

TE WHAREKURA O TE KAOKAOROA O PATETERE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 567

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Accountant / Service Provider:

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TE WHAREKURA O TE KAOKAOROA O PATETERE

Annual Financial Statements - For the year ended 31 December 2023

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Te Wharekura o Te Kaokaoroa o Patetere

Statement of Responsibility

For the year ended 31 December 2023

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the school.

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

Kyle Anopri
Full Name of Presiding Member

K. Anopri
Signature of Presiding Member

15.11.24
Date:

KEITH SILVERA
Full Name of Principal

[Signature]
Signature of Principal

04.11.24
Date:

Te Wharekura o Te Kaokaoroa o Patetere
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	6,118,245	4,915,526	4,917,333
Locally Raised Funds	3	295,005	106,100	168,711
Interest		20,107	2,000	7,654
Gain on Sale of Property, Plant and Equipment		-	-	236
Other Revenue		13,278	-	-
Total Revenue		6,446,635	5,023,626	5,093,934
Expense				
Locally Raised Funds	3	293,815	118,500	231,218
Learning Resources	4	3,642,855	2,942,434	2,844,522
Administration	5	702,746	673,593	624,343
Interest		4,425	1,966	4,392
Property	6	1,377,891	915,265	996,059
Other Expenses	7	427,673	319,100	310,351
Total Expense		6,449,405	4,970,858	5,010,885
Net Surplus / (Deficit) for the year		(2,770)	52,768	83,049
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(2,770)	52,768	83,049

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 Wharekura o Te Kaokaoroa o Patetere
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		1,275,328	1,058,832	1,120,006
Total comprehensive revenue and expense for the year		(2,770)	52,768	83,049
Contributions from / (Distributions to) the Ministry of Education		35,924	-	-
Contribution - Furniture and Equipment Grant		16,016	-	72,273
Equity at 31 December		1,324,498	1,111,600	1,275,328
Accumulated comprehensive revenue and expense		1,324,498	1,111,600	1,275,328
Equity at 31 December		1,324,498	1,111,600	1,275,328

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 Wharekura o Te Kaokaoroa o Patetere

Statement of Financial Position

As at 31 December 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	215,462	522,986	356,748
Accounts Receivable	9	444,955	249,036	355,952
GST Receivable		22,320	50,326	41,607
Prepayments		897	4,484	29,902
Te Kohanga Reo o Te Kaokaoroa o Patetere		81,842	-	-
Inventories	10	62,131	42,836	50,782
Investments	11	164,877	155,642	158,837
		992,484	1,025,310	993,828
Current Liabilities				
Accounts Payable	13	412,205	348,550	299,284
Revenue Received in Advance	14	22,911	16,375	15,779
Provision for Cyclical Maintenance		-	-	-
Finance Lease Liability	16	39,480	64,258	41,741
		474,596	429,183	356,804
Working Capital Surplus/(Deficit)		517,888	596,127	637,024
Non-current Assets				
Property, Plant and Equipment	12	917,434	584,667	716,763
		917,434	584,667	716,763
Non-current Liabilities				
Provision for Cyclical Maintenance	15	71,530	19,143	65,684
Finance Lease Liability	16	39,294	50,051	12,775
		110,824	69,194	78,459
Net Assets		1,324,498	1,111,600	1,275,328
Equity		1,324,498	1,111,600	1,275,328

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



Te Wharekura o Te Kaokaoroa o Patetere

Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		2,450,842	2,218,380	1,897,105
Locally Raised Funds		302,056	106,100	171,818
Goods and Services Tax (net)		19,287	-	8,719
Payments to Employees		(1,048,848)	(606,839)	(732,072)
Payments to Suppliers		(1,549,119)	(1,456,301)	(1,208,496)
Interest Paid		(4,425)	(1,966)	(4,392)
Interest Received		19,620	2,000	7,056
Net cash from/(to) Operating Activities		189,413	261,374	139,738
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(322,906)	(60,000)	(156,511)
Purchase of Investments		(6,040)	-	(3,195)
Net cash from/(to) Investing Activities		(328,946)	(60,000)	(159,706)
Cash flows from Financing Activities				
Furniture and Equipment Grant		16,016	-	72,273
Contributions from / (Distributions to) Ministry of Education		35,924	-	-
Finance Lease Payments		(53,721)	(42,266)	(59,435)
Funds Administered on Behalf of Other Parties		28	-	-
Net cash from/(to) Financing Activities		(1,753)	(42,266)	12,838
Net increase/(decrease) in cash and cash equivalents		(141,286)	159,108	(7,130)
Cash and cash equivalents at the beginning of the year	8	356,748	363,878	363,878
Cash and cash equivalents at the end of the year	8	215,462	522,986	356,748

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, and the use of land and buildings grant and expense and other notional items have been excluded.

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



Te Wharekura o Te Kaokaoroa o Patetere

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

Te Wharekura o Te Kaokaoroa o Patetere (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 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 22b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

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



Interest Revenue

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

d) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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



Depreciation

Property, plant and equipment 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	18-40 years
Furniture and Equipment	5-15 years
Information and Communication Technology	4-5 years
Motor Vehicles	5-10 years
Textbooks	8 years
Leased assets held under a Finance Lease	Term of Lease

k) Intangible Assets

Software costs

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

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

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

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

Non cash generating assets

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

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

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

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

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

m) Accounts Payable

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



n) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

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

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

q) Funds held for Capital works

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

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

r) Shared Funds

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



s) Provision for Cyclical Maintenance

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

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

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

t) Financial Instruments

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

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

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

u) Borrowings

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

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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



2. Government Grants

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
Government Grants - Ministry of Education	2,317,325	2,222,842	1,906,944
Teachers' Salaries Grants	2,869,387	2,176,971	2,418,454
Use of Land and Buildings Grants	931,533	515,713	591,935
	<u>6,118,245</u>	<u>4,915,526</u>	<u>4,917,333</u>

The school has opted in to the donations scheme for this year. Total amount received was \$46,082.

3. Locally Raised Funds

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

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations & Bequests	1,700	1,000	141
Fees for Extra Curricular Activities	223,935	50,000	126,303
Trading	47,870	35,100	37,667
Fundraising & Community Grants	21,500	20,000	4,350
Other Revenue	-	-	250
	<u>295,005</u>	<u>106,100</u>	<u>168,711</u>
Expense			
Extra Curricular Activities Costs	237,826	68,000	187,685
Trading	55,989	50,500	43,533
	<u>293,815</u>	<u>118,500</u>	<u>231,218</u>
<i>Surplus/(Deficit) for the year Locally raised funds</i>	<u>1,190</u>	<u>(12,400)</u>	<u>(62,507)</u>

During the year ended December 2023, 40 students and 12 staff members undertook a trip to Hawaii at a cost of \$184,336. The trip focused on Hawaiian culture and history. It enabled the students to experience a completely different culture and language all of which is part of the Kura's curriculum and strategic plan. The students and whanau fundraised to cover the cost of the trip.

4. Learning Resources

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	314,041	274,200	178,256
Employee Benefits - Salaries	3,018,523	2,429,680	2,416,647
Staff Development	73,514	65,300	44,654
Depreciation	236,777	173,254	204,965
	<u>3,642,855</u>	<u>2,942,434</u>	<u>2,844,522</u>



5. Administration

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fees	6,248	5,560	6,066
Board Fees	3,625	4,000	3,790
Board Expenses	23,504	18,000	25,410
Communication	7,635	7,000	5,286
Consumables	56,899	64,000	51,731
Operating Leases	151	6,000	600
Other	25,242	26,600	20,626
Employee Benefits - Salaries	191,079	185,734	178,640
Insurance	45,304	42,000	26,359
Service Providers, Contractors and Consultancy	12,648	10,000	11,856
Healthy School Lunch Programme	330,411	304,699	293,979
	702,746	673,593	624,343

6. Property

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	42,112	26,000	25,262
Consultancy and Contract Services	100,010	85,000	74,596
Cyclical Maintenance Provision	5,846	856	40,413
Grounds	28,367	29,000	30,670
Heat, Light and Water	57,144	41,800	47,177
Rates	10,301	6,500	6,331
Repairs and Maintenance	22,338	36,000	18,366
Use of Land and Buildings	931,533	515,713	591,935
Security	3,531	6,000	4,201
Employee Benefits - Salaries	176,709	168,396	157,108
	1,377,891	915,265	996,059

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

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
Transport	427,673	319,100	310,351
	427,673	319,100	310,351

8. Cash and Cash Equivalents

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Accounts	215,462	522,986	356,748
Cash and cash equivalents for Statement of Cash Flows	215,462	522,986	356,748

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

9. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	8,002	8,867	2,822
Receivables from the Ministry of Education	14,802	-	-
Interest Receivable	1,085	-	598
Banking Staffing Underuse	174,844	55,325	162,209
Teacher Salaries Grant Receivable	246,222	184,844	190,323
	444,955	249,036	355,952
Receivables from Exchange Transactions	9,087	8,867	3,420
Receivables from Non-Exchange Transactions	435,868	240,169	352,532
	444,955	249,036	355,952

10. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Stationery	-	103	103
Uniforms	62,131	42,733	50,679
	62,131	42,836	50,782

11. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	164,877	155,642	158,837
Total Investments	164,877	155,642	158,837

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2023						
Building Improvements	143,747	50,000	-	-	(5,612)	188,135
Furniture and Equipment	272,666	258,896	-	-	(91,404)	440,158
Information and Communication Technology	82,072	44,376	-	-	(25,611)	100,837
Motor Vehicles	175,715	-	-	-	(64,445)	111,270
Leased Assets	42,563	84,176	-	-	(49,705)	77,034
Balance at 31 December 2023	716,763	437,448	-	-	(236,777)	917,434



The net carrying value of equipment held under a finance lease is \$77,034 (2022: \$42,563)

Restrictions

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

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	226,669	(38,534)	188,135	176,669	(32,922)	143,747
Furniture and Equipment	936,642	(496,484)	440,158	678,602	(405,936)	272,666
Information and Communication Technology	185,011	(84,174)	100,837	180,440	(98,368)	82,072
Motor Vehicles	412,566	(301,296)	111,270	412,566	(236,851)	175,715
Textbooks	5,380	(5,380)	-	5,380	(5,380)	-
Leased Assets	147,687	(70,653)	77,034	161,879	(119,316)	42,563
Balance at 31 December	1,913,955	(996,521)	917,434	1,615,536	(898,773)	716,763

13. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	69,772	132,270	45,779
Accruals	19,407	5,893	6,066
Employee Entitlements - Salaries	246,222	184,844	190,323
Employee Entitlements - Leave Accrual	76,804	25,543	57,116
	412,205	348,550	299,284
Payables for Exchange Transactions	412,205	348,550	299,284
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	412,205	348,550	299,284

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Whanau - Income in Advance	13,932	16,375	15,779
Grants in Advance MOE	8,979	-	-
	22,911	16,375	15,779



15. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	65,684	18,287	25,271
Increase to the Provision During the Year	2,053	856	2,053
Other Adjustments	3,793	-	38,360
Provision at the End of the Year	<u>71,530</u>	<u>19,143</u>	<u>65,684</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Non current	71,530	19,143	65,684
	<u>71,530</u>	<u>19,143</u>	<u>65,684</u>

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2028. This plan is based on the schools 10 Year Property plan / painting quotes.

16. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	42,552	64,258	43,836
Later than One Year and no Later than Five Years	40,958	50,051	13,127
Future Finance Charges	(4,736)	-	(2,447)
	<u>78,774</u>	<u>114,309</u>	<u>54,516</u>
Represented by			
Finance lease liability - Current	39,480	64,258	41,741
Finance lease liability - Non current	39,294	50,051	12,775
	<u>78,774</u>	<u>114,309</u>	<u>54,516</u>



17. Funds Held for Capital Works Projects

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

	2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
5YA/AMS: A1 Floor Covering Replacement		239175	-	13,223	(13,223)	-	-
A,F,G,H,I Electrical Upgrade		239173	-	45,915	(45,915)	-	-
Totals			-	59,138	(59,138)	-	-

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	-

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Totals			-	-	-	-	-

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	-

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	3,625	3,790
<i>Leadership Team</i>		
Remuneration	742,517	656,031
Full-time equivalent members	5.00	5.41
Total key management personnel remuneration	746,142	659,821



There are 5 members of the Board excluding the Principal. The Board has held 10 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (2 members) committees that met 10 and 10 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	-	170 - 180
Benefits and Other Emoluments	6 - 7	5 - 6
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	2.00	2.00
110 - 120	6.00	2.00
120 - 130	2.00	2.00
130 - 140	3.00	-
	13.00	6.00

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

20. Compensation and Other Benefits Upon Leaving

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

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-

21. Contingencies

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

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

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



Holidays Act Compliance – schools payroll

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

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

22. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2023 (Capital commitments at 31 December 2022: \$0).

(b) Operating Commitments

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

23. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	215,462	522,986	356,748
Receivables	444,955	249,036	355,952
Investments - Term Deposits	164,877	155,642	158,837
Total financial assets measured at amortised cost	825,294	927,664	871,537

Financial liabilities measured at amortised cost

Payables	412,205	348,550	299,284
Finance Leases	78,774	114,309	54,516
Total financial liabilities measured at amortised cost	490,979	462,859	353,800

24. Events After Balance Date

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

25. Comparatives

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



INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF
TE WHAREKURA O TE KAOKAOROA O PATETERE
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Te Wharekura O Te Kaokaoroa o Patetere (the School). The Auditor-General has appointed me, Fred Cookson, using the staff and resources of Cookson Forbes & Associates, Chartered Accountants, 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 19, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2023; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – International Public Sector Accounting Standards, Reduced Disclosure Regime.

Our audit was completed on 18 November 2024. This is the date at which our opinion is expressed.

The basis for our opinion is explained below and we draw your attention to other matter. In addition, we outline the responsibilities of the Board of Trustees 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 of Trustees for the financial statements

The Board of Trustees 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 of Trustees 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 of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees 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 Novopay 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 of Trustees 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 of Trustees is responsible for the other information. The other information comprises the Members of the Board, Kiwisport/Statement of Compliance with Employment Policy, Analysis of Variance, Evaluation of the School's Student Progress and Achievement and Report on how the school has given effect to Te Tiriti o Waitangi information, 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 (Revised): *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.



Fred Cookson
Cookson Forbes & Associates Chartered Accountants
On behalf of the Auditor-General
Opotiki, New Zealand

Te Wharekura o Te Kaokaoroa o Patetere

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Kyle Amopiu	Presiding Member	Elected	Sep 2025
Keith Silveira	Principal	ex Officio	
Arama Ngapo-Lipscombe	Parent Representative	Elected	Sep 2025
Greg Brown	Parent Representative	Elected	Sep 2025
Tina Johnson	Parent Representative	Elected	Sep 2025
April Silveira	Staff Representative	Elected	Sep 2025

Te Wharekura o Te Kaokaoroa o Patetere

Kiwisport

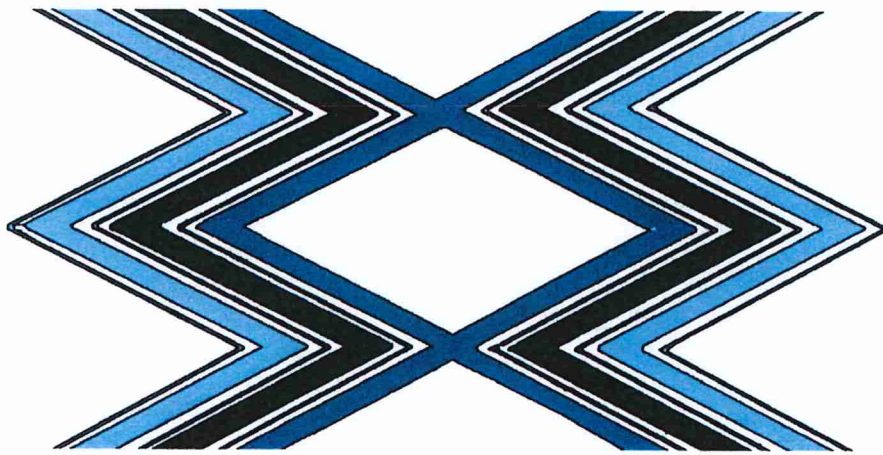
Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$5,787 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2023 the Te Wharekura o Te Kaokaoroa o Patetere 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.

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. Tauira	0 - 5 credits	6 - 10 credits	11 - 14 credits	14+ credits	ACH	MRT	EXC
DT	11	15	1		3	11	14		
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. 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: _____
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: _____
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	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">- Tauira completed all assessments in Hakinakina this year- Turbo Touch - Using real world experience to participate in this sport, to complete AS 1.3. Tauira 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 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 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									
<ul style="list-style-type: none">- 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. Tauira	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									
<ul style="list-style-type: none">- This year Hākinakina was affected, by many kaupapa running through kura, which resulted in many tauira not completing all standards (To fix this, extra emphasis on ensuring the tauira is given tasks and support to achieving their mahi that is due).- Also, some tauira, 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 tauira 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 tauira 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
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	EXC
OED	12	7	2	2	3			
Comments/ Highlights								
<ul style="list-style-type: none">- 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. Tauira	0 - 5 credits	6 - 10 credits	11 - 14 credits	14+ credits	ACH	MRT	EXC
Pāngarau	11	21		3	14	4	4		
Comments/ Highlights									
<ul style="list-style-type: none">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. Tauira	0 - 5 credits	6 - 10 credits	11 - 14 credits	14+ credits	ACH	MRT	EXC
Pāngarau	12	12	5	7					
Comments/ Highlights									
<ul style="list-style-type: none">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									
<ul style="list-style-type: none">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 pathsStudents 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 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
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. I.e, 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. Taurira	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 Taurira 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								
<ul style="list-style-type: none"> - 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: _____

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: _____



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
	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	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.	Not Submitted
	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	Overall Pass Rate = 85.7 %			9.52 %
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:

Not Submitted

9.52 %



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 NAS - 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.	Achieved 65%
	3/7/23	Low Achieved	Student was able to apply measurement in solving problems	
	3/7/23	Not Submitted		Merit 20%
	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.	Excellence 0 %
	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	Not Achieved 0 %
	3/7/23	Achieved	Student was able to apply measurement in solving problems	
	3/7/23	Not Submitted	Student was able to apply measurement in solving problems	
	3/7/23	Not Submitted	Student was able to apply measurement in solving problems	
	3/7/23	High Achieved	Student was able to apply measurement in solving problems	
	3/7/23	High Achieved	Student was able to apply measurement in solving problems	Not Achieved 0 %
	3/7/23	Merit	Student was able to apply measurement, using relational thinking in solving problems.	
	3/7/23	Not Submitted		

	3/7/23	Merit	Student was able to apply measurement, using relational thinking in solving problems.	Not Submitted 15 %
	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%	
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:



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
	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.	Not Achieved 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	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.	
	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.	Not Submitted 0 %
	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.	
	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.	
20 Students	Overall Pass Rate = 100%			
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:



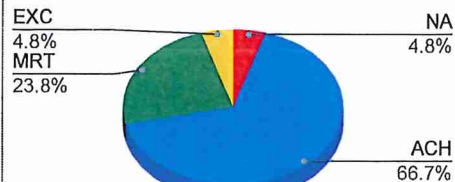
Standard		Version	NCEA Level	Achievement Measurement																							
Key:		SNA - Student Not Assessed NA - Not Achieved NAS - Not Achieved (not submitted) P - Pass A - Achieved M - Merit E - Excellence		2019		Total Average Percentage for Level		2020		Total Average Percentage for Level		2021		Total Average Percentage for Level		2022		Total Average Percentage for Level		2023		Total Average Percentage for Level		2024		Total Average Percentage for Level	
AS91026				1		66%		85%		61.53%		86.67%		93.75%		100%		93.5%		100%		85%		90%		100%	
AS91030				1		0.00%		85.71%		0.00%		72.73%		91.29%		93.5%		93.9%		85%		90.23%		90%		85%	
AS91035				1		0.00%		26.6%		18.51%		90.90%		87.5%		88.2%		80.33%		85.7%		82.24%		80%		85%	
AS91256				2		No level 2 Math delivered		61.53%		18.51%		72.73%		86.67%		100%		67.03%		75%		82.24%		90%		75%	
AS91260				2		No level 2 Math delivered		0.00%		18.51%		90.90%		86.67%		96.2%		67.03%		90.9%		82.24%		90%		90%	
AS91263				2		No level 2 Math delivered		18.51%		18.51%		90.90%		86.67%		96.2%		67.03%		64%		82.24%		90%		90%	
AS91264		2		No level 2 Math delivered		18.51%		18.51%		90.90%		86.67%		96.2%		67.03%		96.2%		82.24%		90%		90%			
AS91576		3		No level 3 Math Delivered		100%		100%		100%		58.3%		75.6%		67.03%		100%		93.3%		90%		90%			
AS91580		3		No level 3 Math Delivered		100%		100%		100%		58.3%		75.6%		67.03%		100%		93.3%		90%		90%			
AS91581		3		No level 3 Math Delivered		100%		100%		100%		58.3%		75.6%		67.03%		100%		93.3%		90%		90%			
AS91587		3		No level 3 Math Delivered		100%		100%		100%		58.3%		75.6%		67.03%		100%		93.3%		90%		90%			

2023 KAOKAOROA 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%

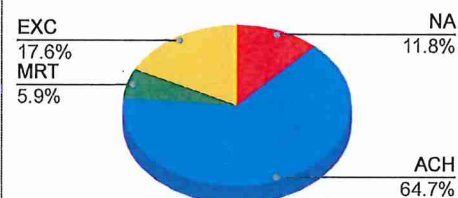
2023 NCEA Level 1



2023 NCEA LEVEL 2

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

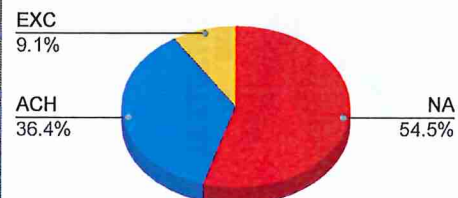
2023 NCEA Level 2



2023 NCEA LEVEL 3

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

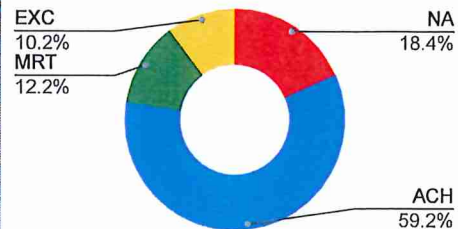
2023 NCEA Level 3



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

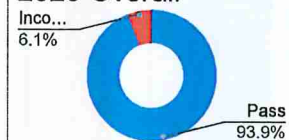
NUMERACY

		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%

Tau 13



2023 Overall



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							
Tau 11 NCEA LEVEL 1	Total Students	NA	ACH	MRT	EXC	Total Passed %	
	21	6	9	5	1		
	%	28.57%	42.86%	23.81%	5%	71.43%	
Tau 12 NCEA LEVEL 2	Total Students	NA	ACH	MRT	EXC		
	17	6	7	1	3		
	%	35.29%	41.18%	5.88%	18%	64.71%	
Tau 13 NCEA LEVEL 3	Total Students	NA	ACH	MRT	EXC <td></td> <td></td>		
	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			
Numeracy		Tau 11	Tau 12	Tau 13		Tau 12	Tau 13
	Pass	18	17	10	Pass		
	Incomplete	3	0	1			
	Total Pass %	86%	100%	91%		Incomplete	
Literacy	Pass	20	17	11	Total %		
	Incomplete	1	0	0			
	Total Pass %	95%	100%	100%			

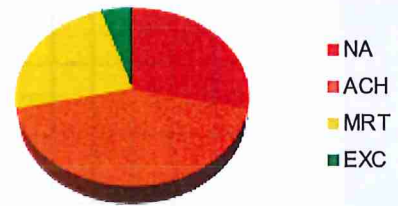
2023 NCEA SUBJECT ENDORSEMENTS																			
	Subjects	Tau 9			Tau 10			Tau 11			Tau 12			Tau 13			Totals		
	Level of Endorsement	A	M	E	A	M	E	A	M	E	A	M	E	A	M	E	A	M	E
LEVEL 1	Te Reo Maori	4	12	3	1		1										5	12	4
	Te Ao Haka									2	3						0	2	3
	Hakinakina/ Outdoor Education							13	8								14	8	0
	Pangarau							4									4	0	0
LEVEL 2	Te Reo Maori																		
	Te Ao Haka				4	3	1	3	1		2	2					9	6	1
	Hakinakina/ Outdoor Education										2	1	2				2	1	2
	Visual Arts										6	1					6	1	0
LEVEL 3	Te Reo Maori																		
	Hakinakina/ Outdoor Education											1			2		2	1	1
															2		2	0	0
																	46	32	11
	Total Number of Tairā	Tau 9			Tau 10			Tau 11			Tau 12			Tau 13			Totals		
		19			10			21			11			4			65		
		63%			56%			100%			65%			36%			67%		
Subject Endoresment Breakdown by Subject	Te Reo Maori	16	19	6	TOTALS			%						Comment					
	Te Ao Haka	4	3	5	41			46%						Tau 9 to 13					
	Hakinakina/ Outdoor Education	22	9	0	12			13%						Tau 11 to 13					
	Pangarau	4	0	0	31			35%						Tau 11 to 13					
	Visual Arts	2	1	0	4			4%						Tau 11 to 13					
					3			3%						Tau 11 to 13					

2023 KAOKAOROA 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%

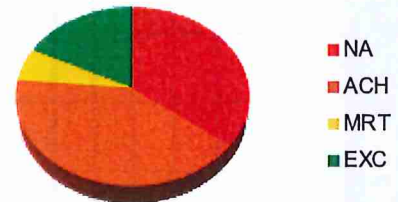
2023 NCEA Level 1



2023 NCEA LEVEL 2

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

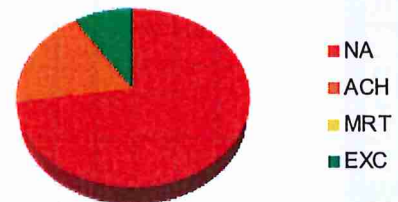
2023 NCEA Level 2



2023 NCEA LEVEL 3

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

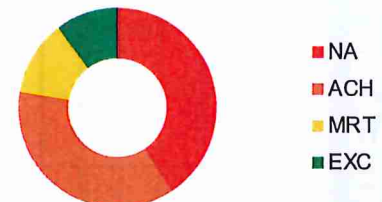
2023 NCEA Level 3



2023 NCEA LEVEL OVERALL

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

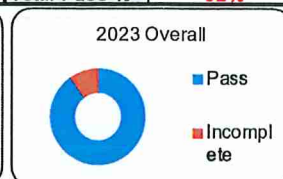
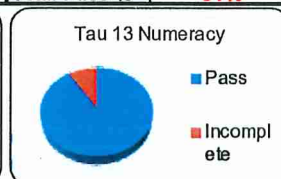
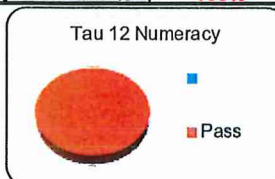
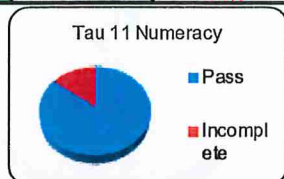
2023 NCEA OVERALL



2023 KAOKAOROA NCEA ACADEMIC RESULTS

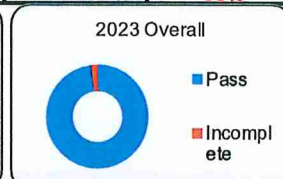
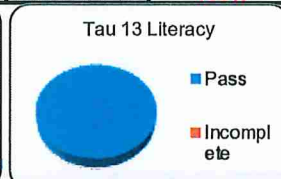
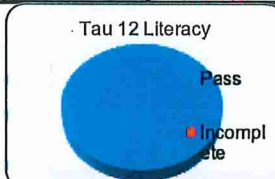
NUMERACY

		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 Tauria		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

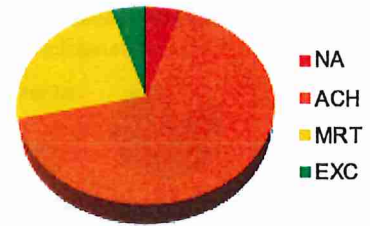
POTENTIAL RESULTS WITH AN IMPROVEMENT IN OUR ACADEMIC TRACKING SYSTEM

2023 KAOKAOROA 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%

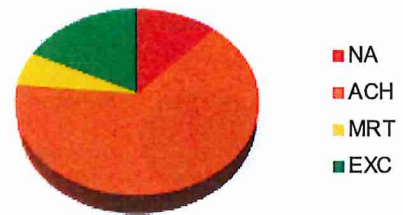
2023 NCEA Level 1



2023 NCEA LEVEL 2

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

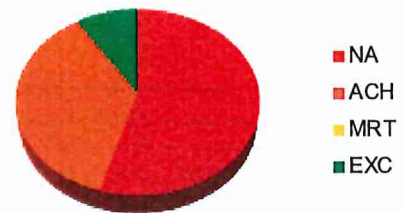
2023 NCEA Level 2



2023 NCEA LEVEL 3

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

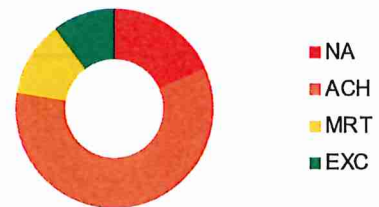
2023 NCEA Level 3



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

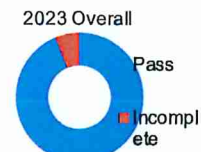


POTENTIAL RESULTS WITH AN IMPROVEMENT IN OUR ACADEMIC TRACKING SYSTEM

2023 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 Tauria		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

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. 5YP 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 Wharenuī
- 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.