



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	1526
Principal:	Carol Leota
School Address:	11a Alamein Road, Panmure, Auckland 1072
School Phone:	09 527 6345
School Email:	office@tamakiprimary.school.nz
Accountant / Service Provider:	Schooled Limited

Tāmaki Primary School

Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expires
Kamaka Tarawa	Presiding Member	Re-elected Sept 2022	September 2025
Carol Leota	Principal	Ex Officio	
Simone Pakieto	Parent Representative	Re-elected Sept 2022	September 2025
Carla Perese	Parent Representative	Elected Sept 2022	September 2025
Andre' Monga	Parent Representative	Elected Sept 2022	Resigned
Fa'atili Toala	Parent Representative	Selected Oct 2023	September 2025
Mariana Kaitai	Staff Representative	Re-elected Sept 2022	September 2025

TĀMAKI PRIMARY SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Tāmaki Primary School

Statement of Responsibility

For the year ended 31 December 2024

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

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

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

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

Kamaka Tarawa

Full Name of Presiding Member

[Signature]

Signature of Presiding Member

27/06/25

Date:

Carol Bianca Leota

Full Name of Principal

[Signature]

Signature of Principal

27/06/25

Date:

Tāmaki Primary School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	3,085,666	2,565,914	2,972,064
Locally Raised Funds	3	31,396	27,300	31,448
Interest		52,968	18,000	43,980
Total Revenue		3,170,030	2,611,214	3,047,492
Expense				
Locally Raised Funds	3	18,285	10,000	14,782
Learning Resources	4	1,566,245	1,468,562	1,493,668
Administration	5	411,143	187,043	426,013
Interest		1,329	1,751	1,506
Property	6	1,041,831	945,433	973,821
Total Expense		3,038,833	2,612,789	2,909,790
Net Surplus / (Deficit) for the year		131,197	(1,575)	137,702
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		131,197	(1,575)	137,702

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



Tāmaki Primary School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		1,131,544	1,131,546	993,842
Total comprehensive revenue and expense for the year		131,197	(1,575)	137,702
Contribution - Furniture and Equipment Grant		9,815	-	-
Equity at 31 December		1,272,556	1,129,971	1,131,544
Accumulated comprehensive revenue and expense		1,272,556	1,129,971	1,131,544
Equity at 31 December		1,272,556	1,129,971	1,131,544

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.



Tāmaki Primary School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	531,213	388,770	461,543
Accounts Receivable	8	208,460	150,279	150,279
Prepayments		6,613	5,665	5,665
Inventories	9	12,715	5,580	5,580
Investments	10	619,283	585,474	585,474
		1,378,284	1,135,768	1,208,541
Current Liabilities				
GST Payable		7,232	5,136	5,136
Accounts Payable	12	141,406	116,574	116,573
Revenue Received in Advance	13	-	4,020	4,020
Provision for Cyclical Maintenance	14	19,936	19,936	19,936
Finance Lease Liability	15	10,057	6,938	9,121
Funds held for Capital Works Projects	16	75,765	-	85,396
		254,396	152,604	240,182
Working Capital Surplus/(Deficit)		1,123,888	983,164	968,359
Non-current Assets				
Property, Plant and Equipment	11	154,171	153,550	172,666
		154,171	153,550	172,666
Non-current Liabilities				
Finance Lease Liability	15	5,503	6,743	9,481
		5,503	6,743	9,481
Net Assets		1,272,556	1,129,971	1,131,544
Equity		1,272,556	1,129,971	1,131,544

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



Tāmaki Primary School

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		689,239	736,966	915,285
Locally Raised Funds		(27,161)	116,485	(3,931)
Goods and Services Tax (net)		2,096	(26,273)	(26,273)
Payments to Employees		(381,745)	(370,972)	(338,230)
Payments to Suppliers		(203,329)	(339,366)	(458,954)
Interest Paid		(1,329)	(1,751)	(1,506)
Interest Received		57,728	4,892	28,436
Net cash from/(to) Operating Activities		135,499	119,981	114,827
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(22,129)	(52,123)	(22,559)
Purchase of Investments		(33,809)	(585,474)	(22,543)
Net cash from/(to) Investing Activities		(55,938)	(637,597)	(45,102)
Cash flows from Financing Activities				
Furniture and Equipment Grant		9,815	-	-
Finance Lease Payments		(10,074)	(1,921)	(8,726)
Funds Administered on Behalf of Other Parties		(9,632)	-	(195,317)
Net cash from/(to) Financing Activities		(9,891)	(1,921)	(204,043)
Net increase/(decrease) in cash and cash equivalents		69,670	(519,537)	(134,318)
Cash and cash equivalents at the beginning of the year	7	461,543	908,307	595,861
Cash and cash equivalents at the end of the year	7	531,213	388,770	461,543

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

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



Tāmaki Primary School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

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 15.

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) 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.

e) 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.

f) Accounts Receivable

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

g) Inventories

Inventories are consumable items held for sale and are comprised of stationery and school 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.

h) 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.

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	20 years
Furniture and Equipment	5 - 10 years
Information and Communication Technology	3 - 5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value



j) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

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

k) 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.

l) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

m) 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.



n) Provision for Cyclical Maintenance

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

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

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

o) 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.

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.

p) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

q) Budget Figures

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

r) Services received in-kind

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



2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	693,259	598,136	664,292
Teachers' Salaries Grants	1,303,220	1,202,920	1,254,841
Use of Land and Buildings Grants	861,179	764,858	805,958
Ka Ora, Ka Ako - Healthy School Lunches Programme	228,008	-	246,973
	<u>3,085,666</u>	<u>2,565,914</u>	<u>2,972,064</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	820	-	970
Fees for Extra Curricular Activities	-	1,000	-
Trading	23,986	18,000	21,409
Fundraising and Community Grants	6,590	8,300	9,069
	<u>31,396</u>	<u>27,300</u>	<u>31,448</u>
Expense			
Extra Curricular Activities Costs	57	500	-
Trading	16,693	9,500	14,782
Fundraising and Community Grant Costs	1,535	-	-
	<u>18,285</u>	<u>10,000</u>	<u>14,782</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>13,111</u>	<u>17,300</u>	<u>16,666</u>

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	42,153	51,555	45,986
Information and Communication Technology	20,840	21,500	20,711
Employee Benefits - Salaries	1,445,209	1,331,390	1,369,320
Staff Development	9,129	5,000	4,774
Depreciation	47,656	58,317	52,327
Other Learning Resources	1,258	800	550
	<u>1,566,245</u>	<u>1,468,562</u>	<u>1,493,668</u>



5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	9,424	9,135	8,700
Board Fees and Expenses	10,109	9,240	8,137
Other Administration Expenses	25,937	27,450	25,875
Employee Benefits - Salaries	118,417	122,190	117,642
Insurance	2,282	2,282	2,269
Service Providers, Contractors and Consultancy	16,966	16,746	16,417
Ka Ora, Ka Ako - Healthy School Lunches Programme	228,008	-	246,973
	<u>411,143</u>	<u>187,043</u>	<u>426,013</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Heat, Light and Water	24,441	20,500	25,403
Repairs and Maintenance	16,715	19,167	18,890
Use of Land and Buildings	861,179	764,858	805,958
Employee Benefits - Salaries	123,441	123,608	106,498
Other Property Expenses	16,055	17,300	17,072
	<u>1,041,831</u>	<u>945,433</u>	<u>973,821</u>

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

7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	531,213	388,770	461,543
Cash and cash equivalents for Statement of Cash Flows	<u>531,213</u>	<u>388,770</u>	<u>461,543</u>

Of the \$531,213 Cash and Cash Equivalents, \$75,765 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	94,823	44,470	36,266
Interest Receivable	16,552	13,108	21,312
Teacher Salaries Grant Receivable	97,085	92,701	92,701
	<u>208,460</u>	<u>150,279</u>	<u>150,279</u>
Receivables from Exchange Transactions	111,375	57,578	57,578
Receivables from Non-Exchange Transactions	97,085	92,701	92,701
	<u>208,460</u>	<u>150,279</u>	<u>150,279</u>



9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
School Uniforms	12,715	5,580	5,580
	<u>12,715</u>	<u>5,580</u>	<u>5,580</u>

10. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	619,283	585,474	585,474
Total Investments	<u>619,283</u>	<u>585,474</u>	<u>585,474</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Furniture and Equipment	95,306	8,932	-	-	(18,557)	85,681
Information and Communication Technology	53,335	11,370	-	-	(18,135)	46,570
Leased Assets	17,486	7,032	-	-	(9,918)	14,600
Library Resources	6,539	1,827	-	-	(1,046)	7,320
	<u>172,666</u>	<u>29,161</u>	<u>-</u>	<u>-</u>	<u>(47,656)</u>	<u>154,171</u>

The net carrying value of furniture and equipment held under a finance lease is \$14,600 (2023: \$17,486)

Restrictions

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

	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Building Improvements	99,776	(99,776)	-	99,776	(99,776)	-
Furniture and Equipment	469,017	(383,336)	85,681	460,085	(364,779)	95,306
Information and Communication Technology	400,272	(353,702)	46,570	388,902	(335,567)	53,335
Leased Assets	92,221	(77,621)	14,600	85,189	(67,703)	17,486
Library Resources	47,402	(40,082)	7,320	38,071	(31,532)	6,539
	<u>1,108,688</u>	<u>(954,517)</u>	<u>154,171</u>	<u>1,072,023</u>	<u>(899,357)</u>	<u>172,666</u>



12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	5,643	3,673	3,672
Accruals	33,280	16,904	16,904
Employee Entitlements - Salaries	97,085	92,701	92,701
Employee Entitlements - Leave Accrual	5,398	3,296	3,296
	<u>141,406</u>	<u>116,574</u>	<u>116,573</u>
Payables for Exchange Transactions	141,406	116,574	116,573
	<u>141,406</u>	<u>116,574</u>	<u>116,573</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	-	4,020	4,020
	<u>-</u>	<u>4,020</u>	<u>4,020</u>

14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	19,936	19,936	19,936
Provision at the End of the Year	<u>19,936</u>	<u>19,936</u>	<u>19,936</u>
Cyclical Maintenance - Current	19,936	19,936	19,936
	<u>19,936</u>	<u>19,936</u>	<u>19,936</u>

Tamaki Primary School has recognised a provision for cyclical maintenance to reflect the cost of maintaining its buildings. At the time of reporting, Tamaki School has been identified for future redevelopment. However, the scope and timeline of this redevelopment have not yet been finalised. It remains uncertain which buildings will be replaced, significantly altered, or retained in their current state.

Due to this uncertainty, the School has not updated its 10-Year Property Plan (10YPP). As a result, the cyclical maintenance provision has been based on a nominal historical estimate rather than a current assessment of future needs. The Board acknowledges that this estimate may not accurately reflect the actual timing or cost of future maintenance requirements.

The provision will be reviewed and updated once there is greater clarity around the redevelopment plans.



15. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	10,840	6,938	10,256
Later than One Year and no Later than Five Years	5,852	6,743	10,025
Future Finance Charges	(1,132)	-	(1,679)
	<u>15,560</u>	<u>13,681</u>	<u>18,602</u>
Represented by			
Finance lease liability - Current	10,057	6,938	9,121
Finance lease liability - Non current	5,503	6,743	9,481
	<u>15,560</u>	<u>13,681</u>	<u>18,602</u>

16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9, and includes retentions on the projects, if applicable.

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
MOE 5YA Block 1 Lifecylce Replacement	60,332	-	(58,775)	-	1,557
MOE 5YA Block 1 Timber Door Replacement	25,064	(2,805)	(22,259)	-	-
MOE 5YA Staff Toilet Refurbishment	-	32,731	(4,629)	-	28,102
MOE 5YA Replacement Boiler & Hot Water Cylinder	-	49,724	(3,618)	-	46,106
Totals	<u>85,396</u>	<u>79,650</u>	<u>(89,281)</u>	<u>-</u>	<u>75,765</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	75,765
Funds Receivable from the Ministry of Education	-

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
MOE 5YA Block 1 Lifecylce Replacement	-	63,822	(3,490)	-	60,332
MOE 5YA Block 1 Timber Door Replacement	-	27,182	(2,118)	-	25,064
MOE 5YA - Block 1 ILE Breakout Space	49,970	162,789	(212,759)	-	-
MOE 5YA - Carpet, Vinyl & Wall Lining Replacement	229,330	11,754	(241,084)	-	-
Totals	<u>279,300</u>	<u>265,547</u>	<u>(459,451)</u>	<u>-</u>	<u>85,396</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	85,396
Funds Receivable from the Ministry of Education	-

17. 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 condition 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.



18. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
Board Members Remuneration	3,130	2,470
Leadership Team Remuneration	203,839	279,426
Full-time equivalent members	2	2
Total key management personnel remuneration	206,969	281,896

There are six members of the Board excluding the Principal. The Board has held nine 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:

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	60 - 70	150 - 160
Benefits and Other Emoluments	-	1 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	3	2
110 - 120	2	2
120 - 130	-	-
130 - 140	1	-
	6	4

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

19. 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:

	2024 Actual	2023 Actual
Total	-	-
Number of People	-	-



20. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

21. Commitments

Capital Commitments

At 31 December 2024, the Board had capital commitments of \$75,765 (2023:\$95,507) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment \$
MOE 5YA Block 1 Lifecylce Replacement	1,557
MOE 5YA Staff Toilet Refurbishment	28,102
MOE 5YA Replacement Boiler & Hot Water Cylinder	46,106
Total	75,765

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16.

22. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	531,213	388,770	461,543
Receivables	208,460	150,279	150,279
Investments - Term Deposits	619,283	585,474	585,474
Total financial assets measured at amortised cost	1,358,956	1,124,523	1,197,296

Financial liabilities measured at amortised cost

Payables	141,406	116,574	116,573
Finance Leases	15,560	13,681	18,602
Total financial liabilities measured at amortised cost	156,966	130,255	135,175



23. Events After Balance Date

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

24. Comparatives

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



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TAMAKI PRIMARY SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Tamaki Primary School. The Auditor-General has appointed me, Alexander Houghton, using the staff and resources of Blackmore, Virtue & Owens, to carry out the audit of the financial statements of the School on his behalf.

Qualified Opinion

We have audited the financial statements of the School on pages 2 to 18 which comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, except for the possible effects of the matter described in the Basis for Qualified Opinion section of our report, the financial statements of Tamaki School for the year ended 31 December 2024 present fairly, in all material respects, the financial position of the School as at that date, and its financial performance and cash flows for the year then ended, in accordance with generally accepted accounting practice in New Zealand and in accordance with Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime issued by the New Zealand Accounting Standards Board.

Our audit was completed on 27 June 2025. This is the date at which our opinion is expressed.

The basis for qualified 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 Qualified Opinion

The School has recognised a provision for cyclical maintenance to reflect the expected future cost of maintaining school buildings. However, we were unable to obtain sufficient appropriate audit evidence to support the basis for the provision recognised as at 31 December 2024. No updated cyclical maintenance plan has been prepared since a redevelopment is planned for the School, which introduces uncertainty as to the future maintenance obligations and their timing. While the redevelopment does not appear to affect all school buildings, it creates sufficient uncertainty to cast doubt on the reliability of the current provision estimate. As a result, we were unable to determine whether any adjustments to the cyclical maintenance provision or related expense were necessary. The School has disclosed the uncertainty in Note 14 to the financial statements.

We carried out our audit in accordance with the Auditor General's Auditing Standards, which incorporate the Professional and Ethical 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.

BVO Audit

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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. 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.

Auditor's Responsibilities 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 conducted in accordance with the Auditor-General's Auditing Standards will always detect a considered material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosure and can arise from fraud or error and 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 to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to

the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant 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 of Trustees is responsible for the other information. The other information comprises the information included on the statement of responsibility, board member list, statement of variance, Statement of Enacting Te Tiriti o Waitangi, compliance with good employer requirements, kiwisport report, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



Alexander Houghton
Blackmore, Virtue and Owens
On behalf of the Auditor General
Auckland, New Zealand

Statement of variance: progress towards Strategic Goal 1: Academic Success, Learning Support and Wellbeing Regulation 9(1)(a):

Progress was made across reading, writing, and mathematics through the implementation of rich, responsive, and culturally grounded teaching practices. In reading, the majority of ākonga across the school achieved at or above expected levels, with 82% success in pānui within Te Marautanga o Aotearoa and 67% in the New Zealand Curriculum. Targeted professional development, the mandated hour-a-day literacy block, and culturally responsive projects like the Schoolwide Hangi and Hibiscus Projects have enhanced engagement and outcomes. In writing, schoolwide achievement increased from 49% in 2023 to 52% in 2024, with ākonga tuhinga (writing) success in Te Puna Wairua (77.8%). These improvements reflect the implementation of pedagogical coaching, localised curriculum design, and Assessment for Learning strategies.

Oral language and cultural identity were strengthened through deliberate teaching and local curriculum integration. Te Puna Wairua students confidently use te reo and tikanga Māori, supported by professional learning and development, and the fostering of warm, learning focused relationships with whānau. In Talamuka-‘a-Tonga, the integration of Lea Faka-Tonga and translanguaging practices promoted student learning progress and achievement, and family involvement. In the English Medium, oral language was strategically taught to enhance vocabulary and literacy outcomes. Across all pathways, home-school partnerships, whānau conferences, and community involvement played a role in supporting learner growth and wellbeing.

While academic progress is improving, attendance remains an ongoing challenge. Wellbeing initiatives contributed to a caring, inclusive culture, and student voice indicated increased engagement—yet schoolwide regular attendance was 36% in relation to the Ministry’s regular attendance benchmark. Despite targeted efforts and strengthened relationships with whānau, persistent absenteeism continues to impact learning outcomes. Going forward, there is a need to review and refine attendance strategies, extend learning support, and continue refining culturally responsive teaching and assessment practices to lift achievement further and work towards equitable outcomes for Tāmaki Primary School learners.



Strategic Goal 1: Academic Success, Learning Support and Wellbeing Regulation 9(1)(a)

To optimise ākonga potential so that they achieve personal and academic success *As per the strategic plan*

Annual Target/Goal: Regulation 9(1)(a)

Implement rich and responsive learning and teaching programmes that cater for ākonga needs and aspirations, ensuring that each ākonga receives the necessary resources and support, to grow socially, emotionally, culturally, and excel academically (NELP 2 Priority 3, 4) *As per the annual implementation plan*

Actions	What did we achieve?	Evidence	Reasons for variances	Planning for next year – where to next?
Action 1 a. Embed effective daily Guided Reading (Pānui) lessons for all ākonga	<p>The End of Year Te Marautanga o Aotearoa Pānui data for Te Puna Wairua shows that the majority of students (74%) are achieving at the expected level in pānui (Manawa Ora), which is a positive indicator of steady progress. There is a small group (18%) needing targeted support (Manawa Taki), and 8% (Manawa Toa) are exceeding expectations.</p> <p>Achievement End of Year 2024 Te Marautanga o Aotearoa Rumaki Reo 82% Pānui</p>	<p>Data assessments</p> <p>Robust OTJ for Pānui with Te Kaihou Ngarotata, Kaihautū Marautanga Maori</p> <p>Medium-Curriculum Lead</p> <p>Pūkete Pānui Haere Hanganga</p> <p>Te Reo Matatini approach. PLD for pouako with facilitators Te Kaihou Ngarotata, Kaihautū Marautanga Maori</p> <p>Medium-Curriculum Lead and Machel Dick Facilitator Māori and Pasifika Support Services Ltd</p>	<p>PLD Te Kaihou Pānui arahanga. Explicit focus on Relationship Based Learning strategies: learning focussed relationships, effective pedagogy, culturally responsive pedagogy and practices, warm, demanding relationships, high expectations, partnership with parents and caregivers, learning assistant support for accelerative practices.</p>	<p>Clearer curriculum: Establishing a knowledge-rich curriculum grounded in the science of learning. A mandated hour a day: Implementing the required "hour a day" of reading, writing, and mathematics mandate school-wide. Better approach to literacy and numeracy: Implementing evidence-based early literacy and mathematics instruction. Implementing structured teaching approaches for literacy and mathematics, or for kura, rangaranga reo ā-Ta and rangaranga pāngarau and how this effectively addresses the learning needs of ākonga in the school or kura. Quality assessment and reporting: Implement consistent monitoring of student progress and achievement. Improving data literacy, assessment for learning and aromatawai, and how this informs decision-making, focusing on how progress is reported to the Board and the community. Greater use of data: Using data and evidence to drive consistent improvement in achievement.</p>
	<p>New Zealand Curriculum Tongan Bilingual and English Medium End of Year 2024 67% Reading</p> <p>Achievement End of Year 2023 68% Reading schoolwide</p> <p>The majority of students achieve at or above expected curriculum levels in reading.</p>	<p>Overall teacher judgments</p> <p>Assessments including PATs, running records and PROBE</p>	<p>Explicit teaching of Reading, Writing and Maths; Deliberate teaching & planning; Assessment for learning - Target students; Professional development in literacy for all Teachers; Using culturally responsive pedagogy leading to school wide projects; effective use of Dual Language texts</p>	
Action 2 b. Strengthen oral language input/output of all ākonga	<p>Te Puna Wairua: Tamariki are beginning to confidently reflect te reo and mātauranga Māori. The majority of tamariki are achieving educational success in literacy and numeracy. Opportunities are provided for tamariki to be proud champions of te reo and mātauranga Māori. An inclusive and caring culture, focused on wellbeing</p>	<p>Ākonga confidence in</p> <ul style="list-style-type: none"> - Karakia - Mihi - Pepeha - Paepae - Pānui - Tikanga Māori 	<p>Explicit teaching Te Reo Māori</p> <p>Modelling</p> <p>Hanganga Te Reo</p> <p>Explicit teaching of kūoro, oropūare, orokati.</p>	<p>Explicitly design and implement local curriculum that continues to advance the development of conversational reo skills. Investigate assessment tools for oral language assessment in te reo Māori Use effective assessment practices and critically reflect on tamariki data to inform</p>



Actions	What did we achieve?	Evidence	Reasons for variances	Planning for next year – where to next?
	<p>contributes to strengthening tamariki identity. Consistent routines and clear expectations contribute to calm focused classrooms. Relational trust with parents and whānau enables the sharing of aspirations and challenges. Respectful partnerships and communication between whānau, teachers and leaders provide a supportive environment for students. Strengthened connections with mana whenua Ngāti Paoa supports the ongoing development of the school's local curriculum.</p>	<p>Ngāti Pāoa Iwi Trust led PLD</p> <ul style="list-style-type: none"> - Whare Tāpere - He Aute Project - Whānau Hui across schools - Tumuaki group hui <p>ERO review August 2024</p>		<p>next steps.</p> <p>Governance and leadership to grow relational trust with Te Puna Wairua and support the development of strong Māori medium transitional pathways.</p>
	<p>Talamuka-'a-Tonga: Explicitly planned and taught oral language and vocabulary, including frontloading topic-specific terms and using translanguaging strategies. Set and reviewed learning goals each term through ongoing reflection and assessment, including whānau conferences and student self-assessments. Delivered a bilingual Tongan programme with focused teaching of Tongan and New Zealand histories. Staff know students and whānau well and many staff speak additional languages; these relationships support students and parents to be comfortable engaging with staff to seek support when required. Teachers and parents communicate regularly, parents value teachers making contact to share students' successes in class.</p>	<p>PELP fono</p> <p>ERO review August 2024</p>		<p>Integrate curriculum activities that align with local cultural contexts.</p> <p>Encourage students to speak in the Tongan language (<i>talanoa</i>) during class on Wednesdays and Thursdays.</p> <p>Support students in preparing their Lea Faka-tonga speeches in collaboration with parents.</p> <p>Provide opportunities for students to present their speeches in front of their parents, fostering family involvement and cultural pride.</p> <p>Commence the Tongan language assessment process.</p> <p>Develop an integrated, locally responsive curriculum that reflects the values and identity of the Tongan community.</p>



Actions	What did we achieve?	Evidence	Reasons for variances	Planning for next year – where to next?
	<p>English Medium</p> <p>Deliberate and explicit teaching around Schoolwide projects for real life experiences</p> <p>Professional development for Teachers - Vision Education</p> <p>Explicit and planned Oral language teaching and learning before all writing tasks</p> <p>Explicit and planned vocabulary teaching to support oral language outcomes - understanding and knowing before using language in everyday settings.</p> <p>Providing opportunities to use new vocabulary through schoolwide projects</p> <p>Building strong relationships with whānau</p> <p>ERO report August 2024:</p> <p>Leaders promote a culture of professional learning and growth to increase success for students in reading, writing and mathematics.</p> <p>Leadership set appropriate goals and targets to lift and accelerate students' progress in reading, writing and mathematics.</p>	<p>Schoolwide Hangi project</p> <p>Schoolwide Hibiscus project</p> <p>NZ Histories - history of our rohe</p> <p>New Zealand Curriculum</p> <p>Regular weekly Staff PLC sessions</p> <p>Home school partnership hui</p> <p>ERO review August 2024</p>	<p>Explicit Planning and teaching oral language and Vocabulary</p> <p>Explicit frontloading of specific topic vocabulary</p> <p>Using formative and summative assessment to set goals regularly and reflecting continuously on achievement - 3 way whānau conferences, student reflection at the end of each term, modelling books, anecdotal notes</p> <p>Explicit teaching of Aotearoa New Zealand Histories Curriculum</p>	<p>Explicitly plan and implement local curriculum that continues to advance the development of conversational skills leading to improved reading and writing skills</p> <p>Formative assessment through regular observations during class teaching time making anecdotal notes, setting goals for students</p> <p>PLD - setting goals/next steps for teachers to plan and teach effectively</p> <p>Use assessment Data to inform next steps for students and for teachers.</p>
<p>Action 3</p> <p>c. Implement 3rd year iteration of literacy PLD programme to develop Kaiako collaborative planning, teaching, peer observation and practice evaluation conversations, supported by Instructional</p>	<p>PLD has developed the following school-wide</p> <ul style="list-style-type: none"> - effective writing pedagogy -use of culturally responsive approaches - responsive AfL capabilities - development of positive and productive learning relationships with ākonga and whānau - development of our Local curriculum by developing pathways for learning supported by a common language for learning. - understanding Te Mātaiaho and the 	<p>Literacy PLD with Vision Education - Model set on co teaching and planning</p> <p>Schoolwide Culturally Responsive projects e.g.Hangi Hibiscus project</p> <p>NZ Histories - history of our rohe</p> <p>New Zealand Curriculum</p>	<p>We have strengthened AfL and literacy practice to support the honouring of our cultural narrative (with ākonga, kaimahi, Poari, community); to increase Kaiako and leaders' agentic capabilities (cultural, pedagogical, collaborative), to boost ākonga agency (voice, power-sharing), to grow their learning-to-learn dispositions, transferable across the Curriculum and ultimately lift their engagement and</p>	<p>Clearer curriculum: Establishing a knowledge-rich curriculum grounded in the science of learning.</p> <p>A mandated hour a day: Implementing the required "hour a day" of reading, writing, and mathematics mandate school-wide.</p> <p>Better approach to literacy and numeracy: Implementing evidence-based early literacy and mathematics instruction.</p> <p>Implementing structured teaching approaches for literacy and mathematics, or for kura, rangaranga reo ā-Ta and rangaranga pāngarau and how this</p>



Actions	What did we achieve?	Evidence	Reasons for variances	Planning for next year – where to next?
Mentoring/Coaching (ICM); to increase ākonga efficacy and agency in writing	<p>Common Practice Model</p> <p>Teachers have developed pedagogical content knowledge and strategically used a variety of approaches in writing across the curriculum in the Te Mātaiaho.</p> <p>New Zealand Curriculum Tongan Bilingual and English Medium End of Year 2024 52% Writing. Achievement End of Year 2023 49% Writing schoolwide. Tongan Bilingual End of Year 2024. 61.9% Writing Te Puna Wairua End of Year 2024 77.8% Tuhituhi.</p> <p>More than half of students achieve at or above expected curriculum levels in Writing in 2024.</p>	<p>Regular weekly Staff PLC sessions</p> <p>Home school partnership hui</p> <p>Target students identified by each teacher for Reading and writing</p> <p>ERO review August 2024</p>	<p>achievement.</p> <p>Strengthened Kaiako and middle leaders' use of AfL practice enabling reliable, timely informed decisions about ākonga engagement and learning - Strengthened Kaiako accelerative practices to rapidly close the achievement gap - 'jump-starting' ākonga into learning and shifting mindsets.</p>	<p>effectively addresses the learning needs of ākonga in the school or kura.</p> <p>Quality assessment and reporting: Implement consistent monitoring of student progress and achievement. Improving data literacy, assessment for learning and aromatawai, and how this informs decision-making, focusing on how progress is reported to the Board and the community.</p> <p>Greater use of data: Using data and evidence to drive consistent improvement in achievement.</p> <p>Immersion and dual language/bilingual pathways: Developing Penina o Tāmaki our Samoan dual language pathway, and strengthening Te Puna Wairua our full immersion Rumaki Reo pathway and Talamuka-'a-Tonga our Tongan dual language pathway</p> <p>Stronger learning support: Targeting effective learning support interventions for students with additional needs and developing effective leadership.</p>
d. Implement 2nd year of The Learner First (TLF) Mathematics PLD engagement in the Collaborative School Cluster to increase Kaiako maths teaching capability; to increase ākonga agency and efficacy; to distribute maths leadership to support Team collaboration	<p>PLD has developed the following school-wide</p> <ul style="list-style-type: none"> - effective Maths pedagogy -use of culturally responsive approaches - responsive AfL capabilities - development of positive and productive learning relationships with ākonga and whānau - development of our Local curriculum by developing pathways for learning supported by a common language for learning. - understanding Te Mātaiaho and the Common Practice Model <p>Teachers have developed pedagogical content knowledge and strategically used a variety of approaches in writing across the curriculum in the Te Mātaiaho.</p>	<p>Integrated Maths Curriculum</p> <p>Maths PLD - The Learners First Maths PLD</p> <p>New Zealand Curriculum</p> <p>Regular weekly Staff PLC sessions</p> <p>Home school partnership hui</p> <p>Target students identified by each teacher for Maths</p> <p>ERO review August 2024</p>	<p>Quality teaching and learning</p> <p>Maths PLD with TLF for 2 consecutive years</p> <p>Daily Explicit planning, teaching and learning of</p> <ul style="list-style-type: none"> - Numbertalks, Move and Improves, Rapid routines - Daily Teaching of skills - Having open-ended maths problems - Regular discussions on how students went through the process of solving problems - Regular feedback and next steps 	



Actions	What did we achieve?	Evidence	Reasons for variances	Planning for next year – where to next?
	<p>New Zealand Curriculum Tongan Bilingual and English Medium End of Year 2024 59.4% Mathematics</p> <p>Achievement End of Year 2023 58% Mathematics schoolwide</p> <p>The majority of students achieve at or above expected curriculum levels in Mathematics in 2024.</p>			
e. Create a local English and Maths curriculum using Te Mātaiaho, TPS values, and UKD. Develop culturally responsive teaching for all ākonga, supported by research-based professional development.	<p>PLD has developed the following school-wide</p> <ul style="list-style-type: none"> - effective Maths pedagogy - use of culturally responsive approaches - responsive AfL capabilities - development of positive and productive learning relationships with ākonga and whānau - development of our Local curriculum by developing pathways for learning supported by a common language for learning. - understanding Te Mātaiaho and the Common Practice Model <p>Teachers have developed pedagogical content knowledge and strategically used a variety of approaches in writing across the curriculum in the Te Mātaiaho.</p>	<p>Integrated Maths Curriculum</p> <p>Maths PLD - The Learner's First Maths PLD</p> <p>New Zealand Curriculum</p> <p>Regular weekly Staff PLC sessions</p> <p>Home school partnership hui</p> <p>Target students identified by each teacher in the classroom and regularly monitor their progress</p> <p>ERO review August 2024</p>	<p>Maths PLD with TLF for 2 consecutive years</p> <p>Daily Explicit planning, teaching and learning of</p> <ul style="list-style-type: none"> - Numbertalks, Move and Improves, Rapid routines - Daily Teaching of skills - Having open-ended maths problems - Regular discussions on how students went through the process of solving problems - Regular feedback and next steps 	<p>Leadership set appropriate goals and targets to lift and accelerate students' progress in reading, writing and mathematics.</p>
f. Implement flexible, targeted learning support for diverse learners, guided by the Learning Support Plan. Use responsive teaching and	<p>All Learning Support Interventions and programmes are targeted to students for Reading, Writing and Maths</p> <p>Learning assistants did everyday lessons with students who needed extra support in Reading, writing and Maths (Dose and density)</p> <p>Lessons for tier 2 students planned by</p>	<p>Timely identification of Tier 2 akonga through assessments</p> <p>Teacher and LA time timetabled on a weekly basis</p> <p>DP/ LA hui</p>	<p>All Learning Assistants targeted to tier 2 students for maths</p> <p>All teachers have target students</p> <p>Close monitoring of student achievement for all target</p>	<p>Immersion and dual language/bilingual pathways: Developing Penina o Tāmaki our Samoan dual language pathway, and strengthening Te Puna Wairua our full immersion Rumaki Reo pathway and Talamuka-'a-Tonga our Tongan dual language pathway</p> <p>Stronger learning support: Targeting effective learning support interventions</p>



Actions	What did we achieve?	Evidence	Reasons for variances	Planning for next year – where to next?
regular monitoring, with weekly hui to strengthen practice. The DP supports small groups to boost wellbeing and academic progress.	teachers for Learning Assistants to follow with students. Allocation of time for regular collaboration between teachers and Learning assistants and DP to discuss progress and to identify next learning steps		students. Next steps were discussed collaboratively to plan for accelerated progress. Next goals discussed with students Regular feedback given to parents	for students with additional needs and developing effective leadership.
g. Strengthen learning-focussed relationships through culturally conscious and responsive practice to increase ākonga efficacy and agency	A culture of professional learning and growth is promoted by leaders to increase success for students in reading, writing and mathematics.	Student voice Attendance lifted significantly in Term Four 2024	A deliberate PLD focus on collecting student voices ERO collection of student voice Deliberate focus on addressing barriers to attendance, and clear messaging to community about the importance of regular attendance Term 2024	Leaders identify the need for ongoing professional learning and leadership development to better support teachers to consistently deliver well-paced lesson student learning time well and strengthen effective teaching practice.
h. Develop ākonga hauora and wellbeing strategies	An inclusive and caring culture, focused on wellbeing contributes to strengthening tamariki identity. Consistent routines and clear expectations contribute to calm focused classrooms. Relational trust with parents and whānau enables the sharing of aspirations and challenges. The school is not yet meeting Ministry of Education 2024 attendance targets, with data for 2024 showing that less than half of learners (36%) attended regularly. 63/176 or 36% of ākonga attended school regularly in 2024	Education Review Office review August 2024 <ul style="list-style-type: none"> Student voice Whānau voice School board voice Every Day Matters attendance data analysis.	Deliberate focus on eliminating barriers to attendance, and clear messaging to the parent community about the importance of regular attendance in Term Four 2024 Clear messaging to parent community about the trends being identified for absences e.g. Monday and Friday absences Persistent contact for unexplained absences.	To increase daily school wide attendance from 79% to 95%. To increase regular attendance from 42% to 70%. This means 70% of students are present in school for more than 90% of every term. To decrease chronic absence from 15.5% to 5%, moderate absence from 15.6% to 10%, and irregular absence from 27% to 15%.



Statement of variance: progress toward Strategic Goal 2: Educational Excellence and Future Pathways Regulation 9(1)(a)

There has been clear progress toward this goal, with evidence of raised student achievement. Professional development in Assessment for Learning, culturally responsive pedagogy, and improvements in writing instruction has led to more agentic learners and more intentional, data-informed teaching. Teachers are demonstrating increased pedagogical content knowledge and are using Te Mātaiaho to deliver curriculum learning. Achievement in writing has improved schoolwide, with more ākonga reaching or exceeding curriculum expectations.

Teachers and ākonga led programmes in sustainability, digital literacy, health, kapa haka, and sport. These experiences have enhanced student voice, agency, and leadership while embedding the school's core values of Rangatiratanga, Manaakitanga, and Kaitiakitanga. Participation in events like the Pacific Kids Learning Film Festival and Te Kōtuku Cultural Festival has given learners opportunities to participate beyond the classroom and represent the school in culturally affirming ways. The success of these initiatives was made possible by teacher leadership and community support.

Within our rumaki and bilingual pathways, Te Puna Wairua and Talamuka-'a-Tonga have demonstrated outstanding success in building learner agency, cultural pride, and whānau engagement. Te Puna Wairua fully embedded its localised Māori medium curriculum through Ngā Matāpono mā Te Puna Wairua, resulting in confident, self-directed learners and high levels of reo Māori use in school and at home. Meanwhile, Talamuka-'a-Tonga has deepened biliteracy and cultural identity through the use of Pacific Early Literacy Project resources and strengthened parent partnerships via regular fono. Both pathways have shown that culturally sustaining pedagogy—rooted in identity and whānau involvement—is a powerful driver of student success. Looking ahead, the school aims to formalise systems for capturing ākonga voice and expand support for reo use beyond the classroom, ensuring that agency, language, and culture remain at the heart of learning.



Strategic Goal 2: Educational Excellence and Future Pathways Regulation 9(1)(a)

To embed a passion for lifelong learning so that ākonga have the capabilities and values for navigating both academic and personal pathways successfully

Annual Target/Goal: Regulation 9(1)(a)

Enable each ākonga to pursue and achieve relevant goals preparing them for their future learning pathways. High expectations are held, setting high standards of achievement for each ākonga, providing the necessary resources for their engagement and success (NELP 3 Priority 5, 6)

Actions	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the source of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<p>a. Strengthen Kaiako Assessment for Learning (AfL) capability to increase ākonga efficacy and agency</p> <p>b. Strengthen school-wide data use in decisions for implementing and Monitoring targeted actions to promptly benefit all ākonga</p>	<p>Having completed this PLD and focussing on the following -</p> <ul style="list-style-type: none">- effective writing pedagogy- use of culturally responsive approaches- responsive AfL capabilities- develop positive and productive learning relationships with ākonga and whānau- our Local curriculum by developing pathways for learning supported by a common language for learning.- understanding Te Mātaiaho and the Common Practice Model <p>We have lifted achievement across the school. We now have a greater percentage of students achieving at and above New Zealand Curriculum expectations, as teachers have developed pedagogical content knowledge and strategically used a variety of approaches in writing across writing in the Te Mātaiaho.</p> <p>We have strengthened AfL and literacy practice to support the honouring of our cultural narrative (with ākonga, kaimahi, Poari, community); to increase Kaiako and</p>	<p>Student voice</p> <p>Teacher voice</p> <p>Formative and summative assessment</p>		<p>Clearer curriculum: Establishing a knowledge-rich curriculum grounded in the science of learning.</p> <p>Assessment: The Ministry of Education is currently working to develop a coherent, whole-of-pathway approach to assessment, aromatawai, reporting and monitoring so that good quality data about students' learning is available to inform teaching and learning, and provides timely information to parents, whānau and caregivers.</p> <p>Achievement: Termly reporting of achievement in relation to the refreshed curriculum phases</p>



Actions	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the source of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
	leaders' agentic capabilities (cultural, pedagogical, collaborative), to boost ākonga agency (voice, power-sharing), to grow their learning-to-learn dispositions, transferable across the Curriculum and ultimately lift their engagement and achievement - Strengthened Kaiako and middle leaders' use of AfL practice enabling reliable, timely informed decisions about ākonga engagement and learning - Strengthened Kaiako accelerative practices to rapidly close the achievement gap - 'jump-starting' ākonga into learning and shifting mindsets.			
c. Develop innovative leadership practice to increase ākonga led ākonga-led initiatives and activities i. Education for Sustainability: Wastewise/Green Team ii. Education for Sustainability: Travelwise Team iii. Digital literacy: eLearning iv. Ngā mahi a rēhia Kapa Haka v. Health/PE/Sports Coordination	Student-led initiatives schoolwide have supported the development of our shared values of Rangatiratanga, Manaakitanga and Kaitiakitanga. Students have been involved in leading initiatives both within the school and in the wider community. Students have actively engaged in a range of sports and cultural experiences within the school and the wider community. Ākonga have actively participated in digital literacy learning, presenting at the Pacific Kids Learning Film Festival in 2024. Kapahaka (Ngā mahi a rēhia) schoolwide has continued to grow. The school kapahaka roopū Te Matapihi Pounamu participated in Ruapōtaka Marae's Te Kōtuku Cultural Festival 2024.	Oke Garden Trees for Survival Travelwise PALs Pacific Kids Learning Film Festival Te Kōtuku Cultural Festival Tāmaki Cluster Sports	Teacher leadership responsibilities, and accompanying management units for this supported the implementation of this goal.	Student voice collected indicates a desire for more training to lead-in into sports competitions. To increase our visibility in the community as a successful, culture, learning, sports, music and relationships focussed kura



Actions	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the source of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
d. Te Puna Wairua: Implement Ngā Matāpono mā Te Puna Wairua - The Foundation Principles of the Local Curriculum of Te Puna Wairua (version 1) to increase ākonga efficacy and agency	<p>Te Whānau o Te Puna Wairua successfully embedded Ngā Matāpono mā Te Puna Wairua – the Foundation Principles of the local Māori Medium curriculum – across its Rumaki setting (Level 1 immersion, 81–100% in Te Reo Māori). These principles (Uri Whakaheke, He Tangata, Puna Kōrero, He Ākonga) guided teaching, learning, and pastoral care while upholding high expectations and cultural integrity.</p> <p>Outcomes for Te Puna Wairua have achieved are: a fully localised curriculum grounded in whakapapa, te reo Māori, mātauranga Māori, and whānau voice; full implementation of the four foundation principles across all aspects of school life; strengthened whānau engagement, accountability, and ownership through regular hui and clear expectations; reaffirmed the kura as a safe, identity-affirming space where tamariki flourish as Māori.</p> <p>Tamariki showed increased confidence, goal-setting, and active participation in learning; significant growth in spontaneous and complex use of Te Reo Māori, both at school and at home; higher whānau involvement in curriculum design, wānanga, and reo-focused events; kaiako adapted teaching practices to better align with the cultural and holistic needs of ākonga.</p> <p>The impact in Te Puna Wairua has been: a shift from passive to active learner agency — tamariki became empowered co-constructors of their learning; whānau became true partners in education, with many now participating in weekly Te Reo lessons; a</p>	<p>ERO review Hahau Puaki February 2024 Whānau Hui 2024 ERO review August 2024</p>	<p>We exceeded our targets in key areas, particularly ākonga agency and whānau engagement. Learners demonstrated a stronger sense of ownership over their learning than expected, transitioning from passive participants to active contributors through the intentional embedding of Ngā Matāpono mā Te Puna Wairua. They confidently articulated goals and reflected on their learning journey. Whānau engagement also surpassed expectations, especially in events and kaupapa linked directly to the marau ā-kura. Strong relationship-based teaching and effective communication were central to this success. Sustained use of Te Reo Māori beyond the akomanga remains inconsistent, particularly in informal and whānau contexts, which limited full realisation of the Puna Kōrero principle. Additionally, while many whānau were engaged, not all felt confident using Te Reo Māori, affecting their ability to contribute in reo-rich spaces. Lastly, although learner agency improved, the absence of formal systems to capture and respond to ākonga voice restricted deeper curriculum co-construction, preventing full implementation of He Ākonga.</p>	<p>Te Puna Wairua continues to uphold a strong reo Māori foundation in the classroom, and there is a valuable opportunity to extend this strength into unstructured settings such as break times, transitions, and whānau interactions. Building on increased whānau engagement, the next step is to deepen whānau reo confidence through more accessible support, including wānanga, home-resource packs, and personalised guidance. These actions will help strengthen spontaneous reo Māori use across all environments, making language revitalisation a shared, lived experience. To support learner-centred growth, further development of systems to capture ākonga voice in long-term curriculum planning is a key opportunity. While learner input has been encouraged, a formalised <i>Ākonga Voice System</i> would ensure their perspectives are consistently integrated into learning design. Including these initiatives—<i>Whānau Reo Strategy</i>, <i>Reo Māori Beyond the Classroom</i>, and the <i>Ākonga Voice System</i>—in the next Annual Implementation Plan will help ensure continued growth in language use, learner agency, and whānau partnership.</p>



Actions	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the source of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
	deeper, collective kura culture emerged, rooted in tikanga, reo, and shared responsibility; the local curriculum became a living expression of community aspirations, enhancing both relevance and impact.			
e. Talamuka-'a-Tonga (TmT): Increase student efficacy and agency in Tongan bilingual delivery	In Talamuka-'a-Tonga, nurturing bilingualism is not just about language acquisition, it's about cultivating a rich sense of identity and belonging. The use of Pasifika Early Literacy Project's resources that celebrate Pacific languages alongside English. An important part of achieving the aspirations of PELP are family fono (gatherings). Family involvement is central to sustaining biliteracy, and children learn best when their home languages are actively used. Engaging parents in their children's bilingual journey is essential for reinforcing the skills learned in educational settings. This strong partnership not only enhances children's motivation and confidence but also fosters a vibrant learning environment.	PELP fono ERO review August 2024	The target was achieved	Tāmaki School will continue to foster our community aspirations for Bilingual Tongan education in our community To develop learning focussed relationships with ākongā and whānau To increase whānau engagement in learning focussed relationships To increase our visibility in the community as a successful language, culture and relationships focussed kura To develop leadership capability and capacity



Statement of variance: progress towards Strategic Goal 3: Cultural Connection and Language Engagement (Regulation 9(1)(a))

Tāmaki Primary School has made strong progress towards fostering a culturally connected and inclusive environment where ākonga identity is affirmed and celebrated. Through learning-focused home-school partnership events and increased community engagement, we strengthened the ‘power of three’ (ākonga, whānau, and school), creating a more welcoming, inclusive space for all learners. These efforts contributed to improved whānau participation and a greater sense of belonging and wellbeing for ākonga, as noted in the August 2024 ERO review, which highlighted the strength of respectful and supportive relationships across the school community.

A significant enabler of this progress has been our growing partnership with Ngāti Pāoa Iwi Trust (NPIT), whose leadership and expertise have empowered the school towards meaningfully embedding Te Ao Māori within an English-medium context. The development and implementation of the *He Aute* project, alongside schoolwide wānanga and professional learning delivered by NPIT, have supported staff to grow their cultural capability. This has created culturally rich, affirming learning experiences for tamariki Māori. NPIT’s guidance has played a critical role in ensuring our practices align with iwi aspirations for language revitalisation and cultural identity, helping us to give real effect to mana whenua partnership.

Te Puna Wairua and Talamuka-‘a-Tonga have been powerful expressions of Tāmaki Primary School’s commitment to affirming cultural identity and fostering pride in heritage languages. Both initiatives have created safe, empowering spaces where ākonga Māori and Tongan learners can connect deeply with their language, culture, and values. Te Puna Wairua, our Level 1 Rumaki Reo unit, has enriched reo Māori learning and strengthened ākonga connection to Te Ao Māori. Likewise, Talamuka-‘a-Tonga has elevated the visibility and status of lea-fakatonga through cultural learning, performance, and whānau engagement. Together, these programmes have strengthened students’ sense of belonging and identity, and affirmed our kura as a place where diverse cultures are celebrated and sustained.

While we celebrated achievements, delays in the Tāmaki Primary School 100% Master Plan due to changes in Ministry direction and Kāinga Ora timelines meant adjustments to our property plans. Moving forward, we will reinvest in school environment upgrades and prioritise the continuation of our partnership with NPIT through initiatives like Whare Tāpere and Te Kai-ā-Hiku. These next steps will be embedded in our annual implementation plan to sustain momentum towards our cultural connection goals and ensure Māori success as Māori remains central to our vision.



Strategic Goal 3: Cultural Connection and Language Engagement Regulation 9(1)(a)

To foster and preserve a strong connection to ākonga cultural heritage, so that diversity and inclusivity are valued

Annual Target/Goal: Regulation 9(1)(a)

Positive home-school partnerships enable holistic support for ākonga, and community involvement helps grow a positive learning-focussed and inclusive environment for ākonga engagement and success (NELP1 Priority 1, 2)

Actions	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the source of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
a. Strengthen Home School partnerships: Ākonga, parents/whānau and School - the 'power of 3' engagement b. Celebrate cultural diversity and foreground inclusive practice	Students experience a welcoming, positive, and inclusive school environment that acknowledges home languages and cultures and contributes to a sense of well being and belonging. Respectful partnerships and communication between whānau, teachers and leaders provide a supportive environment for students.	ERO review August 2024 Home School Partnership events		To develop learning focussed relationships with ākonga and whānau: To increase whānau engagement in learning focussed relationships To increase our visibility in the community as a successful, culture, learning, sports, music and relationships focussed kura To develop leadership capability and capacity
c. Partner with mana whenua / local iwi to build working relationship and increase Te Ao Māori / Te Reo Māori teaching capability	Ngāti Pāoa Iwi Trust (NPIT) relationships developed between Drina Paratene Matanga Matauranga Education Lead, Leslie Hoerara Pou Hāpai Akonga Māori PLD facilitator. He Aute project developed and implemented in partnership with NPIT. Wānanga for kaiako schoolwide.	NPIT PLD application and plan.	Strong, relationship developed between Tumuaki and NPIT. Prioritising active engagement with PLD.	To continue to develop the reciprocal partnership with NPIT through Whare Tāpere wānanga, Te Kai-ā-Hiku programme for ākonga Māori, Matauranga wānanga for kaiārahi, kaiako me kaihāpai. To give effect to NPIT aspirations for language revitalisation through provision of Level 3 reo enrichment in English-medium.
d. Progress the TPS 100% Master Plan to commence the new School build	March announcement of change of Ministry direction regarding the new school build.	Ministry of Education communication	Unanticipated delays to the Kainga Ora housing developments mean that roll projections are inaccurate	Reestablish cyclic-maintenance and upgrade exterior property, upgrade school grounds (areas de-prioritized due to anticipated new school build).



Evaluation and analysis of the school's students' progress and achievement

Pānui and Reading Achievement

Overall 67% of students are reading at or above the expected curriculum level.

Areas of strength

- Te Puna Wairua: 82% (Manawa Toa/Ora combined).
- Tongan students: 76% at or above, with 44% above.
- Girls: 68% at or above, slightly outperforming boys (62%).

Areas of concern

- Boys have a higher percentage of students well below (16%) compared to girls (10.5%).

Tuhituhi and Writing Achievement

Overall 52% of students are writing at or above expectation.

Areas of strength

- Te Puna Wairua: 78% (Manawa Toa/Ora combined).
- Samoan students: 62% at or above.
- Girls: Significantly outperform boys in writing (59% vs 44% at or above).

Areas of concern

- Boys: 56% are below or well below.

Pāngarau and Maths Achievement

Overall Achievement: 59% of students are achieving at or above.

Areas of strength

- Te Puna Wairua: 67% at or above (Manawa Toa/Ora combined)
- Talamuka-'a-Tonga: 62% at or above, with 33% at the "above" level.
- Boys: Outperform girls at the "above" level (26% vs 16%).

Areas of concern

- Girls: 43% are below or well below.

Areas for Focus in 2025

- Support for boys in Writing and Reading.
- Increased intervention in Writing across the school (lowest area of achievement overall).

In 2024, our learners demonstrated strong progress in pānui, reading, tuhituhi, writing, pāngarau and mathematics, with notable achievement in Te Puna Wairua, Talamuka-'a-Tonga and Samoan student groups. Girls continue to achieve, particularly in reading and writing, while boys are achieving well in maths. However, persistent disparities—particularly for boys in literacy and for girls in mathematics—highlight the need for targeted, responsive teaching and learner support.

Looking ahead to 2025, our focus will centre on lifting writing achievement across the school and accelerating progress for boys in both reading and writing. We will also develop strategies to strengthen maths outcomes for girls, while continuing to nurture and extend the progress seen in our bilingual pathways. Equity, excellence, and culturally responsive leading, teaching and learning will remain at the heart of our annual implementation plan actions.



How we have given effect to Te Tiriti o Waitangi at Tāmaki Primary School

Partnership

Consultation with Whānau Māori, Ngāti Pāoa Iwi Trust, Whānau Hui 2024; Board Member Representation; Board Hui and Staff Meeting protocol e.g., Karakia tīmatanga and whakamutunga; NELP, Ka Hikitia and Tau Mai te Reo in Strategic/Annual Plans. Active recruitment of a tumuaki with strengths in engaging with Whānau Māori, leading

Protection

Actively removing barriers that exist in the school systems and practices; reinforcing school values in the life of the school and in relationships with staff, students and parents/whānau; Staff te Ao Māori and te reo Māori PLD and culturally relevant/responsive teaching practice; whānau engagement with the life of the School e.g., events/activities/trips/in-class volunteers; Tumuaki led enrolment processes include culturally appropriate processes for supporting whānau seeking Rumaki instruction and liaising with Kaiako Māori for akomanga pre-visits; PC4L expectations i.e., introduced culturally responsive processes for addressing harm via restorative practices.

Participation

Whānau Hui and focus groups; whānau kōrero hui with kaiako, ākonga-led; curriculum for kaiako planning and teaching; localised School Karakia, simple mihi and School Pepeha

School Policy, including feedback on Policy review each Term i.e., SchoolDocs Policies (available online via School website)



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?	Yes. The Board completed its ERO Board Assurance Self-Audit documentation for the review in August 2024.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Yes. It is recorded in our School Policies of SchoolDocs Yes, including an annual EEO all staff survey completed in 2024.
How do you practise impartial selection of suitably qualified persons for appointment?	We follow our appointments policy and process, including referee and safety checks
How are you recognising the aims and aspirations of Māori, the employment requirements of Māori, and greater involvement of Māori in the Education service?	Our appointment process is open to and supports applicants who identify as Māori and/or Māori heritage and identity. Including the use of Te reo me ngā tikanga during interviews. Current kaimahi Māori are encouraged and supported to follow their aspirations in all areas of the School (includes application for annual Fixed Term Units). Māori have a significant voice in the direction of the School through positions of responsibility and consultation. Māori and non-Māori kaimahi support the growth and normalisation of Te Reo and Kaiako Māori.
How have you enhanced the abilities of individual employees?	We have a comprehension PLD programme for all staff
How are you recognising the employment requirements of women?	Females have access to relevant/similar opportunities as males (refer to relevant Collective Agreements)
How are you recognising the employment requirements of persons with disabilities?	The School supports any staff with disabilities or environmental needs. Currently this includes modified furniture and allowance for mobility, hearing and or vision

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy YES or NO	
Do you operate an EEO programme/policy?	Yes
Has this policy or programme been made available to staff?	Yes
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes
Does your EEO programme/policy set priorities and objectives?	Yes



KiwiSport Funding

The KiwiSport funding does not form part of the financial statements. It is shown as a separate statement within this Annual Report.

KiwiSport funding is a Government initiative that promotes sport and aims to increase opportunities for ākonga engagement in sports activities. The Ministry of Education funding for 2024 to the School's Operation Grant was \$2654.76. A contribution of \$1,014.71 was made to the Kāhui Ako Sports Cluster for a share of the appointment of a Cluster Sports Coordinator. Remaining expenditure included payment for additional in-school sports coaching for Touch and Athletics tournaments and for the cost of cluster sports tournament fees and transport to off-site athletics, netball and basketball events.

