



Taupo-nui-a-Tia

COLLEGE

Annual Report for 2025

Contents

Presiding member/principal's report	2
List of all school board members	6
Statement of variance: progress against targets.....	7
Evaluation and analysis of the school's students' progress and achievement.....	15
Statement of compliance with employment policy	16
Kiwisport funding	17
Report on other special and contestable funding	17
Financial Statements.....	18

Presiding member/principal's report

Presiding Member Report 2025

As I presented my end of year board report at last year's prizegiving the school was preparing for a visit from the Education Review Office. The visit went well with the recommendations from this visit being published in February this year.

Recommendations from the report included a coherent tracking system to fully understand student achievement and progress, review of the current literacy and numeracy plan and to implement a schoolwide approach and review of attendance. Common themes found in secondary schools across the country.

As a board we committed surplus funds from 2024 to be used how the school saw fit for the benefit of increasing the numeracy and literacy results especially for those students working towards the CAA exams required to pass level 1 NCEA. Some of this was used to purchase specific software that could be used across subjects to enhance the numeracy and literacy learning.

The board has seen the work that the school has done on working on these recommendations and the focus that has been put into numeracy and literacy. The regular reporting we receive has shown how students are tracking and progressing. At our board meeting last week, we were shown the data on the increase in pass rates for these CAA exams compared to the same time last year. Thank you to all the teachers who have worked so hard to help the students' progress to achieve these results.

Also happening this time last year was the re-roofing of the library which has been completed and the library reopened this year. The next roofs to be fixed are the canteen and E block.

Upgrades to the Nelson block to include a lift are almost complete.

Each year a new student representative is elected to the board and since before I started on the board a common request has been brought to the table by them. That has been to repair the student car park. Over the years the potholes have grown and the newly elected student representative for this next year captured this so well in her video showing the massive puddle that students have to pretty much 4-wheel drive through to get into the car park after it has been raining. We've listened and in conjunction with the district council this car park is currently being repaired and will be ready for the students in the new school year.

Thanks to all the staff who took the time throughout the year to compile reports for the board and also to Alice, the school business manager for her very detailed finance reports we receive each meeting. Earlier in the year all heads of faculty produced reports for the board to read and then attended one of our meetings so we could discuss them in detail.

It is time for Board to set the next 3-year strategic plan. The school has been gathering student, staff and community voice over various methods and this has been collated together to bring a draft plan together that is currently being refined and will be adopted at our next board meeting. Some common themes came through from all areas of consultation. The strategic goals will be focused on 1) Achieving academic excellence and consistency in teaching and learning, 2) ensuring an inclusive culture of wellbeing, respect, and high expectations, and 3) strong pathways, partnerships, and real-world readiness.

Recently elections were held for the school board. We operate a split system where half of the board comes up for election every 18 months to keep some consistency. Ending their 3-year terms at this latest election were Parent representatives Mark Gibson, Vanessa Donald, Lorraine Kerr and staff representative Martyn Howie. Vanessa stood down earlier in the year when she became employed at the school and Lorraine and Martyn chose not to stand for re-election.

We were pleased to welcome back Mark and welcome our new board members Catriona Eagles and Ian Chamberlain. Our new staff representative for the next 3 years is Kris Sainsbury and as mentioned earlier we get a new student rep each year and this year we welcome Emily Barnett.

Thank you to Lorraine, Vanessa, Martyn and student rep Daniel for your contribution to the board we have valued your input and robust discussions over the years.

To the students, good luck over the next few weeks to those of you sitting external exams and to those who are finishing their journey at school, good luck with your next adventure.

Tonight we are here to celebrate the success of the students, but I would like to take a moment to acknowledge the contribution one special lady has made to our school board and others in this town.

Lorraine Kerr started her service to school boards back in 1989 and in 1998 she joined the Taupo nui a Tia school board. At one stage Lorraine was a board member on 3 school boards all at once. Tauhara Primary, Taupo Intermediate as well as ours. For the past 20 years that she has been on our board she was also the president on New School Board Association or NZSTA as it was previously known. During her time as president, she worked with different governments and many education ministers. We feel very fortunate to have had Lorraine on our board while she also held this role as we know she often put in a word for our school and advocated down in Wellington on our behalf. Thank you, Lorraine, for all you have done for our school and the other schools in Taupo.

As an acknowledgment of your 30+ years of service we have a certificate from NZSBA to present to you.

Principal's Report

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

Ko Ben Claxton toku ingoa
A warm 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 several special guests in attendance tonight. I would like to take a moment to acknowledge and welcome these people:

- Firstly, welcome to members of our school board, Michelle Barnett, our presiding member, and other members, Kylie Leonard, Kelley Hema, Catrionia Eagles, Mark Gibson, Kris Sainsbury, our newly elected staff representative, and Emily Barnett, our new elected student representative

- Welcome to Brent Woods, Tumuaki at Taupō Intermediate, and Robyn Rutherford, Deputy Principal at Taupō Primary (and also Scarlett Rutherford's Mum (I'll mention more about Scarlett later)
- Welcome to Shirley 'mama' Gowdy, Dave Wakelin, Nick Hume and his colleagues from BFA, Paul Gardner from Taupō Rotary Club, and Peter Crawford. Thank you all for being here and for your contribution to our senior prize giving
- Thank you to Rowan, Clay, Ashley and the production team for the sound and lighting, and music this evening, and to all our performers. Kia kaha!
- Welcome to our head students, deputy head students and their whānau
- And finally, welcome to any other special guests here tonight who I may not have mentioned specifically

Taupo-nui-a-Tia College is a big waka. This year, we have had over 1200 students on the roll, the number of teaching staff reached 88, and we have a support staff crew of 44 – not to mention all our parents and caregivers. That's a lot of stakeholders! When you're dealing with that number of people, there's a lot that could go wrong, but there's also a lot that could go right. For our waka to function well and be paddling in the right direction, we need everybody playing their part – our students, our teachers, our support staff, and our school community. I could not lead this amazing place without the support of all of you!

There are several people I need to acknowledge within our organisation before I go any further.

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 ākongā.

Thank you to our pastoral care team, our deans, our Bay Trust staff, our nurses, our counsellor, and the other external agencies who support us – thank you for caring for our students like they are your own children.

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, and in the weekends, and in the holidays, to plan and deliver the best possible programmes for our ākongā. 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 – it is a privilege and it is a big responsibility!

To our support staff - the admin team, the property staff, the canteen staff, our learning assistants, and our various technicians. Thank you for the integral parts you play to make our place the best it possibly can be.

I'm extremely proud of all of you. I make a conscious effort every day while I'm driving to work – no joke - to say out loud how grateful I am for the privilege and responsibility of leading this kura, and to be able to live in this amazing town. Some of you may find it a little weird, but I think there is something to be said for saying out loud or writing down the things you are grateful for every day.

I would like to acknowledge our amazing group of Head students for 2025, Tawhai Donaldson, Vanya Heaslip, Scarlett Rutherford, and Mia Way-Ferguson. They are an incredible bunch of young people who have *completely* embodied our values of whakapono, wero, and manaakitanga. I think some parents are fearful of the teenager years, but if my own children turn out as awesome as you lot, then I will be a happy man. You can be proud of your leadership and the legacy you will leave – I know your families are extremely proud of you as well. I know that you have been ably supported by a wonderful group of other Year 13 students. Just like I need a big support crew to help with my job, I know that you have relied on a number of Year 13s in various roles to help you lead the student body this year. I would also like to take a moment to acknowledge our Year 13 Dean, Vivien Forrest, for her leadership of your cohort over the past five years. Vivien, your awhi and support of this year group over the past five years is also reflected in this special group of young people.

It is also important that we acknowledge a long-serving taonga of our place who is retiring at the end of this year. Whaea Steph Richards has been with us since 2003 and has been an absolute rock in our kura over the past 20 plus years. Whaea Steph, we honour you tonight for your outstanding service to our school and our community – you have changed many students lives over your time with us and you will leave some big shoes to fill. Please join with me in acknowledging Whaea Steph.

Our board and senior leadership team has recently been working on developing our new strategic plan for 2026-2028 – thank you, students, staff, and our community for the feedback we have been able to gather via our various community consultation opportunities. We are in an interesting position of trying to balance ministry

priorities with what our community wants and needs. Our three overarching goals will be: 1) Achieve academic excellence and consistency in teaching and learning, 2) Ensure an inclusive culture of wellbeing, respect, and high expectations, and 3) Pathways, Partnerships, and Real-World Readiness. We look to bringing those goals to fruition over the next three years.

This year, we have had an increased school-wide focus on literacy and numeracy, especially in the junior school, which included a \$60,000 investment in Writer's Toolbox and Education Perfect. What we noticed last year, with the introduction of new NCEA level 1 achievement standards at year 11, was the cognitive leap from Year 9 and Year 10 to academic rigour required at Year 11. We hope to reap the benefits of our efforts in the junior school with positive results in the years to come. Our initial data indicates that the hard work has been paying off, however, the work is never finished, hence the strategic goals we have in place for 2026-2028 which I mentioned earlier.

There is quite a bit of further change on the horizon in terms of a curriculum refresh, beginning with our Year 9s next year, new assessment tools, and senior qualification changes from 2028. It is a lot, but our key message to you and anyone you may speak to is, we've got this! I am confident our team can deliver what's being asked of us from central government, and what's being asked of us from our community. As I said at the beginning, we are in a position of immense privilege and responsibility in terms of the influence we can have over young people, and you can be sure we don't take that lightly. That's why our job is so important, and in my opinion, one of the key pillars of society.

From a property point of view, we have successfully completed several property projects in 2025. At the beginning of the year our library roofing project was completed, our H7 and H8 renovations were completed. We have also finally just received a new lift for N block, meaning all areas of the school are now wheelchair accessible. We still have roofing projects to complete on our Canteen and English blocks; however, we have been told these will be completed in 2026. Most recently, and possibly the property project most desired by our students, our student car park has been resurfaced. The state of the student car park has been an ongoing frustration for many years, so it is fantastic it has been brought up to spec, for hopefully years to come. Apologies to our Year 13s who won't get to enjoy it – perhaps this gives you an excuse to come back next year, park there, and come say Kia Ora.

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. We are school which is focused on the holistic development of our students and it's important to know that if you aren't getting an academic award tonight, we still see you. Only a select few will ever be recognised as being the best in something, but if you know you have brought your best – and demonstrated Wero – courage and bravery - then you can be proud of that, and I am proud of that, whether you are getting an award tonight or not.

To our award winners, this *is* your night. Be proud of your success this year – walk across this stage with pride. Many others will be envious of you as collect your awards tonight. You too can be proud of demonstrating our Tia Values, be proud of demonstrating Whakapono – reflecting honesty and integrity in all that you do and have done. 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. Be proud of demonstrating Manaakitanga – demonstrating respect, support and care for everyone around you. Winning these awards have not happened by chance – so I honour you for your effort and attitude this year.

Kia kaha, kia maia, kia manawanui. Be strong, be steadfast, and always, always be willing.

No reira, tēnā koutou, tēnā koutou, tēnā tātou katoa.

List of all school board members

Board member names	Date that the board member's term finishes
Michelle Barnett – Presiding Member	October 2026
Ben Claxton - Principal	N/A
Kylie Leonard – Parent Representative	October 2026
Mark Gibson – Parent Representative	September 2028
Kelley Samuels-Hema – Iwi Hapū Representative	November 2026
Catriona Eagles – Parent Representative	September 2028
Ian Chamberlain – Parent Representative	September 2028
Kris Sainsbury – Staff Representative	September 2028
Emily Barnett - Student Representative	September 2026

Statement of variance: progress against targets

Strategic Goal 1:

Promoting the highest quality teaching and learning environments for student success

Annual Target/Goal:

AREA: Improved attendance, retention, engagement, and achievement

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>
<p>Target: Retain at least 95% of our students aged 15 and below in education</p> <ul style="list-style-type: none"> - Continuation of belong and dream programme - Continuation of Youth Town programme - Implementation of 24/7 youth work programme) 	<ul style="list-style-type: none"> - 41 students who were Year 11 and below left school during 2025. This equates to 5.6% - Belong and dream programmed continued for students at risk of not attending - 24/7 Youth Work programme was implemented with a Youth Worker supporting our programs in 2025 	<p>2025 school leavers list</p>	<ul style="list-style-type: none"> - Some outstanding work is happening in the at-risk student space. We are working hard to engage our at-risk students 	<ul style="list-style-type: none"> - Continuation of belong and dream programme - Continuation of Youth Town programme - Continuation of 24/7 youth work programme - Planning for a Year 11 Trades Academy program to keep some at-risk students engaged in school.
<p>Target: 50% of students attending school regularly (term 3 data)</p> <ul style="list-style-type: none"> - Education for staff about the collection of data we use to measure attendance - Whānau teachers have identified targeted groups of students to follow up with - A coherent school-wide attendance tracking system is developed - Attendance expectations are set for sport and the ball - Whānau are communicated with at school-wide level at least once each term re attendance percentages (regular attendance, irregular absence, moderate absence, chronic absence) 	<ul style="list-style-type: none"> - 38% of students were attending regularly during Term Three of 2025 – a 4% increase on Term Three 2024 - Regular attendance-related professional learning was held with staff during 2025 - School-wide attendance tracking systems were used in 2025 to track targeted students - Attendance expectations were set for the ball = <5% unjustified absences for a set period of time, and at least 80% attendance for participation in school sport - Weekly attendance letters were sent to our community 	<p>Every Day matters Term 3 attendance data Attendance tracking spreadsheet</p>	<ul style="list-style-type: none"> - Improving attendance is a relentless task and we will continue to place importance on this in 2026 	<ul style="list-style-type: none"> - An attendance management plan will be in place for the start of 2026 which will build on the great work we are already doing in the attendance space.

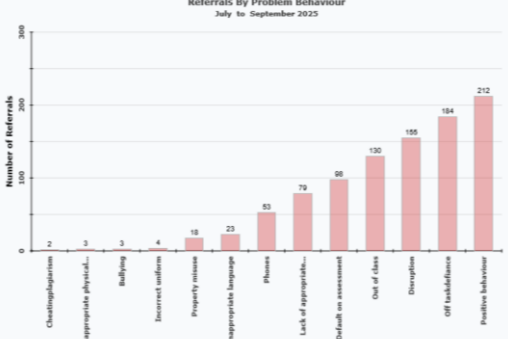
<p>Target: Numeracy and Literacy co-requisite data for Year 11 shows a difference in attainment of less than 10% between Māori and European</p> <ul style="list-style-type: none"> - <i>Tracking and monitoring for Māori student achievement included as a senior leadership portfolio item</i> - <i>Utilising Kāhui Ako Within School teachers to develop and drive our literacy and numeracy action plan</i> - <i>Critical cycle of learning and observation cycle is completed</i> - <i>Regular evidence to accelerate hui to develop and monitor effective programmes of learning (including milestone reporting)</i> - <i>Continuation of watching others work (WOW) weeks</i> - <i>Tagged standards for literacy and numeracy are taught and assessed by the end of term two</i> - <i>Centralised approach to making entries for CAA</i> 	<ul style="list-style-type: none"> - 2025 Numeracy and Literacy co-requisite data for Year 11 shows a difference in attainment of 28.3% between Māori and European - School-wide literacy and numeracy action plan was developed by Kāhui Ako within school teachers - Critical cycle of learning and observation cycle was completed - Regular evidence to accelerate hui were held in faculties to support robust internal evaluation – Each faculty produced mid-year evidence to accelerate report - WOW weeks did not occur in 2025 - Tagged standards for literacy and numeracy were taught and assessed by the end of term two - There was a centralised approach to making entries for CAA 	<p>2025 Literacy and Numeracy report 2025 Lit and Num action plan</p>	<ul style="list-style-type: none"> - There is still a significant equity gap for literacy and numeracy attainment for Year 11 students. This will continue to be an area of focus for us in 2026 	<ul style="list-style-type: none"> - Continued investment in Writer's Toolbox and Education Perfect in 2026 to support literacy and numeracy development - School-wide actions to implement explicit instruction via lesson planning prompts will be developed - Science of learning and explicit instruction PL to occur throughout 2026.
<p>NCEA data and other forms of evidence show Māori students are achieving comparably with non-Māori students</p> <p>NCEA level 1 = difference of less than 10% NCEA level 2 = difference of less than 5% NCEA level 3 = difference of less than 10% UE = difference of less than 15%</p> <ul style="list-style-type: none"> - <i>Tracking and monitoring for Māori student achievement included as a senior leadership portfolio item</i> - <i>Utilising Kāhui Ako Within School teachers to drive our literacy and numeracy action plan</i> - <i>Critical cycle of learning and observation cycle is completed</i> - <i>Regular evidence to accelerate hui to develop and monitor effective programmes of learning (including milestone reporting)</i> - <i>Continuation of watching others work (WOW) weeks</i> <p>Target: Rongohia te hau 2025 shows a positive shift from 40% to 50% in walkthrough data at the integrating level for CR for RP</p>	<ul style="list-style-type: none"> - 2025 NCEA level 1 data shows a difference of 31% between European and Māori students - 2025 NCEA level 2 data shows a difference of 13.4% between European and Māori students - 2025 NCEA level 3 data shows a difference of 10.1% between European and Māori students - 2025 UE data shows a difference of 36.8% between European and Māori students - Tracking and monitoring for Māori student achievement was added to a senior leadership portfolio - As above for other actions - 2025 Rongohia te hau walkthrough data showed 55% of teachers in the developing phase and 45% of teachers at integrating phase 	<p>2025 NCEA level 1 data 2025 NCEA level 2 and level 3 data</p> <p>- As per the previous column</p>	<ul style="list-style-type: none"> - Equity gap is most significant at NCEA level 1. The cognitive leap from Year 10 into Year 11 is still a barrier and we need to do better to prepare our students for the demands of NCEA level 1 - There are still some inconsistencies in teacher practice throughout the school 	<p>2026 Annual Plan</p> <ul style="list-style-type: none"> - NCEA targets, as well as actions to support are included in our 2026 annual plan – see link above - As per our annual plan doc above for 2026, we have included the same goal for Rongohia te hau.

<ul style="list-style-type: none"> - 1st observation for our critical cycle of learning takes place in term 1 - Consistent approach to lesson planning framework - Shadow coaching process is re-invigorated - All new staff have a designated mentor 	<ul style="list-style-type: none"> - Critical cycle of learning took place throughout 2025 - Shadow coaching process was not re-invigorated - All new staff were assigned a mentor 			<ul style="list-style-type: none"> - There are many associated actions listed to support this goal in 2026 aligned to science of learning and explicit instruction
<p>Target: KAMAR Discipline entries are reduced by 20% by year end 2025</p> <ul style="list-style-type: none"> - Education for students about resolving conflict - Introduction of 24/7 Youth Worker - Belong and Dream programme is implemented - Headstart programme is successfully implemented – concluding with a whānau/caregiver event - Identify our 5 highest target areas from KAMAR discipline 	<ul style="list-style-type: none"> - There was an increase in KAMAR discipline entries of 2.7% compared with 2024 - Students were educated about resolving conflict throughout 2025 via assembly formats - 24/7 Youth Worker was introduced - Headstart programme was successfully implemented and concluded with a whānau BBQ - KAMAR data was used continuously by our PC4L team throughout 2025 	<ul style="list-style-type: none"> - As per the previous column 	<ul style="list-style-type: none"> - It is difficult to identify a primary reason for the slight increase in KAMAR discipline entries. We continue to relentlessly educate our students on embodying our Tia values when they are at school. 	<ul style="list-style-type: none"> - As per our 2026 annual plan above, we have a goal and many associated actions to support student wellbeing by trying to create a safe, supportive environment and consistent enactment of our Tia values.
<p>Target: All Year 9 and 10 students have made a shift of at least two sub-levels for reading, writing, and numeracy by the end of the 2025</p> <ul style="list-style-type: none"> - School-wide literacy and numeracy action plans are implemented - A consistent school-wide approach is incorporated for the teaching of reading, writing, and numeracy - Priority learners are tracked and monitored via milestone reports - Each faculty member has at least one identified literacy and numeracy co-ordinator - PATs or e-asTTle are utilised twice a year to measure progress for reading, writing, and numeracy 	<ul style="list-style-type: none"> - <u>Writing</u> - 51% of Year 9 students made a shift of at least two sub-levels - 66.2% of Year 10 students made a shift of at least two sub-levels - <u>Numeracy</u> - 56% of Year 9 students made a shift of at least two sub-levels - 35% of Year 10 students made a shift of at least two sub-levels - <u>Reading</u> - 51% of Year 9 students made a shift of at least two sub-levels - 42% of Year 10 students made a shift of at least two sub-levels - School-wide literacy and numeracy action plan was developed by Kāhui Ako within school teachers - Whānau time was utilised for a school-wide approach for the teaching of reading, writing, and numeracy - Each faculty had a designated literacy and numeracy representative in 2025 	<p>2025 Reading, Writing, Numeracy NCL shift</p>	<ul style="list-style-type: none"> - It is clear there is still a lot of work to be completed in the junior school with regards to reading, writing, and numeracy. Many of our students enter the school below national expectations, however, it is important we continue to focus on this area to prepare students for the rigours of NCEA. 	<ul style="list-style-type: none"> - As per our 2026 annual plan above, we have a goal and many associated actions to ensure our Year 9, and 10 students are making progress towards being ready for NCEA level 1.

	<ul style="list-style-type: none"> - Testing was utilised twice a year to measure progress for reading, writing, and numeracy in the junior school 			
<p>Target: Robust school-wide systems are embedded to support higher levels of NCEA level 1 attainment in 2025 compared to 2024</p> <ul style="list-style-type: none"> - School-wide approach to the assessment alignment and delivery of level 1 standards - Faculty milestone reports embedded to track progress in each faculty - NCEA level 1 courses recognise 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 reporting process 	<ul style="list-style-type: none"> - Assessment plans were created to align assessment and delivery of level 1 standards - Mid-year Faculty Evidence to Accelerate Reports were used to replace milestone reports - NCEA level 1 courses were designed to recognise and incorporate Mātauranga Māori - All subjects did deliver at least 2 internals and 1 external NCEA assessments 	<p>2025 NCEA level 1 assessment plan Mid-year Faculty Evidence to Accelerate Report Template</p>	<ul style="list-style-type: none"> - School-wide systems were incorporated to support higher levels of NCEA level 1 attainment. 	<ul style="list-style-type: none"> - Assessment plans will be in place for 2026 - Mid-year Faculty Evidence to Accelerate Reports will continue in 2026

Strategic Goal 2:
Supporting an environment where student and staff wellbeing is supported, nurtured and sustained

Annual Target/Goal:
Embedding PC4L systems and practices

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>
<p>Target: Student voice indicates that our PC4L acknowledgement system is embedded and valued by students</p> <ul style="list-style-type: none"> - <i>Tia stamp cards, twice termly assembly draws, end of term assembly draw, and house points are utilised to promote the Nui Way</i> 	<ul style="list-style-type: none"> - 79% of teachers surveyed had given out Tia stamps and/or postcards in Term Two (up to week 6, term 2) - 48% of students surveyed identified they had either received a Tia stamp or postcard in Term Two (up to week 6 of term two) - Assembly draws continued - Completed Tia cards contributed to house points 	<ul style="list-style-type: none"> - As per previous column 	<ul style="list-style-type: none"> - Our acknowledgement system is valued by our students, particularly at Years 9, 10 and 13. - We need to encourage consistency of the delivery of our acknowledgement system 	<ul style="list-style-type: none"> - As indicated in our 2026 annual plan above, we plan to refine our school-wide acknowledgement system in 2026 to develop more accountability and consistency with our Tia card system
<p>Target: All staff are effectively using our behaviour response system</p> <ul style="list-style-type: none"> - <i>School-wide PLD to support the effective use of our behaviour response system</i> - Consistent, regular collection and analysis of pastoral data to implement school-wide actions 	<ul style="list-style-type: none"> - Regular staff meeting opportunities were utilised to support the effective use of our behaviour response system - Fortnightly PC4L meetings were held to regularly analyse pastoral data from KAMAR to support the implementation of school-wide actions 		<ul style="list-style-type: none"> - Many staff are utilizing our behaviour response system effectively, as indicated in the graph to the left, however, we still have some gaps, and we need to continue to upskill our staff 	<ul style="list-style-type: none"> - As indicated in our 2026 annual plan, we have actions related to working towards having all our staff effectively using our behaviour management system.
<p>Target: All teachers are explicitly teaching and reinforcing the Nui way during whānau time</p> <ul style="list-style-type: none"> - <i>Whānau system is used to introduce and reinforce our Tia Values teach, teach our expected behaviours, our acknowledgment system, and promote a sense of belonging</i> 	<ul style="list-style-type: none"> - 79% of teachers surveyed have taught our school rules and behaviour related to our three school values in 2025 (up to week 6, term 2) - Whānau time was used to reinforce our Tia values related to specific contexts around the school i.e. assembly expectations 	<p>Assembly procedures presentation for whanau classes</p>	<ul style="list-style-type: none"> - Whānau time is a great platform to reinforce our school values. It is difficult to measure how consistent our teachers were explicitly teaching our values in 2025. 	<ul style="list-style-type: none"> - Although still a great platform to reinforce our school values, our focus for 2026 will be the explicit teaching of our values via lesson planning in our learning areas

Target: Student and staff wellbeing data is used to increase student and staff satisfaction and engagement at our kura

- *Establishment of a student-led PC4L team*
- *PC4L and SLT teams establish workable themes and actions from the student and staff wellbeing surveys*

- A new bullying reporting system was introduced in Term Three of 2025 to support student wellbeing
- Specific events were held throughout the year for students and staff to try and increase their satisfaction and engagement at our kura e.g. secret admirers, ladies' night, men's night, and our regular events for students e.g. Assassins for students in Term Four

<https://www.taupocollege.ac.nz/student-life/bully-form>

- A specific student-led PC4L team was not established in 2025 but will be a priority in 2026.
- We did not complete the student and staff wellbeing at school surveys in 2025

- As per our 2026 annual plan, we plan to incorporate PC4L mahi within the cultural committee, in terms of student-led actions around the school
- We also plan to complete student and staff wellbeing surveys in 2026, as we did in 2024.

Strategic Goal 3:

Reciprocal community, whānau, hapū, and iwi partnerships are fostered and maintained

Annual Target/Goal:

Continue to work with local employers and businesses to offer our students meaningful educational connections as well as greater collaboration with Ngāti Tūwharetoa whānau and hapū

<p>Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i></p>	<p>What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i></p>	<p>Evidence <i>This is the sources of information the board used to determine those outcomes.</i></p>	<p>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></p>	<p>Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i></p>
<p>Target: Students are connected to local employers/businesses via Gateway, Taupō Pathways, iwi providers, and via localised curriculum content</p> <ul style="list-style-type: none"> - Year 11 explore programme is embedded - Year 11 Pathways connect - The Year 12 Explore program is established - The Taupō Pathways Ultimate program is established - Continue with Tūwharetoa Waewae Rakau 	<ul style="list-style-type: none"> - Year 11 Explore programme continued in 2025 - Year 11 Pathways connect continued in 2025 - The Year 12 Explore classes were established in 2025 - The Tūwharetoa Waewae Rakau program continued in 2025 	<ul style="list-style-type: none"> • HEB construction - visited school • Explore classes and 13Hub - researched local businesses to find out more about pathways available in our neighbourhood. • Over 70 students have been out on Gateway in 2025. • Various employers have contacted the school • 11 students have attended Flight Attendants course in Rotorua. (STAR funding) • 2 students from 13Hub have left school straight into apprenticeships • 13 Hub and Homeroom classes have completed volunteering hours at Hospice • Year 11 Pathways visits continued from term 2 - Police/Fire/Defence Force, Geothermal, Primary/Farms, and Building and construction trips. 	<ul style="list-style-type: none"> - The Taupō Pathways Ultimate program was not established in 2025 	<ul style="list-style-type: none"> - As per our 2026 annual plan, we plan to re-establish purposeful Year 11 and Year 12 Explore programs, establish a Year 11/Year 12 Trades academy, continue with the Year 13 Hub, and re-establish connections with Poipoia.
<p>Target: A whānau engagement plan is developed to engage our Māori whānau</p> <ul style="list-style-type: none"> - Continuation of our Rangatira Komiti - A rūpu is established to explore ways of creating enhanced engagement with our whānau - Establishment of an event to celebrate Māori student success - Marae visits to connect with our hapū - Increased attendance of Māori students and their whānau at Whānau days, report and option evenings, and open evenings through regular and ongoing communication - Utilisation of Kāhui Ako across school leaders to support whānau engagement - Continue with Pō Whakangahau 	<ul style="list-style-type: none"> - Rangatira Komiti continued - Whaea Reina took on the role of attempting to engage with our Māori Whānau - Marae visits were completed (some students and Whaea Reina) - We had a 3% increase of Māori whanau attending Whānau Days compared with 2024. - Subject Day attendance from Māori whānau was very similar to 2024 at 45% for 2025 - Pō Whakangahau was continued in 2025 	<p>STATS - Student/Teacher conferences</p>	<ul style="list-style-type: none"> - We were not able to establish an event to celebrate Māori student success in 2025, however we did hold a whānau engagement evening for Māori whānau to feedback to us about what is working and what isn't - We did not utilize our Kāhui Ako across school leaders to support whānau engagement, apart from the Rongohia te hau process - We are yet to re-connect in a meaningful way with Poipoia 	<ul style="list-style-type: none"> - As per our annual plan for 2026, we have targets and actions related to whānau engagement which will hopefully build on the work completed in 2025

<ul style="list-style-type: none"> - <i>Re-explore our connection with Poipoia</i> 				
<p>Target: There is a coherent and consistent approach to how we communicate with whānau among teaching staff</p> <ul style="list-style-type: none"> - <i>Implementation of specific communication practices for deans, whānau, and subject teachers</i> - <i>Teachers are equipped and empowered to improve our communication with whānau</i> 	<ul style="list-style-type: none"> - We implemented a new automated attendance email via KAMAR which was sent home to whānau at the end of each week to inform whānau of attendance and achievement progress. The email has largely been well received 	<p>Attendance and achievement summary - <First> <Last></p> <p>Email Main Body</p> <p>Kia ora, <Salutation></p> <p>On a Saturday an automated email will be sent to all parents/caregivers to indicate their child's attendance for the week. You will be able to see <First>'s attendance for the week in the table below. At times, we will also include a summary of attendance for the term, and a summary of attendance for each subject. This system is another layer of communication which we hope will enhance parent/caregiver's awareness of their child's attendance.</p> <p>In the email, we will also include a NCEA summary, which we hope will enhance parent/caregiver awareness of their child's progress towards NCEA. If your child is in Year 9 or Year 10 you may not receive the NCEA summary unless they have achieved credits via the literacy and numeracy common assessment activities, or have achieved other NCEA credits in certain areas where they are offered to Year 9 or Year 10 students.</p> <p>We would appreciate your support when you are aware of an upcoming planned absence. In some instances, it is expected that an application is made to the Principal. At other times, caregivers may appreciate understanding the attendance coding in advance. In all cases, students should have notified their teachers and made arrangements for any work missed during that time. Please contact the College office for any queries.</p> <p>Ngā mihi, the team at Taupo-nui-a-Tia College</p>	<ul style="list-style-type: none"> - We are yet to implement consistent communication practices for deans, whānau, and subject teachers. This will be a goal for 2026 	<ul style="list-style-type: none"> - As per our annual plan for 2026 we have an action of implementing specific communication practices for deans, whānau teachers, and subject teachers at certain times of the year.

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

Analysis of Literacy and Numeracy data

See this link for data [Literacy and Numeracy 2025](#)

- 2025 Numeracy and Literacy co-requisite data for Year 11 shows a difference in attainment of 28.3% between Māori and European
- Overall, there was a drop of 0.4% in achievement between 2024 vs 2025
- Our school sits above the national average for Year 11 but slightly below the Equity Index for Year 11 in 2025

Analysis of NCEA level 1 achievement in 2025

See this link for data [NCEA level 1 achievement 2025](#)

- 2025 NCEA level 1 data shows a difference of 31% between European and Māori students
- Overall, there was a drop of 1% in NCEA level 1 achievement between 2024 vs 2025
- Our school sits below the national (participation based) results for NCEA level 1 and below the Equity Index for NCEA level 1 in 2025

Analysis of NCEA level 2 & 3 + UE achievement in 2025

See this link for data [NCEA level 2 & 3 + UE achievement 2025](#)

- 2025 NCEA level 2 data shows a difference of 13.4% between European and Māori students
- 2025 NCEA level 3 data shows a difference of 10.1% between European and Māori students
- 2025 UE data illustrates a difference of 36.8% between European and Māori students
- Overall, there was a drop of 3% in NCEA level 2 achievement between 2024 vs 2025
- Overall, there was a drop of 9% in NCEA level 3 achievement between 2024 vs 2025
- Overall, there was a drop of 15% in Year 13 students gaining UE between 2024 vs 2025
- Our school sits well above the national average for NCEA level 2 and level 3 achievement in 2025
- Our school sits below the Equity Index for UE in 2025

Analysis of junior achievement

- Writing
- 51% of Year 9 students made a shift of at least two sub-levels
- 66.2% of Year 10 students made a shift of at least two sub-levels
- Numeracy
- 56% of Year 9 students made a shift of at least two sub-levels
- 35% of Year 10 students made a shift of at least two sub-levels
- Reading
- 51% of Year 9 students made a shift of at least two sub-levels
- 42% of Year 10 students made a shift of at least two sub-levels

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, – 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 in the school. 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	

Kiwisport funding

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2025, the school received total kiwisport funding of \$33,490.92 (excluding GST) (2024 \$30,605.03). The funding was strategically allocated across three core areas to support our school's large student population. Key expenditures included the procurement of sports equipment for our sports hub to encourage lunchtime sport, the purchase of student sports uniforms, and funding for two dedicated sports coordinators to effectively manage and drive sports participation across the school

Report on other special and contestable funding

Taupo-nui-aTia College received the following special and contestable funding during the year to 31 December 2025:

<u>Funding Source</u>	<u>Amount</u>	<u>Purpose</u>	<u>Use of Funds and Outcomes</u>
TEC Funding	\$84,385	Assist 65 students to pursue vocational pursuits through the gateway programme	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. 27 students were on the AE roll in 2025
CoL Across School Funding	\$14,666	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 utilised by 3 across school leaders and 3 within school teachers for reading resources, professional development and travel costs for community school visits
PB4L Funding	\$15,000	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	\$54,500	Support for an average of 54 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	\$60,000	Assist with Travel Costs relating to Student Sporting and Extracurricular Activities	Cover cost of New School Van to transport students to sports, EOTC and extracurricular activities

TAUPO-NUI-A-TIA COLLEGE

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

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	Elected	Oct-26
Ben Claxton	Principal ex Officio		n/a
Kylie Leonard	Parent Representative	Elected	Oct-26
Mark Gibson	Parent Representative	Elected	Sep-28
Kelly Samuels-Hema	Parent Representative	Co-Opted	Nov-26
Catriona Eagles	Parent Representative	Elected	Sep-28
Ian Chamberlain	Parent Representative	Elected	Sep-28
Kris Sainsbury	Staff Representative	Elected	Sep-28
Emily Barnett	Student Representative	Elected	Sep-26

TAUPO-NUI-A-TIA COLLEGE

Annual Financial Statements - For the year ended 31 December 2025

Index

Page	Statement
20	Statement of Responsibility
21	Statement of Comprehensive Revenue and Expense
22	Statement of Changes in Net Assets/Equity
23	Statement of Financial Position
24	Statement of Cash Flows
25-39	Notes to the Financial Statements
	Independent Auditor's Report

Taupo-Nui-a-Tia College

Statement of Responsibility

For the year ended 31 December 2025

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

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

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

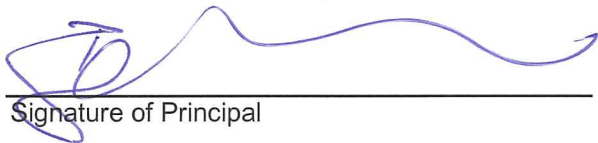
The School's 2025 financial statements are authorised for issue by the Board.

Michelle Barnett
Full Name of Presiding Member


Signature of Presiding Member

23 June 2026
Date

Ben Michael Claxton
Full Name of Principal


Signature of Principal

23 June 2026
Date

Taupo-Nui-a-Tia College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	14,981,333	14,381,186	14,346,523
Locally Raised Funds	3	1,392,808	1,240,407	1,997,866
Use of Proprietor's Land and Buildings		-	-	-
Interest		73,325	81,000	116,358
Gain on Sale of Property, Plant and Equipment		-	-	-
Hostel		-	-	-
Other Revenue		-	-	-
Total Revenue		16,447,466	15,702,593	16,460,747
Expense				
Locally Raised Funds	3	931,368	946,786	1,550,803
Hostel		-	-	-
Learning Resources	4	11,005,160	10,934,819	10,508,374
Administration	5	1,230,127	1,009,515	1,093,894
Interest		6,855	8,500	9,113
Property	6	2,907,617	2,814,615	3,128,278
Other Expense		-	-	-
Loss on Disposal of Property, Plant and Equipment		-	-	-
Total Expense		16,081,127	15,714,235	16,290,462
Net Surplus / (Deficit) for the year		366,339	(11,642)	170,285
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		366,339	(11,642)	170,285

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 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		3,178,778	3,179,018	2,986,993
Total comprehensive revenue and expense for the year		366,339	(11,642)	170,285
Contribution - Furniture and Equipment Grant		61,804	-	21,500
Contributions from the Ministry of Education		115,790	-	-
Distributions to the Ministry of Education		-	-	-
Equity at 31 December		3,722,711	3,167,376	3,178,778
Accumulated comprehensive revenue and expense		3,722,711	3,167,376	3,178,778
Reserves		-	-	-
Equity at 31 December		3,722,711	3,167,376	3,178,778

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 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	7	2,109,365	1,409,013	1,670,033
Accounts Receivable	8	1,044,803	994,000	857,837
GST Receivable		125,985	201,495	220,873
Prepayments		51,656	-	42,870
Inventories	9	12,450	15,000	32,196
Investments	10	893,394	890,000	867,936
Funds Receivable for Capital Works Projects	17	424,598	182,000	191,409
		4,662,251	3,691,508	3,883,154
Current Liabilities				
Accounts Payable	12	1,605,375	1,358,500	1,473,224
Revenue Received in Advance	13	764,327	508,000	520,893
Provision for Cyclical Maintenance	14	218,628	516,000	515,739
Finance Lease Liability	15	41,175	44,000	43,822
Funds held in Trust	16	22,635	8,000	77,759
Funds held for Capital Works Projects	17	83,787	-	9,146
Funds held on behalf of School Cluster	18	423,716	430,104	387,837
		3,159,643	2,864,604	3,028,420
Working Capital Surplus/(Deficit)		1,502,608	826,904	854,734
Non-current Assets				
Property, Plant and Equipment	11	2,651,413	2,417,472	2,401,722
		2,651,413	2,417,472	2,401,722
Non-current Liabilities				
Provision for Cyclical Maintenance	14	394,592	15,000	15,500
Finance Lease Liability	15	36,719	62,000	62,177
		431,311	77,000	77,677
Net Assets		3,722,710	3,167,376	3,178,779
Equity		3,722,711	3,167,376	3,178,778

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 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash flows from Operating Activities				
Government Grants		4,268,597	3,904,186	3,933,661
Locally Raised Funds		922,016	936,847	1,392,812
International Students		606,502	303,560	383,917
Goods and Services Tax (net)		94,888	-	(99,211)
Payments to Employees		(2,240,951)	(2,153,384)	(2,210,896)
Payments to Suppliers		(2,549,178)	(2,745,351)	(2,984,012)
Interest Paid		(6,855)	(8,500)	(9,113)
Interest Received		59,409	81,000	126,191
Net cash from/(to) Operating Activities		1,154,428	318,358	533,349
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(661,332)	(330,000)	(319,469)
Purchase of Investments		(25,458)	-	(57,173)
Net cash from/(to) Investing Activities		(686,790)	(330,000)	(376,642)
Cash flows from Financing Activities				
Furniture and Equipment Grant		61,804	-	21,500
Contributions from Ministry of Education		115,790	-	-
Finance Lease Payments		(28,105)	-	(19,972)
Funds Administered on Behalf of Other Parties		(177,793)	-	30,828
Net cash from/(to) Financing Activities		(28,304)	-	32,356
Net increase/(decrease) in cash and cash equivalents		439,334	(11,642)	189,063
Cash and cash equivalents at the beginning of the year	7	1,670,033	1,409,013	1,480,967
Cash and cash equivalents at the end of the year	7	2,109,367	1,397,371	1,670,030

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 2025

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 23.

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
Artwork [Carvings]	100 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

Revenue received in advance relates to fees received from international students and an attendance grant received from the ministry as well as grants received from community organisations where there are unfulfilled obligations for the School to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, and unspent funding in relation to grants received, 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.

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

t) Borrowings

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

u) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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

2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	4,008,579	3,737,554	3,638,064
Teachers' Salaries Grants	8,678,577	8,593,000	8,185,856
Use of Land and Buildings Grants	2,052,136	1,884,000	2,342,410
Other Government Grants	242,041	166,632	180,193
	<u>14,981,333</u>	<u>14,381,186</u>	<u>14,346,523</u>

3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue			
Donations and Bequests	65,342	360	95,397
Fees for Extra Curricular Activities	448,958	498,627	1,132,599
Trading	340,953	387,810	375,101
Fundraising and Community Grants	28,543	16,000	21,954
Other Revenue	86,067	34,050	47,661
International Student Fees	422,945	303,560	325,154
	<u>1,392,808</u>	<u>1,240,407</u>	<u>1,997,866</u>
Expense			
Extra Curricular Activities Costs	353,355	324,165	946,767
Trading	260,505	403,945	260,646
Fundraising and Community Grant Costs	43,076	-	88,824
Other Locally Raised Funds Expenditure	5,135	756	4,189
International Student - Employee Benefits - Salaries	129,656	133,200	123,231
International Student - Other Expenses	139,641	84,720	127,146
	<u>931,368</u>	<u>946,786</u>	<u>1,550,803</u>
Surplus/ (Deficit) for the year Locally Raised Funds	<u>461,440</u>	<u>293,621</u>	<u>447,063</u>

Significant donations and grants received during the year included a \$10,000 grant from Grassroots Trust to support hockey and volleyball tournament costs, an \$8,700 grant from First Light Community Trust to fund ODE camps, and a \$5,000 grant from NZ Community Trust for electronic equipment. The School also received a number of smaller grants, which together totalled \$12,700, to support various sporting activities.

In addition, the School was donated a grand piano, which has been recognised as revenue and recorded at its fair value of \$15,000.

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	328,763	426,805	431,194
Information and Communication Technology	211,670	238,480	234,747
Employee Benefits - Salaries	9,805,137	9,732,384	9,277,944
Staff Development	30,867	44,690	32,334
Depreciation	411,641	330,000	382,969
Other Learning Resources	217,082	162,460	149,186
	<u>11,005,160</u>	<u>10,934,819</u>	<u>10,508,374</u>

5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	15,141	7,743	13,560
Board Fees and Expenses	18,075	14,475	14,460
Operating Leases	2,421	2,220	2,213
Legal Fees	1,065	-	-
Other Administration Expenses	257,655	204,237	186,260
Employee Benefits - Salaries	859,577	722,400	822,582
Insurance	58,769	55,040	49,094
Service Providers, Contractors and Consultancy	17,424	3,400	5,725
	<u>1,230,127</u>	<u>1,009,515</u>	<u>1,093,894</u>

6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Consultancy and Contract Services	11,927	85,200	5,802
Cyclical Maintenance	81,981	40,000	23,573
Heat, Light and Water	179,043	178,545	154,370
Rates	18,307	18,780	11,561
Repairs and Maintenance	116,838	133,545	141,794
Use of Land and Buildings	2,052,136	1,884,000	2,342,410
Employee Benefits - Salaries	151,253	158,400	148,422
Other Property Expenses	296,132	316,145	300,346
	<u>2,907,617</u>	<u>2,814,615</u>	<u>3,128,278</u>

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

7. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	2,109,365	1,409,013	1,670,033
Cash and cash equivalents for Statement of Cash Flows	<u>2,109,365</u>	<u>1,409,013</u>	<u>1,670,033</u>

Of the \$2,109,365 Cash and Cash Equivalents \$1,334,132 is subject to restrictions for the following reasons:

- \$52,635 of unspent grant 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. This is included as part of Other Revenue in Advance. See note 13.
- \$692,046 of international student fees relating to the 2026 and 2027 school years have been collected by the school. This is included in Revenue in Advance in note 13.
- \$83,787 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 17.
- \$470,883 is held by the school on behalf of The Taupo Transport Network cluster. See note 18 for details of the revenue and expenditure of the cluster.
- \$12,146 is held by the school on behalf of the Ministry of Education. The funds have been provided to assist the school to provide additional support to chronically absent students in the 2026 school year. See note 13.
- \$22,635 is held by the school on behalf of students for activities that will take place in the 2026 year. See note 16.

8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	183,456	184,700	87,878
Receivables from the Ministry of Education	-	5,800	5,831
Interest Receivable	17,278	3,500	3,362
Teacher Salaries Grant Receivable	844,069	800,000	760,766
	<u>1,044,803</u>	<u>994,000</u>	<u>857,837</u>
Receivables from Exchange Transactions	200,734	188,200	91,240
Receivables from Non-Exchange Transactions	844,069	805,800	766,597
	<u>1,044,803</u>	<u>994,000</u>	<u>857,837</u>

9. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Stationery	4,151	7,000	6,786
School Uniforms	8,299	8,000	25,410
	<u>12,450</u>	<u>15,000</u>	<u>32,196</u>

10. Investments

The School's investment activities are classified as follows:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
Current Asset			
Short-term Bank Deposits	\$ 893,394	\$ 890,000	\$ 867,936
Total Investments	<u>893,394</u>	<u>890,000</u>	<u>867,936</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Buildings	1,054,557	49,469	-	-	(36,533)	1,067,493
Landscaping	287,653	48,115	-	-	(27,874)	307,894
Furniture and Equipment	445,998	150,422	-	-	(152,050)	444,370
Information and Communication Technology	344,664	323,766	-	-	(128,447)	539,983
Motor Vehicles	8,585	69,929	-	-	(13,246)	65,268
Artwork	90,978	-	-	-	(1,389)	89,589
Leased Assets	101,465	15,565	-	-	(43,370)	73,660
Library Resources	67,822	12,418	(8,353)	-	(8,732)	63,155
	<u>2,401,722</u>	<u>669,684</u>	<u>(8,353)</u>	<u>-</u>	<u>(411,641)</u>	<u>2,651,412</u>

The net carrying value of furniture and equipment held under a finance lease is \$73,660 (2024: \$101,465)

Restrictions

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

	2025 Cost or Valuation	2025 Accumulated Depreciation	2025 Net Book Value	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	1,832,404	(764,911)	1,067,493	1,782,935	(728,378)	1,054,557
Landscaping	592,852	(284,957)	307,895	544,736	(257,083)	287,653
Furniture and Equipment	1,858,346	(1,413,976)	444,370	1,707,925	(1,261,927)	445,998
Information and Communication Technology	1,518,482	(978,499)	539,983	1,194,716	(850,052)	344,664
Motor Vehicles	260,919	(195,652)	65,267	190,990	(182,405)	8,585
Artwork	137,200	(47,611)	89,589	137,200	(46,222)	90,978
Leased Assets	159,267	(85,606)	73,661	163,352	(61,887)	101,465
Library Resources	186,929	(123,774)	63,155	198,981	(131,159)	67,822
	<u>6,546,399</u>	<u>(3,894,986)</u>	<u>2,651,413</u>	<u>5,920,835</u>	<u>(3,519,113)</u>	<u>2,401,722</u>

12. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	563,160	552,000	539,308
Accruals	5,432	6,500	6,531
Employee Entitlements - Salaries	1,002,929	800,000	897,999
Employee Entitlements - Leave Accrual	33,854	-	29,386
	<u>1,605,375</u>	<u>1,358,500</u>	<u>1,473,224</u>
Payables for Exchange Transactions	1,605,375	1,358,500	1,473,224
	<u>1,605,375</u>	<u>1,358,500</u>	<u>1,473,224</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Grants in Advance - Ministry of Education	12,146	-	-
International Student Fees in Advance	692,046	508,000	508,489
Other Revenue in Advance	60,135	-	12,404
	<u>764,327</u>	<u>508,000</u>	<u>520,893</u>

14. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	531,239	491,000	507,666
Increase/(decrease) to the Provision During the Year	81,981	40,000	23,573
Provision at the End of the Year	<u>613,220</u>	<u>531,000</u>	<u>531,239</u>
Cyclical Maintenance - Current	218,628	516,000	515,739
Cyclical Maintenance - Non current	394,592	15,000	15,500
	<u>613,220</u>	<u>531,000</u>	<u>531,239</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. This plan is based on the School's 10 Year Property Plan.

15. Finance Lease Liability

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

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	41,175	44,000	43,822
Later than One Year	36,719	62,000	62,177
	<u>77,894</u>	<u>106,000</u>	<u>105,999</u>
Represented by			
Finance lease liability - Current	41,175	44,000	43,822
Finance lease liability - Non current	36,719	62,000	62,177
	<u>77,894</u>	<u>106,000</u>	<u>105,999</u>

16. Funds held in Trust

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	22,635	8,000	77,759
	<u>22,635</u>	<u>8,000</u>	<u>77,759</u>

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

17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9, and includes retentions on the projects, if applicable.

2025	Opening Balances	Receipts from MOE	Payments	Board Contributions / Transfers	Closing Balances
	\$	\$	\$	\$	\$
Science and Library Roof #217211	(118,200)	-	(27,683)	-	(145,883)
LSPM2 #236591	(1,393)	130,755	(321,482)	-	(192,120)
Heating and Electrical #238675	(8,529)	-	(31,074)	-	(39,603)
H Block Refurbishment #238676	9,146	-	(9,146)	-	-
E Block & I Block Roof #242072	(52,228)	158,368	(22,353)	-	83,787
F Block Roof #238674	(11,059)	-	(35,933)	-	(46,992)
Totals	<u>(182,263)</u>	<u>289,123</u>	<u>(447,671)</u>	<u>-</u>	<u>(340,811)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	83,787
Funds Receivable from the Ministry of Education	(424,598)

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
Roll Growth Classrooms #206940	(60,299)	44,956	(4,187)	19,530	-
Science and Library Roof #217211	(877)	979,152	(1,096,474)	-	(118,200)
LSPM2 #236591	14,012	750,000	(765,405)	-	(1,393)
Heating and Electrical #238675	13,745	167,116	(189,390)	-	(8,529)
H Block Refurbishment #238676	16,790	194,280	(201,924)	-	9,146
E Block & I Block Roof #242072	(24,647)	-	(27,581)	-	(52,228)
F Block Roof #238674	-	-	(11,059)	-	(11,059)
Totals	(41,276)	2,135,504	(2,296,020)	19,530	(182,263)

Represented by:

Funds Held on Behalf of the Ministry of Education	9,146
Funds Receivable from the Ministry of Education	(191,409)

18. 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.

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Funds Held at Beginning of the Year	387,837	387,837	346,978
Funds Received from Cluster Members	22,109	9,000	29,193
Funds Received from MOE	2,098,534	2,099,789	2,015,547
Funds Received from Interest	6,169	11,000	17,420
Total funds received	2,126,812	2,119,789	2,062,160
Funds Spent on Behalf of the Cluster	1,854,051	1,886,000	1,796,336
Funds remaining	660,598	621,626	612,802
Distribution of Funds			
Hilltop School	-	-	25,000
Lake Taupo Christian School	-	-	2,545
Marotiri School	-	-	7,230
Mountview School	14,409	14,409	16,400
Rangitaiki School	-	-	-
St Patricks Taupo	8,337	8,337	3,000
Tauhara College	43,664	43,664	24,055
Tauhara Primary	13,468	15,276	13,861
Taupo Intermediate	-	-	-
Taupo Primary	-	-	23,883
Taupo-Nui-A-Tia College	60,000	60,000	56,791
Tirohanga School	1,909	1,909	-
Waipahihi School	24,823	24,823	30,000
Wairakei School	23,104	23,104	22,199
	189,714	191,522	224,965
 Adjust for TTNG GST Refund Transferred to Accounts Payable	 47,168	 -	 -
Funds Held at Year End	423,716	430,104	387,837

19. Related Party Transactions

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

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

Mark Gibson is the Chairman of the Central Plateau Schools Alpine Charitable Trust. During the year the school paid the Trust \$8,000 (2024: \$8,000) for hut hireage with no amounts outstanding at balance date (2024: \$0).

The caretaker occupied the school house in 2025. 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.

20. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i> Remuneration	3,755	3,955
<i>Leadership Team</i> Remuneration	1,745,584	1,694,613
Full-time equivalent members	13	13
Total key management personnel remuneration	1,749,339	1,698,568

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 a Property (2 members) committee that meets monthly. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	200-210	190-200
Benefits and Other Emoluments	6-7	5-6
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100-110	19	19
110-120	22	14
120-130	4	5
130-140	-	4
140-150	4	-
	<u>49</u>	<u>42</u>

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

21. Compensation and Other Benefits Upon Leaving

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

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

22. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

In 2025 the Ministry of Education provided collective agreement and pay equity settlement funding. At the date of signing the financial statements, the School's final entitlement for the year ended 31 December 2025 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 2026.

23. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$441,819 (2024:\$735,041) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Science and Library Roof #217211	30,555
LSPM2 #236591	38,895
Heating and Electrical #238675	13,267
E Block & I Block Roof #242072	103,606
F Block Roof #238674	255,496
Total	441,819

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 17.

24. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	2,109,365	1,409,013	1,670,033
Receivables	1,044,803	994,000	857,837
Investments - Term Deposits	893,394	890,000	867,936
Total financial assets measured at amortised cost	<u>4,047,562</u>	<u>3,293,013</u>	<u>3,395,806</u>

Financial liabilities measured at amortised cost

Payables	1,605,375	1,358,500	1,473,224
Borrowings - Loans	-	-	-
Total financial liabilities measured at amortised cost	<u>1,683,269</u>	<u>1,464,500</u>	<u>1,579,223</u>

25. Events After Balance Date

On 8th February 2026, a significant fire occurred at the school, resulting in the complete destruction of the Nelson Block, which housed 12 classrooms and the Student Health Service. All contents within the block, including furniture, electronics, equipment, and teaching resources, were irrecoverably lost.

As the fire occurred after the reporting date of 31 December 2025, it is classified as a non adjusting event under PBE IPSAS 14. The financial effect of the damage cannot yet be reliably estimated.

The school has initiated the contents insurance claim process and, to date, has received two progress payments totalling \$300,000. The final settlement amount remains subject to completion of the claim and insurer's assessment.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TAUPO NUI-A-TIA COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Taupo Nui-A-Tia College (the School). The Auditor-General has appointed me, Cameron Town, using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on pages 21 to 39, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements:

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

Our audit was completed on 23 June 2026. This is the date at which our opinion is expressed.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

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

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

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

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

Independence

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

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

A handwritten signature in blue ink that reads 'Cameron Town'.

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