



Hukarere Girls' College Annual Report 2024

Lifting aspiration and raising educational
achievement **for every New Zealander**

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Principal's Introduction

Hukarere Girls College has gone through a challenging period over the last 5 years.

The college has had four tumuaki over the three years leading up to the 2024 school year. This combined with the complete devastation of Hukarere Girls College in Esk Valley in 2023 due to Cyclone Gabrielle and the displacement of the kura having to work out of 4 different spaces over 2023 and the current site not being ready for occupation until the 4th week of Term 1, 2024 it is not surprising that Hukarere is facing significant challenges. This instability and lack of continuity has impacted significantly on kōhine achievement, kaiako morale and the leadership of the college. Once on the new site, staff and kōhine have had to learn to adjust to a completely different school environment in an office building. There is no gym, there is no grounds or courts and whilst the building itself is relatively new, it does have its limitations.

The leadership of the college has also had some significant challenges which in turn have not played out well for the college.

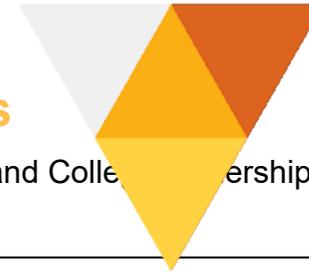
The achievement results therefore reflect this period of flux where the teaching and learning environment has not been as positive or productive as it should have been for both kaiako and kōhine.

List of all school board members

Board member names	Date that the board member's term finishes
Whitney Olsen-Miller (Parent Rep)	September 2025
Joleen Perry (Proprietor Rep)	
Tere Ford (Parent Rep)	September 2025
Lelie Jackson-Pearcey (Parent Rep)	September 2025
Tiahuia ? (Student Rep)	September 2025
Joanne Chell (Parent Rep)	September 2025
Mere Pohatu (Proprietor Rep)	
RoseGould-Lardelli (Proprietor Rep)	
Bishop Waitohiariki Quayle (Proprietor Rep)	
Karl laveta (Staff Rep)	September 2025

Statement of variance: progress against targets

Overall, the progress toward targets in 2024 was disappointing. The Board and College Partnership expect significant changes in 2025 to address this result.



Strategic Goal 1:

Develop data and evidence informed practices and processes

Annual Target/Goal:

95% of students achieve the NCEA qualification for their year level

Actions	What did we achieve?	Evidence	Reasons for variances between the target and outcomes	PI
Action Created a two-year program for NCEA Level 2 in place.	No students - including those who left here, have a qualification 100% achievement for Level 2 - those had been through a single year program	NZQA Principal's Report	No planning for this program. No evident implementation of how this was supposed to work. Lack of understanding from staff and community. Erratic NCEA standards assessed despite two-year plan.	Re Fo

Strategic Goal 2:

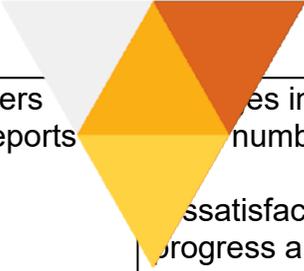
Strengthen systems to support regular attendance

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Annual Target/Goal:

Student regular attendance rate grows to 90% or more

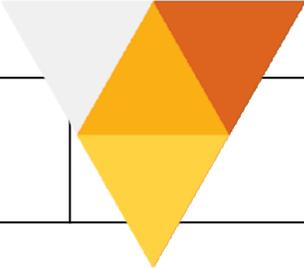
Actions	What did we achieve?	Evidence	Reasons for variances between the target and outcomes	PI
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<p>Create stronger systems to improve attendance.</p> <p>Establish and embed high expectations for attendance.</p>	<p>Attendance rates dropped in 2024</p>	<p>Everyday Matters Attendance Reports</p> <p>ERO Report</p>	<p>Issues in Hostel staffing and complaints contributed to a number of absences.</p> <p>Dissatisfaction with school programs and lack of academic progress also contributed to poor attendance.</p>	<p>An</p> <p>att</p> <p>De</p> <p>str</p> <p>Ine</p> <p>ac</p>
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<p>Strategic Goal 3: Develop Systems and Structures to grow capacity and capability</p>			
<p>Annual Target/Goal: All systems and structures in place connect to student achievement</p>			
<p>Actions</p>	<p>What did we achieve?</p>	<p>Evidence</p>	<p>Reasons for variances between target and outcomes</p>
<p>Move to a new site to give stability for the kura and wharenoho</p>	<p>Provide bespoke student support programs outside of teaching hours.</p>	<p>Internal Review</p>	<p>Never settled into the space to establish routines, systems and structures to match the environment.</p>

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Strategic Goal 4:
Curriculum Development to suit the needs of our students.

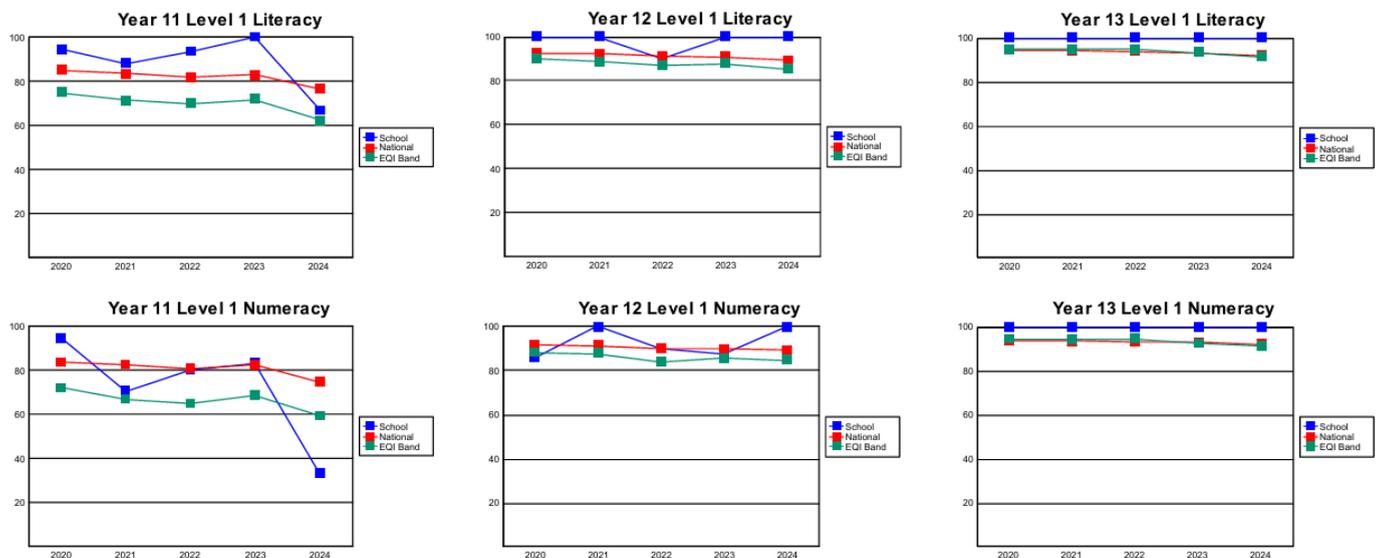
Annual Target/Goal:
Operating a full curriculum with clear pathways from junior to senior

Actions	What did we achieve?	Evidence	Reasons for variances between target and outcomes
Review program Consult with staff for potential courses aimed at engagement	Struggled to get with the 2-year qualification idea Lack of focus from students and unclear direction Lack of teacher PLD	Internal Review	Opened the potential of what learning could be like. Realisation groundwork is needed Lacked coherence and clarity about this was to be achieved.

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Evaluation and analysis of students progress and achievement

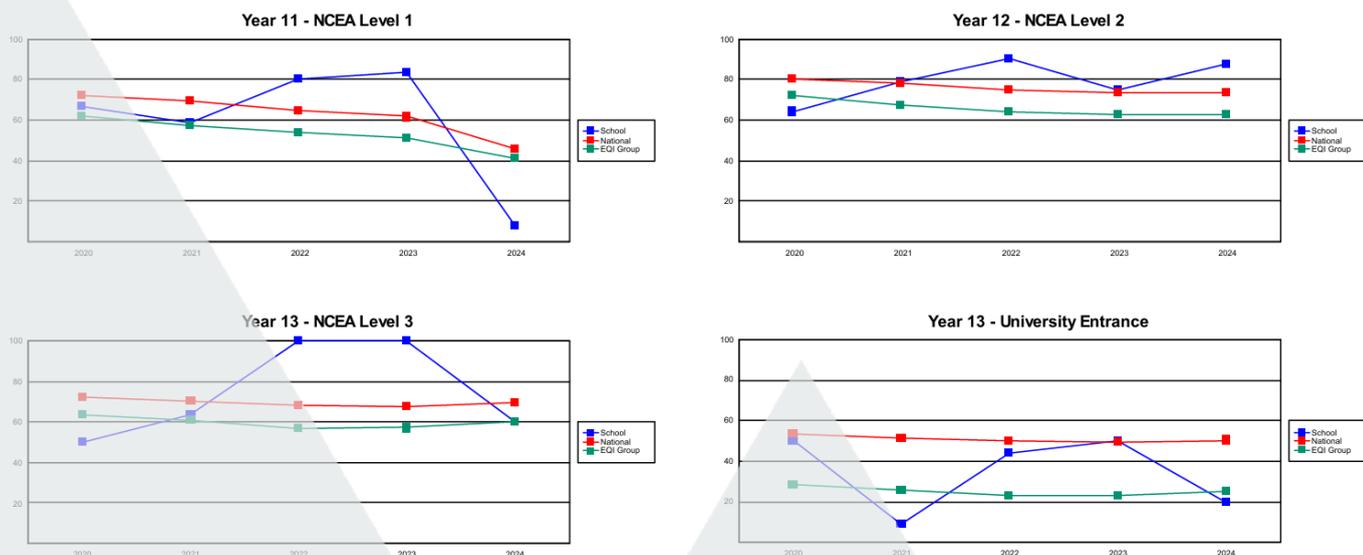
Literacy and Numeracy Results 2024



- Literacy and numeracy levels for Yr 12 and Yr 13 are pleasing with all girls attaining
- Yr 11 literacy fell from 90-100% in previous years to 66% in 2024
- Yr 11 numeracy fell from 80 -90% in previous years to 33.3% in 2024
- Changes from internal to external assessment have impacted this but reflects the need for a greater numeracy and literacy focus starting in the junior school.

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NCEA Results



- Yr 11 NCEA result are particularly alarming. They dropped from 83% in 2023 to 8% in 2024.
- Yr 12 Level 2 results are pleasing with a small increase to 87.5%.

How we have given effect to Te Tiriti o Waitangi

- Our school is teaching te reo Māori, tikanga Māori and hāhi Mihinare to all of our students. These elements are integral aspects of our character.
- Giving effect to Te Tiriti o Waitangi means ensuring that our girls are strong in their ability to participate in Te Ao Māori (the Māori world) and Te Ao Whānui (the wider world). Our programmes privilege te Ao Māori and we are developing their ability to participate in the wider world.
- Widely embedded use of karakia throughout the school including chapel service every morning led by kōhine and Chaplaincy Team.
- Waiata Māori are learned by all students and staff.
- Strong links with our alumni who are role models for our girls, succeeding as Māori in their careers and lives.
- Our students are engaged in the Puhoro programme to develop their skills in the field of Science, Technology, Engineering and Maths (STEM).
- Attending the EIT Trades Academy facilitates career pathway opportunities.
- Participation in the Manu Kōrero speech competition.
- Competing in the Te Matau-ā-Māui Kapa Haka competition
- Waka Ama teams competing at regional and national competitions

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Statement of compliance with employment policy (required)

The Hukarere College board is required to operate an employment policy that complies with the principle of being a good employer. Our board must ensure compliance with this policy (including our equal employment opportunities programme) and report in our annual report on the extent of compliance (section 597(1) of the Education and Training Act 2020).

Under s597 of the Act a good employer is one who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>Yes, but with some difficulty as there was some staff morale issues and unrest due to unclear direction of kura..</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>As best as possible, ensured that all staff receive equal opportunity once employed. Some fairness questions raised concerning processes with regard to leadership decision making.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>We follow our policy closely and ensure the best person gets the job regardless.</i>
How are you recognising, <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	<i>We are a mihinare college and promote at all levels the aspirations of Māori. This is a part of our DNA. We are active in this space at all times.</i>
How have you enhanced the abilities of individual employees?	<i>Concerns here as there was no clear PLD programme for staff.</i>
How are you recognising the employment requirements of women?	<i>The SLT team at the time was completely made up of women.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>We don't currently have a person with a disability on staff. However, all persons who apply for roles at Hukarere, disabled or not are equal in the employment process.</i>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	

Financial statements (required)

The following is a summary of the financial statements that must be included in your annual report.

For further information, including examples (Kiwi Park model), see our [Schools Annual Financial Statement Resources webpage](#).

Statement of responsibility signed and dated

This statement is signed by the principal and the presiding member. It acknowledges that the school board is responsible for the preparation and accuracy of the financial statements and states that the school board has established and maintained a system of internal control to safeguard the assets of the school or kura.

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Statement of comprehensive revenue and expense

This statement summarises the revenue and expense of the school or kura over the financial year. It shows whether the school or kura has managed to operate within the funding they have received.

Statement of changes in net assets/equity

This statement shows the value and movements of the Government's investment over the course of financial year in the school or kura, (this is known as 'equity') in the financial statement.

Statement of financial position

This statement shows everything the school or kura owns (assets) and everything it owes (liabilities) as at 31 December of that year.

Statement of cash flows

This statement shows all cash received and all cash paid by the school or kura over the financial year.



Independent auditor's report signed and dated.

This report is prepared by the auditor of the school or kura and must be included in the annual report. It provides an opinion to the readers of the annual report whether the financial statements comply with generally accepted accounting practice, and fairly represent the financial position, financial performance and cash flows of the school or kura.

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Report on other special and contestable funding (required)

During the year your school or kura may have been the recipient of additional government funding for specific purposes. You may need to report on how these funds are used to support student development.

Kiwisport funding (required)

You will need to include a short statement on how you have used your Kiwisport funding to increase students' participation in organised sport. The use of the Kiwisport funding is monitored as part of Education Review Office (ERO) reviews.

The Kiwisport funding does not form part of the financial statements. It should be shown as a separate statement within the annual report.

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