Pūrongo: Huringa ā Tau. 2024

Strategic Goal 1: **As per the strategic plan**	Nā Tatou Katoa te waka mātauranga e hoe		
Annual target / Goal as per plan	We have a high trust model of professionalism in our Kura Whanau are actively engaged in the learning of their tamariki Tamariki, whanau and students use a variety of skills to identify and nurture areas of strength		
Actions	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Evidence This is the source of information the board used to determine those outcomes.	Reasons for any differences (variances) between the target and the outcomes Met targets or not yet met them.
Design a professional growth cycle to support and develop staff capabilities	Growth cycle designed using standards and Tataiako and teacher reflections Teachers need time set aside to maintain uploads Teachers have tools, knowledge, and resources	BOT assurances Principals reports	Target met -but now needs greater teacher independence. School leaders monitor this. External Time management set PGC kaupapa in meetings not consistent.
Assessment data learning walls communication plan	Assessment learning walls used in most classrooms. Communication plan simplified and shared.	Achieved Principals report Team Report to BOT Team Meeting Minutes	Teacher understanding of functions and fundamental principles of assessment needs Teacher time and focus on this goal. Communication plan not embedded. Target Not met
Embed 21st century learning of STEAM, Learning through play and digital technology	Steam camps/ aquabots Report item for parents & Relevant data collected Termly Science kaupapa included in planning	Achieved with small groups Principals report Team Report to BOT Team Meeting Minutes school-wide communications	Target Met. Steam camp and aquabots organised and took place - science roopu. Yearly science Kaupapa overivew normalised. Reported on for parents. Target met

Pūrongo: Huringa ā Tau. 2024

Strategic Goal 2: **As per the strategic plan**	Me Whakanui i te Reo Māori		
Annual target / Goal as per plan	Develop a strong sense of love for Te Reo Māori among staff and students. Student and teacher competency in te Reo Māori is known and measured and goals are set. Normalisation of Te Reo Māori throughout the School Tamariki, whānau, and Kaiako are supported to improve their own reo ability.		
Actions	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Evidence The sources of information the board used to determine those outcomes.	Reasons for any differences (variances) between the target and the outcomes Think about both where you have exceeded your targets or not yet met them.
Tamariki, whānau, and Kaiako are supported to improve their own reo ability. Student and teacher competency in te Reo Māori is known and measured and goals are set.	Staff self-assessment. Posts on FB to encourage Te Reo learning	Principals report Team Report to BOT Team Meeting Minutes	Testing was onerous and 1:1 staff self-assessment basic No next steps created from data student and teacher competency not known. Reference to the original goal lacking.
Develop a strong sense of love for Te Reo Māori among staff and students. Normalisation of Te Reo Māori throughout the School	8 teams at Rangitaiki haka Greater collaboration between Rūmaki and Auraki syndicates, Māori focus celebrations - Matariki.	Rangitaiki regional results Online Communication - school wide Te Reo messages Principals report Team Report to BOT Team Meeting Minutes	Target Not met - Goal too broad, too many interpretations Team Time Management Team Strategic planning skills varied. Measurement and milestones not created.

Pūrongo: Huringa ā Tau. 2024

Strategic Goal 3: **As per the strategic plan**	Kia Ngati Awa ai te ahuatanga o te Kura		
Annual target / Goal as per plan	Co-design and implement an outdoor plan that strengthens a Ngati Awa focus and promotes wellbeing. School environments are used as tools for teaching health, wellbeing and Ngati Awatanga learning. The Kura's special character is evident.		
Actions	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Evidence This is the source of information the board used to determine those outcomes.	Reasons for any differences (variances) between the target and the outcomes Think about both where you have exceeded your targets or not yet met them.
Awarehe ki Mataīpuku. Goal: To restore the whenua to allow students to be able to use this space as an outdoor learning classroom.	1.3 hectares. One thousand native plants will be planted by its local communities. Pest eradication Willow removal	Online Communication - school wide. Principals report Team Report to BOT Team Meeting Minutes	Target met Team collaboration sourcing funding Clear communication
Project 2. **Matariki Tū Rakau** Goal: To have a garden space dedicated to a founding member of our kura. To have medicinal plants in this space to assist learning opportunities.	New Pou erected Commemoration Pou and plaque erected Celebration day - unveiling and Karakia. Rongoa garden created.	Principals report Team Report to BOT Budget report	Target met Planning, organisational skills Clear leadership Clear alignment to the annual plan.
Project 3 **Goal: classroom garden competition.** To create an activity for all students to design, plan and implement a maara for their classroom	All classes participated in the garden competition. Very organised and collaborated with the student taiao team.	Principals report Team Report to BOT budget report	Target met Leadership and collaboration Clear alignment to the annual plan.

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	*Te Kura ō Te Pāroa Board of Trustees recognises the need to ensure the safety of students and mitigate students being placed at risk by the actions of employees.*
What is in your equal employment opportunities programme? **How have you been fulfilling this programme?**	*Te Kura o Te Pāroa promotes equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment (e.g. recruitment and selection, training, professional development, and promotion).*
How do you practise impartial selection of suitably qualified persons for appointment?	*Decisions related to hiring, compensating, training, evaluating performance, or terminating are made fairly, and Te Kura ō Te Pāroa provides equal employment opportunities to all qualified candidates and employees*
How are you recognising? - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service?	*Te Kura ō Te Pāroa personnel policy recognises the needs and aspirations of Māori, the employment requirements of Māori, and the need for greater involvement of Māori in the education sphere.* *Te Kura ō Te Pāroa is giving effect to the Treaty of Waitangi by taking all reasonable steps to make instruction available in Tikanga Māori and te reo Māori.* *Te Kura ō Te Pāroa work to make sure the school's plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori. We consult with our Kaumatua and school community to get feedback to design our local curriculum and Te Kura ō Te Pāroa mahere Rautaki (charter)*
How have you enhanced the abilities of individual employees?	*Te Kura ō Te Pāroa is committed to providing a workplace free from discrimination or harassment. We expect every member of the TKoTP community to do their part to cultivate and maintain an environment where everyone has the opportunity to feel included, and is afforded the respect and dignity they deserve*

How are you recognising the employment requirements of women?	*Te Kura ō Te Pāroa is an employer that pledges to not discriminate against employees based on race, color, religion, sex, national origin, age, disability or genetic information.*
How are you recognising the employment requirements of persons with disabilities?	*Inclusive learning environments aim to keep Te Kura ō Te Pāroa safe and to protect the mental and physical health and wellbeing of students and staff. Te Kura ō Te Pāroa take the views, beliefs, and customs of our community into consideration, while ensuring that the health and wellbeing of our students takes priority.*

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

How the school has given effect to Te Tiriti ō Waitangi 2025.

Te Kura o Te Pāroa gives effect to Te Tiriti o Waitangi by embedding its principles of partnership, protection, and participation in all aspects of the school. The curriculum emphasises Te Reo Māori and Māori cultural perspectives, ensuring tamariki learn in a culturally supportive environment. The school works closely with the Ngāti Awa community, with iwi representation on the Board of Trustees and kaumātua involvement in guiding educational practices. The school is committed to fostering cultural identity, academic success, and leadership among its students while upholding the values of Te Tiriti o Waitangi

Statement of responsibility signed and dated

Te Kura O Te Paroa

Statement of Responsibility

For the year ended 31 December 2024

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

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

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

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

Brooke Maranui Studer
Full Name of Presiding Member

Signature of Presiding Member

18/6/25
Date:

E Te Pou - Principal
Te Kura o Te Pāroa
34 Pāroa Road, RD 1
Whakatane
Ph 07 308 8572 Fax 07 307 8374
Full Name of Principal

Signature of Principal

18/6/25
Date:

INDEPENDENT AUDITOR'S REPORT TO THE READERS OF TE KURA O TE PĀROA; FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Te Kura o Te Paroa (the School). The Auditor-General has appointed me, Fred Cookson, using the staff and resources of Cookson Forbes & Associates, Chartered Accountants, to carry out the audit of the financial statements of the School on his behalf.

Opinion

- We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.
- In our opinion, the financial statements of the School:
- - present fairly, in all material respects:
- - its financial position as at 31 December 2024; and
- - its financial performance and cash flows for the year then ended; and
- - comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – International Public Sector Accounting Standards, Reduced Disclosure Regime.
- Our audit was completed on 24th June 2025. This is the date at which our opinion is expressed. The basis for our opinion is explained below and we draw your attention to other matters. In addition, we outline the responsibilities of the Board of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

We carried out our audit following the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.
Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.
We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.
We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Independent auditor's report signed and dated.

2024 audited accounts signed.pdf

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the School received a total Kiwisport funding of $2,281 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2024, the Te Kura o Te Paroa Board:

• Has developed and implemented personnel policies within policy and procedural frameworks to ensure that 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 practices.

• Is a good employer and complies with the conditions contained in the employment contract 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.