

TAHATAI COAST SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 6742

Principal: Matt Skilton

School Address: 45 Evans Road, Papamoa, Tauranga

School Postal Address: 45 Evans Road, Papamoa, Tauranga

School Phone: 07 572 4600

School Email: tcs@tahatai.school.nz

Accountant / Service Provider: Findex NZ Limited

Members of the Board:

Name	Position
Tim Acker	Presiding Member
Matt Skilton	Principal ex Officio
Claire Wills	Parent Representative
Daniel Elliott	Parent Representative
Cory Sweeney	Parent Representative
Donna Te Wheoro	Parent Representative
Dee Piermarini	Parent Representative
Gemma Tebble	Staff Representative
Ngākohu Papuni	Ngā Potiki Representative

TAHATAI COAST SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Tahatai Coast School

Statement of Responsibility

For the year ended 31 December 2024

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

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

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

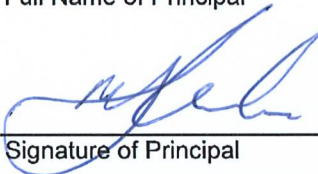
The School's 2024 financial statements are authorised for issue by the Board.

Timothy Lewis Acker
Full Name of Presiding Member


Signature of Presiding Member

22/5/25
Date:

Matthew Skilton
Full Name of Principal


Signature of Principal

22/5/2025
Date:

Tahatai Coast School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	7,669,261	1,449,384	7,310,522
Locally Raised Funds	3	592,602	518,382	578,643
Interest		45,488	30,000	35,606
Gain on Sale of Property, Plant and Equipment		-	-	5,562
Total Revenue		8,307,350	1,997,766	7,930,333
Expense				
Locally Raised Funds	3	382,551	269,486	390,172
Learning Resources	4	5,624,409	882,339	5,280,651
Administration	5	320,626	319,808	276,206
Interest		10,047	13,200	12,266
Property	6	1,755,403	337,372	1,618,844
Other Expense	7	1,955	2,700	2,250
Loss on Disposal of Property, Plant and Equipment		5,800	-	-
Total Expense		8,100,791	1,824,905	7,580,389
Net Surplus / (Deficit) for the year		206,559	172,861	349,944
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		206,559	172,861	349,944

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

Tahatai Coast School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		1,839,875	1,839,875	1,489,931
Total comprehensive revenue and expense for the year		206,559	172,861	349,944
Contribution - Furniture and Equipment Grant		24,001	-	-
Equity at 31 December		2,070,435	2,012,736	1,839,875
Accumulated comprehensive revenue and expense		2,070,435	2,012,736	1,839,875
Equity at 31 December		2,070,435	2,012,736	1,839,875

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.

Tahatai Coast School
Statement of Financial Position
As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	8	1,531,878	1,492,860	1,444,972
Accounts Receivable	9	492,020	440,463	352,512
GST Receivable		12,777	15,000	-
Prepayments		49,586	50,000	25,534
Inventories	10	24,474	24,332	24,332
Funds Receivable for Capital Works Projects	16	-	-	13,301
		2,110,735	2,022,655	1,860,651
Current Liabilities				
GST Payable		-	-	3,413
Accounts Payable	12	581,619	532,100	422,044
Revenue Received in Advance	13	241,609	240,000	213,459
Provision for Cyclical Maintenance	14	-	9,797	9,797
Finance Lease Liability	15	70,499	66,627	85,667
Funds held for Capital Works Projects	16	120,525	120,000	97,934
		1,014,252	968,524	832,314
Working Capital Surplus/(Deficit)		1,096,483	1,054,131	1,028,337
Non-current Assets				
Property, Plant and Equipment	11	1,088,800	1,044,395	967,850
		1,088,800	1,044,395	967,850
Non-current Liabilities				
Provision for Cyclical Maintenance	14	69,435	40,377	50,174
Finance Lease Liability	15	45,412	45,412	106,138
		114,847	85,789	156,312
Net Assets		2,070,435	2,012,737	1,839,875
Equity		2,070,435	2,012,736	1,839,875

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

Tahatai Coast School

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		1,937,157	1,700,950	1,793,853
Locally Raised Funds		184,301	90,027	336,273
International Students		347,408	366,945	293,241
Goods and Services Tax (net)		(16,190)	(18,413)	32,988
Payments to Employees		(1,160,445)	(745,000)	(892,257)
Payments to Suppliers		(856,570)	(766,268)	(923,454)
Interest Paid		(10,047)	(13,200)	(12,266)
Interest Received		45,488	30,000	35,606
Net cash from/(to) Operating Activities		471,102	645,041	663,984
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		1,430	-	5,562
Purchase of Property Plant & Equipment (and Intangibles)		(356,677)	(306,568)	(169,877)
Net cash from/(to) Investing Activities		(355,247)	(306,568)	(164,315)
Cash flows from Financing Activities				
Contributions from Ministry of Education		24,001	-	-
Finance Lease Payments		(88,842)	(72,117)	(79,819)
Funds Administered on Behalf of Other Parties		35,892	35,367	127,757
Net cash from/(to) Financing Activities		(28,949)	(36,750)	47,938
Net increase/(decrease) in cash and cash equivalents		86,906	301,723	547,607
Cash and cash equivalents at the beginning of the year	8	1,444,972	1,191,137	897,365
Cash and cash equivalents at the end of the year	8	1,531,878	1,492,860	1,444,972

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.

Tahatai Coast School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) 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 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.

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	6 - 50 years
Furniture and Equipment	10-15 years
Information and Communication Technology	5 years
Intangible Assets	3 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of lease
Library Resources	12.5% diminishing value

j) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information.

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) Revenue Received in Advance

Revenue received in advance relates to fees received from international students where there are unfulfilled obligations for the Group 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 international students, should the School be unable to provide the services to which they relate.

n) 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.

o) 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.

p) Financial Instruments

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

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

q) 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.

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Government Grants - Ministry of Education	1,892,489	1,379,384	1,793,853
Teachers' Salaries Grants	4,344,800	-	4,252,815
Use of Land and Buildings Grants	1,387,303	-	1,263,854
Other Government Grants	44,669	70,000	-
	<u>7,669,261</u>	<u>1,449,384</u>	<u>7,310,522</u>

3. Locally Raised Funds

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Revenue			
Donations and Bequests	36,752	122,982	2,761
Fees for Extra Curricular Activities	97,899	-	180,360
Trading	61,733	-	71,500
Fundraising and Community Grants	26,089	15,000	10,454
Other Revenue	50,871	39,996	34,599
International Student Fees	319,258	340,404	278,969
	<u>592,602</u>	<u>518,382</u>	<u>578,643</u>
Expense			
Extra Curricular Activities Costs	155,558	123,582	220,300
Trading	62,342	5,000	78,162
Fundraising and Community Grant Costs	4,649	300	400
International Student - Employee Benefits - Salaries	104,390	79,248	31,738
International Student - Other Expenses	55,612	61,356	59,572
	<u>382,551</u>	<u>269,486</u>	<u>390,172</u>
Surplus/ (Deficit) for the year Locally Raised Funds	<u>210,051</u>	<u>248,896</u>	<u>188,471</u>

4. Learning Resources

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Curricular	114,184	118,016	99,394
Information and Communication Technology	3,007	3,300	1,838
Employee Benefits - Salaries	5,184,892	465,648	4,919,032
Staff Development	76,692	70,000	28,528
Depreciation	244,488	222,375	231,133
Other Learning Resources	1,146	3,000	726
	<u>5,624,409</u>	<u>882,339</u>	<u>5,280,651</u>

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	10,431	7,500	7,726
Board Fees and Expenses	12,662	9,828	9,509
Operating Leases	1,460	12,000	1,127
Other Administration Expenses	108,155	120,812	90,207
Employee Benefits - Salaries	156,382	141,864	140,990
Insurance	15,047	17,004	10,766
Service Providers, Contractors and Consultancy	16,489	10,800	15,881
	<u>320,626</u>	<u>319,808</u>	<u>276,206</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	102,520	105,588	110,668
Cyclical Maintenance	25,483	5,904	38,658
Heat, Light and Water	39,551	41,760	36,442
Rates	16,931	16,140	15,247
Repairs and Maintenance	46,759	30,300	29,500
Use of Land and Buildings	1,387,303	-	1,263,854
Employee Benefits - Salaries	60,582	58,240	57,686
Other Property Expenses	76,274	79,440	66,789
	<u>1,755,403</u>	<u>337,372</u>	<u>1,618,844</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. Other Expense

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Transport	1,955	2,700	2,250
	<u>1,955</u>	<u>2,700</u>	<u>2,250</u>

8. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	1,531,878	1,492,860	1,444,972
Cash and cash equivalents for Statement of Cash Flows	<u>1,531,878</u>	<u>1,492,860</u>	<u>1,444,972</u>

Of the \$1,531,878 Cash and Cash Equivalents, \$120,525 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$1,531,878 Cash and Cash Equivalents, \$241,609 of Revenue Received in Advance is held by the School, as disclosed in note 13.

9. Accounts Receivable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Receivables	98,048	100,000	12,049
Teacher Salaries Grant Receivable	393,972	340,463	340,463
	<u>492,020</u>	<u>440,463</u>	<u>352,512</u>
Receivables from Exchange Transactions	98,048	100,000	12,049
Receivables from Non-Exchange Transactions	393,972	340,463	340,463
	<u>492,020</u>	<u>440,463</u>	<u>352,512</u>

10. Inventories

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
School Uniforms	24,474	24,332	24,332
	<u>24,474</u>	<u>24,332</u>	<u>24,332</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	236,051	238,504	-	-	(27,336)	447,218
Furniture and Equipment	404,878	97,508	-	-	(93,661)	408,725
Information and Communication Technology	16,859	11,763	(7,230)	-	(7,193)	14,199
Intangible Assets	6,472	5,696	-	-	(1,080)	11,088
Motor Vehicles	78,776	-	-	-	(20,882)	57,894
Leased Assets	183,861	12,949	-	-	(87,046)	109,764
Library Resources	40,952	6,251	-	-	(7,290)	39,913
	<u>967,850</u>	<u>372,669</u>	<u>(7,230)</u>	<u>-</u>	<u>(244,488)</u>	<u>1,088,800</u>

The net carrying value of furniture and equipment held under a finance lease is \$109,764 (2023: \$183,861).

Restrictions

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

	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	532,644	(85,426)	447,218	294,141	(58,090)	236,051
Furniture and Equipment	1,228,089	(819,364)	408,725	1,133,715	(728,836)	404,878
Information and Communication Technology	59,660	(45,461)	14,199	58,403	(41,544)	16,859
Intangible Assets	19,188	(8,100)	11,088	13,492	(7,020)	6,472
Motor Vehicles	99,437	(41,543)	57,894	99,437	(20,661)	78,776
Leased Assets	291,450	(181,686)	109,764	289,099	(105,237)	183,861
Library Resources	205,543	(165,630)	39,913	199,292	(158,340)	40,952
	<u>2,436,011</u>	<u>(1,347,210)</u>	<u>1,088,800</u>	<u>2,087,579</u>	<u>(1,119,728)</u>	<u>967,850</u>

12. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	138,178	140,000	29,944
Accruals	37,288	40,457	40,457
Employee Entitlements - Salaries	393,972	340,463	340,463
Employee Entitlements - Leave Accrual	12,181	11,180	11,180
	<u>581,619</u>	<u>532,100</u>	<u>422,044</u>
Payables for Exchange Transactions	581,619	532,100	422,044
	<u>581,619</u>	<u>532,100</u>	<u>422,044</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
International Student Fees in Advance	241,609	240,000	213,459
	<u>241,609</u>	<u>240,000</u>	<u>213,459</u>

14. Provision for Cyclical Maintenance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Provision at the Start of the Year	59,971	50,174	35,228
Increase to the Provision During the Year	25,483	5,904	38,658
Use of the Provision During the Year	(16,019)	-	(13,915)
Provision at the End of the Year	<u>69,435</u>	<u>56,078</u>	<u>59,971</u>
Cyclical Maintenance - Current	-	9,797	9,797
Cyclical Maintenance - Non current	69,435	40,377	50,174
	<u>69,435</u>	<u>50,174</u>	<u>59,971</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 schools painting contract.

15. Finance Lease Liability

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
No Later than One Year	70,499	-	85,667
Later than One Year and no Later than Five Years	45,412	-	106,138
	<u>115,911</u>	<u>-</u>	<u>191,805</u>
Represented by			
Finance lease liability - Current	70,499	66,627	85,667
Finance lease liability - Non current	45,412	45,412	106,138
	<u>115,911</u>	<u>112,039</u>	<u>191,805</u>

16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 8, and includes retentions on the projects, if applicable.

	2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
B.H.K & Korora Remedial	<i>in progress</i>	(5,349)	5,414	-	-	65
Fire System Upgrade	<i>in progress</i>	62,162	50,191	(1,915)	-	110,438
Lockdown/PA System	<i>completed</i>	(7,497)	15,477	(7,980)	-	-
Hall Basement Repairs	<i>in progress</i>	(455)	18,189	(17,734)	-	-
LSPM	<i>completed</i>	35,772	2,890	(38,662)	-	-
Hall Boys Toilet Remediation	<i>in progress</i>	-	15,361	(5,339)	-	10,022
Totals		84,633	107,522	(71,630)	-	120,525

Represented by:

Funds Held on Behalf of the Ministry of Education	120,525
Funds Receivable from the Ministry of Education	-

	2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
B.H.K & Korora Remedial	<i>in progress</i>	(5,349)	-	-	-	(5,349)
Fire System Upgrade	<i>in progress</i>	(1,126)	63,287	-	-	62,162
Lockdown/PA System	<i>in progress</i>	(1,950)	71,814	(77,361)	-	(7,497)
Tower Ventilation	<i>completed</i>	(9,517)	5,444	-	4,073	-
Window Replacement Tower Block	<i>completed</i>	(19,758)	552,024	(532,266)	-	-
Basketball Court	<i>completed</i>	-	1,739	(1,739)	-	-
Hall Basement Repairs	<i>in progress</i>	-	-	(455)	-	(455)
LSPM	<i>in progress</i>	-	36,972	(1,200)	-	35,772
Admin Building	<i>completed</i>	-	1,134	(1,134)	-	-
Totals		(43,123)	737,840	(614,156)	4,073	84,633

Represented by:

Funds Held on Behalf of the Ministry of Education	97,934
Funds Receivable from the Ministry of Education	(13,301)

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,525	3,000
<i>Leadership Team</i>		
Remuneration	561,989	554,820
Full-time equivalent members	4	4
Total key management personnel remuneration	565,514	557,820

There are 8 members of the Board excluding the Principal. The Board has held 9 full meetings of the Board in the year. The Board also has Finance (3 members) and Property (3 members) committees that meet monthly and quarterly respectively. 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 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180-190	190-200
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	0	0

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100-110	12	11
111-120	3	3
121-130	2	2
131-140	1	0
	18	16

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

19. Compensation and Other Benefits Upon Leaving

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

	2024 Actual \$0	2023 Actual \$0
Total		
Number of People	0	0

20. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

21. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$122,167 (2023:\$68,574) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
	\$
Fire System Upgrade	110,438
Hall Boys Toilet Remediation	11,729
Total	122,167

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

22. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Cash and Cash Equivalents	1,531,878	1,492,860	1,444,972
Receivables	492,020	440,463	352,512
Total financial assets measured at amortised cost	2,023,898	1,933,323	1,797,484

Financial liabilities measured at amortised cost

Payables	581,619	532,100	422,044
Finance Leases	115,911	112,039	191,805
Total financial liabilities measured at amortised cost	697,530	644,139	613,849

23. Events After Balance Date

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

24. Comparatives

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

KiwiSport

KiwiSport funding for the year ended 2024 was \$12,455 (2023:\$11,520). All funds were spent of Sports Administrator wages.

Good Employer Statement

Our School met our obligations to provide good and safe working conditions by following our health and safety policies. We provide equal employment opportunities to our employees by promoting professional development training and conducting performance review in accordance with our Employer Responsibility Policy. We practise impartial selection of suitably qualified persons for appointment through our independent selection committee that is delegated by the Board.

How we have given effect to Te Tiriti o Waitangi

Tahatai Coast School recognises its responsibilities in relation to Te Tiriti o Waitangi and because of its particular geographical location observes Ngāi Te Rangi & Ngā Pōtiki.

We are committed to ensuring that Māori students enjoy and achieve success as Māori. This commitment underpins our school planning and directions. Culturally responsive and relational pedagogies underpin teaching and learning practices at Tahatai Coast School. All students and staff will be expected to develop an understanding and appreciation of Te Ao Māori, Tikanga and Te Reo Māori. Language learning programmes will be available at all year levels. Where Māori enjoy and achieve success as Māori, we aim to develop policies and practices that reflect New Zealand's cultural diversity and the unique position of the Māori culture.

Education in Te Reo Māori at Tahatai Coast School aims to:

- recognise Te Reo Māori as an official language of Aotearoa/New Zealand
- install an interest in Te Reo Māori in all students; connecting with the language, culture and people
- develop an awareness of local iwi and hapū in relation to iwi and hapū across the motu
- develop an understanding of and invite students to participate in Marae Tikanga

Statement of Variance Reporting



School Name:	Tahatai Coast School	School Number: 6742
Strategic Aims 2024 - 2026:	<ul style="list-style-type: none"> ● LEARNING - Creating the best possible learning opportunities. ● CULTURE - Fostering and celebrating diversity. ● COMMUNITY - Collaborating positively together. 	
Annual Aims 2024:	<p>LEARNING</p> <ul style="list-style-type: none"> ● Provide an authentic, innovative, localised curriculum. ● Use data to inform sound pedagogical practice that is differentiated to meet the diverse range of learning needs. <p>CULTURE</p> <ul style="list-style-type: none"> ● Celebrate and embrace Te Ao Māori at Tahatai Coast School. ● Develop leadership capabilities to enhance the effectiveness and delivery of quality teaching and learning. <p>COMMUNITY</p> <ul style="list-style-type: none"> ● Foster important partnerships with whānau and the community. ● Create a school culture where we celebrate and share within Tahatai Coast School. 	
Targets 2024:	<p>Reading</p> <ul style="list-style-type: none"> ● To have 83% of all our tamariki reading at or above the expected level. ● To have 70% of our Māori males reading at or above the expected level. ● To have 76% of our Māori tamariki reading at or above the expected level. ● To have 72% of our Year 3 Māori tamariki reading at or above the expected level. ● To have 50% of our Year 4 Māori males reading at or above the expected level. <p>Writing</p> <ul style="list-style-type: none"> ● To have 70% of all our tamariki writing at or above the expected level. ● To have 60% of our males writing at or above the expected level. ● To have 50% of our Māori males writing at or above the expected level. ● To have 60% of our Year 3 Māori males writing at or above the expected level. ● To have 50% of our Year 4 Māori males writing at or above the expected level. ● To have 50% of our Year 5 Māori males writing at or above the expected level. 	

	<p>Maths</p> <ul style="list-style-type: none"> To have 81% of all our tamariki at or above the expected level in numeracy To have 76% of our Māori tamariki at or above the expected level in numeracy To have 50% of our Year 4 Māori males at or above the expected level in numeracy To have 64% of our Year 5 Māori tamariki at or above the expected level in numeracy
<p>Baseline Data:</p>	<p>Reading</p> <ul style="list-style-type: none"> We had 81% of our tamariki achieving at or above the expected level in reading in 2023. We had 67% of our Māori males achieving at or above the expected level in reading in 2023. We had 74% of our Māori tamariki achieving at or above the expected level in reading in 2023. We had 67% of our Year 3 Māori tamariki at or above the expected level in reading in 2023. We had 10% of our Year 4 Māori males at or above the expected level in reading in 2023. <p>Writing</p> <ul style="list-style-type: none"> We had 65% of all our tamariki writing at or above the expected level in 2023. We had 56% of our males writing at or above the expected level in 2023. We had 39% of our Māori males writing at or above the expected level in 2023. We had 57% of our Year 3 Māori males writing at or above the expected level in 2023. We had 0% of our Year 4 Māori males writing at or above the expected level in 2023. We had 41% of our Year 5 Māori males writing at or above the expected level in 2023. <p>Maths</p> <ul style="list-style-type: none"> We had 79% of all our tamariki at or above the expected level in numeracy in 2023. We had 74% of our Māori tamariki at or above the expected level in numeracy in 2023. We had 40% of our Year 4 Māori males at or above the expected level in numeracy in 2023. We had 58% of our Year 5 Māori tamariki at or above the expected level in numeracy in 2023.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																																
<p>Overall: Target Students in Literacy and Numeracy: Used assessment information, OTJs and other data to gather evidence, identified target children and developed strategies designed to accelerate progress.</p> <p>Writing moderation across Whānau.</p> <p>Continued implementation of Te Reo Māori/Histories Curriculum.</p> <p>Thought critically about the data and which students we could further extend (i.e) moving those from 'at' to 'above'.</p> <p>Improved consistencies in practice, expectations and delivery - What are the consistent practices? Highly effective teaching practices? Integration of writing across the curriculum areas.</p> <p>CoL areas of focus - transitioning, SENCO/Learning Support, Identity and Culture. Continued</p>	<p>Reading To have 83% of all our tamariki reading at or above the expected level - 77% achieved in 2024.</p> <p>To have 70% of our Māori males reading at or above the expected level - 64% achieved in 2024.</p> <p>To have 76% of our Māori tamariki reading at or above the expected level - 72% achieved in 2024.</p> <p>To have 72% of our Year 3 Māori tamariki reading at or above the expected level - 74% achieved in 2024.</p> <p>To have 50% of our Year 4 Māori males reading at or above the expected level - 18% achieved in 2024.</p> <p>Writing To have 70% of all our tamariki writing at or above the expected level - 66% achieved in 2024.</p>	<p>Reading</p> <ul style="list-style-type: none"> 2/5 targets made progress from 2023-2024 1/5 targets reached in reading Year 4 Māori boys - Continued focus <table border="1"> <thead> <tr> <th>Reading OTJ's</th><th>2022</th><th>2023</th><th>2024</th></tr> </thead> <tbody> <tr> <td>Māori (At/Above %)</td><td>66.9%</td><td>74.4%</td><td>72%</td></tr> <tr> <td>All Students (At/Above %)</td><td>78%</td><td>81.3%</td><td>77%</td></tr> <tr> <td>% Difference</td><td>11.1%</td><td>6.9%</td><td>5%</td></tr> </tbody> </table> <p>Writing</p> <ul style="list-style-type: none"> 6/6 targets made progress from 2023-2024 1/6 targets reached in writing Year 3 Māori male - from 57% to 67% at/above. Māori male writing, especially Year 4. <table border="1"> <thead> <tr> <th>Writing OTJ's</th><th>2022</th><th>2023</th><th>2024</th></tr> </thead> <tbody> <tr> <td>Māori (At/Above %)</td><td>53.6%</td><td>55.6%</td><td>59%</td></tr> <tr> <td>All Students (At/Above %)</td><td>68.5%</td><td>65.4%</td><td>66.4%</td></tr> <tr> <td>% Difference</td><td>14.9%</td><td>9.8%</td><td>7.4%</td></tr> </tbody> </table>	Reading OTJ's	2022	2023	2024	Māori (At/Above %)	66.9%	74.4%	72%	All Students (At/Above %)	78%	81.3%	77%	% Difference	11.1%	6.9%	5%	Writing OTJ's	2022	2023	2024	Māori (At/Above %)	53.6%	55.6%	59%	All Students (At/Above %)	68.5%	65.4%	66.4%	% Difference	14.9%	9.8%	7.4%	<p>Literacy Literacy Leaders to consolidate with staff the use of iDeal platform.</p> <p>Increase number of staff participating in MoE Cohort of iDeal Structured Literacy PLD. Y0-3 started in 2024 (cohort 2), all Y4-6 staff, new staff 0-3 and many release staff and support staff are all engaging in the PLD for 2025 (cohort 3)</p> <p>Longer term monitoring of the effectiveness/progress using iDeal data.</p> <p>Writing to become a focus for 2025. Writers toolbox to be implemented in Y4-6 classes.</p> <p>Maths We will use PR1ME maths as a major resource across the school. This will be supplemented by the use of rich problem solving activities. We will review teaching practice to ensure we are covering the NZC and that it is being delivered correctly across the kura.</p>
Reading OTJ's	2022	2023	2024																																
Māori (At/Above %)	66.9%	74.4%	72%																																
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Tātaritanga raraunga

<p>implementation of the outcomes of this mahi.</p> <p>Continued to monitor the effect of learning interventions, i.e. Quick 60, ESOL.</p> <p>Tighter review/monitoring of children working below - Consistent 'picking up' of these children. What further instruction were they receiving?</p> <p>Review of whole school targets with the Leadership team. Setting of 2024 targets with Whānau Leaders and their teams. Bringing more ownership and a collective responsibility to work towards improvement.</p> <p>We Live and We Learn Explorer Competencies - embedded in everyday practice, students being able to talk about these, understand the scaffolding of these (matrix).</p> <p>Three reports to the Principal</p>	<p>To have 60% of our males writing at or above the expected level - 57% achieved in 2024.</p> <p>To have 50% of our Māori males writing at or above the expected level - 46% achieved in 2024.</p> <p>To have 60% of our Year 3 Māori males writing at or above the expected level - 67% achieved in 2024.</p> <p>To have 50% of our Year 4 Māori males writing at or above the expected level - 0% achieved in 2024.</p> <p>To have 50% of our Year 5 Māori males writing at or above the expected level - 48% achieved in 2024.</p> <p>Maths To have 81% of all our tamariki at or above the expected level in numeracy - 83% achieved in 2024.</p> <p>To have 76% of our Māori tamariki at or above the expected</p>	<p>Maths</p> <ul style="list-style-type: none"> 3/4 targets made progress from 2023-2024. 3/4 targets reached in maths. 83% achieving at/above. 77% of our Māori tamariki. Year 4 Māori males. 58% to 74% Year 5 Māori tamariki at/above. <table border="1"> <thead> <tr> <th>Mathematics OTJ's</th><th>2022</th><th>2023</th><th>2024</th></tr> </thead> <tbody> <tr> <td>Māori (At/Above %)</td><td>70.8%</td><td>73.9%</td><td>77.4%</td></tr> <tr> <td>All Students (At/Above %)</td><td>78.8%</td><td>79%</td><td>83%</td></tr> <tr> <td>% Difference</td><td>8%</td><td>5.1%</td><td>5%</td></tr> </tbody> </table> <p>Why did this happen? Lack of consistency in literacy practices across the kura especially in the teaching of a structured literacy programme and writing.</p> <p>Continual focus on the learning needs of our tamariki Māori with a holistic view.</p> <p>The Whakamana Māori Programme has been very successful in many aspects including the building of self-esteem, knowledge of tikanga, reo Māori, mana and the celebration of who the</p>	Mathematics OTJ's	2022	2023	2024	Māori (At/Above %)	70.8%	73.9%	77.4%	All Students (At/Above %)	78.8%	79%	83%	% Difference	8%	5.1%	5%	<p>Te Reo Māori All kaimahi at Tahatai will use their 2024 learning of te reo Māori in class. Kaimahi increased confidence to correctly use more te reo Māori in their daily classroom practice. Any new staff will be supported in the teams through a collaborative approach to planning.</p> <p>Whakamana Māori Programme The Whakamana Māori Programme will continue in 2025.</p> <p>Target Setting Continue with robust and clear setting of 2025 targets with staff from the data (ownership and collective responsibility).</p> <p>These are reviewed continually through Whānau Hui and there is a mid-year and end-of-year review of these targets to the BoT.</p> <p>Coaching Investment in Pedagogical coaching for the SLT and Curriculum Leaders to enhance the leadership of effective practices in Literacy and Numeracy.</p>
Mathematics OTJ's	2022	2023	2024																
Māori (At/Above %)	70.8%	73.9%	77.4%																
All Students (At/Above %)	78.8%	79%	83%																
% Difference	8%	5.1%	5%																

<p>providing updates on progress against the achievement of the targets (target setting, Mid-year and EOY).</p> <p>The Board was reported twice about the achievement of students in reading, writing and maths (school wide analysis of progress and achievement).</p>	<p>level in numeracy - 77% achieved in 2024.</p> <p>To have 50% of our Year 4 Māori males at or above the expected level in numeracy - 36% achieved in 2024.</p> <p>To have 64% of our Year 5 Māori tamariki at or above the expected level in numeracy - 74% achieved in 2024.</p>	<p>ākonga are as Māori. 'Being Māori is my Superpower' is a theme that has been embedded in this programme.</p> <p>Whole school and Whānau (Teams) target setting has kept us moving forwards in terms of where we want our Tahatai students to be achieving. There are clear systems to identify cohorts, gender, ethnicities and individual tamariki to target and the way in which these are reported and reflected upon. There is greater leadership and ownership of these targets by Whānau Leaders with their kaiako.</p>	<p>Whānau Evenings Hosting Literacy and Numeracy evenings for parents to learn more about current practice/changes to the curriculum and ways to support learning at home.</p>
<p>Planning for next year:</p>			
<p>Strategic Aim 2024 - 2026 LEARNING - Creating the best possible learning opportunities.</p>			
<ul style="list-style-type: none"> ● Annual Aim 2025 Use data to inform sound pedagogical practice. ● Actions 2025 <ul style="list-style-type: none"> <input type="checkbox"/> Teams to track and discuss learning needs as part of their professional growth cycle and team discussions. <input type="checkbox"/> Teams implement a range of initiatives and evaluate their success to improve achievement. 			
<ul style="list-style-type: none"> ● Annual Aim 2025 Differentiate learning to meet diverse needs. ● Actions 2025 <ul style="list-style-type: none"> <input type="checkbox"/> Formative assessment is used in all core subjects to ensure teachers are targeting the diverse needs of their ākonga <input type="checkbox"/> Create an environment where tamariki are connected to their culture and feel confident in their identity. <input type="checkbox"/> Plan, implement and assess the effectiveness of a variety of interventions to support learning in Literacy and Numeracy. 			

Strategic Aim 2024 - 2026 CULTURE - Fostering and celebrating diversity.

- Annual Aim 2025 Celebrate and embrace Te Ao Māori at Tahatai Coast School
- Actions 2025
 - ☐ Continue to develop culturally sustaining practices that support our Tamariki Māori and all children.
 - ☐ Ākonga and Kaiako engage in the Kapa Haka specialist programme to further enhance their Te Reo Māori and confidence for singing waiata.
 - ☐ Provide the Whakamana Māori Programme for Tamariki Māori to immerse themselves in Te Ao Māori.
- Annual Aim 2025 Develop leadership capabilities to enhance the effectiveness and delivery of quality teaching and learning.
- Actions 2025
 - ☐ Provide PLD on Pedagogical Coaching for curriculum leads to further develop their leadership capability and effectiveness.
 - ☐ SLT to provide regular coaching for Whānau Leaders.
 - ☐ Create professional development opportunities where possible for school leaders that create a sense of excitement, value and grow their leadership capabilities.

Strategic Aim 2024 - 2026 COMMUNITY - Collaborating positively together.

- Annual Aim 2025 Foster important partnerships with whānau and the community.
- Actions 2025
 - ☐ Plan opportunities for whānau to engage with the school and have a voice.
 - ☐ Maintain and enhance existing partnerships (relationships) with Ngā Pōtiki and Ngai Te Rangi.
 - ☐ Maintain positive partnerships with our Kahui Ako, to develop cultural connections, curriculum delivery and learning support.
 - ☐ Maintain a positive working partnership with our Parent-teacher Association.
- Annual Aim 2025 Create a school culture where we celebrate and share within Tahatai Coast School.
- Actions 2025
 - ☐ Actively look at ways that we can celebrate and share learning achievements with our children and their whānau.
 - ☐ Review reporting to parents to ensure it is timely, fit for purpose, up to date, and meets requirements.

Independent Auditor's Report

To the Readers of Tahatai Coast School's Financial Statements

For the Year Ended 31 December 2024

The Auditor-General is the auditor of Tahatai Coast School (the School). The Auditor-General has appointed me, Craig Rossouw, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 16, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2024; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 23 May 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report. We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities, 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 assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included in the annual report being the Kiwisport Report, Good Employer Statement, Members of the Board of Trustees, Te Tiriti o Waitangi Statement and Statement of Variance, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Craig Rossouw

William Buck Audit (NZ) Limited

On behalf of the Auditor-General

Tauranga, New Zealand