leave policies and follow the Secondary Teachers Collective Agreement and the Support Staff in Schools Collective agreement. We have maternity and parental leave policies that comply with applicable laws and regulations. We support women during pregnancy, childbirth, and the postpartum period by providing adequate leave, benefits, and a supportive transition back to work. We also encourage fathers or partners to take advantage of parental leave to foster shared caregiving responsibilities.*
- *Professional development and advancement: We provide equal access to professional development opportunities and career advancement for women in our school. This includes access to training programs, leadership development initiatives, and mentorship opportunities that can enhance their skills, knowledge, and career progression.*
- *Safe and respectful work environment: We are committed to maintaining a safe and respectful work environment for all employees, including women. We have policies and procedures in place to prevent and address any form of harassment, discrimination, or unequal treatment. We encourage open communication, provide avenues for reporting concerns, and take appropriate action to address any issues promptly*
- *Workforce representation and diversity: We strive for gender diversity and representation in our workforce, including leadership positions and decision-making roles. We actively seek to recruit and retain talented women employees and create a supportive environment where they can thrive and contribute to our school community.*
- *Consultation and feedback: We may seek feedback from our female employees to understand their specific needs, concerns, and aspirations.*
- *Collaboration with external organizations: We collaborate with external organizations, networks, or initiatives that focus on promoting gender equality in the workplace. By engaging with these resources, we stay informed about best practices, emerging trends, and strategies to support the employment requirements of women.*

- *Ongoing monitoring and evaluation: We continuously monitor and evaluate our employment practices to ensure they align with the employment requirements of women. We collect data, such as employee demographics, retention rates, and satisfaction surveys, to assess the effectiveness of our initiatives and identify areas for improvement.*

How are you recognising the employment requirements of persons with disabilities?

- *Equal opportunity policy: We have a comprehensive equal opportunity policy in place that explicitly prohibits any form of disability-based discrimination. This policy ensures that all individuals, including those with disabilities, have equal access to employment opportunities, promotions, professional development, and other benefits within our school.*
- *Accessibility considerations: We prioritize accessibility in our physical infrastructure and workspaces to ensure they are inclusive and accommodating for persons with disabilities. This includes providing wheelchair ramps, accessible parking spaces, elevators, and accessible restrooms. We also ensure that our classrooms, offices, and common areas are designed and equipped to meet the needs of individuals with disabilities.*
- *We are committed to providing reasonable work space requirements for employees with disabilities to enable them to perform their duties effectively. This may involve making modifications or adjustments to the work environment, equipment, schedules, or job tasks to ensure equal opportunities and access.*
- *Disability awareness and sensitivity training: We provide disability awareness and sensitivity training for all staff members to promote understanding, empathy, and inclusive practices. This training helps foster a supportive and inclusive work environment and ensures that employees are equipped with the knowledge and skills to effectively interact with colleagues with disabilities. Collaborative approach: We engage in open communication and collaborate with employees with disabilities to understand their unique needs, challenges, and aspirations. By involving them in decision-making processes, we can identify and implement appropriate supports and accommodations to facilitate their employment and professional growth.*
- *Professional development and advancement: We provide equal access to professional development opportunities and career advancement for employees with disabilities. This includes offering training programs, mentoring, and skill-building opportunities that are tailored to their specific needs and goals.*
- *Assistive technologies and resources: We invest in and provide assistive technologies, tools, and resources that enable employees with disabilities to perform their job duties effectively. This may include screen readers, captioning software, adaptive equipment, or ergonomic accommodations.*
- *Collaboration with disability organizations and networks: We collaborate with external disability organizations, networks, or support services to access expertise, resources, and guidance on fostering an inclusive work environment. By partnering with these organizations, we can enhance our understanding of disability-related employment requirements and implement best practices.*
- *Ongoing monitoring and evaluation: We continuously monitor and evaluate our employment practices to ensure they align with the requirements of persons with disabilities. This includes collecting feedback, conducting accessibility audits, and reviewing policies and procedures to identify areas for improvement and ensure compliance with accessibility standards.*

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy		
	YES	NO
Do you operate an EEO programme/policy?	✓	
Has this policy or programme been made available to staff?	✓	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	✓	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	
Does your EEO programme/policy set priorities and objectives?	✓	

EEO Report as of 31 March 2026

1. Personnel

Teaching Staff	81
Support Staff	34
Cleaners	11
Releivers	26

2. Teaching Staff

Gender:

Female	54	67%
Male	27	33%
	81	

Ethnicity

African	7	9%
Asian	11	14%
European	6	7%
Middle Eastern	1	1%
NZ European	35	43%
MZ Maori	13	16%
Pasifika	8	10%
	81	

Years at Tuakau

0-2 years	21	26%	59%
3-5 years	27	33%	
6-10 years	15	19%	
11-20 years	8	10%	
20+ years	10	12%	
	81		

Employment

	Gender		
	Female	Male	
Permanent Full	49	25	74
Permanent Part	1	0	1
Fixed Term Full	2	0	2
Fixed Term Part	3	1	4
	55	26	81

	Ethnicity								
	African	Asian	European	MEast	NZE	NZM	Pas		
Permanent Full	6	9	6	1	31	13	8	74	91%
Permanent Part	0	0	0	0	1	0	0	1	1%
Fixed Term Full	1	1	0	0	0	0	0	2	2%
Fixed Term Part	0	1		0	3	0	0	4	5%
	7	11	6	1	35	13	8	81	

Leadership Roles

	Gender		
	Female	Male	
SLT	2	3	5
Heads Learning	6	5	11
Asst Heads	8	2	10
Teacher	29	13	44
Heads Dept	3	1	4
Guidance/Deans	7	2	9
	55	26	83

2 people have dual role Assistant HL and Dean

	Ethnicity								
	African	Asian	European	MEast	NZE	NZM	Pas		
SLT	1				2	2		5	6%
Heads Learning	2	3			5	1		11	14%
Asst Heads		1	2		6	1		10	12%
Heads Dept					2	1	1	4	5%
Teachers	4	7	4	1	16	5	6	43	53%
Guidance/Deans					4	3	1	8	10%
	7	11	6	1	35	13	8	81	

3. Support Staff

Roles	Gender		
	Female	Male	
Cleaners	9	2	11
Relievers	18	8	26
Support	30	4	34
	57	14	71

Employment Support Staff	Gender		
	Female	Male	
Permanent Full	1	2	3
Permanent Part	32	2	34
When required	18	8	26
Timesheeted	6	2	8
	57	14	71

	Ethnicity								
	African	Asian	European	MEast	NZE	NZM	Pas		
Permanent Full	0	0	0	0	2	1	0	3	4%
Permanent Part	3	1	2	0	20	6	2	34	42%
When required	0	4	0	0	19	1	2	26	32%
Time-sheeted	0	0	1	0	3	4	0	8	10%
	3	5	3	0	44	12	4	71	