



TUPOU COLLEGE

2025 ANNUAL REPORT

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1. MESSAGE FROM KEY SCHOOL BODIES

1.1 MESSAGE FROM THE CHAIRMAN OF THE COUNCIL

Together we are grateful to Almighty God for good guidance and assistance on the journey of Tupou College this year.

The College Council's duties regarding the school and the three educational pathways were fulfilled; The local education programme, known as the National Program; the Technical education or TVET programme; and the NSW curriculum or International Stream. All these programs are running well and remain popular.

This year's Church Conference decided to replace the Principal of the College, Rev. Alfred Atiola by Rev. Samuel Fonua. The Council was able to start with the good vision and courage from Rev 'Atiola (principal) and great support from their Majesties and the then President of the Church, Rev Dr 'Ahio, the General Secretary, Rev Dr Tevita Havea, the President of Education and also the support from Rev Siupeli Taliai and Rev Lopeti Taufu.

The current Principal, Rev Samiuela Fonua, was one of the secretaries of the Council from the beginning of this body. He remained the Assistant Principal for many years and worked closely with the Principal, planning the vision for the future of Tupou College. And the initiation of the decision of the Conference to change principals was made in August of this year. I am very happy to announce here This is the first experience of a smooth transition for a Principal of Tupou College. The new Principal continues to carry out the Principal's work plans that have been transferred with his role.

The Council extends its sincere gratitude and congratulations to the General Secretary and President of the Church, Rev Alifeleti Atiola, for the establishment of this Advisory Council. The reverend has returned to Maamaloa but is still a full member of the Council. The Council continues in its duties with the new Principal. Blessings too to the the Council is the acceptance by Mr Michael Parker, Headmaster of Newington College, Sydney, Australia to be a full member of the Topou College Council. The two schools continue to work together now and in the future.

Many thanks to Tupou College for the opportunity to continue to support the Council in its preparing young men of Tonga for the future of the nation.

With Thanks,

Rt Hon Dr Lord Tangi 'o Vaonukonuka



1.2 From the President of the Church

It is with heartfelt gratitude and joy that I extend my greetings to the staff, students, and families of Tupou College, and to all who share in the life and witness of this great institution.

This year's theme, "Be Present," is both a simple call and a profound reminder. It invites us not only to be physically present in the moments and places where our duty calls us — in classrooms, in worship, in service — but also to bring our hearts and minds fully before God and one another. To be present is to be attentive, to be engaged, and to be faithful.

In the Gospel of Matthew, Jesus gives this promise:

"And surely I am with you always, to the very end of the age." (Matthew 28:20)

His presence is our assurance and our strength. In every gathering, lesson, and prayer, the presence of Christ transforms ordinary moments into sacred opportunities for growth and grace.

During my twelve years as Principal of Tupou College, I have witnessed how much difference it makes when staff and students choose to be present — at the right place, at the right time, with the right spirit. Many of the College's finest moments were not marked by grandeur, but by faithfulness: a teacher's quiet dedication, a student's act of kindness, or a community united in song and service.

Now, as the College moves forward under new leadership, I rejoice to see this same spirit continuing to thrive. I urge every student and staff member to carry this theme into daily practice— to be present not only in attendance, but in attitude; not only in body, but in heart.

May the presence of God remain the guiding light of Tupou College — shaping its character, strengthening its fellowship, and inspiring its continuing mission to form young men of faith, wisdom, and service.

'Ofa Lahi Atu,
Rev Alifeleti 'Atiola
General Secretary FWCT/ Acting President



1.3 Message from the Principal

I thank the Almighty for the opportunity to work with the staff of Tupou College this year in the challenging task of preparing the future generations of the country. I'm following the lead that Rev Alifeleti Atiola started since 2014 laying the foundation for a new model to the Tupou College journey; not only to beautify Toloa, but also to make its educational programs viable. I have great respect for the leadership and dedication of the retired Principal.

The theme of this year was: the urge "To be present" – Matthew 28:20 –It is an invitation to staff and students to "Be Present" in learning, teaching, working and in prayer because the Lord is with us too.

The hope is for us to be present, only then we can identify the challenges, the suffering, the lack of knowledge, the hunger, pain, hurt and even death. And when we are present, we're helping to save the generation, for the sake of the present and the future. That is Tupou College today and I am grateful to you all. Thanks to the leadership of the Advisory Council and the Church Education Department, we were all there to complete our responsibilities.

I hope the pages of this annual report will complete the story of our existence. but I will testify; the Lord was there, doing all our things since beginning of the year. It begins from the Royal Family, the pouring of gifts from Fale Lahi, O! the humility and their willingness to come down and be as our equals! Tupou College is fortunate to have the young prince Taufa'ahau Manumataongo learning together with his generation.

Words cannot express the gratitude of Tupou College for the all the assistance received by the families and students at Toloa. To the Chairman of Advisory Council and members; To the President of Education and the Church Education Department; PTA President and its working committees including parents, President of the Alumni and their executive committee. To the Church and acquaintances, thank you for joining us in being present to our students.

We are very grateful to the Prime Minister and Government of Tonga, and our development partner; the Australian High Commission for significant funding toward the TVET Center and many development projects at Toloa, the People's Republic of China for solar power support, and the Government of Japan for the renovation of the Kitchen. Thank you very much to the various Ministries whose programs continue to enrich every aspect of student life. Finally, heartfelt thanks to Rev 'Atiola and his family; our dedicated staff; the prefects and all students of 2025.

May God bless you all.



1.4 Message from the Deputy Administration

We begin this report by offering thanks and praise to the Lord Most High for the successful conclusion of another academic year, claiming victory through the strength provided by Christ, as cited in Psalms 28:7:

The LORD is my strength and my shield; in him my heart trusts, and am helped". There's nothing else to say but to "Give thanks to the Lord, for He is good, for His steadfast love endures forever", Psalms 107:1. Tupou College commenced its 2025 academic journey on January 26th, anchored by the mission statement, 'BE PRESENT' established by the Principal and inspired by the text found in Matthew 28:20. I would like to mention, It is consistently a privilege to have His Royal Highness Prince Taufa'ahau Manumataongo Tuku'aho join us once more in this academic year. FAKAFETA'I E MAU KOLOA!

The school remains committed to the core mission of the Free Wesleyan Church of Tonga's Education Department: to educate students so they can fully acquire the requisite knowledge and skills across Spiritual, Academic, and Physical domains, according to Jesus Christ. This mission aligns with the spirit of the Lord, who "anointed me to proclaim good news to the poor," and was sent "to proclaim freedom for the prisoners and recovery of sight for the blind to set the oppressed free..."

I. Learning Support Initiatives

The Learning Support department is dedicated to assisting the school by deploying resources, strategies, and practices designed to address barriers to learning and enhance student success in their studies. We extend gratitude to Mrs. Mele Moliteka for her exemplary leadership, continuous assistance, and unwavering support for students.

Key support provisions implemented throughout the year include:

- Supervised Night Preparation: Arranging and overseeing student night preparation sessions organized by various departments: Arts subjects (Monday), Maths department (Tuesday), Science department (Wednesday), and Commerce department (Thursday).
- Supplemental Classes: Providing additional classes during term breaks, after hours, and including morning and weekend sessions. We thank the Principal for his steadfast support in these endeavors.
- Cleanliness Inspections: Acknowledgment is due to the classroom inspections leadership team, Sione Vailea, 'Ofa Napa'a, and their members, for reinforcing the maxim: "Cleanliness is next to godliness..."

II. Sport Academy Successes

Our Sports Academy operates as a facility that delivers specialized education and training to students with athletic talent, aiding in the improvement of their sports abilities. The Academy aims to cultivate the students' physical and mental health, assist boys in becoming professional athletes (particularly in rugby), and secure sports scholarships.

We recognize the immense effort of the Sports master Rev. Hingano, Siueni, Veita and the coaches and trainers of the athletic team, whose hard work culminated in the team achieving the position of 1st runner up in the overall results. We hope to claim first place in the future.

Notable achievements from the school's Rugby camp include:

- Shield Victories (Rugby Union): This year was particularly special as the school won the most shields (three) from eight competing teams, including the U18 senior team. The specific shields won were U13A, U13B, and U18.
- International Tours: The U15 and U16 boys were selected for the National team tour to Australia and a rugby tour to New Zealand.
- International Marketing: The annual marketing efforts promoting our rugby boys to New Zealand, Australia, and Japan are considered a blessing for the relevant families and schools.

III. Music Academy Achievements

The Music Academy specializes in training students, from beginners upwards, to become proficient across a variety of genres, such as brass bands, choirs, jazz, and a-cappella. The Music Academy proudly offers a diverse range of music and band groups, including the Woodwind group, A-cappella group, Live band group, Jazz band group, Senior Brass band group, Junior Brass band group, Selected Choir group, Bell Choir group, and Orchestra group.

Highlights of the year include:

- National Competition Victory: While the senior group and the school brass band group #2 secured a victory in the Tonga Inter-College brass band competition held locally during the Heilala festival.
- Tupou College Music Festival: It was an amazing event every year that the school couldn't wait for, our guest of honour for this year was the Crown prince Tupouto'a 'Ulukalala and her royal highness Princes Latufuipeka Tuku'aho.
- Every Friday Items: As for every Friday morning, Staff and students are treated with a musical item to farewell the week with.

As chairperson in the school academies, I extend sincere thanks to the director Rev 'Eloni Niu, Mele, The Choir master – 'Afa Mausia, and the rest of the Falepapa crew for their dedication, which has brought pride and joy to the Toloa communities as a whole.

IV. Media Club

Inspired by Walt Disney's proverb, "All our dreams can come true if we have the courage to pursue them...", I wish to acknowledge the crucial efforts of the Media Club. Credit is given to the head of the International Stream, Ms. Asolua Fifita, and 'Ana Atiola, alongside the rest of the media team, for their diligent work in processing our Havea magazine: KE TAU 'I AI 2025.

To conclude this report from the desk of the Deputy Principal Administration, I remind all staff and students of Tupou College "KE TAU 'I AI 2025" that genuine achievement is not determined by the height to which one ascends in 2025, but rather by the extent to which one contributes to Tupou College by being present in all aspects of TOLOA. Thank you for your contributions, which are making a difference in the year 2025. May God bless you all richly.

Faka'apa'apa atu:

Rev Taniela Manuofetoa Deputy principal administration

1.5 Message from the Deputy for the International Program

International Stream Progress in 2025

Striving for Global Excellence:

As Deputy Principal International, I am pleased to report on the progress of the International Stream during the 2025 academic year. Our division is fundamentally committed to Tupou College's mission of forming young men in faith, character, and learning, through the delivery of high-quality education and holistic development (mind, body, and spirit).

We align our efforts with the overall spiritual theme set by our Principal, who encourages the community to embody the challenge: Ke tau 'I ai (Matthew 28:20)—to be present in all aspects of college life. This theme was wholeheartedly embraced by both staff and students of the International stream. Our core mandate is ensuring strict adherence to the NSW curriculum standards set by NESA and fostering modern educational outcomes for our students.

The International Stream focuses on firm curriculum oversight to reach the goal of sustaining high academic performance, including our Key Performance Indicator (KPI) target of achieving a $\geq 85\%$ pass rate in NSW curriculum external assessments. While external examination results for 2025 are pending release, our internal monitoring predicts that all 17 Form 7i students (Year 12 equivalent) are likely to be able to pass their HSC this year. Maintaining 100% compliance with NESA deadlines and documentation standards is a continuous priority. While this remains a working progress concerning comprehensive documentation, we have reached 80% to 90% compliance at this stage and are committed to full completion by March 31, 2026, for our next resubmission.

Rigorous oversight of the NSW curriculum delivery was achieved through mostly informal audits conducted by the Head of Department and the Deputy Principal Academic-International, yielding satisfactory overall results.

For teacher development, we successfully leveraged our key international partnership by welcoming Newington College staff during July for Professional Development (PD). Our internal PD efforts focused specifically on AI integration and the upskilling of our teachers. We also continued to utilize resources and support from the Association of Independent Schools of NSW (AISNSW) to ensure our practices remain current and NESA compliant.

The International Stream is leading the College in digital integration. In line with our KPI for implementing ≥ 2 digital systems, we began to trial these artificial intelligence (AI) tools this year, including Magic School, Google NotebookLM (AI systems for teachers and students). These innovations illustrate our shift toward interactive, student-centered pedagogy. A significant achievement was realized through integration with the Science & Innovation Academy. Our students won the local "SAMSUNG Solve for Tomorrow Project Competition" for their award-winning project, "Waste to Gold Innovation," which demonstrated turning

organic waste into rich soil and harvesting heat from the compost to provide hot water for the school's dining hall.

We met our KPI target of securing ≥ 1 student per year with an overseas scholarship. The Dux of the International Stream for 2024 received a scholarship from the Australian Government to study at Monash University, Melbourne, Australia. Furthermore, we provided a one-week Induction for the incoming cohort and conducted two sessions for parents regarding NESA standards, subject selection, and career pathways.

Holistic education is achieved by promoting cultural harmony with local streams and integrating students into the College's spiritual fabric. We exceeded our KPI for joint activities, as integration is fostered routinely, happening once every week in different forms, including shared engagement in church, Sunday school, going to the bush planting crops, sports, and cultural activities.

Through collaboration with the Chaplain and Head Tutor, international students fully participated in the spiritual life and discipline systems, attending Wednesday morning Chapel, Monday and Friday morning Assemblies, Sunday morning Service, and Sunday Afternoon Sunday school.

Looking ahead to 2026, our strategic focus will be on further refinement through technology adoption, emphasizing upgrading staff members with online and AI systems and facilitating AI-supported learning and research for students.

On behalf of the International Stream, I echo the widespread gratitude expressed by the Principal in his report. We acknowledge the unending dedication of our staff, Team Leader Mrs. 'Asolua Fifita and all the staff members, and express profound gratitude to our specific external partners whose support is vital, including: the Australian Government, Japanese, and Chinese Ambassadors here in Tonga, along with Newington College and the AISNSW.

These partnerships ensure Tupou College maintains its proud legacy of striving for excellence, faith, and service.

Malo

Sefili Saimonita Paongo

Deputy Principal International Stream

1. 6 Message from TCI PTA Representative

As a parent whose son has been part of the International Department for the past four years, I feel deeply grateful for the journey he has experienced here.

From the beginning, the New South Wales Curriculum has provided him with a strong academic foundation, but what has truly enriched his growth is the way Tupou College has nurtured his character and sense of belonging. He has not only learned the subjects in the classroom but has also absorbed the values, traditions, and brotherhood that define the school's culture.

Beyond academics, his involvement in extracurricular activities has been a source of pride for our family. Joining the Brass Band has given him discipline, teamwork, and confidence, while also allowing him to contribute to the vibrant spirit of the school. The music, the camaraderie, and the shared performances have been experiences that shaped him far beyond textbooks.

I have seen him grow into a young man who respects his peers, honors his teachers, and takes pride in representing the school both in learning and in cultural life. The balance between academic excellence and cultural immersion has been invaluable, preparing him not only for future studies but also for life as a responsible and grounded individual.

We, as parents, are thankful for the dedication of the staff and the leadership that make this possible. The commitment to both education and character development is evident in every aspect of the school, and it reassures us that our children are in the right place.

With heartfelt appreciation,

Losaline Metuisela (TCI parent)

1.7 MESSAGE FROM THE STUDENT's REPRESENTATIVE

As I stand in my final year as a Higher School Certificate (HSC) student, I am honored to share my reflections as a representative of the International Department.

Studying under the New South Wales Curriculum has been both challenging and rewarding. It has pushed me to think critically, manage my time wisely, and prepare for the academic demands that lie ahead. At the same time, being part of Tupou College has given me more than just an education—it has given me a sense of identity, belonging, and pride in our school's culture.

Over the years, I have learned that Tupou College is not only about academic achievement but also about character, discipline, and service. The traditions, values, and brotherhood we share have shaped me into someone who strives to lead by example and support my peers.

Beyond the classroom, I have been privileged to take part in extracurricular activities that enrich our school life. Joining the First XV Rugby team has been one of the highlights of my journey, teaching me teamwork, dedication, and the joy of contributing to our community's spirit. These experiences have reminded me that education is not only about books and exams but also about the skills and values we carry into the wider world. It is also about connections and valuing those relationships.

As I prepare to complete my HSC, I am grateful to the teachers, staff, and fellow students who have guided and supported me. I hope to leave behind a legacy of commitment and encouragement for younger students, reminding them that success comes not only from hard work but also from embracing the culture and values of Tupou College.

With respect and gratitude,

Sione Va'unuku Kainga



2. ABOUT TUPOU COLLEGE

Tupou College, named after King Tupou I who conformed Tonga to Christianity in the 19th century, is a Free Wesleyan Church of Tonga Secondary School for boys. The College was first established in 1866 at Nuku'alofa at the location on which Queen Salote College stands today. From there it moved to Nafualu in 1921 on the site where Sia'atoutai Theological College now stands. In 1948, the school moved to Toloa in the Eastern District of Tongatapu where it still stands today.

Tonga is divided into three main island groups, Tongatapu to the south, Ha'apai in the centre, and Vava'u to the north. Tupou College is situated at Tongatapu where the capital, Nuku'alofa is located.



The College offers the following Educational Programmes:

- Tonga National Form 1 to Form 6
- University of the South Pacific Foundation (Form 7)
- Technical and Vocational Education and Training programmes (TVET)
- The New South Wales Higher School Certificate (HSC) for a selected group of students.

The Key Focus Areas at Tupou College are:

Tupou College has a holistic approach to educating its students and focuses on the following key areas:

- **Spiritual and Faith formation** - Personal Relationship and commitment to God. Positive personal relationship with teachers.
- **Physical Development** - Fit and Strong, to celebrate positive aspects of representing Tupou College and Tonga.
- **Academic** - Improve Effort – engagement and seeking to excel in all things at Tupou College and beyond.



Tupou College for the past few years enrolled more than 1000 students (Aged between 11 and 19) who board during the week at the College campus (Toloa). The students are heavily involved in many learning activities that mould them to become productive Christians striving for excellence in all aspects of their lives.

In addition to the school main academic programmes, students prepare and attend to their own food crops, play different types of sports, participate in many character-formation programmes and many other activities. Programmes are designed to equip students with skills and qualities that are crucial for today's life challenges. Tupou College's Brother school is **Newington College**, established in 1863 in Sydney, Australia. Both schools share the same founding Headmaster in James Egan Moulton (1841 – 1909). The College has a 500+ acres campus, on which crops of vegetables and fruit are grown and the largest dairy farm in Tonga. The College also managed an area of forest noted in Tonga as the Toloa Rainforest Reserve, containing a variety of plant species endemic to Tonga, as well as those no longer found elsewhere in the Kingdom.



TUPOU COLLEGE INTERNATIONAL

5.1 Key aspects of TCI

The TCI programme is designed to stretch students in their learning and draw out their best to be better equipped to serve God, their families and their communities. TCI students study a blend of the NSW and Tongan curriculum in the Junior Secondary years, moving towards the HSC curriculum and qualification. Some of the notable aspects of TCI are;



- English-medium classes to enable students to become both competent and fluent in the use of English. This generally requires students to have a pass level of English coming into the class. English as Second Language (ESL) support is offered to support a student with more limited English skills.
- Students are engaged in their learning and commit with diligence to their studies.
- Students are encouraged to take hold of their own learning, developing independent learning skills and higher order thinking skills such as critical thinking, problem-solving, pattern identification and analysis.
- Developing students' emotional intelligence – learning to work co-operatively in groups, encouraging one another at all times, bouncing back when things go wrong.
- Working co-operatively with families so that parent/family support are engaged in student learning.

5.2 TCI Values

Caring for Others

At Tupou College we value, care for and respect each other because we are all made in the image of God. We partner with parents to care for and develop the whole person - spirit, mind, and body. We build a

sense of belonging, celebrate one another's achievements, and choose to be grateful for our school and each other. We are a community that learns in a fun, creative, disciplined, encouraging and generous environment.

Striving for Mastery

TCI encourages students to strive for excellence in all aspects of life: in study, work, and in relationships with God and with people. We believe God equips every person with gifts and abilities. We seek to instill in our students a strong desire to do their very best in all that they do, an attribute that will long outlive their school years. Students are encouraged to master and apply academic and life skills to make the most of their opportunities in later life. Our goal is to equip students with the necessary skills and understanding to make wise choices and to live resilient, fulfilled, and productive lives.

Equipping for Service

At Tupou College, our motivation for service is the love that Christ has shown us: his life of servant leadership is the example we seek to follow. Staff seek to model integrity, accountability, and the value of excellence in our work. We strive to equip students with both the desire and the skills to make a difference in the lives of others. We aim to grow students who are rich in Godly wisdom and noble character.

5.3 Aims of TCI

TCI will:

- Provide a pathway for capable students to work towards the NSW HSC.
- Engage with both the Tongan National Curriculum and NSW curriculum.
- Immerse students in English language learning in the classroom, growing confidence, and capacity in its use in all forms.
- Enhance teacher Professional Learning to focus on student engagement in learning
- Equip students with lifelong and adaptive learning skills

5.4 TCI Staff 2024

	Name of Teacher	Qualifications, where and when obtained	NSW Teacher Accreditation status - number and level (if applicable)	Number of years teaching NSW curriculum	Full-time equivalent (FTE eg 0.2)	Current NESA Courses and Years taught
1	Rev Alafua Fisi'ihoi	MDivinity, Pacific School of Religions, Berkeley, USA BSc, USP, Fiji, 2005	None	7	1	Year 7, 8, 9, 10 Science & Mathematics Year 8 PDHPE, Year 11 & 12 Chemistry

2	Ms 'Ilaisipa Tahaafe	Bachelor Teaching, NZ		2	1	Year 7 English, PDHPE; Year 8 PDHPE
3	Asolua Fifita	Dip Ed (TIOE) 2004, B.A (USP) 2011, Grad Cert Ed (USP) 2018, Grad Dip Ed (USP) 2019, MEd (USP) 2023.	None	3	1	Year 11 Standard English Year 12 EAL'D English Year 12 Geography
4	Mr Kelisimi 'Atiola	BSc, USP	None	4	1	Year 8 Technology Year 7 Visual Arts Year 9 Design Technology Year 10 Design Technology
5	Ms Meleseini Faleafa	Bachelor of Arts, Auckland University, NZ	None	2	1	Year 9,10 HSIE Year 7 & 8 PDHPE Year 12 Studies of Religion
6	Mr 'Isileli Hala'ufia	BSc USP 2019	None	3	1	Year 11 & 12 Chemistry Year 11 & 12 Mathematics Standard
7	Ms Mele Latuniupulu	Dip Teaching, Bethlehem Institute NZ, 2012; BA Teaching, Waikato University NZ, 2020	None	4	1	Year 8 HSIE Year 7, 8, 9 English
8	Mr 'Eloni Niu	BA Music, Whitireia Polytechnic,	None	4	1	Year 11 & 12 Music 1

		Wellington, New Zealand				
9	Mr Samiuela Uhi Taiaamoni	Bachelor of Music	None	2	1	Year 9,10, 11, Music, PDHPE
10	Anthony Kama Tamo'ua	B.Comm Professional Accounting (USP) 2022	None	2	1	Year 9 & 10 Commerce Year 11 Business Studies Year 12 Business Studies Year 10 I.C.T
11	Ms Kathy Pereira	Dip Teach, Secondary, 1978, Sydney Teachers College; Grad Dip Ed Stud & MEd, 2006, Christian College of Higher Education.	914798/Proficient	4	0.1	Year 7,8 STEM, English (casual)
12	Mr Sione Fifita	Dip Agr Hango 2004, BAgr (USP) 2006, Grad Cert Ed (TIOE) 2013.	None	3	1	Year 9,10,11,12 Agr Technology
13	Mrs Veisia Talia'uli	B.Ed (USP) 2021	None	3	1	Year 7 Geography Year 9 Geography Year 11 Geography
14	Rev Saimonita Paongo	BTech, USP, Fiji 2003; MBA, USP, Fiji 2004	None	5	1	STEAM Year 11,12 Physics, Year 11, 12, Software Engineering
15	Mrs 'Ana Tiueti Li	Dip Ed (TIOE) 2006, BSc (USP) 2023	None	2	1	Year 11 Biology Year 10 Maths, Year 11, 12

						Advance Maths
16	Mrs 'Ana 'Atiola	B.D (Sia'atoutai) 2018	None	3	1	Year 10 History Year 11 Modern History Year 7 History
20	Mrs Fipe Fihaki	B.Sc (USP), Dip Ed (TIOE)	None	2	1	Year 12 Biology
21.	Samiu Nuku	Diploma in Education, TIOE	None	1	1	

3. Staff Professional Learning

We were able to fulfil professional learning sessions and Tupou College International teaching team was fortunate to have the Headmaster of Newington College with us leading a session. Other sessions were led by Ms Melissa Mitreski and touring staff from Newington, Dr David Mulford, 'Eseta 'Aholelei, Siulolovao 'Ahio and Asolua Fifita. Amongst the focus of these learning sessions were;

- NESA Grading Scale
- Managing Students' use of AI and be AI smart
- NESA Teaching Standards
- Unpacking NESA Curriculum for each subjects
- Reinforcements and classroom management
- Inclusive education

Most of these sessions were done interactively and all teachers of the department participated.

4.1 TCI students

General Information

Tupou College: 2025 Ann



Students of TCI is drawn from all around Tonga. The table below shows the number of students enrolled at TCI.

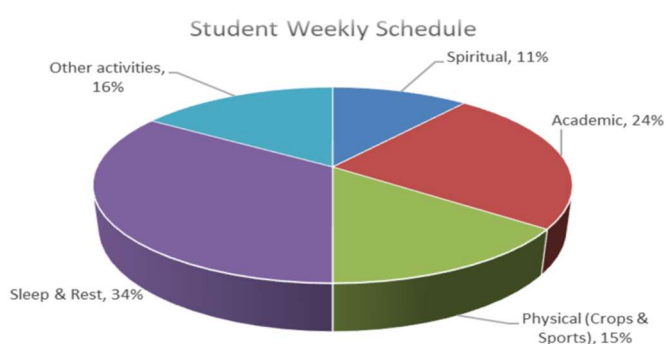
Class	Year	Count	Overseas
Form 1 international (F1i)	Year 6	22	4
Form 2 international (F2i)	Year 7	32	6
Form 3 international (F3i)	Year 8	37	7
Form 4 international (F4i)	Year 9	27	6
Form 5 international (F5i)	Year 10	24	4
Form 6 International (F6i)	Year 11	24	3
Form 7 International (F7i)	Year 12	14	2
Total		180	32

The main language of instructions at TCI is English and about 95% of the students are very comfortable writing and speaking in English. Some of the students (14%) are sons of old boys that are residing abroad but still prefers a bit of the Tupou College experience.

The average number of students per class is around 25.

Initiatives promoting respect and responsibility

Tupou College students spend 85% of their week on campus and 15% at home. A typical campus schedule starts on



Saturday evening at 6pm until the following Friday at 3pm. Students do spend Friday nights and Saturdays with their parents or guardians; enough time to do their washing and rest for a full-on week on campus. Students are required to participate in various activities that focuses on developing the whole person, the mind, body, and soul. The graph shown above illustrates the distribution of students scheduled activities in a normal week.

In addition to the normal programmes of the schools, students are rostered for various duties that promote respect and responsibilities.

The table below provides the different type of duties that a student at Tupou College is exposed to during a normal week.

Tupou College students do develop a strong sense of resilience and commitment to others as they grow to build good relationships and close bonds between them. Students tend to appreciate the importance of time, their belongings and what they normally take for granted when they are at home.

Spiritual duties	Daily prayers (morning & evening)
	Singing hymns
	Sunday service & Christian Education
	Class devotion
	Bible readings
	Chapel cleaning
	Chapel gardening
Campus duties	Food preparation
	Farming (root crops)
	Beautification of campus
	Gardening
	Cleaning of campus and dorms
	Landscaping
	Dairy farming (Sheep, cows, and pigs)
	Milking of cows
	Managing piggery
	Electrical repair
	Managing water services
	Security and parking instructors
	Canteen keeping & sales
	Time keeping
	Carpentry
Co-Curricula duties	Manage Sports gear
	Managing Gym
	Coaching clinics
	Managing music instruments
	Marching calls
	Band practices
	Choir practices
Academic duties	Classroom security & safety
	Managing Night Preparation
	Gardening & Cleaning
	Managing Science Lab
	ICT support
	Science and Commerce academy

Student Satisfaction

The enrollments for the past 3 years have been over a 1000 which indicates that the College is attracting more students now because of the high standard of its programmes. Some of the high academic ability boys around the country are enrolling at the Tupou College International because of the NSW curriculum.

Registration Data 2018 – 2025

Year	2018	2019	2020	2021	2022	2023	2024	2025
Total students enrolled	954	1094	1161	1305	1150	1180	1250	1200
Withdrawn	176	227	169	228	174	218	151	207
Active at end of Year	778	867	992	1077	976	962	1099	993

4.2 Partnership with Newington

Newington College's relationship with Tonga goes back to 1863. Newington's first Headmaster, Rev James Egan Moulton, was appointed to Newington as an interim measure to give him time to marry before taking up a Wesleyan missionary role in Tonga.

In 1866, he became the founding Headmaster of what is now Newington's brother school, Tupou College. The close relationship between the two institutions continues today.

<https://www.newington.nsw.edu.au/admissions/bursaries-scholarships/tongan-bursaries/>

The ONU Tongan Scholarship

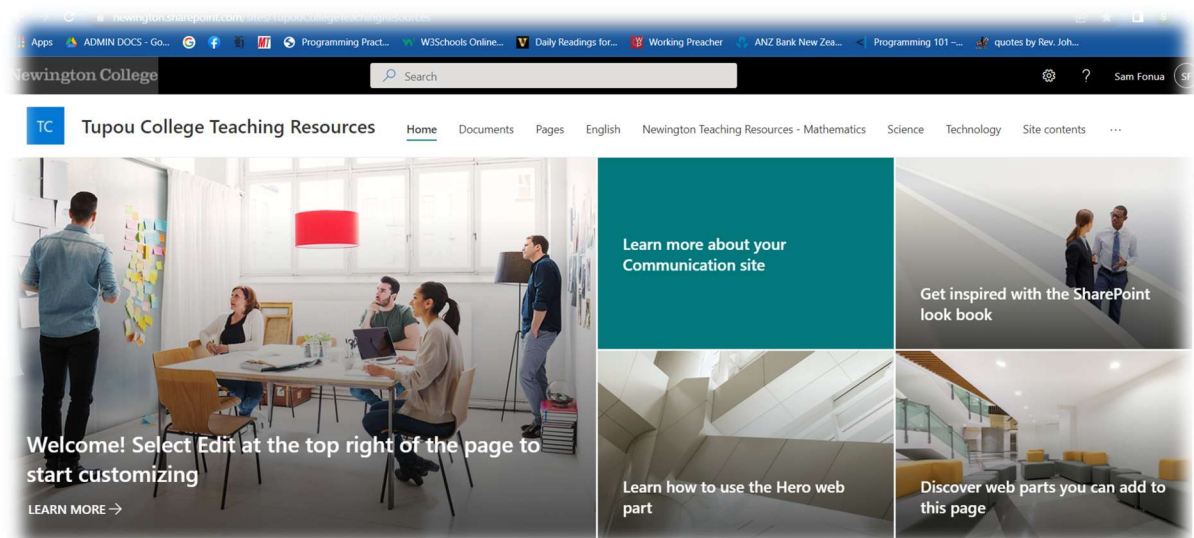
ONU Tongan Scholarships are awarded to young men who are residents of Tonga and either attend Tupou College or are sons or grandsons of Old Boys of Newington. They must be eligible to enter Year 10 as boarders and turn 16 during Year 10 or Year 11.

The recipients of the 2025 Scholarship to study at Newington were Mr Taniela Latailakepa and Mr Salesi Mapukava, both from Form 4 International.

The annual study tour group from Newington that normally visit Tupou College has been back to normal since 2023. The tour group brings with them great learning experiences and quality learning resources that Newington has to offer.



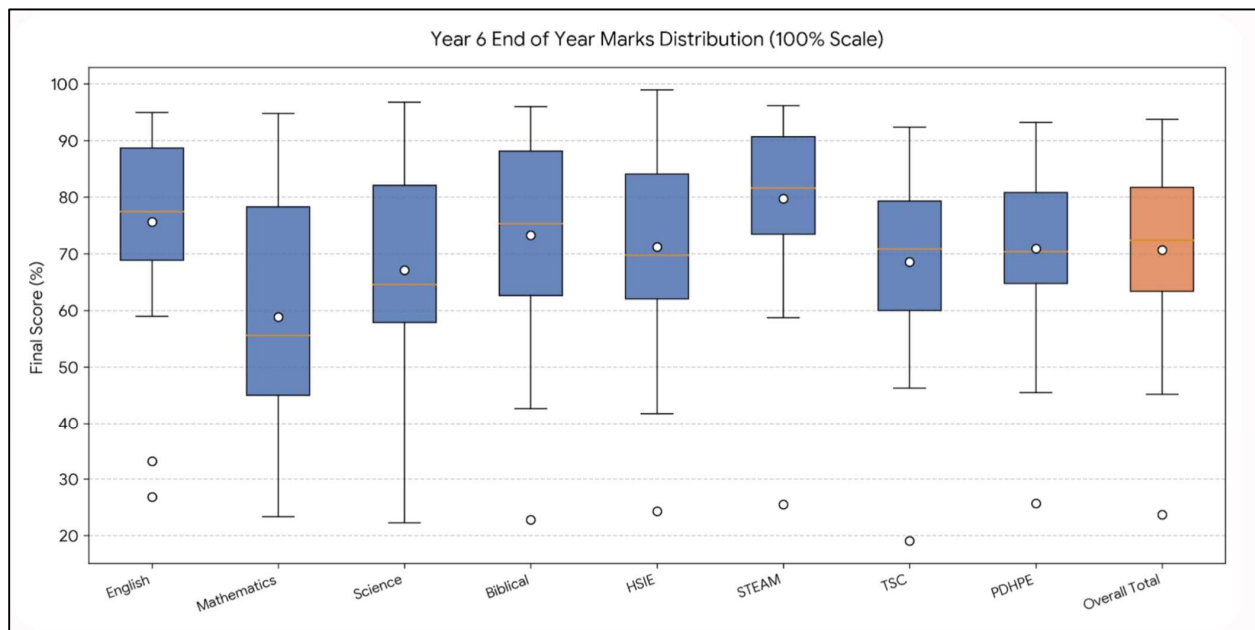
Teachers at TCI continued to make good use of the curriculum resources shared by Newington which helped with the development of scope and sequences, programmes and other teaching resources.

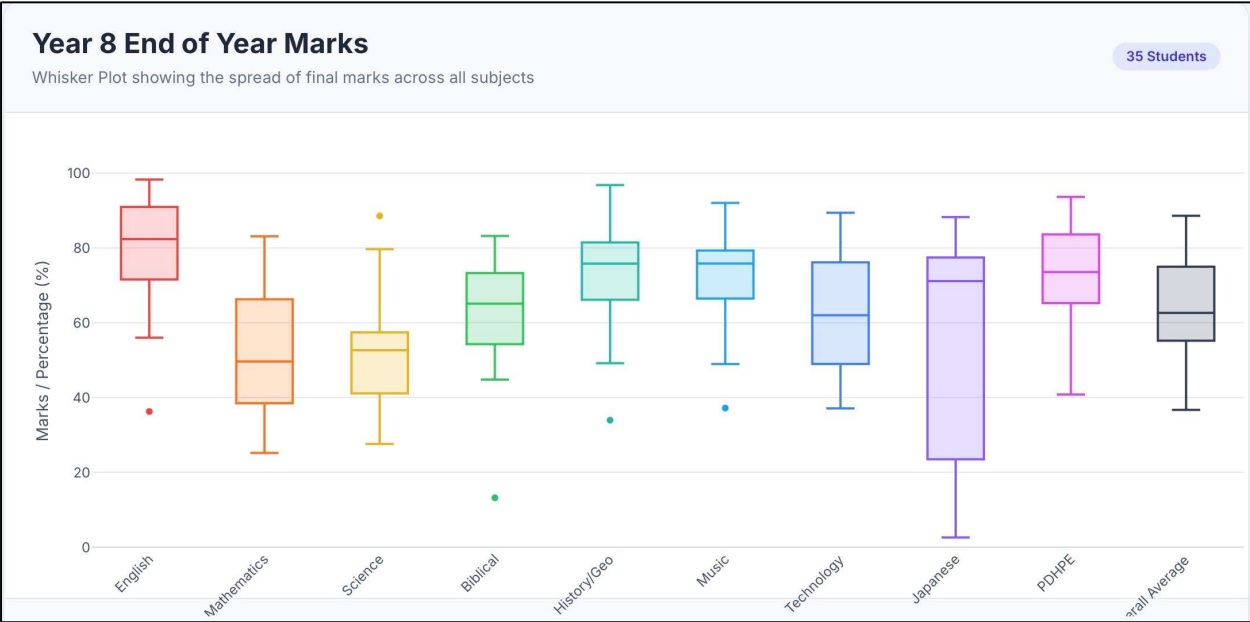
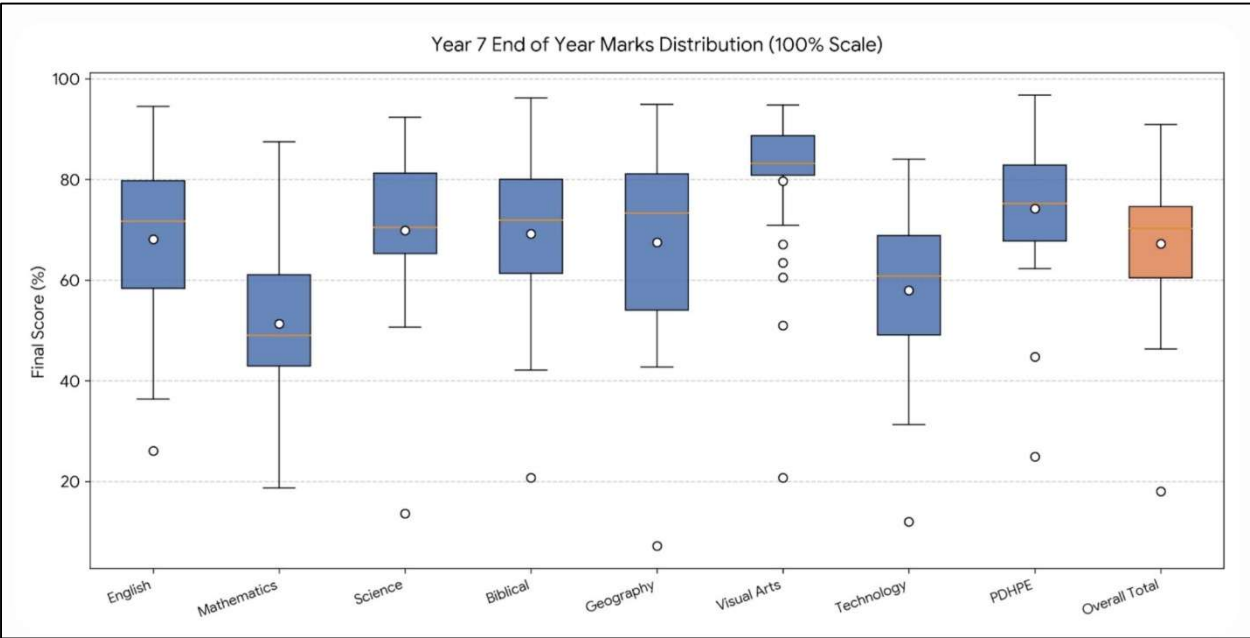


4.3 TCI Performances

TCI Academic Performance Summary 2025

The graphs below demonstrate the overall performances in each classes and spread of students' performances in each subject (Form 1i – Form 7i).

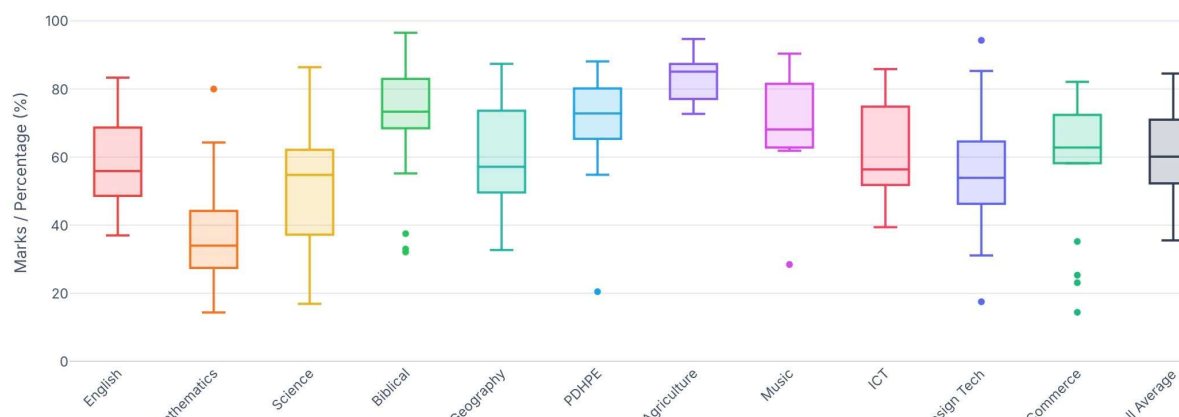




Year 9 End of Year Marks

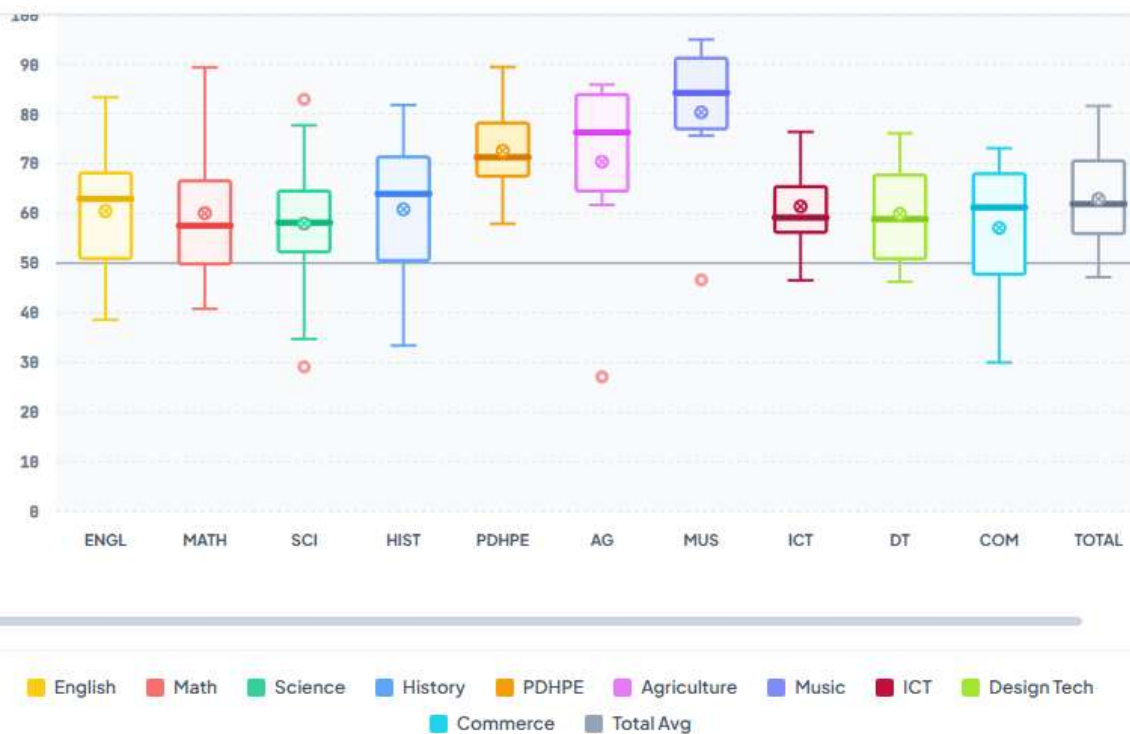
31 Students

Whisker Plot showing the spread of final marks across all subjects

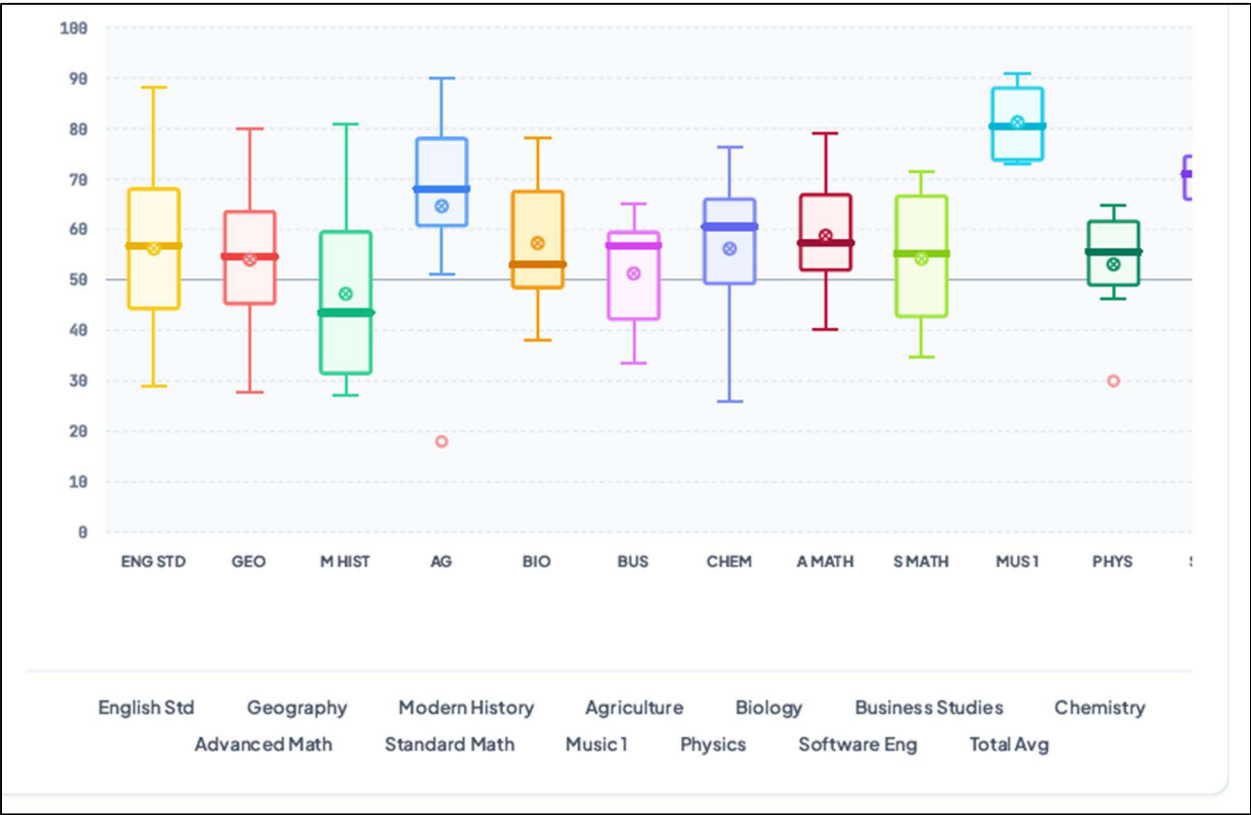


YEAR 10 ANALYSIS 2025 Cohort Marks Dashboard

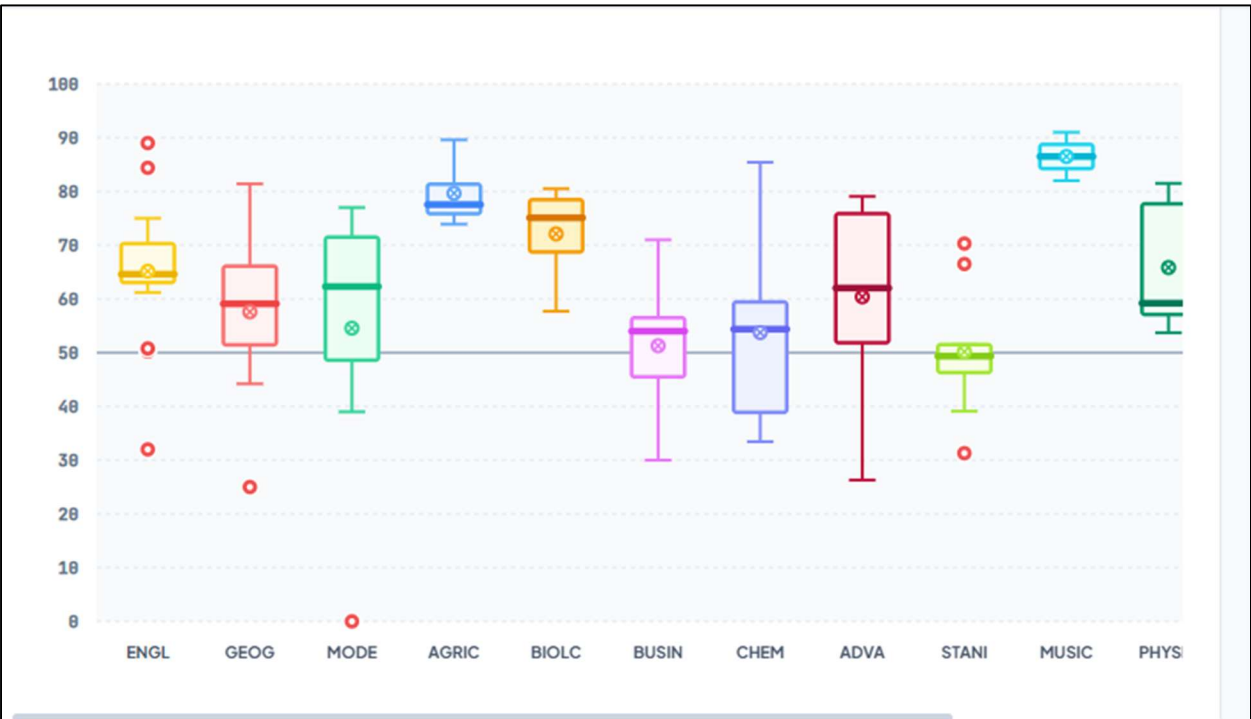
Box & Whisker Statistical Plot



YEAR 11 ANALYSIS



YEAR 12



HIGHER SCHOOL CERTIFICATE

Inn 2024, Tupou College International have its first ever cohort to sit the HSC, a total of 18 students. In 2025, a total of 17 students sat the HSC and achieved the following results.

	SUBJECTS	TOTAL NUMBER OF STUDENTS ENROLLED	HIGHEST BAND ACHIEVED		OTHER BAND ACHIEVED			
	English Standard	17	5	4	3	2	1	BAND
				3	13	1		No of achievers
Mathematics	Maths Standard	10			2	7	1	
	Maths Advance	7			3	1	3	
Science	Biology	5			2	3		
	Physics	5			1	3		
	Chemistry	6				4	2	
Applied Technology	Agriculture	4		1	2	1		
	Software Engineering	5				5		
Human Society and Its Environment	Business Studies	7			6	1		
	Geography	9			7	2		
	Modern History	6			4	2		
Creative Technology	Music 1	4	4					

CLASS OF 2025 POST SCHOOL DESTINATIONS

The role of the school is to provide quality education so that its students are able to continue on to further education here in Tonga and abroad.

The dux of the cohort through the Australian Awards secured a place for himself at the Monash University in Melbourne, Australia. The Proxime Accessit entered Unitec New Zealand and the majority of the cohorts to universities and institutions here in Tonga, such as the University of the South Pacific, Tonga National University and Tupou Tertiary Institute.

5. TUPOU COLLEGE POLICY UPDATE 2025

<http://www.tupou.to/our-policies/>

This section highlights key policy frameworks reviewed and formally approved by the College Council during the 2025 reporting period. To strengthen institutional governance, manage operational liabilities, and safeguard the school community, the Council ratified two foundational documents: The Risk Management Policy and the Preventing Sexual Exploitation, Abuse, and Harassment (PSEAH) Policy. These policies reinforce Tupou College's commitment to maintaining a safe, compliant, and legally sound environment in line with NESA registration requirements.

1. RISK MANAGEMENT POLICY

Policy Statement

Tupou College commits to safeguarding its students, staff, heritage, and reputation by proactively identifying, assessing, and managing risks. This policy integrates risk management into all aspects of the College's governance, operations, and planning.

Objectives

- Protect student welfare, safety, and spiritual well-being.
- Ensure continuous operation of College services (academic, boarding, utilities, agriculture).
- Preserve College reputation as Tonga's premier Methodist institution.
- Ensure compliance with local and international regulatory standards.
- Sustain financial viability through sound business and operational practices.

3. Scope

This policy applies to:

- Principal and SMT
- All staff and students
- All College operations, including:
 - Boarding and dormitory life
 - Teaching and learning
 - Utilities management (power, water, roads)
 - Agricultural and farming activities
 - Student work using tools and equipment
 - Business ventures (canteen, farm sales)
 - Relationships with external partners
 - Cultural and community events

4. Governance & Responsibilities

Role	Responsibilities
Principal	Maintain and update the risk register; report risks quarterly to College Council and annually to FWCT Education Committee

SMT	Identify and assess risks in areas of responsibility; implement mitigation measures
College Council	Oversight of risk management; ensure resources are available for mitigation

5. Risk Identification & Assessment

- Risks identified through:
 - Staff meetings
 - Student feedback
 - Boarding reports
 - Financial reports
 - Inspection records
- Risks assessed using:
 - Likelihood (1–5 scale)
 - Impact (1–5 scale)
 - Risk Level (Low, Medium, High, Extreme)

RISK ASSESSMENT PLAN 2025

Risk Identification	Description	Risk Assessment		Preventative Measures	Response Measures	Response Status
		Likelihood	Impact			
Boarding and Student Well-being	Bullying, abuse and corporal punishment	High	Severe	Implement clear anti-bullying policies with zero-tolerance for bullying and corporal punishment.	Prompt investigations and interventions for any reported bullying or abuse incidents.	No violence strategy implemented; zero tolerance directive issued; staff PD completed
				Regular training for staff on identifying, preventing, and addressing bullying and abuse.	Provide counselling services for affected students.	No trained counsellor yet
				Establish a confidential reporting system for students to voice concerns.	Conduct regular awareness campaigns on the harmful effects of bullying and abuse.	In-progress
				Encourage peer mentoring and positive student relationships through programs and activities.	Identify student leaders for mentoring duties	To start
	Drug use and illegal activities	High	Severe	Enforce a strict no-drug and no-alcohol policy on school premises.	Immediate disciplinary action for any violations, including counselling and possible legal action.	On-going

				Educational programs focusing on the dangers of substance abuse and illegal activities.	Partnership with local authorities for students found engaging in illegal activities.	Already discussed with Police
				Regular searches and monitoring for prohibited items within boarding facilities.		
	Difficulties with boarding and being away from parents	Medium	High	Provide emotional support through counsellors, house leaders and staff, and peer mentorship programs.	Provide additional counselling or support for students struggling with homesickness.	On-going
				Encourage regular communication between students and their families.	Regular check-ins to ensure students are adjusting well and offering extra help where necessary.	On-going
					Create a structured routine to help students feel safe and settled in their environment.	Student well-being Policy to implement
	Food security concerns	High	Severe	Diversified Crop Production	Establish a student food committee to provide feedback and suggest improvements.	To start with Prefects

				Sustainable Farm Practices – organic farming methods and crop rotation	Ensure quick response to food shortages by having emergency supply channels.	On-going
				Proper storage and preservation – ensure freezer works.	Provide nutritional counselling for students facing health issues related to diet.	
				Water management – water conservation	Develop a plan for outbreaks	Emergency response plan in place
				Soil and Fertility management – regularly rest soil.	Farm support and Soil rehabilitation and usage rotation plan	
Natural Disaster Risks	Vulnerability to cyclones, earthquakes, and flooding.	High	Severe	Infrastructure resilience – retrofit older buildings to meet modern standards	Develop an emergency preparedness plan, conduct regular drills, and ensure buildings comply with safety standards.	Underway – Preventive maintenance plan drafted with proper inspections cycle
				Environmental management – promote reforestation and implement sustainable agricultural practices	- Medical Care & First Aid – stockpile emergency medical supplies – provide mental health services eg counselling for students.	
					Communication system – ensure functionality;	On-going

					Conduct termly evacuation drills.	
Operational Risks	Poor Classroom standards and lack of facilities	High	High	Regular inspections.	Establish a maintenance team and set up plans to address urgent issues	Classroom inspection procedure in place
				Collaborative planning – need budget for it.	Provide training to staff on optimizing use of available facilities to enhance teaching - improvisation	
	Lack of Staff Commitment and high dropout rates	High	High	Set clear expectations and rewards	Exit Interviews for staff – get a better understanding of why they leave	
				Create ongoing professional development opportunities to improve skills.	Retention strategies – set up initiatives such as mentorship programs – recognition of achievements	Started
				Offer flexible schedules and wellness programs to improve staff wellbeing – Work life balance	Team Building activities - regular	Started
				Foster a supportive work environment		Started
	Poor Condition of staff Housing	High	High	Develop a regular schedule for maintenance	Quick repairs – set up a system for address issues promptly	Repair work started

				of staff housing to prevent deterioration.	Regular inspection of staff housing	On-going
	No staff evaluation system	High	High	Develop and implement a formal staff evaluation process to assess performance regularly.	Constructive feedback – clear action for development	Trial started
				Clear performance metrics – expectations	Support for struggling staff – offer coaching, mentoring or extra training	
				Professional development alignment – ensure that the evaluation system is linked to professional growth opportunities	Staff PD schedule with aligned with identified goals	To start with 2025 evaluation
	No maintenance plan for buildings	High	High	Develop a maintenance plan for buildings and infrastructure.	Establish clear emergency response eg for plumbing failures and electrical faults.	Started
				Allocate budget for maintenance	If we can't fix them internally – engage external contractors for urgent or specialised repairs	To seek financial support
Compliance and Curriculum	Compliance with NESA requirements for the	Severe	Severe	Regular training and updates – keep staff informed on	Immediate action plan for non-compliance – what's our corrective	PD plan being developed

	international program			NESA's evolving regulations through continuous professional development.	action plan to address any gaps or deficiencies.	
				Establish a Compliance Officer/Team	Liaise with NESA – engage in direct communication with NESA to understand the issue.	Compliance officer recruited already
				Create a compliance checklist	Corrective Staff for Training – if staff members are found to be lacking in compliance knowledge, arrange for retraining sessions	Completed
				Conduct regular internal audits and review – whether we meet the standards	Temporary suspension – Consider suspending the non-compliant part of the prog or modifying it until full compliance is achieved.	Started
	Compliance with TNQAB for the TVET Program	Medium	High	Regular review of the program against TNQAB standards. Adjust teaching content to ensure compliance.	Course review and modification – ensure all changes are documented.	Progressing – Compliance gap analysis started; staff training calendar set; corrective action plan tracked in QMS.

				Staff Training	Addressing non-compliance – take immediate steps to rectify the situation by revising course content or delivery methods	
				Engage with TNQAB	Feedback from stakeholder – from students, parents, trainers, industry bodies etc.	Ongoing – Controls being embedded; documentation tracked in QMS; periodic review scheduled.
Infrastructure and Resources	Dependency on firewood for cooking.	Medium	High	Transition to clean energy – sustainable cooking method, stove efficiency programs – seek partnership with NGOs that promote clean energy solutions for cooking.	Establish an emergency supply chain for alternative cooking fuels like gas/charcoal.	Solar Power project installed
	Insufficient IT and power infrastructure.	High	High	Capacity building - regularly assess power and IT usage.	Backup power systems – we have a generator already.	Installed already and maintained
					Build IT Support-responsive help desk.	Seek IT staff
	Need for sustainable water infrastructure.	High	High	Regularly water monitoring.	Regular repair and maintenance of water supply.	Ongoing

				Stable Sources of Water.	Establish emergency water supply.	Extra Water sources being prepared
	No provision for disability students or visitors.	High	High	Design and implement facilities that are accessible to people with disabilities.	Emergency plans – ensure students or visitors with disabilities are accounted for.	Partially implemented
Governance and Management	Implement a structured staff evaluation and development process.	Medium	Severe	Regular performance appraisals, clear evaluation criteria, integrate individual development plans into the evaluation process – peer view system.	Immediate support for underperforming staff, implement corrective actions to improve performance – recognition programs or other incentives to boost morale.	Staff Evaluation is being implemented
	Strengthen the advisory council's role and authority in decision-making.			For Council – establish formal reporting channels between Council and Education Committee	Periodic review of governance structure.	On-going
	Define clear accountability measures for the principal and other executive roles.			Develop clear JD for the Principals and Execs outlining KPS and expectations.	Set up accountability meetings – Council and Execs to review progress, discuss challenges and establish corrective actions.	A real challenge
	Develop leadership training programs to			Establish a systematic approach to identify high	Leadership replacement – if performance fails to improve	

	prepare candidates for executive positions.			potential staff and leaders who can be developed for leadership roles.	after interventions and action plans – consider restructuring the leadership team.	
	Create leadership development training programs – mentorship and coaching.			Regular monitoring of the training programs.		
				Ensure leaders continue to develop and evolve by providing ongoing learning and professional development opportunities.		
Health Risks	Establish health and safety protocols for disease prevention and management .	High	High	Develop health protocols – clear, easy to follow.	Activate emergency response plan.	Partially implemented – Emergency response plan drafted
	Run awareness programs to educate staff and students			Establish clear communication channels with health officials, all staff and students.	Operational - liaison with clinic established; stock levels monitored.	
	Set up pandemic preparedness plan – partnership with health authorities.					
	Prepare contingency plans for pandemics and other health emergencies.					

2. PREVENTING SEXUAL EXPLOITATION, ABUSE AND HARASSMENT (PSEAH)

OVERVIEW

Tupou College (TCT) is a Christian Secondary boarding school for boys of the Free Wesleyan Church of Tonga, offering TVET, National Tongan and International qualifications for students. Its vision is that

“students of Tupou College are able to recognise their full potential and gain the confidence to embrace life and are encouraged with a love of learning”.

Tupou College has more than 1,100 students (aged between 11 and 19) who board during the week at the College and there is a wide range of activities that mould learners to become productive Christians who strive for excellence in all aspects of their lives.

Tupou College (TCT) is committed to ensuring a safe and supportive environment for all students, staff, and the wider community. The College has implemented a PSEAH (Prevention of Sexual Exploitation, Abuse, and Harassment) Policy to prevent and address any forms of SEAH. This policy sets clear guidelines for all staff, students, volunteers, and parents to maintain a respectful environment.

The College prioritizes safeguarding vulnerable individuals, upholding high standards of conduct, and addressing any incidents of SEAH with care and confidentiality. Tupou College aims to create a safe, trusting, and inclusive environment where all members can learn and grow without fear of exploitation or abuse.

CHRISTIAN RATIONALE

Tupou College is committed to honouring God by raising leaders who positively impact society, guided by the Great Commandment to love God and our neighbour (Luke 10:27). In this spirit, the College prioritizes the Prevention of Sexual Exploitation, Abuse, and Harassment (PSEAH), ensuring the protection and well-being of all individuals, especially students in our care.

Our procedures reflect love, respect, and a commitment to safeguarding students, staff, volunteers, and the wider community from harm. The College aims to create a safe environment where all are protected from sexual exploitation, abuse, and harassment, and are trained to live according to God's love in their future roles.

Tupou College adheres to government laws on safeguarding and implements systems to ensure compliance and the safety of all members of the community.

PURPOSE OF THIS DOCUMENT

The purpose of having a Prevention of Sexual Exploitation, Abuse, and Harassment (PSEAH) Policy in our organization is to ensure that we create and maintain a safe and respectful environment for all individuals, particularly vulnerable adults and children. At the core of our operations is a commitment to respecting the dignity and basic human rights of every person, ensuring their safety and well-being.

Given the nature of our work, our staff, contractors, and volunteers are often in positions of authority and trust. This makes it crucial to prevent any abuse of power for exploitative or harmful purposes. The PSEAH Policy serves to uphold high standards of personal and professional

conduct, requiring all individuals within the organization to act responsibly and ethically at all times.

Sexual exploitation, abuse, and harassment (SEAH) are serious violations of fundamental human rights, and we are committed to preventing such behaviour within our organization. The policy sets clear expectations for how we will respond to SEAH incidents, promoting an organizational culture that prioritizes safeguarding.

Additionally, the policy emphasizes our responsibility to protect those who may be affected by SEAH, encouraging them to report any incidents. We ensure that all reports are handled with the utmost sensitivity and confidentiality, giving survivors the support they need while maintaining trust in the organization.

By implementing this policy, we aim to safeguard vulnerable individuals, uphold human rights, and ensure that our workplace remains a secure environment for all.

Scope/Persons Affected

The following (though not limited to) must comply with this Policy in the course of their work and when representing Tupou College:

- All staff of Tupou College – Principal, Executives, Teaching Staff, Support workers and volunteers.
- Any associated person carrying out work for the school including workers under the Free Wesleyan Church of Tonga and parents.
- Any Contractors and their personnel
- Consultants, advisors and contracted individuals that provide services to the School.
- Grant recipients, awardees
- Sponsorship partners
- Partner governments and multilateral organisations
 - Government agencies which have agreements in place with the Australian Department of Foreign Affairs or Australian Volunteers International (funded or unfunded)
 - Multilateral partners
 - Other partner governments.

All of the aforementioned must comply with the standards of behaviour set out in this Tupou College Prevention of Sexual Exploitation, Abuse, and Harassment Policy.

These individuals and groups are expected to act in accordance with the principles and reporting requirements outlined in this Policy. They must also abide by their own relevant policies, international declarations, conventions, agreements and domestic legal frameworks that relate to preventing sexual exploitation, abuse and harassment.

Legal Obligations

The legal obligations to ensure the safety of children at school are effected through the **Tongan Education Act 2013**

GUIDING PRINCIPLES

The principles outlined below underpin best practice when developing a PSEAH policy and approach.

Zero tolerance of inaction.

Behaviour by member of Tupou College that results in the sexual exploitation or abuse of a child or adult, helps facilitate SEAH or where allegations of SEAH are ignored, will not be tolerated and we will immediately respond and take seriously any concerns raised. The reporting of incidents and responses is an indicator that the risk of SEAH is being managed appropriately. Zero tolerance is defined as acting on every allegation in a fair and reasonable way with due regard for procedural fairness.

Strong leadership to accelerate culture change.

Strong leadership is essential to set organisational culture, and therefore leaders need to set clear expectations and model respectful behaviour in their interactions at work. This will support communities, victims/survivors and whistleblowers to feel safe, report concerns and be assured their allegations are taken seriously.

- Strong leaders address SEAH by taking measures to improve diversity and inclusion. This can include:
- strong, actionable human resource procedures that embed gender equality and PSEAH.
- inclusion of PSEAH discussions in board meetings.
- having senior champions responsible for PSEAH and encouraging staff gender balance particularly in senior roles.

Victim/survivor needs are prioritised.

A survivor-centred approach puts the safety, wishes and interest of the survivor first, above all other considerations. This means that the survivor should be empowered. They must be in control. What the survivor needs and wants must be at the centre of any assistance we give. This approach:

- Treats the survivor with dignity and respect.
- Involves the survivor in decision making.
- Provides the survivor with comprehensive information.
- Protects privacy and confidentiality.
- Does not discriminate based on gender, age, race/ethnicity, ability, sexual orientation, or other characteristics.
- Considers the need for counselling and health services to assist the victim/survivor with their recovery.

Preventing Sexual Exploitation, Abuse and Harassment is a shared responsibility.

Preventing Sexual Exploitation, Abuse and Harassment is everyone's responsibility. Real change to reduce SEAH will not occur unless every sector plays a role — government, business, non-government organisations, institutions, communities and individuals. DFAT requires the commitment, support and

investment of its partners for this Policy to be effective. All organisations have a responsibility to build their capacity to deal sensitively and effectively with SEAH that occurs in the course of their work.

Gender inequality and other power imbalances are addressed.

Tupou College particularly recognises that gender, disability, age, sexual orientation and poverty have powerful intersection points with the likelihood of SEAH. There are also power imbalances at play. Inequalities based on the distinctions of worker/beneficiary; ability/disability; ethnic and Indigenous status; religion; gender identity and sexual orientation; age; health and poverty, can also result in SEAH. The intersection of gender with other forms of inequality can further increase the likelihood of SEAH occurring.

Tupou College actions promote gender equality, child protection & safeguarding, social inclusion and accountability towards a 'do no harm' approach.

Stronger reporting will enhance accountability and transparency.

Sexual exploitation, abuse and harassment is a failure of responsibility. Stronger reporting allows an organisation to better monitor SEAH, understand risks, improve assurance and work with organisations to improve systems and safeguards accordingly. Reporting will also help to focus organisations on the issue by providing a regular prompt that PSEAH is a core obligation of their work.

Tupou College aims to prevent SEAH through implementation of this Policy, communication, training and working collaboratively with all workers and partner organisations to safeguard everyone against SEAH.

POLICY

The following list of expected behaviors applies to all Tupou College staff, students, workers, and any associated individuals (e.g. volunteers) in both their personal and professional lives. At all times, staff are expected to:

- Maintain a duty to act in a manner which upholds the values and reputation of Tupou College.
- Undertake to create and maintain a safe and trusted environment that promotes the implementation of this Policy and safeguards everyone from SEAH.
- Comply with all relevant laws of the country of residence, or in which he or she is travelling.
- Be aware that sexual behaviour is an area of particular sensitivity, where conduct may more easily be seen as offensive or be misinterpreted.
- Avoid actions or behaviours that could be perceived by others as sexual exploitation, abuse or harassment underpinned by a 'do no harm' approach.
- Ensure personal conduct towards a co-worker/staff/student is not exploitative or such that it reasonably leads to a perception of exploitation.
- Ensure photographs, films, videos, including those in social media posts, present vulnerable people in a dignified and respectful manner and not in a vulnerable or submissive manner. This includes ensuring that vulnerable people are adequately clothed and not in poses that could be seen as sexually suggestive.
- Ensure that social media use and the sharing of photographs, films and videos are underpinned by informed consent principles and documentation of the informed consent.

- Read and agree to abide by the expected behaviours outlined in the relevant code of conduct.
- Immediately report to any members of the Tupou College Senior Leadership Team any concern, suspicion or allegation of SEAH or any alleged policy non-compliance. (Reporting procedures are outlined below).

In addition, Tupou College staff and students must adhere to the following expected behaviours:

- Tupou College staff and students must not engage in sexual relationships with volunteers, downstream partners, beneficiaries, contractors, interns, mentors, advisors, alumni, Council members, or parents as these relationships are based on inherently unequal power dynamics and there is the potential for abuse of power. Such relationships undermine the credibility and integrity of Tupou College.

It is strictly prohibited for any staff employed by Tupou College or associated people and their roles: eg: volunteers, contractors, to:

- Sexually exploit or abuse or sexually harass a child or adult.
- Use their position of trust and authority to request any service or sexual favour from beneficiaries of Tupou College, adults, children or others in the communities in which Tupou College works, in return for protection or assistance, or coerce a person to engage in sexual intercourse or any sexual activity.
- Exchange or withhold from beneficiaries of Tupou College - adults, children or others in the communities in *which* Tupou College *works* - money, food, employment, goods, assistance or services for sex or sexual favours or other forms of humiliating, degrading or exploitative behaviour.
- Use Tupou College or partner organisation facilities, personnel or resources for the purpose of arranging or facilitating access to sex workers by any person, including visitors to Tupou College or programs.
- Engage in sexual activity with a child under any circumstance. Even in a country where the age of majority or the age of consent is lower than 18 years, Tupou College workers and volunteers, contractors, grant recipients, downstream partners, board members, mentors, advisors, interns, parents, or any other individuals associated with Tupou College are forbidden to have sexual activity with anyone under the age of 18 years. A mistaken belief that the child is over 18 is no defence.
- Use computers, mobile phones, video cameras, cameras or other technology inappropriately, or to exploit or harass children and/or adults, or to access or disseminate child exploitative material and/or sexually exploitative material through any medium, including social media.
- Procure sex for others, and/or use a third party to do so.

DEFINITIONS

Worker: All staff, consultants, contractors, office volunteers, interns, the Board, visitors, or anyone engaged to undertake work for Tupou College.

Partner Organisations: Free Wesleyan Church of Tonga and all schools under the Free Wesleyan Church of Tonga.

Safeguarding: Actions, policies and procedures that create and maintain protective environments to protect people from exploitation, harm and abuse.

Sexual exploitation, abuse and harassment (SEAH) occurs against a child or an adult and can occur between people of the same or different genders. It includes situations such as:

- Sexual exploitation and abuse;
- Sexual harassment;
- Child sexual abuse and exploitation;
- Women and men sexually exploited through sex work;
- Possessing, controlling, producing, distributing, obtaining or transmitting sexually exploitative
- Images of adults and children; and
- Possessing, controlling, producing, distributing, obtaining or transmitting photographs or videos that may not be explicitly sexual in nature or sexually provocative, however they could be considered sexual in nature if for instance the image would likely cause offence, humiliation or intimidation to the subject of the image.

Sexual Exploitation - any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another.

Sexual Abuse - the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.

Sexual Harassment - any verbal or physical conduct or any conduct of a sexual nature that is unwelcome, uninvited or not reciprocated in circumstances in which a reasonable person, having regard to all the circumstances would have reasonably anticipated the possibility that the person harassed would be offended, humiliated or intimidated. This can include unwelcome sexual advances or unwelcome requests for sexual favours or displaying or sending sexually explicit images or asking intrusive questions about someone's personal life, including their sex life. Sexual harassment can take various forms. It can be direct and/or indirect, physical and/or verbal, repeated or one-off instances and perpetrated by any person of any gender towards any person of any gender. Sexual harassment can be perpetrated against beneficiaries of AVI's programs, program participants, community members, citizens, as well as employees and workers.

Child Sexual Abuse - the use of a child for sexual gratification by an adult or significantly older child or adolescent. Sexually abusive behaviours can include fondling genitals; masturbation; oral sex; vaginal or anal penetration by a penis, finger or any other object; fondling breasts; voyeurism; exhibitionism; and exposing the child to, or involving the child in, pornography (see Tupou College Child Protection Policy).

Child Exploitation - one or more of the following:

- Committing or coercing another person to commit an act or acts of abuse against a child.

- Possessing, controlling, producing, distributing, obtaining or transmitting child exploitation
- Material.
- Committing or coercing another person to commit an act or acts of grooming or online grooming.
- Using a minor for profit, labour, sexual gratification, or some other personal or financial advantage.

Online Child Sexual Exploitation (or child pornography) - in accordance with the Optional Protocol to the Convention on the Rights of the Child, 'child pornography' means 'any representation, by whatever means, of a child engaged in real or simulated explicit sexual activities or any representation of the sexual parts of a child for primarily sexual purposes.

Child – any person under the age of eighteen (18) years as defined by the Convention on the Rights of the Child irrespective of local country definitions of when a child reaches adulthood.

Vulnerable adults - those aged over 18 years and who identify themselves as unable to take care of themselves/ protect themselves from harm or exploitation; or who, due to their gender, mental or physical health, disability, ethnicity, religious identity, sexual orientation, economic or social status, or as a result of disasters and conflicts, are deemed to be at risk.

Survivor - A person who has SEAH perpetrated against him/her/them or an attempt to perpetrate SEAH against him/her/them.

Young person - a person aged 17 or under.

Breach of Policy

Sexual exploitation, abuse, and harassment committed by Tupou College staff, including both paid and voluntary workers, volunteers, and parents, are considered severe misconduct and may result in termination of employment, funding, or services.

Disciplinary actions and possible consequences for breaching the Tupou College PSEAH Policy may include:

- Referral to local law enforcement authorities (as per national and any mandatory reporting laws), where appropriate.
- Referral to the Tonga Police Service.
- internal investigation which may include an externally engaged investigator.
- Perpetrator standing aside with pay pending investigation.
- Performance management and disciplinary action including formal warnings.
- Training, mentoring and support where appropriate.

Shared Responsibility

All Tupou College workers are responsible for championing good practice and maintaining an organisational culture that prioritises safeguarding against SEAH. Managers and leaders at all levels have responsibilities to support and develop systems that maintain an environment that facilitates implementation of the PSEAH Policy. This includes ensuring that Tupou College workers and appropriate

employed or associated people and their roles: eg: volunteers, contractors, grant recipients, downstream partners etc) understand policy obligations. Managers and leaders must create a safe environment at Tupou College for anyone to come forward and raise allegations or concerns of SEAH and immediately respond to any reports. This will be done by:

- Providing survivors with a safe (and protected) space, where survivors can speak.
- Ensuring informed consent, confidentiality and data protection with any recording and sharing of information.
- Offering referral to counselling and other support services, in line with the wishes and welfare of survivors.
- Assisting survivors to document and lodge a report, in line with the wishes of the survivor
- Clearly and openly communicating with survivors, including giving feedback on what will happen next.
- Inviting survivors to have a support person with them at any time in the reporting and response process.
- Making every effort to meet survivors' needs, including accommodating requests to have a person of a particular gender present at the time of disclosure.

PSEAH Training and induction

Tupou College ensures that **all staff** and **associated people** (including volunteers, contractors, grant recipients, and downstream partners) receive **induction** and **regular refresher training** on **PSEAH**.

PSEAH Training will cover the following key areas:

- **Familiarization with the PSEAH Policy:** All staff and associated people will be introduced to the PSEAH Policy, ensuring they understand the College's commitment to preventing sexual exploitation, abuse, and harassment.
- **Expected Behaviours:** Training will include clear guidelines on acceptable and unacceptable behaviours, emphasizing the importance of maintaining a safe and respectful environment for all.
- **PSEAH Reporting Process:** Training will outline the procedures for reporting concerns of SEAH, ensuring all participants understand the correct channels and protocols.
- **Role of the Safeguarding Focal Point:** Staff and associated people will be educated about the role of the **Safeguarding Focal Point** and how they can support the reporting and resolution process.

Tupou College will provide **regular refresher training** to ensure all staff remain informed of current policies, legal updates, and best practices in preventing SEAH.

Recruitment and interview process

To ensure the safety and well-being of children and vulnerable individuals, **Tupou College** will apply **robust recruitment and screening procedures** for all **staff** and **associated people** (including volunteers, contractors, grant recipients, downstream partners, etc.) to reduce the risk of engaging individuals who pose an unacceptable risk to children or vulnerable adults.

These procedures will include:

- **Criminal History Checks:** All candidates will undergo thorough criminal history checks to identify any potential risks to children or vulnerable adults.
- **Referee Checks:** References will be sought from the applicant's previous places of employment or volunteer work, including overseas positions, with specific questions regarding any concerns related to sexual misconduct or safeguarding issues.
- **Personnel Records:** The College will ensure that personnel records include any performance or conduct issues, particularly related to concerns or allegations of SEAH.
- **Employment Contracts:** All employment or volunteer contracts will include provisions for **disciplinary action**, including the **termination of employment or assignment** if there is a breach of this policy.

Additionally, during the interview process, **targeted behavioural questions** related to **safeguarding** will be incorporated to assess a candidate's commitment to protecting vulnerable children and adults. These questions will focus on the candidate's:

- Understanding of **safeguarding principles** and the **PSEAH policy**.
- Ability to recognize and respond to incidents or risks of SEAH.
- Experience in maintaining appropriate **boundaries** with children and vulnerable adults.
- Approach to handling **disclosures of abuse** or other misconduct.

By incorporating these measures, Tupou College ensures that all individuals working within the institution are not only qualified but also committed to upholding the highest standards of safeguarding.

SEAH Risk Management Process

1. Risk Identification:

- Regular assessments to identify SEAH risks in school activities and relationships.
- Document risks in a Risk Register (Appendix 1), categorized by likelihood and impact.

2. Risk Assessment:

Tupou College will use the **Safeguarding Risk Assessment Template** (Appendix 2) as a tool to identify and manage safeguarding risks both at the organizational and activity levels. This template supports the organization in identifying safeguarding gaps and strengthening safeguarding practices.

The risk assessment process consists of two key steps:

Step 1 – Assess Organizational Capacity

The first step involves evaluating the College's capacity to meet safeguarding minimum standards. This includes assessing policies, procedures, and resources in place to safeguard children and vulnerable adults, as well as the general safeguarding culture within the organization.

Step 2 – Identify Activity – Specific Risks and Mitigation Strategies

The second step involves identifying risks specific to particular activities or interactions, such as field trips, one-on-one staff-student interactions, or other high-risk situations. Once risks

are identified, mitigation strategies will be put in place to reduce or manage these risks effectively.

Using the Safeguarding Risk Assessment Template, risks will be prioritized based on their severity and the potential harm to children and vulnerable adults. This helps ensure that the College addresses the most critical risks first while implementing long-term strategies for managing others.

3. Controls and Mitigation:

- Policies: Clear SEAH policies outlining unacceptable behavior.
- Training: Mandatory SEAH awareness training for staff, students, and volunteers.
- Supervision: Increased supervision during high-risk activities (e.g., field trips, one-on-one interactions).
- Reporting: Confidential, accessible reporting channels for incidents.
- Background Checks: Thorough checks on staff and volunteers.
- Boundaries: Clear guidelines on appropriate staff-student interactions.

4. Incident Response:

- Provide immediate support for victims.
- Follow a clear investigation protocol with protection for complainants.
- Implement disciplinary actions as necessary.

5. Monitoring and Review:

- Regularly update risk assessments, review policies, and gather feedback.
- Conduct audits to ensure controls are effective.

6. Reporting and Documentation:

- Maintain secure, confidential records of incidents and actions.
- Provide regular reports to leadership and stakeholders.

7. Continuous Improvement:

- Regular updates to policies and practices based on new risks or legal requirements.
- Foster a culture of feedback and improvement.

External Support and Resources

Tupou College is actively seeking **PSEAH/safeguarding risk assessment resources** and expert support for the continuous development and improvement of SEAH-related risk management processes. This will help ensure that the College remains up to date with best practices in safeguarding and SEAH risk management.

Reporting and Investigation

How to Report

Tupou College provides a safe, supportive, and secure environment for reporting alleged incidents of SEAH or policy non-compliance. All concerns will be taken seriously and addressed immediately, following both Tupou College and Donor reporting requirements, and with respect for the survivor's wishes and welfare.

All reports of SEAH will be documented by Tupou College, regardless of whether the incident is substantiated or a full investigation is required. At the survivor's request, Tupou College will de-identify complaints to maintain confidentiality. The principles of natural justice will apply to all investigations.

Tupou College workers and associated people (e.g., volunteers, contractors, grant recipients, downstream partners) are required to immediately report any concerns, suspicions, or allegations of SEAH or breaches of the Tupou College PSEAH Policy.

Concerns can be reported to the following individuals or groups:

- Tupou College Council
- President of Education & Education Standing Committee – Free Wesleyan Church of Tonga
- President of the Free Wesleyan Church of Tonga

Tupou College workers may report concerns to:

- Executives – Principal, Deputy Principals, and Head Tutor
- Senior Leadership – Head of TVET, Dean of International Stream, Dean of National Stream, Heads of Departments, and House Leads

Visitors, beneficiaries, and members of the public may report concerns to:

- Executives – Principal, Deputy Principals, and Head Tutor
- Senior Leadership – Head of TVET, Dean of International Stream, Dean of National Stream, Heads of Departments, and House Leads
- Member(s) of the Tupou College Council

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8.1.

Managing Reports

Individuals reporting SEAH in good faith, or cooperating with an investigation, will be protected under this Policy. However, malicious or vexatious reports intended to harm another person's integrity or reputation are considered serious misconduct and will result in disciplinary action, up to and including termination of employment. This does not apply to reports made in good faith based on the information available at the time, even if an investigation does not substantiate the allegations.

Reporting and investigation progress will be regularly communicated to the Tupou College Senior Leadership Team and Tupou College Council members.

External Reporting

Where it is safe to do so, and in accordance with the wishes and welfare of survivors, alleged SEAH incidents will be reported to the appropriate local authorities. If an Australian Volunteers International (AVI) staff member or participant/volunteer is involved as either the survivor or alleged perpetrator, Tupou College must report the incident to AVI immediately, as AVI has strict reporting timeframes.

Investigations

Tupou College will conduct SEAH investigations in a timely, fair, objective manner, maintaining confidentiality to the greatest extent possible. This includes the use of appropriate interviewing practice with complainants and witnesses along with the **PESAH Investigation Report** (Appendix 3).

These reports will include findings, actions taken, and outcomes of the investigation, while maintaining confidentiality in accordance with the survivor's wishes and relevant privacy regulations. All information and documented evidence will be held securely and in the strictest confidence as far as is appropriate

Survivor Support and Assistance

Tupou College will adopt a survivor-centred approach in preventing and responding to SEAH. Tupou College will ensure that all responses are developed in a manner that balances respect for due process with a survivor centred approach in which the survivor's wishes, safety and wellbeing remain a priority in all matters and procedures. Furthermore, all actions taken should be guided by respect for choices, wishes, rights and dignity of the survivor.

Tupou College will ensure survivors of SEAH are offered support and assistance such as referral to safe health/medical, psychosocial and legal/justice response where appropriate and where required to specialised children's or women's services.

Survivors will be provided with information on the progression of an investigation and final outcomes.

Partner Organisations

Tupou College will work with Partner Organisations, funding donors and grantees in the prevention of SEAH and Partner Organisations will be advised of avenues available to report concerns regarding SEAH within Tupou College.

HOW SEAH INCIDENT RECORDS ARE KEPT

1. **Incident Register:**

SEAH incidents are documented in a confidential incident register, including key details such as the date, type of incident, individuals involved, actions taken, and follow-up procedures.

2. **Evidence Files:**

Each incident has a corresponding evidence file containing statements, reports, and any relevant documentation, securely stored for confidentiality.

3. **Storage and Security:**

Records are stored securely:

- **Digital:** Encrypted and password-protected databases with limited access.

- **Physical:** Locked cabinets or safes, accessible only to authorized personnel.
- 4. **Confidentiality and Access Control:**
Access to records, including incident documentation and investigation reports, is restricted to designated staff, with all actions logged for accountability purposes.
- 5. **Retention and Disposal:**
Records are retained for a set period as required by law, and securely disposed of or archived after this time.

Responsibilities

Tupou College Council	• Approve the PSEAH Policy, hold the Executives and Senior Leadership Team accountable. • Ensure Tupou College meets its obligations.
Principal & Executive Team	• Ensure compliance with the processes and policies set out in this document. • Review of this document as changes are made to the relevant laws. • Maintain systems for a safe environment for students. • Ensure systems for reporting and investigating incidents. • Maintain records of any investigations.
Senior Leadership Team	• Lead by example in adhering to and promoting the PSEAH Policy. • Provide support and guidance to staff to foster a culture of safeguarding and respect. • Ensure staff are properly trained in PSEAH procedures and their responsibilities.
All workers	• Understand and follow the Tupou College PSEAH Policy. • Report all allegations or concerns of PSEAH to the appropriate designated authority (e.g., Principal or designated staff). • Cooperate with investigations and safeguard the dignity of all involved.
Volunteers, contractors, grant recipients, downstream partners etc	• Understand and adhere to Tupou College's PSEAH Policy. • Report all PSEAH-related concerns or allegations to the appropriate designated authority (e.g., Principal or designated staff). • Actively contribute to a safe and respectful environment at all times.

Evaluation and Performance

Tupou College will monitor PSEAH Policy compliance through:

1. **Regular Audits:** Conduct internal and external audits to assess policy adherence.
2. **Incident Reporting System:** Track and respond to reports through a confidential system.

3. **Staff Training:** Monitor training attendance and effectiveness in understanding the policy.
4. **Feedback Mechanisms:** Use surveys to gather feedback on policy implementation.
5. **Performance Reviews:** Include PSEAH compliance in staff performance evaluations.
6. **External Collaboration:** Partner with local authorities for oversight and evaluation.

These approaches will align with the College's existing governance frameworks and policies.