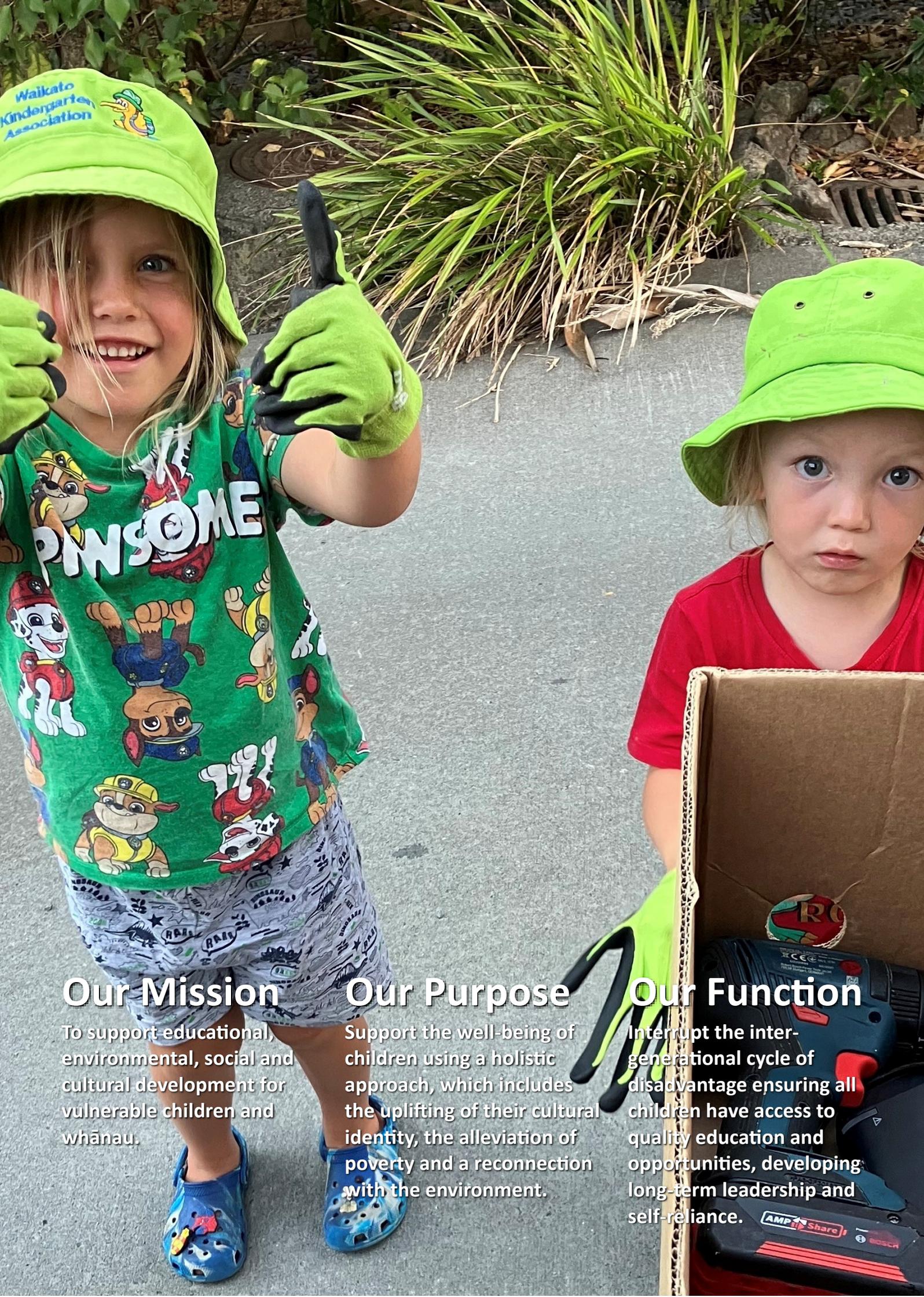


ANNUAL REPORT 2024 2025



*E hāpai ana I te tipu o ngā tamariki
Supporting the well-being of children*



Our Mission

To support educational, environmental, social and cultural development for vulnerable children and whānau.

Our Purpose

Support the well-being of children using a holistic approach, which includes the uplifting of their cultural identity, the alleviation of poverty and a reconnection with the environment.

Our Function

Interrupt the inter-generational cycle of disadvantage ensuring all children have access to quality education and opportunities, developing long-term leadership and self-reliance.

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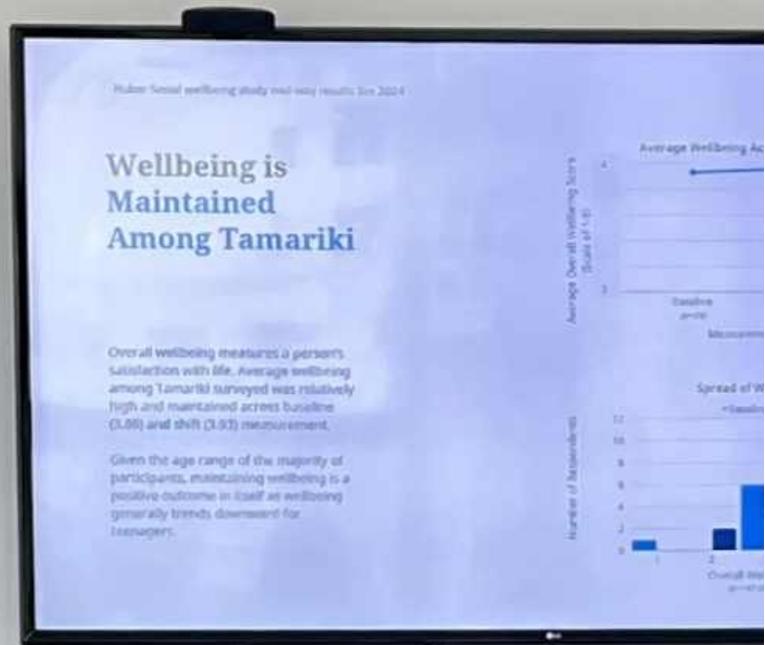
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PUNA KOORERO



65467 65164



Message from the Board

Welcome to our Annual Report which highlight the main projects from the 2024-2025 period. The Financial Accounts show that the activity has a strong focus on education, health and environmental projects for children and whānau particularly in high needs communities. The Tui Trust Board has approved its Finance Accounts and Report.

What a year it has been particularly in the literacy landscape but before we get into that we would like to take a moment to thank Trust Waikato, Lottery Grants Board, Give-A-Little sponsors and private donations. We thank our volunteers, teachers, parents who work so hard to ensure that children have access to quality education. We also thank Craig Barrett, Partner at Baker Tilly Staples Rodway who sponsors our accounts throughout the year.

Tui Trust is committed to supporting the well-being of children through a holistic approach that uplifts their cultural identity, alleviates poverty, and fosters a reconnection with the environment. By addressing these interconnected aspects of well-being, the Trust seeks to create a nurturing environment where children can thrive emotionally, socially, and culturally. This comprehensive strategy empowers young people by honouring their heritage, providing essential resources, and encouraging a deeper bond with nature, ultimately contributing to stronger, healthier communities.

Tui Trust's mission is to support the educational, environmental, social, and cultural development of vulnerable children and whānau. Through targeted initiatives, the Trust aims to provide resources and opportunities that empower communities, promote sustainability, and foster growth in key areas that directly impact the well-being and future of those most in need. By investing in these vital aspects, Tui Trust is helping to create a more equitable and enriched environment for children and their families.

In January 2025 the MOE implemented structured literacy (or science of reading) in schools across the country starting. This decision marks a significant shift in education policy and has the potential to greatly impact the learning outcomes of students particularly those with reading difficulties. Structured literacy (SL) is an evidence-based approach to teaching reading and writing that Tui Trust has been advocating for, for the last four years and we are thrilled with this bold change. Overall the Board is pleased with the progress of the Trust and look forward to supporting more community based projects including our Access to Quality Education and Garden to Table Maara Kai projects in 2025.

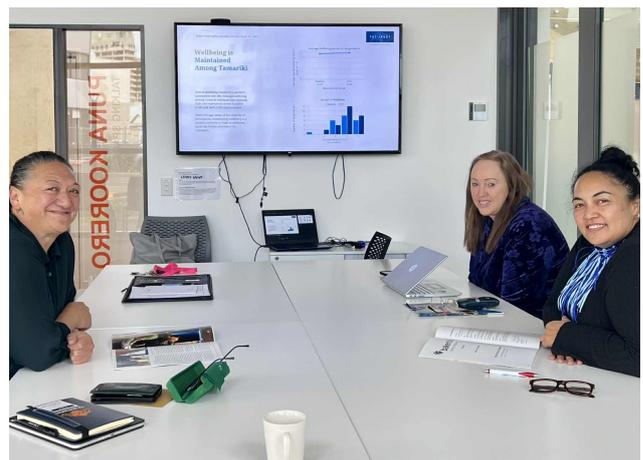
Trust has a number of outcomes and our focus for 2025 relates to the following:

- Supporting vulnerable children and their families in the local community toward better educational and life outcomes.*
- Building kai gardens and structures to help educate and feed families.*
- Hosting and providing access to educational events to encourage and support learning development.*

It's important to acknowledge that we could not achieve the successes we celebrate without everyone's support. Every project we launch, people we reach, and every goal we achieve is a direct result of our supporters commitment. This empowers us to dream bigger, take bolder steps, and continually strive for excellence. Whether you've been with us from the start or have just recently joined, your support is invaluable to us. Your contributions allow us to continue our mission with confidence, knowing that we have a strong community standing behind us.

As we look ahead to the future, we remain inspired and motivated by the incredible partnership we share with our communities. Together, we will continue to push boundaries and make a lasting difference. We would like to extend our deepest gratitude to everyone for being a part of our journey; we look forward to achieving even greater things together in the future. If you have any queries, please email us tuitrust@hotmail.com

Nga mihi nui, Tui Trust Board





PwC



PwC Hamilton staff Steviè, Caitlin, Sarah and helper Kade preparing to deliver gifts to Moko Club Ngāruawāhia Christmas 2024.

Thank you PwC Hamilton staff for supporting Moko Club at Christmas time 2024

We are thrilled to announce that PwC is once again sponsored Moko Club Ngāruawāhia Christmas in 2024! A heartfelt thank you goes out to Jan Gatley and the PwC Hamilton staff for their incredible efforts in organizing the Christmas gifts for the children. Your continued support means the world to us, and it's truly heartwarming to see the level of care and attention you put into making this holiday season special.

The process is beautifully personalized for each child, with Moko Club Ngāruawāhia providing a list of two gifts chosen by each child. From there, the PwC Hamilton staff take on the fun task of shopping for these gifts, carefully wrapping them, and labelling each with the child's name. This thoughtful approach ensures that each child feels valued and remembered, and we are so grateful to PwC for making this possible year after year. On behalf of Moko Club, tēnā rawa koe me koutou katoa, thank you very much.

Ensuring all children have gifts at Christmas Time with PwC

PwC Hamilton VOLUNTEER

HOW MANY?

Over 430 children have benefitted over the years

MORE THAN 40 KIDS

Benefit from this project



Improving literacy—Funding for Tier III students in Raglan



Parent Feedback:

"K's reading, writing and spelling have improved immensely! This would not have happened without your support, knowledge of how their brain works, and figuring out the best way for them to learn. Ngaa mihi nui ki a koe!" - 11 years

"I think for us it's just been so incredible how much K has grown in their reading and writing confidence - they can read messages now, look up new ideas online and engages in more activities that require reading more willingly - like cooking recipes! They also writes messages on birthday cards and are generally more engaged and willing to tackle things more independently when reading and writing is involved. It's opened up another whole world for them and boosted their confidence so much. They told me writing is now their favourite subject. Being a single income family means this kind of tutoring would not have been possible for us without the funding support.—Ngaa mihi" 10 years

"After two terms of funded sessions, my child is more confident with the code and concepts which they have revised, and understands better how their brain learns. They are much more open to new learning, and are getting like a successful learner. We are grateful to have had this opportunity for our child this year." 10 years

"Our family is so grateful for the generous funding of the specialised literacy sessions that our child P has been a beneficiary of. Laura is a highly knowledgeable tutor and has taken P from being unable to write full sentences to confident writing paragraphs, and reading whole stories! While P will likely always find literacy a struggle, having the support of Laura and the specialised learning materials and activities, mean that they have made steady progress over the past two years. We believe that P is learning in every lesson they have with Laura. They remember the "rules" of literacy (eg: they will say - "I remember the rule for juice and suit - I did that with Laura"). P has definitely been empowered by their improved literacy skills. These are invaluable skills that are impossible for a classroom teacher to be able to target for individual students in a busy classroom environment. We have been incredibly grateful that they have been able to attend these sessions during school time, at school. Thank you again Tui Trust!" 12 years

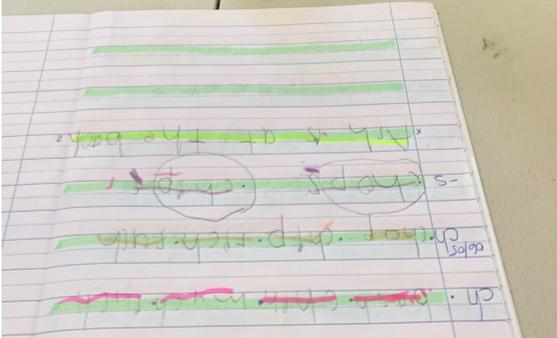
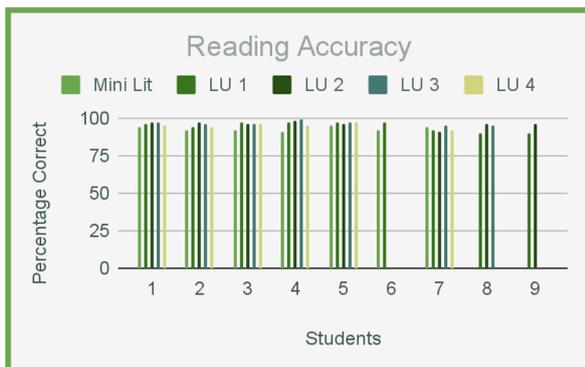
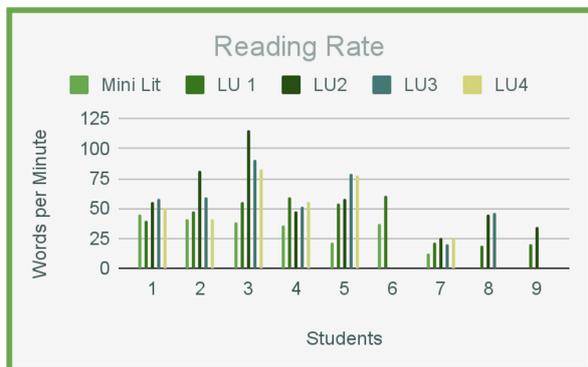


Photo: above is a student with literacy specialist Laura Coleman, in Raglan, Waikato. Thank you to the parents for allowing us to use this gorgeous photo! We are so proud of the work you are doing. Results of Laura's students below:

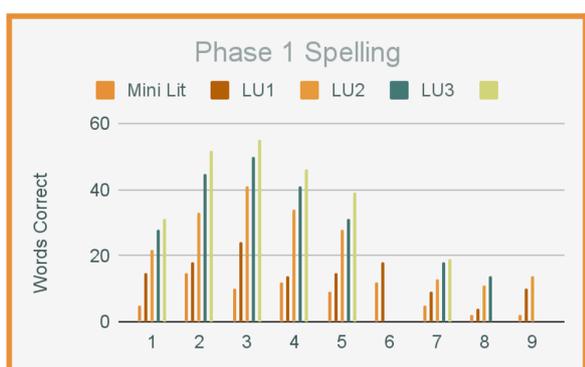
Individual Accuracy Results



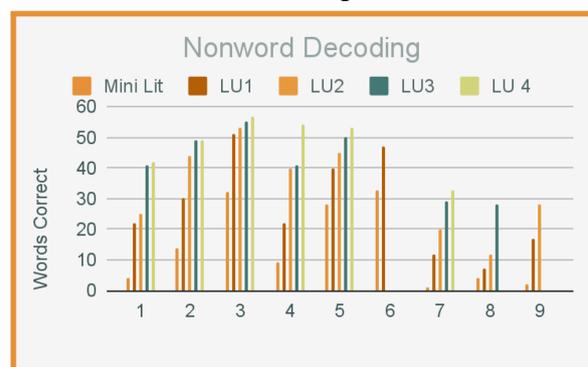
Individual WPM Results



Individual Spelling Results



Individual Nonword Decoding Results



THE
G R E A T
 NEW ZEALAND
handwriting
 CHALLENGE

AMOHI A TE
M Ā N U K A
 A O T E A R O A
ko te tuki ā-ringa

Tui Trust continues to sponsor literacy groups in Hamilton and Raglan and 2024 teamed-up with Dr Helen Walls, [The Writing Teacher](#) and launched [The Great New Zealand Handwriting Challenge](#). We are focusing on the importance of writing in this issue. Practising writing letter shapes is crucial and builds brain pathways for reading helping students learn and *remember* letter patterns and words. Writing is a fundamental skill that is essential for children to learn in order to develop their reading abilities. Writing can be especially beneficial for children who struggle with reading, as it provides a hands-on, interactive approach to learning.

One of the key reasons why writing helps children to learn to read is that it reinforces the connection between spoken and written language. When children write a word or sentence, they are actively engaging with the language and forming mental connections between the sounds they hear and the letters they see. This process helps to strengthen their understanding of phonics and decoding skills, which are essential for reading fluency.

Furthermore, writing is a powerful tool for developing orthographic mapping, which is the process of forming connections between the sounds of a word and its written form. Writing allows children to practice spelling words correctly and internalise the correct letter patterns and spelling rules, reinforce their memory of the correct spellings, making it easier for them to recognise and recall words when reading. When children write down information, they are actively engaging with the material and processing it in a meaningful way. This helps to solidify their understanding of the content and commit it to memory for future use. Writing also provides children with a visual reminder of what they have learned, which can aid in recall and reinforcement of concepts over time.

For children who struggle with reading, writing can be a valuable tool for building confidence and improving their skills. By engaging in writing activities, children can practice using the strategies and techniques they have learned in reading instruction. This hands-on approach allows them to apply their knowledge in a practical context, leading to greater mastery of reading concepts and improved overall literacy skills. Overall, writing is undeniably the single most important thing we can do to teach children how to read. By incorporating writing activities into literacy instruction, educators, parents and caregivers can help children develop essential reading skills, strengthen orthographic mapping and long-term memory, and support struggling readers in their journey to becoming proficient readers. Writing provides a valuable opportunity for children to actively engage with language, reinforce their understanding of phonics and spelling, and build confidence in their reading abilities. In this way, writing serves as a powerful and effective tool for promoting literacy development and helping children to become successful readers!



The Great NZ Handwriting Challenge, Microchallenge

OPERATIONAL

HOW MANY?

MORE THAN 3800 FOLLOWERS

Numbers taken from followers on the FaceBook Page

Benefit from this project

Handwriting should be a top priority in every New Zealand classroom. Why?

- Teaching students how to automatically write letters leads to better quality writing. When children can form letters easily, they gain memory space to express more interesting ideas.
- Practising letter shapes builds brain pathways for reading, helping students learn and remember letter patterns and words.
- Handwriting builds confidence and motivation. When students are able to hand-write easily, they feel better about their writing and are more motivated to write.
- When students hand-write about what they have learnt about, they remember the information better, and think about it with greater clarity.
- Teaching handwriting is easy and fun. Students love it, and we can teach it effectively in just **ten minutes a day**.

Our Goals:

- To build a community of advocates.
- To share information about the importance of teaching handwriting.
- To ensure that writing be taught in every New Zealand classroom, every single day.
- Together, we can make handwriting a priority in schools to transform literacy learning for New Zealand students.



Feedback

Our whole kura has made explicit handwriting a daily focus, especially in our Junior school. We have seen big changes for all ākonga and in particular ESOL and neurodivergent students. One of my year 1 ākonga proudly shared his mahi with whānau for student led conferences last week.

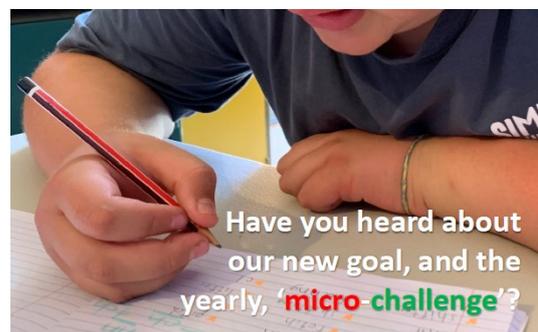
We have been implementing 10 minutes of explicit handwriting everyday across our whole kura. In my NE/year 1 class I have noticed a huge difference in their ability to write the sounds they need quicker (and neater)! Still, some work to do but that progress with the support of explicit, focussed handwriting is amazing!!

Here we are doing an amazing job school wide. We teach handwriting explicitly every day. We also have intervention groups to help students that struggle with fine motor skills and pencil grasp. We are seeing great progress.

Our whole kura has made explicit handwriting a daily focus, especially in our Junior school. We have seen big changes for all ākonga and ESOL and neurodivergent students. One of my year 1 ākonga who proudly shared his mahi with whānau for student led conferences last week.

We explicitly teach handwriting daily and students are tremendously proud of their progress made over the year! They take their handwriting seriously and love showing their work. Nothing beats their smiles when they successfully publish writing in their neatest print or exceptional cursive script. Writing time is focused and purposeful and pride and excellence is at the forefront of their minds. Thank you to Helen Walls and the Great NZ Handwriting Challenge for ensuring handwriting is a priority again in schools.

Source: via FB



We now have strong handwriting objectives in the national curriculum, so we can trust that handwriting will soon be taught in every class. This means it's time to set our sights even higher. Handwriting team, let's aim:

- **GOAL:** To establish world-leading handwriting instruction in every New Zealand classroom.
- To support this goal, we want to find as many ways as possible to get people excited about handwriting. The micro challenge is one such initiative!

Every year, we will ask teachers to send in (to our Facebook group) samples of a 'most improved' student's work. These will show progress over at least 10 weeks of daily teaching from term 1, or 2, until the end of the term 3 holidays. A junior, middle, and senior student will be selected as winners. These students will receive a \$100 koha to share with their class, to host a class party in Term 4!

Please help to share the word, by printing and sharing our handwriting challenge posters

<https://drive.google.com/file/d/1pMeyv1pnyvT5vysb0FVwfoxc00s1rt/view?usp=sharing>

https://drive.google.com/file/d/1o4y1h270Gd150a702e2p_6r103m2k/view?usp=sharing

Establishing world-leading handwriting instruction in every class is the most important first step we can all take to address low rates of achievement in writing - and in reading too.

Challenge to over 20 weeks of daily teaching from Term 1 or Term 2 until the end of Term 3 holidays! Send your samples in via the FB page to be in to win!

A junior, middle, and senior student will be selected as winners. These students will receive a \$100 koha to share with their class, to host a class party in term 4!



Providing access to quality Professional Development

With generous sponsor support we proudly facilitated literacy assistance for children aged 7–14 who face significant challenges in reading and writing Reo English. Our initiatives in 2024/2025 encompassed a broad range of interventions, including 1:1 and 2:1 sessions, group and classroom support, teacher professional development, scholarships, training tailored to specific school or child needs, and whānau engagement and assistance. To measure the impact of our efforts, we will utilise two primary methods:

- Literacy assessments conducted by practitioners and teachers.
- Huber Social Impact Surveys to capture feedback from children, whānau, teachers and facilitators.

Looking ahead we are optimistic about sustaining this positive momentum. We aim to see continued growth, with children feeling more confident, happier, and increasingly engaged in their learning journey.



Tātai Angitu | J&J LITERACY | Lifting Literacy Aotearoa

DR. NANCY YOUNG NZ TOUR 2025

Meeting the wide range of literacy needs in classrooms

6 More Scholarships up for grabs

Thanks to the generosity of **Jn Books Ltd** and **Tui Trust** we have six more scholarships to give away.

To enter:

- Like and follow our page
- Tag as many friends as possible
- Nominate either yourself or someone else for the free ticket and briefly explain why you/they deserve it.

Get your tickets here: 



Exp

on

T

How

Let



does Everything

Listen carefully.

around. Talk around.

EDS FORWARD

over time makes permanent.

redicts ability

re-correct it.

they will fill it.

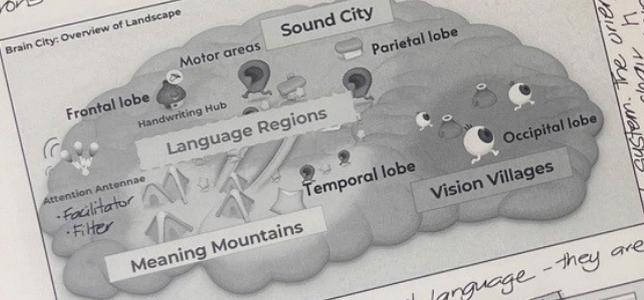
teach with passion.

Manage with compassion.

You're building a whole new city in your brain, and in this city, there are three areas...

Neurons that fire together, wire together (Hebb's rule)

8/5/24
Parallel Processing



the orientation system, the orientation system, the orientation system. A chair needs for this.

Eg turning sound city they are sound into writing into (p.A) : rainbow

Foundation of reading is oral language - they are building sound city



Supersonic portra takes burden of attention. copy the resource for HOT bat

where we store the orthographic memory of the word. mirror invariance - feature of our visual system. A chair needs for this.

1. Build spoken language
 2. Developing sound sensitivity: phonemic awareness to identify and
 3. Neuronal recycling: retrain vision neurons to identify and
 4. Connect the villages: letters recognize letters
- You have to go through sound city to get to meaning mountain

possible for writing and phonological



Cultivating the Literacy Landscape

Powered by



Learning MATTERS

Implementing effective instruction: bridging research with practical application.



Read, Write and Spell—Professional Development for Hamilton teachers at the Cultivating the Literacy Landscape Symposia AND Dr Nancy Young NZ Tour

This event was inspiring, empowering, and motivating where we were fortunate to listen and learn from three inspiring keynote speakers; Emily Hanford, Professor Pamela Snow, and Associate Professor Lorraine Hammond. We walked away with a wealth of knowledge about the WHY, WHAT, and HOW of literacy evidence-based instruction. It is important that our team at Tui Trust understand the literacy landscape in New Zealand so we can better serve our community. PD, training and talking to teachers and leaders is a very important step. This was also a good opportunity for us to spend time with Dr Olwyn Johnston, The Kiwi Reading Doctor who was one of our speakers at our Creating a Literate Community II conference in October. We also talked to the amazing speakers who were really interested in what Tui Trust does and why.

Panel discussion guests included Professor James Chapman and talked about what is happening in NZ education to make change and what more is necessary. The panel discussion bridged the incredible work happening from a grass roots level and made connections to the keynote presentations. Super impressive day!



*Photo taken by one of the kids from our Maara
Kai Whānau Support gardens*



Our Environment—supporting Whaingaroa Weedbusters

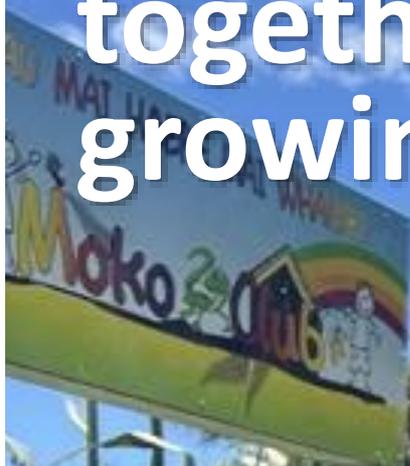


Led by Leanne Whaingaroa Weedbusters is a citizens initiated and led voluntary group working to preserve the natural environment and conserve habitat for New Zealand's native flora and fauna local to Raglan by removing pest plants.

Leanne concentrates their efforts on specific sites of value to the community such as the 2.5km long Kaitoke Walkway in central Raglan. The team work on private land and roadside reserves, and we also target specific pest plants, such as Privet, that harm the environment anywhere they arise locally. In doing this they help to ensure the local populations of precious taonga species such as Tui, Piwakawaka, Moho pereru, Weta, Riroriro and many others, will stay in our local environment for future generations to see and enjoy in our own backyards, rather than a fenced sanctuary miles away, because their habitats and their food sources are intact. "we're trying to create a culture of caring and collective responsibility for nature that feeds and sustains us," says Leanne. Nature has huge benefits to personal and societal wellbeing and working together to preserve nature fosters care for each other as well as the natural world. As a happy side effect Leanne's recent work controlling privet will also remove from our environment an allergen that causes hay fever and asthma.

Tui Trust donated \$300 to purchase drill bits, syringes and gloves that we used together with other donated tools at a recent weed busting working bee with The Church of Jesus Christ of Latter Day Saints. Leanne concludes "We can go on and use these tools at future events and again, we are very grateful that Tui Trust sees the value in what we are trying to bring about."

Bringing
children
together by
growing kai!



Increasing access to affordable, nutritious kai in our community

In the past Tui Trust worked with community and whānau focused maara kai gardens in the Waikato area.

1. Nga Taiatea Wharekura Baverstock Hamilton; 2. Moko Club ECE Ngāruawāhia; 3. Maara Kai Te Wharekura o Maniapoto; 4. Maara Kai Te Kuiti High School; 5. Maara Kai Whānau Support.

All involved in the gardens aim to protect their ancestral food systems, cultural knowledge, practices, and ceremonies associated with the production, distribution and consumption of food. There is an emphasis on providing healthy and freely available kai for as many as possible. Nga Taiatea Wharekura had over 40 intermediate aged children involved in their

Maara Kai project and we expect the same if not more student numbers from Te Kuiti High School. Maara Kai Te Wharekura o Maniapoto has a group of volunteer women who run the gardens and food banks and the funding allows their vision to teach budgeting, cooking healthy meals to be realised. Moko Club has a full roll of 42 children under five who are all involved in their *Garden to Table* project and the team encourage families to join in harvest and preparing food. Earlier this year we visited Moko Club Ngāruawāhia to see how their gardens and orchard were progressing, photo on these two pages. Its wonderful to see thriving gardens and children!

Maara Kai—Garden to Table Project

Tui Trust supports Maara Kai *Garden to Table* gardens in our community including student-led gardens at Moko Club Ngāruawāhia. We are grateful to Wendy and her team of teachers and children who find time and work consistently towards their vision of growing plentiful vegetable crops to share.



Measuring the *Social Impact* of our work—wellbeing study



Tui Trust collaborated with Huber Social to measure the social impact and well-being outcomes of our intervention projects aimed at improving literacy education for Tamariki in the schools we support. This partnership focuses on assessing how these projects contribute to the holistic development of children, particularly in enhancing literacy skills, cultural identity, and overall well-being. The following charts

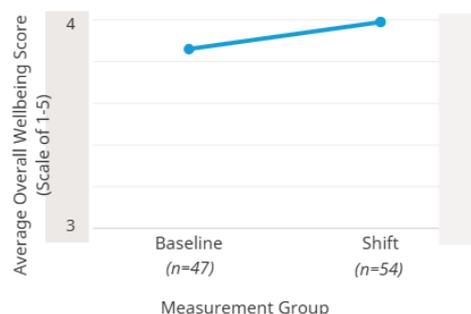
reflect the final results of the project published in March 2025, offering valuable insights into the progress. These measurements will help us evaluate the effectiveness of our interventions and guide future improvements to ensure the best outcomes for the Tamariki and schools we serve. We are pleased with the results and aim to continue our mission to uplift education and well-being in our community.

Wellbeing is Maintained Among Tamariki

Overall wellbeing is measured using a robust and established satisfaction with life scale to understand how respondents feel about their life overall.⁴ The average wellbeing score among tamariki respondents remained relatively high, rising from 3.86 at baseline to 3.99 at shift measurement (on a scale of 1-5). This change was not statistically significant, indicating that wellbeing remained stable among participants.

Given the age range of the majority of participants, maintaining wellbeing can be considered a positive outcome in itself, as research shows that wellbeing typically declines during adolescence.^{5 6}

Average Wellbeing Across All Respondents



Holistic Wellness and Belonging Predict Tamariki Wellbeing

Analysis was conducted to determine which of all 36 factors measured had the strongest relationship with wellbeing. Young people who score highly in these factors are more likely to experience higher overall wellbeing. These factors are referred to as 'Predictors of Wellbeing.'

Below are the top five factors* identified as the strongest predictors of wellbeing for tamariki. Of these predictors, four clustered around the outcome of holistic wellness, with one aligning to the outcome of belonging and inclusiveness. This aligns with Tui Trust's holistic approach to supporting young people.

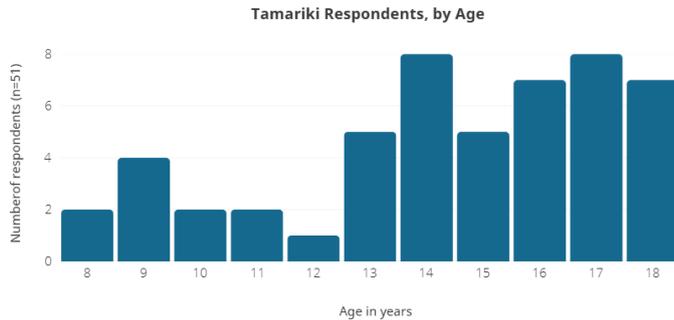


Tamariki Demographics

This page outlines the demographics of the tamariki who participated in the survey. The available demographic data for children for this report included age and whether they were part of a school or tutor group.

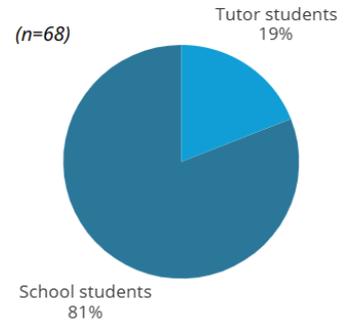
Age

78% of tamariki survey respondents were aged between 13 and 18 years.



School and Tutor Groups

Of unique respondents, 55 were students at the participating school and 13 were tutor students. Of the tutor students, eight were part of the Raglan Tutor Group (Whāingaroa) and five were in Tutor Group One.

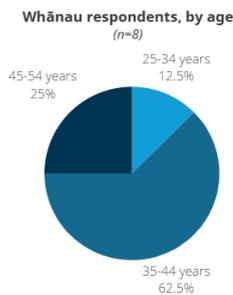


Whānau Demographics

The following provides an overview of the demographic data collected from eight unique whānau respondents. All participants in this cohort identified as female.

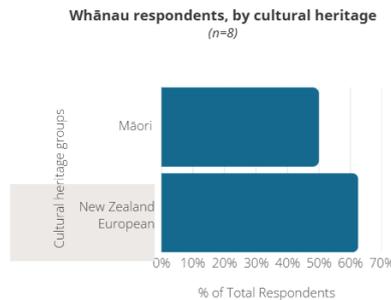
Age

The majority of whānau respondents were aged between 35-44 years.



Cultural Heritage

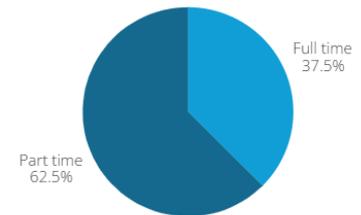
Four identified as Māori, and five identified as New Zealand European. Respondents were able to select more than one cultural heritage.



Employment

Three respondents worked full time and five worked part time. Of the part-timers, one reported they were also studying and one was self-employed.

Whānau respondents, by employment (n=8)



Improvements for Tamariki Across a Range of Outcomes

In part due to the small sample size, there were a limited number of statistically significant shifts*, although Tutor students experienced greater increases than School students. Interestingly, results showed positive shifts in both groups in the factor relating to participating in ākonga Māori activities, and Tutor students experienced a positive shift in their ākonga Māori identity. This provides encouraging evidence that increasing English proficiency does not have a negative impact on Māori identity.

Positive Shifts for Tutor Students

 Access to Cultural Opportunities +16% Opportunities to learn and participate in ākonga Māori activities and kinship including songs, stories and history	 Attitudes held towards ākonga Māori culture* +14% Being proud of their ākonga Māori identity	 Enjoyment* +11% Enjoying life and having fun	 Community Connection +9% Feeling part of their school community
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Positive Shifts for School Students



Access to Cultural Opportunities*
+10%

Opportunities to learn and participate in ākonga Māori activities and kinship including songs, stories and history



Access to Nutrition
+8%

Having healthy food to eat at home and at school



Determination
+8%
 Feeling that they are determined

Operations and Administration

Governed by our Board of Trustees, the day-to-day operations of Tui Trust are managed by our Board Executive. The crucial backing of our sponsors has enabled us to maintain focus on project development and delivery, ensure accountability, and enhance our communications with stakeholders. Regular social media updates and newsletters (as seen on the right) serve as key channels through which we share our progress and achievements with our funders.

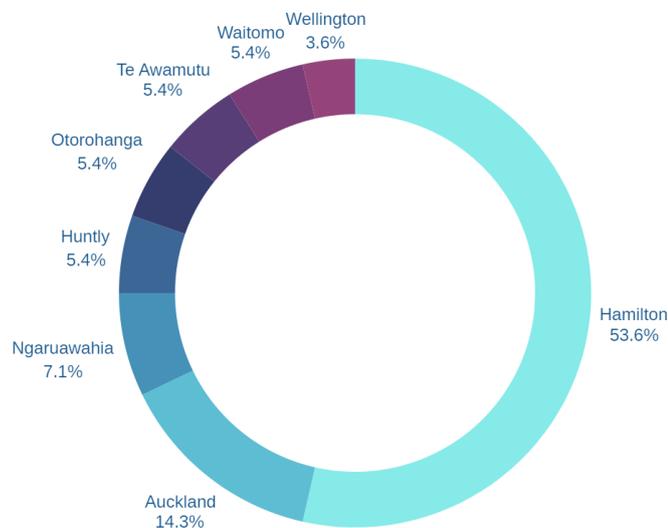
We continued to manage our website and socials providing an important resource for connecting with our audience and gathering valuable data. We are immensely grateful to our sponsors for supporting the development of this platform, which allows us to improve our engagement and reach. We are thrilled to witness our footprint growing, and this digital expansion helps us strengthen our relationship with the community and continue making a positive impact.



SUPPORTED BY TRUST WAIKATO
And THE LOTTERY GRANTS BOARD

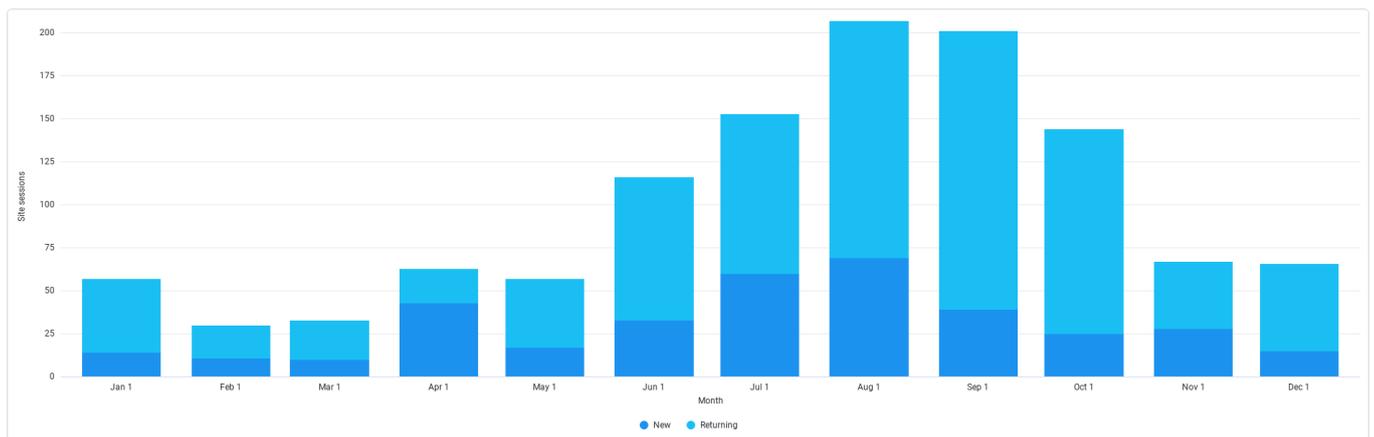


Visitors to our website



Traffic Over Time

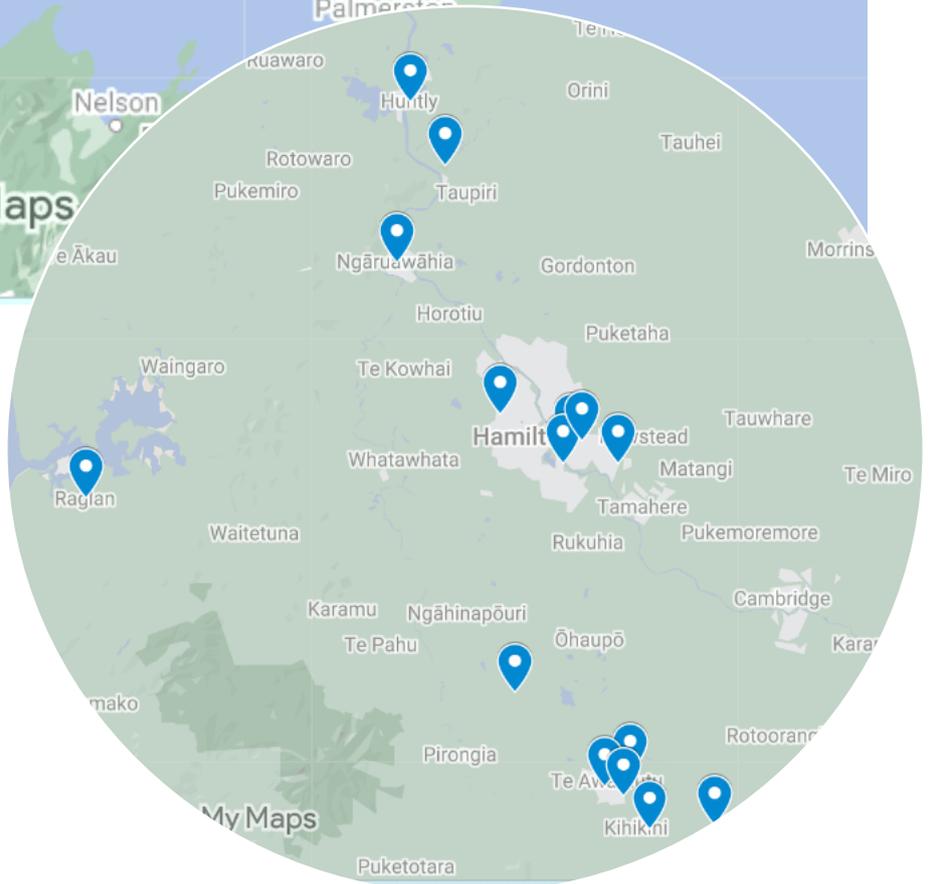
Select a time period is previous year Group by is Month Select a measure is Site sessions Split by is Visitor type Exclude bots is Yes



Areas we delivered our Projects

NEW !! Click on map image to take you to Tui Trust google maps

Google My Maps





fish is at the beach.

chops

We couldn't do it without you

THANK YOU!



A special thank you

OUR SPONSORS

Trust Waikato
Lottery Grants Board
Craig Barrett, BakerTilly Staples Rodway
WEL Energy Trust
Ministry of Social Development

MOKO CLUB CHAMPIONS

PwC Hamilton, gifted Christmas presents

INDIVIDUAL SPONSORS

Cecilia Tarrant
Piki Knap

GIVE A LITTLE

Anonymous Donation

EDUCATION ADVISOR

Mary Frewen

VOLUNTEERS

Kaden, Mary, Shane, Craig



Above: from left Piki, Tania and Fonteyn

Get involved

We couldn't do what we do without our generous and expanding community of kind-hearted supporters. We'd love you to join us - and these are just some of the ways you can get involved.

DONATE

With just a single donation you can make a life changing difference to children with learning differences.

Visit <https://givealittle.co.nz/org/tuitrust>

PROJECT SUPPORT

Our priority focus is lifting literacy rates for children with learning difficulties/differences. This is a costly investment while we wait for the recent education shake-up to take effect. In the meantime you could help us support child literacy here www.tuitrust.com

OPERATIONS SUPPORT

We are continually fundraising to ensure that our administration and operations can continue to deliver the services we provide. If you are interested in supporting our operations please email tuitrust@hotmail.com

Keep in touch!

www.facebook.com/TuiTrust

www.tuitrust.com

Can we help?

If you know of a child, family that we could assist please email tuitrust@hotmail.com





bakertilly

STAPLES RODWAY

TUI TRUST

FINANCIAL STATEMENTS

Performance Report

Tui Trust for year ended 31 March 2025

Prepared by Baker Tilly Staples Rodway Waikato LP



Compilation Report

Tui Trust

For the year ended 31 March 2025

Compilation Report to the Directors of Tui Trust.

Scope

On the basis of information provided and in accordance with Service Engagement Standard 2 Compilation of Financial Information, we have compiled the financial statements of Tui Trust for the year ended 31 March 2025.

These statements have been prepared in accordance with the accounting policies described in the Notes to these financial statements.

Responsibilities

The Trustees are solely responsible for the information contained in this financial report and have determined that the accounting policies used are appropriate to meet your needs and for the purpose that the financial statements were prepared.

The financial statements were prepared exclusively for your benefit. We do not accept responsibility to any other person for the contents of the financial statements.

No Audit or Review Engagement Undertaken

Our procedures use accounting expertise to undertake the compilation of the financial statements from information you provided. Our procedures do not include verification or validation procedures. No audit or review engagement has been performed and accordingly no assurance is expressed.

Independence

We have no involvement with Tui Trust other than for the preparation of financial statements and management reports and offering advice based on the financial information provided.

Disclaimer

We have compiled these financial statements based on information provided which has not been subject to an audit or review engagement. Accordingly, we do not accept any responsibility for the reliability, accuracy or completeness of the compiled financial information contained in the financial statements. Nor do we accept any liability of any kind whatsoever, including liability by reason of negligence, to any person for losses incurred as a result of placing reliance on this financial report.



Baker Tilly Staples Rodway Waikato LP
Chartered Accountants

Level 3, Building E
192 Anglesea Street
Hamilton

Dated: 18 June 2025



Statement of Service Performance

Tui Trust

For the year ended 31 March 2025

Description of medium to long term objectives

The Trust purpose is to support the wellbeing of children using a holistic approach, which includes, the uplifting of cultural identity, the alleviation of poverty, and a reconnection with the environment. Tui Trust has a number of outcomes and our focus for 2025 relates to the following:

- Supporting vulnerable children and their families in the local community toward better educational and life outcomes.
- Building kai gardens and structures to help educate and feed families.
- Hosting educational events to encourage and support learning development.

Description of key activities

1. The Trust serves its purpose by directly supporting impoverished families which are aligned with the purpose of the Trust. During the year ended 31 March 2025 the Trust contributed funds toward social service provision for families in Hamilton City, Te Kuiti, rural Hamilton, North Waikato region.
2. The Trust continues to support families struggling to provide the basics on their educational journey. We assist with provision of uniforms, equipment and tools children need to participate in education. The Trust supports positive experiences for tamariki through the key transitional periods.
3. The Trust funds social work to be undertaken in the Waikato in particular Huntly and Ngaruawahia to assist low socio-economic families access quality education. This work is not funded directly by the Ministry of Education and is subsidised by the Trust to enable better educational outcomes and social impacts for children and families.
4. The Trust supports Projects which aim to reduce barriers to learning and engage tamariki and whanau who are not participating in education.



Statement of Service Performance

Tui Trust

For the year ended 31 March 2025

1. Key Activities

1. Creating a Literate Community Conference

- Over 160 attendees from schools, DHBs, MOE, and literacy organizations.
- \$30,000 invested in professional development (PD) for teachers.
- Supported by Trust Waikato and Lotteries Grant Board.

2. Cultivating the Literacy Landscape Symposia

- Featured keynote speakers such as Emily Hanford and Professor Pamela Snow.
- Focused on evidence-based literacy instruction.

3. iDeaL Approach Implementation

- Structured literacy program at Ngā Taiātea Wharekura.
- Two-year commitment with PD from Learning Matters.

4. Resource Distribution

- Provided decodable books, sound cards, and literacy tools.
- \$22,000 invested in resources for students with significant and persistent learning difficulties.
- Supported by Give-A-Little and Trust Waikato.

5. The Great NZ Handwriting Challenge

- Supported PD and handwriting education.
- Created a collaborative space for teachers, parents, and literacy advocates to share strategies and resources.

6. Maara Kai Garden to Table Projects

- Over 180 tamariki are reconnecting with nature through hands-on gardening.
- Projects at:
 - Ngā Taiātea Wharekura
 - Te Kuiti High School
 - Moko Club Ngāruawāhia
- Focus on teaching sustainability, teamwork, and healthy living through edible gardens.



Statement of Financial Performance

Tui Trust

For the year ended 31 March 2025

	NOTES	2025	2024
Revenue			
Donations, koha, bequests and other general fundraising activities	1	6,517	1,898
Revenue from commercial activities	1	309	264,687
Interest, dividends and other investment revenue	1	3,544	4,233
Total Revenue		10,371	270,818
Expenses			
Employee remuneration and other related expenses	2	62,580	60,039
Expenses related to commercial activities	2	87,901	181,631
Other expenses	2	6,628	5,039
Total Expenses		157,109	246,710
Surplus/(Deficit) for the Year		(146,739)	24,109

This performance report has been approved by those charged with governance.



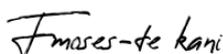
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Piki Knap

Trustee / Board Chair

24/06/2025

Date



17FA0000-8709-D63F-819F-08DDAEE9102D

Fonteyn Moses-Te Kani

Trustee / Board Member

31/07/2025

Date



17FA0000-8709-D63F-81AE-08DDAEE9102D

Natalie Muller

Trustee

29/06/2025

Date



Statement of Financial Position

Tui Trust

For the year ended 31 March 2025

	NOTES	31 MAR 2025	31 MAR 2024
Assets			
Current Assets			
Cash and short-term deposits	3	153,628	303,375
Debtors and prepayments	3	324	1,514
GST		617	-
Total Current Assets		154,569	304,890
Non-Current Assets			
Property, Plant and Equipment	5	6,432	7,398
Total Non-Current Assets		6,432	7,398
Total Assets		161,001	312,288
Liabilities			
Current Liabilities			
GST		-	3,917
Creditors and accrued expenses	4	-	707
Other current liabilities	4	984	907
Total Current Liabilities		984	5,531
Total Liabilities		984	5,531
Total Assets less Total Liabilities (Net Assets)		160,018	306,756
Accumulated Funds			
Accumulated surpluses (or deficits)	6	160,018	306,756
Total Accumulated Funds		160,018	306,756



Supporting the wellbeing of children

As of the publication of this Annual Report, we are excited to share that we are continuing to working on the production of tamariki literacy resources alongside valuable materials for *The Great New Zealand Handwriting Challenge*. Our commitment to supporting this challenge, as well as broader literacy initiatives such as LMiT, maara kai, resource development, ensuring access to quality PD will continue strongly throughout 2026. These efforts align with our mission to enhance literacy and sustainability, fostering growth and learning across the communities we serve.

We also eagerly anticipate the growth and success of the four Maara Kai Gardens we are supporting—Ngā Taiātea Wharekura and Moko Club Ngāruawāhia. These projects, which emphasise sustainable food production and community collaboration, are set to flourish in the future. We look forward to sharing updates and reporting on their progress in the future.



Handwritten text in blue ink on a piece of lined paper: "e", "riting", "olution".

Handwritten notes on a lined paper with three punch holes, written in blue ink:

- Words learn when
- Cognitive Psychology
- Language
- Phonetic rules
- Phony Ideology - 0-20 hours
- all brains learn to read in same way
- diff to read of words
- Right network must be active
- Sound level of word level
- Brain
- Errors

Our Mission

To support educational, environmental, social and cultural development for vulnerable children and whānau.

Our Purpose

Support the well-being of children using a holistic approach, which includes the uplifting of their cultural identity, the alleviation of poverty and a reconnection with the environment.

Our Function

Interrupt the inter-generational cycle of disadvantage ensuring all children have access to quality education and opportunities, developing long-term leadership and self-reliance.

ANNUAL REPORT 2024 2025



For more information please visit
www.tuitrust.com
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