



Whāia te ora tika | Pursue the right path

11a Alemein Road
Pānmure, Auckland 1072
(09) 527 6345 | 0800 527 634
deora@tamakiprimary.school.nz
www.tamakiprimary.school.nz

18 May 2026

Mr. A E Houghton
Blackmore Virtue & Owens
P O Box 9579
Newmarket
AUCKLAND 1149

REPRESENTATION LETTER FOR THE YEAR ENDED 31 DECEMBER 2025

This representation letter is provided in connection with your audit, carried out on behalf of the Auditor-General, of the financial statements of Tamaki Primary School (the School) for the year ended 31 December 2025 for the purpose of expressing an independent opinion about whether the financial statements:

- present fairly, in all material respects:
 - the financial position as at 31 December 2025; and
 - the financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

We understand that your audit was carried out in accordance with the Auditing Standards issued by the Auditor-General, which incorporate the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

We also understand that your audit was (to the extent that you deemed appropriate) carried out with the objective of:

- providing an independent opinion on the School's financial statements; and
- reporting on other matters relevant to the School's financial and other management systems that come to your attention, need improvement or are significant (for example, non-compliance with statutory obligations or a lack of probity).

General representations

To the best of our knowledge and belief:

- the resources and activities have been operating effectively and efficiently;
- we have complied with our statutory obligations including laws, regulations and contractual requirements;
- we have carried out our decisions and actions with due regard to minimising waste;
- we have met Parliament's and the public's expectations of appropriate standards of behaviour in the public sector (that is, we have carried out our decisions and actions with due regard to probity); and
- any decisions or actions have been taken with due regard to financial prudence.

We also acknowledge that we have responsibility for designing, implementing, and maintaining internal control (to the extent that is reasonably practical given the size of the School) to prevent and detect fraud or error, and which enables the preparation of the financial statements that are free from material misstatement whether due to fraud or error (**a requirement of paragraph NZ40.1(a) in ISA (NZ) 240**).



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Representations for the financial statements

We confirm that all transactions have been recorded in the accounting records and are reflected in the financial statements, and that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have fulfilled our responsibilities for preparing and presenting the financial statements as required by section 134 of the Education and Training Act 2020 and, in particular, that the financial statements:
 - present fairly, in all material respects:
 - the financial position as at 31 December 2025; and
 - the financial performance and cash flows for the year then ended; and -
 - comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.
- we believe the methods, significant assumptions, and data used in making and supporting the accounting estimates and the related disclosures in the financial statements are appropriate to achieve recognition, measurement or disclosure that is in accordance with the applicable financial reporting framework;
- we have appropriately accounted for and disclosed the related party relationships and transactions in the financial statements;
- we have adjusted or disclosed all events subsequent to the date of the financial statements that require adjustment or disclosure; and
- we believe the effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial statements as a whole.
- we have disclosed all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements. Where applicable, such litigation and claims have been accounted for and disclosed in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.
- we confirm that the provision for cyclical maintenance has been estimated using the most recent information available to the School at balance date. In prior years, the School's cyclical maintenance provision was held at a consistent level due to uncertainty associated with a potential redevelopment project, and was based largely on nominal historical estimates rather than an updated assessment of future maintenance needs.

During the year ended 31 December 2025, the Ministry of Education confirmed that redevelopment of the School is no longer planned and that the School remains responsible for the ongoing maintenance of its property portfolio. Management has commenced work to update the School's 10-Year Property Plan (10YPP); however, as at balance date, the updated 10YPP had not been completed or approved.

In the absence of an approved long-term maintenance plan, the cyclical maintenance provision has been estimated based on management's assessment of immediate and known maintenance requirements. We acknowledge that, due to the lack of an approved 10YPP and supporting long-term maintenance schedules, the provision may not fully reflect actual future maintenance obligations and may therefore be materially understated or overstated.

Management considers the provision to be reasonable based on the information available at balance date. We confirm that appropriate disclosure of this uncertainty has been included in the financial statements.



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Representations about the provision of information

We confirm that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have provided you with:
 - all information, such as records and documentation, and other matters that are relevant to preparing and presenting the financial statements and
 - unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence;
- we have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud;
- we have disclosed to you all information in relation to fraud or suspected fraud that we are aware of and that affects the entity and involves:
 - management;
 - employees who have significant roles in internal control; or
 - others where the fraud could have a material effect on the financial statements;
- we have disclosed to you all information in relation to allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, analysts, regulators, or others;
- we have disclosed to you all known instances of non-compliance or suspected non-compliance with laws and regulations whose effects should be considered when preparing financial statements;
- we have disclosed the identity of the related parties, all of their relationships, and all of their transactions of which we are aware; and
- we have provided you with all the other documents ("other information") which will accompany the financial statements which are consistent with the financial statements, and the other information does not contain any material misstatements.¹

Going concern basis of accounting²

We confirm that, to the best of our knowledge and belief, the School has adequate resources to continue operations at its current level for the foreseeable future. For this reason, the Board continues to adopt the going concern basis of accounting in preparing the financial statements for the year ended 31 December 2025. We have reached this conclusion after making enquiries and having regard to circumstances that we consider likely to affect the School during the period of one year from 18 May 2026, and to circumstances that we know will occur after that date which could affect the validity of the going concern basis of accounting.

We consider that the financial statements adequately disclose the circumstances, and any uncertainties, that we can reasonably be expected to be aware of concerning the adoption of the going concern basis of accounting by the School.

Publication of the financial statements and related audit report on a website

We confirm that we are responsible for the electronic presentation of the audited financial statements, and:

-



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- that the electronic version of the audited financial statements and the related audit report presented on the website are the same as the final signed version of the audited financial statements and audit report.
- that the audited and unaudited information on the website has been clearly differentiated, and we understand the risk of potential misrepresentation without appropriate controls.
- that we have assessed the security controls over audited financial information and the related audit report and are satisfied that procedures are adequate to ensure the integrity of the information provided.
- that the full financial statements have been provided on the website.

The representations in this letter are made at your request, and to supplement information obtained by you from the records of the School, and to confirm information given to you orally.

Yours faithfully,

29 May 2026

D3C88800-6B6A-DACB-8864-88DEB555EFDD
Presiding Member

19 May 2026

D3C88800-6B6A-DACB-8850-88DEB555EFDD
Principal



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

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 2025

Name	Position	How Position Gained	Term Expired/ Expires
Paula Fakalata-Toloke	Presiding Member	Elected September 2025	September 2028
Carol Leota	Principal	Ex Officio	
Anna Bloomfield	Parent Representative	Elected September 2025	September 2028
Steve Paerau	Parent Representative	Elected September 2025	September 2028
Evander Oxborough	Parent Representative	Elected September 2025	September 2028
Tania Taylor	Parent Representative	Elected September 2025	September 2028
Luti Tafea	Staff Representative	Elected September 2025	September 2028
Kamaka Tarawa	Presiding Member	Re-elected Sept 2022 Re-	September 2025
Simone Pakieto	Parent Representative	elected September 2022	September 2025
Carla Perese	Parent Representative	Elected September 2022	September 2025
Andre' Monga	Parent Representative	Elected September 2022	Resigned
Fa'atili Toala	Parent Representative	Selected October 2023 Re-	September 2025
Mariana Kaitai	Staff Representative	elected September 2022	September 2025

TĀMAKI PRIMARY SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Tāmaki Primary School

Statement of Responsibility

For the year ended 31 December 2025

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2025 fairly reflects the financial position and operations of the School.

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

Paula Fakalata-Toloke

D3C80880-6B6A-DACB-4155-88DEB555EFDD
Full Name of Presiding Member



D3C80880-6B6A-DACB-4153-88DEB555EFDD
Signature of Presiding Member

29 May 2026

Date

Carol Leota

D3C80880-6B6A-DACB-4138-88DEB555EFDD
Full Name of Principal



D3C80880-6B6A-DACB-4127-88DEB555EFDD
Signature of Principal

19 May 2026

Date

Tāmaki Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	2,827,786	2,724,881	3,085,666
Locally Raised Funds	3	34,030	10,000	31,396
Interest		34,036	26,806	52,968
Total Revenue		2,895,852	2,761,687	3,170,030
Expense				
Locally Raised Funds	3	10,945	12,500	18,285
Learning Resources	4	1,640,430	1,770,538	1,566,245
Administration	5	298,083	199,055	411,143
Interest		1,364	1,658	1,329
Property	6	1,065,599	1,008,991	1,041,831
Loss on Disposal of Property, Plant and Equipment		2,174	-	-
Total Expense		3,018,595	2,992,742	3,038,833
Net Surplus / (Deficit) for the year		(122,743)	(231,055)	131,197
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(122,743)	(231,055)	131,197

Tāmaki Primary School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		1,272,556	1,272,556	1,131,544
Total comprehensive revenue and expense for the year		(122,743)	(231,055)	131,197
Contribution - Furniture and Equipment Grant		-	-	9,815
Equity at 31 December		1,149,813	1,041,501	1,272,556
Accumulated comprehensive revenue and expense		1,149,81	1,041,50	1,272,55
Equity at 31 December		3	1	6
		1,149,81	1,041,50	1,272,55
		3	1	6

Tāmaki Primary School

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	7	460,698	253,827	531,213
Accounts Receivable	8	179,847	208,460	208,460
Prepayments		4,704	6,613	6,613
Inventories	9	5,438	12,715	12,715
Investments	10	656,125	619,283	619,283
Funds Receivable for Capital Works Projects	15	17,866	-	-
		<u>1,324,678</u>	<u>1,100,898</u>	<u>1,378,284</u>
Current Liabilities				
GST Payable		(12,938)	7,232	7,232
Accounts Payable	1	251,353	141,408	141,406
Provision for Cyclical Maintenance	2	56,393	19,936	19,936
Finance Lease Liability	1	8,370	9,695	10,057
Funds held for Capital Works Projects	3	-	-	75,765
	1			
	4	<u>303,178</u>	<u>178,271</u>	<u>254,396</u>
	1			
	5	<u>1,021,500</u>	<u>922,627</u>	<u>1,123,888</u>
Working Capital Surplus/(Deficit)				
Non-current Assets				
Property, Plant and Equipment	11	153,93	146,53	154,17
		7	2	1
		<u>153,93</u>	<u>146,53</u>	<u>154,17</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	1	6,399	20,000	-
Finance Lease Liability	3	19,225	7,658	5,503
	1			
	4	<u>25,624</u>	<u>27,658</u>	<u>5,503</u>
Net Assets				
		<u>1,149,813</u>	<u>1,041,501</u>	<u>1,272,556</u>
Equity				
		<u>1,149,813</u>	<u>1,041,501</u>	<u>1,272,556</u>

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 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash flows from Operating Activities				
Government Grants		895,503	758,905	689,239
Locally Raised Funds		28,626	(85,256)	(27,161)
Goods and Services Tax (net)		(20,170)	-	2,096
Payments to Employees		(566,239)	(601,128)	(381,745)
Payments to Suppliers		(280,370)	(257,592)	(203,329)
Interest Paid		(1,364)	(1,658)	(1,329)
Interest Received		41,874	27,239	57,728
Net cash from/(to) Operating Activities		97,860	(159,490)	135,499
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(25,777)	(32,075)	(22,129)
Purchase of Investments)	-)
		(36,842)		(33,809)
Net cash from/(to) Investing Activities		(62,619)	(32,075)	(55,938)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	9,815
Finance Lease Payments		(12,126)	(10,057)	(10,074)
Funds Administered on Behalf of Other Parties))	(9,632)
		(93,630)	(75,764)	
Net cash from/(to) Financing Activities		(105,756)	(85,821)	(9,891)
Net increase/(decrease) in cash and cash equivalents		(70,515)	(277,386)	69,670
Cash and cash equivalents at the beginning of the year	7	531,21	531,21	461,54
Cash and cash equivalents at the end of the year	7	3	3	3
		460,69	253,82	531,21
		8	7	3

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.

Tāmaki Primary School

Notes to the Financial Statements

For the year ended 31 December 2025

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 2025 to 31 December 2025 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

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

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.

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 of accounts payable and finance lease. Financial liabilities are initially recognised at fair value and subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	836,211	664,082	693,259
Teachers' Salaries Grants	1,152,549	1,254,841	1,303,220
Use of Land and Buildings Grants	747,928	805,958	861,179
Ka Ora, Ka Ako - Healthy School Lunches Programme	91,098	-	228,008
	<u>2,827,786</u>	<u>2,724,881</u>	<u>3,085,666</u>

3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations and Bequests	500	-	820
Fees for Extra Curricular Activities	2,526	-	-
Trading	19,659	10,000	23,986
Fundraising and Community Grants	11,345	-	6,590
	<u>34,030</u>	<u>10,000</u>	<u>31,396</u>
Expense			
Extra Curricular Activities Costs	252	2,500	57
Trading	9,866	10,000	16,693
Fundraising and Community Grant Costs	827	-	1,535
	<u>10,945</u>	<u>12,500</u>	<u>18,285</u>
Surplus/ (Deficit) for the year Locally Raised Funds	<u>23,085</u>	<u>(2,500)</u>	<u>13,111</u>

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	82,743	60,509	42,153
Information and Communication Technology	18,753	24,050	20,840
Employee Benefits - Salaries	1,478,547	1,613,415	1,445,209
Staff Development	11,819	20,000	9,129
Depreciation	47,780	51,564	47,656
Other Learning Resources	788	1,000	1,258
	<u>1,640,430</u>	<u>1,770,538</u>	<u>1,566,245</u>

5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	9,755	9,799	9,424
Board Expenses	25,226	14,925	10,109
Other Administration Expenses	24,116	30,600	25,937
Employee Benefits - Salaries	127,893	123,721	118,417
Insurance	2,217	2,230	2,282
Service Providers, Contractors and Consultancy	17,778	17,780	16,966
Ka Ora, Ka Ako - Healthy School Lunches Programme	91,098	-	228,008
	<u>298,083</u>	<u>199,055</u>	<u>411,143</u>

6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cyclical Maintenance	1 07,814	20,000	-
Heat, Light and Water	2 0,802	26,500	24,441
Repairs and Maintenance	5 2,178	19,700	16,715
Use of Land and Buildings	747,928	805,958	861,179
Employee Benefits - Salaries	1 16,211	118,833	123,441
Other Property Expenses	2 0,666	18,000	16,055
	<u>1,065,599</u>	<u>1,008,991</u>	<u>1,041,831</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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	460,698	253,827	531,213
Cash and cash equivalents for Statement of Cash Flows	<u>460,698</u>	<u>253,827</u>	<u>531,213</u>

8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	5,404	95,256	-
Receivables from the Ministry of Education	35,531	-	94,823
Interest Receivable	8,714	16,119	16,552
Teacher Salaries Grant Receivable	130,198	97,085	97,085
	<u>179,847</u>	<u>208,460</u>	<u>208,460</u>
Receivables from Exchange Transactions	14,118	111,375	16,552
Receivables from Non-Exchange Transactions	165,729	97,085	191,908
	<u>179,847</u>	<u>208,460</u>	<u>208,460</u>

9. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
School Uniforms	5,43	12,71	12,71
	<u>8</u>	<u>5 12,</u>	<u>5 12,</u>

10. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	656,12	619,	619,28
Total Investments	<u>5</u>	<u>283</u>	<u>3</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2025						
Furniture and Equipment	85,681	17,745	-	-	(18,347)	85,079
Information and Communication Technology	46,570	7,829	(389)	-	(18,910)	35,100
Leased Assets	14,600	24,161	(1,785)	-	(9,610)	27,366
Library Resources	7,320	203	(218)	-	(913)	6,392
	<u>154,171</u>	<u>49,938</u>	<u>(2,392)</u>	<u>-</u>	<u>(47,780)</u>	<u>153,937</u>

The net carrying value of furniture and equipment held under a finance lease is \$27,366 (2024: \$14,600)

Restrictions

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

	2025 Cost or Valuation \$	2025 Accumulated Depreciation \$	2025 Net Book Value \$	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$
Building Improvements	99,776	(99,776)	-	99,776	(99,776)	-
Furniture and Equipment	486,762	(401,683)	85,079	469,017	(383,336)	85,681
Information and Communication Technology	407,372	(372,272)	35,100	400,272	(353,702)	46,570
Leased Assets	101,082	(73,716)	27,366	92,221	(77,621)	14,600
Library Resources	46,193	(39,801)	6,392	47,402	(40,082)	7,320
	<u>1,141,185</u>	<u>(987,248)</u>	<u>153,937</u>	<u>1,108,688</u>	<u>(954,517)</u>	<u>154,171</u>

12. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	99,499	5,645	5,643
Accruals	12,395	33,280	33,280
Employee Entitlements - Salaries	130,198	97,085	97,085
Employee Entitlements - Leave Accrual	9,261	5,398	5,398
	<u>251,353</u>	<u>141,408</u>	<u>141,406</u>
Payables for Exchange Transactions	251,353	141,408	141,406
	<u>251,353</u>	<u>141,408</u>	<u>141,406</u>

The carrying value of payables approximates their fair value.

13. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	19,936	19,93	19,936
Increase/(decrease) to the Provision During the Year	107,814	6	-
Use of the Provision During the Year	(64,958)	20,00	-
Provision at the End of the Year	<u>62,792</u>	<u>39,936</u>	<u>19,936</u>
Cyclical Maintenance - Current	56,393	19,93	19,936
Cyclical Maintenance - Non current	6,399	6	-
	<u>62,792</u>	<u>20,00</u>	<u>19,936</u>
		<u>0</u>	

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's 10 Year Property Plan. ^{39,936}
6

The School recognises a provision for cyclical maintenance to reflect its obligation to maintain school property in a condition suitable for ongoing use. Cyclical maintenance represents expenditure required on a periodic basis to restore or maintain the condition of school buildings and facilities over their useful lives. In prior years, the School had anticipated a potential redevelopment project. As a result, the provision for cyclical maintenance was held at a consistent level and was based largely on nominal historical estimates rather than an updated assessment of future maintenance needs, as the scope and timing of redevelopment were unclear. During the year ended 31 December 2025, the Ministry of Education confirmed that redevelopment of the School is no longer planned and that the School remains responsible for the ongoing maintenance of its property portfolio. Management has begun work to update the School's 10-Year Property Plan (10YPP), with approval expected in the 2026 financial year. At balance date, the updated 10YPP had not yet been completed or approved. In the absence of an approved long-term maintenance plan, management has estimated the cyclical maintenance provision based on its assessment of immediate and known maintenance requirements. This estimate is not supported by documented long-term maintenance schedules, formal condition assessments, or detailed cost assumptions linked to an approved 10YPP. Accordingly, there is uncertainty over the accuracy and completeness of the cyclical maintenance provision recognised at balance date, and the provision may be materially understated or overstated. Management considers the provision to be reasonable based on the information available at reporting date. The provision will be reviewed and updated once the revised 10YPP is finalised and approved.

14. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	10,24	9,695	10,840
Later than One Year	4 21,	7,658	5,852
Future Finance Charges	(8,335)	-	(1,132)
	<u>27, 595</u>	<u>17, 353</u>	<u>15, 560</u>
Represented by			
Finance lease liability - Current	8,370	9,695	10,057
Finance lease liability - Non current	19, 225	7,658	5,503
	<u>27, 595</u>	<u>17, 353</u>	<u>15, 560</u>

15. Funds Held for Capital Works Projects

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

2025	Op en in g Balances \$	Recei pts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
MOE 5YA - Block 1 Lifecycle Replacement	1,557	(1,557)	-	-	-
MOE 5YA - Staff Toilets Refurbishment	28, 102	-	(45,968	-	(17, 866)
MOE 5YA - Replacement of Boiler and Hot Water Cylinder	46, 106	30,389) (76,495)	-	-
Totals	<u>75, 765</u>	<u>28, 832</u>	<u>(122,463)</u>	<u>-</u>	<u>(17, 866)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(17, 866)

2024	Op en in g Balances \$	Recei pts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
MOE 5YA - Block 1 Lifecycle Replacement	60, 332	-	(58,775)	-	1, 557
MOE 5YA - Block 1 Timber Door Replacement	25, 064	(2,805)	(22, 259)	-	-
MOE 5YA - Staff Toilets Refurbishment	-	32,	(4,629)	-	28,
MOE 5YA - Replacement of Boiler and Hot Water Cylinder	-	731 49, 724	(3,618)	-	102 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	-

16. Related Party Transactions

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

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and 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.

17. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
Board Members Remuneration	3,185	3,130
Leadership Team Remuneration	288,072	203,839
Full-time equivalent members	2	2
Total key management personnel remuneration	<u>291,257</u>	<u>206,969</u>

There are six members of the Board excluding the Principal. The Board had held eight full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair 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:

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	60 - 70
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 - 110	1	3
110 - 120	-	2
120 - 130	2	-
130 - 140	1	1
	<u>4</u>	<u>6</u>

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

18. Compensation and Other Benefits Upon Leaving

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

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

19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2025 (Contingent liabilities and assets at 31 December 2024: nil).

Holidays Act Compliance – Schools Payroll

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

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

20. Commitments

(a) Capital Commitments

As at 31 December 2025, the Board had no capital commitment (2024: \$75,765).

(b) Operating Commitments

As at 31 December 2025, the Board has entered into no contracts.

21. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Cash and Cash Equivalents	460,698	253,827	531,213
Receivables	179,847	208,460	208,460
Investments - Term Deposits	656,125	619,283	619,283
Total financial assets measured at amortised cost	1,296,670	1,081,570	1,358,956

Financial liabilities measured at amortised cost

Payables			
Finance Leases	251,353	141,408	141,406
	27,595	17,353	15,560
Total financial liabilities measured at amortised cost	278,948	158,761	156,966

22. Events After Balance Date

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



Tāmaki Primary School
Annual Report 2025

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List of all school board members

Board member names	Date that the board member's term finishes
Paula Toloke-Fakalata (Presiding Member)	September 2028
Carol Leota (Tumuaki)	Ex-officio
Steve Paerau	September 2028
Tania Taylor	September 2028
Anna Bloomfield	September 2028
Evander Oxborough	September 2028
Luti Tafea	September 2028
Kamaka Tarawa (former Presiding Member)	September 2025
Carla Perese	September 2025
Simone Pakieto	September 2025
Fa'atili Toala	September 2025
Mariana Manea Kaitai	September 2025



Tāmaki Primary School
Statement of variance: progress against targets

Strategic Goal 1: Attendance Annual Target/Goal:

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%.

Actions	What did we achieve?	Evidence	Reasons for any variances.	Planning for 2026
<p>Action 1 70% of students are present in school kura for more than 90% of every term by the end of 2025</p> <p>Action 2 No student is left to accumulate absences without an appropriate response to return them to regular attendance.</p> <p>Action 3 School leadership, teachers, school boards, parents, Auckland City Education Service, and the Ministry of Education understand and effectively play their roles in supporting students to attend school and ensure at-risk students are identified and receive the guidance, support and resources necessary to succeed.</p> <p>Action 4 The school, attendance professionals and relevant government agencies collaborate effectively to discuss student-specific strategies and interventions to address barriers preventing at-risk children from attending school regularly.</p> <p>Action 5 A clear attendance plan is in place that incentivises attendance and provides staff, the school and attendance professionals with the support they need to do their job.</p> <p>Action 6 Parents and communities value education and understand the contribution of regular attendance to educational success and to economic and social well being</p>	<p>Term 1 - 67% regular attendance</p> <p>Term 2 - 60% regular attendance</p> <p>Term 3 - 41% regular attendance</p> <p>Term 4 - 47% regular attendance</p> <p>55% regular attendance overall for the school year</p>	<p>Every Day Matters reports collated by the Ministry of Education</p> <p>Despite not meeting the set target - in 2025, TPS achieved the highest rate of regular attendance on record.</p>	<p>During 2025, the Board set a target of 70% regular attendance. This target was not met. Across the year, regular attendance peaked at 67% in Term 1, declined to 60% in Term 2, and fell further in Terms 3 and 4 to 44% and 47% respectively, resulting in an annual average of approximately 55%. The strong start to the year reflected effective early engagement, clear expectations, and established routines, with particularly low levels of chronic absence in Term 1. The decline in the second half of the year was driven largely by increased illness and medical absences during winter, alongside a rise in irregular and moderate absence, where many learners attended frequently but not consistently enough to meet the 90% threshold.</p>	<p>In 2026, the focus will shift from lifting attendance at a single point in time to sustaining regular attendance across the full year. Priority actions will include earlier identification and support for learners at risk of slipping from regular to irregular attendance, with particular attention from Term 2 onwards. The school will strengthen follow-up for students who are close to the 90% attendance threshold, recognising that small numbers of additional absences can have a significant cumulative impact. Clear and consistent attendance expectations will continue to be reinforced with whānau beyond Term 1. In response to winter attendance patterns, the Board has approved improvements to school infrastructure to increase the warmth and comfort of classrooms during colder months, supporting student wellbeing and reducing avoidable illness-related absence.</p> <p>Targets for 2026 Term 1: 70% regular attendance Term 2: 65% regular attendance Term 3: 55% regular attendance Term 4: 60% regular attendance</p>

Strategic Goal 2: Curriculum, Assessment and Achievement

Annual Target/Goal:

75% of ākonga at or above the expected curriculum level for their age in reading, writing and pāngarau/mathematics

85% of ākonga at or above the expected curriculum level for their age in tuhituhi.

90% of ākonga at or above the expected curriculum level for their age in pānui.

Actions	What did we achieve?	Evidence	Reasons for any variances.	Planning for 2026
<p>Action 1 The New Zealand Curriculum Clearer curriculum: Establishing a knowledge-rich curriculum grounded in the science of learning.</p> <p>Reading target 75% Writing target 75% Mathematics target 75%</p>	<ul style="list-style-type: none"> 78% students at proficient and excelling levels for Reading 67.5% students at proficient and excelling levels for Writing 70% of the students at proficient and excelling levels for Mathematics and Statistics <p>Implemented structured literacy school-wide to strengthen consistency in literacy teaching.</p> <p>Provided ongoing PLD for teachers and Learning Assistants in Structured Literacy and PR1ME Mathematics.</p> <p>Maintained protected daily learning blocks for Reading, Writing, and Mathematics.</p> <p>Identified target students and implemented deliberate teaching to accelerate progress.</p> <p>Used achievement data to inform teacher inquiry and planning.</p> <p>Prioritised support for New Entrants and Year 1 learners to build strong foundations.</p> <p>Strengthened home-school partnerships through BSLA, whānau conferences, open days, and inquiry showcases.</p> <p>Continued inquiry learning to promote engagement, student voice, and authentic learning experiences.</p> <p>Used Learning Assistants strategically to provide targeted intervention support.</p>	<p>School-wide achievement and assessment data</p> <p>Structured literacy assessments</p> <p>Teacher inquiry documentation</p> <p>Class timetables and planning</p> <p>Team and SLT hui</p> <p>Whānau conferences and engagement events</p> <p>PLD participation and completion records</p>	<p>We exceeded our Reading target through:</p> <ul style="list-style-type: none"> Consistent structured literacy practice across classrooms Strong teacher and Learning Assistant support Explicit vocabulary and language teaching Integration of inquiry learning into literacy programmes <p>Structured literacy assessments enabled teachers to identify gaps quickly and respond with targeted teaching.</p> <p>Writing achievement remains slightly below target at 67.5%. While progress has been made, some students continue to require additional support and acceleration.</p> <p>Whānau engagement remained a strong focus throughout the year through assemblies, conferences, and home-school partnerships.</p>	<ul style="list-style-type: none"> Continue implementing structured literacy across the kura Provide PLD for new staff Strengthen consistency with the refreshed New Zealand Curriculum Continue using data and inquiry to identify learning gaps and respond effectively Maintain targeted support for priority learners through focused teaching and intervention programmes

Action 1
Te Marautanga o
Aotearoa

Pānui target 90%
Tuhituhi target 85%
Pāngarau target 75%

Engaged in regular professional conversations focused on student progress and effective practice.

Implemented structured literacy through Kia Atamai and the Te Ara Tohu me Rangaranga Reo ā-Tā online platform to strengthen kaiako capability.

Participated in Pāngarau PLD with Ally O'Keefe, focusing on whole-class and tuakana/teina approaches.

Engaged in Te Marautanga o Aotearoa and Pāngarau PLD with Jackie Meha to strengthen understanding of curriculum scope, sequence, and Rangaranga Reo ā-Tā implementation.

Continued culturally grounded teaching and learning programmes through EOTC haerenga, Hui Purapura, whānau hui, and pakirehua.

Kohi raraunga (student achievement data)
Ngā Mahere Ako
Teacher inquiry and planning
EOTC and cultural learning experiences
PLD participation and implementation

Pānui: EOY 2025 Toa/Ora: 66.7%
Achievement is now measured against the learner's expected curriculum phase for their year level, rather than length of time in Rumaki Reo. This impacted achievement data for learners transitioning from English- medium settings into Rumaki Reo.

20% of learners were achieving towards, or just below, their expected phase. Several learners were new to Rumaki Reo and had between 2 to 7 years less immersion than same-year-level peers. Learners supported through the school attendance plan showed stronger progress when attendance improved. Some learners were supported through Individual Learning Plans for additional learning needs.

Despite this, data showed accelerated progress for many learners, with trajectory indicating many will achieve at expected levels by the end of 2026.

Tuhituhi: EOY 2025 Toa/Ora: 70%
23.3% of learners achieved above expected phase (Manawa Toa)
46.7% achieved at expected phase (Manawa Ora). Several learners entered Rumaki Reo after spending five to six years in English-medium education, which affected progress against year-level expectations. Some learners also required additional support through Individual Learning Plans.

Pāngarau: EOY 2025 Toa/Ora: 63.3%

Strengthen language acquisition programmes for new learners and students with limited te reo Māori.

Continue deliberate oral language and vocabulary development.

Increase whānau engagement to support learning at home.

Continue PLD focused on Rangaranga Reo ā-Tā and Te Marautanga o Aotearoa implementation.

Strengthen internal evaluation processes to monitor progress and respond earlier to learner needs.

Maintain a culturally responsive learning environment that supports wellbeing, belonging, and achievement.

Continue targeted acceleration support through the Pouārahi Rumaki role.

			<p>63.3% of learners achieved at or above expected curriculum phase 23.3% achieved towards, or just below, expected phase and remaining priority learners for acceleration Achievement was influenced by transitions from English-medium education and additional learning needs. Learners receiving in-school and external support made positive progress.</p> <p>Overall, Te Puna Wairua did not meet the 2025 achievement targets for Pānui, Tuhituhi, or Pāngarau. However, achievement data showed accelerated progress for many learners previously below expectation.</p>	
<p>Action 2 and 3 Assessment and Termly reporting of achievement in relation to the refreshed curriculum phases</p>	<p>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>For both curricula, Tāmaki Primary School reported in relation to updated Ministry of Education reporting expectations.</p> <p>The board received mid and end of year data in relation to the refreshed curriculum.</p> <p>Students, parents, family and whānau received mid and end of year reports in relation to the refreshed curriculum phases.</p>	<p>eTap student management system Board reports</p>	<p>No variance</p> <p>Twice yearly as opposed to termly while we worked to implement the refreshed curriculum and reporting requirements.</p>	<p>Working to implement MOE updates as per the annual implementation plan.</p>

Strategic Goal 3: Curriculum, Assessment and Achievement

Annual Target/Goal:

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

Actions	What did we achieve?	Evidence	Reasons for any variances.	Planning for 2026
<p>Action 1, 2, 3</p> <p>Leo Moana Pacific Bilingual Pathway</p> <p>Lea-faka Tonga Gagana Samoa</p>	<p>Leo Moana strengthened learner engagement, bilingual identity, whānau partnership, and community connections throughout 2025. Learners demonstrated growing confidence as bilingual and biliterate speakers of lea faka-Tonga and Gagana Samoa, alongside strengthened understanding of their identity, language, and culture. Strong partnerships with local early learning centres strengthened transition pathways into the bilingual units and increased programme visibility within the community.</p> <p>Teacher capability was strengthened through targeted Pacific and bilingual PLD facilitated by Reo Moana Va'atele Consultants and WAKA Aotearoa Education, supporting effective bilingual literacy teaching and assessment practices.</p> <p>Overall impact included strengthened biliteracy, high levels of whānau engagement, increased learner confidence and leadership, and stronger community partnerships</p>	<p>100% whānau engagement during whānau conferences and open day events</p> <p>High attendance and participation at Tongan Language Week celebrations</p> <p>Participation in bilingual and Pacific-focused PLD</p> <p>Student participation in intergenerational and cross-school cultural events</p> <p>Increased engagement with local early learning centres</p> <p>Student presentations, speeches, and cultural performances</p> <p>Observed growth in bilingual language proficiency and learner confidence</p>	<p>Some learners transitioning from English-medium settings into Leo Moana Pacific Bilingual Education pathways required significant curriculum scaffolding, language acquisition support, and one-to-one assistance across learning areas. This impacted the pace of progress for some learners as they developed foundational bilingual language skills.</p> <p>There remains an ongoing need to further promote and strengthen visibility of the Leo Moana pathway within the wider community to support continued growth and enrolment sustainability.</p>	<p>Leo Moana will:</p> <ul style="list-style-type: none"> • continue strengthening bilingual literacy and language acquisition programmes • expand Pacific-focused PLD to strengthen culturally responsive pedagogy • strengthen transition pathways with local early learning centres • further promote Leo Moana bilingual pathways within the community • continue creating authentic opportunities for learner leadership, language use, and cultural participation • strengthen targeted support and acceleration for learners transitioning from English-medium settings into bilingual education

<p>Action 1, 2, 3 English Medium</p>	<p>There was high initial whānau engagement with the Ngāti Pāoa Iwi Trust led project Te Kai a Te Hiku.</p> <p>Ākonga Māori from English engaged in</p> <ul style="list-style-type: none"> - Ngā Mahi a Rēhia poiuka kaupapa which focussed on growing reo Māori through Sports. - Matariki unit of learning with a focus on karakia and tuakana/teina. - Whakapapa unit which focussed on introducing ourselves and our whānau at a level beyond basic pepeha. 	<p>The confidence of ākonga Māori in English medium continued to grow through the partnership in PLD alongside Ngāti Pāoa Iwi trust</p>	<p>This year, the kaupapa was led by the principal, alongside Education Lead for Ngāti Pāoa Drina Paratene and Les Hoerara who was the Kaihāpai Ākonga Māori leading the Te Ka a Te Hiku kaupapa.</p>	<p>Working alongside Explore Tāmaki and Tūpuna Maunga Authority on a schoolwide kaupapa through pakirēhua.</p>
<p>Action 4 Transition to School relationships</p>	<p>Regular visits with kindergartens and ECE's in the community with focus on relationships and now well established and operating successfully.</p> <p>Transition for students with high needs from ECE's to primary strengthened through planning and RTLB support. Early collaboration ensures tailored transition plans, resourcing, and support are in place before entry.</p> <p>Transitioning from primary to college through planning and RTLB support</p> <p>Transition visits formalised. Children attend multiple transition visits to become familiar with routines, spaces, and key staff</p>	<p>PoT performance at Community ECE ECE students visiting Tāmaki In Term 1-3</p> <p>SENCO hui</p>	<p>Relationships support well-planned transitions, helping children settle quickly and confidently into the school environment. ECE's tell us that the wairua at our school is very welcoming and they love to visit our school. Shared understanding of children's learning experiences ensures teaching builds on prior knowledge, strengths, and interests.</p>	<p>While relationships with ECE services are already established, we will continue to strengthen and refine these partnerships.</p>
<p>Action 5 Community, sports, music and wellbeing</p>	<p>To increase our visibility in the community as a successful, culture, learning, sports, music and relationships focussed kura</p> <ul style="list-style-type: none"> • Parents consistently tell us that culture and identity are a strength at Tāmaki Primary School, with children feeling proud, affirmed, and a strong sense of belonging through authentic Māori and 	<p>Parent, staff, and student voice from the 2026–2028 community survey</p> <p>Te Puna Wairua enrolment data</p> <p>Leo Moana enrolment and class structure data</p>	<p>The target of increasing community visibility and confidence was met and, in some areas, exceeded, as evidenced by pathway growth and positive whānau voice. However, while relationships are strong, parent voice indicates that these relationships are not yet consistently leveraged to deepen shared understanding of learning and progress across the school.</p>	<p>Having established strong visibility, belonging, and engagement through culture, sport, music, and wellbeing, the next step is to intentionally use these strengths to deepen whānau partnerships for learning and</p>

Evaluation and analysis of the school's students' progress and achievement (required)



Te Marautanga o Aotearoa – Māori Medium Curriculum

Te Puna Wairua

Students learn in a 81-100% te reo Māori immersion environment, with teaching and assessment aligned to *Te Marautanga o Aotearoa*.

In 2025, the school was advised by the Ministry of Education Māori Curriculum Lead Advisor that kura no longer report Overall Teacher Judgements (OTJs) in relation to time spent in immersion. Achievement is now reported against the expected curriculum phase for a learner's current year level, regardless of when they entered immersion.

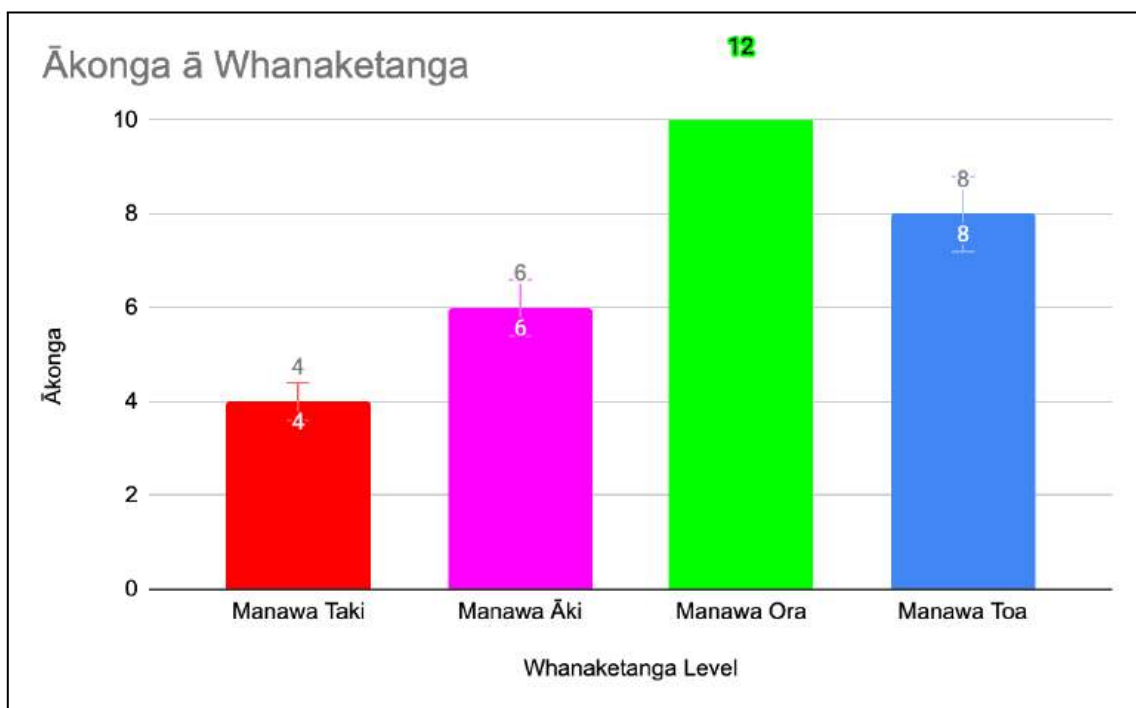
As a result, achievement data is shared with in the following way:

- A percentage of learners are working within or above the expected curriculum phase for their year level.
- A percentage of learners are working towards the expected curriculum phase and are identified as a priority for acceleration.

This shift reflects a change in national reporting expectations rather than a change in learner progress or teacher judgement.

Who is included in the data?

All students enrolled in Te Puna Wairua 20 weeks or more as of 28 November 2025.



- In Pānui EOY 2025, 26.7% of ākonga achieved at Manawa Toa - above their expected tuarere/phase.
- In Pānui EOY 2025, 40% of ākonga achieved at Manawa Ora - at their expected tuarere/phase.
- In Pānui EOY 2025, 20% of ākonga achieved at Manawa Āki - towards their expected tuarere/phase (just below) and are a priority for acceleration.
- In Pānui EOY 2025, 13.3% of ākonga achieved at Manawa Taki - towards their expected tuarere/phase and are a priority for acceleration.

Overall, approximately two thirds of learners in Rumaki Reo are achieving at or above their expected curriculum phase in Pānui.

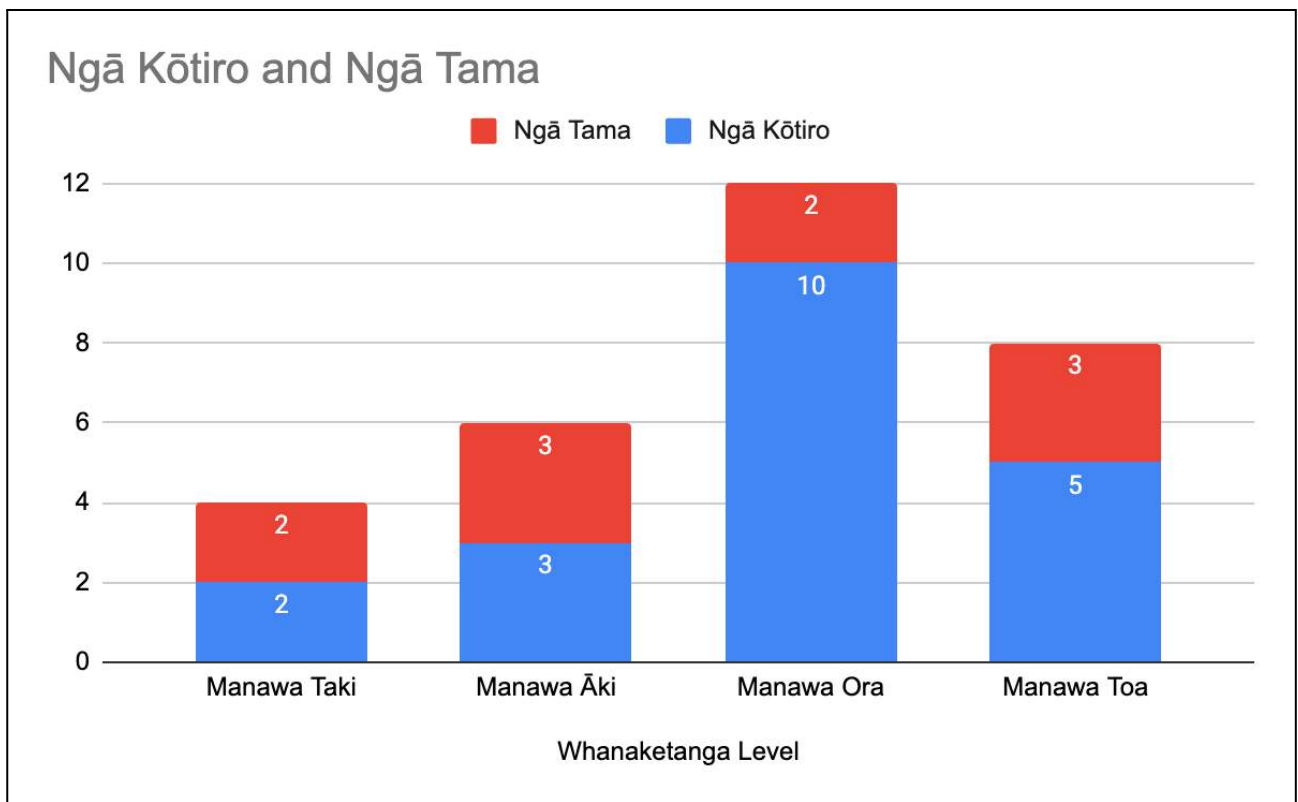
Achievement patterns and progress

Achievement patterns in Pānui reflect a range of learning pathways into immersion, including learners who entered Rumaki Reo after time in English-medium education. Learners who are newer to immersion are demonstrating accelerated progress in reading, indicating strong responsiveness to instruction and targeted support.

A small group of learners experience attendance-related barriers that have impacted learning continuity. Where attendance improves, data indicates these learners are able to make accelerated progress towards their expected curriculum phase.

Learners with additional learning needs are supported through individualised planning and targeted teaching approaches. These supports are focused on sustaining progress at an appropriate pace and ensuring equitable access to the curriculum.

Targeted supplementary acceleration support will continue in 2026, with a clear focus on lifting achievement for learners currently working towards their expected phase.

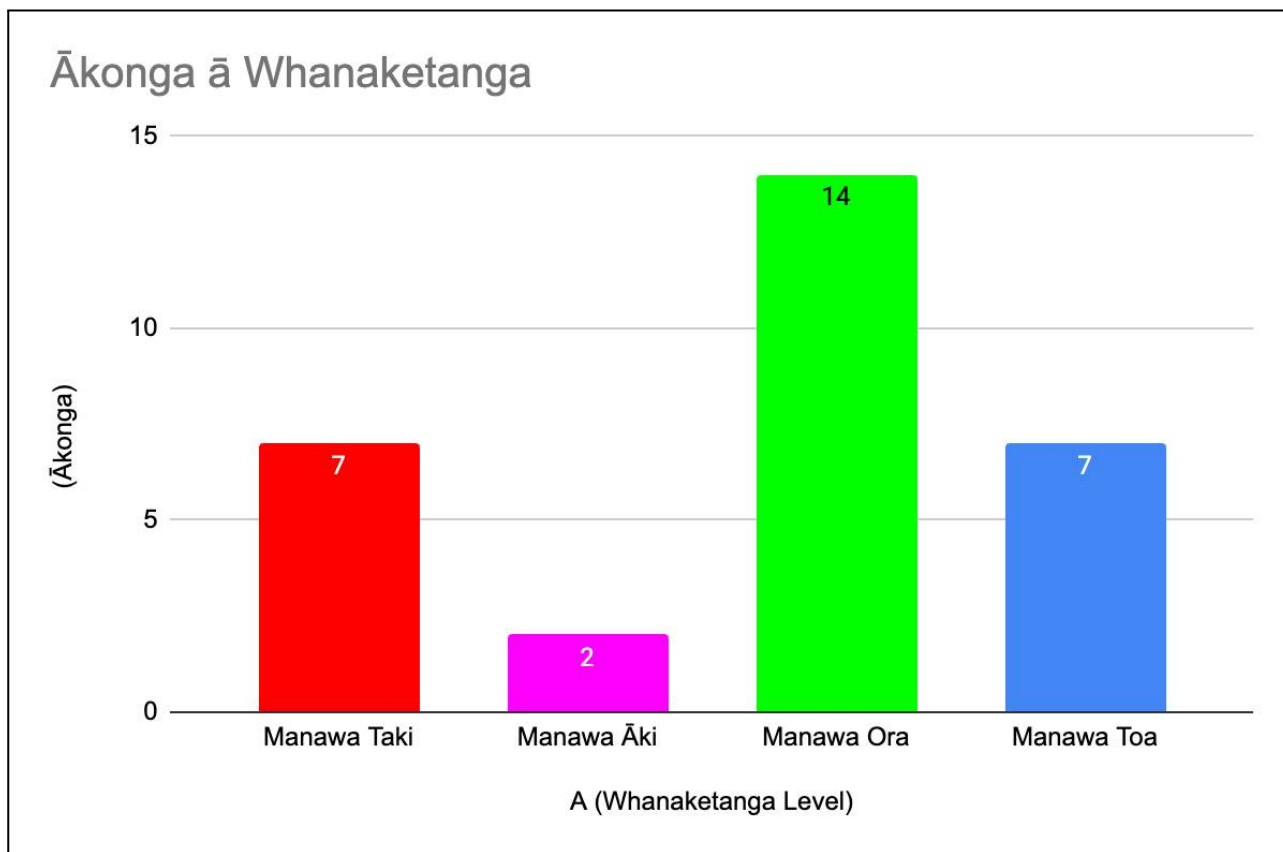


Gender patterns – Pānui

Reading achievement data by gender shows:

- A higher proportion of girls are achieving at Manawa Ora.
- A relatively even distribution of boys and girls at Manawa Āki and Manawa Taki.

This information supports targeted teaching responses and does not indicate gender-based differences in capability.



End of Year 2025 Achievement

- Approximately one quarter of learners are achieving above their expected curriculum phase (Manawa Toa).
Nearly half of learners are achieving at their expected curriculum phase (Manawa Ora).
- A small proportion of learners are achieving towards their expected phase (Manawa Āki).
- Around one quarter of learners are achieving below their expected phase (Manawa Taki).

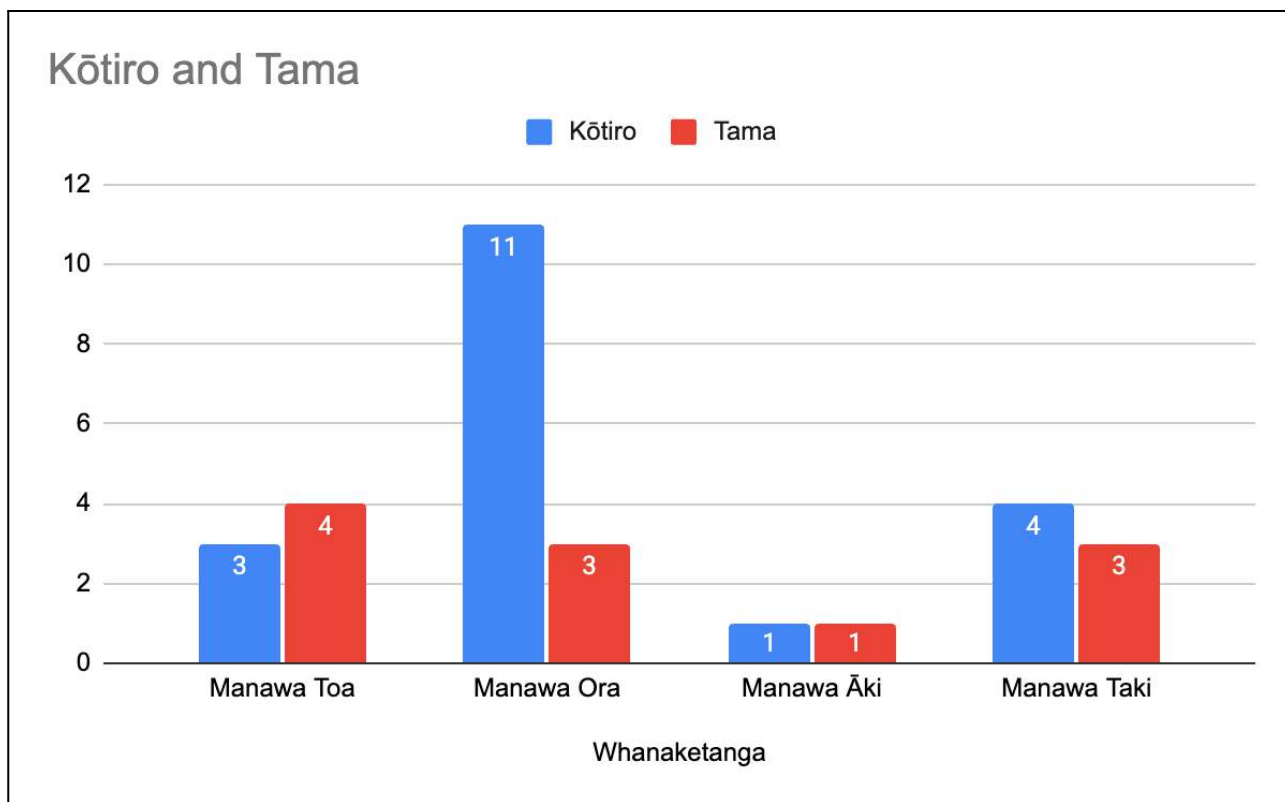
Overall, around 70% of learners in Rumaki Reo are achieving at or above their expected curriculum phase in writing.

Achievement patterns and progress

Learners working towards their expected phase include those who entered Rumaki Reo after several years in English-medium education. These learners have demonstrated accelerated progress in writing during 2025, indicating strong gains within their first year of immersion.

Learners achieving below their expected phase reflect a range of contextual factors, including learning pathways into immersion, interrupted learning, attendance challenges, and additional learning needs. Progress data shows that many learners in this group have made steady gains across the year, with systems in place to support further acceleration.

Learners with additional learning needs are supported through Individual Learning Plans and targeted instruction aligned to their learning profiles. These supports will continue in 2026 with a focus on accelerating progress and strengthening foundational writing skills.

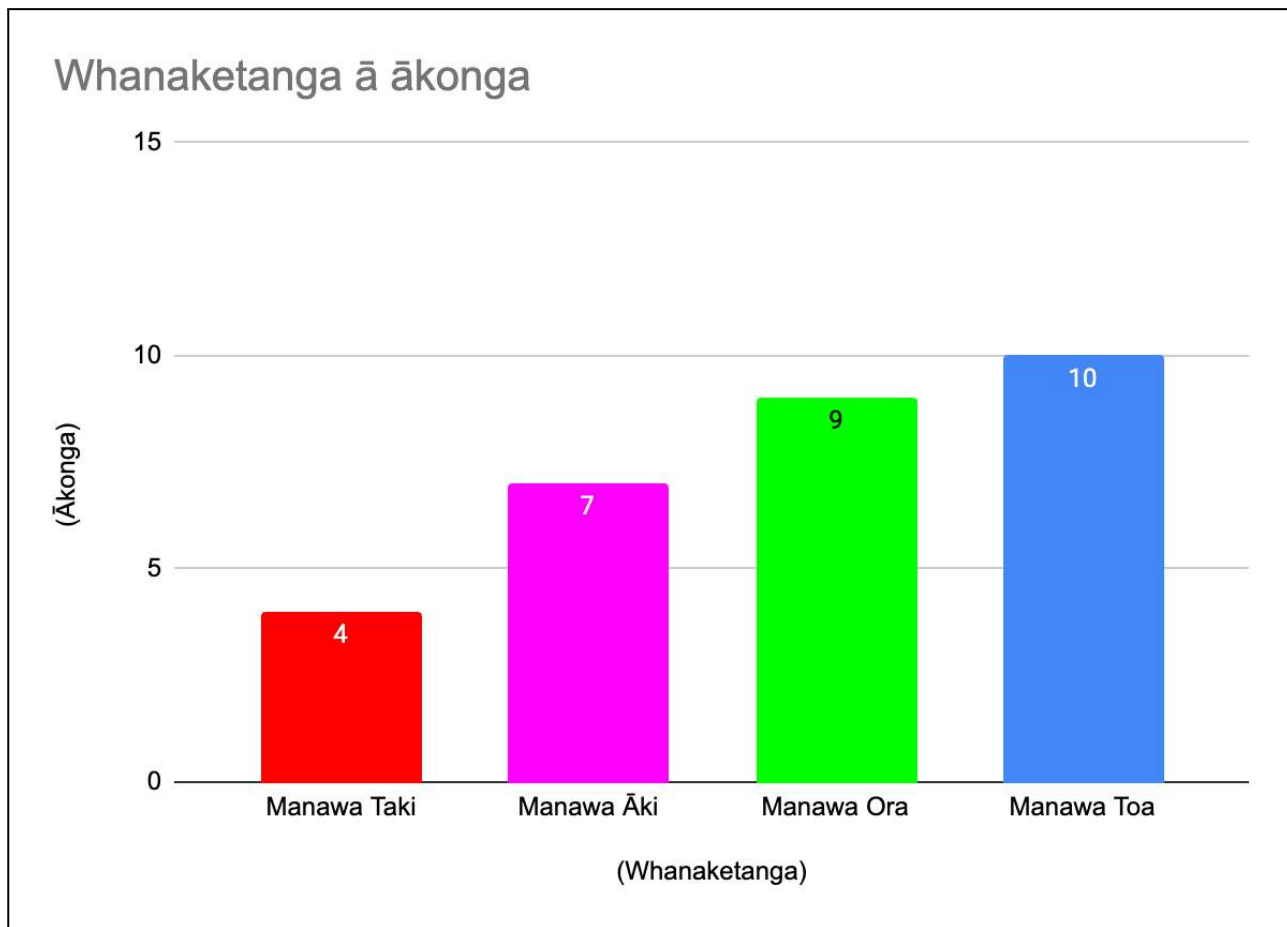


Gender patterns – Tuhituhi

Writing data shows:

- A higher representation of girls in Manawa Ora and Manawa Toa.
- A higher proportion of boys represented at Manawa Āki and Manawa Taki.

This pattern highlights the need for continued targeted support in foundational writing skills, particularly sentence structure and idea development, while recognising that learners across genders are making progress with appropriate strategies in place.



Pāngarau | Mathematics – Te Marautanga o Aotearoa

End of Year 2025 Achievement

- Around one third of learners are achieving above their expected tuarere/phase (Manawa Toa).
- A further group are achieving at their expected tuarere/phase (Manawa Ora).
- Some learners are achieving towards their expected tuarere/phase (Manawa Āki).
- A smaller proportion are achieving below their expected tuarere/phase (Manawa Taki).

Overall, close to two thirds of learners in Rumaki Reo are achieving at or above their expected curriculum phase in mathematics.

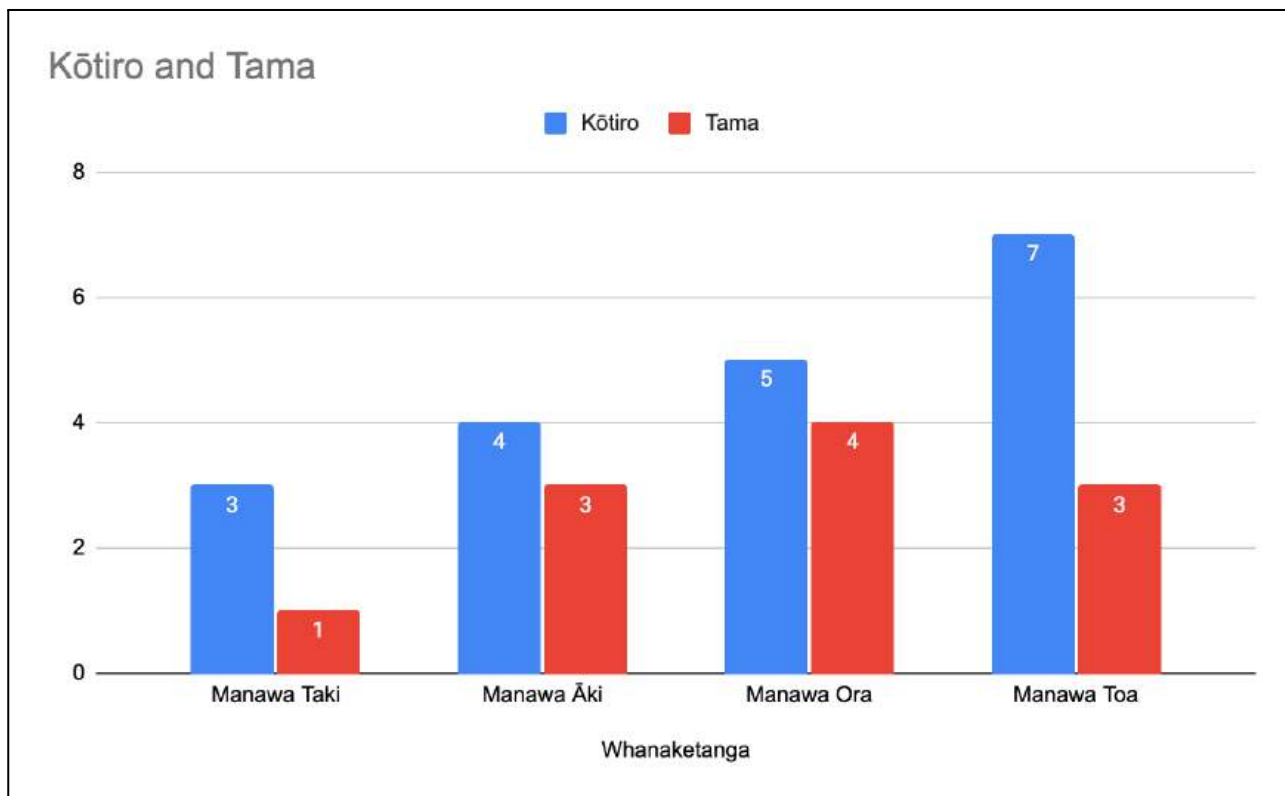
Achievement patterns and progress

Learners working towards or below their expected phase include those who have transitioned into Rumaki Reo from other settings and those who have experienced interrupted learning or

attendance challenges. Progress data indicates that, with consistent attendance and targeted teaching, these learners are capable of making accelerated progress.

Learners with additional learning needs receive explicit, targeted support aligned to their learning profiles. Wraparound and in-class support approaches are in place to strengthen progress and support movement towards expected curriculum phases over time.

Targeted acceleration strategies will continue in 2026, with a focus on consolidating progress and reducing disparity.



Gender Breakdown – Mathematics (Summary)

At Manawa Toa, there is a slightly higher representation of girls than boys, indicating strong achievement at the highest level of mathematics.

At Manawa Āki and Manawa Taki, the gender distribution is relatively even, suggesting that learning needs at these levels are influenced more by learning pathways and context rather than gender alone.

These data support targeted decision-making and acceleration strategies that respond to learner needs rather than gender-based assumptions.

He Kupu Whakakapi

Across Pānui, Tuhituhi, and Pāngarau, achievement patterns reflect learning pathways into immersion, attendance, and additional learning needs rather than learner capability. Data shows that learners who are new to immersion or who have experienced interrupted learning are making

progress, with clear systems and targeted strategies in place to support further acceleration in 2026.

Achievement information in this report is presented in aggregated form and at a cohort level, with particular care taken due to the small cohort size within Rumaki Reo. Narrative commentary has been intentionally framed to describe system-level patterns, learning pathways, and school responses rather than individual learners. No names or directly identifying information are included, and combinations of detail that could reasonably identify individual learners in a small Rumaki Reo context have been avoided.

The New Zealand Curriculum

Examining and Reflecting on Data End of Year 2025

Background and Context

This report is based on End of Year 2025 achievement data collected at the conclusion of Term 4. The dataset includes 136 students and provides information on student achievement in Reading, Writing, and Mathematics.

The data has been collated from learners across both the English Medium and Leo Moana teams, ensuring representation from the different learning settings within the school. It reflects overall achievement levels at a single point in time and is intended to provide a snapshot of student outcomes across the core curriculum areas.

In addition to curriculum achievement, the dataset includes information relating to student ethnicity and gender. A specific focus is given to the representation of Māori students within the English Medium cohort.

The information presented supports analysis of achievement trends and enables comparisons across curriculum areas, teams, and student groupings. It also provides a basis for identifying patterns in engagement and outcomes, including any differences evident across ethnicity and gender.

This background information establishes the context for interpreting the data and supports a deeper understanding of student achievement at the end of the 2025 academic year.

End of Year Reading Data

What is Happening?

Below	6	4%
Progressing towards	25	19%
Proficient	66	48.00%
Excelling	39	29.00%
	136	100%

- A total of 136 students were assessed across Reading, at the end of Term 4, 2025.
- 77% of students (105) are achieving at Proficient or Excelling levels, indicating that the majority of learners are meeting or exceeding expected curriculum outcomes.
- 29% of students (39) are achieving at the Excelling level, demonstrating a strong group of high-performing learners across the cohort.

- 19% of students (25) are Progressing Towards expectations, indicating a group that is approaching expected levels but requires continued support to accelerate progress.
- A smaller group, 4% of students (6), are achieving Below expectation and require targeted intervention and close monitoring.
- Overall, 23% of students (31) are achieving below expected levels (Below and Progressing Towards combined), highlighting the need for ongoing focus on acceleration and equitable outcomes for these learners.

End of Year Writing Data

What is Happening?

Below	13	10%
Progressing towards	31	23%
Proficient	62	45.00%
Excelling	30	21.30%
	136	100%

A total of 136 students were assessed.

- 66.3% of students (92) are achieving at Proficient or Excelling levels, indicating that the majority of learners are meeting or exceeding expected outcomes.
- 21.3% of students (30) are achieving at the Excelling level, demonstrating a strong group of high-performing learners across the cohort.
- 23% of students (31) are Progressing Towards expectations, indicating a group that is approaching expected levels but requires continued support to accelerate progress.
- Overall, 10% of students (13) are achieving below expected levels, highlighting the need for ongoing focus on acceleration and equitable outcomes for these learners.

End of Year Maths Data

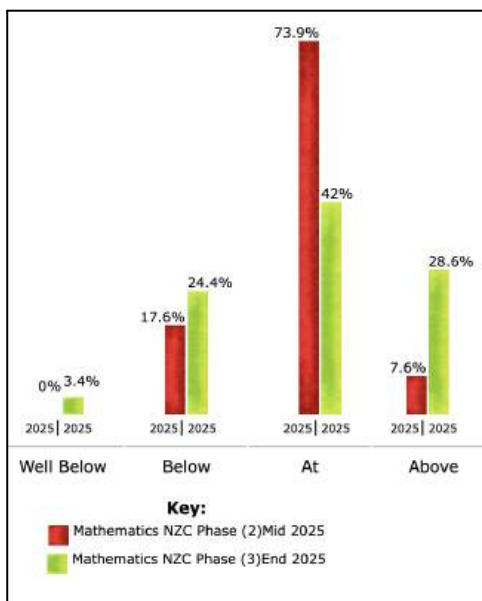
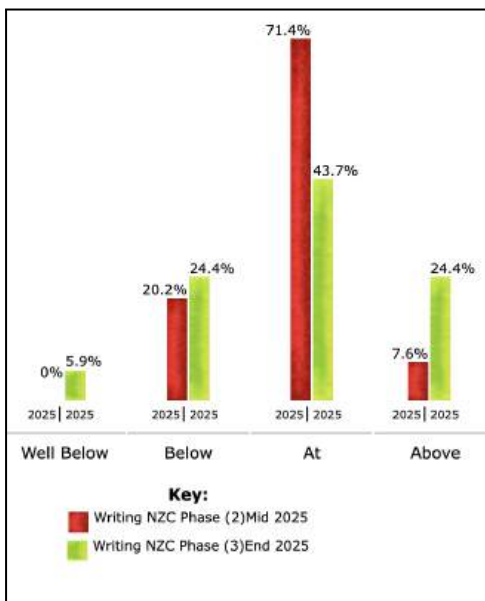
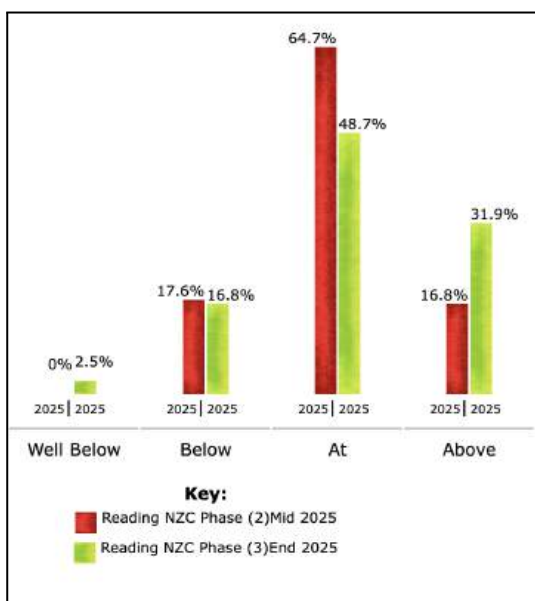
What is Happening?

Below	10	7.40%
Progressing towards	31	23%
Proficient	59	43.40%
Excelling	36	26.00%
	136	99.80%

A total of 136 students were assessed.

- 69.4% of students (95) are achieving at Proficient or Excelling levels, indicating that the majority of learners are meeting or exceeding expected outcomes.
- 26% of students (36) are achieving at the Excelling level, demonstrating a strong group of high-performing learners across the cohort.
- 23% of students (31) are Progressing Towards expectations, indicating a group that is approaching expected levels but requires continued support to accelerate progress.
- 7.4% of students (10) are achieving Below expectations and require targeted intervention and close monitoring.
- Overall, 30.4% of students (41) are achieving below expected levels (Below and Progressing Towards combined), highlighting the need for ongoing focus on acceleration and equitable outcomes for these learners.

What Patterns are noticed from Mid Year to End Year 2025



Across all three curriculum areas—Reading, Writing, and Mathematics—we have observed positive learner progression over time. A number of students who were achieving at the Proficient level at mid-year have moved into the Excelling category, indicating strong progress and effective teaching and learning practices.

While the overall number of students in the Below category has remained largely stable, there has been a slight increase in this group within Writing and Mathematics. This suggests the need for continued targeted support and monitoring in these areas to ensure all learners are able to make accelerated progress.

What are we going to do differently in 2026?

- All target students will be clearly identified within each achievement level, with teachers deliberately selecting these learners as the focus of their Teacher Inquiry to support accelerated progress.
- A continued strong focus on Literacy and Mathematics will be maintained across the school. Tier 2 students will be identified for intensive, targeted intervention, receiving additional support four times per week with the Deputy Principal.
- The school will continue its Mathematics professional learning and development through the PR1ME Maths programme, while sustaining the use of effective literacy strategies developed over the past four years, which have demonstrated measurable impact on student achievement.

How are ākonga Māori in English medium doing for Reading?

Below	6	15%
Progressing towards	5	13%
Proficient	17	42.50%
Excelling	12	30.00%
	40	100%

A total of 40 students were assessed.

- 72.5% of students (29) are achieving at *Proficient* or *Excelling* levels, indicating that the majority of learners are meeting or exceeding expected outcomes.
- 30% of students (12) are achieving at the *Excelling* level, demonstrating a strong group of high-performing learners.
- 13% of students (5) are *Progressing Towards* expectations, indicating a group that is approaching expected levels and requires continued support to accelerate progress.
- 15% of students (6) are achieving *Below* expectations and require targeted intervention and close monitoring.
- Overall, 28% of students (11) are achieving below expected levels (*Below* and *Progressing Towards* combined), highlighting the need for ongoing focus on acceleration and equitable outcomes for these learners.
- Data shows that Māori students who have been at Tāmaki since starting at age five and are now in Years 7–8 are achieving at *Proficient* or *Excelling* levels in Reading. This indicates strong long-term progress and the sustained impact of teaching and learning programmes over time, particularly in supporting Māori learners to meet and exceed expected outcomes.
- Of the six students achieving *Below* the expected level, a number have complex learning histories, including long-term illness, frequent school transitions, and recent enrolment from other schools. These factors have likely impacted continuity of learning and contributed to their current achievement levels, highlighting the need for targeted, responsive support to address their specific needs.

How are ākonga Māori in English medium doing for Writing?

Below	8	20.00%
Progressing towards	9	23%
Proficient	15	37.50%
Excelling	8	20.00%
	40	100.00%

A total of 40 students were assessed.

- 57.5% of students (23) are achieving at *Proficient* or *Excelling* levels, indicating that just over half of learners are meeting or exceeding expected outcomes.
- 20% of students (8) are achieving at the *Excelling* level, representing a group of high-performing learners.
- 23% of students (9) are *Progressing Towards* expectations, indicating a group that is approaching expected levels and requires continued support to accelerate progress.
- 20% of students (8) are achieving *Below* expectations and require targeted intervention and close monitoring.
- Overall, 43% of students (17) are achieving below expected levels (*Below* and *Progressing Towards* combined), highlighting the need for ongoing focus on acceleration and equitable outcomes for these learners.

How are ākonga Māori in English medium doing for Maths?

Below	5	12.50%
Progressing towards	6	15%
Proficient	18	45.00%
Excelling	11	28%
	40	100.00%

A total of 40 students were assessed.

- 73% of students (29) are achieving at *Proficient* or *Excelling* levels, indicating that the majority of learners are meeting or exceeding expected outcomes.
- 28% of students (11) are achieving at the *Excelling* level, demonstrating a strong group of high-performing learners.
- 15% of students (6) are *Progressing Towards* expectations, indicating a group that is approaching expected levels and requires continued support to accelerate progress.
- 12.5% of students (5) are achieving *Below* expectations and require targeted intervention and close monitoring.
- Overall, 27.5% of students (11) are achieving below expected levels (*Below* and *Progressing Towards* combined), highlighting the need for ongoing focus on acceleration and equitable outcomes for these learners.

Evaluation

Overall, the analysis shows that teaching practices are effectively supporting accelerated achievement in Reading, Writing, and Mathematics. There is clear evidence of targeted

interventions in place for students who have not yet reached expected levels, including learning assistant support, teacher-led targeted instruction, and Tier 2 interventions.

The school is also drawing on external expertise, including RTLB and speech-language therapists, to help remove barriers to learning and provide additional support for students with complex needs.

Progress and impact will be closely monitored, with a planned review of achievement data at mid-year 2026 to evaluate the effectiveness of these interventions and inform next steps.

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. The Board has continued to uphold their obligations to provide good and safe working conditions.
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 Tāmaki Primary School upholds its Equal Employment Opportunities programme through equitable recruitment practices, culturally responsive staffing, and a strong focus on creating a safe, inclusive, and mana-enhancing workplace. The school actively supports Māori and Pacific aspirations through its bilingual and immersion pathways, while providing ongoing professional learning and leadership opportunities for all staff. An explicit equity lens in leadership and decision-making ensures barriers are reduced and fair access to employment and development opportunities is maintained.
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, <ul style="list-style-type: none"> – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service? 	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. Since 2024, the number of Māori staff at TPS has doubled.
How have you enhanced the abilities of individual employees?	We have comprehensive PLD 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	NO
Do you operate an EEO programme/policy?	✓	
Has this policy or programme been made available to staff?	✓	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	✓	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	
Does your EEO programme/policy set priorities and objectives?	✓	

Kiwisport funding

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 2025 to the School's Operation Grant was \$2654.76. A contribution of \$540.00 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 cluster sports tournaments and for the cost of cluster sports tournament fees and transport to off-site events.

The notes to the financial statements provide an extra level of detail that supports the information shown in the front of the account.