

TUAKAU COLLEGE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 106

Principal: Christopher Betty

School Address: Elizabeth Street

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Accountant / Service Provider:

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TUAKAU COLLEGE

Annual Financial Statements - For the year ended 31 December 2024

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Tuakau College

Statement of Responsibility

For the year ended 31 December 2024

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 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

Ms Kandi Ngataki

Full Name of Presiding Member



Signature of Presiding Member

Date: 29 May 2025

Mr Christopher Betty

Full Name of Principal



Signature of Principal

Date: 29 May 2025

Tuakau College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	13,882,938	9,752,486	12,603,895
Locally Raised Funds	3	522,452	334,237	359,183
Interest		90,704	25,000	46,928
Total Revenue		14,496,094	10,111,723	13,010,006
Expense				
Locally Raised Funds	3	255,768	261,248	212,289
Learning Resources	4	9,278,469	7,147,153	8,077,900
Administration	5	1,990,283	723,862	1,658,446
Interest		10,647	2,615	4,798
Property	6	2,217,160	1,914,523	2,067,345
Other Expenses	7	249,078	-	308,058
Loss on Disposal of Property, Plant and Equipment		-	-	86,133
Total Expense		14,001,405	10,049,401	12,414,969
Net Surplus / (Deficit) for the year		494,689	62,322	595,037
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		494,689	62,322	595,037

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 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Equity at 1 January		1,887,172	1,465,999	1,153,656
Total comprehensive revenue and expense for the year		494,689	62,322	595,037
Contributions from the Ministry of Education - Contribution from MOE-ICT Devices		-	-	56,770
Contributions from the Ministry of Education - Contribution from MOE-SNUP Te Ma		34,302	-	-
Contribution - Furniture and Equipment Grant		87,360	-	81,709
Equity at 31 December		2,503,523	1,528,321	1,887,172
Accumulated comprehensive revenue and expense		2,503,523	1,528,321	1,887,172
Equity at 31 December		2,503,523	1,528,321	1,887,172

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 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	496,893	728,307	498,445
Accounts Receivable	9	636,061	496,026	614,065
GST Receivable		79,050	31,989	65,923
Prepayments		96,228	31,660	43,557
Inventories	10	436	474	458
Investments	11	1,120,082	169,943	779,435
Funds Receivable for Capital Works Projects	17	27,001	-	10,048
Franklin Bus Network		51,922	36,510	-
Student Scholarship Fund		4,900	4,900	4,900
		2,512,573	1,499,809	2,016,831
Current Liabilities				
Accounts Payable	13	794,886	538,195	697,557
Revenue Received in Advance	14	59,999	76,042	100,980
Provision for Cyclical Maintenance	15	49,932	76,082	81,915
Finance Lease Liability	16	71,452	40,755	44,011
Funds held for Capital Works Projects	17	-	-	20,801
Funds held on behalf of Franklin South Bus Network Clus	18	146,889	147,587	126,390
		1,123,158	878,661	1,071,654
Working Capital Surplus/(Deficit)		1,389,415	621,148	945,177
Non-current Assets				
Property, Plant and Equipment	12	1,293,865	996,032	1,093,422
		1,293,865	996,032	1,093,422
Non-current Liabilities				
Provision for Cyclical Maintenance	15	74,354	70,758	59,855
Finance Lease Liability	16	105,403	18,101	91,572
		179,757	88,859	151,427
Net Assets		2,503,523	1,528,321	1,887,172
Equity		2,503,523	1,528,321	1,887,172

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 2024

		2024	2024	2023
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		3,876,619	3,135,715	3,337,497
Locally Raised Funds		598,691	243,142	465,747
Goods and Services Tax (net)		(13,127)	-	(33,934)
Payments to Employees		(2,498,410)	(1,946,480)	(1,783,806)
Payments to Suppliers		(1,434,592)	(793,407)	(1,184,468)
Interest Paid		(10,647)	(2,615)	(4,798)
Interest Received		88,626	25,000	37,645
Net cash from/(to) Operating Activities		607,160	661,355	833,883
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(286,963)	(191,700)	(183,483)
Purchase of Investments		(340,647)	-	(609,492)
Net cash from/(to) Investing Activities		(627,610)	(191,700)	(792,975)
Cash flows from Financing Activities				
Furniture and Equipment Grant		87,360	-	81,709
Contributions from Ministry of Education		-	-	56,770
Finance Lease Payments		(50,846)	(39,703)	(47,862)
Funds Administered on Behalf of Other Parties		(17,616)	(4,000)	64,565
Net cash from/(to) Financing Activities		18,898	(43,703)	155,182
Net increase/(decrease) in cash and cash equivalents		(1,552)	425,952	196,090
Cash and cash equivalents at the beginning of the year	8	498,445	302,355	302,355
Cash and cash equivalents at the end of the year	8	496,893	728,307	498,445

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 2024

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 2024 to 31 December 2024 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 23b.

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

i) Investments

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

j) Property, Plant and Equipment

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

Improvements (funded by the Board) to buildings owned by the Crown or directly by the Board are recorded at cost, less accumulated depreciation and impairment losses.

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

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

Finance Leases

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

Depreciation

Property, plant and equipment 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 7 to 10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

s) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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

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

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

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Government Grants - Ministry of Education	3,797,858	3,239,196	3,222,237
Teachers' Salaries Grants	6,719,937	5,083,463	6,304,799
Use of Land and Buildings Grants	1,610,674	1,341,827	1,525,179
Ka Ora, Ka Ako - Healthy School Lunches Programme	1,257,381	-	994,705
Transport Network Income	281,350	-	305,810
Other Government Grants	215,738	88,000	251,165
	13,882,938	9,752,486	12,603,895

3. Locally Raised Funds

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

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations and Bequests	1,000	3,000	3,444
Fees for Extra Curricular Activities	461,742	310,887	306,661
Trading	517	350	466
Fundraising and Community Grants	39,543	20,000	26,364
Other Revenue	19,650	-	22,248
	522,452	334,237	359,183
Expense			
Extra Curricular Activities Costs	255,549	221,048	212,154
Trading	219	40,200	135
	255,768	261,248	212,289
Surplus for the year Locally Raised Funds	266,684	72,989	146,894

4. Learning Resources

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	660,813	690,283	505,180
Employee Benefits - Salaries	8,351,117	6,255,510	7,338,329
Staff Development	18,709	50,600	11,017
Depreciation	247,830	150,760	223,374
	9,278,469	7,147,153	8,077,900

5. Administration

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Audit Fees	23,239	14,000	7,398
Board Fees and Expenses	47,962	61,780	65,807
Operating Leases	3,122	3,000	2,875
Other Administration Expenses	51,334	55,530	64,328
Employee Benefits - Salaries	536,447	524,552	461,960
Insurance	25,781	22,500	20,613
Service Providers, Contractors and Consultancy	45,017	42,500	40,760
Ka Ora, Ka Ako - Healthy School Lunch Programme	1,257,381	-	994,705
	<u>1,990,283</u>	<u>723,862</u>	<u>1,658,446</u>

6. Property

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cyclical Maintenance	23,238	24,015	22,704
Heat, Light and Water	105,022	112,100	102,690
Rates	8,345	8,700	7,399
Repairs and Maintenance	95,581	95,000	70,274
Use of Land and Buildings	1,610,674	1,341,827	1,525,179
Employee Benefits - Salaries	293,848	249,881	258,738
Other Property Expenses	80,452	83,000	80,361
	<u>2,217,160</u>	<u>1,914,523</u>	<u>2,067,345</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

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Transport	249,078	-	-
	<u>249,078</u>	<u>-</u>	<u>-</u>

8. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Bank Accounts	496,893	728,307	195,302
Short-term Bank Deposits	-	-	303,143
Cash and cash equivalents for Statement of Cash Flows	<u>496,893</u>	<u>728,307</u>	<u>498,445</u>

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

Of the \$496,893 Cash and Cash Equivalents, \$59,999 of Revenue Received in Advance is held by the school, as disclosed in note 14.

Of the \$496,893 Cash and Cash Equivalents, \$146,889 is held by the School on behalf of Franklin Bus Network. See note 18 for details of how the funding received for the cluster has been spent in the year.

9. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	2,051	26,650	45,088
Receivables from the Ministry of Education	86	-	-
Interest Receivable	12,303	942	10,225
Teacher Salaries Grant Receivable	621,621	468,434	558,752
	<u>636,061</u>	<u>496,026</u>	<u>614,065</u>
Receivables from Exchange Transactions	14,354	27,592	55,313
Receivables from Non-Exchange Transactions	621,707	468,434	558,752
	<u>636,061</u>	<u>496,026</u>	<u>614,065</u>

10. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Stationery	436	474	458
	<u>436</u>	<u>474</u>	<u>458</u>

11. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	1,120,082	169,943	779,435
Total Investments	<u>1,120,082</u>	<u>169,943</u>	<u>779,435</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Board-owned Buildings	230,618	52,083	-	-	(10,561)	272,140
Building Improvements	100,248	1,317	-	-	(5,911)	95,654
Furniture and Equipment	351,909	219,591	-	-	(73,861)	497,639
Information and Communication Technology	229,856	68,638	-	-	(86,505)	211,989
Motor Vehicles	32,279	-	-	-	(7,529)	24,750
Leased Assets	140,942	106,644	-	-	(62,518)	185,068
Library Resources	7,570	-	-	-	(945)	6,625
	1,093,422	448,273	-	-	(247,830)	1,293,865

The net carrying value of equipment held under a finance lease is \$185,068 (2023: \$140,942)

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.

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Board-owned Buildings	461,230	(189,090)	272,140	409,147	(178,529)	230,618
Building Improvements	106,508	(10,854)	95,654	105,191	(4,943)	100,248
Furniture and Equipment	1,092,117	(594,478)	497,639	872,527	(520,618)	351,909
Information and Communication Technology	870,645	(658,656)	211,989	802,007	(572,151)	229,856
Motor Vehicles	227,098	(202,348)	24,750	227,098	(194,819)	32,279
Textbooks	63,561	(63,561)	-	63,561	(63,561)	-
Leased Assets	431,975	(246,907)	185,068	325,331	(184,389)	140,942
Library Resources	97,727	(91,102)	6,625	97,727	(90,157)	7,570
	3,350,861	(2,056,996)	1,293,865	2,902,589	(1,809,167)	1,093,422

13. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	105,372	20,305	83,048
Accruals	13,995	13,256	13,654
Employee Entitlements - Salaries	621,621	468,434	558,752
Employee Entitlements - Leave Accrual	53,898	36,200	42,103
	<u>794,886</u>	<u>538,195</u>	<u>697,557</u>
Payables for Exchange Transactions	794,886	538,195	697,557
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>794,886</u>	<u>538,195</u>	<u>697,557</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Income in Advance	3,000	-	15,422
Grants in Advance - Ministry of Education Gateway	(98)	-	16,658
Other Funds In Advance	57,097	76,042	-
	<u>59,999</u>	<u>76,042</u>	<u>100,980</u>

15. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	141,770	122,825	119,066
Increase to the Provision During the Year	23,765	24,015	21,212
Use of the Provision During the Year	(40,722)	-	-
Other Adjustments	(527)	-	1,492
Provision at the End of the Year	<u>124,286</u>	<u>146,840</u>	<u>141,770</u>
Cyclical Maintenance - Current	49,932	76,082	81,915
Cyclical Maintenance - Non current	74,354	70,758	59,855
	<u>124,286</u>	<u>146,840</u>	<u>141,770</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan / painting quotes.

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:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	80,466	40,755	51,797
Later than One Year and no Later than Five Years	113,381	18,101	101,551
Future Finance Charges	(16,992)	-	(17,765)
	<u>176,855</u>	<u>58,856</u>	<u>135,583</u>

Represented by

Finance lease liability - Current	71,452	40,755	44,011
Finance lease liability - Non current	105,403	18,101	91,572
	<u>176,855</u>	<u>58,856</u>	<u>135,583</u>

17. 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.

2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	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)

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

Represented by:

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

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

Tuakau College is the lead school funded by the Minsitry of Education to provide x services to its cluster of schools.

	2024 Actual \$	2024 Budget \$	2023 Actual \$
Funds Held at Beginning of the Year	126,390	-	147,587
Funds Received from Cluster Members			
Funds Received from MOE	833,153	147,587	853,109
Total funds received	959,543	147,587	1,000,696
Funds Spent on Behalf of the Cluster	812,654	-	874,306
Funds remaining	146,889	147,587	126,390
Funds Held at Year End	146,889	147,587	126,390

19. 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.

20. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	5,720	5,920
<i>Leadership Team</i>		
Remuneration	864,828	844,954
Full-time equivalent members	6.00	6.00
Total key management personnel remuneration	870,548	850,874

There are 11 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 (6 members) and Property (7 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:

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	210 - 220	200 - 210
Benefits and Other Emoluments	5 - 6	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	19.00	12.00
110 - 120	18.00	14.00
120 - 130	4.00	6.00
130 - 140	1.00	1.00
140 - 150	1.00	1.00
	43.00	34.00

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

21. 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:

	2024 Actual	2023 Actual
Total	\$0	10000
Number of People	0	1

22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: 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 of specific individuals. As such, this is expected to resolve the liability for school boards.

Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or liability regarding this funding wash-up, which is expected to be settled in July 2025.

23. Commitments

(a) Capital Commitments

As at 31 December 2024, the Board had capital commitments of \$31,729 (2023: \$54,516) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
New Heat Pump	31,729
Total	31,729

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 17

(b) Operating Commitments

There are no operating commitments as at 31 December 2024 (Operating commitments at 31 December 2023: nil).

24. 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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	496,893	728,307	498,445
Receivables	636,061	496,026	614,065
Investments - Term Deposits	1,120,082	169,943	779,435
Total financial assets measured at amortised cost	<u>2,253,036</u>	<u>1,394,276</u>	<u>1,891,945</u>

Financial liabilities measured at amortised cost

Payables	794,886	538,195	697,557
Finance Leases	176,855	58,856	135,583
Total financial liabilities measured at amortised cost	<u>971,741</u>	<u>597,051</u>	<u>833,140</u>

25. Events After Balance Date

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

26. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TUAKAU COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

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

Opinion

We have audited the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2024; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 29 May 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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



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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, 25 to 98, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

A handwritten signature in black ink, appearing to read 'JL' or 'JLH', 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	Appointed	Mar 2024
Chris Betty	Principal	ex Officio	
Nicky Moore	Parent Representative	Co-opted	Mar 2024
Matthew Preston	Parent Representative	Elected	Jun 2024
Erica Mouton	Parent Representative	Elected	Sep 2025
Adrian Tocker	Parent Representative	Elected	Sep 2025
Ursula Aitken	Parent Representative	Elected	Apr 2024
Mark McDowell	Parent Representative	Elected	Oct 2026
Tracy Potts	Staff Representative	Elected	Sep 2025
Alize Walker	Student Representative	Elected	Sep 2024
Heeni Kani	Other	Co-opted	Jun 2024
Jessica Paton	Other	Appointed	Sep 2025
Mahaki Albert	Other	Co-opted	Jun 2024
Grace Tema-Liapanekke	Parent Representative	Elected	Sep 2025

Tuakau College

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$23,066 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2024 the Tuakau College Board:

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



TUAKAU COLLEGE

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

Analysis of Variance

**Includes Kiwisport
for 2024**

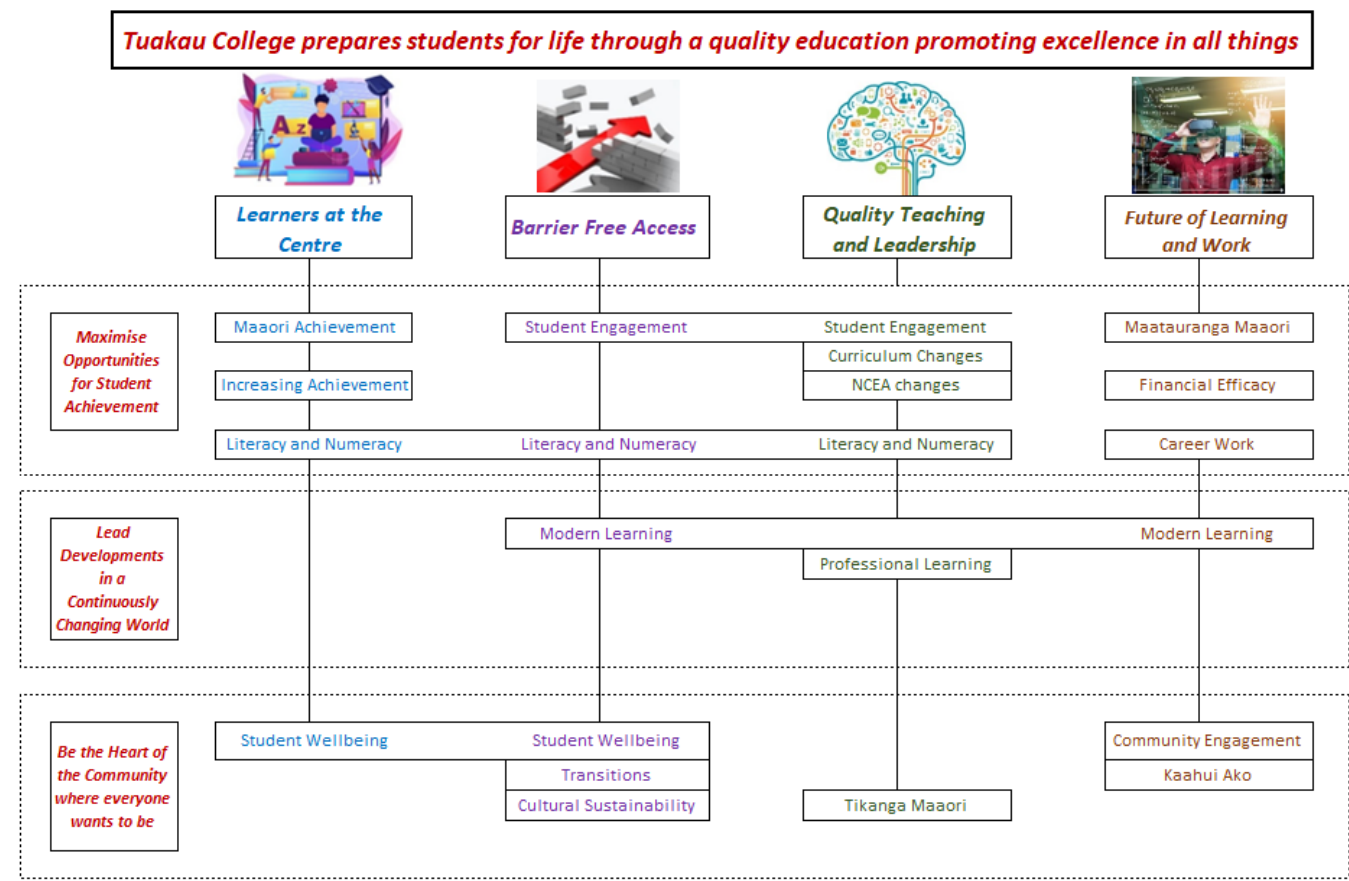
ANALYSIS OF VARIANCE for ANNUAL IMPLEMENTATION PLAN 2024

<p>VISION:</p> <p><i>Tuakau College prepares students for life through a quality education promoting excellence in all things.</i></p> <div style="text-align: center;">  <p>TUAKAU COLLEGE <small>Pai rawa atu i nga mea katoa • The very best in all things</small></p> </div>	<p>STRATEGIC GOALS: Tuakau College will:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; padding: 10px; text-align: center; background-color: #4CAF50; color: white;"> Maximize opportunities for student achievement. </td> <td style="width: 33%; padding: 10px; text-align: center; background-color: #FFEB3B;"> Lead development in local education in a continuously changing world. </td> <td style="width: 33%; padding: 10px; text-align: center; background-color: #2196F3; color: white;"> Be the heart of the community where everyone wants to be. </td> </tr> </table>	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.
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 2024.

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

ANNUAL IMPLEMENTATION PLAN 2024



IMPROVEMENT PLANS 2024

LEARNERS AT THE CENTRE

Learners with their whaanau are at the centre of education

Annual Goal: Maaori Achievement

2024 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 increase.Tuakau College Maori students are achieving well above the national average in all levels of NCEA for 2024 <table><tr><th>NZ Maaori Results 2024</th><th>L1</th><th>L2</th><th>L3</th><th>UE</th></tr><tr><td>Tuakau College</td><td>70.4</td><td>88.5</td><td>68</td><td>24</td></tr><tr><td>National</td><td>40.9</td><td>65.4</td><td>59</td><td>31.9</td></tr><tr><td>Equity Index</td><td>47.9</td><td>71.8</td><td>63.6</td><td>35</td></tr><tr><td>Difference TC & NatAvg</td><td>29.5</td><td>23.1</td><td>9</td><td>-11</td></tr></table> <ul style="list-style-type: none">At PrizeGiving in 2024 the perecentage of Maaori students getting prizes did not match the percentage of Maaori students in the senior school. <table><tr><th>Percentage Maaori in Senior School</th><th>Percentage of maaori students represented in Prize-Giving</th></tr><tr><td>32.6%</td><td>37%</td></tr></table> <ul style="list-style-type: none">The rate of achievement has increased more than 10% over all three levels of NCEA <table><tr><th>NZ Maaori Results</th><th>2023</th><th>2024</th><th>Diff</th></tr><tr><td>L1</td><td>75</td><td>70.4</td><td>-4.6</td></tr><tr><td>L2</td><td>94.6</td><td>88.58</td><td>-6.02</td></tr><tr><td>L3</td><td>37.5</td><td>68</td><td>30.5</td></tr><tr><td></td><td></td><td></td><td>19.88</td></tr></table>	NZ Maaori Results 2024	L1	L2	L3	UE	Tuakau College	70.4	88.5	68	24	National	40.9	65.4	59	31.9	Equity Index	47.9	71.8	63.6	35	Difference TC & NatAvg	29.5	23.1	9	-11	Percentage Maaori in Senior School	Percentage of maaori students represented in Prize-Giving	32.6%	37%	NZ Maaori Results	2023	2024	Diff	L1	75	70.4	-4.6	L2	94.6	88.58	-6.02	L3	37.5	68	30.5				19.88	<ul style="list-style-type: none">Continue to monitor and track to focus on achievement and to Maaori students are achieving.Increase 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.
NZ Maaori Results 2024	L1	L2	L3	UE																																															
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L3	37.5	68	30.5																																																
			19.88																																																

2. Evaluate the Te Reo Maaori pathway and investigate and put in place a progress measure for Reo Rua classes

Outcomes	Analysis	Evaluation
-->Ongoing Work	<ul style="list-style-type: none"> An evaluation was completed with the MOE and a continuance of what we are presently doing will see the measures further developed Reo Rua classes continue to strengthen 	<ul style="list-style-type: none"> Continue to push this pathway with the school community.

3. Liaise with the Primary schools re: achievement of Reo Rua tamariki

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Informal liaison occurs every year between the Kaiako of Reo Rua and Primary schools especially Whare Maanaki at Tuakau Primary. Recruitment of new students occurs every year and the liaison is completed. Encouragement of tamariki and whaanau are discussed. 	<ul style="list-style-type: none"> Ongoing processes need to be strengthened as both schools grow.



Annual Goal: Increasing Achievement

2024 Annual Targets

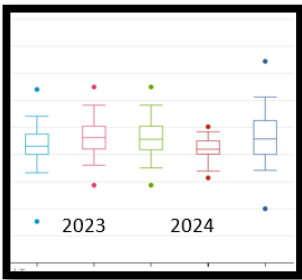
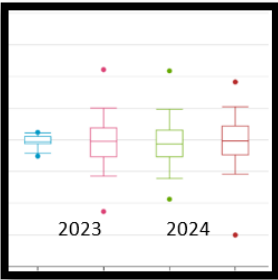
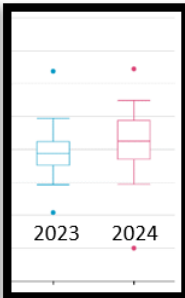
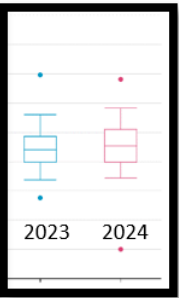
1. Increase the number of students achieving Diplomas in Year 8 and 10

Outcomes	Analysis	Evaluation																																																																								
ACHIEVED	<ul style="list-style-type: none">There is an increase in the number of students receiving their Diplomas in Year 8 and Year 10.<ul style="list-style-type: none">In 2023 76% of Year 8 students gained a Diploma. In 2024 78% achieved having an increase of 2%In 2023 71.5% of Year 10 students gained a Diploma. In 2024 73% achieved having an increase of 1.5% <table><tr><th>Year 8</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></tr><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></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></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></tr><tr><th>Year 10</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></tr><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></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></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></tr></table>	Year 8	2017	2018	2019	2020	2021	2022	2023	2024	Gold	20	21	28	19	16	14	25	15	Silver	46	34	34	51	46	50	46	62	Bronze	16	13	7	22	23	41	27	42	Year 10	2017	2018	2019	2020	2021	2022	2023	2024	Excellence	3	11	8	16	18	11	14	17	Merit	31	27	29	36	37	57	62	66	Achieved	45	26	29	40	18	56	37	50	<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
Year 8	2017	2018	2019	2020	2021	2022	2023	2024																																																																		
Gold	20	21	28	19	16	14	25	15																																																																		
Silver	46	34	34	51	46	50	46	62																																																																		
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Year 10	2017	2018	2019	2020	2021	2022	2023	2024																																																																		
Excellence	3	11	8	16	18	11	14	17																																																																		
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Achieved	45	26	29	40	18	56	37	50																																																																		

2. eASttle is used to advance achievement

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> The results are 2023 to 2024 <p><u>Reading:</u></p> <div style="display: flex; justify-content: space-around;"> <div> <p>Year 7</p> </div> <div> <p>Year 8</p> </div> </div> <div style="display: flex; justify-content: space-around;"> <div> <p>Year 9</p> </div> <div> <p>Year 10</p> </div> </div> <ul style="list-style-type: none"> In Year 7 & 8 there has been an increase in Reading as indicated by the graph. Year 9 has a similar trend but Year 10 has no increase. The range in all areas has decreased as well. <p><u>Writing:</u></p> <div style="display: flex; justify-content: space-around;"> <div> <p>Year 7</p> </div> <div> <p>Year 8</p> </div> </div> <ul style="list-style-type: none"> The trend continues with writing in Years 7&8. There are no comparisons with Years 9 & 10 reading. 	<ul style="list-style-type: none"> Reading, Writing and Mathematics in Years 7&8 are making good progress. A continuation using eASttle as a milestone for Reading, Writing and Maths achievement will continue. eASttle Writing must continue to occur in the middle college.



	<p>Mathematics</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Year 7</p>  </div> <div style="text-align: center;"> <p>Year 8</p>  </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> <p>Year 9</p>  </div> <div style="text-align: center;"> <p>Year 10</p>  </div> </div> <ul style="list-style-type: none"> Years 7 & 9 show an increase but Years 8 & 10 are constant. 	
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3. Assessments are relevant to the units of work they are completing

Outcomes	Analysis	Evaluation
--->Ongoing Work	<ul style="list-style-type: none"> A review of standards is being completed after the results of 2024. Audits will ensure assessments are relevant 	<ul style="list-style-type: none"> Ongoing work

4. Continue tracking and monitoring to ensure students are achieving

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> All SLT have the various year levels to monitor and track. Spreadsheets are used and the number of credits checked. Students are offered catch-ups where they can. Achievement levels are high compared to other schools especially Level 1 which had new standards and different formatting with digital submissions. 	<ul style="list-style-type: none"> Continue to develop and implement

5. Ensure new assessments at all levels are achieved

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Much work by teachers and HLAs has been completed on the new Level 1 standards successfully – hence the reason why the pass rate at Level 1 was 78% 	<ul style="list-style-type: none"> Continue to monitor and change to meet the needs of the learner.

6. Increase endorsements in all levels, especially Y13- by at least 10%

Outcomes	Analysis	Evaluation		
! Partially Achieved	MERIT			
		Level 1	Level 2	Level 3
	2023	17.9	9.7	21.6
	2024	21.6	13.4	22.2
	EXCELLENCE			
		Level 1	Level 2	Level 3
	2023	5.5	5.4	5.4
	2024	6.4	2.5	1.6
	There was an increase in Merit endorsements across all levels exceeding 10% of the previous years. This is a 16% increase.			
	<ul style="list-style-type: none">Continue to provide the necessary teaching and acceleration so students can achieve Merit and ExcellenceProvide PLD for staff to continue to develop good courses that engage the students so they can achieve Excellence.With the movement in the Merit area will translate to bigger numbers receiving Excellence.Continue to increase by 10%			



	There is a small increase in Excellence endorsements at Level 1 but the other levels there was a decrease	
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7. Review the levels of achievement by subject for boys and implement strategies to improve Boys achievement levels and endorsement levels

Outcomes	Analysis	Evaluation																								
XX Not Achieved	<table><tr><th>Male</th><th>Level 1</th><th>Level 2</th><th>Level 3</th></tr><tr><td>2023</td><td>81.7</td><td>94.7</td><td>44.8</td></tr><tr><td>2024</td><td>71.8</td><td>83.1</td><td>72.4</td></tr><tr><th>Female</th><th>Level 1</th><th>Level 2</th><th>Level 3</th></tr><tr><td>2023</td><td>84.8</td><td>89.4</td><td>85.7</td></tr><tr><td>2024</td><td>86.3</td><td>89</td><td>85.7</td></tr></table>	Male	Level 1	Level 2	Level 3	2023	81.7	94.7	44.8	2024	71.8	83.1	72.4	Female	Level 1	Level 2	Level 3	2023	84.8	89.4	85.7	2024	86.3	89	85.7	<ul style="list-style-type: none">• More work needs to focus on Boys achievement.• Earlier interventions will assist with raising their achievement.• Continuing to find appropriate courses will assist.
	Male	Level 1	Level 2	Level 3																						
	2023	81.7	94.7	44.8																						
	2024	71.8	83.1	72.4																						
	Female	Level 1	Level 2	Level 3																						
	2023	84.8	89.4	85.7																						
	2024	86.3	89	85.7																						

8. Review how to improve UE levels and put strategies in place to get UE for those students that want it

Outcomes	Analysis	Evaluation
ACHIEVED	The number of students getting UE did increase in 2024. An increase from 29.8 to 38.5 is a 8.7% increase	<ul style="list-style-type: none"> Continue to monitor and track students wanting to do UE to ensure the criteria they are aiming for continues.

Annual Goal: Literacy and Numeracy

2024 Annual Targets

1. A school wide plan is in place to improve literacy, numeracy, writing

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Literacy coordinator is in place Literacy committee is in place Word of the week was implemented and appeared on the daily notices and in the various classrooms in the school PLD is continually offered to staff and the various events are taken up by the staff. Students are achieving with Lit/Num. NCEA results are indicative of this 88% L1 achieved Literacy and 86.7 achieved numeracy These figures a very close to previous years Monitoring and tracking every student has begun and getting excellent data to inform better practice. 	<ul style="list-style-type: none"> Continue to focus on Lit/Num and there will be improvements every year. 2024 was the year to initiate the changes and 21025 is the year to embed and improve practice which will lead to better results. Continue to develop the tracking and monitoring of each student.

2. Literacy/numeracy support for all students is in place

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Lit/Num classes are continued for 2025 A dedicated teacher is being used in this area PLD is being provide An opportunity to review is given Working with kaahui ako assists with a cross school approach 	<ul style="list-style-type: none"> Review and change where needed

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

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> MOE PLD is uptaken by the staff. Teacher ONLY days are put aside for staff to engage in what is expected in terms of Lit/Num 	Continue to provide the necessary Lit/Num programmes to continue to build capacity with students.

4. Student Reports reflect the literacy/numeracy focus

Outcomes	Analysis	Evaluation
-->Ongoing Work	<ul style="list-style-type: none"> Work in progress Will continue to develop over the next year 	<ul style="list-style-type: none"> Once embedded will reflect the work completed

5. Further preparation of the students for the Literacy/numeracy exams is improved

Outcomes	Analysis	Evaluation
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-->Ongoing Work	<ul style="list-style-type: none"> Work in progress Will continue to develop over the next year 	
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Annual Goal: Student Wellbeing

2024 Annual Targets

1. Complete a student Wellbeing survey to determine further strategies for improvement

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> To be actioned in 2025 Continue to put in place processes that support student wellbeing More meetings to resolve issues within the school Ongoing use of MOE tools to draw a line in the sand in regard to student behaviour 	<ul style="list-style-type: none"> Ongoing work

2. Overt communication re: School expectations are made to parents & caregivers

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> There is an article each bulletin re: expectations Use facebook re expectations Use letters to parents re: expectations 	<ul style="list-style-type: none"> Ongoing

3. Positive Behaviour for Learning Strategies are focussed on

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Re introduce 'Postcards; for 2025. The students like getting something tactile because they do get many emails but a postcard makes a difference Within School Leader completed work with the focus on improvement 2025 	<ul style="list-style-type: none"> Ongoing A focus on tolerance, cultural diversity needs to occur in 2025

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

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Resources have been found re: antibullying strategy and will be introduced through 2025 Staff Meeting used in this process to train staff. 	<ul style="list-style-type: none"> Ongoing Implement a programme to the staff and apply across the whole school

5. Discrimination of any kind is looked at and strategies are put in place.

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> WSL is focussing on this in 2025 Successful in 2024 	<ul style="list-style-type: none"> Ongoing The weeks have been timetabled on the 2025 calendar and work is going ahead to plan activities during this week

6. An increase in whaanau time to assist with student wellbeing is investigated

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Investigated the increase in whaanau time but had a too bigger impact on teaching time and teacher allocated hours. Instead it was decided to keep with the 10 minutes and to shift it to before interval so that all students attend. It was found many arrived to school after whaanau when it was in the morning. 	<ul style="list-style-type: none"> Use Extended whaanau/Assembly time to get the messages across

7. A review on Student Diversity is to see how it is embraced in school culture

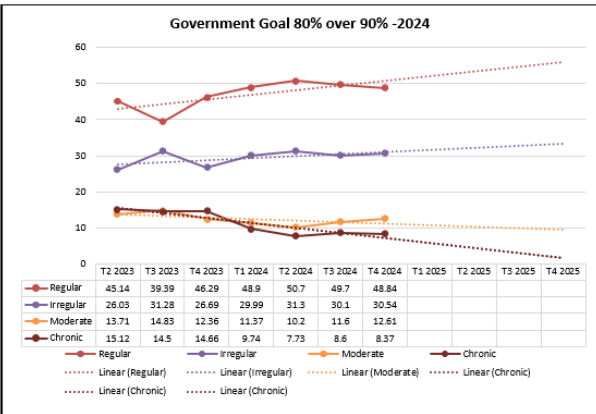
Outcomes	Analysis	Evaluation
-->Ongoing Work	<ul style="list-style-type: none"> Continued to embrace student diversity throughout the year Look at re introducing PSSP fore 2025 	



Annual Goal: Student Engagement

2024 Annual Targets

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

Outcomes	Analysis	Evaluation																																																												
ACHIEVED	<div><p>Government Goal 80% over 90% -2024</p><table><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><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></td><td></td><td></td><td></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></td><td></td><td></td><td></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></td><td></td><td></td><td></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></td><td></td><td></td><td></td></tr></table><p>Regular Irregular Moderate Chronic Linear (Regular) Linear (Irregular) Linear (Moderate) Linear (Chronic) Linear (Chronic) Linear (Chronic)</p></div> <div><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">Have not received the 90%+ but there was small changes in the Regular Attendance areas by the end of the year but typically overall it decreasedOverall Attendance is 86.4%Other categories also changedAll teachers improved their accuracy and input of the data in preparation of weekly Attendance Statistics being publishedTeachers and staff improved communication with homeEarlier notifications is occurring.Getting students to school on time and into class has improved</div>		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					Irregular	26.03	31.28	26.69	29.99	31.3	30.1	30.54					Moderate	13.71	14.83	12.36	11.37	10.2	11.6	12.61					Chronic	15.12	14.5	14.66	9.74	7.73	8.6	8.37					<ul style="list-style-type: none">Continue to monitor AttendanceWeekly data will be received in 2025Work in progress
	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. The Attendance service is improved to meet the MOE goals

Outcomes	Analysis	Evaluation
-->Ongoing Work	<ul style="list-style-type: none"> The Attendance service made progress More focus required on improving regular attendance Schools were informed to use the ASA programme and refer as often as possible. Continue to engage with MOE Attendance Service Officer job descriptions need improving 	<ul style="list-style-type: none"> The service is still in a state of flux with new MOE requirements determining the role of the Attendance Officers More onsite work within schools needs to occur

3. All learning areas review student engagement in their subjects

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> The results indicate increased engagement in their classes Still a struggle to teach in 50 minute slots Double periods are great for practical subjects 	<ul style="list-style-type: none"> Continue to develop this as the new curriculum and the NCEA changes take a hold

4. Student Voice is used to improve engagement

Outcomes	Analysis	Evaluation
XX Not Achieved	<ul style="list-style-type: none"> Student Voice is important and does occur but a review was not completed and an action plan in place 	<ul style="list-style-type: none"> Complete 2025

5. The values are reiterated, emphasised and communicated

Outcomes	Analysis	Evaluation
-->Ongoing Work	<ul style="list-style-type: none"> We have emphasised these more throughout the year 	<ul style="list-style-type: none"> Ongoing



6. Student involvement in decision making is increased

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> There is more voice from students through the avenues The student representative has increased voice and BOT members ask her specifically about the student opinion. Council and Prefect voice is brought to the SLT table each meeting. 	<ul style="list-style-type: none"> Continue to review and implement where we can

7. A strong Student-Parent-Teacher partnerships are reviewed

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Now called Friend of Tuakau College Once again a key group of parents and staff are here looking after this group. Relationships are getting better. The group is trying very hard to get more participation. 	<ul style="list-style-type: none"> Ongoing work

Annual Goal: Literacy and Numeracy

2024 Annual Targets

1. Literacy and Numeracy processes reduces the barriers to learning

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> All completed 	<ul style="list-style-type: none"> Ongoing Work

Annual Goal: Modern Learning

2024 Annual Targets

1. BYOD processes ensure every student has access to a device and ICT support

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Fully implemented Students have access to a device if they do not have one Improvement in Accessibility to internet etc has been completed Ongoing work with students bringing their own device. Senior students are using these every period 	<ul style="list-style-type: none"> Continue to build capacity with BYOD and the devices students should have.

2. AI is prevalent and teacher and student understanding is essential to using it effectively

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> PLD was completed More staff are using AI Systems are changing since students have access to AI and this seems to be working especially with assessments Teachers are successfully using it to write reports-under the proviso that the report makes sense for the student 	<ul style="list-style-type: none"> Ongoing development within the school as AI grows and grows

3. Master plan implementation is active and dates are met so there are enough class spaces for students and teachers

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> All modular are on site and were operational by the end of the year Continued to engage with MOE re next stage of Master plan. Concept planning approved and now waiting for actual to be in place for funding in 2025 	<ul style="list-style-type: none"> The wheels of bureaucracy roll on and the process is slow.

4. Classroom designs have student input and the designs are consistent with the Master Plan

Outcomes	Analysis	Evaluation
XX Not Achieved	<ul style="list-style-type: none"> Not achieved Student input has to come through Student Rep on the Board. As soon as plan is drafted then can go to student council for consultation 	<ul style="list-style-type: none"> More work to be done in this area

Annual Goal: Transitions

2024 Annual Targets

1. A review on the Timetable to ensure it is not a barrier to student learning and teaching

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> What we have is working so no need to change. Desktop review indicates one change Consultation did occur 	<ul style="list-style-type: none"> Ongoing review



	<ul style="list-style-type: none"> Only change was moving whaanau time to before interval 	
2. 'Phone Free 2023' continues to meet government priority		
Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> All completed This is the 5th year we have been cee-phone free and is working exceptionally well 	<ul style="list-style-type: none"> Ongoing review and development
3. A review of transitions for other schools is completed to ensure the barriers are reduced		
Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> More liaison did occur Application of the enrolment zone has made this easier Clear communications has occurred 	<ul style="list-style-type: none"> Continue to review
4. Develop better relationships with contributing school		
Outcomes	Analysis	Evaluation
-->Ongoing Work	<ul style="list-style-type: none"> When the opportunity arises the development has occurred Kahui Ako approach with Matariki has occurred and will continue for 2025 	<ul style="list-style-type: none"> Ongoing
5. Processes are strengthened as students move between Year levels within the school		
Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> The process was reviewed and minor changes made Staff had a good input into the transition of students from one year level to the next Communication with all parents re: changes did occur 	<ul style="list-style-type: none"> Ongoing work will
6. Review the transitions of ORS students		
Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> The process that has been in place for a while now works and minimal changes will occur as the new SENCO take over. 	<ul style="list-style-type: none"> Once new SENCO is in place then a further review will occur
7. Induction of new overseas teachers is strengthened.		
Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Employed a second Specialist Classroom teacher to strengthen the induction team Overseas teachers go through a similar programme to new and PRT teachers Strengthening their connection to the students and Tuakau College has improved but the realisation is that time and what they are doing to form positive relationships makes a difference. 	<ul style="list-style-type: none"> The programme can only get better as we continue to review and look after the new overseas teachers
Annual Goal: Cultural Diversity		
2024 Annual Targets		
1. An increase in cultural celebrations is prevalent		
Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Filipino celebration occurred in 2024 for the first time All other language weeks will be placed on the calendar 	<ul style="list-style-type: none"> Ongoing work
2. Every culture is made to feel welcome		
Outcomes	Analysis	Evaluation
-->Ongoing Work	<ul style="list-style-type: none"> Ongoing work being completed 	<ul style="list-style-type: none"> Celebrations will be required in 2025 More aspects in the Bulletin will be published
3. Review and improve the cultural identity around the College with murals, words etc		
Outcomes	Analysis	Evaluation
! Partially Achieved	<ul style="list-style-type: none"> Increased use of the various languages is present Adapted uniform code allows identity Murals were not completed Welcome sign can be put up with the various languages 	<ul style="list-style-type: none"> More work needed and it should be a long term plan as the school grows
4. Ongoing cultural sustainability in regard to Tiriti o Waitangi occurs		
Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Completed with the collation of the document for Annual Plan 24: "Effect the Tiriti o Waitangi 	<ul style="list-style-type: none"> Ongoing work as MOE and other agencies review their effect of the Tiriti o Waitangi



Quality teaching and leadership make the difference for learners and their whaanau

Annual Goal: Student Engagement

2024 Annual Targets

1. Professional learning continues to ensure quality teaching and leadership is developed

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> All of these PLD areas were completed and are ongoing until full implementation and reviews have occurred <ul style="list-style-type: none"> Literacy Numeracy Cultural Sustainability AI NCEA change process NZ Curriculum development Teacher capability 	<ul style="list-style-type: none"> There will be ongoing work in these areas as many of them continue to develop

2. PGC cycle is reviewed and updated

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Completed 	<ul style="list-style-type: none"> A further review will occur as the new Teacher Standards are reviewed.

3. Collaborative learning techniques are used to improve engagement

Outcomes	Analysis	Evaluation
XX Not Achieved	<ul style="list-style-type: none"> A review was not completed as the work completed in Literacy Numeracy and other areas took priority 	<ul style="list-style-type: none"> A continued review as the new curriculum areas are implemented

Annual Goal: NZ Histories

2024 Annual Targets

1. NZ Histories is in progress and used as context for curriculum

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Ongoing work will be completed 	<ul style="list-style-type: none"> Ongoing work will be completed

2. Revision of units of work and schemes to the changes in curriculum

Outcomes	Analysis	Evaluation
XX Not Achieved	<ul style="list-style-type: none"> This will be achieved when the new curriculums documents are published 	<ul style="list-style-type: none"> The College is waiting for the new curricula to be released

3. A review of curriculum versus assessment

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Assessment seems to be overshadowing the curriculum process. As soon as the new curricula is implemented then a review of the assessment areas can be completed All learning areas are reviewing the assessment areas as they complete audits and all make the necessary changes required 	<ul style="list-style-type: none"> Ongoing work is needed



Annual Goal: NCEA Changes						
2024 Annual Targets						
1. Level 1 NCEA is implemented						
Outcomes	Analysis					Evaluation
ACHIEVED	<ul style="list-style-type: none">Best results in the district and well above national averages:					<ul style="list-style-type: none">Continue to provide a solid monitoring and tracking system with all students to ensure achievement can be reached
	Results 2024	L1	L2	L3	UE	
	Tuakau College	79.1	86.2	80.8	38.5	
	National	45.9	73.6	69.4	50.6	
	Equity Index	56.8	78.9	72.7	50.3	
	Difference TC & NatAvg	33.2	12.6	11.4	-11.8	
2. Further strengthening of the system to ensure students get Lit/Num						
Outcomes	Analysis					Evaluation
ACHIEVED	<ul style="list-style-type: none">Results are an indication of the systems that are in place with Lit/numY7&8 areas will strengthen this furtherSystems are robust, reviewed and changes are being made					<ul style="list-style-type: none">Y7&8 areas will bring students up to speed with their literacy and numeracy
3. Preparation continues for the changes to Level 2 and Level 3 NCEA						
Outcomes	Analysis					Evaluation
ACHIEVED	<ul style="list-style-type: none">See results aboveMonitoring and tracking as well as the extra work has seen the results constant from year to year.					<ul style="list-style-type: none">Continue to review and develop further when the changes come to Level 2.
4. An Endorsement review occurs with a plan in place for increasing in all areas						
Outcomes	Analysis					Evaluation
XX Not Achieved	<ul style="list-style-type: none">There is work to do in this area					<ul style="list-style-type: none">A plan to be developed by each Learning Area and placed in the Audit.A school wide plan is in place
5. A plan to encourage students to do Scholarship and to put a programme in place to support this						
Outcomes	Analysis					Evaluation
ACHIEVED	<ul style="list-style-type: none">We had 7 students enrol for Scholarship in 2025 compared to 6 last yearThere were a total of 9 subjects in 2024 compared to 4 in 2023There were 3 scholarships awarded. These were awarded to the same person. Only 1 student gained scholarship compared to 2 in 2023.					<ul style="list-style-type: none">Students will be selecting to do Scholarships by the end of Term 1 so a programme can be put in placeStudents need to commit to the extra work involved in scholarships
6. A plan to increase UE results are in place						
Outcomes	Analysis					Evaluation
ACHIEVED	<ul style="list-style-type: none">UE results increased from 29% to 38.5%These results are dependent on cohort abilitySystems were put in place to ensure students that wanted to get UE achieved UE by making sure 14 credits in three subjects were achieved. The monitoring and tracking of students in Year 13 was essential to get completed					<ul style="list-style-type: none">Ongoing work. UE is an award NOT a qualification but outside agencies are using it as a qualification when it is not.
7. Tracking and monitoring of NCEA candidates continues						
Outcomes	Analysis					Evaluation
ACHIEVED	<ul style="list-style-type: none">Very successful and well achieved. The results are indicative of a robust system in place.					<ul style="list-style-type: none">Ongoing work and review needs to continue



Annual Goal: Literacy and Numeracy
2024 Annual Targets

1. Units of work and schemes have developed techniques to improve Lit/Num across all areas

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Every learning area is audited and Lit/Num focus is part of this audit. Nothing stands out as being omitted for 2024. 	<ul style="list-style-type: none"> Continue to monitor through Learning area audits.

2. Literacy Numeracy leadership is strengthened

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Lit/Num personnel structure was developed and is in place by the end of 2024. 	<ul style="list-style-type: none"> Continue to review this structure and the personnel required as the school gets bigger

Annual Goal: Professional Learning
2024 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"> All Learning Areas now have Assistants. Management allowances were up to date by the end of 2024 	<ul style="list-style-type: none"> Plan is in place by the end of 2025 when the school is expected to grow again.

2. PLD for Teaching to upskill and improve their work in the classroom

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> All teachers completed their PGC Budgeted for more PLD in 2025 	<ul style="list-style-type: none"> Ongoing needs will need to be accounted for in 2025 and 2026

3. A professional learning register and plan is in place

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> A shared document is used with all PLD approved A PLD plan is dynamic as the government priorities change with Lit/Num, NCEA, Curriculum documents and Attendance. 	<ul style="list-style-type: none"> Continue to use the PLD shared document to make informed decisions around budget and priority focus areas

Annual Goal: Tikanga Maaori
2024 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. More night class access to beginners of Te Reo Maaori through Matua Rima Panui was released to school community around teacher training and also the ability to speak Wananga o Aotearoa are still running their two programmes at school with community members coming in to take the language courses Teacher training continued in the use of Te Reo in the classroom. 	<ul style="list-style-type: none"> Ensure there continues to be pathways for staff and students to speak Te Reo Maaori.

2. Review of Reo Rua to establish guidelines so students do not opt out

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. 	<ul style="list-style-type: none"> Continue to review

3. PLD on Tikanga continues

Outcomes	Analysis	Evaluation
! Partially Achieved	<ul style="list-style-type: none"> This continued from previous years and the "kawa" booklet was republished for all to ensure they knew Tikanga. 	<ul style="list-style-type: none"> More opportunities will be needed

4. Leadership recognition is achieved for Maaori learners and staff

Outcomes	Analysis	Evaluation
XX Not Achieved	<ul style="list-style-type: none"> Work required on this to develop into a learning area like the others with HLA and Asst HLA 	<ul style="list-style-type: none"> To be completed by 2025



5. Community Liaison roles are determined and awarded

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> All community liaison roles were awarded and they all participated in the requirements set out by the MOE 	<ul style="list-style-type: none"> Continue on for 2025

6. Careers approach to assist Maaori learners into courses and beyond school

Outcomes	Analysis	Evaluation
! Partially Achieved	<ul style="list-style-type: none"> Occurred for the first part of the year, but the teacher was on maternity leave for the second half. 	<ul style="list-style-type: none"> Better evaluation will be completed in 2025



FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

Annual Goal: Maatauranga Maaori

2024 Annual Targets

1. Continue to look at the Maaori curriculum to see if the students are ready to transition to this curriculum

Outcomes	Analysis	Evaluation
-->Ongoing Work	<ul style="list-style-type: none"> An evaluation was completed and it was decided students are not ready to fully transition and neither are the staff. More work in this area is required. 	<ul style="list-style-type: none"> This will only occur when Te Reo Maori team are ready to transition knowing whaanau and families are ready to transition.

2. Professional learning for all Maaori language teachers occurs

Outcomes	Analysis	Evaluation
! Partially Achieved	<ul style="list-style-type: none"> Learning with support from the MOE did occur but a need to visit other schools, with good practice will occur in 2025. 	<ul style="list-style-type: none"> More work needed

3. Maaori Community consultation with Maatauranga Maori

Outcomes	Analysis	Evaluation
! Partially Achieved	<ul style="list-style-type: none"> Parental meeting have occurred and this has increased 	

Annual Goal: Financial Efficacy

2024 Annual Targets

1. Financial processes review takes

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> All processes have been looked at by the Finance team and will continue to be reviewed as requirements change. 	<ul style="list-style-type: none"> Ongoing work

2. Investigate moving to Xero

Outcomes	Analysis	Evaluation
XX Not Achieved	<ul style="list-style-type: none"> Was made a low priority with all the other things the school has been involved in – so was not completed 	<ul style="list-style-type: none"> A priority for 2025

3. The Board develops financial guidelines as the school grows

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Reviewed and found what we have is working well so no major changes. 	<ul style="list-style-type: none"> Change if we have too.

4. Bus network has minimal impact on school finances

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Bus network had minimal impact on school finances although more students are being charged for transport-systems were already in place 	<ul style="list-style-type: none"> Using our Admin person more in 2025 for charging out ineligible to schools.

Annual Goal: Career Work

2024 Annual Targets

1. Investigate more work experience for our Junior students

Outcomes	Analysis	Evaluation
! Partially Achieved	<ul style="list-style-type: none"> A new careers team was set up and it will be their task to look at the introduction of work experience in the Junior School 	<ul style="list-style-type: none"> Ongoing

2. Maori careers focus is implement

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Implemented 	Ongoing

Annual Goal: Community Engagement

2024 Annual Targets

1. Involvement in more community events

Analysis of Variance 2024: *Pai rawa atu i nga mea katoa*



The very best in all things

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Were involved in events such as "Relay for Life", Tuakau Clean-up etc. Have a long association with Rotary and other organisations which makes a big difference 	<ul style="list-style-type: none"> Continue to build on these relationships

2. Put on at least one community event yearly

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> The 50th Reunion was very successful. 	<ul style="list-style-type: none"> Ongoing

3. Community volunteer 'Giving back' starts

Outcomes	Analysis	Evaluation
XX Not Achieved	<ul style="list-style-type: none"> Was postponed due to workload issues by many of the staff and organisers 	<ul style="list-style-type: none"> Review-are we doing this in small ways instead one big way.

4. Community Liaison positions are in place

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Selection process was completed and all in place All engaged with the survey from the MOE and responded to their requests 	<ul style="list-style-type: none"> Ongoing work required

Annual Goal: Kaahui Ako

2024 Annual Targets

1. Continue to be active members of the Kaahui Ako

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> WSL for the College are in place through an application process and interviews. 	<ul style="list-style-type: none"> The process is reviewed each time the WSL applications come up for renewal

2. WSTs are allocated specific roles within the school

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> All WSL have a specific focus and work with an SLT member to ensure consistency and efficacy Their profile is raised within the school Tasks WSL completed in 2025 <ul style="list-style-type: none"> Cultural Responsiveness Teacher Effectiveness PB4L Literacy and Numeracy Student Leadership Learner Support 	<ul style="list-style-type: none"> Continue to review their effectiveness

3. Cultural Responsive theme is supported

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Cultural Responsiveness is a focus and occurs with our Maaori students but a bigger focus on the other cultures are needed ASL in the Kaahui are focussed on cultural responsiveness and are working in a coordinated effort across all schools with support and resources for schools to use. 	<ul style="list-style-type: none"> More cultural weeks are on the school calendar and will be celebrated in 2025

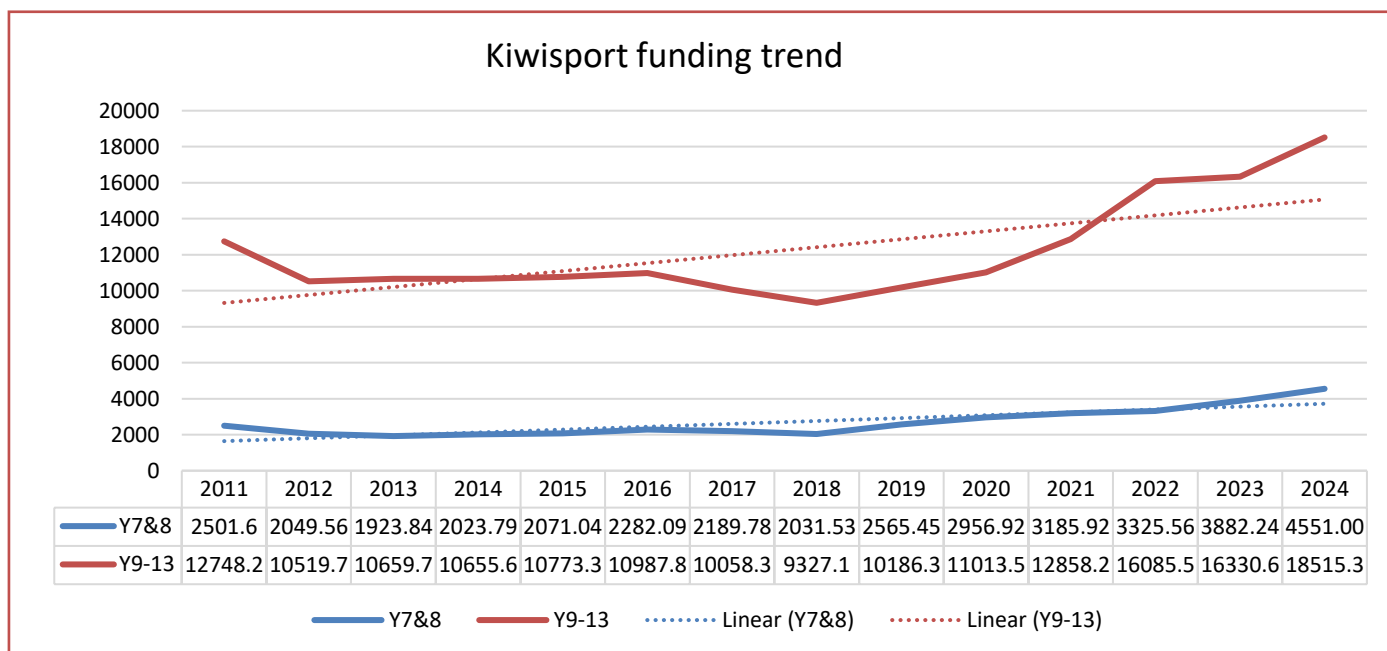
4. Learner Support is supported

Outcomes	Analysis	Evaluation
ACHIEVED	<ul style="list-style-type: none"> Working well with all schools having an understanding on the support mechanisms that are available 	<ul style="list-style-type: none"> Ongoing work



KIWI SPORT 2024

The Kiwisport funding 2024:



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

The money received in 2024 was:

Year 7 & 8: **\$4551** an increase of **\$668.76** from 2023.. Biggest growth area is in Y9-13. Y7&8 will grow after 2025.
 Years 9-13: **\$18515.30** an increase of **\$2184.70** from 2023. An large increase from previous years.

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.

A review is occurring in 2025 to look at employment of a **Sports Director** to oversee sport 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.

Analysis of Variance 2024: Pai rawa atu i nga mea katoa The very best in all things



Our ongoing kiwisport 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

Region

Number of Sports **20**

Date Census Updated

Date Summary Updated

Summary

How is this calculated? ⓘ

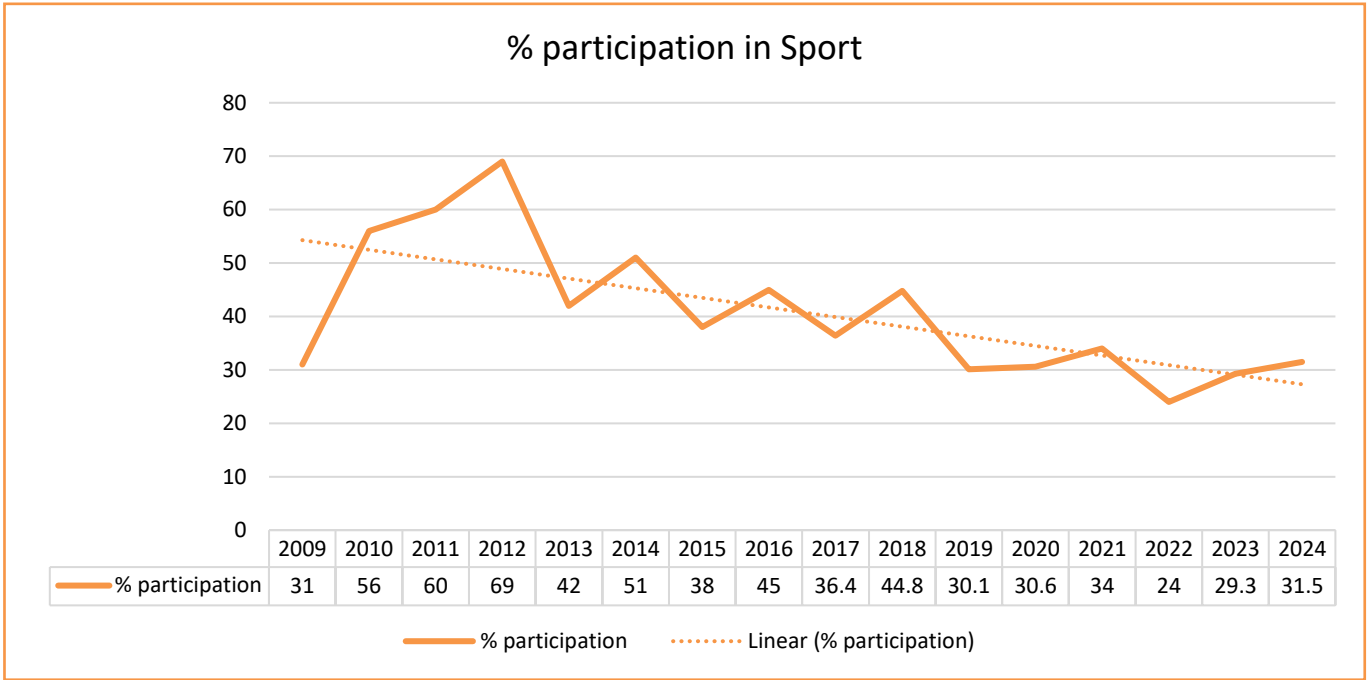
	Total Students	Student Reps		Total Staff	Assist Sports	Coach Team
Females	370	97	Teaching	70	8	7
Males	381	140	Support	46	6	5
Total	751	237	Total	116	14	12

- The number of sports are about the same for 2024 20 compared to 21
- More students represented the school -went up from 195 to 237.
- More students participated in sport 751 compared to 666.
- The same number of staff assisted with coaching.

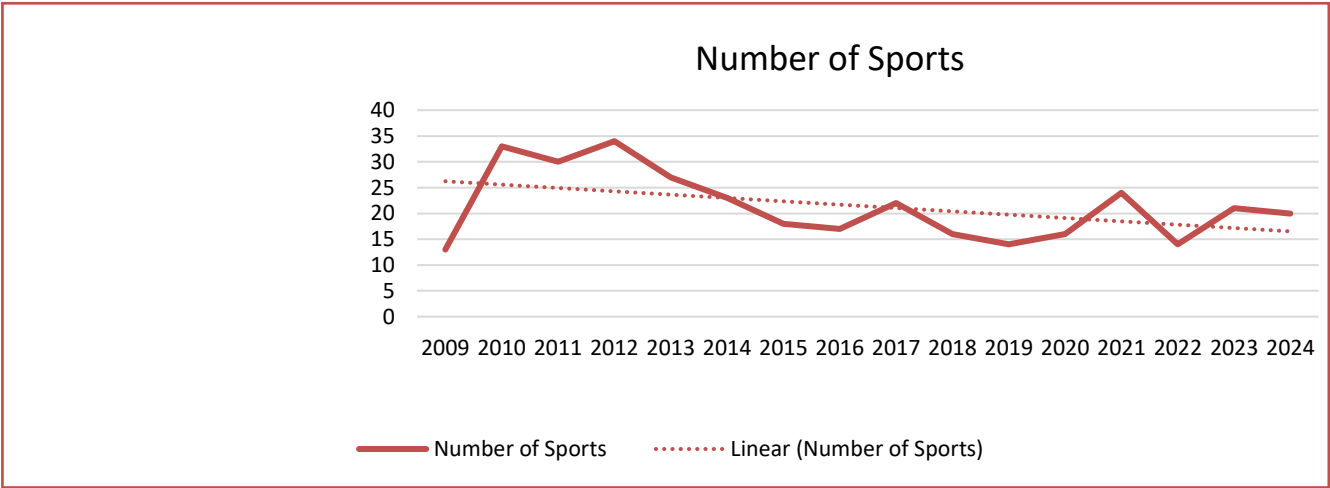
Participating in Sport by students at Tuakau College:

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



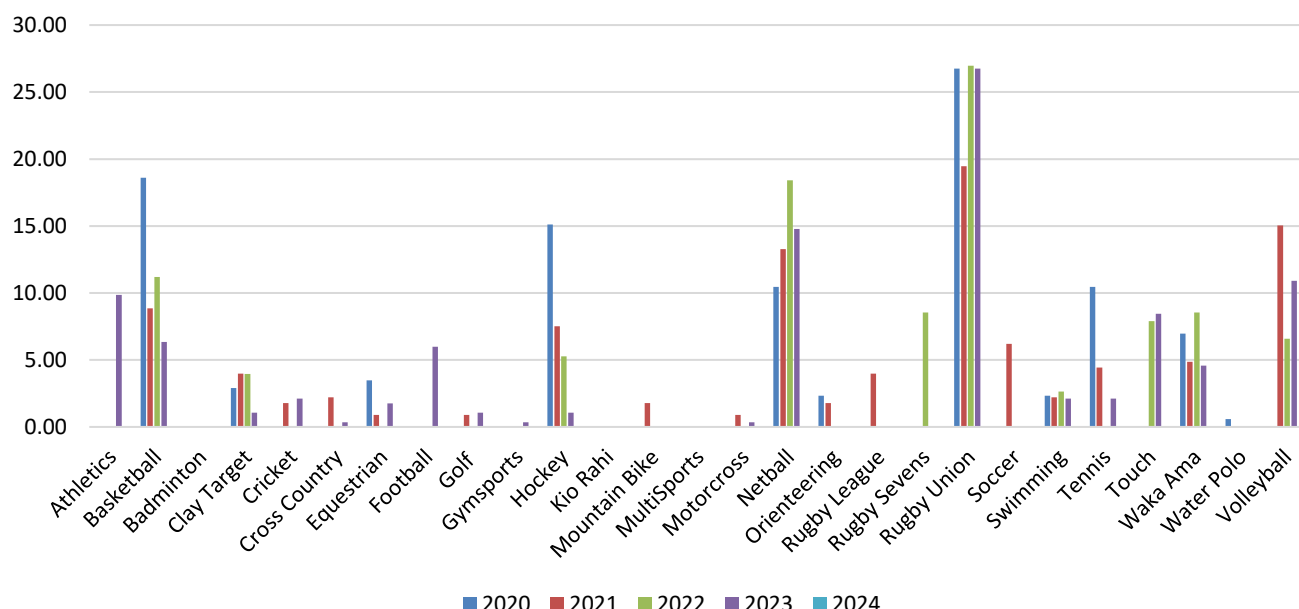
The numbers of sports went down by 1 in 2024 to 20.

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

There is an expectation that the roll will 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.



Trends in Sport -Participation-% of students in each Sport



Comments on Trends

- The changes in the number of sports is insignificant and over the next few years we will see a trend upwards. Continuing and working on non-participation is important and more work will be done in this area. We want as many students playing sport as possible. The opportunities are going to increase as the school grows - of course more students and more opportunities are being offered.
- We need to ensure:
 - The sedentary trend of a generation of students is broken and continue to communicate the positive work and the advantages of doing sport are espoused.
 - We will continue to see students being “wrapped in cotton wool” by their parents but we need to continue to highlight the benefits of playing sport.
 - We have an ongoing trend of more parents/caregivers being involved in coaching, managing sport at school.
 - Sport is popular again especially with the emphasis on womens sport in football, rugby etc
 - Good, support personnel to coach and manage the teams makes a difference and we have the biggest coaching by parents and caregivers in 2024.
- Rugby Union has made a resurgence with a number of teams and them being successful. Last year with the 1st XV continuing to provide good competition in their grade. U15’s winning their grade and U14 coming in second. Womens rugby is big with the Aupiki competition highlighting the pathway for girls rugby.
- Basketball continues to grow as with an increase in the number of students using the basketball hoops. The teams became more competitive.
- Volleyball has grown again with a number of teams being present in the Franklin competition.
- Football is making a resurgence with a number of students playing club but now back to a school team. This has been totally dependent upon the goodwill of staff pushing forward with the football teams. Great to see this occurring.
- 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.
- Soccer has improved and rebuilding and the Football world cup will have an influence on girls taking up football.
- The facilities for the field sports was boosted with a resurfacing of the rugby grouyns and a reconfiguration of the fields. Turf Tech were involved in the regfrassing of the fields and removal of the weeds
- Maintnenace continues of the artificial turf area. This has been here for more than 20 years and is still looking well with the maintenance programme that is being run in this area.
- We are having a trend of students being ‘poached’ by other schools to play in their teams against enrolment zone criteria. Basketball, rugby and football players have been enticed to other schools.

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.

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.





TUAKAU COLLEGE

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Evaluation & Analysis Student Progress & Achievement

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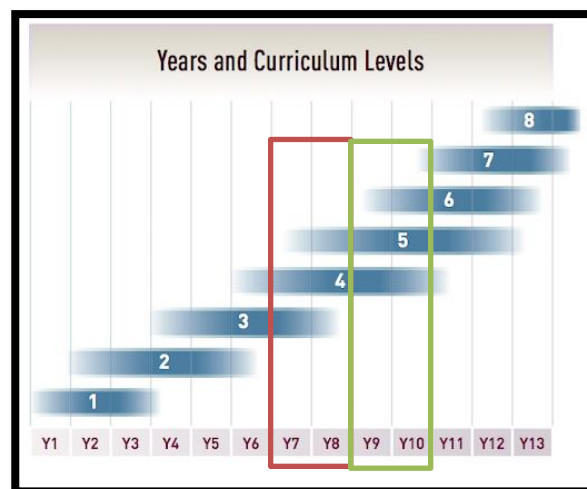
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Introduction

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)).

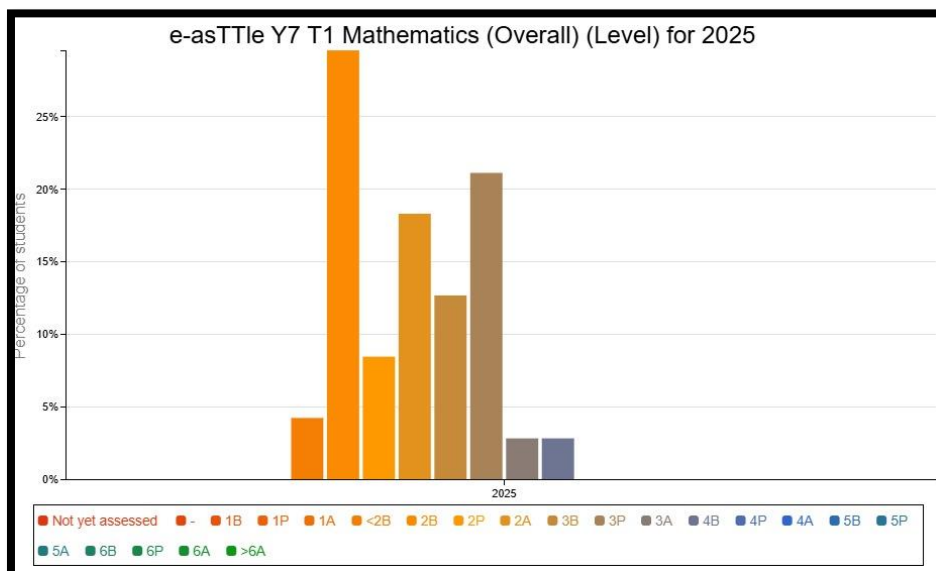
So a student for reading a student may get a **4B** : this means curriculum level 4 as per the chart above and sub level B-Basic. Each student gets a report informing them of what they did well and what needs to improve to get to the next level.

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

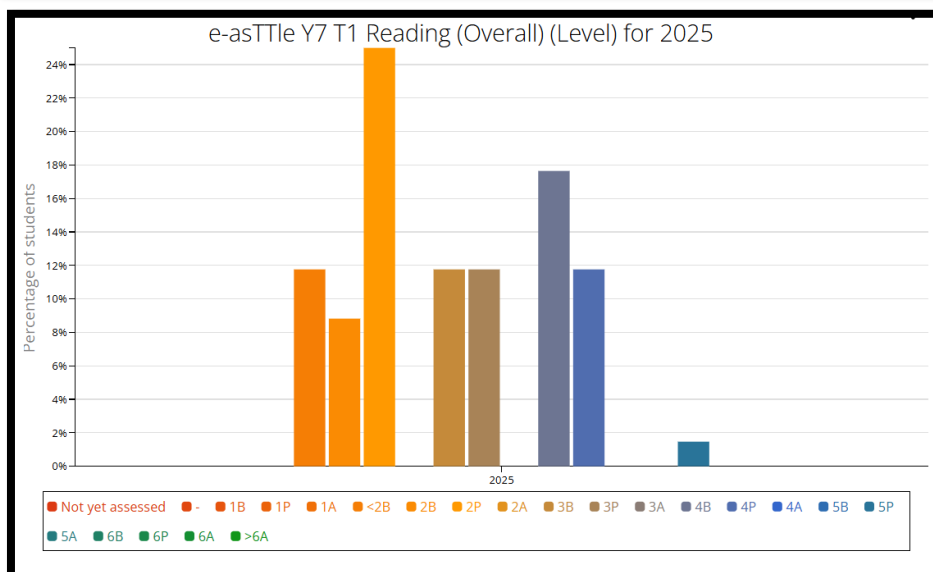
1B	1P	1A or <2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B	6P	6A
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These tests are diagnostic only and show progress. They are not summative but an indication on how well a student is doing. There are levels as to where the student should be at according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

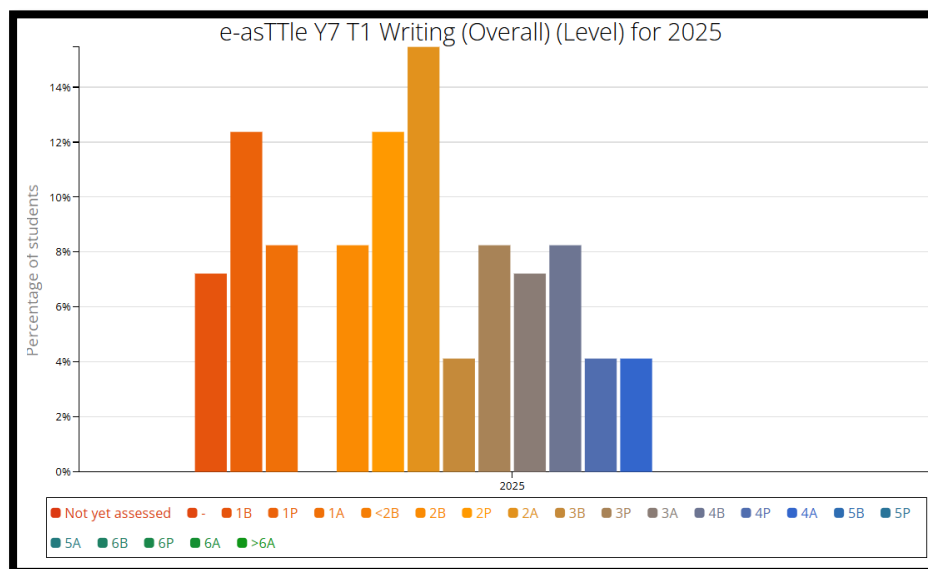
Year 7 Mathematics



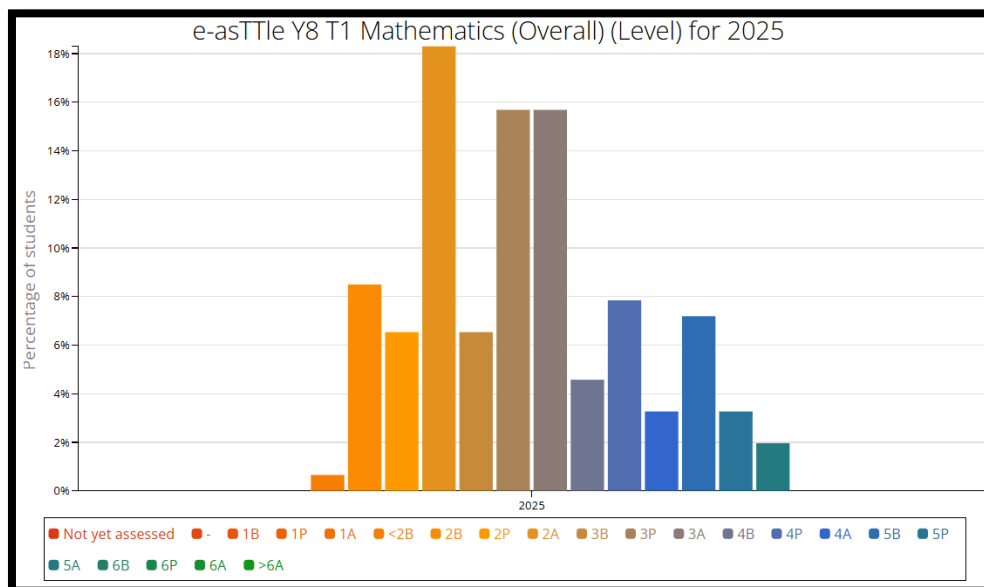
Year 7 Reading



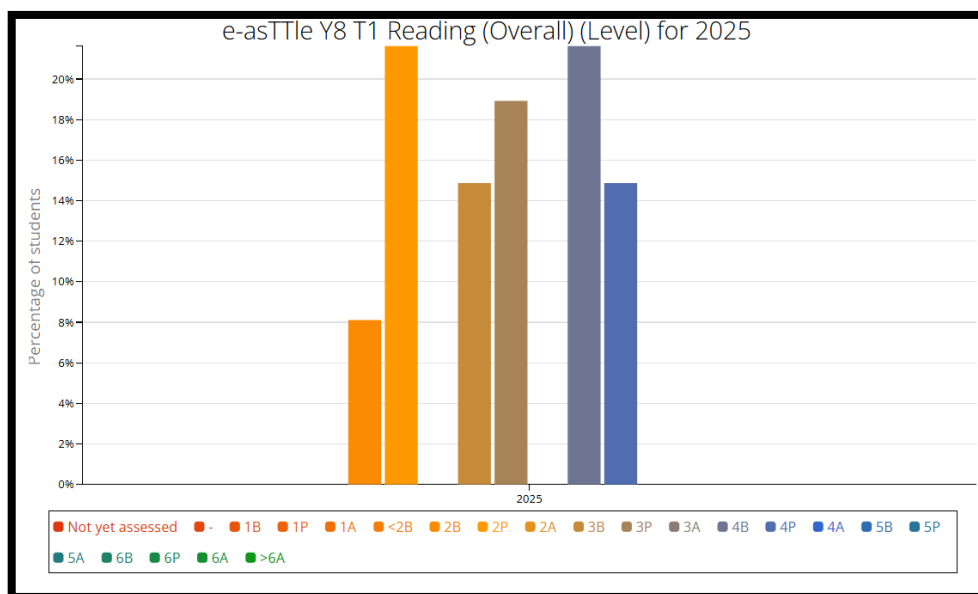
Year 7 Writing



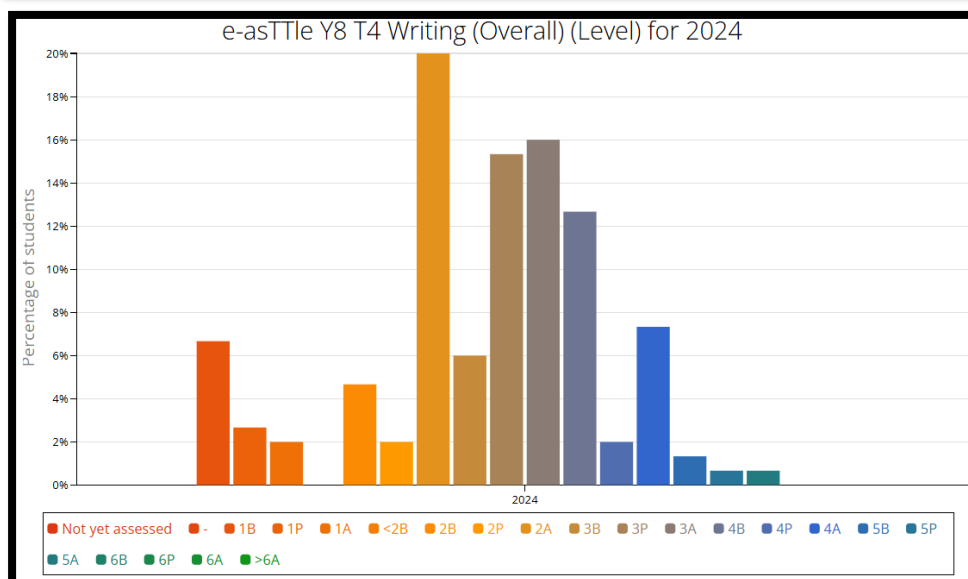
Year 8 Mathematics



Year 8 Reading

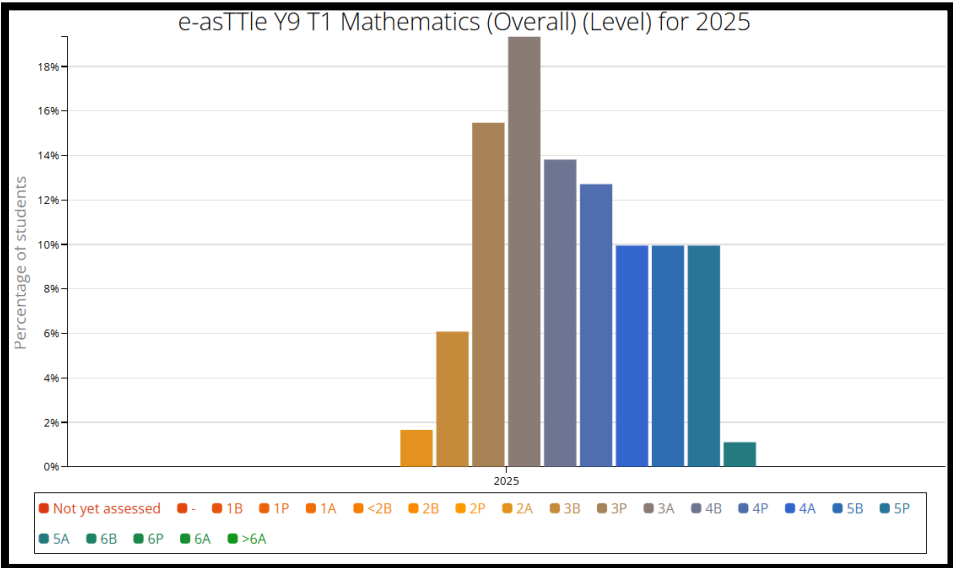


Year 8 Writing

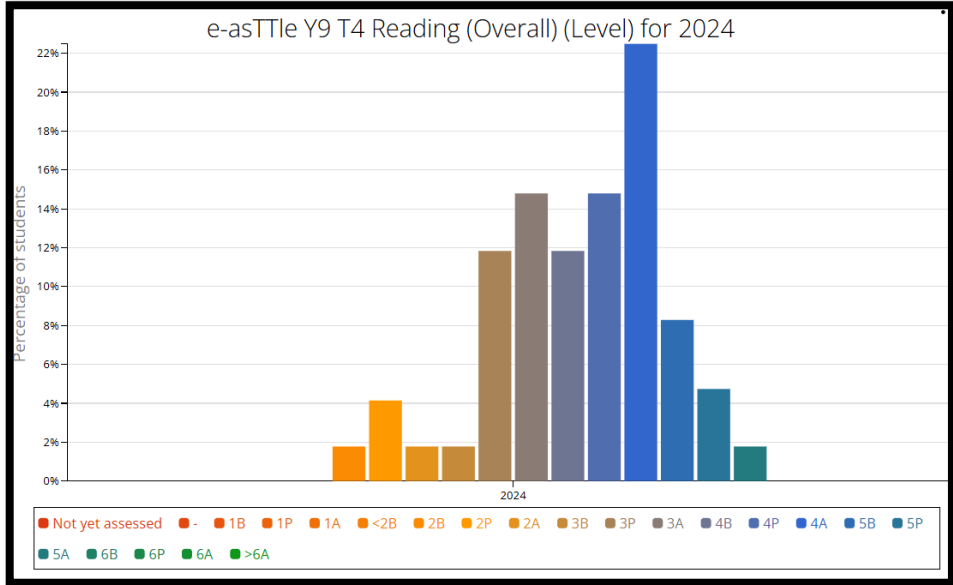


Student Progress and Achievement *Pai rawa atu i ngaa mea katoa*  *The very best in all things*

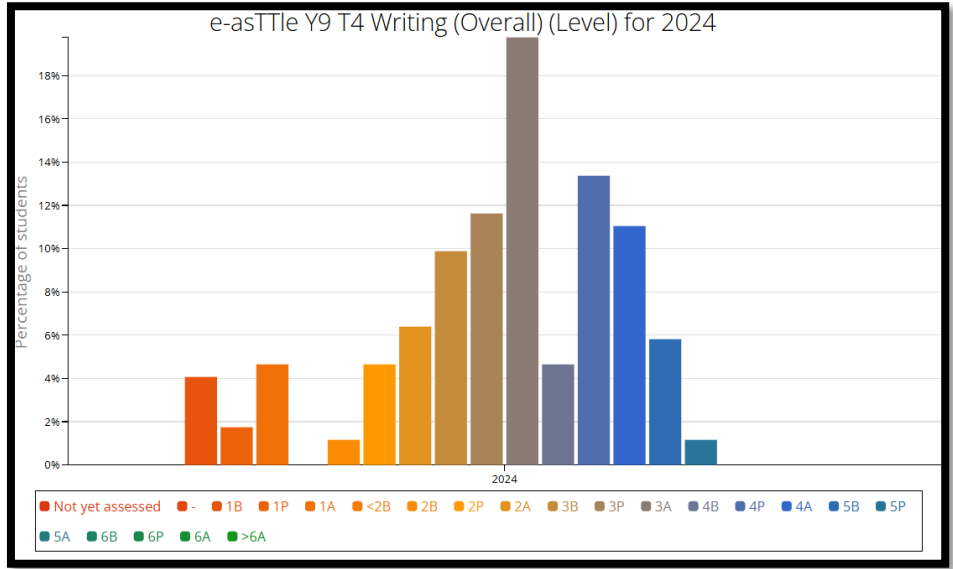
Y9 Mathematics



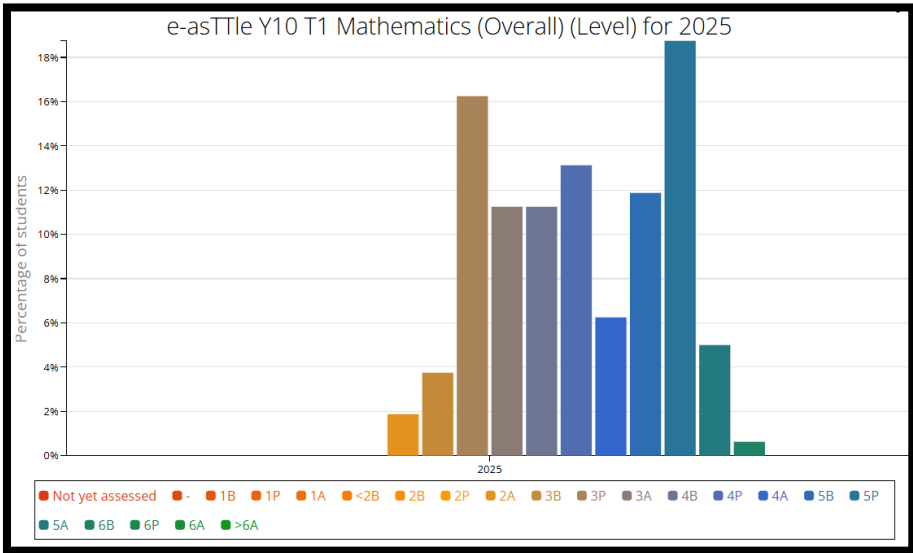
Y9 Reading



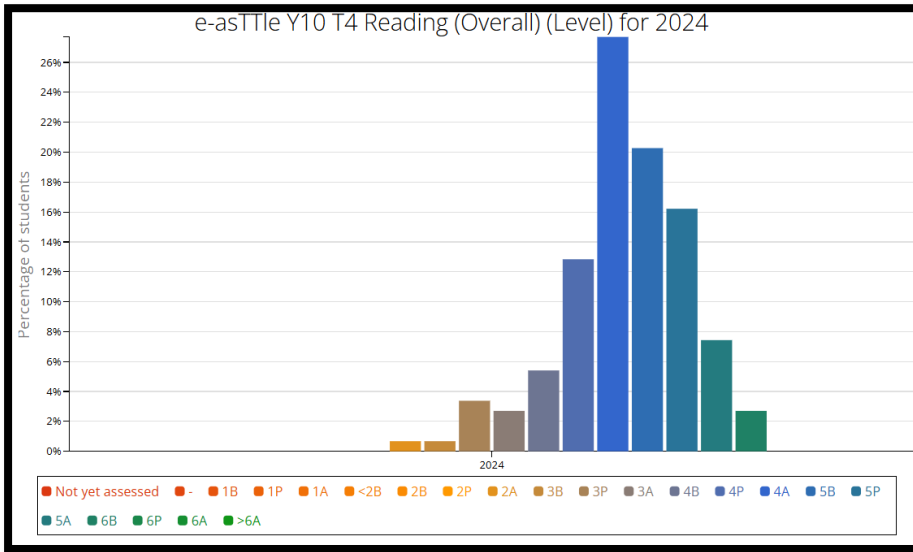
Y9 Writing



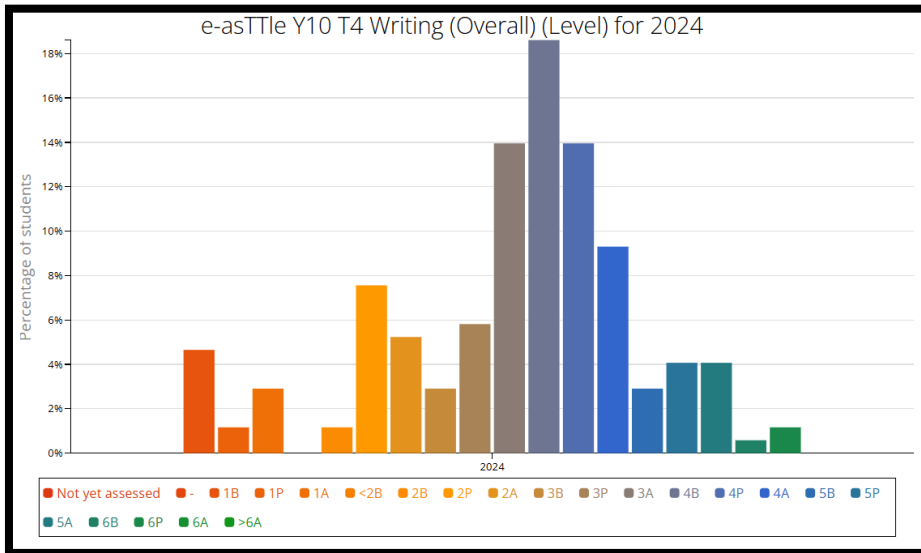
Y10 Mathematics



Y10 Reading



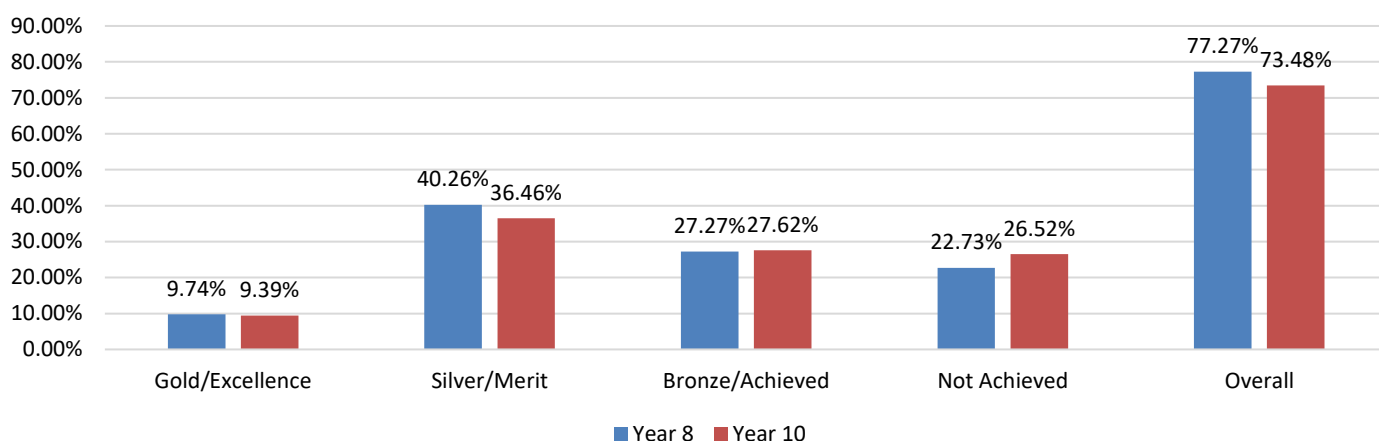
Y10 Writing



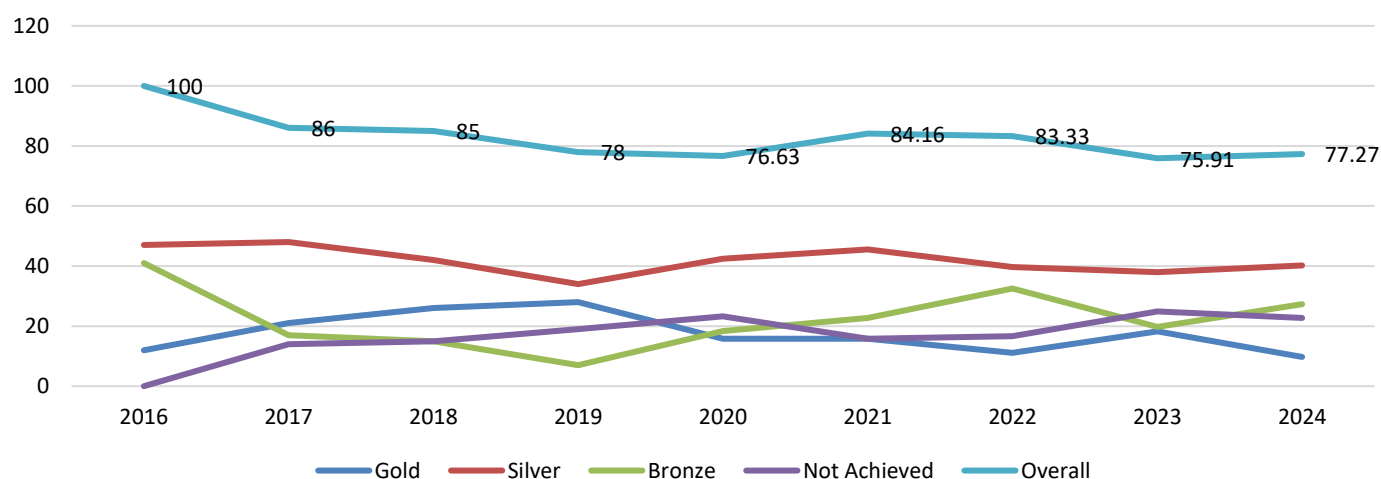
Years 8 & 10 Tuakau College Diplomas

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

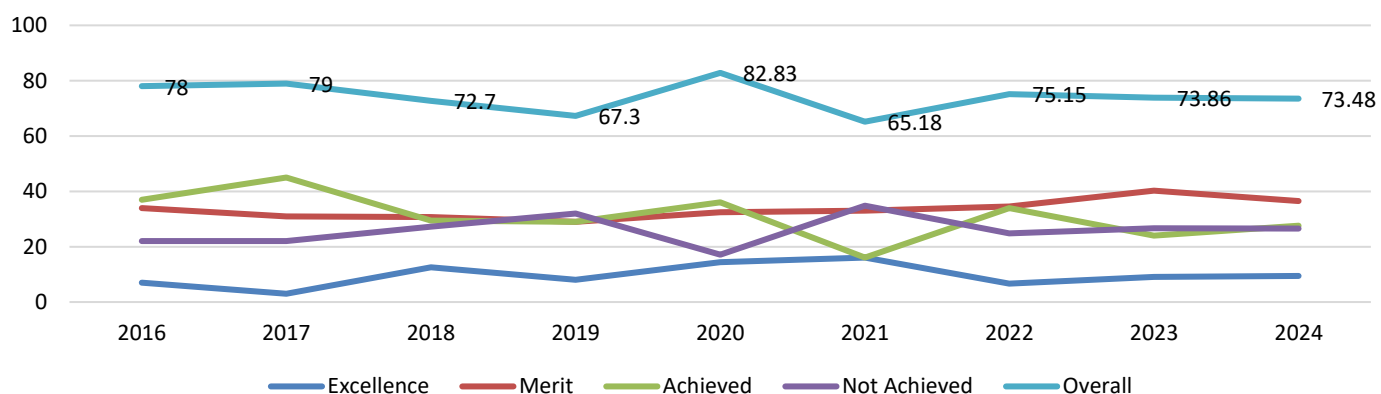
2024 Achievement of Tuakau College Diplomas



Trend in gaining Y8 Diplomas



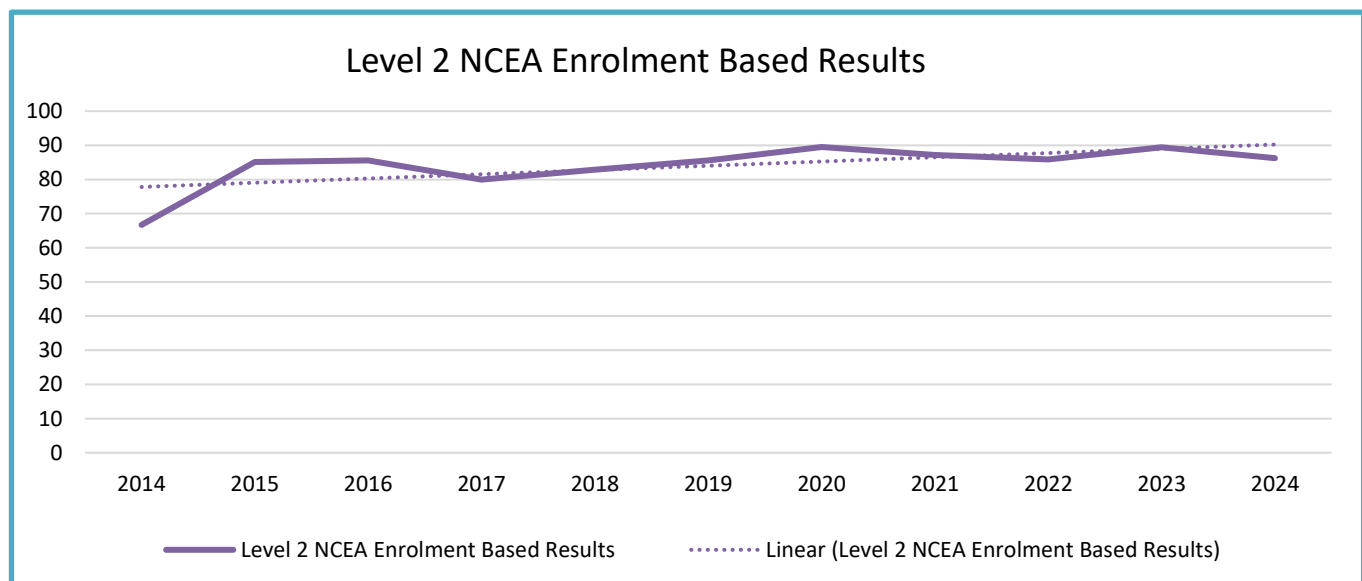
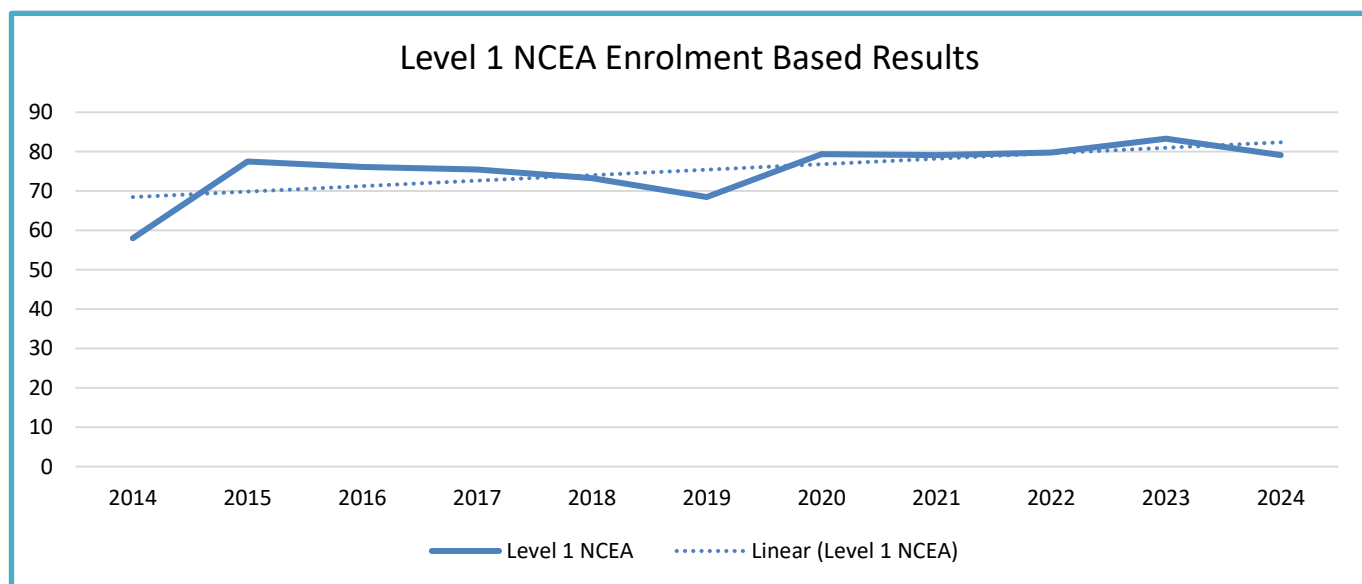
Trend in gaining Year 10 Diplomas

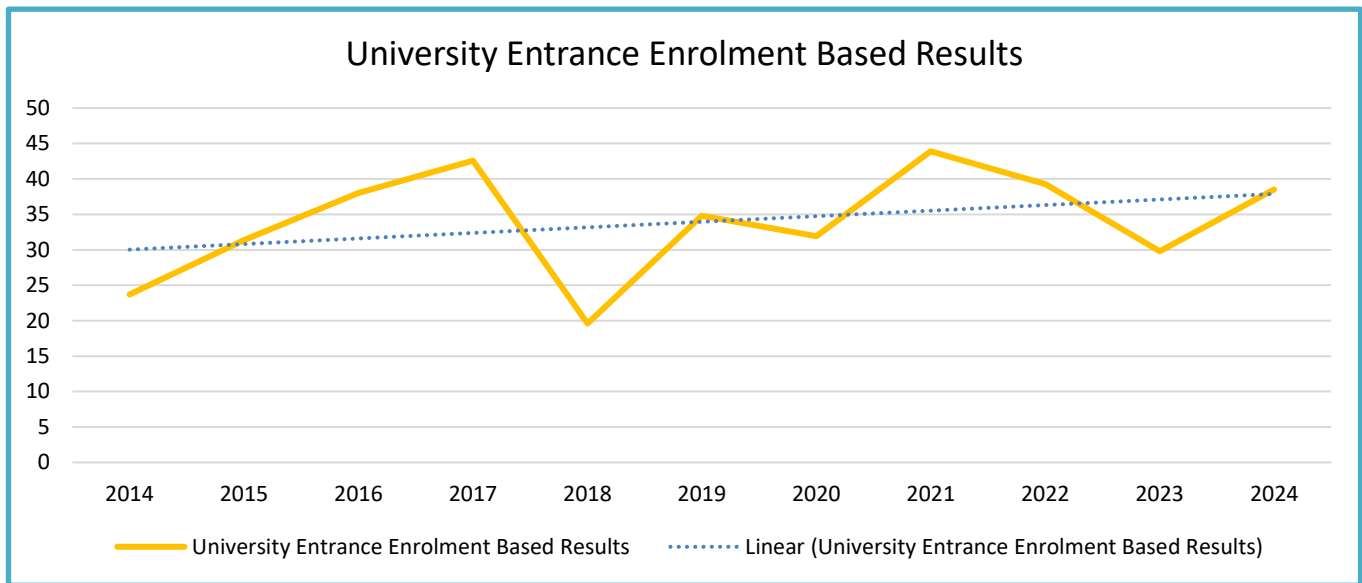
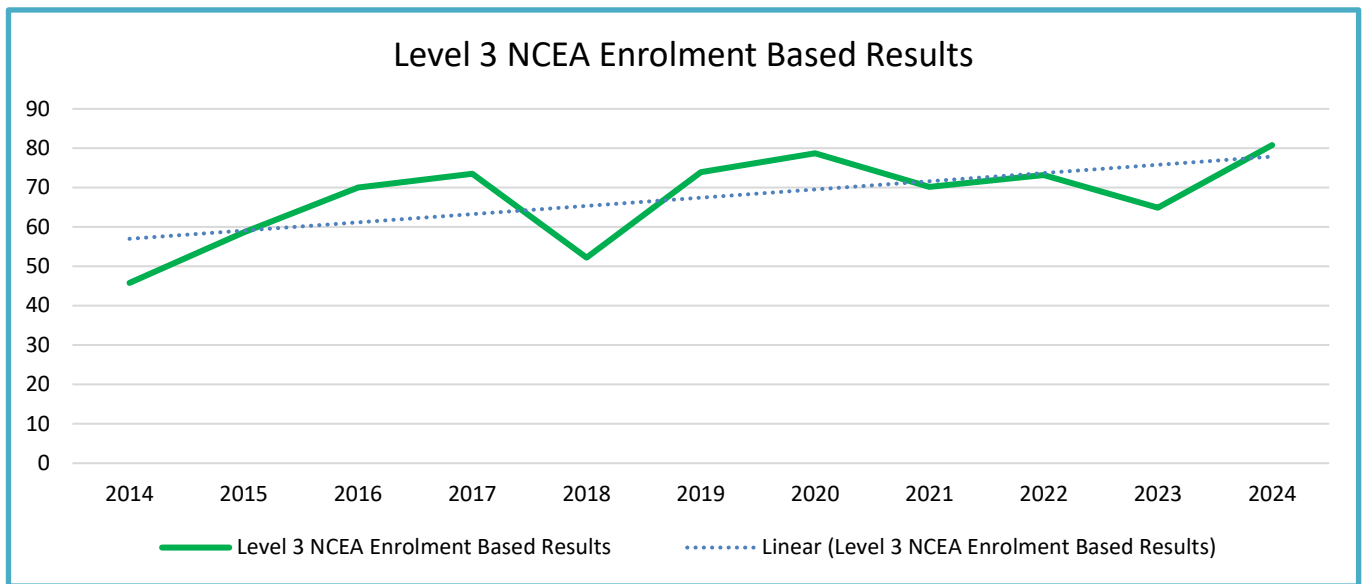


Overall NCEA

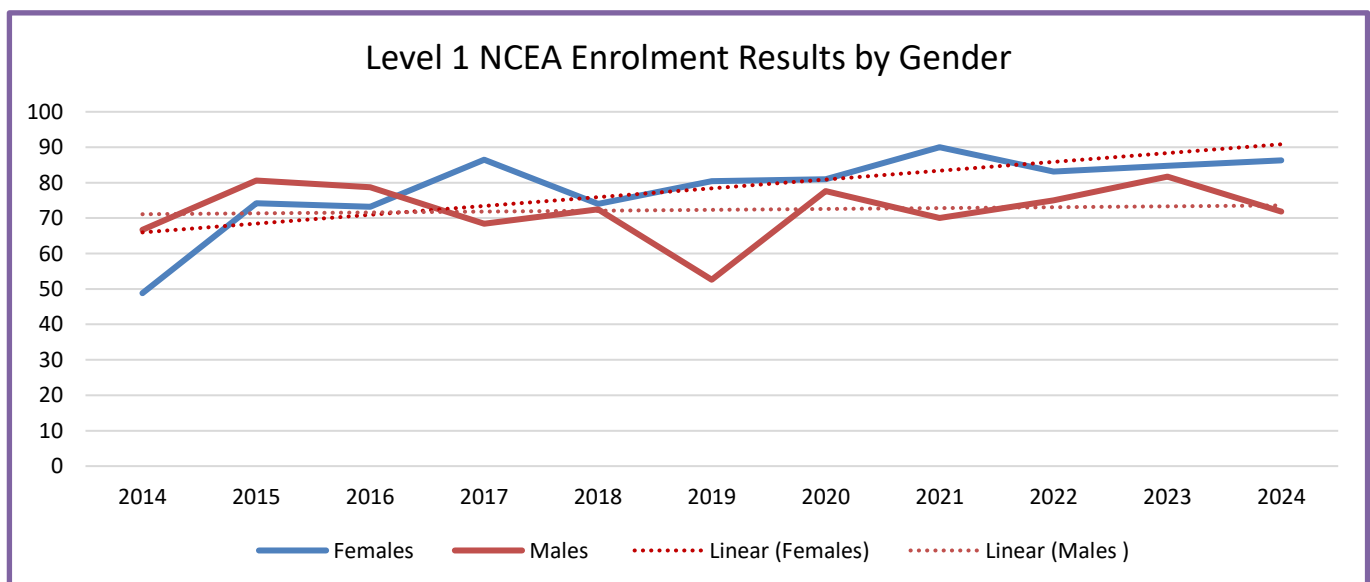
NCEA 2014-2024 Enrolment Based Results Whole School(source NZQA)

NCEA Levels	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Level 1	58	77.5	75.3	74.5	63.1	68.5	79.4	79.1	79.8	83.3	79.1
Level 2	66.7	85.1	84.9	80	79.5	85.6	89.5	87.2	85.9	89.4	86.2
Level 3	45.8	58.6	67.3	70.4	46.9	73.9	78.7	70.2	73.2	64.9	80.8
UE	23.7	31.4	36.5	40.8	18.4	34.8	31.9	43.9	39.3	29.8	38.5

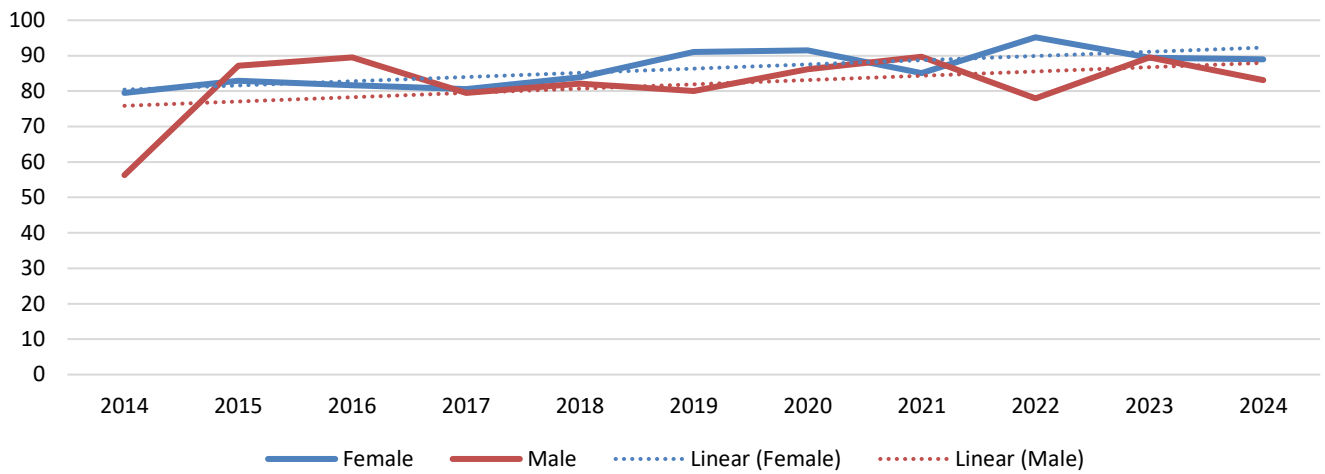




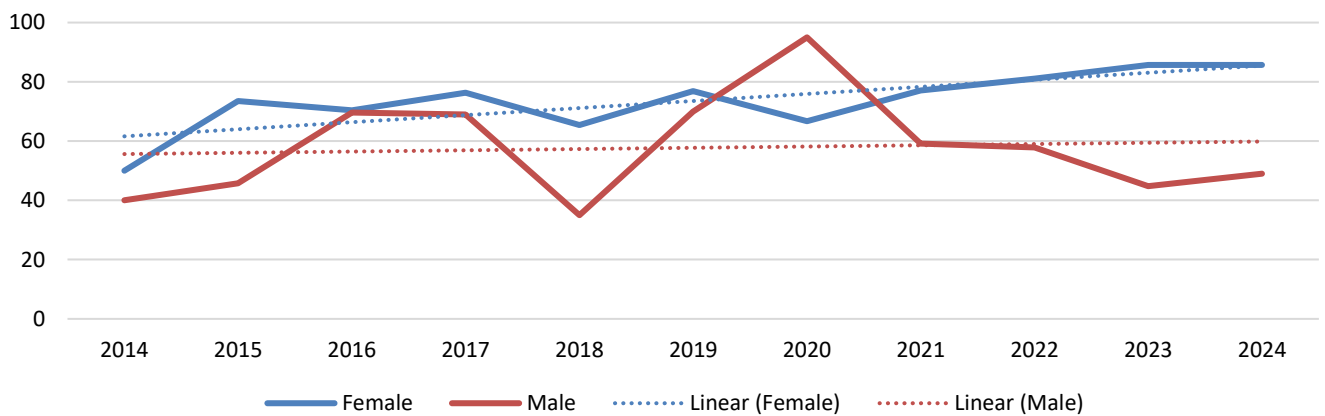
NCEA 2014-2024 Enrolment Based Results Gender Differences(source NZQA)



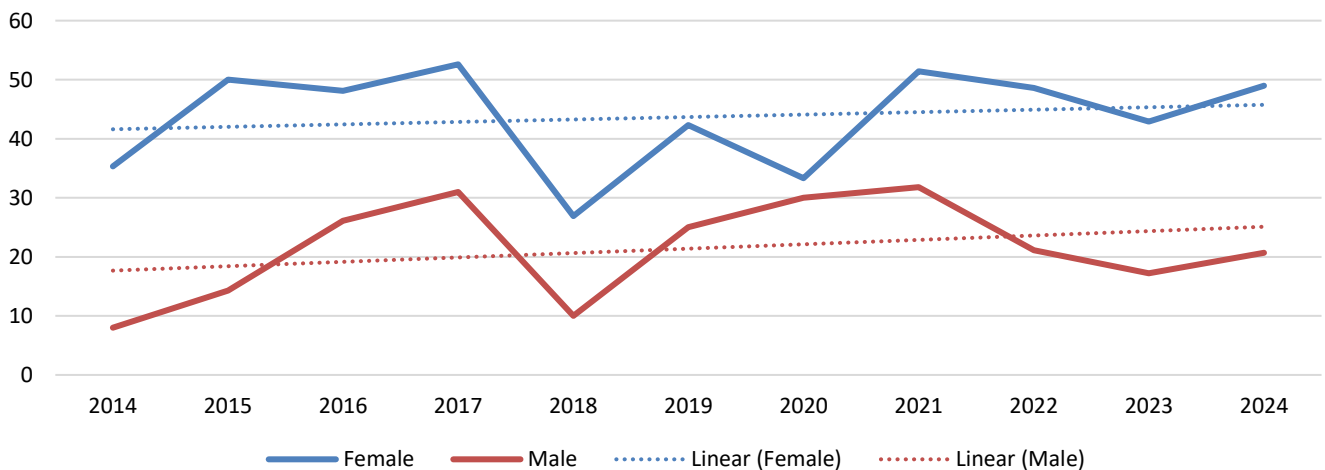
Level 2 Enrolment Results by Gender



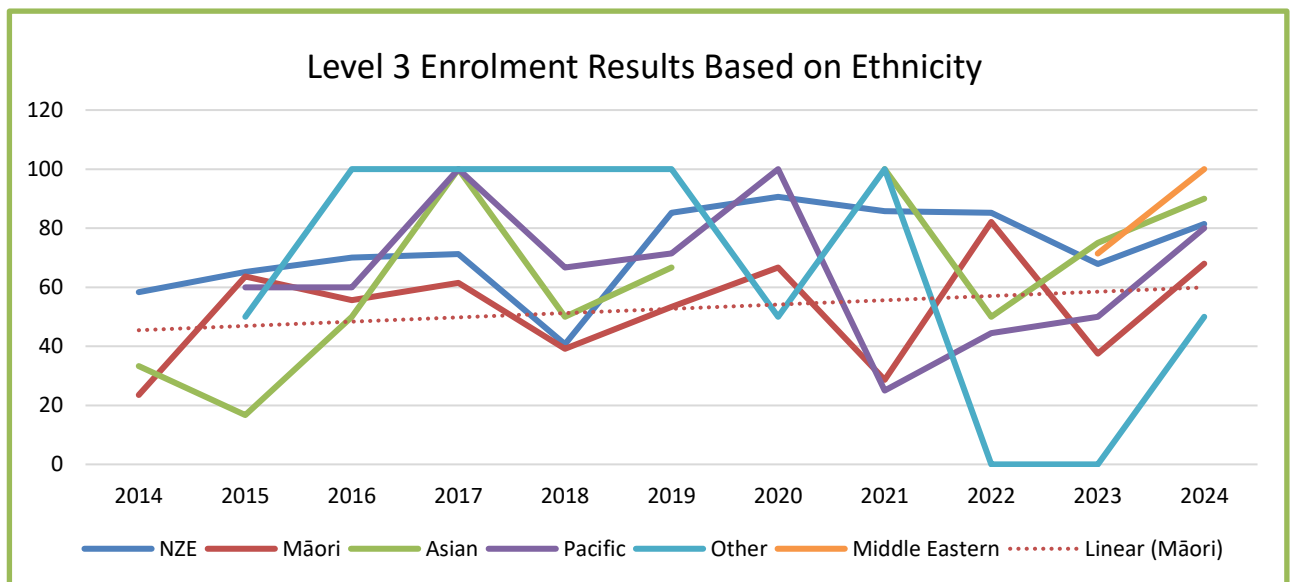
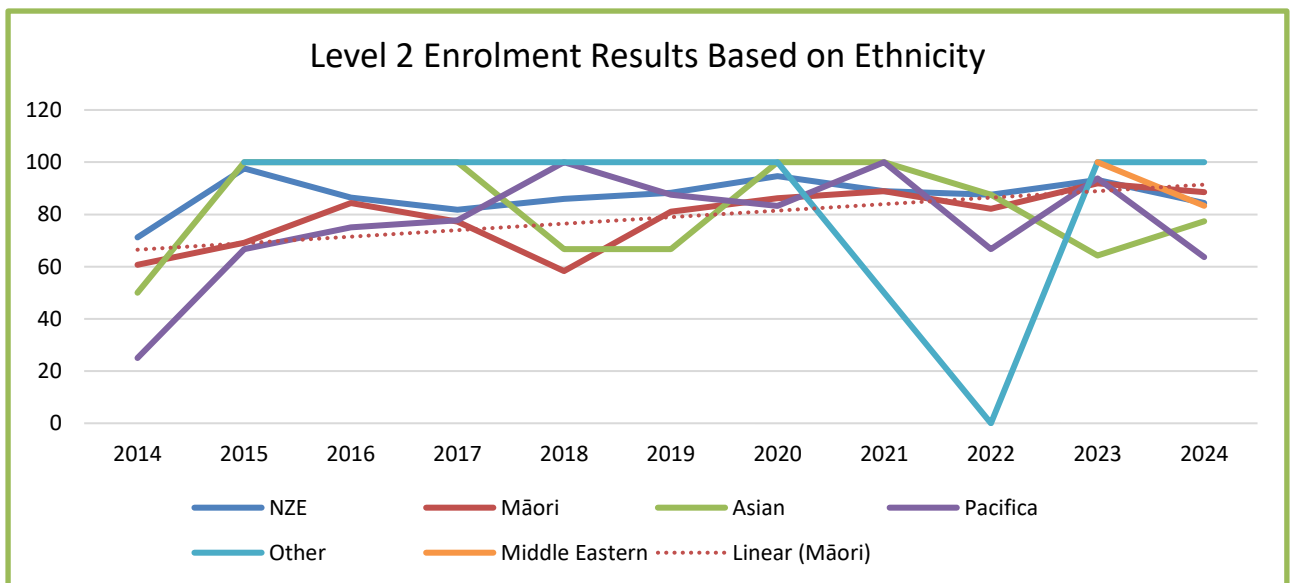
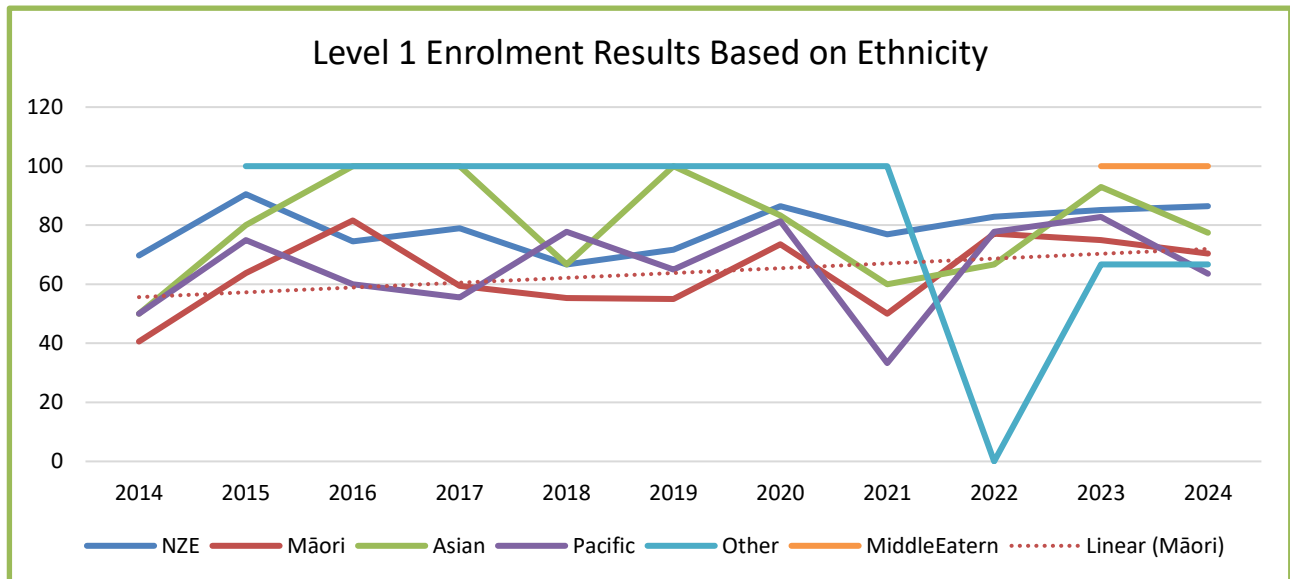
Level 3 Enrolment Results by Gender

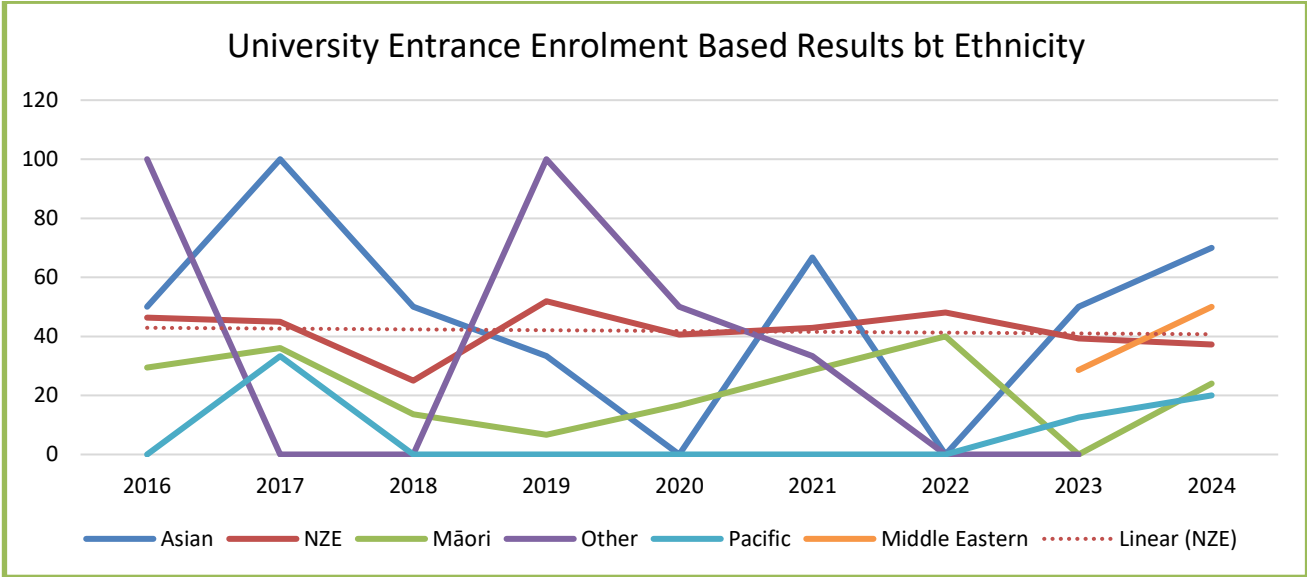


UE Enrolment Results by Gender

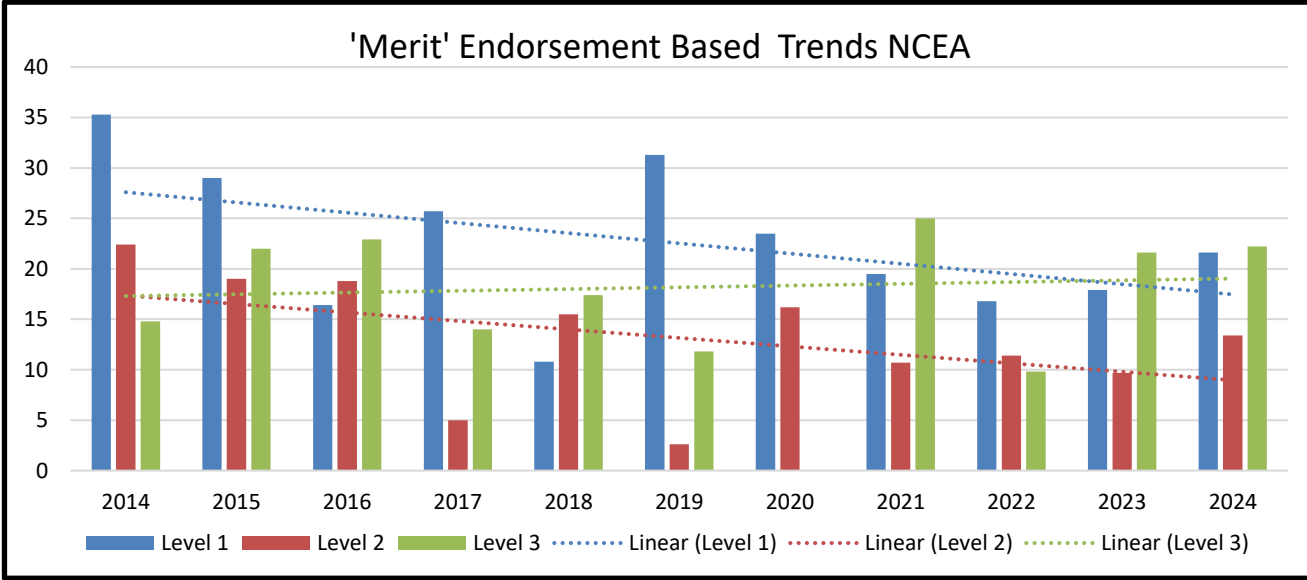
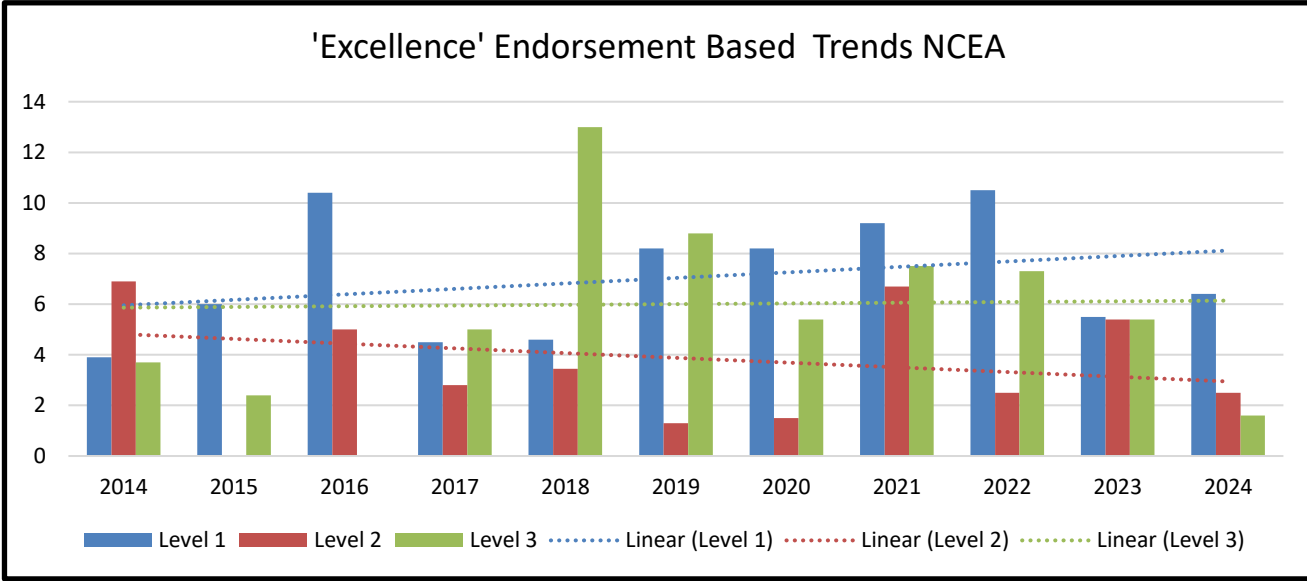


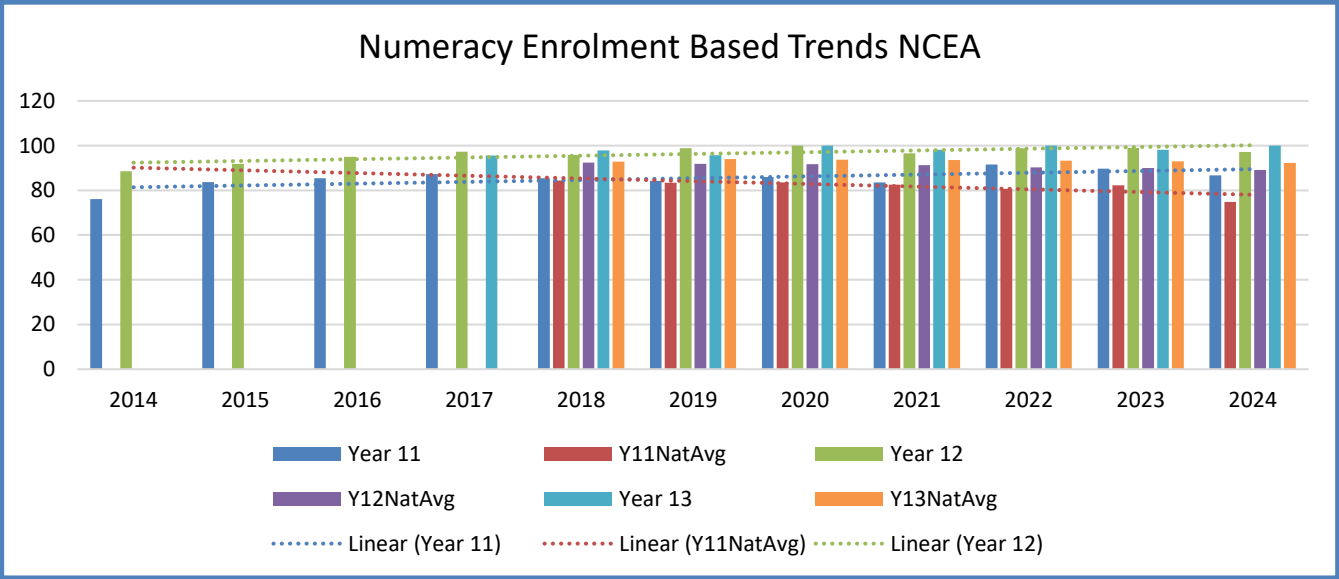
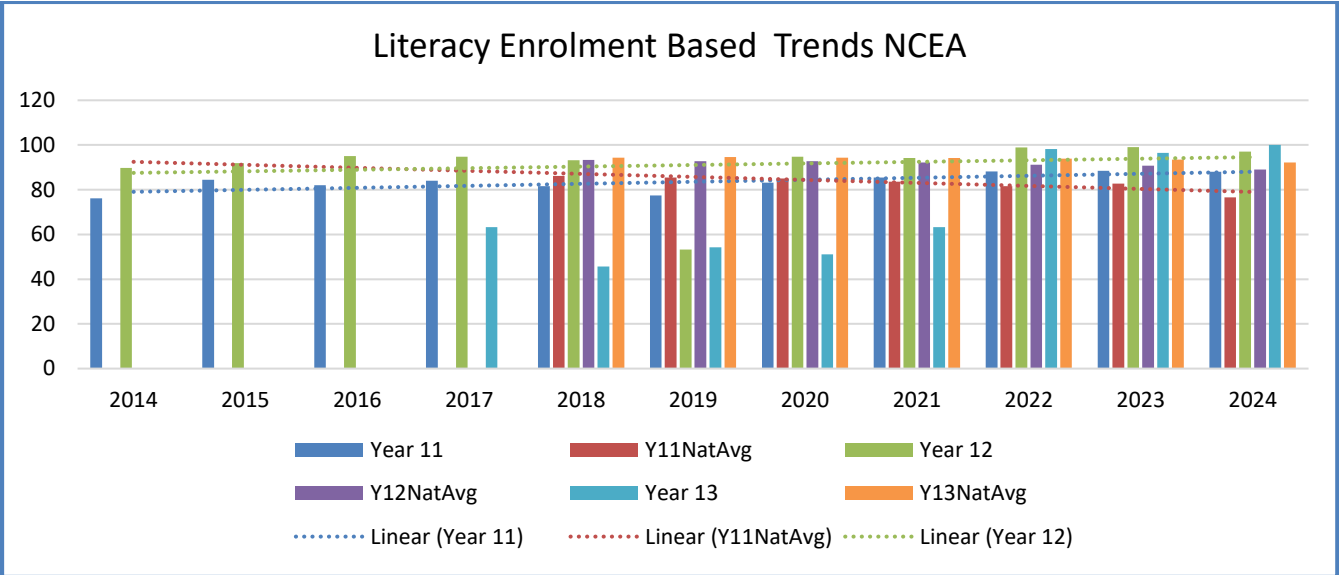
NCEA 2014-2024 Enrolment Based Results Ethnicity Differences(source NZQA)





NCEA 2015-2024 Endorsement Enrolment Based Results Whole School(source NZQA)





Analysis 2024 Results

Year 11

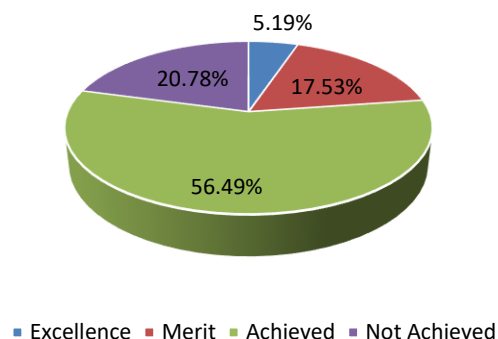
Overall

MOE	79.10%
Y11 Cohort Pass Rate	79.22%

	Students
Excellence	8
Merit	27
Achieved	87
Not Achieved	32
TOTAL	154

Excellence	5.19%
Merit	17.53%
Achieved	56.49%
Not Achieved	20.78%

Year 11 Endorsement Pass Rates



Gender



% each Gender	Female	51.61%	Male	48.39%
Pass Rate Gender	Female	43.87%	Male	34.84%
Not Achieved	Female	7.74%	Male	13.55%

43.87% of all candidates that passed were female
 34.84% of all candidates that passed were male
 7.74% of all candidates that did not achieve were female
 13.55% of all candidates that did not achieve were male

Endorsements

	Female
Excellence	5
Merit	17
Achieved	46
Not Achieved	12
TOTAL	80

	Male
Excellence	3
Merit	10
Achieved	41
Not Achieved	21
TOTAL	75

14.19% female gained endorsement (Merit or Excellence) out of Year 11
 8.39% male gained endorsement (Merit or Excellence) out of Year 11

Within each Gender Group



Females ONLY	
Pass rate	85.00%
Endorsement	27.50%



Males ONLY	
Pass Rate	72.00%
Endorsement	17.33%

	Female
Excellence	6.25%
Merit	21.25%
Achieved	57.50%
Not Achieved	15.00%

	Male
Excellence	4.00%
Merit	13.33%
Achieved	54.67%
Not Achieved	28.00%

	Asian	NZE	NZM	Other	Pasifika
% each Ethnicity	18.18%	29.22%	34.42%	9.09%	9.09%
Pass Rate Eth	14.29%	25.32%	24.68%	8.44%	6.49%
NOT Achieved	3.90%	3.90%	9.74%	0.65%	2.60%

- 14.29% of all candidates were Asian and passed
- 25.32% of all candidates were NZ European and passed
- 24.68% of all candidates were NZ Māori and passed
- 8.44% of all candidates were Other Ethnicities and passed
- 6.49% of all candidates were Pasifika and passed

Endorsements

	Asian	NZE	NZM	Other	Pasifika
Excellence	7	1	0	0	0
Merit	8	11	2	5	1
Achieved	7	27	36	8	9
Not Achieved	6	6	15	1	4
TOTAL	28	45	53	14	14

154

- 9.74% Asian gained endorsement out of Year 11
- 7.79% NZ European gained endorsement out of Year 11
- 1.30% NZ Māori gained endorsement out of Year 11
- 3.25% Other Ethnicity gained endorsement out of Year 11
- 0.65% Pasifika gained endorsement out of Year 11

Within each Ethnic Group

	Asian	NZE	NZM	Other	Pasifika
Pass in each gp	78.57%	86.67%	71.70%	92.86%	71.43%
NA within each gp	21.43%	13.33%	28.30%	7.14%	28.57%

An example of how to read this table

78.57%	of all Asians in Year 11 passed
21.43%	of all Asians in Year 11 did not pass

Endorsements in each group

	Asian	NZE	NZM	Other	Pasifika
Endorsement	53.57%	26.67%	3.77%	35.71%	7.14%

Merit higher

Excellence	25.00%	2.22%	0.00%	0.00%	0.00%
Merit	28.57%	24.44%	3.77%	35.71%	7.14%
Achieved	25.00%	60.00%	67.92%	57.14%	64.29%
Not Achieved	21.43%	13.33%	28.30%	7.14%	28.57%

Year 12

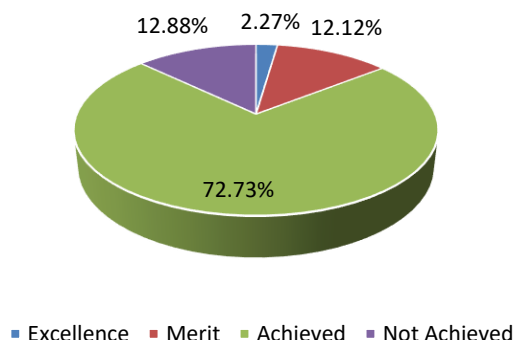
Overall

MOE	86.20%
Y12 Pass Rate	87.12%

	Students
Excellence	3
Merit	16
Achieved	96
Not Achieved	17
TOTAL	132

Excellence	2.27%
Merit	12.12%
Achieved	72.73%
Not Achieved	12.88%

Year 12 Endorsement Pass Rates



Gender



% each Gender	Female	51.52%	Male	48.48%
Pass Rate Gender	Female	47.73%	Male	39.39%
Not Achieved	Female	3.79%	Male	9.09%

47.73% of all candidates that passed were female
 39.39% of all candidates that passed were male
 3.79% of all candidates that did not achieve were female
 9.09% of all candidates that did not achieve were male

Endorsements

	Female
Excellence	3
Merit	15
Achieved	45
Not Achieved	5
TOTAL	68

	Male
Excellence	0
Merit	1
Achieved	51
Not Achieved	12
TOTAL	64

13.64% female gained endorsement (Merit or Excellence) out of Year 12
 0.76% male gained endorsement (Merit or Excellence) out of Year 12

Within each Gender Group



Females ONLY	
Pass rate	92.65%
Endorsement	26.47%



Males ONLY	
Pass Rate	81.25%
Endorsement	1.56%

	Female		Male
Excellence	4.41%	Excellence	0.00%
Merit	22.06%	Merit	1.33%
Achieved	66.18%	Achieved	68.00%
Not Achieved	7.35%	Not Achieved	16.00%

Ethnicity

	Asian	NZE	NZM	Other	Pasifika
% each Ethnicity	7.14%	25.32%	37.66%	4.55%	11.04%
Pass Rate Ethnicity	5.84%	21.43%	33.77%	3.90%	9.74%
NOT Achieved	1.30%	3.90%	3.90%	0.65%	1.30%

5.84% of all candidates were Asian and passed
 21.43% of all candidates were NZ European and passed
 33.77% of all candidates were NZ Māori and passed
 3.90% of all candidates were Other Ethnicities and passed
 9.74% of all candidates were Pasifika and passed

Endorsements

	Asian	NZE	NZM	Other	Pasifika
Excellence	0	0	3	0	0
Merit	2	8	5	0	1
Achieved	7	25	44	6	14
Not Achieved	2	6	6	1	2
TOTAL	11	39	58	7	17

132

1.52% Asian gained endorsement out of Year 12
 6.06% NZ European gained endorsement out of Year 12
 6.06% NZ Māori gained endorsement out of Year 12
 0.00% Other Ethnicity gained endorsement out of Year 12
 0.76% Pasifika gained endorsement out of Year 12

Within each Ethnic Group

	Asian	NZE	NZM	Other	Pasifika
Pass in each gp	81.82%	84.62%	89.66%	85.71%	88.24%
NA within each gp	18.18%	15.38%	10.34%	14.29%	11.76%

An example of how to read this table

81.82%	of all Asians in Year 12 passed
18.18%	of all Asians in Year 12 did not pass

Endorsements in each group

	Asian	NZE	NZM	Other	Pasifika
Endorsement	18.18%	20.51%	13.79%	0.00%	5.88%

Merit higher

Excellence	0.00%	0.00%	5.66%	0.00%	0.00%
Merit	7.14%	17.78%	9.43%	0.00%	7.14%
Achieved	25.00%	55.56%	83.02%	42.86%	100.00%
Not Achieved	7.14%	13.33%	11.32%	7.14%	14.29%

Year 13

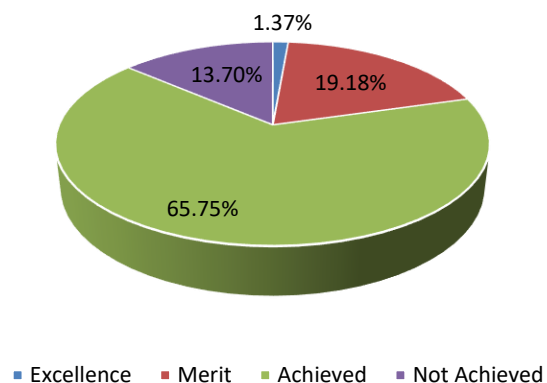
Overall

MOE	80.80%
Y13 Pass Rate	86.30%

	Students
Excellence	1
Merit	14
Achieved	48
Not Achieved	10
TOTAL	73

Excellence	1.37%
Merit	19.18%
Achieved	65.75%
Not Achieved	13.70%

Year 13 Endorsement Pass Rates



Gender



% each Gender	Female	61.64%	Male	38.36%
Pass Rate Gender	Female	57.53%	Male	28.77%
Not Achieved	Female	4.11%	Male	9.59%

57.53% of all candidates that passed were female

28.77% of all candidates that passed were male

4.11% of all candidates that did not achieve were female

9.59% of all candidates that did not achieve were male

Endorsements

	Female
Excellence	0
Merit	12
Achieved	30
Not Achieved	3
TOTAL	45

	Male
Excellence	1
Merit	2
Achieved	18
Not Achieved	7
TOTAL	28

16.44% female gained endorsement (Merit or Excellence) out of Year 13

4.11% male gained endorsement (Merit or Excellence) out of Year 13

Within each Gender Group



Females ONLY	
Pass rate	93.33%
Endorsement	26.67%



Males ONLY	
Pass Rate	75.00%
Endorsement	10.71%

	Female		Male
Excellence	0.00%	Excellence	1.33%
Merit	26.67%	Merit	2.67%
Achieved	66.67%	Achieved	24.00%
Not Achieved	6.67%	Not Achieved	9.33%

	Asian	NZE	NZM	Other	Pasifik a
% each Ethnicity	5.19%	16.88%	14.29%	5.19%	5.84%
Pass Rate Ethnicity	5.19%	14.94%	11.04%	4.55%	5.19%
NOT Achieved	0.00%	1.95%	3.25%	0.65%	0.65%

5.19% of all candidates were Asian and passed
 14.94% of all candidates were NZ European and passed
 11.04% of all candidates were NZ Māori and passed
 4.55% of all candidates were Other Ethnicities and passed
 5.19% of all candidates were Pasifika and passed

Endorsements

	Asian	NZE	NZM	Other	Pasifik a
Excellence	1	0	0	0	0
Merit	2	7	3	1	1
Achieved	5	16	14	6	7
Not Achieved	0	3	5	1	1
TOTAL	8	26	22	8	9

73

4.11% Asian gained endorsement out of Year 13
 9.59% NZ European gained endorsement out of Year 13
 4.11% NZ Māori gained endorsement out of Year 13
 1.37% Other Ethnicity gained endorsement out of Year 13
 1.37% Pasifika gained endorsement out of Year 13

Within each Ethnic Group

	Asian	NZE	NZM	Other	Pasifik a
Pass in each gp	100.00%	88.46%	77.27%	87.50%	88.89%
NA within each gp	0.00%	11.54%	22.73%	12.50%	11.11%

An example of how to read this table

100.00%	of all Asians in Year 13 passed
0.00%	of all Asians in Year 13 did not pass

Endorsements in each group

	Asian	NZE	NZM	Other	Pasifika
Endorsement	37.50%	26.92%	13.64%	12.50%	11.11%

Merit higher

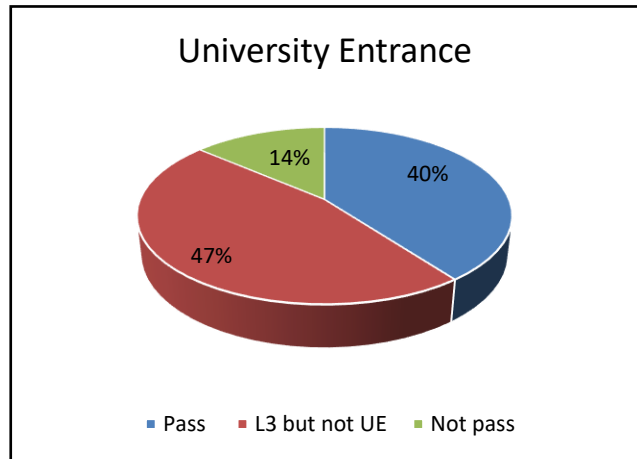
Excellence	3.57%	0.00%	0.00%	0.00%	0.00%
Merit	7.14%	15.56%	5.66%	7.14%	7.14%
Achieved	17.86%	35.56%	26.42%	42.86%	50.00%
Not Achieved	0.00%	6.67%	9.43%	7.14%	7.14%

University Entrance

Overall	MOE	38.5
	UE Pass Rate	39.73%

	Students
Pass	29
L3 but not UE	34
Not pass	10
TOTAL	73

Pass	40%
L3 but not UE	47%
Not pass	14%



Gender



♀

	Female
UE pass	23
L3Pass NOT UE	19
Not UE	3
TOTAL	45

♂

	Male
UE pass	6
L3Pass NOT UE	15
Not UE	7
TOTAL	28

Percentage within each group

	Female	Male
UE Pass	51%	21%
L3 but not UE	42%	54%
Not pass	7%	25%
TOTAL	100%	100%

Percentage whole cohort

	Female	Male
UE Pass	32%	8%
L3 but not UE	26%	21%
Not pass	4%	10%
TOTAL	62%	38%

Ethnicity

	Asian	NZE	NZM	Other	Pasifika
UE Pass	6	13	5	3	2
L3 but not UE	2	10	12	4	6
Not pass	0	3	5	1	1
TOTAL	8	26	22	8	9

73

Percentage
within
each group

	Asian	NZE	NZM	Other	Pasifika
UE Pass	75%	50%	23%	38%	22%
L3 but not UE	25%	38%	55%	50%	67%
Not pass	0%	12%	23%	13%	11%
TOTAL	100%	100%	100%	100%	100%

Percentage
whole cohort

	Asian	NZE	NZM	Other	Pasifika
UE Pass	8%	18%	7%	4%	3%
L3 but not UE	3%	14%	16%	5%	8%
Not pass	0%	4%	7%	1%	1%
TOTAL	11%	36%	30%	11%	12%

100%

NCEA Results - Principal's Report

Tuakau College and National Averages and Equity Index comparisons

Final NCEA Results 2024-percentages						
	Tuakau College	National	Equity Index	Interim CBE	Diff Nat.Us	Diff TC & CBE
Level 1	86.3	44.9	55.5	80.8	41.4	5.5
Excellence	6.4	11.2	9.3	5.91	-4.8	0.49
Merit	21.6	28.8	27.6	17.53	-7.2	4.07
Level 2	86.2	73.6	78.9	87.12	12.6	-0.92
Excellence	2.5	15.5	12	2.27	-13	0.23
Merit	13.4	24.5	22.1	12.12	-11.1	1.28
Level 3	80.8	69.4	72.7	86.3	11.4	-5.5
Excellence	1.6	14.1	11.8	1.37	-12.5	0.23
Merit	22.2	25.7	23.2	19.18	-3.5	3.02
UE	37.2	48.2	47.7	39.73	-11	-2.53

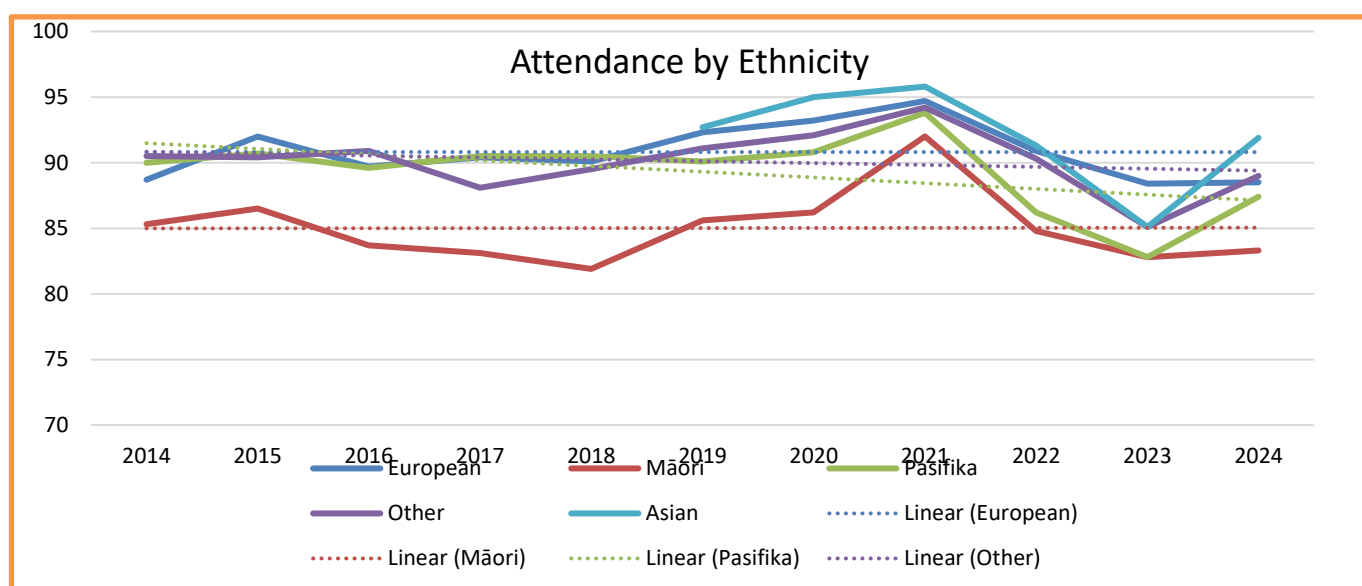
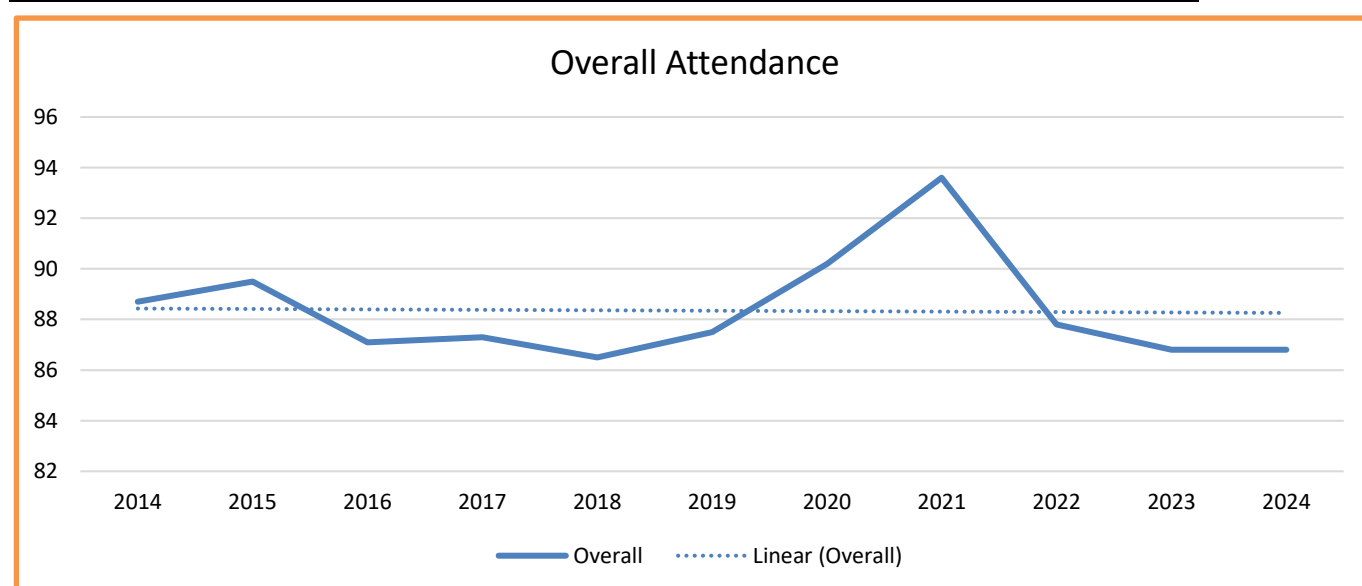
Comparison with Other Secondary Final Results

<i>School</i>	<i>NCEA L1%</i>	<i>Nos</i>	<i>NCEA L2%</i>	<i>Nos</i>	<i>NCEA L3%</i>	<i>Nos</i>	<i>UE%</i>	<i>Nos</i>
Tuakau College	86.3	122	86.2	117	80.8	63	37.2	29
Pukekohe HS	58.1	270	85.3	301	57.7	158	37.2	102
Waiuku College	66	140	78.1	175	62.3	72	25.9	30
Onewhero AS	56.9	29	82.9	29	95	19	65	13
Wesley College	69.4	43	72.3	47	77.4	48	38.7	24
Rosehill College	1.9	7	52.9	173	64.3	126	41.8	82
Papakura HS	21.4	58	51	101	55	66	13.3	16
Te Kauwhata College	44.3	51	70.4	38	55.2	16	44.8	13

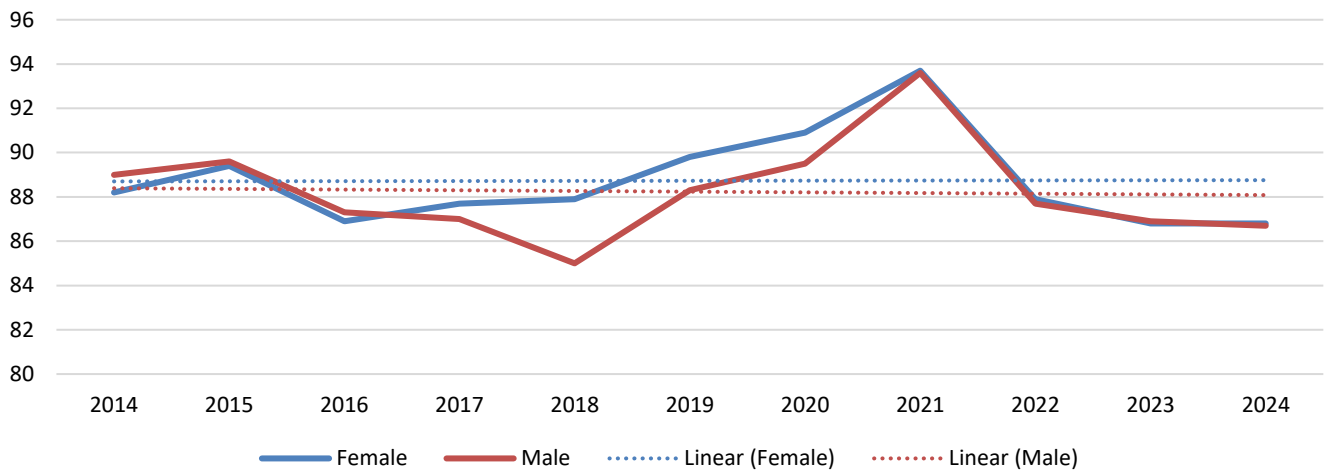
Attendance

Attendance 2014-2024 (source KAMAR records Tuakau College)

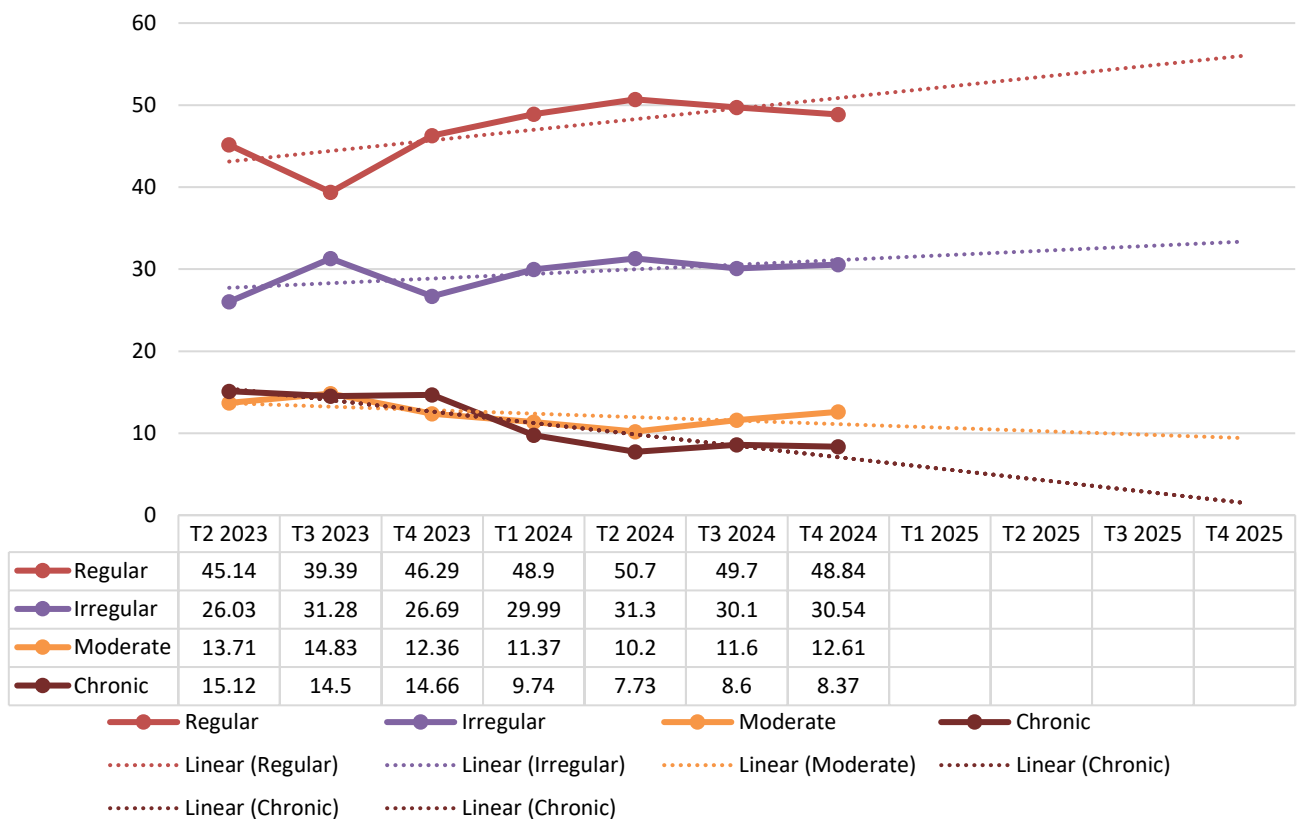
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Overall	88.7	89.5	87.1	87.3	86.5	87.5	90.2	93.6	87.8	86.8	86.8
European	91.2	92	89.7	90.4	90.1	92.7	93.2	94.7	90.9	88.4	88.5
Māori	85.3	86.5	83.7	83.1	81.9	85.6	86.2	92	84.8	82.8	83.3
Pasifika	90	90.7	89.6	90.5	90.5	90.1	90.8	93.8	86.2	82.8	87.4
Other	90.5	90.4	90.9	88.1	89.5	91.1	92.1	94.2	90.3	85.1	89
Asian						92.7	95	95.8	91.3	85.1	91.9
Male	89	89.6	87.3	87	85	89.8	90.9	93.6	87.7	86.9	86.7
Female	88.2	89.4	86.9	87.7	87.9	88.3	89.5	93.7	87.9	86.8	86.8



Attendance by Gender

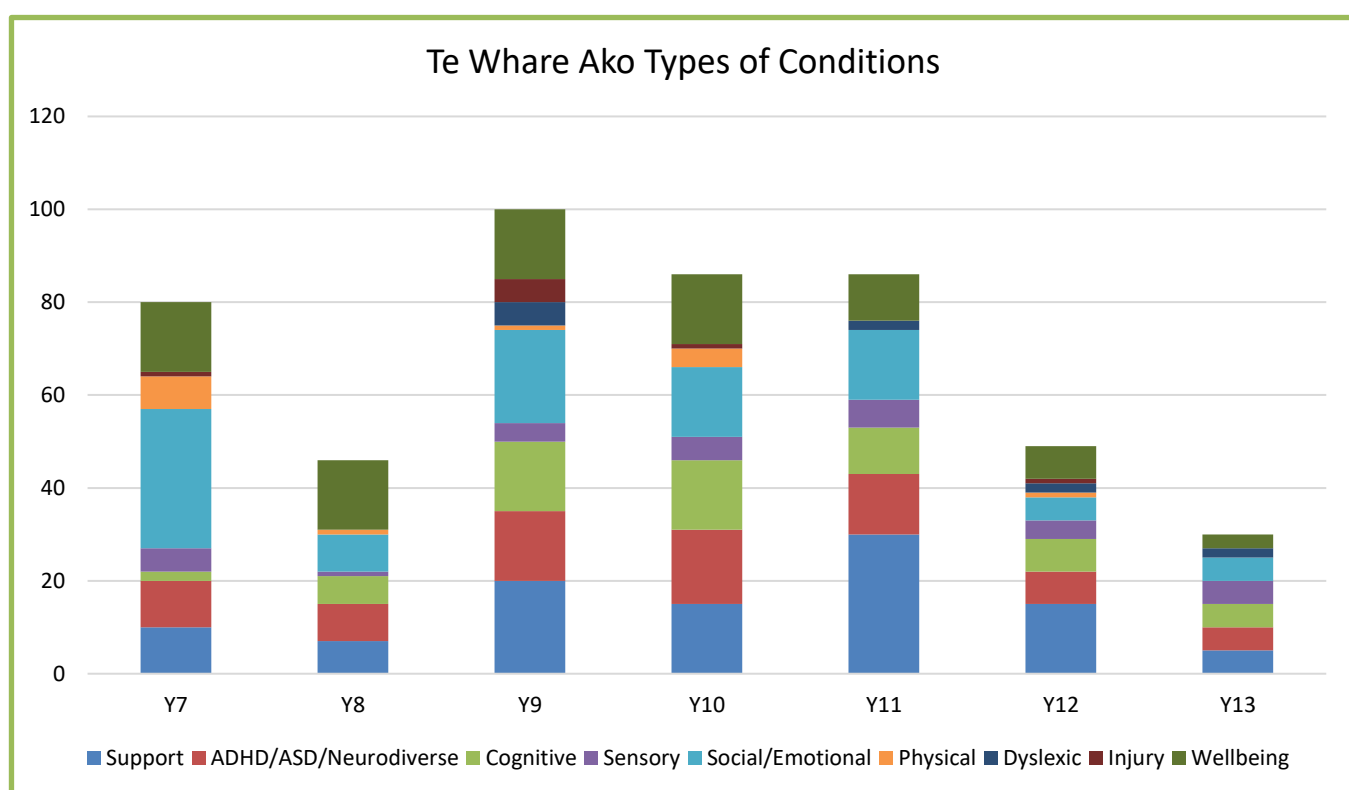
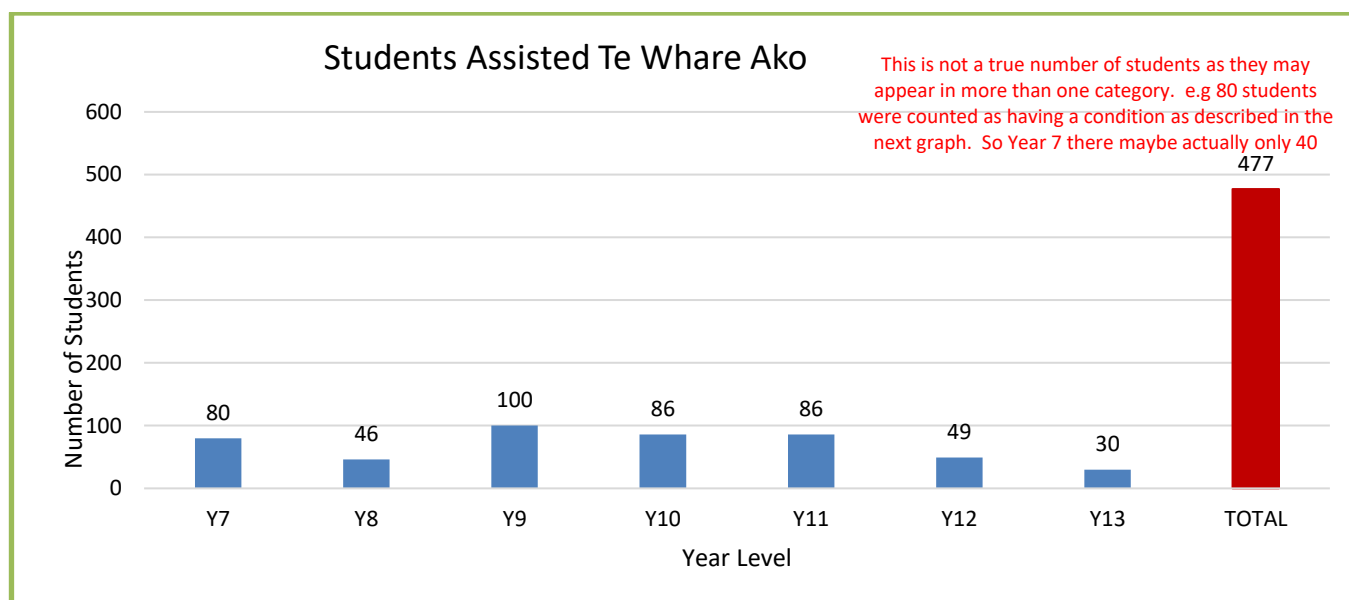


Government Goal 80% over 90% -2025

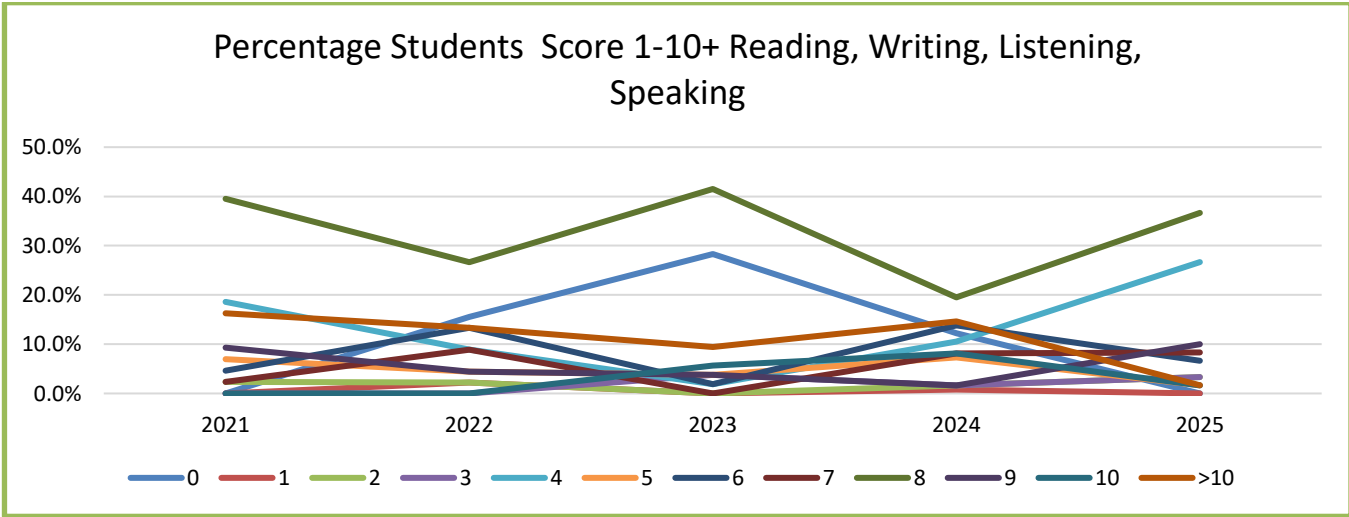
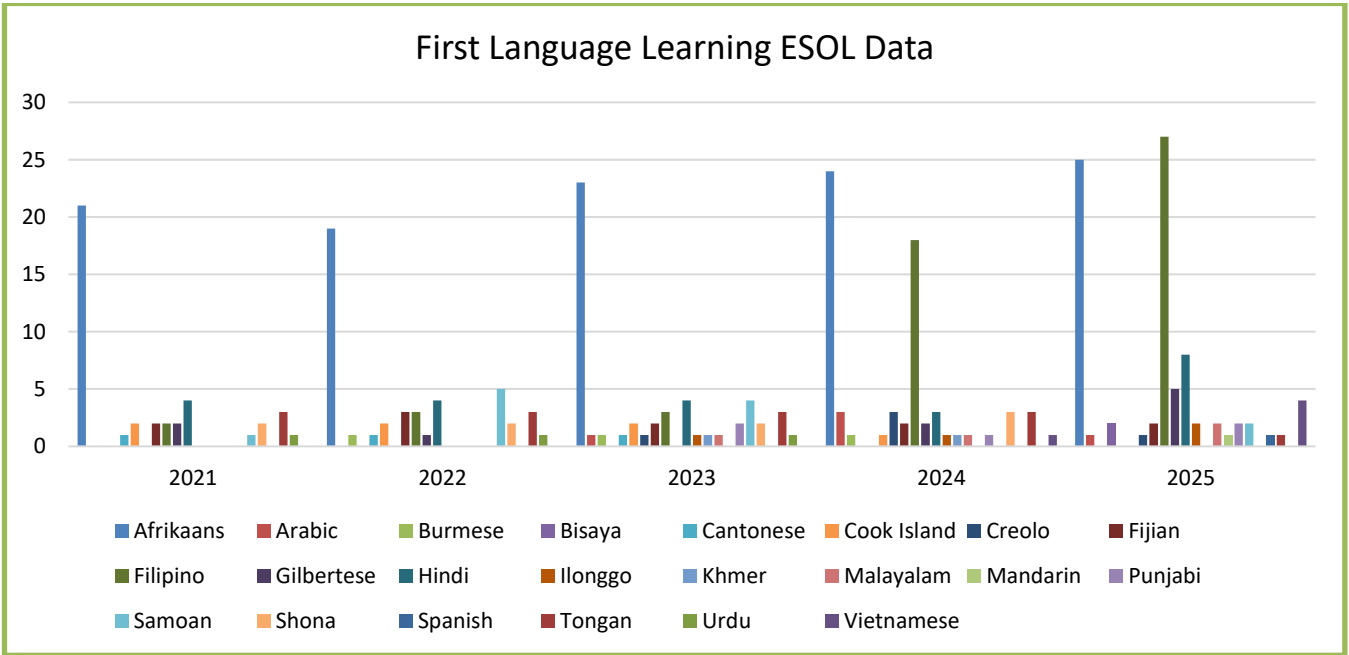
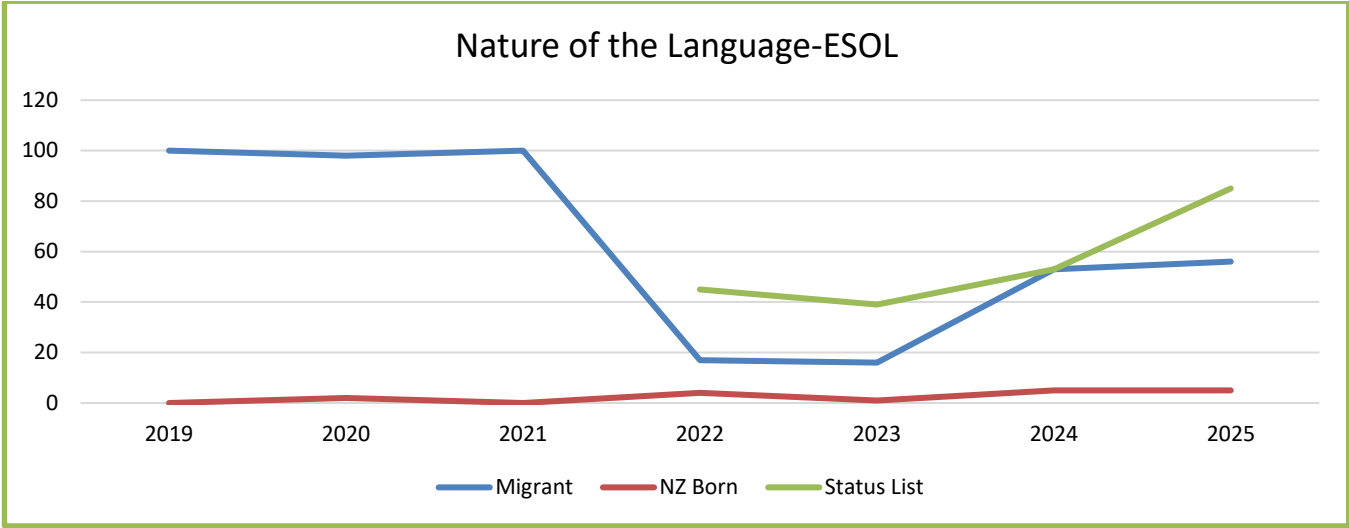


Attendance Criteria: Regular: >90%, Irregular: 80% to 90%, Moderate 70% to 80% and Chronic >70%
Target: 80% of students to be present 90% of the term by 2030.

Special Education (source Tuakau College) 2025



English Speakers Other Languages Learning (source Tuakau College MOE Status List) 2025



Improvement Plans

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

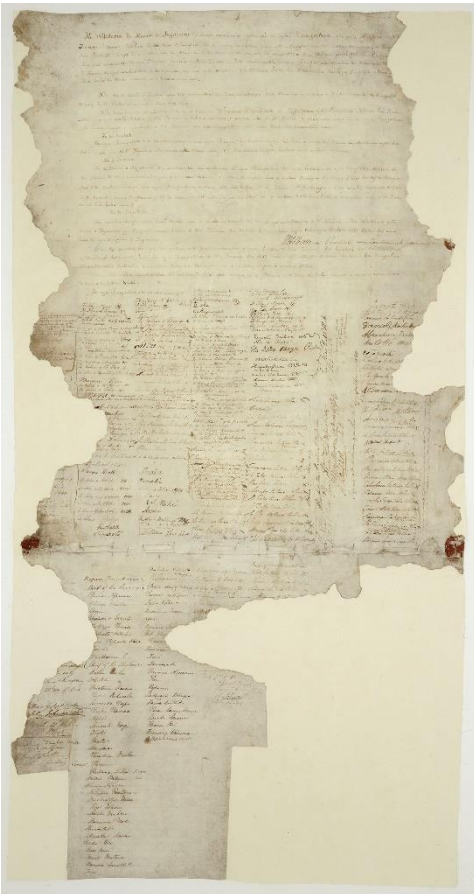


TUAKAU COLLEGE

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

Te Tiriti o Waitangi

WHAKATAUKI TIIMATATANGA

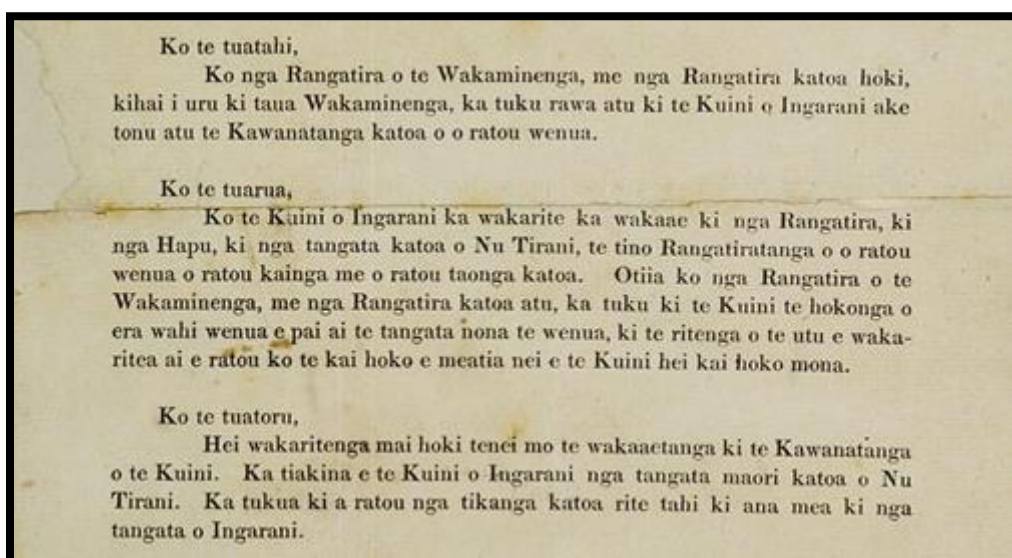


As a College let us clear the old undergrowth of learning and teaching practices away and build the future by letting the new shoots of knowledge, skills, attitudes shine through to guide and revitalise the rangatahi of Tuakau so they strive for excellence and benefit from this so they can become model 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 Māori version of the Treaty of Waitangi - ***Te Tiriti o Waitangi*** as the founding document of Aotearoa and as a College we embrace the tenets and articles of ***Partnership, Protection, and Participation***.

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

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

TUAKAU a meaning....

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

WHERE IS Tuakau College?

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

TUAKIRI(our identity)



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

Pai rawa atu i nga mea katoa

The very best in all things

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

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

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



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

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.

Tuakau College "Te Tiriti o Waitangi 2024-25"

Maaori achievement has always been a priority at Tuakau College and we recognize 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.

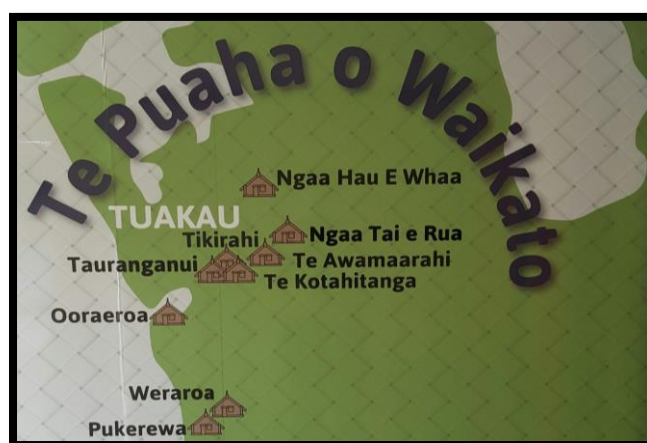
Te Kotahitanga: (also called Te Kumi). Across the valley from Te Kohanga School.

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 powhiri 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 powhiri is called a 'whakatau' and allows us to have a briefer version of a full powhiri. 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 powhiri, 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 powhiri 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 Māori 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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Tuakau College “Te Tiriti o Waitangi” 2024-25

<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