



Taumata School

Annual Report

2023



Collaboration



Creativity



Authentic Learning



Learner Agency



Grit

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School Vision and Mission:

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

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

2023 Review:

As we stand on the brink of a new year, it is with great enthusiasm and a sense of purpose that we share an overview of who we are in 2023 and our aspirations for the journey ahead in 2024. Taumata School, though young in years, is resolutely focused on delivering the finest educational opportunities and experiences for the vibrant communities of The Lakes and Pyes Pa.

Our vision, "Empowered to learn, empowered for life," captures our unwavering belief that by teaching children how to learn, we equip them with the knowledge and skills to pursue their passions, interests, and futures. We are clear in our purpose: to ensure our students are literate and numerate, providing them with the choices needed to reach their potential beyond school. Education, we firmly believe, is a critical tool for unlocking a better future for New Zealand, driving social mobility, and building a workforce ready for the challenges of tomorrow.

As a Board, we are committed to our mission – to provide a world-class learning experience that empowers and prepares learners for the adventure that is life. Our school, deeply rooted in the history of Ngāi Tamarawaho, reflects strong connections to the values of local hapu. We are dedicated to creating an environment where every child feels their culture is valued, while maintaining a steadfast commitment to the bicultural partnerships of Aotearoa New Zealand.

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We recognise that our teachers and support team are our greatest asset. Our rigorous recruitment process ensures that educators share our vision and are committed to continuous learning and professional growth to meet the evolving needs of our tamariki. We have made significant investments in improving literacy teaching practices and enhancing mathematical content knowledge and capability.

Looking ahead to 2024, our focus is on 'fidelity of practice,' building on the culturally responsive relationships we have established. Drawing inspiration from the work of Russell Bishop, we aim to implement effective pedagogies that support student achievement and progress. To facilitate this, we have established an internal infrastructure that supports coaching of teachers, a common code of pedagogies to reduce variability, and clear expectations for learning and teaching at Taumata School.

Change is imminent in 2024 – with new government expectations, a refreshed curriculum, and a higher level of personal capability to add value to our students. In the midst of these changes, we are steadfast in our commitment to creating a 'school whanau' that ensures all children leave our school empowered to live their best life beyond Taumata School.

A handwritten signature in black ink, reading "Genavier Fuller".

Signed Principal:

A handwritten signature in black ink, reading "Ben Fitchett".

Signed Presiding Member:

Taumata School Board 2023:

Tumuaki / Principal	Genavier Fuller
Presiding Member / Tiamana o te Poari	Ben Fitchett

Board Approved ▾

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Board Members / Ngā Mema o te Poari	Gareth Thomas Andrew Tarr Arlenna Porteners (Staff Representative) David Lewis (resigned 02/2024) Mark McIlroy Lauren Bradley
Date of Annual Report Submission:	March 2024
Consultation: Conducted through community surveys, parent/whanau hui, google form surveys, board meetings and staff/student surveys.	July - September 2023

2023 Celebrations and Wonderings:

Conceptual Curriculum and Te Tai Whanake: In 2024, our conceptual curriculum focused in on *Aroha* for Semester A (Terms 1 and 2) and *Me ko Tamateapōkaiwhenua - Be like that of the great adventurer, Tamateapōkaiwhenua* in Semester B (Terms 3 and 4). Students across Taumata delved into learning that connected to kōrero from Ngāti Ranginui's Te Tai Whanake platform. We began 2023 remaining as a trial school for Ngāti Ranginui prior to the launch of Te Tai Whanake which was launched in October. Taumata School featured heavily at the public launch with our journey using the platform celebrated and valuable feedback from our school given to the iwi and kāhui ako teams to further improve Te Tai Whanake. This also helps to support other schools with the implementation of the resource. We have also been fortunate as a school to continually draw on the expertise of kaumātua, namely Des Tata, who has supported the development of our localised curriculum in a professional learning capacity for all staff. We finish 2023 excited about our new concepts for 2024 - *Te Toka a Tirikawa* and *Ūkaipō*. *Te Toka a Tirikawa* relates to the whakataukī '*Ahakoā uhiuhi ngā ngaru, ka whakaea anō Te toka a Tirikawa - despite the thrashing of the waves, the toka of Tirikawa remains resolute*' allowing multiple opportunities for students to explore grit and resilience with a link to the pūrākau - Kinomoerua. *Ūkaipō* references 'The nourishing connection to our homelands that feeds our

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wairua' and literally means 'source of sustenance' will allow students to make those connections back to their homelands and look at curriculum related topics around health and wellbeing, the living world, identity and culture.

People and Talent Development:

We have seen a marked increase of staff members desiring to one day enter into a senior leadership role (20% of staff surveyed at the end of Term 3 this year) and middle leadership role (24% of staff surveyed). Outside of Senior Leadership, 17 of our teachers have held leadership roles, from Kāhui Ako Within School Leader roles to curriculum leadership to operational and administrative leadership roles.

School Wide Professional Learning:

Taumata school has made steady achievements in structured literacy. Firstly, we have worked to develop our teacher competency and capabilities. This has had an impact on our student learning outcomes. We celebrate this journey and look forward to continually building teacher capability, inducting new staff to Structured Literacy and seeing improvements in our Literacy data. Our commitment to structured literacy has resulted in significant improvements in reading proficiency, spelling, and overall language skills among our students. In mathematics, our innovative approaches to teaching have led to notable advancements in problem-solving abilities and a deeper understanding of mathematical concepts. DMIC has provided us with strong Pedagogy which our Learning Coaches apply to all curriculum areas. Additionally, dedication to a conceptual curriculum through the use of Te Taiwhanake combined with our expectation of experiential learning has fostered critical thinking, creativity, and a love for learning, empowering our students to apply their knowledge across various subjects. These achievements are a testament to our continual drive to get the best outcomes for the learners at Taumata School.

Strategic Plan 2021 - 2023

Empower our learners through an innovative, rich local curriculum that is evidence informed				
Initiative / NELPS	Actions Taken	What did we achieve?	Evidence	Reason for Variance
Develop clear guidance on the	<ul style="list-style-type: none">Embed structured literacy practice in Years 0-3	<ul style="list-style-type: none">Structured literacy embedded throughout the school. Clarity around using the IDEAL Learning platform. All learning coaches have been engaged in a coaching	<ul style="list-style-type: none">Teacher observations and feedback	<ul style="list-style-type: none">Our Common Code of Pedagogy in Literacy (Reading) has only just

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<p>teaching of literacy and communication at Taumata School in order to improve student achievement</p> <p>NELP Objective 2:</p> <p>Reduce barriers to education for all, including Maori and Pacific learners/akonga, disabled learners/akonga and those with learning support needs</p> <p>NELP Objective: 2</p> <p>Ensure every learner/akonga gains sound foundation skills, including language, literacy and numeracy.</p>	<ul style="list-style-type: none"> • Implement structured literacy practice in Years 4-8 • Literacy leads to use data to determine resources and professional learning • Clarity of what and how to teach literacy and communication. • Review the DRAFT Literacy & Communication Curriculum to support learning coaches 	<p>framework where they observe a lesson, teach a lesson and are observed/with feedback. This has provided clarity around next steps to ensure fidelity to the Structured Literacy approach</p> <ul style="list-style-type: none"> • Literacy Specialists were engaged in the coaching process - with a focus on coaching the coaches. This has enabled us to build internal capability • Development of the desired pedagogies in the teaching of Reading and this has led to the development of a common code of pedagogy in Reading • Literacy specialists and the Deputy Principal curriculum have started to unpack the Literacy and communication strategy with a view to implementing the new curriculum (Te Mataiaho). • Writing workstream initiative carried out over two terms with a focus on using exemplars to demonstrate quality writing practice - a member from each team across the school. Literacy specialists used this as an inquiry to gather data • Writing moderation across the school and between hubs to build internal capability. Positive feedback around how this supports teachers 	<ul style="list-style-type: none"> • Teacher professional growth cycles • IDEAL student achievement data on the impact of Structured Literacy across the school • Professional conversations • Cohort identified in Term 2 writing inquiry data - undertook a 10 week mini inquiry - progress able to be demonstrated and reflected in school wide data 	<p>been developed to implement in 2024</p> <ul style="list-style-type: none"> • Structured literacy new for many teachers in the senior school - this has impacted student achievement data - potential implementation dip • Student achievement (school wide data) has not reflected gains expected - a need to clean up data for school wide reporting purposes • OTJs are not always a reliable mechanism for reporting. A need to report standardised forms of assessment alongside.
<p>Develop clear guidance on the teaching of mathematics at Taumata School in order to improve student achievement.</p> <p>NELP Objective 2:</p> <p>Reduce barriers to education for all, including Maori and Pacific learners/akonga, disabled learners/akonga and those with learning support needs</p> <p>NELP Objective: 2</p> <p>Ensure every learner/akonga gains</p>	<ul style="list-style-type: none"> • Engage in professional learning with Massey University to grow teacher capability • Clarify what and how to teach Mathematics • Review the DRAFT Mathematics Curriculum • Align progressions with new curriculum 	<ul style="list-style-type: none"> • Accessing professional learning from Massey University mentors multiple times a term in a co-teaching coaching and mentoring capacity for all teaching staff members • All learning coaches were observed and videoed for the purpose for self-review and reflection on teaching practice • Challenging prior assumptions about learning • School-wide professional learning around the pedagogical approach of DMIC • Utilised the resources provided by DMIC • Maths workstream initiative carried out over two terms with a focus on ensuring that Maths starters were well embedded to scaffold the acquisition of Maths knowledge • Development of the desired pedagogies in the teaching of Mathematics and this has led to the development of a common code of pedagogy in Mathematics • Mathematics Leads adjusted the DMIC approach to ensure that there were explicit teaching groups for 2 days per week alongside 2 days of DMIC mixed-ability 	<ul style="list-style-type: none"> • Teacher Observations, coaching conversations and feedback • Professional Growth Cycle documentation • Student achievement data • Student voice survey that provides feedback for teachers and school wide implementation 	<ul style="list-style-type: none"> • Our Common Code of Pedagogy in Mathematics has only just been developed to implement in 2024 • Our DMIC implementation did not align with the purest approach of Massey Universities programme implementation - as a school we felt that our children did not get the necessary opportunities for basic foundations in number. Practice opportunities were not available to consolidate learning - therefore we modified the fidelity of

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<p>sound foundation skills, including language, literacy and numeracy.</p>		<p>problem solving.</p>		<p>the approach.</p> <ul style="list-style-type: none"> School wide data does not reflect the gains we would hope to have particularly in response to culturally responsive practices. Our Maori students did not achieve as expected and therefore we are re-thinking our approach.
<p>Embed a rich local curriculum that draws on localised curriculum and experiential learning.</p> <p>NELP Objective 2:</p> <p>Reduce barriers to education for all, including Maori and Pacific learners/akonga, disabled learners/akonga and those with learning support needs</p> <p>NELP Objective 3:</p> <p>Meaningfully incorporate te reo Maori and tikanga Maori into the everyday life of the place of learning.</p>	<ul style="list-style-type: none"> Implement Te Tai Whanake Curriculum across all areas of the school Te Tai Whanake integrated into conceptual curriculum planning Provide feedback to Ngati Ranginui around curriculum Professional development in Learning through play and Project based learning Clarity around expectations and curriculum integration Provide necessary professional learning to support Learning Coaches Implement Graduate Learning Profile 	<ul style="list-style-type: none"> Continued as a Trial School with access to the trial platform prior to the launch of the Te Tai Whanake resource in October Expertise available on staff to support the implementation of Te Tai Whanake (DP) Utilised a Kāhui Ako Within School Leader role to lead this work in our school Kaiwhakarauora i te reo Māori is able to support the unpacking of our whakataukī, pūrākau and the Ao Māori concepts embedded within Expectation set to ensure that all conceptual planning was based on a link or kōrero specific to Te Tai Whanake (Ngāti Ranginui) Ensured planning time available in staff meetings to support teams to develop a Long Term Plan for each hub Our school was well reflected in the city-wide launch of Te Tai Whanake in October Participated in a Teacher Only Day to receive professional learning around Te Tai Whanake with presentations from each iwi Te Tai Whanake workstream was able to support the planning of Long Term Plans and understanding of different pūrākau Drawing the expertise of local kaumātua as part of professional learning in staff meetings Review of conceptual planning end of 2023 with a renewed focus on ensuring that conceptual planning has stronger links to Te Tai Whanake, explores Te Ao Māori concepts and honours Te Tiriti o Waitangi. Experiential learning continues to be a focus and an expectation across all hubs tied into the conceptual 	<ul style="list-style-type: none"> Conceptual Themes and planning reflects the Te Tai Whanake approach Staff hui that provided shared planning and brainstorming around concepts Connections with local hapu and iwi strengthened 	<ul style="list-style-type: none"> As a school we are still building staff capability in the understanding of the Te Tai Whanake local curriculum Staff induction and connecting moral imperative and purpose Reducing the variability of the teaching experience for all students Graduate Learner profile has potentially become redundant - it has become another thing to try to make fit... review of its place in our overall curriculum necessary in 2024.

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		planning		
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Attract, retain and grow highly effective people who will contribute to an empowered community				
Initiative / NELPS	Actions Taken	What did we achieve?	Evidence	Reason for Variance
<p>Embed an organisational culture that actively promotes an efficacy of teamwork and is focused on learning and improvement.</p> <p>NELP Objective 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p>NELP Objective 3: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</p>	<ul style="list-style-type: none"> Analyse NZCER data around wellbeing in school and determine action plan that meets hauora and team decision making goals Induct new members to Taumata - Our Purpose, Our People Utilise Professional Growth Cycle to grow capabilities in key aspects of pedagogy Engage in professional learning with Mark Osborne around collaboration and professional commitment to self-leadership Engage Mark Bunting to gain understanding of communication styles 	<ul style="list-style-type: none"> Staff induction carried out for all new staff to Taumata School inclusive of 1;1 sessions on curriculum, PB4L and the Taumata way. All staff introduced to dotting profile to determine preferred communication style and how this relates to team norms and communication - Mark Bunting All staff introduced to the strategic and annual achievement goals Professional Growth Cycle implemented with clear goal setting, observations, feedback and feedforward Professional Learning opportunities on collaborative teaching and learning Recognised a need to restructure the organisation of our school to implement Pedagogical Coaches that are focused on improving teacher practice, monitor and analyse data and progress in order to improve student outcomes Team agreements undertaken to ensure that there is a shared commitment to ways of operating and solving potential conflicts Creative internal solutions to recruitment challenges e.g. Learning Support/SENCo Professional Development around Hauora/Wellbeing (Wiremu Matthews) and Radical Candor (Mark Osborne) Internal infrastructure in to support Student and Staff Wellbeing (Kāhui Ako WSL) and Staff Connections (Leadership role) CRT organised to allow teams to be released together PB4L Clubs organised to support student wellbeing at break times Healthy Active Learning (Sport BOP) team involved in supporting out school approaches in Health, Physical Education and Sport 	<ul style="list-style-type: none"> Staff induction profiles completed and signed Dotting profiles available on our school internal panui page so that we are aware of preferred communication styles Professional Growth Cycle Team Agreements 	<ul style="list-style-type: none"> Ongoing challenge with the organisation's role in supporting well-being given it is such a personal aspect of hauora. As an organisation we have budgeted to support activities that are targeted on wellbeing however again this is subjective Rapid recruitment can make dotting and building shared understanding a challenge

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<p>Motivate and invest in professional learning that supports kaiako and leaders to grow capabilities in Te Reo Maori and Ao Maori.</p> <p>NELP Objective 3:</p> <p>Meaningfully incorporate te reo Maori and tikanga Maori into the everyday life of the place of learning.</p>	<ul style="list-style-type: none"> • Provide resources (\$) to support the growth of Te Reo Maori in the teaching team. • Ensure that registration requirements are met and able to be demonstrated • Employ Kaiarahi i te Reo to build teacher capability in a co-teaching approach • Provide opportunities for Kaiako to sign up for Te Reo Lessons and explore ways to link CRT • Develop a language proficiency matrix as expectations for kaiako at Taumata School 	<ul style="list-style-type: none"> • All staff engaged in growing capabilities in Te Reo Maori and Tikanga Maori • Employment of Kaiwhakarauora for 20 hours has been well received across the school. • At the end of 2022, using the Ngāti Ranginui Iwi language expectations and the NZ Curriculum, we developed a set of expectations to measure staff progress in Te Reo Māori from year to year. This was linked directly into all professional growth cycles and staff, after a year of study, were asked to reflect on their learning and self-assess themselves. • Evidence collected to ensure that the requirements of the teaching code/standards are achieved. Principal seeks evidence of engagement in Te Reo learning during the year • Resourcing of Ao Maori leadership role across the school to support building capability of team in planning for deliberate learning opportunities • Provision of onsite Te Reo Club to remove barriers for learning Te Reo Māori • Infrastructure supports staff to learn Te Reo Māori by providing classes at a range of times and reducing duties to one each so staff are freed up to learn Te Reo • Timetable for Kaiwhakarauora set to go into all learning spaces to support the implementation of Te Reo Māori • BOT committed to resourcing all Ao Māori and Reo Māori initiatives e.g. Kaiwhakarauora i te Reo Māori • Development and normalisation of Te Reo Māori modelled from the Leadership Team • Professional learning developed • KapaHaka specialist employed to grow capabilities of students 	<ul style="list-style-type: none"> • Registrations for Te Wananga o Aotearoa and Te Ahu o te Reo recorded and collected across the school 	<ul style="list-style-type: none"> • Slowly reducing any resistance to engaging in te reo maori learning • Provision of resourcing to support our commitment - can be an expense for the school
<p>Develop leadership capabilities and provide pathways for team members to build self-leadership skills.</p> <p>NELP Objective 3:</p> <p>Develop staff to strengthen teaching, leadership and learner</p>	<ul style="list-style-type: none"> • Embed Leadership matrix and resource with leadership development opportunities • Provide clarity around expectations for self-leadership and professional inquiry • Professional Growth Cycle Conversations link to leadership 	<ul style="list-style-type: none"> • Strong commitment to Leader-ful teams and all teams well aware of expectations • Professional Growth cycle linked to personal professional goals • Leadership roles established across the school in a way that supports strategic goals • Review of structures in 2023 has led to development of the middle leadership tier of pedagogical coaches. These roles are based on the research of Russell Bishop around quality relationships and effective pedagogy. • Appointment of 3 pedagogical coaches for 2024 with a focus on growth teacher capability in Reading, Writing and Mathematics 	<ul style="list-style-type: none"> • Increase in aspirations for leadership • Young (newly trained) teachers and more experienced seeking ways to make an impact in leadership • Leadership roles are varied and readily available • Coaching 	<ul style="list-style-type: none"> • Still a need to support leadership development across the school • Leadership structure has evolved in order to provide a middle tier of leadership • Opportunities to lead whilst a positive can be challenging to manage across the organisation -

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support capability across the education workforce.	<ul style="list-style-type: none"> aspirations Tailored professional development to meet aspirations for senior leadership and principalship Building internal capabilities 	<ul style="list-style-type: none"> A large number of leadership roles are offered to staff ranging from roles that are more entry-level leadership roles to larger curriculum leads and Kāhui Ako Within School Leads 	<ul style="list-style-type: none"> opportunities are available Pedagogical Coach roles established for 2024 	<ul style="list-style-type: none"> therefore a refinement in 2024 The time component may be a challenge that is resolved with changes in the collective agreements in 2025
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Empower and strengthen our community through positive, reciprocal partnerships				
Initiative / NELPS	Actions Taken	What did we achieve?	Evidence	Reason for Variance
<p>Create and strengthen mahitahi connections with parents/whanau</p> <p>NELP Objective 1:</p> <p>Have high aspirations for every learner/akonga, and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p>NELP Objective 2:</p> <p>Reduce barriers to education for all, including Maori and Pacific learners/akonga, disabled learners/akonga and those with learning support needs</p>	<ul style="list-style-type: none"> Foster opportunities for whānau to contribute their expertise to the Taumata curriculum through experiential learning, Student led conferences, Work experience /service days (year 7+) Develop partnerships with community through acts of service 	<ul style="list-style-type: none"> Lead Whānau Māori workshops on Te Tiriti in Term 2 and a reflection on Poutama Reo in Term 4 Regular inductions for all new entrant whānau joining Taumata School, twice per term. Learning Showcase and Matariki Celebration held early in the morning at the end of Term 2. This is a chance for whānau to enjoy a Matariki ceremony as well as visit learning spaces to view children's learning. The Learning Showcase in Term 4 was the School Production for students in Matarawa, Pūwhenua and Ōtanewainuku. Ōhane did a separate learning showcase based on their learning around Tamateapōkaiwhenua. Education Outside the Classroom activities throughout the year that required the support of parent helpers - camps, sports days, day and field trips. Teacher-led conferences in Term 2 Student-Led conferences in Term 	<ul style="list-style-type: none"> Whanau Hui meetings held each term - opportunities for parents to be involved in developing aspirations Strong presence of parents at sports and cultural days Ra Whakangahau was well supported by parents/whana 90% + attendance at teacher led conferences in Term 2 86% attendance at learner led conferences in Term 3 	<ul style="list-style-type: none"> This continues to be an important body of work for our school particularly creating opportunities to engage with whanau who are often busy working. Changing the narrative for parents who may have had negative school experiences is a k
Create and strengthen	<ul style="list-style-type: none"> Termly engagement with Kaumatua 	<ul style="list-style-type: none"> Attendance of Leadership Team at Kaumātua/Principal hui via the Kāhui Ako 	<ul style="list-style-type: none"> Kaumatua attendance at school 	<ul style="list-style-type: none"> We have not yet engaged in marae

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<p>mahitahi connections with iwi and hapu</p> <p>NELP Objective 1:</p> <p>Have high aspirations for every learner/akonga, and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p>NELP Objective 2:</p> <p>Reduce barriers to education for all, including Maori and Pacific learners/akonga, disabled learners/akonga and those with learning support needs</p>	<ul style="list-style-type: none"> • (Tamati & Des) Support kaumatua with organisation of schedule for school initiatives • Principal attendance at termly Kaumatua Hui • School-wide involvement in hapū/marae initiatives • Supporting Toni/Ngāti Ranginui with iwi initiatives • Student marae visit- Kapa Haka • Staff marae visit 	<ul style="list-style-type: none"> • Kaumātua present at every pōhiri at the start of each term • Regular connection with Tamati and Des Tata of Ngāi Tamarāwaho (home visits, out for lunch, visiting the school) • Accessing historical expertise of Des Tata for Professional learning and to support the development of our school (e.g. naming School Houses etc) • Involvement of Student Ambassadors at the commemoration of Te Ranga • Deputy Principal working closely with Education Manager of Ngāti Ranginui (previously Toni Ririnui and then Mareesa Tane) with the trialing and implementation of Te Tai Whanake) and accessing their support for other initiatives • Iwi and hapū feedback for our self-review using Poutama Reo and the implementation of a Māori Language Strategy 	<p>events and strong ties to our cultural narrative</p> <ul style="list-style-type: none"> • Kaumatua recognise and celebrate the strong connections with our school • Attendance and active engagement in kaumatua and kuia hui held each term - this will be twice in the year next year • Request for our school to be a trial school for Te Tai Whanake in 2022 and 2023 	<p>visits to Hūria Marae, but contact has been made for looking at dates in 2024 for both staff and students.</p> <ul style="list-style-type: none"> • Engagement with kaumātua, hapū and iwi has been put into our Strategic Plan for 2024 and will require us to measure engagement in order to see a marked improvement
<p>Establish an international student strategy and market Taumata School as a place of choice</p>	<ul style="list-style-type: none"> • Develop Code of Practice - signatory to Code of Practice for Pastoral Care of International Students • Determine appropriate capacity and Year level opportunities • Develop connections with Korea, China, Japan, Singapore, Middle East and develop marketing tools/strategy • Determine leadership opportunity to co-design International Student Business • Prepare and Plan for Principal to attend 	<ul style="list-style-type: none"> • This strategic aim was paused in Term 1 2023 due to the update from the Ministry of Education that we were to undergo a zone review and potential zone amendment. The board did not feel that it was appropriate to market the school for international students whilst delivering a message to the wider community that we were at capacity. 	<ul style="list-style-type: none"> • Code of practice not developed • No connections formed with international settings • No attendance of members of the team at the International student fair 	<ul style="list-style-type: none"> • Forecast to review student capacity numbers and reduce the Taumata School zone.

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	International Fair alongside one other member of staff/leadership			
<p>Continue to develop the localised cultural narrative within our school playscape and provide opportunities for learners to be active and curious.</p> <p>NELP Objective 1:</p> <p>Have high aspirations for every learner/akonga, and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p>NELP Objective 2:</p> <p>Reduce barriers to education for all, including Maori and Pacific learners/akonga, disabled learners/akonga and those with learning support needs</p>	<ul style="list-style-type: none"> • Complete the Bikes in Schools initiative and cycleways • Provide written narrative signposts throughout the school to reflect the korero of our cultural narrative • Ensure branding/signage is refreshed • Complete loose parts project • Complete junior free play area at rear of main building • Develop a mechanism for harvesting and learning about Avocados and the orchard • Plant front of school and source additional trees as per masterplan • Complete Bore project to provide access to water 	<ul style="list-style-type: none"> • Bikes in School Initiative complete - Full complement of bikes available for students to use on school site. Storage facilities developed and this is a positive addition to the extra opportunities provided on our school site. • Loose parts project complete and own storage facility provided - this is overviewed by the play/experiential learning lead • Bore project is well underway with the pump reinstated. We are currently working through the consenting process and supported by the council. • Field redevelopment project is underway with scoping works being carried out. • CREO cultural narrative playscape completed in March 2023 - and enjoyed by all students. This playscape tells the korero of Mauao and the journey to the Moana. All students are aware of the link of this korero to our local hapu. 	<ul style="list-style-type: none"> • Students make full use of the bikes in school pathway which is located in the school grove into the drop zone during school time • School playscape reflects the cultural narrative and students are able to link to the local stories • Branding and school space signage reflects the strong connections with iwi and hapu 	<ul style="list-style-type: none"> • Written narrative signposts yet to be installed - forecast to be completed in 2024 • Junior free play area yet to be installed - deferred to 2024 • Avocado harvesting mechanism yet to be developed - deferred to 2024 • Planting at front of school yet to be installed - deferred to 2024 •

Annual Achievement Targets 2023 and Variance:

Reading				
Achievement Target	School wide End of 2023 data:	What did we achieve?	Evidence	Reason for Variance
All end of Year 3 students achieving BELOW expected curriculum levels in Reading in 2022 (18% or 16 students) will show accelerated progress (increase by more than 1.5 years) by the end of Year 4 -2023. (Target Group Year 4)	<p>85% of Taumata School students in Years 3 to 8 are working at or above expected levels of achievement in Reading.</p> <p>82% of girls in year 3 to 8 are working at our above expected levels of achievement in Reading. 83% of boys in years 3 to 8 are working at or above expected levels of achievement in Reading.</p> <p>77% of Maori students in years 3 to 8 are working at or above expected levels of achievement in Reading.</p> <p>90% of New Zealand</p>	<p>End of 2023 data indicates that 84% of students in Year 4 are working within or beyond the expected levels of achievement in Reading.</p> <p>Of the targeted group in 2023 the following results were identified</p> <ul style="list-style-type: none"> 0% of the students have made accelerated progress 54% of the students have made some progress 46% of the students have made steady process 2 students have an IEP 2 or 15 % of the students have an attendance rate less than 70% 	<ul style="list-style-type: none"> OTJ data in Year 4 cohort Student tracking data Student achievement graphs Communication with learning coaches and further scrutiny of the data 	<ul style="list-style-type: none"> Attendance for some of the year 4 cohort was a factor Whilst there was 'value added progress' in all students progress the progress was not accelerated and some students (46%) maintained their trajectory Despite intense professional learning in Structured Literacy the transferability of these skills to reading and teacher OTJs against the progressions still requires clarity Teacher confidence in making reliable OTJs continues to be a focus for our school Data not clean and therefore school wide data included students who had enrolled during the year

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	European students in years 3 to 8 are working at or above expected levels of achievement in Reading.			
All end of Year 6 students achieving BELOW expected curriculum levels in Reading in 2022 (11% or 6 students) will show accelerated progress (increase by more than 1.5 years) by the end of Year 7 - 2023. (Target Group Year 7 2023)		<p>End of 2023 data indicates that 82% of students in Year 7 are working within or beyond the expected levels of achievement in Reading.</p> <p>Of the targeted group in 2023 the following results were identified:</p> <ul style="list-style-type: none"> • 20% of the students have made accelerated progress • 40% of the students have made little progress • 40% of the students have made steady process • 2 students (40%) have ESOL funding • 1 student has 70% or less attendance rate 	<ul style="list-style-type: none"> • OTJ data in Year 7 cohort • Student tracking data • Student achievement graphs • Communication with learning coaches and further scrutiny of the data 	

Writing:				
Achievement Target	School wide end of 2023 data:	What did we achieve?	Evidence	Reason for Variance
All end of Year 4 students achieving BELOW expected curriculum levels in Writing	77% of Taumata School students in Years 3 to 8 are working at or above	End of 2023 data indicates 85% of students in Year 5 are working	<ul style="list-style-type: none"> • OTJ data in Year 5 cohort data • Student tracking 	<ul style="list-style-type: none"> • In 2022 and 2023 our professional learning focus has been deeply rooted in structured

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<p>in 2022 (17% or 15 students) will show accelerated progress (increase by more than one sublevel) by the end of Year 5 - 2023. (Target: Year 5 students 2023)</p>	<p>expected levels of achievement in Writing.</p> <p>81% of girls in year 3 to 8 are working at our above expected levels of achievement in Reading. 73% of boys in years 3 to 8 are working at or above expected levels of achievement in Writing.</p> <p>71% of Maori students in years 3 to 8 are working at or above expected levels of achievement in Writing. 84% of New Zealand European students in years 3 to 8 are working at or above expected levels of achievement in Writing.</p>	<p>within or above the expected levels of achievement in Writing</p> <p>Of the targeted group in 2023 the following results were identified:</p> <ul style="list-style-type: none"> • 1 student has an IEP • 2 students (13.3%) have made accelerated progress • 11 students (73.3%) have made steady progress • 2 students (13.3%) have made little progress • 53% (or 8 students) are ELL • 1 student from this target group, set up at the end of 2022, have been reclassified as a year level. 	<p>data - HERO</p> <ul style="list-style-type: none"> • Student achievement graphs • Communication with learning coaches and further scrutiny of the data • Easttle Writing Rubrics • Writing samples (formative) 	<p>literacy and mathematics - writing whilst still an expectation has not had the intense focus of other areas</p> <ul style="list-style-type: none"> • Clear expectations for timetabling and expectations for scope, sequence and approaches is a necessary next step in 2024 • Teacher confidence in making reliable OTJs continues to be a focus for our school • Data not clean and therefore school wide data included students who had enrolled during the year
<p>All end of Year 5 students achieving BELOW expected curriculum levels in Writing in 2022 (20% or 15 students) will show accelerated progress (increase by more than one sublevel) by the end of Year 6 - 2023. (Target: Year 6 students 2023)</p>		<p>End of 2023 data indicates 70% of students in Year 6 are working within or above the expected levels of achievement in Writing.</p> <p>Of the targeted group in 2023 the following results were identified</p> <ul style="list-style-type: none"> • 1 student has an IEP • 0 students have made accelerated progress • 10 students (59%) have made steady progress • 7 students (41%) have made little progress • 35.2% are ELL • 6 students from this target group, set up at the end of 2022, are no longer attending Taumata School. 	<ul style="list-style-type: none"> • OTJ data in Year 6 cohort data • Student tracking data - HERO • Student achievement graphs • Communication with learning coaches and further scrutiny of the data • Easttle Writing Rubrics • Writing samples (formative) 	

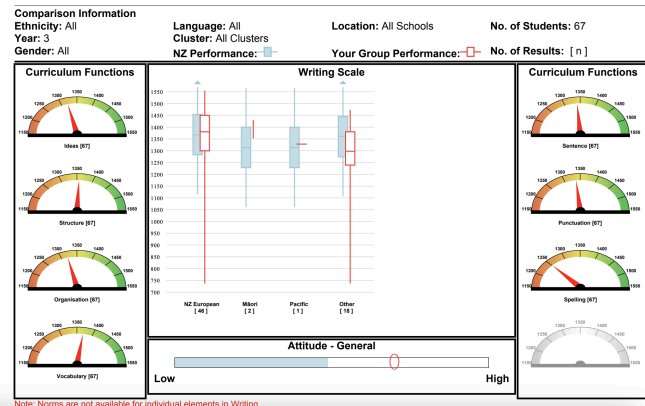
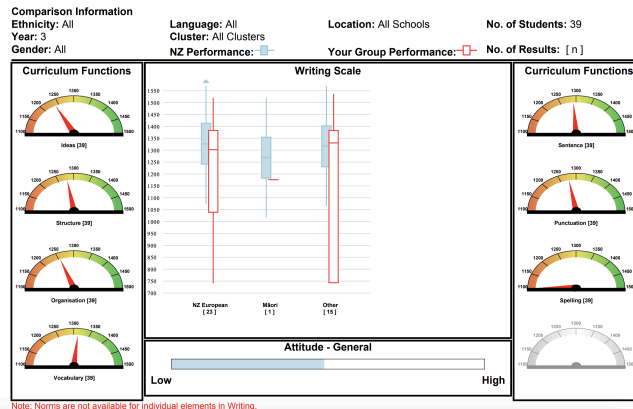
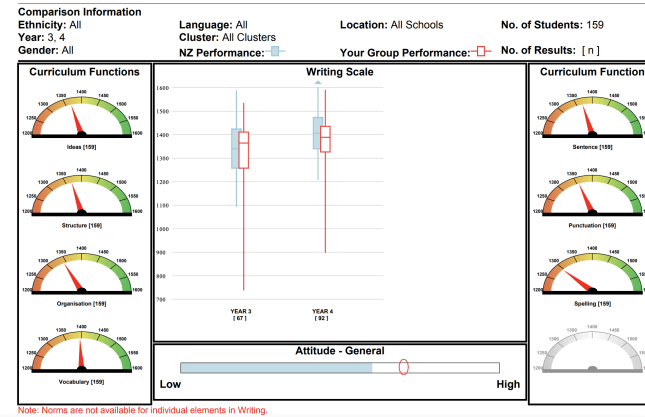
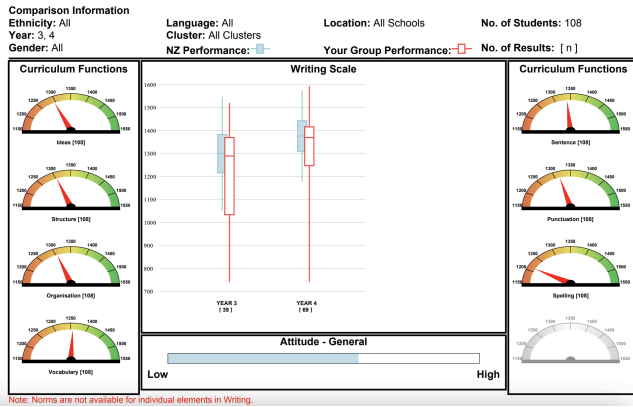
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<p>All end of Year 6 students achieving BELOW expected curriculum levels in Writing in 2022 (20% or 11 students) will show accelerated progress (increase by more than one sublevel) by the end of Year 7 - 2023. (Target: Year 7 students 2023)</p>		<p>End of 2023 data indicates 66% of students in Year 7 are working within or above the expected levels of achievement in Writing</p> <p>Of the targeted group in 2023 the following results were identified</p> <ul style="list-style-type: none"> • 3 students (33%) have made steady progress • 6 students (66%) have made little progress • 66% (or 6 students) are ELL • 11 students from this target group, set up at the end of 2022, are no longer attending Taumata School. • 2 students that was reported on in Term 2 as part of this group is no longer attending Taumata School 	<ul style="list-style-type: none"> • OTJ data in Year 7 cohort data • Student tracking data - HERO • Student achievement graphs • Communication with learning coaches and further scrutiny of the data • Easttle Writing Rubrics • Writing samples (formative) 	
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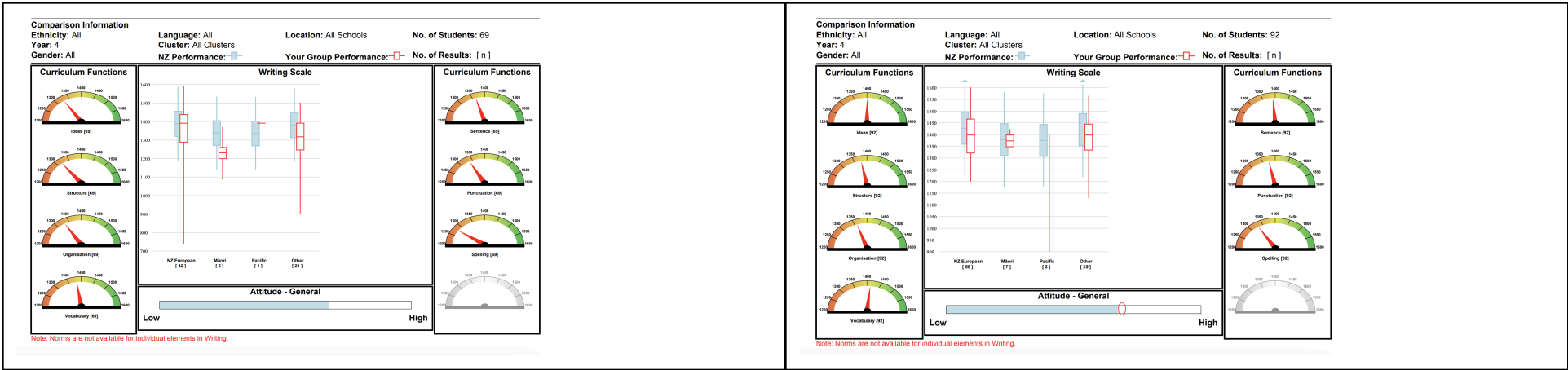
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Easttle Writing Data Comparisons 2023: Easttle Writing samples were collated in Term 1 2023 and the end of Term 3 2023.

Year 3 and 4



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Comparison Information

Ethnicity: All
Year: 4
Gender: All

Language: All
Cluster: All Clusters
NZ Performance:

Location: All Schools
Your Group Performance:

No. of Students: 92
No. of Results: [n]

Curriculum Functions

Ideas [82]
Structure [82]
Organisation [82]
Vocabulary [82]

Writing Scale

NZ European [56]
Māori [17]
Pacific [11]
Other [28]

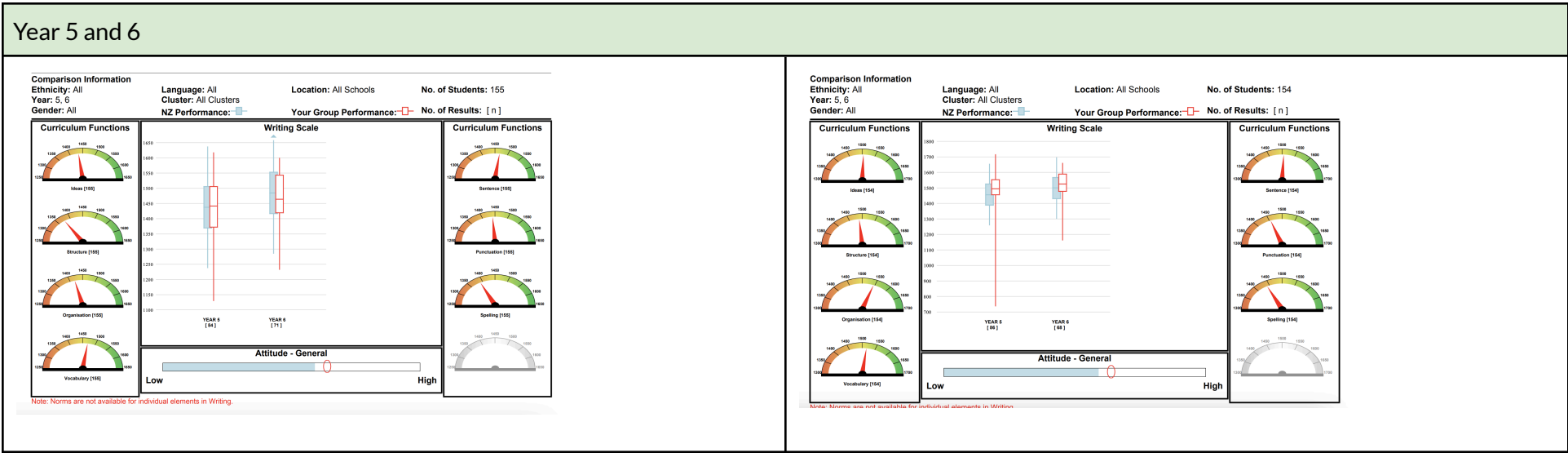
Curriculum Functions

Sentence [82]
Punctuation [82]
Spelling [82]

Attitude - General

Low High

Note: Norms are not available for individual elements in Writing.



Comparison Information

Ethnicity: All
Year: 5, 6
Gender: All

Language: All
Cluster: All Clusters
NZ Performance:

Location: All Schools
Your Group Performance:

No. of Students: 154
No. of Results: [n]

Curriculum Functions

Ideas [154]
Structure [154]
Organisation [154]
Vocabulary [154]

Writing Scale

YEAR 5 [85]
YEAR 6 [69]

Curriculum Functions

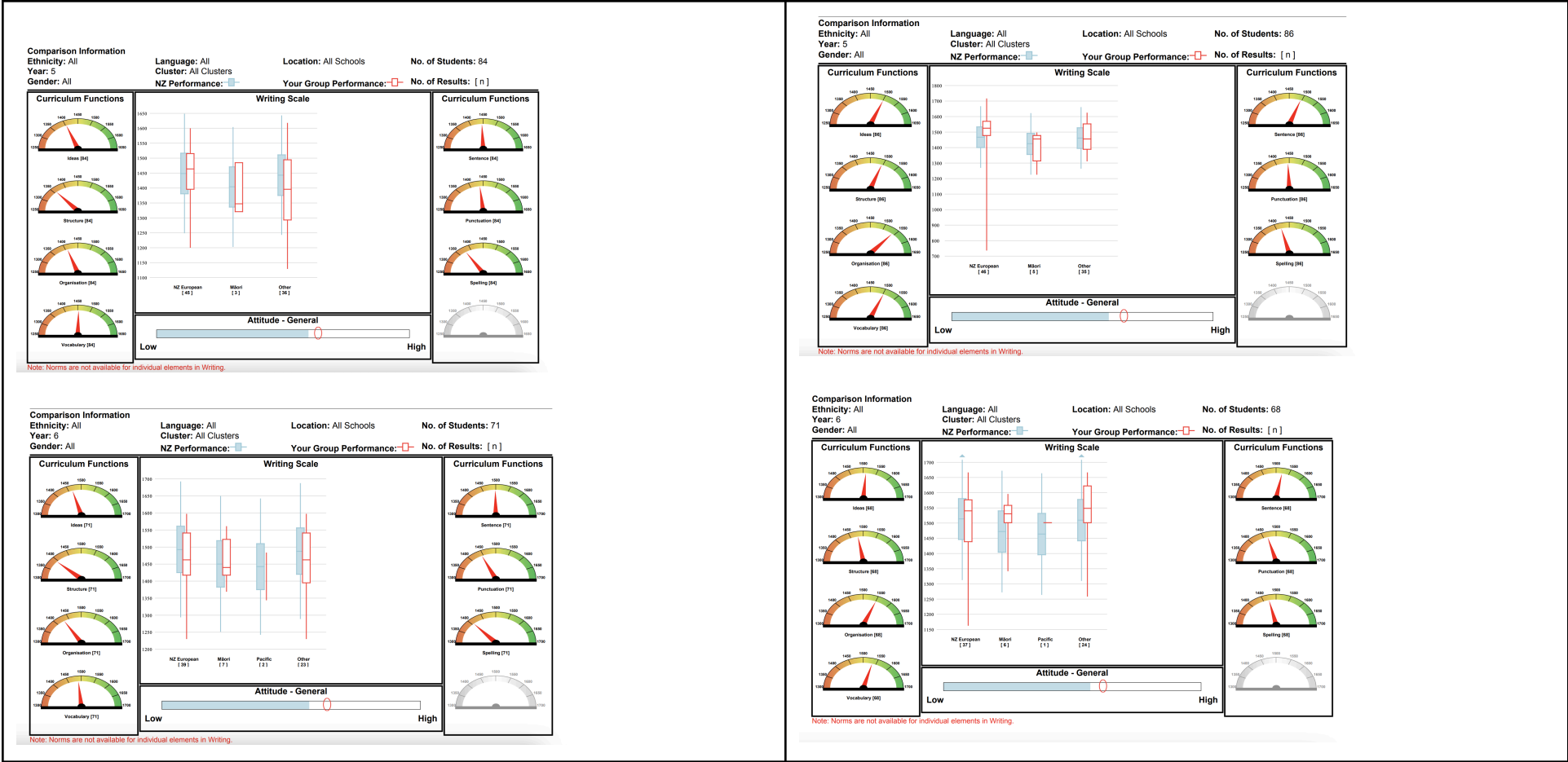
Sentence [154]
Punctuation [154]
Spelling [154]

Attitude - General

Low High

Note: Norms are not available for individual elements in Writing.

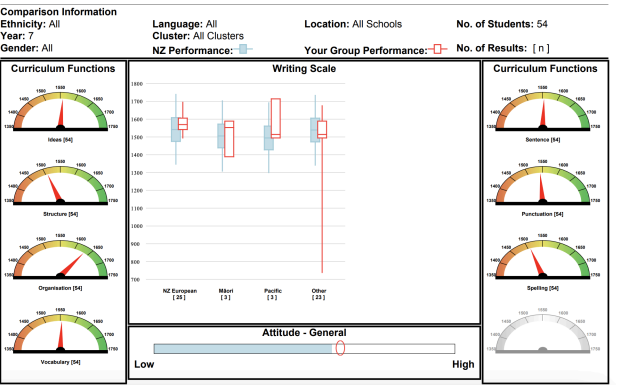
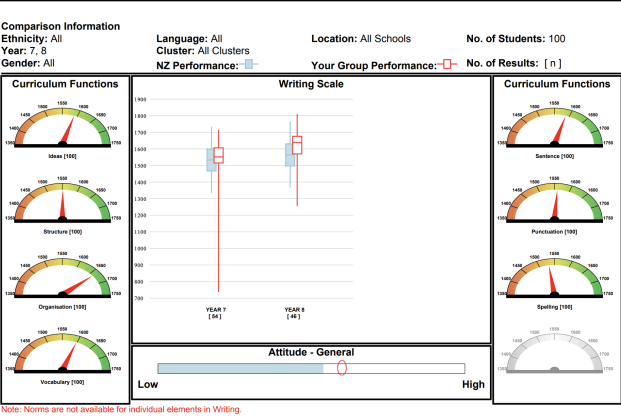
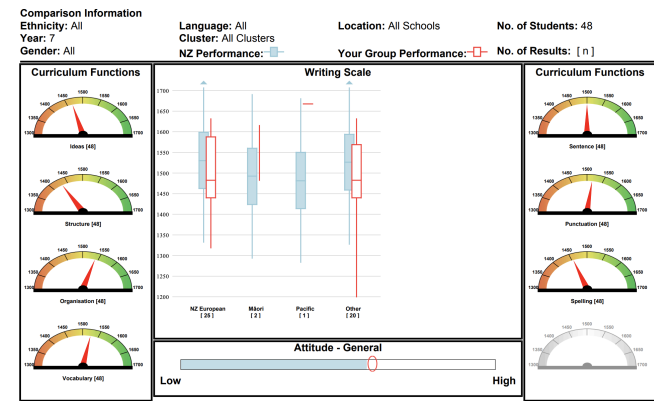
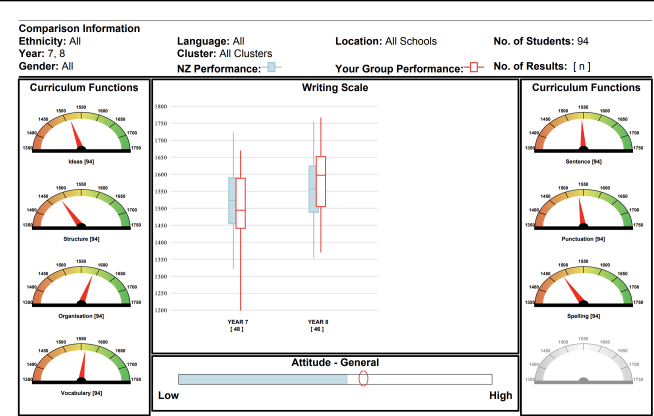
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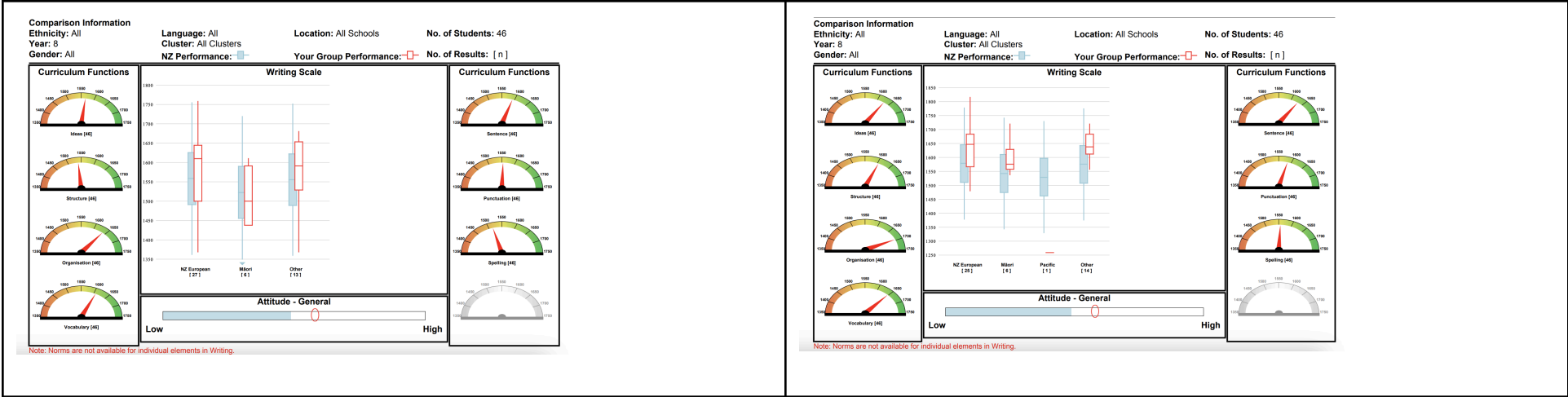
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Year 7 and 8



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Mathematics:				
Achievement Target	School Wide end of 2023 data:	What did we achieve?	Evidence	Reason for Variance
<p>All end of Year 4 students achieving BELOW expected curriculum levels in Mathematics in 2022 (17% or 13 students) will show accelerated progress (increase by more than 1.5 years) by the end of Year 5 - 2023 (Target Group Year 5).</p>	<p>83% of Taumata School students in Years 3 to 8 are working at or above expected levels of achievement in Mathematics.</p> <p>79% of girls in year 3 to 8 are working at our above expected levels of achievement in Reading. 88% of boys in years 3 to 8 are working at or above expected levels of achievement in Mathematics.</p> <p>68% of Maori students in years 3 to 8 are working at or above expected levels of achievement in Mathematics.</p> <p>87% of New Zealand European students in years 3 to 8 are working at or above expected levels of achievement in Mathematics</p>	<p>End of 2023 data indicates 92% of students in Year 5 are working within or above the expected levels of achievement in Mathematics.</p> <p>Of the targeted group in 2023 the following results were identified</p> <ul style="list-style-type: none"> 4 students (or 33%) have made accelerated progress 5 students (or 42%) have made steady progress 3 students (or 25%) have made little progress 1 student that was reported on in Term 2 as part of this group is no longer attending Taumata School 1 student has an IEP and has made a sub-levels progress this year 2 students are classified as ELL 	<ul style="list-style-type: none"> OTJ's - the Overall Teacher Judgement that a teacher makes in Term 2 and Term 4. Student Voice was collected through the DMIC team. This identified how students found the learning and where they needed support. HERO tracking data - graphs help identify where our students are in relation to the curriculum expectations. Communication with Learning Coaches - learning conversations held with LC's and SLT. Tier students identified and whanau contacted. Steps identified to move students. GloSS/JAM forms of assessment t JAM e-asTTle Math 	<ul style="list-style-type: none"> In 2022 and 2023 we had a school wide focus in DMIC supported by Massey University. DMIC has encouraged good pedagogical shifts away from streaming (although there is further work to do here) and removing status from mathematical problem solving. DMIC pedagogy has been a significant 'different' style from the structured literacy approach in Reading and so has caused some concerns across the school Teacher content knowledge is clearly a factor in our ability to meet the needs of our learners Clear expectations for timetabling and expectations for scope, sequence and approaches is a necessary next step in 2024 Teacher confidence in making reliable OTJs continues to be a focus for our school Data not clean and therefore school wide data included students who had enrolled during the year Personnel changes within the hub
<p>All end of Year 5 students achieving BELOW expected curriculum levels in Mathematics in 2022 (27% or 21 students) will show accelerated progress</p>		<p>End of 2023 data indicates 74% of students in Year 6 are working within or above the expected levels of achievement in</p>		

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<p>(increase by more than 1.5 years) by the end of Year 6 - 2023. (Target Group Year 6).</p>		<p>Mathematics.</p> <p>Of the targeted group in 2023 the following results were identified:</p> <ul style="list-style-type: none"> • 5 students (or 38%) have made steady progress • 8 students (or 62%) have made little progress • 2 students have an IEP • 2 students are ELL • 1 student has been reported as having considerable attendance concerns, but their attendance has improved by 33% from Term 3 to Term 4 • 2 students that were reported on in Term 2 as part of this group are no longer attending Taumata School 		
<p>All end of Year 6 students achieving BELOW expected curriculum levels in Mathematics in 2022 (26% or 17 students) will show accelerated progress (increase by more than 1.5 years) by the end of Year 7 - 2023 (Target Group Year 7).</p>		<p>End of 2023 data indicates 64% of students in Year 7 are working within or above the expected levels of achievement in Mathematics.</p> <p>Of the targeted group in 2023 the following results were identified:</p> <ul style="list-style-type: none"> • 4 students (or 36%) have made steady progress • 7 students (or 64%) have made little progress • 2 students are ELL • 1 student that was reported on in Term 2 as part of this group is no longer attending Taumata School 		<ul style="list-style-type: none"> • A number of new students joined the Year 7's who were working below already • There has been added value but this is not reflected in our student achievement data. • Some students had OTJ's that were incorrect prior to starting in Year 7. This altered the data this year.

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Giving effect to Te Tiriti o Waitangi:

Section 127 (1) (d) of the Education and Training Act 2022 defines how schools must give effect to Te Tiriti o Waitangi by:

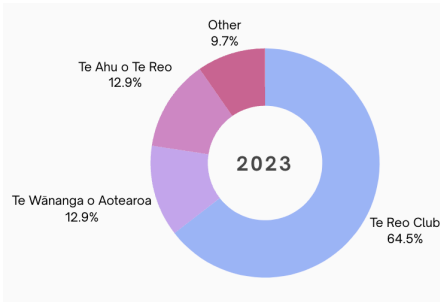
- Working to ensure that plans, policies, and local curriculum reflect local tikanga Maori, matauranga Maori, and te ao Maori; and
- Taking all reasonable steps to make instruction available in tikanga Maori and te reo Maori; and
- Achieve equitable outcomes for Maori students.

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"> • Authentically reflect the important purakau and korero associated with Ngati Ranginui through Te Tai Whanake • Conceptual curriculum to reflect Te Tai Whanake korero • Staff appraisal to reflect commitment to te reo and tikanga Maori • Whole school practices normalise Ao Maori principles eg. powhiri, karakia, greeting visitors using moteatea relative to this rohe, mihi, morning hui • Honoring Te Tiriti through striving for all Maori students to participate in and enjoy academic, social and 	<ul style="list-style-type: none"> • Te Tai Whanake embedded throughout the school through our overall school concepts in 2023 these have included Aroha and Me ko Tamateapokaiwhenua - Be like that of the great adventurer, Tamateapokaiwhenua • Te Tai Whanake pūrākau and kōrero apparent in learning spaces, teacher planning and student learning • Appraisals have clearly aligned to each teachers personal Te Reo journey - inclusive of self reflection • Data collated on teacher engagement in Te Reo Maori indicates that 65% of staff attended Te Reo Club, 13% 	<ul style="list-style-type: none"> • Grow our commitment to Te Tiriti o Waitangi, Ao Maori and Te Reo through explicitly linking initiatives and aims in the strategic plan • Continue to embed the Te Tai Whanake localised curriculum across the school. Key concepts for 2024 include Te Toka a Tirikawa and Ūkaipōtanga - linking to key pūrākau and korero for Ngāti Ranginui • Planned professional learning engagement at Hūria Marae and seeking out stronger ways of connecting and being of service to hapū. • All staff to commit to further te reo maori capabilities through engagement in

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	<ul style="list-style-type: none"> cultural success as Maori Acknowledging tamariki Maori as tangata whenua of Aotearoa New Zealand Enhanced connections with local kaumatua and kuia 	<p>attended courses at Te Wānanga o Aotearoa, 13% attended courses at Te Ahu o Te Reo Māori and 10% attended courses at other learning institutes</p> <ul style="list-style-type: none"> Student achievement data collated for Māori students and clearly referenced in team meetings as priority learners 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 	<p>learning through te reo club or formalised options at tertiary providers like Te Wānanga o Aotearoa</p> <ul style="list-style-type: none"> Greater engagement with whānau Māori to be clear about their aspirations for their tamariki Development of a whanaungatanga programme to connect Maori students with iwi and hapu and provision of an 'extension programme' 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.
Take all reasonable steps to make instruction available in tikanga maori and te reo Maori	<ul style="list-style-type: none"> Resourcing to employ Kaiwhakarauora i te reo Māori with a focus on building teacher capability in Te Reo Māori and Tikanga Te Reo Māori Club - language learning opportunities provided Support to access Te Reo Courses outside of school Kapa Haka resourced across the school 	<ul style="list-style-type: none"> Kaiwhakarauora role established with clear focus on supporting the teaching of te reo maori in each learning space. The role involves a teach/observe/provide feedback model Te Reo club operational during lunchtimes and before school Kapa Haka resourced each with an external tutor 	<ul style="list-style-type: none"> Gather data to apply for Level 4b Māori immersion funding to support the further development of Te Reo Maori across our school Encourage learning coaches to be engaged in more formalised forms of Te Reo learning in 2024 - those that have been involved in Te Reo Club engaging with external support opportunities. Kapa Haka to be available

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		<ul style="list-style-type: none">All teachers engaged in some formal (or informal through te reo club onsite) te reo Māori learning. <div><table><caption>2023</caption><tr><th>Category</th><th>Percentage</th></tr><tr><td>Te Reo Club</td><td>64.5%</td></tr><tr><td>Te Wānanga o Aotearoa</td><td>12.9%</td></tr><tr><td>Te Ahu o Te Reo</td><td>12.9%</td></tr><tr><td>Other</td><td>9.7%</td></tr></table></div>	Category	Percentage	Te Reo Club	64.5%	Te Wānanga o Aotearoa	12.9%	Te Ahu o Te Reo	12.9%	Other	9.7%	(and high expectations) across the school. Focus with Kapa Haka tutor on a more personalised repertoire for Taumata School and ensuring that Kapa Haka tutor supports Taumata to learn haka pōhiri and mōteatea to support Tikanga at our school.
Category	Percentage												
Te Reo Club	64.5%												
Te Wānanga o Aotearoa	12.9%												
Te Ahu o Te Reo	12.9%												
Other	9.7%												
Achieve equitable outcomes for Maori students	<ul style="list-style-type: none">Honouring Te Tiriti through striving for all Māori students to participate in and enjoy academic, social and cultural success as MāoriHigh aspirations to ensure Māori tamariki achieve ‘on-par’ with non Māori tauira	<ul style="list-style-type: none">Clearly outlined expectations for Māori achievement in our strategic plan and annual achievement plan. This however has not transpired into actual data although our data is not clean - and inclusive of all children (new enrolments).	<ul style="list-style-type: none">Clear explicit goals outlined in annual plan and pedagogical coaches introduced to have stronger focus on these students and the dataExploration of ways to create a greater profile for maori success as maori across the schoolEvidence of greater involvement of whanau in										

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			<p>forming partnerships that support learning</p> <ul style="list-style-type: none"> • Kaiwhakarauora to run a potential programme based on Ukaipotanga - reconnection. This is based on reconnecting whanau with hapu/iwi where there is a desire for the whanau.
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End of Year Data that informs 2024:

Reading	2023 End of Year Data	2024 Annual Achievement Goal
	<p>Due to our commitment to curriculum readiness and understanding of neuroscience and the early years framework for learning we do not collate data for students in Years 1 and 2 in this part of the report.</p> <p>85% of students in Year 3 are working within or beyond the expected levels of achievement in Reading.</p> <p>84% of students in Year 4 are working within or beyond the expected levels of achievement in Reading.</p> <p>94% of students in Year 5 are working within or beyond the expected levels of achievement in Reading.</p>	<ul style="list-style-type: none"> • All end of Year 4 students achieving BELOW expected curriculum levels in Reading in 2023 (16% or 15 students) will show accelerated progress (increase by more than 1.5 years) by the end of Year 5 in 2024. • All end of Year 6 students achieving BELOW expected curriculum levels in Reading in 2023 (21% or 16 students) will show accelerated progress (increase by more than 1.5 years) by the end of Year 7 in 2024. • All end of Year 7 students achieving BELOW expected curriculum levels in Reading in 2023 (18% or 10

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	<p>80% of students in Year 6 are working within or beyond the expected levels of achievement in Reading.</p> <p>82% of students in Year 7 are working within or beyond the expected levels of achievement in Reading.</p> <p>85% of students in Year 8 are working within or beyond the expected levels of achievement in Reading.</p>	<ul style="list-style-type: none"> students) will show accelerated progress (increase by more than 1.5 years) by the end of Year 8 in 2024. All Māori students achieving BELOW expected curriculum levels in Reading in Year 3-7 at the end of 2023 (23% or 15 students) will show accelerated progress (increase by more than 1.5 years) by the end of 2024.
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Writing	2023 End of Year Data	2024 Annual Achievement Goal
	<p>Due to our commitment to curriculum readiness and understanding of neuroscience and the early years framework for learning we do not collate data for students in Years 1 and 2 in this part of the report.</p> <p>85% of students in Year 3 are working within or above the expected levels of achievement in Writing.</p> <p>68% of students in Year 4 are working within or above the expected levels of achievement in Writing.</p> <p>85% of students in Year 5 are working within or above the expected levels of achievement in Writing.</p> <p>70% of students in Year 6 are working within or above the expected levels of achievement in Writing.</p>	<ul style="list-style-type: none"> All end of Year 4 students achieving BELOW expected curriculum levels in Writing in 2023 (30% or 29 students) will show accelerated progress (increase by more than 1.5 years) by the end of Year 5 in 2024. All end of Year 6 students achieving BELOW expected curriculum levels in Writing in 2023 (28% or 21 students) will show accelerated progress (increase by more than 1.5 years) by the end of Year 7 in 2024. All end of Year 7 students achieving BELOW expected curriculum levels in Writing in 2023 (34% or 19 students) will show accelerated progress (increase by more than 1.5 years) by the end of Year 8 in 2024.

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	<p>66% of students in Year 7 are working within or above the expected levels of achievement in Writing.</p> <p>88% of students in Year 8 are working within or above the expected levels of achievement in Writing.</p>	<ul style="list-style-type: none"> All Māori students achieving BELOW expected curriculum levels in Writing in Year 3-7 at the end of 2023 (27% or 17 students) will show accelerated progress (increase by more than 1.5 years) by the end of 2024.
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Mathematics	2023 End of Year Data	2024 Annual Achievement Goal
	<p>Due to our commitment to curriculum readiness and understanding of neuroscience and the early years framework for learning we do not collate data for students in Years 1 and 2 in this part of the report.</p> <p>96% of students in Year 3 are working within or above the expected levels of achievement in Mathematics.</p> <p>87% of students in Year 4 are working within or above the expected levels of achievement in Mathematics.</p> <p>92% of students in Year 5 are working within or above the expected levels of achievement in Mathematics.</p> <p>74% of students in Year 6 are working within or above the expected levels of achievement in Mathematics.</p> <p>64% of students in Year 7 are working within or above the expected levels of achievement in Mathematics.</p>	<ul style="list-style-type: none"> All end of Year 6 students achieving BELOW expected curriculum levels in Writing in 2023 (26% or 19 students) will show accelerated progress (increase by more than 1.5 years) by the end of Year 7 in 2024. All end of Year 7 students achieving BELOW expected curriculum levels in Writing in 2023 (36% or 20 students) will show accelerated progress (increase by more than 1.5 years) by the end of Year 8 in 2024. All female students achieving BELOW expected curriculum levels in Maths in Year 3-7 at the end of 2023 (20% or 40 students) will show accelerated progress (increase by more than 1.5 years) by the end of 2024. All Māori students achieving BELOW expected curriculum levels in Maths in Year 3-7 at the end of 2023 (30% or 19

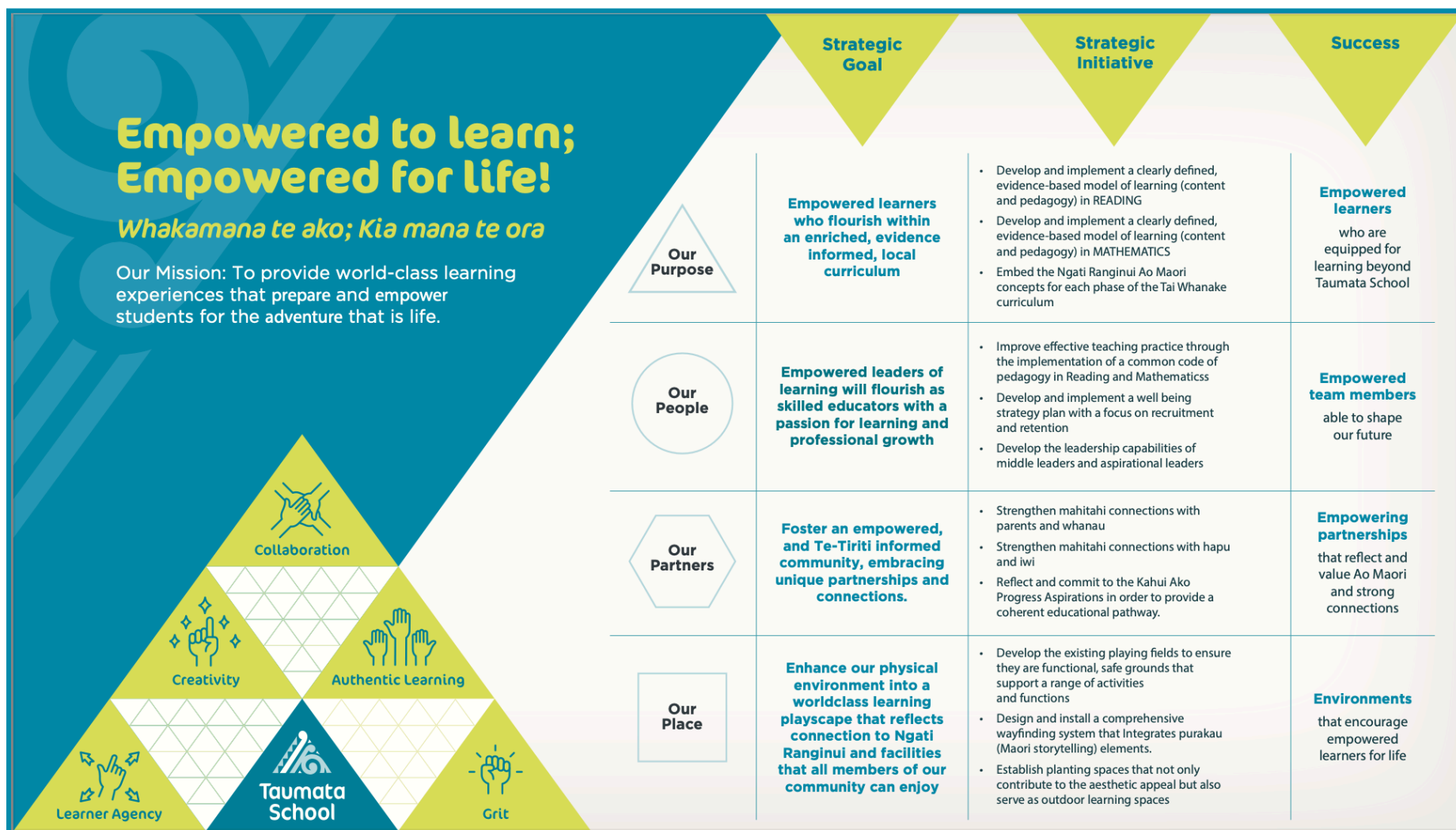
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	77% of students in Year 8 are working within or above the expected levels of achievement in Mathematics.	students) will show accelerated progress (increase by more than 1.5 years) by the end of 2024.
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Strategic Plan 2024 - 2025:



Taumata School - Strategic Plan

Strategic Goal 1

Our Purpose



Strategic Goal

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



Strategic Initiative

- Develop and implement a clearly defined, evidence-based model of learning (content and pedagogy) in READING
- Develop and implement a clearly defined, evidence-based model of learning (content and pedagogy) in MATHEMATICS
- Embed the Ngati Ranginui Ao Maori concepts for each phase of the Tai Whanake curriculum



Measures

- All students in Years 5, 7 and 8 identified as working below expected levels of achievement will show accelerated progress* in 2024 (see annual achievement targets)
- All Maori students identified as working below expected levels of achievement will show accelerated progress* in 2024 (see annual achievement targets)
- All students in Years 7 and 8 identified as working below expected levels of achievement will show accelerated progress* in 2024 (see annual achievement targets)
- All Maori students identified as working below expected levels of achievement will show accelerate progress* in 2024 (see annual achievement targets).
- All girls identified as working below expected levels of achievement will show accelerated progress* in 2024 (see annual achievement targets)
- 80% of our students in years 3, 6 and 8 will meet the korero aspirations as per the Ngati Ranginui Te Tai Whanake curriculum (see annual achievement targets)



Actions

- Build a shared understanding of the progress and achievement aspirations for students in Reading and Mathematics
- Share and embed a common code of pedagogy in Reading and Mathematics
- implement pedagogical coach model to support development of effective practice
- Clarity around students not making expected progress and why
- Scrutinise baseline data and desired outcomes - build internal accountability
- Engage stakeholders in annual achievement goals and actions
- Undertake learning coach observations and provide regular feedback on practice
- Build capability through coaching
- develop robust induction programme for new team members
- Establish robust assessment framework and high expectations for improvement
- Develop ways to check in and celebrate success and achievement
- Build social media and external communication to highlight progress and achievement
- Appoint Kahui Ako Within School Lead to champion Te Tai Whanake and ensure proactive planning and fidelity to the iwi aspirations
- Normalise the expectation of Te Tai Whanake across the curriculum



Resources

- Pedagogical Coach Model 1.6 FTEE across the school in designated areas: 0-3; 4-6; 7-8 (\$140,000)
- Develop and make explicit common code of pedagogy
- External coaching support (\$15,000)
- External Structured Literacy and Mathematics support (\$25,000)
- Clear Assessment Framework which highlights school wide data and formative/diagnostic expectations
- Clear data picture used in each whanau group, hub group and then wider phase group
- Engagement surveys to collate student voice

Taumata School - Strategic Plan

Strategic Goal 2

Our People



Strategic Goal

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



Strategic Initiative

- Improve effective teaching practice through the implementation of a common code of pedagogy in Reading and Mathematics
- Continue to build upon teacher capabilities in Te Reo Maori and tikanga maori.
- Develop and implement a wellbeing strategy plan with a focus on recruitment and retention
- Develop the leadership capabilities of middle leaders and aspirational leaders



Measures

- 95% of learning coaches are working at Stage 3 of the 'Common Code of Pedagogy Rubric'
- All teachers will demonstrate progress against the Te Reo and Tikanga Maori rubric and be engaged in informal or formal forms of Te Reo Learning
- Achieve an annual retention of 80% and establish Taumata School as a preferred employment destination
- An increase of 20% of middle leaders aspiring for senior leadership and principalship



Actions

- Complete a base line to determine where learning coaches are at in relation to the common code of pedagogy (self-assessment/PC observation)
- Implement and clarify Pedagogical Coach roles that lead to improved teaching and learning practice across teams
- Adopt a coaching model that support growth and development and precision in pedagogy
- Scrutinise student achievement data to Explore direct impacts on learning
- Provision of Te Reo club to grow language capability
- Support the engagement of staff in external/formal Reo learning
- Co-construct a well-being strategy for student and staff well-being
- Plan for team building and culture buildings activities each term
- Celebrate and profile our school throughout social media outlets
- Highlight and celebrate the varied and positive opportunities that leadership affords
- Deliberately provide middle leadership pathways that support growth
- Build a resource of leadership readings to support aspiring leaders



Resources

- Pedagogical Coach Model 1.6 FTEE across the school in designated areas: 0-3; 4-6; 7-8
- External experts to support coaching model
- Clarity around common code of coaching
- Kaiwhakarauora Role embedded with permanent funding (20 hours)
- Budget to support staff culture building activities
- Clarity around aspirational leadership pathways and opportunity to shadow/mentor
- Develop professional reading resources for aspiring leaders to access
- Budget to support additional study pathways

Taumata School - Strategic Plan		Strategic Goal 3		Our Partners	
 Strategic Goal	 Strategic Initiative	 Measures	 Actions	 Resources	
<p>Foster an empowered, and Te-Tiriti informed community, embracing unique partnerships and connections.</p>	<ul style="list-style-type: none"> Strengthen mahitahi connections with parents and whanau Strengthen mahitahi connections with hapu and iwi Reflect and commit to the Kahui Ako Progress Aspirations in order to provide a coherent educational pathway. 	<ul style="list-style-type: none"> 90% of parents attend our student led and learner-coach led whanau hui Increased engagement with and collaboration with iwi/hapu by 25% Ensure that 95% of staff understand and embrace the progress aspirations and outcomes for the Kahui Ako 	<ul style="list-style-type: none"> Review parent engagement strategy to explore creative and innovative ways to improve parent/whanau engagement Seek feedback from whanau maori around aspirations for maori success and ways we can improve our engagement with them as partners Attend all kaumatua and kuia hui to ensure we are proactive in supporting our local taonga Review current iwi/hapu engagements and look at ways we can be of service and strengthen partnerships with iwi Share the refreshed progress aspirations for the Kahui Ako with all members of our team and clearly outline the resourcing and expected outcomes for our learners Support the Kahui Ako through resourcing, accessing leadership support and strong governance Support the development of coherent pathways for the transition from ECE to Taumata School 	<ul style="list-style-type: none"> Senior Leadership lens on parent/whanau engagement Subscribe to HAIL to improve the newsletter communication - cloud based Te Ao Maori leader role to include focus on whanau aspirations and engagement Principal and DP to strengthen relationships with iwi/hapu - but also look at ways that Taumata can be of service Within School Leader (3) roles established with specific link to progress aspirations of the Kahui Ako 	

Taumata School - Strategic Plan			Strategic Goal 4		Our Place	
 Strategic Goal	 Strategic Initiative	 Measures	 Actions	 Resources		
<p>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</p>	<ul style="list-style-type: none"> Develop the existing playing fields to ensure they are functional, safe grounds that support a range of activities and functions Design and install a comprehensive wayfinding system that Integrates purakau (Maori storytelling) elements. Establish planting spaces that not only contribute to the aesthetic appeal but also serve as outdoor learning spaces 	<ul style="list-style-type: none"> Reduction in safety records around sore/sprained/hurt ankles after using the fields Increased use of our school fields for a range of physical/sporting activities that support engagement of students in physical activity Improved connections with the purakau associated with Ngati Ranginui and iwi stories/connections Increased passive shade and planting that encourages active use of spaces 	<ul style="list-style-type: none"> Installation of field irrigation system that is functional during the water restriction/summer months Monitor the use of the bore for school watering requirements Remediate the field area to reflect a suitable 'age-appropriate' play area that can facilitate a range of sporting codes/activities Ensure that the school site can be enjoyed and used by wider community Install iwi approved wayfinding signage that ensures that the purakau and legacy of the school is available for the community to understand and connect with Clarity around the importance of key landmarks and how they reflect the cultural narrative of the school Signage to share the importance of our Pou - Otanewainuku and Puwhenua so that students and whanau can connect with the narrative Plant appropriate forms of shade and shrubs that can be used as passive forms of shade and give function to areas across the school 	<ul style="list-style-type: none"> Seek grants to support the field development project Budget allocation of \$100,000 to support field re-development Budget allocation to support signage and wayfinding \$30,000 Coherent planting and landscaping plan that guides planting across the school 		

Statement of Compliance with employment policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<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>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<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>
How do you practise impartial selection of suitably qualified persons for appointment?	<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>

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How are you recognising, <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	<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>
How have you enhanced the abilities of individual employees?	<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>
How are you recognising the employment requirements of women?	<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>
How are you recognising the employment requirements of persons with disabilities?	<i>As above we prioritise equal opportunities - work life balance, identify and mitigate barriers to access and mobility, equal pay, support as required.</i>

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

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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 2023 Taumata School received \$10,093.84 excluding GST.

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

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

Financial Statements:

TAUMATA SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

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 2023

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	Independent Auditor's Report

Other Information

Members of the Board

Kiwisport / Statement of Compliance with Employment Policy

Analysis of Variance

Taumata School

Statement of Responsibility

For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

BEN FITCHETT

Full Name of Presiding Member



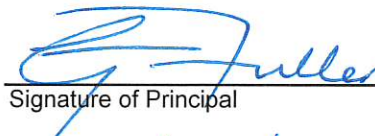
Signature of Presiding Member

31-5-24

Date:

Genavieve Fuller

Full Name of Principal



Signature of Principal

30/05/24

Date:

Taumata School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	6,928,388	4,746,443	5,291,970
Locally Raised Funds	3	349,318	32,000	237,828
Interest		50,249	-	10,660
Total Revenue		7,327,955	4,778,443	5,540,458
Expense				
Locally Raised Funds	3	112,019	-	124,800
Learning Resources	4	4,517,609	3,350,168	3,651,369
Administration	5	243,084	253,743	216,227
Interest		2,665	1,310	2,222
Property	6	2,102,981	1,299,927	1,408,168
Loss on Disposal of Property, Plant and Equipment		8	-	-
Total Expense		6,978,366	4,905,148	5,402,786
Net Surplus / (Deficit) for the year		349,589	(126,705)	137,672
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		349,589	(126,705)	137,672

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		2,401,782	2,027,824	2,254,360
Total comprehensive revenue and expense for the year		349,589	(126,705)	137,672
Contribution - Furniture and Equipment Grant		1,716	-	9,750
Equity at 31 December		2,753,087	1,901,119	2,401,782
Accumulated comprehensive revenue and expense		2,753,087	1,901,119	2,401,782
Equity at 31 December		2,753,087	1,901,119	2,401,782

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 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	1,264,917	409,234	416,256
Accounts Receivable	8	322,005	436,567	295,672
GST Receivable		26,051	10,131	29,369
Prepayments		12,493	14,475	9,349
Inventories	9	27,247	32,051	29,532
Investments	10	-	-	800,000
		<u>1,652,713</u>	<u>902,458</u>	<u>1,580,178</u>
Current Liabilities				
Accounts Payable	12	352,583	372,784	293,327
Revenue Received in Advance	13	6,367	49,616	52,306
Provision for Cyclical Maintenance		-	-	-
Finance Lease Liability	14	31,684	44,350	52,791
Funds held for Capital Works Projects	15	-	-	19,752
		<u>390,634</u>	<u>466,750</u>	<u>418,176</u>
Working Capital Surplus/(Deficit)		<u>1,262,079</u>	<u>435,708</u>	<u>1,162,002</u>
Non-current Assets				
Property, Plant and Equipment	11	1,510,954	1,514,183	1,274,498
		<u>1,510,954</u>	<u>1,514,183</u>	<u>1,274,498</u>
Non-current Liabilities				
Finance Lease Liability	14	19,946	48,772	34,718
		<u>19,946</u>	<u>48,772</u>	<u>34,718</u>
Net Assets		<u>2,753,087</u>	<u>1,901,119</u>	<u>2,401,782</u>
Equity		<u>2,753,087</u>	<u>1,901,119</u>	<u>2,401,782</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 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
Cash flows from Operating Activities				
Government Grants		1,405,112	1,086,330	1,225,627
Locally Raised Funds		304,597	32,000	239,456
Goods and Services Tax (net)		3,318	-	(19,238)
Payments to Employees		(547,245)	(425,359)	(391,329)
Payments to Suppliers		(639,575)	(817,245)	(590,939)
Interest Paid		(2,665)	(1,310)	(2,222)
Interest Received		45,043	-	12,684
Net cash from/(to) Operating Activities		568,585	(125,584)	474,039
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(464,303)	-	(648,263)
Purchase of Investments		-	-	(800,000)
Proceeds from Sale of Investments		800,000	-	800,000
Proceeds from sale		(8)	-	-
Net cash from/(to) Investing Activities		335,689	-	(648,263)
Cash flows from Financing Activities				
Furniture and Equipment Grant		1,716	-	9,750
Finance Lease Payments		(46,657)	(48,899)	(47,508)
Funds Administered on Behalf of Other Parties		(10,672)	-	44,521
Net cash from/(to) Financing Activities		(55,613)	(48,899)	6,763
Net increase/(decrease) in cash and cash equivalents		848,661	(174,483)	(167,461)
Cash and cash equivalents at the beginning of the year	7	416,256	583,717	583,717
Cash and cash equivalents at the end of the year	7	1,264,917	409,234	416,256

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, and the 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 2023

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 2023 to 31 December 2023 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 in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with 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 \$30 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

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

Property, plant and equipment are depreciated over their estimated useful lives on a straight line 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	8 years DV
Leased assets held under a Finance Lease	Term of Lease

k) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

l) Impairment of property, plant, and equipment and intangible assets

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 the surplus or deficit.

The reversal of an impairment loss is recognised in the 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.

m) 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.

n) 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, annual leave earned, by non teaching staff, to 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.

o) 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.

p) 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.

q) 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.

r) 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.

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

t) Financial Instruments

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

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

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

u) 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.

v) 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 statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	1,365,132	1,074,923	1,055,812
Teachers' Salaries Grants	3,698,799	2,643,559	3,068,770
Use of Land and Buildings Grants	1,846,291	1,027,961	1,167,087
Other Government Grants	18,166	-	301
	<u>6,928,388</u>	<u>4,746,443</u>	<u>5,291,970</u>

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	83,947	32,000	28,989
Fees for Extra Curricular Activities	108,802	-	111,848
Trading	50,007	-	56,866
Fundraising & Community Grants	106,562	-	40,125
	<u>349,318</u>	<u>32,000</u>	<u>237,828</u>
Expense			
Extra Curricular Activities Costs	64,576	-	70,166
Trading	47,182	-	54,634
Fundraising & Community Grant Costs	261	-	-
	<u>112,019</u>	<u>-</u>	<u>124,800</u>
<i>Surplus for the year Locally raised funds</i>	<u>237,299</u>	<u>32,000</u>	<u>113,028</u>

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	139,101	179,080	123,464
Library Resources	619	-	3,373
Employee Benefits - Salaries	4,061,437	2,874,559	3,266,340
Staff Development	45,896	55,000	35,230
Depreciation	248,522	219,529	205,698
Information And Communication Technology	22,034	22,000	17,264
	<u>4,517,609</u>	<u>3,350,168</u>	<u>3,651,369</u>

5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	5,529	6,000	5,368
Board Fees	3,940	4,050	3,555
Board Expenses	11,252	12,500	11,343
Communication	4,590	-	3,917
Consumables	18,936	16,000	12,050
Other	42,760	75,600	44,279
Employee Benefits - Salaries	125,095	119,093	112,051
Insurance	12,982	3,000	6,624
Service Providers, Contractors and Consultancy	18,000	17,500	17,040
	<u>243,084</u>	<u>253,743</u>	<u>216,227</u>

6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	12,286	12,000	13,844
Consultancy and Contract Services	93,636	86,000	84,625
Grounds	13,453	25,000	19,982
Heat, Light and Water	50,403	53,000	48,745
Rates	25,968	12,000	2,631
Repairs and Maintenance	6,540	26,500	23,569
Use of Land and Buildings	1,846,291	1,027,961	1,167,087
Security	-	200	398
Employee Benefits - Salaries	54,404	57,266	47,287
	<u>2,102,981</u>	<u>1,299,927</u>	<u>1,408,168</u>

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

7. Cash and Cash Equivalents

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	94,904	409,234	416,256
Short-term Bank Deposits	1,170,013	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>1,264,917</u>	<u>409,234</u>	<u>416,256</u>

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

Of the \$1,264,917 Cash and Cash Equivalents \$0 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

8. Accounts Receivable

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	288	147,855	1,506
Receivables from the Ministry of Education	11,939	-	18,439
Interest Receivable	5,206	2,024	-
Banking Staffing Underuse	19,822	55,350	34,196
Teacher Salaries Grant Receivable	284,750	231,338	241,531
	<u>322,005</u>	<u>436,567</u>	<u>295,672</u>
Receivables from Exchange Transactions	5,494	149,879	1,506
Receivables from Non-Exchange Transactions	316,511	286,688	294,166
	<u>322,005</u>	<u>436,567</u>	<u>295,672</u>

9. Inventories

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Uniforms	27,247	32,051	29,532
	<u>27,247</u>	<u>32,051</u>	<u>29,532</u>

10. Investments

The School's investment activities are classified as follows:

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	-	-	800,000
Total Investments	<u>-</u>	<u>-</u>	<u>800,000</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Building Improvements	341,956	371,156	-	-	(11,409)	701,703
Furniture and Equipment	690,041	65,253	-	-	(123,395)	631,899
Information and Communication Technology	131,385	26,247	-	-	(51,168)	106,464
Motor Vehicles	5,739	-	-	-	(1,181)	4,558
Leased Assets	86,322	20,591	(8)	-	(58,773)	48,132
Library Resources	19,055	1,739	-	-	(2,596)	18,198
Balance at 31 December 2023	1,274,498	484,986	(8)	-	(248,522)	1,510,954

The net carrying value of equipment held under a finance lease is \$48,132 (2022: \$86,322)

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.

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	720,806	(19,103)	701,703	349,650	(7,694)	341,956
Furniture and Equipment	1,042,573	(410,674)	631,899	977,321	(287,280)	690,041
Information and Communication Technology	279,858	(173,394)	106,464	253,610	(122,225)	131,385
Motor Vehicles	5,904	(1,346)	4,558	5,904	(165)	5,739
Leased Assets	112,387	(64,255)	48,132	182,523	(96,201)	86,322
Library Resources	33,406	(15,208)	18,198	31,667	(12,612)	19,055
Balance at 31 December	2,194,934	(683,980)	1,510,954	1,800,675	(526,177)	1,274,498

12. Accounts Payable

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
Creditors	41,884	131,822	40,722
Accruals	16,863	4,070	5,368
Employee Entitlements - Salaries	284,750	231,338	241,531
Employee Entitlements - Leave Accrual	9,086	5,554	5,706
	352,583	372,784	293,327
Payables for Exchange Transactions	352,583	372,784	293,327
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	352,583	372,784	293,327

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Income in Advance	978	48,026	51,246
Sport Uniform Bond	-	530	-
Whanau Ropu/PTA	1,060	1,060	1,060
Grants in Advance MOE	4,329	-	-
	<u>6,367</u>	<u>49,616</u>	<u>52,306</u>

14. Finance Lease Liability

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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	33,447	44,350	54,513
Later than One Year and no Later than Five Years	20,675	48,772	35,530
Future Finance Charges	(2,492)	-	(2,534)
	<u>51,630</u>	<u>93,122</u>	<u>87,509</u>

Represented by

Finance lease liability - Current	31,684	44,350	52,791
Finance lease liability - Non current	19,946	48,772	34,718
	<u>51,630</u>	<u>93,122</u>	<u>87,509</u>

15. Funds Held for Capital Works Projects

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

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

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Signage			3,071	-	(3,071)	-	-
Shade Structure			(19,968)	-	19,968	-	-
Outdoor Learning Panels		216980	-	19,752	-	-	19,752
Shade Structure Bracing			-	6,845	(6,845)	-	-
Totals			(16,897)	26,597	10,052	-	19,752

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

16. Related Party Transactions

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

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

17. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	3,940	3,555
<i>Leadership Team</i>		
Remuneration	421,616	301,887
Full-time equivalent members	3.00	2.30
Total key management personnel remuneration	425,556	305,442

There are 8 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:

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	160 - 170
Benefits and Other Emoluments	5 - 6	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	12.00	2.00
110 - 120	2.00	-
120 - 130	1.00	-
	15.00	2.00

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

18. Compensation and Other Benefits Upon Leaving

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

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-

19. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: the same).

In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The school is yet to receive a final wash-up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash-up payments or receipts for the year ended 31 December 2023. However, as at the reporting date, this amount had not been calculated and therefore is not recorded in these financial statements.

Holidays Act Compliance – schools payroll

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

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

20. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2023 (2022: 72,842)

(b) Operating Commitments

There are no operating commitments as at 31 December 2023 (Operating commitments at 31 December 2022: nil).

21. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	1,264,917	409,234	416,256
Receivables	322,005	436,567	295,672
Investments - Term Deposits	-	-	800,000
Total financial assets measured at amortised cost	1,586,922	845,801	1,511,928

Financial liabilities measured at amortised cost

Payables	352,583	372,784	293,327
Finance Leases	51,630	93,122	87,509
Total financial liabilities measured at amortised cost	404,213	465,906	380,836

22. Events After Balance Date

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

23. Comparatives

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

Taumata School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Tom Roberts - resigned as Chairman 31 May 2023	Presiding Member	Elected	May 2023
Ben Fitchett-Chairman from 12 Jun23	Presiding Member	Elected	Jun 2025
Genavier Fuller	Principal	ex Officio	Jun 2025
Andrew Tarr	Parent Representative	Elected	Jun 2025
Gareth Thomas	Parent Representative	Appointed	Jun 2025
David Lewis - resigned	Parent Representative	Elected	Jan 2024
Lauren Bradley	Parent Representative	Appointed	Jun 2025
Mark McIlroy	Parent Representative	Co-opted	Jun 2025
Arlenna Porteners	Staff Representative	Elected	Jun 2025

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TAUMATA SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

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

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2023; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as Tier 2.

Our audit was completed on 29 May 2024. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern.

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

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

The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

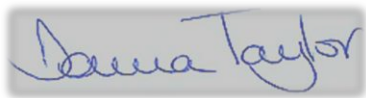
The Board is responsible for the other information. The other information comprises the Analysis of Variance, Board of Trustees Listing, Kiwisport Report and Good Employer Statement, but does not include the financial statements, and our auditor's report thereon.

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

Independence

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

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



Donna Taylor
BDO Tauranga
On behalf of the Auditor-General
Tauranga, New Zealand

Taumata School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$10,094 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2023 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.