

TE KAUWHATA COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 115

Principal: Deborah Hohneck

School Address: 50-64 Waerenga Road, Te Kauwhata

School Postal Address: P O Box 24, Te Kauwhata, 3741

School Phone: 07 826 3715

School Email: admin@tkcoll.school.nz

Members of the Board of Trustees

Name	Position	HowPositionGained	TermExpired/ Expires
Emma Adams	Presiding Member	Elected	Aug 2025
Deborah Hohneck	Principal	ex Officio	
Mike Peters	Parent Representative	Elected	Aug 2022
Mike Peters	Community Representative	Co-opted	Aug 2025
Sarah Gardiner	Parent Representative	Elected	Aug 2025
Michael Bird	Parent Representative	Elected	Aug 2022
Alfred Rico	Parent Representative	Elected	Aug 2022
Jenny Russell	Staff Representative	Elected	Aug 2022
Marlene Raumati	Iwi Representative	Co-opted	Aug 2025
Stephanie Butler	Student Representative	Elected	Dec 2023
Hine Kaiwai	Parent Representative	Elected	Aug 2025
Liam McBride	Parent Representative	Elected	Aug 2025
Shalimar Newport	Parent Representative	Elected	Aug 2025
Chris Plant	Staff Representative	Elected	Aug 2025

TE KAUWHATA COLLEGE

Annual Report - For the year ended 31 December 2022

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Te Kauwhata College

Statement of Responsibility

For the year ended 31 December 2022

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

Emma Adams

Full Name of Presiding Member



Signature of Presiding Member

22 May 2023
Date:

Deborah Hohneck

Full Name of Principal



Signature of Principal

22 May 2023
Date:

Te Kauwhata College
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	7,941,541	6,453,388	6,675,889
Locally Raised Funds	3	552,747	161,460	508,929
Interest income		25,910	5,000	2,375
Gain on Sale of Property, Plant and Equipment		2,174	-	-
		<u>8,522,372</u>	<u>6,619,848</u>	<u>7,187,193</u>
Expenses				
Locally Raised Funds	3	405,887	41,900	332,524
Learning Resources	4	5,170,674	4,571,356	4,815,285
Administration	5	1,151,919	446,363	776,839
Finance		-	-	-
Property	6	1,681,143	1,553,418	1,215,325
Loss on Disposal of Property, Plant and Equipment	12	11,324	-	4,118
		<u>8,420,947</u>	<u>6,613,037</u>	<u>7,144,091</u>
Net Surplus / (Deficit) for the year		101,425	6,811	43,103
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>101,425</u></u>	<u><u>6,811</u></u>	<u><u>43,103</u></u>

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

Te Kauwhata College
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2022

Notes	Actual 2022 \$	Budget (Unaudited) 2022 \$	Actual 2021
Balance at 1 January	2,714,959	2,714,959	2,671,856
Total comprehensive revenue and expense for the year	101,425	6,811	43,103
Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	1,875	-	-
Equity at 31 December	2,818,259	2,721,770	2,714,959
Accumulated comprehensive revenue and expense	2,818,259	2,721,770	2,714,959
Reserves	-	-	-
Equity at 31 December	2,818,259	2,721,770	2,714,959

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.

Te Kauwhata College
Statement of Financial Position
As at 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	1,019,676	1,200,000	880,973
Accounts Receivable	9	390,537	350,000	332,900
GST Receivable		-	-	31,731
Prepayments		53,049	42,000	91,615
Inventories	10	5,408	6,000	6,865
Investments	11	500,000	-	-
Funds Receivable for Capital Works Projects		-	-	-
		<u>1,968,670</u>	<u>1,598,000</u>	<u>1,344,084</u>
Current Liabilities				
GST Payable		3,467	-	-
Accounts Payable	13	451,317	300,000	399,998
Revenue Received in Advance	14	59,791	16,221	17,359
Provision for Cyclical Maintenance	15	80,172	20,000	20,000
Finance Lease Liability	16	31,955	25,000	27,183
Funds held for Capital Works Projects	17	344,806	300,000	29,666
Funds held on behalf of Transport Cluster	18	178	20	107
		<u>971,686</u>	<u>661,241</u>	<u>494,313</u>
Working Capital Surplus/(Deficit)		996,984	936,759	849,771
Non-current Assets				
Investments		-	-	-
Property, Plant and Equipment	11	2,215,227	2,000,000	2,067,990
Investment in Transport Network		99	10	35
		<u>2,215,326</u>	<u>2,000,010</u>	<u>2,068,025</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	366,540	170,000	157,438
Finance Lease Liability	15	27,511	45,000	45,400
		<u>394,051</u>	<u>215,000</u>	<u>202,838</u>
Net Assets		<u>2,818,259</u>	<u>2,721,769</u>	<u>2,714,959</u>
Equity		<u>2,818,259</u>	<u>2,721,770</u>	<u>2,714,959</u>

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

Te Kauwhata College
Statement of Cash Flows
For the year ended 31 December 2022

	2022	2022 Budget	2021
Note	Actual \$	(Unaudited) \$	Actual \$
Cash flows from Operating Activities			
Government Grants	2,868,948	1,660,508	1,647,455
Locally Raised Funds	569,630	463,350	508,929
Goods and Services Tax (net)	34,318	5,000	(25,994)
Payments to Employees	(1,304,656)	(900,000)	(940,401)
Payments to Suppliers	(1,392,467)	(661,946)	(942,299)
Cyclical Maintenance Payments in the year	(40,417)	(30,000)	(27,527)
Interest Paid	(7,519)	-	-
Interest Received	13,839	10,000	2,375
Net cash from/(to) Operating Activities	741,676	546,912	222,538
Cash flows from Investing Activities			
Proceeds from Sale of PPE (and Intangibles)	2,174	-	-
Purchase of PPE (and Intangibles)	(382,230)	(200,000)	(139,154)
Purchase of Investments	(500,000)	-	-
Proceeds from Sale of Investments	-	-	-
Net cash from/(to) Investing Activities	(880,056)	(200,000)	(139,154)
Cash flows from Financing Activities			
Furniture and Equipment Grant	1,875		
Finance Lease Payments	(39,923)	(27,885)	(18,056)
Funds Administered on Behalf of Third Parties	(8)		(8,685)
Funds Held for Capital Works Projects	315,140		(124,030)
Net cash from/(to) Financing Activities	277,084	(27,885)	(150,771)
Net increase/(decrease) in cash and cash equivalents	138,704	319,027	(67,387)
Cash and cash equivalents at the beginning of the year	880,972	880,973	948,359
Cash and cash equivalents at the end of the year	1,019,676	1,200,000	880,972

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

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

Te Kauwhata College

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Te Kauwhata 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 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical Maintenance

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

Cyclical maintenance is disclosed at note 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 16.

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 Equivalent

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

g) Accounts Receivable

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

h) Inventories

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

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 not trivial.

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:

Building improvements	10-75 years
Board Owned Buildings	10-75 years
Furniture and equipment	5-10 years
Information and communication technology	3-5 years
Motor vehicles	5 years
Textbooks	4 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

k) Intangible Assets

Software costs

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

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

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

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

Non cash generating assets

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

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

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

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

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

o) Revenue Received in Advance

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

p) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense.

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



q) Funds held for Capital works

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

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

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTLB programme), all income and expenditure related to the provision of the service is recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) Provision for Cyclical Maintenance

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

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

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

t) Financial Instruments

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

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

u) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date. The School has no borrowings.

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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



2. Government Grants

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	2,757,317	1,604,738	1,949,460
Teachers' Salaries Grants	4,060,924	3,600,000	3,875,042
Use of Land and Buildings Grants	955,543	1,200,000	786,057
Other Government Grants	167,757	48,650	65,330
	<u>7,941,541</u>	<u>6,453,388</u>	<u>6,675,889</u>

The school has opted in to the donation scheme for this year.
The total amount received was \$77,700 (2021: \$79,200).

3. Locally Raised Funds

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations & Bequests	17,360	-	11,287
Fees for Extra curricular Activities	36,564	20,500	35,612
Trading	8,109	5,700	7,115
Fundraising & Community Grants	-	-	4,030
Other Revenue	55,372	-	23,381
School Houses Rental	123,570	135,260	132,804
Transport Cluster	311,772	-	294,700
	<u>552,747</u>	<u>161,460</u>	<u>508,929</u>
Expenses			
Extra Curricular Activities Costs	69,320	9,000	40,391
Trading	6,459	3,900	5,085
Fundraising and Community Grant Costs	-	-	-
School Houses Expenses	39,027	29,000	61,255
Other Locally Raised Funds Expenditure	-	-	-
Transport Cluster	291,081	-	225,792
	<u>405,887</u>	<u>41,900</u>	<u>332,524</u>
<i>Surplus/(Deficit) for the year Locally raised funds</i>	<u>146,860</u>	<u>119,560</u>	<u>176,405</u>

4. Learning Resources

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	292,381	243,300	183,717
Library Resources	1,822	3,500	2,364
Employee Benefits - Salaries	4,568,209	4,036,556	4,351,577
Staff Development	14,323	38,000	15,016
Depreciation	293,939	250,000	262,612
	<u>5,170,674</u>	<u>4,571,356</u>	<u>4,815,285</u>

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	8,859	8,000	8,601
Board Fees	5,021	5,060	4,895
Board Expenses	4,614	7,300	1,038
Communication	11,472	9,000	9,141
Consumables	96,950	86,000	73,011
Operating Lease Interest	7,519	10,000	8,673
Legal Fees	10,609	-	-
Other	44,706	43,700	49,164
Employee Benefits - Salaries	623,878	265,703	271,294
Insurance	7,050	11,600	6,923
Healthy School Lunches Programme	331,241	-	344,099
	<u>1,151,919</u>	<u>446,363</u>	<u>776,839</u>

6. Property

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Caretaking and Cleaning Consumables	16,552	23,400	24,514
Consultancy and Contract Services	1,775	6,000	-
Cyclical Maintenance Provision	310,458	37,448	31,367
Grounds	8,226	16,000	23,604
Heat, Light and Water	72,182	66,500	69,842
Rates	5,347	5,000	4,892
Repairs and Maintenance	33,950	48,800	49,238
TKHAS - Fitness Centre Lease	40,000	29,664	29,664
Use of Land and Buildings	955,543	1,200,000	786,057
Security	9,247	500	3,425
Employee Benefits - Salaries	227,863	120,106	192,722
	<u>1,681,143</u>	<u>1,553,418</u>	<u>1,215,325</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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Loss on Uncollectable Accounts Receivable	-	-	-
Amortisation of Intangible Assets	-	-	-
Impairment of Property, Plant and Equipment	-	-	-
Transport	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>

8. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash on Hand	500	500	500
Bank Accounts	19,176	199,500	380,473
Short Term Bank Deposits	1,000,000	1,000,000	500,000
Bank Overdraft	-	-	-
Cash equivalents for Cash Flow Statement	<u>1,019,676</u>	<u>1,200,000</u>	<u>880,973</u>

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

Of the \$1,019,676 Cash and Cash Equivalents, \$344,806 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings. (2021, \$29,666)

Of the \$1,019,676 Cash and Cash Equivalents, \$50,000 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned. (2021, \$0)

Of the \$1,019,676 Cash and Cash Equivalents, \$178 is held by the School on behalf of the Transport cluster. See note 18 for details of how the funding received for the cluster has been spent in the year. (2021, \$107)

Of the \$1,019,676 Cash and Cash Equivalents, \$39,901 is held by the School on behalf of the Healthy Schools programme in respect of Te Kauwhata Primary. (2021, \$0)

9. Accounts Receivable

	2022 Actual \$	2022 (Unaudited) \$	2021 Actual \$
Receivables	38,527	50,000	-
Receivables from the Ministry of Education	-	-	-
Interest Receivable	12,070	-	-
Banking Staffing Underuse	31,511	-	-
Teacher Salaries Grant Receivable	308,429	300,000	332,900
	<u>390,537</u>	<u>350,000</u>	<u>332,900</u>
Receivables from Exchange Transactions	82,108	-	-
Receivables from Non-Exchange Transactions	308,429	-	332,900
	<u>390,537</u>	<u>350,000</u>	<u>332,900</u>

10. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	950	1,000	893
Uniforms	4,458	5,000	5,971
	<u>5,408</u>	<u>6,000</u>	<u>6,865</u>

11. Investments

The School's investment activities are classified as follows:

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Current Asset			
Short-term Bank Deposits	1,000,000	1,000,000	500,000
Non-current Asset			
Long-term Bank Deposits	500,000	-	-
Total Investments	<u>1,500,000</u>	<u>1,000,000</u>	<u>500,000</u>

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals (BV W/O) \$	Impairment \$	Depreciation \$	Total (NBV) \$
2022						
Land	456,250	-	-	-	-	456,250
Buildings	654,299	-	-	-	(27,376)	626,923
Building Improvements	170,013	118,184	-	-	(23,973)	264,224
Furniture and Equipment	358,967	86,758	(5,896)	-	(74,806)	365,023
Information and Communication Tech	275,703	168,645	-	-	(112,902)	331,446
Motor Vehicles	23,857	57,350	-	-	(17,919)	63,288
Textbooks	22,178	2,845	-	-	(4,248)	20,775
Leased Assets	71,025	17,616	(3,146)	-	(28,401)	57,095
Library Resources	35,698	1,101	(2,282)	-	(4,314)	30,203
Balance at 31 December 2022	<u>2,067,990</u>	<u>452,500</u>	<u>(11,324)</u>	<u>-</u>	<u>(293,939)</u>	<u>2,215,227</u>

The net carrying value of equipment held under finance lease is \$57,095 (2021: \$71,025)

Restrictions:

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.

	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Land	456,250	-	456,250	456,250	-	456,250
Buildings	1,104,503	(477,581)	626,923	1,104,503	(450,204)	654,299
Building Improvements	417,319	(153,095)	264,224	302,840	(132,828)	170,013
Furniture and Equipment	1,164,569	(799,546)	365,023	1,326,332	(967,365)	358,967
Information and Communication	988,418	(656,972)	331,446	976,372	(700,669)	275,703
Motor Vehicles	203,893	(140,605)	63,288	146,543	(122,686)	23,857
Textbooks	61,431	(40,656)	20,775	214,388	(192,210)	22,178
Leased Assets	123,243	(66,148)	57,095	122,125	(51,100)	71,025
Library Resources	82,141	(51,938)	30,203	86,470	(50,772)	35,698
Balance at 31 December 2020	<u>4,601,768</u>	<u>(2,386,540)</u>	<u>2,215,227</u>	<u>4,735,823</u>	<u>(2,667,833)</u>	<u>2,067,990</u>

13. Accounts Payable

	2022 Actual \$	2022 (Unaudited) \$	2021 Actual \$
Creditors	62,540	-	31,945
Accruals	7,859	-	9,892
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	360,276	-	340,043
Employee Entitlements - Leave Accrual	20,642	-	18,118
	<u>451,317</u>	<u>-</u>	<u>399,998</u>
Payables for Exchange Transactions	451,317	-	399,998
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>451,317</u>	<u>-</u>	<u>399,998</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Grants in Advance - Ministry of Education	-	-	-
Student In Advance	9,791	16,221	16,369
Other revenue in advance	50,000	-	990
	<u>59,791</u>	<u>16,221</u>	<u>17,359</u>

15. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Provision at the Start of the Year	177,438	177,438	161,468
Increase to the Provision During the Year	310,458	20,000	31,366
Use of the Provision During the Year	(41,184)	(7,438)	(15,396)
Other Adjustments	-	-	-
Provision at the End of the Year	<u>446,712</u>	<u>190,000</u>	<u>177,438</u>
Cyclical Maintenance - Current	80,172	20,000	20,000
Cyclical Maintenance - Non-current	366,540	170,000	157,438
	<u>446,712</u>	<u>190,000</u>	<u>177,438</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.

16. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	31,955	25,000	27,183
Later than One Year and no Later than Five Years	27,511	45,000	45,400
Future Finance Charges	<u>59,466</u>	<u>70,000</u>	<u>72,583</u>
Represented by			
Finance lease liability - Current	31,955	-	-
Finance lease liability - Non-current	27,511	-	-
	<u>59,466</u>	<u>-</u>	<u>-</u>

17. Funds Owed (Held) for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:
The amount of cash held on behalf of the Ministry for capital works projects is included under cash and cash equivalents in note 8.

		BOT				
		Opening	Receipts	Payments	Contribution/ (Write-off to	Closing
2022		Balances	from MoE		R&M)	Balances
		\$	\$	\$		\$
Gym Upgrade	<i>in progress</i>	-	(50,000)	860		49,140
Roofing	<i>in progress</i>	(29,666)	(300,000)	34,000	-	295,666
Lightning Strike	<i>completed</i>	-	(12,731)	12,731	-	-
SENCO Learning Area	<i>completed</i>	-	(51,387)	51,387		-
Totals		(29,666)	(414,118)	98,978	-	344,806

Represented by:

Funds Held on Behalf of the Ministry of Education	344,806
Funds Receivable from the Ministry of Education	-
	<u>344,806</u>

		BOT				
		Opening	Receipts	Payments	Contribution/ (Write-off to	Closing
2021		Balances	from MoE		R&M)	Balances
		\$	\$	\$		\$
Admin Refurb (SIP)	<i>completed</i>	(118,994)	(13,222)	132,216	-	(0)
Music Room Alterations	<i>completed</i>	(9,198)	-	-	9,198	(0)
Staff Room Upgrade	<i>completed</i>	(1,175)	(4,055)	5,230	-	(0)
Heat Pumps	<i>completed</i>	-	(60,615)	60,615	-	-
LSC Room (LSC funding)	<i>completed</i>	(42,725)	(497)	43,223	-	(0)
Roofing	<i>in progress</i>	-	(34,164)	4,498	-	29,666
Electrical Upgrade	<i>completed</i>	-	(81,841)	81,841		0
Fire & Security Upgrade	<i>completed</i>	-	(184,969)	184,969		-
Totals		(172,092)	(379,363)	512,592	9,198	29,666

Represented by:

Funds Held on Behalf of the Ministry of Education	29,666
Funds Receivable from the Ministry of Education	-
	<u>29,666</u>

18. Funds held on behalf of Transport Cluster

Te Kauwhata College is the lead school and hold funds on behalf of the Waikare Transport Network, a group of schools funded by the Ministry of Education

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Funds Held at Beginning of the Year	107	107	73
Funds Received on Behalf of the Cluster	556,514	550,000	526,114
Funds Spent on Behalf of the Cluster	(519,779)	(520,000)	(403,766)
Funds returned to Cluster members		(30,000)	
Distribution of Funds			
Te Kauwhata College	(20,627)		(68,832)
Te Kauwhata Primary	(9,457)		(31,542)
Waerenga School	(6,580)		(21,940)
Funds Held at Year End	<u>178</u>	<u>107</u>	<u>107</u>

Current Assets

Cash at bank	178	107
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Debtors - GST

-	-
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Non Current Assets

Property Plant and Equipment	-	-
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Current Liabilities

Creditors	-	-
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Non Current Liabilities

Borrowings	-	-
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Equity

178	107
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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 condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

20. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	5,021	4,895
<i>Leadership Team</i>		
Remuneration	1,480,964	1,423,492
Full-time equivalent members	13	12.00
Total key management personnel remuneration	<u>1,485,985</u>	<u>1,428,387</u>

There are nine members of the Board excluding the Principal. The Board held eight full meetings of the Board in the year. The Board also has Finance (4 members) and Property (5 members) that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Chair 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:

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190-200	190-200
Benefits and Other Emoluments	-	4-5
Termination Benefits	-	-

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	7.00	8.00
110 - 120	5.00	4.00
120 - 130	3.00	3.00
	<u>15.00</u>	<u>15.00</u>

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 trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2022 Actual	2021 Actual
Total	8000	-
Number of People	1	-

22. Contingencies

There are no contingent liabilities (except noted below) and no contingent assets (except noted below) as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: nil).

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, through payroll service provider Education Payroll Limited. The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed. To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

The Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School has not been notified of the final wash up calculation relating to 31 December 2022. The final calculations impact on the financial statements is unable to be determined at the date of reporting.

23. Commitments

(a) Capital Commitments

As at 31 December the Board has entered into contract agreements for capital works as follows:

- i) \$680,280 contract for Roofing. Fully funded by the Ministry of Education. As at balance date \$334,164 had been received of which \$38,498 had been spent on the project to date.
- ii) \$550,000 budget for Gym upgrade at balance date. \$50,000 has been received and \$860 has been spent to date.

(Capital commitments at 31 December 2021: \$29,666)

(b) Operating Commitments

As at 31 December 2022 the Board has the following Operating Commitments.

The school has an ongoing licence to occupy arrangement with Te Kauwhata Health Awareness Society (TKHS) for the use of premises at \$40,000 per year. (2021 \$29,644).

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	1,019,676	1,200,000	880,973
Receivables	390,537	350,000	332,900
Total Financial assets measured at amortised cost	<u>1,410,214</u>	<u>1,550,000</u>	<u>1,213,873</u>

Financial liabilities measured at amortised cost

Payables	451,317	300,000	399,998
Borrowings - Loans	-	-	-
Finance Leases	59,466	70,000	72,583
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>510,783</u>	<u>370,000</u>	<u>472,581</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.



School Charter and Annual report for 2022
Strategic Plan for 2023
Te Kauwhata College

2020 -2023

Principals' endorsement:	Deborah Hohneck
Board of Trustees' endorsement:	Emma Harris-Adams (Presiding member for the School Board)
Submission date to Ministry of Education:	March 2023

Te Kauwhata College 2020 - 2023

Introductory Section - Strategic Intents

Mission Statement	Our mission statement is " <i>Ko te matauranga te huarahi ko te anamata</i> " <i>(Knowledge is the pathway to our dreams)</i>
Vision	Our school vision is " to promote and celebrate achievement ". We support all, to be the best they can be. We strive to enable all to be: Competent - Confident - Connected - Curious - Caring - Creative – Global Citizens (Re-negotiated with staff at the start of 2020 year – this is a very broad vision underpinned and made specific by our school-wide goal and strategic intents)
Goal	That we will all deliberately enact the GROW values, Kia Tupu, to enable all aakonga to prosper and flourish, kia hua and kia puaawai.
Values GROW	<ul style="list-style-type: none"> ● Growth • Respect • Ownership • Whanaungatanga <ul style="list-style-type: none"> • Expectations of success for all aakonga • A passion and love of learning; commitment to life-long learning • Kaiako committed to shared understandings • Teaching and learning to meet the needs of all • Valuing and 'knowing' the individual • Aakonga with a sense of self-belief and self-worth • Appreciation of the strength of cultural diversity

<p>Principles and Core Values</p>	<p>Our principles are those of the Treaty of Waitangi – Protection, Participation and Partnership. These are articulated frequently and captured in our strategic documents as well as our ‘Core GROW Values’.</p> <p>The Values were revised in 2017/18 and updated to come into line with the Wellbeing at School programme, a school-wide focus on a culturally responsive and relational pedagogy of relations, and on ‘knowing and growing our learners’.</p> <p>The acronym GROW captures our vision and values and is embedded in everything we do.</p> <p>The principles of Te Tiriti o Waitangi are embedded in all of our policies and planning documents. Deliberate awareness of the bi-cultural nature of our school and our responsibilities toward Mana Whenua are promoted at every opportunity. The Waikato Tainui Kawenata education plan (Whakapaturanga) matrix is used to measure progress.</p> <p>Growth of the individual, capacity for learning, self-belief and efficacy</p> <p>Respect for self, others and the environment.</p> <p>Ownership of actions and opportunities.</p> <p>Whanaungatanga – connecting with each other, whaanau and our world</p> <p>This is further captured by the Grow logo, which takes the three Houses of the school, Kauri, Rimu and Totara, and places them on an aspirational slope. This represents both the rolling rural hills of the region, and the curve of the Waikato River. Local places of significance are identified as linked to these values. The historical importance of the land that the college is situated on and surrounded by, is increasingly embedded into our curriculum. The four values have also been captured by images of significant places – these are the icons that inform our PB4LSW work which was renamed W4S@TKC (Wellbeing for success at Te Kauwhata College) in 2019.</p>
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<p>Maaori Dimensions and Cultural Diversity</p>	<p>Te Kauwhata College has an ethnic balance that is largely bi-cultural, but there is increasing diversity. Approximately 45% of our students currently identify as Maaori. Of these, approximately half are Waikato Tainui, though fewer than half of these are registered with their iwi.</p> <p>Our unique location and connection to the Waikato region, means we follow the kawa and tikanga of Waikato Tainui, and we are signatories to the Waikato Tainui Kawenata. We connect to our local Marae, Waikare, Maurea, Hora Hora, and to the people of Ngaati Hine and Ngaati Naho.</p> <p>For those students who do not affiliate to Tainui, and those who choose not to participate in our whaanau-based classes, as well as for the increasing number of students from other cultures, a school-wide focus on culturally responsive practices, the Aotearoa NZ Histories Curriculum and specifically, the history of our local context, remain to meet the needs of all learners.</p> <p>In 2021, following on from the refinement of the roles of the Kaitiaki Hauora, and the revisioning of our Te Puawai whaanau groups, we appointed a 'Pacifica Liaison teacher' to a similar role, to meet the needs of all minority groups, and particularly Pacifica, of whom there are a small and fluctuating number. In 2022 this role has been further refined and in for 2023 there is a ESOL focused mentor class, (formed on a similar basis as the Te Puawai groups) which caters for students of any ethnicity whose mother tongue is not English, and who need the support of their tuakana Teina as well as specialist teachers. This class will provide support for an increasing number of migrant students.</p> <p>Opportunities are provided for students to study and to value their various cultures, primarily through curriculum connections, but also through celebrations and performance that our community support and enjoy.</p> <p>Te Puawai aakonga represent our kura in poowhiri and other appropriate occasions with Waikato Tainui kawa being upheld. Kapa Haka is timetabled weekly and 2 full time staff made available to progress and develop Kapa Haka school-wide for all students. There is ongoing difficulty in availability of Kapa Haka tutors. A cultural Diversity group is made up of a wide range of students, of all cultures, who meet on an ad-hoc basis to learn and perform Samoan, Tongan and other cultural songs and dances. These are very popular groups that continue to provide rich cultural experiences for our community to celebrate.</p>
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Unique position of Maaori culture: Despite increasing multi-culturalism, we articulate that we are a bi-cultural school, in partnership with our Tangata te Whenua as according to our Treaty obligations and school values. We practice Waikato Tikanga in all our school ceremonies and special occasions and have adopted the Tainui protocol of using a double vowel rather than a macron in our written communications.

We begin the school year with a whole school Poowhiri for our new students, whaanau and staff. Newcomers or visitors throughout the year are welcomed with Whakatau or poowhiri as deemed appropriate by our Kia Maia team who are made up of Maaori staff, local hapu and iwi representatives. All our important ceremonies are framed around Karanga, karakia and waiata. All meetings involving whaanau and outside agencies begin with Karakia and whakawhanaungatanga. All meetings that are pertinent to the needs of Maaori staff or students follow these protocols, and we begin each staff briefing and professional learning sessions with Karakia. These processes are embedded throughout our kura as normal ways of working. We use only traditional non-religious karakia in order to protect our stance as a secular state school.

Te Tiriti O Waitangi underpins the many strands our Maaori staff and whaanau are weaving together. The various strands are interwoven and offer different platforms to progress our diverse Maaori learners, supporting the dreams and aspirations whaanau and iwi have for tamariki and mokopuna. By using Maaori philosophies and current research Maaori staff continue to build strong relationships with whaanau and grow Te Mana oorite o te Matauranga Maaori.

Kaitiaki Hauora lead the pastoral and guidance aspects for all Maaori schoolwide. This is a dual role that offers the option of male and/or female staff members. They work as part of the school's guidance/deans and wellbeing team to ensure Kaupapa Maaori is adhered to and provide professional role modelling for other Kaiako and Deans to emulate. Kaitiaki Hauora are aligned to the group of mentor classes that form Te Puawai, and to Te Reo Maaori me ona tikanga ki Waikato. The principles of the Kingitanga are the backbone of Te Puawai and in 2020 the whakatauki 'Kia Tupu, Kia Hua, Kia Puawai' was adopted to align to the school's core vision and the Kawenata growth stages. Students who are still at the He Kakano stage are supported with a broader focus, to enable them to reach for Kia Puawai.

	<p>The Kia Maia group is made up of Kaitiaki Hauora, community representatives and SLT. This group works to identify the Maaori students who seem not to be positioned well to succeed in education. Cultural connection is seen as a key component of academic and social success, and efforts are made to address the identified student’s needs through a Kaupapa Maaori model. This ‘register’ of students to some degree echoes and reflects the attendance and wellbeing registers.</p> <p>A focus on mentoring of Maaori students at risk of not achieving the academic success that they are capable of is part of the role of the Kaitiaki Hauora, supported by an additional staff member employed expressly to pick up those students of all ethnicities, who are at risk of falling through the cracks. (Te Kupenga).</p> <p>Provision of Te Reo Maaori: Introductory Te Reo Maaori is being taught to all Year 7 and 8 students as part of their home room course for the first time in 2022. It is offered as an option to every year level after that. Even though there is very little demand for the subject (even from the Maaori students) we continue to offer courses and encourage students to study Te Reo. In 2021 we engaged in community consultation to look at ways to further embed Te Reo and particularly to build on the work being started at the local primary school with a bilingual unit. As a result, a bilingual class was committed to for 2022 and a teacher engaged who has local connection. The opening ceremony and poowhiri at the start of 2022 was a momentous occasion and saw representation and support from all 5 Marae - which was a historic first for this kura.</p> <p>For 2023 we have employed a second specialist teacher who will further develop this aspect of our school, teaching a second bilingual group which includes year 9.</p>
<p>Student Engagement</p>	<p>Sports:</p> <p>At 43% of our year 9-13 student population participating in organised sport through the college, our student engagement in sports is slightly below the average for the region and nationally. (Our Year 7 and 8 students lift that overall student population participation % figure to 54%).</p> <p>This comparatively low percentage is partly due to the relative isolation of the college, on the outskirts of the Waikato and Counties Manukau regions. It is also because a number of our students participate in sports at a club level because the</p>

	<p>Saturday events are closer to their homes (e.g. Huntly soccer) and because some live in isolated rural areas which make it difficult for them to attend training and sports events. Many participate in activities which are not reflected in the Secondary School Sports data, and which are sometimes in competition for time, with the organised and team school sports. Equestrian sports, various martial arts, BMX, motorcross, go-cart racing, rowing, waka ama as well as various forms of hunting and fishing are enthusiastically pursued by many students, several achieving highly at national levels, and supported by their families. At times, these sports become prominent in the school because of a particularly active coach or mentor. Currently Waka Ama and basketball are enjoying popularity. Waka Ama however, is very expensive to be involved in as a school. We rely on whaanau and club support here.</p> <p>A wide range of sports have traditionally been available to students within the school day through the House competition structure. There are a few formally arranged, inter-school competitions. An extensive EOTC programme in the school, sometimes in association with POET (Perry Outdoor Education Trust) also ensures that our students have a wide range of outdoor activities. Fewer than 50% of the parents pay the accommodation and food costs associated with camps in this “free education” environment. Our EOTC programme for 2021 and beyond has depended on school funds as well as any that we are able to get from other charitable foundations. All sports and EOTC activities have been affected badly by the COVID Lockdowns of 2020, 2021 and further disruptions in 2022. For 2023, we anticipate that the industrial action of the teachers’ union will continue that negative impact.</p> <p>Culture: All things Maaori are embedded into the whole school plan. Staffing changes and limitations imposed on performances of all kinds have impacted badly in the last 3 years on all things cultural.</p>
<p>School Organisation and Structures</p>	<p>Pastoral Structure A vertical mentor class structure is maintained within a Junior Senior school split (Years 7 -10 and Years 11-13). This ensures that mentor teachers are best able to meet the needs of their students – particularly the academic counselling needs.</p>

Te Puaawai offers aakonga a uniquely Maaori approach with a tuakana, teina system ensuring culturally responsive and relational approaches to mentoring. All students from Year 7 to 13 are eligible. This concept is extended for 2023 for students of diverse cultures with language support needs.

A Guidance team supports teachers and students by managing student welfare, the Wellbeing in School processes, as well as the behaviour management and attendance systems. This team consists of Senior Leaders, Deans, Kaitiaki Hauora, SENCo, School Nurse and Guidance staff with regular input from outside agencies – Drs, Police, and Public Health. In 2019 we developed several collaborative team approaches to managing under the umbrella of school Wellbeing. Manaakitanga - Kanohi Homiromiro is our Wellbeing group; it is also the umbrella for the Attendance team; Kia Maia supports Maaori student success; W4S@TKC is our version of PB4L.

We employ a part-time (3 days per week) Wellness Counsellor who is paid out of our operational funding.

In 2020 we were allocated a Learning Support Coordinator for our school. This person works with the team of Learning Assistants and the SENCo shares some of the load.

Health and Safety: The school has a Health and Safety policy and a staff committee which meets weekly. A senior leader reports each month to the Board. The relevant policy and guidelines were reviewed as part of the regular 3-year cycle of review. EOTC and student safety processes in the school are covered by staff induction and outlined in the staff planner and handbook cover. We maintain a staff and student Wellness, as well as risk register, and reports of accidents and all events. The community is kept informed of any significant events and changes to our practices through school newsletters and reporting to the Board.

Personnel: We employ teachers under the Secondary Teachers Collective agreement and support staff under NZEI. We follow 'Good Employer' rules, and we have a generally happy and collegial staff. We were fully staffed at the start of the year based on the March roll return. Our Deans and Middle leaders are given generous time allocations. We do have a need of other staff with

expertise in managing special needs because of the growing numbers of students with very high behavioural and/or learning needs.

Property: The school employs a full time Property Manager and an assistant, both of whom report to the Business Manager and then the Principal. We use property advisors contracted to the MOE to guide us with the 5YA and 10YPP matters.

Property development presents us with challenges. The school is growing- we need to provide for growth but processes around getting building developments approved mean that we cannot be future focused. We have established an enrolment zone which comes into effect in April of 2023.

School Houses: The school owns 11 houses. These are rented out to teachers at 25% below market rental rate and are used as a retention and recruitment incentive. The Property manager maintains these houses in consultation with the Business Manager and Principal as well as the wider Board. We have begun a process of selling 5 of these houses to boost our capability to manage ahead for roll growth.

Community Engagement: Our school actively engages with the community and the community engages with us. Local sports clubs and community resources are mutually shared, and respected. The school website is frequently accessed by people outside the college, as well as those associated with the school. We engaged professional support in rebuilding our website in late 2021 and now have an active website that is regularly updated and accessed. Backed up our 'information only' Facebook page, these and direct emails from the principal to the parents through our SMS provide timely and frequent communication.

Our corporate sponsored electronic noticeboard as well as our school newsletter, website and Facebook are frequently used to advertise community events. The local community is overall, extremely supportive of the school. Utilising Maaori kaupapa, whaanau are engaged and responsive to kanohi ki te kanohi. Building strong lines of communication with whaanau is a focus for Kaitiaki Hauora and Te Puawai staff as well as other teachers. Important events are scheduled into our school calendar to better connect with Waikato Tainui and the school aims to have a presence at local poukai, tangihanga, koroneihana and kawenata events.

	<p>The wider parent community are actively involved in supporting sports teams and events as well as performances at the school. Many families communicate regularly and freely with the admin and teaching staff as well as with SLT. Toward the end of 2022 Regular newsletters have been replaced by the more frequent postings on Website, Fb and via email. Parent evenings are usually attended well, depending on the timing and on the rationale. When there is a student performance, and kai, the families are most likely to attend.</p> <p>The KAMAR student management system and the ability to access the parent portal through the new website has enabled parents to keep informed on a day-to-day basis. The principal maintains regular direct contact with the parent community through email via KAMAR particularly in times of crisis such as Covid, when updates can be daily.</p>
Student LEARNING	<p>Analysis of school wide achievement data demonstrates a continuing need to focus on core skills. Most students entering at year 7 are 'Well Below' (only at level 1 or 2 of the curriculum) and those entering at year 9 even more likely to be below the expected level. We make steady progress with those that stay in our kura, but many of our top achieving students at year 8 still leave us to go on to schools that are perceived to offer greater advantages through their size or location.</p> <p>NCEA: Those students who stay with us do better each year. Our Year 12 students meet or exceed comparative expectations. Level 1 data demonstrates the cumulative effect that significant gaps in learning can have. Shifts are made in achievement levels each year, but it is not until Year 12 that most students are where they need to be.</p> <p>In 2022 we launched a catch-up Literacy and Numeracy initiative run out of the health programme, with the aim to assist students to get the Year 9 and 10 Literacy and Numeracy credits that they will need for the new NCEA. This is extended to run as a specialist programme in 2023.</p> <p>Improvement in the number of Merit and Excellence grades, as well as endorsements in Years 12 and 13, are pleasing but there remains significant need for active and overt teaching of the KCs and of basic reading and writing skills at years 1-10 to enable success at Year 11. A large majority of teachers identify failure to complete or submit work for assessment; lack of punctuality; poor attendance; poor management of time and resources; as the main reasons for student failure. Underpinning this, has</p>

	<p>been very poor average literacy throughout the cohort. A school-wide focus which began in 2020, on active, explicit teaching of the Key Competencies at all levels as well as a focus on deliberate teaching of Reading and Vocabulary strategies across all curriculum areas in Years 7 -10, intended to address the gap has continued throughout 2021 and 2022. For 2023 we have appointed Within School teachers of Literacy, Numeracy and Matauranga Maaori to operate in the Professional learning space to increase our teachers’ capacities to manage student needs.</p> <p>Priority Learners: Students with SAC conditions consistently achieve high pass rates at NCEA.</p> <p>Maaori students are still significantly over-represented in the achievement ‘tail’. This is not simply a matter of curriculum delivery but is compounded by the social and economic disadvantages of many of our Maaori students – especially those who come from areas in our intake zone that are at the lowest end of the decile scale, but who get little assistance because as an average, our kura is ranked at Decile 4. Individual and whaanau pride is also still a barrier to asking for help. Our Te Kupenga and He Kakano programmes are an effort to help to redress some of this. Despite this, motivated Maaori aakonga do very well. Our top scholars at Year 12 and our student Leaders are well represented by Maaori. All of our major academic awards for 2022 were won by Maaori students.</p>
<p>Property</p>	<p>The school manages property within the 10YPP and 5YA with the assistance of an appropriate school Property advisor. We are still awaiting a redevelopment of our music area and proper dance and drama facilities.</p> <p>We have created and opened an extended Learning Support Hub in 2022 and temporarily redefined Dean spaces. We are planning an upgrade to student toilet facilities which need to be monitored, because of persistent and expensive vandalism as well as issues of student safety. This will impact on the location of Deans and other student services.</p> <p>We have an ongoing and increasing need for an activity centre to cater for the students who have behavioural and social difficulties. There seems to be no official support for development in this area, but we are progressing toward creating our own solution for catering to diverse needs in 2023.</p>

	<p>The Gymnasium is in serious need of refurbishment and although planning is underway the impact of COVID on supply chains and trades availability has delayed this work. Roofing and re-cladding is scheduled for 2023.</p> <p>School funds were used to create a kitchen for managing the Ka Ora Ka Ako school lunches which has been fully functional for 2021 and 2022. A covered deck for the serving and eating of the lunches was constructed by the BCATs students at the start of 2022 and shade sails and seating provisions made for 2023 using the lunches funding.</p>
Finance	<p>Our roll at the start of 2023 is 545 and growing. We are funded based on our student roll and are a fees free school.</p> <p>Significant and increasing numbers of our students need help and support in learning and in accessing the opportunities that school presents. Social and economic isolation and deprivation are not uncommon in our community.</p> <p>By careful staffing and spending, as well as saving on overall costs through Lockdowns, we improved our financial status over the last 2 financial years and have used surplus funds to employ Learning Assistants and mentors for troubled students.</p> <p>We participate in the Ka Ako Ka Ora school lunches programme. Significant development of a commercial kitchen capable of delivering the service and the employment of skilled workers has resulted in our students getting quality lunches every day. We also deliver the lunches to the local primary school.</p>
Review of Charter and Consultation	<p>The Charter is made available for ongoing comment and reflection in the staff room and on the shared T-drive. It is presented to the Board at the start of each year and forms the basis of the principal's ongoing reporting to regular monthly Board meetings, where it is again, available for continuous review and consultation. Once approved by the Board, the Charter is posted on the school website and in Hardcopy in the school foyer and staffroom. The principal actively consults with Maaori staff and where possible, gains Waikato Tainui input into this document, as well as into policy review and rewriting on an ongoing basis.</p>

Strategic Section Analysis of Variance.

The School-wide Goal for 2021 – 23 is: -

That we will all deliberately enact the GROW values, Kia Tupu, to enable all aakonga to prosper and flourish, kia hua and kia puaawai.

- ◆ explicit teaching of the Key Competencies at all levels of the college, to improve student engagement and enable all aakonga to realise their potential.
- ◆ by participating and contributing in partnership with iwi and tauwi in making active connections to the wellbeing of the land, the people and their cultures.
- ◆ To interrogate student achievement data to identify potential barriers to individual degrees of success.
- ◆ By using evidence, including student achievement data, whaanau and student voice, to inform planning and decision making.

Strategic Targets 2020 - 2023		Core Strategies for Achieving Goals - 2020 - 2023	
Domain	Target	How we plan to do this in 2023	How did we do in 2022?
Objective 1 Learners at the Centre Learners with their whaanau are at the centre of education			
Students' Learning	Safe inclusive places of learning - high aspirations for all learners, education responding to needs, sustaining language identity and culture	Identify and remove barriers to achievement. Continue to enhance student Key Competencies. Continue to raise student achievement. Increase Literacy and Numeracy capacity by active teaching of Reading and Vocabulary at all levels and Yr9 Lit/Num initiative.	Once again, in 2022 the school progress was disrupted by COVID. Staff illnesses and alert levels continued to deflect and challenge. Post Covid anxiety and poor attendance remain a major barrier. Lit /Num initiative.

		<p>Provide a range of options to support a broad curriculum as far as staffing allows.</p> <p>Foster strong connections with whaanau and improve reporting to whaanau processes.</p> <p>Continue to hold each staff member accountable to using and analysing a range of data, including student voice, to develop improved practices focused on student need.</p>	<p>Staffing and difficulty in finding specialist teachers limits curriculum opportunities.</p> <p>Experimented with different ways of reporting to make good connections.</p> <p>Teachers access student voice to gain feedback on topics taught etc. This is embedded as a termly process using the teacher planner and as part of the Teacher Growth Cycle.</p>
<p>Objective 2 Barrier-free access</p> <p>Great education opportunities and outcomes are within reach for every learner</p>			
<p>Student Engagement</p>	<p>Increase student engagement in learning and participating in a wide range of sports and co-curricular activities.</p> <p>Support new sporting and cultural initiatives.</p> <p>Reduce student alienation from school.</p>	<p>Continue to manage and support good student attendance through effective communication and home school partnership as well as a revision of our 'in-school' attendance processes.</p> <p>Continue to build cross-curricular connections through Inquiry teaching and learning.</p> <p>Development of alternative supportive programmes for the disengaged and disadvantaged.</p> <p>Collaborative planning and inquiring – sharing of goals and data interrogation.</p> <p>Develop an alternative programme to support those students at risk of failure.</p> <p>Support the implementation of the new bilingual programme and integration of Te Reo across Year7/8.</p> <p>Develop and support a new kapa haka roopu.</p>	<p>Student attendance remains challenged by habits formed during Lockdowns and the growth of an expectation that hybrid learning models can take the place of attending school.</p> <p>Sports, cultural and extra-curricular activities have been impacted by the various pressures of COVID throughout the last few years.</p> <p>No funding or staffing has been available to support this – it remains a challenge and need.</p> <p>Bi-lingual programme up and running. Will expand in 2023.</p>

School Organisation and Structures	Continue to develop coherency at all levels so that each system or process complements the others.	On-going review of structures and systems to ensure a consistent approach and accountability. Clear communications of expectations of each party and follow up if/when expectations not met. On-going review of Policies under the Policy Framework. Focus on sustainability of structures and systems without dependence on individuals.	This work continues. Sustainability, particularly in the face of staff movement remains a focus. Some policies reviewed according to need. Others as part of the rotation.
Objective 3: Quality teaching and leadership Quality teaching and leadership make the difference for learners and their whaanau			
Personnel	Employ high quality staff with relevant subject specialisation, but also a focus on relational pedagogy. Employ extra teachers for special initiatives	Maintenance of consistent PLD at all levels linked to strategic goals and improved student outcomes. Provide those with extra responsibilities with the time needed to be effective. Acknowledge good performance and hold professionals accountable for poor performance. Continue to support teachers to be the best that they can be with a robust observation and feedback process. Promote staff wellbeing – Aim to gain silver accreditation in 2022 with the Work Well Programme.	Disruptions to the year often mean cancellations of PLD plans. Maintaining a focus on 'in house' and 'in department' delivery of PLD. Observation cycle used but difficult to keep on track in the face of staff absences. On track to achieve this.
Property	Manage and improve school properties with timely maintenance and development. Develop and implement a Strategic Property Plan. Development and implementation of a strategic Digital Plan.	Plan for future growth – we need more classrooms. Provide workable spaces for specialist roles including a redevelopment of the Junior learning hub for special needs. Gym refurbishment urgent. The schoolhouse being used for Kaahui Ako redesignated as the school Caretaker's home. Continue to review and manage the digital direction of the school according to the Strategic Digital Plan via the Digital team.	3 x prefabs moth balled for demolition. Junior hub re-developed into effective suite of rooms for LSC and Learning support. Ongoing delays with the Gym work due to supply chain and labour shortage difficulties.

		Plan for and manage a roll over process for replacement of Moe provided Hardware (2020 lockdown provision).	Digital team functioning well. Digital strategic plan in place – working to future proof the school so that expenses are rotated. SNUP is due 2023.
Finance	Manage school finances in a way that provides the best opportunities for student learning while remaining fiscally sound.	Maintain fiscal processes ensuring all spending is targeted at improved student outcomes. Make use of any outside funding sources possible. All curriculum-based opportunities funded by school and free for all students. Manage the school lunches programme to provide free and healthy food for students. Invest in development of kitchen and staffing to achieve this. Funding will be recovered over a 3-year period.	Ongoing sound financial management practices. Students have 'fees free' learning opportunities. Kitchen and staff provide an excellent health and wellbeing resource for staff and students. Successful operations.

Objective 4: Future of learning and work

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

Pathways	To provide careers education from Year 10 upward. Ensure clear pathways are evident through all levels of schooling into the tertiary space and world of work.	Consistent approaches to mentoring and pathway planning that is engaged in by teachers alongside aakonga and whaanau are still a need. My Mahi needs to be properly engaged with but does require some uninterrupted Mentor programming. The aim for 2022 is to have a regular mentor period timetabled for this. Staff still need some experience and training. We are still looking for closer engagement between our member schools in a shared strategic direction.	A change in careers staff will bring some small change in this area. My Mahi still a focus for growth. Was inhibited in 2022 by some difficulties gaining internet access quickly enough in many areas of the school to be able to use the short period of time available for mentoring. Re-configuring old laptops and re-development of wireless hubs will help in 2023.
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Objective 5: World-class inclusive public education

New Zealand education is trusted and sustainable

Sustainability	<p>Embedding of the school values and Treaty principles at all levels of planning and documentation.</p> <p>Ensuring that knowledge and power is shared.</p> <p>Building capacity and ownership.</p> <p>Embed NELPs and Mana Oorite into all that we do</p>	<p>Strategic planning is focused on embedding of everything that we do around our core values of Growth, Ownership, Respect and Whanaungatanga as well as the Principles of Te Tiriti o Waitangi.</p> <p>Consistency and cohesion focused around NELPs and refreshed Kahikitia at the heart of all of our strategic planning and reflected in all of our policy documents.</p> <p>Active engagement with Kaahui Ako schools.</p>	<p>Strategic planning still needs to be more of a collaborated process. Finding time and ways to engage community in this is a focus for 2023.</p> <p>NELPs etc are actively engaged with in all planning steps.</p>
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Annual School Improvement Plan

Strategic Goal 2021 -2023

That we will all deliberately enact the GROW values, Kia Tupu, to enable all aakonga to prosper and flourish, kia hua and kia puaawai.

We will do this by:

- ◆ explicit teaching of the Key Competencies at all levels of the college, to improve student engagement and enable all aakonga to realise their potential.
- ◆ by participating and contributing in partnership with iwi and tauwi in making active connections to the wellbeing of the land, the people and their cultures.
- ◆ To interrogate student achievement data to identify potential barriers to individual degrees of success.

This is accompanied by deliberate focus on reading across all curriculum areas

Strategic Year Plan 2023

What	How	Where we are	Next Steps	Who	When
Objective 1 - LEARNERS AT THE CENTRE					
Iwi engagement	School presence and involvement at iwi and mana whenua events whenever appropriate and possible.	Principal, Kaiako and student representatives attend important and relevant occasions as often as possible. Participation in PLD with Mana whenua and delivery of this to rest of staff.	Maintain and strengthen connections. Find ways to provide opportunities for Mana Whenua and whanau to add their voice to planning processes.	Everybody	On going
Whaanau	Engagement events Consultation	Held very successful Big Night Out	Need to engage whaanau in Strategic planning, and more urgently in managing student behaviour.	Everybody	Each term
Kaahui Ako	Support for new leader	Active involvement in shared achievement challenge Support for staff to attend PLD sessions with Ohorei consultancy despite PPTA industrial action	Continue.	SLT and AS tchrs	ongoing
Community	Engage in consultation on a regular basis. Represent all parent groups	Board representation at school events to give parents the opportunity to ask questions/ have conversations / give feedback	Provide different and varied opportunities to collect whanau / community voice.	Board	ongoing
Enrolment	Enrolment processes followed	Zone to take effect in April. School Enrolment committee to follow processes	Determine Ballot processes etc.	SLT Board	April
Reporting	Quality reporting to parents	Review of reporting 2022. Whanau feedback gathered.	Changes to be put in place in accordance with community feedback	SLT	ongoing
Attendance	Aim to meet MOE target – 90% regularly attending Communicate with whanau and support agencies Created Kaiawhina role to support preventing truancy	Weekly attendance meetings. Work with Kaiawhina and Liaise with truancy and attendance personnel.	Identify and acknowledge good attendance regularly. Coordinate sharing of information with truancy service Report back on effectiveness and determine next steps	Attendance manager	End term 1
Objective 2 - BARRIER FREE ACCESS					
Pastoral Care	2022 review	Mana system. Pilot for term 1. Need for all to buy in. Aim to restore mana of all parties. Need for review of Stand down and suspension processes - Particular need for interventions before the board level is reached.	Report on effectiveness and identify next steps. Involve Board and school community in further planning. Collaborate with other schools in review of processes and procedures.	Pastoral Leader SLT	End term 1

Priority Learners	Identify numbers names and needs.	Have developed an ESOL mentor group to support students with language barriers. Have identified Lit/ Num needs and created timetable to accommodate meeting these	Create a plan, access funding, provide or access specialist teaching.	Learning support, SLT others	ongoing
Objective 3 - QUALITY TEACHING AND LEADERSHIP					
Management Leadership	Engaging in quality leadership PLD Review of Mngmt structure 2022	Slight revision of middle leadership. Review and reallocation of Senior Leader portfolios.	Refine and review again as personnel changes demand.	SLT	Term 2
Personnel	Qualified and effective teachers employed	Fully staffed, at the time of writing, but experiencing challenges replacing teachers who choose to work closer to school as the cost of living and transports cost rise.	Timetable and class size adjustments may become necessary	SLT	Ongoing
Professional Development	PLD programme within school focus on Lit/Num, NZ Histories, refreshed NZ curriculum and New NCEA	Have developed a team approach to leading PLD and assisting teachers to perform well. Observation and Feedback Cycle as part of Teacher Growth Plan	Challenged in delivering PLD because of PPTA industrial action. Also need to slow down the pace of change imposed from MOE and NZQA. Focus on one development at a time.	PLD team SLT and all staff	March and Ongoing
Curriculum and Timetable	Responsive and adaptive curriculum and timetabling	Currently providing classes according to student choice and staff availability. Limited by the lack of specialist in key areas.	Review systems and structures around curriculum and timetable	DP Curriculum	Term 2
Objective 4 – FUTURE OF LEARNING AND WORK					
Pathways Curriculum	Use external agencies when Curriculum cannot be provided here at school	Vocational Pathways development	Build greater awareness of Pathways across all curriculum areas.	Careers dept	On going
Tertiary connections	Active engagement with Waikato University and Wintec as well as other providers across the motu	A careers and Gateway teacher is employed full time, who is also the Year 12 and 13 Dean. We have a parttime assistant who coordinates work experience placements. Provision of various ready to work qualifications	Maintain a healthy relationship with community employers and local tertiary providers.	Careers dept	On going
Careers Ed	Careers education at junior levels and in Mentor classes.	Promote awareness of connections between various Careers with subjects taught	Promote and develop programmes for juniors through MyMahi	Careers dept	On going
Other	Create a 'Te Kupenga' type unit	Dire need for another facility to cater for the at risk/disengaged/ in need of transition.	Seek funding. Staffing. Resourcing. Personnel.	SLT Careers Learn Supt Wellbeing team	asap
OBJECTIVE 5 - WORLD CLASS INCLUSIVE PUBLIC EDUCATION					
Matauranga Maori	Ongoing staff PLD Creation of a PL delivery team consisting of SCT, WS and AS teachers and a coordinator	Ongoing staff PLD AS and WS teachers leading. Embedding of tikanga and Te Reo into daily practice and planning documents.	Ongoing Staff PLD Further engagement of mana whenua and whanau groups in planning and feedback processes	PLD team SLT Board	All year

Research and development	keep up to date with relevant PLD	Engaging with New NCEA Refreshed NZC and ANZH.		SLT and all staff	ongoing
GOVERNANCE					
Review	Gather information from stakeholders to inform ongoing review and reflection	3-year cycle of review of policies, procedures via a board workplan	Consider increasing board and whanau/ community input into strategic planning.	Everyone	Ongoing.
Buildings and Grounds	Property committee meets regularly to review maintenance and development of school buildings. 5YA and 10YPP	Property group report to each Board meeting.	Continue this.	SLT and Board	Ongoing
Finance	Sound fiscal management	Finance committee meets regularly, reports to Board each month. Budget approved and accounts audited annually	Continue this.	SLT and Board	Ongoing

Student Learning - 2022

Overall Commentary. -

The successful strategies of 2020 and 2021 were continued in 2022. At risk students were again identified and actively coached to achieve their best.

Junior (Year 7-10) students continued to be encouraged to achieve their best with a focus on individual achievement, acknowledgement of excellence and provision of support for the anxious and those with specific learning needs. Achievement levels indicated by PAT and testing again show that our incoming students on average are well behind where we should expect them to be for Literacy and Numeracy, both on entry at Year 7 and again at Year 9. It takes many students until Year 12 to catch up with national averages.

Senior Student achievement at NCEA

ACHIEVEMENT IN NCEA AND UE ENROLMENT BASED CUMULATIVE OVERALL RESULTS.

ACADEMIC YEAR	TE KAUWHATA COLLEGE				NATIONAL				DECILE 4			
	YEAR 11 NCEA L1	YERA 12 NCEAL2	YEAR 13 NCEA LEVEL 3	YEAR 13 UE	YEAR 11 NCEA L1	YEAR 12 NCEAL2	YEAR 13 NCEA LEVEL 3	YEAR 13 UE	YEAR 11 NCEA L1	YEAR 12 NCEAL2	YEAR 13 NCEA LEVEL 3	YEAR 13 UE
2018	48.1	67.6	53.5	51.2	72.4	77.6	66.1	48.9	70.9	76.9	63.3	41.1
2019	45.6	72.6	52.0	36.0	70.6	77.5	67.3	49.3	70.9	77.3	65.7	39.8
2020	60.4	69.8	57.1	42.9	71.8	80.1	72.1	53.4	73.9	80.4	69.4	45.4
2021	64.3	73.0	77.3	72.7	68.5	77.4	69.9	50.8	70.8	78.0	68.8	43.0
2022	54.4	80.7	60.0	56.7	64.8	74.8	68.1	50.3	70.1	78.7	70.1	49.5

NCEA Results in 2022 dropped for Levels 1 and 3 overall. We are still just short of the National averages for year 11, but on trend for Decile 4. Year 12 and 13 continue to improve. The Learning recognition credits account for some unearned success. Efforts to build resilience, raise expectations of academic rigour have continued, but there is a tendency for students to not value the opportunity presented by external end of year exams. Natural cohort fluctuations do account for some variability too.

ACHIEVEMENT IN NCEA AND UE ENROLMENT BASED CUMULATIVE RESULTS BY GENDER.

ACADEMIC YEAR	TE KAUWHATA COLLEGE								NATIONAL								DECILE 4							
	YEAR 11 NCEA L1 M. F.		YEAR 12 NCEA L2 M. F.		YEAR 13 NCEA L3 M. F.		YEAR 13 UE M. F.		YEAR 11 NCEA L1 M. F.		YEAR 12 NCEA L2 M. F.		YEAR 13 NCEA L3 M. F.		YEAR 13 UE M. F.		YEAR 11 NCEA L1 M. F.		YEAR 12 NCEA L2 M. F.		YEAR 13 NCEA L3 M. F.		YEAR 13 UE M. F.	
2018	47.7	48.6	60.6	74.3	42.9	58.6	35.7	58.6	68.2	76.8	74.2	81.0	61.0	70.7	42.4	54.8	67.0	75.4	73.9	80.1	58.8	67.9	36.1	46.3
2019	40.5	50.0	68.6	77.8	66.7	46.7	33.3	40.0	66.5	74.9	74.7	80.2	62.3	71.9	42.2	55.8	68.0	74.4	74.6	80.4	61.8	69.8	34.5	45.3
2020	55.6	66.7	82.1	60.0	40.0	72.7	40.0	45.5	69.6	74.1	77.8	84.4	68.5	75.5	46.8	59.6	72.4	75.6	77.5	83.8	66.3	72.7	40.4	50.7
2021	60.5	70.4	67.6	77.5	88.9	69.2	77.8	69.2	66.2	70.8	75.4	79.3	66.1	73.5	44.4	56.6	68.9	73.0	75.7	80.5	65.1	72.6	36.8	49.4
2022	44.7	61.5	81.1	80.0	64.3	56.3	57.1	56.3	63.3	66.4	73.2	76.5	65.5	70.5	44.8	55.3	69.1	71.1	76.5	81.1	66.8	73.2	43.7	55.1

Gender differences were not as marked for TKC students at Year 13 as they have been. A small cohort of 25 who remained at school, worked well throughout.

Girls significantly outperformed males in Year 11 at TKC. Some social disruptions for this group, exacerbated by extensive time out of school routines because of Covid disruption have been identified as causal factors by staff. Many boys did not engage well with the hybrid models of learning and lost significant ground in the lock down periods. Some of this may have been due to the semi-rural nature of Te Kauwhata with boys finding work on farms and / or interests outside of or additional to their learning.

The variations were less marked nationally and for Decile 4.

ACHIEVEMENT IN NCEA AND UE - ENROLMENT BASED CUMULATIVE RESULTS BY ETHNICITY. (For the purpose of meaningful comparison, ethnic results have been separated into the two major groups – European /Maaori and then the smaller groups in our school – Asian/Pacific)

ACADEMIC YEAR	TE KAUWHATA COLLEGE								NATIONAL								DECILE 4							
	YEAR 11 NCEA L1		YEAR 12 NCEA L2		YEAR 13 NCEA L3		YEAR 13 UE		YEAR 11 NCEA L1		YEAR 12 NCEA L2		YEAR 13 NCEA L3		YEAR 13 UE		YEAR 11 NCEA L1		YEAR 12 NCEA L2		YEAR 13 NCEA L3		YEAR 13 UE	
EUROPEAN MAORI	E	M	E	M	E	M	E	M	E	M	E	M	E	M	E	M	E	M	E	M	E	M	E	M
2018	46.3	46.7	73.5	54.5	56.7	18.2	56.7	18.2	78.0	58.4	81.5	68.6	69.9	52.9	55.0	29.3	74.2	61.4	79.7	70.8	65.5	50.7	44.2	23.9
2019	50.9	27.5	72.5	68.0	66.7	33.3	44.4		76.0	57.7	81.1	68.9	70.8	55.1	55.1	29.9	75.7	59.4	80.2	72.8	68.3	54.9	43.1	24.5
2020	69.0	43.2	76.9	55.6	57.1	60.0	35.7	40.0	75.8	60.8	83.2	71.9	74.6	60.7	59.0	34.1	78.0	63.1	83.1	74.4	71.3	61.1	48.4	30.4
2021	68.8	50.0	84.4	60.7	68.8		62.5		73.5	56.5	80.0	67.5	72.7	57.8	56.2	30.9	75.6	59.4	80.9	69.8	69.7	59.5	45.4	26.1
2022	66.1	35.0	86.8	70.0	55.0	75.0	50.0	75.0	69.6	53.7	79.3	64.0	71.6	55.7	56.0	30.9	74.0	57.6	81.6	69.3	75.2	58.8	52.3	32.7

Asian/Pacific data comparison

ACADEMIC YEAR	YEAR 11 NCEA L1		YEAR 12 NCEA L2		YEAR 13 NCEA L3		YEAR 13 UE		YEAR 11 NCEA L1		YEAR 12 NCEA L2		YEAR 13 NCEA L3		YEAR 13 UE		YEAR 11 NCEA L1		YEAR 12 NCEA L2		YEAR 13 NCEA L3		YEAR 13 UE	
	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P
2018	100	50.0	60.0	40.0	25.0	42.9		42.9	76.9	62.8	77.3	72.1	70.5	58.9	60.1	28.6	77.3	71.4	78.0	77.7	73.5	62.8	60.2	30.8
2019	50.0	36.4	100	100	50.0		25.0		73.9	61.8	78.3	71.3	71.3	60.3	59.3	30.3	76.9	70.7	77.1	74.9	72.6	65.6	54.7	30.4
2020	80.0	55.6	66.7	66.7	50.0	66.7	50.0	66.7	73.1	68.2	80.0	77.1	76.5	68.9	64.1	33.7	76.9	76.8	82.7	79.2	74.5	68.2	59.6	33.5
2021	83.3	50.0	80.0	50.0	100	100	100	100	69.6	61.0	80.7	70.6	75.8	64.2	62.2	31.9	79.3	69.7	81.1	79.1	79.7	66.5	62.7	35.5
2022	80.0	50.0	80.0	60.0	100		100		65.9	56.5	76.0	67.2	73.5	59.4	61.2	28.6	72.6	59.6	82.4	70.8	76.6	59.8	61.6	31.8

The number of Asian and Pacific students remain so small as to be statistically invalid when reported as cumulative percentages. However, in 2022 two of our three head students were Asian, the third, Maaori. An unusual influx of migrant students for 2023 creates a need for an ESOL class.

NCEA CERTIFICATE ENDORSEMENT - CUMULATIVE RESULTS BY PERCENTAGE

ACADEMIC YEAR	TE KAUWHATA COLLEGE						NATIONAL						DECILE 4						The nature of the cohort each year has a huge impact on results and particularly on the number of Merit and Excellence endorsements. Teachers work hard to encourage students to reach for better than achieved. Our endorsements improved in Year 12 and 13 for 2022.
	YEAR 11 NCEA L1		YEAR 12 NCEAL2		YEAR 13 NCEA LEVEL 3		YEAR 11 NCEA L1		YEAR 12 NCEAL2		YEAR 13 NCEA LEVEL 3		YEAR 11 NCEA L1		YEAR 12 NCEAL2		YEAR 13 NCEA LEVEL 3		
	E	M	E	M	E	M	E	M	E	M	E	M	E	M	E	M	E	M	
2018	10.5	28.9	10.9	13.0	4.3	43.5	20.5	34.3	16.5	25.2	15.0	27.0	13.8	28.4	10.3	18.4	11.8	21.2	
2019	7.3	29.3		15.6		30.8	19.9	33.9	16.7	25.1	14.8	26.2	13.1	28.1	10.2	18.3	10.4	19.7	
2020	3.4	25.9	6.8	2.3	8.3	16.7	20.7	32.3	17.9	24.9	17.5	26.3	13.5	27.4	11.3	19.4	12.5	20.1	
2021	6.7	42.2	7.4	9.3	23.5	23.5	21.1	32.2	17.7	24.2	17.9	25.6	15.2	28.0	11.0	18.3	13.8	20.3	
2022	8.2	24.5		15.2	33.3	16.7	19.4	31.5	16.4	24.1	15.3	25.5	11.9	24.4	10.3	17.7	10.7	19.6	

LITERACY AND NUMERACY - CUMULATIVE PERCENTAGE RESULTS.

ACADEMIC YEAR	TE KAUWHATA COLLEGE						NATIONAL						DECILE 4						Literacy and Numeracy results for seniors who remain at this school are particularly pleasing given the consistently low average levels of the school intake. A strong focus on building Literacy and Numeracy capabilities pays off over time. High numbers of students with special assessment conditions because of their learning needs are supported to achieve well also. Continuing emphasis on Lit/Num is required at Junior levels to support senior academic achievement
	YEAR 11		YEAR 12		YEAR 13		YEAR 11		YEAR 12		YEAR 13		YEAR 11		YEAR 12		YEAR 13		
	LIT	NUM	LIT	NUM	LIT	NUM	LIT	NUM	LIT	NUM	LIT	NUM	LIT	NUM	LIT	NUM	LIT	NUM	
2018	81.0	74.7	97.1	98.5	100	100	86.2	84.4	93.3	92.4	94.4	93.8	85.7	83.6	94.1	93.3	95.1	94.4	
2019	77.8	83.3	91.9	95.2	96.0	100	85.5	83.4	92.8	91.8	94.6	94.0	86.2	83.8	93.3	92.1	95.3	94.7	
2020	77.1	85.4	96.8	98.4	100	100	85.1	83.6	92.7	91.7	94.4	93.7	86.9	84.0	94.7	93.2	94.5	93.9	
2021	84.3	78.6	91.9	95.9	95.5	95.5	83.6	82.5	92.2	91.3	94.2	93.6	85.8	82.1	94.4	92.6	96.2	95.1	
2022	74.4	85.6	93.0	91.2	100	100	81.6	80.7	91.2	90.2	93.9	93.3	83.3	80.2	93.3	91.3	95.8	94.5	

Junior school Achievement data – Years 7 and 8.

Writing:

In 2020, based on discussions with the senior area of the school, around the very poor writing skills in students entering Year 9 and persisting into Years 11 – 13, procedural writing was chosen as the basis for comparative assessment. Specific teaching around writing instructions, sequencing of ideas as well as narrative and poetic writing, were all covered and assessed at beginning and end of year. This focus has continued into 2021 and 2022 because of the disruptions of COVID which has hampered progress.

By the end of the year, 75% of Year 7 students were achieving at or above the expected curriculum level in the E-asTTle Writing test and all Year 8 students were achieving at or above the expected level in this test. – an 0.9 sub level shift.

Reading:

Whole staff PLD on teaching reading strategies to beginning readers was needed as secondary staff are not trained in this. Nor does the assessment and curriculum model allow the time. However, understanding the difficulties faced by readers with inadequate skills means that teachers can refer when needed and attempt to differentiate the learning more effectively.

Students enter the college on average, significantly below the expected curriculum level – 70% are below and well below the expected level, with a range from curriculum level 1 – 6.

By the end of the year, 59% of Year 7 students achieved at or above the expected level in the E-asTTle Reading Test and by year end 8 students had an average 0.5 sub level shift.

Maths

For Year 7, at least one half to one curriculum level improvement was made by all students, regardless of gender or ethnicity, except for those entering at the very lowest - Levels 1 and 2 of the curricula.

For Year 8 the results were more varied, with some students making no shift (again at the lowest end) and with many others jumping as much as 3 or 4 levels.

Years 9 and 10 data

e-asTTle data reveals 61% of Year 9 students were well below and 50% of year 10s still below, or well below the expected level. For Maaori students the results were 68% and 58% respectively. Hence there continues a strong focus on core reading comprehension and writing strategies and on raising literacy through targeted programmes at years 9 and 10. We look forward to furthering improvement through our year 9 and 10 Lit/ Num programmes in 2022.

Assessment at year end reveals very small difference between the main ethnic groups overall achievement – as low as 3 percentage points.



TE KAUWHATA COLLEGE

TE KURA TUARUA O TE KAUWHATA

23 March 2023

KIWISPORT FUNDS DECLARATION 2022

KiwiSport is a Government funded initiative to support students' participation in organised sport. In 2022, the school received total KiwiSport funding of \$11,574.06 exc.

This funding went towards travel, uniforms, first aid kits, sports equipment and employment of the school Sports Coordinator.

Yours sincerely

Louise Andrews
Business Manager



Deborah Hohneck
Principal
MEdL (Hons)

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Statement of Compliance with Employment Policy

For the year ended 31 December 2022

Te Kauwhata 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.
- Notes that our current employment policies are covered in several current policies and that they will be collated as one document that matches the MOE template and shows compliance to Section 134 of the Education and Training Act 2020 which comes into effect 1 January 2023.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TE KAUWHATA COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Te Kauwhata College (the School). The Auditor-General has appointed me, Bernard Lamusse, 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 17, that comprise the statement of financial position as at 31 December 2022, 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 2022; 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 23 May 2023. 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, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, 18 to 44, but does not include the financial statements, and our auditor's report thereon.

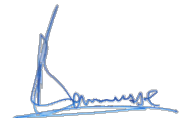
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



Bernard Lamusse
Director
PKF Hamilton Audit Ltd
On behalf of the Auditor-General
Hamilton, New Zealand