

TAOROA SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 2463

Principal: Lara Stevens

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Accountant / Service Provider:

Education  *Services.*
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TAOROA SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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Taoroa 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.

Sarah Wells

Full Name of Presiding Member



Signature of Presiding Member

2 June 2026

Date

Lara Stevens

Full Name of Principal



Signature of Principal

2 June 2026

Date

Taoroa 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 | 808,665 | 600,344 | 619,696 |
| Locally Raised Funds | 3 | 86,647 | 20,300 | 117,637 |
| Interest | | 4,240 | 9,500 | 12,271 |
| Total Revenue | | 899,552 | 630,144 | 749,604 |
| Expense | | | | |
| Locally Raised Funds | 3 | 88,141 | 75,113 | 49,853 |
| Learning Resources | 4 | 585,476 | 409,410 | 394,741 |
| Administration | 5 | 78,391 | 46,985 | 101,695 |
| Interest | | 409 | 52 | 216 |
| Property | 6 | 118,651 | 128,208 | 132,508 |
| Total Expense | | 871,068 | 659,768 | 679,013 |
| Net Surplus / (Deficit) for the year | | 28,484 | (29,624) | 70,591 |
| Other Comprehensive Revenue and Expense | | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | 28,484 | (29,624) | 70,591 |

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

Taoroa 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 | | 371,089 | 315,112 | 290,269 |
| Total comprehensive revenue and expense for the year | | 28,484 | (29,624) | 70,591 |
| Contribution - Furniture and Equipment Grant | | - | - | 3,571 |
| Contributions from the Ministry of Education - Te Mana Tuhono | | - | - | 6,658 |
| Equity at 31 December | | 399,573 | 285,488 | 371,089 |
| Accumulated comprehensive revenue and expense | | 399,573 | 285,488 | 371,089 |
| Equity at 31 December | | 399,573 | 285,488 | 371,089 |

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

Taoroa School

Statement of Financial Position

As at 31 December 2025

| | | 2025 | 2025 | 2024 |
|---|-------|----------------|-----------------------------|----------------|
| | Notes | Actual \$ | Budget (Unaudited) \$ | Actual \$ |
| Current Assets | | | | |
| Cash and Cash Equivalents | 7 | 214,655 | 237,722 | 296,915 |
| Accounts Receivable | 8 | 56,024 | 23,071 | 30,217 |
| GST Receivable | | - | - | 18,908 |
| Prepayments | | 11,710 | 7,452 | 11,933 |
| Inventories | 9 | - | - | 1,145 |
| Funds Receivable for Capital Works Projects | 15 | 30,219 | - | - |
| | | 312,608 | 268,245 | 359,118 |
| Current Liabilities | | | | |
| GST Payable | | 17,154 | 4,189 | - |
| Accounts Payable | 11 | 70,025 | 44,502 | 48,497 |
| Revenue Received in Advance | 12 | - | 6,333 | 7,124 |
| Provision for Cyclical Maintenance | 13 | - | 13,710 | 14,450 |
| Finance Lease Liability | 14 | 1,883 | 1,306 | 1,320 |
| Funds held for Capital Works Projects | 15 | - | - | 92,054 |
| | | 89,062 | 70,040 | 163,445 |
| Working Capital Surplus/(Deficit) | | 223,546 | 198,205 | 195,673 |
| Non-current Assets | | | | |
| Property, Plant and Equipment | 10 | 206,537 | 114,549 | 197,569 |
| | | 206,537 | 114,549 | 197,569 |
| Non-current Liabilities | | | | |
| Provision for Cyclical Maintenance | 13 | 27,340 | 26,450 | 20,931 |
| Finance Lease Liability | 14 | 3,170 | 816 | 1,222 |
| | | 30,510 | 27,266 | 22,153 |
| Net Assets | | 399,573 | 285,488 | 371,089 |
| Equity | | 399,573 | 285,488 | 371,089 |

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

Taoroa School

Statement of Cash Flows

For the year ended 31 December 2025

| | | 2025 | 2025 | 2024 |
|---|------|-----------------|-----------------------------|----------------|
| | Note | Actual \$ | Budget (Unaudited) \$ | Actual \$ |
| Cash flows from Operating Activities | | | | |
| Government Grants | | 260,972 | 228,354 | 189,864 |
| Locally Raised Funds | | 87,105 | 20,300 | 112,500 |
| Goods and Services Tax (net) | | 36,209 | - | (23,097) |
| Payments to Employees | | (143,028) | (92,077) | (128,277) |
| Payments to Suppliers | | (159,883) | (131,064) | (96,143) |
| Interest Paid | | (409) | (52) | (216) |
| Interest Received | | 4,240 | - | 12,271 |
| Net cash from/(to) Operating Activities | | 85,206 | 25,461 | 66,902 |
| Cash flows from Investing Activities | | | | |
| Purchase of Property Plant & Equipment (and Intangibles) | | (44,108) | (37,000) | (107,336) |
| Net cash from/(to) Investing Activities | | (44,108) | (37,000) | (107,336) |
| Cash flows from Financing Activities | | | | |
| Furniture and Equipment Grant | | - | - | 3,571 |
| Finance Lease Payments | | (1,085) | (1,120) | (800) |
| Funds Administered on Behalf of Other Parties | | (122,273) | - | 84,197 |
| Net cash from/(to) Financing Activities | | (123,358) | (1,120) | 86,968 |
| Net increase/(decrease) in cash and cash equivalents | | (82,260) | (12,659) | 46,534 |
| Cash and cash equivalents at the beginning of the year | 7 | 296,915 | 250,381 | 250,381 |
| Cash and cash equivalents at the end of the year | 7 | 214,655 | 237,722 | 296,915 |

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

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

Taoroa School

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

Taoroa 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 10.

Critical Judgements in applying accounting policies

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

Classification of leases

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

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

| | |
|--|---------------|
| Board-owned Buildings | 40-50 years |
| Building Improvements | 20-50 years |
| Furniture and Equipment | 5-10 years |
| Information and Communication Technology | 4-5 years |
| Motor Vehicles | 8 years |
| Library Resources | 8 years |
| Leased Assets held under a Finance Lease | Term of Lease |

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

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

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

o) Funds Held in Trust

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

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

p) Funds held for Capital works

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

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

q) Shared Funds

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

r) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 5 to 18 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

s) Financial Instruments

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

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

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

t) Borrowings

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

u) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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

2. Government Grants

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Government Grants - Ministry of Education | 267,088 | 223,570 | 196,503 |
| Teachers' Salaries Grants | 421,731 | 284,152 | 270,208 |
| Use of Land and Buildings Grants | 88,611 | 87,247 | 95,345 |
| Ka Ora, Ka Ako - Healthy School Lunches Programme | 28,243 | - | 57,640 |
| Moe - Transport Funding | 1,206 | 5,375 | - |
| Other Government Grants | 1,786 | - | - |
| | 808,665 | 600,344 | 619,696 |

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 | - | 20,000 | - |
| Fees for Extra Curricular Activities | 7,740 | - | 420 |
| Trading | 1,189 | - | 1,466 |
| Fundraising and Community Grants | 77,418 | 300 | 105,011 |
| Other Revenue | 300 | - | 10,740 |
| | 86,647 | 20,300 | 117,637 |
| Expense | | | |
| Extra Curricular Activities Costs | 52,935 | 49,313 | 42,154 |
| Trading | 3,000 | - | 216 |
| Fundraising and Community Grant Costs | 521 | - | 1,289 |
| Other Locally Raised Funds Expenditure | 31,685 | 25,800 | 6,194 |
| | 88,141 | 75,113 | 49,853 |
| <i>Surplus/(Deficit) for the year Locally Raised Funds</i> | (1,494) | (54,813) | 67,784 |

4. Learning Resources

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|------------------------------|----------------------|-------------------------------------|----------------------|
| Curricular | 45,094 | 30,790 | 16,708 |
| Employee Benefits - Salaries | 503,440 | 346,152 | 347,089 |
| Staff Development | 4,134 | 9,400 | 11,295 |
| Depreciation | 32,808 | 23,068 | 19,649 |
| | 585,476 | 409,410 | 394,741 |

5. Administration

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Audit Fees | 8,986 | 8,986 | 7,109 |
| Board Fees and Expenses | 3,146 | 6,600 | 5,109 |
| Operating Leases | 103 | - | - |
| Other Administration Expenses | 11,054 | 11,040 | 10,988 |
| Employee Benefits - Salaries | 18,021 | 13,619 | 14,147 |
| Insurance | 2,898 | 800 | 1,302 |
| Service Providers, Contractors and Consultancy | 5,940 | 5,940 | 5,400 |
| Ka Ora, Ka Ako - Healthy School Lunch Programme | 28,243 | - | 57,640 |
| | <u>78,391</u> | <u>46,985</u> | <u>101,695</u> |

6. Property

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|------------------------------|----------------------|-------------------------------------|----------------------|
| Cyclical Maintenance | (8,041) | 8,103 | 7,083 |
| Heat, Light and Water | 9,847 | 5,500 | 5,435 |
| Repairs and Maintenance | 4,562 | 9,100 | 4,801 |
| Use of Land and Buildings | 88,611 | 87,247 | 95,345 |
| Employee Benefits - Salaries | 22,054 | 16,458 | 18,783 |
| Other Property Expenses | 1,618 | 1,800 | 1,061 |
| | <u>118,651</u> | <u>128,208</u> | <u>132,508</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 | 214,655 | 237,722 | 296,915 |
| Cash and cash equivalents for Statement of Cash Flows | <u>214,655</u> | <u>237,722</u> | <u>296,915</u> |

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

8. Accounts Receivable

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Receivables | - | 900 | 458 |
| Receivables from the Ministry of Education | 4,952 | - | 4,992 |
| Teacher Salaries Grant Receivable | 51,072 | 22,171 | 24,767 |
| | <u>56,024</u> | <u>23,071</u> | <u>30,217</u> |
| Receivables from Exchange Transactions | - | 900 | 458 |
| Receivables from Non-Exchange Transactions | 56,024 | 22,171 | 29,759 |
| | <u>56,024</u> | <u>23,071</u> | <u>30,217</u> |

9. Inventories

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|-------------------------|----------------------|-------------------------------------|----------------------|
| Uniform Trading Account | - | - | 1,145 |
| | <u>-</u> | <u>-</u> | <u>1,145</u> |

10. Property, Plant and Equipment

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|--|-----------------------------|---------------|-----------|------------|-----------------|----------------|
| 2025 | \$ | \$ | \$ | \$ | \$ | \$ |
| Land | 2,000 | - | - | - | - | 2,000 |
| Board-owned Buildings | 42,837 | - | - | - | (1,420) | 41,417 |
| Building Improvements | 16,539 | - | - | - | (464) | 16,075 |
| Furniture and Equipment | 31,332 | 31,872 | - | - | (9,351) | 53,853 |
| Information and Communication Technology | 25,248 | 5,436 | - | - | (8,987) | 21,697 |
| Motor Vehicles | 77,356 | - | - | - | (10,350) | 67,006 |
| Leased Assets | 2,257 | 4,468 | - | - | (2,236) | 4,489 |
| Library Resources | - | - | - | - | - | - |
| | 197,569 | 41,776 | - | - | (32,808) | 206,537 |

The net carrying value of equipment held under a finance lease is \$4,489 (2024: \$2,257)

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 | 2025 | 2025 | 2024 | 2024 | 2024 |
|--|----------------------|-----------------------------|-------------------|----------------------|-----------------------------|-------------------|
| | Cost or Valuation | Accumulated Depreciation | Net Book Value | Cost or Valuation | Accumulated Depreciation | Net Book Value |
| | \$ | \$ | \$ | \$ | \$ | \$ |
| Land | 2,000 | - | 2,000 | 2,000 | - | 2,000 |
| Board-owned Buildings | 71,000 | (29,583) | 41,417 | 71,000 | (28,163) | 42,837 |
| Building Improvements | 35,947 | (19,872) | 16,075 | 35,947 | (19,408) | 16,539 |
| Furniture and Equipment | 93,211 | (39,358) | 53,853 | 61,341 | (30,009) | 31,332 |
| Information and Communication Technology | 54,123 | (32,426) | 21,697 | 48,687 | (23,439) | 25,248 |
| Motor Vehicles | 190,479 | (123,473) | 67,006 | 190,479 | (113,123) | 77,356 |
| Leased Assets | 9,437 | (4,948) | 4,489 | 4,968 | (2,711) | 2,257 |
| Library Resources | 1,319 | (1,319) | - | 1,319 | (1,319) | - |
| | 457,516 | (250,979) | 206,537 | 415,741 | (218,172) | 197,569 |

11. Accounts Payable

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Creditors | 3,884 | 10,708 | 12,058 |
| Accruals | 8,986 | 2,559 | 6,927 |
| Banking Staffing Overuse | - | 6,166 | - |
| Employee Entitlements - Salaries | 51,072 | 22,171 | 24,767 |
| Employee Entitlements - Leave Accrual | 6,083 | 2,898 | 4,745 |
| | <u>70,025</u> | <u>44,502</u> | <u>48,497</u> |
| Payables for Exchange Transactions | 70,025 | 44,502 | 48,497 |
| | <u>70,025</u> | <u>44,502</u> | <u>48,497</u> |

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Grant Revenue in Advance | - | 5,579 | - |
| Grants in Advance - Ministry of Education | - | 754 | 7,124 |
| | <u>-</u> | <u>6,333</u> | <u>7,124</u> |

13. Provision for Cyclical Maintenance

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Provision at the Start of the Year | 35,381 | 32,057 | 28,298 |
| Increase/(decrease) to the Provision During the Year | (8,041) | 8,103 | 7,083 |
| Use of the Provision During the Year | - | - | - |
| Provision at the End of the Year | <u>27,340</u> | <u>40,160</u> | <u>35,381</u> |
| Cyclical Maintenance - Current | - | 13,710 | 14,450 |
| Cyclical Maintenance - Non current | 27,340 | 26,450 | 20,931 |
| | <u>27,340</u> | <u>40,160</u> | <u>35,381</u> |

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2028. This plan is based on the School's 10 Year Property plan / painting quotes.

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 | 2,249 | 1,306 | 1,491 |
| Later than One Year | 3,500 | 816 | 1,307 |
| Future Finance Charges | (696) | - | (256) |
| | 5,053 | 2,122 | 2,542 |

Represented by

| | | | |
|---------------------------------------|-------|-------|-------|
| Finance lease liability - Current | 1,883 | 1,306 | 1,320 |
| Finance lease liability - Non current | 3,170 | 816 | 1,222 |
| | 5,053 | 2,122 | 2,542 |

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 | Project No. | Opening Balances \$ | Receipts from MoE \$ | Payments \$ | Board Contributions / Transfers | Closing Balances \$ |
|--------------------------------|------|-------------|---------------------------|----------------------------|----------------|---------------------------------------|---------------------------|
| ILE Upgrade & Refurb | | 220805 | 92,054 | 55,000 | (175,847) | - | (28,793) |
| ILE Upgrade & Refurb - Stage 2 | | 250678 | - | 36,098 | (37,524) | - | (1,426) |
| Totals | | | 92,054 | 91,098 | (213,371) | - | (30,219) |

Represented by:

| | |
|---|----------|
| Funds Held on Behalf of the Ministry of Education | - |
| Funds Receivable from the Ministry of Education | (30,219) |

| | 2024 | Project No. | Opening Balances \$ | Receipts from MoE \$ | Payments \$ | Board Contributions / Transfers | Closing Balances \$ |
|----------------------|------|-------------|---------------------------|----------------------------|----------------|---------------------------------------|---------------------------|
| ILE Upgrade & Refurb | | 220805 | 6,592 | 218,185 | (132,723) | - | 92,054 |
| Totals | | | 6,592 | 218,185 | (132,723) | - | 92,054 |

Represented by:

| | |
|---|--------|
| Funds Held on Behalf of the Ministry of Education | 92,054 |
| Funds Receivable from the Ministry of Education | - |

16. Related Party Transactions

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

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

17. Remuneration

Key management personnel compensation

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

| | 2025 Actual \$ | 2024 Actual \$ |
|---|----------------------|----------------------|
| <i>Board Members</i> | | |
| Remuneration | - | 1,770 |
| <i>Leadership Team</i> | | |
| Remuneration | 144,121 | 108,205 |
| Full-time equivalent members | 1.00 | 1.00 |
| Total key management personnel remuneration | 144,121 | 109,975 |

There are 5 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

| | 2025 Actual \$000 | 2024 Actual \$000 |
|--|-------------------------|-------------------------|
| Salaries and Other Short-term Employee Benefits: | | |
| Salary and Other Payments | 130 - 140 | 100 - 110 |
| Benefits and Other Emoluments | 4 - 5 | 3 - 4 |
| 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 |
|-----------------------|--------------------|--------------------|
| | 0.00 | 0.00 |

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

18. Compensation and Other Benefits Upon Leaving

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

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

19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 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 capital commitments of \$2,916 (2024: \$169,511) as a result of entering the following contracts:

| Contract Name | Remaining Capital Commitment \$ |
|--------------------------------|--|
| ILE Upgrade & Refurb | -6,336 |
| ILE Upgrade & Refurb - Stage 2 | 9,252 |
| Total | <u>2,916</u> |

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

(b) Operating Commitments

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

21. Financial Instruments

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

Financial assets measured at amortised cost

| | 2025 Actual \$ | 2025 Budget (Unaudited) \$ | 2024 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Cash and Cash Equivalents | 214,655 | 237,722 | 296,915 |
| Receivables | 56,024 | 23,071 | 30,217 |
| Total financial assets measured at amortised cost | <u>270,679</u> | <u>260,793</u> | <u>327,132</u> |

Financial liabilities measured at amortised cost

| | | | |
|--|---------------|---------------|---------------|
| Payables | 70,025 | 44,502 | 48,497 |
| Finance Leases | 5,053 | 2,122 | 2,542 |
| Total financial liabilities measured at amortised cost | <u>75,078</u> | <u>46,624</u> | <u>51,039</u> |

22. Events After Balance Date

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

23. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TAOROA 'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Taoroa School (the School). The Auditor-General has appointed me, Talia Anderson-Town, using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements:

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

Our audit was completed on 2 June 2026. This is the date at which our opinion is

expressed. **Basis for our opinion**

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as the Statement of Responsibility, Statement of Variance, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its annual financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Responsibility, Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, Te Tiriti o Waitangi Statement, Board Member Schedule, and Statement of KiwiSport funding.

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

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

Independence

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

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

A handwritten signature in blue ink that reads 'Talia Anderson-Town'.

Talia Anderson-Town
Silks Audit Chartered Accountants Limited
On behalf of the Auditor-General
Whanganui, New Zealand

Taoroa School

Members of the Board

| Name | Position | How Position Gained | Term Expired/ Expires |
|------------------|-----------------------|------------------------------------|--------------------------------------|
| Sarah Wells | Presiding Member | Elected | Sep 2028 |
| Lara Stevens | Principal | ex Officio | |
| Brylee Bond | Parent Representative | Elected | Sep 2025 |
| Dawn Fitzgerald | Parent Representative | Elected | Sep 2028 |
| Jonathon Walker | Parent Representative | Elected | Sep 2028 |
| Elizabeth Taylor | Staff Representative | Elected | Sep 2025 |

Taoroa School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$886 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2025 the Taoroa School Board:

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



Taoroa SCHOOL

Connected • Engaged • Empowered

Annual Report 2025

Statement of Variance

Strategic Goal 1:

- *Learners that are Connected*

Annual Target/Goal:

- 1.1 Prioritise the hauora, well-being and safety of our kura whānau through bringing our school values to life. (NELP 1 + 2)
- 1.2 Create a strong sense of identity as a kura and as individuals. (NELP 1 + 2 + 5)

| Actions | Outcomes | What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i> | Evidence <i>This is the source of information the board used to determine those outcomes.</i> | Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i> | Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i> |
|---------|----------|--|---|---|---|
|---------|----------|--|---|---|---|

| | | | | | |
|--|--|--|---|---|---|
| <p>1.1 Improve whānau engagement in well being catch ups and learner conferences</p> | <p>At Least 70% attendance will show improved engagement and better outcomes for learners</p> | <p>The attendance and connection with whānau has been a reflection of better buy in, stronger relationships and therefor better outcomes for our ākongā</p> | <p>This year we moved our well being check in to a phone call which meant we connected with 100% of our whānau. Our learner conferences nearly had 100% attendance.</p> | <p>We believe the phone call was a really good way to connect with a range of whānau who wouldn't normally make it out to school. It also allowed flexibility for whānau with other commitments. This year we also introduced a follow up phone call to ensure booking for our learner conferences which increased our attendance significantly</p> | <p>We will continue to do the follow up phone call to help encourage whānau to join us.</p> <p>We will be doing a 'Meet the Teacher' evening instead of well being calls and plan to alternate between the two each year.</p> |
| <p>1.2 Improve behaviour on school transport by incorporating a positive reinforcement plan</p> | <p>Our learners will be consistently displaying our school values whilst using our school transport service, improving the experience for all.</p> | <p>With the introduction of a positive reward competition the behaviour has improved making for less conflict, negative experiences and an overall safer place for our tamariki to be.</p> | <p>We have seen a significant improvement in the behaviour on our school transport.</p> | <p>Positive reinforcement was a huge factor in the management in behaviours. Our bus drivers have also developed strong positive relationships with the students on their bus.</p> | <p>We will continue using this competition next year.</p> |
| <p>1.3 Improve overall school attendance aligned with the Ministry's goal for 2025</p> | <p>Learners are supported to achieve the best possible outcomes as a result of not missing out on important learning</p> | <p>Unfortunately we did not achieve success in this area during 2025.</p> | <p>Our data shows a decrease in attendance throughout the year</p> | <p>This data has been impacted by very poor attendance with particular students, overseas trips and a lot of illness throughout the winter terms</p> | <p>Attendance management plan will be put in place</p> |
| <p>1.4 Conduct NZCER Wellbeing@School survey with all Year 4 -8 learners across our kura.</p> | <p>As a kura we will see positive shifts in the responses to the NZCER Wellbeing@School survey.</p> | <p>The outcome of this highlighted a few areas for staff that could be focused on. Overall this showed a positive school climate and culture along with opportunities for improvement.</p> | <p>Results of survey available for BOT review</p> | <p>With the increase in roll and a change in dynamics, there were still some areas for improvement that need to be addressed however we did see an improvement throughout the year.</p> | <p>We will continue to conduct survey with learners. Next year we need to include survey of whānau utilising well being in schools kit.</p> |

| | | | | | |
|---|---|--|---|---|---|
| 1.5 Build relationships with local ECE and Secondary School | Improved transitions for our ākonga as they move in to our school and move on to highschool | This is an area we have not managed to achieve in | N/a | N/a | We will organise for our junior kaiako to visit the kindy and kohanga reo to meet with any future NE |
| 2.1 Embed our Graduate Profile within our classrooms | ākonga consistently demonstrate an understanding of the Graduate Profile attributes and actively apply them in various classroom activities and interactions. | With very intentional planning and focus as a staff we really did see our graduate profile/ local curriculum come to life in our classrooms. We are now embedding our Graduate profile due to increased familiarity and understanding. | Teacher planning, conversations with tamariki | Staff had a clear framework to plan from and integrate local curriculum /graduate profile in to their programmes. This meant our ākonga were becoming more familiar with the language and the learning contexts | Our Connected strand was really well planned for and delivered. Kaiako had really positive feedback on the ease of weaving this in to their classroom programme. Our kaiako need some more support in the Engaged and Empowered strands. This will be a focus in our staff hui for 2026 |
| 2.2 Bring our geographical pepeha to life within our kura | All of our tamariki will have a strong connection to our whenua | This year we have revisited our school pepeha as this is something we had realised we had not maintained. This is something that both classes have been learning. | Classroom observations, conversations with tamariki | We did not explore our local whenua intentionally enough for our learners to make the connection to their pepeha | Link to our connected curriculum focus in EOTC planning |
| 2.3 Strengthen Tuakana Teina within our kura | Our ākonga will be confident leaders within our kura | We have seen tuakana teina strengthen across our school with our leaders actively supporting our teina across different activities and events within the school. | EOTC reflections and videos/photos | Our Mana Leader rōpū was very successful this year and our tuakana had plenty of opportunities to design and lead different kauapapa across our school. | Continue to build on the leadership programme we are providing for our tuakana. |
| 2.4 Vary our ways to Seek feedback on how Taoroa School is meeting whānau and learner needs | By the end of the year we will have breadth in our whānau voice data | | | | Ideas from BOT |

Strategic Goal 2:

- **Learners that are Engaged**

Annual Target/Goal:

- 2.1 Design an education outside of the classroom programme that provides unique learning experiences and establishes strong relationships with our kura whānau, iwi, and community.(NELP 7)
- 2.2 Grow Te Ao Māori capability through developing knowledge and use of Te Reo and Tikanga Māori. (NELP 5)

| Actions | Outcomes | What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i> | Evidence <i>This is the source of information the board used to determine those outcomes.</i> | Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i> | Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i> |
|--|---|---|---|---|---|
| Action 2.1i Plan EnviroSchools Bronze Status celebration | Motivated ākongā and staff to continue on our sustainable journey as a community | This was not achieved this year. | Aside from our gardening rōpū we had limited experiences in this space. | Time, expertise | Utilise the strengths within our new team to re-ignite this kaupapa. Look to connect with Manchester Street School in Feilding who have 20years experience. |

| | | | | | |
|---|---|--|--|---|--|
| <p>Action 2.1ii Increase number of school trips outside of our local area</p> | Strengthened relationships with our kura whānau | This year we ran two separate overnight camps that were hugely successful. We saw improved relationships and class culture. | Feedback from community | These trips were incredibly well planned and provided an opportunity for our classes to come together, fundraise towards a shared goal and reap the benefits by exploring cities that many had never been too. Tamariki were encouraged to step outside their comfort zones and give new things a go which developed resilience for all involved. | Continue to focus on providing camps and off site learning experiences where all tamariki can thrive without the constraint of 4 walls. |
| <p>Action 2.1iii Seek more opportunities for learning within our local community</p> | Akonga see themselves as kaitiaki of our whenua + improved relationships within our local community | Thanks to trips to local marae, and our gardening club our ākonga are developing their sense of responsibility as kaitiaki. Our graduate profile focus has also encouraged a natural focus in this area. | Feedback from learners | This is still an area for improvement. We need to increase the number of trips in our local area and also look at the purpose of this so our ākonga take ownership in this space | Empower projects in term 4 will give our ākonga a sense of purpose in their learning and give them an opportunity to action change to protect the whenua |
| <p>Action 2.2i Teaching staff to complete Te Puna Reo PLD</p> | Staff will confidently incorporate their learning into the classroom on a daily basis | We moved away from this programme during the year due to issues with the platform. | N/A | N/A | Arzjah to model and lead whakawhanaungatanga time at the start of each day- school wide. Kaiako to commit to |
| <p>Action 2.2ii Develop tikanga and kawa within our kura that align with our local iwi and marae</p> | Strengthened relationships with local iwi. Mihi Whakatau + Powhiri process | We had a successful marae noho and chose to perform our school production at one of our local marae | Events planner, reflections | We strengthened our relationships with local iwi and hapu- especially through hosting our school production on on of our local marae. | Engage with Shadrack Simi to design a school haka, powhiri, poroaki, and mihi whakatau process. Continue to seek opportunities to strengthen our relationships |
| <p>Action 2.2iii Establish an annual celebration for Matariki</p> | Our community will be connected through our celebration of the Maori New Year | We had a beautiful Matariki celebration with our local community, with whānau and local iwi/hapu joining us to celebrate together. | Feedback from tamariki and our community | Inviting local kuia from Winiata Marae was very special and a meaningful way to connect with local iwi. This also meant deepened learning within the Te Ao Maori space | Make this an annual event and continue to build on the kauapapa. |

Strategic Goal 3:

- **Learners that are Empowered**

Annual Target/Goal:

- 3.1 Support tamariki to confidently lead their own learning through integrating student agency and assessment for learning. (NELP 2 + 4) **MOVED TO 2025**
- 3.2 Empower staff to lead a Taoroa and Enviroschools Curriculum that strengthens delivery of numeracy and literacy. (NELP 6)

| Actions | Outcomes | What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i> | Evidence <i>This is the source of information the board used to determine those outcomes.</i> | Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your</i> | Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i> |
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| | | | | <i>targets or not yet met them.</i> | |
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| Action 3.2i Engage in writing PLD | Improved teacher attitudes in teaching writing Improved learner attitudes in writing | We started the year with quality PLD which ensured our team were all on the same page. This impacted our teacher practice positively and we saw some really good foundations being built in our writers. | Reflections, feedback, classroom observations, Writing moderation | A really good facilitator, motivated staff. Writing moderation workshops showed an area we needed support with was assessment which is an integral part of effective teaching and learning of writing. | Continue to seek PLD that will support the effective writing moderation and assessment which will inform teaching. |
| Action 3.2ii Strengthen our localised model for Professional Growth Cycles that is suitable for our context. | 100% of teachers will show an improvement in their focus area of writing. | All of our kaiako confirmed an improvement in their focus of writing however this most likely was not a result of our PGC. | Feedback, Reflections, observations | Quality PLD | We will continue to fine tune our process of gathering data, reflecting and planning as well as ensure it is working for our kaiako |
| Action 3.2iii Engage with Donna Davies to support development and delivery of our local curriculum | By the end of the year our local curriculum will be complete and evident within our classroom programmes | This facilitator role was made redundant by the Ministry of education so this PLD was not continued | N/A | N/A | Continue to focus on using our local curriculum as a guiding document, supporting our new kaiako to feel confident planning from our CONNECTED, ENGAGED and EMPOWERED concepts. |

Honoring Te Tiriti

At Taoroa School, we prioritise fostering a supportive learning environment where all ākonga can thrive in all areas of school life and we are guided by the dreams and aspirations of our key stakeholders including ākonga, whānau, local community and iwi. Our teaching and learning strategies and programmes are designed to cater to the diverse needs of our students including those whose needs have not yet been well met, with a particular emphasis on English, Mathematics & Statistics and Te Ao Maori, enabling each individual to be connected, engaged and empowered.

In English, we employ a multifaceted approach that integrates both traditional and modern teaching methods. We focus on building strong foundational skills such as phonics, fluency, vocabulary, and comprehension through interactive and engaging activities. Our literacy programmes incorporate a variety of resources, including levelled decodable readers, authentic texts, digital platforms, and culturally relevant materials providing opportunities for students to engage with Māori language and cultural perspectives to ensure accessibility and relevance for all ākonga. Through intentional instruction, meaningful practice, and supportive

feedback, we strive to cultivate confident and proficient writers who are prepared to succeed in academic, personal, and professional contexts. Additionally, we provide differentiated learning programmes and targeted interventions to support students who may require additional assistance or enrichment in their literacy development.

Similarly, in Mathematics and Statistics, we adopt a comprehensive approach that emphasises conceptual understanding, procedural fluency, and problem-solving skills. Our mathematics programs are designed to be interactive and hands-on, allowing students to explore mathematical concepts through real-world contexts and manipulatives. We integrate te reo matatini and pāngarau into our mathematics curriculum to promote cultural relevance and inclusion.

To address the needs of students whose needs have not yet been well met, we prioritise personalised learning and targeted support. We regularly assess student progress and identify areas for growth, tailoring our teaching strategies and interventions accordingly. This may include small-group instruction, one-on-one tutoring, peer mentoring, or enrichment activities based on individual learning needs and preferences. Additionally, we collaborate closely with whānau and external support services to ensure a holistic approach to student well-being and academic success.

We are dedicated to fostering a bicultural learning environment that honours and celebrates both Māori and non-Māori cultural perspectives, guiding us in the pursuit of educational equity, excellence, and empowerment for all students. We are on a journey towards designing a local curriculum that supports ākongā in developing a strong sense of cultural identity, respect, and understanding. By fostering a supportive and inclusive learning environment, we strive to address the diverse needs of our ākongā and equip them with the knowledge, skills, and confidence to succeed as connected, engaged and empowered lifelong learners.

Kiwisport Funding

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received a total Kiwisport funding of \$886.34 (excluding GST). The funding was spent on sporting endeavours including a ski academy and transport to and from interschool competitions.

Evaluation and analysis of School's Progress and Achievement

This year we have made a real shift in our teaching pedagogy/practice and this has been supported by high level professional development across the core curriculum areas of Mathematics & Statistics and English. Based on requirements from the Ministry of Education we have incorporated a 'Science of Learning' approach across these key areas with a strong focus on a robust scope and sequence and consistent lesson structure to ensure success is achieved by all tamariki. We are incredibly proud our strengthened learning programmes and feel confident that our ākonga across our kura are thriving.

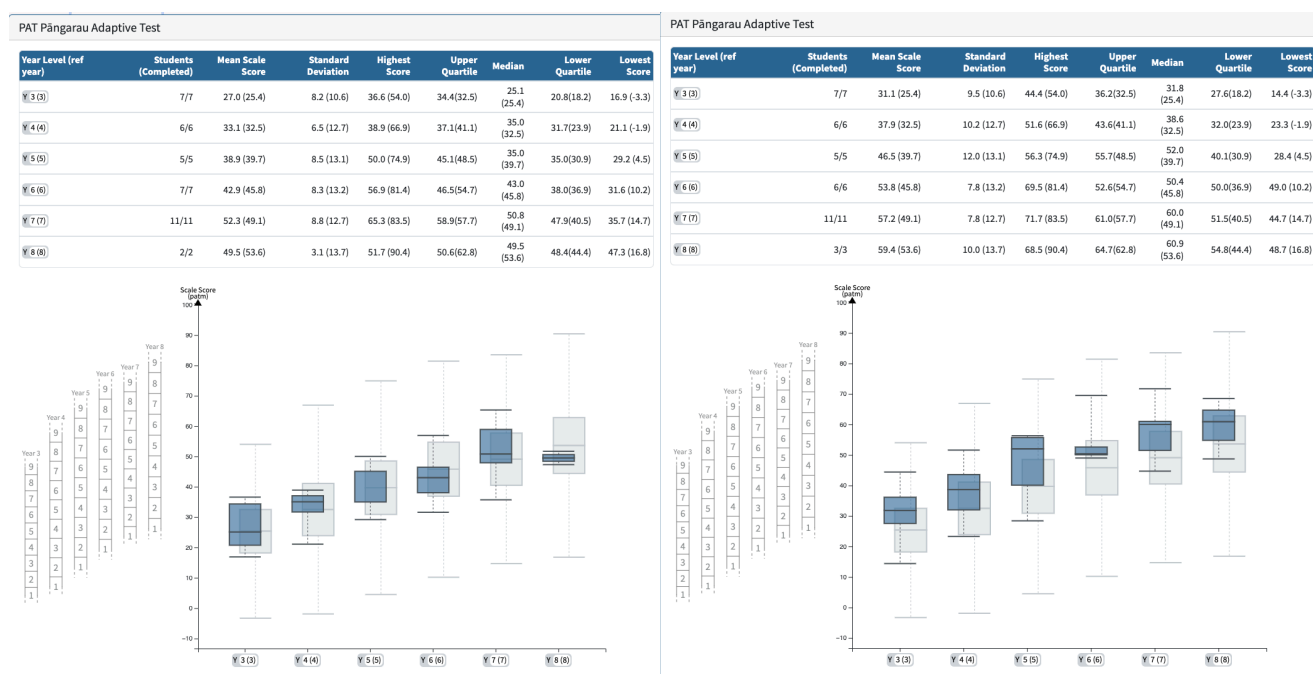
We have found reporting on progress and achievement against the curriculum incredibly difficult with a curriculum that was changed during the year along with limited access to assessment tools that fairly reflected achievement against the new curriculum. On top of that we saw a significant shift in the expectations across year levels which has taken time for kaiako to adjust to along with requiring time to unpack and explore new content. With our reporting to whānau we have aligned this with the new language as required by the new curriculum but see value in having time to understand the curriculum more thoroughly to feel confident in our judgements. For all of the above reasons we have limited data to share, however we have been reassured by the positive achievements we have seen in our PAT assessments which has shown us that our ākonga are achieving well against their national norms. Please see below.

Standardised assessment (PATs)

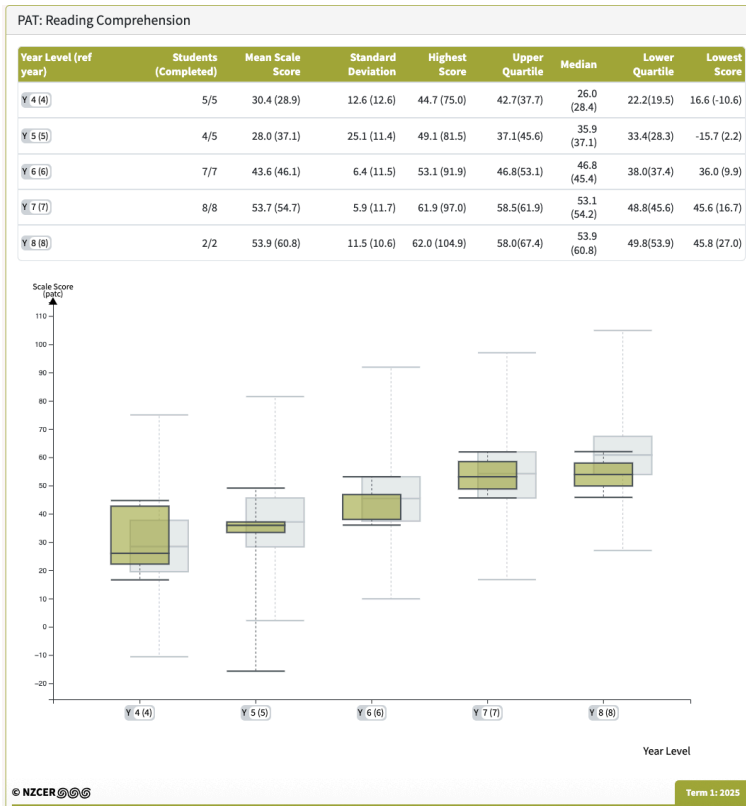
The Progressive Achievement Tests (PATs) assess students' Mathematics, Listening Comprehension, Punctuation and Grammar, Reading Comprehension, and Reading Vocabulary. PATs are a series of standardised tests developed specifically for use in New Zealand schools. **We have chosen to assess mathematics and reading comprehension.**

These assessments are a good opportunity to check that our assessment and OTJs are where they should be in relation to other data across NZ. This assessment. We have been really happy with how this data consistently lines us with our OTJS. This data includes Year 4-8 for reading comprehension and Year 3-8 for maths from Term 3.

Mathematics and Statistics



Reading Comprehension



Commentary of PATs

- It is very reassuring to see that not only that all of our year groups have made accelerated progress in both Reading Comprehension and Mathematics and Statistics, each year group as a collective are also now achieving above the national norm (excluding our Y6 cohort in Mathematics and Statistics).
- While this assessment is not aligned to the new curriculum, it is still a great snapshot of how our learners are achieving against the national norm- reaffirming that what we are doing in the classrooms is working.
- *It is important to note we do have a small selection of tamariki with learning difficulties that we chose not to assess based on the stress and anxiety this causes when we already know where their needs are.*

Where to next:

- Next year we will have two new kaiako and it is important to us that our teaching pedagogy remains consistent across our kura. To ensure this we have a floating kaiako during term 1 who is releasing our curriculum lead 2 days per week to spend time in classrooms, supporting kaiako, team teaching and giving fast feedback to

set them up for success right from the start.

- We will be engaging with ministry funded PLD in the assessment space with a focus on Assessment for Learning practices along with exploring the SMART tool.
- We will develop a refreshed assessment timeline for kaiako that ensures we are reporting in an accurate and timely way based on the new expectations of our new curriculum.
- We will continue to engage with whānau and bring them along on their child’s learning journey.
- We will continue to work with Learning Through Doing provider to maintain the delivery of our Mathematics programme
- We will seek further PLD to support the teaching and delivery of our English programme

Good Employer Statement

| Reporting on the principles of being a Good Employer | |
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| <p>How have you met your obligations to provide good and safe working conditions?</p> | <p><i>We prioritise the provision of good and safe working conditions, by creating a positive and supportive work environment where employees can perform their duties effectively and without undue risk to their health and safety.</i></p> <p>Promoting Open Communication: <i>The school encourages open communication about safety concerns among all staff members. Employees are empowered to voice their opinions and suggest improvements without fear of reprisal.</i></p> <p>Building Trust and Collaboration: <i>Taoroa School emphasises trust and collaboration among its staff members. By fostering a sense of teamwork and mutual respect, the school creates an environment where employees feel comfortable working together to maintain a supportive, positive working environment.</i></p> <p>Empowering Employees: <i>The school empowers its employees to take ownership of safety and well being in the workplace. Staff members are encouraged to actively participate in well being initiatives, contribute ideas for improvement, and take proactive measures to ensure the well-being of themselves and their colleagues.</i></p> <p>Continuous Learning and Improvement: <i>The school promotes a culture of continuous learning and improvement. Staff members are provided with opportunities for professional development to add skills to their own kete that will enhance their career pathway, as well as improve outcomes for our learners.</i></p> <p>Leadership by Example: <i>Leadership at Taoroa School sets the tone for a positive work culture. We lead by example, demonstrating a commitment to displaying our</i></p> |

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| | <p><i>school values through our actions, decisions, and priorities. Our dedication to a positive work environment influences and inspires the entire staff.</i></p> <p><i>Inclusion and Diversity:</i> <i>The school values diversity and inclusion in its workplace culture. It recognises that individuals from diverse backgrounds may have unique perspectives and actively seeks input from all staff members to ensure that practices are inclusive and equitable.</i></p> <p><i>By nurturing a positive safety culture based on trust, collaboration, empowerment, recognition, continuous learning, leadership, and inclusion, Taoroa School creates an environment where employees feel valued, supported, and motivated to prioritise well being and safety in all aspects of their work.</i></p> |
| <p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p> | <p><i>We create a workplace culture where diversity is valued, and all employees have the opportunity to succeed and progress in their career based on their skills, qualifications, and contributions, regardless of their background or identity.</i></p> |
| <p>How do you practise impartial selection of suitably qualified persons for appointment?</p> | <p><i>Clear Job Descriptions and Selection Criteria:</i> <i>We ensure that job descriptions are clear, accurate, and inclusive.</i></p> <p><i>Unbiased Job Advertisements:</i> <i>We develop job advertisements that avoid language or requirements that could exclude certain groups of people.</i></p> <p><i>Structured Interview Processes:</i> <i>Interviews focus on assessing candidates based on their qualifications, experience, and ability to perform the job, rather than making subjective judgments.</i></p> <p><i>Diverse Interview Panels:</i> <i>Our interview panel is diverse in terms of background, experience, and perspectives. This helps mitigate unconscious bias and ensures a more balanced evaluation of candidates.</i></p> <p><i>Merit-Based Selection:</i> <i>We make decisions based solely on the merits of each candidate's qualifications, skills, and experience relative to the job requirements.</i></p> <p><i>Documentation and Transparency:</i> <i>Document all stages of the recruitment and selection process. We ensure transparency by providing feedback to candidates and keeping them informed of the process.</i></p> <p><i>Continuous Evaluation and Improvement:</i> <i>We regularly review and evaluate recruitment and selection processes to identify any potential biases or areas for improvement.</i></p> |

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| <p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? | <p>Mātauranga Māori: We actively incorporate Māori culture, language, and perspectives into its curriculum, policies, and practices. This includes the teaching of Te Reo Māori incorporating Māori history and cultural inquiry into the curriculum, and celebrating Māori cultural events and traditions.</p> <p>Community Engagement: Taoroa School engages with local Māori communities and iwi to understand their aims, aspirations for Māori. The school seeks input from Māori stakeholders to ensure that its learning programmes and environment are culturally relevant, inclusive, and responsive to the needs of Māori learners and whānau.</p> <p>Partnerships and Collaboration: The school is strengthening its partnership with local iwi, and community groups to promote greater involvement of Māori within our kura. We are working towards collaborating on curriculum development, cultural enrichment programmes, and initiatives to increase Māori achievement.</p> <p>Professional Development: Taoroa School provides professional development opportunities for staff to enhance their cultural competency and understanding of Māori perspectives and language..</p> <p>Cultural Leadership: Taoroa School fosters cultural leadership among its Māori staff and students. Māori staff members are encouraged to take on leadership roles within the school community, providing mentorship and guidance to Māori learners and advocating for their needs and aspirations.</p> <p>Curriculum and Pedagogy: The school integrates Māori perspectives, knowledge, and ways of knowing into its curriculum and pedagogy. This includes incorporating Māori perspectives across subject areas, offering opportunities for students to engage with Te Reo Māori, and Mātauranga Māori.</p> <p>Through these initiatives, Taoroa School demonstrates its commitment to recognising the aims and aspirations of Māori, to create a culturally responsive and inclusive learning and working environment for all ākonga and staff</p> |
| <p>How have you enhanced the abilities of individual employees?</p> | <p>Access to ongoing professional development, leadership opportunities within school, Professional Growth Cycles</p> |
| <p>How are you recognising the employment requirements of women?</p> | <p>Flexible working/learning Options: We recognise the multiple roles that women often juggle, including work life juggle. Our school offers flexible teaching options in job share roles, online PLD classes/staff meetings.. This enables women to pursue education and training while balancing other commitments.</p> |

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| | <i>We offer skill development programmes and workshops that equip female staff with the necessary skills and confidence to be successful educators This includes courses on curriculum, matauranga maori, leadership, well being, and communication.</i> |
| How are you recognising the employment requirements of persons with disabilities? | <i>We employ on a non discriminatory basis. As a Board we ensure that there are no employment barriers and ensure strong communication lines are in place to adapt anything when required.</i> |

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? | Yes | |
| Has this policy or programme been made available to staff? | Yes | |
| Does your EEO programme/policy include training to raise awareness of issues which may impact EEO? | | No |
| Has your EEO programme/policy appointed someone to coordinate compliance with its requirements? | | No |
| Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy? | Yes | |
| Does your EEO programme/policy set priorities and objectives? | | No |