

# Taumata School: Annual Report 2025



## Contents:

### Section One:

- [School Mission and Vision Statement](#)
- [2025 Review](#)
- [Board of Trustees / Consultation and Submission](#)
- [Celebrations and Wonderings:](#)

### Section Two:

- [Strategic Plan 2025 Review and Variance](#)
- [Annual Achievement Targets 2025 Review and Variance](#)
- [Giving Effect to Te Tiriti o Waitangi](#)
- [2025 Data that informs 2026 Annual Achievement Targets](#)
- [2026 Strategic Plan](#)

### Section Three:

- [Employment Policy](#)
- [Kiwisport Funding](#)
- [Financial Statements](#)

# Taumata School: Annual Report 2025



## 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.

## 2025 Review:

### Looking Ahead to 2026: Our Vision and Commitment

As we step into a new year, we do so with purpose, clarity, and optimism for the journey ahead in 2026. Taumata School (although still young in years) continues to be unwavering in its commitment to providing exceptional educational opportunities for the community of 'Pyes Pa - The Lakes'.

This year has been a significant one for governance, with community school board elections taking place nationwide. We are delighted that all members of our Taumata School Board were re-elected. This continuity provides a strong platform for coherence, stability, and strategic alignment as we move confidently into the next phase of growth and development.

Our vision, "*Empowered to learn, empowered for life,*" remains the anchor of our work. We believe that when children learn how to learn, they unlock the ability to pursue their passions, interests, and future pathways. Our purpose is clear and deeply rooted in our belief that strong literacy and numeracy foundations open doors to choice, opportunity, and a future where every learner can thrive. Education remains one of the most powerful levers for social mobility and for preparing a workforce that can contribute meaningfully to Aotearoa New Zealand.

# Taumata School: Annual Report 2025



The significant shift in direction from the new Government brings a renewed focus on increased urgency and expectation, a knowledge-rich curriculum, and the strengthened use of standardised and nationally consistent assessment tools. This landscape requires schools to be deliberate, explicit, and evidence-based in their practice. At Taumata School, we are committed to embracing this direction thoughtfully and strategically. Our focus in 2026 will be on ensuring sequential, structured learning progressions; high-quality direct instruction; and rigorous use of data to target support and extend every learner.

As a Board, our mission remains steadfast: to provide a world-class learning experience that empowers and prepares learners for the adventure that is life. Our kura's identity is deeply connected to the history and values of Ngāi Tamarāwaho, and we remain committed to fostering a culturally inclusive environment where every child feels seen, valued, and supported to succeed. While the national landscape may evolve, our bicultural partnerships and commitment to honouring tangata whenua remain central to who we are.

Together, with a stable and cohesive Board, a united staff, and a strong partnership with whānau; we look forward to a purposeful and successful 2026.

Signed Principal:

A handwritten signature in cursive script that reads "Genavier Fuller".

Genavier Fuller

Signed Presiding Member:

A handwritten signature in cursive script, which is partially obscured by a horizontal line drawn across it.

## Taumata School Board 2025:

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

<b>Date of Annual Report Submission:</b>	March 2026
<b>Consultation:</b> Conducted through community surveys, parent/whanau hui, google form surveys, board meetings and staff/student surveys.	

## 2025 Celebrations and Wonderings:

### Conceptual Curriculum and Te Tai Whanake:

In 2025, Taumata School's conceptual curriculum continues to grow in depth and relevance, rooted in authentic, localised learning and aligned with wider curriculum goals. Our approach remains grounded in meaningful connections — to self, others, place, and purpose — while continuing our partnership with iwi to embed Te Ao Māori at the heart of learning.

In the first half of 2025, our learning was anchored in the concept, **Aroha Atu, Aroha Mai**; a powerful expression of reciprocity and interconnectedness. Drawing from the Māori worldview of *aroha*, meaning not just love, but also “to give life or breath,” students explored how giving and receiving care, empathy, and support form the foundation of thriving communities.

This concept fosters opportunities for inquiry into relationships, wellbeing, and social responsibility, helping students examine the role of compassion in their own lives and in the wider world. Learners will engage in projects that encourage active contribution and service, supporting the development of emotional literacy, citizenship, and community awareness.

In the second half of the year, our focus turned to **Kaitiakitanga**, the principle of guardianship and stewardship. Students investigated what it means to act as kaitiaki for our environment, communities, and future generations. This concept invites deep inquiry into sustainability, advocacy, and leadership, empowering learners to take informed action locally and globally.

Through the lens of Kaitiakitanga, students explored curriculum strands connected to the sciences, social studies, and the arts, examining real-world challenges and solutions tied to environmental, cultural, and social responsibility

# Taumata School: Annual Report 2025



## People and Talent Development:

In 2025, Taumata School strengthened its strategic focus on improving teacher efficacy and effectiveness through targeted professional development, coaching structures, and leadership design. A deliberate shift in infrastructure and pedagogy has supported a more coherent, research-informed approach to teaching and learning, centred on high-impact practice and continuous professional growth.

The establishment of pedagogical coaching roles, alongside the expansion of curriculum leadership, has significantly strengthened middle leadership capacity. These roles are not only shaping curriculum design and implementation, but are actively building teacher capability through coaching, feedback, and collaborative inquiry. This layered leadership structure is developing a culture where professional learning is embedded in daily practice, and where teachers are supported to refine their craft in ways that directly improve student outcomes.

Looking ahead to 2026, our priority is to deepen the impact of these systems. We are committed to refining our coaching model, strengthening leadership efficacy across the team, and ensuring professional learning remains tightly aligned to school-wide improvement goals. Leadership development will continue to be intentional, building the confidence and capability of staff to lead change, mentor colleagues, and sustain high expectations across the organisation.

Alongside instructional improvement, we are developing a more explicit wellbeing strategy for both students and staff. We recognise that sustainable improvement depends on healthy, supported people. This work will focus on strengthening relational practice, creating protective systems for staff wellbeing, and ensuring students experience environments that are safe, inclusive, and responsive to their needs.

We are proud to acknowledge that three staff members undertook postgraduate study this year, demonstrating a strong commitment to deep professional learning. Their study contributes specialist knowledge back into the school and strengthens our collective expertise.

Across the staff, there remains a shared commitment to growing capability in te reo Māori. This continues to be a cornerstone of our localised curriculum and cultural responsiveness journey, reinforcing identity, belonging, and bicultural practice as integral elements of our strategic direction.

# Taumata School: Annual Report 2025



## School Wide Professional Learning:

2025, professional learning was a major strategic priority for our teaching and learning teams. The scale and depth of learning undertaken this year reflects a deliberate investment in improving teacher capability, curriculum knowledge, and instructional effectiveness.

We continued embedding the core principles of *Leading to the North East* alongside the strengthening of our pedagogical coaching structure. This work has focused on developing reflective practice, relational leadership, and high-impact teaching behaviours. At the same time, we intentionally engaged in deep exploration of the draft English and Mathematics curriculum and the renewed progressions of achievement. Rather than surface-level familiarisation, teams examined expectations in detail to build shared understanding and coherence across year levels.

To strengthen writing instruction, we partnered with Learning Matters to grow teacher knowledge of writing pedagogy and programme design that supports achievement. In mathematics, the adoption of the Maths No Problem approach required significant professional learning focused on content knowledge, conceptual understanding, assessment, and lesson sequencing. This represented a substantial shift in instructional practice and demanded sustained professional commitment from staff.

The professional learning commitment in 2025 was significant. While we are confident in the growth of teacher knowledge and curriculum capability, we have observed an implementation dip in achievement data. This is disheartening, but it aligns with what research describes as a predictable phase when expectations rise and practice shifts. As teachers deepen their understanding of new curriculum and achievement benchmarks, performance can temporarily plateau or decline before improvement becomes visible.

We view this dip not as failure, but as evidence of meaningful change in progress. Our focus remains on sustaining professional learning, strengthening implementation fidelity, and supporting teachers through the transition so that gains in student achievement become evident over time.

## Strategic Plan 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>• Ensure consistent and faithful implementation of an evidence-based reading model through targeted professional coaching, and effective assessment</li> <li>• Embed an evidence based mathematical model through targeted professional development and identified resources</li> <li>• Monitor fidelity of commitment to Ao Maori and Ngati Ranginui (Te Tai</li> </ul>	<ul style="list-style-type: none"> <li>• Implement a clearly defined, evidence based model of learning in Mathematics and Writing</li> <li>• Strengthen Learning Coach understanding of Structured Literacy</li> <li>• Design our Taumata School norms and expectations around effective practice</li> <li>• Scrutinise baseline data and desired outcomes - build internal accountability</li> <li>• Engage stakeholders in annual achievement goals and actions</li> <li>• Build capability in coaching at all levels of the school</li> <li>• Develop robust induction programme for new team members</li> </ul>	<ul style="list-style-type: none"> <li>• Adopted the Maths No Problem approach to Mathematics and rolled out throughout the school</li> <li>• Teacher professional development around the mathematics draft curriculum and assessment of all teaching team members to determine key areas of staff professional learning</li> <li>• Designated staff meeting foci on the mathematics curriculum</li> <li>• Clear expectations of timetabling and use of the MNP approach in all phases</li> <li>• Decluttering of the timetable to highlight the importance of reading, writing and mathematics</li> <li>• Continued professional learning in structured literacy</li> <li>• Implementation of LMIT at Taumata School with a clear focus on Tier 2 learners</li> <li>• Engagement in professional</li> </ul>	<ul style="list-style-type: none"> <li>• Coaching conversations and PGC cycle</li> <li>• Staff meeting engagement and reflection</li> <li>• Clear consistent timetables available for review</li> <li>• Professional Learning documentation</li> <li>• PAT Term 1 data</li> <li>• PAT Term 3 data</li> <li>• OTJ assessment data</li> <li>• LMIT teacher assessment data</li> </ul>	<ul style="list-style-type: none"> <li>• 2025 prioritised mathematics and structured literacy implementation, which constrained capacity to embed writing and localised curriculum practices with equal depth.</li> <li>• Systems for monitoring Te Tai Whanake and localised curriculum integration are still being developed.</li> <li>• Assessment coherence and impact evaluation processes require further refinement.</li> <li>• Celebration of effective practice is occurring but not yet systematised.</li> </ul>

# Taumata School: Annual Report 2025



<p>Whanake) localised curriculum.</p>	<ul style="list-style-type: none"> <li>• Establish robust assessment framework and high expectations for improvement</li> <li>• Develop ways to celebrate success and achievement</li> <li>• Build social media and external communication to highlight progress and achievement</li> <li>• Continue to normalise the expectation of Te Tai Whanaake and Reo Maori across the curriculum</li> </ul>	<p>learning with Learning Matters to support writing approach</p> <ul style="list-style-type: none"> <li>• Development of key norms and expectations for the teaching of writing</li> <li>• Baseline data collated in Term 1 and Term 3 using PAT assessment tool</li> <li>• Scrutiny of data and all learning coaches to delve deep into the data to present their own whanau class to the wider hapu</li> <li>• Coaching conversations based on improved teacher practice and science of learning</li> <li>• PCT and induction programme based around fidelity of practice, reflective practice and impactful teacher decisions</li> <li>• Focus on targeted achievement goals as outlined in this report</li> <li>• Board reporting at mid year and end of year to highlight progress made</li> <li>• Celebration of achievement data with community to show the impact of introduced expectations</li> <li>• Intentional, structured teaching of Te Reo Māori implemented across all classrooms.</li> <li>• Expectations established for the integration of localised curriculum and Te Tai Whanake,</li> </ul>		
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		<p>with some planning evident across some teams.</p> <ul style="list-style-type: none"> <li>• An assessment framework established to monitor progress across core curriculum areas, with staff analysing and unpacking data at classroom, team, and schoolwide levels.</li> <li>• Celebration of success within staff meetings to highlight effective practice and what is working well.</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 teacher efficacy and effectiveness through professional development and coaching models</li> <li>• Develop a well being strategy for students and staff</li> <li>• Improve</li> </ul>	<ul style="list-style-type: none"> <li>• Staff actively participate in the professional growth cycle and show progress on set goals</li> <li>• Assess teacher knowledge in core curriculum areas to identify areas for growth</li> </ul>	<ul style="list-style-type: none"> <li>• All staff involved in professional coaching and PGC cycle</li> <li>• Teacher knowledge assessed in Reading and Mathematics to determine specific professional learning and any required supports.</li> <li>• PAT Assessment tools used to get a baseline data picture across Years 4-8.</li> <li>• Staff professional learning around</li> </ul>	<ul style="list-style-type: none"> <li>• PGC process and cycle completed</li> <li>• Assessment data collated on teacher capability in respective areas</li> <li>• PAT assessment data provided to give whole school perspective and each hapu and</li> </ul>	<p>As a team we reviewed the student engagement and well being data set from the Kahui Ako and used that data to focus in on wellbeing. This however did not get the attention and strategic focus it required. Student wellbeing data will become a core focus in 2026.</p> <p>Staff health checks (pulse checks) and one to one interviews were held with</p>

# Taumata School: Annual Report 2025



<p>leadership capabilities across the team</p>	<ul style="list-style-type: none"> <li>• All staff participate in coaching through the PGC</li> <li>• Analyse student data to link teaching practice to outcomes</li> <li>• Design a robust professional learning schedule</li> <li>• Co-design a well-being strategy with staff and students</li> <li>• Hold regular well-being check ins and promote a positive culture</li> <li>• Run termly team-building activities for staff and students</li> <li>• Track staff and student well being through surveys</li> <li>• Share achievement and initiatives on social media</li> <li>• Provide leadership training for middle leaders</li> <li>• Create a library of leadership resources for</li> </ul>	<p>what PAT is identifying and how to plan to address needs</p> <ul style="list-style-type: none"> <li>• Clarity around expectations for timetables and norms across the school</li> <li>• Professional Learning Plan outlined to support ongoing learning in core curriculum areas</li> <li>• A variety of Health Checks conducted to gauge staff well-being</li> <li>• Staff connects leadership role continued to plan for staff well-being events/activities</li> <li>• Leadership Support provided for middle leaders (Pedagogical Coaches and Curriculum Leads) and supported by Leading Learning (Nik House)</li> <li>• Leadership readings provided to support middle leadership growth</li> <li>• Successes in leadership are celebrated</li> <li>• Pedagogical Coaches released to support teacher capability development</li> <li>• 2 curriculum leads (mathematics and english) added to the leadership team to support growth of our wider team</li> <li>• Technology specialist lead added to the leadership team</li> <li>• Study pathways discussed and approved support for those that</li> </ul>	<p>whanau class</p> <ul style="list-style-type: none"> <li>• Professional development plan implemented and funds tagged to support</li> <li>• Health checks carried out each term</li> <li>• Termly staff connects offered</li> <li>• Pedagogical Coaches and curriculum leaders development of action plans</li> <li>• Release provided for PC and CL to support teacher development</li> <li>• Opportunities to visit other settings to look at Explicit Direct Instruction and aspects that might be implemented at Taumata School</li> </ul>	<p>all staff as part of our health check. This information provided an insight into what aspects made them feel like they were making an impact, what aspirations and challenges excite them and that feedback on our systems and roles across the school. All Taumata Staff engaged in a PGC process. As part of this process learning coaches were involved in regular spirals of inquiry on their practice.</p>
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	<ul style="list-style-type: none"> <li>growth</li> <li>Celebrate leadership successes in meetings and online</li> </ul>	add value to our strategic vision.		
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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 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>Review parent engagement strategy to explore creative and innovative ways to 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</li> </ul>	<ul style="list-style-type: none"> <li>Review parent engagement strategy to explore creative ways to improve parent engagement</li> <li>Seek feedback from whanau Maori around aspirations for Maori success and ways we can improve our engagement</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</li> <li>Share the refreshed progress aspirations for the Kahui Ako and clearly outline the resourcing and expected outcomes</li> <li>Support the Kahui Ako through resourcing, accessing leadership support and governance</li> <li>Support the development of coherent</li> </ul>	<ul style="list-style-type: none"> <li>Attendance of SLT at both <i>Te Pae Taumata</i> hui (principals and kaumātua of Tauranga Moana).</li> <li>Regular engagement with kaumātua who have supported various kaupapa throughout 2025.</li> <li>Feedback from Whānau Māori who have contributed to planning for 2026.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Parent engagement strategy redevelopment was not completed and is a priority for 2026.</li> <li>Iwi and hapū partnerships have focused on relationship-building; formal partnership plans and shared goals are to be developed in 2026.</li> <li>Disestablishment of the Kāhui Ako resulted in the closure of Kāhui Ako initiatives and constrained progress against related actions.</li> </ul>

# Taumata School: Annual Report 2025



	<p>Kahui Ako with all members of our team and clearly outline the resourcing and expected outcomes for our learners</p> <ul style="list-style-type: none"> <li>• Support the Kahui Ako through resourcing, accessing leadership support and strong governance</li> <li>• Support the development of coherent pathways for the transition from ECE to Taumata School</li> </ul>	<p>pathways for the transition from ECE to Taumata School</p>		
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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</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 facilitate a range of sporting codes/activities</li> <li>• Ensure that the school site</li> </ul>	<ul style="list-style-type: none"> <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 facilitate a range of sporting codes</li> <li>• Ensure that the school site can be enjoyed and used by the wider community</li> <li>• Install iwi approved wayfinding signage and ensure it reflects the purakau and legacy of the school</li> <li>• Clarity around the importance of key landmarks and how they reflect the cultural narrative of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Telemetry device installed to provide TCC with bore consent requirement data around water take</li> <li>• Field project approved by the board and started in Term 3</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</li> </ul>

# Taumata School: Annual Report 2025



<p>that Integrates purakau (Māori 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>can be enjoyed and used by wider community</p> <ul style="list-style-type: none"> <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>Signage to share the importance of our Pou - Otanewainuku and Puwhenua</li> <li>Plant appropriate forms of shade and shrubs</li> </ul>		<p>2024 due to funding prioritisation</p>
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## Annual Achievement Targets 2025 and Variance:

**READING:**  
**Goal One:**

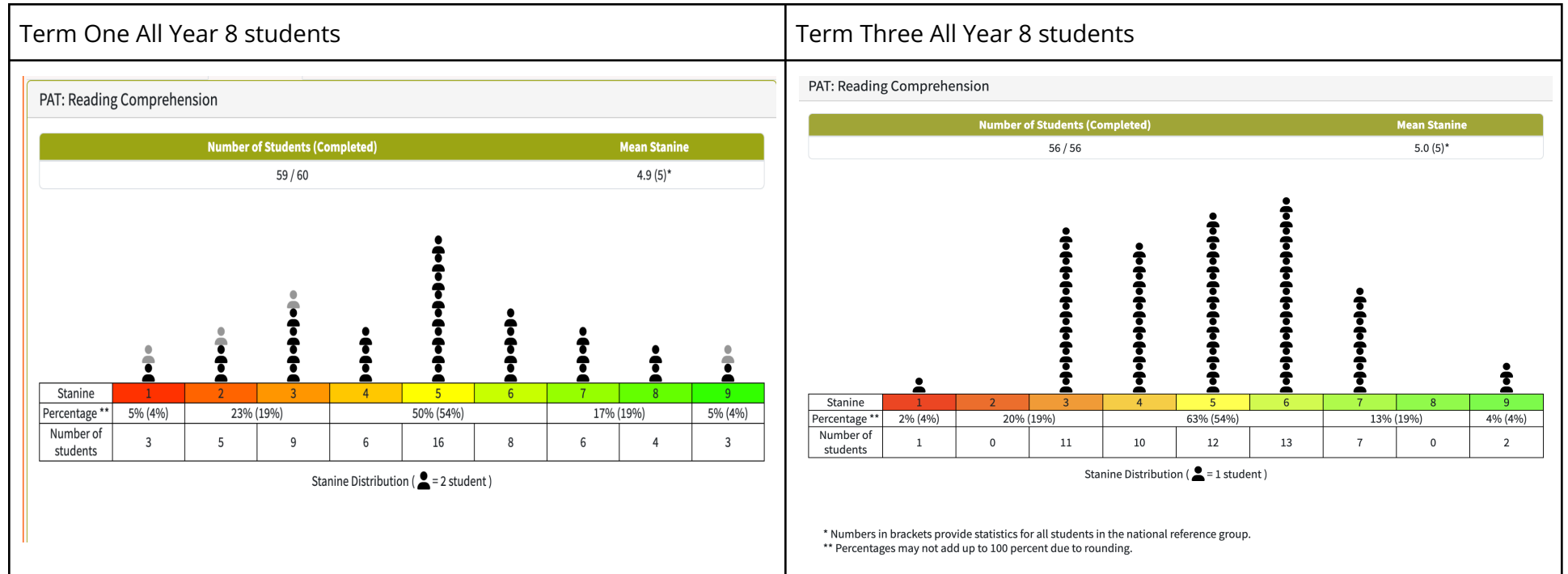
# Taumata School: Annual Report 2025



By the end of 2025, all Year 8 students identified as working below expectations in Reading (based on 2024 data) will demonstrate accelerated progress.

**What the 2024 data said:** At the end of 2024, 29% of Year 7 students were not working at the expected level of achievement. This became a focus for 2025. A change in how we assessed reading was made to include not only OTJ data but also PAT standardised assessment.

## 2025 Outcomes;



# Taumata School: Annual Report 2025



PAT Reading Comprehension data administered in Term 1 2025 and Term 3 2025 for Year 8 students indicates an upward shift in achievement. In Term 1 8 students were identified 'at risk' with a stanine 1 or 2. This was reduced to 1 student 'at risk' stanine 1 or 2 in Term 3. We also saw an increase in the mean stanine from 4.9 to 5.0. We also increased those stanine 8 and 9 students by 2.

When collating our end of year OTJ data for Year 8 students we had reduced the number working below expectation from 29% working below to 25% of Year 8 students working below expectations. This did not align with our PAT data set which indicated that we had reduced the students working below expectation from 30% to 21%.

## **Why the variance:**

Some variance exists between PAT stanine data and Overall Teacher Judgements (OTJs). This is expected and reflects the different purposes of each measure.

PAT stanines are norm-referenced and compare student performance against a national sample. OTJs are curriculum-referenced and reflect teacher judgement about progress toward year-level expectations based on multiple sources of evidence collected over time.

In 2025 the school undertook significant professional learning and curriculum transition. As teacher understanding of achievement expectations deepened, judgements became more precise and aligned to raised curriculum standards. This recalibration can temporarily widen the gap between standardised assessment data and teacher judgement during implementation phases.

PAT represents a snapshot of performance at a single point in time, while OTJs draw from ongoing observation, classroom assessment, and broader literacy behaviours. Together, these measures provide a broader picture of student learning than either would alone.

## **Reading Goal Two:**

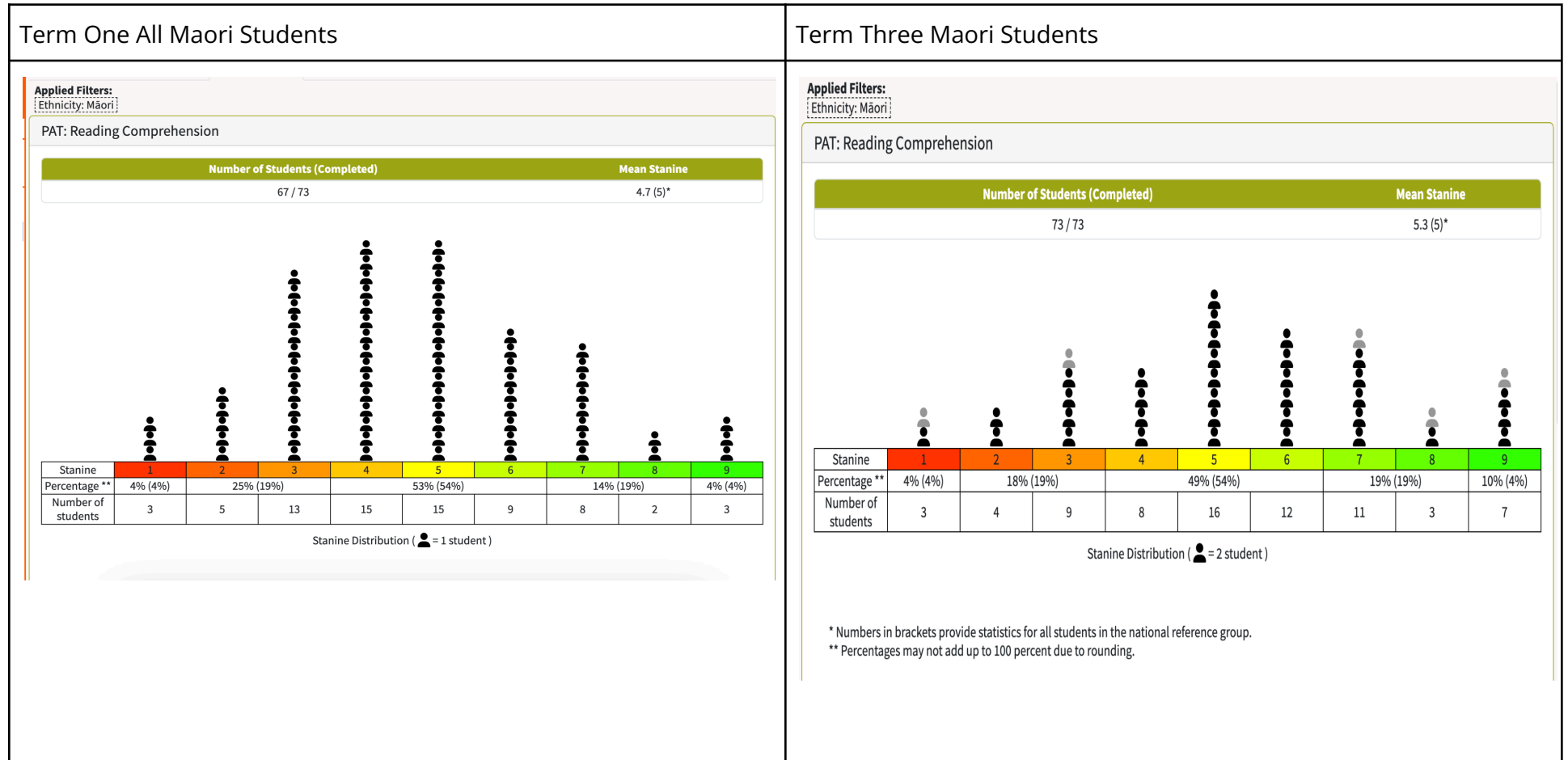
All Maori students working below expectations in Reading in 2024 will achieve equitable outcomes through accelerated learning.

# Taumata School: Annual Report 2025



**What the 2024 data said:** At the end of 2024, 24% of Māori students were not working at the expected level of achievement in Reading. This became a focus for 2025.

## 2025 Outcomes:



# Taumata School: Annual Report 2025



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PAT Reading Comprehension was administered in Terms 1 and 3. This demonstrated a positive shift in the mean stanine from 4.7 to 5.3. It also highlighted a shift from 21 students working in stanines 1-3 in Term 1 to 16 students working at stanine 1-3 in Term 3. We also extended students with 5 students working at stanine 8 and 9 in Term 1; to 10 students working at stanine 8 and 9 in Term 3.

Again, unfortunately this was not supported by our overall teacher judgements. 21% remain working below expectation based on our teacher overall judgements at the end of 2025.

**Why the variance:** Again we put this down to building teacher knowledge of the revised curriculum expectations and the moderation of our overall teacher judgements.

## WRITING:

### Goal One:

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

### Outcome:

83% of students in Year 6 are working at or above expectations in Writing

73% of students in Year 8 are working at or above expectations in Writing

**Goal Two:** All Maori students working below expectations in Writing in 2024 will achieve equitable outcomes through accelerated learning.

**Outcome:** 65% of Maori students are working at or above expectation in Writing.

# Taumata School: Annual Report 2025



**Why the variance:** Based on this assessment data (collated as Overall Teacher Judgments) our increased focus around curriculum expectations and professional development in Writing had an adverse impact on Maori students and this particular goal. We increased the number of students who needed support with 34% of Maori students working below expectation.

This result is alarming to us given that historically our Maori students have achieved within 3-6% of all students and 4-6% of New Zealand European suggesting that we were achieving equitable outcomes. This however has significantly changed and we are now 6-10% difference between All students and New Zealand European.

## MATHEMATICS:

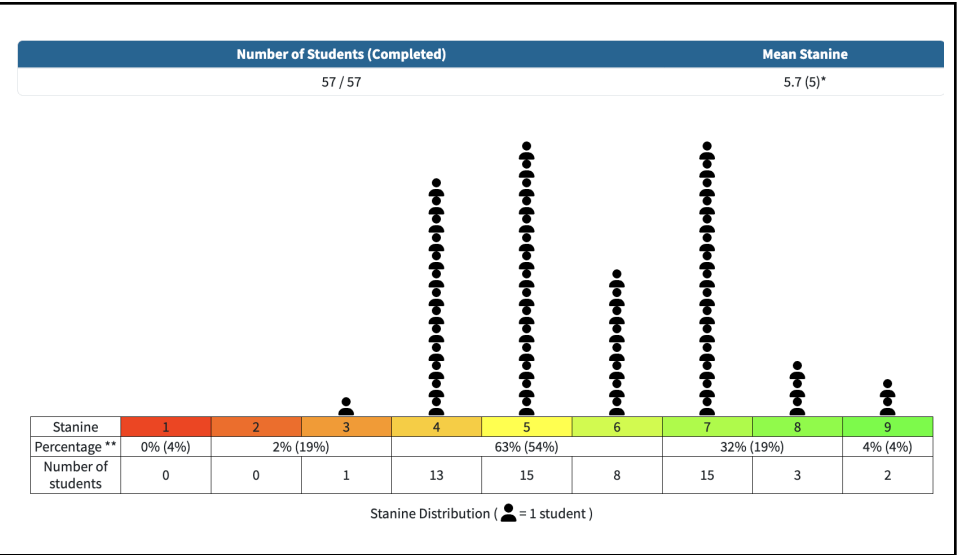
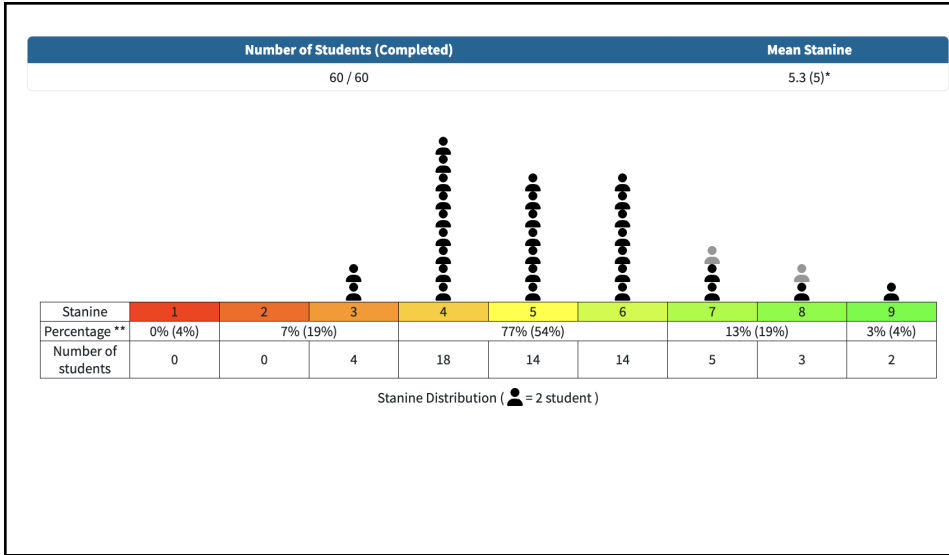
**Goal One:** By the end of 2025, all Year 8 students working below expectations in Mathematics (based on 2024 data) will demonstrate accelerated progress (increase of two stanines)

**What the data said:** At the end of 2024, 27% of Year 7 students were not working at the expected level of achievement in Mathematics.

## 2025 Outcome:

2025 Term 1 - All Year 8 Students	2025 Term 3 - All Year 8 Students
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# Taumata School: Annual Report 2025



## 2025 Term 4 Overall Teacher Judgment - All Year 8 students

At the end of 2025, 21% of Year 8 students were not working at the expected level of achievement in Mathematics, according to Overall Teacher Judgements against the curriculum. This represents an improvement from 27% of the cohort being below expectation at the end of Year 7 (2024), indicating a 6 percentage-point reduction in the proportion of students below expectation across the year. This shift reflects positive overall movement in cohort achievement and suggests that a number of students previously below expectation made sufficient progress to move into the expected range by the end of Year 8.

Across 2025, the Year 8 cohort demonstrated positive acceleration in Mathematics. PAT data shows the mean stanine increasing from 5.3 in Term 1 to 5.7 in Term 3. Over the same period, the number of students in the lowest achievement bands (Stanines 3–4) decreased from 22 to 14, while the number of students in upper bands (Stanines 7–9) increased from 10 to 20. This upward redistribution of students across the stanine scale aligns with Overall Teacher Judgement data, which shows a reduction in the proportion of students working below expectation from 27% (end of Year 7, 2024) to 21% (end of Year 8, 2025). Together, these measures indicate improving achievement, increasing equity, and a strengthening of overall cohort performance.

# Taumata School: Annual Report 2025



**Why the Variance:** While the cohort trend is positive, variation in individual rates of progress reflects differences in entry-level knowledge, attendance patterns, and the complexity of each learner's mathematical gaps. Students with clearly identified, narrow gaps who received targeted small-group support alongside strong Tier 1 classroom instruction demonstrated larger stanine shifts. Learners with broader or multiple gaps often require longer and more intensive intervention cycles before equivalent movement is evident in norm-referenced measures. Ongoing use of diagnostic assessment, structured teaching approaches, and responsive intervention is expected to continue reducing this variance over time.

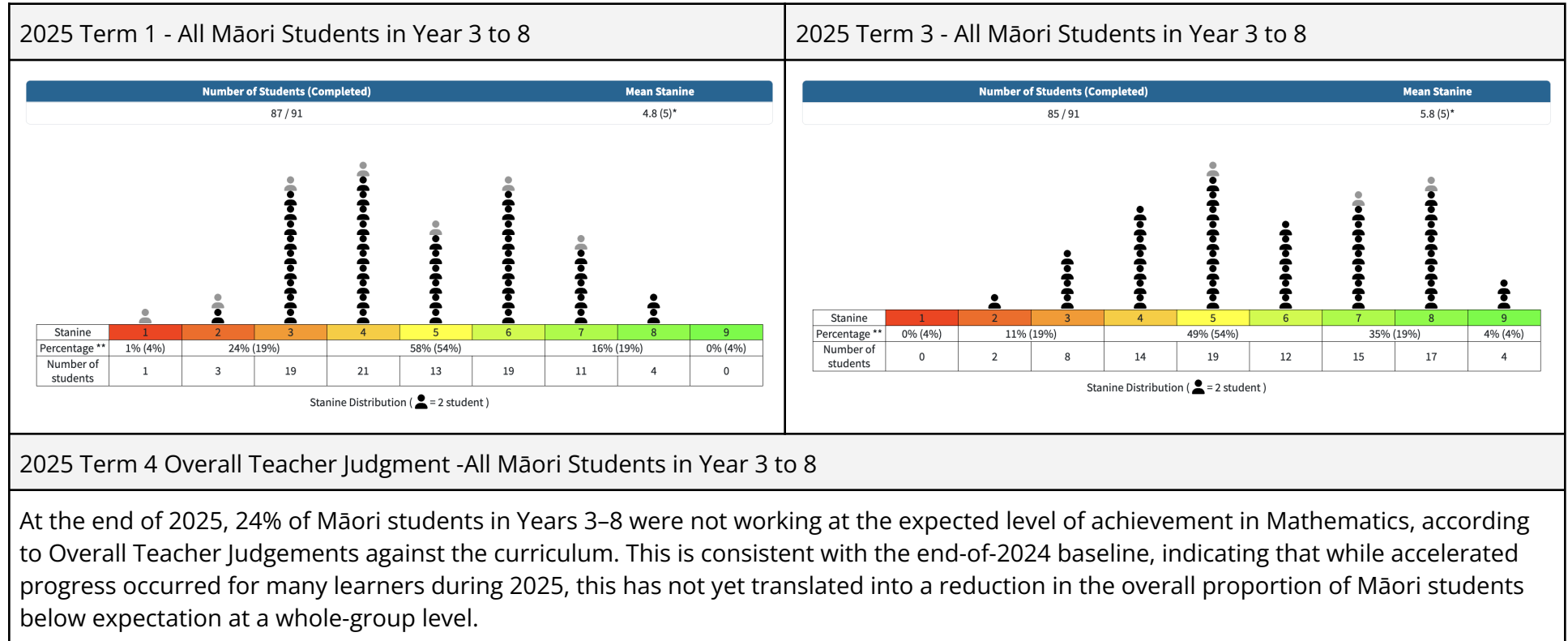
**Goal Two:** All Maori students working below expectations in Mathematics in 2024 will achieve equitable outcomes through accelerated learning.

**What the data said:** At the end of 2024, 24% of all Māori students in Year 3 to Year 8 were not working at the expected level of achievement. This became a focus for 2025.

# Taumata School: Annual Report 2025



## 2025 Outcome:



Across 2025, Māori learners in Years 3–8 demonstrated strong positive acceleration in Mathematics as measured by PAT. The mean stanine increased from 4.8 in Term 1 to 5.8 in Term 3, representing a substantial upward shift in cohort performance. Distribution data shows movement away from lower stanines and increased representation in middle and upper bands, indicating improving achievement and internal equity within the Māori cohort. However, Overall Teacher Judgement data shows that 24% of Māori students remained below expectation at the end of 2025, unchanged from the 2024 baseline. Taken together, this suggests that while many Māori learners are making accelerated progress, a proportion are still progressing within levels rather than yet crossing curriculum threshold boundaries.

# Taumata School: Annual Report 2025



**Why the Variance:** Variation in outcomes reflects differences in entry-level knowledge, attendance patterns, and the breadth and complexity of individual learning gaps. Māori students with clearly identified, specific gaps who accessed targeted small-group instruction alongside strong Tier 1 classroom teaching were more likely to demonstrate accelerated stanine shifts. Learners with more complex or multi-year gaps often require longer, sustained intervention cycles before accelerated progress is reflected in curriculum-level judgements. Continued strengthening of culturally responsive pedagogy, precise diagnostic assessment, and structured, explicit teaching is expected to support more consistent translation of accelerated progress into shifts in Overall Teacher Judgement over time.

## 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>• 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,</li> </ul>	<ul style="list-style-type: none"> <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>• Continue to 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>• Plan professional learning engagement at Hūria Marae and seeking out</li> </ul>

	<p>karakia, greeting visitors using moteatea relative to this rohe, mihi, morning hui</p> <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> <li>• Key personnel appointed within the school: <ul style="list-style-type: none"> <li>○ Kaiārahi i te reo Māori (Faith Purdie-Brown)</li> <li>○ Cultural Lead (Kris Phillips)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• All staff engaged in learning Te Reo Māori either through school-offered reo clubs or external study.</li> <li>• Regular assessment data collated on teacher capability in Te Reo Maori.</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>stronger ways of connecting and being of service to hapū.</p> <ul style="list-style-type: none"> <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>
<p>Take all reasonable steps to make instruction available in tikanga maori and te reo Maori</p>	<ul style="list-style-type: none"> <li>• Resourcing to employ Kaiārahi i te reo Māori with a focus on building teacher capability in Te Reo Māori and Tikanga</li> <li>• Te Reo Māori Club -</li> </ul>	<ul style="list-style-type: none"> <li>• Established Kaiārahi i te reo Māori role with a clear focus on supporting the teaching and delivery of Te Reo Māori in every learning space. The</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor te reo Māori programmes across the school, assessing progress and building teacher capability.</li> <li>• Encourage learning</li> </ul>

# Taumata School: Annual Report 2025



	<p>language learning opportunities provided</p> <ul style="list-style-type: none"> <li>• Support to access Te Reo Courses outside of school</li> <li>• Kapa Haka resourced across the school</li> </ul>	<p>Kaiārahi acts as a support teacher, modelling learning, correcting mistakes and providing feedback as appropriate.</p> <ul style="list-style-type: none"> <li>• Te Reo Club is operational before and after school</li> <li>• Workload addressed to reduced duties for staff attending reo club to recognise the extra workload learning another language brings.</li> <li>• An external tutor is resourced to provide Kapa Haka learning across the school.</li> <li>• All teachers engaged in some formal (or informal through te reo club onsite) te reo Māori learning.</li> <li>• Access Level 4B immersion funding - minimum of three hours of Te Reo Māori across the school each week.</li> </ul>	<p>coaches to pursue further, more rigorous study in Te Reo Māori</p> <ul style="list-style-type: none"> <li>• Ensure high expectations and engagement at whole school Kapa Haka each week.</li> <li>• Explore further opportunities for our extension Kapa Haka groups to perform and develop their skills in Kapa Haka.</li> <li>• Gather engagement data for tamariki Māori and progress on the aspirations of whānau Māori.</li> <li>• Begin a 'kaiārahi akonga' group for Māori students interested in developing their skills and understanding in Te Ao Māori.</li> </ul>
<p>Achieve equitable outcomes for Maori students</p>	<ul style="list-style-type: none"> <li>• Honouring Te Tiriti through striving for all Māori students to participate in</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly outlined expectations for Māori achievement in our</li> </ul>	<ul style="list-style-type: none"> <li>• Clear explicit goals outlined in annual plan and pedagogical coaches</li> </ul>

# Taumata School: Annual Report 2025



	<p>and enjoy academic, social and cultural success as Māori</p> <ul style="list-style-type: none"> <li>• High aspirations to ensure Māori tamariki achieve 'on-par' with non Māori taurira</li> </ul>	<p>strategic plan and annual achievement plan. This however has not carried through to all learning achievement data. This will continue to be year of heightened focus - equitable outcomes need to be a priority.</p>	<p>introduced to have stronger focus on these students and the data</p> <ul style="list-style-type: none"> <li>• Exploration of ways to create a greater profile for Māori success as maori across the school</li> <li>• Evidence of greater involvement of whanau in forming partnerships that support learning</li> <li>• A robust Attendance Management Plan that prioritises engagement and attendance.</li> </ul>
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## 2026 Strategic Goals:

Reading : 2025 End of Year Data	2026 Annual Achievement Goal
<p><b>Overall Teacher Judgement - End of Year Summary:</b></p> <p>85% of students in Year 3 are working at or above expectations in Reading              87% of students in Year 4 are working at or above expectations in Reading              84% of students in Year 5 are working at or above expectations in Reading              83% of students in Year 6 are working at or above expectations in Reading</p>	<ul style="list-style-type: none"> <li>• All Māori students working below expectations (27%) will show equitable outcomes through accelerated (1.5 years) and targeted learning</li> <li>• By the end of 2026 all Year 6 females</li> </ul>

# Taumata School: Annual Report 2025



<p>84% of students in Year 7 are working at or above expectations in Reading 75% of students in Year 8 are working at or above expectations in Reading</p> <ul style="list-style-type: none"> <li>• Overall Teacher Judgement data shows consistently strong achievement in Reading across Years 3–7, with 83–87% of students working at or above expected curriculum levels.</li> <li>• This indicates that the majority of learners are developing secure reading skills and that teaching programmes are largely effective in supporting progress and achievement across the middle years.</li> <li>• Achievement remains stable from Year 3 through Year 7, suggesting sustained progress as students move through the school.</li> <li>• In Year 8, achievement is lower, with 75% of students working at or above expectations. This indicates a transition point where reading demands increase, and a greater proportion of learners require additional support to sustain progress.</li> <li>• Overall, the data reflect a positive reading achievement picture, while also identifying Year 8 as a priority cohort for targeted support to ensure learners maintain momentum and are well prepared for the literacy demands of secondary schooling.</li> </ul>	<p>working below (21%) will show accelerated achievement in Reading</p> <ul style="list-style-type: none"> <li>• By the end of 2026 all Year 8 females working below (26%) will show accelerated achievement in Reading</li> <li>• By the end of 2026 all Year 4 boys working below (23%) will show accelerated achievement in Reading</li> <li>• By the end of 2026 all Year 7 boys working below (27%) will show accelerated achievement in Reading</li> </ul>
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Writing: 2025 End of Year Data	2026 Annual Achievement Goal
<p>Overall Teacher Judgement End of 2025 Year Summary 72% of students in Year 3 are working at or above expectations in Writing 78% of students in Year 4 are working at or above expectations in Writing 73% of students in Year 5 are working at or above expectations in Writing 83% of students in Year 6 are working at or above expectations in Writing</p>	<ul style="list-style-type: none"> <li>• All <b>Māori students</b> working below expectations (35%) in Writing will show equitable outcomes through accelerated and targeted learning</li> <li>• By the end of 2026 all <b>Year 4</b> students</li> </ul>

# Taumata School: Annual Report 2025



<p>70% of students in Year 7 are working at or above expectations in Writing 73% of students in Year 8 are working at or above expectations in Writing</p> <p>Overall achievement across the school is strong:</p> <ul style="list-style-type: none"> <li>• Between 70–83% of students are working at or above expectations in Writing.</li> <li>• Year 6 cohort is the standout group, achieving 83% at/above expectations.</li> <li>• Females outperform the overall average and show consistent achievement patterns.</li> <li>• Steady improvement evident through the middle years, suggesting effective explicit teaching practice.</li> <li>• Curriculum alignment with explicit instruction and the science of learning is having a positive impact.</li> </ul>	<p>working below expectation (28%) in 2025 will show accelerated achievement in Writing.</p> <ul style="list-style-type: none"> <li>• By the end of 2026 <b>all boys</b> working below expectation (28%) in 2025 will show accelerated achievement in Writing.</li> </ul>
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Mathematics	
2025 End of Year Data	2026 Annual Achievement Goal
<p>Overall Teacher Judgement End of Year Summary</p> <p>82% of students in Year 3 are working at or above expectations in Maths 89% of students in Year 4 are working at or above expectations in Maths 86% of students in Year 5 are working at or above expectations in Maths 84% of students in Year 6 are working at or above expectations in Maths 78% of students in Year 7 are working at or above expectations in Maths 79% of students in Year 8 are working at or above expectations in Maths</p>	<ul style="list-style-type: none"> <li>• By the end of 2026, all Māori students working below expectations in Mathematics (33%) in 2025 will demonstrate accelerated progress (1.5+ years progress in one year).</li> <li>• By the end of 2026, all Year 7 students working below</li> </ul>

# Taumata School: Annual Report 2025

The PAT Mathematics data shows strong upward movement from Term 1 to Term 3 across every year level. Mean scale scores increased consistently, signalling that most students made solid, year-on-year progress. The boxplots reinforce this pattern: the entire distribution for each cohort shifted upwards, with higher medians, stronger upper quartiles, and noticeably fewer students sitting in the lowest bands by the end of the year.

These patterns point to meaningful value added. In several cohorts, the Term 3 median is very close to (or above) the Term 1 upper quartile, which is a clear indicator of accelerated progress for a large proportion of students. The spread of scores has tightened in some year levels too, suggesting more consistency in outcomes and more learners being lifted into the “middle” and “on track” bands.

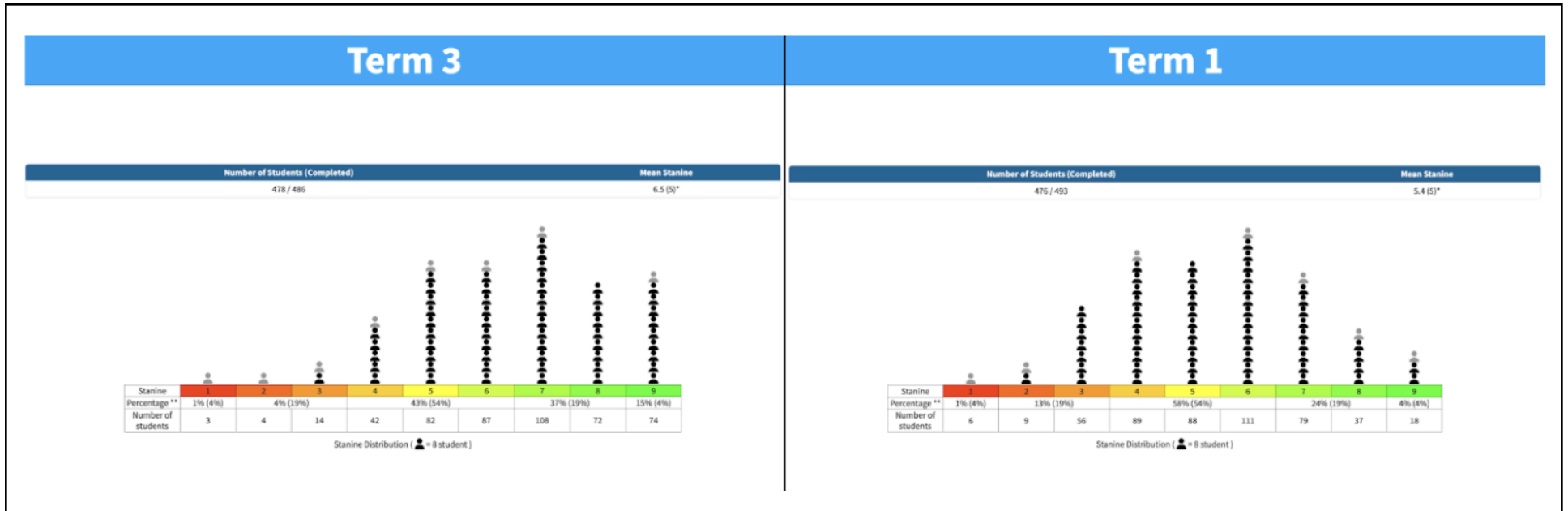
A small number of students did not make the expected progress and will require continued targeted support. Precision-teaching, intervention groups, and more responsive progress monitoring will be key to shifting this group.

Overall, this is a positive and encouraging achievement picture. The gains show in both the tables and the boxplots that our focus on high-impact teaching and support systems are making a measurable difference. This is real, demonstrable uplift, with clear next steps to ensure every learner progresses.

expectations in Mathematics (16%) in 2025 will demonstrate accelerated progress.

- By the end of 2026, all Year 8 students working below expectations in Mathematics (22%) in 2025 will demonstrate accelerated progress.

# Taumata School: Annual Report 2025

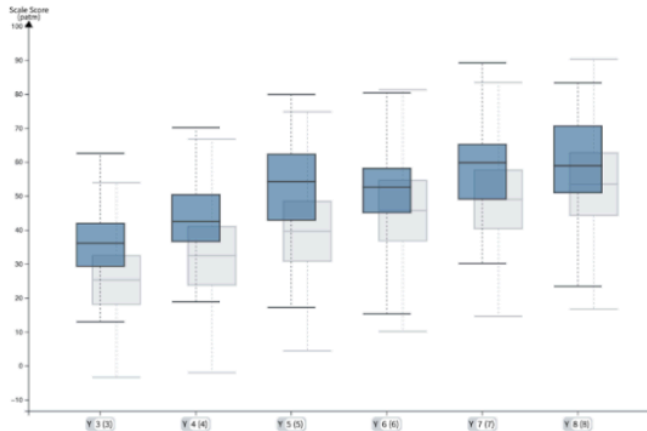


# Taumata School: Annual Report 2025



## Term 3

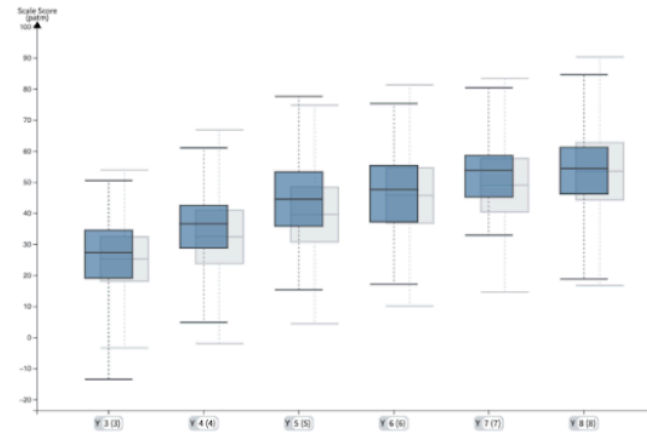
Year Level (ref year)	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
Y3 (3)	93/95	36.6 (25.4)	9.9 (10.6)	62.7 (54.0)	42.0(32.5)	36.2 (25.4)	29.4(18.2)	13.1 (-3.3)
Y4 (4)	79/80	43.5 (32.5)	10.8 (12.7)	70.2 (66.9)	50.5(41.1)	42.6 (32.5)	36.7(23.9)	18.9 (-1.9)
Y5 (5)	96/100	52.7 (39.7)	12.9 (13.1)	80.0 (74.9)	62.4(48.5)	54.3 (39.7)	43.0(30.9)	17.3 (4.5)
Y6 (6)	92/92	52.4 (45.8)	12.0 (13.2)	80.5 (81.4)	58.2(54.7)	52.7 (45.8)	45.2(36.9)	15.4 (10.2)
Y7 (7)	58/59	58.2 (49.1)	12.1 (12.7)	89.3 (83.5)	65.3(57.7)	59.9 (49.1)	49.2(40.5)	30.2 (14.7)
Y8 (8)	60/60	60.3 (53.6)	11.8 (13.7)	83.4 (90.4)	70.7(62.8)	59.0 (53.6)	51.1(44.4)	23.5 (16.8)



## Term 1

PAT: Mathematics

Year Level (ref year)	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
Y3 (3)	91/96	26.7 (25.4)	10.0 (10.6)	50.6 (54.0)	34.6(32.5)	27.4 (25.4)	19.2(18.2)	-13.4 (-3.3)
Y4 (4)	73/79	35.7 (32.5)	10.2 (12.7)	61.1 (66.9)	42.6(41.1)	36.7 (32.5)	28.9(23.9)	4.9 (-1.9)
Y5 (5)	96/97	45.5 (39.7)	13.4 (13.1)	77.7 (74.9)	53.4(48.5)	44.6 (39.7)	35.9(30.9)	15.4 (4.5)
Y6 (6)	90/95	46.8 (45.8)	11.6 (13.2)	75.4 (81.4)	55.4(54.7)	47.7 (45.8)	37.3(36.9)	17.2 (10.2)
Y7 (7)	65/65	52.8 (49.1)	10.0 (12.7)	80.5 (83.5)	58.7(57.7)	53.9 (49.1)	45.3(40.5)	33.0 (14.7)
Y8 (8)	61/61	54.8 (53.6)	11.2 (13.7)	84.7 (90.4)	61.3(62.8)	54.5 (53.6)	46.3(44.4)	18.9 (16.8)




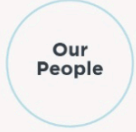


# Taumata School: Annual Report 2025


## Strategic Plan 2026:

### Empowered to learn; Empowered for life!

*Whakamana te ako; Kia mana te ora*

Our Mission: To provide world-class learning experiences that prepare and empower students for the adventure that is life.

	Strategic Goal	Strategic Initiative	Success
 <b>Our Purpose</b>	<b>Strengthen student engagement and achievement through improved attendance, a deliberately sequenced knowledge-rich curriculum, and clear, consistent assessment and reporting to support progress and achievement.</b>	<ul style="list-style-type: none"> <li>Implement a proactive attendance and engagement plan with data-informed strategies and whanau partnerships</li> <li>Embed the Refreshed Curriculum in English and Mathematics with a focus on explicit instruction</li> <li>Integrate Te Tai Whanaake concepts and reo within curriculum design</li> <li>Implement standardised tools for assessment that support clear progress and achievement data</li> <li>Target acceleration for priority learners (Maori, and Tier 2 learners) as defined by the school achievement data.</li> </ul>	<b>Empowered learners</b> who are equipped for learning beyond Taumata School
 <b>Our People</b>	<b>Build a high-performing, collaborative team culture that prioritises staff wellbeing, leadership growth and pedagogical excellence</b>	<ul style="list-style-type: none"> <li>Differentiate the pedagogical coaching model for experience and need</li> <li>Provide leadership pathways for middle and aspiring leaders</li> <li>Continue professional learning in structured literacy, mathematics</li> <li>Strengthen ECE and secondary transitions for learner continuity</li> </ul>	<b>Empowered team members</b> able to shape our future
 <b>Our Partners</b>	<b>Strengthen authentic, reciprocal relationships with whanau, iwi, and community to support learner success and belonging</b>	<ul style="list-style-type: none"> <li>Strengthen mahitahi partnerships with Ngati Ranginui, hapu and local iwi</li> <li>Increase informal whanau engagement (open days, hui, cultural events)</li> <li>Enhance board and leadership visibility</li> <li>Develop a coherent and transparent communication strategy about learning and progress</li> <li>Ensure inclusion of diverse family and cultural perspectives</li> </ul>	<b>Empowering partnerships</b> that reflect and value Ao Maori and strong connections
 <b>Our Place</b>	<b>Enrich learning through global citizenship, cultural exchange, and sustainable international programmes</b>	<ul style="list-style-type: none"> <li>Develop a comprehensive international student strategy focusing on wellbeing and inclusion</li> <li>Strengthen global partnerships in Korea, China and Japan</li> <li>Provide cultural immersion experiences that support our localised curriculum</li> <li>Provide professional support for staff teaching international learners</li> <li>Embed global competencies and cross-cultural projects across the curriculum</li> <li>Profile Taumata school internationally as a values-led, inclusive school</li> </ul>	<b>Environments</b> that encourage empowered learners for life



The diagram is a pyramid with five levels. From top to bottom: 
 1. **Collaboration** (hands shaking icon)
 2. **Creativity** (hand with sparkles icon) and **Authentic Learning** (hands holding a heart icon)
 3. **Learner Agency** (hand with arrows icon) and **Grit** (hand with lightning bolt icon)
 4. **Taumata School** (school logo icon)

## Statement of Compliance with employment policy:

Reporting on the principles of being a Good Employer	
<p><b>How have you met your obligations to provide good and safe working conditions?</b></p>	<p><i>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.</i></p>
<p><b>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</b></p>	<p><i>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.</i></p>

# Taumata School: Annual Report 2025

<p><b>How do you practise impartial selection of suitably qualified persons for appointment?</b></p>	<p><i>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.</i></p>
<p><b>How are you recognising,</b></p> <ul style="list-style-type: none"> <li>- <b>The aims and aspirations of Māori,</b></li> <li>- <b>The employment requirements of Māori, and</b></li> <li>- <b>Greater involvement of Māori in the Education service?</b></li> </ul>	<p><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></p>
<p><b>How have you enhanced the abilities of individual employees?</b></p>	<p><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></p>
<p><b>How are you recognising the employment requirements of women?</b></p>	<p><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></p>

# Taumata School: Annual Report 2025



<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>
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<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	<b>YES</b>	<b>NO</b>
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?	✓	
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 2025 Taumata School received \$10, 791.92 excluding GST.

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

## Taumata School: Annual Report 2025

- 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 - contribution to 20 hours per week.

## Financial Statements: (to be attached May)

# TAUMATA SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2025

#### 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

**Accountant / Service Provider:**

Education  Services.  
Dedicated to your school

# TAUMATA SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

## Index

<b>Page</b>	<b>Statement</b>
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
21 - 23	Independent Auditor's Report

# Taumata School

## Statement of Responsibility

For the year ended 31 December 2025

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 2025 fairly reflects the financial position and operations of the School.

The School's 2025 financial statements are authorised for issue by the Board.

Ben Fitchett

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Full Name of Presiding Member

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Signature of Presiding Member

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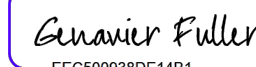
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Date

Genavier Fuller

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Full Name of Principal

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Signature of Principal

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Date

# Taumata School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

		2025	2025	2024
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	12,375,267	6,829,158	7,294,506
Government Grants - Resource Teachers: Learning and Behaviour	4	637,328	603,367	-
Locally Raised Funds	3	301,646	40,000	197,810
Interest		41,834	-	73,323
Gain on Sale of Property, Plant and Equipment		-	-	87
Other Revenue		2,104	-	1,257
<b>Total Revenue</b>		<b>13,358,179</b>	<b>7,472,525</b>	<b>7,566,983</b>
<b>Expense</b>				
Locally Raised Funds	3	130,123	-	115,727
Learning Resources	5	9,653,223	4,333,912	4,690,715
Administration	6	350,642	352,969	278,361
Resource Teachers: Learning and Behaviour	4	507,685	543,600	-
Interest		6,611	1,511	3,387
Property	7	2,237,202	2,163,170	2,311,214
Loss on Disposal of Property, Plant and Equipment		1,998	-	2,830
<b>Total Expense</b>		<b>12,887,484</b>	<b>7,395,162</b>	<b>7,402,234</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>470,695</b>	<b>77,363</b>	<b>164,749</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>470,695</b>	<b>77,363</b>	<b>164,749</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 2025

	2025	2025	2024
Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Equity at 1 January</b>	2,942,796	2,660,482	2,753,087
Total comprehensive revenue and expense for the year	470,695	77,363	164,749
Contribution - Furniture and Equipment Grant	3,431	-	24,960
Contributions from the Ministry of Education - Te Mana Tuhono	21,934	-	-
<b>Equity at 31 December</b>	3,438,856	2,737,845	2,942,796
Accumulated comprehensive revenue and expense	3,438,856	2,737,845	2,942,796
<b>Equity at 31 December</b>	3,438,856	2,737,845	2,942,796

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 2025

		2025	2025	2024
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	564,518	790,009	149,705
Accounts Receivable	9	914,805	322,005	379,038
GST Receivable		72,313	26,051	26,285
Prepayments		26,939	12,493	35,153
Inventories	10	35,268	27,247	39,100
Investments	11	1,200,000	-	1,200,000
Funds Receivable for Capital Works Projects	16	4,500	-	-
Funds owed in Trust		-	-	-
		<u>2,818,343</u>	<u>1,177,805</u>	<u>1,829,281</u>
<b>Current Liabilities</b>				
Accounts Payable	13	1,034,036	352,583	373,403
Revenue Received in Advance	14	96,234	6,367	16,543
Provision for Cyclical Maintenance		-	-	-
Finance Lease Liability	16	67,735	31,684	23,952
Funds held for Capital Works Projects	17	-	-	39
		<u>1,198,005</u>	<u>390,634</u>	<u>413,937</u>
<b>Working Capital Surplus/(Deficit)</b>		<u>1,620,338</u>	<u>787,171</u>	<u>1,415,344</u>
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	1,976,768	1,970,620	1,574,440
		<u>1,976,768</u>	<u>1,970,620</u>	<u>1,574,440</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	58,162	-	-
Finance Lease Liability	16	100,088	19,946	46,988
		<u>158,250</u>	<u>19,946</u>	<u>46,988</u>
<b>Net Assets</b>		<u><u>3,438,856</u></u>	<u><u>2,737,845</u></u>	<u><u>2,942,796</u></u>
<b>Equity</b>		<u><u>3,438,856</u></u>	<u><u>2,737,845</u></u>	<u><u>2,942,796</u></u>

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 2025

		2025	2025	2024
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		2,221,707	1,295,019	1,440,914
Locally Raised Funds		326,318	40,000	208,470
International Students		57,664	-	-
Goods and Services Tax (net)		(46,028)	-	(234)
Payments to Employees		(645,511)	(472,246)	(573,123)
Payments to Suppliers		(961,994)	(968,593)	(758,555)
Interest Paid		(6,611)	(1,511)	(3,387)
Interest Received		62,280	-	48,674
Net cash from/(to) Operating Activities		1,007,825	(107,331)	362,759
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	87
Purchase of Property Plant & Equipment (and Intangibles)		(565,825)	(337,000)	(245,525)
Purchase of Investments		(1,200,000)	-	(1,200,000)
Proceeds from Sale of Investments		1,200,000	-	-
Net cash from/(to) Investing Activities		(565,825)	(337,000)	(1,445,438)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		28,391	-	-
Finance Lease Payments		(51,039)	(30,577)	(32,572)
Funds Administered on Behalf of Other Parties		(4,539)	-	39
Net cash from/(to) Financing Activities		(27,187)	(30,577)	(32,533)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>414,813</b>	<b>(474,908)</b>	<b>(1,115,212)</b>
Cash and cash equivalents at the beginning of the year	8	149,705	1,264,917	1,264,917
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>564,518</b>	<b>790,009</b>	<b>149,705</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 2025

#### 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 2025 to 31 December 2025 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 15.

#### *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 12.

#### **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 16. Future operating lease commitments are disclosed in note 22b.

#### *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 are 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 10 to 13 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 and finance lease liability. Financial liabilities are initially recognised at fair value and 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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	1,761,814	1,303,890	1,412,700
Teachers' Salaries Grants	8,702,530	3,678,977	3,880,425
Use of Land and Buildings Grants	1,852,231	1,846,291	1,990,076
Other Government Grants	58,692	-	11,305
	<u>12,375,267</u>	<u>6,829,158</u>	<u>7,294,506</u>

## 3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>			
Donations and Bequests	81,749	40,000	30,635
Fees for Extra Curricular Activities	117,462	-	118,383
Trading	44,771	-	39,691
Fundraising and Community Grants	-	-	9,101
International Student Fees	57,664	-	-
	<u>301,646</u>	<u>40,000</u>	<u>197,810</u>
<b>Expense</b>			
Extra Curricular Activities Costs	73,320	-	80,249
Trading	36,186	-	35,478
Fundraising and Community Grant Costs	435	-	-
International Student - Other Expenses	20,182	-	-
	<u>130,123</u>	<u>-</u>	<u>115,727</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>171,523</u>	<u>40,000</u>	<u>82,083</u>

#### 4. Resource Teachers: Learning and Behaviour Revenue and Expense

The School is the lead school funded by the Ministry of Education to provide the services of Resource Teachers: Learning and Behaviour to its group of schools.

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>			
Administration Grant	149,557	149,556	-
Learning Support Funding	266,896	266,895	-
Travel Grant	170,465	170,465	-
Lead School Grant	16,451	16,451	-
Other Revenue	33,959	-	-
	637,328	603,367	-
Revenue received in advance			
Revenue recognised	637,328	603,367	-
<b>Expense</b>			
Employee Benefit - Salaries	44,750	44,000	-
Administration	87,485	107,600	-
Learning Support	264,968	317,000	-
Travel	65,446	63,000	-
Other Expense	45,036	12,000	-
	507,685	543,600	-
<i>Surplus/ (Deficit) for the year - RTLB Service</i>	129,643	59,767	-

#### 5. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	93,322	113,500	120,682
Employee Benefits - Salaries	9,245,112	3,923,275	4,257,013
Staff Development	54,261	70,000	46,606
Depreciation	235,862	198,137	241,614
Other Learning Resources	1,274	2,000	337
Information And Communication Technology	23,392	27,000	24,463
	9,653,223	4,333,912	4,690,715

#### 6. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	11,710	8,000	11,265
Board Fees and Expenses	21,526	14,000	19,134
Other Administration Expenses	101,961	140,400	78,079
Employee Benefits - Salaries	178,092	164,569	136,123
Insurance	17,553	6,000	14,800
Service Providers, Contractors and Consultancy	19,800	20,000	18,960
	350,642	352,969	278,361

## 7. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Consultancy and Contract Services	88,597	88,000	84,370
Cyclical Maintenance	58,162	-	-
Heat, Light and Water	88,415	74,000	75,900
Rates	25,532	25,000	23,582
Repairs and Maintenance	46,321	44,000	60,595
Use of Land and Buildings	1,852,231	1,846,291	1,990,076
Employee Benefits - Salaries	58,321	63,379	59,650
Other Property Expenses	16,710	15,500	14,414
Transport	2,913	7,000	2,627
	<u>2,237,202</u>	<u>2,163,170</u>	<u>2,311,214</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.

## 8. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	564,518	(380,004)	149,705
Short-term Bank Deposits	-	1,170,013	-
Cash and cash equivalents for Statement of Cash Flows	<u>564,518</u>	<u>790,009</u>	<u>149,705</u>

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

Of the \$564,518 Cash and Cash Equivalents \$193,472 is subject to restrictions for the following reasons:

- \$96,234 of Revenue Received in Advance is held by the school, as disclosed in note 14.

- \$97,238 (2024: Nil) is held by the School on behalf of the RTLB Service. See note 4 for details of how the funding received for the service has been spent in the year.

## 9. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	4,720	12,227	26,043
Receivables from the Ministry of Education	2,163	-	4,307
Interest Receivable	10,494	5,206	29,855
Banking Staffing Underuse	-	19,822	-
Teacher Salaries Grant Receivable	897,428	284,750	318,833
	<u>914,805</u>	<u>322,005</u>	<u>379,038</u>
Receivables from Exchange Transactions	15,214	37,255	55,898
Receivables from Non-Exchange Transactions	899,591	284,750	323,140
	<u>914,805</u>	<u>322,005</u>	<u>379,038</u>

## 10. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Uniforms	35,268	27,247	39,100
	35,268	27,247	39,100

## 11. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	1,200,000	-	1,200,000
Total Investments	1,200,000	-	1,200,000

## 12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2025</b>						
Building Improvements	679,496	328,696	-	-	(23,918)	<b>984,274</b>
Furniture and Equipment	644,697	31,575	(373)	-	(107,625)	<b>568,274</b>
Information and Communication Technology	122,372	53,706	(1,625)	-	(52,598)	<b>121,855</b>
Motor Vehicles	40,944	76,308	-	-	(20,124)	<b>97,128</b>
Leased Assets	68,074	31,495	-	-	(29,190)	<b>70,379</b>
Library Resources	18,857	400	-	-	(2,407)	<b>16,850</b>
RTL Asset	-	151,927	-	-	(33,920)	<b>118,008</b>
	1,574,440	674,107	(1,998)	-	(269,782)	<b>1,976,768</b>

The net carrying value of equipment held under a finance lease is \$70,379 (2024: \$68,074)

### 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.

	2025 Cost or Valuation \$	2025 Accumulated Depreciation \$	2025 Net Book Value \$	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$
Building Improvements	1,049,502	(65,228)	<b>984,274</b>	720,806	(41,310)	<b>679,496</b>
Furniture and Equipment	1,191,995	(623,721)	<b>568,274</b>	1,175,017	(530,320)	<b>644,697</b>
Information and Communication Technology	388,430	(266,575)	<b>121,855</b>	348,465	(226,093)	<b>122,372</b>
Motor Vehicles	128,010	(30,882)	<b>97,128</b>	51,703	(10,759)	<b>40,944</b>
Leased Assets	149,928	(79,549)	<b>70,379</b>	118,433	(50,359)	<b>68,074</b>
Library Resources	36,986	(20,136)	<b>16,850</b>	36,586	(17,729)	<b>18,857</b>
RTL Asset	151,927	(33,920)	<b>118,008</b>	-	-	-
	3,028,939	(1,120,011)	<b>1,976,768</b>	2,451,010	(876,570)	<b>1,574,440</b>

### 13. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	99,406	41,884	34,981
Accruals	11,710	16,863	11,265
Employee Entitlements - Salaries	897,428	284,750	318,833
Employee Entitlements - Leave Accrual	8,324	9,086	8,324
RTLB Creditors	17,168	-	-
	<u>1,034,036</u>	<u>352,583</u>	<u>373,403</u>
Payables for Exchange Transactions	1,034,036	352,583	373,403
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>1,034,036</u>	<u>352,583</u>	<u>373,403</u>

The carrying value of payables approximates their fair value.

### 14. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Income in Advance	7,674	978	12,983
Rarotonga Trip 2026	4,500	-	2,500
Whanau Ropu/PTA	1,060	1,060	1,060
Grants in Advance - Ministry of Education	-	4,329	-
Int'l Students Revenue In Advance	83,000	-	-
	<u>96,234</u>	<u>6,367</u>	<u>16,543</u>

### 15. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	-	-	-
Increase/(decrease) to the Provision During the Year	58,162	-	-
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>58,162</u>	-	-
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Non current	58,162	-	-
	<u>58,162</u>	-	-

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2029. This plan is based on the School's 10 Year Property plan / painting quotes.

## 16. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	78,404	31,684	29,362
Later than One Year	111,008	19,946	53,922
Future Finance Charges	(21,589)	-	(12,344)
	167,823	51,630	70,940

### Represented by

Finance lease liability - Current	67,735	31,684	23,952
Finance lease liability - Non current	100,088	19,946	46,988
	167,823	51,630	70,940

## 17. 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 8, and includes retentions on the projects, if applicable.

	2025	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
LSPM:Site:Visual & Safety Modifications		245815	39	149	(188)	-	-
B: Outdoor learning area		254081	-	40,500	(45,000)	-	(4,500)
Totals			39	40,649	(45,188)	-	(4,500)

### Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(4,500)

	2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	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	-

## 18. 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.

## 19. Remuneration

### *Key management personnel compensation*

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

	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>
<i>Board Members</i>		
Remuneration	3,350	3,720
<i>Leadership Team</i>		
Remuneration	1,404,787	456,176
Full-time equivalent members	11.00	3.04
Total key management personnel remuneration	<u>1,408,137</u>	<u>459,896</u>

There are 6 members of the Board excluding the Principal. The Board has held 9 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*

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

	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$000</b>	<b>\$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	220 - 230	190 - 200
Benefits and Other Emoluments	6 - 7	5 - 6
Termination Benefits	-	-

### *Other Employees*

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

Remuneration	<b>2025</b>	<b>2024</b>
\$000	<b>FTE Number</b>	<b>FTE Number</b>
100 - 110	47.00	7.00
110 - 120	9.00	6.00
120 - 130	2.00	1.00
130 - 140	3.00	1.00
	<u>61.00</u>	<u>15.00</u>

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

## 20. 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:

	2025 Actual	2024 Actual
Total	\$0	\$0
Number of People	0	0

## 21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2025 (Contingent liabilities and assets at 31 December 2024: 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 for specific individuals. As such, this is expected to resolve the liability for school boards.

## 22. Commitments

### (a) Capital Commitments

There are no capital commitments as at 31 December 2025 (Capital commitments at 31 December 2024: \$4,895).

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 17.

### (b) Operating Commitments

There are no operating commitments as at 31 December 2025 (Operating commitments at 31 December 2024: nil).

## 23. 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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Cash and Cash Equivalents	564,518	790,009	149,705
Receivables	914,805	322,005	379,038
Investments - Term Deposits	1,200,000	-	1,200,000
Total financial assets measured at amortised cost	<u>2,679,323</u>	<u>1,112,014</u>	<u>1,728,743</u>

### Financial liabilities measured at amortised cost

Payables	1,034,036	352,583	373,403
Finance Leases	167,823	51,630	70,940
Total financial liabilities measured at amortised cost	<u>1,201,859</u>	<u>404,213</u>	<u>444,343</u>



#### **24. Events After Balance Date**

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

#### **25. 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 2028
Genavier Fuller	Principal	ex Officio	
Andrew Tarr	Parent Representative	Elected	Sep 2028
Gareth Thomas	Parent Representative	Elected	Sep 2028
Lauren Bradley	Parent Representative	Elected	Sep 2028
Mark McIlroy	Parent Representative	Elected	Sep 2028
Arlenna Porteners	Staff Representative	Elected	Sep 2028

## Taumata School

## Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$10,792 (excluding GST). The funding was spent on sporting endeavours.

## Statement of Compliance with Employment Policy

For the year ended 31st December 2025 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 FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

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 pages 2 to 20, that comprise the statement of financial position as at 31 December 2025, 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.

#### Opinion

In our opinion the financial statements:

- present fairly, in all material respects:
  - the School's financial position as at 31 December 2025, and
  - the 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 - Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 12 June 2026. This is the date at which our opinion is expressed.

#### 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 audit 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:** 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 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 the Board intends to close or merge the School, or has 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 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 included in the Board's annual report**

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, 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 annual financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Variance, 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 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)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than in our capacity as auditor, we have no relationship with, or interests in, the School.

A handwritten signature in black ink, appearing to read "Michael Lim". The signature is written in a cursive style with a large, stylized initial "M".

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