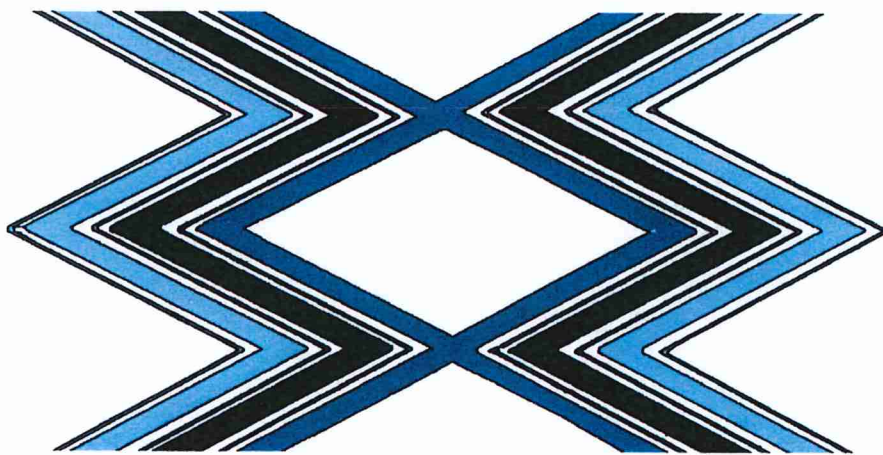


2023
Annual Report
Statement of Variance



**TE WHAREKURA O
TE KAOKAOROA O PATETERE**

“Whangai te iti kahurangi”

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1. General Introduction

2023 'A New Beginning'

2023 was a year of exciting new beginnings, focussed around a successful property portfolio.

Our Charter and Strategic Plan had indicated a desire to strengthen our pathway sustainability. To this end our new Kohanga Reo was created, established, and opened. Our Senior Wharekura block, Te Tihi-o-Mānono, saw the Kingitanga and our King Tuheitia open our magnificent new complex. These events and projects create an environment of progress and excellence, highlighted in more detail further in this Annual Report.

Our 2023 roll began at 305, our highest roll number to date. We have had continued roll growth each year for the past 13 years, which now has taura from our extended Rohe - Tokoroa, Te Awamutu, Matamata and Putaruru. This brings its own challenges of facilities, equipment, and staff.

These increases enabled our three ohu to operate with some degree of autonomy. This also enabled Senior Management a greater voice in operations, management, and professional leadership, supported by our Deputy Principal.

Kura Teina (100 students) embedded new staff, systems, collegiality, and professionalism with a detailed focus on teaching and learning programmes linked to evidence-based data. The pathway into our Kura Teina was strengthened to include open days for our supportive Kohanga Reo. 2023 was a very successful year for our ohu teina.

Kura Waenga (105 students) built on their development last year of a timetable linked to the Maramataka. They frequently posted to their online portals to include parents in this process and direct teaching and learning occurred.

Their obvious success was a huge haerenga to Nelson for Te Mana Kuratahi 2023 where they won numerous trophies and placings and finished in the Top 10. This was an outstanding undertaking with wananga, noho, fundraising, logistics, travel, and accommodation. This had a positive impact not only on this ohu but the entire kura.

On the sports field our intermediate golfers placed third overall to win bronze medals at the Zespri Aims Games in Tauranga.

Our Wharekura ohu (103 students) finally received a new facility that opened in March and has received much fanfare as a senior complex preparing students for tertiary study. Te Tihi-o-Mānono has been entered into the New Zealand Architect of the Year Award and used extensively in promotions by furniture company Furnware. Their obvious highlights were in the Pou that we regard as important. Academically we focussed on achievement and scaffolding Year 9 and Year 10 students into NCEA through a Certificate and Diploma programme.

Kapa Haka saw a team of 40 students and 10 staff travel to Hawaii for ten days of activities while also competing at the Tainui Regionals and winning second place overall to qualify for nationals in 2024.

On the sports field our staff set new goals and targets with the results supporting this. Our senior boys' basketball team won the local and regional competitions and progressed to a competition in Rotorua. Our Ki-o-Rahi teams placed third at the New Zealand event and our junior girl's rugby and league teams won both tournaments they entered.

Our PB4L team facilitated school wide programmes across each ohu and included a proposal for a student voice to be included in 2024 through a strengthened leadership committee – House Leaders, Prefects and Heads of School.

Our kura house competition is still the highlight of the year for many students. This year's highlight was undoubtedly the Disney focus in Te Reo Māori and was a real credit to all involved.

Our prizegiving events have grown to enable each ohu to customise their own event pitched at the level of their Manu Taiko. Kura Teina and Kura Waenga held theirs on the Mahau of Te Kotukutuku o Kaimai, our wharehui, with Kura Waenga including 'A day with the stars', an 'Oscars' themed graduation. Wharekura were in their new block using a digital presentation to showcase their Manu Taiko journey here at kura.

These were all marvellous days at kura with huge parental support in attendance.

Our Tainui Kahui Ako revisited the objectives and focussed on a 'full teacher only day' for the start of 2024 and appointed new personnel to deliver across school goals and targets. Our within kura roles were focussed on our localised curriculum which was growing annually.

We established an E.R.O Action Plan which focussed on assessment data analysis, collection, and reporting. Our 2023 focus was in the Wharekura lead by a Wharekura staff member. NCEA subject data and reflections were created and included in this annual report, and we have linked our professional development to this in three parts:

1. **Schoolwide Focus** - reporting and analysis
2. **Ohu Focus**
 - Teina > Teaching and learning
 - Waenga > Data collection and reporting
 - Wharekura > NCEA changes
3. **Individual Focus** - Each individual has professional development as discussed with their Assistant Principal with many choosing suitable Te Reo programmes.

Finally we have embraced an increased profile on media platforms through the strengths of one particular staff member. This profile produces outstanding quality media summaries of everything that occurs here at Te Wharekura o Te Kaokaoroa o Pātetere. One particular post has over 3 million viewings.

2023 has been a tremendous year for all driven by a team of committed and dedicated staff.

“Success is fleeting, but the process that leads to success lasts forever”

Noho ora mai i raro i te manaakitanga o te runga rawa. Paimarie.

2. Purpose Statement

Te Wharekura O Te Kaokaoroa O Pātetere whanau will strive to build the key foundation stones that establish this kura; Te Reo, Tikanga, Respect, Manaakitanga, Loyalty, Honesty and Whanaungatanga values, which provide the platform for excellence in both Maori and English.

Target:

To become the school of choice.

Goal:

Endeavouring to nurture tamariki as they progress from kohanga reo to wharekura, then on to further opportunities, whether they be careers or tertiary study, through effective teaching and learning programs.

Actions:

- > To establish programs of work that contribute to a holistic education.

Summary:

More is learnt at kura than what is taught. We are a Kura-a-lwi that has close bonds with our lwi Raukawa. We include Raukawa goals and aspirations in our Charter.

Creating 'good people' that contribute in a positive way to their whanau, hapu, marae, and iwi is important to us.

Performance is easy to measure in knowledge and skills, less easy to measure in attitudes, ethics and problem solving, the soft skills that contribute to our holistic approach.

1) TE REO ME NGĀ TIKANGA

We are full immersion in Years 1-8 and thereafter subject dependent. We support our local Kura Reo and Poukai events.

2) RESPECT

We practice high level interactions between staff and taura. Tuakana and Teina bonds are real.

3) MANAAKITANGA

Taking a real time interest in students and their lives enables us to practice this. We embrace our tribal events to support on our local marae.

4) LOYALTY

We practice loyalty as professional colleagues. This modelling by staff provides 'gold standard' loyalty among students. We are Wharekura for life in all that we do.

5) HONESTY

Being responsible for your own actions matters to us.

6) WHANAUNGATANGA

We enroll 'whole families' including grandparents. If you are enrolled in this kura, your extended whanau is also enrolled.

We have a fully operational bus service to support parents as their 'Kura of Choice', and our new Kohanga Reo has strengthened our supply pathway.

3. Matauranga

Target:

To provide academic programs that meet the needs of our students and community.

Goal:

Dedicated to creating robust academic programs, reinforced by data and evidence to maximise student achievement.

Actions:

- > To fulfil the NAG's and the NEG's as prescribed by the Ministry of Education.
- > To clearly define kura targets around numeracy and literacy.
- > To clearly define specific kura targets around the seven essential learning areas.

Summary:

Following on from adjustments in 2022, our three ohu remained in their original state:

Kura Teina: Year 1 – Year 4

Kura Waenga: Year 5 – Year 8

Wharekura: Year 9 – Year 13

Kura Teina built on authentic learning environments including mara, taiao, fishing, harvesting, and cooking for real learning opportunities. Te Reo flourished with 'recall' being the focus of learning. Waiata taught our Tikanga-a-lwi and rich language acquisition exists.

Kura Waenga built on Dr Rangi Mataamua's cycle of calendar that is now imbedded into their learning programmes. Rotations occurred for students to learn a range of teaching and learning methods from a strength-based teacher delivery model. A breadth of essential learning areas is covered which also aids the transition into Wharekura.

Wharekura strengthened their certificate and diploma programmes at Years 9-10 with multi-level programmes offered, targeted directly at students needs and abilities.

Increased opportunities existed for students to obtain university entrance due to increased programmes of work at this level.

The target for 2024 is to develop data collection, analysis, and reflections, building on the initial undertakings in 2023.

4. Hakinakina

Target:

To provide sporting opportunities that meet the needs of our students and the community.

Goal:

Dedicated to creating healthy, active tamaiti. Maximising student sporting success, enjoyment and achievement.

Actions:

- > To establish meaningful health and nutritional programmes.
- > To establish meaningful sporting opportunities.
- > To offer team and individual sporting opportunities.
- > To facilitate higher honour representation for kura and students.

Summary:

The government funded 'Ka Ora, Ka Ako Healthy School Lunches Programme' has grown. We now have five staff preparing over 300 meals each day, aligned to government menu and provision requirements. Staff have attended Professional Development throughout the year to ensure we are at the top of our game. We also offer both cooked and continental breakfasts each day.

Sports teams for 2023 operated at the top of their performance matrix. We had a record number of students involved with a record number of teams in a greater variety of sports and a record number of top teams winning regionally and placing nationally. Students again made higher honours in representative teams.

The sports department reflected, analysed, and created pathways to success. Before school and after school training programmes were established and meetings held with parents to outline a clear pathway for the year.

The obvious highlight was our Senior Ki-o-Rahi team placing second in their regional competition and then third at the New Zealand

Nationals. The Junior Ki-o-Rahi team also placed nationally in their competition.

Senior Boys Basketball won the South Waikato competition and then went on to win their regional competition in Te Kuiti with a bus load of supporters travelling over making it feel like a home game.

Our junior golf team placed third at the annual Aims Games.

Our Senior Chess team again competed in regional competitions where several students were selected for the Central North Island competition that led to North Island and New Zealand honours.

Our U15 girls team won regional competitions in both Rugby and League.

Kura Teina and Kura Waenga continued to enter teams into our local competitions for Netball and Touch, and within our Kahui Ako for Swimming and Cross Country.

All targets were met and exceeded within Hakinakina for 2023.

5. Mahi-a-Rehia

Target:

To provide cultural, spiritual programs that meet the needs of our students and community.

Goal:

Dedicated to creating and tutoring competition standard Kapa Haka programs.

Actions:

- > To establish a senior wharekura competition Kapa Haka team.
- > To establish a 'primary school' competition Kapa Haka team to compete at Tainui and Hauraki competitions.
- > To establish a Ngahau Kapa Haka team to perform locally and at the Sputh Waikato Culture Fest, made up of junior ohu tamariki.

Summary:

Kapa Haka in all its many facets is the driving force of giving life to Te Reo here at kura. It teaches students commitment, resilience, to work with others, to understand diets, rest, sleep, preparation and to set goals of excellence and strive for them.

Our Kura Waenga team attended Te Mana Kuratahi 2023 in Nelson as the culmination of a huge campaign of organisation and fundraising. The team finished in the Top 10 nationally with several first placings. It was an outstanding performance.

Our Wharekura team attended Tainui Regionals in Hamilton and won second place overall, again with many first placings, to qualify for nationals in 2024 again in Nelson.

Our Kura Teina team performed at the Tūwharetoa Taiopenga Kapa Haka Festival held annually in Taupo to enable these students the chance to wear their kura performance kakahu.

The Senior Wharekura also undertook a ten-day tour to Hawaii with 42 students and 12 staff that was a highlight for many and included performances at two High Schools and the Polynesian Cultural Centre, as well as visits to Pearl Harbour, Turtle Beach, Dole Plantation, Bishop Museum, a homecoming American Football game, and obligatory shopping.

We had a record number of staff and ex-students involved in Te Matatini.

We are serious about Kapa Haka. The standard we are at and aspire to be is the best in our rohe, and a kura that Tainui can be proud of.

All targets were met and exceeded within Te Mahi-a-Rehia for 2023.

6. Numeracy

Target:

Using national standards, 80% of students by Year 8 will be achieving at or above the standard.

Actions:

- > Determine benchmarks from the previous year.
- > Identify students that are not yet at the target and assist.
- > Identify students experiencing success and consolidate.
- > Identify students needing extensions and plan accordingly.
- > Improve numeracy techniques across the maths curriculum.

Summary:

2023 had us again reflecting on Numeracy within the kura.

Kura Teina and Kura Waenga focussed on explicit teaching using data informed decision making to advance students on their numeracy pathway. This is an ongoing challenge and has forced us to reflect on our enrolment policy and make realistic judgements about 'time in immersion' rather than year levels.

Numeracy in our Wharekura ohu has had detailed reflections and a specific focus of numeracy aligned to targets rather than mathematics only. The scaffolding approach in Years 9 and 10 is proving worthwhile.

Our goal for 2024 will be to create detailed tracking and reporting processes and analyse this data to influence achievement.

There has been greater overall achievement in Numeracy for 2023.

7. Literacy

Target:

Using national standards, 80% of students by Year 8 will be achieving at or above standard.

Actions:

- > Determine benchmarks from the previous year.
- > Identify students that are not yet at target and assist.
- > Identify students experiencing success and consolidate.
- > Identify students needing extensions and plan accordingly.
- > Improve literacy techniques across the literacy curriculum.

Summary:

2023 had us again reflecting on literacy within the kura.

Kura Teina and Kura Waenga have rich language programmes operating backed up by evidence-based data. There is a constant challenge by varying levels of competency in Te Reo aligned to the length of time students have had in immersion education.

For 2024 Te Reo is a focus inclusion for professional development for some staff, to then be able to share more widely across Kura Teina and Kura Waenga.

Literacy in our Wharekura ohu is also removed from Te Reo, or Te Reo Rangatira programmes, and is taught by the needs to each student. This has improved results directly aligned to literacy in their learning pathways.

The successful scaffolding programme has enabled many Year 10 students to gain their literacy components for NCEA.

Our goal for 2024 will be to create detailed tracking and reporting processes and to analyse the data to influence achievement.

There has been greater overall achievement in Literacy for 2023.

8. N.C.E.A

Target:

All students from Year 11 to Year 13 to gain 85 NCEA credits and pass NCEA.

Actions:

- > Determine the benchmark from the previous year.
- > Identify students in need of assistance and target.
- > Identify students experiencing success and consolidate.
- > Identify students needing extensions and plan accordingly.

Summary:

All NCEA data is now available online through the Ministry portal.

For us the focus is now on individual learning programmes and many students have multilevel studies operating in any one-year ie a Year 12 student may be completing Level 1, Level 2 and Level 3 programmes in different subjects.

In 2023 the focus was to establish a more detailed data gathering and analysis process. This occurred with the guidance of a senior staff member in the wharekura ohu who introduced data gathering, subject reflections and comparative graphs which clearly provide a better product for reporting and reflecting. This procedure will be introduced at a full staff meeting in 2024 to share with other ohu.

A greater range of subjects and teachers has increased options and opportunities for success within wharekura.

2024 will enable comparative data to be analysed retrospectively. Outstanding progress here.



Te Wharekura o Te Kaokaoroa o Patetere

MATAURANGA POU: 2023 ACADEMIC ANALYSIS - SUBJECT

2023 ACADEMIC SUBJECT BREAKDOWN									
Subject Information			Credits				Endorsements		
SUBJECT	TAU	No. Taurira	0 - 5 credits	6 - 10 credits	11 - 14 credits	14+ credits	ACH	MRT	EXC
DT	11	15	1		3	11	14		
Comments/ Highlights									

Kaiako: _____
Lead: _____

Ohu Wharekura

Sign: _____

Sign: _____



Te Wharekura o Te Kaokaoroa o Patetere

MATAURANGA POU: 2023 ACADEMIC ANALYSIS - SUBJECT

2023 ACADEMIC SUBJECT BREAKDOWN									
Subject Information			Credits				Endorsements		
SUBJECT	TAU	No. Tauira	0 - 5 credits	6 - 10 credits	11 - 14 credits	14+ credits	ACH	MRT	EXC
DT	12	7	1	1		5	5		
Comments/ Highlights									

Kaiako: _____ Jeremy Siulepa _____

Lead: _____

Ohu Wharekura

Sign: _____

Sign: _____



Te Wharekura o Te Kaokaoroa o Patetere

MATAURANGA POU: 2023 ACADEMIC ANALYSIS - SUBJECT

2023 ACADEMIC SUBJECT BREAKDOWN									
Subject Information			Credits				Endorsements		
SUBJECT	TAU	No. Taurira	0 - 5 credits	6 - 10 credits	11 - 14 credits	14+ credits	ACH	MRT	EXC
DT	13	5	1			4	4		
Comments/ Highlights									

Kaiako: _____ Jeremy Siulepa _____

Lead: _____

Ohu Wharekura

Sign: _____

Sign: _____



Te Wharekura o Te Kaokaoroa o Patetere

MATAURANGA POU: 2023 ACADEMIC ANALYSIS - SUBJECT

2023 ACADEMIC SUBJECT BREAKDOWN									
Subject Information			Credits				Endorsements		
SUBJECT	TAU	No. Taurira	0 - 5 credits	5 - 10 credits	10 - 14 credits	14+ credits	ACH	MRT	EXC
HKK	11	21				21	13	8	
Comments/ Highlights									
<ul style="list-style-type: none"> - Taurira completed all assessments in Hakinakina this year - Turbo Touch - Using real world experience to participate in this sport, to complete AS 1.3. Taurira were highly engaged in this unit of work as there was an actual event (that they would be participating in) attached to the assessment. Regional Turbo Touch Tournament in April and National Secondary Schools Turbo Touch Tournament in June. - More support for taurira (from kaiako) is needed in how to write for assessment purposes. This support would assist taurira in being able to express their ideas more thoroughly, and as a result have a high ability in achieving academic success. - Next year the assessment will change so more time and resources will be needed to maintain a quality programme in NCEA Level 1 - 									

Kaiako: _____

Ohu Wharekura Lead: _____

Sign: _____

Sign: _____



Te Wharekura o Te Kaokaoroa o Patetere

MATAURANGA POU: 2023 ACADEMIC ANALYSIS - SUBJECT

2023 ACADEMIC SUBJECT BREAKDOWN

Subject Information		Credits				Endorsements			
SUBJECT	TAU	No. Taurira	0 - 5 credits	5 - 10 credits	10 - 14 credits	14+ credits	ACH	MRT	EXC
HKK	12	15	3	2	3	7	24	11	9

Comments/ Highlights

- Taurira demonstrated positive understanding and capability of units provided.
- Participation and development of physical education was demonstrated and implemented.
- This year Hākinakina was affected, by many kaupapa running through the kura, which resulted in many taurira not completing all standards. (In solution extra support for taurira is need to ensure taurira success)
- Also, some taurira, has poor attendance to class, which in result they had fallen behind in completing mahi.
- Next year the assessment will change so more time and resources will be needed to maintain a quality program in NCEA Level 2
- Goal for physical education is to always be solution based, taurira failing without effort is a reflection on uncertainty and a lack of knowledge of the unit. (Pushing for success)

Kaiako: _____

Ohu Wharekura Lead: _____

Sign: _____

Sign: _____



Te Wharekura o Te Kaokaoroa o Patetere

MATAURANGA POU: 2023 ACADEMIC ANALYSIS - SUBJECT

2023 ACADEMIC SUBJECT BREAKDOWN

Subject Information		Credits				Endorsements			
SUBJECT	TAU	No. Taurira	0 - 5 credits	5 - 10 credits	10 - 14 credits	14+ credits	ACH	MRT	EXC
HKK	13	6	2	1	1	2	7	4	4

Comments/ Highlights

- This year Hākinakina was affected, by many kaupapa running through kura, which resulted in many taurira not completing all standards (To fix this, extra emphasis on ensuring the taurira is given tasks and support to achieving their mahi that is due).
- Also, some taurira, have poor attendance to class, which in result, they had fallen behind in completing mahi.
- Next year the assessment will change so more time and resources will be needed to maintain a quality program in NCEA Level 3.
- Effort and development of the topic provided was positive with taurira pushing themselves and achieving the many assignments provided.
- For P.E to strive further in success, resources are a crucial part of this subject, (chrome books, laptops are an important for the many achievement standards. (not all standards require technology).
- Being creative and pushing yourself (myself) as a teacher to better craft and encourage the taurira is always a way forward and goal.

Kaiako: _____

Ohu Wharekura Lead: _____

Sign: _____

Sign: _____



Te Wharekura o Te Kaokaoroa o Patetere

MATAURANGA POU: 2023 ACADEMIC ANALYSIS - SUBJECT

2023 ACADEMIC SUBJECT BREAKDOWN									
Subject Information			Credits				Endorsements		
SUBJECT	TAU	No. Taurira	0 - 5 credits	6 - 10 credits	11 - 14 credits	14+ credits	ACH	MRT	EXC
OED	11	12	4	8					
Comments/ Highlights									
<ul style="list-style-type: none"> - Taurira completed 2 of the 4 assessments available in Outdoor Education this year - A strong focus for this year level is developing responsible behaviours for safety in the outdoors. During practical experiences and activities this was difficult for students to grasp. Students worked independently rather than collectively for the benefit of the group, to which students found it difficult to understand how their behaviours affected the group as a whole. - More support for taurira (from kaiako) is needed in how to write for assessment purposes. This support would assist taurira in being able to express their ideas more thoroughly, and as a result have a high ability in achieving academic success. - Next year Outdoor Education will not be offered to Level 1 due to the NCEA Level 1 changes. 									

Kaiako: Whaea Megan Tapara

Ohu Wharekura Lead: _____

Sign: _____

Sign: _____



Te Wharekura o Te Kaokaoroa o Patetere

MATAURANGA POU: 2023 ACADEMIC ANALYSIS - SUBJECT

2023 ACADEMIC SUBJECT BREAKDOWN

Subject Information		Credits				Endorsements			
SUBJECT	TAU	No. Tauira	0 - 5 credits	6 - 10 credits	11 - 14 credits	14+ credits	ACH	MRT	EXC
OED	12	7	2	2	3				

Comments/ Highlights

- Tauira completed 3 of the 4 assessments available in Outdoor Education Level 2 this year
- This year's focus was developing tangible skills for bush survival. The Year 12 Pureora tramp was successful however only 4 students attended. Students were able to demonstrate their learning through practical experience and further develop their skills. All assessments completed tied together into the 3 day overnight haerenga.
- More support for tauira (from kaiako) is needed in how to write for assessment purposes. This support would assist tauira in being able to express their ideas more thoroughly, and as a result have a high ability in achieving academic success.
- Next year Outdoor Education will provide more learning in navigation for students to develop stronger skills and abilities in map and compass work.

Kaiako: Whaea Megan Tapara

Ohu Wharekura Lead: _____

Sign: _____

Sign: _____



Te Wharekura o Te Kaokaoroa o Patetere

MATAURANGA POU: 2023 ACADEMIC ANALYSIS - SUBJECT

2023 ACADEMIC SUBJECT BREAKDOWN									
Subject Information			Credits				Endorsements		
SUBJECT	TAU	No. Taurira	0 - 5 credits	6 - 10 credits	11 - 14 credits	14+ credits	ACH	MRT	EXC
OED	13	4	4						
Comments/ Highlights									
<ul style="list-style-type: none"> - Taurira completed 2 of the 4 assessments available in Outdoor Education Level 3 this year - This year's focus was developing leadership skills. All learning activities were to support leadership development, individually and within group settings. - Lack of student attendance and timetable disruptions affected the success of Level 3 students in Outdoor Education, - More support for taurira (from kaiako) is needed in how to write for assessment purposes. This support would assist taurira in being able to express their ideas more thoroughly, provide students the confidence to work independently, and as a result have a high ability in achieving academic success. - Next year Outdoor Education will provide more opportunities for level 3 students in Leadership to support and continue developing their abilities to lead. 									

Kaiako: Whaea Megan Tapara

Ohu Wharekura Lead: _____

Sign: _____

Sign: _____



Te Wharekura o Te Kaokaoroa o Patetere

MATAURANGA POU: 2023 ACADEMIC ANALYSIS - SUBJECT

2023 ACADEMIC SUBJECT BREAKDOWN

Subject Information			Credits				Endorsements		
SUBJECT	TAU	No. Taurira	0 - 5 credits	6 - 10 credits	11 - 14 credits	14+ credits	ACH	MRT	EXC
Pāngarau	11	21		3	14	4	4		

Comments/ Highlights

- Level 1 Pāngarau has reached a new level of achievement however this will be changing as all previous level 1 standards are expiring and we move into the new phase of NCEA.
- Level 1 Math involved students applying number to solve a problem, using multivariate data to solve problems along with measurement reasonings.
- 18 out of 21 students also gained their numeracy through completing these assessment.

Kaiako: _____

Ohu Wharekura Lead: _____

Sign: _____

Sign: _____



Te Wharekura o Te Kaokaoroa o Patetere

MATAURANGA POU: 2023 ACADEMIC ANALYSIS - SUBJECT

2023 ACADEMIC SUBJECT BREAKDOWN

Subject Information		Credits				Endorsements			
SUBJECT	TAU	No. Taura	0 - 5 credits	6 - 10 credits	11 - 14 credits	14+ credits	ACH	MRT	EXC
Pāngarau	12	12	5	7					

Comments/ Highlights

- Level 2 Pāngarau involved getting students to complete a co-ordinate geometry assessment which involved students using formulas to calculate distance, mid-points, gradients and more.
- Student were also exposed and learn't about different paths that involved networks ending with student learning how to apply skills and previous knowledge to create a survey.
- Student at this level do need assistance in inferencing and report writing. This is probably where I saw students struggle in terms of understanding how to do pilot surveys etc.

Kaiako: _____

Ohu Wharekura Lead: _____

Sign: _____

Sign: _____



Te Wharekura o Te Kaokaoroa o Patetere

MATAURANGA POU: 2023 ACADEMIC ANALYSIS - SUBJECT

2023 ACADEMIC SUBJECT BREAKDOWN

Subject Information		Credits				Endorsements			
SUBJECT	TAU	No. Tauira	0 - 5 credits	6 - 10 credits	11 - 14 credits	14+ credits	ACH	MRT	EXC
Pāngarau	13	4		4					

Comments/ Highlights

- Level 3 Pāngarau requires more commitment and focus in order to achieve as level 3 NCEA – Level 7-8 of the curriculum requires students to be able to develop network diagrams to find optimal solutions, including critical paths
- Students were also required to form and use systems of simultaneous equations, including three linear equations and three variables, and interpret the solutions in context.
- Again students need support in being able to understand what is required of them. This takes a bit of time as students have limited time with me. Scaffolding and carefully working through the steps to ensure they understand it does take time but in the end the students do complete the mahi.

Kaiako: _____

Ohu Wharekura Lead: _____

Sign: _____

Sign: _____



Te Wharekura o Te Kaokaoroa o Patetere

MATAURANGA POU: 2023 ACADEMIC ANALYSIS - SUBJECT

2023 ACADEMIC SUBJECT BREAKDOWN									
Subject Information			Credits				Endorsements		
SUBJECT	TAU	No. Tauira	0 - 5 credits	5 - 10 credits	10 - 14 credits	14+ credits	ACH	MRT	EXC
SCI	11	21	5	16					
Comments/ Highlights									
<ul style="list-style-type: none"> - This subject was taught through the Level 1 Hakinakina course - Due to time - only 2 assessments were taught in the academic calendar year. - Only 8 credits were on offer - Not Ideal to put 2 subjects together and try to offer full year programmes on one subject line 									

Kaiako: ___Carle Hakaria_____

Ohu Wharekura Lead: _____

Sign: _____

Sign: _____



Te Wharekura o Te Kaokaoroa o Patetere

MATAURANGA POU: 2023 ACADEMIC ANALYSIS - SUBJECT

2023 ACADEMIC SUBJECT BREAKDOWN

Subject Information		Credits				Endorsements			
SUBJECT	TAU	No. Tauira	0 - 5 credits	6 - 10 credits	11 - 14 credits	14+ credits	ACH	MRT	EXC
SCI	12	7	7						

Comments/ Highlights

- Tauira completed 1 of the 4 assessments available in Science Level 2 this year
- Level 2 Science was not successful this year due to various reasons:
 - Combined Level 2 Outdoor Education and Science classes
 - Often Combined Level 2 Outdoor Education, Level 3 Outdoor Education and Level 2 Science classes
 - 5 x new students in Level 2 Science with no prior learning in Science
- Many of the above factors influenced the success of students in Science. Many lessons were to manage student behaviour and ensure students remained focused with the learning given to them for their respective learning area, Outdoor Education or Science.
- More support for tauira (from kaiako) is needed in how to write for assessment purposes. This support would assist tauira in being able to express their ideas more thoroughly, provide students the confidence to work independently, and as a result have a high ability in achieving academic success.
- Next year Science will be delivered by a new Science teacher.

Kaiako: Whaea Megan Tapara

Ohu Wharekura Lead: _____

Sign: _____

Sign: _____



Te Wharekura o Te Kaakaoroa o Patetere

MATAURANGA POU: 2023 ACADEMIC ANALYSIS - SUBJECT

2023 ACADEMIC SUBJECT BREAKDOWN

Subject Information		Credits				Endorsements			
SUBJECT	TAU	No. Tauira	0 - 5 credits	6 - 10 credits	11 - 14 credits	14+ credits	ACH	MRT	EXC
Te Ao Haka	11	6				6	1	2	3

Comments/ Highlights

- Tauira completed 3 of four assessments for Te Ao Haka Level 1.
- 1.1: Demonstrate understanding of key features of Te Ao Haka: students took a liking to this assessment, the demand for homework was high, as well as the researching and content creating, however this was a good introduction into the world of assessments for these students. One particular student failed this assessment as they failed to communicate their hardship and stress when it came to the assessment demand. This student assured me their work was saved on a device, however when the work was due, there was no mahi given in. For future references, we should set checkpoints to show each other what they have been working on and help give feedback, a way to help each other.
- 91979: Demonstrate understanding of elements within a Te Ao Haka performance: Students did not sit this external as they did not want to sit two externals on the same day. They also worked hard to achieve the other internals and externals to the best of their ability.
- Students who achieved merit have an eagerness to aspire for excellence, this is their goal for the up coming year. Mā te kaha ū ka eke.
- Students do well when they have examples and tauira to be inspired from, they have the kōrero and whakautu, they just need examples to follow from, mā tēnei ka tino mārama ai rātou ki ngā āhuatanga o ngā aromatawai.

Kaiako: Keihana Kingi-Takoko.

Ohu Wharekura Lead: _____

Sign: _____

Sign: _____



Te Wharekura o Te Kaokaoroa o Patetere

MATAURANGA POU: 2023 ACADEMIC ANALYSIS - SUBJECT

2023 ACADEMIC SUBJECT BREAKDOWN

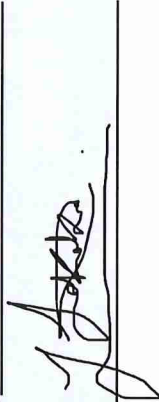
Subject Information		Credits				Endorsements			
SUBJECT	TAU	No. Taurira	0 - 5 credits	6 - 10 credits	11 - 14 credits	14+ credits	ACH	MRT	EXC
Te Ao Haka	12	6				6	2	1	4

Comments/ Highlights

- Taurira 3 of the four assessments for Te Ao Haka Level 2.
- Te Ao Haka 2.2; Perform a Te Ao Haka item to respond to a local kaupapa: Can be awarded from student performances during the year. This is particularly good for our Kaihaka students who are in Te Ao Haka/MPA. However our submission for these particular students were not be submitted although they fulfilled the requirements for these assessments. A thorough process needs to be had with PN and Kaiako to ensure these performances are being pushed through the portal correctly. I have asked other TAH kaiako for their processes and all seem to share the same experience. This is not good for our taurira as they are more than deserving of these credits.
- These students are my top Te Ao Haka students, they have navigated this space with me since the beginning, so there is an expectation that they excel in their own unique way. They have an understanding of the assessments and work hard to complete them together. They will do well next year navigating the level 3 Te Ao Haka programme.
- There was a misunderstanding for an external result that came back as a not achieved. However that was since fixed by the kaiwhakahaere for externals. It would be good for us kaiako to thoroughly understand the processes when it comes to challenging marks, so our taurira have a fighting chance of attaining the marks they deserve. A learning space for myself this year.

Kaiako: _____

Ohu Wharekura Lead: _____

Sign:  _____

Sign: _____



Te Wharekura o Te Kaokaoroa o Patetere

MATAURANGA POU: 2023 ACADEMIC ANALYSIS - SUBJECT

2023 ACADEMIC SUBJECT BREAKDOWN

Subject Information		Credits				Endorsements			
SUBJECT	TAU	No. Taurira	0 - 5 credits	6 - 10 credits	11 - 14 credits	14+ credits	ACH	MRT	EXC
Te Ao Haka	13	2	2						

Comments/ Highlights

- 2 Taurira enrolled into Te Ao Haka Level 3 for this year. One being a second year 13 and the other a first year 13. The second year 13 has sat some of the internals and externals already, so they will only have a half a programme to sit.
- Te Ao Haka 3.1: Reflect on a personal learning journey in a discipline of Te Ao Haka: more resources and examples are needed for this assessment as students struggled to follow through with the tasks and instructions. Time management was also a causing factor for them not being able to meet the requirements for this assessment. Ie, I only had them twice in one term.
- Te Ao Haka 3.2 and 3.3 can be awarded from student performances during the year. This is particularly good for our Kaihaka students who are in Te Ao Haka/MPA. However our submission for these particular students were not be submitted although they fulfilled the requirements for these assessments. A thorough process needs to be had with PN and Kaiako to ensure these performances are being pushed through the portal correctly. I have asked other TAH kaiako for their processes and all seem to share the same experience. This is not good for our taurira as they are more than deserving of these credits.
- Students in Year 13 need inspiration to drive their own assessments and work ethics as they are preparing for the big world. I felt the year 13 students were emotionally detached and physically not in sync with their mahi for Te Ao Haka, our approach for next year is to inspire and grow them in their Year 13 spaces. To see growth in their art form, to allow them to be creative and innovative thinkers and practitioners of learning. This means to guide and help them along the way. Level 3 Te Ao Haka is still a space of development for us, heoi anō mā te kaha ū, mā te whakarārā ki te kaupapa e kaha ake ai ngā taurira i roto i ēnei mahi.

Kaiako: Keihana Kingi-Takoko.

Ohu Wharekura Lead: _____



Te Wharekura o Te Kaokaoroa o Patetere

MATAURANGA POU: 2023 ACADEMIC ANALYSIS - SUBJECT

2023 ACADEMIC SUBJECT BREAKDOWN									
Subject Information			Credits				Endorsements		
SUBJECT	TAU	No. Tauira	0 - 5 credits	5 - 10 credits	10 - 14 credits	14+ credits	ACH	MRT	EXC
TRM	Tau 9	26	5	2	5	14	8	12	6
Comments/ Highlights									
<ul style="list-style-type: none">All of our Year 9 students completed some Achievement Standards for NCEA Level 1 in 2023 alongside an independent te reo Māori program that was a part of their Junior Certificate program									

Kaiako: _____ Matua Aaron Koopu _____

Ohu Wharekura Lead: _____

Sign: _____

Sign: _____



Te Wharekura o Te Kaokaoroa o Patetere

MATAURANGA POU: 2023 ACADEMIC ANALYSIS - SUBJECT

2023 ACADEMIC SUBJECT BREAKDOWN									
Subject Information			Credits				Endorsements		
SUBJECT	TAU	No. Tauira	0 - 5 credits	5 - 10 credits	10 - 14 credits	14+ credits	ACH	MRT	EXC
TRM	Tau 10	18	1	3	3	11	12	3	3
Comments/ Highlights									
<ul style="list-style-type: none"> These results reflect both sets of students that sat NCEA Level 1 te reo Māori and NCEA Level 2 te reo Māori in 2023 that sat alongside an independent program that contributed towards their Junior Certificate program 									

Kaiako: _____

Ohu Wharekura Lead: _____

Sign: _____

Sign: _____



2023 ACADEMIC SUBJECT BREAKDOWN

Subject Information		Credits					Endorsements		
SUBJECT	TAU	No. Tauira	0 - 5 credits	5 - 10 credits	10 - 14 credits	14+ credits	ACH	MRT	EXC
TRM	11	18	1	0	6	11	3	1	
Comments/ Highlights									
<ul style="list-style-type: none"> - Not all Tauira completed all assessments in Te Reo Māori this year. - Although the majority passed, the credits were a mixture of level 1 and 2 credits. - The one student who didn't pass was a cross over from english. That student didn't ever really want to sit Te Reo Māori, he also didn't mind his credits not coming from Te Reo Māori subject. 									

Kaiako: _____

Ohu Wharekura Lead: _____

2023 ACADEMIC SUBJECT BREAKDOWN

Subject Information		Credits				Endorsements			
SUBJECT	TAU	No. Tauira	0 - 5 credits	5 - 10 credits	10 - 14 credits	14+ credits	ACH	MRT	EXC
TRM	12	16	3	2	2	9	2	4	0

Comments/ Highlights

- Not all students passed all assessments for this subject
- Some of these students credits are a collective of level 1,2 & 3 credits
- Only 6 students passed with endorsements due to students sitting papers from different levels
- Those who only managed to achieve less than 5 credits didn't have great attendance
- The 9 who achieved more than 14 credits completed assessments in their own time as homework and were driven, self motivated and engaged in all Te Reo Māori assessments.

Kaiako: _____

Ohu Wharekura Lead: _____

Te Wharekura o Te Reo Māori

2023 ACADEMIC SUBJECT BREAKDOWN

Subject Information		Credits					Endorsements		
SUBJECT	TAU	No. Taurira	0 - 5 credits	5 - 10 credits	10 - 14 credits	14+ credits	ACH	MRT	EXC
TRM	13	8	3	2	2	1	1	0	0
Comments/ Highlights									
<ul style="list-style-type: none"> - Most of these students had already maxed their literacy credits in previous years - Some students were only looking at gaining a few credits in order to pass the level - Endorsements had already been gained in previous years too 									

Kaiako: _____

Ohu Wharekura Lead: _____



TE WHAREKURA O
TE KAOKOIORA O PATETERE

VARIANCE ANALYSIS REPORT - 2023

Subject: Pāngarau (Mathematics and Statistics)

Year Level: 11

Credits: 4

Achievement Standard AS91035 (1.9) – Apply multivariate data sets Kaupapa Matua – Teenagers			
Student	Date Completed	Mark SNA - Student Not Assessed NA - Not Achieved NAS - Not Achieved (not submitted) P - Pass A - Achieved M - Merit E - Excellence	Comments
			Result Measurement
	7/9/23	Merit	Investigate a given multivariate data set using the statistical enquiry cycle, with justification.
	7/9/23	Low Merit	Investigate a given multivariate data set using the statistical enquiry cycle, with justification.
	7/9/23	Merit	Investigate a given multivariate data set using the statistical enquiry cycle, with justification.
	7/9/23	Low Achieved	Investigate a given multivariate data set using the statistical enquiry cycle.
	7/9/23	Low Achieved	Investigate a given multivariate data set using the statistical enquiry cycle.
	7/9/23	Achieved	Investigate a given multivariate data set using the statistical enquiry cycle.
	7/9/23	Achieved	Investigate a given multivariate data set using the statistical enquiry cycle.
	7/9/23	Achieved	Investigate a given multivariate data set using the statistical enquiry cycle.
	7/9/23	Low Achieved	Investigate a given multivariate data set using the statistical enquiry cycle.
	7/9/23	Merit	Investigate a given multivariate data set using the statistical enquiry cycle, with justification.
			Achieved 61.9 %
			Merit 23.8 %
			Excellence 0 %
			Not Achieved 0 %

	7/9/23	Achieved	Investigate a given multivariate data set using the statistical enquiry cycle.
	7/9/23	Not Submitted	
	7/9/23	Achieved	Investigate a given multivariate data set using the statistical enquiry cycle.
	7/9/23	Not Submitted	
	7/9/23	High Merit	Investigate a given multivariate data set using the statistical enquiry cycle, with justification.
	7/9/23	Low Achieved	Investigate a given multivariate data set using the statistical enquiry cycle.
	7/9/23	Low Achieved	Investigate a given multivariate data set using the statistical enquiry cycle.
	7/9/23	Achieved	Investigate a given multivariate data set using the statistical enquiry cycle.
	7/9/23	Achieved	Investigate a given multivariate data set using the statistical enquiry cycle.
	7/9/23	Low Achieved	Investigate a given multivariate data set using the statistical enquiry cycle.
21 Students			
			Not Submitted
			9.52 %

Overall Pass Rate = 85.7 %

Assessment Information: This assessment activity requires students to use the statistical enquiry cycle to gather data and report on finding. This meant that students also needed to learn how to use NZGrapher.

Areas for improvement: Students need to work from a template that instructs them of what is required. This certainly helps students keep things in order without confusing them. Students need support in inferencing.

Signed by teacher in charged:

Date:

Signed by AP:

Date:



TE WHAREKURA O
TE KĀHĀORA O PATETERE

VARIANCE ANALYSIS REPORT - 2023

Subject: Pāngarau (Mathematics and Statistics)

Year Level: 11

Credits: 4

Achievement Standard AS91030 (1.5) – Apply measurement in solving problems Kaupapa Matua – ‘Pool r us’			
Student	Date Completed	Mark SNA - Student Not Assessed NA - Not Achieved MAS - Not Achieved (not submitted) P - Pass A - Achieved M - Merit E - Excellence	Comments
			Result Measurement
	3/7/23	Merit	Student was able to apply measurement; using relational thinking in solving problems.
	3/7/23	Low Achieved	Student was able to apply measurement in solving problems
	3/7/23	Not Submitted	
	3/7/23	Achieved	Student was able to apply measurement in solving problems
	3/7/23	Low Achieved	Student was able to apply measurement in solving problems
	3/7/23	Low Merit	Student was able to apply measurement; using relational thinking in solving problems.
	3/7/23	Achieved	Student was able to apply measurement in solving problems
	3/7/23	Achieved	Student was able to apply measurement in solving problems
	3/7/23	Achieved	Student was able to apply measurement in solving problems
	3/7/23	Achieved	Student was able to apply measurement in solving problems
	3/7/23	Achieved	Student was able to apply measurement in solving problems
	3/7/23	Not Submitted	
	3/7/23	Merit	Student was able to apply measurement; using relational thinking in solving problems.
	3/7/23	Not Submitted	

Achieved
65%

Merit
20%

Excellence
0%

Not Achieved
0%

	3/7/23	Merit	Student was able to apply measurement, using relational thinking in solving problems.
	3/7/23	High Achieved	Student was able to apply measurement in solving problems
	3/7/23	Achieved	Student was able to apply measurement in solving problems
	3/7/23	Low Achieved	Student was able to apply measurement in solving problems
	3/7/23	Achieved	Student was able to apply measurement in solving problems
20 Students			
Overall Pass Rate = 85%			

Not Submitted

15 %

Assessment Information: This assessment activity requires students to take perimeter, area, volume measurement and calculations regarding a school pool and the most effective way to build the pool without going over budget. Students needed to ensure they studied converting between measurements and understand how measurement formulas can help them calculate the correct work.

Areas for improvement: Students need to work from a template that instructs them of what is required. This certainly helps students keep things in order without confusing them

Signed by teacher in charged:

Date:

Signed by AP:

Date:



TE WHAREKURA O
TE KAŌKARO A O PATETERE

VARIANCE ANALYSIS REPORT - 2023

Subject: Pāngarau (Mathematics and Statistics)

Year Level: 11

Credits: 4

Achievement Standard AS91026 (1.1) – Apply numeric reasoning in solving problems Kaupapa Matua – Haerenga ki Hawaii			
Student	Date Completed	Mark SNA - Student Not Assessed NA - Not Achieved NAS - Not Achieved (not submitted) P - Pass A - Achieved M - Merit E - Excellence	Comments
			Result Measurement
	1/4/23	High Merit	Student was able to justify explanation with meaning and show rounding with units. Student was also able to make suggestions on how they could cut down saving time.
	1/4/23	High Merit	Student was able to justify explanation with meaning and show rounding with units. Student was also able to make suggestions on how they could cut down saving time.
	1/4/23	Merit	Student was able to justify explanation with meaning and show rounding with units. Student was also able to make suggestions on how they could cut down saving time.
	1/4/23	Achieved	Student was able to select and use a range of methods, demonstrating knowledge of number concepts.
	1/4/23	Achieved	Student was able to select and use a range of methods, demonstrating knowledge of number concepts.
	1/4/23	High Achieved	Student was able to select and use a range of methods, demonstrating knowledge of number concepts.
	1/4/23	Achieved	Student was able to select and use a range of methods, demonstrating knowledge of number concepts.
	1/4/23	High Achieved	Student was able to select and use a range of methods, demonstrating knowledge of number concepts.
	1/4/23	Low Achieved	Student was able to justify explanation with meaning and show rounding with units. Student was also able to make suggestions on how they could cut down saving time.
			Achieved 45%
			Merit 55%
			Excellence 0%

1/4/23	Low Achieved	Student was able to select and use a range of methods, demonstrating knowledge of number concepts.
1/4/23	Low Achieved	Student was able to select and use a range of methods, demonstrating knowledge of number concepts.
1/4/23	Low Achieved	Student was able to select and use a range of methods, demonstrating knowledge of number concepts.
1/4/23	High Merit	Student was able to justify explanation with meaning and show rounding with units. Student was also able to make suggestions on how they could cut down saving time.
1/4/23	Merit	Student was able to select and use a range of methods, demonstrating knowledge of number concepts.
1/4/23	Merit	Student was able to justify explanation with meaning and show rounding with units. Student was also able to make suggestions on how they could cut down saving time.
1/4/23	High Merit	Student was able to justify explanation with meaning and show rounding with units. Student was also able to make suggestions on how they could cut down saving time.
1/4/23	Merit	Student was able to justify explanation with meaning and show rounding with units. Student was also able to make suggestions on how they could cut down saving time.
1/4/23	Merit	Student was able to justify explanation with meaning and show rounding with units. Student was also able to make suggestions on how they could cut down saving time.
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1/4/23	Merit	Student was able to justify explanation with meaning and show rounding with units. Student was also able to make suggestions on how they could cut down saving time.
1/4/23	Merit	Student was able to justify explanation with meaning and show rounding with units. Student was also able to make suggestions on how they could cut down saving time.
Overall Pass Rate = 100%		

Not Achieved
0 %

Not Submitted
0 %

Assessment Information: This assessment activity requires students to perform operations with fractions, decimals, percentages, and rates.

The context for this assessment is the school kapa haka team going to Hawaii for a three-month trip, and who wish to find out how long it will take them to save sufficient money to cover the expenses for the trip.

Areas for improvement: Students need to work from a template that instructs them of what is required. This certainly helps students keep things in order without confusing them

Signed by teacher in charged:

Date:

Signed by AP:

Date:



**TE WHAREKURA O
TE KAOKAORA O PATETERE**

Pāngarau Tracking Sheet – 5 years

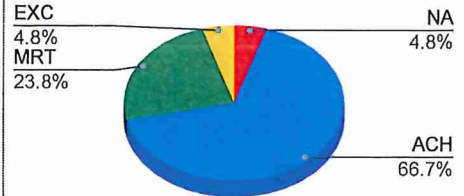
Standard	Version	NCEA Level	Achievement Measurement										
			2019		2020		2021		2022		2023		2024
Key: SNA - Student Not Assessed NA - Not Achieved NAS - Not Achieved (not submitted) P - Pass A - Achieved M - Merit E - Excellence			62%		81.5%		88%		90%		92.3%		
AS91026	(1.1)	1	66%	85%	65.77%	93.75%	90.84%	100%	92.3%	100%			
AS91030	(1.5)	1	0.00%	85.71%	65.77%	91.29%	90.84%	93.5%	90.23%	85%			
AS91035	(1.10)	1	0.00%	26.6%	65.77%	87.5%	90.84%	88.2%	90.23%	85.7%			
AS91256	(2.1)	2	No level 2 Math delivered	61.53%	24.63%	86.67%	83.43%	100%	82.24%	75%			
AS91260	(2.5)	2	No level 2 Math delivered	0.00%	24.63%	72.73%	83.43%	96.2%	82.24%	90.9%			
AS91263	(2.8)	2	No level 2 Math delivered	18.51%	24.63%	90.90%	83.43%	96.2%	82.24%	64%			
AS91264	(2.9)	2	No level 2 Math delivered	18.51%	24.63%	0.00%	83.43%	96.2%	82.24%				
AS91576	(3.4)	3	No Level 3	100%	100%	58.3%	41.65%	75.6%	93.3%	100%			
AS91580	(3.10)	3	No Level 3	100%	100%	66.67%	41.65%	62.75%	93.3%	90%			
AS91581	(3.8)	3	Math Delivered	100%	100%	0.00%	41.65%	-	93.3%	90%			
AS91587	(3.15)	3	Math Delivered	100%	100%	62.5%	41.65%	62.75%	93.3%				

2023 KAOKAORO A NCEA ACADEMIC RESULTS

2023 NCEA LEVEL 1

Total Students	NA	ACH	MRT	EXC
21	1	14	5	1
%	4.76%	66.67%	23.81%	5%

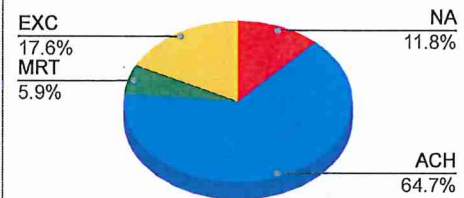
2023 NCEA Level 1



2023 NCEA LEVEL 2

Total Students	NA	ACH	MRT	EXC
17	2	11	1	3
%	11.76%	64.71%	5.88%	18%

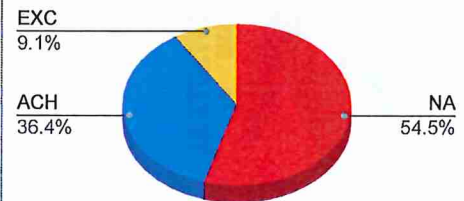
2023 NCEA Level 2



2023 NCEA LEVEL 3

Total Students	NA	ACH	MRT	EXC
11	6	4	0	1
%	54.55%	36.36%	0.00%	9%

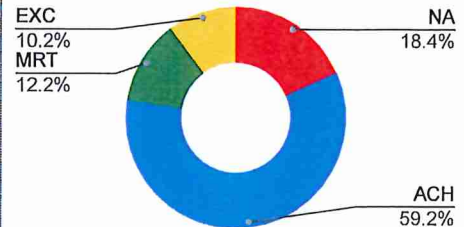
2023 NCEA Level 3



2023 NCEA LEVEL OVERALL

Total Students	NA	ACH	MRT	EXC
49	9	29	6	5
%	18.36%	59.18%	12.20%	10.30%

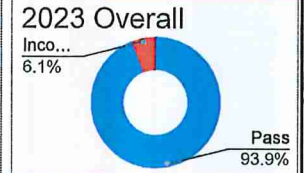
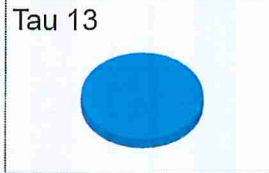
2023 NCEA Overall



2023 KAOKAOROA NCEA ACADEMIC RESULTS

NUMERACY

		Tau 11		Tau 12		Tau 13		Overall
Numeracy	Pass	18	Pass	17	Pass	11	Pass	46
	Incomplete	3	Incomplete	0	Incomplete	0	Incomplete	3
	Total Pass %	86%	Total Pass %	100%	Total Pass %	100%	Total Pass %	94%



LITERACY

		Tau 11		Tau 12		Tau 13		Tau 13
Literacy	Pass	20	Pass	17	Pass	11	Pass	48
	Incomplete	1	Incomplete	0	Incomplete	0	Incomplete	1
	Total Pass %	95%	Total Pass %	100%	Total Pass %	100%	Total Pass %	98%

UE LITERACY

ENDORESMENTS

		Tau 9	Tau 10	Tau 11	Tau 12	Tau 13	Totals
Total Number of Taurira		19	10	21	11	4	65
		63%	56%	100%	65%	36%	67%
		A	M	E	Totals	%	Comment
Subject Endoresment Breakdown by Subject	TRM	16	19	6	41	46%	Tau 9 to 13
	TAH	4	3	5	12	13%	Tau 11 to 13
	HKK/ODE	22	9	0	31	35%	Tau 11 to 13
	PNG	4	0	0	4	4%	Tau 11 to 13
	VART	2	1	0	3	3%	Tau 11 to 13

2023 OHU WHAREKURA NCEA DATA

	Total Students	NA	ACH	MRT	EXC	Total Passed %
Tau 11 NCEA LEVEL 1	21	6	9	5	1	
	%	28.57%	42.86%	23.81%	5%	71.43%
Tau 12 NCEA LEVEL 2	17	6	7	1	3	
	%	35.29%	41.18%	5.88%	18%	64.71%
Tau 13 NCEA LEVEL 3	11	8	2	0	1	
	%	72.73%	18.18%	0.00%	9%	27.27%
Overall		20 (40.8%)	18 (36.7%)	6 (12.2%)	5 (10.3%)	Total students = 49

2023 NCEA NUMERACY & LITERACY

2023 NCEA UNIVERSITY LITERACY

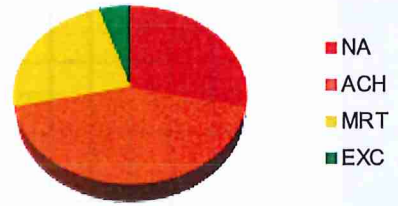
	Tau 11	Tau 12	Tau 13	Tau 12	Tau 13
Numeracy	18	17	10		
Pass	3	0	1	Pass	
Incomplete	15	17	9		
Total Pass %	86%	100%	91%	Incomplete	
Literacy	20	17	11		
Pass	1	0	0	Total %	
Incomplete	19	17	11		
Total Pass %	95%	100%	100%		

2023 KAOKAORO NCEA ACADEMIC RESULTS

2023 NCEA LEVEL 1

Total Students	NA	ACH	MRT	EXC
21	6	9	5	1
%	28.57%	42.86%	23.81%	5%

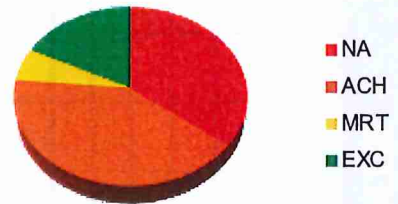
2023 NCEA Level 1



2023 NCEA LEVEL 2

Total Students	NA	ACH	MRT	EXC
17	6	7	1	3
%	35.29%	41.18%	5.88%	18%

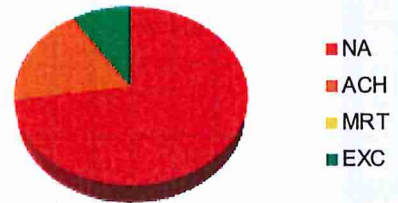
2023 NCEA Level 2



2023 NCEA LEVEL 3

Total Students	NA	ACH	MRT	EXC
11	8	2	0	1
%	72.73%	18.18%	0.00%	9%

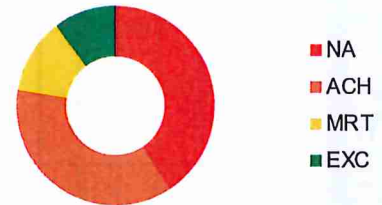
2023 NCEA Level 3



2023 NCEA LEVEL OVERALL

Total Students	NA	ACH	MRT	EXC
49	20	18	6	5
%	40.80%	36.70%	12.20%	10.30%

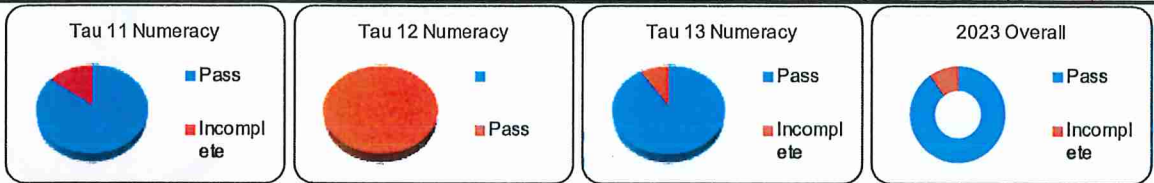
2023 NCEA OVERALL



2023 KAOKAOROA NCEA ACADEMIC RESULTS

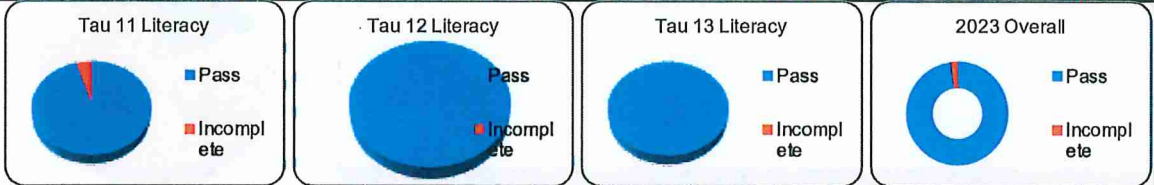
NUMERACY

		Tau 11		Tau 12		Tau 13		Overall
Numeracy	Pass	18	Pass	17	Pass	10	Pass	45
	Incomplete	3	Incomplete	0	Incomplete	1	Incomplete	5
	Total Pass %	86%	Total Pass %	100%	Total Pass %	91%	Total Pass %	92%



LITERACY

		Tau 11		Tau 12		Tau 13		Tau 13
Literacy	Pass	20	Pass	17	Pass	11	Pass	48
	Incomplete	1	Incomplete	0	Incomplete	0	Incomplete	1
	Total Pass %	95%	Total Pass %	100%	Total Pass %	100%	Total Pass %	98%



UE LITERACY

ENDORESMENTS

		Tau 9	Tau 10	Tau 11	Tau 12	Tau 13	Totals
Total Number of Taurira		19	10	21	11	4	65
		63%	56%	100%	65%	36%	67%
		A	M	E	Totals	%	Comment
Subject Endoresment Breakdown by Subject	TRM	16	19	6	41	46%	Tau 9 to 13
	TAH	4	3	5	12	13%	Tau 11 to 13
	HKK/ODE	22	9	0	31	35%	Tau 11 to 13
	PNG	4	0	0	4	4%	Tau 11 to 13
	VART	2	1	0	3	3%	Tau 11 to 13

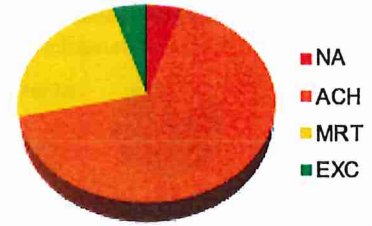
POTENTIAL RESULTS WITH AN IMPROVEMENT IN OUR ACADEMIC TRACKING SYSTEM

2023 KAOKAORO NCEA ACADEMIC RESULTS

2023 NCEA LEVEL 1

Total Students	NA	ACH	MRT	EXC
21	1	14	5	1
%	4.76%	66.67%	23.81%	5%

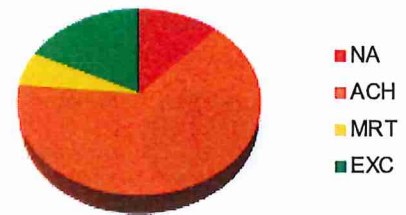
2023 NCEA Level 1



2023 NCEA LEVEL 2

Total Students	NA	ACH	MRT	EXC
17	2	11	1	3
%	11.76%	64.71%	5.88%	18%

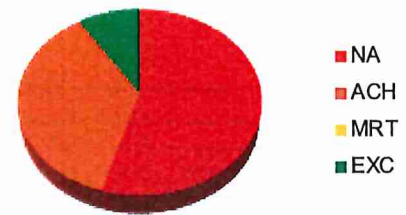
2023 NCEA Level 2



2023 NCEA LEVEL 3

Total Students	NA	ACH	MRT	EXC
11	6	4	0	1
%	54.55%	36.36%	0.00%	9%

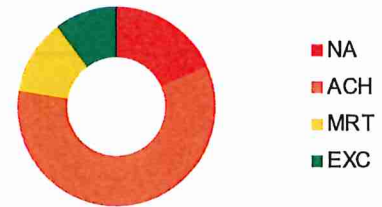
2023 NCEA Level 3



2023 NCEA LEVEL OVERALL

Total Students	NA	ACH	MRT	EXC
49	9	29	6	5
%	18.36%	59.18%	12.20%	10.30%

2023 NCEA Overall

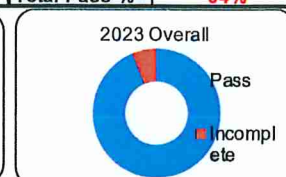


POTENTIAL RESULTS WITH AN IMPROVEMENT IN OUR ACADEMIC TRACKING SYSTEM

2023 KAOKAORO NCEA ACADEMIC RESULTS

NUMERACY

		Tau 11		Tau 12		Tau 13		Overall
Numeracy	Pass	18	Pass	17	Pass	11	Pass	46
	Incomplete	3	Incomplete	0	Incomplete	0	Incomplete	3
	Total Pass %	86%	Total Pass %	100%	Total Pass %	100%	Total Pass %	94%



LITERACY

		Tau 11		Tau 12		Tau 13		Tau 13
Literacy	Pass	20	Pass	17	Pass	11	Pass	48
	Incomplete	1	Incomplete	0	Incomplete	0	Incomplete	1
	Total Pass %	95%	Total Pass %	100%	Total Pass %	100%	Total Pass %	98%

UE LITERACY

ENDORSEMENTS

		Tau 9	Tau 10	Tau 11	Tau 12	Tau 13	Totals
Total Number of Taurira		19	10	21	11	4	65
		63%	56%	100%	65%	36%	67%
		A	M	E	Totals	%	Comment
Subject Endorsement Breakdown by Subject	TRM	16	19	6	41	46%	Tau 9 to 13
	TAH	4	3	5	12	13%	Tau 11 to 13
	HKK/ODE	22	9	0	31	35%	Tau 11 to 13
	PNG	4	0	0	4	4%	Tau 11 to 13
	VART	2	1	0	3	3%	Tau 11 to 13

9. Property

Target:

To create a new, state-of-the-art school incorporating the latest technology and modern learning environment.

Goal:

Dedicated to creating the best learning environment for all within Te Wharekura O Te Kaokaoroa O Pātetere.

It will be unlike any other.

Unique to ourselves.

Actions:

- > To stop and review progress to date.
- > To clearly define new priorities.
- > Project manager and project director to scope works.
- > Approval sought and detailed work drawings prepared.
- > New 5YP and 10YP established.

Summary:

During 2023 our major property projects reached completion.

1. Te Tihi-o-Mānono

Our bespoke six-classroom auditorium complex was completed and opened on 22nd March 2023 to much fanfare by our entire community. It has exceeded our expectations for both teachers and students and is a magnificent complex which has been entered in the New Zealand Architect of the Year Awards for 2024.



2. Te Kohanga Reo o Te Kaokaoroa o Pātetere

Our newly established Kohanga Reo complex was completed and opened mid-year, and we welcomed our full contingent of tamariki in Term 4. It has become an integral part of our kura and our community.

The Board of Trustees Property Subcommittee led by the Deputy Principal has produced a seamless pathway from one year old children through to nineteen year old students in purpose built, quality facilities.



3. 5YPP and 10YPP

These have been completed by Greenstone Consultants as an independent needs analysis and created by Sharyn Flintoff and her team at Waikato School Property Services. Their highlighted projects over the next five years are:

- i) Re-carpet the Wharenui
- ii) Cover the netball court
- iii) Roof replacement on modular classrooms
- iv) Extension to the Dining Room

The 10YPP will follow in more detail post this.

The MOE delivery mechanism struggles to keep up with demand. Our current 2023 roll is at 275 and is expected to go above 300 next year. With our property at capacity, we will endeavour to keep our four prefab classrooms in the interim.

2023 was a year of celebration in regard to Property.







10. Finances

Target:

To resource programs and initiatives and meet end of year budget projections.

Goal:

Dedicated to establishing a reputation of fiscal responsibility, while maximizing opportunities for all stake holders at Te Wharekura O Te Kaokaoroa O Pātetere.

Actions:

- > Beginning of the year financial projections established.
- > Monthly financial accounts created and monitored.
- > Staff administer areas of responsibility within agreed procedures and parameters.
- > Yearly audit occurs.
- > Generated staffing formulas and budgets created and monitored.
- > End of year financial statements prepared.
- > Statement of Variance created annually.

Summary:

2023 followed the actions required for all our financial obligations.

We began the year with a considerable amount of reserves in hand, that while it reinforced our financial position, a large proportion of these were tagged for expenditure from various MOE sources.

The Board of Trustees used these tagged funds for the designated expenditure they were allocated to.

- We outfitted the teaching and learning furniture and equipment in the new teaching complex Te Tihi-o-Mānono.

- We completed the carpark requirements at our trade area and the bus entrance to school to ensure a clear division of vehicles and students both here at kura and the new kohanga complex.

At our end of year Board of Trustees meeting our Financial Advisor Kelly Parkinson from ESL attended and presented a report of our year's operations. Although there will be a reduction in our overall public equity position due to this expenditure, we will still have reserves available.

Our overall operational budget will be a deficit however this will be offset directly by the estimated banked staffing generated.

There are key points for us to reflect upon that fall into two parts:

1) MOE Furniture and Equipment Funding

We received funding in 2017 for Furniture and Equipment in our new complex, however by the time we needed to equip this facility the expenditure costs had doubled, which the MOE does not 'top up'. Our F&E entitlement funding was for a roll of 250. We began the project at 275 and will likely be at 300 by 2024 with no subsequent F&E roll growth funding. This expense is picked up by the Board of Trustees through careful planning.

2) Te Kohanga Reo O Te Kaokaoroa O Pātetere

Our analysis saw 95% of tamariki maori under five were NOT enrolled in Kohanga Reo. The two local kohanga had a roll of three and eleven respectively. This was not a sustainable pathway of enrolments for our kura. Consequently, the Board of Trustees have invested in strengthening this pathway with the establishment of our own kohanga reo. While the building was Poari funded, zero funds have been received for F&E or Staffing, a situation that is far from acceptable in a high-performance governing situation. The BOT is committed to ensure success in the kohanga and will support it until they become self-generating of funds.

We have an excellent relationship with both Cookson Forbes (Auditor) and our financial provider Education Services Limited. Our Executive Officer continues to foster relationships and high-level accounting practices within Te Wharekura o Te Kaokaoroa o Pātetere. E.R.O also made positive comments around our financial management.

2024 will require prudent financial planning and management to increase the overall school equity and reserves.