

TKHS Annual Report 2025



Contents

- Statement of variance: progress against targets
- Evaluation and analysis of the school's students' progress and achievement
- How we have given effect to Te Tiriti o Waitangi
- Statement of compliance with employment policy
- Financial statements
- Independent auditor's report signed and dated.
- Report on other special and contestable funding
- Kiwisport funding (required)

Statement of variance: progress against targets

Strategic Goal 1: Cultivating Inclusive Educational Practices
As per the strategic plan

Te Kūiti High School – SLT Report: Analysis of Variance 2024

Strategic Goal 1: Cultivating Inclusive Educational Practices

Date: Term 1, 2025

1. 2024 Student Achievement Targets vs Actuals

Target Area	2024 Target	Actual Performance	Variance	Commentary
NCEA Level 1	65%	47%	-18%	CAA literacy/numeracy co-requisite significantly impacted results.
NCEA Level 2	75%	~70%	-5%	Relatively consistent, slight drop noted.
NCEA Level 3	60%	Below target	High	Significant concern; needs renewed focus on retention and engagement.

University Entrance	30%	Below target	High	UE pass rates low across both Māori and non-Māori cohorts.
Yr 10 Literacy	60% at 4P+	~30% (Yr 9 EOY proxy)	-30%	EOY testing deferred due to student burnout from CAAs.
Yr 10 Numeracy	70% at 4B+	~35% (Yr 9 EOY proxy)	-35%	Same as above. Focus now shifting to Yr 11 Lit/Num classes.

2. Equity Analysis

Group	Key Finding
Māori	Achieving comparably at Level 1 and 2, but lower at Level 3 and UE. 28% of Māori had chronic absence in Term 1, 2025.
European	Stronger outcomes at senior levels (L2/L3), reversing last year's trend.
Gender	Girls outperformed boys at L1 and L2; boys outperformed girls at L3 (due to cohort effect).
Year 11	40% chronic absence. This is the same cohort struggling most with CAA and achievement.

3. Progress on 2024 AIP Actions

AIP Action Area	Progress	Notes
Target setting & learner tracking		Targets set; ethnicity and gender disaggregated.
PLD on assessment capability	Ongoing	Work underway in PLGs and leadership meetings. Needs embedding.
Assessment redesign (CAA-aligned)		CAAs are now a major focus. Junior assessment adaptation needed.
Localised curriculum & learning pit		Introduced in PODs; needs further integration.
Reporting alignment with practice		Reporting processes under review for 2025 roll-out.

4. Attendance Summary (Term 1, 2025)

Metric		2024 T1	2025 T1	Variance
Regular Attendance		26%	33%	+7%
Māori Chronic Absence		N/A	28%	—
Yr 11 Chronic Absence		N/A	40%	—
Top Absence Reasons		Medical (28%), Trivial/Unexplained (18%)	Continued trend from prior year	

Attendance is slowly improving but remains a significant barrier to learning and equity. Māori and Year 11 students are at greatest risk.

5. 2025 Priorities

Focus Area	Next steps
Literacy/Numeracy	Ensure baseline and EOY assessments resume regardless of CAA timing. Continue with dedicated classes.
NCEA Level 3/UE	Implement intensive mentoring, targeted courses, and culturally sustaining pedagogies.

Māori Achievement	Activate localised curriculum and culturally responsive practices with measurable milestones.
Attendance	Develop targeted interventions for Year 11; use real-time data to inform pastoral care.
Teaching Practice	Finalise teaching profile and PLG feedback cycles focused on high expectations and formative assessment.
Whānau Engagement	Strengthen channels through PODs, transition conversations, and reporting on learning goals.

Next Steps

- Literacy/Numeracy data from May CAA to be analysed and linked to Year 11 supports.
- Full curriculum progression documentation to be completed by Term 3.
- Restorative practice training refresh scheduled for all staff in Term 2.
- Student voice collection to guide UE pathways development.

Create customized educational experiences.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Create and use evidence guidelines (observation templates, rubrics and students voice templates) to align with effective teaching practice criteria. Particular importance to be placed on:</p> <ul style="list-style-type: none"> ○ Catering for targeted learners ○ Feedback that enhances learning ○ The use of exemplars and progressions 	<ul style="list-style-type: none"> ● Seen a shift this year with more effort and focus put into junior planning & teaching/learning, rather than just NCEA. ● Didn't push the checkpoints of each standard this year as outlined in the tracking system. Most HODs did not do it without SLT influence. We did have a stronger emphasis on student tracking. Found this more reliable as Classroom teachers directly contributed and didn't have to go through HODs 	<p>Still need to build capacity and capability within the middle leaders and have greater accountability</p>	<p>More PLD for myself around how to extract meaningful data for Juniors to introduce academic tracking systems to Pods that blend pastoral and academic well being and needs.</p> <p>Accountability for staff not able to implement and sustain school wide initiative</p>
<p>Co-constructing learning progressions for all learning areas</p>	<p>W 2025 The Arts Learning Pro...</p> <p>Departments have done a curriculum progression rubrics and completed a KUES (knowledge understanding experiences and skills) for each area. These should help student agency and a structure for teachers in guiding the students</p>	<p>This has been done across all departments and is starting to be used within each area.</p>	<p>Making Learning the focus and sharing practice that works best for students.</p>
<p>Pastoral systems align and provide clarity for students,whanau and staff.</p>	<ul style="list-style-type: none"> ● Gain more cohesion with all of the aspects of our curriculum and pastoral systems to have 	<p>Still an area of development. 2024 saw the development of an ILP template for our school. Needs to be refined to accommodate changes in</p>	<p>Accountability for staff not able to implement and sustain school wide initiative</p>

	a stronger impact on student achievement.	2025 This is a little ad hoc at present, and needs to be adopted by both curriculum and pastoral middle managers in order to work properly.	
Reporting procedures developed to align with effective teaching practice criteria			
Identifying and defining what effective teaching practice looks like at Te Kuiti High School	Started to co construct a pedagogical model for TKHS. This will take place over the course of 2024	Model constructed and put into use in 2025. Clear definitions of what is important for quality teaching at TKHS. It was to develop a TKHS pedagogical model to align our vision to our practice and develop a shared responsibility.	Continue to review and refine. Monitor staff Action plans and measure change

Focus on tailoring the curriculum to align with individual needs and preserving heritage, language, and cultural identity

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
Increase the number of Māori students who earn University Entrance	<ul style="list-style-type: none"> SLT has been working with staff to challenge students to attain UE, encouraging them to keep all doors open. It is the highest qualification we offer and should be what we strive for. 	There is still a perception that students are academic or not and that they are not interested in getting UE. It is a mindset shift that is taking time to break down.	This year we have had the largest cohort in yr 13 and have had 42 attend University open days. We need to keep changing the narrative around University and educate the community
Develop a cohesive curriculum that is balanced with dispositional and academic aspects in order to enhance personal growth.	HOD 's provide opportunities for students to demonstrate increased self-awareness, resilience, and interpersonal skills alongside academic achievement, showing readiness to contribute confidently and ethically in diverse contexts.	PLD has occurred that had us first look at Curriculum + Dispositions (Claxton), after consultation with wider staff and trying to get this model off the ground we realised we had not created a collective why for what we were doing. From here we have begun developing a pedagogical model Staff have individual action plans to grow this	Clarify processes and joint responsibility. Have clear principles that underpin practice and link to Vision . Continue building on this and further develop the TKHS pedagogical model to align our vision to our practice and develop a shared responsibility
Create and implement learning programmes within whanau programmes that have	Introduced You can do it program around SEL as a starting point and to scaffold a learning program within whanau time.	This is still a developing space.Changing teacher mental models is taking time. We are	Manukura to develop and lead in this space. Build capability and provide support in development.

clearly defined links to the New Zealand Curriculum Document and provide evidence of learning progress	Manukura to develop TKHS specific program from these resources.	starting to see shifts but not yet across the board.	
Continue to develop a localised curriculum that preserve heritage, language, and cultural identity.	Developing Pods and requiring a localised curriculum within each Pod, 2022/23 consultation and discussions resulted in a curriculum organised to be a framework for Te Nehenehenui to achieve their goals for Maniapoto rangatahi. - This was based on their previous strategic document. Weave dispositional and academic aspects together so we are teaching the whole student, fostering manaakitanga = high expectations = high achievement	Intentionally selected staff to work within each Pod who are familiar with and understand localised curriculum, Mātauranga Maniapoto and the aspirations of Te Nehenehenui This has worked well, has had some implications in senior school, but currently we believe it is paying off. Looking at attendance data and other data	School-wide PLD on Te Kawau Rukuroa (Te Nehenehenui's Long Term Plan) - how we can support as individual teachers as well as whole school

Create a safe, engaging environment at Te Kūiti High School

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> Creating team structures for a wrap around service for students to develop a consistent relational platform that is responsive to individual needs of students for improved student success 	<p>Creating a Hauora team to co ordinate services and provide wrap around support for students. The aim is to remove barriers or provide support to improve learning outcomes.</p>	<p>Team created but little or no outcomes achieved</p>	<p>Provide support and build capability to develop and lead this area.</p>
<ul style="list-style-type: none"> Referral systems will be reviewed and developed 	<p>Systems looked into and reiterated with staff.</p>	<p>Not done consistently and needs work</p>	<p>2025 Tuesday morning sessions used to upskill staff and Familiarize staff with processes</p>
<ul style="list-style-type: none"> Create links with external professional/experts, outside providers 	<p>Tuturu and linewize used to provide support for hauora based initiatives</p>	<p>Initial planning done and expected role out in 2025</p>	<p>Pulse up and running within school Tuturu plan executed and implementation visible in School</p>
<ul style="list-style-type: none"> Pastoral systems being cohesive and explicit 	<p>Pastoral systems made cohesive and explicit and</p>	<p>Systems in place but inconsistent in use. Need to make more visible and have clear leadership.</p>	

	<p>teachers are aware and use these consistently.</p> <p>Teachers engage in conversations to redirect behaviour which is underpinned by restorative processes.</p> <p>KAMAR is used as a tool for gathering data on behaviours</p> <p>All teachers have received training for restorative practices</p>		
<ul style="list-style-type: none"> Student wellbeing programmes implemented 	Engagement with Tuturu and Linewize Pulse	Initial planning done and expected role out in 2025	Pulse up and running within school Tuturu plan executed and implementation visible in School
<ul style="list-style-type: none"> Create structures for communication with respect to student transitions and pathways 	<p>Structures are in place for communication with respect to student transitions and pathways and staff are aware.</p> <p>Visible pathways of transition are clear and discussed with all students. We have had careers evenings, where members of community and industry were invited to have stalls.</p> <p>TIC of Careers works through each students' needs/interests and provides opportunities for them to get out and about within the areas they are interested in.</p>	<p>Work with Autahi has been great in creating communication and transition into employment.</p> <p>Need to develop a better link with Feeder schools and have a consistent transition plan and timeframe. Also need to have tiered transitions for students that need longer and more structured transitions.</p>	Kahui ako have combined to create an agreed transition plan for all feeder schools that runs alongside our own plan.


<ul style="list-style-type: none"> Develop opportunities for visible pathways for students 	<p>A consistent message has been articulated by all staff to reinforce high expectations regarding student achievement, fostering a culture of academic excellence</p> <p>Open discussions are encouraged around the concept of deficit theorising, emphasising that such perspectives have no relevance in our environment and can adversely affect student motivation, achievement and self-perception.</p>	<p>Whanau teacher to support in this process to strengthen the work done by TIC careers</p>	
<ul style="list-style-type: none"> Build staff capability and understanding of pathways education 	<p>PLD opportunities available</p>	<p>Did not occur this year</p>	<ul style="list-style-type: none"> TIC of Careers will work more cohesively with Manukura and DPs using tracking documents to inform practice. Will be extending our middle management strategic goal setting/planning to all middle managers in 2025. This will help with overall cohesion

instil pride in students

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Waiata, pōwhiri and Karakia are normalized within the school</p>	<p>Teachers understand, lead, and model culturally responsive pedagogy and understand how it relates to effective teacher practice for improved teaching and learning. For eg:</p> <ul style="list-style-type: none"> a. Always use correct names for students and correct others when they don't b. Signage c. Te Reo Māori is used d. Staff acknowledge Māori achieving success as Māori - what do our school principles mean for Māori <p>Improved learning outcomes for Māori students We utilise every opportunity to be inclusive and celebrate all cultures</p>	<p>This is a strength and is strongly embedded in the school. As with anything this needs constant progress and is a journey for us as a school</p>	
<p>Develop student leadership to fulfil their roles</p>	<p>Student leaders are given opportunities for agency and tasks to lead.</p>	<p>Opportunities are limited and we need to review this to strengthen opportunities</p>	<p>Student council re established and greater breadth of student leadership</p>

Acknowledging and valuing identity, culture and language	Opportunities to celebrate all cultures Matariki language weeks use of Te Reo	Working hard to create a place that is culturally responsive and values all cultures.	Continue to strengthen this area of our school . Staff have been undertaking optional Te Nehenehenui specific PLD including reo and tikanga. Mana week has been an opportunity to grow staff capability and connections within the community
Our uniform is reviewed and student voice is included	Change of uniform provider and planning underway to change and update uniform	Still in process	Student council involved in the process with the board
Our School environments are modernised	Buildings upgraded and furniture updated and standardized On going plan of maintenance planned	Classes upgraded and modernised and consistent furniture in rooms. Having updated spaces gives students a sense of pride and that they have a positive environment in which to work.	Keep upto date with the maintenance plan and furniture

Ensure a strong foundation in essential skills for personal and academic growth.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> Embed attendance processes and procedures to increase the school attendance rate. 	 Whole School Atte...	<p>Although attendance has risen slightly it is still a long way of where it needs to be</p>	<p>An Attendance inquiry undertaken and an action plan put in place and followed through.</p>
<ul style="list-style-type: none"> Targeted academic mentoring 	<ul style="list-style-type: none"> Tracking students thoroughly using cohort specific systems. Tracking at least twice a month most months 	<p>Early interventions were good but not consistent across the School</p>	<p>Earlier interventions goal setting and more regular check ins</p>
<ul style="list-style-type: none"> Powerful partnerships with whanau 	<ul style="list-style-type: none"> Started the year by inviting whānau and friends to the school to celebrate the start of the year, badging of our leaders, cultural demonstrations/comp between whare, followed by a fun filled afternoon of carnival activities, sports and kai carts. Opened the door to new whānau, welcoming them with haka pōwhiri, developed a deeper connection with whānau. TKHS is now a shared space where staff have 	<p>This is something we have built on and has taken time to build these connections but as it grows we are able to build trust with our community and this has shown in increased roll in 2025</p>	<p>Continue to develop relationships and include whanau in their child's education. Consultation and events that give them opportunities to come through the school.</p>

	<p>shared their aspirations and high expectations of student success in an organic way.</p> <ul style="list-style-type: none"> • Open evenings and Parent Teacher meetings were attended in higher numbers than usual. Open Evening hosted by Year 12 Students 		
<ul style="list-style-type: none"> • Iwi and hapu connections 	<p>SLT attended Regional Marae Committee Meeting, conveyed our curriculum and asked for feedback</p> <p>Initiated collaborative relationship with iwi. Was received well and very appreciated</p> <p>Opening school for iwi use for events etc-eg Pa Wars 2024</p>	<p>We are building strong relationships with Mana Whenua and creating a positive connection. We are beginning to be seen as a genuine community school that is welcoming to all.</p>	<p>Develop school wide culture of using it as a reference</p> <p>Reinvigorate relationships with RMCs</p> <p>Invite Te Miri to work with us in 2026 kaupapa - book her early.</p> <p>Continue to grow staff awareness and knowledge in terms of Maniapototanga</p>

Develop staff to strengthen teaching, leadership and learner support capability

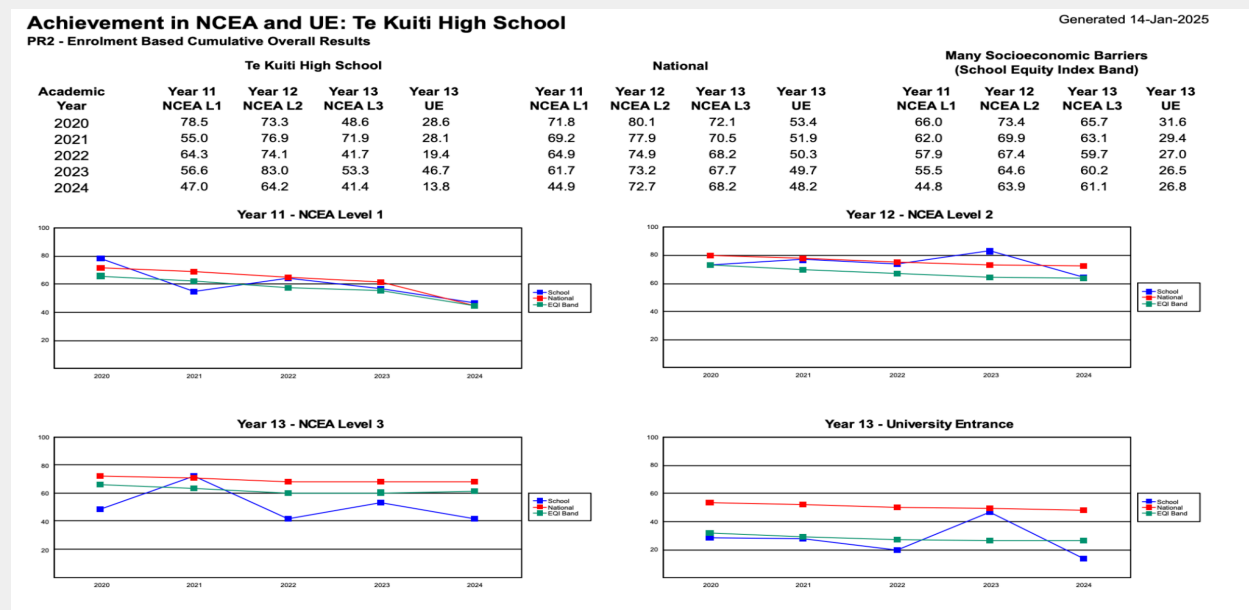
Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
All staff are engaged in a Professional Learning Group related to the vision/Kaupapa	All staff engaged in the PLG based on their responses to questionnaires in Student Agency playbook.	Started off well however staff were quick to work independently as opposed to in a group. Staff lack trust and get defensive .	Building capability and support along with Accountability to change practice
Appoint a facilitator for each PLG	Didn't eventuate staff reluctant to take on the role		
Engage outside expertise for each PLG focus area Explicit teacher profile indicators established.	Maurie Abraham engaged to support and challenge staff in their thinking re pedagogy	Worked extremely well all staff bought into the process and collaborated in producing a pedagogical model for TKHS	Build on the work done and embed good practice into
Source and share professional readings regularly	TKHS Panui put out every Sunday. Always have a professional reading, article or video	By putting research articles and studies or question pieces it provides teachers with opportunities to question or support their thinking and be able to back it up with research or facts.	Continue to put out a range of information that is upto date research driven and contextualised for New Zealand
Opportunities are provided for ako (staff leading workshops for	Staff that took part in external PLD given the opportunity to share with Staff	Has been hit and miss some staff better than others at delivering to their peers.	Need to build confidence and capacity.

other staff)			
Develop structures and programmes that grow staff capability within and across the school.	<p>All staff actively contribute to a Professional Learning Group related to the Vision/ Kaupapa</p> <p>Staff feel valued and empowered as teachers and leaders</p> <p>Through inquiry and reflection staff leadership is grown and a culture of trust, respect, and learning is evident</p> <p>Teacher practice exemplifies high expectations of the learner at all times.</p> <p>Shared understanding of effective teaching practice at Te Kuiti High Schools leading to improved learning outcomes</p>	Needed action plan and check ins established and SLT check ins to add accountability to the process	Action plans underway and SLT follow ups document needs to be reviewed annually
Formal mentoring is established and ongoing	This did not happen in 2024		

Establish strategic partnerships with industries and employers

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Consolidate community partnerships and authentic learning opportunities through engagement and partnering with local businesses</p>	<p>Continue to provide opportunities for Industries and employers to engage with our students</p>	<p>We have an ongoing partnership with Autahi. They worked closely with TIC careers to provide exposure events and opportunities to engage with employers local and regional. They have also run workshops with students from budgeting to cv writing .</p>	<p>Establish a framework to allow a work experience day for students at each Year level Host 2 Careers events, (Expo/Speed date) one for Seniors and one for Juniors Establish a 2025 Careers Overview doc that can be shared with staff</p>
<p>Become increasingly intentional in our delivery of Carers and Pathways education Ensure all senior students develop key work-readiness skills</p>	<p>100% of students get career pathway plans 100% senior students access work ready skills programs.</p>	<p>All students from 9-13 work with careers central and have specific pathways education. 78% of students last year had a career pathway plan. We also</p>	<p>Ensure every student has had a Career Pathway Plan capture (either by form or by interview) by the end of 2025. Goal to increase the % of students engaging in this process to over 85%. Investigate the benefit of having a separate careers website or closed Facebook group to inform students and parents Both Careers Teacher & Gateway Coordinator to attend CATE 2025 Conference Refresher course for staff who have previously trained for 'Licence To Work/YEP' Further PLD for whanau teachers in Career Pathway Plan interviews Career Central PLD for all staff</p>

Evaluation and analysis of the school's students' progress and achievement (required)



What do you notice?

Level 1 results are inconsistent from year to year. This year 47% was well below the target of 65% This was partially to do with the CAA.. Level 2 results are usually much more consistent and sit around the 70% mark. Again lit num co requisite has impacted these results. Level 3 is the area that needs the most work and UE The plan for next year is to continue to address the lit-num gaps at level 1 and 2 and raise achievement in level 3 and UE this more about raising expectations and teacher and student efficiency .

What comparisons can you make to TKHS data?

Level 1 and 2 are comparable Nationally and above for EQI schools. Level 3 is highlighted again as being the area of weakness. What are similar schools doing that we are not in retaining and delivering outcomes for Yr13. Particularly Maori.

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
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European				
2020	95.2	85.7	64.3	50.0
2021	80.0	90.0	72.7	54.5
2022	61.9	86.4	57.1	28.6
2023	53.6	84.6	72.7	72.7
2024	70.8	77.3	50.0	37.5
Māori				
2020	69.4	62.5	35.3	5.9
2021	40.0	76.9	73.3	26.7
2022	58.8	62.1	26.7	
2023	60.0	80.6	31.3	18.8
2024	38.1	63.6	41.2	

What do you notice?

European stats are higher than Maori In 2023 we saw a reverse at L1 not so this year. Lit num co requisite will have impacted and this will continue to be a focus for improvement in 2025. Work is also needed at level 2 and 3.

2024															
Literacy	BELOW ALL	BELOW MALE	BELOW FEMALE	BELOW NZE	BELOW MĀORI	AT ALL	AT MALE	AT FEMALE	AT NZE	AT MĀORI	ABOVE ALL	ABOVE MALE	ABOVE FEMALE	ABOVE NZE	ABOVE MĀORI
Year 9 % Beg of year	68.9%	39.3%	29.5%	14.8%	54.1%	6.6%	3.3%	3.3%	3.3%	0%	16.4%	3.3%	13.1%	6.6%	6.6%
Year 9 %EOY	42.1%	22.8%	19.3%	5.3%	28.1%	29.8%	15.8%	15.8%	5.3%	22.8%	22.8%	8.8%	14.0%	8.8%	15.8%
Year 10 % Beg of year	40.8%	21.1%	19.7%	9.2%	30.3%	23.7%	11.8%	11.8%	53%	14.5%	35.5%	15.8%	19.7%	7.9%	25%
Year 10 %EOY	<p>Due to the focus on CAAs we did not use PAT or asTTle for end of year testing as student voice indicated that with the preparation and the testing itself, they were beginning to feel burnt out. Our literacy plan for 2024/25 was amended and the decision was made to develop specific Literacy & Numeracy Classes for the Year 11 2025 cohort. Testing is underway in small groups within these classes in preparation for CAAs. Once the May CAAs are completed and data available, further targeted testing and intervention will be put in place.</p> <p>From 2025 onwards we will be doing testing at the beginning and end of year consistently, regardless of CAA interference</p>														

[illegible]

How we have given effect to Te Tiriti o Waitangi

- Started the year by inviting whānau and friends to the school to celebrate the start of the year, badging of our leaders, cultural demonstrations/comp between whare, followed by a fun filled afternoon of carnival activities, sports and kai carts.
 - Opened the door to new whānau, welcoming them with haka pōwhiri, developed a deeper connection with whānau.
 - Matariki celebrations and connecting with Whanau.
 - TKHS is now a shared space where staff have shared their aspirations and high expectations of student success in an organic way.
 - Open evenings and Parent Teacher meetings were attended in higher numbers than usual. Open Evening hosted by Year 12 Students
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- SLT attended Regional Marae Committee Meeting, conveyed our curriculum and asked for feedback Initiated collaborative relationship with iwi. Was received well and very appreciated
 - Opening school for iwi use for events etc-eg Pa Wars 2024
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- The intention behind having Pods and requiring a localised curriculum within each Pod,
 - 2022/23 consultation and discussions resulted in a curriculum organised to be a framework for Te Nehenehenui to achieve their goals for Maniapoto rangatahi. - This was based on their previous strategic document.
 - Weaves dispositional and academic aspects together so we are teaching the whole student, fostering manaakitanga = high expectations = high achievement
 - All students have access to Te Reo Maori classes across the School.
 - Tikanga and Mataurangna are more evident across school. Waiata and Karakia and Te Reo are used more frequently across the School.
 - New and existing staff taking part in Te reo Maori lessons

Next steps

- Plan 2025 Whānau Day T4 2024
- Consult Te Nehenehenui
- Offer for local community to have stands/stalls
- Career education planning in alignment with Te Nehenehenui Strategic direction.
- More community events, showcase, kōrero comp - look at every department hosting one schoolwide event.
- Each cohort does a cohort specific event. Students are responsible for design and execution
- Consult directly with Te Nehenehenui around our strategic planning and theirs - bring alignment where we can and collaborate.
- Getting advice from iwi about Mātauranga Maniapoto and including it in curriculum
- School-wide PLD on Te Kawau Rukuroa (Te Nehenehenui's Long Term Plan) - how we can support as individual teachers as well as whole school
- Introduction of Year 9 Pod with a Te Ao Māori lens and increased Māori medium teaching.
- Looking at management structures that will support PLD in these areas. EG Māori Liaison across all Pods.
- Intentionally selected staff to work within each Pod who are familiar with and understand localised curriculum, Mātauranga Maniapoto and the aspirations of Te Nehenehenui


Statement of Compliance with Employment Policy For the year ended 31 December 2024

For the year ended 31 December 2024: The Te Kuiti School Board: Has developed and implemented personnel policies, within policy and procedural frameworks to ensure fair and proper treatment of employees in all aspects of their employment.

Has reviewed its compliance against both its personnel policy and procedure and can report that it meets all requirements and has 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.

Financial statements  Te Kuiti High 2024 KP - DRAFT 31.3.2025.pdf

Report on other special and contestable funding

Active As report  Te Kuiti AAS School Term Three and Four Report 2024-SWLP-016.docx (1).pdf

Kiwisport funding Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school

received a Kiwisport funding of \$7,166 (excluding GST) [2023: \$6,750]. The funding was used to partially fund a Sport &

Recreation Coordinator for 10 hours per week.