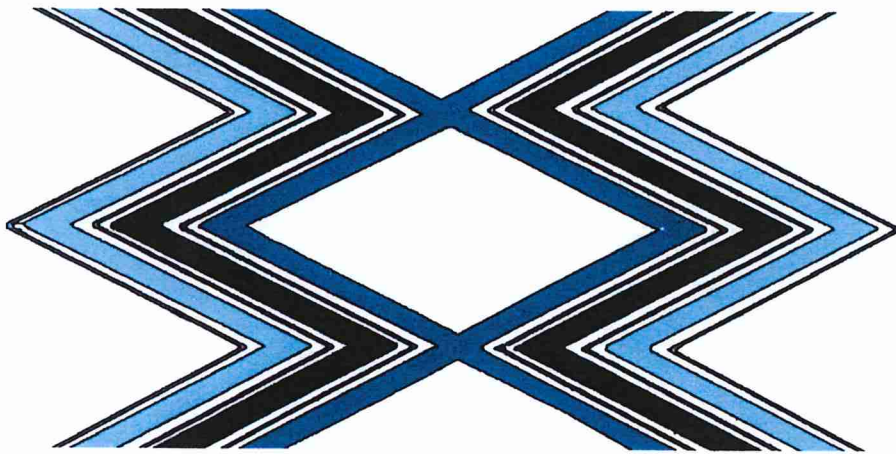


2022
Annual Report
Statement of Variance



**TE WHAREKURA O
TE KAOKAOROA O PATETERE**

“Whangai te iti kahurangi”

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1. General Introduction

2022 we began the ascent to new normal.

The hugely disruptive 2021 year with Covid-19 was behind us. We were now in the process of supporting reintegration of tauira back to kura as we pushed hard to reassure all involved that kura was safe, and teaching and learning programmes could continue.

We created a myriad of days that had foci points but were 'fun'; Kapa Haka, Sports, Inter-House competitions, anything to create the environment for everyone to return. The government had a multitude of funds available to assist and it was all co-ordinated to maximise overall wellness and Hauora.

Senior Management met frequently to appraise how tauira and staff were and adjust programmes to maximise output. Resilience, flexibility and Uara (values) became practiced, not talked about.

Our Tainui Kahui Ako reactivated its targets and goals and our within-school leads ensured we were on track. Events were organised across our schools for Swimming Sports, Ki-o-Rahi and Cross Country, all opportunities to grow our unique connectivity. 2023 will focus on our next major kaupapa 'Leadership' lead by Ngati Haua. It will look at a Kingitanga model and some work on civics to teach people how to enrol, vote and about MMP government.

Our 2022 roll began at 252 and ended at 270, consequently the Ministry of Education began the process of building our six classroom teaching space. Facilitated by our own Deputy Principal this project is well advanced, although at least two terms behind due to Covid delays. The complex is truly magnificent (included in the Property section of this report) and should be set for an opening in March 2023.

Increased sizes of each ohu meant some autonomy of operation, which gave leaders the chance to lead and programmes to be scoped and developed.

Kura Teina went through a thorough external review around performance and an action plan was created aligned to Professional Development, lead by the Principal. Some staff resigned and new appointments were made. There was a refocus on the important, teaching and learning was priority and great progress was made. They are well poised to build on this redevelopment in 2023.

Kura Waenga embraced the Maramataka and their activities were frequently posted. A strong collegial team of staff ensured meaningful programmes operated. The ohu had two huge successful undertakings during the year – their competition Kapa Haka team stood at Tainui regionals and placed second overall ready for nationals in Nelson in 2023, and their Tira Haere to our whanau of Raukawa Ki Te Tonga with the entire staff and student body. Fundraising and planning was hugely successful.

Our Wharekura ohu were fully staffed and began the year with course outlines and subject choices to maximise student engagement and success. Again they operated in cramped conditions as they awaited new classrooms. Highlights for their year – National Kapa Haka competition in Huntly, sporting success in Junior Boys Basketball, Ki-o-Rahi and Chess, all at a national level, and academic programmes that focused on students rather than subjects. A successful year all round.

Our PB4L committee worked hard to reinforce positive behaviour and some tactile rewards for juniors at our Friday assemblies. 2023 will see the subcommittee analysing and evaluating the Rubric that operates as we prepare a ‘new’ one for all.

Our Manu Taiko (Graduate Profiles) were in operation post our subcommittee work on this. Each ohu now has their own prizegiving aligned to our three Pou and the graduation year level is acknowledged in this space: Years 1-4, Years 5-8, Years 9-13. We also had an international travel event for our Year 13 students as part of their programme.

Our school wide focus has been on our localised curriculum around who we are and where we fit within Raukawa and Aotearoa. Kura Teina focused locally on significant sites and events. Kura Waenga stretched out to Raukawa Ki Te Tonga and

travelled to our 'relations'. Wharekura were involved in Orakau commemorations and international travel. All have been hugely successful. 2023 has the opportunity for our wharekura to return to Hawaii with a large group of seniors for kapa haka.

School wide highlights for 2022:

- 1) The integration of our maramataka into Kura Waenga and the growing positive feedback from all involved.
- 2) On the sports field we had three Wharekura teams qualify for national events via Waikato/Bay of Plenty competitions – Senior Chess, U15 Boys Basketball and Ki-o-Rahi.
- 3) Kapa Haka Nationals for our Wharekura and Tainui Regionals for our Kura Waenga (second place qualifying for Nationals) and Kura Teina standing regionally also.
- 4) We had academic results and success in Manu Korero across the school and regionally with Mahinaarangi Te Hiko who then placed second at the national competition via an online portal.

Te Wharekura o Te Kaokaoroa o Pātetere hosted E.R.O in 2022. We delivered ohu presentations to the reviewers who read copious amounts of documents and visited classrooms onsite. While the overall report is very positive, they posed some challenging findings to us that initiated an action plan for 2023 and beyond. Two real key points were around NCEA data analysis and our Year 1 – Year 8 data collection and analysis. 2023 we will begin our action plan aligned to this with key personnel and milestone reporting as initial aspects.

2022 has been another year of wonderful achievements.

**“Success is no fluke, results are not won,
they are a product of the pursuit of excellence”**

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:

Endavouring 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:

In 2022 the focus became on our Purpose Statement. The way to re-engage and re-invigorate our kura community lay in embracing this essence of who we are and what we do. The focus moved directly to measurable outcomes. We amended timetables, programmes, and indeed even our hours of work changed as we embraced Wānanga learning programmes with overnight noho for each of our Pou in each ohu.

1) TE REO ME NGĀ TIKANGA

We are full immersion in Years 1-8 and thereafter subject dependent. E.R.O made positive comments around the amount of Reo used at kura and the quality used by our staff.

2) RESPECT

We have high level interactions between all staff and taura including support staff.

3) MANAAKITANGA

This has been highlighted by support for whanau with kai boxes, learning devices sent home and taking general active interest in our families lives.

4) LOYALTY

This is practiced, students speak fondly of their bonds to each other and their Rohe.

5) HONESTY

Own your own actions. Be the person you want to be.

6) WHANAUNGATANGA

We are a tribal school. We are Kura-a-lwi. We are involved in lwi life.

We have a large bus service that enables whanau to support their kura of choice. All bus services operate at or near capacity.

The focus for 2023 will be to strengthen the network of who we are. To that end the establishment of a Kohanga Reo on site will align our seamless education pathway to success.

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:

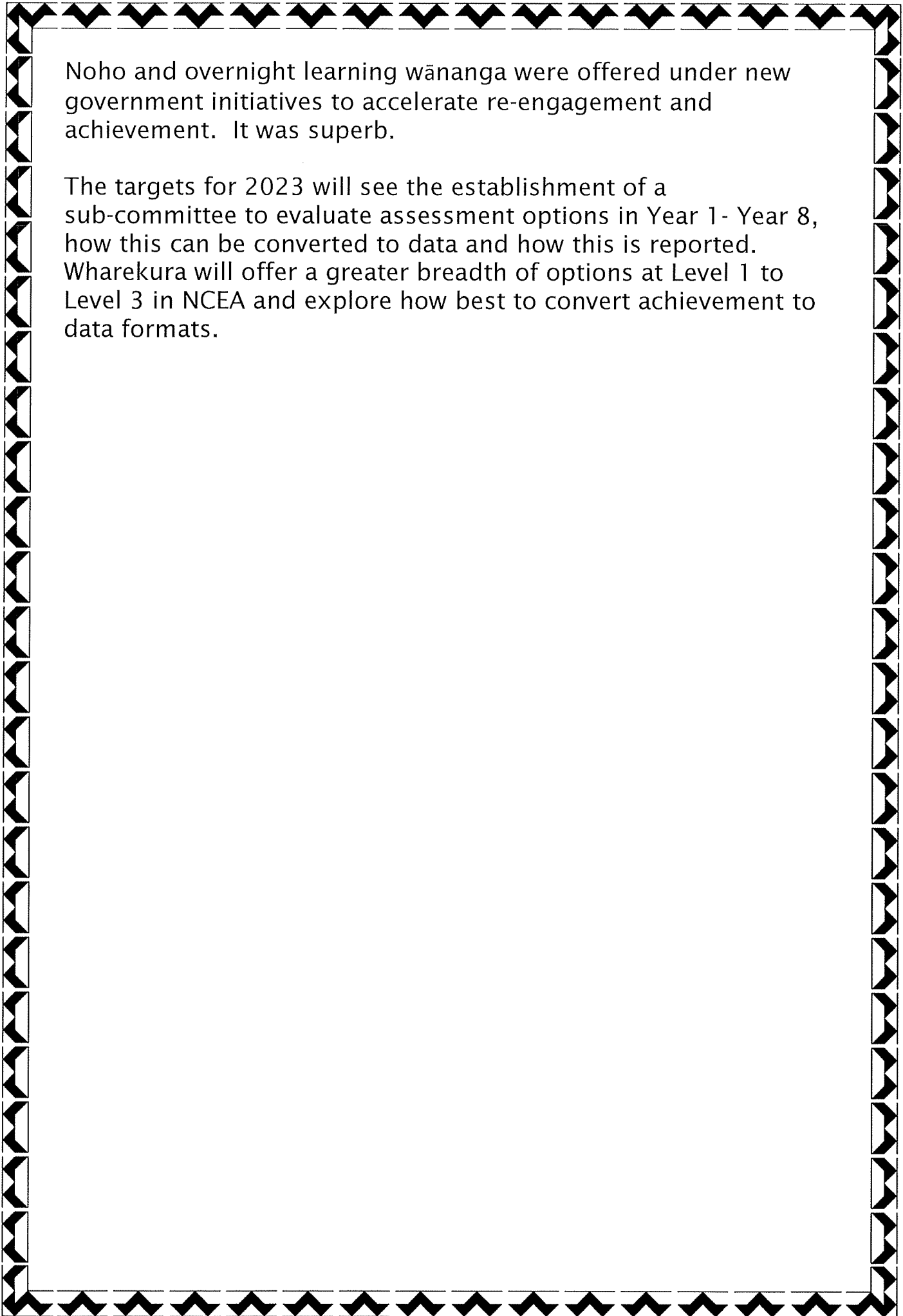
2022 saw the implementation of new initiatives as outlined in our previous Statement of Variance. We reverted to our initial ohu groups:

Kura Teina: Year 1 – Year 4
Kura Waenga: Year 5 – Year 8
Wharekura: Year 9 – Year 13

Kura Teina focussed on Korero-a-Waha, a language based programme that encouraged reo in all they did. Rich experience based programmes developed language acquisition.

Kura Waenga aligned their teaching programme to Dr Rangi Mataamua and his authentic calendar. This was hugely successful.

Wharekura strengthened their certificate and diploma programme at Years 9-10 and offered multi-level programmes for our senior school.



Noho and overnight learning wānanga were offered under new government initiatives to accelerate re-engagement and achievement. It was superb.

The targets for 2023 will see the establishment of a sub-committee to evaluate assessment options in Year 1- Year 8, how this can be converted to data and how this is reported. Wharekura will offer a greater breadth of options at Level 1 to Level 3 in NCEA and explore how best to convert achievement to data formats.

4. Hakinakina

Target:

To provide sporting opportunities that meet the need 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 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 2022 again operated at the top of their performance and participation targets. Our Waikato-wide data had us in the top five of ALL Waikato Secondary Schools for both staff and student participation.

Our Hiringa programme that operated to expose and assist our athletes to high level training programmes was a huge success.

Our U15 Boys Basketball team won the B Division of the Waikato competition, and then placed 8th in the Central North Island championships, and also won our own Team of the Year trophy.



Our Senior Chess team competed in the Bay of Plenty competition in regular events and placed 3rd. They then went to Nationals in Rotorua with many gaining individual awards.

Our Ki-o-Rahi team placed 3rd in their Waikato/Bay of Plenty competition and will head to nationals in 2023.

We had several students selected for the Central North Island competitions in Whangarei that lead to North Island and New Zealand honours.

We had one boys rugby team and two girls netball teams compete in the local competitions every Saturday.

Our Kura Waenga netball team competed at the annual AIMS Games event in Tauranga gaining a creditable placing in the top half of 178 teams.

Kura Teina and Kura Waenga both had teams compete locally in Cricket, Touch, Swimming and Athletics.

All targets were met and exceeded within Hakinakina for 2022.

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 Tokoroa Polynesian Festival, 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.

Wharekura attended Nationals in Huntly for 2022 and we took the stage after a long Covid hiatus.

Kura Waenga attended the Tainui Regional competition also in Huntly and placed 2nd overall.

Kura Teina also stood to compete with their older Tuakana in Huntly.

A huge amount of time and effort go in to making these events happen and then the success that stems from this.

A creative team of staff sit and compose a programme that reflects the 'Ao' of our taura. Compositions then move to tunes and songs including choreography which involves a variety of rakau, tewhatewha, patu, poi and actions.

The support team delivering kakahu, moko, hair and make-up then do their bit, and the bus drivers, cooks and guitarists then have their contribution.

It takes a full commitment by a large team to get on stage. Our reo experts check and recheck items to ensure we are the best we can be prior to any competition.

We also have a large number of staff still involved in their own Kapa Haka competitions ready for Te Matatini 2023.

We are serious about what we do, the standard we are at and what we aspire to.

2023 will have Kura Waenga preparing for their Nationals campaign in Nelson, and Wharekura preparing for Tainui Regionals. Kura Teina are going to focus on items for our local community.

All targets were met and exceeded within Mahi-a-Rehia for 2022.

6. Numeracy

Target:

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

Actions:

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

Summary:

2022 had us reflecting on what numeracy looks like at kura. Our NCEA data suggested numeracy needs to be strengthened across the kura. We are looking at teaching and assessing directly to the curriculum document and reporting against this rather than relying on Poutama Tau data and testing.

The establishment of a scaffolding programme at Years 9-10 will hopefully increase our results within NCEA.

Our 2022 data and results are better than in previous years with record numbers gaining these components in NCEA.

The challenge for 2023 will be to look at the connection between teaching, learning and reporting. If we are to replace Poutama Tau we need to decide with what and then trial this.

Greater overall achievement in Numeracy for 2022.

7. Literacy

Target:

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

Actions:

- > Determine bench marks from previous year.
- > Identify students 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:

We have focused on Korero-a-Waha in Kura Teina and developed this as tauira have progressed through kura. Panui Haere is still the basis for assessments and reporting and explicit teaching programmes aligned to those levels.

Te Reo Matatini is the priority in Kura Waenga with Tuhituhi being a major component.

NCEA still has a Literacy component that we deliver in either Te Reo or Te Reo Rangatira with a small number of Reo Rua students completing this in English. We are concerned that the 'new' NCEA direction makes this component more difficult for us as it is now an exam situation rather than a mixture of internal and external provisions.

Continued consolidation in Literacy for 2022.

8. N.C.E.A

Target:

All students from Year 11 to year 13 to pick up 85 NCEA credits and pass NCEA.

Actions:

- > Determine benchmark from 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.

The Board of Trustees have heavily invested to ensure a large number of staff is available to deliver a range of options for students.

Our NCEA results were below the national norm for 2020 and 2021. Our 2022 results are much more successful, however the manner with which students attain these make individual year group data difficult to compare.

These pleasing 2022 results will validate the Board of Trustees commitment to providing quality staff and a large menu of options for our students.

NZQA

New Zealand Qualifications Authority
Mana Tohu Matauranga O Aotearoa

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Home > For Providers > Statistics > Report Criteria > NCEA, NCEA Endorsements, and UE

NCEA, NCEA Endorsements, and UE

Export NCEA, NCEA Endorsements, and UE as :

-  [Excel Spreadsheet \(Excel\)](#)
-  [PDF](#)

100%

NCEA, NCEA Endorsements, and UE

Reporting Population: NZ Domestic Years 11-13

Cumulative Achievement Totals

Enrolment Based Percentages

Academic Years: 2018, 2019, 2020, 2021, 2022

Data as at: 09/01/2023

Decile: N/A

Student Types: Regular Student, Alternative Education Student

Including Students with Short Enrolments: No

Student Gender: Display Selected as a Single Value

Not Showing Endorsements

Not Showing Ethnicity

Showing Year Level

Base School / Region: Te Wharekura o Te Kaokaoroa o Patetere in Waikato

Base Decile Range: All

Base Student Types: Regular Student, Alternative Education Student

Base Including Students with Short Enrolments: No

Base School Gender Type: All

Base Student Gender: All

Te Wharekura o Te Kaokaoroa o Patetere in Waikato

	2018		2019		2020		2021		2022	
	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate
NCEA (Level 1)										
Year 11	12	60.0	4	17.4	2	14.3	10	66.7	10	62.5
Year 12	12	85.7	5	50.0	5	26.3	8	66.7	9	69.2
Year 13	4	66.7	9	81.8	7	63.6	11	78.6	6	100.0
NCEA (Level 2)										
Year 11	10	50.0	2	8.7	2	14.3	1	6.7	3	18.8
Year 12	12	85.7	5	50.0	5	26.3	6	50.0	6	46.2
Year 13	4	66.7	9	81.8	6	54.5	11	78.6	6	100.0
NCEA (Level 3)										
Year 11	1	5.0								
Year 12	4	28.6	4	40.0	3	15.8	3	25.0	1	7.7
Year 13	4	66.7	6	54.5	6	54.5	11	78.6	4	66.7
University Entrance										
Year 12	1	7.1								
Year 13	3	50.0			2	18.2	3	21.4	1	16.7

NZQA

New Zealand Qualifications Authority
Mana Tohu Matauranga O Aotearoa

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[Home](#) > [For Providers](#) > [Statistics](#) > [Report Criteria](#) > [Literacy and Numeracy](#)

Literacy and Numeracy

Export Literacy and Numeracy as :

-  [Excel Spreadsheet \(Excel\)](#)
-  [PDF](#)

100%

Literacy and Numeracy

Population: NZ Domestic Years 11-13

Cumulative Achievement Totals

Academic Years: 2018, 2019, 2020, 2021, 2022

Data as at: 09/01/2023

Decile: N/A

Student Types: Regular Student, Alternative Education Student

Including Students with Short Enrolments: No

Student Gender: Display Selected as a Single Value

Not Showing Ethnicity

Showing Year Level

Base School / Region: Te Wharekura o Te Kaokaoroa o Patetere in Waikato

Base Decile Range: All

Base Student Types: Regular Student, Alternative Education Student

Base Including Students with Short Enrolments: No

Base School Gender Type: All

Base Student Gender: All

Te Wharekura o Te Kaokaoroa o Patetere in Waikato

		<u>2018</u>		<u>2019</u>		<u>2020</u>		<u>2021</u>		<u>2022</u>	
		Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate
Year 11	Level 1 Literacy	20	100.0	21	91.3	12	85.7	15	100.0	15	93.8
	Level 1 Numeracy	12	60.0	4	17.4	4	28.6	12	80.0	12	75.0
	UE Literacy	14	70.0	10	43.5	4	28.6	3	20.0	3	18.8
	UE Literacy Reading	14	70.0	10	43.5	4	28.6	3	20.0	3	18.8
	UE Literacy Writing	19	95.0	15	65.2	9	64.3	6	40.0	3	18.8
	UE Numeracy	12	60.0	4	17.4	4	28.6	12	80.0	12	75.0
Year 12	Level 1 Literacy	14	100.0	10	100.0	19	100.0	12	100.0	13	100.0
	Level 1 Numeracy	12	85.7	5	50.0	5	26.3	8	66.7	10	76.9
	UE Literacy	12	85.7	6	60.0	10	52.6	5	41.7	6	46.2
	UE Literacy Reading	12	85.7	6	60.0	10	52.6	5	41.7	6	46.2
	UE Literacy Writing	13	92.9	10	100.0	15	78.9	7	58.3	8	61.5
	UE Numeracy	12	85.7	5	50.0	5	26.3	8	66.7	10	76.9
Year 13	Level 1 Literacy	6	100.0	11	100.0	10	90.9	14	100.0	6	100.0
	Level 1 Numeracy	4	66.7	9	81.8	7	63.6	11	78.6	6	100.0
	UE Literacy	6	100.0	9	81.8	9	81.8	9	64.3	6	100.0
	UE Literacy Reading	6	100.0	9	81.8	9	81.8	9	64.3	6	100.0
	UE Literacy Writing	6	100.0	10	90.9	10	90.9	13	92.9	6	100.0
	UE Numeracy	4	66.7	9	81.8	7	63.6	11	78.6	6	100.0

Standard Entries and Results

Populations: NZ Domestic Years 11-13, NZ Domestic Years 14-15, NZ Domestic Adults, NZ Internationals, School Years 1-10, Pacific Island Schools, Other
Academic Years: 2018, 2019, 2020, 2021, 2022
Data as at: 09/01/2023
Not Showing Subject
Decile: N/A
Student Types: Regular Student, Alternative Education Student, Teen Parent Unit Student
Student Gender: Display Selected as a Single Value
Not Showing Ethnicity
Not Showing Year Level
Showing All Standards

Base School / Region: Te Wharekura o Te Kaakaora o Patetere in Waikato
Base Decile Range: All
Base Student Types: Regular Student, Alternative Education Student, Teen Parent Unit Student
Base School Gender Type: All
Base Student Gender: All

Te Wharekura o Te Kaakaora o Patetere in Waikato													
	Total	Entries		Assessed Entries	Not Achieved		Achieved		Merit		Excellence		
		No Result	Absent		Void	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate
All Subjects	Level 1												
	Achievement Standard												
	Externally Assessed												
	2018	84	17		67	10	14.9	27	40.3	15	22.4	15	22.4
	2019	259	55	50	154	113	73.4	30	19.5	9	5.8	2	1.3
	2020	71	13	10	48	38	79.2	10	20.8				
	2021	91	15	6	70	16	22.9	24	34.3	16	22.9	14	20.0
	2022	151	75	13	63	5	7.9	16	25.4	20	31.7	22	34.9
	Internally Assessed												
	2018	243	1		242			125	51.7	59	24.4	58	24.0
Level 1	Level 2												
	Achievement Standard												
	Externally Assessed												
	2018	82			82			63	76.8	16	19.5	3	3.7
	2019	82	22		60	2	3.3	46	76.7	8	13.3	4	6.7
	2020	41	23		18	3	16.7	4	22.2	5	27.8	6	33.3
	2021	19	5		14			6	42.9	4	28.6	4	28.6
	2022	64	45		19	19	100.0						
	Unit Standard												
	Internally Assessed												
Level 2	Level 3												
	Achievement Standard												
	Externally Assessed												
	2018	76	6		70	7	10.0	38	54.3	19	27.1	6	8.6
	2019	53	27		26	11	42.3	10	38.5	4	15.4	1	3.8
	2020	79	20	7	52	38	73.1	11	21.2	3	5.8		
	2021	48	27	8	13	2	15.4	5	38.5	4	30.8	2	15.4
	2022	50	15		35	3	8.6	10	28.6	10	28.6	12	34.3
	Internally Assessed												
	2018	268			268	13	4.9	153	57.1	71	26.5	31	11.6
2019	81	55		26			8	30.8	10	38.5	8	30.8	
2020	286	160		126	5	4.0	52	41.3	35	27.8	34	27.0	
2021	167	36		131	13	9.9	70	53.4	26	19.8	22	16.8	
2022	207	84		123	13	10.6	54	43.9	20	16.3	36	29.3	
Level 3	Level 4												
	Achievement Standard												
	Externally Assessed												
	2018	86			86			51	59.3	21	24.4	14	16.3
	2019	136	108		28			12	42.9	12	42.9	4	14.3
	2020	29	5		24	3	12.5	12	50.0	7	29.2	2	8.3
	2021	48	4		44	1	2.3	18	40.9	11	25.0	14	31.8
	2022	146	98		48	48	100.0						
	Achievement Standard												
	Externally Assessed												

2018	25	2	23	2	8.7	11	47.8	5	21.7	5	21.7
2019	42	7	35	12	34.3	18	51.4	4	11.4	1	2.9
2020	20	3	16	5	31.3	7	43.8	3	18.8	1	6.3
2021	26	9	11	6	2	33.3	4	66.7			
2022	24	4	16	2	12.5	4	25.0	4	25.0	6	37.5
Internally Assessed											
2018	47		47	1	2.1	25	53.2	11	23.4	10	21.3
2019	133	67	66			25	37.9	28	42.4	13	19.7
2020	93	20	73			21	28.8	33	45.2	19	26.0
2021	164	44	120	18	15.0	49	40.8	21	17.5	32	26.7
2022	141	71	70	26	37.1	15	21.4	4	5.7	25	35.7
Unit Standard											
Internally Assessed											
2018	80		80			43	53.8	23	28.8	14	17.5
2019	104	63	41			14	34.1	24	58.5	3	7.3
2020	30	3	27			4	14.8	4	14.8	19	70.4
2021	41	2	39	1	2.6	9	23.1	10	25.6	19	48.7
2022	48	48									
Level 4											
Unit Standard											
Internally Assessed											
2019	24	5	19			9	47.4	7	36.8	3	15.8
2020	64	15	49			27	55.1	21	42.9	1	2.0
2021	21	1	20	4	20.0	14	70.0	2	10.0		

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 Patetere.

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, detailed work drawings prepared.
- > New 5YP and 10YP established.

Summary:

Property has been a major undertaking in 2022. Our Board of Trustees sub-committee ensured we had teaching spaces with our Te Whai Ao complex of four classrooms, and our three projects all made huge progress.

1. Te Tihi-o-Mānono

Our bespoke six-classroom auditorium complex began with Lawrence Joseph as Project Manager and Woodview Construction as the successful builders. It is a magnificent complex that has a mid-Term 1 opening date. It incorporates a kura narrative into the design and build stage including art work from staff members.

2. Te Kohanga Reo o Te Kaokaoroa o Pātetere

This complex is on site and rapidly being prepared for a mid-year opening. Rob Petré is Project Manager and Ulrich Bros are the building contractors.

3. 5YP and 10YPP

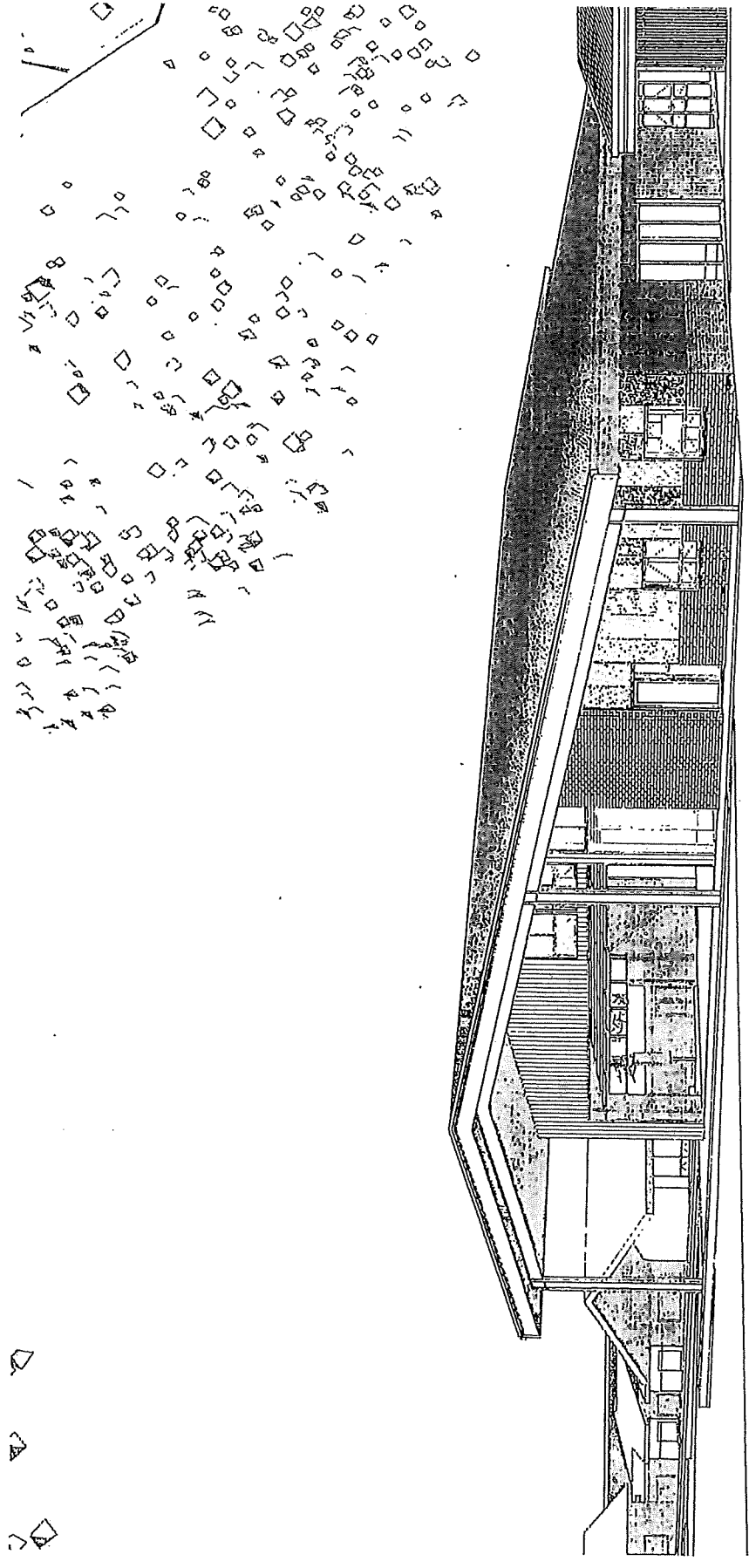
These have been completed by Greenstone Consultants as an independent needs analysis and created by Sharyn Flintoff and her team at Waikato School Property Services. Their highlighted projects over the next five years are:

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

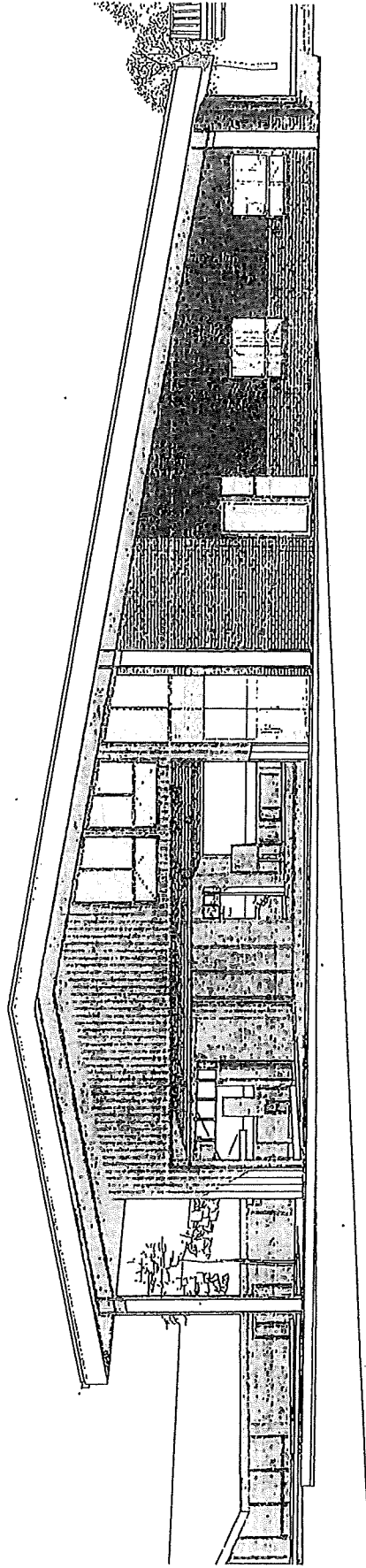
The 10YPP will follow in more detail post this.

The MOE have been wonderful in the delivery of this as Covid has impacted on products, staff and delivery times.

It must be noted that even when complete this will take our entitlement to 250 tamariki. Our 2022 roll is at 275 which means the roll growth classrooms will be needed to replace the existing Te Whai Ao complex.



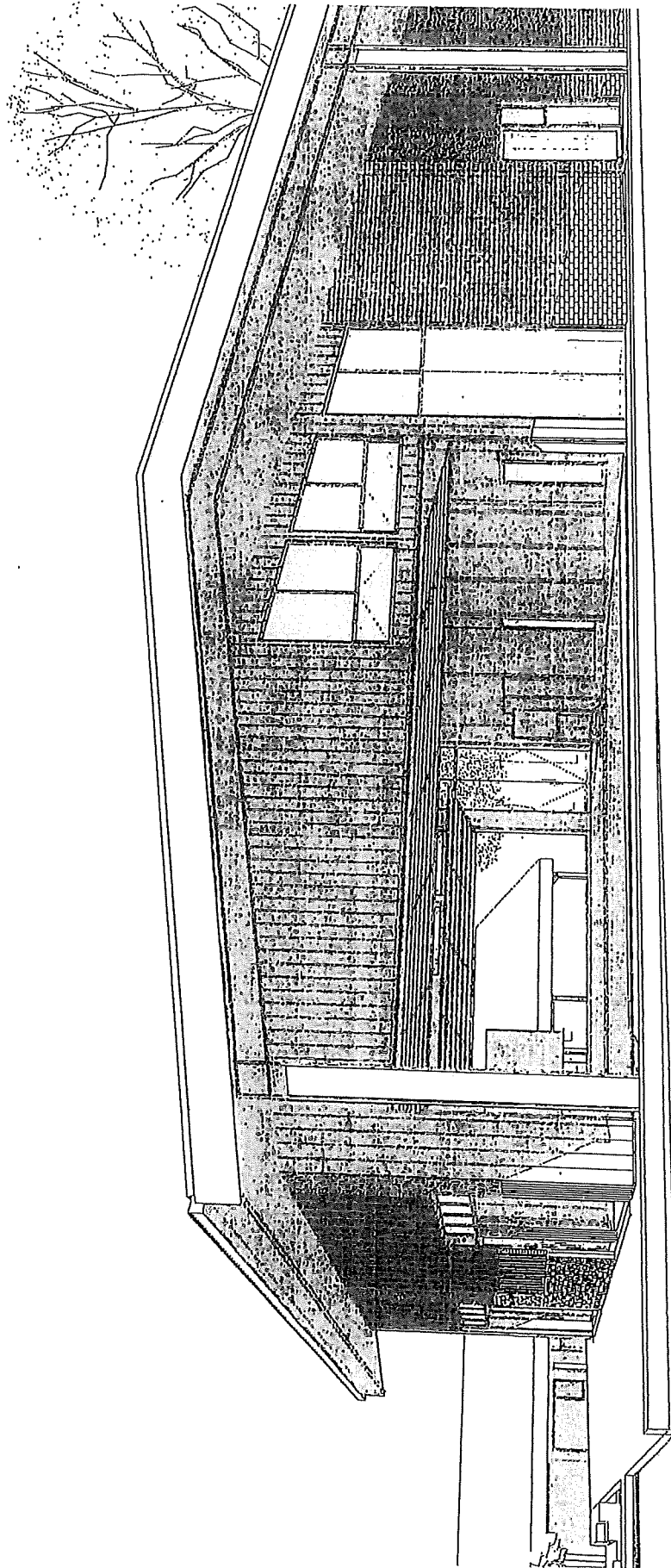
View to North Face



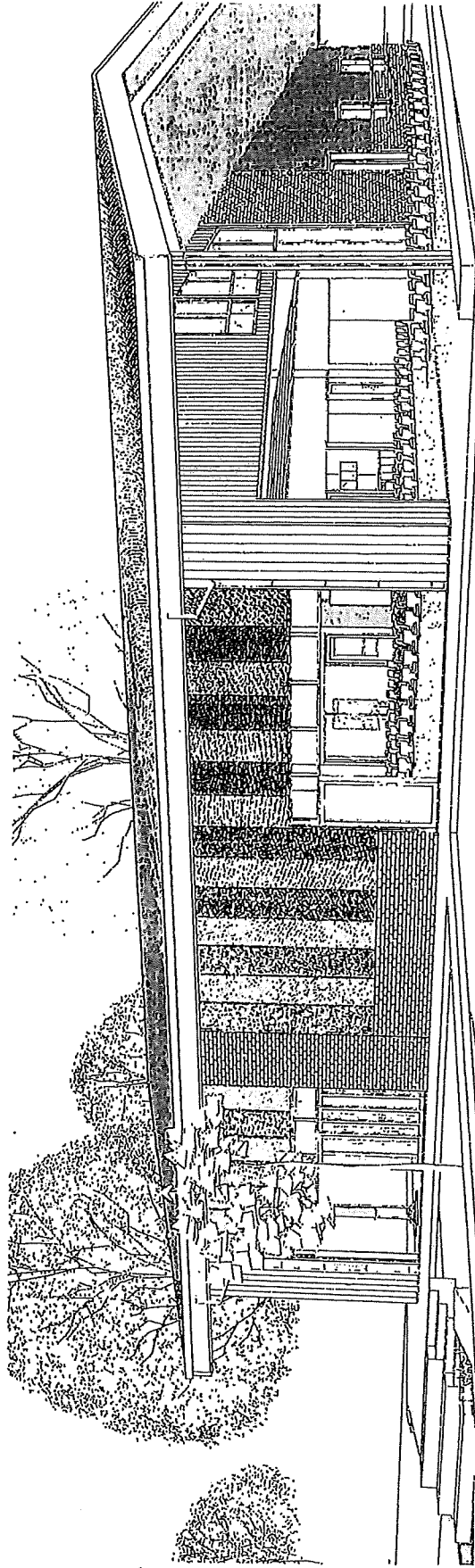
View to North Face

MOAA
Architects.

Project
204 Te Wharekura o Te Ka
Drawing
Views 1:1 @A1 (half/A3)



View to North Face



View to East Face

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 Patetere.

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:

2022 saw some unusual expenditure that highlighted the need for us to have reserves at all times. It is the Boards desire to attain one operation grant dollar value in reserves at all times as a 'buffer'.

The Board spent some reserves to fully outfit our new teaching complex as our original F&E grant did not go anywhere near where it has in previous years, and indeed has not kept up with inflation or increased costs.

At our end of year financial meeting our Financial Advisor Kelly Parkinson from ESL advised that we had healthy reserved funds

and encouraged us to reduce liabilities and increase our assets. This was actioned with a replacement bus and a direct purchase of equipment for Te Tihi-o-Mānono.

Our overall operational budget will be a deficit of approximately \$18,000, however a substantial Banked Staffing forecast of excess \$100,000 will defer any actual deficit.

The MOE provided extra funds for a number of initiatives throughout the year to re-engage students to school and accelerate learning outcomes for NCEA, a superb initiative.

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.

The focus for 2023 will be to increase overall school equity and reserves.