

TAURANGA PRIMARY SCHOOL



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 1991

Principal: Fiona Hawes

School Address: 31 Fifth Ave, Tauranga

School Postal Address: as above

School Phone: 07 578-5528

School Email: office@tauranga.school.nz

Accountant / Service Provider: 

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Aaron Moores	Presiding Member	Elected	Resigned Dec-24
Fiona Hawes	Principal ex Officio	ex Officio	
Brad Garner	Parent Representative	Elected	Sept-25
Euan Rutherford	Parent Representative	Elected	Sept-25
Anna Bell Booth	Parent Representative	Elected	Resigned Mar-24
Lauren Stull	Parent Representative	Elected	Sept-25
Dave Medley	Staff Representative	Elected	Sept-25
Stewart Ngatai	Parent Representative	Co-Opted	Resigned Jun-24
Sam Hartnett	Parent Representative	Co-Opted	Sept-25
Holly Hawkins	Parent Representative	Co-Opted	Sept-25

Auditor: William Buck

TAURANGA PRIMARY SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Tauranga Primary School

Statement of Responsibility

For the year ended 31 December 2024

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

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

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

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

Lauren Nicole Stull

Full Name of Presiding Member

[Signature]

Signature of Presiding Member

2 May 2025

Date:

Fiona Louise Hawer

Full Name of Principal

[Signature]

Signature of Principal

2 May 2025

Date:

Tauranga Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	4,639,306	1,072,897	4,253,963
Locally Raised Funds	3	358,720	235,698	372,592
Interest		79,519	55,000	66,946
Gain on Sale of Property, Plant and Equipment		2,865	-	-
Total Revenue		5,080,410	1,363,595	4,693,501
Expense				
Locally Raised Funds	3	136,797	58,000	129,343
Learning Resources	4	3,467,508	877,158	3,127,566
Administration	5	230,520	250,003	220,825
Interest		3,174	3,000	2,996
Property	6	1,114,227	332,710	1,019,266
Loss on Disposal of Property, Plant and Equipment		2,781	-	2,934
Total Expense		4,955,007	1,520,871	4,502,930
Net Surplus / (Deficit) for the year		125,403	(157,276)	190,571
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		125,403	(157,276)	190,571

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

Tauranga Primary School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		1,924,249	1,733,622	1,733,622
Total comprehensive revenue and expense for the year		125,403	(157,276)	190,571
Contribution - Furniture and Equipment Grant		26,054	-	56
Equity at 31 December		2,075,706	1,576,346	1,924,249
Accumulated comprehensive revenue and expense		2,075,706	1,576,346	1,924,249
Equity at 31 December		2,075,706	1,576,346	1,924,249

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.

Tauranga Primary School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	96,951	180,867	178,953
Accounts Receivable	8	284,338	270,163	270,163
GST Receivable		30,295	32,405	32,405
Prepayments		17,435	11,414	11,414
Inventories	9	29,116	28,992	28,992
Investments	10	1,300,000	850,000	1,050,000
Funds Receivable for Capital Works Projects	17	-	-	9,817
		1,758,135	1,373,841	1,581,744
Current Liabilities				
Accounts Payable	12	294,294	291,135	291,135
Revenue Received in Advance	13	142,558	96,081	94,154
Provision for Cyclical Maintenance	14	2,233	58,931	58,931
Finance Lease Liability	15	19,354	20,682	20,682
Funds held in Trust	16	2,774	-	1,927
Funds held for Capital Works Projects	17	4,724	-	-
		465,937	466,829	466,829
Working Capital Surplus/(Deficit)		1,292,198	907,012	1,114,915
Non-current Assets				
Property, Plant and Equipment	11	989,352	791,604	931,604
		989,352	791,604	931,604
Non-current Liabilities				
Provision for Cyclical Maintenance	14	196,806	103,322	103,322
Finance Lease Liability	15	9,038	18,948	18,948
		205,844	122,270	122,270
Net Assets		2,075,706	1,576,346	1,924,249
Equity		2,075,706	1,576,346	1,924,249

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

Tauranga Primary School

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		1,283,050	1,190,200	1,061,285
Locally Raised Funds		236,844	101,401	247,297
International Students		169,822	114,207	121,437
Goods and Services Tax (net)		2,109	(17,405)	(15,962)
Payments to Employees		(822,217)	(754,381)	(603,841)
Payments to Suppliers		(592,511)	(544,852)	(545,839)
Interest Paid		(3,174)	(3,000)	(2,996)
Interest Received		65,701	31,238	50,751
Net cash from/(to) Operating Activities		339,624	117,408	312,132
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		84	-	1,275
Purchase of Property Plant & Equipment (and Intangibles)		(195,615)	(2,665)	(283,582)
Purchase of Investments		(250,000)	-	-
Proceeds from Sale of Investments		-	-	81,745
Net cash from/(to) Investing Activities		(445,531)	(2,665)	(200,562)
Cash flows from Financing Activities				
Furniture and Equipment Grant		26,054	-	56
Finance Lease Payments		(17,537)	(15,447)	(21,626)
Funds Administered on Behalf of Other Parties		15,388	-	(9,818)
Net cash from/(to) Financing Activities		23,905	(15,447)	(31,388)
Net increase/(decrease) in cash and cash equivalents		(82,002)	99,296	80,182
Cash and cash equivalents at the beginning of the year	7	178,953	81,571	98,771
Cash and cash equivalents at the end of the year	7	96,951	180,867	178,953

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.

Tauranga Primary School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 22.

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) 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 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	10–75 years
Board-owned Buildings	10–50 years
Furniture and Equipment	10–15 years
Information and Communication Technology	4–5 years
Motor Vehicles	5 years
Textbooks	2 years
Intangible Assets	3 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

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.

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 international students and grants received 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.

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 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.

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, 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.

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Government Grants - Ministry of Education	1,222,436	1,065,097	1,052,864
Teachers' Salaries Grants	2,602,220	-	2,447,714
Use of Land and Buildings Grants	776,458	7,800	724,688
Other Government Grants	38,192	-	28,697
	<u>4,639,306</u>	<u>1,072,897</u>	<u>4,253,963</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	21,314	24,100	21,043
Fees for Extra Curricular Activities	24,035	13,098	12,383
Trading	57,110	5,000	61,536
Fundraising and Community Grants	109,320	26,500	140,597
Other Revenue	12,608	40,000	12,281
International Student Fees	134,333	127,000	124,752
	<u>358,720</u>	<u>235,698</u>	<u>372,592</u>
Expense			
Extra Curricular Activities Costs	15,016	-	12,391
Trading	53,226	-	56,864
Fundraising and Community Grant Costs	12,587	-	13,173
International Student - Employee Benefits - Salaries	24,700	25,000	21,731
International Student - Other Expenses	31,268	33,000	25,184
	<u>136,797</u>	<u>58,000</u>	<u>129,343</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>221,923</u>	<u>177,698</u>	<u>243,249</u>

4. Learning Resources

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Curricular	133,982	154,230	100,683
Information and Communication Technology	17,770	17,000	17,010
Employee Benefits - Salaries	3,134,621	500,600	2,844,572
Staff Development	35,398	63,928	31,500
Depreciation	144,167	140,000	132,594
Other Learning Resources	1,570	1,400	1,207
	<u>3,467,508</u>	<u>877,158</u>	<u>3,127,566</u>

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	10,461	7,000	7,452
Board Fees and Expenses	10,705	13,540	13,951
Operating Leases	1,397	1,933	1,428
Other Administration Expenses	18,566	25,830	22,646
Employee Benefits - Salaries	176,661	187,500	166,506
Insurance	6,534	6,600	2,055
Service Providers, Contractors and Consultancy	6,196	7,600	6,787
	<u>230,520</u>	<u>250,003</u>	<u>220,825</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	50,176	48,500	44,979
Cyclical Maintenance	84,950	50,000	50,505
Heat, Light and Water	36,733	35,600	33,401
Rates	19,349	19,500	17,425
Repairs and Maintenance	53,881	83,310	53,473
Use of Land and Buildings	776,458	-	724,688
Employee Benefits - Salaries	64,432	64,000	65,263
Other Property Expenses	28,248	31,800	29,532
	<u>1,114,227</u>	<u>332,710</u>	<u>1,019,266</u>

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

7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	96,951	180,867	178,953
Cash and cash equivalents for Statement of Cash Flows	<u>96,951</u>	<u>180,867</u>	<u>178,953</u>

Of the \$96,951 Cash and Cash Equivalents and \$1,300,000 in investments, \$4,724 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 \$96,951 Cash and Cash Equivalents and \$1,300,000 in investments, \$142,558 of Revenue Received in Advance is held by the School (including \$19,781 of unspent grant funding), as disclosed in note 13.

Of the \$96,951 Cash and Cash Equivalents and \$1,300,000 in investments, \$19,781 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	16,629	9,224	9,224
Receivables from the Ministry of Education	3,425	-	21,642
Interest Receivable	37,580	23,762	23,762
Banking Staffing Underuse	-	11,152	11,152
Teacher Salaries Grant Receivable	226,704	226,025	204,383
	<u>284,338</u>	<u>270,163</u>	<u>270,163</u>
Receivables from Exchange Transactions	54,209	32,986	32,986
Receivables from Non-Exchange Transactions	230,129	237,177	237,177
	<u>284,338</u>	<u>270,163</u>	<u>270,163</u>

9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
School Uniforms	29,116	28,992	28,992
	<u>29,116</u>	<u>28,992</u>	<u>28,992</u>

10. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	1,300,000	850,000	1,050,000
	<u>1,300,000</u>	<u>850,000</u>	<u>1,050,000</u>
Total Investments			

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	297,716	-	-	-	(3,925)	293,791
Furniture and Equipment	532,398	62,345	(1,745)	-	(90,619)	502,379
Info. and Comm. Technology	47,948	42,904	-	-	(19,742)	71,110
Textbooks	6,766	5,769	-	-	(7,022)	5,513
Work in Progress	-	83,380	-	-	-	83,380
Leased Assets	27,432	6,299	-	-	(20,780)	12,951
Library Resources	19,344	2,963	-	-	(2,079)	20,228
	931,604	203,660	(1,745)	-	(144,167)	989,352

The net carrying value of furniture and equipment held under a finance lease is \$12,951 (2023: \$27,432)

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	355,391	(61,600)	293,791	355,392	(57,676)	297,716
Furniture and Equipment	1,106,031	(603,652)	502,379	1,060,198	(527,800)	532,398
Info. and Comm. Technology	225,300	(154,190)	71,110	229,181	(181,233)	47,948
Textbooks	44,864	(39,351)	5,513	33,831	(27,065)	6,766
Work in Progress	83,380	-	83,380	-	-	-
Leased Assets	67,476	(54,525)	12,951	84,834	(57,402)	27,432
Library Resources	91,903	(71,675)	20,228	88,940	(69,596)	19,344
	1,974,345	(984,993)	989,352	1,852,376	(920,772)	931,604

12. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	25,991	23,439	23,439
Accruals	9,261	6,952	6,952
Employee Entitlements - Salaries	252,961	255,629	255,629
Employee Entitlements - Leave Accrual	6,081	5,115	5,115
	294,294	291,135	291,135
Payables for Exchange Transactions	294,294	291,135	291,135
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	294,294	291,135	291,135

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	-	6,947	6,947
International Student Fees in Advance	122,696	87,207	87,207
Other revenue in Advance	19,862	1,927	-
	<u>142,558</u>	<u>96,081</u>	<u>94,154</u>

14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	162,253	85,000	121,324
Increase to the Provision During the Year	84,950	50,000	50,505
Use of the Provision During the Year	(48,164)	-	(9,576)
Other Adjustments	-	-	-
Provision at the End of the Year	<u>199,039</u>	<u>135,000</u>	<u>162,253</u>
Cyclical Maintenance - Current	2,233	58,931	58,931
Cyclical Maintenance - Non current	196,806	103,322	103,322
	<u>199,039</u>	<u>162,253</u>	<u>162,253</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 provision is based on the plan prepared by a property consultant.

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	20,962	22,440	23,131
Later than One Year and no Later than Five Years	9,413	20,559	20,038
Future Finance Charges	(1,983)	(3,369)	(3,539)
	<u>28,392</u>	<u>39,630</u>	<u>39,630</u>
Represented by			
Finance lease liability - Current	19,354	20,682	20,682
Finance lease liability - Non current	9,038	18,948	18,948
	<u>28,392</u>	<u>39,630</u>	<u>39,630</u>

16. Funds held in Trust

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	2,774	-	1,927
	<u>2,774</u>	<u>-</u>	<u>1,927</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

17. 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.

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
N block Project (231970)	(9,817)	36,339	(21,798)	-	4,724
Roofing Lifecycle Replacement (249466)	-	10,250	(10,250)	-	-
Totals	<u>(9,817)</u>	<u>46,589</u>	<u>(32,048)</u>	<u>-</u>	<u>4,724</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	4,724
Funds Receivable from the Ministry of Education	-

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
N block Project (231970)	-	313,513	(323,330)	-	(9,817)
Totals	<u>-</u>	<u>313,513</u>	<u>(323,330)</u>	<u>-</u>	<u>(9,817)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(9,817)

18. 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.

19. 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	3,695	4,080
<i>Leadership Team</i>		
Remuneration	863,124	824,540
Full-time equivalent members	7	7
Total key management personnel remuneration	<u>866,819</u>	<u>828,620</u>

As at Year End 2024, there are six members of the Board excluding the Principal. The Board had held seven full meetings of the Board in the year. The Board also has Finance (three members) that meet monthly. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including 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	160-170	160-170
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	9	10
110 - 120	1	2
120 - 130	1	1
130 - 140	0	0
140 - 150	0	0
	<u>11.00</u>	<u>13.00</u>

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

20. Compensation and Other Benefits Upon Leaving

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

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

21. 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.

22. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$nil (2023:\$nil) as a result of entering contracts. The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 17.

(b) Operating Commitments

As at 31 December 2024, the Board has entered into the following contracts:

(a) operating lease of a EFTPOS Machine;

	2024 Actual \$	2023 Actual \$
No later than One Year	360	360
Later than One Year and No Later than Five Years	160	520
	<u>520</u>	<u>880</u>

The total lease payments incurred during the period were \$360 (2023: \$360).

23. 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	96,951	180,867	178,953
Receivables	284,338	270,163	270,163
Investments - Term Deposits	1,300,000	850,000	1,050,000
Total financial assets measured at amortised cost	<u>1,681,289</u>	<u>1,301,030</u>	<u>1,499,116</u>

Financial liabilities measured at amortised cost

Payables	294,294	291,135	291,135
Finance Leases	28,392	39,630	39,630
Total financial liabilities measured at amortised cost	<u>322,686</u>	<u>330,765</u>	<u>330,765</u>

24. Events After Balance Date

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

25. Comparatives

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

Tauranga Primary School

Kiwisport Statement

For the year ended 31 December 2024

In 2024 Tauranga Primary School received Kiwi Sport funding in our Operations Grant to the value of \$6,933. This government funding initiative is to encourage participation in organised sport for school aged children.

With an aim to increase student participation in sport, we have utilised the 2024 funding in the following ways:

- Lunchtime coaching sessions to introduce students to skills such as ball handling, team work and basic fitness for sport.
 - School share of South Cluster and Western Bay sports cluster costs and levies throughout the year including venue hire and entry fees for cross country, swimming sports and athletics
 - TPS Sport Leader student leadership programme including subsidised identification shirts and whistles
 - Swimming competitions to encourage as many pupils as possible to swim. The school also organises daily swimming at the school pool.
 - School athletics and cross country – bus and equipment hire for students.
 - Four hours per week Sport Co-ordinator time and associated travel costs. This time was shared between running lunchtime sporting activities and additional instruction in syndicate sport sessions.
- Fiona Hawes (Principal)



Kiwi Sport Funding 2024

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- School athletics and cross country – bus and equipment hire for students.
- Four hours per week Sport Co-ordinator time and associated travel costs. This time was shared between running lunchtime sporting activities and additional instruction in syndicate sport sessions.

A handwritten signature in black ink, appearing to read 'Fiona Hawes'. The signature is fluid and cursive.

Fiona Hawes
Principal

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024.

The following questions address key aspects of compliance with a good employer policy:

Tauranga Primary School – 1991

School Docs access:

<https://tauranga.schooldocs.co.nz/>

log in using the username **tauranga** and the password **belltower**.

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	yes
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p><i>As per our EEO policy we:</i></p> <ul style="list-style-type: none"> • encourage staff to participate in training and career development • provide PLD through staff meetings and external trainers • review employment and personnel policies and processes as per the school docs review timeline • Follow 'good employer' processes for the recruitment process • Provide staff opportunities to feedback on the school e.g. what is working well and what is not as well as suggestions for improvement (this can be an avenue for any EEO concerns to be raised) <p>Through our policy and programme we work to ensure that we:</p> <ul style="list-style-type: none"> • treat current and prospective staff fairly • make decisions based on relevant merit • work to eliminate bias and discrimination.
How do you practise impartial selection of suitably qualified persons for appointment?	<p><i>See School Docs:</i></p> <p><i>Appointment procedure</i></p>
How are you recognising,	<i>See School Docs :</i>

<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? 	<ul style="list-style-type: none"> • Te Tiriti o Waitangi • Strategic Plans • Māori Educational Achievement
How have you enhanced the abilities of individual employees?	<p><i>Quality professional Learning Opportunities as relevant to their role.</i></p> <p>Support and mentoring through appraisal (support staff) and professional growth cycles (teachers and senior leadership)</p>
How are you recognising the employment requirements of women?	<ul style="list-style-type: none"> • <i>Support union initiatives on pay equity</i> • As per collective agreements we follow terms and conditions for leave. • Flexible working arrangements if requested are genuinely considered as are job share applications/opportunities • Individual needs meet as required e.g. spaces for breast feeding mothers
How are you recognising the employment requirements of persons with disabilities?	<p><i>As per EEO policy in School Docs</i></p> <p>Our school has facility to accommodate persons with disabilities (car parking, toilets, ramps etc).</p> <p>We will address any individual needs as and when they arise.</p>

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

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?		
Has this policy or programme been made available to staff?		
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO? Not regular training – but we address any concerns or issues as they arise, or if there are any policy or relevant law changes.		
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements? Delegated to Principal		

<p>Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?</p> <p>School Docs Review schedule</p>		
<p>Does your EEO programme/policy set priorities and objectives?</p> <p>See School Docs</p>		

How Tauranga Primary School has given effect to Te Tiriti o Waitangi in 2024

Giving effect to Te Tiriti o Waitangi is one of the board's primary objectives.

Section 127(1)(d) of the Education and Training Act 2020 defines how schools must give effect to Te Tiriti o Waitangi by:

- working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
- achieving equitable outcomes for Māori students.

Progress towards ensuring the local curriculum reflects local tikanga Māori, making instruction available in tikanga and te reo Māori.

- All teaching staff complete Te Wananga o Aotearoa Level 3 Tikanga
- WST role allocated (Te Ao Māori). As part of this role they lead the normalisation of te reo, ensure tikanga practices are followed, coordinated pohiri and matariki celebration etc.
- Te Whare Tapa Wha is used as a lens to assess and support student wellbeing.
- Te Tai Whanake launched in Term 4 2023. Localised Curriculum, created with iwi for Tauranga Moana kura.
- Principal attended Kaumatua hui x 3 in 2024.
- School wide goals for 2024 – learning E Hika (moteatea) and TPS Pepeha
- Tikanga followed school wide e.g. karakia, waiata, termly mihi whakatauki
- Kapahaka tutor employed

See Statement of Variance for progress towards achieving equitable outcomes for Māori learners.

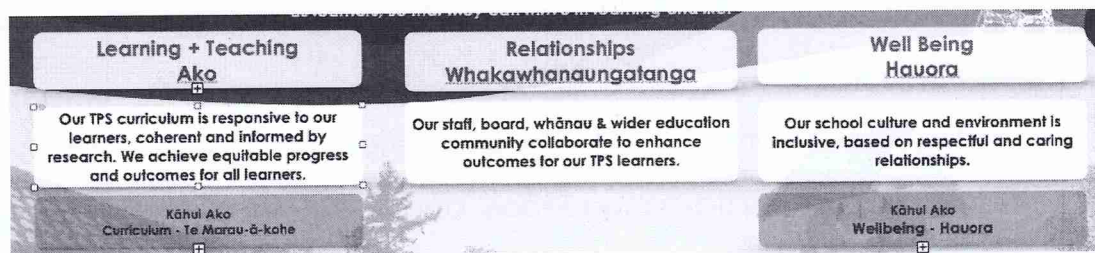
1991 Tauranga Primary School Statement of Variance for 2024

Tauranga Primary School Strategic Goals 2024- 25

Strategic Goal:

Outcome:

Kāhui Ako Goal:



All student data – Week 6 term 4 2024:

- 76% students working at or above expected Curriculum Levels in Reading
- 64% students working at or above expected Curriculum Levels in Writing
- 77% students working at or above expected Curriculum Levels in Mathematics

Data for students who have only attended TPS:

- 83% students working at or above expected Curriculum Levels in Reading
- 72% students working at or above expected Curriculum Levels in Writing
- 81 % students working at or above expected Curriculum Levels in Mathematics

Data for students in Year's 1-5 (Year 6 data removed) who have only attended TPS:

- 85% students working at or above expected Curriculum Levels in Reading
- 80% students working at or above expected Curriculum Levels in Writing
- 94% students working at or above expected Curriculum Levels in Mathematics

Reading %	2023	2024		Writing %	2023	2024		Math %	2023	2024
All	82	76		All	72	64		All	82	77
Māori	71	68		Māori	67	60		Māori	68	66
NZ European	89	85		NZ European	78	73		NZ European	85	84
*Pacific	87	55		Pacific	80	55		Pacific	87	33
*ESOL	67	60		ESOL	57	50		ESOL	84	72
Boys	82	73		Boys	69	59		Boys	86	79
Girls	81	79		Girls	75	71		Girls	78	74

* 2023 - 125 ESOL students (27% of school roll),

* 2024 - 148 (31% of school roll)

* Pacific student numbers are low and vary between 9-15 students, therefore one student's data can have a significant impact.

* In 2024 there are 9 Pasifika students on our roll.

2024 TPS progress and achievement goals for equity and excellence:

Mathematics:

Basic Facts – We are unable to compare to previous year's results (baseline data) as the basic facts assessments have been updated to match the Mathematics Curriculum expectations as they were at the start of 2024.

Goal: 50% improvement of results across the year measured in Yrs 2,4 & 6

YEAR 2 % of students who have achieve mastery	Term 1	Term 2	Term 3	Term 4	2024 Progress Target to reach by T4
Addition AT	23%	45%	67%	81%	73%
Subtraction AT	13%	30%	49%	57%	63%
Multiplication AT	1%	8%	28%	41%	51%
Division AT	1%	0%	19%	29%	51%

YEAR 4	Term 1	Term 2	Term 3	Term 4	
Addition AT	21%	56%	66%	77%	71%
Subtraction AT	8%	35%	41%	68%	58%
Multiplication AT	6%	42%	55%	69%	56%
Division AT	7%	40%	51%	72%	57%

YEAR 6	Term 1	Term 2	Term 3	Term 4	
Multiplication AT	32%	67%	71%	86%	82%
Division AT	29%	64%	66%	79%	79%

Outcomes:

Year 2:

- Exceeded the progress target in Addition but did not meet it in subtraction.
- We added multiplication and division testing to Year 2 this year, to match the curriculum changes at the time. This is FYI data to be tracked

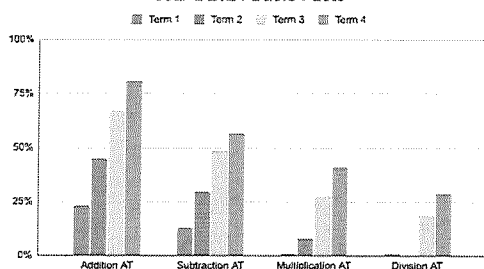
Year 4:

- Exceeded all progress targets

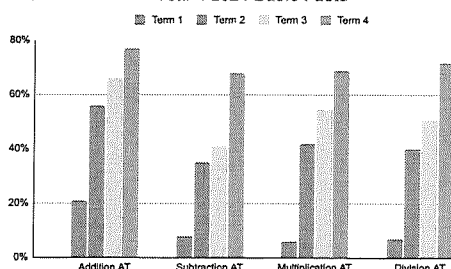
Year 6:

- Exceeded the multiplication progress target and met the division target

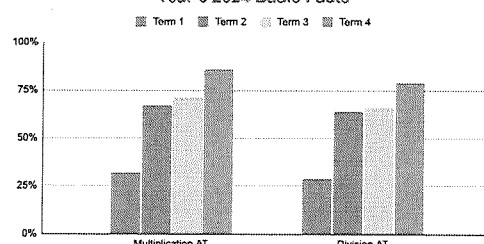
Year 2 2024 Basic Facts



Year 4 2024 Basic Facts



Year 6 2024 Basic Facts



YEAR 6

MATHS OTJ	2023 Baseline Data		2024 Goals	
	Improvement % over 2023	OTJ % at or above	Improvement % over 2024	OTJ % at or above by end of 2024
Year 6	31%	54%	36%	59%

Outcomes:

- 65% of year 6 students are working at or above the expected Curriculum Level.
- The improvement percentage across the year was 42 %
- This year 6 cohort exceed the 2024 target for both attainment and percentage of improvement across the year.
- 70% of students who have only attended TPS are achieving at or above expected curriculum levels.

Comments:

Whilst we have met or exceeded most targets, our overall maths outcome is lower than previous years. We have continued to focus on automaticity of basic facts to reduce the cognitive load for problem solving and are pleased with the gains made. We have also noted that student perception about Mathematics is positive they are enjoying the new pedagogy introduced, this is noted both anecdotally by teachers and was also noted by the National Monitoring Project teacher when they assessed year 4 and 6 students. In PAT and easttle assessments our student results were (in general) consistent or better than national norms and the year 5 results were notably higher, this seems to indicate that we may have some issues with moderation, however, as we are moving into a new curriculum structure it was not worth investing more time into a curriculum levelling system that is changing from 2025.

The year 6 cohort has made improvements, however, overall they are achieving very low. The year 2 cohort also has a significant tail of achievement.

This year we have utilised some of the MOE professional learning hours with a maths consultant (Jo Matthews), in general this has not been very effective, partly due to having a changing curriculum across the entire school year. We have also continued to send staff to The Learner First maths professional learning opportunities (linking with the Ōtūmoetai Kahui Ako Cluster) this has been valuable learning with some pedagogical approaches that we will continue to use in 2025. Cathy has attended maths meetings for Lead Teachers, this has ensured that we are hearing about the latest happenings in Curriculum and has also provided some opportunities to compare teaching and learning programmes with other kura.

Barriers | Challenges:

- The increasing ESOL roll. 78 funded students in 2024 (17% of roll) and 148 students identified as ESOL through the enrolment process (31% of the school roll). The ESOL data has declined more so than any other group in Mathematics.
- Maths Curriculum reviewed again and not finalised until November. Unable to select a maths programme and text until November and will not have the resources until January 2025.
- Increasing SENCO needs in every class particularly ADHD and students on the 'spectrum'. MOE /Health funded support /expertise for most of these students is not available, therefore our additional support is focussed on individuals with significant additional needs rather than groups of students just below expectations (Tier 2).

2025 – Where to next?

- The NZ Math Curriculum has been reviewed and is now released, so we are finally able to align assessment and learning to this document and move from a waiting to a change phase.
- We have selected Maths No Problem as the math programme that we will use across the school. We are looking forward to learning and starting this programme as quickly as possible in 2025.
- Cathy will continue to lead in this area, and we will appoint 3 lead teachers, one in each team to support progress.
- Best Start and Power Up acceleration programmes operating in the junior and middle teams. Both programmes are teacher led and delivered, they will focus predominantly on Tier 2 learners.
- We have allocated funding to purchase new resources to support the implementation of Maths no Problem.

Literacy:

WRITING	2023 Baseline Data		2024 Goals	
	Improvement % over 2023	OTJ % at or above at year end	Improvement % over 2024	OTJ % at year end
ESOL	40%	57%	45%	62%
Year 6	28%	37%	33%	42%
Māori	45%	67%	50%	72%
ALL	46%	72%	50%	77%

Outcomes:

We did not achieve any of these goals

- ESOL – 31% improvement across the year and 50% achieving at or above
- Year 6 – 19% improvement across the year and 32% achieving at or above
- Māori – 39% improvement across the year and 60% achieving at or above
- ALL - 37% improvement across the year and 64% achieving at or above

Tracking students from our first Structured Literacy cohort (Year 4 in 2024)

The tables below illustrate literacy progress for students who started TPS in 2021 and have only experienced a Structured Literacy approach:

Key Curriculum expectations	Reading	Early Level 1	Mid Level 1	Late Level 1	Early level 2	Mid Level 2	Late Level 2	Early level 3
	Year 1 61 2021	54% 33	42% 25	5% 3				
below	Year 2 61 2022	2 sub level shift	25% 15	74% 45	2% 1			
at	Year 3 57 2023		4% 2	9% 5	56% 32	32% 18		
above	Year 4 51 2024			4% 2	10% 5	51% 26	29% 15	6% 3

86% of students achieving at or above expected Reading Curriculum Level

Key Curriculum expectations	Writing	Early Level 1	Mid Level 1	Late Level 1	Early level 2	Mid Level 2	Late Level 2	Early level 3
	Year 1 61 2021	82% 50	17% 10	2% 1				
below	Year 2 61 2022	2 sub level shift	31% 19	51% 31	18% 11			
at	Year 3 57 2023		4% 2	11% 6	77% 44	9% 5		
above	Year 4 51 2024			6% 3	16% 8	67% 34	12% 6	

79% of students achieving at or above expected Writing Curriculum Level

Comments:

All writing targets were not met. This year we have struggled to maintain progress and achievement that we have made in previous years. The decline in writing data is concerning, previously we have been able to hold achievement levels despite an increasing ESOL and SENCO roll, however, this year there has been a notable decline in achievement.

Both Māori and all student data declined at a similar rate

In Reading all groups results declined with the only noticeable discrepancy being boys declining 6% more than the girls.

In Writing, all results declined with the only noticeable discrepancy being boys declining 6% more than the girls.

Professional learning in writing instruction with Dr Helen Walls in Term 4 was well received and teachers were able to put ideas from this into practice. This learning is a good platform to launch our Writing PLD for 2025.

ESOL professional learning from our Teacher Only Day in January was also useful, with a lot of emphasis placed on building vocabulary (oral language and understanding) needed. We have aimed to provide this as much as possible, but also realise that learning a new language does take time and it is a complex process.

Barriers | Challenges:

- The increasing ESOL roll.
- Increasing SENCO needs in every class particularly ADHD and students on the 'spectrum'. MOE /Health funded support /expertise for most of these students is not available.
- English Curriculum reviewed again and not finalised until November, with significant shifts between all draft versions.

2025 – Where to next?

- The English Curriculum has been reviewed and now released so we are finally able to align assessment and learning to this document and move into a change phase.
- Best Start and Power Up acceleration programmes operating in the junior and middle teams. Both programmes are teacher led and delivered.
- The school is investing in Whole School professional learning with Learning Matters on Structured Writing. All staff will be involved and we will have a facilitator/coach working with us for 1x Teacher Only Day in January and 3 days every term modelling, coaching and observing.
- Robyn will continue to lead in this area, and we will appoint 3 lead teachers, one in each team to support teacher learning and progress.
- ESOL tutors are introducing The English Planet resource in 2025 to support structured literacy learning through an ESOL lens.
- Ensure that class teachers are well resourced to implement quality programmes.

Attendance: Target 90% average attendance rate (return to pre-Covid level)

2019	2020	2021	2022	2023	2024
90%	79%	82%	83%	89%	88%
<ul style="list-style-type: none">8% justified absence e.g. medical, sick, funeral4% unjustified absences (either truant or holidays in term time) <p>Whilst we have not quite hit our TPS 90% target, we are achieving MOE termly targets.</p>					

Te Reo Māori:

Targets for 2024:

- 100% of all staff to use te reo Māori daily.
- 100% of teaching staff to learn new kupu and phrases regularly
- 100% of all staff can pronounce important TPS vocabulary correctly e.g. Mauao, Huria, Takitimu, Puriri, Tauranga.
- 100% of all staff know how to access support for pronunciation challenges.

Outcomes:

- 100% of teachers speak Te Reo Māori daily with 4 self-identifying that they require further support with pronunciation challenges.
- 57% of support staff speak Te Reo daily, and 43% occasionally speak Te Reo
- 98% of staff learn new kupu or phrases every year.
- 98% of staff felt that they can correctly pronounce important TPS kupu. Mauao was the kupu that was identified as trickier.
- 100% of staff felt that they could easily access support if they have Te Reo pronunciation challenges

As part of her Within School Lead Teacher (Kahui Ako) role Kylie Rae has lead the development of Te Reo Māori school wide, sharing new kupu and phrases as well as continually promoting and championing the use of kupu and Te Reo Māori.

Barriers | Challenges:

- Time – there is so much going on for staff and the core Curriculum needs a lot of attention.
- Too much kupu shared at once – some staff would prefer more staggered learning across the year.
- Support staff – as they are not at staff hui it is hard for them to access learning unless they are motivated to do so in their own time.

2025 – Where to next?

- Kylie to continue to have this focus in 2025 as part of her Kahui Ako role
- Feedback about pacing of new kupu and phrases to be taken into account
- Plan how to better support our support staff in their development.

Independent Auditor's Report

To the Readers of Tauranga Primary School's Financial Statements

For the Year Ended 31 December 2024

The Auditor-General is the auditor of Tauranga Primary 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 20, 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 5 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, Statement of Compliance with Employment Policy, Te Tiriti o Waitangi, Statement of Variance and Progress and Achievement Goals for Equity and Excellence, 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