



Annual Report 2024

Taupo-nui-a-Tia College



Contents

Presiding member/principal's report	2
List of all school board members	7
Statement of variance: progress against targets	8
Evaluation and analysis of the school's students' progress and achievement.....	17
How we have given effect to Te Tiriti o Waitangi	19
Statement of compliance with employment policy	20
Financial statements	21
Report on other special and contestable funding	49
Kiwisport funding	50

Presiding member/principal's report

2024 Prize giving Principal whaikorero

Tuhia ki te rangi
Tuhia ki te whenua
Tuhia ki te ngakau o nga tangata

Ko te mea nui ko te aroha, tihei mauri ora

Ko te wehi ki te atua
Me whakakoroiria, tona ingoa i nga wa katoa

Papatuanuku te whaea papatuanuku, tena koe
E te whenua, te turanga o te iwi, tena koe

Ki nga mate, haere, haere, haere atu ra

E nga Tangata whenua o ngāti Tūwharetoa
Tena koutou, tena koutou, tena koutou

E nga whānau, tena koutou

E nga mātārae, tēnā koutou

E nga kaitiaki o te kura tuarua o Taupō-nui-a-tia
Tena koutou

E nga tumuaki tuarua me Kaiako, tēnā koutou

E nga rangatahi o te kura tuarua o Taupo-nui-a-Tia, tēnā koutou.

Ko Ben Claxton toku ingoa

A massive welcome to you all.

I just wanted to take a moment to acknowledge everyone who has been involved in the planning and preparation for this evening, and everyone who is involved in the delivery of the actual event tonight. It's a huge team effort and I know many hours have been spent putting this event together from a large number of people. There is so much detail that has gone into tonight's celebration to make it as good as it possibly can be, so thank you. Can you please join with me in thanking everyone who has been involved in putting tonight's event together.

We have a number of special guests in attendance tonight. I would like to take a moment to acknowledge and welcome these people:

- Welcome to members of our school board, Michelle Barnett, our presiding member, and other members, Vanessa Donald, Martyn Howie, our staff representative, and Daniel Fletcher our newly appointed student representative.
- Welcome to our Taupō Mayor, David Trewavas, and his wife Anna
- Welcome to our guest speaker Mitchell Nairn and his whānau. We are all looking forward to listening to you tonight.
- Welcome to Nick Hume, Ella McQuilkin and Luke Steyn from BFA
- Welcome to Bronwyn Mullions – Taupō Rotary
- Welcome to Shirley 'mama' Gowdy
- Welcome and thanks to Lynn, Ashley and the production team for the sound and lighting, and music this evening, and to all our performers.
- Welcome to our head students, deputy head students and their whānau

- Welcome to any other special guests here tonight

We are a large organisation and, for it to function well, we need a big group of people fulfilling their roles with excellence on a daily basis. I could not lead this amazing place without the support of all of our staff. When you start thanking people there is a risk you will unintentionally leave someone out, but I need to acknowledge as many people as I can. We use the Māori whakatauki, he waka eke noa quite a bit here – loosely translated it means, we are all in this together. Our school is a big waka, and we need to be all paddling in the same direction to continue to be successful.

So, to start with, I would like to thank our senior leadership team, comprised of our deputy principals, Richard Murphy, Brenda Ronke, Stephen Fowler, and Maria Heaslip, ably supported by our business manager, Alice Wichman, and our executive assistant, Tammy Gower, all who work tirelessly to try and create the best outcomes they can for our ākonga.

Thank you to our pastoral care team, from the deans to our Bay Trust staff, our nurses, our counsellor -all humans who care for other people's children like their own.

To our Heads of Faculty, Teachers in charge, and our Kaiako, thank you for all the seen and unseen mahi that goes on every day, and night, to plan and deliver the best possible programmes for our ākonga. When I am able, I consider it a privilege to be able to move around your classrooms and witness you changing lives and helping to create better humans for Taupō and our wider community.

To our support staff - the admin team, the property staff, the canteen staff, our learning assistants, and our various technicians. Well over 100 people who bring their best daily to continue to make our place the best it can possibly be.

I'm extremely proud of all of you. I make a conscious effort daily, while I'm driving to work, to be grateful for the privilege and responsibility of leading this kura.

I would also like to acknowledge our Head students for 2024, Oscar McDougall, Georgia Fox, Angus Putt and Joanne Nörtje. They are an incredible bunch of young people who have *completely* embodied our values of whakapono, wero, and manaakitanga. I have three young boys of my own, and I genuinely hope they can grow up to be as awesome as you lot! You can be proud of your leadership and the legacy you will leave – I know your families are extremely proud of you as well. In fact, the entire Year 13 cohort, led by our Head Students and House Leaders, has been fantastic all year long. This particular cohort has demonstrated that leadership can take many forms, and many of you, even though you have not had an official leadership title, have been amazing role models to your peers and the younger students. For me, and I know other people share this view too, this year's Year 13 cohort has set the bar for future Year 13 cohorts. I would also like to take a moment to acknowledge our Year 13 Dean, Lesley Purdon, who is stepping down from deaning at the end of this year. Your awahi and support of this year group over the past five years is also reflected in this special group of young people.

2024 has also had its share of challenges. I would like to take a moment to acknowledge the Jolland's whānau, who lost their beloved Tom over Easter this year. It was a time of immense sadness for our school and our thoughts and aroha continue to go out to Tom's family and friends.

Our Year 11 cohort was the first year group to experience the new-look NCEA Level one. The idea of fewer, larger achievement standards seemed great in theory, but in reality, was a much bigger challenge than we all expected. Throw in the literacy and numeracy co-requisite exams, along with the new external digital submissions and it culminated in palpable stress levels for our Year 11 students and their teachers. The external nature of these digital submissions has been removed for 2025 and beyond, much to the relief of many of our Year 11 teachers.

On a more positive note, at the beginning of this year we launched our rebranded school values of whakapono, wero, and manaakitanga. Values that were embodied by the tupuna our school is named after: Tia. We are utilising the explicit teaching of these values, along with using our behavioural data to create and refine systems and practices which will continue to enhance our school culture. I subscribe to a quote from Barbara Coloroso, author of the book, Kids Are Worth It, who says, “If kids come to us from strong, healthy functioning families it makes our job easier. If they do not come to us from strong, healthy, functioning families, it makes our job *more important*.” Academic excellence is paramount, but it is also my belief that we should be helping to create better humans. If we can continue to do that, then I know our school and the Taupō community will reap the benefits.

From a property point of view, we have had a number of significant projects kick off this year. Our leaky library is getting a brand new million dollar plus roof, and we are on track to have the library operational by the start of the 2025 school year. Six classrooms in H block have had a refurbishment with new carpet, windows, and autex on the walls, and we have had over 30 heat pumps installed across the school this year. H7 and H8, arguably the ugliest and coldest classrooms in the school are also currently being renovated. Our learning support property modification project, designed to improve equity of access to all areas of the school is well under way. By the beginning of 2025, all areas of the school should be wheelchair accessible, including a new lift for N block. This project involves a number of minor and major works around the school, and it is a project that absolutely needed to happen. We also have new roofs to go on our canteen and English blocks. All in all, 2024 has been a busy but productive year property-wise.

Tonight, we get to honour our students’ academic achievement, but I also want to take a moment to honour our students who have achieved their own individual success through sport, music, the arts, and cultural activities. Only a few will ever be recognised as being the best in something, but if you know you have brought your best, then you can be proud of that, and I am proud of that, whether you are getting an award tonight or not. You can be proud of demonstrating whakapono – reflecting honesty and integrity in all that you do. You can be proud of demonstrating wero – showing courage and bravery in all school-related activities and challenging yourself and others around you to be your best. You can be proud of demonstrating manaakitanga – demonstrating respect, support and care for everyone around you.

I look forward to celebrating 2024 with you all tonight and being able to participate in your success.

Kia kaha, kia maia, kia manawanui.

Ngā mihi nui kia koutou katoa

2024 Presiding member prize giving speech

I have now completed 4 years on the Board at Taupo nui a Tia College. I was co-opted on just after the first lockdown of 2020 and then was elected on last year. This has been my first “normal” year with no lock downs, rostering home of students due to waves of covid or teacher strikes. Being a normal year does not mean it has been an easy year, there has been a lot packed into 2024.

The new year started with our new strategic plan that we were finalising this time last year. This strategic plan covered this year and next. The plan encompasses the new school values which align with our strategic goals for the two years. This has been shared with the community and can be viewed on the school’s website.

The outcome of a student suspension meeting in term one had the board hold a special meeting to review the process followed and checked against the ministry guidelines to ensure that our process was fully compliant which it was. It was timely that in person training workshops by New Zealand School Trustee Association have restarted again and early in term 2 many of the board attended The Board’s role in suspension meetings and made some tweaks to our processes based on the suggestions made in the training and also from the discussions about what other schools do.

The major property works happening this year are the reroofing of library. If you have been on school grounds you will have noticed that the library is all covered in plastic wrap. Upgrades are happening down at H block and new heat pumps have been installed across the school. To come are more roof repairs and a lift to go in the Nelson Block.

The board gets regular reporting on curriculum areas each meeting and of particular interest have been the literacy and numeracy results. Whilst as a school we are doing better than the national average there is still some work to be done to help our students achieve these standards that are necessary for them to pass level 1 NCEA. This is also the first year of the new level 1 NCEA and we know it has come with its challenges and changes have already been planned for next year. As a board we look forward to the faculty reports to hear how adaptations will be made to support our learners.

Thank you to everyone who has reported to the board over the past year. We appreciate the time it takes to collate the data you present to us and also the time you give up to come and answer our questions.

Policies and procedures are continually reviewed with the link to School Docs being provided in the weekly newsletters for anyone interested in seeing what policies are up for review each term. The new education outside the classroom policies and procedures were implemented at the start of this year. Thank you to everyone who has been involved in implementing these new procedures. A lot of work went into making these robust.

We have ERO visiting the school in November with preparation for their visit occurring over the last few terms.

At our last meeting we farewelled Angus Putt who has been our student representative on the board for the past 12 months. Angus has been a valued member of the board and we appreciated his contributions. We now welcome Daniel Fletcher to the board as the new student rep for the next 12 months.

During the year we farewelled Louise Berney the School executive officer. Louise sat on the property committee and also provided the finance report for each board meeting. We were very fortunate that she was able to extend her notice period and have a handover period with her replacement Alice Wichman as it took some time to find the right person for this role.

At the end of last year we co-opted Kelley Samuels-Hema onto the board as our Iwi representative for three years. Thank you Kelley for your contribution this year and also to all of the other board members. Thank you for the roles you hold on the sub-committees and the contribution you make.

To those sitting exams over the next few weeks – good luck. And farewell to those students leaving our Kura, all the best with your future endeavours.

I wish you luck for whatever it is that is next for you – the world truly is your oyster.

List of all school board members

Board member names	Date that the board member's term finishes
Michelle Barnett (Board Chair)	October 2026
Mark Gibson	September 2025
Vanessa Donald	September 2025
Lorraine Kerr	September 2025
Kylie Leonard	October 2026
Kelley Samuels-Hema	October 2026
Ben Claxton (Principal)	N/A
Martyn Howie (Staff Representative)	September 2025
Daniel Fletcher (Student Representative)	September 2025

Statement of variance: progress against targets

Strategic Goal: <i>Promoting the highest quality teaching and learning environments for student success</i>

Annual Target/Goal 1: <i>Engagement – improved attendance, retention and engagement</i>				
Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
A system is in place to capture school leaver information to ensure there is a clear future pathway <ul style="list-style-type: none"><i>Process implemented for year level deans to capture and record leaver data</i>	Process for capturing effective leaver’s data has not been effective enough Signing out procedures to include academic results	Regular meetings with senior advisor – secondary tertiary transitions.	Still need to clarify who should be responsible for this - Deans? DP’s? What is the difference between leading the mahi and implementing the mahi.	Clarify who is responsible for leading this mahi - co-ordinating the Deans to implement the process so we are aware of where our students are heading beyond the school gates Need to solidify/tighten process for leavers data
Target: Year 12 and Year 13 retention rates are higher and/or their pathways are successful <ul style="list-style-type: none"><i>Regular tracking and monitoring of Year 12 and Year 13 students is taking place for achievement, attendance, and pathways</i><i>Introduction of new courses i.e. Year 13 Hub, Year 11 Explore</i><i>Deans to track and monitor the future intentions of other year levels i.e. Year 9, Year 10, and Year 11</i>	Creation of The Hub Traffic Lights system at year 13 Gateway numbers are back up to 70	2024 12/13 Tracking Data - attendance and academic	Lack of consistency across the year groups with Deans when tracking Year 12 - 234 to 202 Year 13 - 149 to 132 Year 11 - 278 to 246	Year 12 Explore program (formally licence to work) will look different in 2025 Year 13 Hub will continue in 2025

<div>Target: Increased attendance rates at all year levels</div> <div><ul style="list-style-type: none">Attendance tracking and monitoring by teachers and year level deansImplementation of Belong and Dream programmeAttendance expectations are set for sport and the ballWhānau are communicated with regularly re attendance percentages (regular attendance, irregular absence, moderate absence, chronic absence)</div>	<div>Year 12 and Year 13 improved attendance from 2023</div> <div>Ball attendance expectations have helped</div> <div>Regular whānau communication has occurred</div> <div>Belong and Dream + YouthTown programs were implemented in 2024</div>	<div>Every day matters attendance reports</div> <div>SMS attendance data presented to board at each board meeting</div>	<div>Year 11 attendance 2024 is still an issue</div> <div>Year 10 and 11 attendance and engagement programs</div> <div>Could we look at using our LSC support to track attendance in our school? MHo currently working with Belong and Dream students - part of engagement strategy</div> <div>Annual target for 2025 – at least 50% of students attending school regularly (based on term 3 attendance data)</div>																																																																																																																																																																																																																																																																				
<div>Target: NCEA data and other forms of evidence show Māori students are achieving comparably with non-Māori students</div> <div><ul style="list-style-type: none">Critical cycle of learning and observation cycle is completedRegular evidence to accelerate hui to develop and monitor effective programmes of learning (including milestone reporting)Introduction of watching others work (WOW) weeksSenior leadership evidence to accelerate hui informs next steps to eliminate the achievement gap between Māori and non- Māori</div>	<div>All of the associated actions for this target were implemented</div>	<div>Regular reporting to the board.</div> <div>NCEA data snapshot below:</div> <div><div>Achievement in NCEA and UE: Taupo-nui-a-Tia College</div><div>Generated 8-Mar-2025</div><div>PR2 - Enrolment Based Cumulative Results by Ethnicity</div><table><tr><th rowspan="2">Academic Year</th><th colspan="4">Taupo-nui-a-Tia College</th><th colspan="4">National</th><th colspan="4">Average Socioeconomic Barriers (School Equity Index Band)</th></tr><tr><th>Year 11 NCEA L1</th><th>Year 12 NCEA L2</th><th>Year 13 NCEA L3</th><th>Year 13 UE</th><th>Year 11 NCEA L1</th><th>Year 12 NCEA L2</th><th>Year 13 NCEA L3</th><th>Year 13 UE</th><th>Year 11 NCEA L1</th><th>Year 12 NCEA L2</th><th>Year 13 NCEA L3</th><th>Year 13 UE</th></tr><tr><td>Asian</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>2020</td><td>83.3</td><td>83.8</td><td>70.0</td><td>70.0</td><td>73.1</td><td>80.0</td><td>76.5</td><td>64.1</td><td>79.0</td><td>87.8</td><td>76.9</td><td>58.4</td></tr><tr><td>2021</td><td>100.0</td><td>100.0</td><td>86.7</td><td>33.3</td><td>70.0</td><td>81.1</td><td>76.2</td><td>63.4</td><td>80.9</td><td>87.7</td><td>81.5</td><td>61.5</td></tr><tr><td>2022</td><td>80.0</td><td>100.0</td><td>85.7</td><td>64.3</td><td>65.9</td><td>76.0</td><td>73.6</td><td>61.3</td><td>77.8</td><td>86.2</td><td>74.8</td><td>60.1</td></tr><tr><td>2023</td><td>69.6</td><td>78.6</td><td>71.4</td><td>71.4</td><td>59.5</td><td>70.7</td><td>70.1</td><td>58.1</td><td>72.1</td><td>77.5</td><td>73.2</td><td>56.4</td></tr><tr><td>2024</td><td>63.0</td><td>77.3</td><td>85.7</td><td>64.3</td><td>40.2</td><td>70.1</td><td>69.6</td><td>57.9</td><td>61.8</td><td>79.5</td><td>71.8</td><td>56.5</td></tr><tr><td>European</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>2020</td><td>86.3</td><td>94.5</td><td>70.4</td><td>37.4</td><td>75.8</td><td>83.2</td><td>74.6</td><td>59.0</td><td>75.8</td><td>86.0</td><td>74.3</td><td>54.0</td></tr><tr><td>2021</td><td>86.3</td><td>85.0</td><td>76.7</td><td>40.6</td><td>74.0</td><td>81.2</td><td>73.2</td><td>57.2</td><td>75.7</td><td>83.6</td><td>72.9</td><td>52.0</td></tr><tr><td>2022</td><td>88.1</td><td>82.0</td><td>74.0</td><td>54.0</td><td>69.7</td><td>79.4</td><td>71.6</td><td>56.0</td><td>72.5</td><td>82.4</td><td>72.8</td><td>52.2</td></tr><tr><td>2023</td><td>85.7</td><td>89.9</td><td>75.0</td><td>51.1</td><td>67.2</td><td>78.0</td><td>71.4</td><td>55.5</td><td>71.8</td><td>81.4</td><td>71.1</td><td>49.5</td></tr><tr><td>2024</td><td>64.2</td><td>87.6</td><td>91.7</td><td>65.7</td><td>51.3</td><td>78.6</td><td>72.8</td><td>55.6</td><td>60.9</td><td>84.2</td><td>74.3</td><td>52.6</td></tr><tr><td>Māori</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>2020</td><td>72.2</td><td>89.9</td><td>51.8</td><td>19.6</td><td>60.8</td><td>71.9</td><td>60.7</td><td>34.1</td><td>63.5</td><td>76.6</td><td>62.4</td><td>35.5</td></tr><tr><td>2021</td><td>80.8</td><td>83.8</td><td>50.9</td><td>9.4</td><td>57.7</td><td>68.3</td><td>58.5</td><td>31.7</td><td>62.1</td><td>73.1</td><td>59.1</td><td>31.3</td></tr><tr><td>2022</td><td>70.2</td><td>79.7</td><td>50.0</td><td>20.0</td><td>53.9</td><td>64.1</td><td>55.7</td><td>30.9</td><td>56.3</td><td>71.9</td><td>59.7</td><td>34.6</td></tr><tr><td>2023</td><td>67.1</td><td>81.6</td><td>60.0</td><td>22.5</td><td>51.9</td><td>64.6</td><td>56.3</td><td>31.2</td><td>55.8</td><td>69.7</td><td>59.9</td><td>30.9</td></tr><tr><td>2024</td><td>44.7</td><td>85.7</td><td>74.2</td><td>45.2</td><td>40.9</td><td>65.4</td><td>59.0</td><td>31.9</td><td>44.6</td><td>74.0</td><td>62.0</td><td>34.8</td></tr></table></div>	Academic Year	Taupo-nui-a-Tia College				National				Average Socioeconomic Barriers (School Equity Index Band)				Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Asian													2020	83.3	83.8	70.0	70.0	73.1	80.0	76.5	64.1	79.0	87.8	76.9	58.4	2021	100.0	100.0	86.7	33.3	70.0	81.1	76.2	63.4	80.9	87.7	81.5	61.5	2022	80.0	100.0	85.7	64.3	65.9	76.0	73.6	61.3	77.8	86.2	74.8	60.1	2023	69.6	78.6	71.4	71.4	59.5	70.7	70.1	58.1	72.1	77.5	73.2	56.4	2024	63.0	77.3	85.7	64.3	40.2	70.1	69.6	57.9	61.8	79.5	71.8	56.5	European													2020	86.3	94.5	70.4	37.4	75.8	83.2	74.6	59.0	75.8	86.0	74.3	54.0	2021	86.3	85.0	76.7	40.6	74.0	81.2	73.2	57.2	75.7	83.6	72.9	52.0	2022	88.1	82.0	74.0	54.0	69.7	79.4	71.6	56.0	72.5	82.4	72.8	52.2	2023	85.7	89.9	75.0	51.1	67.2	78.0	71.4	55.5	71.8	81.4	71.1	49.5	2024	64.2	87.6	91.7	65.7	51.3	78.6	72.8	55.6	60.9	84.2	74.3	52.6	Māori													2020	72.2	89.9	51.8	19.6	60.8	71.9	60.7	34.1	63.5	76.6	62.4	35.5	2021	80.8	83.8	50.9	9.4	57.7	68.3	58.5	31.7	62.1	73.1	59.1	31.3	2022	70.2	79.7	50.0	20.0	53.9	64.1	55.7	30.9	56.3	71.9	59.7	34.6	2023	67.1	81.6	60.0	22.5	51.9	64.6	56.3	31.2	55.8	69.7	59.9	30.9	2024	44.7	85.7	74.2	45.2	40.9	65.4	59.0	31.9	44.6	74.0	62.0	34.8	<div>Haven’t had a lot of traction with WoW weeks</div> <div>KAMAR (SMS) has some shortcomings with ethnicity 1st and 2nd level</div> <div>Still an equity gap in NCEA achievement and in literacy and numeracy common assessment activity data.</div>	<div>Annual targets for 2025: NCEA level 1 = difference of less than 10%</div> <div>NCEA level 2 = difference of less than 5%</div> <div>NCEA level 3 = difference of less than 10%</div> <div>UE = difference of less than 15%</div> <div>Annual target for 2025: Numeracy and Literacy data for Year 11 shows a difference in attainment of less than 10% between Māori and European</div> <div>-School-wide tracking and monitoring system to track and monitor student achievement progress has been included as SLT portfolio item in 2025.</div> <div>-Leadership of a school-wide literacy and numeracy action plan has been included as a SLT portfolio item in 2025.</div>
Academic Year	Taupo-nui-a-Tia College				National				Average Socioeconomic Barriers (School Equity Index Band)																																																																																																																																																																																																																																																														
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE																																																																																																																																																																																																																																																											
Asian																																																																																																																																																																																																																																																																							
2020	83.3	83.8	70.0	70.0	73.1	80.0	76.5	64.1	79.0	87.8	76.9	58.4																																																																																																																																																																																																																																																											
2021	100.0	100.0	86.7	33.3	70.0	81.1	76.2	63.4	80.9	87.7	81.5	61.5																																																																																																																																																																																																																																																											
2022	80.0	100.0	85.7	64.3	65.9	76.0	73.6	61.3	77.8	86.2	74.8	60.1																																																																																																																																																																																																																																																											
2023	69.6	78.6	71.4	71.4	59.5	70.7	70.1	58.1	72.1	77.5	73.2	56.4																																																																																																																																																																																																																																																											
2024	63.0	77.3	85.7	64.3	40.2	70.1	69.6	57.9	61.8	79.5	71.8	56.5																																																																																																																																																																																																																																																											
European																																																																																																																																																																																																																																																																							
2020	86.3	94.5	70.4	37.4	75.8	83.2	74.6	59.0	75.8	86.0	74.3	54.0																																																																																																																																																																																																																																																											
2021	86.3	85.0	76.7	40.6	74.0	81.2	73.2	57.2	75.7	83.6	72.9	52.0																																																																																																																																																																																																																																																											
2022	88.1	82.0	74.0	54.0	69.7	79.4	71.6	56.0	72.5	82.4	72.8	52.2																																																																																																																																																																																																																																																											
2023	85.7	89.9	75.0	51.1	67.2	78.0	71.4	55.5	71.8	81.4	71.1	49.5																																																																																																																																																																																																																																																											
2024	64.2	87.6	91.7	65.7	51.3	78.6	72.8	55.6	60.9	84.2	74.3	52.6																																																																																																																																																																																																																																																											
Māori																																																																																																																																																																																																																																																																							
2020	72.2	89.9	51.8	19.6	60.8	71.9	60.7	34.1	63.5	76.6	62.4	35.5																																																																																																																																																																																																																																																											
2021	80.8	83.8	50.9	9.4	57.7	68.3	58.5	31.7	62.1	73.1	59.1	31.3																																																																																																																																																																																																																																																											
2022	70.2	79.7	50.0	20.0	53.9	64.1	55.7	30.9	56.3	71.9	59.7	34.6																																																																																																																																																																																																																																																											
2023	67.1	81.6	60.0	22.5	51.9	64.6	56.3	31.2	55.8	69.7	59.9	30.9																																																																																																																																																																																																																																																											
2024	44.7	85.7	74.2	45.2	40.9	65.4	59.0	31.9	44.6	74.0	62.0	34.8																																																																																																																																																																																																																																																											
<div>Target: Rongohia te hau 2024 shows a positive shift in walkthrough data at the integrating level for CR for RP</div> <div><ul style="list-style-type: none">School-wide and faculty PLD to support the highest</div>	<div>In 2024 we had 42% of staff at the integrating level of CR for RP compared to 41% in 2023.</div> <div>Faculty milestone reports were introduced in 2024 (a biannual</div>	<div>TNT summary of evidence with graphs 2024</div> <div>Other notes from confirmed ERO report are below:</div> <div><ul style="list-style-type: none">Culturally responsive and relational teaching and learning practices are embedding.Curriculum initiatives and programmes that draw on te ao Māori contexts are focused on building a sense of belonging and identity.</div>	<div>KEY MESSAGES FROM THE WALKTHROUGH OBSERVATIONS:</div> <div><ul style="list-style-type: none">Respectful relationshipsPockets of Feed forward academic and higher order questioning- which led to</div>	<div>Annual target for 2025 – Rongohia te hau 2025 show a positive shift from 40% to 50% in walkthrough data at the integrating level for CR for RP.</div>																																																																																																																																																																																																																																																																			

<div>quality teaching and learning</div> <ul style="list-style-type: none">Shadow coaching process is re-invigoratedEvery teacher upholds Our Code (what the code of professional responsibility looks like at Taupo-nui-a-Tia College)Faculty milestone reports introduced to track Māori achievement in NCEA	report from faculties to show progress towards achievement)	<ul style="list-style-type: none">Learners with additional needs are identified and plans have been strengthened to support their learning.Professional learning and development are well-aligned with strategic initiatives and support ongoing improvements and quality teaching and learning.	<div>some deeper learning conversations</div> <ul style="list-style-type: none">Very little Te Reo heardPockets of Learning intentions and success criteriaLots of teacher movement and roaming of teacherPockets of contextualised learningLots of S-S learning discussionResources organised and accessibleClassrooms are safe environment and safe for studentsHigh engagement in senior classesEnvironment set up for tasksFew behavioural interactionsT-S relaxedT- enthusiastic and confidentValues card being referred to and usedWall space-generic things on wall, little personalisationLittle evidence of student work as exemplaryPockets of classroom represent AotearoaFor practice that is in developing column it is the Higher order questioning that is missing																																																																			
<div>Target: An increase in the number of students ready to be assessed for the reading, writing, and numeracy common assessment activities (CAA) and there is a positive shift in attainment.</div> <ul style="list-style-type: none">Data is used to identify gaps and support entries into literacy and numeracy common assessment activitiesDevelopment of literacy and numeracy action plans	<div>Great work logistically getting students entered and sitting CAAs</div> <div>Centralised approach to making entries to CAAs occurred</div> <div>School-wide and faculty PLD for literacy and numeracy occurred</div> <div>Faculty representatives for literacy and numeracy did not occur</div>	<div>The table below is from assessment opportunity 1 – held in May last year. In general, the table indicates our Year 10 students were not ready to sit the CAAs.</div> <table><tr><th>Group</th><th>Population</th><th>Num</th><th>Lit</th><th>Reading</th><th>Writing</th></tr><tr><td>Y10 Maori</td><td>63</td><td>7 (11%)</td><td>4 (6%)</td><td>11 (17%)</td><td>5 (8%)</td></tr><tr><td>Y10 NZE</td><td>213</td><td>51 (24%)</td><td>49 (23%)</td><td>103 (48%)</td><td>53 (25%)</td></tr><tr><td>Y10 Pasifika</td><td>6</td><td>1 (2%)</td><td>1 (2%)</td><td>1 (2%)</td><td>1 (2%)</td></tr><tr><td>Y10 Male</td><td>160</td><td>38 (24%)</td><td>19 (12%)</td><td>55 (34%)</td><td>19 (12%)</td></tr><tr><td>Y10 Female</td><td>158</td><td>31 (20%)</td><td>43 (27%)</td><td>73 (46%)</td><td>48 (30%)</td></tr><tr><td>Y11 Maori</td><td>45</td><td>14 (31%)</td><td>10 (22%)</td><td>22 (49%)</td><td>14 (31%)</td></tr><tr><td>Y11 NZE</td><td>151</td><td>86 (57%)</td><td>86 (57%)</td><td>109 (72%)</td><td>98 (65%)</td></tr><tr><td>Y11 Pasifika</td><td>4</td><td>1 (25%)</td><td>1 (25%)</td><td>3 (75%)</td><td>2 (50%)</td></tr><tr><td>Y11 Male</td><td>118</td><td>67 (57%)</td><td>51 (43%)</td><td>79 (67%)</td><td>59 (50%)</td></tr><tr><td>Y11 Female</td><td>127</td><td>55 (43%)</td><td>65 (51%)</td><td>80 (63%)</td><td>75 (59%)</td></tr></table>	Group	Population	Num	Lit	Reading	Writing	Y10 Maori	63	7 (11%)	4 (6%)	11 (17%)	5 (8%)	Y10 NZE	213	51 (24%)	49 (23%)	103 (48%)	53 (25%)	Y10 Pasifika	6	1 (2%)	1 (2%)	1 (2%)	1 (2%)	Y10 Male	160	38 (24%)	19 (12%)	55 (34%)	19 (12%)	Y10 Female	158	31 (20%)	43 (27%)	73 (46%)	48 (30%)	Y11 Maori	45	14 (31%)	10 (22%)	22 (49%)	14 (31%)	Y11 NZE	151	86 (57%)	86 (57%)	109 (72%)	98 (65%)	Y11 Pasifika	4	1 (25%)	1 (25%)	3 (75%)	2 (50%)	Y11 Male	118	67 (57%)	51 (43%)	79 (67%)	59 (50%)	Y11 Female	127	55 (43%)	65 (51%)	80 (63%)	75 (59%)	<div>We have identified that many junior students are not making expected progress for literacy and numeracy. The demands of the CAAs, for many, exceeded their current ability</div>	<div>Leadership of a school-wide literacy and numeracy action plan has been included as a SLT portfolio item in 2025. This includes the appointment of two more Kāhui Ako Within School teachers (WSTs) for literacy and numeracy. In 2025, we will have two WSTs for literacy and two for numeracy.</div> <div>Each faculty will also have a literacy and numeracy representative</div>
Group	Population	Num	Lit	Reading	Writing																																																																	
Y10 Maori	63	7 (11%)	4 (6%)	11 (17%)	5 (8%)																																																																	
Y10 NZE	213	51 (24%)	49 (23%)	103 (48%)	53 (25%)																																																																	
Y10 Pasifika	6	1 (2%)	1 (2%)	1 (2%)	1 (2%)																																																																	
Y10 Male	160	38 (24%)	19 (12%)	55 (34%)	19 (12%)																																																																	
Y10 Female	158	31 (20%)	43 (27%)	73 (46%)	48 (30%)																																																																	
Y11 Maori	45	14 (31%)	10 (22%)	22 (49%)	14 (31%)																																																																	
Y11 NZE	151	86 (57%)	86 (57%)	109 (72%)	98 (65%)																																																																	
Y11 Pasifika	4	1 (25%)	1 (25%)	3 (75%)	2 (50%)																																																																	
Y11 Male	118	67 (57%)	51 (43%)	79 (67%)	59 (50%)																																																																	
Y11 Female	127	55 (43%)	65 (51%)	80 (63%)	75 (59%)																																																																	

<ul style="list-style-type: none">Semesterised reviews of curriculum implementation and student progressPriority learners are tracked and monitored via milestone reportsCentralised approach to making entries for CAASchool-wide and faculty PLD for literacy and numeracy using our Within School TeachersEach faculty member has at least one identified literacy and numeracy advocate		<p>Overall, there was a negative shift in attainment for literacy and numeracy. This was also reflected in national data trends.</p> <div><div>Level 1 Literacy and Numeracy: Taupo-nui-a-Tia College</div><div>Generated 8-Mar</div><div>PR 3 - Cumulative Results by Percentage</div><table><tr><th colspan="5">Taupo-nui-a-Tia College</th><th colspan="3">National</th><th colspan="3">Average Socioeconomic Barriers (School Equity Index Band)</th></tr><tr><th>Academic Year</th><th>Achievement</th><th>Year 11</th><th>Year 12</th><th>Year 13</th><th>Year 11</th><th>Year 12</th><th>Year 13</th><th>Year 11</th><th>Year 12</th><th>Year 13</th></tr><tr><td>2020</td><td>Literacy</td><td>93.0</td><td>98.6</td><td>100.0</td><td>85.1</td><td>92.7</td><td>94.4</td><td>89.2</td><td>96.5</td><td>97.7</td></tr><tr><td>2021</td><td>Literacy</td><td>94.0</td><td>99.5</td><td>100.0</td><td>83.6</td><td>92.2</td><td>94.2</td><td>89.3</td><td>96.1</td><td>98.0</td></tr><tr><td>2022</td><td>Literacy</td><td>93.8</td><td>98.4</td><td>99.2</td><td>81.6</td><td>91.2</td><td>93.9</td><td>87.1</td><td>95.9</td><td>97.9</td></tr><tr><td>2023</td><td>Literacy</td><td>89.3</td><td>98.8</td><td>97.6</td><td>82.8</td><td>90.8</td><td>93.5</td><td>87.7</td><td>95.2</td><td>97.5</td></tr><tr><td>2024</td><td>Literacy</td><td>82.8</td><td>98.0</td><td>97.8</td><td>76.6</td><td>89.1</td><td>92.2</td><td>82.2</td><td>94.6</td><td>96.4</td></tr><tr><td>2020</td><td>Numeracy</td><td>92.1</td><td>98.2</td><td>99.4</td><td>83.6</td><td>91.7</td><td>93.7</td><td>86.3</td><td>95.8</td><td>97.7</td></tr><tr><td>2021</td><td>Numeracy</td><td>92.6</td><td>99.0</td><td>100.0</td><td>82.5</td><td>91.3</td><td>93.6</td><td>87.7</td><td>95.4</td><td>97.7</td></tr><tr><td>2022</td><td>Numeracy</td><td>94.3</td><td>97.8</td><td>99.2</td><td>80.8</td><td>90.2</td><td>93.3</td><td>85.2</td><td>95.3</td><td>97.6</td></tr><tr><td>2023</td><td>Numeracy</td><td>90.9</td><td>99.4</td><td>96.9</td><td>82.3</td><td>90.0</td><td>93.0</td><td>85.6</td><td>94.2</td><td>97.2</td></tr><tr><td>2024</td><td>Numeracy</td><td>82.0</td><td>99.0</td><td>98.6</td><td>74.8</td><td>89.1</td><td>92.2</td><td>79.6</td><td>94.1</td><td>96.4</td></tr></table></div>	Taupo-nui-a-Tia College					National			Average Socioeconomic Barriers (School Equity Index Band)			Academic Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	2020	Literacy	93.0	98.6	100.0	85.1	92.7	94.4	89.2	96.5	97.7	2021	Literacy	94.0	99.5	100.0	83.6	92.2	94.2	89.3	96.1	98.0	2022	Literacy	93.8	98.4	99.2	81.6	91.2	93.9	87.1	95.9	97.9	2023	Literacy	89.3	98.8	97.6	82.8	90.8	93.5	87.7	95.2	97.5	2024	Literacy	82.8	98.0	97.8	76.6	89.1	92.2	82.2	94.6	96.4	2020	Numeracy	92.1	98.2	99.4	83.6	91.7	93.7	86.3	95.8	97.7	2021	Numeracy	92.6	99.0	100.0	82.5	91.3	93.6	87.7	95.4	97.7	2022	Numeracy	94.3	97.8	99.2	80.8	90.2	93.3	85.2	95.3	97.6	2023	Numeracy	90.9	99.4	96.9	82.3	90.0	93.0	85.6	94.2	97.2	2024	Numeracy	82.0	99.0	98.6	74.8	89.1	92.2	79.6	94.1	96.4		
Taupo-nui-a-Tia College					National			Average Socioeconomic Barriers (School Equity Index Band)																																																																																																																																
Academic Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13																																																																																																																														
2020	Literacy	93.0	98.6	100.0	85.1	92.7	94.4	89.2	96.5	97.7																																																																																																																														
2021	Literacy	94.0	99.5	100.0	83.6	92.2	94.2	89.3	96.1	98.0																																																																																																																														
2022	Literacy	93.8	98.4	99.2	81.6	91.2	93.9	87.1	95.9	97.9																																																																																																																														
2023	Literacy	89.3	98.8	97.6	82.8	90.8	93.5	87.7	95.2	97.5																																																																																																																														
2024	Literacy	82.8	98.0	97.8	76.6	89.1	92.2	82.2	94.6	96.4																																																																																																																														
2020	Numeracy	92.1	98.2	99.4	83.6	91.7	93.7	86.3	95.8	97.7																																																																																																																														
2021	Numeracy	92.6	99.0	100.0	82.5	91.3	93.6	87.7	95.4	97.7																																																																																																																														
2022	Numeracy	94.3	97.8	99.2	80.8	90.2	93.3	85.2	95.3	97.6																																																																																																																														
2023	Numeracy	90.9	99.4	96.9	82.3	90.0	93.0	85.6	94.2	97.2																																																																																																																														
2024	Numeracy	82.0	99.0	98.6	74.8	89.1	92.2	79.6	94.1	96.4																																																																																																																														
<p>Target: Effective implementation of the new NCEA level 1</p> <ul style="list-style-type: none">Faculty milestone reports introduced to track progress in each facultyFaculty PLD to support effective implementationNCEA level 1 courses recognise and incorporate Mātauranga Māori	<p>All the associated actions occurred relating to this target.</p> <p>A number of staff were upskilled on Education Perfect for assessment</p> <p>Milestone reports highlighted the literacy and numeracy gaps, especially for boys</p>	<p>As the table and graph below indicate, the first year of implementation for the new NCEA level one proved a challenge for the students and the staff. The fewer, larger standards created a challenge for many students due to the increased demands for reading and writing. Our dip in NCEA level 1 achievement mirrored what happened at a national level.</p> <div><div>Academic Year</div><div>Year 11 NCEA L1</div><table><tr><td>2020</td><td>84.1</td></tr><tr><td>2021</td><td>84.3</td></tr><tr><td>2022</td><td>85.6</td></tr><tr><td>2023</td><td>78.9</td></tr><tr><td>2024</td><td>59.0</td></tr></table></div> <div><div>Year 11 - NCEA Level 1</div></div>	2020	84.1	2021	84.3	2022	85.6	2023	78.9	2024	59.0	See the column to the left.	<p>Annual target for 2025 – Robust school-wide systems are embedded to support higher levels of NCEA level 1 attainment in 2025 compared to 2024. These actions include:</p> <ul style="list-style-type: none">-School-wide approach to the assessment alignment and delivery of NCEA level 1 standards-Faculty milestone reports (evidence to accelerate summary reports) are embedded to track progress in each faculty-NCEA level 1 courses recognize and incorporate Mātauranga Māori-Develop a school-wide assessment schedule and stick to it-All subjects to deliver at least 2 internals and 1 external NCEA level 1 assessment-Refine the faculty milestone report process																																																																																																																										
2020	84.1																																																																																																																																							
2021	84.3																																																																																																																																							
2022	85.6																																																																																																																																							
2023	78.9																																																																																																																																							
2024	59.0																																																																																																																																							

Strategic Goal:
Supporting an environment where student and staff wellbeing is supported, nurtured, and sustained.

Annual Target/Goal 2: <i>A PC4L framework is in place at our kura</i>				
Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Target: PC4L team is established <ul style="list-style-type: none"><i>Regular PC4L hui are held to develop the school-wide programme</i>	PC4L team continued to meet on a fortnightly basis	N/A	N/A	Keep fortnightly PC4L meetings
Target: Staff are successfully utilising the refreshed acknowledgement system <ul style="list-style-type: none"><i>School-wide PLD incorporates explicit actions related to our acknowledgement system</i>	Some great work occurred in this space in 2024	Students were recognised at mid-points during the term and at the end of each term for completing and submitting Tia values cards Official Tia values cards with new branding were introduced in term four	Some senior students are not completely on board	Annual target for 2025: Student voice indicates our PC4L acknowledgement system is embedded and valued by students. -student survey to be developed and implemented in term two 2025
Target: Staff are successfully utilising the refreshed behaviour response system <ul style="list-style-type: none"><i>School-wide PLD to support the effective use of our behaviour response system</i>	Successful collaboration and co-construction occurred in this space	Continued developed of our behaviour response system and reflection room process Behaviour response system	N/A	Annual target for 2025: All staff are effectively utilising our behaviour response system -staff survey to be developed and implemented in term two 2025 -School-wide PLD to support the effective use of our behaviour response system -Consistent, regular collection and analysis of pastoral data to implement school-wide actions
Target: Rebranding of our Taupo-nui-a-Tia College values are displayed around our kura <ul style="list-style-type: none"><i>Signage around the school reflects our Tia values of Whakapono,</i>	School values posters are now in every classroom We have external signage to display our three values Our school-wide behaviour matrix is now in every classroom	As per column to the left	We have other property projects which are ongoing which will include our three values	As per column to the left

<i>Wero, and Manaakitanga are in place</i>				
Target: Students see and feel more value in whānau time <ul style="list-style-type: none"><i>Whānau system is used to teach expected behaviours, our acknowledgment system and our sense of belonging</i>	Some aspects of this target were implemented in 2024 such as teaching about Tia video, our acknowledge system, and some of our expectations	PC4L lesson plans	There is still inconsistency in whānau classes here	Annual target for 2025: Whānau time has a coordinated school-wide approach with regards to literacy and numeracy, wellbeing, and careers advice

Strategic Goal:
Reciprocal community, whānau, hapū, and iwi partnerships are fostered and maintained

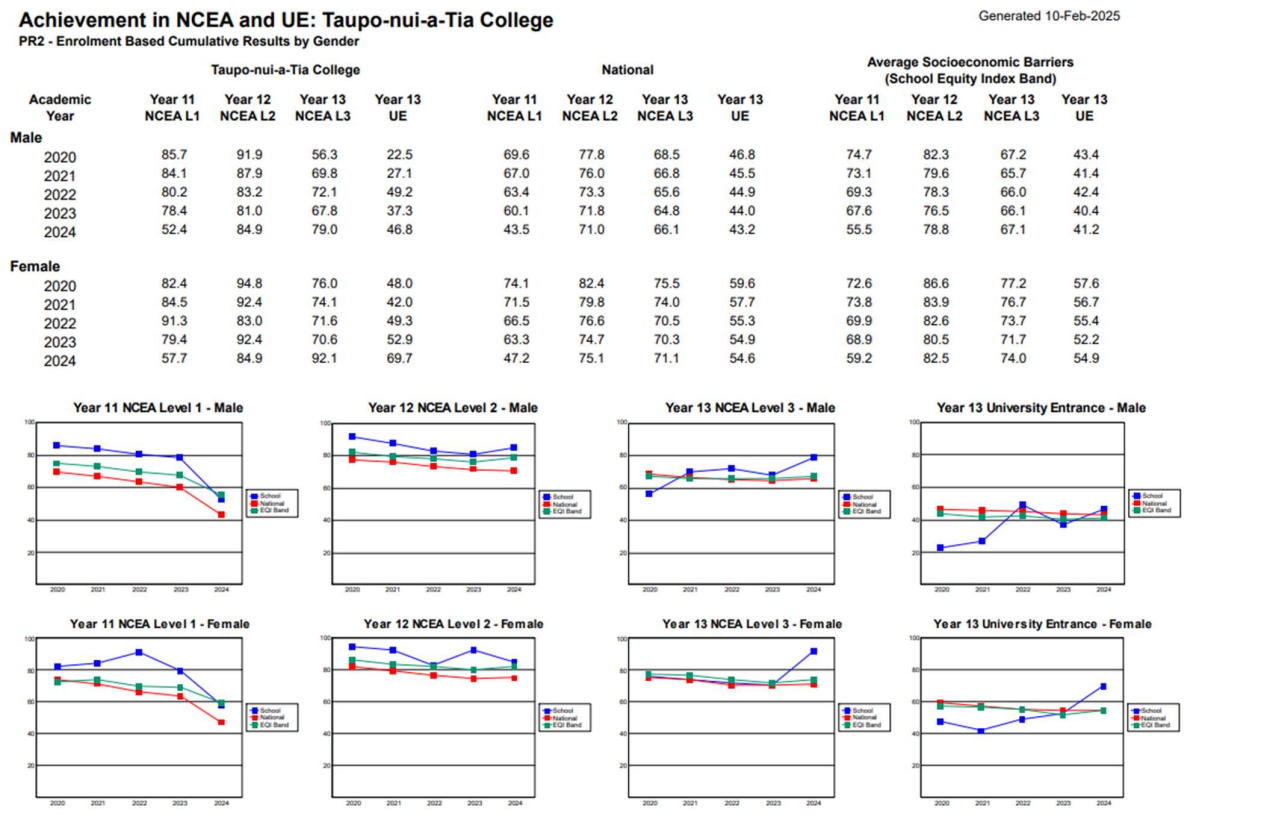
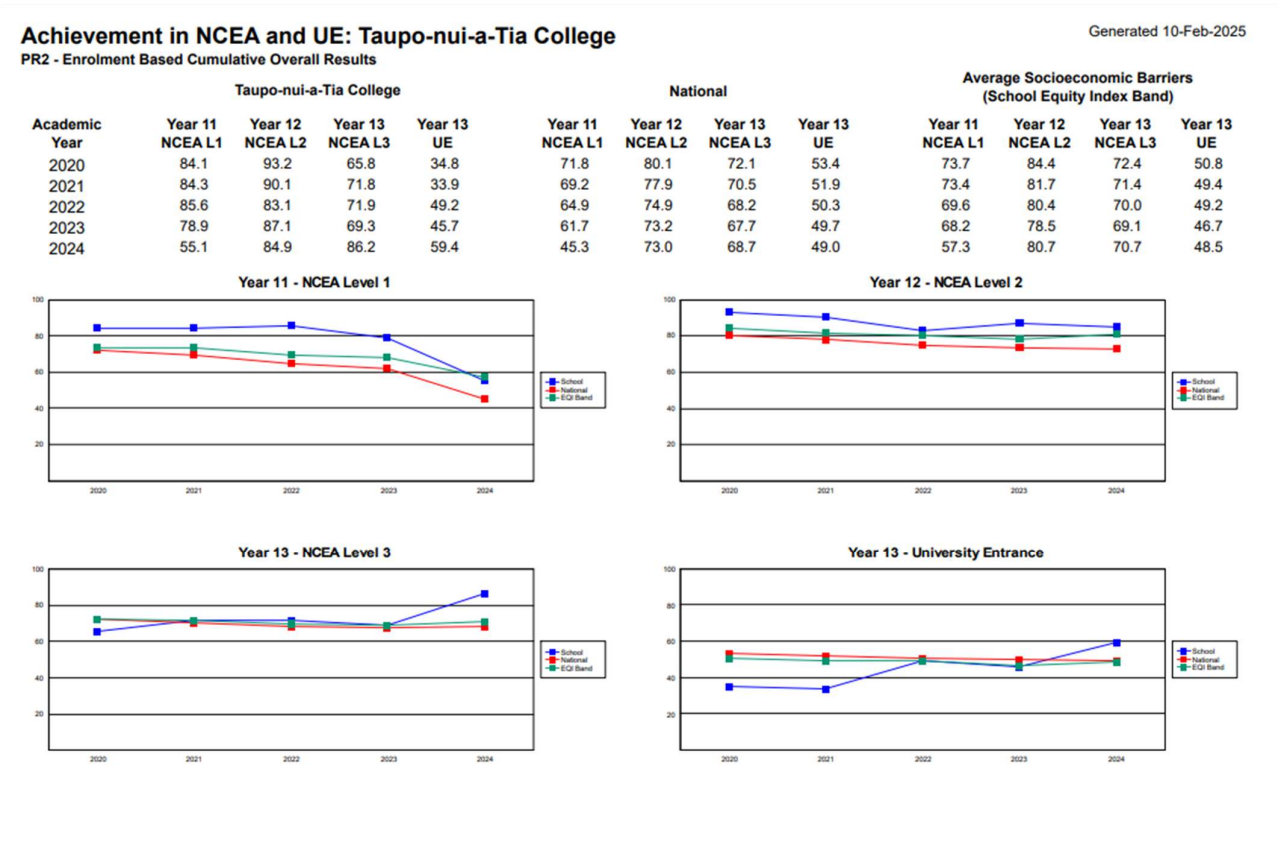
Annual Target/Goal 3: <i>Continue to work with local employers and businesses to offer our students meaningful educational connections as well as greater collaboration with Ngāti Tūwharetoa</i>				
Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Target: Students are connected to local employers/businesses via Gateway, Taupō Pathways, iwi providers, and via localised curriculum content <ul style="list-style-type: none"><i>Continue working towards a more coherent vocational pathways programme</i><i>The Year 13 Hub is established with high engagement and attendance rates</i><i>Year 11 explore programme is established</i><i>The Year 12 License to Work programme is successful in pathwaying students to employment</i>	Year 9 Integrated programmes are tapping into the community Vocational Pathways Leader of Learning has brought faculty together Implementation of Year 13 Hub was a success Year 11 Explore programme was established Gateway numbers were back up to 70	As per column to the left	The careers aspect in our whānau program still needs to be developed. A school-wide coordinated approach to whānau time is still a work in progress.	Annual target for 2025: Students are connected to local employers/businesses via Gateway, Taupō Pathways, iwi providers, and via localized curriculum content -Year 11 Explore program is embedded -Year 11 Pathways Connect program continues -Year 12 Explore program is established -The Taupō Pathways Ultimate program is established -Continue with Tūwharetoa Waewae Rakau

<ul style="list-style-type: none">Whānau careers programme is established																																																																																																																																																																																																																																																																																																																
<p>Target: A whānau engagement plan is developed to engage our Māori whānau</p> <ul style="list-style-type: none">A rōpu is established to explore ways of creating enhanced engagement with our whānauEstablishment of an event to celebrate Māori student successMarae visits to connect with our hapūIncrease attendance of Māori students and their whānau at Whānau days, report and option evenings, and open evenings through regular and ongoing communication	<p>Pō Whakangahau was successful (kapa haka performances from various schools hosted by our kura)</p> <p>Rangatira Komiti continued to meet (Māori student group)</p>	<p>Māori attendance at whānau day interviews was 25.4% in 2024. In 2023 it was 25.7%.</p> <p>Māori attendance at subject day interviews averaged 24.2% in 2024. In 2023 the average Māori attendance was 16.9%</p> <p>Comparatively, in 2024 European attendance at whānau day was 63.9% and subject day interviews averaged 64.6%.</p> <table><caption>Student/Teacher Conferences</caption><tr><th>Type of Conference</th><th>Date</th><th>Total Booking</th><th>Students with Booking</th><th>Staff Available</th><th>Male %</th><th>Female %</th><th>Attendance %</th><th>Didnt attend %</th><th>Not set %</th><th>European %</th><th>Maori %</th></tr><tr><td>Whanau Day Interviews</td><td>10/05/2019</td><td>413</td><td></td><td>69</td><td>51.1</td><td>48.9</td><td>79.1</td><td>5</td><td>17.4</td><td>67</td><td>20.2</td></tr><tr><td>Whanau Day Interviews</td><td>11/09/2019</td><td>324</td><td></td><td>69</td><td>58.7</td><td>41.3</td><td>58.3</td><td>4.6</td><td>37.1</td><td>64.9</td><td>22.4</td></tr><tr><td>Subject Day Interviews</td><td>25/5/2020</td><td>1835</td><td></td><td>78</td><td>55.6</td><td>44.4</td><td>33.3</td><td>1.9</td><td>99.5</td><td>70.5</td><td>20.6</td></tr><tr><td>Subject Day Interviews</td><td>22/9/2020</td><td>1229</td><td></td><td>78</td><td>53.8</td><td>46.2</td><td>26.9</td><td>2.7</td><td>99.6</td><td>70.1</td><td>21.2</td></tr><tr><td>Whanau Day Interviews</td><td>17/03/2021</td><td>609</td><td></td><td>68</td><td>53</td><td>47</td><td>84.6</td><td>10.9</td><td>5.6</td><td>61.5</td><td>29.1</td></tr><tr><td>Subject Day Interviews</td><td>24/05/2021</td><td>1997</td><td></td><td>81</td><td>53.1</td><td>46.9</td><td>95.1</td><td>4.9</td><td>9.2</td><td>70.1</td><td>20.3</td></tr><tr><td>Subject Day Interviews</td><td>22/10/2021</td><td>958</td><td></td><td>78</td><td>55.5</td><td>44.5</td><td>91.3</td><td>8.7</td><td>48</td><td>72.2</td><td>17.9</td></tr><tr><td>Whanau Day Interviews</td><td>8/3/2022</td><td>422</td><td>422</td><td>64</td><td>53.8</td><td>46.2</td><td>93.4</td><td></td><td></td><td>70.4</td><td>22.3</td></tr><tr><td>Subject Day Interviews</td><td>5/5/2022</td><td>1776</td><td>392</td><td>76</td><td>54.8</td><td>45.2</td><td>92.1</td><td>14.3</td><td></td><td>68.4</td><td>23</td></tr><tr><td>Subject Day Interviews</td><td>20 & 21/10/2022</td><td>814</td><td>206</td><td>68</td><td>56.8</td><td>43.2</td><td>93.2</td><td>8.3</td><td></td><td>75.7</td><td>16.5</td></tr><tr><td>Whanau Day Interviews</td><td>14/3/2023</td><td>498</td><td>490</td><td>74</td><td>49.8</td><td>50.2</td><td>85.7</td><td>3.7</td><td>11.4</td><td>63.1</td><td>25.7</td></tr><tr><td>Subject Day Interviews</td><td>27/4/2023</td><td>733</td><td>198</td><td>73</td><td>49.5</td><td>50.5</td><td></td><td>12.6</td><td>NA</td><td>71.2</td><td>16.2</td></tr><tr><td>Subject Day Interviews</td><td>4/5/2023</td><td>765</td><td>213</td><td>74</td><td>51.9</td><td>48.1</td><td>88.9</td><td>8.6</td><td>NA</td><td>73.7</td><td>16</td></tr><tr><td>Totals for May Interviews</td><td></td><td>1499</td><td>441</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Subject Day Interviews</td><td>10/10/23</td><td>495</td><td>124</td><td>70</td><td>48.4</td><td>51.6</td><td>93.5</td><td></td><td></td><td>78.2</td><td>12.9</td></tr><tr><td>Subject Day Interviews</td><td>17/10/23</td><td>487</td><td>132</td><td>72</td><td>50</td><td>50</td><td>118</td><td></td><td></td><td>67.4</td><td>22.7</td></tr><tr><td>Total for October 23</td><td></td><td>982</td><td>256</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Whanau Day Interviews</td><td>13/3/2024</td><td>512</td><td>504</td><td>63</td><td>54</td><td>46</td><td></td><td></td><td></td><td>63.9</td><td>25.4</td></tr><tr><td>Subject Day Interviews</td><td>2/5/24</td><td>804</td><td>222</td><td>69</td><td>51.4</td><td>48.6</td><td>91.9</td><td></td><td></td><td>63.1</td><td>26.1</td></tr><tr><td>Subject Day Interviews</td><td>7/5/24</td><td>806</td><td>241</td><td>73</td><td>51.5</td><td>48.5</td><td>90</td><td></td><td></td><td>67.2</td><td>24.5</td></tr><tr><td>Total for May 2024</td><td></td><td>1610</td><td>463</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Subject Day Interviews</td><td>16/10/24</td><td>763</td><td>187</td><td>75</td><td>54.5</td><td>45.6</td><td>93.6</td><td></td><td></td><td>69.5</td><td>21.9</td></tr><tr><td>Subject Day Interviews</td><td>23/10/24</td><td>622</td><td>167</td><td>73</td><td>50.9</td><td>49.1</td><td>95.2</td><td></td><td></td><td>58.7</td><td>24.6</td></tr><tr><td>Total for October 2024</td><td></td><td>1385</td><td>354</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	Type of Conference	Date	Total Booking	Students with Booking	Staff Available	Male %	Female %	Attendance %	Didnt attend %	Not set %	European %	Maori %	Whanau Day Interviews	10/05/2019	413		69	51.1	48.9	79.1	5	17.4	67	20.2	Whanau Day Interviews	11/09/2019	324		69	58.7	41.3	58.3	4.6	37.1	64.9	22.4	Subject Day Interviews	25/5/2020	1835		78	55.6	44.4	33.3	1.9	99.5	70.5	20.6	Subject Day Interviews	22/9/2020	1229		78	53.8	46.2	26.9	2.7	99.6	70.1	21.2	Whanau Day Interviews	17/03/2021	609		68	53	47	84.6	10.9	5.6	61.5	29.1	Subject Day Interviews	24/05/2021	1997		81	53.1	46.9	95.1	4.9	9.2	70.1	20.3	Subject Day Interviews	22/10/2021	958		78	55.5	44.5	91.3	8.7	48	72.2	17.9	Whanau Day Interviews	8/3/2022	422	422	64	53.8	46.2	93.4			70.4	22.3	Subject Day Interviews	5/5/2022	1776	392	76	54.8	45.2	92.1	14.3		68.4	23	Subject Day Interviews	20 & 21/10/2022	814	206	68	56.8	43.2	93.2	8.3		75.7	16.5	Whanau Day Interviews	14/3/2023	498	490	74	49.8	50.2	85.7	3.7	11.4	63.1	25.7	Subject Day Interviews	27/4/2023	733	198	73	49.5	50.5		12.6	NA	71.2	16.2	Subject Day Interviews	4/5/2023	765	213	74	51.9	48.1	88.9	8.6	NA	73.7	16	Totals for May Interviews		1499	441									Subject Day Interviews	10/10/23	495	124	70	48.4	51.6	93.5			78.2	12.9	Subject Day Interviews	17/10/23	487	132	72	50	50	118			67.4	22.7	Total for October 23		982	256									Whanau Day Interviews	13/3/2024	512	504	63	54	46				63.9	25.4	Subject Day Interviews	2/5/24	804	222	69	51.4	48.6	91.9			63.1	26.1	Subject Day Interviews	7/5/24	806	241	73	51.5	48.5	90			67.2	24.5	Total for May 2024		1610	463									Subject Day Interviews	16/10/24	763	187	75	54.5	45.6	93.6			69.5	21.9	Subject Day Interviews	23/10/24	622	167	73	50.9	49.1	95.2			58.7	24.6	Total for October 2024		1385	354									<p>The establishment of an official event to celebrate Māori student success did not occur in 2024</p> <p>We did not visit a local marae as a staff in 2024</p>	<p>Annual target for 2025: A whānau engagement plan is developed to engage our Māori whānau</p> <p>-Continuation of Rangatira Komiti</p> <p>-A rōpu is established (with the help of our Kāhui Ako Mātauranga Māori WST) is established</p> <p>-Establishment of an event to celebrate Māori student success</p> <p>-Marae visits to connect with our hapū</p> <p>-Increased attendance of Māori students and their whānau at Whānau days, report and option evenings through regular and ongoing communication</p> <p>-Utilization of Kāhui Ako across school leaders (ASLs) to support whānau engagement</p> <p>-Continue with Pō Whakangahau</p> <p>-Re-explore our connection with Poipoia</p>
Type of Conference	Date	Total Booking	Students with Booking	Staff Available	Male %	Female %	Attendance %	Didnt attend %	Not set %	European %	Maori %																																																																																																																																																																																																																																																																																																					
Whanau Day Interviews	10/05/2019	413		69	51.1	48.9	79.1	5	17.4	67	20.2																																																																																																																																																																																																																																																																																																					
Whanau Day Interviews	11/09/2019	324		69	58.7	41.3	58.3	4.6	37.1	64.9	22.4																																																																																																																																																																																																																																																																																																					
Subject Day Interviews	25/5/2020	1835		78	55.6	44.4	33.3	1.9	99.5	70.5	20.6																																																																																																																																																																																																																																																																																																					
Subject Day Interviews	22/9/2020	1229		78	53.8	46.2	26.9	2.7	99.6	70.1	21.2																																																																																																																																																																																																																																																																																																					
Whanau Day Interviews	17/03/2021	609		68	53	47	84.6	10.9	5.6	61.5	29.1																																																																																																																																																																																																																																																																																																					
Subject Day Interviews	24/05/2021	1997		81	53.1	46.9	95.1	4.9	9.2	70.1	20.3																																																																																																																																																																																																																																																																																																					
Subject Day Interviews	22/10/2021	958		78	55.5	44.5	91.3	8.7	48	72.2	17.9																																																																																																																																																																																																																																																																																																					
Whanau Day Interviews	8/3/2022	422	422	64	53.8	46.2	93.4			70.4	22.3																																																																																																																																																																																																																																																																																																					
Subject Day Interviews	5/5/2022	1776	392	76	54.8	45.2	92.1	14.3		68.4	23																																																																																																																																																																																																																																																																																																					
Subject Day Interviews	20 & 21/10/2022	814	206	68	56.8	43.2	93.2	8.3		75.7	16.5																																																																																																																																																																																																																																																																																																					
Whanau Day Interviews	14/3/2023	498	490	74	49.8	50.2	85.7	3.7	11.4	63.1	25.7																																																																																																																																																																																																																																																																																																					
Subject Day Interviews	27/4/2023	733	198	73	49.5	50.5		12.6	NA	71.2	16.2																																																																																																																																																																																																																																																																																																					
Subject Day Interviews	4/5/2023	765	213	74	51.9	48.1	88.9	8.6	NA	73.7	16																																																																																																																																																																																																																																																																																																					
Totals for May Interviews		1499	441																																																																																																																																																																																																																																																																																																													
Subject Day Interviews	10/10/23	495	124	70	48.4	51.6	93.5			78.2	12.9																																																																																																																																																																																																																																																																																																					
Subject Day Interviews	17/10/23	487	132	72	50	50	118			67.4	22.7																																																																																																																																																																																																																																																																																																					
Total for October 23		982	256																																																																																																																																																																																																																																																																																																													
Whanau Day Interviews	13/3/2024	512	504	63	54	46				63.9	25.4																																																																																																																																																																																																																																																																																																					
Subject Day Interviews	2/5/24	804	222	69	51.4	48.6	91.9			63.1	26.1																																																																																																																																																																																																																																																																																																					
Subject Day Interviews	7/5/24	806	241	73	51.5	48.5	90			67.2	24.5																																																																																																																																																																																																																																																																																																					
Total for May 2024		1610	463																																																																																																																																																																																																																																																																																																													
Subject Day Interviews	16/10/24	763	187	75	54.5	45.6	93.6			69.5	21.9																																																																																																																																																																																																																																																																																																					
Subject Day Interviews	23/10/24	622	167	73	50.9	49.1	95.2			58.7	24.6																																																																																																																																																																																																																																																																																																					
Total for October 2024		1385	354																																																																																																																																																																																																																																																																																																													
<p>Target: Increased staff attendance at mana whenua sessions</p> <ul style="list-style-type: none">Sessions to be held at Taupo-nui-a-Tia College at an earlier time	<p>Generally, we had low staff numbers at the mana whenua sessions</p>	<p>This data was presented in principal reports to the board</p>	<p>See column to the right</p>	<p>Although not an annual target for 2025, some thinking needs to take place about how we can attract more staff to these sessions</p>																																																																																																																																																																																																																																																																																																												
<p>Target: There is a coherent and consistent approach to how we communicate with whānau among teaching staff</p>	<p>Not a lot of progress was made in relation to this target in 2024</p>	<p>See column to the left</p>	<p>Some questions the senior leadership team have asked ourselves:</p> <p>What consistent practices are important for us and necessary? What should be communicated and when, and to whom?</p>	<p>Annual target 2025: There is a coherent and consistent approach to how we communicate with whānau among teaching staff</p>																																																																																																																																																																																																																																																																																																												

<ul style="list-style-type: none">• <i>Review current resources to support communication with whānau</i>• <i>Teachers are equipped and empowered to improve our communication with whānau</i>			<p>Termly emails from deans about what's coming up?</p> <p>Whānau teacher emails to introduce themselves?</p> <p>Subject teacher emails to introduce themselves?</p>	<p>-implementation of specific practices for deans, whānau, and subject teachers</p> <p>-Teachers are equipped and empowered to improve our communication with whānau</p>
--	--	--	--	---

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

Achievement in NCEA and UE 2024



Achievement in NCEA and UE: Taupo-nui-a-Tia College

Generated 10-Feb-2025

PR2 - Enrolment Based Cumulative Results by Ethnicity

Academic Year	Taupo-nui-a-Tia College				National				Average Socioeconomic Barriers (School Equity Index Band)			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Asian												
2020	93.3	93.8	70.0	70.0	73.1	80.0	76.5	64.1	79.0	87.8	76.9	58.4
2021	100.0	100.0	86.7	33.3	70.0	81.1	76.2	63.4	80.9	87.7	81.5	61.5
2022	80.0	100.0	85.7	64.3	65.9	76.0	73.6	61.3	77.8	86.2	74.8	60.1
2023	69.6	78.6	71.4	71.4	59.5	70.7	70.1	58.1	72.1	77.5	73.2	56.4
2024	63.0	72.7	85.7	64.3	39.6	69.6	68.8	55.8	61.1	79.2	70.2	53.7
European												
2020	86.3	94.5	70.4	37.4	75.8	83.2	74.6	59.0	75.8	86.0	74.3	54.0
2021	86.3	95.0	76.7	40.6	74.0	81.2	73.2	57.2	75.7	83.6	72.9	52.0
2022	88.1	82.0	74.0	54.0	69.7	79.4	71.6	56.0	72.5	82.4	72.8	52.2
2023	85.7	89.9	75.0	51.1	67.2	78.0	71.4	55.5	71.8	81.4	71.1	49.5
2024	60.4	86.2	90.7	63.9	50.8	78.1	72.0	54.1	60.2	83.6	73.5	51.2
Māori												
2020	72.2	89.9	51.8	19.6	60.8	71.9	60.7	34.1	63.5	76.6	62.4	35.5
2021	80.8	83.6	50.9	9.4	57.7	68.3	58.5	31.7	62.1	73.1	59.1	31.3
2022	70.2	79.7	50.0	20.0	53.9	64.1	55.7	30.9	56.3	71.9	59.7	34.6
2023	67.1	81.6	60.0	22.5	51.9	64.6	56.3	31.2	55.8	69.7	59.9	30.9
2024	38.3	83.9	74.2	45.2	39.9	64.7	58.3	30.9	43.8	73.2	61.3	33.5
Middle Eastern/Latin American/African												
2020	66.7				72.4	77.6	73.2	57.7	71.0	81.0	63.5	49.2
2021	75.0	33.3			68.4	78.0	70.3	56.0	68.3	83.0	72.3	56.9
2022	100.0	80.0	50.0		61.3	73.3	67.4	51.4	62.8	78.5	62.9	41.7
2023	75.0	66.7	100.0	75.0	60.2	69.4	66.9	51.4	68.5	76.6	68.1	47.8
2024	50.0	100.0	50.0	50.0	40.7	68.9	66.3	50.8	57.0	70.8	69.0	49.4
Other Ethnicity												
2020	100.0		100.0		74.6	81.0	74.3	56.9	79.4	85.5	72.2	52.8
2021	66.7	66.7			73.2	78.5	72.9	55.1	83.4	84.6	75.5	59.2
2022	100.0	100.0	100.0	33.3	65.5	77.0	66.3	53.4	67.7	88.5	69.0	53.5
2023	100.0	100.0	100.0	100.0	59.6	73.9	65.5	48.7	63.6	76.0	76.9	53.8
2024	80.0	100.0	100.0	100.0	40.9	73.8	71.3	54.5	52.6	84.7	76.9	58.1
Pacific Peoples												
2020	100.0	90.0	55.6	11.1	68.2	77.1	68.9	33.7	66.4	75.7	65.6	30.5
2021	71.4	87.5	42.9	14.3	62.3	71.5	64.9	33.0	62.2	70.5	61.4	32.4
2022	75.0	91.7	40.0	40.0	56.6	67.3	59.4	28.7	58.3	69.7	57.1	30.4
2023	60.0	66.7	50.0	16.7	52.7	65.0	60.4	29.8	51.7	66.4	57.4	25.0
2024	44.4	83.3	66.7	16.7	36.7	65.1	64.0	30.8	40.0	66.2	54.8	24.0

Analysis of NCEA data

- NCEA level 1 achievement statistics reduced significantly for our school, nationally, and for our equity index band (EQI)
- Our NCEA level 1 statistics reduced by 23.8%, national statistics reduced by 16.8% and our equity index band was down 10.9%
- Our NCEA level 2 achievement data for 2024 is very similar at this point last year – 84.9%. National data is 72.7% and our EQI is 77.9%
- Outstandingly, our NCEA level 3 achievement data for 2024 is 86.2%, up 16.9% from 2023 data. National data is 68.2% and our EQI data is 71.3% is on par with national and decile band data.
- Our University Entrance (UE) data for 2024 is also well above 2023 data – 59.4% compared to 45.7% in 2023. It is well above national and our EQI data.

Comments from ERO confirmed report based on learner success and wellbeing

- Most students achieve National Certificates of Educational Achievement (NCEA) Levels 1 and 2 and a large majority achieve Level 3; just under half achieve University Entrance and outcomes for Māori students are not yet equitable.
- Progress and achievement information for students in Years 9 and 10 shows that less than half are making expected progress; improving foundational literacy and numeracy remains a priority.
- Most students leave Taupo-nui-a-Tia College with a meaningful qualification and pathway.
- Less than half of students attend school regularly; the government's target for regular attendance has yet to be achieved.

How we have given effect to Te Tiriti o Waitangi

Board actions

Insert strategic plan and annual plan

[Strategic Plan 2024-2025](#)

[Annual plan 2024](#)

- See strategic and annual plan posters above
- See actions and evidence in annual goal one and three above
- In 2023, as part of the Taupō Kāhui Ako kawenata agreement we made a decision to co-opt a hapū representative onto our board. This hapū representative remains on our board.
- Te reo Māori can be selected as a subject from Year 9 to Year 13

Staff actions

- See actions and evidence in annual goals one and three above
- Other actions include:
 - School karakia at every staff briefing
 - School karakia at every assembly
 - School haka and waiata practice in many briefings
 - School haka competition
 - Conversations between principal and teachers who are renewing their teacher registration related to their practice and use of te reo me nga tikanga Māori

Student actions

- See actions and evidence in annual goals one and three above
- School haka practice in assemblies
- School haka competition

Statement of compliance with employment policy

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Health and safety committee and computer-based Health and Safety programme as well as Property Committee
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, without bias or discrimination.
How do you practise impartial selection of suitably qualified persons for appointment?	Applicants are short listed and interviewed by a panel according to the type of role they are applying for. Interview questions are the same for all applicants and the responses are rated and compared.
How are you recognising, <ul style="list-style-type: none"> – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service? 	Abiding by the principals of the Treaty of Waitangi. Engaging in professional development learning opportunities. Willingness to engage in Kaupapa Māori initiatives. Māori goals aimed and targeted towards accelerating Māori student achievement and teacher capability to interact with Māori students.
How have you enhanced the abilities of individual employees?	Professional development program and observations and feedback.
How are you recognising the employment requirements of women?	Flexible work environment, Maternity leave available as well as part time options.
How are you recognising the employment requirements of persons with disabilities?	Access to all buildings except the upper level of one (this project will be completed in 2025. Disabled toilets around the school.

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

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

TAUPO-NUI-A-TIA COLLEGE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 167

Principal: Ben Claxton

School Address: 122 Spa Road, Taupo 3330

School Postal Address: PO Box 549, Taupo 3351

School Phone: 07 376 1100

School Email: mail@taupocollege.ac.nz

Accountant / Service Provider:

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Michelle Barnett	Presiding Member	Co-Opted	Oct-26
Ben Claxton	Principal ex Officio		n/a
Lorraine Kerr	Parent Representative	Elected	Sep-25
Kylie Leonard	Parent Representative	Elected	Oct-26
Vanessa Donald	Parent Representative	Elected	Sep-25
Mark Gibson	Parent Representative	Elected	Sep-25
Kelly Samuels-Hema	Parent Representative	Co-Opted	Nov-26
Martyn Howie	Staff Representative	Elected	Sep-25
Angus Putt	Student Representative	Elected	Sep-24
Daniel Fletcher	Student Representative	Elected	Sep-25

TAUPO-NUI-A-TIA COLLEGE

Annual Financial Statements - For the year ended 31 December 2024

Index

Page	Statement
23	Statement of Responsibility
24	Statement of Comprehensive Revenue and Expense
25	Statement of Changes in Net Assets/Equity
26	Statement of Financial Position
27	Statement of Cash Flows
28 - 44	Notes to the Financial Statements
	Independent Auditor's Report

Taupo-nui-a-Tia College

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.

Michelle Barnett

Full Name of Presiding Member

PEN CLAYTON

Full Name of Principal

M Barnett

Signature of Presiding Member

[Signature]

Signature of Principal

5 June 2025

Date:

5 June 2025

Date:

Taupo-nui-a-Tia College

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	14,346,523	12,410,050	13,588,314
Locally Raised Funds	3	1,997,866	1,142,650	2,121,737
Interest		116,358	57,000	78,238
Total Revenue		16,460,747	13,609,700	15,788,289
Expense				
Locally Raised Funds	3	1,550,803	843,277	1,595,922
Learning Resources	4	10,508,374	9,215,449	10,081,666
Administration	5	1,093,894	951,465	1,140,128
Interest		9,113	-	7,965
Property	6	3,128,278	2,590,023	2,872,281
Loss on Disposal of Property, Plant and Equipment		-	-	679
Total Expense		16,290,462	13,600,214	15,698,641
Net Surplus / (Deficit) for the year		170,285	9,486	89,648
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		170,285	9,486	89,648

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

Taupo-nui-a-Tia College

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		2,986,994	2,987,001	2,820,207
Total comprehensive revenue and expense for the year		170,285	9,486	89,648
Contribution - Furniture and Equipment Grant		21,500	-	77,139
Equity at 31 December		3,178,779	2,996,487	2,986,994
Accumulated comprehensive revenue and expense		3,178,779	2,996,487	2,986,994
Equity at 31 December		3,178,779	2,996,487	2,986,994

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.

Taupo-nui-a-Tia College

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	1,670,033	1,759,555	1,480,967
Accounts Receivable	8	857,837	950,000	927,065
GST Receivable		220,873	80,000	121,662
Prepayments		42,870	-	-
Inventories	9	32,196	19,000	19,216
Investments	10	867,936	850,000	810,763
Funds Receivable for Capital Works Projects	18	191,408	-	85,823
		3,883,153	3,658,555	3,445,496
Current Liabilities				
Accounts Payable	12	1,473,224	700,000	1,125,776
Painting Contract Liability	13	-	60,000	74,078
Revenue Received in Advance	14	520,893	450,000	457,141
Provision for Cyclical Maintenance	15	515,739	76,700	498,866
Finance Lease Liability	16	43,822	18,333	32,921
Funds held in Trust	17	77,759	130,000	201,165
Funds held for Capital Works Projects	18	9,146	150,000	44,547
Funds held on behalf of School Cluster	19	387,837	500,000	346,978
		3,028,420	2,085,033	2,781,472
Working Capital Surplus/(Deficit)		854,733	1,573,522	664,024
Non-current Assets				
Property, Plant and Equipment	11	2,401,722	2,400,253	2,395,253
		2,401,722	2,400,253	2,395,253
Non-current Liabilities				
Painting Contract Liability	13	-	420,000	-
Provision for Cyclical Maintenance	15	15,500	508,000	8,800
Finance Lease Liability	16	62,177	49,288	63,483
		77,677	977,288	72,283
Net Assets		3,178,779	2,996,487	2,986,994
Equity		3,178,779	2,996,487	2,986,994

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

Taupo-nui-a-Tia College

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		3,933,661	3,206,050	3,561,680
Locally Raised Funds		1,392,812	890,700	1,864,822
International Students		383,917	291,950	581,799
Goods and Services Tax (net)		(99,211)	-	(79,633)
Payments to Employees		(2,210,896)	(1,875,101)	(2,203,571)
Payments to Suppliers		(2,984,012)	(2,209,113)	(3,032,774)
Interest Paid		(9,113)	-	(7,965)
Interest Received		126,191	57,000	74,374
Net cash from/(to) Operating Activities		533,349	361,486	758,732
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(319,469)	(312,000)	(499,726)
Purchase of Investments		(57,173)	-	(35,033)
Net cash from/(to) Investing Activities		(376,642)	(312,000)	(534,759)
Cash flows from Financing Activities				
Furniture and Equipment Grant		21,500	-	77,139
Finance Lease Payments		(19,972)	1	(12,912)
Painting Contract Payments		-	-	(73,114)
Funds Administered on Behalf of Other Parties		30,828	(40,000)	315,224
Net cash from/(to) Financing Activities		32,356	(39,999)	306,337
Net increase/(decrease) in cash and cash equivalents		189,063	9,487	530,310
Cash and cash equivalents at the beginning of the year	7	1,480,967	1,750,068	950,660
Cash and cash equivalents at the end of the year	7	1,670,030	1,759,555	1,480,970

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.

Taupo-nui-a-Tia College

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Taupo-nui-a-Tia College (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 15.

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 16. Future operating lease commitments are disclosed in note 24.

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	10–75 years
Furniture and Equipment	10–15 years
Information and Communication Technology	4–5 years
Motor Vehicles	5 years
Textbooks	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 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	3,638,064	2,881,000	3,479,080
Teachers' Salaries Grants	8,185,856	7,320,000	7,974,739
Use of Land and Buildings Grants	2,342,410	1,884,000	2,047,900
Other Government Grants	180,193	325,050	86,595
	<u>14,346,523</u>	<u>12,410,050</u>	<u>13,588,314</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	95,397	-	107,526
Fees for Extra Curricular Activities	1,132,599	439,500	1,262,066
Trading	375,101	373,000	375,281
Fundraising and Community Grants	21,954	15,000	48,279
Other Revenue	47,661	63,200	98,783
International Student Fees	325,154	251,950	229,802
	<u>1,997,866</u>	<u>1,142,650</u>	<u>2,121,737</u>
Expense			
Extra Curricular Activities Costs	946,767	330,000	1,080,143
Trading	260,646	336,035	243,356
Fundraising and Community Grant Costs	88,824	-	52,183
Other Locally Raised Funds Expenditure	4,189	-	24,221
International Student - Employee Benefits - Salaries	123,231	120,000	104,606
International Student - Other Expenses	127,146	57,242	91,413
	<u>1,550,803</u>	<u>843,277</u>	<u>1,595,922</u>
Surplus/ (Deficit) for the year Locally Raised Funds	<u>447,063</u>	<u>299,373</u>	<u>525,815</u>

Significant Donations include a \$20,000 Lottery Grant which was used to re-roof the marae wharenuī, \$15,000 from the Lion Foundation for sports uniforms and equipment and \$15,000 from Pub Charity for sports equipment. Other donations were also received for student scholarships, arts and sporting endeavours.

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	431,194	332,500	426,279
Information and Communication Technology	234,747	222,000	241,151
Employee Benefits - Salaries	9,277,944	8,198,349	8,923,399
Staff Development	32,334	25,000	23,895
Depreciation	382,969	312,000	336,446
Other Learning Resources	149,186	125,600	130,496
	<u>10,508,374</u>	<u>9,215,449</u>	<u>10,081,666</u>

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	13,560	6,500	7,820
Board Fees and Expenses	14,460	16,120	17,712
Operating Leases	2,213	2,213	2,213
Other Administration Expenses	186,260	146,032	138,166
Employee Benefits - Salaries	822,582	730,400	926,224
Insurance	49,094	50,200	47,993
Service Providers, Contractors and Consultancy	5,725	-	-
	<u>1,093,894</u>	<u>951,465</u>	<u>1,140,128</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	5,802	2,148	28,922
Cyclical Maintenance	23,573	40,000	81,656
Heat, Light and Water	154,370	137,600	140,295
Rates	11,561	12,800	12,058
Repairs and Maintenance	141,794	91,000	89,744
Use of Land and Buildings	2,342,410	1,884,000	2,047,900
Employee Benefits - Salaries	148,422	146,352	141,924
Other Property Expenses	300,346	276,123	329,782
	<u>3,128,278</u>	<u>2,590,023</u>	<u>2,872,281</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	1,670,033	1,759,555	1,480,967
Cash and cash equivalents for Statement of Cash Flows	1,670,033	1,759,555	1,480,967

Of the \$1,670,033 Cash and Cash Equivalents, \$9,146 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 \$1,670,033 Cash and Cash Equivalents, \$387,837 is held by the School on behalf of the Cluster/Transport Network. See Note 19 for details of how the funding received for the cluster has been spent in the year.

Of the \$1,670,033 Cash and Cash Equivalents, \$520,893 of Revenue Received in Advance is held by the School, as disclosed in note 14.

Of the \$1,670,033 Cash and Cash Equivalents, \$12,071 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	87,878	135,000	135,612
Receivables from the Ministry of Education	5,831	5,000	4,455
Interest Receivable	3,362	10,000	13,195
Banking Staffing Underuse	-	-	55,323
Teacher Salaries Grant Receivable	760,766	800,000	718,480
	857,837	950,000	927,065
Receivables from Exchange Transactions	91,240	145,000	148,807
Receivables from Non-Exchange Transactions	766,597	805,000	778,258
	857,837	950,000	927,065

9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Stationery	6,786	5,000	4,475
School Uniforms	25,410	14,000	14,741
	32,196	19,000	19,216

10. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset Short-term Bank Deposits	867,936	850,000	810,763
Total Investments	867,936	850,000	810,763

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Buildings	1,066,244	23,730			(35,417)	1,054,557
Landscaping	308,621	5,687			(26,655)	287,653
Furniture and Equipment	457,328	128,570			(139,899)	445,999
Information and Communication Technology	279,840	167,763			(102,938)	344,665
Motor Vehicles	27,361				(18,776)	8,585
Artwork	86,846	5,500			(1,368)	90,978
Leased Assets	97,892	51,826			(48,253)	101,465
Library Resources	71,121	8,102	(1,739)		(9,663)	67,822
	2,395,253	391,178	(1,739)	-	(382,969)	2,401,724

The net carrying value of furniture and equipment held under a finance lease is \$101,465 (2023: \$97,892)

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 \$
Buildings	1,782,935	(728,378)	1,054,557	1,759,205	(692,961)	1,066,244
Building Improvements	544,736	(257,083)	287,653	539,049	(230,428)	308,621
Furniture and Equipment	1,707,925	(1,261,927)	445,998	1,579,355	(1,122,027)	457,328
Information and Communication Technology	1,194,716	(850,052)	344,664	1,026,953	(747,113)	279,840
Motor Vehicles	190,990	(182,405)	8,585	190,990	(163,629)	27,361
Textbooks	137,200	(46,222)	90,978	131,700	(44,854)	86,846
Leased Assets	163,352	(61,887)	101,465	159,730	(61,838)	97,892
Library Resources	198,981	(131,159)	67,822	195,663	(124,542)	71,121
	5,920,835	(3,519,113)	2,401,722	5,582,645	(3,187,392)	2,395,253

12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	539,308	690,000	212,365
Accruals	6,531	10,000	7,370
Employee Entitlements - Salaries	897,999	-	841,635
Employee Entitlements - Leave Accrual	29,386	-	64,406
	<u>1,473,224</u>	<u>700,000</u>	<u>1,125,776</u>
Payables for Exchange Transactions	1,473,224	700,000	1,125,776
	<u>1,473,224</u>	<u>700,000</u>	<u>1,125,776</u>

The carrying value of payables approximates their fair value.

13. Painting Contract Liability

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Painting Contract due within one year	-	60,000	74,078
	<u>-</u>	<u>60,000</u>	<u>74,078</u>
Painting Contract due after one year	-	420,000	-
	<u>-</u>	<u>420,000</u>	<u>-</u>

At the end of 2023, the contract that the Board had signed with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering an eight year period came to an end. At balance date the Board had not entered into a new agreement and were seeking proposals from contractors for a further programme of painting maintenance beginning in the 2025 financial year.

14. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
International Student Fees in Advance	508,489	450,000	424,773
Other revenue in Advance	12,404	-	32,368
	<u>520,893</u>	<u>450,000</u>	<u>457,141</u>

15. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	507,666	508,000	400,200
Increase to the Provision During the Year	23,573	40,000	81,656
Use of the Provision During the Year	-	-	(41,100)
Other Adjustments	-	36,700	66,910
Provision at the End of the Year	531,239	584,700	507,666
Cyclical Maintenance - Current	515,739	76,700	498,866
Cyclical Maintenance - Non current	15,500	508,000	8,800
	531,239	584,700	507,666

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan.

16. 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	43,822	18,332	32,921
Later than One Year and no Later than Five Years	62,177	49,288	63,483
	105,999	67,620	96,404
Represented by			
Finance lease liability - Current	43,822	18,333	32,921
Finance lease liability - Non current	62,177	49,288	63,483
	105,999	67,621	96,404

17. Funds held in Trust

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	77,759	130,000	201,165
	77,759	130,000	201,165

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.

18. 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 \$
Roll Growth Classrooms	(60,299)	44,956	(4,187)	19,530	0
Science and Library Roof	(877)	979,152	(1,096,474)	-	(118,199)
LSPM2	14,012	750,000	(765,405)	-	(1,393)
Heating and Electrical	13,745	167,116	(189,390)	-	(8,529)
H Block Refurbishment	16,790	194,280	(201,924)	-	9,146
Block E & I Roof	(24,647)	-	(27,581)	-	(52,228)
F Block Science Roof	-	-	(11,059)	-	(11,059)
Totals	(41,276)	2,135,505	(2,296,020)	19,530	(182,262)

Represented by:

Funds Held on Behalf of the Ministry of Education	9,146
Funds Receivable from the Ministry of Education	(191,408)

Roll Growth Classroom costs exceeded Ministry funding, and therefore, the Board provided \$19,530 of funding to complete and close out the project from retained surpluses.

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
LSPM	(9,553)	9,570	(17)	-	(0)
Roll Growth Classrooms	(149,387)	305,013	(215,925)	-	(60,299)
Science and Library Roof	(21,406)	50,047	(29,518)	-	(877)
Marae Fence	15,987	4,443	(31,325)	10,895	-
Drainage	(780)	1,011	(231)	-	-
Fence Rugby Field	(8,921)	8,921	-	-	-
Top Turf	(16,987)	9,885	-	7,102	-
Lockers	(6,091)	3,676	-	2,415	-
LSPM2	98,701	-	(84,689)	-	14,012
Heating and Electrical	-	15,145	(1,400)	-	13,745
H Block Refurbishment	-	20,150	(3,360)	-	16,790
Block E & I roof	-	20,000	(44,647)	-	(24,647)
Nelson and Science Block Verandas	(27,768)	25,406	-	2,363	-
Wood Storage	(1,351)	1,342	-	9	-
Totals	(127,556)	474,608	(411,112)	22,783	(41,276)

Represented by:

Funds Held on Behalf of the Ministry of Education	44,547
Funds Receivable from the Ministry of Education	(85,823)

19. Funds Held on Behalf of Cluster / Transport Network

Taupo-nui-a-Tia College is the lead school funded by the Ministry of Education to provide transportation services to its cluster of schools.

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held at Beginning of the Year	346,978	346,978	246,321
Funds Received from Cluster Members	29,193	30,000	12,639
Funds Received from MOE	2,015,547	2,015,000	1,923,579
Funds Received from Interest	17,420	20,354	17,577
Total funds received	2,062,160	2,412,332	1,953,795
Funds Spent on Behalf of the Cluster	1,796,336	1,720,000	1,660,806
Funds remaining before distribution	612,802	692,332	539,310
Distribution of Funds			
Hilltop School	25,000	961	961
Lake Taupo Christian School	2,545	4,672	4,672
Marotiri School	7,230	11,133	11,133
Mountview School	16,400	1,058	1,058
Rangitaiki School	-	192	192
St Patricks Taupo	3,000	10,921	10,921
Tauhara College	24,055	7,960	7,960
Tauhara Primary	13,861	750	750
Taupo Intermediate	-	45,877	45,877
Taupo Primary	23,883	9,018	9,018
Taupo-Nui-A-Tia College	56,791	80,601	80,601
Tirohanga School	-	1,807	1,807
Waipahihi School	30,000	3,499	3,499
Wairakei School	22,199	13,882	13,882
Total funds distributed	224,965	192,332	192,332
Funds Held at Year End	387,837	500,000	346,978

20. 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.

Mark Gibson is the Chairman of the Central Plateau Schools Alpine Charitable Trust. During the year the school paid the Trust \$12,348 (2023: \$8,000) for hut hireage and maintenance costs with no amounts outstanding at balance date (2023: \$0).

The caretaker occupied the school house in 2024. Rent is not charged on the school house as recompense for minor disturbances and inconveniences and in recognition of the role the caretaker plays in the security of the school.

21. 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	3,955	5,260
<i>Leadership Team</i>		
Remuneration	1,694,613	1,606,763
Full-time equivalent members	13	13
Total key management personnel remuneration	1,698,568	1,612,023

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 Property (2 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	190-200	190-200
Benefits and Other Emoluments	5-6	5-6
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	19	17
110 - 120	14	12
120 - 130	5	5
130 - 140	4	4
	42.00	38.00

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

22. 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	0	0

23. 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.

24. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$735,041 (2023: \$190,053).

Contract Name	2024 Capital Commitment
	\$
Science and Library Roof	134,548
LSPM2	364,092
Heating and Electrical	47,357
Block E & I Roof	149,615
F Block Science Roof	39,430
Total	735,042

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 18.

25. 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	1,670,033	1,759,555	1,480,967
Receivables	857,837	950,000	927,065
Investments - Term Deposits	867,936	850,000	810,763
Total financial assets measured at amortised cost	<u>3,395,806</u>	<u>3,559,555</u>	<u>3,218,795</u>

Financial liabilities measured at amortised cost

Payables	1,473,224	700,000	1,125,776
Borrowings - Loans	-	420,000	-
Finance Leases	105,999	67,621	96,404
Paintng Contract Liability	-	-	74,078
Total financial liabilities measured at amortised cost	<u>1,579,223</u>	<u>1,187,621</u>	<u>1,296,258</u>

26. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF THE TAUPO NUI-A-TIA COLLEGE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Taupo nui-a-Tia College (the School). The Auditor-General has appointed me, Mark Fraser using the staff and resources of Silks Audit Chartered Accountants 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 24 to 44, 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 Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 5 June 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 arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 2 to 23 and 49 to 50, 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 (including International Independence Standards) (New Zealand) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

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

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 (including International Independence Standards) (New Zealand) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

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

A handwritten signature in black ink, appearing to read 'Mark Fraser'.

Mark Fraser
Silks Audit Chartered Accountants Limited
On behalf of the Auditor-General
Whanganui, New Zealand

Report on other special and contestable funding

Taupo-nui-aTia College received the following special and contestable funding during the year to 31 December 2024:

Funding Source	Amount	Purpose	Use of Funds and Outcomes
TEC Funding	\$87,228	Assist 65 students to pursue vocational pursuits	Funds used to transport students to work placements, purchase health and safety gear and fund vocational courses
Alternative Education Funding	\$214,968	Support students to reset and transition back to school	Funds used for facility, staff, learning materials, foodstuffs and activities for students to promote engagement. Funded for 14 placements
CoL Across School Funding	\$17,611	Facilitate professional learning with schools and early childhood centres within the Taupo community including working with senior management from these schools to implement initiatives that support student success.	Funds for 3 Across School Leaders used for reading resources, professional development and travel costs for community school visits
PB4L Funding	\$10,000	Implement Positive Behavior for Learning School-Wide	Release time for staff member assigned PB4L responsibilities, stationery (posters and values cards), rewards and other resources to acknowledge positive student behaviour
ESOL	\$44,390	Support for 37 students for whom English is their second language to achieve across the subject curriculum	Provision of teacher aides and resource materials to assist ESOL students to improve their performance across their chosen subjects
Taupo Transport Network Group	\$56,791	Assist with Travel Costs relating to Student Sporting and Extracurricular Activities	Cover cost of Van and Bus Hire from 3 rd Parties as well as the cost of running School Vehicles.

Kiwisport funding

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$30,605.03 (excluding GST) (2023 \$29,362.01). The funding was spent on sporting endeavours.