

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, 26 to 37, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with, or interests in, the School.



Cameron Town

Cameron Town
Silks Audit Chartered Accountants Limited
On behalf of the Auditor-General
Whanganui, New Zealand

Toko School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Trish Turner	Presiding Member	Elected	Sep 2025
Kim Waite	Principal	ex Officio	
Steven Harvey	Parent Representative	Elected	Sep 2025
Grant Robinson	Parent Representative	Elected	Sep 2025
Sami Werder	Parent Representative	Elected	Sep 2025
Brooke Wyllie	Parent Representative	Elected	Sep 2025
Sasha Hancock	Staff Representative	Elected	Sep 2025

Toko School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$1,745 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2024 the Toko School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

TOKO SCHOOL STRATEGIC AND ANNUAL PLAN 2024

Vision Statement: Quality Learning for all in a Caring Community

This strategic plan has been crafted in consultation with the school community. The Board has prioritised its strategic goals that align with the National Education and Learning Priorities.

Goals	For the tamariki of Toko School to develop a sense of hauora and personal identity	For the tamariki of Toko School to think deeply in different ways.	For the tamariki of Toko School to make a difference and give back
Rationale	<p>We want our tamariki to:</p> <ul style="list-style-type: none"> Show self awareness and self belief Be proud of their own unique identity Build and maintain healthy friendships Regulate their emotions Make healthy choices 	<p>We want our tamariki to:</p> <ul style="list-style-type: none"> Make connections and apply knowledge and strategies. To consider perspectives, feelings, values and beliefs. Make and justify opinions, judgements and decisions. Solve problems Generate innovative ideas 	<p>We want our tamariki to:</p> <ul style="list-style-type: none"> Consider the world around them Find opportunities to contribute to the community Use an inquiry process for project-based learning Understand the relationship between people and the environment Participate in our school enviro programme
Initiatives: Strategies for achieving and making progress towards goals	<ol style="list-style-type: none"> Continue to work with Te kahui Ako o Taranaki Mohoao to advance the Cultural Capacity and Wellbeing Achievement Challenges To actively participate in the Maori Achievement Collaborative (MIAC) To increase understanding, knowledge and use of te reo ona tikanga Maori 	<ol style="list-style-type: none"> Continue to work with Te Kahui Ako o Taranaki Mohoao to advance the Learner Agency within a localised curriculum Achievement Challenge. To look closely at how the children who are 'working towards' their curriculum level choose to learn. Gather student voice on how they think they are learning, and to look at our teaching strategies and how they can be adapted to meet the needs of these tamariki. As the national refresh progresses, align Toko's Local Curriculum (TLC) with it. 	<ol style="list-style-type: none"> Continue to work within the Enviro Schools Kaupapa. To continue to use Niga Manu (Inquiry Process) to deepen play-based and project-based inquiry. Continue to develop and implement Toko's Local Curriculum (TLC) in particular, Akoranga.
Measures	Engagement of whanau Maori in school activities. NZCER Wellbeing Surveys.	Student voice surveys. Evidence in planning. Evidence via Inquiry Frameworks. Practice Analysis Conversations	Evidence in teacher planning and student output. Children can articulate and put into practice their learning about the environment in order to make a difference.
High Level Success Outcomes	<ul style="list-style-type: none"> Stronger relationships are formed with Ngati Maru and Ngati Ruanui through being actively engaged with Te Kahui Ako o Taranaki Mohoao. Our role in honouring te tiriti o Waitangi is clear. Increased use of and understanding of te reo me ona tikanga Maori by kalako and akonga. 	<ul style="list-style-type: none"> Staff have a shared understanding and commitment to learning focussed relationships. Tamariki learning within a localised context Our staff understand the refreshed curriculum and are ready for implementation in 2026. 	<ul style="list-style-type: none"> Children have a deep understanding of local and global environmental issues. Play-based and project-based inquiries are authentic and driven by the children's understanding of their environment.
Practices	Niho Taniwha / Common Practice Model / Ka Hikitia / Tataako / MAC Book/ Guide for Universal Design for Learning / Learning Support Delivery Model		



Annual School Improvement Plan
 Strategic Goal 1: For the tamariki of Toko School to develop a sense of hauora and personal identity

Annual Improvement Goal: Annual Improvement Target (Where do we want to be?):

To increase understanding, knowledge and use of te reo and tikanga Maori. To deliver three hours of te reo to our tamariki in all akomanga (classrooms).

Baseline Data (Where are we now? What is the justification for this target?):

- Explore the use of the NZCER survey tool
- We would like our school to work towards level 4b Te reo status.

Key Improvement Strategies:

When:	What:	Who:	Indicators of Progress:
All year	Staff/whanau to action and review Reo Maori strategy and how this connects with the Culturally Responsive Practices (CRP) Framework.	Staff Invite Whanau Group/BOT	<ul style="list-style-type: none"> • CRP Framework actions and review • Reo Maori Strategy actions and review • Termly meetings with Scott (MAC facilitator)
<p><u>Te Reo Strategy</u> This has been shared with staff, Board and at a whanau hui in Term 2. Meetings with Scott (MAC Facilitator) Term 1 - added in new karakia to keep building on our knowledge. Scott went through plan and vision with staff. Next we need to look forward to 2025 goals and see where we can start building. Focus on building the te reo in the class and across the school and how this will look/sound. Term 2 - Worked with staff on pepeha. We now need to make sure we are learning these and using them on a regular basis so they become automatic. We have also set up whakataua and powhiri so it can be managed by the students with support from the staff. Term 3 - Attended hui at Ratapiko School - looked at meaning behind manaakitanga and kooha (the giving back) which fits in with our Citizenship Star. Worked on creating a whakataua handout to give to new parents when they enroll their students which explains process etc Term 4 - A hangi was planned for and implemented in term 4 led by Mikey ???one of the dads from school. Scott worked with senior students going through pepeha and answering their questions. Scott and Megan had a look at our planning and teaching around the enviro area and how we could be bringing a maori perspective to it.</p>			

1 x workshop per term	Megan, Sasha & Kim to attend Cultural Capacity Leadership Hui - Te Kahui Ako o Taranaki Mohoao.	Megan Sasha Kim	<ul style="list-style-type: none"> • New learnings, ideas shared and implemented back at school. • Increased confidence leading our Cultural Capacity journey
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Term 1 Stratford Primary School -We introduced morning routine using a google slide. Teachers have adapted this to suit their class and level. We now need to make sure this is happening consistently and we are building on our kupu and sentence structures.
 Term 2 Avon School - We need a hangi. We need to find someone who can support us with this and guide us through this with the hopes of being able to set this up for us to run independently.

<p>Term 3 - Megan attended hui at Ratapiko school. Looking at manaakitanga and the MAC booklet which supports planning and implementing te reo/tikanga</p> <p>Term 4 - Hui at Pembroke was attended by Megan. Lots of discussion around using the MAC book for planning term one and how Manaakitanga fits in with that. Discussion around how we can educate the community about the Treaty issue.</p>		
Ongoing	Wider use of Te Reo in the classroom with a focus on pronunciation	<ul style="list-style-type: none"> Increased use of Te Reo Honest attempts at correct pronunciation - in particular focus on: Toko, Taranaki, House Colours, Taranaki place names
<p>Classes are working on their morning routines and te reo use throughout the day. Some classes are using a morning <u>te reo slide</u> as part of their routine to introduce and practise their te reo. Leaders are being encouraged to pronounce house names correctly in assemblies etc. The school song and waiata are being built on during kapahaka sessions and assemblies. Kupu of the week/fortnight is being shared with whanau through school newsletter and is also being shared on hero at school for students</p>		
Ongoing	Staff to engage with the MAC Kaupapa Kim, Megan, Sasha to attend the MAC Conference in Waitangi	<ul style="list-style-type: none"> Termly meetings with Scott (MAC facilitator) Reo Maori Strategy actions and review
<p>Scott has worked with all staff on their own personal pepeha. He has worked with Megan and the kapahaka students on the powhiri and whakatau process to make it self manageable for the students. Scott has helped us to develop our <u>Reo Strategy action plan</u>. Check in with Scott about direction of our planning and looking at it through the maori lens with a focus on the enviro area. Suggestion of experts and guidance that MAC can provide us with when working in the enviro area.</p>		
Monitoring:		
Resources:		

 <p>Annual School Improvement Plan</p>	
<p>Strategic Goal 2: For the tamariki of Toko School to think deeply in different ways.</p>	
<p>Annual Improvement Target (Where do we want to be?):</p>	
<p>Annual Goal:</p> <p>To close the gap between children who are working towards their curriculum level and those that are working within or above their curriculum level.</p>	<p>To increase the number of children working within or above their curriculum level in Writing.</p>
<p>Baseline Data (Where are we now? What is the justification for this target?):</p> <ul style="list-style-type: none"> Identify priority learners - (29% of students need to make a shift or they will be 'working towards') 	

<ul style="list-style-type: none"> - Me and My School Survey - to look for related trends - Student voice + teacher voice - Writing samples - Learning Behaviour 			
Key Improvement Strategies:			
When:	What:	Who:	Indicators of Progress:
Term1 - Term 3	<p>Practice Analysis Conversations PAC All staff will engage in this process to assist with next steps actions focused on Priority learners.</p>	All teachers	<ul style="list-style-type: none"> • Students will be able to articulate what they are learning, the why and the how for their writing • Staff make changes to practise based on feedback and feed forward from peers.
<p>Year 5 - 8 teachers have had PAC observations and have both made positive changes based on feedback and feedforward. DP conducted these observations. After the first observations in one of the rooms it was clear the students weren't sure what they were meant to be learning. After feedback and feedforward and using Clarity in the Classroom (text) the teacher made changes and after the last observation it was clear they had far more understanding of what they were learning and why. This is a work in progress and will continue next term.</p> <p>Year 1 - 4 teachers worked alongside Helen Jenkins to observe teaching of target children and to plan next steps based on feedback and feedforward.</p>			
Ongoing throughout the year	<p>Student Voice Surveys collected throughout the year.</p> <p>Shelley to collect feedback focused on boys engagement, learning and wellbeing.</p>	<p>Staff</p> <p>Shelley - Te Kahui Ako o Taranaki Mohoao WSL</p>	<ul style="list-style-type: none"> • Learners can articulate the learning behaviours they are focusing on to assist with their learning progress.
<p>Staff collected student voice from their target students and from the class as a whole. Questions around what a good learner does or what a good learner looks like were put to the children. Then they were asked to talk about whether they were good learners and what they did or didn't do. Teachers use this to guide their next steps in their teaching. Children who are either just achieving or nearly achieving were surveyed. The responses suggested that the topic being written about made a big difference to children's engagement and enjoyment of writing. They wanted a mix of bookwork and online and wanted specific feedback on their next steps. Many children said they found writing tricky because there are so many things to think about at once.</p> <p>This year we carried out the Me and My School Survey. We have sought further feedback from the tamariki about their responses and are in the process of summarising the results and putting an action plan in place for 2025.</p>			
Beg/Mid/End Year	<p>Teacher Voice Ongoing reflection via the Teacher Capability Matrix</p>		<ul style="list-style-type: none"> • Staff can articulate what part of the Learning Capability Framework they are focusing on and discuss what is working and why and next step actions.
<p>All staff have a goal based on one of the capabilities in the Framework. A target child is selected and the teacher makes changes to their own practice which then impacts the learner. Teachers are able to talk to their goals, and do so in Inquiry Meetings and at beginning, middle and end of year meetings. New staff are directed to this Framework and it is discussed and used as a basis of professional growth during observations and team meetings.</p>			

Ongoing all year	<p>Professional Development Curriculum Refresh Engage with the Readiness Tool to review and identify next steps.</p> <p>Writers Toolbox</p>		<ul style="list-style-type: none"> Schoolwide consistency and understanding of: <ul style="list-style-type: none"> student expectations at each curriculum level/progression. Student assessment.
<p>The Curriculum refresh is still an ongoing process due to the change in government and the changes they wish to make. The refreshed refresh came out a couple of weeks ago and is still in draft form. Staff have looked at the two phases available (Year 0 -3 and Year 4-6). At this stage Year 7-8 has not been released. Leadership is monitoring the directives and information that staff need to know, so as not to overwhelm them with irrelevant information. At the end of Term 1 we purchased The Writer's Toolbox. All staff had a full day PD with a representative from The Writer's Toolbox, then staff had a coaching session during the April holidays. Teachers then began to implement the Toolbox in classes in level appropriate ways. A writing sample was taken just before students/teachers began using the Toolbox and another one was completed at the end of Term 3. These samples didn't show the improvement we were hoping for, yet. However, we are seeing a large shift in engagement, especially with our boys as they enjoy the personal competitive side of it. We noticed the sentence run ons were an issue when we started, this is showing steady improvement. Whole school and class level indicators are provided every month. Data shows children are using the feedback option to correct and enhance their writing. Staff will have another coaching session next year. This will be tailored to our needs, allowing us to focus on next steps and building teacher capability. The aim is to use Writer's Toolbox to alongside the new English curriculum</p>			
Ongoing all year	<p>Toko Local Curriculum (TLC) To implement year 2 of our revised Akoranga Hohonui. To continue to find ways to meaningfully integrate the curriculum.</p>		<ul style="list-style-type: none"> Teacher Planning which will show integration across the TLC including notes for review and reflection.
<p>Staff are nearing the end of their second year working with our 2 yearly Akoranga document. During the year staff have shared their thoughts at a staff meeting, and it is clear from conversations that there is too much in the document and it isn't addressing our enviro ethos. Associate Principal and Principal had an initial meeting with a local Curriculum Lead Advisor to talk through what we have and how it could be made more manageable. The uncertainty around the curriculum changes and if 'local' curricula will still be a part of the new directives is yet to be seen. We are updating our environmental plans across the school and will begin to implement these in 2025.</p>			
<p>Monitoring: Our goal: To increase the number of children working <i>within or above their curriculum level</i> in writing: How we are tracking: Mid 2021 = 52% End 2021 = 62% Mid 2022 = 68% End 2022 = 74% Mid 2023 = 71% End 2023 = 85% Mid 2024 72% End 2024 76%</p> <p>Identify priority learners - 29% (26) of children need to make a shift or they will be 'working towards At the end of 2024 15 out of 26 children had made enough progress to remain working within their curriculum level. This group will continue to be monitored.</p>			
<p>Resources:</p>			

Annual School Improvement Plan

Strategic Goal 3: For the tamariki of Toko School to make a difference and give back

Annual Goal:

Annual Improvement Target (Where do we want to be?):

To understand what a good citizen is and make connections to our Learning Stars.

The tamariki will make a difference and give back.

Baseline Data:

Not many citizen stars are given out in assembly.
Tamariki find it hard to identify how to achieve the citizen star in their Star Challenge.
Staff feel there needs to be more emphasis on connecting our Toko Local Curriculum (TLC) to our learning stars.

Key Improvement Strategies:

When:	What:	Who:	Indicators of Progress:
Ongoing	Regular staff meetings to share how we are planning and incorporating this into our TLC.	Teachers	<ul style="list-style-type: none"> Teacher Planning which will show integration across the TLC. Classrooms discussions Classroom planned actions Teachers will ensure tamariki will have opportunities to give back and make a difference.
	Tamariki will be able to plan, implement and share examples of making a difference and giving back.		<ul style="list-style-type: none"> Tamariki will have a deeper knowledge of what it means to be a good citizen. Tamariki will be able share examples of how they have given back and made a difference Tamariki will be able to connect this to the Citizenship Learning Star.

Across the school the following has occurred:

- Completed a proposal unpacking relay for life relating to giving back to the community, giving up lunchtimes (proactive and persistent). Build a business (resourceful).

- Students were also involved in the decisions made around the profit for build a business relating to giving back and encouraged donations that continue to give back for years to come (daffodils). Giving back to the students of the school (vices) and food for the hangi - bringing the community together - manaakitanga.
- Lots of discussion around buddy reading and how to be a supportive buddy (tuakanana/teina)
- Unpacking of the citizenship star in relation to te whare tapa wha linking to taha wairua and looking into who am I - culture?
- Leadership team - unpacking leadership qualities.
- Universe inquiry - following the 3 thinks inquiry process.
- Learning about rubbish and recycling and looking after our planet and doing our bit - visit to waste hub and connections with New Plymouth Council
- Class recycling started up again - some recycling plastics and cardboard
- Enviro learning around bees, chickens and gardening.
- Talked with class about worms and why we have them and what happens with their castings and worm pee and how this can be used around the school gardens
- Planting of lettuce, potatoes etc that can be used to feed worms or for school lunches, potatoes for hangi
- What is a Good Sort - looking at a new good sort each week, discussed what they were doing and how we could learn from them and implement their ideas at our school/community. We linked this into goal setting for our week ahead and reflections at end of the week. We also linked this into the nominations we do each day.

Monitoring:

Resources:

Other 2024 Key Improvement Strategies to Achieve Strategic Vision



Property	Enviro	Community Consultation	Te Kahui Ako o Taranaki Mohoao
SYA Plans completed	To upgrade/refresh school art work and signage including a new school mural.	Strategic and Annual goals are shared and feedback sought during the year. E.g Hard copies given out at the beginning of the year.	Continue to engage with the goals of the Kahui Ako
Completed.	School art work has begun to be upgraded. Bilingual signage has been	Information regarding our Annual and Strategic plans/goals were shared in Term	Our school has been very engaged with all aspects of the Kahui Ako. Staff have been

	placed around the entire school.	1 and feedback sort.	involved in: Emerging Leaders, we had two Within School Leads appointed for 2024 and one Across School Leader for 2024 and 2025,, Cultural Capacity Leadership, Structured Literacy PLD and network, and Principal Leadership.
Personnel	SMS - Hero	Attendance Monitoring	
<i>Find avenues to fund extra support staff to support, Enviro Warriors, Kapa Haka, Junior Literacy</i>	<i>Continue to upskill in using HERO and regularly participate in webinars.</i>	<i>Attendance will be monitored and share with the community.</i>	
We were successful in an application to TOI. This funding is supporting our kapa haka, Junior Literacy and weaving/poi making.	This is ongoing. Key staff have attended online and face to face workshops.	Attendance data is shared termly with the Board and community.	



Toko School

Next review Term 1 2027

Te Tiriti o Waitangi

This policy refers to **Te Tiriti o Waitangi** rather than **The Treaty of Waitangi** to align with the Education and Training Act 2020.

Toko School acknowledges that a purpose of the Education and Training Act 2020 (s 4) is to establish and regulate an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships. We recognise our responsibility to give effect to Te Tiriti o Waitangi and are guided by the articles of Te Tiriti o Waitangi in fulfilling this responsibility.

- **Article 1: Kāwanatanga | Honourable governance**
We are committed to equitable partnerships and genuine collaboration. We undertake governance, leadership, and decision making that is equitable and collective.
- **Article 2: Rangatiratanga | Māori self-determination**
We affirm tino rangatiratanga and mana motuhake. We honour the tikanga and kawa of mana whenua and ensure they are active participants in decisions that impact Māori in their takiwā (area).
- **Article 3: Ōritetanga | Equity**
We seek out and remove barriers and bias from systems, structures, and processes. We give status and mana to all aspects of te ao Māori. We pursue equity for all. We actively revitalise te reo Māori and appropriately observe tikanga Māori.
- **Te Ritenga | Spiritual and religious freedom**
We ensure people have the right to and freedom of their spiritual and religious beliefs. We honour Māori spirituality and integrate mātauranga Māori appropriately into school programmes.

We have particular regard to the National Education and Learning Priorities (NELP), which align with the education and learning objectives set out in the Education and Training Act (s 5.4). These objectives include instilling in each child and young person an appreciation of the importance of Te Tiriti o Waitangi and te reo Māori.

Board responsibility

Under the Education and Training Act (s 127), a primary objective of the board in governing the school is to give effect to Te Tiriti o Waitangi by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving equitable outcomes for Māori students.

The board also operates an employment policy that complies with the principles of being a good employer. This includes our responsibility under the Education and Training Act (s 597) to recognise:

- the aims and aspirations of Māori
- the employment requirements of Māori
- the need for greater involvement of Māori in the education service.

Engaging with mana whenua

Toko School is committed to establishing and strengthening our relationships with mana whenua. We seek to provide educational content that supports students to learn about the history, stories, and tikanga of our local hapū and iwi.

Community partnership

We build relationships and partner with Māori to support rangatiratanga and Māori educational success as Māori (NELP Priority 2).

We engage regularly with our school community and we aim to include our Māori community in decision making by:

- creating opportunities for whānau Māori to meet together with school representatives
- having appropriate and accessible ways that whānau Māori can communicate with the school.

See **School Community Engagement Policy**.

Strategic planning

Strategic planning at Toko School underpins all school programmes and allows us to plan and evaluate how we are achieving our objectives and fulfilling our responsibilities. We seek to understand, consider, and respond to the needs and aspirations of our Māori community when developing our strategic goals.

- Our **strategic plan** includes strategies for giving effect to Te Tiriti o Waitangi.
- Our **annual implementation plan** includes how targets and actions will support Te Tiriti o Waitangi obligations.
- Our **annual report** includes how the school has given effect to Te Tiriti o Waitangi.

See [School Planning and Reporting](#).

As part of our strategic planning, we consider the aspirations our Māori community have for empowering their children to be successful as Māori. We seek to support the educational success of Māori students in ways that include, but are not limited to, academic achievement.

See [Māori Educational Achievement](#).

School programmes

Toko School aims to instil in each child and young person an appreciation of the importance of Te Tiriti o Waitangi and te reo Māori. We ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori (Education and Training Act, s 5.4 and s 127). Toko School works to localise our school curriculum and ensure school programmes reflect the identity and aspirations of our Māori community.

Our school curriculum aligns with Te Tiriti o Waitangi as a guiding principle of The New Zealand Curriculum and Te Marautanga o Aotearoa. We engage with Ka Hikitia Ka Hāpaitia (Māori Education Strategy) as a framework to ensure Māori students achieve success as Māori. See [Ka Hikitia Ka Hāpaitia](#)  (Ministry of Education).

In support of the NELP, we work to meaningfully incorporate te reo Māori and tikanga Māori into school programmes (NELP Priority 5), and we support staff to develop their teaching capability, knowledge, and skills to meet the needs of Māori students (NELP Priority 6).

See [Curriculum and Student Achievement Policy](#).

Equitable outcomes

As a board, our objectives include ensuring every student is able to attain their highest possible standard in educational achievement, and giving effect to Te Tiriti o Waitangi by achieving equitable outcomes for Māori students (Education and Training Act, s 127).

We have high aspirations for every student and aim to identify and reduce barriers that prevent students from accessing, participating in, or remaining engaged in school. We partner with families and whānau to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures (NELP Priorities 2 and 3).

Our school planning addresses how we can support students whose needs have not yet been well met. Toko School regularly reviews our progress towards achieving equitable outcomes, as set out in our strategic plan. We monitor achievement to provide support (including learning support) or extension programmes as required, and we are accountable and responsive to student and community needs through regular reporting and review.

See [Māori Educational Achievement and Learning Support](#).

Related topics

- [Board Responsibilities](#)
- [School Community Engagement Policy](#)
- [School Planning and Reporting](#)
- [Māori Educational Achievement](#)
- [Inclusive School Culture](#)

Legislation

- [Education and Training Act 2020](#)
- [Treaty of Waitangi Act 1975 \(Schedule 1\)](#)

Resources

- [Ministry of Education | Te Tāhuhu o te Mātauranga: The Education and Training Act 2020: Te Tiriti o Waitangi](#) 

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