

TE PAEPAE O AOTEA

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

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Accountant / Service Provider:

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TE PAEPAE O AOTEA

Annual Financial Statements - For the year ended 31 December 2025

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Te Paepae o Aotea

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.

Shawn Kalin

Full Name of Presiding Member

Rachel Diana Williams

Full Name of Principal

SK

Signature of Presiding Member

R Williams

Signature of Principal

25 August 2026

Date

25 August 2026

Date

Te Paepae o Aotea

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

		2025	2025	2024
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	15,276,180	13,608,763	15,943,010
Locally Raised Funds	3	365,100	3,500	454,041
Interest		172,662	-	180,349
Gain on Sale of Property, Plant and Equipment		1,957	-	8,261
Other Revenue		-	-	7,284
Total Revenue		15,815,899	13,612,263	16,592,945
Expense				
Locally Raised Funds	3	399,155	175,833	529,973
Learning Resources	4	11,384,208	10,667,540	10,966,475
Administration	5	1,249,721	842,943	2,155,574
Interest		9,911	4,313	10,023
Property	6	1,759,897	1,820,670	1,967,908
Loss on Disposal of Property, Plant and Equipment		7,621	-	262
Total Expense		14,810,513	13,511,299	15,630,215
Net Surplus / (Deficit) for the year		1,005,386	100,964	962,730
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		1,005,386	100,964	962,730

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

Te Paepae o Aotea

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		5,168,955	4,172,750	4,206,225
Total comprehensive revenue and expense for the year		1,005,386	100,964	962,730
Equity at 31 December		6,174,341	4,273,714	5,168,955
Accumulated comprehensive revenue and expense		6,174,341	4,273,714	5,168,955
Equity at 31 December		6,174,341	4,273,714	5,168,955

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.

Te Paepae o Aotea

Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	7	1,100,585	1,013,999	209,653
Accounts Receivable	8	860,939	764,417	813,523
GST Receivable		52,967	-	50,123
Prepayments		26,781	71,998	15,679
Investments	9	2,605,435	2,141,381	3,269,970
Funds Receivable for Capital Works Projects	15	70,591	-	74,634
		4,717,298	3,991,795	4,433,582
Current Liabilities				
GST Payable		-	105,815	-
Accounts Payable	11	1,031,971	813,191	977,652
Revenue Received in Advance	12	18,549	151,864	145,201
Provision for Cyclical Maintenance	13	89,555	-	49,834
Finance Lease Liability	14	52,053	200,847	180,283
		1,192,128	1,271,717	1,352,970
Working Capital Surplus/(Deficit)		3,525,170	2,720,078	3,080,612
Non-current Assets				
Investments (more than 12 months)	9	826,489	-	-
Property, Plant and Equipment	10	2,094,733	1,741,670	2,341,838
		2,921,222	1,741,670	2,341,838
Non-current Liabilities				
Provision for Cyclical Maintenance	13	197,502	-	229,500
Finance Lease Liability	14	74,549	188,034	23,995
		272,051	188,034	253,495
Net Assets		6,174,341	4,273,714	5,168,955
Equity		6,174,341	4,273,714	5,168,955

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

Te Paepae o Aotea
Statement of Cash Flows
For the year ended 31 December 2025

		2025	2025	2024
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		5,235,691	4,851,974	5,768,416
Locally Raised Funds		379,796	3,500	352,285
Goods and Services Tax (net)		(2,844)	-	(155,938)
Payments to Employees		(2,370,005)	(2,202,254)	(2,323,155)
Payments to Suppliers		(1,977,635)	(1,845,406)	(2,061,705)
Interest Paid		(9,911)	(4,313)	(10,023)
Interest Received		180,961	-	168,862
Net cash from/(to) Operating Activities		1,436,053	803,501	1,738,742
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	9,130
Purchase of Property Plant & Equipment (and Intangibles)		(207,998)	(143,000)	(799,063)
Purchase of Investments		393,496	-	(1,128,588)
Proceeds from Sale of Investments		(555,450)		
Net cash from/(to) Investing Activities		(369,952)	(143,000)	(1,918,521)
Cash flows from Financing Activities				
Finance Lease Payments		(179,212)	(249,604)	(188,865)
Funds Administered on Behalf of Other Parties		4,043	-	(24,805)
Net cash from/(to) Financing Activities		(175,169)	(249,604)	(213,670)
Net increase/(decrease) in cash and cash equivalents		890,932	410,897	(393,449)
Cash and cash equivalents at the beginning of the year	7	209,653	603,102	603,102
Cash and cash equivalents at the end of the year	7	1,100,585	1,013,999	209,653

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.

Te Paepae o Aotea

Notes to the Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

Te Paepae o Aotea (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 13.

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 10.

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 14. Future operating lease commitments are disclosed in note 20b.

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 canteen and 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 are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Board-owned Buildings	40 years
Building Improvements	50 years
Furniture and Equipment	5-10 years
Information and Communication Technology	5 years
Motor Vehicles	5 years
Textbooks	8 years
Library Resources	8 years
Leased Assets held under a Finance Lease	Term of Lease

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. The valuation is based on a comparison to recent market transactions.

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 students and grants received 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 students, should the School be unable to provide the services to which they relate.

o) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

p) Funds held for Capital works

The School directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the school, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the School's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a 10 to 13 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

s) Financial Instruments

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

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

The School's financial liabilities comprise accounts payable, borrowings 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	5,051,649	4,700,228	5,402,447
Teachers' Salaries Grants	8,554,252	7,686,077	8,077,078
Use of Land and Buildings Grants	968,129	1,054,137	1,014,397
Ka Ora, Ka Ako - Healthy School Lunches Programme	308,630	-	1,276,345
Other Government Grants	393,520	168,321	172,743
	15,276,180	13,608,763	15,943,010

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	2,677	-	6,253
Fees for Extra Curricular Activities	294,244	3,500	397,809
Trading	40,933	-	14,908
Fundraising and Community Grants	27,237	-	28,269
Other Revenue	9	-	6,802
	365,100	3,500	454,041
Expense			
Extra Curricular Activities Costs	359,964	175,833	506,240
Trading	38,007	-	19,332
Fundraising and Community Grant Costs	1,184	-	4,401
	399,155	175,833	529,973
<i>Surplus/(Deficit) for the year Locally Raised Funds</i>	(34,055)	(172,333)	(75,932)

4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	374,955	593,700	559,449
Employee Benefits - Salaries	10,219,152	9,241,303	9,677,623
Staff Development	69,166	65,000	56,727
Depreciation	566,331	510,037	512,900
Other Learning Resources	2,365	7,500	4,406
Ict	152,198	225,000	128,450
Extra-Curricular Activities	41	25,000	26,920
	11,384,208	10,667,540	10,966,475

5. Administration

	2025	2025 Budget	2024
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fees	13,698	15,000	13,430
Board Fees and Expenses	16,325	12,150	13,615
Other Administration Expenses	224,220	221,500	199,952
Employee Benefits - Salaries	590,279	519,095	598,180
Insurance	47,457	30,198	21,482
Service Providers, Contractors and Consultancy	49,112	45,000	32,570
Ka Ora, Ka Ako - Healthy School Lunch Programme	308,630	-	1,276,345
	1,249,721	842,943	2,155,574

6. Property

	2025	2025 Budget	2024
	Actual	(Unaudited)	Actual
	\$	\$	\$
Cyclical Maintenance	141,130	-	279,334
Heat, Light and Water	129,032	152,000	128,170
Rates	7,195	20,000	5,234
Repairs and Maintenance	96,494	210,600	153,746
Use of Land and Buildings	968,129	1,054,137	1,014,397
Employee Benefits - Salaries	133,212	127,933	130,825
Other Property Expenses	284,705	256,000	256,202
	1,759,897	1,820,670	1,967,908

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	2025 Budget	2024
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Accounts	1,100,585	1,013,999	209,653
Cash and cash equivalents for Statement of Cash Flows	1,100,585	1,013,999	209,653

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

Of the \$1,100,585 Cash and Cash Equivalents \$18,549 is subject to restrictions for the following reasons:

- \$18,549 of Revenue Received in Advance is held by the school, as disclosed in note 12.

8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	29,354	1,979	6,675
Receivables from the Ministry of Education	2,773	-	342
Interest Receivable	27,823	24,635	36,122
Banking Staffing Underuse	-	125,941	-
Teacher Salaries Grant Receivable	800,989	611,862	770,384
	860,939	764,417	813,523
Receivables from Exchange Transactions	57,177	152,555	42,797
Receivables from Non-Exchange Transactions	803,762	611,862	770,726
	860,939	764,417	813,523

9. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	2,605,435	2,141,381	3,269,970
Non-current Asset			
Long-term Bank Deposits	826,489	-	-
Total Investments	3,431,924	2,141,381	3,269,970

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Land	44,770	-	-	-	-	44,770
Board-owned Buildings	30,228	-	-	-	(795)	29,433
Building Improvements	434,544	4,178	-	-	(9,840)	428,882
Furniture and Equipment	913,707	181,561	-	-	(189,847)	905,421
Information and Communication Technology	527,865	16,881	-	-	(143,717)	401,029
Motor Vehicles	119,837	-	-	-	(27,120)	92,717
Textbooks	5,797	-	-	-	(963)	4,834
Leased Assets	215,072	118,419	(8,013)	-	(185,140)	140,338
Library Resources	50,018	6,200	-	-	(8,909)	47,309
	2,341,838	327,239	(8,013)	-	(566,331)	2,094,733

The net carrying value of equipment held under a finance lease is \$140,338 (2024: \$215,072)

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	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land	44,770	-	44,770	44,770	-	44,770
Board-owned Buildings	31,805	(2,372)	29,433	31,805	(1,577)	30,228
Building Improvements	455,637	(26,755)	428,882	451,460	(16,916)	434,544
Furniture and Equipment	1,360,255	(454,834)	905,421	1,178,693	(264,986)	913,707
Information and Communication Technology	731,358	(330,329)	401,029	714,477	(186,612)	527,865
Motor Vehicles	135,601	(42,884)	92,717	135,601	(15,764)	119,837
Textbooks	7,708	(2,874)	4,834	7,708	(1,911)	5,797
Leased Assets	617,315	(476,977)	140,338	580,157	(365,085)	215,072
Library Resources	71,376	(24,067)	47,309	65,176	(15,158)	50,018
	3,455,825	(1,361,092)	2,094,733	3,209,847	(868,009)	2,341,838

11. Accounts Payable

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	166,825	151,159	160,119
Accruals	13,697	19,055	13,430
Employee Entitlements - Salaries	800,989	611,862	770,384
Employee Entitlements - Leave Accrual	50,460	31,115	33,719
	1,031,971	813,191	977,652
Payables for Exchange Transactions	1,031,971	813,191	977,652
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	1,031,971	813,191	977,652

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Grants in Advance - Ministry of Education	-	46,343	139,035
Other Revenue In Advance	18,549	105,521	6,166
	<u>18,549</u>	<u>151,864</u>	<u>145,201</u>

13. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	279,334	-	-
Increase/(decrease) to the Provision During the Year	141,130	-	279,334
Use of the Provision During the Year	(133,407)	-	-
Provision at the End of the Year	<u>287,057</u>	<u>-</u>	<u>279,334</u>
Cyclical Maintenance - Current	89,555	-	49,834
Cyclical Maintenance - Non current	197,502	-	229,500
	<u>287,057</u>	<u>-</u>	<u>279,334</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 / painting quotes.

14. 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 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	60,917	200,847	184,401
Later than One Year	82,902	188,034	24,735
Future Finance Charges	(17,217)	-	(4,858)
	<u>126,602</u>	<u>388,881</u>	<u>204,278</u>
Represented by			
Finance lease liability - Current	52,053	200,847	180,283
Finance lease liability - Non current	74,549	188,034	23,995
	<u>126,602</u>	<u>388,881</u>	<u>204,278</u>

15. Funds Held for Capital Works Projects

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

	2025	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
CCTV System		241876	(74,634)	-	4,043	-	(70,591)
Totals			<u>(74,634)</u>	<u>-</u>	<u>4,043</u>	<u>-</u>	<u>(70,591)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

-

(70,591)

	2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
CCTV System		241876	(49,829)	-	(24,805)	-	(74,634)
Totals			<u>(49,829)</u>	<u>-</u>	<u>(24,805)</u>	<u>-</u>	<u>(74,634)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

-

(74,634)

16. 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.

The following related-party transactions were identified with entities in which Board members are directors and/or shareholders:

Taranaki Secondary School — Rachel Williams — \$3,990 expense

Kalin Transport Ltd — Shaun Kalin — \$260 income

Art by Kirst Ltd — Rachel Williams — \$1,295 expense

17. 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	3,610	4,260
<i>Leadership Team</i>		
Remuneration	812,126	1,028,936
Full-time equivalent members	5.00	6.11
Total key management personnel remuneration	<u>815,736</u>	<u>1,033,196</u>

There are 7 members of the Board excluding the Principal. The Board has held 10 full meetings of the Board in the year. The Board also has a Finance committee (2 members) that met 10 times. 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	220 - 230	220 - 230
Benefits and Other Emoluments	5 - 6	5 - 6
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 - 110	21.00	21.00
110 - 120	15.00	17.00
120 - 130	12.00	7.00
130 - 140	1.00	2.00
140 - 150	3.00	1.00
150 - 160	1.00	1.00
	<u>53.00</u>	<u>49.00</u>

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

18. 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	\$0	\$0
Number of People	0	0

19. 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.

20. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2025 (Capital commitments at 31 December 2024: \$6,564).

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 15.

(b) Operating Commitments

There are no operating commitments as at 31 December 2025 (Operating commitments at 31 December 2024: nil).

21. 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	1,100,585	1,013,999	209,653
Receivables	860,939	764,417	813,523
Investments - Term Deposits	3,431,924	2,141,381	3,269,970
Total financial assets measured at amortised cost	<u>5,393,448</u>	<u>3,919,797</u>	<u>4,293,146</u>

Financial liabilities measured at amortised cost

Payables	1,031,971	813,191	977,652
Finance Leases	126,602	388,881	204,278
Total financial liabilities measured at amortised cost	<u>1,158,573</u>	<u>1,202,072</u>	<u>1,181,930</u>

22. Events After Balance Date

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

23. Comparatives

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

Independent Auditor's Report

To the readers of Te Paepae o Aotea's financial statements for the year ended 31 December 2025

Opinion

The Auditor-General is the auditor of Te Paepae o Aotea (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 pages 2 to 20, 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.

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 25 August 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, Members of the Board, Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

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.



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

Te Paepae o Aotea

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Shaun Kalin	Presiding Member	Elected	Sep 2028
Rachel Williams	Principal	ex Officio	
Sue Johnston	Staff Representative	Elected	Sep 2028
Taiharuru Ratima	Student Representative	Elected	Sep 2028
Sarah Neyens	Parent Representative	Elected	Sep 2028
Hilary Meyer	Parent Representative	Elected	Sep 2028
Julia Ord	Parent Representative	Elected	Sep 2028
Will Edwards	Parent Representative	Elected	Sep 2028
Tinui Willing	Parent Representative	Elected	Jan 2026

Te Paepae o Aotea

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$31,893 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2025 the Te Paepae o Aotea Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

Statement of variance

Strategic Goal 1: Engage ākonga successfully in learning within a culturally rich, inclusive environment where community partnerships are valued.

Annual target review

Increase students who attend school regularly (more than 90%) to over 50%

This target was not met. However, significant progress was made with attendance rates school wide in 2025. In 2025 we had 42% of students at Te Paepae o Aotea attending school regularly (90% or more) up from 31% and 29% during the previous two years. For Māori students this decreased to 29% (up from 21% and 18% over the previous two years).

Decrease the number of stand downs and suspensions to the same level as our school equity index group

135 students were stood down, and 10 students were suspended to the board in 2025. The number of stand downs was significantly less than both 2023 and 2024, while suspensions were higher than those recorded in 2024 and less than those recorded in 2023. One student was excluded in 2025. The stand-down rates are higher than the national average whereas the suspension rates are at a similar level to the national average. The same trends are evident when comparing Te Paepae o Aotea to the Taranaki region. Our exclusion rate is lower than the national average and the Taranaki region.

Elected board in place

This target was met. Election took place in June 2025. Tinui Willing was elected as the staff representative in June, however, due to his resignation later in the year a by election was held that saw Sue Johnston elected. See previous page for board members names.

Collect wellbeing data

In 2025 Te Paepae o Aotea continued to strengthen the way we collect and use student wellbeing data to inform pastoral and learning support. Wellbeing information was gathered each term through a structured survey completed by students across all year levels. This tool invited learners to rate their experiences on a five-point scale across key indicators such as belonging, safety, resilience, relationships, and engagement in learning. Participation remained high throughout the year, with the overall average wellbeing score sitting at 3.33. Consistent with 2024 trends, the highest-scoring areas related to trusted peer relationships and feeling safe from bullying, while the lowest-scoring indicator remained “I look forward to coming to school.” Each administration of the survey generated between 10 and 12 self-referrals for additional pastoral support, enabling timely follow-up by the Pastoral Hub. This regular data collection has become an integral tool for identifying patterns, informing targeted interventions, and shaping the school’s ongoing work in wellbeing and pastoral care.

Increase the number of students participating in extra-curricular activities from 2023 baseline data (Voice of Rangatahi)

In 2025 Te Paepae o Aotea continued to prioritise increasing student participation in extra-curricular activities, building on the baseline data collected through the 2023 Voice of Rangatahi survey. The 2025 Voice of Rangatahi results showed encouraging signs of growth, with more students engaging in physical activity regularly, and a large proportion of ākonga reporting seven days of physical activity each week. Although the data also highlighted a higher-than-average number of students engaging in limited physical activity compared with Taranaki and national figures, the overall trend indicates improving participation and growing interest in school-based opportunities. Expanded lunchtime activities, increased sports offerings, and targeted initiatives through the Huakina Mai framework further supported student involvement and strengthened the culture of active participation across the school.

My Mahi points system embedded across the school.

In 2025 Te Paepae o Aotea made strong progress embedding the My Mahi points system as a consistent schoolwide acknowledgment framework aligned with our Huakina Mai values. The TFI review highlighted that the system has been functioning effectively, with many students actively redeeming points—including for

higher-value items—through improved shop processes and scheduled class purchasing times. However, the data also showed that some ākonga, particularly those with strong learning habits, were not receiving the volume of points they should, reinforcing the need for ongoing staff education about the importance of regular, values-based acknowledgments. The introduction of clearer systems for checking milestones and celebrating achievements helped strengthen student engagement, while targeted next steps for 2026 focus on ensuring more consistent point distribution, enhancing senior student engagement, and increasing staff confidence in using My Mahi as an everyday tool to reinforce positive behaviour and learning.

Increased number of opportunities for students to display and develop their leadership opportunities

The student leadership framework first established in 2022 by senior and middle leaders was fully introduced the following year. At the conclusion of 2024 the structure underwent a formal review, resulting in several refinements for implementation in 2025. A further evaluation at the end of 2025 showed that the model was operating effectively, with only small adjustments required for the 2026 school year.

Annual Target/Goal: Use student, whānau and community voice to inform curriculum and pastoral support systems.				
Actions	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>
Action 1 Collect whānau, student, staff voice using Relationship based Learning (RbL) methodology.	Procedures and practices throughout the school reflect the needs and aspirations of the community.	Student, whānau, and staff voice was intentionally gathered using Relationship-based Learning (RbL) approaches, including whakawhanaungatanga-based conversations, hui, and structured check-ins. Staff used relational strategies such as kanohi-ki-te-kanohi discussions, and small group kōrero to create safe spaces for honest feedback. Whānau voice was collected through informal conversations, hui, and follow-up discussions, enabling whānau perspectives to directly inform school decision-making. Student voice was gathered regularly within classrooms and pastoral settings, providing insights into engagement, belonging, and learning experiences. Staff voice was captured through team meetings and reflective discussions, supporting shared understanding of learner needs and effective relational practice. Feedback gathered through RbL processes informed reviews of learning programmes and pastoral structures, including kaupapa class provision and wellbeing supports. Evidence indicates increased participation in voice-gathering processes, suggesting growing trust and strengthened relationships between students, whānau, and staff. Student voice was also collected in Term 4 through the Huakina Mai lens. Across Weeks 2 to 6, students engaged in structured, whānau-based discussions to unpack what positive behaviour, learning, and relationships look like, sound like, and feel like across five key areas: Classroom Expectations, Our Interactions, Teaching Instructions and Learning Time, Working with Others, and Classroom Environment, aligned with the school values of Aotea, Paepae, and Taupaenui. Student voice across all areas demonstrated a strong, shared understanding of expectations and a high level of alignment between values and everyday practice.	No variation, target met..	Create an efficient voice collection methodology school wide. Collect community, whānau, student, staff voice.
Action 2 Collect community, whānau, student, staff voice to review learning programmes.	Learning programmes that met the needs and aspirations of the community.	Throughout 2025, the school actively sought and responded to community, whānau, student, and staff voice to review and strengthen learning programmes. Feedback was gathered through regular parent–teacher interviews, informal conversations, student voice processes, staff discussions, and ongoing engagement with whānau. An open door policy continues to underpin this approach, ensuring families feel welcome to share perspectives, raise concerns, and contribute ideas at any time. A key outcome of this consultation process was targeted feedback regarding the Year 7 and 8 learning programme, particularly the delivery of Technology, Mathematics, and English. Community and whānau voice highlighted the need for clearer structure, improved alignment to learner needs, and stronger progression pathways in these areas. In response, the school undertook a review of the Year 7 and 8 programme, working collaboratively with staff and considering student voice to inform changes. As a result, adjustments have been made to the delivery of Technology, Mathematics, and English. During 2025 we also moved from an establishment board to an elected board. This means that we now have parent, student and staff voice at the governance level of our school.	Target met but a more systematic approach to collecting voice is needed in the future.	Create an efficient voice collection methodology school wide. Collect community, whānau, student, staff voice.

Action 3 Student voice built into review of learning modules.	Ensure that learning modules are relevant to the needs and interests of students.	Student voice has been intentionally embedded into the review of learning modules, ensuring programmes are informed by student feedback and experiences. This has strengthened the alignment between learning design and student interests, needs, and aspirations.	No variation, target met..	Create an efficient voice collection methodology school wide. Collect community, whānau, student, staff voice.
Action 4 Collect community, whānau, student, staff voice to review pastoral systems.	A pastoral system that is well resourced and meets the needs of the community.	Community, whānau, student, and staff voice was deliberately gathered to inform the review of pastoral systems. This feedback contributed to a structured review process completed by each pastoral lead, strengthening shared understanding of what is working well and identifying where improvements are needed. All eight pastoral leaders completed their annual department review.	No variation, target met..	Create an efficient voice collection methodology school wide. Collect community, whānau, student, staff voice.
Action 5 Complete Health curriculum survey.	Gain a greater understanding of what the school community would like in the Health curriculum delivery.	This has not been completed and needs to be a priority in 2026.	Target not met.	It is on the 2026 annual plan to be actioned in Term 2.

Annual Target/Goal: Connect with our Kahui Ako to establish attendance initiatives.				
Actions	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>
Action 1 Connect with other principals to gain a better understanding of the Kahui Ako wide need.	Principal attending meetings to discuss attendance strategies.	Principal attended meetings to discuss attendance strategies.	No variation, target met..	Kahui Ako will be disestablished from the start of 2026.
Action 2 Engage in attendance initiatives Kahui Ako wide.	New initiatives up and running across the Kahui Ako.	Initiatives that were delivered in 2025 were. - Maurakau - Art Therapy Barnardos referral system was up and running and accessible to schools.	No variation, target met..	Engage in attendance initiatives community wide.
Action 3 Implement new attendance initiatives Kahui Ako wide.	New initiatives up and running across the Kahui Ako.	Maurakau and Art Therapy were in operation from the duration of 2025 Art Therapy was funded by staffing for Te Paepae o Aotea. The focus was on small groups across the Kahui Ako, many of the students involved in this programme are transitioning to Te Paepae o Aotea in 2025. Maurakau groups weren't as well attended in 2025 as they were in 2024.	No variation, target met..	Implement new attendance initiatives within Te Paepae o Aotea. Review attendance initiatives community wide.
Action 4 Review new attendance initiatives Kahui Ako wide.	Improvement of student attendance 70 –89% to 90% plus.	School wide we saw a good improvement in attendance from 29% in 2023 and 31% in 2024 for students attending 90% plus of the time to 37% in 2025. Principals from across the Kahui Ako spent time in Term 4 writing their attendance management plans and sharing their attendance journeys.	No variation, target met..	Kahui Ako will be disestablished from the start of 2026.

Annual Target/Goal:
Develop the capability of staff to use data to identify learners who are not engaged or attending

Actions	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>
Action 1 Develop the capability of staff to use Huakina Mai data on KAMAR.	Identification of trends to inform practice allowing interventions to be put in place in a timely manner.	During 2025, deliberate actions were taken to build staff capability in accessing, analysing, and using Huakina Mai data within KAMAR to inform practice and support timely interventions. Data trends were regularly identified and reviewed to support decision-making and improve outcomes for learners. Huakina Mai data was used consistently at Board and Senior Leadership Team meetings, where trend analysis informed strategic discussion, monitoring, and resourcing decisions. The data was also used within Huakina Mai team meetings to identify students requiring additional support and to guide targeted responses. To strengthen school-wide understanding and use of data, weekly staff PowerPoint presentations at Monday meetings highlighted key information, including attendance, pastoral, and NCEA data. These data sets were discussed during morning meetings, supporting shared understanding and ensuring that data was actively informing school-wide practice rather than sitting in isolation. As a result of these processes, an increased number of staff are now confident in locating and using Huakina Mai data to support learners. However, further work is required to ensure consistency and to deepen data literacy across all staff. Developing greater confidence and shared capability in the use of KAMAR and Huakina Mai data remains a focus for 2026. See Appendix A for an example of the monthly data reports prepared for the Board, Senior Leadership Team, Huakina Mai team, and whole staff.	Target met.	Further develop the capability of staff to use Huakina Mai data on Kamar.
Action 2 Collect and review data connected to the Pastoral Hub. 1. Referrals to guidance internally 2. Referrals to social workers internally 3. Referrals to external agencies.	Gather baseline data on the referrals being seen in the Pastoral Hub to inform next steps in this area of the school.	This data was collected in 2025 and shared termly with the board and senior leadership team. Below is the annual summary of Pastoral Hub referrals: Across the Guidance Counsellor, Social Worker, and External agencies we started the year with 81 ‘<i>students on the books</i>’ from 2024. - Term 1 we received 22 referrals, 104 ‘<i>on the books</i>’ 15 from staff, 3 self-referrals, 3 from Public Health Nurses CHEADs assessments, and 1 from an external agency. 12 referrals were closed. A Student Counsellor also joined us for the rest of the year. – 92 <i>on the books</i>. - Term 2 we received 21 referrals, 114 <i>on the books</i>, 15 from staff, 5 self-referrals, 1 outside referral. 10 were closed at the end of the term. 104 <i>on the books</i>. - Term 3 we received 9 referrals, 113 <i>on the books</i>, 4 from staff, 3 self-referred, 1 from Public Health Nurses CHEADs assessment and 1 external. 56 were closed – our Social Worker left closing 31 cases most of whom have not required ongoing follow-up and some who have been re-referred. Guidance Counsellor began closing students due to forthcoming leave. 57 <i>on the books</i>. - Term 4 we received 16 referrals, 73 <i>On the books</i>, 10 self-referred, 6 staff referrals. With the Guidance Counsellor going on leave during Term 4 and the Student Counsellor leaving, all cases were closed, with a group for whom there was concern listed for revisiting in early 2026 and 15 external referrals done and accepted.	No variation, target met..	Collect and review data connected to the Pastoral Hub. 1. Referrals to guidance internally 2. Referrals to social workers internally 3. Referrals to external

Action 3 Develop the capability of staff to use attendance data on KAMAR.	Whānau teachers effectively monitoring student attendance. Increase in the number of students attending school regularly (90% plus) from 31%.	Attendance was monitored closely by whānau teachers and pastoral leads. The STAR attendance framework was adopted from the start of Term 1 with weekly school wide updates given each Monday morning for staff. Whānau teachers had an increased role to play in 2025 which focused on more regular connection with whānau. Stronger connections were also formed between the school and external attendance service. This monitoring was followed by certificates and rewards at awa (house) assemblies including the acknowledgement of students at 100%. These interventions and initiatives have helped increase attendance The percentage of students attending school regularly has increased to 37%. Our school attendance plan was revised in Term 4 according to Ministry of Education guidelines to create the school Attendance Management Plan ready for 2026. TPOA-Attendance-Management-Plan.pdf	No variation, target met..	Develop the capability of staff to use attendance data on KAMAR.
Action 4 Develop the capability of staff to use school wide junior school data on KAMAR. Eg PAT, eAsTTle, OTJs.	Whānau and subject teachers effectively monitoring student progress to enable accelerated progress.	Throughout the year, junior school assessment data was collected consistently and entered accurately into KAMAR. Teachers used a range of assessment tools, including PAT, eAsTTle and OTJs, to build a shared and reliable picture of student achievement and progress. Staff increasingly demonstrated confidence in accessing and interpreting this data to inform classroom planning, targeted teaching, and differentiated learning programmes. Assessment data was regularly analysed and discussed at senior leadership and board meetings, strengthening collective understanding of trends, progress, and areas for focus. This data informed both strategic and annual planning, ensuring decisions were responsive to identified student needs. Clear progress is evident in junior school achievement, with student movement through assessment bands showing positive trends over time. This progress is reflected in the achievement data presented in the Strategic Plan (see Appendix B). In addition, early investigation into the SMART data tool has begun, with preparation underway for planned implementation in 2026. This work supports ongoing development of a more streamlined and school-wide approach to assessment and reporting. Overall, strong foundations have been established in staff capability and data use, positioning the school well for further strengthening consistency, depth of analysis, and data-informed practice across the junior school.	No variation, target met..	Develop the capability of staff to use school wide data on KAMAR. Eg PAT, SMART, OTJs.
Action 5 Develop the capability of staff to use NCEA data on KAMAR.	Whānau teachers effectively monitoring NCEA data to improve Level 1 – 53%, Level 2 – 74% and Level 3 74%.	Staff continued to grow their capability in this area and consequently we saw an increase in NCEA pass rates for all 3 year levels. Level 1 pass rate rose from 62.9% to 69.7%. Level 2 pass rate rose from 73.8% to 77.6%. Level 3 pass rate rose from 74% to 81.5%. These pass rates for Level 2 and 3 are the highest that the Hāwera community have ever had for NCEA.	No variation, target met..	Develop the capability of staff to use NCEA data on KAMAR.

Annual Target/Goal:
Ensure that Social and Emotional Learning programmes are robust and effective.

Actions	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>															
Action 1 Collect wellbeing data on a twice a term basis.	Wellbeing tool used to inform practice and referrals.	Wellbeing tool was administered twice a term and was used for two main purposes. 1 Identification of students who needed further support. 2 Identification of trends school wide – these trends informed the social and emotional learning programmes and our pastoral care systems.	No variation, target met..	Collect wellbeing data on a once a term basis.															
Action 2 Collect school wide wellbeing data.	Wellbeing tool used to inform practice and referrals.	Wellbeing data was used within the pastoral team to inform practice and identify which students needed to have a direct follow up. It was also shared school wide including reporting through to the board. Learning programmes and pastoral systems were reviewed and modified accordingly. See Appendix C for Term 1 – 3 data collected using the wellbeing tool.	No variation, target met..	Implement a self-referral wellbeing tool.															
Action 3 Provide professional development for staff to collect wellbeing data.	Staff are confident in collecting wellbeing data. Wellbeing data collected accurately so results are valid.	Staff successfully introduced and implemented the wellbeing tool to the students.	No variation, target met..	No further action needed for 2026.															
Action 4 Consistent implementation of the Social and Emotional Learning programmes school wide.	A consistent Social and Emotional Learning programme available for staff use across the school that is age appropriate for each year level.	The Social and Emotional Learning programme was delivered with more consistency in 2025. A large part of this consistency was due to the development of a school wide shared PowerPoint for all whānau teachers to use. Whanau Hui.pptx Attendance in whānau hui and Tuakana Teina time was evident in 2025. Friday attendance <table><tr><td></td><td>Term 1</td><td>Term 2</td><td>Term 3</td><td>Term 4</td></tr><tr><td>2024</td><td>78%</td><td>74%</td><td>73%</td><td>70%</td></tr><tr><td>2025</td><td>83%</td><td>79%</td><td>74%</td><td>76%</td></tr></table>		Term 1	Term 2	Term 3	Term 4	2024	78%	74%	73%	70%	2025	83%	79%	74%	76%	No variation, target met..	Consistent implementation of the social and emotional learning programmes school wide.
	Term 1	Term 2	Term 3	Term 4															
2024	78%	74%	73%	70%															
2025	83%	79%	74%	76%															
Action 5 Professional development for staff to enable them to successfully deliver the Social and Emotional curriculum.	Staff capable of delivering the Social and Emotional curriculum effectively. This will be evidenced through student voice and lesson observations.	Staff attended professional development courses focused on the Social and Emotional curriculum and the delivery of it. The increased focus within staff meetings helped with more consistent delivery.	No variation, target met..	Professional development for staff to enable them to successfully deliver the social and emotional curriculum.															
Action 6 Review of the Social and Emotional curriculum.	Review of 2025 practices to inform planning for 2026.	Whānau hui PowerPoint was available on staff teams home page from the start of 2025, the 2024 programme was reviewed thoroughly prior to the start of 2025.	No variation, target met..	Review of the social and emotional curriculum.															

Annual Target/Goal:
Develop and maintain a strong school culture through the explicit teaching of Te Paepae o Aotea values.

Actions	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>
Action 1 Explicit teaching in whānau hui and awa assemblies of school values.	All students know, understand and can demonstrate the school values.	During Term 4 students engaged in structured, whānau-based discussions to unpack what positive behaviour, learning, and relationships look like, sound like, and feel like across five key areas: Classroom Expectations, Our Interactions, Teaching Instructions and Learning Time, Working with Others, and Classroom Environment, aligned with the school values of Aotea, Paepae, and Taupaenui. Student voices across all areas demonstrated a strong, shared understanding of expectations and a high level of alignment between values and everyday practice. Collectively, students consistently identify kindness, respect, inclusion, and care for others as foundational to positive learning environments (Aotea). Across all five areas, students emphasised the importance of respectful language, active listening, inclusion of others, and care for people and spaces, highlighting a strong sense of belonging, safety, and shared responsibility within classrooms and across the school. The value of Paepae was reflected through students’ emphasis on courage, participation, and growth. Students described taking risks in learning, trying new things, asking for help, working with new people, and stepping into leadership or upstander roles. Across interactions, collaboration, and learning time, students demonstrated a clear understanding that challenge and discomfort are part of growth, and that supportive relationships enable confidence, resilience, and engagement. Across Taupaenui, students consistently highlighted focus, preparation, effort, and striving for excellence. This was evident in expectations around using learning time well, following instructions, contributing purposefully in group work, maintaining organised environments, and completing mahi to the best of their ability. Students linked these behaviours to achievement that feels meaningful, rewarding, and shared, reinforcing high expectations for themselves and others. Overall, student voice confirms that expectations across all five areas are well embedded, clearly understood, and consistently aligned with the school’s values. Students demonstrated maturity and clarity in articulating how behaviour, relationships, learning, and environment are interconnected. This shared language and understanding provides a strong foundation for consistent practice, positive wellbeing, and sustained engagement and achievement across the school, reinforcing a coherent, values-driven school culture.	No variation, target met.	Explicit teaching in whānau hui and awa assemblies of school values.
Action 2 Develop school wide opportunities to demonstrate school values e.g. haka competition.	Successful school wide events led by students.	Throughout 2025, Lunchtime Recreation Activities (LRA) played an important role in promoting student wellbeing and engagement. High levels of participation across a variety of activities supported positive behaviour, strengthened relationships, and encouraged inclusive involvement during lunchtimes. Tuakana Teina time on a Friday afternoon gave the school a perfect opportunity to display the school values. In 2025 greater numbers participated in the haka and Waiata competitions. School identity continues to build, as seen through improved uniform compliance across year levels. In particular, senior students are modelling pride and belonging by wearing the burnt orange formal shirts each day.	No variation, target met.	Develop school wide opportunities to demonstrate school values e.g. haka competition.

		The following are the attendance rates for Fridays over the last two years. Clear increase across all terms in attendance rates. <table><tr><td></td><td>Term 1</td><td>Term 2</td><td>Term 3</td><td>Term 4</td></tr><tr><td>2024</td><td>78%</td><td>74%</td><td>73%</td><td>70%</td></tr><tr><td>2025</td><td>83%</td><td>79%</td><td>74%</td><td>76%</td></tr></table>		Term 1	Term 2	Term 3	Term 4	2024	78%	74%	73%	70%	2025	83%	79%	74%	76%		
	Term 1	Term 2	Term 3	Term 4															
2024	78%	74%	73%	70%															
2025	83%	79%	74%	76%															
Action 3 Staff development to support the teaching of school values.	Staff know, understand and demonstrate the school values.	During 2025, staff engaged in Huakina Mai professional learning to strengthen understanding and teaching of the school values of Aotea, Taupaenui, and Paepae. While this learning has supported increased clarity around the intent of the values, implementation across the school remains variable, indicating a need for continued support and alignment.	No variation, target met..	Staff development to support the teaching of school values.															
Action 4 Implement a Huakina Mai school wide strategy.	Huakina Mai strategy is evident throughout the school. PB4L indicators e.g. pastoral entries, stand downs, suspensions decrease in numbers.	School values are visible across learning spaces and shared environments. In Term 4, an audit of the physical environment was undertaken as part of the Huakina Mai initiative, providing clear direction for strengthening how school culture and values are reflected visually. The TFI review was completed and informed the development of a Huakina Mai action plan for 2025, which has since been implemented. As a result, new external visuals have been installed on Dixon block to support a strong sense of school identity, and both the Dixon and administration blocks have been refreshed in school colours.	No variation, target met..	Refine use of Huakina Mai school wide strategy.															

Annual Target/Goal: Maintain and develop relationships with external agencies to support the wellbeing of our students.				
Actions	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>
Action 1 Connect with external agencies in our area.	Have a school register of what external agencies are available to students and whānau.	Pastoral staff and senior leadership team kept the list up to date of what external agencies are available to support students and staff.	No variation, target met..	Connect with external agencies in our area.
Action 2 Communicate to the school community resources that are available from external providers.	Use of social media platforms and newsletters to deliver key wellbeing messages to the school community.	The school makes effective use of social media to highlight and celebrate student achievements. Fortnightly newsletters are shared with families to keep them informed about school events and updates. Each term, a two-page feature is also produced to share key information and stories with our wider community. Newsletters Te Paepae O Aotea	No variation, target met..	Communicate to the school community resources that are available from external providers.
Action 3 Maintain relationships with external agencies in our area.	Seamless service in operation where students are supported effectively by TPOA and external services.	Pastoral staff and senior leaders have developed strong, collaborative connections with external agencies. These providers are well supported to use school facilities when meeting with students and/or whānau.	No variation, target met..	Maintain relationships with external agencies in our area.
Action 4 Review the external agency relationships and services.	Clear direction for 2026 as to what services will be used and for what purpose.	Pastoral and senior leadership meetings included focused discussion on external providers, building shared clarity around the scope and purpose of each service.	No variation, target met..	Review the external agency relationships and services.

Annual Target/Goal: Continue to develop student leadership capabilities.				
Actions	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>
Action 1 Appoint student leaders.	Structure in place and students appointed.	Leaders appointed during Term 1.	No variation, target met..	Appoint student leaders.
Action 2 Provide multiple opportunities across the school environment e.g. Community Contribution, Tuakana Teina, Lunchtime Recreation Activities.	Students participating in school wide events. Friday afternoon attendance improved (Tuakana Teina time). Increased numbers of students being involved in physical activity for a longer period of time each week.	Lunchtime Recreation Activities (LRA) continued to provide students with regular opportunities for physical activity, teamwork, and positive social interaction during 2025. A wide range of activities supported student engagement, wellbeing, and participation across year levels, contributing positively to school culture. Students helped lead assemblies, LRA and a host of other activities school wide. Students were also active in leading the kapa haka and waiata competitions during Tuakana Teina time. A growing number of students were involved in coaching and managing sports teams in 2025. The school production was another area of the school where students developed their leadership skills.	No variation, target met..	Provide multiple opportunities across the school environment e.g. community contribution, Tuakana Teina, Lunchtime Recreation Activities and service.
Action 3 Investigate, develop and implement a leadership development programme.	Students attend internal and external leadership courses.	Head students met with Principal on a weekly basis on a Monday to develop their leadership skills. These meetings were followed by Wednesday meetings across the four focus areas: Academic, Community, Cultural and Sports. Friday meetings were then held within each awa (house) so that messages could seamlessly transfer to and from head students to committees and then to individual awa. Staff are attached to each committee and awa to support students on their leadership journey. Student leaders attended GRIP leadership course. GRIP Leadership New Zealand – A practical and interactive training conference for student leaders Senior students were also offered the opportunity at the start of the year to be part of the Tū Rangatira wānanga. This wānanga focused on Māori and indigenous leadership. Definition/translation. Tū Rangatira: To stand like a chief. Wānanga: To meet and discuss, deliberate, consider. Some of our students are part of the TSSSA student leadership sports council. Taranaki Secondary School Sport Association - TSSSA Student Leadership Sports Council. TSSSA also offers other programmes that our students engage in to grow their leadership capability.	No variation, target met..	Students attend appropriate leadership development programmes.

Strategic Goal 2: Engage each ākonga to pursue knowledge and strive for excellence through culturally responsive quality teaching practices.

Annual target review

Increase Numeracy and Literacy achievements of students so that 65% of students are at or above expected curriculum level for Year 7 – 10 students.

We have met this target for Year 7 Reading. In all other areas we have fallen short of our ambitious 65% target. The areas highlighted in green are areas where we have improved since 2024. We have seen significant progress in Year 9 and 10 writing space. The disparity seen between all students and Māori students is variable across reading, writing and maths, up to 15% for some indicators.

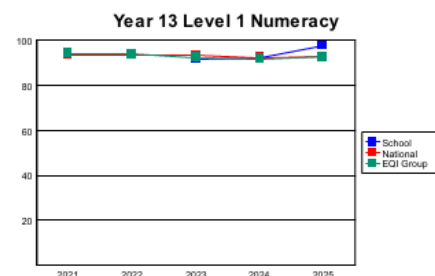
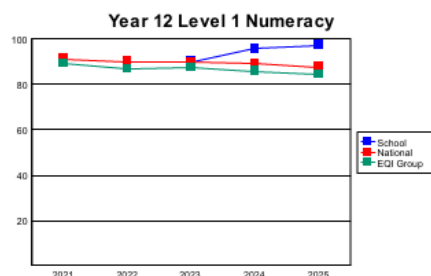
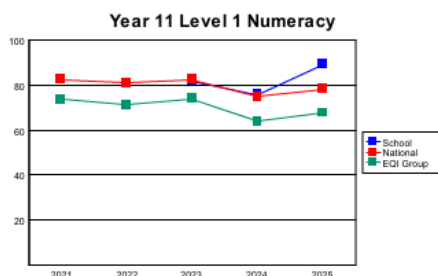
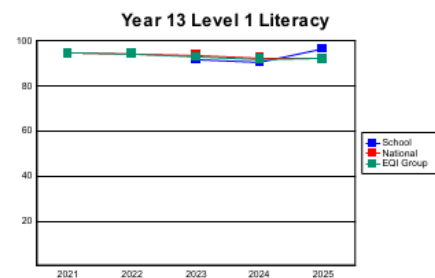
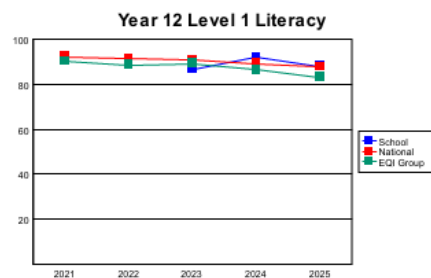
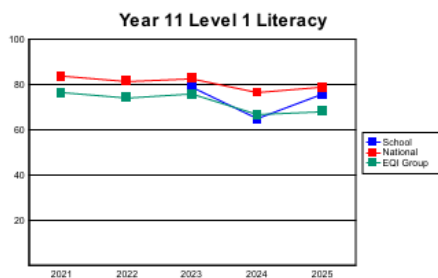
2025 Baseline – End of Year % of students at or above expected level	All students	Māori students
Reading	Year 7 66% Year 8 62% Year 9 41% Year 10 45.8%	Year 7 57.3% Year 8 47.2% Year 9 46.6% Year 10 51.8%
Writing	Year 7 50.5% Year 8 45.6% Year 9 50.5% Year 10 51%	Year 7 36.6% Year 8 52.8% Year 9 41% Year 10 43.1%
Numeracy	Year 7 64.4% Year 8 57.3% Year 9 56.2% Year 10 59.5%	Year 7 57.3% Year 8 47.2% Year 9 46.6% Year 10 51.8%

Increase Numeracy and Literacy achievements of students so that 90% of students gain Numeracy and Literacy co-requisites for Year 11 – 13 students.

This target has been met for Year 12 and 13 students for Literacy and Numeracy. The 2025 Literacy and Numeracy pass rates can be seen below, our Year 12 and 13 cohorts are both at our 2025 target of 90% except Year 12 Literacy which is slightly below. The disparity seen between all students and Māori students is minimal across Literacy and Numeracy results, with Māori students being higher across all indicators except Level 1 and 3 Numeracy and Level 2 Literacy. These differences are 3.4%, 0.6% and 4.2% respectively.

% Pass Rate	All students	Māori students
Literacy	Year 11 75.8% Year 12 87.9% Year 13 96.3%	Year 11 76.8% Year 12 83.7% Year 13 96.9%
Numeracy	Year 11 89.1% Year 12 97.4% Year 13 97.5%	Year 11 85.7% Year 12 97.7% Year 13 96.9%

Te Paepae o Aotea is above the national average for Literacy and Numeracy pass rates for Year 12 and 13 Literacy and Numeracy and Year 11 Numeracy. Te Paepae o Aotea is below the national average for Year 11 Literacy. When compared with the average of other schools in our Social Equity Index Group we are above the average in all areas.



Increase Level 1 NCEA pass rate to 70% for Year 11 students.

Did not met this target. Missed by 0.3%.

Increase Level 2 NCEA pass rate to 75% for Year 12 students.

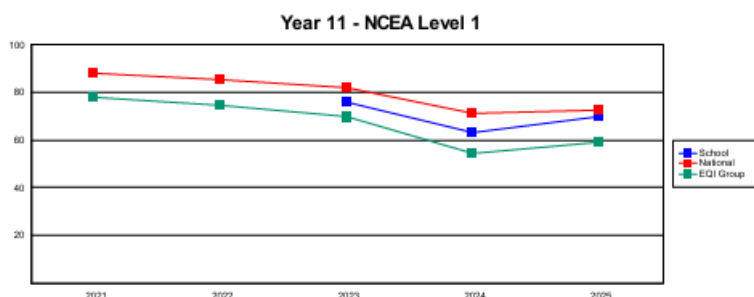
Met this target.

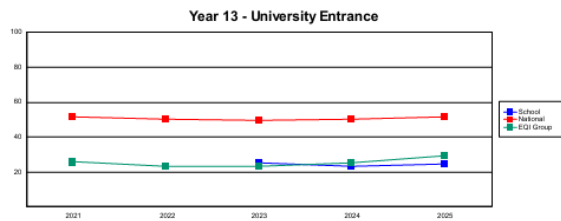
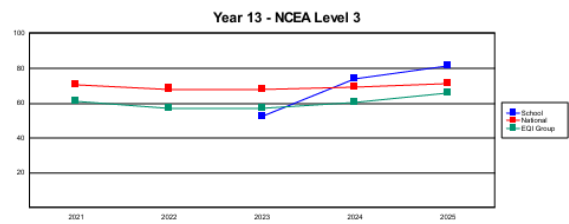
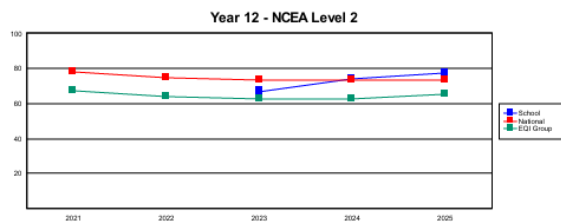
Increase Level 3 NCEA pass rate to 75% for Year 13 students.

Met this target.

% Pass Rate	All students	Māori students
NCEA	Year 11 69.7%	Year 11 68.6%
	Year 12 77.6%	Year 12 67.4%
	Year 13 81.5%	Year 13 71.9%
	UE 24.7%	UE 9.4%

Te Paepae o Aotea is below the national pass rate for NCEA Level 1 but above the national average pass rate for NCEA Level 2 and 3 but below the national average pass rate for University Entrance. When compared with the average of other schools in our Social Equity Index Group we are above the average in Level 1, 2 and 3.



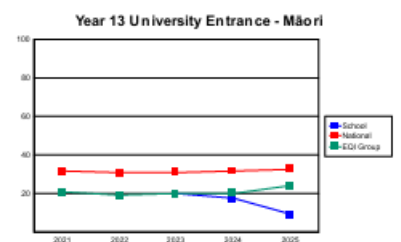
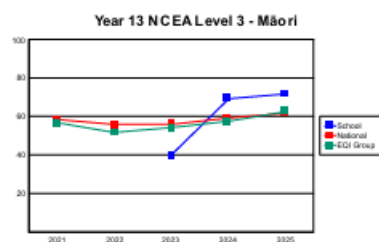
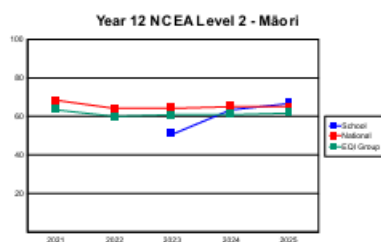
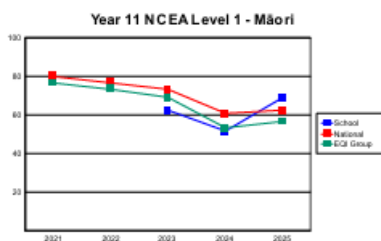


Increase University Entrance pass rate to 30% for Year 13 students.

Target not met.

Reduce disparity between Māori and Non-Māori to less than 5%.

Target met for Year 11 NCEA. Target not met for Year 12, 13 and UE. Te Paepae o Aotea Māori students are above the national average pass rate for NCEA Level 1, 2, and 3 but are below the national average pass rate for University Entrance. When compared with the average of other schools in our Social Equity Index Group we are above the average in Level 1, 2 and 3.



Annual Target/Goal: Connect with our Kahui Ako to develop our Within School Teachers.				
Actions	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>
Action 1 Goals set for Te Paepae o Aotea Within School Teachers.	Goals set that are aligned with the school's strategic plan and the Kahui Ako Achievement Challenge	The Within School Teachers all had goals set in conjunction with the senior leader responsible for them. These goals are aligned to the strategic plan.	No variation, target met.	Kahui Ako was disestablished from the beginning of 2026.
Action 2 Goals monitored throughout the year.	Met the goals set around - Cultural competency - NCEA change - Social and Emotional Curriculum - Relationship based Learning - Digital competency	Senior leaders maintained ongoing oversight of their respective areas through regular meetings with the WST, tracking progress against annual goals. Across most areas, outcomes not only met expectations but went beyond the intended targets.	No variation, target met.	Kahui Ako was disestablished from the beginning of 2026.
Action 3 Position descriptions reviewed and set for the year.	Clear job descriptions which allow Within School Teachers to be effective in their role.	Job descriptions were signed and adhered to for all within school teacher roles.	No variation, target met.	Kahui Ako was disestablished from the beginning of 2026.
Action 4 Within School Teachers to provide professional development for staff.	Staff increased their capability across the following areas. - Cultural competency - NCEA change - Social and Emotional Curriculum - Relationship based Learning - Digital competency - Educational pedagogy - Curriculum	Throughout the year, Within School Teachers led ongoing professional learning opportunities for staff, primarily through scheduled Tuesday and Friday staff meetings. PLD was responsive to staff needs, with additional after-school workshops offered where appropriate. These sessions supported targeted development, including exploring the use of artificial intelligence in education and strengthening capability in Te Reo Māori. A key priority was the consistent implementation of the Social and Emotional Curriculum, with dedicated time allocated during staff meetings to support this work. Professional learning also reinforced school-wide pedagogical expectations, strengthening consistency of teaching practice across the school.	No variation, target met.	Kahui Ako was disestablished from the beginning of 2026.
Action 5 Support Te Paepae o Aotea staff to take opportunities provided by the Kahui Ako including leadership opportunities.	Te Paepae o Aotea staff involved in facilitating professional development across the Kahui Ako.	There was no opportunity for WSTs to engage in Kahui Ako wide professional development opportunities in 2025.	Target not met.	Kahui Ako was disestablished from the beginning of 2026.
Action 6 Engage at all levels within the Kahui Ako.	Improved outcomes for students in our key indicators. - Attendance - Literacy/Numeracy - NCEA - PB4L - Stand down/suspensions	Principal engaged with the Kahui Ako on a regular basis.	Target not met.	Kahui Ako was disestablished from the beginning of 2026.

Annual Target/Goal: Develop staff competency in Te Reo and Te Ao Māori				
Actions	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>
Action 1 Te Reo Māori Professional Development offered to staff internally and externally.	Staff using Te Reo Māori authentically within the school inside and outside of the classroom environment.	Ongoing professional learning in Te Reo Māori was provided for teaching staff and learning assistants through fortnightly sessions held on Tuesday mornings. Staff were also supported to engage in external professional development, with at least four staff members participating in courses delivered by local iwi. To support individual reo development, all staff were provided with a <i>Māori Made Easy</i> resource. In 2025, dedicated Te Reo Māori sessions were introduced for Learning Assistants for the first time, delivered on Thursday mornings. Engagement in Te Reo Māori PLD continued to grow, with increased participation and a wider range of staff involved in the Pae.	No variation, target met.	Te Reo Māori Professional Development offered to staff internally and externally.
Action 2 Te Ao Māori Professional Development offered to staff internally and externally.	Staff gaining a deeper understanding of Te Ao Māori concepts and displaying appropriate tikanga across the school environment.	Staff strengthened their understanding of Te Ao Māori through ongoing professional learning embedded within regular staff meetings, including focused sessions held on Tuesday mornings. Opportunities were also provided for staff to engage in learning within authentic contexts, with supported visits to marae throughout the year. In addition, a hikoi was organised to historically significant sites across South Taranaki, further deepening staff knowledge of local history, tikanga, and connections to place.	No variation, target met.	Te Ao Māori Professional Development offered to staff internally and externally
Action3 Create a safe time and space for staff to learn and practise.	Staff increased confidence and capability with Te Reo Māori.	Staff were provided with additional opportunities to strengthen their capability in Te Reo Māori, tikanga, and haka, with a number of staff actively choosing to participate. Feedback from staff indicates that this work represents an important early step toward the normalisation of Te Reo Māori within everyday workplace practice.	No variation, target met.	Create a safe time and space for staff to learn and practise.
Action 4 Construction of taonga to be shared with staff through the guiding coalition.	Staff learn appropriate local dialect and tikanga.	The Guiding Coalition, comprising Board members, senior leaders, and Ngā iwi representatives, met regularly throughout the year to support the development of taonga to be shared with staff. This collaborative work strengthened understanding of local dialect and tikanga and supported culturally grounded decision-making across the school. During the year, the coalition was renamed <i>Te Kāhui Kotahitanga</i> , reflecting its purpose and collective approach. As part of this work, unique logos were developed for each awa within the school, with each design carrying its own story and meaning (see Appendix D).	No variation, target met.	Creation of taonga to be shared with staff through the Te Kahui Kotahitanga.

Annual Target/Goal: Develop staff competency in teaching Literacy and Numeracy				
Actions	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>
Action 1 Literacy and Numeracy goals set and shared.	Baseline data collected and collated for 2024. Baseline data used to inform practice for 2025.	Annual goals were introduced early in the year and revisited regularly through Monday morning staff meetings during 2025.	No variation, target met..	Literacy and numeracy goals set and shared.
Action 2 Literacy and Numeracy	Staff increased their competency in teaching Literacy and Numeracy.	Ongoing professional development in Literacy and Numeracy was provided to staff both internally and through external opportunities. Fortnightly Literacy and Numeracy meetings for Year 7–10 students were held on Thursday mornings, supporting targeted planning and student progress. Throughout the year, the Curriculum WST and the Literacy and Numeracy Leads were available to work alongside teachers, building capability and confidence in effective teaching practice. Staff participated in Accelerated Learning in Mathematics (ALiM) and structured mathematics approaches, with Ministry of Education resources regularly shared across the Mathematics teaching team. Two teachers trialled a structured literacy approach during the year, with positive outcomes informing a planned whole-staff rollout in 2026.	No variation, target met..	Literacy and Numeracy Professional Development offered to staff internally and externally
Action 3 Professional Development offered to staff internally and externally	The number of students who are at or above the expected level increased throughout the year.	Student progress in Literacy and Numeracy was closely monitored throughout the year by whānau teachers, subject teachers, and curriculum and pastoral leaders. Regular communication with whānau occurred as appropriate to support student learning and wellbeing. Progress towards goals was reviewed during fortnightly monitoring meetings, with a strong focus on tracking student achievement and analysing Common Assessment Activity (CAA) results. Through this process, it was identified that internally assessed writing data did not consistently align with CAA outcomes. In many cases, student performance in CAA writing assessments was stronger than internal writing data. This discrepancy highlighted the need for the future implementation of a standardised writing assessment tool to ensure greater consistency and reliability in data. Senior students were tracked and monitored by their whānau teachers and pastoral leaders, with a specific focus on Literacy and Numeracy achievement. NZQA results indicate that students are achieving at or above national averages across all three senior year levels, demonstrating the effectiveness of targeted monitoring and support. Junior achievement data clearly shows ongoing improvement in overall Literacy and Numeracy levels when compared with previous years, reflecting positive progress and the impact of continued focus on these priority areas.	No variation, target met..	Literacy and Numeracy goals monitored.
Action 4 Literacy and Numeracy goals monitored.	The number of students that are at or above expected curriculum level for Year 7-10 students is over 65%. The number of students that have Numeracy and Literacy co-requisites is over 90% for Year 11-13 students.	Literacy and Numeracy achievement data was regularly reviewed and shared with staff and the Board to support informed decision-making. A comprehensive analysis of student Literacy and Numeracy data was collated and presented in Term 4, ensuring clear visibility of progress and trends across the year (refer to Appendix B). PAT data was made available to staff and the Board following assessment cycles in Terms 1 and 3. A comparative analysis will be undertaken later in the year to identify progress over time and evaluate value-added outcomes. Senior students were closely tracked throughout the year to monitor progress towards meeting the Literacy and Numeracy co-requisites. This enabled timely support and targeted interventions.	No variation, target met..	Literacy and Numeracy goals reviewed.

Annual Target/Goal:
Develop staff capability through professional development that focuses on Relationship based Learning.

Actions	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>
Action 1 Identify and train Relationship based Learning Champions	Champions of Relationship based Learning are identified and have appropriate training.	During 2025, Relationship based Learning was embedded across all school systems, structures, and practices, from governance and leadership through to classroom delivery and student support. Relationship based Learning underpinned how learning was designed, taught, monitored, and evaluated across the school.	Target not met.	No action needed as focus has moved from a specific Relationship based Learning lens.
Action 2 Provide professional development for staff on Relationship based Learning	Classroom observations show evidence of Relationship based Learning strategies.	All staff participated in ongoing professional development, and some staff had classroom observations using the Relationship based Learning framework. Evidence of Relationship based Learning strategies was consistently observed across classrooms schoolwide.	No variation, target met.	Provide professional development for staff on effective teaching strategies.
Action 3 Classroom observations using the Relationship based Learning framework	Classroom observations show evidence of Relationship based Learning strategies.	Individual Learning Plans (ILPs) were reviewed and implemented for all students in Years 7–13, ensuring each student had clear, SMART learning goals. ILPs were actively monitored by teachers, students, and whānau throughout the year, supporting shared understanding of progress and next steps. Regular review processes supported students to achieve their goals.	Target not met, some teachers had observations using this tool but this was not consistent across the school.	Classroom observations.
Action 4 Review and implement the Individual Learning Plan Template	All students from Year 7 – 13 have an Individual Learning Plan in place for 2025 which includes SMART goals.	Relationship based Learning became a lived practice, shaping decision-making, teaching, monitoring, and partnerships with whānau, resulting in improved student engagement, progress, and achievement.	No variation, target met.	Review and implement the Individual Learning Plan Template
Action 5 Monitoring of Individual Learning Plans	Teachers, students and whānau aware of the progress students are making throughout the year towards reaching their goals.		No variation, target met.	Monitoring of Individual Learning Plans
Action 6 Review of Individual Learning Plans	95% of students school wide reach their Individual Learning Plan goals.		Target not met that we are aware of, we still have not developed a system that would track this information for us.	Review of Individual Learning Plans
Action 7 Teachers use student achievement data to inform practice.	Teachers are aware of the areas of strength and the next steps for each learner.	Teachers grew their capacity throughout the year to access PAT, eAsTTle, OTJs and common assessment tasks to inform their teaching.	Target not met.	No action needed as focus has moved from a specific Relationship based Learning lens.

Annual Target/Goal: Develop staff capability to work in a flexible and digitally enabled learning environment.				
Actions	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>
Action 1 Digital technology professional development offered to staff.	Staff improve their digital competency, this will be seen through appropriate use of digital technology in classrooms.	Throughout the year, staff were provided with a range of professional development opportunities, including whole-staff workshops and individualised 1–1 sessions delivered by an external provider. The WSTs were regularly available to support staff, responding to individual needs and supporting the effective use of digital tools in teaching and administration. During 2025, the decision was made to transition to a Bring Your Own Device (BYOD) model for Year 9–13 students in 2026. Extensive preparation for this change occurred during the year, with clear communication shared with the school community from October to ensure whānau and students were well informed and prepared for the transition. Internal staff communication was strengthened through improved use of the staff homepage, supporting consistency, clarity, and access to key information. Digital professional development focused on building staff capability in the use of Artificial Intelligence, Microsoft Office applications, and KAMAR. Support staff were provided with increased opportunities to participate in Microsoft Office professional learning, strengthening their confidence and effectiveness in their roles.	No variation, target met.	Digital technology professional development offered to staff.
Action 2 Staff engaged in the school's digital strategy.	Staff use technology appropriately and effectively in their role within the school. Staff use technology in their classroom in line with the school's digital strategy.	Technology was widely used by staff to support and enhance their roles across the school. Ongoing review of practice identified a small number of staff who will benefit from additional targeted support moving forward.	No variation, target met.	Staff engaged in the school's digital strategy.
Action 3 Staff engage in professional development that allows students to use technology safely for their learning.	Students use technology safely for their learning.	Internal professional development was provided to support staff to enable students to use digital devices safely and responsibly. While some progress was made in this area, it was identified that further development is required moving into 2026 and beyond to strengthen consistent digital citizenship practices across the school. Staff increased their capability in the use of emerging technologies, including 3D printers, which were successfully integrated into junior learning programmes to support engagement and innovation. Staff participated in after-school professional learning sessions, and the use of the helpdesk was prioritised to improve access to technical support. The school technician was more accessible during the year, providing timely support for both staff and students. Teachers continued to connect with Ngāti Ruanui, including ongoing engagement with the 2Numicon programme. This partnership once again proved to be highly successful and beneficial for student learning.	Target partially met.	Staff engage in professional development that allows students to use technology safely for their learning.
Action 4 Staff engage in the master planning phase of the building redevelopment.	Master planning completed that is informed by staff voice.	See comment in variance column.	No variation, target met.	Completed in 2025 so no action needed for 2026.

Annual Target/Goal: Ensure learners have equitable access to the New Zealand Curriculum.				
Actions	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>
Action 1 Use of baseline data from 2024 to determine appropriate learning programmes for all students.	All students have an appropriate learning programme that meets their needs, abilities and interests.	Access to student achievement information through KAMAR (SMS) supported teachers to make informed decisions when planning learning programmes. Staff used a range of data to respond to learner needs, including PAT results collected in Term 1. In addition, baseline information received from contributing and feeder schools played an important role in supporting smooth transitions and in shaping teaching programmes aligned to students’ prior learning.	No variation, target met.	Baseline data used appropriately.
Action 2 Monitor learning programmes of students with additional needs including gifted and talented.	All students in the school able to access the New Zealand Curriculum at the appropriate level for their developmental stage.	The school ENCO maintained a comprehensive register of students requiring additional learning support, including those identified as gifted and talented. This information was shared with staff, with KAMAR flags used to ensure all teachers, including relievers, were aware of individual student needs and support requirements. The ENCO and the ORS-funded leader worked closely together to ensure that all identified students had appropriate, responsive learning programmes in place. Where appropriate, students were supported through specialist learning pathways, including Alternative Education, the Endeavour Centre, and the supported learning class. As student needs evolved throughout the year, the school responded by increasing the number of learning assistants employed to provide targeted classroom and pastoral support. Junior students were offered extension opportunities through the Taupāenui homework badge programme, which provided curriculum-wide extension tasks designed to challenge and extend more capable learners. In addition, students were further extended within curriculum areas through participation in activities such as debating, United Nations forums, and other spoken-word and leadership challenges, including Race Unity, Manu Kōrero, and debating competitions. A range of extension programmes was implemented based on assessment data and ENCO oversight. These included Year 9 students sitting the Common Assessment Activities (CAA), Year 10 students participating in extension mathematics pathways such as NCEA Level 1 Mathematics, Otago Mathematics, and Methanex Mathematics. In 2025, the school supported its first student to sit the CAA in Te Reo Māori, marking a significant milestone in supporting extended language pathways. Through ongoing monitoring and adjustment of programmes, the school ensured that students with additional learning needs and those requiring extension were appropriately supported to achieve success. A review of the ENCO and Learning Assistant space was completed in Term 4, ready for changes in 2026.	No variation, target met.	Monitor learning programmes of students with additional needs including gifted and talented.
Action 3 Special assessment conditions applied for.	Specialist assessment applications completed for students who need them.	The school will continue to support eligible students to apply for Special Assessment Conditions to ensure equitable access to assessment. Application processes will remain a priority, with systems in place to maximise successful outcomes for students. Data indicates a growing number of students requiring Special Assessment Conditions. This increase will be taken into account in future planning, as it has implications for staffing, resourcing, and assessment support. Ongoing review will be required to ensure the school can sustainably meet student needs while maintaining effective assessment practices.	No variation, target met.	Special assessment conditions applied for.

Action 4 Special assessment conditions used for assessments.	Students are supported to make the most of the special assessment conditions allocated.	Not all students who gained specialist assessment conditions used them for assessments, this was a personal choice.	No variation, target met.	Special assessment conditions used for assessments.
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Strategic Goal 3: Ensure that ākonga have rich and coherent pathways.

Annual target review

Students transition successfully to Te Paepae o Aotea from feeder schools at Year 6 and 8.

Te Paepae o Aotea works closely with our feeder schools to ensure smooth and well-supported transitions for students entering at Years 7 and 9. We gather detailed information about each learner's strengths, needs, and progress, which informs class placements and helps us design learning programmes that are responsive from day one. This collaboration is especially important for ORS-funded students and those on the ENCO register, where early sharing of plans, specialist reports, and supports enables us to put the right systems in place before students arrive. By building on the knowledge and expertise of contributing schools, we are able to provide continuity, reduce transition stress, and ensure that every student is set up for success at Te Paepae o Aotea.

Students transition successfully from the Junior School to the Senior School.

Our Year 7–10 programmes are structured to build the core capabilities students need before they move into senior study. In these years, we place strong emphasis on developing essential literacy and numeracy skills so that students are well-equipped for the demands of NCEA. We also monitor student progress closely to ensure they experience the full scope of the New Zealand Curriculum.

While the connection between junior and senior learning pathways is generally strong, we have identified several areas that will benefit from tighter alignment in 2026. Feedback from students and whānau throughout 2025 has guided adjustments to the Year 7 and 8 programmes for 2026, with notable increases in dedicated literacy time and expanded opportunities in technology.

90% of school leavers enrol in further study or gain employment.

Target not met.

In 2025 we had 68% of our leavers in the senior school enrol in further study or gain employment. We also had a reduced number of Year 11 and 12 students leaving school in 2025 from the numbers we saw in 2024. In 2024 we had 31 leavers in Year 11 and in 2025 this was reduced to 19. In 2024 we had 52 leavers in Year 12 and in 2025 this was reduced to 33.

Destination known for 90% of school leavers.

Target not met.

In 2025 we had 138 school leavers across the senior school. School leaver information is recorded on our school student management system (KAMAR). Leaver information is taken from a student's leaving form and often this information can be limited. We have seen a significant improvement in knowing the destinations of our leaving students. Last year we had 32 students in Year 12 and 13 that we did not know the destination for, this obviously did not allow us to meet the 90% target but was a significant improvement from the 73 students whose destination we did not know in 2024.

Improve retention rate of students staying until they complete their Level 2 qualification.

The number of students who left Te Paepae o Aotea in 2023 with Level 2 or above was 61.3% and in 2024 was 66.7%. The number leaving with Level 3 or above in 2023 was 29.6% and in 2024 was 45.7%. Results have not yet been updated on Education Counts website to include 2025 data.

Table 1: School leavers with at least NCEA level 2 or equivalent by gender and ethnic group (2022-2024)

Group	Below NCEA level 2			NCEA level 2 or above			Percentage with NCEA level 2 or above		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Female	0	26	18	0	48	36	0.0	64.9	66.7
Male	0	29	28	0	38	56	0.0	56.7	66.7
Māori	0	26	25	0	26	28	0.0	50.0	52.8
Pacific	0	x	x	0	x	x	0.0	x	x
Asian	0	3	1	0	5	5	0.0	62.5	83.3
MELAA	0	x	x	0	x	x	0.0	x	x
Other	0	x	x	0	x	x	0.0	x	x
European/Pākehā	0	43	35	0	70	77	0.0	61.9	68.8
Total	0	55	46	0	86	92	0.0	61.0	66.7

Table 1: Percentage of school leavers staying at school until at least their 17th birthday (2022-2024)

Group	Left before 17th birthday			Stayed until at least 17th birthday			Percentage staying until at least 17th birthday		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Female	0	28	15	0	46	39	0.0	62.2	72.2
Male	0	37	36	0	30	48	0.0	44.8	57.1
Māori	0	30	27	0	22	26	0.0	42.3	49.1
Pacific	0	x	x	0	x	x	0.0	x	x
Asian	0	0	1	0	8	5	0.0	100.0	83.3
MELAA	0	x	x	0	x	x	0.0	x	x
Other	0	x	x	0	x	x	0.0	x	x
European/Pākehā	0	58	40	0	55	72	0.0	48.7	64.3
Total	0	65	51	0	76	87	0.0	53.9	63.0

Annual Target/Goal: Develop and refine coherent and meaningful learning programmes for Year 7 - 10 students.				
Actions	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>
Action 1 Use data from feeder schools and 2024 baseline data to inform each student’s individual learning plan.	Students have appropriate Individual Learning Plans set for 2025 which are informed by data.	Information gathered from contributing schools and 2024 achievement data was used to support a strong start for students as they entered Te Paepae o Aotea. Achievement records, learning needs, and pastoral information were collated and made accessible to staff through KAMAR and the ENCO register. This ensured teachers had a clear understanding of students’ prior learning, strengths, and support requirements before teaching programmes were finalised. Whānau teachers had access to this information at the beginning of the year, enabling them to set informed goals alongside students and tailor support from the outset. This approach supported coherent learning pathways by ensuring continuity between previous schooling and current programmes, particularly for students requiring additional learning or wellbeing support.	No variation, target met.	Use data from feeder schools and 2025 baseline data to inform each student’s individual learning plan.
Action 2 Plan and deliver professional development in the following areas: • Localised curriculum • Aotearoa NZ histories • Mātauranga Māori • Integrated • Curriculum Planner • New Zealand • Curriculum refresh • NCEA refresh • Literacy and Numeracy	Learning programmes in Year 7 – 10 that are relevant and meaningful for students. Teachers planning is underpinned by this professional development and teachers use the school wide planners effectively.	Professional learning opportunities were provided for staff across a range of priority curriculum and assessment areas. These included strengthening our localised curriculum, growing confidence in teaching Aotearoa New Zealand histories and mātauranga Māori, effective use of the Integrated Curriculum Planner, and building understanding of recent changes through the New Zealand Curriculum and NCEA refreshes. Ongoing professional development also supported staff to respond to national expectations and evolving curriculum requirements. Across the year, the strongest emphasis was placed on literacy and numeracy. This focus ensured junior teaching programmes aligned with national directives requiring a minimum of one hour each day for reading, writing, and mathematics. Professional learning in this area supported staff to review programmes, refine teaching approaches, and ensure consistent implementation across junior classes.	No variation, target met.	Plan and deliver professional development in the following areas: • Localised curriculum • Matauranga Māori • Integrated Curriculum Planner • New Zealand Curriculum • Literacy and numeracy
Action 3 Review of Year 7 – 10 learning programmes.	Learning programmes reviewed thoroughly using accurate, reliable data.	All junior modules throughout the school were reviewed at the completion of the programme prior to the next time it was delivered. Staff have developed a good system of review with our learning programmes.	No variation, target met.	Review of Year 7 – 10 learning programmes.
Action 4 Transition programme developed for Year 10 students into the senior school.	Transition programme developed that supports Year 10 students to experience life in the senior school in a safe environment.	Transition programme developed for Year 10 students into the senior school was scaled back significantly from the 2024 offering due to the complexities of students transitioning into school and NCEA commitments.	No variation, target met.	Transition programme developed for Year 10 students into the senior school.
Action 5 Transition programme delivered for students heading into the senior school.	Year 10 students heading into Year 11 being able to engage successfully in the transition programme in Term 4 and then engage in Year 11 programmes in Term 1 2026.	A structured transition experience was provided for Year 10 students to support their move into senior schooling. Over the course of a week, students spent most of their learning time based in the senior village, engaging in lessons and activities alongside senior staff. As part of this programme, students were introduced to senior learning expectations, including opportunities to experience NCEA-style assessments, helping to build familiarity and confidence ahead of Year 11.	No variation, target met.	Same as above.

Action 6 Deliver career education throughout the Year 7 – 10 learning programmes.	Students are aware of school pathways that lead to further study and work opportunities.	Careers education was strengthened across the school in 2025, with a more coordinated and consistent approach than in previous years. This represented a shift from the largely ad hoc practices evident in 2024, helping to raise the profile of pathways planning and future-focused learning for students. While this school-wide focus marked an important step forward, further work remains to embed careers learning intentionally within individual curriculum areas. A stronger and more deliberate connection between subject learning and future pathways is needed to ensure students can clearly see how their learning supports their career goals. This will be an ongoing priority in 2026 and beyond.	Target partially met.	Deliver career education throughout the Year 7 – 10 learning programmes.
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Annual Target/Goal: Develop and refine coherent and meaningful learning programmes for Year 11-13 students.				
Actions	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>
Action 1 Use 2024 baseline data to inform each student's individual learning plan.	Students have appropriate Individual Learning Plans set for 2025 which are informed by data.	Achievement, learning, and pastoral information from 2024 was consolidated and shared with staff through KAMAR and the ENCO register to support effective planning in 2025. This ensured teachers had timely access to baseline data when designing programmes and responding to individual learning needs. Whānau teachers were able to use this information at the start of the year to work with students to set relevant goals and identify appropriate supports. For students new to Te Paepae o Aotea, the most recent reports and assessment information were requested from contributing schools and previous providers. This information was used to build a clear picture of each learner's strengths, needs, and next steps, enabling individual learning plans to be informed from the outset and supporting continuity in learning.	No variation, target met.	Use 2025 baseline data to inform each students individual learning plan.
Action 2 Plan and deliver professional development in the following areas: - Localised curriculum - Aotearoa NZ histories - Matauranga Māori - Integrated - Curriculum Planner - New Zealand - Curriculum refresh - NCEA refresh - Literacy and numeracy	Learning programmes in Year 11 – 13 that are relevant and meaningful for students. Teachers planning is underpinned by this professional development and teachers use the school wide planners effectively.	Professional development was offered to staff across all the following areas: - Matauranga Māori - Integrated Curriculum Planner - New Zealand Curriculum refresh - NCEA refresh - Literacy and numeracy	No variation, target met.	Plan and deliver professional development in the following areas: - Localised curriculum - Matauranga Māori - Integrated Curriculum Planner - New Zealand Curriculum - NCEA Literacy and numeracy
Action 3 Review of Year 11 – 13 learning programmes.	Learning programmes reviewed thoroughly using accurate, reliable data.	All senior modules throughout the school were reviewed at the completion of the programme either mid year or end of the year. All learning programmes have been reviewed ready for use in 2026.	No variation, target met.	Review of Year 11 – 13 learning programmes.
Action 4 Transition programme developed for Year 11-13 students into the senior school.	Students are aware of school pathways that lead to further study and work opportunities.	Whānau teachers played an important role in supporting students to understand the range of learning pathways available within the senior school. Throughout the year, regular whānau hui were held to strengthen communication with students and whānau, ensuring information about senior pathways, expectations, and options was clear and consistent. This ongoing dialogue supported students to make informed decisions as they transitioned into and through Years 11–13.	No variation, target met.	Transition programme for Year 11 – 13 students into the senior school.
Action 5 Provide Year 11-13 specific careers guidance.	Students transition from school to further study and work successfully.	Careers education was strengthened across the school in 2025, with a more coordinated and consistent approach than in previous years. This represented a shift from the largely ad hoc practices evident in 2024, helping to raise the profile of pathways planning and future-focused learning for students. While this school-wide focus marked an important step forward, further work remains to embed careers learning intentionally within individual curriculum areas. A stronger and more deliberate connection between subject learning and future pathways is needed to ensure students can clearly see how their learning supports their career goals. This will be an ongoing priority in 202 and beyond.	Target partially met.	Provide Year 11-13 students with specific careers guidance.

Action 6 Develop a survey for all school leavers to fill in.	Accurate information about why students are leaving and what the school could do to improve.	A leavers satisfaction survey was developed late 2024 and was used throughout 2025. Pastoral leads and admin staff spent time developing systems to more accurately capture leavers data in 2025.				No variation, target met.	Develop a survey for all school leavers to fill in.
		Te Paepae o Aotea Leavers 2025					
			Year 11	Year 12	Year 13		
		Total number of leavers throughout the year	19 (31 in 2024)	33 (52 in 2024)	86		
		Tertiary study	1	5	25		
		Known workplace	5	12	42		
		Transferred to another school	5	7	1		
		Unknown destination	8	9 (was 29 last year)	15 (was 44 in 2024)		
		Overseas			2		
Action 7 Connect with all 2024 Year 12 and 13 leavers to determine where they have transitioned to.	Accurate destination information.	This was not achieved due to lack of available support staff resourcing in this area.				Target not met, see comment in the evidence section.	Connect with all 2025 Year 12 and 13 leavers to determine where they have transitioned to.

Annual Target/Goal:
Use assessment data to monitor student outcomes and provide next steps for learning.

Actions	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>
Action 1 Implement the use of PAT and eAsTTle assessment tools to track student progress for Year 7 -10 students	PAT and eAsTTle data is used to inform next steps for students learning.	PAT data collected for all Year 7 – 10 students in Term 1 and 3. eAsTTle data collected in Term 3 to inform entries for CAAs.	No variation, target met	Implement and monitor student progress using Overall Teacher judgements, PAT and EAsTTle data for Year 7-10 students.
Action 2 Monitor student progress using Overall Teacher Judgements, PAT and eAsTTle data for Year 7 – 10 students.	Accelerated progress is seen in student achievement.	Evidence can be seen in Appendix B .	No variation, target met	Implement and monitor student progress using Overall Teacher Judgements, PAT and EAsTTle data for Year 7-10 students.
Action 3 Implement the use of NCEA and milestone assessment data to track student progress for Year 11 -13 students.	NCEA and milestone assessment data is used to inform next steps for students learning.	KAMAR was further developed in 2025 to support the systematic tracking of student progress across Years 11–13. Assessment milestones were built into the system, enabling students, teachers, and whānau to monitor progress toward NCEA requirements over time. These milestone results were shared both through formal reporting cycles and via live updates on the parent portal, increasing transparency and accessibility. Milestone grades were accompanied by personalised teacher comments, providing students and whānau with clear feedback on progress, next steps, and areas for improvement. This approach strengthened the use of assessment data to support timely conversations, informed decision-making, and targeted support throughout the senior years.	No variation, target met	Implement and monitor the use of NCEA and milestone assessment data to track student progress for Year 11 -13 students.
Action 4 Monitor student progress using NCEA assessments data for Year 11 – 13 students.	Students are successful in gaining their NCEA qualification. An increased number of students leaving with their Level 2 qualification.	In 2025, KAMAR was used as the central system for monitoring and analysing NCEA achievement data for senior students. Whānau teachers and pastoral leaders used this information to maintain cohort and individual tracking tools and to support regular, focused conversations with students and whānau about progress toward qualification completion. Oversight of senior achievement was undertaken at a school-wide level by the Deputy Principal responsible for curriculum, ensuring consistency and accountability in monitoring practices. Progress updates and emerging trends were shared regularly with the Principal, who provided monthly reports to the Board and wider staff. Cohort-specific progress information was also communicated through fortnightly updates in the school newsletter, supporting transparency and shared responsibility for student achievement.	No variation, target met	Implement and monitor the use of NCEA and milestone assessment data to track student progress for Year 11 -13 students.

Annual Target/Goal: Promote academic achievement across the school.				
Actions	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>
Action 1 Set the school calendar to allow for school wide and awa celebrations.	School calendar has three whole school assembly times set each term. Awa assemblies are on the calendar for all weeks that we do not have whole school assemblies during whānau time.	School wide calendar was set at the beginning of 2025 and reviewed termly. Two whole school assemblies were held each term to celebrate success. Awa assemblies were held on a weekly basis. The school calendar is available on the website and school app. Upcoming events are shared on social media platforms. Calendar Te Paepae O Aotea	No variation, target met	Set the school calendar to allow for school wide and awa celebrations.
Action 2 School wide events are planned and delivered.	Students are rewarded for the success they have both within the school and outside of school.	Most school wide events were planned and delivered during Tuakana Teina time on Friday afternoon. Page 10 of this newsletter is the schedule for Term 1. TPOA-Newsletter-28-February-2025.pdf	No variation, target met	School wide events are planned and delivered.
Action 3 Social media/newspaper/ website platforms are all used to celebrate success.	Student success is shared with the wider community.	Student success was shared in assemblies, socials, newsletters and newspaper adverts and articles. The following two newsletters show some examples of our showcasing student success. TPOA-Newsletter-11-April-2025-1.pdf TPOA-Newsletter-27-June-25.pdf Some examples of showcase articles written at key times throughout April-STAR-advert-2025.pdf July-STAR-advert-20255.pdf TPOA-Souther-Star-double-pg-spread-25.9.25.pdf TPOA-Southern-Star-18-December-2025.pdf TPOA-Southern-Star-February-2026.pdf	No variation, target met	Social media / newspaper / website platforms are all used to celebrate success
Action 4 Open days are made available for the wider community.	Community feels welcomed into the school and can share the success students are having.	Open days were held for three Wednesdays during Term 4 with private sessions offered to families if needed/wanted. These days were publicised through the usual channels and also followed visits to every feeder school.	No variation, target met	Open days are made available for the wider community.
Action 5 Transition days are made available for students looking to transition into Te Paepae o Aotea.	Students starting at Te Paepae o Aotea in 2025 are able to engage successfully in the transition programme in Term 4 and then engage successfully in their learning in Term 1 2025.	All feeder schools participated in two transition days during Term 4 for students preparing to enrol at Te Paepae o Aotea. These visits provided opportunities for students to become familiar with the school's culture, values, and everyday routines, supporting confidence and readiness for the transition. Feedback from students and contributing schools following these transition days was very positive, indicating the programme was effective in supporting a smooth entry into our school.	No variation, target met	Transition days are arranged for students looking to transition into Te Paepae o Aotea.
Action 6 Prizegiving and honours badge systems need to be reviewed.	Improve on the delivery of prizegivings from our baseline of 2024 practices.	Student prizegivings were held in November (seniors) and December (2 x juniors), all three of these events were great celebrations. 2025-Te-Paepae-o-Aotea-Senior-Prizegiving-Results.pdf Year-7-8-Prizegiving-2025-List.pdf Print_Event_Formatted_Student In October students received honours badges. The criteria can be seen via this link. Senior Honour Badges Te Paepae O Aotea We have refined this system over the past three years and we will continue to refine to ensure we capture the success of our students.	No variation, target met	Targets met in 2025 in this space so no review needed in 2026.

Annual Target/Goal: Ensure learning programmes are connected to the local community.				
Actions	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>
Action 1 Develop connections with external organisations e.g. BA5, Gateway, Careers, CATE, Community Contribution providers.	Staff are aware of the connections to outside organisations to help transition our students successfully. Staff are able to use the relationships formed with outside organisations to help transition our students successfully.	In 2025, staff with responsibility for careers and transition continued to strengthen their capability through targeted professional learning opportunities. Key personnel participated in careers-focused professional development, including national transition and careers forums such as the CATE conference, supporting the development of more informed and future-focused pathways for students. Staff also expanded and consolidated relationships with local businesses and industry partners through the Gateway placement programme and transition processes. Attendance at BA5 and NOTS networking events further supported these connections, helping to increase awareness of local employment opportunities and strengthen links between schooling and the world of work. This engagement continues to support more coherent and meaningful transition pathways for students.	No variation, target met	Maintain connections with external organisations e.g. BA5, Gateway, Careers, CATE, Community Contribution providers.
Action 2 Develop connections with WITT, Te Heru Mapara and other education providers.	Staff are aware of the connections to other education providers to help transition our students successfully. Staff are able to use the relationships formed with other education providers to help transition our students successfully.	Links with external education and training providers continued to be developed; however, during 2025 the impact of WITT programmes in South Taranaki reduced significantly. This decline reflected wider changes across the tertiary education sector, which affected the availability and reach of local provision and required the school to explore and strengthen alternative pathway options for students.	No variation, target met	Maintain connections with WITT, FEATS and other education providers.
Action 3 Develop connections with local business/industry to develop a strong Gateway/work placement programme	Staff are aware of the connections to local businesses to help transition our students successfully. Staff are able to use the relationships formed with local businesses to help transition our students successfully.	Staff have done a good job of maintaining and extending the connections that we have with local businesses and community groups. In 2025 we placed 74 students in Gateway work experience Placements. Several students also attended short courses through a variety of providers. We continue to have some younger students who benefit from work placement experience as part of their learning programme.	No variation, target met	Maintain connections with local business/industry to develop a strong Gateway/workplace programme.

Annual Target/Goal:
Ensure learning programmes focus on identity, belonging and purpose.

Actions	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>
Action 1 Review and refine learning programmes that promote social, physical and emotional curriculum.	Learning programmes set for students that are meaningful and developmentally appropriate to deliver in whānau hui time.	In 2025, a dedicated social and emotional learning programme continued to be delivered daily from 9.00–9.30am, providing a consistent foundation for student wellbeing. Pastoral leaders, working in collaboration with the Within School Teacher responsible for social and emotional learning, maintained oversight of this programme to ensure resources and content were developmentally appropriate and responsive to the needs of different year levels. Weekly Awa meetings held on Wednesday mornings remained an important forum for staff professional learning. These sessions supported teachers to strengthen their confidence, share effective practices, and build collective capability in delivering the social and emotional curriculum in a consistent and meaningful way across the school.	No variation, target met.	Review and refine learning programmes that reflect our graduate profile.
Action 2 Review and refine learning programmes that focus on our school identity through utilising our school narrative and local identity.	Learning programmes set for students that are meaningful and developmentally appropriate to deliver in whānau hui and Tuakana Teina time.	In 2025, daily whānau hui held from 9.00–9.30am continued to provide a consistent space for staff and students to connect, strengthen relationships, and reflect on who we are as a school community. These hui supported the shared exploration of Te Paepae o Aotea’s identity, values, and expectations, reinforcing a strong sense of belonging and collective understanding across the school.	No variation, target met.	
Action 3 Review and refine Community Contribution and Taupaenui programmes that connect with our local community.	Learning programmes delivered during Community Contribution and Taupaenui time set for students that are meaningful and connected to our local community.	Taupaenui time was changed to Option 5 for seniors in 2025, and this was well received by the community and students. The Community Contribution double block was also removed on a Wednesday. This was also seen by the community as a positive change.	No variation, target met.	