

## 2025 ANNUAL REPORT

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Ko Whakaari te maunga  
Ko Otoko te awa  
Ko Maniaihu te whare tūpuna  
Ko Aorangi te marae  
Ko Tahuriwakanui te hapū

### ***Introduction***

MANUKURA is a designated character school with a particular focus on sporting and academic excellence within a Māori cultural context. Our mission is to produce capable contributors with a strong sense of responsibility towards their communities and whānau. We believe the MANUKURA model of delivery enables our students to achieve quality outcomes through sustained work ethic, high expectations, specialist support and holistic collaborations where the student is the centre of decision-making.

MANUKURA has high expectations of all personnel and thus provides a quality core education programme that reflects each individual student's career aspirations as a dual athlete/academic, all the while ensuring connectivity and exposure to a cultural framework that further enables them. A significant success of the MANUKURA model is in providing enhancement opportunities across all levels.

MANUKURA has established vocational pathway programmes with UCOL, GATEWAY, and Massey University to enable students to seek career pathway learning, preparing them for future years.

Our internal tracking mechanisms and personnel regularly update and report on student progress against NCEA internal assessments and assignment completion. Additionally, progress reports and assessments illustrate progress for junior students for Literacy and Numeracy.

In 2025 MANUKURA fully implemented the digital assessments in Literacy, Numeracy and Te Ao Haka. Aside from results, these opportunities also provide our staff and

students with greater understanding of how best to prepare for these assessments and/or guide change.

Each and every year MANUKURA, demonstrates its prowess to deliver NCEA and UE results amongst the top echelon of schools in Aotearoa. Our 2025 results once again continued this trajectory of progress and achievement for Māori.

Throughout the Annual Report we evidence the aspirations of Te Tiriti o Waitangi. MANUKURA originated from a hapū (Tāhuriwakanui) initiative to deliver educational outcomes for rangatahi. This statement alone pronounces our rangatiratanga, to determine for ourselves educational and cultural goals.

A focus on ensuring te reo Māori and tikanga are a lived experience at MANUKURA.

Furthermore, through policy and timetabling we ensure that all students and staff are supported to grow their understanding of Māori world view.

This annual report details a sample of achievement and results by MANUKURA in 2025. We take great pride in the achievements of our students and recognise the significant contributions of staff and whānau who have all shaped and influenced the many positive outcomes experienced in 2025.

### ***MANUKURA Annual Report Summary***

MANUKURA has attained numerous successes in 2025. Below is a summary of 2025:

- Strong demand for MANUKURA by current and prospective whānau is evident with enrolment numbers again well exceeding the current roll cap.
- Private Boarding is a challenge for all with continued demand from whānau from throughout New Zealand and abroad.
- Whānau engagement and support is high through a range of communication mediums as well as weekly reports, newsletters, and occasions that enable contact with whānau.
- Māori are our dominant ethnic body. (94% Māori)
- Financially we are considerate of budget demands and deliver within expectations. This includes careful consideration to ensure that MANUKURA remains an affordable option for our intended whānau.
- Our student to staff ratios are low providing strong individual contact with students.
- We offered a varied curriculum that meets individual needs and career pathways in discussion with whānau and staff. This extends to a 'mobile' timetable that is responsive to student needs and circumstances.

- We offered extension in academic delivery and recognise the students' individual needs.
- Success at NCEA level is evident at both internal and we are optimistic that our external assessment levels will further support our students.
- We are active in seeking vocational pathway opportunities to give early exposure to these fields through STAR and UCOL
- Our staff are passionate, committed and professional to the unique opportunity at MANUKURA and the needs of our student cohort.
- We have significant participation rates in sport and show high levels of success across all codes.
- Our brand and profile is viewed professionally and positively in the wider community.
- MANUKURA has been an Examination Centre for two years which has allowed our students to operate within a familiar space that is also culturally conducive.
- Trial school for digital examinations was successful.
- We continued with CAA Literacy and Numeracy assessments twice a year for all Year 10 students (with an extension opportunity for one Year 9 student in Mathematics)
- We employ a literacy expert to help raise the literacy levels of selected junior students (see detailed report further down).

#### Future forecasts:

- Raising engagement and purposeful cognisance of enthusing all students in our Te Ao Māori programme continues to be successful..
- Making it compulsory for all students to participate in Te Reo Māori or Te Ao Māori.
- Scholarship awards for our high attainment/graduate academics and athletes.
- Purpose built property designed and developed, to house MANUKURA on the Massey University Campus.

### **MANUKURA Profile 2025**

School number: 739  
Gender: Co-educational  
Year levels: Year 9 – 13  
EQI: 498  
Principal: U3

### **MANUKURA Student body 2025**

<b>YEAR</b>	<b>TOTAL</b>	<b>GIRLS</b>	<b>BOYS</b>
2025	192	109	83

MANUKURA now operates an approved enrolment policy. The adoption of our enrolment policy continues to challenge the practice of Tahuriwakanuitanga and the requirements of MOE.

In 2025, almost 40% of students boarded in Palmerston North in private homes. Whānau demonstrate a high level of commitment to the education of their whānau, making considerable sacrifices to enable their tamariki, mokopuna and whānau to attend MANUKURA through whānau shifting to live in Palmerston North. We are grateful to the number of whānau who support boarders and recognise the significant support MOE offers through boarding bursaries which individual whānau apply directly to MOE.

### **MANUKURA Student Body Ethnicities 2025**

<b>ETHNICITIES</b>	<b>Māori</b>	<b>Pākehā</b>	<b>Cook Island</b>	<b>Fijian</b>
2025	185	2	3	2

### **MANUKURA Whānau 2025**

MANUKURA are well supported by whānau. Regular Whānau pānui are emailed and placed on our MANUKURA website with the MANUKURA WHĀNAU Facebook page each week maintaining an information stream. Additionally, staff actively contact whānau to ensure they are informed of academic demands and student welfare as required. Whānau members are dedicated to student success and they support MANUKURA with a confident belief in staff and their ability to deliver for each individual student. Whānau pay a 'Goods and Services' charge for consumables offered to each student. Consumables such as food, NCEA fees, gym fees, uniform hire and conditioning support are considered good value for money.

Our Board is actively engaged in MANUKURA and has been part of the MANUKURA kaupapa for many years bringing credibility, continuity and a strong understanding of our kaupapa alongside sound governance and leadership. Our Board members reflect our community and are supported by the Leadership Team and our elected student representative.

Orientation Day 2025 formed the basis of enrolments for 2026 with good numbers in Year 9 showing MANUKURA are more widely a first choice secondary school for many whānau. Promotions were completed on the MANUKURA website along with a strong influence engaged through word of mouth and success stories of MANUKURA students.

### ***MANUKURA Financial Literacy 2025***

MOE Operational funding was administered by Accountant, Anna McKay of Open Book Solutions. Anna prepared monthly reports using Xero accounting software which linked to the MANUKURA Office Manager's inputting role. MANUKURA has shown strong financial management by ensuring the budget has been met without compromising outcomes. Irene Pewhairangi (teacher rep) and Lisa Davis (Financial Manager) and the principal manages the Financial portfolio for the BOT. MANUKURA have worked with Gunn & Cotton Auditors along with Whitehead Accountants to ensure all financial policies and processes are adhered to.

### ***MANUKURA Curriculum Offerings 2025***

Vocational offerings are offered for Year 11-13 students through the **USKILLS** programme provided by the **Universal College of Learning (UCOL), an Agricultural course and GATEWAY**. Students enrolled in these programmes where they attended one day per week at the Palmerston North sites for:

- Health
- Construction
- Applied Technology and Design
- Mechanical Engineering
- Barbering
- Agriculture
- Dentistry

All students completed the assessment and attendance requirements of the course with positive feedback received in regards to conduct, engagement and behaviour.

### ***MANUKURA NZQA Moderation 2025***

MANUKURA ensures alignment of all NZQA processes and procedures are followed. Internal moderation processes are viewed and updated annually. Assessments are checked off in our KAMAR system and by our leads IP and NF at the end of each term.

Last year we officially started the new NCEA Level 1 programme. External moderation results were good with 3 standards judged as being consistently assessed at the national level. The three standards that are not yet consistent with the standard derive from the learning area of (Level 1 Mathematics and

Science and Level 3 Physics). This will be actioned as a priority to gain consistency with moderation in 2026.

### **MANUKURA Environment 2025**

Students and Staff work collegially towards shared goals and outcomes. Students express a sense of pride in being a MANUKURA student. Staff are passionate about their roles and commit to student achievement making a positive contribution to Māori education. Being good people is a central focus, so learning about values is a key part of the MANUKURA way. We continue to focus on waiora or the wellbeing of our students. Because of this we believe that the students were able to continue with their learning.

<b>NCEA Overall Achievement</b>	<b>2024</b>	<b>2025</b>
Level 1	97.4%	100%
Level 2	100%	97.2%
Level 3	92.9%	93.2%
University Entrance	89.3%	86.4%

<b>NCEA Endorsement with Excellence</b>	<b>2024</b>	<b>2025</b>
Level 1	45.9%	31.3%
Level 2	40%	25.7%
Level 3	53.8%	36.6%

NCEA Endorsement with Merit	2024	2025
Level 1	27%	40.6%
Level 2	25%	34.3%
Level 3	23.1%	36.6%

### **END of YEAR CELEBRATION**

Another wonderful event of celebration and acknowledgements to staff, students and whānau held for the second time in Te Oha a Matawha. Thanks again to our BOT members who were able to attend. The event culminated in a farewell to our graduate class who comprised a range of young people that reflect the aspirations of MANUKURA. Acknowledgement again to Tāhuriwakanui who continue to avail themselves as hosts of this hapū initiative.

#### Y9 High Achievers :

Akaesha Wanoa: English, Integrated Studies, Te Reo Māori, Science  
 Ana Manuel: Art  
 Haemata Ferris: Music  
 Jaeda Nolan-Canterbury: Science  
 Keira Matene-Williams: Food Technology  
 Kahuraki Aumua: L1 Te Reo Māori, Mathematics  
 Mana-Ariki Tairea-Tua: Mathematics  
 Mikaere Atutahi: Science  
 Te Reimana Ratama-Peina: English  
 Shay O'Brien: English, Integrated Studies, Mathematics, Te Reo Māori

#### Y10 High Achievers:

Aria Niwa: English, Science  
 Atareti Adams: L2 Te Reo Māori  
 Grace Christensen: Food Technology  
 Kayley Ponga: Art, Te Reo Māori  
 Kedron Brown: Music  
 Korah Castles: Integrated Studies  
 Maia Tahi: Integrated Studies  
 Noah Wright: Integrated Studies  
 Rerekauia Hunia: Mathematics  
 Ruia-te-koa Simon: English  
 Tiana Walsh-Addenbrooke: Mathematics  
 Saydee Ngametua-Smith: Te Reo Māori, Science  
 Te Mauri Lemisio: English

#### Y11 High Achievers:

Alexcia Pomare: English, Science  
 Alicia-May Te Rangi-Sofa: Mathematics Internal

Caylahni McLean-Woon: Te Ao Haka  
Gabriella Wright: Sports Science  
Kalas Matenga-Philips: English, Music  
Kaylee Masoe: Art  
Keighley-Rein Araia: Mathematics Internal  
Leigha Hazners: Social Studies  
Maia Phillips: Food Technology, Mathematics External, Science, Te Reo Māori  
Micah Tapsell: Te Reo Rangatira, L2 Te Ao Haka

Y12 High Achievers:

Bella Sue: Chemistry  
Caitlin-Rose Rameka: Music  
Henare Herbert: Food Technology  
Maia Moss: Art, English, Te Reo Rangatira, L3 Mathematics External  
Malina Leatherby-Millar: Biology, English, Te Reo Māori  
Merenia Houltham: Mathematics Internal  
Quinn Rongo-Kea: Sports Science  
Rewihaukore Himiona-Te Peeti: Physics  
Taihua Mathieson-Julian: Mathematics External  
Taimania Tepania: Social Studies

Y13 High Achievers:

Ariria Blackburn-Kingi: Biology  
Hekenui Tatana-Tapp: Te Reo Māori  
Hera Maihi: Food Technology  
Hinepurotu Hauiti: Social Studies  
India O'Connell: Sports Science  
Kingston-Ryze Akuhata-Brown Taiapa: Te Ao Haka  
Kohae Cherrington: English  
Mairangi Iwikau: Music, Te Reo Rangatira  
Rory Pepperell: Te Ao Māori  
Shirlyayne Beckham: Chemistry, Mathematics External  
Te Mahia Pohatu-Ngahere: English, Mathematics Internal  
Te Maia Sweetman: Art  
Te Waikaukau Mathieson-Julian: Physics

## **2025 University Scholarship Recipients**

The PALMERSTON NORTH RSA TRUST AWARD is in recognition of an individual who demonstrates humility and compassion towards others.

The 2025 Recipient: Hera Maihi (\$500)

Massey University Academy of Sport Scholarship - the Sports Scholarship programme is designed to offer support services to the 'student-athlete' that will facilitate their development and enhance their academic & sporting performance. The recipient of the 'Silver Tier' scholarship for 2025 is Te Maia Sweetman (\$3,000)

Massey University Undergraduate First Years School Leavers Scholarship - this scholarship is designed to support school leavers to undertake university study for the first time. These scholarships are designed to acknowledge excellence and enable equitable access to study for all students new to Massey undergraduate study. The recipients of this scholarship for 2025 are Mairangi Iwikau (\$3,000) and Te Mahia Pohatu-Ngahere (\$4,325 & \$3,000)

University of Auckland Welcome to Auckland Scholarship - this scholarship is awarded to high achieving secondary school students living in provincial/rural areas (out of Auckland) intending to enrol in bachelor's degree study at AUT in Semester One. The recipients of this scholarship for 2025 are Ariria Blackburn, India O'Connell & Te Waikaukau Mathieson-Julian. (\$17,000)

University of Otago Māori Entrance Scholarship - this scholarship is awarded to celebrate academic excellence and cultural diversity. This scholarship is intended to encourage the progression of Māori into tertiary study. The recipients of this scholarship for 2025 are India O'Connell, Te Waikaukau Mathieson-Julian (\$20,500), Troy Hewson & Tukarepa Nikora-Nimarota. (\$18,500)

University of Victoria Kahotea Scholarship - this scholarship recognises the top applicants from across our suite of school leaver scholarships. Recipients will have achieved exceptional academic results and demonstrated extensive contributions within the areas of culture, sports, community involvement, leadership, or equity. The recipients of the scholarship for 2025 are Hineteohore Tapuke (\$35,000)

University of Victoria Kahurangi Māori Student Scholarship - this scholarship recognises Māori students who have achieved Merit or above in NCEA Level 2 and demonstrate strength of engagement in te ao Māori, involvement in their community, leadership responsibilities, and performance in the arts, sports, or other cultural contexts. The recipients of the scholarship for 2025 are Anika Bingham-Teppett, Aria Komene, Neve Matthews (\$30,000). Brooklyn Tukapua-Ngarimu, Shirlayne Beckham & Te Mahia Pohatu-Ngahere (\$10,000)

University of Victoria Raukaraka Scholarship - this scholarship recognises the University's commitment to supporting school leavers who demonstrate leadership qualities and recognises them as New Zealand's leaders of the future. The recipient of the scholarship for 2025 is Ariria Blackburn (\$5,000)

University of Victoria Tangiwai Excellence Scholarship - this scholarship awarded competitively based on academic excellence. The recipient of the scholarship for 2025 is Keita Mairerangi Takitimu-Cook (\$10,000)

University of Waikato Ko Te Tangata Scholarship - this scholarship named 'for the people', recognises and supports top-achieving students commencing an undergraduate degree at the University of Waikato. The recipient of this scholarship for 2025 is Kingston-Ryze Akuhata-Brown Taiapa (\$5,000)

University of Waikato Te Ara Whanui Scholarship - this scholarship recognises the importance the University of Waikato assigns to fostering, developing, and protecting excellence of Māori, and kapa haka, kaupapa Māori, tikanga, reo and/or mātauranga Māori. The recipient of this scholarship for 2025 is Brooklyn Tukapua-Ngarimu (\$20,000 over 3 years)

University of Waikato Sir Edmund Hillary Scholarship - this scholarship recognises a well-rounded individual who excels in three key pillars: Academic achievement, Sporting or creative and performing art abilities, and Leadership potential. The recipient of this scholarship for 2025 is Keita Mairerangi Takitimu-Cook (\$30,000)

### **Service Awards 2025**

## **MANU KŌRERO ACKNOWLEDGEMENT**

### **MANU KORERO REGIONALS**

Congratulations to all of our students who again performed with distinction at the regional Manu Korero competitions.

Ruia-te-koa Simon - placed 1st in the Junior English section.

Riley Cribb - placed 2nd in the Junior Māori section.

Alexcia Pomare - Participant in the Senior English section.

Maia Moss - placed 1st in the Senior English section.

Kohae Cherrington placed 2nd in the Senior Māori section.

Rewihaukore Himona-Te Peeti - placed 2nd in the Senior Māori section.

Micah Tapsell - Participant in the Senior Māori section.

### **MANU KORERO NATIONALS**

Ruia-te-koa Simon competed in the Junior English section , held in Whanganui.

## **MĀORI WOMEN'S WELFARE SPEECH COMPETITION - NGĀ PŪ KORERO**

### **REGIONALS**

Ihaka Whanarere-Tauri - placed 1st in the Intermediate Boys section.

Riley Cribb - placed 1st in the Intermediate Girls section.

Kohae Cherrington - placed 1st in the Senior Boys section.

Micah Tapsell - placed 3rd in the Intermediate Boys' section.

Aria Komene - placed 1st in the Senior Girls' section.

### **NATIONALS**

Ihaka Whanarere-Tauri - placed 1st in the Intermediate Boys section

## **RACE UNITY SPEECH AWARDS**

### **REGIONALS**

Maia Moss - placed 1st at Regionals

### **NATIONALS**

Maia Moss - Tohu Manukura i te reo (Taura Whiri Award for Te Reo Māori) / Tohu Eke Panuku (Human Rights Commission Award for Impact)

## Sporting excellence

### **Junior Boys' Basketball**

Manawatū Secondary School Junior Premier Boys Competition winners - first time in the history of the programme they have achieved this feat.



### **Rugby Girls 7's**

1st Place U15 Hurricanes Tournament



### **Rugby Girls' First XV**

Rex Kerr Cup Winners 1st Place Hurricanes Region, The Pounamu Trophy 1st Place National Top 4, Manawatū Secondary School Sports Team of the Year Finalist



**Rugby Boys 1st XV**  
*Manawatū Premier Division 1 Secondary School Competition Winners*



### **Service Awards**

#### **Iroām - Purpose**

Our Iroām (Purpose) pou recognises students with a strong sense of purpose, driving high performance and growth. They apply varied strategies, embrace decolonisation and re-indigenisation, to become self-determining. “Mā te iro ka taka te rākau.” - Keita Takitimu-Cook and Shirlyne Beckham.

#### **Raka - Unique**

"Our Raka (Unique) pou celebrates individuals confidently contributing to both Māori and Te Ao Hurihuri (ever-changing) worlds. These contributions make them unique in being culturally diverse. 'Me raka te mauī, me raka hoki te matau.'" - Jordie-Lee Kotuhi, Kohae Cherrington, Manueli Boteiviwa, Riley Cribb and Taitusi Boteiviwa.

### **Auaha - Ascend**

Our Auaha (Ascend) pou highlights students that are innovative and solution-focused in overcoming challenges for the benefit of future generations. "Whakakīia ngā whāwhārua kia Aorangi ake te kaupapa." - Aria Komene.

### **Koha - Legacy**

Our Koha (Legacy) pou acknowledges advocates and kaitiaki (stewards) consistently seeking ways to contribute back to our kaupapa as well as their whānau, hapū, iwi and community. "Ahakoa he iti, he māpihi pounamu." - Hera Maihi, Hineteohorere Tapuke, Maia Phillips and Te Maia Sweetman.

**SUPREME ATHLETE AWARD:** This special award reflects the aspiration of excellence in the sporting performance realm. The award recognises outstanding sporting achievement in 2025.

The 2025 Supreme Athlete Award recipient was: Te Maia Sweetman.

Te Maia has been integral in the success of the Girls' Rugby programme. She has won 6 National Titles in 3.5 Years (4x Top 4, 2x 7s, 1x World Sanix 7s) and captained both XV's and 7s. She most recently won the Māori Junior Sportswoman of the year award for 2025.

**MANUKURA JUNIOR ETHOS Awards** – Students who consistently display the ethics & principles which symbolise MANUKURA values influencing others and the environment in a positive way. The 2024 MANUKURA Junior Ethos Award was presented to: **Riley Cribb**.

**MANUKURA SENIOR ETHOS AWARD** - This significant award is given to a student, or students who consistently display the ethics & principles which symbolise MANUKURA values. The recipient reflects the aspirations of Aorangi - to pierce the sky and achieve in multiple areas at a high level. They have in their time at MANUKURA influenced others and the environment in a positive way adding value to the kaupapa through their outcomes and delivery. The 2024 MANUKURA Senior Ethos Award was presented to: **Shirlyne Beckham & Keita Takitimu-Cook**.

### **2025 MANUKURA Student - Representative Results** **Sporting High Achievers:**

#### **Year 9 National Representative Achievement**

**Milla Perez** - Boxing (Australian Golden Gloves - 1st Place)

**Te Ahu-Potiki Grace** - 3P Tag Team

#### **Year 10 National Representative Achievements**

**Ngakahu Mathieson-Julian** - Rugby League (Aotearoa U14 Team)

**Pewhairangi Ashby** - Rugby League (Aotearoa U15 Rugby League Team Pasifika Youth Cup)

**Riley Cribb** - Softball (New Zealand DSox Team)

**Ryder Morris** - Baseball (New Zealand U14 Region Team, New Zealand Performance Squad 2025)

**Saydee Ngametua-Smith** - Rugby League (Cook Island U14 Rugby League Team Pasifika Youth Cup)

### **Year 11 National Representative Achievements**

**Kaylee Masoe** - Rugby League (Fetu Samoa U15 Team)

**Keighley-Rein Araia** - Rugby League (Aotearoa U15 Team)

### **Year 12 National Representative Achievements**

**Kaylani Anaha** - Rugby (New Zealand U18 South Team)

**Kōtuku Hennessy** - Rugby (Ngā Māreikura U18 Team), Rugby League (Tonga U17 Rugby League Team Pasifika Youth Cup)

**Maddi Zimmerman** - Netball (Aotearoa Secondary School Netball Team)

**Nathaniel Raeina** - Rugby Sevens (Cook Island U18 Globals Team)

**Quinn Rongo-Kea** - Rugby Sevens (Cook Island U16 & U18 Globals Team)

### **Year 13 National Representative Achievements**

**Eva-Rose Dean** - Rugby (New Zealand U18 South Team, Ngā Māreikura U18 Team)

**Kingston-Ryze Akuhata-Taiapa** - Rugby (New Zealand U18 South Team, Ngā Māreikura U18 Team)

**Te Maia Sweetman** - Rugby (New Zealand U18 7s Team, New Zealand U18 South Team, Ngā Māreikura U18 Team), Rugby League (Aotearoa U17 Team)

**Te Waikaukau Mathieson-Julian** - Rugby (New Zealand U18 South Team, Ngā Māreikura U18 Team)

### **SPORTING CODE RESULTS**

[Basketball Report](#)

[Netball Report](#)

[Kapa Hapa Report](#)

[Girls' Rugby Report](#)

[Boys Rugby Report](#)

[Touch Report](#)

## MANUKURA Teacher Registrations - 2025

MANUKURA Teacher Registration Directory				
FIRST NAME	SURNAME	REGISTRATION #	EXPIRY DATE	NOTES
Irene	Pewhairangi	177822	28 Jan 2026	Full
Daniel	Tawhai	312312	11 May 2027	Full
Asaeli	Afemui	262308	12 Dec 2025	Full
Renee	Matoe	350768	22 Nov 2027	Full
Toni	Manuel	263251	14 Mar 2027	Full
Tanu	Aumua	242383	29 Apr 2028	Full
Ilane	Durie	232416	20 Jan 2027	Full
Te Huarahi	Rask	313268	16 Jan 2027	Full
Tia	Temata-Frost	354169	30 Mar 2028	Full
Rawiri	Coleman	187569	21 Jan 2027	Full
Potene	Paewai	224926	1 Feb 2027	Full
Kristina	Sue	317869	10 Mar 2027	Full
Nic	Fonotoe	247695	23 Sep 2028	Full
Sue	Burton	236625	22 Jan 2027	Full
Louise	McConkey	234674	10 Jan 2029	Full
Tiya	Blake-Ohlson	310969	4 July 2026	Full
Rachel	Perigo	415659	1 Feb 2027	Full
Awhina	Rameka	351353	9 Jun 2026	Full
Jahnae	Philips	437543	1 Mar 2027	Prov
Wiremu	Walker	448812	20 March 2028	Prov
Harry	Flynn	436576	Applied Jan 2024	LAT
Wade	Sharp	436501	Applied Jan 2024	LAT
Nopera	Stewart	436748	13 Oct 2028	Prov
Jason	Temara	431328	12/11/24-12/11/25	LAT

Wipere	Takitimu	449083	18/06/2025- 18/06/2027	LAT
Kara	Adrole			In progress

## **MANUKURA Professional Development for Teaching Staff 2025**

### **Staff Professional Development**

Internal PD workshops continue to explore pedagogical approaches to engage students. Staff also partake in internal Professional Development Hui every 3 weeks and contribute to a folder of professional readings.

TA - Massey Grad Dip - 12 Feb, 13-14 March First Aid Course, PD - During holidays ANZAAE CONFERENCE 2025 14-16 Apr, 5-6 May - TDA Summit. 16 May - Whakairo Grad., NCEA L3 Art Marking 24-28 Nov.

WS - Touch Masters - 12/13/14 March

JT - Massey Teach 10-14 Feb, Touch Masters - 12/13/14 March, 6 May - Massey Graduation

Toni - 7 March PD Mathematics Community of Practice on-line session

KS - Accelerate Women in Rugby Conference - 22-23 May, Ignite 7s 29 Oct - 3 Nov.

RC - 20-21 Feb TWOR, 13 Mar Ngarimu Scholarship

TR -24-25 March Wānanga Kōhanga Reo PD

DT - Tiriti Workshops - 3rd March, March 27, 28, May 8, 9, June 5, 6, WIPCE 17-20 Nov.

NF - Te Reo Kairangi 28-31 January (Tues-Fri) 21-23 May (Wed-Fri), 10-12 Sep (Wed-Fri), 7 Nov (Fri), Te Matatini - 24-28 February (Mon-Fri), 16-22 May (China - Kapa Haka), WIPCE 17-20 Nov.

RM - 29 May, 9-12 Sep Netball Open Nationals

RP - 7-11 Apr China

ID - 28 Apr - 2 May (Mexico Conference), 6 May (Massey Grad, WIPCE 17-20 Nov.

KA - 13-23 Feb Samoa National Netball Team, 9-12 Sep Netball Open Nationals

TBO - Te Matatini - 24-28 February (Mon-Fri)

HF - 5-7 March Wed-Fri, Pipe Band Nationals

TBO, NF, TR, RP - Japan Tour Kapa Haka Oct 5-15

TTF - Feb 3 - 7: Waitangi (LWP), Feb 17 - 4 Mar: Matatini Prep + Matatini (LWP), Mar 31 -

Apr 4: Matariki content shoot (LWP), June 18 - 20: Matariki (LWP), Jul 14 - 16: High

Performance NZ coaching PD, Sep 15 - 17: High Performance NZ coaching PD (TBC), Oct 20 -

22: High Performance NZ coaching PD, Dec 3 - 18: NZ A Bball Development Tour, Nov 3-7,

Nov 12-14, Nov 17-25

## ***Strategic Goals for 2025***

- |                          |                                    |
|--------------------------|------------------------------------|
| <b>Strategic Goal #1</b> | Cultivate a culture of excellence. |
| <b>Strategic Goal #2</b> | Enhance learning and achievement.  |
| <b>Strategic Goal #3</b> | Enhance kaupapa organisation.      |

## *Annual Goals for Strategic Goal #1 Cultivate a culture of excellence*

<b>Long term Goals</b>	<b>Specific Actions for 2025</b>	<b>Expected progress and/or outcomes</b>	<b>Who is responsible</b>	<b>Budget/ Resources</b>
1.1. To celebrate achievement and success.	<ul style="list-style-type: none"> <li>● Celebrate achievement and success through social media, website, weekly assemblies and whānau newsletters.</li> <li>● Maintain an up to date website.</li> <li>● Students to be entered into the Manawatū Secondary Schools Sports and Iwi Awards.</li> <li>● Add to the wall of Honour, recognising those that have attained National Honours this year.</li> <li>● Identify and recognise boys that are achieving academic success.</li> <li>● Graduate profiles established for all students.</li> <li>● Graduate Breakfast.</li> </ul>	<ul style="list-style-type: none"> <li>● More media coverage of MANUKURA successes this year.</li> <li>● Achievement and success will be celebrated through media files, our website, weekly assemblies and whānau newsletters.</li> <li>● Students will be recognised at the Manawatū. Secondary Schools Sports and Iwi Awards.</li> <li>● The wall of National Honours will be updated for 2023/2025 year results.</li> <li>● Boys will be identified and celebrated at MANUKURA functions.</li> <li>● Students will have digital profiles to take with them when they leave MANUKURA.</li> <li>● Students will celebrate with their whānau their success.</li> </ul>	Principal Irene Pewhairangi Coaches Administrator	Matariki \$2,500 End of Year Award Ceremony \$10,000
1.2. To increase the opportunities for athletes to compete at the highest level regionally and nationally.	<ul style="list-style-type: none"> <li>● Financially support those who gain National Honours.</li> <li>● Qualify for regional and national competitions in all sporting codes.</li> <li>● Support individual athlete pursuits.</li> <li>● Develop exposure and opportunities for the extension of athletes.</li> <li>● Ensure access to up to date technology ensuring students and coaches remain innovative &amp; creative demonstrating improvement through analysis &amp; reflection.</li> <li>● Create a focussed sporting performance programme to advance an athlete's ability to prepare and perform at their highest level.</li> </ul>	<ul style="list-style-type: none"> <li>● Students who have gained National honours will be supported financially.</li> <li>● Competing at the national competitions in all sporting codes.</li> <li>● Individual athlete pursuits will gain regional, national, and international success.</li> <li>● Up to date technology in sports analysis will be bought to ensure students and coaches remain innovative &amp; creative through analysis &amp; reflection.</li> </ul>	Business Manager Leadership team Teachers Coaches	Wall of Honour \$1500 <b>Sports -</b> Waka Ama \$7082, B/Ball \$21295, Netball \$27009, Touch \$11740, Kawahaka \$34,192 Girls Rugby \$19,486 Boys Rugby \$18,314 Individuals \$1,600 Ngā Manu Kōrero Regionals

				\$500 Nationals \$6500
1.3. To ensure opportunities are given to allow all students to access Te Ao Māori.	<ul style="list-style-type: none"> <li>• Celebration of excellence at Matariki.</li> <li>• Gain a top three placing in the Manu Kōrero English and Māori sections at Nationals.</li> <li>• Gain a top three placing in the Wahine Māori Toko i te Ora at Nationals.</li> <li>• Gain a placing in the Pikihiua Awards.</li> <li>• Facilitate wānanga on various aspects of Te Ao Māori.</li> <li>• The opening of our new school where students will be part of the Tā i te Kawa ceremony.</li> </ul>	<ul style="list-style-type: none"> <li>• Year 9 Te Reo Māori is compulsory as a subject.</li> <li>• Offer both Te Reo Māori and Te Reo Rangatira as NCEA subjects.</li> <li>• Establish a baseline menu of outcomes for each individual in Te Ao Māori.</li> <li>• MANUKURA will have speakers at the Nationals in English and Māori.</li> <li>• Successful kapa haka wānanga will have been delivered to gain a placing at Regionals to enable the group to compete at the Nationals.</li> <li>• Successful opening.</li> </ul>	Māori staff lead	Manu Kōrero Regionals - \$500  Cultural Wānanga - \$22,000  Manu Kōrero Nationals \$6,500
1.4. To ensure all practices reflect the expectation of excellence in delivery.	<ul style="list-style-type: none"> <li>• Ensure all MANUKURA uniforms reflect excellence in their appearance for all occasions we attend.</li> <li>• Professional development for teachers in utilising present excellence exemplars but creating our own levels of excellence reflecting the Te Tamaiti Hei MANUKURA matrix.</li> </ul>	<ul style="list-style-type: none"> <li>• At all occasions all MANUKURA students will wear their uniform correctly and with pride.</li> <li>• Increased levels of Excellence grades in internal and externals in all NCEA levels.</li> <li>• Te Tamaiti Hei MANUKURA matrix drives our delivery practice.</li> </ul>	Leadership team  Teachers	Uniform - \$7,173
1.5. To cultivate Te Tamaiti Hei MANUKURA	<ul style="list-style-type: none"> <li>• Provide staff and student workshops to promote the philosophies of MANUKURA underpinned by the Te Tamaiti Hei MANUKURA matrix.</li> <li>• Create opportunities for positive tuakana/teina/tuahine/tungan e engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and students will better understand the philosophies of MANUKURA underpinned by the Te Tamaiti Hei MANUKURA matrix.</li> <li>• Positive relationships between tuakana/teina/tuahine/tungan e will continue to develop.</li> </ul>	Principal  All Staff  Leadership team	School Camps Junior - \$15,000 (Tokomaru Bay/Whanganu i)  Field Trips / Excursions - \$6,000  Students Events - \$200  Leadership Camp - \$6,000

***Annual Goals for Strategic Goal #2 Enhance learning and achievement***

<b>Long term Goals</b>	<b>Specific Actions for 2025</b>	<b>Expected progress and/or outcomes</b>	<b>Who is responsible</b>	<b>Budget/ Resources</b>
2.1. To achieve National Certificates of Educational Achievement (NCEA) at Excellence level at all levels.	<ul style="list-style-type: none"> <li>● For 60% of students at Level 1 to achieve Endorsements with either Excellence or Merit.</li> <li>● For 50% of students at Level 2 to achieve Endorsements Excellence or Merit.</li> <li>● For 30% of students at Level 3 to achieve Endorsements with Excellence or Merit.</li> </ul>	<ul style="list-style-type: none"> <li>● A sound student management system which is regularly reviewed and reported against to ensure accuracy of student progress is evident.</li> <li>● NCEA achievement credits are logged in the student management system within set timeframes.</li> <li>● 95-100% students will attain NCEA at all levels.</li> </ul>	ILT leads  Student leads  All teachers	\$24,000 / \$200-\$6,000 per Curriculum Subject
2.2. To achieve sustainable improvement in our literacy/numeracy practices.	<ul style="list-style-type: none"> <li>● Teachers are actively involved in initiatives, strategies and/or professional development which are specifically intended to improve literacy and numeracy practices.</li> <li>● Students literacy / numeracy achievement is actively monitored by Junior / Senior Leads, teachers and strategies put in place where necessary.</li> <li>● Students will do well in the National literacy and numeracy assessments.</li> </ul>	<ul style="list-style-type: none"> <li>● Literacy in the Junior school is now taught curriculum wide.</li> <li>● Teachers readily identify any student who is not working to a satisfactory level weekly..</li> <li>● Students will be reading at their chronological age.</li> <li>● From year 10 up students will achieve literacy and numeracy.</li> <li>● Any student that does not pass the literacy and numeracy assessment at year 10 will then be monitored the following years to achieve success.</li> </ul>	Student Leads  All teachers	Literacy \$1,000  Numeracy \$1,000
2.3. Improve outcomes for all students.	<ul style="list-style-type: none"> <li>● Students know how they are tracking – ILT Leads and teachers regularly have students up-to-date their IPPs.</li> <li>● Teachers closely monitor work completion of internals..</li> <li>● Deadlines are set and kept by ILT Leads / teachers and students.</li> <li>● To support students in using the MANUKURA Matrix to ensure student engagement and outcomes are aligned.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers readily identify any student who is not working to a satisfactory level weekly..</li> <li>● At risk students will be discussed at weekly leadership hui, taking on feedback from ILT Leads.</li> <li>● Boys will lead at MANUKURA events.</li> <li>● Boys will represent MANUKURA at cultural and leadership opportunities.</li> <li>● Boys will be encouraged to attend university open days.</li> </ul>	Student Leads  ILT Leads  Leadership Team Innovative Learning committee	STAR \$36,700 Innovative Learning (made up of human resource, IT travel, conferences and resources.

	<ul style="list-style-type: none"> <li>Boys taking leadership roles within MANUKURA.</li> <li>Enhancing career opportunities in areas of high demand.</li> <li>Boys engagement and higher achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Boys engagement and achievement levels will increase across all NCEA levels.</li> <li>Year 9/10 Technology challenge.</li> <li>Follow the Further Opportunities for Student programme.</li> <li>Continue with PUHORO.</li> <li>Relevance - students determine their passion area and that passion platform drives their learning menu.</li> </ul>		
2.4. To continue to develop sustainable career education and guidance.	<ul style="list-style-type: none"> <li>To ensure the IPP Process identifies and supports all students in their vocational aspirations reflecting the Te Tamaiti Hei MANUKURA matrix.</li> <li>To ensure all Year 13 have relevant exit plans.</li> <li>Students will be given the opportunity to explore relevant pathways.</li> </ul>	<ul style="list-style-type: none"> <li>Students are gaining clarity on their vocational aspirations.</li> <li>Year 13 students will have relevant exit plans. aligned to their passion.</li> <li>Students will be aligned to our Te Tamaiti Hei MANUKURA Matrix.</li> </ul>	<p>Student Leads ILT Leads</p> <p>Student Leads Principal</p>	Tertiary providers etc
2.5. To provide real experiences in order to develop the key competencies in our students.  <i>Collaboration Communication Critical Thinking Culture Our capacity to engage students through real experiences to engage and expand their worldview.</i>	<ul style="list-style-type: none"> <li>Key competencies support young people in becoming confident, connected, actively involved, lifelong learners as described in the <i>New Zealand Curriculum</i> vision.</li> <li>Key competencies should be embedded in learning in each of the learning areas.</li> <li>Key competencies are supported by effective pedagogy.</li> </ul> <p><u>Thinking</u></p> <ul style="list-style-type: none"> <li>Creative, critical and metacognitive processes will be used to make sense of new information and experiences.</li> <li>Students will be exposed to new knowledge allowing them to construct new knowledge.</li> <li>Students will be developed in their intellectual curiosity</li> <li>Students will need to problem solve.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the context matches the student's passion area.</li> <li>Engage them in increasingly wide-ranging and complex contexts.</li> <li>Key competencies strengthen students' capacity to participate in the world right now, rather than just prepare them to participate in the world at some time in the future.</li> <li>Key competencies are complex and changing – they will look different in different contexts, and will be developed through opportunities to use them in increasingly wide-ranging and complex contexts.</li> <li>Students will be given opportunities to create strong connections to communities.</li> </ul>	<p>Leadership Team ILT Leads</p> <p>Staff Board Chair</p>	<p>(Already part of 1.3)</p> <p>Junior Camp \$15,000</p> <p>Overseas trips (Spain, Japan, etc) \$5,000</p> <p>Further Opportunities for Students (Innovative learning)STAR STAR \$36,700</p>

	<ul style="list-style-type: none"> <li>● Students will challenge the basis of their assumptions and perceptions about other cultures within our world. Intellectual curiosity is at the heart of this competency.</li> <li>● Students who are competent thinkers and problem-solvers actively seek, use, and create knowledge. They reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge the basis of assumptions and perceptions.</li> <li>● Critical thinking and developing a sense of our place in the world - global citizenship.</li> </ul> <p><u>Relating to Others</u></p> <ul style="list-style-type: none"> <li>● Students will learn to make individual compromises to benefit the group.</li> <li>● Participation, self-management and respect for others - students, staff, parents.</li> <li>● An openness to engage with different peoples and cultures.</li> </ul> <p><u>Using language, symbols and text</u></p> <ul style="list-style-type: none"> <li>● Students who are competent users of language, symbols, and texts can interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts.</li> <li>● Students will use ICT technologies to access information and provide and communicate information to and with others. They also have the opportunity to create an international classroom for discussion on relevant topics: <ul style="list-style-type: none"> <li><input type="checkbox"/> Environment</li> <li><input type="checkbox"/> Language</li> <li><input type="checkbox"/> Sport</li> </ul> </li> </ul> <p><u>Managing self</u></p>	<p>This is one of the strongest challenges facing schools.</p> <ul style="list-style-type: none"> <li>● Students will be given authentic experiences to build their participating and contributing competencies.</li> <li>● Students using the key competencies will use our innovative Te Tamaiti Hei MANUKURA approach as part of their learning.</li> </ul>		
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	<ul style="list-style-type: none"> <li>• Students will adapt their leadership skills according to different situations.</li> <li>• Students will talk about the challenges of environments, not just about what has been experienced.</li> <li>• This is an opportunity to support and encourage students when the going gets tough. The ability to show positivity and confidence in them to make good decisions.</li> </ul> <p><u>Participating and contributing.</u></p> <ul style="list-style-type: none"> <li>• Students can interact confidently with others in team situations, and make individual compromises based on identifying ways to improve outcomes for the team.</li> <li>• Students participate in creating healthy teams by taking responsibility and critical action.</li> <li>• Students will use the innovative MANUKURA approach within their learning.</li> </ul> <p>Work in collaboration with whānau and students to organise a 2025 Sporting and Cultural experience overseas.</p>			
<p>2.6. Ensuring we have quality staff suitable for the MANUKURA model of delivery.</p>	<ul style="list-style-type: none"> <li>• All staff appointments made by November 20th, for next year.</li> <li>• Employ staff who have the capacity to advance and extend the programme in all areas.</li> </ul>	<ul style="list-style-type: none"> <li>• No new staff appointments for 2025.</li> </ul>	<p>Leadership team</p>	<p>Professional Development 30 Staff @\$500 = \$15,000</p>
<p>2.7. To provide a robust growth system for staff to continue to develop and evolve their</p>	<ul style="list-style-type: none"> <li>• Maintain a digital Professional Appraisal Growth Circle.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain the digital Professional Growth Circle system.</li> </ul>	<p>Leadership team Tom Hullena</p>	<p>Principal's appraisal \$500</p>

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## *Annual Goals for Strategic Goal #3 Enhance kaupapa organisation*

<b>Long term Goals</b>	<b>Specific Actions for 2025</b>	<b>Expected progress and/or outcomes</b>	<b>Who is responsible</b>	<b>Budget/ Resources</b>
3.1. To develop a 21st century pedagogical approach that incorporates learning with digital technologies to improve student outcomes.	<ul style="list-style-type: none"> <li>Develop and provide a Professional development programme, to upskill staff in the effective use of digital technology.</li> <li>Maintain the MANUKURA Student Site as a means of communication.</li> </ul>	<ul style="list-style-type: none"> <li>Increased capacity amongst staff allowing the implementation of more digital tools in teaching &amp; learning.</li> </ul>	Nick Kristina	Digital Technologies \$6,000
3.2. To establish policy structure.	<ul style="list-style-type: none"> <li>Review and digitally update the policy and procedure manual and review process to ensure these are regularly reviewed and managed.</li> </ul>	<ul style="list-style-type: none"> <li>Policies, procedures, and manuals are accessible online.</li> </ul>	Irene Nick	
3.3. Acknowledge mana whenua and engage with iwi.	<ul style="list-style-type: none"> <li>Establish and engage appropriately with iwi outside our rohe.</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen relationships with iwi that have supported our kaupapa.</li> </ul>	Principal BOT Chair	Promotion \$6,000  Hospitality \$0 (included under the Nutrition budget)
3.4. Provision of ongoing appropriate professional development.	<ul style="list-style-type: none"> <li>Maintain a professional development report for Board reference.</li> </ul>	<ul style="list-style-type: none"> <li>A professional development report will be included in the BoT report.</li> </ul>	Nick	30 Staff @\$500 = \$15,000
3.5. All school documentation for consent to assess is regularly reviewed.	<ul style="list-style-type: none"> <li>Critique the assessment procedures as outlined in the Quality Management System and the MNA report.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment procedures as outlined in the Quality Management System and the MNA report are annually critiqued.</li> <li>Preparation for ERO visit this year</li> </ul>	Irene Nick	

<p>3.6. Ensure that our financial systems allow for realistic and detailed budgets, effective monitoring, control, reporting and auditing.</p>	<ul style="list-style-type: none"> <li>Budgets are set and monitored to ensure we have a balanced control of expenditure.</li> <li>Budget decisions relate to strategic goals and in particular the annual plan.</li> <li>Provide financial reports to all budget BOT meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Budgets are set and adhered to maintain a robust system of monitoring and control of expenditure.</li> <li>Budget decisions relate to strategic goals and in particular student centred goals.</li> <li>Provide financial reports to all budget holders and reporting to BOT at every BOT meeting.</li> </ul>	<p>Lisa , Irene, Principal</p>	<p>Accountancy consultancy Xero - \$9,000</p> <p>Auditor - \$5,191 Cotton Kelly</p>
<p>3.8. Establish MOU's with external providers.</p>	<ul style="list-style-type: none"> <li>Ensure that MOU with external providers are mutually beneficial.</li> </ul>	<ul style="list-style-type: none"> <li>Re-engage an MOU with UCOL.</li> <li>Re-engage an MOU with Manawatū Rugby.</li> <li>Maintain gym membership options for elite athletes.</li> <li>MOU with Gateway.</li> <li>Revise and update the Massey partnership.</li> </ul>	<p>Leadership team</p>	<p>\$130,698 Conditioning wages (Rhiarna, Jason, Kara)</p> <p>\$2,000 Conditioning equipment</p>
<p>3.9. To promote to the wider community an education model that enhances outcomes.</p>	<ul style="list-style-type: none"> <li>Attend kaupapa Māori initiatives that promote Māori advancement, i.e. Matariki Ngā Manu Kōrero.</li> <li>Presenting at public forums.</li> <li>Intermediate School engagement to promote our brand.</li> <li>Using our MANUKURA media platforms to promote the MANUKURA model.</li> </ul>	<ul style="list-style-type: none"> <li>Attend Regional and National Ngā Manu Kōrero this year.</li> <li>Presenting at public forums.</li> <li>Partnership with Aorangi marae.</li> <li>Regularly updating our website promoting our MANUKURA model.</li> </ul>	<p>Nick, Te Huarahi, Irene</p> <p>Irene, Nick</p>	<p>Matariki \$2,500</p> <p>Manu Kōrero Regionals \$500</p> <p>Manu Kōrero Nationals \$6,500</p>
<p>3.10. Maintain systems and procedures to implement an annual maintenance and property plan to alert MOE.</p>	<ul style="list-style-type: none"> <li>To include cyclical maintenance and replacement to all areas of property.</li> <li>Capital inventory will be established.</li> </ul>	<ul style="list-style-type: none"> <li>We will have cyclical maintenance and replacement to all areas of property.</li> <li>We will be regularly updating the established capital inventory.</li> </ul>	<p>Business Manager Leadership team</p>	<p>(\$10,000) paper only figure \$100,000 as the established capital inventory budget.</p>
<p>3.11. To monitor the new build.</p>	<ul style="list-style-type: none"> <li>Finalise the MOU with Massey university</li> <li>To finish the build on the Massey site.</li> <li>To ensure good communication between MANUKURA and MOE</li> </ul>	<ul style="list-style-type: none"> <li>Regular meetings with the MOE.</li> <li>Regular meetings with Massey</li> <li>We would have completed the build by the end of Term 1.</li> <li>Regular meetings with Mana</li> </ul>	<p>BoT Property Rep Principal</p> <p>Mana Whenua</p>	<p>*\$56,000,000</p>

	<ul style="list-style-type: none"> <li>• To liaise with the Mana Whenua to ensure the cultural story is told.</li> <li>• To investigate potential new partnerships from a business model as part of our project management plan to build a second gym.</li> </ul>	<p>Whenua.</p> <ul style="list-style-type: none"> <li>• A business model is proposed and actioned.</li> </ul>		
3.12. Effective use of available physical resources in order to enhance student learning.	<ul style="list-style-type: none"> <li>• To establish an MOU with any new facilities we use.</li> <li>• Planning through MOE with Wallace Development to ensure existing buildings are available through until new build completion.</li> <li>• To buy new resources needed for the new build</li> </ul>	<ul style="list-style-type: none"> <li>• An MOU is in place for any new programmes that need further facilities.</li> <li>• New resources will be bought for the new site.</li> </ul>	Principal	\$15,000
3.13. To manage and implement effective fiscal and purchasing controls.	<ul style="list-style-type: none"> <li>• To engage with Open Book Accountancy to manage our fiscal and purchasing controls.</li> <li>• To provide a draft budget in October, for the following year.</li> <li>• To review the grants available from outside agencies and how we can best use these to support the wider goals of our programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Open Book Accountancy manages our fiscal and purchasing controls.</li> <li>• To review and apply for grants available from outside agencies and how we can best use these to support the wider goals of our programme.</li> </ul>	<p>Business Manager</p> <p>Irene Pewhairangi</p> <p>Principal</p>	<p>\$5,191 Audit</p> <p>Open Book</p> <p>Accountancy</p> <p>\$9,000</p>
3.14. Ensure there are sufficient fields and courts to maintain our sports delivery during the intended one year rāhui on our fields in the new site. redevelopment of the Hokowhitu site.	<ul style="list-style-type: none"> <li>• To investigate the possibility of extra fields and courts.</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient fields and courts will be available for MANUKURA use.</li> </ul>	Principal	

## **MANUKURA Future Outlook**

MANUKURA had clear goals for 2025 through establishing a culture of excellence, enhanced learning and achievement and enhanced kaupapa organisation as summarised below and included in the Strategic Plan above:

- Raising **achievement results** with our new curriculum within MANUKURA and increased tracking systems to ensure student attainment at NCEA level meets expectations term by term.
- Increased **review mechanisms** to inform practice – students, staff, whānau reviews conducted to ensure we are actively engaged in performance improvement at all times. A member of SLT assigned to reviewing practice & curriculum innovation.
- **Scholarship awards** to be actively sought and also created as a means of assisting and honouring the success of our high attainment academics and athletes.
- **Maintaining our new property** - setting up strong systems to ensure we are good stewards of our new build. Our finance manager was assigned to investigate systems and costing when hiring out to outside contractors.