



# Taumata School

# Annual Report

## 2024



Collaboration



Creativity



Authentic Learning



Learner Agency



Grit

# Taumata School: Annual Report 2024

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## School Vision and Mission:

Welcome to Taumata School, where our Board's mission is clear:  
to create a world-class learning experience that prepares and empowers learners for the adventure that is life.

Our vision statement, "Empowered to Learn; Empowered for Life!" serves as our guiding light, shaping every aspect of our educational approach. At Taumata School we are committed to providing not only academic excellence but also fostering the skills and mindset needed for a lifelong journey of empowerment and success.

## 2024 Review:

### Looking Ahead to 2025: Our Vision and Commitment

As we step into a new year, we do so with enthusiasm, purpose, and a clear vision for the journey ahead in 2025. Taumata School, though still young in years, remains steadfast in its commitment to delivering exceptional educational opportunities and experiences for the vibrant communities of The Lakes and Pyes Pā.

Our vision, "Empowered to learn, empowered for life," reflects our unwavering belief that by teaching children how to learn, we equip them with the knowledge and skills to pursue their passions, interests, and future aspirations. Our purpose is clear: to ensure our students develop strong literacy and numeracy foundations, providing them with the choices and opportunities needed to reach their full potential beyond school. We firmly believe that education is a powerful tool for driving social mobility, shaping a workforce ready for the future, and ultimately unlocking a better future for Aotearoa New Zealand.

In 2025, the government's renewed focus on structured and mastery approaches to learning in Reading, Writing, and Mathematics will bring significant shifts in pedagogical practice. As a school, we are committed to embracing these changes, ensuring our teaching and learning is sequential, explicit, and evidence-based. While this shift will require adaptation, we are dedicated to using data and research to guide our direction, ensuring every student receives high-quality, targeted instruction that meets their needs.



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As a Board, we remain committed to our mission: to provide a world-class learning experience that empowers and prepares learners for the adventure that is life. Our kura, deeply connected to the history of Ngāi Tamarāwaho, reflects strong ties to the values of local hapū. We are dedicated to fostering an inclusive environment where every child feels their culture is valued, while maintaining a steadfast commitment to the bicultural partnerships of Aotearoa New Zealand.

Signed Principal:

*Genavier Fuller*

Signed Presiding Member:

DocuSigned by:  
*Ben Fitchett*  
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## Taumata School Board 2024:

Tumuaki / Principal	Genavier Fuller
Presiding Member / Tiamana o te Poari	Ben Fitchett
Board Members / Ngā Mema o te Poari	Gareth Thomas Andrew Tarr Arlenna Porteners (Staff Representative) Mark McIlroy Lauren Bradley

Date of Annual Report Submission:	March 2025
Consultation: Conducted through community surveys, parent/whanau hui, google form surveys, board meetings and staff/student surveys.	

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## 2024 Celebrations and Wonderings:

### Conceptual Curriculum and Te Tai Whanake:

In **2024**, our conceptual curriculum continues to strengthen its focus on deep, meaningful learning experiences linked to both local narratives and broader curriculum goals.

In **Semester One (Terms 1 and 2)**, our learning is centred around **Te Toka a Tirikawa**, connecting to the whakataukī "*Ahakoā uhiuhi ngā ngaru, ka whakaea anō Te Toka a Tirikawa*" — despite the thrashing of the waves, the toka of Tirikawa remains resolute. This concept allows students to explore themes of grit, resilience, and determination, supported by the pūrākau of Kinomoerua.

In **Semester Two (Terms 3 and 4)**, we will explore **Ūkaipō**, referencing "*the nourishing connection to our homelands that feeds our wairua*." This concept will empower students to make deep connections back to their homelands and whakapapa, while exploring curriculum topics related to health, wellbeing, the living world, identity, and culture.

Across 2024, students at Taumata School continue to engage with learning connected to kōrero from Ngāti Ranginui's **Te Tai Whanake** platform. Our school is proud to have been an original trial site for Te Tai Whanake, prior to its public launch in October 2023. Taumata School's role in the launch — through celebration of our journey and providing valuable feedback to iwi and Kāhui Ako teams, has helped shape and strengthen the resource for wider implementation across schools. We are fortunate to continue working closely with kaumātua, in particular Des Tata, whose guidance supports the development of our localised curriculum and enhances professional learning for our staff.

### People and Talent Development:

In 2024 we introduced a significant infrastructure change across the school based on the work of Russell Bishops' "Leading to the North East". The school was organised based on Phases of Learning and 3 pedagogical coaches were appointed with a specific focus on growing effective teacher



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pedagogy across the school. These roles alongside curriculum lead roles have seen a significant transformation in our teaching and learning focus and our commitment to improved teaching pedagogies that are impactful. A survey of staff in Term 4 identified that this was a significant ‘positive’ influence in confidence in teaching, professional growth and collective efficacy. We hope to further refine and improve on this development in 2025

## School Wide Professional Learning:

Taumata School continues to make strong progress in **Structured Literacy**. Through deliberate and sustained focus on building teacher competencies, we continued to see measurable positive impact on student learning outcomes. Our commitment to structured literacy has resulted in significant improvements in reading proficiency, spelling, and overall language development across the school.

In 2024 we shifted away from our DMIC focus of previous years looking to implement greater structure and science of learning principles. The Mathematics lead alongside the Deputy Principal introduced the Taumata Way Mathematics focus to provide the necessary scope and sequence and desired pedagogies. This will continue to be a work in progress in 2025 with the introduction of Maths No Problem.

## Strategic Plan 2024-2025

Empowered learners who flourish within an enriched, evidence informed, local curriculum				
Initiative / NELPS	Actions Taken	What did we achieve?	Evidence	Reason for Variance
<ul style="list-style-type: none"><li>Develop and implement a clearly defined, evidence-based</li></ul>	<ul style="list-style-type: none"><li>Build a shared understanding of the progress and achievement aspirations for students in Reading and Mathematics</li></ul>	<ul style="list-style-type: none"><li>Continued professional learning with Learning Matters and onboarding of Phase 3 learning coaches and new staff</li><li>Clarity around common code of practice across the school in Reading</li></ul>	<ul style="list-style-type: none"><li>Regular coaching and support through learning matters - continued investment alongside</li></ul>	<ul style="list-style-type: none"><li>Common code of practice model in Reading, Writing and Mathematics developed into common practice models for effective</li></ul>

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<p>model of learning (content and pedagogy) in READING</p> <ul style="list-style-type: none"> <li>Develop and implement a clearly defined, evidence-based model of learning (content and pedagogy) in MATHEMATICS</li> <li>Embed the Ngati Ranginui Ao Maori concepts for each phase of the Tai Whanake curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Share and embed a common code of pedagogy in Reading and Mathematics</li> <li>Implement pedagogical coach model to support development of effective practice</li> <li>Clarity around students not making expected progress and why</li> <li>Scrutinise baseline data and desired outcomes - build internal accountability</li> <li>Engage stakeholders in annual achievement goals and actions</li> <li>Undertake learning coach observations and provide regular feedback on practice</li> <li>Build capability through coaching</li> <li>Develop robust induction programme for new team members</li> <li>Establish robust assessment framework and high expectations for improvement</li> <li>Develop ways to check in and celebrate success and achievement</li> <li>Build social media and external communication to highlight progress and achievement</li> <li>Appoint Kahui Ako Within School Lead to champion Te Tai Whanake and ensure proactive planning</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of Pedagogical Coach model to support professional learning and growth of staff</li> <li>Tier 2 support provision for students achieving below expected levels of achievement</li> <li>Clarity around baseline data across the school and OTJ information</li> <li>Engagement of parents in Tier 2 learning support meetings with a focus on accelerated learning</li> <li>Teacher Observations and spiral of inquiry to measure professional growth</li> <li>Clear coaching models and feedback</li> <li>Engagement in Professional Support around Leading to the North East models and the GPILSEO Model - investment in professional leadership development with Cognition Education</li> <li>Induction process refined to support onboarding of new staff members</li> <li>Improved ownership of team data and pedagogical coaches leading robust conversations around student achievement data in Reading, Writing and Mathematics</li> <li>Assessment framework refined further to reflect structured literacy</li> <li>A shift away from Learning Through Play - and self exploration to guided play/provocations as a concept</li> <li>Leadership study inquiry to Gold Coast demonstrates a necessary shift towards direct and explicit teacher direction. Also a shift away from differentiation towards adaptive teaching models</li> </ul>	<p>professional learning hours (CF PLD)</p> <ul style="list-style-type: none"> <li>Common Code of Practice Model draft implemented</li> <li>Coaching model developed to support professional growth cycle for all learning coaches</li> <li>Clarity and developing consistency in mathematics and reading in learning spaces</li> <li>Coaching and modelling supported by learning matters across all learning areas</li> <li>Ongoing implementation of Te Tai Whanake in conceptual curriculum approach</li> <li>Te Reo Maori learning and workshops provided across the school</li> <li>Developing readiness to move to Level 4B Bilingual Funding in 2025</li> </ul>	<p>practice</p> <ul style="list-style-type: none"> <li>Clarity around student voice determined in coaching models</li> <li>OTJ's continue to be a challenge to build shared and common expectations - this will be further explored in 2025 - but a focus on standardized tool data will inform the data picture</li> <li>Implementation of our Taumata way in Mathematics needs further refinement.</li> <li>Government announcement in late 2024 dictates that each school will introduce the English and Mathematics expectations in 2025 using structured literacy approaches and a mastery mathematics approach.</li> <li>Assessment in 2025 to include a standardised tool - either e-asttle or PAT scale scores to use as support of value added</li> <li>As a school decision made to align with Kahui Ako in Mathematics and implement Maths No Problem</li> </ul>
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	<ul style="list-style-type: none"> <li>and fidelity to the iwi aspirations</li> <li>Normalise the expectation of Te Tai Whanake and Reo Maori across the curriculum</li> </ul>			
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### Empowered leaders of learning will flourish as skilled educators with a passion for learning and professional growth

Initiative / NELPS	Actions Taken	What did we achieve?	Evidence	Reason for Variance
<ul style="list-style-type: none"> <li>Improve effective teaching practice through the implementation of a common code of pedagogy in Reading and Mathematics</li> <li>Continue to build upon teacher capabilities in Te Reo Maori and Tikanga Maori.</li> <li>Develop and implement a</li> </ul>	<ul style="list-style-type: none"> <li>Complete a baseline to determine where learning coaches are at in relation to the common code of pedagogy (self-assessment/P C observation)</li> <li>Implement and clarify Pedagogical Coach roles that lead to improved teaching and learning practice across teams</li> <li>Adopt a coaching model that support growth and development and precision in pedagogy</li> <li>Scrutinise student achievement data</li> </ul>	<ul style="list-style-type: none"> <li>Pedagogical Coach roles defined in Term 1 and ongoing feedback collated on effectiveness of the roles</li> <li>Pedagogical Coaches aligned to phases of learning and focused on coaching effective teacher pedagogy</li> <li>Pedagogical Coaches and leadership work with Cognition Education - Aliese White to support coaching models, student voice collation and improved teacher practice</li> <li>Robust conversations around common code of practice across the school and regular sprint cycles of inquiry into practice</li> <li>Regular leadership meetings with pedagogical coaches around student achievement data, teacher capabilities and fidelity in teaching practice across the school</li> <li>Induction of new staff members refined further and regular meetings with leadershipAll staff engaged in growing capabilities in Te Reo Maori and Tikanga Maori</li> </ul>	<ul style="list-style-type: none"> <li>* Documentation (role descriptions, expectations) from Term 1.</li> <li>* Survey results, meeting notes, or feedback forms from teachers and coaches.</li> <li>* Summaries of feedback collected at different points (termly check-ins, coaching reflections).</li> <li>* Coaching session records showing focus areas (e.g., improving questioning, feedback strategies).</li> <li>* Professional learning session records with Cognition Education.</li> <li>* Action plans or PLD summaries created after working with Aliese White.</li> <li>* Sprint cycle plans, reflections, or review documents.</li> <li>* Artifacts from student voice collection (e.g., surveys, interviews).</li> <li>* Leadership meeting agendas and minutes.</li> </ul>	<ul style="list-style-type: none"> <li>* Different understandings of the role by various staff members.</li> <li>* The evolving nature of the school's needs (e.g., adapting to curriculum changes or student needs).</li> <li>* Variability in coach confidence and experience levels is impacting implementation.</li> <li>* Some phases or teams might have clearer pedagogical targets than others.</li> <li>* Coaches' expertise in certain phases may influence the depth/quality of coaching.</li> <li>* Staff turnover or new team members requiring recalibration.</li> <li>* Different levels of readiness among staff to implement suggested coaching models.</li> <li>* The quality and depth of data analysis can vary depending on team leaders' expertise.</li> <li>* Some teams might be more</li> </ul>



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<p>well-being strategy plan with a focus on recruitment and retention</p> <ul style="list-style-type: none"> <li>Develop the leadership capabilities of middle leaders and aspirational leaders</li> </ul>	<ul style="list-style-type: none"> <li>to explore direct impacts on learning</li> <li>Provision of Te Reo club to grow language capability</li> <li>Support the engagement of staff in external/formal Reo learning</li> <li>Co-construct a well-being strategy for student and staff well-being</li> <li>Plan for team building and culture buildings activities each term</li> <li>Celebrate and profile our school throughout social media outlets</li> <li>Highlight and celebrate the varied and positive opportunities that leadership affords</li> <li>Deliberately provide middle leadership pathways that support growth</li> <li>Build a resource of leadership readings to support aspiring leaders</li> </ul>	<ul style="list-style-type: none"> <li>Continued development of Kaiwhakarauora role in the school and the development of a regular presence in the school</li> <li>Cultural Leader appointed and allocation of Cultural Leadership Allowance</li> <li>Teaching Council requirements attested for Te Reo Maori when registering as a NZ Teacher.</li> <li>Onsite Te Reo Maori opportunities alongside any MOE funded opportunities</li> <li>Resourcing to support those that are attending Wananga courses (time allocation)</li> <li>Kapa Haka prioritised in the school</li> <li>Taumata School the host of Ra Whakangahau for our cluster</li> </ul>	<ul style="list-style-type: none"> <li>* Data tracking sheets showing student achievement and teacher practice metrics.</li> <li>* Reflection tools or fidelity checks (e.g., walkthrough templates, observation schedules).</li> <li>* Examples of Te Reo Māori and Tikanga Māori integration in classroom programmes (planning documents, student work).</li> <li>* Teacher self-assessments or reflection surveys on confidence and use of Te Reo/Tikanga.</li> <li>* Observations or learning walks noting use of Te Reo Māori in everyday practice.</li> <li>* Staff participation records in Te Reo Māori/Tikanga Māori PLD.</li> <li>* Evidence of classroom integration (planning, observations, displays).</li> <li>* Kaiwhakarauora timetable showing regular visits/engagement.</li> <li>* Records of PLD sessions or classroom sessions led by Kaiwhakarauora.</li> <li>* Staff and student feedback on visibility and impact.</li> <li>* Initiatives led by the Cultural Leader (e.g., events, programmes).</li> <li>* Attestation records submitted to the Teaching Council.</li> <li>* Staff completing the cultural competency (Tātaiako) and language requirements.</li> <li>* Leadership sign-off processes confirming evidence collected.</li> </ul>	<p>data-literate or proactive in using achievement information.</p> <p>*Differences in how "fidelity" is understood and monitored across leadership.</p> <p>* Teachers' starting points vary significantly in their Te Reo Māori proficiency and cultural competency.</p> <p>* Level of teacher confidence and willingness to use Te Reo Māori daily differs.</p> <p>* Time available for teachers to actively learn and embed new language skills can be inconsistent across teams.</p> <p>* Kaiwhakarauora availability (e.g., part-time, multiple schools).</p> <p>* Teacher readiness to fully integrate support from the Kaiwhakarauora.</p> <p>* Evolving role expectations as the school builds cultural capability.</p> <p>* Clarity (or lack) around the scope of the Cultural Leader's role initially.</p> <p>* Leadership style influences how the role is perceived and embedded.</p> <p>* Variability in teachers' prior training and how much Te Reo Māori is embedded in their practice.</p> <p>* Staff attendance is influenced by workload or timetable clashes.</p> <p>* Variation in quality and relevance of different PLD offerings (onsite vs external).</p> <p>* Different rates of progression among staff engaging in the learning.</p>
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			<p>* Kapa Haka practices are embedded in the school timetable.</p> <p>* Student participation numbers and performances (Whanaungatanga and Powhiri).</p> <p>* Investment in resources (uniforms, tutors, instruments).</p> <p>* Ra Whakangahau: Planning documents and communications with the cluster schools. Event schedules and roles/responsibilities assigned. Feedback from participants and whānau after the event.</p>	<p>* Experience levels of staff organising large-scale cultural events.</p> <p>*Resource constraints (venue, transport, funding).</p> <p>* Cluster-wide differences in engagement from other schools.</p>
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Foster an empowered, and Te-Tiriti informed community, embracing unique partnerships and connections.				
Initiative / NELPS	Actions Taken	What did we achieve?	Evidence	Reason for Variance
<ul style="list-style-type: none"><li>Strengthen mahitahi connections with parents</li></ul>	<ul style="list-style-type: none"><li>Review parent engagement strategy to explore creative and innovative ways to</li></ul>	<ul style="list-style-type: none"><li>Various parent information and communication sessions around changes to the curriculum - in person and via facebook live on our school website.</li><li>Regular inductions for all new entrant whānau</li></ul>	<ul style="list-style-type: none"><li>Parent engagement in our conferences was approximately 88% for both sets of conferences</li><li>Tier 2 meetings were</li></ul>	<ul style="list-style-type: none"><li>We have found it hard to engage Whānau Māori (these meetings are not widely attended) and as such,</li></ul>

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<ul style="list-style-type: none"> <li>and whanau</li> <li>Strengthen mahitahi connections with hapu and iwi</li> <li>Reflect and commit to the Kahui Ako Progress Aspirations in order to provide a coherent educational pathway.</li> </ul>	<ul style="list-style-type: none"> <li>improve parent/whanau engagement</li> <li>Seek feedback from whanau Māori around aspirations for Māori success and ways we can improve our engagement with them as partners</li> <li>Attend all kaumatua and kuia hui to ensure we are proactive in supporting our local taonga</li> <li>Review current iwi/hapu engagements and look at ways we can be of service and strengthen partnerships with iwi</li> <li>Share the refreshed progress aspirations for the Kahui Ako with all members of our team and clearly outline the resourcing and expected outcomes for our learners</li> <li>Support the Kahui Ako through resourcing, accessing leadership support</li> </ul>	<ul style="list-style-type: none"> <li>joining Taumata School, twice per term.</li> <li>Learning Showcase and Matariki Celebration held early in the morning at the end of Term 2. This is a chance for whānau to enjoy a Matariki ceremony as well as visit learning spaces to view children's learning.</li> <li>Education Outside the Classroom activities throughout the year that required the support of parent helpers - camps, sports days, day and field trips.</li> <li>Teacher-Led conferences in Term 2</li> <li>Student-Led conferences in Term 3</li> <li>Communication about progress in writing each term based around concept learning or around Reading, Writing and Mathematics.</li> <li>Opportunities to engage in school related events - eg. colour run, quiz night, cross country, athletics and swimming</li> <li>Year 8 graduation evening held in December prior to the formal dance opportunity.</li> <li>Attendance of Leadership Team at Kaumatua/Principal hui via the Kāhui Ako.</li> <li>Kaumatua are present at every pōhiri at the start of each term .</li> <li>Regular connection with Tamati and Des Tata of Ngāi Tamarāwaho (home visits, out for lunch, visiting the school).</li> <li>Accessing historical expertise of Des Tata for Professional learning and to support the development of our school (e.g. naming our classroom spaces etc)</li> <li>Involvement of Student Ambassadors at the commemoration of Te Ranga</li> <li>Ongoing implementation of Te Tai Whanaake in our conceptual curriculum approach</li> <li>Iwi, hapū and whānau Māori feedback for our self-review using Poutama Reo and the implementation of a Māori Language Strategy</li> <li>Continued engagement in the aspirations of</li> </ul>	<ul style="list-style-type: none"> <li>attended regularly and majority of parents demonstrated willingness to support</li> <li>Implementation of a structured literacy 'user pays' option on our school site</li> <li>New Entrant parent engagement positive and feedback for settling of students positive</li> <li>Clearer transition processes for students transitioning from ECE to Primary School.</li> <li>Completion of conceptual learning that directly focuses on kōrero from Te Tai Whanake</li> <li>Completed self-review for Te Reo Māori</li> <li>Creating a Scope and Sequence based on the Ngāti Ranginui language exemplars</li> <li>A strong willingness by iwi and hapū representatives to be involved in the support of our kura.</li> <li>Implementation of a Junior Kapa Haka group (as per the aspiration of whānau)</li> <li>Kāhui Ako roles</li> </ul>	<ul style="list-style-type: none"> <li>aspirations received only reflect a small number of Whānau Māori</li> <li>Other than ensuring we pay our kaumatua appropriately, we are yet to establish ways we can be of service to the hapū and iwi.</li> <li>While most parents attended Tier 2 meetings, there remains a small proportion of families that are harder to reach consistently.</li> <li>Despite high parent engagement rates overall, a minority of families remain less connected to key school events.</li> <li>Feedback mechanisms to inform local curriculum development are in early stages and continue to be refined.</li> <li>Student attendance patterns required new strategies and supports to improve consistency.</li> </ul>
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	<ul style="list-style-type: none"> <li>and strong governance</li> <li>Support the development of coherent pathways for the transition from ECE to Taumata School</li> </ul>	<p>Kahui Ako</p> <ul style="list-style-type: none"> <li>Attendance at Governance Hui for Kahui Ako and support of Professional Learning initiatives</li> <li>Engagement of our team in the Hapori trial around connecting with ECE</li> <li>Engagement in working closely with our contributing ECE centres to develop stronger partnerships between ECE and school.</li> </ul>	<p>established to support the development of the aspirations at our school (ECE Liaison, Curriculum Refresh Lead &amp; Localised Curriculum Lead)</p> <ul style="list-style-type: none"> <li>New attendance strategies implemented to improve attendance.</li> </ul>	
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### Enhance our physical environment into a world-class learning playscape that reflects connection to Ngati Ranginui and facilities that all members of our community can enjoy

Initiative / NELPS	Actions Taken	What did we achieve?	Evidence	Reason for Variance
<ul style="list-style-type: none"> <li>Develop the existing playing fields to ensure they are functional, safe grounds that support a range of activities and functions</li> <li>Design and install a comprehensive wayfinding system that Integrates purakau (Māori</li> </ul>	<ul style="list-style-type: none"> <li>Installation of field irrigation system that is functional during the water restriction/summer months</li> <li>Monitor the use of the bore for school watering requirements</li> <li>Remediate the field area to reflect a suitable 'age-appropriate' play area that can</li> </ul>	<ul style="list-style-type: none"> <li>Various quotes attained to start works on the field development</li> <li>Board approval to complete the bore and water tank project in order to irrigate the field in future</li> <li>Cricket Nets approved by the Board and project completed - official opening with Wagner</li> <li>Neighbour support for signing off council consent for water 'take' from the bore</li> <li>Conversations with Des Tata started around wayfinding and ways to record the narrative of our school</li> <li>Board investigation and quotes obtained to remediate the school field</li> <li>Conversations with MOE and WaterShed (Property Advisor) around accessing funding to remediate field challenges. Field identified as a P4 priority - but if the school has no P2 or P3 challenges then can we access this funding</li> </ul>	<ul style="list-style-type: none"> <li>Quotations and Board minutes outline decisions</li> <li>Wayfinding and changes to space names developed alongside iwi</li> <li>Cricket Nets completed and officially opened - positive uptake by students in net use</li> <li>Wayfinding project stalled due to board funding allocation</li> <li>Focus by the Board on remediating the</li> </ul>	<ul style="list-style-type: none"> <li>Funding and awaiting MOE discussions</li> <li>Board funding allocations and due diligence</li> <li>Wayfinding needs to be collaborative with iwi and cultural leader for the school - will also require community input</li> <li>No planting projects addressed at all in 2024 due to funding prioritisation</li> </ul>

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<p>storytelling) elements.</p> <ul style="list-style-type: none"><li>Establish planting spaces that not only contribute to the aesthetic appeal but also serve as outdoor learning spaces</li></ul>	<p>facilitate a range of sporting codes/activities</p> <ul style="list-style-type: none"><li>Ensure that the school site can be enjoyed and used by wider community</li><li>Install iwi approved wayfinding signage that ensures that the purakau and legacy of the school is available for the community to understand and connect with</li><li>Clarity around the importance of key landmarks and how they reflect the cultural narrative of the school</li><li>Signage to share the importance of our Pou - Otanewainuku and Puwhenua so that students and whanau can connect with the narrative</li><li>Plant appropriate forms of shade and shrubs that can be used as passive forms of shade and give function to areas across the school</li></ul>	<ul style="list-style-type: none"><li>Board resolution to target funding irrespective of property outcomes.</li></ul>	<p>field in 2025</p> <ul style="list-style-type: none"><li>Wayfinding to continue to be a focus in 2025 and a leader to be appointed to drive this process.</li></ul>	
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## Annual Achievement Targets 2024 and Variance:

End 2024 ALL Students in Year 3-8 Achieving At or Above Curriculum

	Maths	Reading	Writing
MID 2023	83%	81%	76%
END 2023	83%	85%	77%
MID 2024	84%	84%	75%
END 2024	85%	87%	79%

All Student Achievement in Years 3-8 Achieving At or Above broken down into Year Groups

	Year 3 End	Year 4 End	Year 5 End	Year 6 End	Year 7 End	Year 8 End
Maths	93	97	83	91	73	75
Reading	94	90	83	93	71	88
Writing	84	87	76	84	65	77



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- Steady gains from Mid 2023 in all curriculum areas
- *Reading* showing some significant shifts across the Year 3-8 cohort
- *Writing* showing shift from Mid 2023
- *Maths* showing shift from Mid 2023

**Actions Across the School:**

- Use of Pedagogical Coaches to ensure fidelity of practice across each Phase through the coaching and mentoring cycles
- Targeted support for mentor and PCT teachers
- Increase in CRT time 2025 for teachers to be able to learn new content in writing and mathematics
- Timetables design to maximise core learning areas of Reading, Writing and Maths
- A significant investment from the school has been made in partnering with Learning Matters - expert partner (Marion Kirby) - to support growing teacher capabilities in writing and reading.

**Cohort Data**

Year 7 cohort (Year 8 2025) Specific Support required support to make shifts in Reading, Writing and Maths.  
This will be achieved through:

- continuation of the Structured Reading approach in Phase Three
- embedding a Structured Writing approach for all learners
- Use of specific sentence structures, use of direct and explicit instruction
- embedding Maths no Problem! in Phase Three. Use of direct, explicit instruction
- targeted support from Learning Assistants in Phase Three to front load learning content.

## Maori Student Achievement Data EOY 2024

### Years 3-8 Maori Students Working at or Above Curriculum Level

	Maths	Reading	Writing
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END 2024 Maori	76%	82%	81%
END 2024 All	85%	87%	79%

### Māori Student Achievement broken down into Year Groups

Maori Students	Year 3 End	Year 4 End	Year 5 End	Year 6 End	Year 7 End	Year 8 End
Maths	94	94	71	85	54	60
Reading	100	80	79	85	67	80
Writing	83	80	71	85	67	100

Māori students achievement versus All students across the Year 3-8 cohort::

- 9% behind ALL students in Maths
- 5% behind ALL students in Reading
- 2% ahead of ALL students in writing

### Cohort Data

Year 7 cohort (Year 8 2025) Specific Support to make shifts in Reading and Maths.

This will be achieved through:

- continuation of the Structured Reading approach in Phase Three
- Learning Assistant's being upskilled to take interventions with target students - e.g. sound packs, handwriting support, small group intervention
- use of specific sentence structures



# Taumata School: Annual Report 2024

- use of direct and explicit instruction
- embedding Maths no Problem! in Phase Three which incorporates a warm up focussed on oral language, inclusive of te reo and culturally appropriate content
- Front loading content prior to lessons by Learning Assistants

## Giving effect to Te Tiriti o Waitangi:

Section 127 (1) (d) of the Education and Training Act 202 defines how schools must give effect to Te Tiriti o Waitangi by:

- Working to ensure that plans, policies, and local curriculum reflect local tikanga Maori, matauranga Maori, and te ao Maori; and
- Taking all reasonable steps to make instruction available in tikanga Maori and te reo Maori; and
- Achieve equitable outcomes for Maori students.

Aspect	What have we done?	What evidence do we have?	Where to next?
Working to ensure all plans, policies, and local curriculum reflect local tikanga Maori, Matauranga Maori, and te ao Maori	<ul style="list-style-type: none"> <li>● Authentically reflect the important purakau and korero associated with Ngati Ranginui through Te Tai Whanake</li> <li>● Conceptual curriculum to reflect Te Tai Whanake korero</li> <li>● Staff appraisal to reflect commitment to te reo and tikanga Maori</li> <li>● Whole school practices normalise Ao Maori principles eg. powhiri, karakia, greeting visitors using moteatea relative to this rohe, mihi, morning hui</li> </ul>	<ul style="list-style-type: none"> <li>● Te Tai Whanake embedded throughout the school through our overall school concepts in 2023 these have included Aroha and Me ko Tamateapokaiwhenua - Be like that of the great adventurer,</li> <li>● Te Tai Whanake pūrākau and kōrero apparent in learning spaces, teacher planning and student learning</li> <li>● Appraisals have clearly aligned to each teachers personal Te Reo journey - inclusive of self reflection</li> </ul>	<ul style="list-style-type: none"> <li>● Grow our commitment to Te Tiriti o Waitangi, Ao Maori and Te Reo through explicitly linking initiatives and aims in the strategic plan</li> <li>● Continue to embed the Te Tai Whanake localised curriculum across the school. Key concepts for 2025 include Aroha atu, Aroha mai and Kaitiakitanga - linking to key pūrākau and korero for Ngāti Ranginui</li> <li>● Planned professional learning engagement at Hūria Marae and seeking out stronger ways of connecting</li> </ul>

# Taumata School: Annual Report 2024



	<ul style="list-style-type: none"> <li>• Honoring Te Tiriti through striving for all Maori students to participate in and enjoy academic, social and cultural success as Maori</li> <li>• Acknowledging tamariki Maori as tangata whenua of Aotearoa New Zealand</li> <li>• Enhanced connections with local kaumatua and kuia</li> </ul>	<ul style="list-style-type: none"> <li>• Data collated on teacher engagement in Te Reo Maori indicates that 65% of staff attended Te Reo Club, 13% attended courses at Te Wānanga o Aotearoa, 13% attended courses at Te Ahu o Te Reo Māori and 10% attended courses at other learning institutes</li> <li>• Student achievement data collated for Māori students and clearly referenced in team meetings as priority learners</li> <li>• Deliberate and intentional connections with kaumātua each term through pōwhiri, kaumātua hui and informal interactions that show value for them as taonga for our school</li> </ul>	<p>and being of service to hapū.</p> <ul style="list-style-type: none"> <li>• All staff to commit to further te reo maori capabilities through engagement in learning through te reo club or formalised options at tertiary providers like Te Wānanga o Aotearoa</li> <li>• Greater engagement with whānau Māori to be clear about their aspirations for their tamariki</li> <li>• Development of a whanaungatanga programme to connect Maori students with iwi and hapu and provision of an 'extension programme'</li> <li>• Ensure conceptual learning adheres to including strong links to Te Tai Whanake, is inclusive of teaching Ao Māori concepts and is honoring Te Tiriti o Waitangi.</li> </ul>
Take all reasonable steps to make instruction available in tikanga maori and te reo Maori	<ul style="list-style-type: none"> <li>• Resourcing to employ Kaiwhakarauora i te reo Māori with a focus on building teacher capability in Te Reo Māori and Tikanga</li> <li>• Te Reo Māori Club - language learning opportunities provided</li> <li>• Support to access Te Reo</li> </ul>	<ul style="list-style-type: none"> <li>• Kaiwhakarauora role established with clear focus on supporting the teaching of te reo maori in each learning space. The role involves a teach/observe/provide feedback model</li> <li>• Te Reo club operational</li> </ul>	<ul style="list-style-type: none"> <li>• Gather data to apply for Level 4b Māori immersion funding to support the further development of Te Reo Maori across our school</li> <li>• Encourage learning coaches to be engaged in more formalised forms of Te Reo learning in 2024 - those that</li> </ul>

# Taumata School: Annual Report 2024



	<ul style="list-style-type: none"> <li>Courses outside of school</li> <li>Kapa Haka resourced across the school</li> </ul>	<ul style="list-style-type: none"> <li>during lunchtimes and before school</li> <li>Kapa Haka resourced each with an external tutor</li> <li>All teachers engaged in some formal (or informal through te reo club onsite) te reo Māori learning.</li> </ul>	<ul style="list-style-type: none"> <li>have been involved in Te Reo Club engaging with external support opportunities.</li> <li>Kapa Haka to be available (and high expectations) across the school. Focus with Kapa Haka tutor on a more personalised repertoire for Taumata School and ensuring that Kapa Haka tutor supports Taumata to learn haka pōhiri and mōteatea to support Tikanga at our school.</li> </ul>
Achieve equitable outcomes for Maori students	<ul style="list-style-type: none"> <li>Honouring Te Tiriti through striving for all Māori students to participate in and enjoy academic, social and cultural success as Māori</li> <li>High aspirations to ensure Māori tamariki achieve 'on-par' with non Māori tauira</li> </ul>	<ul style="list-style-type: none"> <li>Clearly outlined expectations for Māori achievement in our strategic plan and annual achievement plan. This however has not transpired into actual data although our data is not clean - and inclusive of all children (new enrolments).</li> </ul>	<ul style="list-style-type: none"> <li>Clear explicit goals outlined in annual plan and pedagogical coaches introduced to have stronger focus on these students and the data</li> <li>Exploration of ways to create a greater profile for maori success as maori across the school</li> <li>Evidence of greater involvement of whanau in forming partnerships that support learning</li> <li>Kaiwhakarauora to run a potential programme based on Ukaipotanga - reconnection. This is based on reconnecting whanau</li> </ul>

# Taumata School: Annual Report 2024



			with hapu/iwi where there is a desire for the whanau.
--	--	--	---

## End of Year Data that informs 2025:

Reading	2024 End of Year Data	2025 Annual Achievement Goal
<p>All students working below expected levels of achievement in 2024 will show accelerated progress to achieve expected curriculum levels in Reading.</p> <p>Note: there are significant curriculum changes and assessment changes in 2025 which will be explored and responded to in the academic year. This may impact targets and data.</p>	As per achievement data above	<ul style="list-style-type: none"><li>By the end of 2025, all Year 8 students identified as working below expectations in Reading (based on 2024 data) will demonstrate accelerated progress</li><li>All Maori students working below expectations in Reading in 2024 will achieve equitable outcomes through accelerated learning.</li></ul>
Writing	2024 End of Year Data	2025 Annual Achievement Goal
<p>All students working below expected levels of achievement in 2024 will show accelerated progress to achieve expected curriculum levels in Writing.</p> <p>Note: there are significant curriculum changes and assessment changes in 2025 which will be explored and responded to in the academic year. This may impact targets and data.</p>	As per achievement data above	<ul style="list-style-type: none"><li>By the end of 2025, all Year 6 and Year 8 students identified as working below expectations in Writing (based on 2024 data) will demonstrate accelerated progress</li><li>All Maori students working below expectations in Writing in 2024 will achieve equitable outcomes through accelerated learning.</li></ul>

# Taumata School: Annual Report 2024



Mathematics	2024 End of Year Data	2025 Annual Achievement Goal
<p>All students working below expected levels of achievement in 2024 will show accelerated progress to achieve expected curriculum levels in Mathematics.</p> <p>Note: there are significant curriculum changes and assessment changes in 2025 which will be explored and responded to in the academic year. This may impact targets and data.</p>	<p>As per achievement data above</p>	<ul style="list-style-type: none"><li>• By the end of 2025, all Year 8 students working below expectations in Mathematics (based on 2024 data) will demonstrate accelerated progress (increase of two stanines)</li><li>• All Maori students working below expectations in Mathematics in 2024 will achieve equitable outcomes through accelerated learning.</li></ul>

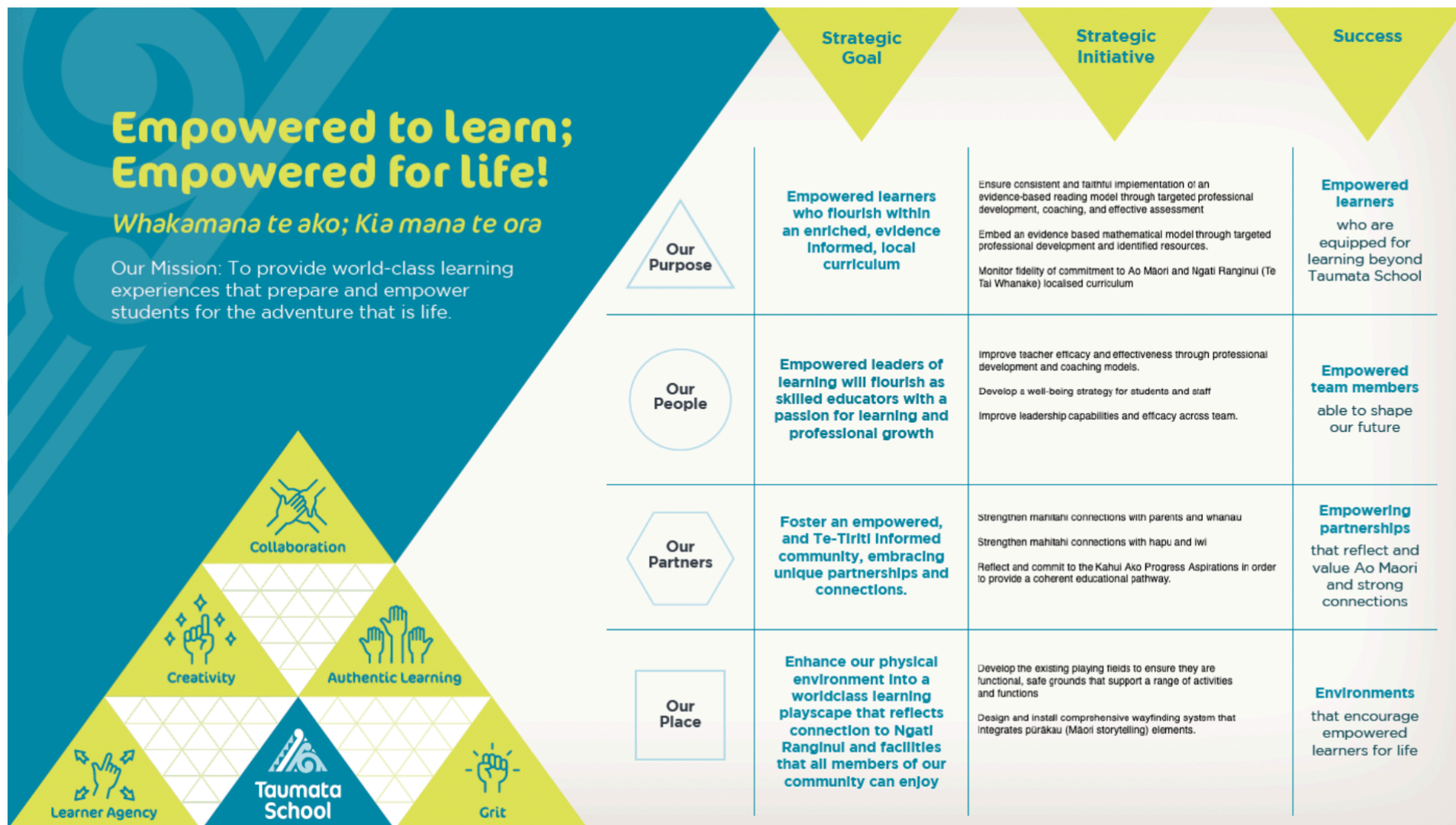
# **Taumata School:**

## **Annual Report 2024**

### **Strategic Plan 2025:**



# Taumata School: Annual Report 2024



# Taumata School: Annual Report 2024

## Taumata School - Strategic Plan

## Strategic Goal 1

### Our Purpose



### Strategic Goal

**Empowered learners who flourish within an enriched, evidence informed, local curriculum**



### Strategic Initiative

- Ensure consistent and faithful implementation of an evidence-based reading model through targeted professional development, coaching, and effective assessment
- Embed an evidence based mathematical model through targeted professional development and identified resources.
- Monitor fidelity of commitment to Ao Māori and Ngati Ranginui (Te Tai Whanake) localised curriculum



### Measures

- By the end of 2025, all Year 8 students identified as working below expectations in Reading (based on 2024 data) will demonstrate accelerated progress
- By the end of 2025, all Year 6 and Year 8 students identified as working below expectations in Writing (based on 2024 data) will demonstrate accelerated progress
- By the end of 2025, all Year 8 students working below expectations in Mathematics (based on 2024 data) will demonstrate accelerated progress
- All Maori students working below expectations in Reading, Writing and Mathematics in 2024 will achieve equitable outcomes through accelerated learning.



### Actions

- implement a clearly defined, evidence based model of learning in Mathematics and Writing
- Strengthen Learning Coach understanding of Structured Literacy
- Design a common code of pedagogy in Writing and Mathematics
- Strengthen the pedagogical coach model to support development of effective practice across Taumata School
- Scrutinise baseline data and desired outcomes - build internal accountability
- Engage stakeholders in annual achievement goals and actions
- Build capability through coaching at all levels of the school
- Develop robust induction programme for new team members
- Establish robust assessment framework and high expectations for improvement
- Develop ways to celebrate success and achievement
- Build social media and external communication to highlight progress and achievement
- Continue to normalise the expectation of Te Tai Whanake and Reo Maori across the curriculum



### Resources

- Pedagogical Coach Model 1.6 FTE across the school in designated areas: 0-3; 4-6; 7-8
- External Mathematics Support - Maths No Problem!
- External Structured Literacy support (Learning Matters)
- Clear Assessment Framework which highlights school wide data and formative/diagnostic expectations and Mathematics support
- Clear data picture used in each whanau, hapu and iwi; and then wider phase group
- Engagement surveys to collate student voice to develop assessment capability and agency
- Leadership Professional Development specifically for Middle leaders
- Build in student successes into Team Meetings to celebrate movement in children's learning



# Taumata School: Annual Report 2024



## Taumata School - Strategic Plan

## Strategic Goal 2

### Our People



### Strategic Goal

**Empowered leaders of learning will flourish as skilled educators with a passion for learning and professional growth**



### Strategic Initiative

- Improve teacher efficacy and effectiveness through professional development and coaching models.
- Develop a well-being strategy for students and staff
- Improve leadership capabilities and efficacy across team.



### Measures

- 90% of teachers demonstrate improvement of at least one stage in the updated Common Code of Practice by year-end.
- Achievement of annual recruitment retention goal of 85%.
- 80% of staff report positive job satisfaction in annual surveys
- 20% of middle leaders identify as aspiring for senior leadership or principalship roles by the end of the year.



### Actions

- Staff actively participate in Professional Growth Cycles and show progress on set goals.
- Assess teacher knowledge in core curriculum to identify areas for growth.
- All staff participate in coaching through the Professional Growth Cycle
- Analyse student data to link teaching practices to outcomes.
- Design a robust professional learning schedule.
- Co-design a well-being strategy with staff and students.
- Hold regular well-being check-ins and promote a positive culture.
- Run termly team-building activities for staff and students.
- Track staff and student well-being through surveys.
- Share achievements and initiatives on social media.
- Provide leadership training for middle leaders.
- Create a library of leadership resources for growth.
- Celebrate leadership successes in meetings and online.



### Resources

- 1.6FTE Pedagogical Coach Model
- 2 curriculum leaders join the leadership team
- 0.2 release for curriculum leaders.
- Budget to support staff culture building activities
- Clarity around aspirational leadership pathways and opportunity to shadow/mentor
- Develop professional reading resources for aspiring leaders to access
- Budget to support additional study pathways

# Taumata School: Annual Report 2024



## Taumata School - Strategic Plan

## Strategic Goal 3

### Our Partners



### Strategic Goal

**Foster an empowered, and Te-Tiriti informed community, embracing unique partnerships and connections.**



### Strategic Initiative

- Strengthen mahitahi connections with parents and whanau
- Strengthen mahitahi connections with hapu and iwi
- Reflect and commit to the Kahui Ako Progress Aspirations in order to provide a coherent educational pathway.



### Measures

- Improve parent engagement in whanau hui and conferences by 25% from 2024
- Increased engagement with and collaboration with iwi/hapu by 25%
- Ensure that 95% of staff understand and embrace the progress aspirations and outcomes for the Kahui Ako



### Actions

- Review parent engagement strategy to explore creative and innovative ways to improve parent/whanau engagement
- Seek feedback from whanau Māori around aspirations for Māori success and ways we can improve our engagement with them as partners
- Attend all kaumatua and kuia hui to ensure we are proactive in supporting our local taonga
- Review current iwi/hapu engagements and look at ways we can be of service and strengthen partnerships with iwi
- Share the refreshed progress aspirations for the Kahui Ako with all members of our team and clearly outline the resourcing and expected outcomes for our learners
- Support the Kahui Ako through resourcing, accessing leadership support and strong governance
- Support the development of coherent pathways for the transition from ECE to Taumata School



### Resources

- Senior Leadership lens on parent/whanau engagement
- Cultural Leadership Leader role to include focus on whanau aspirations and engagement
- Principal and DP to strengthen relationships with iwi/hapu - but also look at ways that Taumata can be of service
- Within School Leader roles established with specific link to progress aspirations of the Kahui Ako

# Taumata School: Annual Report 2024



## Taumata School - Strategic Plan

## Strategic Goal 4

### Our Place



### Strategic Goal

**Enhance our physical environment into a world-class learning playscape that reflects connection to Ngati Ranginui and facilities that all members of our community can enjoy**



### Strategic Initiative

- Develop the existing playing fields to ensure they are functional, safe grounds that support a range of activities and functions
- Design and install comprehensive wayfinding system that Integrates pūrākau (Māori storytelling) elements.



### Measures

- Reduction in safety records around sore/sprained/hurt ankles after using the fields
- Increased use of our school fields for a range of physical/sporting activities that support engagement of students in physical activity
- Improved connections with the purakau associated with Ngati Ranginui and iwi stories/connections
- Increased passive shade and planting that encourages active use of spaces



### Actions

- Monitor the use of the bore for school watering requirements
- Remediate the field area to reflect a suitable 'age-appropriate' play area that can facilitate a range of sporting codes/activities
- Ensure that the school site can be enjoyed and used by wider community
- Install iwi approved wayfinding signage that ensures that the purakau and legacy of the school is available for the community to understand and connect with
- Clarity around the importance of key landmarks and how they reflect the cultural narrative of the school
- Signage to share the importance of our Pou - Otanewainuku and Puwhenua so that students and whanau can connect with the narrative
- Plant appropriate forms of shade and shrubs that can be used as passive forms of shade and give function to areas across the school



### Resources

- Seek grants to support the field development project
- Budget allocation of \$100,000 to support field redevelopment
- Budget allocation to support signage and wayfinding \$30,000
- Coherent planting and landscaping plan that guides planting across the school

# Taumata School:

## Annual Report 2024

### Statement of Compliance with employment policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Ensuring good and safe working conditions is a critical aspect of meeting obligations to both employees and stakeholders. At Taumata School, ways in which we do this are through regular safety inspections, safety training in induction procedures, policies and procedures, emergency response plans, safety equipment checks and audit, first aid training, incident investigation, compliance with regulations, effective professional learning and development and a focus on continuous improvement.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Under the Education Training Act (2020) Taumata School operates an employment policy that complies with the principle of 'being a good employer'. As such we are guided by our Equal Employment Opportunities policy which aims to foster diversity, inclusion, and equal opportunities for all employees. As such we aim to recruit and employ based on a fair, transparent and 'free from bias' process. We advertise and actively seek a diverse pool of candidates. As a school we provide on the site training on diversity and inclusion and raise awareness through various staff PLD. The collective agreements assure pay equity structures that are fair and non discriminatory.
How do you practise impartial selection of suitably qualified persons for appointment?	As per our school policy we are committed to impartial selection. Examples of practices include objective methods of advertising, interviewing, clear and transparent skills assessment. As a selection panel we include members of the senior leadership, board (as required) and members of our teaching team. The interview questions are developed to mitigate bias and ensure balanced evaluation. Following each appointment process we undertake a review to fine tune our processes and ensure they align with our policy.

# Taumata School:

## Annual Report 2024

<b>How are you recognising,</b> <ul style="list-style-type: none"> <li>- The aims and aspirations of Māori,</li> <li>- The employment requirements of Māori, and</li> <li>- Greater involvement of Māori in the Education service?</li> </ul>	<i>As a school we are committed to the principles of Te Tiriti and have strategic aims that outline aspirations for Ao Maori in our school. These aspects are often reflected in the role descriptions, application questions and requests for commitment to the teaching standards and code.</i>
<b>How have you enhanced the abilities of individual employees?</b>	<i>As a school we are engaged in a robust professional development process aimed at improving teacher capability for the good of student progress.</i>
<b>How are you recognising the employment requirements of women?</b>	<i>As a school we prioritise equal opportunities - but consideration is given to work life balance, career advancement, equal pay, family support for dependents, wellbeing and balance support.</i>
<b>How are you recognising the employment requirements of persons with disabilities?</b>	<i>As above we prioritise equal opportunities - work life balance, identify and mitigate barriers to access and mobility, equal pay, support as required.</i>

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	✓	
Has this policy or programme been made available to staff?	✓	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	✓	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓	

# Taumata School: Annual Report 2024



Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	
Does your EEO programme/policy set priorities and objectives?	✓	

## Kiwisport Statement:

Kiwisport is a government funding initiative to support student participation in organised sport. In 2024 Taumata School received \$10,831.40 excluding GST.

The funding was used to support growing sport and involvement/participation in Sport. Areas of designated funding included:

- Replenishment of sports uniforms to support increased student numbers
- Equipment to support sporting teams (gear bags, balls, supporting equipment)
- Engagement in NZAIMS games
- Support to engage/employ a Sports Coordinator
- Financial fees relative to WBOP Sports events

## Financial Statements: (to be attached)

# TAUMATA SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2024

#### School Directory

**Ministry Number:** 485

**Principal:** Genavier Fuller

**School Address:** 145 Mortlake Heights, Pyes Pa

**School Postal Address:** 145 Mortlake Heights, Pyes Pa, Tauranga, 3112

**School Phone:** 07 579 0990

**School Email:** [office@taumata.school.nz](mailto:office@taumata.school.nz)

**Accountant / Service Provider:**

**Education**  *Services.*  
*Dedicated to your school*

# TAUMATA SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

## Index

Page	Statement
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1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 20	Notes to the Financial Statements
	Independent Auditor's Report

### Other Information

Members of the Board

Kiwisport / Statement of Compliance with Employment Policy

Statement of Variance

Evaluation of the School's Student Progress and Achievement

Report on how the School has given effect to Te Tiriti o Waitangi



# Taumata School

## Statement of Responsibility

For the year ended 31 December 2024

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

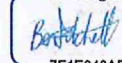
It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

Ben Fitchett

Full Name of Presiding Member

DocuSigned by:




Signature of Presiding Member

03-06-25 | 12:02 PM NZST

Date:

*Genavie Nadine Fuller*

Full Name of Principal



Signature of Principal

*31 May 2025.*

Date:

**Taumata School**

**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Revenue</b>				
Government Grants	2	7,294,506	5,414,897	6,928,388
Locally Raised Funds	3	197,810	92,820	349,318
Interest		73,323	-	50,249
Gain on Sale of Property, Plant and Equipment		87	-	-
Other Revenue		1,257	-	-
<b>Total Revenue</b>		<b>7,566,983</b>	<b>5,507,717</b>	<b>7,327,955</b>
<b>Expense</b>				
Locally Raised Funds	3	115,727	-	112,019
Learning Resources	4	4,690,715	3,687,649	4,517,609
Administration	5	278,361	330,164	243,084
Interest		3,387	1,606	2,665
Property	6	2,311,214	1,485,936	2,102,981
Loss on Disposal of Property, Plant and Equipment		2,830	-	8
<b>Total Expense</b>		<b>7,402,234</b>	<b>5,505,355</b>	<b>6,978,366</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>164,749</b>	<b>2,362</b>	<b>349,589</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>164,749</b>	<b>2,362</b>	<b>349,589</b>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

**Taumata School**

**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Equity at 1 January</b>		2,753,087	2,264,977	2,401,782
Total comprehensive revenue and expense for the year		164,749	2,362	349,589
Contribution - Furniture and Equipment Grant		24,960	-	1,716
<b>Equity at 31 December</b>		2,942,796	2,267,339	2,753,087
Accumulated comprehensive revenue and expense		2,942,796	2,267,339	2,753,087
<b>Equity at 31 December</b>		2,942,796	2,267,339	2,753,087

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

# Taumata School

## Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	149,705	39,487	1,264,917
Accounts Receivable	8	379,038	295,672	322,005
GST Receivable		26,285	29,369	26,051
Prepayments		35,153	9,349	12,493
Inventories	9	39,100	29,532	27,247
Investments	10	1,200,000	600,000	-
		1,829,281	1,003,409	1,652,713
<b>Current Liabilities</b>				
Accounts Payable	12	373,403	293,327	352,583
Revenue Received in Advance	13	16,543	52,306	6,367
Provision for Cyclical Maintenance		-	-	-
Finance Lease Liability	14	23,952	52,791	31,684
Funds held for Capital Works Projects	15	39	-	-
		413,937	398,424	390,634
<b>Working Capital Surplus/(Deficit)</b>		1,415,344	604,985	1,262,079
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	1,574,440	1,697,072	1,510,954
		1,574,440	1,697,072	1,510,954
<b>Non-current Liabilities</b>				
Finance Lease Liability	14	46,988	34,718	19,946
		46,988	34,718	19,946
<b>Net Assets</b>		2,942,796	2,267,339	2,753,087
<b>Equity</b>		2,942,796	2,267,339	2,753,087

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.

**Taumata School**  
**Statement of Cash Flows**  
For the year ended 31 December 2024

		<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Note</b>	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
		<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
		<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Cash flows from Operating Activities</b>				
Government Grants		1,440,914	1,204,110	1,288,816
Locally Raised Funds		208,470	92,820	318,090
Goods and Services Tax (net)		(234)	-	3,318
Payments to Employees		(573,123)	(466,837)	(446,431)
Payments to Suppliers		(758,555)	(702,581)	(617,436)
Interest Paid		(3,387)	(1,606)	(2,665)
Interest Received		48,674	-	45,043
Net cash from/(to) Operating Activities		362,759	125,906	588,735
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		87	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(245,525)	(469,000)	(464,926)
Purchase of Investments		(1,200,000)	-	-
Proceeds from Sale of Investments		-	-	800,000
Net cash from/(to) Investing Activities		(1,445,438)	(469,000)	335,074
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	1,716
Finance Lease Payments		(32,572)	(33,675)	(49,240)
Funds Administered on Behalf of Other Parties		39	-	(27,624)
Net cash from/(to) Financing Activities		(32,533)	(33,675)	(75,148)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(1,115,212)</b>	<b>(376,769)</b>	<b>848,661</b>
Cash and cash equivalents at the beginning of the year	7	1,264,917	416,256	416,256
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>149,705</b>	<b>39,487</b>	<b>1,264,917</b>

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

The above Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.

# Taumata School

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### **a) Reporting Entity**

Taumata School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a School as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

##### **b) Basis of Preparation**

###### ***Reporting Period***

The financial statements have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

###### ***Basis of Preparation***

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

###### ***Financial Reporting Standards Applied***

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements with reference to generally accepted accounting practice. The financial statements have been prepared with reference to generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The School is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

###### ***PBE Accounting Standards Reduced Disclosure Regime***

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

###### ***Measurement Base***

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

###### ***Presentation Currency***

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

###### ***Specific Accounting Policies***

The accounting policies used in the preparation of these financial statements are set out below.

###### ***Critical Accounting Estimates And Assumptions***

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

###### ***Cyclical maintenance***

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note .

#### *Useful lives of property, plant and equipment*

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

#### **Critical Judgements in applying accounting policies**

Management has exercised the following critical judgements in applying accounting policies:

##### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20b.

##### *Recognition of grants*

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

### **c) Revenue Recognition**

#### **Government Grants**

The School receives funding from the Ministry of Education. The following are the main types of funding that the School receives:

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

#### **Other Grants where conditions exist**

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

### **Donations, Gifts and Bequests**

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met, funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

### **Interest Revenue**

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

### **d) Operating Lease Payments**

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

### **e) Finance Lease Payments**

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

### **f) Cash and Cash Equivalents**

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

### **g) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The School's receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

### **h) Inventories**

Inventories are consumable items held for sale and comprised of Uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

### **i) Investments**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

### **j) Property, Plant and Equipment**

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements (funded by the Board) to buildings owned by the Crown or directly by the Board are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value, as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

### **Finance Leases**

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the School will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.



### **Depreciation**

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building Improvements	10-40 years
Furniture and Equipment	5-15 years
Information and Communication Technology	3-5 years
Motor Vehicles	5 years
Library Resources	12.5% Diminishing value
Leased Assets held under a Finance Lease	Term of Lease

### **k) Impairment of property, plant, and equipment**

The School does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

#### *Non cash generating assets*

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in surplus or deficit.

The reversal of an impairment loss is recognised in surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

### **l) Accounts Payable**

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

### **m) Employee Entitlements**

#### *Short-term employee entitlements*

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date and annual leave earned, by non teaching staff, but not yet taken at balance date.

#### *Long-term employee entitlements*

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

#### **n) Revenue Received in Advance**

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to students, should the School be unable to provide the services to which they relate.

#### **o) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

#### **p) Funds held for Capital works**

The School directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

#### **q) Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

#### **r) Provision for Cyclical Maintenance**

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the school, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the School's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

#### **s) Financial Instruments**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

**t) Borrowings**

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

**u) Goods and Services Tax (GST)**

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

**v) Budget Figures**

The budget figures are extracted from the School budget that was approved by the Board.

**w) Services received in-kind**

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

## 2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	1,412,700	1,213,236	1,365,132
Teachers' Salaries Grants	3,880,425	3,034,574	3,698,799
Use of Land and Buildings Grants	1,990,076	1,167,087	1,846,291
Other Government Grants	11,305	-	18,166
	<b>7,294,506</b>	<b>5,414,897</b>	<b>6,928,388</b>

## 3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>			
Donations and Bequests	30,635	43,520	83,947
Fees for Extra Curricular Activities	118,383	49,300	108,802
Trading	39,691	-	50,007
Fundraising and Community Grants	9,101	-	106,562
	<b>197,810</b>	<b>92,820</b>	<b>349,318</b>
<b>Expense</b>			
Extra Curricular Activities Costs	80,249	-	64,576
Trading	35,478	-	47,182
Fundraising and Community Grant Costs	-	-	261
	<b>115,727</b>	<b>-</b>	<b>112,019</b>
<b>Surplus for the year Locally Raised Funds</b>	<b>82,083</b>	<b>92,820</b>	<b>237,299</b>

## 4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	120,682	133,540	139,101
Employee Benefits - Salaries	4,257,013	3,263,212	4,061,437
Staff Development	46,606	80,000	45,896
Depreciation	241,614	180,897	248,522
Other Learning Resources	337	5,000	619
Information And Communication Technology	24,463	25,000	22,034
	<b>4,690,715</b>	<b>3,687,649</b>	<b>4,517,609</b>

## 5. Administration

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fees	11,265	6,000	5,529
Board Fees and Expenses	19,134	21,000	15,192
Other Administration Expenses	78,079	100,314	66,286
Employee Benefits - Salaries	136,123	178,850	125,095
Insurance	14,800	4,000	12,982
Service Providers, Contractors and Consultancy	18,960	20,000	18,000
	<u>278,361</u>	<u>330,164</u>	<u>243,084</u>

## 6. Property

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Consultancy and Contract Services	84,370	88,000	93,636
Heat, Light and Water	75,900	54,000	50,403
Rates	23,582	25,000	25,968
Repairs and Maintenance	60,595	76,500	19,993
Use of Land and Buildings	1,990,076	1,167,087	1,846,291
Employee Benefits - Salaries	59,650	59,349	54,404
Other Property Expenses	14,414	16,000	12,286
Transport	2,627	-	-
	<u>2,311,214</u>	<u>1,485,936</u>	<u>2,102,981</u>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## 7. Cash and Cash Equivalents

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Accounts	149,705	39,487	94,904
Short-term Bank Deposits	-	-	1,170,013
Cash and cash equivalents for Statement of Cash Flows	<u>149,705</u>	<u>39,487</u>	<u>1,264,917</u>

The carrying value of short-term deposits with original maturity dates of 90 days or less approximates their fair value.

Of the \$149,705 Cash and Cash Equivalents, \$39 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$149,705 Cash and Cash Equivalents, \$16,543 of Revenue Received in Advance is held by the school, as disclosed in note 13.

## 8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	1,083	19,945	288
Receivables from the Ministry of Education	29,267	-	11,939
Interest Receivable	29,855	-	5,206
Banking Staffing Underuse	-	34,196	19,822
Teacher Salaries Grant Receivable	318,833	241,531	284,750
	<b>379,038</b>	<b>295,672</b>	<b>322,005</b>
Receivables from Exchange Transactions	55,898	19,945	5,494
Receivables from Non-Exchange Transactions	323,140	275,727	316,511
	<b>379,038</b>	<b>295,672</b>	<b>322,005</b>

## 9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Uniforms	39,100	29,532	27,247
	<b>39,100</b>	<b>29,532</b>	<b>27,247</b>

## 10. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	1,200,000	600,000	-
Total Investments	<b>1,200,000</b>	<b>600,000</b>	<b>-</b>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	701,703	-	-	-	(22,207)	<b>679,496</b>
Furniture and Equipment	631,899	134,067	(1,287)	-	(119,982)	<b>644,697</b>
Information and Communication Technology	106,464	70,346	-	-	(54,438)	<b>122,372</b>
Motor Vehicles	4,558	45,798	-	-	(9,412)	<b>40,944</b>
Leased Assets	48,132	62,405	(9,590)	-	(32,873)	<b>68,074</b>
Library Resources	18,198	3,478	(117)	-	(2,702)	<b>18,857</b>
	<b>1,510,954</b>	<b>316,094</b>	<b>(10,994)</b>	<b>-</b>	<b>(241,614)</b>	<b>1,574,440</b>

The net carrying value of equipment held under a finance lease is \$68,074 (2023: \$48,132)

### Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	720,806	(41,310)	<b>679,496</b>	720,806	(19,103)	<b>701,703</b>
Furniture and Equipment	1,175,017	(530,320)	<b>644,697</b>	1,042,573	(410,674)	<b>631,899</b>
Information and Communication Technology	348,465	(226,093)	<b>122,372</b>	279,858	(173,394)	<b>106,464</b>
Motor Vehicles	51,703	(10,759)	<b>40,944</b>	5,904	(1,346)	<b>4,558</b>
Leased Assets	118,433	(50,359)	<b>68,074</b>	112,387	(64,255)	<b>48,132</b>
Library Resources	36,586	(17,729)	<b>18,857</b>	33,406	(15,208)	<b>18,198</b>
	<b>2,451,010</b>	<b>(876,570)</b>	<b>1,574,440</b>	<b>2,194,934</b>	<b>(683,980)</b>	<b>1,510,954</b>

## 12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	34,981	40,722	41,884
Accruals	11,265	5,368	16,863
Employee Entitlements - Salaries	318,833	241,531	284,750
Employee Entitlements - Leave Accrual	8,324	5,706	9,086
	<b>373,403</b>	<b>293,327</b>	<b>352,583</b>
Payables for Exchange Transactions	373,403	293,327	352,583
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<b>373,403</b>	<b>293,327</b>	<b>352,583</b>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Income in Advance	12,983	51,246	978
Rarotonga Trip	2,500	-	-
Whanau Ropu/PTA	1,060	1,060	1,060
Grants in Advance - Ministry of Education	-	-	4,329
	<b>16,543</b>	<b>52,306</b>	<b>6,367</b>

## 14. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	29,362	52,791	33,447
Later than One Year and no Later than Five Years	53,922	34,718	20,675
Future Finance Charges	(12,344)	-	(2,492)
	<b>70,940</b>	<b>87,509</b>	<b>51,630</b>
<b>Represented by</b>			
Finance lease liability - Current	23,952	52,791	31,684
Finance lease liability - Non current	46,988	34,718	19,946
	<b>70,940</b>	<b>87,509</b>	<b>51,630</b>



## 15. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7, and includes retentions on the projects, if applicable.

	2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
LSPM:Site:Visual & Safety Modifications		245815	-	35,612	(35,573)	-	39
Totals			-	35,612	(35,573)	-	39

### Represented by:

Funds Held on Behalf of the Ministry of Education	39
Funds Receivable from the Ministry of Education	-

	2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Outdoor Learning Panels		216980	19,752	-	(19,752)	-	-
Totals			19,752	-	(19,752)	-	-

### Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	-

## 16. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the School. The School enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and conditions no more or less favourable than those that it is reasonable to expect the School would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

## 17. Remuneration

### Key management personnel compensation

Key management personnel of the School include all Board members, Principal, Deputy Principals and Heads of Departments.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,720	3,940
<i>Leadership Team</i>		
Remuneration	456,176	421,616
Full-time equivalent members	3.04	3.00
Total key management personnel remuneration	459,896	425,556

There are 7 members of the Board excluding the Principal. The Board has held 11 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal 1

The total value of remuneration paid or payable to the Principal was in the following bands:

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190 - 200	160 - 170
Benefits and Other Emoluments	5 - 6	5 - 6
Termination Benefits	-	-

### Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	7.00	12.00
110 - 120	6.00	2.00
120 - 130	1.00	1.00
130 - 140	1.00	0.00
	15.00	15.00

The disclosure for 'Other Employees' does not include remuneration of the Principal.

## 18. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	<b>2024 Actual</b>	<b>2023 Actual</b>
Total	\$0	\$0
Number of People	0	0

## 19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: nil).

### Holidays Act Compliance – Schools Payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals. As such, this is expected to resolve the liability for school boards.

### Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or liability regarding this funding wash-up, which is expected to be settled in July 2025.

## 20. Commitments

### (a) Capital Commitments

As at 31 December 2024, the Board had capital commitments of \$4,895 (2023: \$0) as a result of entering the following contracts:

<b>Contract Name</b>	<b>Remaining Capital Commitment \$</b>
LSPM:Site:Visual & Safety Modifications	4,895
<b>Total</b>	<b>4,895</b>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 15.

### (b) Operating Commitments

There are no operating commitments as at 31 December 2024 (Operating commitments at 31 December 2023: nil).

## 21. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

### Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	149,705	39,487	1,264,917
Receivables	379,038	295,672	322,005
Investments - Term Deposits	1,200,000	600,000	-
Total financial assets measured at amortised cost	1,728,743	935,159	1,586,922

### Financial liabilities measured at amortised cost

Payables	373,403	293,327	352,583
Finance Leases	70,940	87,509	51,630
Total financial liabilities measured at amortised cost	444,343	380,836	404,213

## 22. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.

## 23. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

## Taumata School

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Ben Fitchett	Presiding Member	Elected	Sep 2025
Genavier Fuller	Principal	ex Officio	Sep 2025
Andrew Tarr	Parent Representative	Elected	Sep 2025
Gareth Thomas	Parent Representative	Appointed	Sep 2025
David Lewis	Parent Representative	Elected	Jan 2024
Lauren Bradley	Parent Representative	Appointed	Sep 2025
Mark McIlroy	Parent Representative	Co-opted	Sep 2025
Arlenna Porteners	Staff Representative	Elected	Sep 2025

## Taumata School

## Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$10,831 (excluding GST). The funding was spent on sporting endeavours.

## Statement of Compliance with Employment Policy

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

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

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF TAUMATA SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Taumata School (the school). The Auditor-General has appointed me, Michael Lim, using the staff and resources of BDO Tauranga, to carry out the audit of the financial statements of the school on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at *31 December 2024*; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as Tier 2.

Our audit was completed on 3 June 2025. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

#### Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

#### Responsibilities of the Board for the financial statements

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

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

**PARTNERS:** Fraser Lellman CA Janine Hellyer CA Paul Manning CA Donna Taylor CA Linda Finlay CA Michael Lim CA

BDO New Zealand Ltd, a New Zealand limited company, is a member of BDO International Limited, a UK company limited by guarantee, and forms part of the international BDO network of independent member firms. BDO New Zealand is a national association of independent member firms which operate as separate legal entities.

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

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

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the school's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the school's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the school to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.



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

Our responsibilities arise from the Public Audit Act 2001.

### **Other information**

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Statement of Variance, a Report on how the school has given effect to Te Tiriti o Waitangi, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Report on how the school has given effect to Te Tiriti o Waitangi, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon. In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements, or our knowledge obtained in the audit or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

### **Independence**

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

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

A handwritten signature in black ink, appearing to read 'Michael Lim', with a stylized flourish at the end.

Michael Lim  
BDO Tauranga  
On behalf of the Auditor-General  
Tauranga, New Zealand