TARADALE HIGH SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	215
Principal:	David Oliver
School Address:	50 Murphy Road. Taradale. Napier. 4112
School Postal Address:	P.O.Box 7109 Taradale. Napier 4141
School Phone:	(06) 844-2159
School Email:	office @ ths.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term expires
Ms Jemma McDade	Presiding Member	Elected	2025
Mr David Oliver	Principal	ex Officio	
Ms Christine Hay	Parent Rep	Co-Opted	2025
Mr Duane Knowles	Parent Rep	Elected	2025
Ms Sarah Gray	Parent Rep	Elected	2025
Mr Jason Evans	Parent Rep	Co-Opted	2025
Ms Julie McGreevy	Parent Rep	Elected	2025
Ms Charla Hawaikirangi	Parent Rep	Elected	2025
Ms Sonia Everitt	Staff Rep	Elected	2025
Ms Charlotte Croft	Student Rep	Elected	2024

Accountant / Service Provider:	In house

TARADALE HIGH SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Taradale High School

Statement of Responsibility

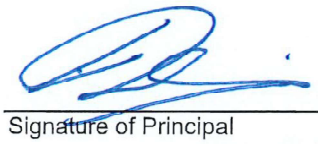
For the year ended 31 December 2024

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

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

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

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

Jemma McDade	David Oliver
Full Name of Presiding Member	Full Name of Principal
	
Signature of Presiding Member	Signature of Principal
Date: 3 June 2025	Date: 3 June 2025

Taradale High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Revenue				
Government Grants - Ministry of Education	2	12,359,781	11,750,737	11,998,112
Locally Raised Funds	3	1,098,732	908,465	906,592
Interest		248,169	168,000	117,952
Gain on Sale of Property, Plant and Equipment		700	-	-
Total Revenue		13,707,382	12,827,202	13,022,656
Expenses				
Locally Raised Funds	3	914,606	847,295	859,916
Learning Resources	4	9,311,206	9,288,362	9,237,167
Administration	5	696,227	689,042	620,013
Interest		4,844	7,100	5,037
Property	6	2,124,063	1,995,100	2,111,647
Other Expenses		-	-	-
Total Expense		13,050,946	12,826,899	12,833,780
Net Surplus / (Deficit) for the year		656,436	303	188,876
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		656,436	303	188,876

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.

Taradale High School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Actual **2024** **$**	Budget (Unaudited) **2024** **$**	Actual **2023** **$**
Balance at 1 January	3,617,582	3,342,659	3,342,659
Total comprehensive revenue and expense for the year	656,436	303	188,876
Contributions from the Ministry of Education			
Contribution -Special Equipment Grant	3,810		-
Contribution -Te Mana Tuhono Upgrade	-		86,046
Equity at 31 December	4,277,828	3,342,962	3,617,582
Accumulated comprehensive revenue and expense	4,277,828	3,342,962	3,617,582
Equity at 31 December	4,277,828	3,342,962	3,617,582

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.

Taradale High School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Current Assets				
Cash and Cash Equivalents	7	886,445	1,720,000	2,028,243
Accounts Receivable	8	808,969	670,000	750,018
GST Receivable		47,911	56,568	75,313
Prepayments		56,707	40,000	96,274
Inventories	9	129,826	105,500	131,295
Investments	10	2,425,777	1,500,000	1,582,840
Funds held for Capital Works Projects	17	64,522		91,814
		4,420,157	4,092,068	4,755,797
		.		
Current Liabilities				
GST Payable		-	-	-
Accounts Payable	12	978,183	890,000	1,060,207
Revenue Received in Advance	13	370,029	230,000	307,554
Provision for Cyclical Maintenance	14	151,635	80,000	82,009
Finance Lease Liability - Current Portion	15	30,213	36,000	33,179
Funds held in Trust	16	396,476	219,918	325,869
Funds held for Capital Works Projects	17	3,181	-	34,083
		1,929,717	1,455,918	1,842,901
Working Capital Surplus/(Deficit)		2,490,440	2,636,150	2,912,896
Non-current Assets				
Investments	10	900,000	-	-
Property, Plant and Equipment	11	1,473,483	1,299,988	1,331,365
		2,373,483	1,299,988	1,331,365
Non-current Liabilities				
Bonds		-	-	-
Provision for Cyclical Maintenance	14	421,828	481,176	513,529
Finance Lease Liability	15	62,672	20,000	15,941
Funds held in Trust	16	101,595	92,000	97,208
		586,095	593,176	626,678
Net Assets		4,277,828	3,342,962	3,617,583
Equity		4,277,828	3,342,962	3,617,582

The above Statement of Financial Position should be read in conjunction with the accompanying notes.

Taradale High School

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Cash flows from Operating Activities				
Government Grants		3,351,443	3,791,606	3,288,036
Locally Raised Funds		701,312	873,735	780,823
International Students		337,198	40,000	89,982
Goods and Services Tax (net)		27,402	-	24,147
Payments to Employees		(1,803,573)	(1,984,536)	(1,792,445)
Payments to Suppliers		(1,921,342)	(2,204,263)	(1,972,690)
Cyclical Maintenance Payments in the year		-	-	1,005
Interest Paid		(4,844)	(7,100)	(5,037)
Interest Received		185,317	168,000	117,952
Net cash from / (to) the Operating Activities		872,913	677,442	531,774
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		700	-	-
Purchase of PPE (and Intangibles)		(336,562)	(393,959)	(206,057)
Purchase of Investments		(1,742,937)	(441,000)	250,000
Proceeds from Sale of Investments		-	-	-
Net cash from / (to) the Investing Activities		(2,078,799)	(834,959)	43,943
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	86,046
Contributions from Ministry of Education		3,810	-	-
Distributions to Ministry of Education		-	-	-
Finance Lease Payments		(11,107)	(10,000)	(21,479)
Funds Administered on Behalf of Third Parties		71,384	(140,726)	7,732
Net cash from Financing Activities		64,087	(150,726)	72,299
Net increase/(decrease) in cash and cash equivalents		(1,141,799)	(308,243)	648,016
Cash and cash equivalents at the beginning of the year	7	2,028,243	2,028,243	1,380,227
Cash and cash equivalents at the end of the year	7	886,445	1,720,000	2,028,243

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.

Taradale High School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2024

a) Reporting Entity

Taradale High School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board of Trustees (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 reports have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with 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 expenditure 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.

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 13.

Cyclical maintenance provision
A 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 long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 16.

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

Recognition of grants
The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward 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.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. These 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
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 recorded as revenue when their receipt is formally acknowledged by the School.

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 credit losses (uncollectable debts). The schools 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 comprise 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 not trivial.

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 to buildings owned by the Crown 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 of ownership of an asset, whether or not title is eventually transferred. At the start of the lease term,finance leasese 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 to Crown Owned Assets	10–75 years
Board Owned Buildings	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	3–5 years
Intangible Assets	3 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of the lease
Library resources	12.5% Diminishing value

k) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

l) Impairment of property, plant, and equipment and intangible assets

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. 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.

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 the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

m) 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.

n) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.
These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before twelve 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

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

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

p) 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 Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) Funds held for Capital Works
The school directly recieves funding from the Ministry of Education for capital works projects that are included in the School 5 year capital works agreement. These funds are held on behalf and for thea specified purpose as such these transactions are not recorded in the Statement of Revenue and Expense.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 Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Shared Funds
Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) 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 for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

t) 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 categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as 'financial liabilities measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

u) Borrowings
Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsewquently 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.

v) 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 statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures
The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

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

2. Government Grants

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Government Grants - Ministry of Education	3,531,774	3,094,840	3,120,383
Teachers' salaries grants	7,179,537	7,200,000	7,366,452
Use of Land and Buildings grants	1,539,892	1,400,000	1,460,260
Other Government grants	108,578	55,897	51,017
	12,359,781	11,750,737	11,998,112

3. Locally Raised Funds

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

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Revenue			
Donations & Bequests	24,880	24,880	22,589
Fundraising & Community Grants	44,480	30,000	33,809
Other revenue	58,337	34,135	57,738
Trading	303,138	318,000	311,376
Fees for Extra Curricular Activities	330,699	208,950	226,408
International student fees	337,198	292,500	189,340
Rarotonga Netball Trip	-	-	65,330
	1,098,732	908,465	906,592
Expenses			
Extra Curricular Activities Costs	310,859	272,145	304,782
Trading	300,711	290,250	289,712
Other Locally Raised Funds Expenditure	13,518	13,900	11,556
International - Employee Benefit - Salaries	151,047	170,000	113,405
International - Other Expenses	138,471	101,000	75,130
Rarotonga Netball Trip Expenses	-	-	65,330
	914,606	847,295	859,916
Surplus for the year Locally raised funds	184,127	61,170	46,676

4. Learning Resources

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Curricular	312,620	420,815	308,170
Equipment repairs	2,444	1,600	1,191
Information and communication technology	471	600	546
Gateway	50,469	52,197	47,245
Library resources	7,015	8,090	8,085
STAR	101,702	111,824	111,303
Employee benefits - salaries	8,413,879	8,284,736	8,386,527
Secondary Tertiary Programme	117,087	111,500	105,676
Staff development	26,569	37,000	19,991
Depreciation	278,949	260,000	248,433
	9,311,206	9,288,362	9,237,167

5. Administration

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Audit Fee	10,933	11,000	10,666
Board of Trustees Fee and Expenses	14,625	24,000	11,530
Other Administration Expenses	139,656	135,692	121,485
Employee Benefits - Salaries	382,657	367,000	345,494
Employee Expenses	23,643	32,800	23,859
Insurance	21,469	22,500	20,995
Service Providers, Contractors and Consultancy	103,244	96,050	85,984
	696,227	689,042	620,013

6. Property

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Consultancy and Contract Services	154,742	159,000	148,110
Cyclical Maintenance Expense	24,665	32,000	79,700
Heat, Light and Water	91,766	96,300	89,864
Rates	2,476	3,000	2,152
Repairs and Maintenance	63,486	94,700	73,287
Use of Land and Buildings	1,539,892	1,400,000	1,460,260
Other Property Expenses	75,156	50,100	93,747
Employee Benefits - Salaries	171,883	160,000	164,526
	2,124,064	1,995,100	2,111,647

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

7. Cash and Cash Equivalents

	2024 Actual $	2024 (Unaudited) $	2023 Actual $
Bank Current Account	237,195	400,000	536,619
Short-term Bank Deposits	649,250	1,320,000	1,491,625
Cash equivalents and bank overdraft for Cash Flow Statement	886,445	1,720,000	2,028,243

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

The school also has a credit card limit of $10,000

Of the $886,445 Cash and Cash Equivalents, $3,181 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the $886,445 Cash and Cash Equivalents, $370,029 of Revenue Received in Advance is held by the School, as disclosed in note 13.

8. Accounts Receivable

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Receivables	121,333	110,000	143,582
Interest Receivable	36,944	-	-
Teacher Salaries Grant Receivable	650,692	560,000	606,436
	808,969	670,000	750,018
Receivables from Exchange Transactions	158,277	110,000	143,582
Receivables from Non-Exchange Transactions	650,692	560,000	606,436
	808,969	670,000	750,018

9. Inventories

	2024 Actual $	2024 Budget $	2023 Actual $
Stationery	2,490	4,500	2,741
School Uniforms	121,559	98,000	123,117
Canteen	5,777	3,000	5,437
	129,826	105,500	131,295

10. Investments

The School's investment activities are classified as follows:

	2024 Actual $	2024 Budget $	2023 Actual $
Current Asset			
Short-term Bank Deposits	2,425,777	1,500,000	1,582,840
Non-current Asset			
Long-term Bank Deposits	900,000	-	-
	3,325,777	1,500,000	1,582,840

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	$	$	$	$	$	$
Building Improvements	517,475	116,361		-	(15,093)	**618,743**
Furniture and Equipment-School	436,015	74,938	-	-	(81,840)	**429,113**
Furniture and Equipment-Office	16,092	4,319			(5,931)	**14,480**
Furniture and Equipment-Other	67,846	47,236	-		(29,233)	**85,849**
Information and Communication	119,998	61,706	-	-	(65,442)	**116,262**
Motor Vehicles	41,503	-	-		(19,826)	**21,677**
Textbooks	46,381	25,650			(13,357)	**58,674**
Leased Assets	42,770	82,053	-		(41,265)	**83,558**
Special Needs Equipment	2,153	3,810			(1,423)	**4,540**
Library Resources	41,132	4,994	-	-	(5,539)	**40,587**
Balance at 31 December 2024	1,331,365	421,067	-	-	(278,949)	**1,473,483**

The net carrying value of equipment held under a finance lease is $83,558 (2023: $42,772)

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2024 Cost or Valuation $	2024 Accumulated Depreciation $	2024 Net Book Value $	2023 Cost or Valuation $	2023 Accumulated Depreciation $	2023 Net Book Value $
Building Improvements	833,582	(214,839)	**618,743**	717,221	(199,746)	**517,475**
Furniture and Equipment-School	1,881,179	(1,452,066)	**429,114**	1,806,241	(1,370,226)	**436,015**
Furniture and Equipment-Office	100,066	(85,586)	**14,480**	95,747	(79,655)	**16,092**
Furniture and Equipment-Other	592,007	(506,157)	**85,850**	552,206	(484,359)	**67,846**
Information and Communication Technolog	1,581,168	(1,464,907)	**116,261**	1,519,462	(1,399,465)	**119,998**
Motor Vehicles	211,803	(190,127)	**21,677**	211,803	(170,301)	**41,503**
Textbooks	387,219	(328,545)	**58,674**	361,570	(315,188)	**46,381**
Leased Assets	132,263	(48,703)	**83,559**	97,541	(54,769)	**42,770**
Special Needs Equipment	6,320	(1,780)	**4,540**	9,140	(6,987)	**2,153**
Library Resources	172,414	(131,828)	**40,586**	167,421	(126,289)	**41,132**
Balance at 31 December 2023	5,898,021	(4,424,537)	**1,473,484**	5,538,351	(4,206,986)	**1,331,365**

12. Accounts Payable

	2024 Actual $	2024 Budget $	2023 Actual $
Operating creditors	98,010	130,000	69,152
Accruals	133,044	100,000	107,933
Capital accruals for PPE items	-	-	-
Banking staffing overuse	3,846	-	132,957
Employee Entitlements - salaries	651,341	580,000	643,533
Employee Entitlements - leave accrual	91,942	80,000	106,632
	978,183	890,000	1,060,207
Payables for Exchange Transactions	978,183	890,000	1,060,207
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-		-
Payables for Non-exchange Transactions - Other			
	978,183	890,000	1,060,207

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Grants in Advance - Ministry of Education	-	-	16,906
Income Received in Advance-NZ Students	60,989	60,000	67,438
International Student Fees	303,250	170,000	216,920
Other	5,790	-	6,290
	370,029	230,000	307,554

14. Provision for Cyclical Maintenance

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Provision at the Start of the Year	595,538	595,538	549,176
Increase to the Provision During the Year	46,230	32,000	79,700
Use of the Provision During the Year	(46,740)	(30,000)	(33,338)
Other Adjustments	(21,565)	(36,362)	-
Provision at the End of the Year	573,463	561,176	595,538
Cyclical Maintenance - Current	151,635	80,000	82,009
Cyclical Maintenance - Non-current	421,828	481,176	513,529
	573,463	561,176	595,538

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan

15. Finance Lease Liability

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

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
No Later than One Year	30,213	36,000	33,179
Later than One Year and no Later than Five Years	62,672	35,000	15,941
Later than Five Years	-	-	-
Future Finance Charges	-	-	-
	92,885	71,000	49,120
Represented by			
Finance lease liability - Current	30,213	36,000	33,179
Finance lease liability - Non current	62,672	35,000	15,941
	92,885	71,000	49,120

16. Funds held in Trust

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Funds Held in Trust on Behalf of Third Parties - Current	396,476	219,918	325,869
Funds Held in Trust on Behalf of Third Parties - Non-current	101,595	92,000	97,208
	498,071	311,918	423,076

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

17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

2024		Opening Balances $	Receipts from MoE $	Payments $	BOT Contribution/ (Write-off to R&M)	Closing Balances $
Block E- Art Room Upgrade (220763)	*completed*	(37,342)	-	17,039	-	(54,381)
Block J- Wharenui Project (220770)	*completed*	34,083	-	30,902	-	3,181
Fire Alarm Upgrade- Site wide (220772)	*completed*	(7,104)	9,650	2,546		-
Admin Block- Flood Damage	*completed*	(1,813)		-		(1,813)
Blocks A,B,H&L Special Needs Modifications-Accessibility (213417)	*completed*	(45,555)	67,191	21,636		-
Blocks D,F,H&R-Heat Pump & Roof Remedials (220764)	*in progress*	-		8,328		(8,328)
Totals		(57,731)	76,841	80,451	-	(61,341)

Represented by:	
Funds Held on Behalf of the Ministry of Education	3,181
Funds Due from the Ministry of Education	(64,522)
	(61,341)

	2023	Opening Balances $	Receipts from MoE $	Payments $	BOT Contribution/ (Write-off to R&M)	Closing Balances $
Block E- Art Room Upgrade (220763)	*in progress*	(12,013)	314,717	340,046	-	(37,342)
Block J- Wharenui Project (220770)	*in progress*	198,377	50,997	215,291	-	34,083
Fire Alarm Upgrade- Site wide (220772)	*in progress*	(36,402)	43,798	14,500		(7,104)
School House Leak Damage	*completed*	(18,929)	20,000	1,071		-
Gym Changing Room Fire Damage	*completed*	(4,653)	4,653	-		-
Admin Block- Flood Damage	*in progress*	-	-	1,813	-	(1,813)
Blocks A,B,H&L Special Needs Modificatior	*in progress*	-	-	45,555		(45,555)
Totals		126,380	434,165	618,276	-	(57,731)

Represented by:

Funds Held on Behalf of the Ministry of Education	34,083
Funds Receivable from the Ministry of Education	(91,814)

18. Related Party Transactions

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

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

A teacher at the school rents the schoolhouse for $24,960 pa

19. Remuneration

Key management personnel compensation

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

	2024 Actual $	2023 Actual $
Board Members		
Remuneration	4,150	4,300
Leadership Team		
Remuneration	2,313,151	2,234,184
Full-time equivalent members	19	18
Total key management personnel remuneration	2,317,301	2,238,484

There are 9 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. The Board also has the following Finance (1 member) and Wellbeing (2 members) Committees that meet monthly and triannually respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

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

	2024 Actual $000	2023 Actual $000
Salaries and Other Short-term Employee Benefits: Principal		
Salary and Other Payments	190-200	190-200
Benefits and Other Emoluments	0-1	0-1
Termination Benefits	-	-

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

Remuneration $000	2024 FTE Number	2023 FTE Number
140-150	0.00	1.00
130-140	4.00	3.00
120-130	3.00	6.00
110-120	15.00	11.00
100-110	21.00	17.00
	43.00	38.00

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

20. Compensation and Other Benefits Upon Leaving

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

	2024 Actual $000	2023 Actual $000
Total	0-30	0-30
Number of People	1	0

21. Contingencies

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

Holidays Act Compliance – schools payroll
The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider Education Payroll Limited.

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

Pay equity settlement wash-up amounts
In 2024 the The Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. the year ended 31 December 2023. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

22. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of $251,604 (2023:$78,930) as a result of entering the following contracts:

Contract Name:	Remaining Capital Commitment $
Blocks D,F,H&R-Heat Pump & Roof Remedials (220764)	251,604

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

(b) Operating Commitments

As at 31 December 2024 the Board had no Operating commitments.

(Operating commitments at 31 December 2023: Nil)

23. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Cash and Cash Equivalents	886,445	1,720,000	2,028,243
Receivables	808,969	670,000	750,018
Investments - Term Deposits	3,325,777	1,500,000	1,582,840
Total Financial assets measured at amortised cost	5,021,191	3,890,000	4,361,102

Financial liabilities measured at amortised cost

Payables	978,183	890,000	1,060,207
Finance Leases	92,885	56,000	49,120
Total Financial Liabilities Measured at Amortised Cost	1,071,068	946,000	1,109,327

24. Events after Balance Date

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

25. Comparatives

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

SILKS AUDIT Chartered Accountants

CHARTERED ACCOUNTANTS AUSTRALIA + NEW ZEALAND

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TARADALE HIGH SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED *31 DECEMBER 2024*

The Auditor-General is the auditor of Taradale High School (the School). The Auditor-General has appointed me, Mark Fraser using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the *statement of financial position* as at *31 December 2024*, the *statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows* for the year ended on that date, and *the notes to the financial statements that include accounting policies and other explanatory information*.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
    - its financial position as at *31 December 2024*; and
    - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 3 June 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

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Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.

- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

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- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, 24 to 52 ,but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

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Chartered Accountants

CHARTERED ACCOUNTANTS
AUSTRALIA + NEW ZEALAND



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

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ANALYSIS OF VARIANCE FOR 2024

School Name:	Taradale High School	**School Number**:	215

Strategic Aim:	**Goal 1: Develop teaching and learning in ways that optimise student outcomes, preparing them for the world of the future.**
Annual Aim:	1.1 Pass rates at NCEA levels 1,2 and 3 and UE exceeding national averages for similar Equity Band schools
Targets:	**To exceed Equity Band averages:**

	Equity Group
Year 11 students gaining NCEA Level 1	56.8%
Year 12 students gaining NCEA Level 2	78.9%
Year 13 students gaining NCEA Level 3	72.7%
Year 13 students gaining University Entrance	50.3%

Baseline Data:

Roll-Based Outcomes:

	2024	2023	2022	2021	2020	2019
Year 11 students gaining NCEA Level 1	83.1%	80.5%	84.7%	89.5%	86.0%	78.3%
Year 12 Students gaining NCEA Level 2	85.3%	85.7%	85.9%	87.7%	89.9%	81.8%
Year 13 Students gaining NCEA Level 3	75.7%	70.2%	79.4%	82.0%	79.0%	78.3%
Year 13 students gaining University Entrance	57.5%	53.6%	64.8%	63.3%	62.9%	56.0%
Scholarship Passes	5	3	2	4	15*	9*
Number of subject areas	5	3	2	4	10	8

***including 1 outstanding # including 2 outstanding**

Outcomes

What happened?

2024 Roll-Based Outcomes:

	Taradale High 2024	Variance against target	Equity Group 2024	National results 2024
Year 11 students gaining NCEA Level 1	83.1%	**+26.3 %**	56.8%	45.9%
Year 12 students gaining NCEA Level 2	85.3%	**+6.4%**	78.9%	73.6%
Year 13 students gaining NCEA Level 3	75.7%	**+3.0%**	72.7%	69.4%
Year 13 students gaining University Entrance	57.3%	**+7.0%**	50.3%	50.6%

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
1. Freeing up additional study time for senior students to manage learning and assessment requirements 2. Continuation of termly reporting of individual Achievement data including goals for endorsements, this was shared with students and whānau 3. Identification of "at risk" students at end of Term 3 and Credit catch up programme run during study leave. Particular focus on Y11 students 4. Numercy focus for students yet to achieve at	1. Above national and similar equity bands at all levels. 2. Particularly pleasing Level 1 pass rates, up on last year even with new Lit/Num requirement.	1. Change to the pastoral structure at school enabled deans to focus on a smaller number of students to ensure effective tracking and support. 2. The students had clear targets to work towards and plans for next steps in their learning. 3. Regular and sustained academic follow up and support coordinated through the pastoral system. 4. Credit support programme offered at the beginning of 2024 to support students who were only a few credits from passing.	1. Significant focus on improved attendance across all areas of the school: form teacher, dean, pastoral, academic meetings. 2. Clear focus on using data and evidence to inform and improve teaching and learning. 3. Provide PD around the effect methods and uses of collecting student voice. 4. Results and attendance data used to inform student pathways and next steps. 5. Increased focus on departmental review processes with SLT working in closer partnership with depts.

the beginning of study leave. 5. Better tracking and follow-up through a pastoral system of achievement progress. 6. Informed pathways and course entry discussions. 7. Y11 Pathways course developed for identified students - particular focus on numeracy and literacy			

Planning for 2026:

Strategic initiative: Use of data and evidence to inform and improve teaching and learning

1. Continue to build capacity and consistency concerning supporting achievement at all levels by:
2. Twice termly, whole school tracking achievement data is supplied to staff to identify students at risk of not achieving so that the most at-risk students can be supported through the deans, HoDs and subject teachers.
3. Results data inform student pathways: Systematic checks and review of student courses.
4. Results inform course content and structure planning - including streamlining of course confirmation.
5. Specific goals in departmental review relating to strategies to target increases in merit and excellence achievement across all senior levels and all subject areas.
6. To specifically target improving attendance and engagement to improve attendance rates across the school.

Strategic Aim:	**Goal 1: Develop teaching and learning in ways that optimise student outcomes, preparing them for the world of the future.**

Annual Aim:

1.2 Merit and Excellence grades in NCEA exceeding national averages for similar equity band schools.

Targets:

To exceed the Equity Band averages:

	Equity Group 2023
Level 1 Merit:	26.9%
Level 1 Excellence	9.3%
Level 2 Merit:	21.8%
Level 2 Excellence	12.3%
Level 3 Merit:	22.8%
Level 3 Excellence:	11.7%

Baseline Data:

Endorsements 2019-2024:

	2024	**2023**	**2022**	**2021**	**2020**	**2019**
Level 1 Merit:	34.1%	27.5%	27.6%	29.9%	36.3%	38.2%
Level 1 Excellence	13.2%	16.5%	15.7%	14.2%	23.7%	20.1%
Level 2 Merit:	20.8%	22.5%	23.9%	24.3%	27.3%	28.8%
Level 2 Excellence	11.9%	9.9%	10.8%	16.2%	16.1%	11.8%
Level 3 Merit:	21.2%	16.0%	28.2%	15.2%	33.6%	23.8%
Level 3 Excellence:	8.8%	7.5%	12.2%	12.4%	8.8%	11.5%

Outcomes

What happened?

2024 Endorsements:

	Taradale High	**Equity Group 2024**	**Variance**

	Year 11 students gaining NCEA Level 1 with merit	34.1%	26.9%	**+7.2%**
	Year 11 students gaining NCEA Level 1 with excellence	13.2%	9.3%	**+3.9%**
	Year 12 students gaining NCEA Level 2 with merit	20.8%	21.8%	**-1.0%**
	Year 12 Students gaining NCEA Level 2 with excellence	11.9%	12.3%	**-0.4%**
	Year 13 students gaining NCEA Level 3 with merit	21.2%	22.8%	**-1.6%**
	Year 13 Students gaining NCEA Level 3 with excellence	8.8%	11.7%	**-2.9%**

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
1. The introduction of termly reporting of individual Achievement data. This report included precise data stating the exact credits remaining to achieve endorsement levels. These regular reports were shared with students directly and with their whānau.	1. Merit and Excellence Endorsements at Level 1 above equity comparisons. 2. Level 2 and Level 3 have improved from previous years regarding national equity comparisons.	1. The increased dialogue with students and whanau around endorsement targets may have an effect.	1. Specific focus on junior curriculum structure and the pathway to senior courses. So that the transition into senior school is more informed. 2. Regular milestone checks, contact home, use of higher level exemplar material. 3. Specific focus on consistently tracking student needs and achievement throughout junior school. 4. SLT is working very closely with HODs and TICs regarding student tracking and quality assurance processes. 5. Long-term focus on Literacy and Numeracy improvements with junior students to ensure a more robust platform for higher-level

			achievement within the senior school. 6. Specific goal in departmental review relating to strategies to target increase in Merit and Excellence achievement across all senior levels and all subject areas.

Planning for 2026:

1. Targeted use of structure literacy from junior school up.
2. Increased awareness by kaiako on the students who arrive at/above expectation to ensure they are being challenged.
3. Continue to "bring alive" our strategic plan and guiding principles of: Whanaungatanga (Connect), Manaakitanga (Respect), Takakawe (Strive), Waihanga (Create) and Huritao (Reflect)
4. Broader use of data to know students.
5. Twice, termly , whole school tracking achievement data is supplied to staff to identify students who may be underperforming so that they can be supported by the deans, HoDs , and subject teachers.

Strategic Aim:	**Building a culture of learning – Informed and effective pedagogy.**
Annual Aim:	1.3 The number of students gaining Scholarships growing each year over the next 5 years

Target:	10+ Scholarships
Baseline Data:	

	2024	2023	2022	2021	2020	2019
Scholarship Passes	5	3	2	4	15*	9*
Number of subject areas	5	3	2	4	10	8

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
1. Encouraging students at any year level to attempt scholarship, depending on their academic readiness. We used the tutorials arranged through the Hawke's Bay Principals' Association PLD fund.	1. In 2024, students achieved 5 Scholarship passes in 5 subject areas. 2. A reduced number of students actually sat Scholarship this year in comparison to previous years. The number of successful passes has improved over the last three years		1. Continue with the current strategies: beginning scholarship classes by mid-Term 1; encouraging younger students to attempt scholarship. *2.* Strategic staff recruitment to ensure we have expertise from a SLT member with a proven record of supporting increased scholarship achievement. 3. Utilising the staff member's perspectives and experience to help guide and inform our structures and processes around scholarship.

Planning for 2026:

1. Continued investment in our scholarship program.
2. Utilising the expertise of SLT to help guide and inform our scholarship structures and programmes.
3. Establishment of a celebratory breakfast for successful candidates, their families, and staff after results are released the following year.
4. Acknowledging the success of students and staff via scholarship.

Strategic Aim:	**Equity – Meeting individual needs – culturally responsive principles and practices.**
Annual Aim:	1.4 Pass rates for students of Māori ethnicity exceeding national averages for all students in similar equity schools.
Target:	Equity group averages for all ethnicities.
Baseline Data:	**Māori Achievement NCEA Level 1, 2 and 3 Historical** **2017 – 2023 Variations between THS Māori and similar Equity Group:**

THS Māori	**2024**	**2023**	**2022**	**2021**	**2020**	**2019**
Level 1:	+20.7%	9.6%	+15.9%	+10.4%	+5.8%	-2.8%
Level 2:	+9.5%	15.9%	+3.1%	+7.2%	+15.1%	-5.1%
Level 3:	+1.1%	-15.0%	+3.4%	+11.6%	-2.0%	25.1%
UE:	+9.1%	-4.1%	+8.4%	+2.5%	+4.9%	17.3%

Outcomes

What happened?

	2024	**2023**	**2022**	**2021**	**2020**	**2019**
Year 11 students gaining NCEA Level 1	68.6%	66.7%	81.0%	80.0%	75.8%	56.8%
Year 12 Students gaining NCEA Level 2	81.3%	79.5%	84.4%	86.2%	95.8%	66.7%
Year 13 Students gaining NCEA Level 3	64.7%	50.0%	71.4%	80.0%	66.7%	79.3%
Year 13 students gaining University Entrance	44.1%	31.3%	52.4%	46.7%	47.6%	44.8%
Scholarship Passes						

2024 THS Māori Compared to NZ Māori in similar Equity Band Schools

	Taradale High	Equity results	Variance
Year 11 students gaining NCEA Level 1	68.6%	47.9%	+20.7%
Year 12 students gaining NCEA Level 2	81.3%	71.8%	+9.5%
Year 13 students gaining NCEA Level 3	64.7%	63.6%	+1.1%
Year 13 students gaining University Entrance	44.1%	35%	+9.1%

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
1. The schools guiding principles from the strategic plan focus on values that underpin success for Māori. These are: Whanaungatanga (Connect), Manaakitanga (Respect), Takakawe (Strive), Waihanga (Create) and Huritao (Reflect) 2. Continuation of funding mentoring of senior Māori students. 3. Significant progress around increasing our links with the local iwi and mana whenua. 4. Implementation of Kura Kapa Haka group.	1. We continued to reach our target of increasing pass rates of Māori students at all levels. 2. Level 1 in particular had a significant increase compared to similar equity group schools.	1. Continuing to create an environment at school where Māori students achieving as Māori.	1. Continued PLD on culturally responsive pedagogy and Mātauranga Māori. 2. Year 4 of more intensive mentoring at Years 12 & 13. 3. We anticipate that the strategies described above for deeper learning will impact on our Māori students. 4. Increasing our provision of staff who have a background and expertise in curriculum delivery that incorporates the principles of Te Ao Māori

Planning for next year:

1. Engagement with Te Reo, tikanga and Te Ao Māori is a continuing area of PLG focus.
2. Continue to grow community links with local Iwl and Hapu.
3. Greater Māori role model representation in the school to support our Māori students.
4. Māori cultural pastoral advisor supporting deans in culturally informed pastoral approaches.
5. Extend the mentoring and support programs to Y10 and 11 Māori students.

Taradale High School

Report on Special and Contestable Funding

During the year the Board was the recipient of additional Government funding for specific purposes:

Kiwisport

Kiwisport is a Government funded initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of $25,297.33 (excluding GST). The funding was spent mainly on a Sports Co-ordinator. The school engage in numerous organised sporting activities ranging from the more usual Rugby, Netball and Soccer to Volleyball, Bowls, Canoe Polo, Golf and Adventure Racing.

Statement of compliance with employment policy (required)

Your board is required to operate an employment policy that complies with the principle of being a good employer. Your board must ensure compliance with this policy (including your equal employment opportunities programme) and report in your annual report on the extent of compliance (section 597(1) of the Education and Training Act 2020).

Your board may wish to complete and include the following tables in your annual report to meet requirements under s597 of the Education and Training Act 2020. The use of the tables is optional.

Under s597 of the Act a good employer is one who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.

The board should look to confirm what actions or policies are already in place and what actions are being undertaken to meet the provisions.

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?	*We have met our obligations to provide good and safe working conditions by implementing robust health and safety policies and procedures. We regularly assess and address potential hazards in the workplace, provide appropriate safety training to employees, and maintain a safe and healthy working environment. We foster an open and supportive culture, encouraging employees to report any concerns or incidents, and providing access to support services and resources.*
What is in your equal employment opportunities programme? **How have you been fulfilling this programme?**	*Our equal employment opportunities programme promotes diversity and inclusion in our workforce. It includes policies and practices aimed at eliminating discrimination and ensuring equal opportunities for all employees, regardless of their race, gender, age, or other protected characteristics. We fulfil our equal employment opportunities programme by actively promoting diversity and inclusion in our recruitment and hiring processes. We use fair and unbiased selection criteria and provide equal opportunities for all applicants. We offer training and development programmes to support the career progression of underrepresented groups.*
How do you practise impartial selection of suitably qualified persons for appointment?	*We confirm our organisation practices impartial selection of suitably qualified persons for appointment. Our recruitment process is designed to ensure fairness, equity, and transparency by using standardised and objective criteria to evaluate candidates' qualifications, skills and experiences. We ensure that our selection processes are free from bias and favouritism, by using detailed notetaking and scoring systems, promoting equal opportunities for all candidates.*
How are you recognising, – **The aims and aspirations of Māori,** – **The employment requirements of Māori, and** – **Greater involvement of Māori in the Education service?**	*Whanaungatanga is our school's overarching value, and our guiding principles are Manaakitanga (Respect), Takakawe (Strive), Waihanga (Create), and Huritao (Reflect). The school's guiding principles from the school's strategic plan focus on values that underpin success for Māori. Our strategic goals including achievement – building a Culture of Learning, and Wellbeing – inclusivity, identity, support and agency. We consult with local Iwi and Hapū and continue to grow our community links with mana whenua and promote cultural understanding and respect within our kura. Engagement with Te Reo, tikanga and Te Ao Māori is a continuing focus of PLG (professional learning group)*

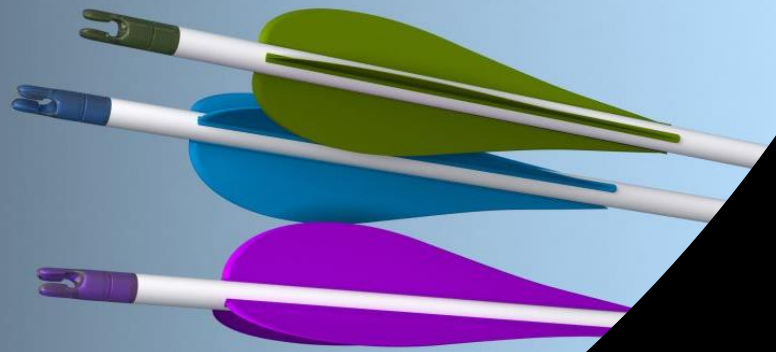
	focus. Page 36We recognise the employment requirements of Māori by actively seeking to employ Māori kaiako and support staff and providing opportunities for professional development and advancement. We also collaborate with Māori organisations and incorporate Māori perspectives and knowledge into the curriculum and education programmes.
How have you enhanced the abilities of individual employees?	*We enhance the abilities of individual employees by offering ongoing training and professional development opportunities. We provide access to professional development programmes, workshops, mentoring schemes to support our employees' growth and skill building. We also encourage a culture of continuous learning and reward outstanding performance.*
How are you recognising the employment requirements of women?	*We recognise the employment requirements of women by promoting gender equality in the workplace. We have policies and practices in place to address pay equity., support work-life balance, and ensure equal opportunities for career advancement. We actively encourage the recruitment and retention of women in all roles and levels within our organisation.*
How are you recognising the employment requirements of persons with disabilities?	*We recognise the employment requirements of persons with disabilities by ensuring our workplace is accessible and inclusive. We provide reasonable accommodations to employees with disabilities, promote disability awareness and sensitivity training, and actively seek to recruit and retain individuals with disabilities.*

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

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



TOD 2025

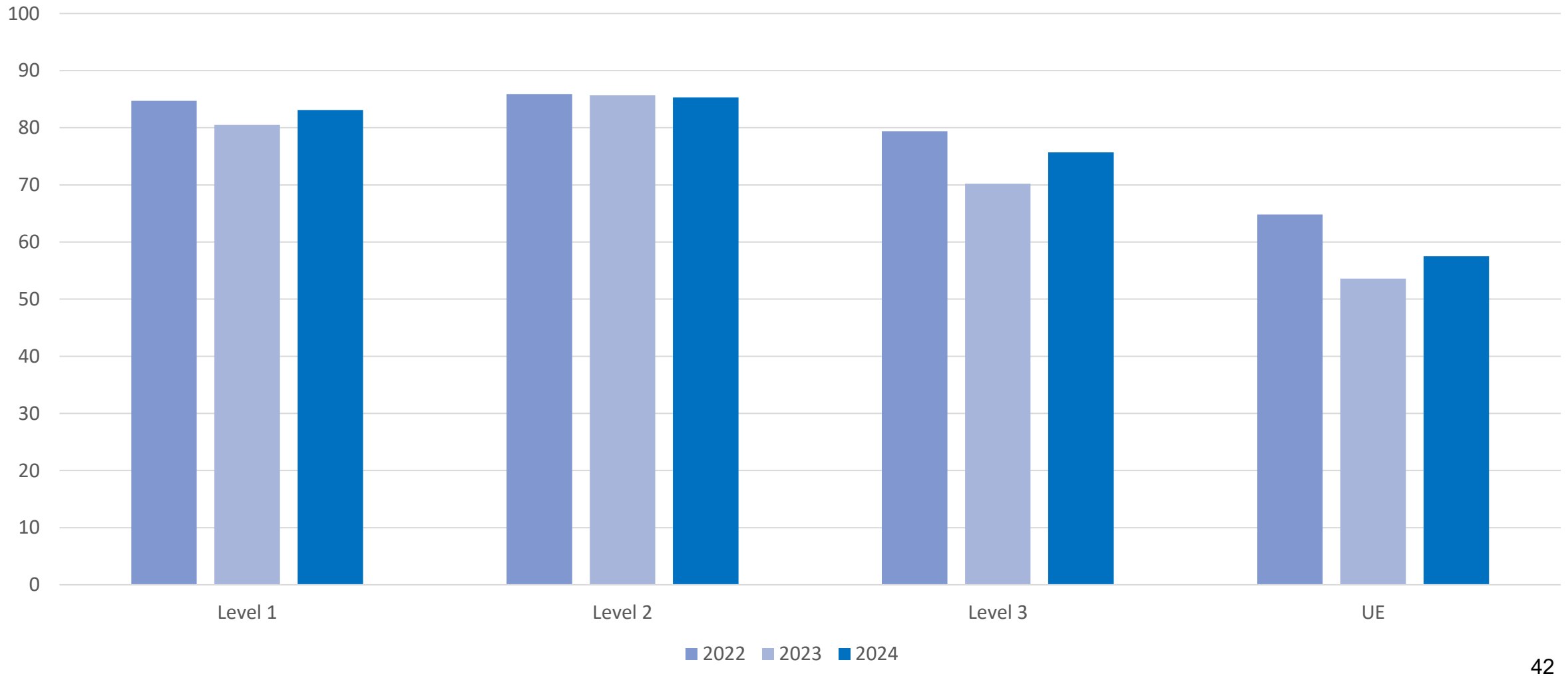


2024 NCEA RESULTS

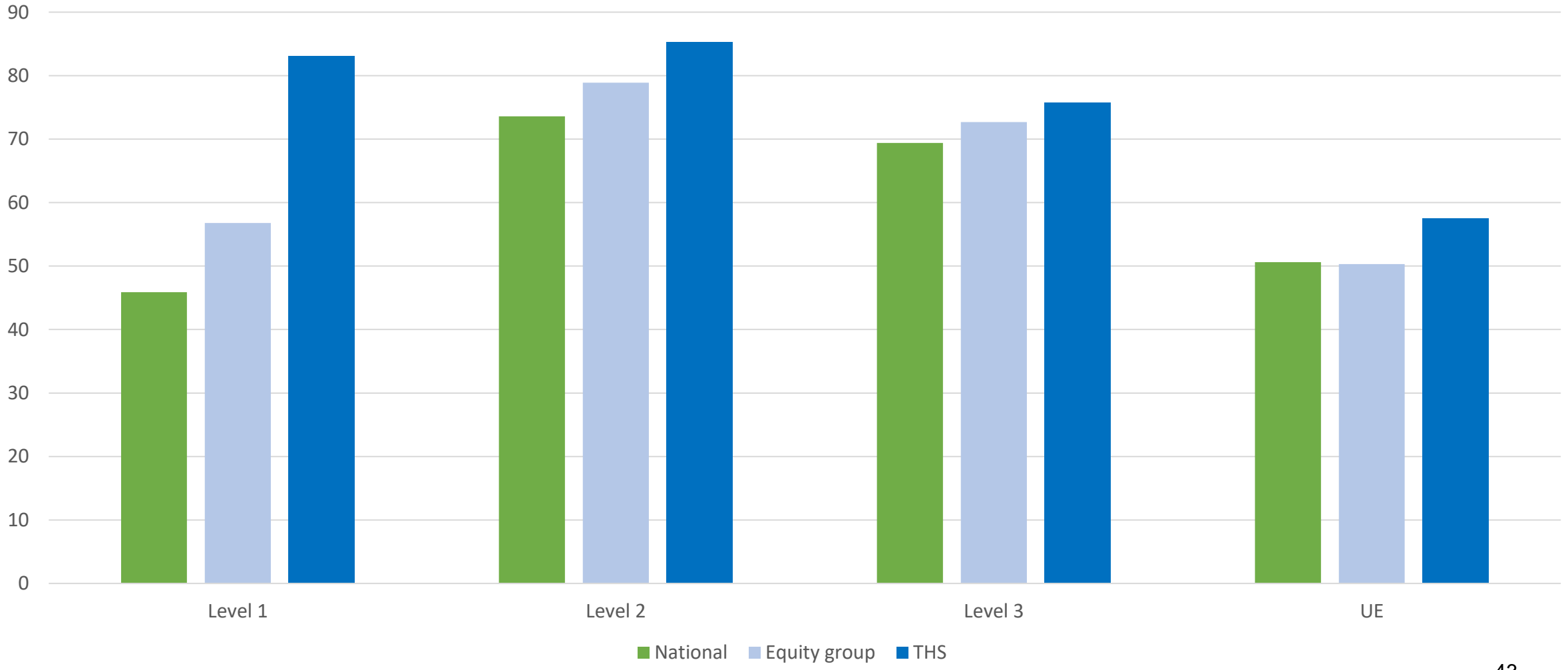
NCEA Overview

- Improved pass rate at Level 1.
- Level 2 results show a positive rate for students achieving level 2.
- Improvement in achievement at level 3.
- Merit and Excellence pass rates continue to be our focus.

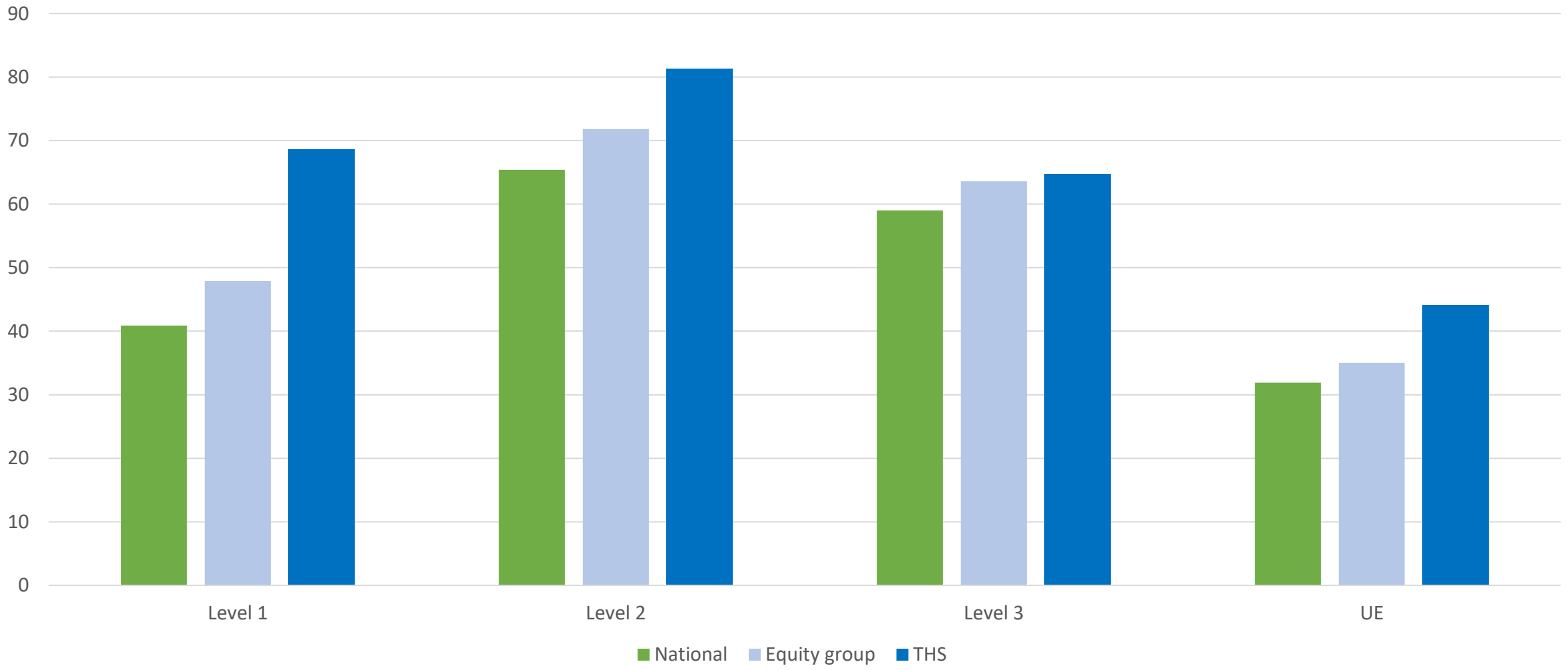
Historical Comparison



National Comparison



Māori Achievement



Level 1

Not Achieved Break down

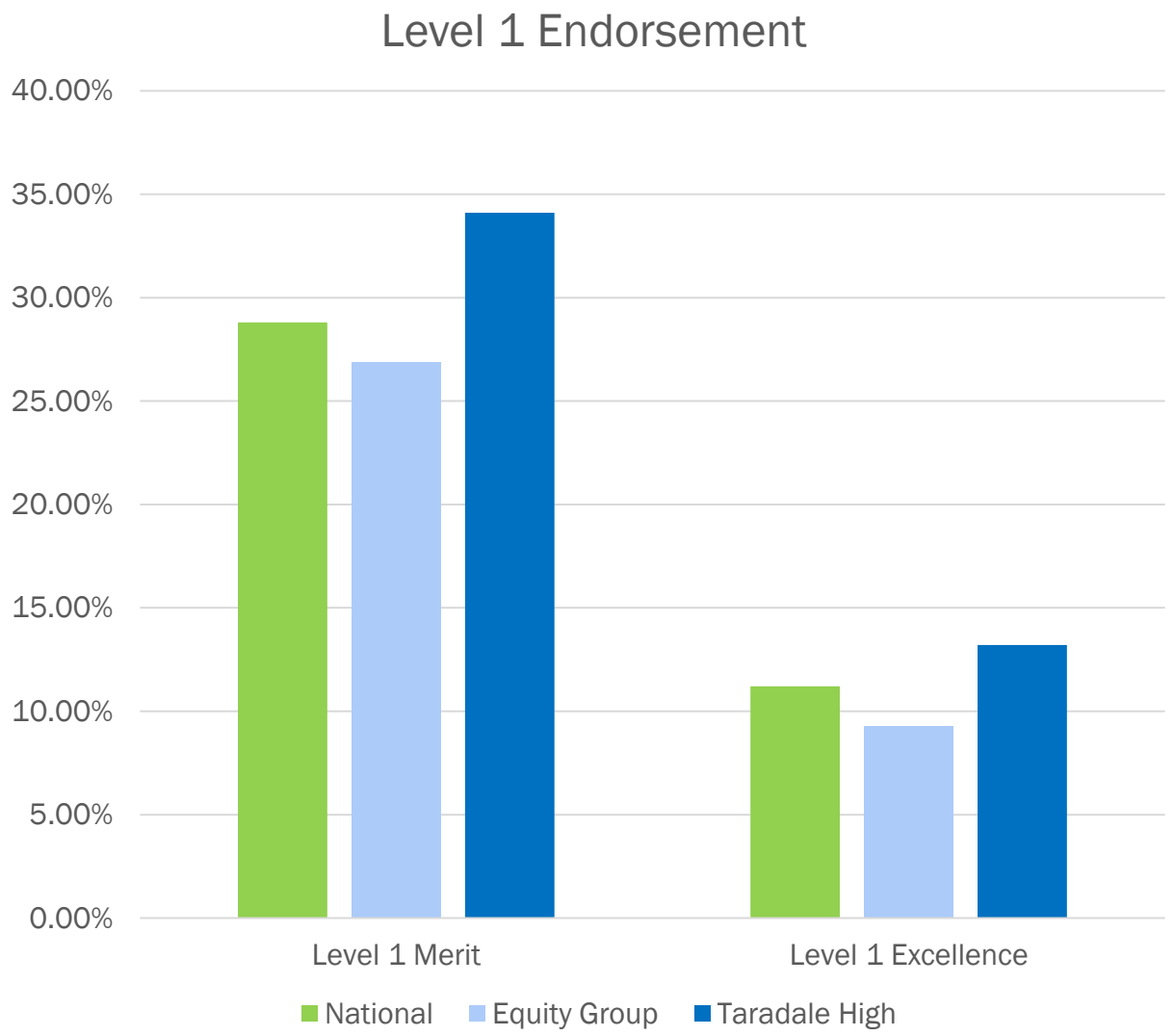
33 Students did not gain Level 1 NCEA (from 200)

- 6 left during the year
- 5 have lit and num but not enough credits
- 3 need numeracy and more credits
- 2 need literacy and more credits
- 2 need lit/num and more credits
- 1 needs just literacy
- 14 need just numeracy

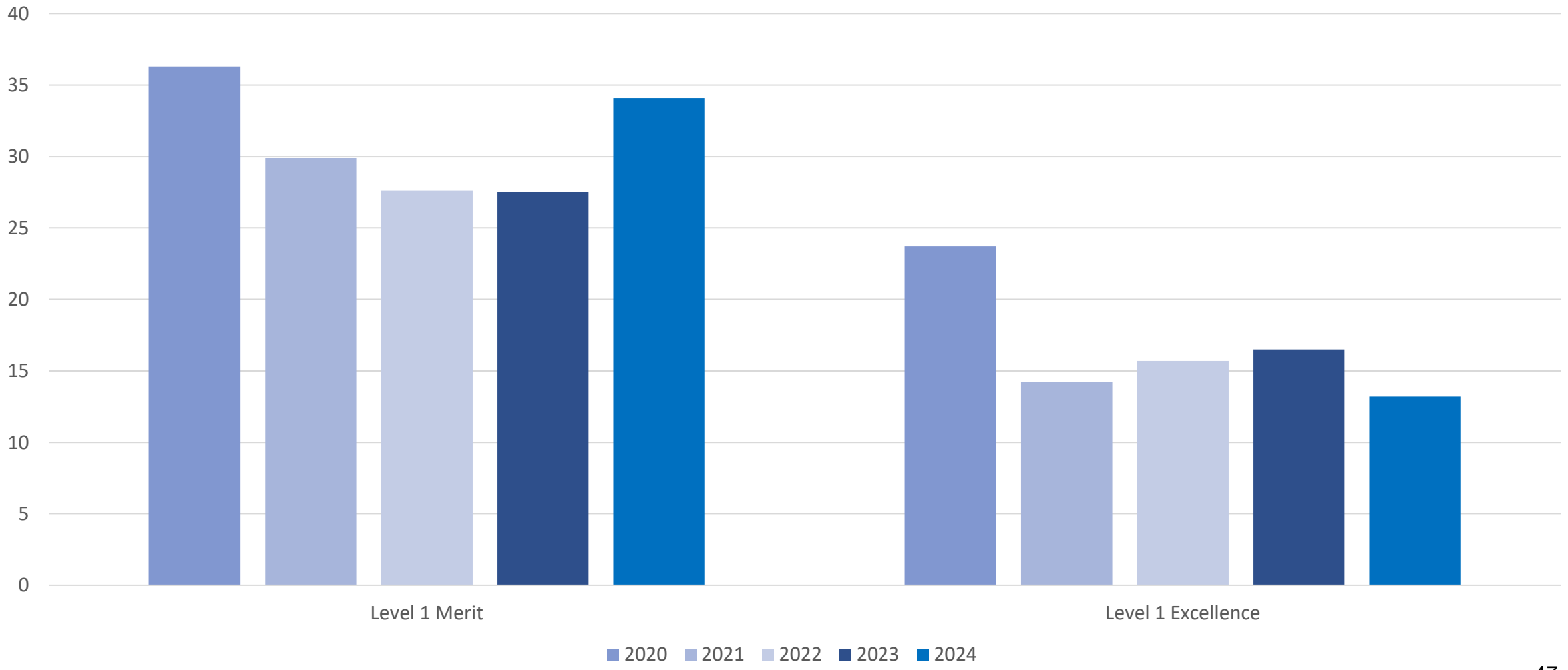
- Previous years we would have utilised unit standard numeracy to help these students

Level 1 Endorsements

National Comparison

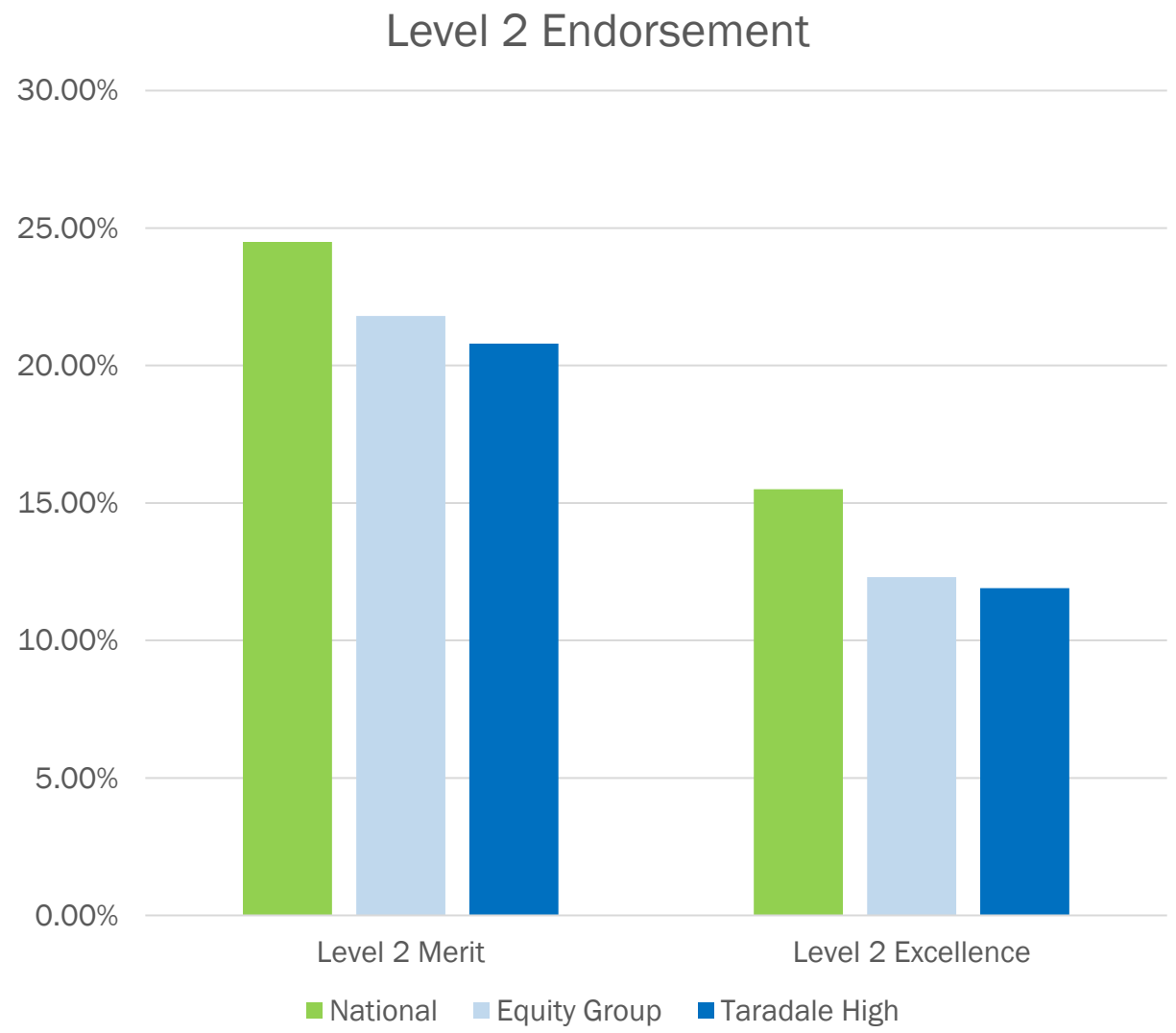


Historical Comparison Level 1 Endorsement



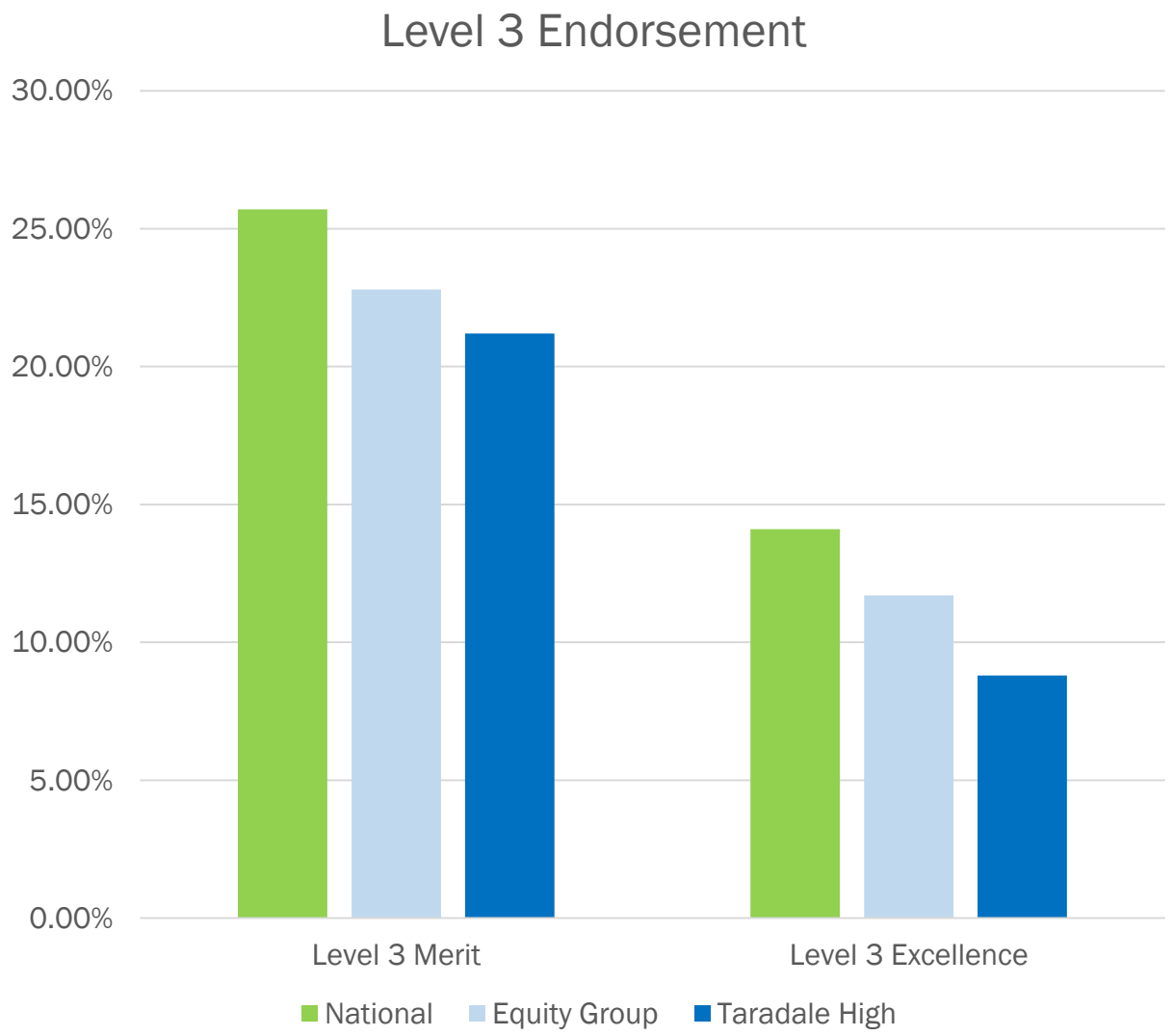
Level 2 Endorsements

National Comparison



Level 3 Endorsements

National Comparison



Nationally 2024

Overall results compared to 2023

- L1 down 27%
- L2 steady
- L3 up 0.7%
- UE steady

Beginning of Year support

22 students Y12 and Y13 supported

- L2 increased 1.5%
- L3 increased 4.4%
- UE an extra 10 students 5.4% increase

Giving Practical Effect to Te Tiriti o Waitangi in our Kura - Taradale High School

	Beliefs & Attitudes (The Why)	Governance (The How)	Tumuaki/SLT (How)	Curriculum (What)	Kaiako	Hapū & Whānau	Ākonga	Physical	Other

What have you done to give practical effect to te tiriti in your kura?	• Presenting Māori student voice at PD
	• PD around why of our new Values
	• Engaging with Tikanga Māori. Karakia at hui, assemblies,
	• PD in why behind the need for Mātauranga Māori
	• TOD School tour around important historical areas to Māori.
		• Māori representation on the board, looking to have some Mana whenua voice at the table.
		• Also, Māori student representative voice on the board.
		• Monthly updates to Board on progress and steps being taken to improve outcomes for Māori from strategic plan.
		• New haka created to reflect schools' values and vision, unpacked by staff, learned by students in addition to tika tonu.
			• Recently appointed DP Matua Marino Tiuka.
			• Engaging in new karakia and development of reo within SLT team.
			• Modelling of use of reo with staff.
				• Engaging with PD on Mātauranga Māori
				• ANZ Histories
				• Support staff PD through our Kāhui
				• Tautoko for our kaiako Māori and Te Reo courses.
				• Providing opportunities for sharing of effective practice re Mātauranga Māori at CLM and with HoDs and staff.
					• Māori representation in our kura
					• 3 new Māori kaiako in 2023 and 4 other kaiako with high level of cultural capacity
					• Family liaison support worker
						• Consultation wire new building projects
						• Engagement with mana whenua
						  • Prizegiving
						  • Pōhiri
						  • Wananga
						  • Kanohi tautoko for mana whenua
						
						Dawn blessings for Waiohiki nursery, bridge, PGA
						
						Tautoko for mana whenua during flooding
						• Inviting whānau to attend Haka Waiata event.
						• THS students hold matariki event for Puketapu kura.
							• Kapa haka re invested in and running.
							• Competed this year at manu korero for first time in 20 years.
							• Engaged with Awhina Whānau Services and Mahea support services.
							• Puhoro STEM academy
							• Haka waiata competition.
								• New whare kura
								• New cultural community space with Pou and Waharoa currently under construction
								• Proposed Hangi pit and area proposed
									•

What has been effective?	• Not sure yet • Shift is happening	• Getting better	• New DP has given valuable perspectives and tautoko.	•	•	• Being actively present at events	• Engaging with mana whenua	• New whare kura.	•
What hasn't worked?	• Not sure yet	• Nothing yet	• Nothing yet	• Sustaining tautoko for staff re Mātaranga Māori	•	• Expecting whanaungatanga to just happen implicitly. You need to be active.	•	•	•
How do you know?	• I am getting push back from some areas of community	• Hearing Māori perspectives at board meetings. • Still a way to go.	•	• Looking for continued resourcing and voice on Mātaranga Māori curricular development and exemplars success criteria	•	•	•	•	•