



**ANNUAL FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2025**

**School Directory**

<b>Ministry Number:</b>	3050
<b>Principal:</b>	Nic Walker
<b>School Address:</b>	Campbells Road Tua Marina 7246 Marlborough
<b>School Phone:</b>	(03) 570 5621
<b>School Email:</b>	<a href="mailto:principal@tuamarina.school.nz">principal@tuamarina.school.nz</a>
<b>Accountant / Service Provider:</b>	Schooled Limited



# TUA MARINA SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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# Tua Marina School

## Members of the Board

For the year ended 31 December 2025

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Bruce Bromwich	Presiding Member	Re-elected Sep 2025	Sept 2028
Nic Walker	Principal ex Officio	Appointed Apr 2023	
Gemma Franken	Presiding Member	Re-elected Sep 2022	Sept 2025
Gemma Franken	Parent Representative	Re-elected Sep 2025	Sept 2028
Kylie Comeskey	Parent Representative	Elected Sept 2025	Sept 2028
Rosalind Mundy	Parent Representative	Re-Elected Nov 2023	Nov 2026
Steph Martella	Parent Representative	Elected Nov 2023	Nov 2026
Victoria Greenwood-Loose	Parent Representative	Elected Sep 2022	Sept 2025
Sarah Kerr	Staff Representative	Re-elected Sep 2025	Sept 2028

# Tua Marina School

## 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.

Gemma Franken

Full Name of Presiding Member

Signed by:  
  
8003ABE69DB0B5C7

Signature of Presiding Member

27/05/2026

Date

Nic Walker

Full Name of Principal

Signed by:  
  
8540188009399068

Signature of Principal

27/05/2026

Date

# Tua Marina School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>				
Government Grants	2	1,267,268	1,265,607	1,270,688
Locally Raised Funds	3	65,465	55,720	28,862
Interest		8,947	9,305	11,273
Gain on Sale of Property, Plant and Equipment		-	-	-
<b>Total Revenue</b>		<b>1,341,680</b>	<b>1,330,632</b>	<b>1,310,823</b>
<b>Expense</b>				
Locally Raised Funds	3	27,496	26,820	20,230
Learning Resources	4	830,701	832,422	841,385
Administration	5	104,164	101,454	95,895
Interest		600	424	557
Property	6	339,631	381,120	363,977
Loss on Disposal of Property, Plant and Equipment		66	-	3
<b>Total Expense</b>		<b>1,302,658</b>	<b>1,342,240</b>	<b>1,322,047</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>39,022</b>	<b>(11,608)</b>	<b>(11,224)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>39,022</b>	<b>(11,608)</b>	<b>(11,224)</b>

# Tua Marina School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Equity at 1 January</b>		297,115	297,115	298,054
Total comprehensive revenue and expense for the year		39,022	(11,608)	(11,224)
Contribution - Furniture and Equipment Grant		-	-	10,285
<b>Equity at 31 December</b>		336,137	285,507	297,115
Accumulated comprehensive revenue and expense		336,137	285,507	297,115
<b>Equity at 31 December</b>		336,137	285,507	297,115

# Tua Marina School

## Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	63,279	68,479	179,027
Accounts Receivable	8	66,339	67,648	63,643
GST Receivable		3,401	-	-
Prepayments		3,588	3,348	3,348
Inventories	9	2,142	1,827	1,827
Investments	10	190,000	170,000	130,000
		<u>328,749</u>	<u>311,302</u>	<u>377,845</u>
<b>Current Liabilities</b>				
GST Payable		-	2,071	2,070
Accounts Payable	12	66,393	91,150	85,619
Revenue Received in Advance	13	2,119	9,356	9,356
Provision for Cyclical Maintenance	14	18,046	17,956	7,768
Finance Lease Liability	15	3,416	2,528	4,937
Funds held for Capital Works Projects	16	17,685	-	88,717
		<u>107,659</u>	<u>123,061</u>	<u>198,467</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>221,090</b>	<b>188,241</b>	<b>179,378</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	166,112	144,657	164,273
		<u>166,112</u>	<u>144,657</u>	<u>164,273</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	45,931	44,747	44,889
Finance Lease Liability	15	5,134	2,644	1,647
		<u>51,065</u>	<u>47,391</u>	<u>46,536</u>
<b>Net Assets</b>		<u><u>336,137</u></u>	<u><u>285,507</u></u>	<u><u>297,115</u></u>
<b>Equity</b>		<u><u>336,137</u></u>	<u><u>285,507</u></u>	<u><u>297,115</u></u>

# Tua Marina School

## Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		321,521	288,138	304,273
Locally Raised Funds		60,363	56,471	29,613
Goods and Services Tax (net)		(5,471)	5,521	5,521
Payments to Employees		(182,229)	(173,082)	(206,976)
Payments to Suppliers		(163,419)	(139,789)	(160,155)
Interest Paid		(600)	(424)	(557)
Interest Received		7,192	9,305	13,768
Net cash from/(to) Operating Activities		37,357	46,140	(14,513)
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(16,239)	7,188	(1,446)
Purchase of Investments		(60,000)	(60,000)	70,000
Net cash from/(to) Investing Activities		(76,239)	(52,812)	68,554
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	10,285
Finance Lease Payments		(5,834)	129	(5,296)
Funds Administered on Behalf of Other Parties		(71,032)	-	103,682
Net cash from/(to) Financing Activities		(76,866)	129	108,671
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(115,748)</b>	<b>(6,543)</b>	<b>162,712</b>
Cash and cash equivalents at the beginning of the year	7	179,027	75,022	16,315
<b>Cash and cash equivalents at the end of the year</b>	7	<b>63,279</b>	<b>68,479</b>	<b>179,027</b>

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.

# Tua Marina School

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Tua Marina School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a School as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

##### b) Basis of Preparation

###### **Reporting Period**

The financial statements have been prepared for the period 1 January 2025 to 31 December 2025 and in accordance with the requirements of the Education and Training Act 2020.

###### **Basis of Preparation**

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

###### **Financial Reporting Standards Applied**

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

###### **PBE Accounting Standards Reduced Disclosure Regime**

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

###### **Critical Accounting Estimates And Assumptions**

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

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

#### *Cyclical maintenance*

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

#### *Useful lives of property, plant and equipment*

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

#### **Critical Judgements in applying accounting policies**

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

##### *Classification of leases*

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21.

##### *Recognition of grants*

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

### **c) Revenue Recognition**

#### **Government Grants**

The School receives funding from the Ministry of Education. The following are the main types of funding that the School receives:

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

**Other Grants where conditions exist**

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

**Donations, Gifts and Bequests**

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met, funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

**Interest Revenue**

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

**d) Operating Lease Payments**

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

**e) Finance Lease Payments**

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

**f) Cash and Cash Equivalents**

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

**g) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The School's receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

**h) Inventories**

Inventories are consumable items held for sale and are comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

**i) Investments**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

**j) Property, Plant and Equipment**

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements (funded by the Board) to buildings owned by the Crown or directly by the Board are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value, as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

### **Finance Leases**

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the School will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

### **Depreciation**

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building Improvements	10–75 years
Board-owned Buildings	10–75 years
Furniture and Equipment	10–15 years
Information and Communication Technology	4–5 years
Motor Vehicles	5 years
Textbooks	3 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

### **k) Impairment of property, plant, and equipment**

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

#### *Non cash generating assets*

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

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

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) 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.

#### **o) Provision for Cyclical Maintenance**

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

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

The School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

#### **p) Financial Instruments**

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

The School's financial liabilities comprise of accounts payable and finance lease. 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.

#### **q) 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.

#### **r) Budget Figures**

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

#### **s) 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	331,040	280,438	304,290
Teachers' Salaries Grants	690,599	696,427	683,513
Use of Land and Buildings Grants	245,629	288,742	282,885
	1,267,268	1,265,607	1,270,688
	1,267,268	1,265,607	1,270,688

## 3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>			
Donations and Bequests	30,318	27,500	11,204
Fees for Extra Curricular Activities	16,173	19,820	7,755
Trading	2,766	2,400	1,872
Fundraising and Community Grants	4,974	3,000	2,113
Other Revenue	11,234	3,000	5,918
	65,465	55,720	28,862
<b>Expense</b>			
Extra Curricular Activities Costs	17,126	21,520	12,209
Trading	5,650	2,300	5,279
Fundraising and Community Grant Costs	4,720	3,000	2,742
	27,496	26,820	20,230
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	37,969	28,900	8,632

## 4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	12,465	11,943	11,319
Information and Communication Technology	4,489	7,050	6,310
Employee Benefits - Salaries	778,696	771,427	790,740
Staff Development	10,105	17,250	6,428
Depreciation	24,134	23,152	25,546
Other Learning Resources	812	1,600	1,042
	830,701	832,422	841,385
	830,701	832,422	841,385

## 5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	11,045	12,154	9,002
Board Expenses	6,086	9,250	5,112
Operating Leases	2,319	2,000	4,322
Other Administration Expenses	26,954	23,050	21,864
Employee Benefits - Salaries	57,760	55,000	55,595
	<u>104,164</u>	<u>101,454</u>	<u>95,895</u>

## 6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cyclical Maintenance	19,542	23,408	13,734
Heat, Light and Water	11,547	8,000	9,080
Rates	338	700	698
Repairs and Maintenance	19,264	10,070	7,611
Use of Land and Buildings	245,629	288,742	282,885
Employee Benefits - Salaries	34,181	44,000	42,547
Other Property Expenses	9,130	6,200	7,422
	<u>339,631</u>	<u>381,120</u>	<u>363,977</u>

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

## 7. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	63,279	68,479	99,027
Short-term Bank Deposits	-	-	80,000
Cash and cash equivalents for Statement of Cash Flows	<u>63,279</u>	<u>68,479</u>	<u>179,027</u>

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

Of the \$63,279 Cash and Cash Equivalents \$17,685 is subject to restrictions for the following reasons:

- \$17,685 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 16.

**8. Accounts Receivable**

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Receivables	5,747	257	257
Receivables from the Ministry of Education	4,964	4,964	3,070
Interest Receivable	1,755	-	-
Teacher Salaries Grant Receivable	53,873	62,427	60,316
	<u>66,339</u>	<u>67,648</u>	<u>63,643</u>
Receivables from Exchange Transactions	7,502	257	257
Receivables from Non-Exchange Transactions	58,837	67,391	63,386
	<u>66,339</u>	<u>67,648</u>	<u>63,643</u>

**9. Inventories**

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
School Uniforms	2,142	1,827	1,827
	<u>2,142</u>	<u>1,827</u>	<u>1,827</u>

**10. Investments**

The School's investment activities are classified as follows:

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Current Asset			
Short-term Bank Deposits	190,000	170,000	130,000
Total Investments	<u>190,000</u>	<u>170,000</u>	<u>130,000</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Building Improvements	111,936	11,091			(5,597)	117,430
Furniture and Equipment	30,185	6,720			(7,467)	29,438
Information and Communication Technology	14,232				(5,078)	9,154
Leased Assets	6,029	7,734			(5,703)	8,060
Library Resources	1,891	2,319	(1,891)		(289)	2,030
	<b>164,273</b>	<b>27,864</b>	<b>(1,891)</b>	<b>-</b>	<b>(24,134)</b>	<b>166,112</b>

### Restrictions

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

	2025 Cost or Valuation	2025 Accumulated Depreciation	2025 Net Book Value	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	194,003	(76,573)	117,430	182,913	(70,977)	111,936
Furniture and Equipment	261,640	(232,202)	29,438	254,921	(224,736)	30,185
Information and Communication Technology	118,028	(108,874)	9,154	119,846	(105,614)	14,232
Leased Assets	17,979	(9,919)	8,060	16,565	(10,536)	6,029
Library Resources	9,036	(7,006)	2,030	8,850	(6,959)	1,891
	<b>600,686</b>	<b>(434,574)</b>	<b>166,112</b>	<b>583,095</b>	<b>(418,822)</b>	<b>164,273</b>

## 12. Accounts Payable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Creditors	1,001	10,786	10,786
Accruals	11,045	15,179	11,852
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	53,873	60,452	58,408
Employee Entitlements - Leave Accrual	474	4,733	4,573
	<b>66,393</b>	<b>91,150</b>	<b>85,619</b>
Payables for Exchange Transactions	66,393	91,150	85,619
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<b>66,393</b>	<b>91,150</b>	<b>85,619</b>

The carrying value of payables approximates their fair value.

### 13. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Grants in Advance - Ministry of Education	-	7,625	7,625
Other revenue in Advance	2,119	1,731	1,731
	<u>2,119</u>	<u>9,356</u>	<u>9,356</u>

### 14. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	52,657	52,657	95,508
Increase/(decrease) to the Provision During the Year	19,542	23,408	13,734
Use of the Provision During the Year	(8,222)	(13,362)	(56,585)
Provision at the End of the Year	<u>63,977</u>	<u>62,703</u>	<u>52,657</u>
Cyclical Maintenance - Current	18,046	17,956	7,768
Cyclical Maintenance - Non current	45,931	44,747	44,889
	<u>63,977</u>	<u>62,703</u>	<u>52,657</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 is prepared by a Ministry of Education appointed consultant.

### 15. Finance Lease Liability

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	3,974	3,000	5,166
Later than One Year	5,753	4,000	1,673
Future Finance Charges	(1,176)	(1,828)	(255)
	<u>8,550</u>	<u>5,172</u>	<u>6,584</u>
<b>Represented by</b>			
Finance lease liability - Current	3,416	2,528	4,937
Finance lease liability - Non current	5,134	2,644	1,647
	<u>8,550</u>	<u>5,172</u>	<u>6,584</u>

## 16. 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	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
MOE Water treatment Upgrade (#250819)	61,695	-	(61,695)	-	-
MOE Heatpumps/Switchboard (#249652)	27,022	-	(27,022)	-	-
Shade Sails/Water Stations (#249653)	-	25,902	(8,217)	-	17,685
<b>Totals</b>	<b>88,717</b>	<b>25,902</b>	<b>(96,934)</b>	<b>-</b>	<b>17,685</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	17,685
Funds Receivable from the Ministry of Education	-

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
MOE Water treatment Upgrade (#250819)	-	61,695	-	-	61,695
MOE Heatpumps/Switchboard (#249652)	-	27,022	-	-	27,022
MOE Block A Flat Roof (#214746)	-	14,965	102,951	(87,986)	-
<b>Totals</b>	<b>(14,965)</b>	<b>191,668</b>	<b>(87,986)</b>	<b>-</b>	<b>88,717</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	88,717
Funds Receivable from the Ministry of Education	-

## 17. Related Party Transactions

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

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

## 18. Remuneration

### Key management personnel compensation

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

	<b>2025 Actual \$</b>	<b>2024 Actual \$</b>
<i>Board Members</i>		
Remuneration	2,670	2,855
<i>Leadership Team</i>		
Remuneration	251,426	342,596
Full-time equivalent members	2	3
Total key management personnel remuneration	<u>254,096</u>	<u>345,451</u>

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal 1

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

	<b>2025 Actual \$000</b>	<b>2024 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130-140	120-130
Benefits and Other Emoluments	0-5	0-5
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	1.00	0.00
110 - 120	1.00	2.00
	<u>2.00</u>	<u>2.00</u>

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

## 19. 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:

	<b>2025 Actual</b>	<b>2024 Actual</b>
Total	\$ -	\$ -
Number of People	-	-

## 20. 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.

## 21. Commitments

### (a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$20,685 (2024:\$0) as a result of entering the following contracts:

<b>Contract Name</b>	<b>Remaining Capital Commitment \$</b>
Shade Sails/Water Stations (#249653)	20,685

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16.

### (b) Operating Commitments

As at 31 December 2025, the Board has entered into no contracts.

## 22. 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	63,279	68,479	179,027
Receivables	66,339	67,648	63,643
Investments - Term Deposits	190,000	170,000	130,000
Total financial assets measured at amortised cost	<u>319,618</u>	<u>306,127</u>	<u>372,670</u>

### Financial liabilities measured at amortised cost

Payables	66,393	91,150	85,619
Finance Leases	8,550	5,172	6,584
Total financial liabilities measured at amortised cost	<u>74,943</u>	<u>96,322</u>	<u>92,203</u>

## 23. Events After Balance Date

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

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF TUA MARINA SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Tua Marina School (the School). The Auditor-General has appointed me, Ethan Hill, using the staff and resources of BDO Christchurch Audit Limited, to carry out the audit of the financial statements of the School on pages 3 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.

#### Opinion

In our opinion the financial statements:

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

Our audit was completed on 27 May 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 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 Members of the Board listing, 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.



Ethan Hill  
BDO Christchurch Audit Limited  
On behalf of the Auditor-General  
Christchurch, New Zealand

## Statement of variance: progress against targets

Strategic Goal 1: *As per the strategic plan*

Goal 1- Strengthen and document our localised curriculum with contextualised experiences and practices, and celebrate our unique points of difference.

Annual Target/Goal: *As per the annual implementation plan*

70 % of all Year 0 - 2 have finished BSLA texts and learning approaches by the end of Year 2 and 90% by the end of Year 3 by end of 2025 in reading.

75% of students where a second language is spoken at home achieve their year group expectations by the end of 2024 in reading.

<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions?                      What impact did our actions have?</i>	<b>Evidence</b>	<b>Reasons for any differences (variances) between the target and the outcomes</b>	<b>Planning for next year – where to next?</b> <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>
<b>Action 1: Embed the utilisation of assessment and reporting map. Strengthen our moderation processes through our Piritahi connections.</b>	<b>Develop and Deliver Targeted Training and Resources:</b>  Created comprehensive training materials that explicitly demonstrate how to use the assessment and reporting map. This training should be tailored to different user groups (teachers, administrators, Piritahi partners) and focus on practical applications.  Establish Regular Collaborative Moderation Sessions with Piritahi Partners: Schedule consistent moderation meetings that include representatives from Piritahi. These sessions should focus on reviewing student work samples, comparing assessment judgments, and discussing best practices.  Implement a Feedback and Review Cycle for the Assessment and Reporting Map: Create a structured system for collecting feedback from users (teachers, Piritahi partners) on the assessment and reporting map. Regularly review this feedback and use it to make necessary updates and improvements to the map.	Assessment and reporting Schedule  Piritahi achievement data sharing  Moderation meetings with other small schools in the Wairau Cluster  Piritahi Year 8/9 transition meetings. Week 7 termly Professional Learning meetings with teaching staff	Complete  Complete  Complete	Continue to update with the Changes to curriculum, assessment and reporting.  With the disestablishment of Kāhui Ako the school will need to continue this with other partners such as Wairau Cluster schools.  Suggest having actions around this in October community consultation event.

<p><b>Action 2 : Documented utilisation of local learning experienced, environments and people from across our community</b></p>	<p><b>Create a Community Learning Inventory:</b> Develop a comprehensive inventory of local resources, including: Local experts (e.g., historians, artists, scientists, business owners). Environmental sites (e.g., parks, rivers, historical landmarks). Cultural institutions (e.g., museums, community centers). This inventory should include contact information, areas of expertise, and potential learning activities. Make this inventory accessible to all educators through a digital platform or easily distributed document.</p> <p><b>Develop and Implement a "Local Learning" Documentation Protocol:</b> Create a standardised protocol for documenting local learning experiences. This should include: A template for lesson plans that incorporate local resources. Guidelines for documenting student learning (e.g., photos, videos, written reflections, portfolios). A system for sharing and archiving documented experiences. Provide training to educators on how to use the documentation protocol.</p> <p><b>Establish Community Learning Partnerships and Feedback Loops:</b> Create formal partnerships with local organizations and individuals to support learning experiences. Establish feedback loops to gather input from community members on the effectiveness of local learning initiatives. Organize regular meetings or forums to share documented experiences and discuss opportunities for improvement.</p>	<p>Professional Learning notes and long term planning docs</p> <p>Continues to be part of the documented classroom and schoolwide planning</p> <p>Ongoing consultation events, weekly and fortnightly Principal Korero posts or school Newsletters</p>	<p>Complete and Now Business as usual</p> <p>Incomplete</p> <p>Complete and Now Business as usual</p>	<p>Incorporate into changed planning documentation as new curricula come in</p> <p>Continue as part of the documented classroom and schoolwide planning</p> <p>Ongoing</p>
<p><b>Action 3 : Ensure all junior school staff are trained in and embedding Better Start Literacy Approach practices and systems for Years 0 - 3</b></p>	<p><b>Comprehensive, Ongoing Professional Development:</b> Implement a multi-tiered professional development program that includes: Initial intensive training for all junior school staff on the core principles and practices of the Better Start Literacy Approach. Regular follow-up workshops and coaching sessions to reinforce learning and address specific needs. Opportunities for peer observation and collaborative planning. Utilize expert trainers and resources, and provide opportunities for staff to observe exemplary Better Start practice. Ensure that the training is not a one-off event, but a continuous process of learning and refinement.</p> <p><b>Establish a System of Mentoring and Support:</b> Create a mentoring program that pairs experienced Best Start practitioners with newer staff members. Develop a system for providing regular feedback and support to all junior school staff. Establish a designated literacy leader or team to provide ongoing guidance and resources. Create a system where teachers can easily ask questions, and receive support.</p> <p><b>Implement Data-Driven Practice and Regular Monitoring:</b> Establish a system for collecting and analyzing student literacy data to monitor progress and identify areas for intervention. Provide staff with training on how to use data to inform their instruction and make adjustments to their practice. Conduct regular reviews of classroom practices and student outcomes to ensure fidelity to the Better Start Literacy Approach. Implement regular meetings to discuss data, and how to improve.</p>	<p>Staff attending BSLA training. Team meeting notes. RTLit Teacher observations and modelled sessions.</p> <p>Literacy Leadership SLA undertaken by Principal and SENCO Professional Learning Meetings</p> <p>Ongoing Professional learning Meetings and team meeting notes</p>	<p>Complete and Ongoing</p> <p>Complete and Ongoing</p> <p>Complete and Ongoing</p>	<p>Continue in 2026 with all new staff and with Teir 2 teaching staff. And expand to year those teaching up to year 6</p> <p>Encourage through the Professional Growth Cycle as an avenue to strengthening ties with other schools</p> <p>Continue in 2026 with all new staff and with Teir 2 teaching staff. Encourage through the Professional Growth Cycle. Prioritise as an area for Schoolwide Professional Learning focus.</p>

<b>Action 4 : Graduated biannual EOTC programme is review by key stakeholders and strengthened as appropriate to enable barrier free access to a range of EOTC opportunities across the 8 Years of learning.</b>	<b>Establish a Diverse EOTC Review Committee with Stakeholder Representation:</b> Form a committee comprising of various stakeholders. This committee's mandate is to: Review the current EOTC program, identifying strengths and weaknesses. Analyze accessibility barriers (financial, physical, cultural, etc.). Propose recommendations for program enhancement.	Committee meeting notes	Complete	Identify possible funding streams and application needs
	<b>Conduct a Comprehensive Accessibility Audit and Needs Assessment:</b> Conduct a detailed audit of existing EOTC activities, focusing on: Financial costs and potential subsidies. Physical accessibility of locations and activities. Cultural sensitivity and inclusivity. Individual student needs (e.g., learning disabilities, medical conditions). Gather data through: Surveys and focus groups with students, parents, and staff. Site visits and accessibility assessments. Review of relevant policies and guidelines.	Activities reviewed but potential funding streams yet to be identified.	Incomplete as still ongoing.	Same as above
	<b>Develop a Flexible and Inclusive EOTC Funding and Support System:</b> Establish a list of possible EOTC funds to provide financial assistance to students facing economic barriers. Explore partnerships with local organizations to secure additional funding and resources. Develop a system for providing individualized support to students with diverse needs, including: Accessible transportation and equipment. Trained support staff. Culturally appropriate activities and resources. Ensure that all funding, and support systems are well-documented, and easily accessible.	Same as above	Incomplete and ongoing	Same as above

## Statement of variance: progress against targets (required)

**Strategic Goal 2:** *As per the strategic plan*

**Goal 2-** Design and implement a progressional Values and Hauora system that is recognised in the actions showcased in our community.

**Annual Target/Goal:** *As per the annual implementation plan*

All students are able to identify a range of opportunities they have taken to show their use of our school values.

All Māori and Pacific learners, disabled learners and those with learning support needs are able to identify a way in which they have shown leadership in an opportunity showcasing our values or Hauora.

Increase regular attendance (defined as attending over 90% of the term) to 80% by the end of 2024.

<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b>	<b>Evidence</b>	<b>Reasons for any differences (variances) between the target and the outcomes</b>	<b>Planning for next year – where to next?</b>
<b>Action 1 : Explicitly plan for and teach to support students development of our school values</b>	<p><b>Explicit Instruction and Integration:</b>            Dedicate specific time for lessons that explicitly teach the meaning and application of each school value. This could be through: Storytelling, role-playing, and discussions that explore how the values are demonstrated in different situations.            Integrating the values into the curriculum across all subject areas. For example, in a history lesson, students could analyze historical figures through the lens of the school's values.            Creating opportunities for students to reflect on their own actions and how they align with the school's values.</p> <p><b>Modeling and Reinforcement:</b>            Ensure that all staff members consistently model the school's values in their interactions with students, colleagues, and parents.            Establish a system for recognizing and celebrating students who demonstrate the school's values. This could include:            Positive reinforcement through verbal praise, certificates, or small rewards.            Student-led assemblies or presentations that showcase examples of students living the values.            creating a system where students can recognize other students that are showing the school values.</p> <p><b>Creating a Values-Rich Environment:</b></p>	<p>School Evaluation Tool – Ministry of Education site visit and evaluation report.            Student school reports.            Board reports</p> <p>Inclass Positive Behaviour reinforcement systems.            Values tickets and celebrations presented in assemblies.            PB4L values assemblies            Student created badge system</p>	<p>Complete and ongoing</p> <p>Complete and ongoing</p>	<p>Continue to strengthen and sustain with documented lesson planning utilizing Social/Emotional Learning programme or the likes.</p> <p>Continue to strengthen and sustain with Student badges and reporting systems.            Reinforcement through social media posts.</p>



<p><b>Action 3 : Ensure that all students have had the opportunity to showcase our school values through a range of documented opportunities and experiences across their 8 years and shown leadership in at least one area.</b></p>	<p><b>1. Create a Structured Values and Leadership Portfolio:</b>  Documented Evidence:  Implement a digital system where students collect evidence of their demonstration of school values. This could include:  This portfolio should track opportunities across all 8 years, ensuring diverse experiences.  Leadership Tracking:  Within the portfolio, dedicate a section for leadership experiences such as participation in student council, clubs, or team leadership roles.  Documentation of leading projects, presentations, or initiatives.</p> <p><b>2. Implement a Progressive Values and Leadership Program:</b>  Design a program that offers age-appropriate opportunities to demonstrate values and leadership at each year level.  Examples:  Early years: focus on simple acts of kindness, sharing, and cooperation.  Middle years: encourage participation in class projects, peer tutoring, and school events.  Senior years: provide opportunities for student-led initiatives, mentoring, and community service.  Leadership Development:  Offer workshops and training on leadership skills, such as communication, teamwork, and problem-solving.  Create formal and informal leadership roles within the school.</p> <p><b>3. Provide Regular Feedback and Recognition:</b>  <b>Individualized Feedback:</b>  Teachers should provide feedback to students on their demonstration of values and leadership.  This feedback should be specific, constructive, and focused on growth.  Establish a system for publicly recognizing students who demonstrate exceptional values and leadership.  By providing regular feedback and recognition, the school reinforces the importance of values and leadership and motivates students to continue developing these qualities.</p>	<p>Incorporate into lesson plans for explicit teaching</p> <p>Area for development in 2026</p> <p>Same as above</p>	<p>Partially complete and ongoing</p> <p>Partially complete and ongoing</p> <p>Partially complete and ongoing</p>	<p>Create a way for students to evidence leadership show in area as well as participation.</p> <p>Create and document formal and informal leadership roles within the school.</p> <p>As Above</p>
<p><b>Action 4 : Review and strengthen our Hauora programmes with the incorporation of the Pae Ora model and termly Hauora surveys.</b></p>	<p><b>1. Integrated Curriculum Development and Staff Training:</b>  Conduct workshops for all staff on the Pae Ora model (physical, mental/emotional, social, and spiritual well-being).  Develop a curriculum mapping exercise to identify existing Hauora activities and align them with the four dimensions of Pae Ora.  Create new lesson plans and activities that explicitly address all four dimensions, ensuring a holistic approach to well-being.  Integrate 'It starts with me' program's resources and activities into the existing curriculum, particularly in health, physical education, and social studies.  Ensure that teachers are equipped to facilitate open and honest discussions about well-being, promoting self-awareness and personal responsibility.</p>	<p>Long term and weekly planning from the teachers</p>	<p>Complete and ongoing</p>	<p>Complete and ongoing</p>

	<p><b>2. Data-Driven Program Evaluation and Adjustment:</b>          Develop and administer termly Hauora surveys to students, staff, and parents, using a mix of quantitative and qualitative questions.          Ensure that the surveys cover all four dimensions of Pae Ora.          Analyze the survey data to identify trends, strengths, and areas for improvement in the Hauora programs.          Establish a system for regularly reviewing and discussing the survey data with staff, students, and parents.          Use the data to make informed adjustments to the curriculum, activities, and support services.          Track the impact of these adjustments over time, using subsequent surveys to measure progress and ensure ongoing improvement.</p> <p><b>3. Fostering a Supportive and Inclusive School Culture:</b>          Create opportunities for students to provide feedback on the Hauora programs and to take leadership roles in promoting well-being.          Encourage peer mentoring programs to create a sense of belonging and connection.          Build strong partnerships with local health providers, community organisations, and cultural groups.          Invite guest facilitators to share their expertise and provide additional support to students and staff.          Create events that bring the community into the school, to help reinforce the Hauora programs.</p>	<p>Survey data.          Professional Learning Meetings          SLT meetings          Principal Korero</p> <p>Student Values assemblies          Staff Professional Learning meetings          Principal and Provider meetings.</p>	<p>Completed every second term</p> <p>Complete</p>	<p>Completed every second term</p> <p>Complete</p>
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**Strategic Goal 3:** *As per the strategic plan*

**Goal 3 - Create consistent systems and practices that reinforce positive behaviours for learning.**

**Statement of variance: progress against targets**

**Annual Target/Goal:** *As per the annual implementation plan*

**Ensure 100% of learners feel we have a consistent behaviour development system that enables them to feel they are safe, included and free from racism, discrimination and bullying here at Tua Marina School.**

<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b>	<b>Evidence</b>	<b>Reasons for any differences (variances) between the target and the outcomes</b>	<b>Planning for next year – where to next?</b>
<b>Action 1 : Embed our positively geared behavioural Development plan to ensure consistent practices across our organisation.</b>	<p><b>A digital or physical handbook:</b> A comprehensive guide outlining the plan's principles, procedures, and strategies, easily accessible to all staff.</p> <p><b>Regularly scheduled meetings:</b> Dedicated time for staff to discuss student behavior, share strategies, and seek support from designated personnel (e.g., behavior specialists, counselors).</p> <p><b>Behavioral data tracking system:</b> Implement a system to track and analyze student behavior data, allowing for data-driven decision-making and adjustments to the plan.</p> <p><b>Designated support personnel:</b> Ensure there are clear channels for staff to seek guidance and support from experienced professionals, such as RTLB, behaviour specialists or counselors.</p>	<p>School docs Tua Marina School Values and expectations Matrix Defining and responding to inappropriate behaviours flow chart. PB4L team meetings. Staff Professional learning meetings ST data discussions Values celebrations Community consultations presenting behaviour data</p>	<p>Complete</p>	<p>Reinforce and sustain</p>
<b>Action 2 : All staff are inducted into and continue professional learning for tier 1 Positive Behaviour 4 Learning systems and supports.</b>	<p><b>Establish a Regular, Structured Professional Learning Cycle Focused on Tier 1 PB4L by</b> Implementing a scheduled professional learning cycle dedicated to ongoing development in Tier 1 PB4L. This included:</p> <p><b>Regular staff meetings:</b> Dedicate portions of staff meetings to reviewing PB4L data, sharing best practices, and problem-solving common challenges.</p> <p><b>Focused professional development days:</b> Schedule dedicated days for in-depth training on specific Tier 1 PB4L strategies, such as classroom management, positive reinforcement, and data analysis.</p>	<p>Induction process PB4L training Staff meetings SET MOE site visits and evaluation data</p>	<p>Complete</p>	<p>Reinforce and sustain</p>

	<p><b>Peer observation and feedback:</b> Facilitate opportunities for staff to observe each other's classrooms and provide constructive feedback on PB4L implementation.</p> <p><b>Access to external experts:</b> Bring in PB4L consultants or trainers to provide specialized training and support.</p>			
<p><b>Action 3 : Enable students to contextualise schoolwide positive behaviour expectations for specific learning environments both inside and while representing our school.</b></p>	<p><b>Create clear, visual matrices or similar tools that break down school-wide positive behavior expectations (e.g., Community, Active Involvement, Learning, Manaakitanga) into specific, observable behaviors for different environments.</b> This should include:</p> <ul style="list-style-type: none"> <li>• <b>Classroom:</b> Specific examples of respect (e.g., listening attentively, raising hand), responsibility (e.g., completing assignments, bringing materials), and safety (e.g., keeping hands to self, walking in hallways).</li> <li>• <b>Library:</b> Specific examples of quiet behavior, appropriate use of resources, and respect for others' work.</li> <li>• <b>Playground/Sports Fields:</b> Specific examples of fair play, following game rules, and resolving conflicts peacefully.</li> <li>• <b>School Events/Assemblies:</b> Specific examples of respectful audience behavior, following instructions, and representing the school positively.</li> </ul> <p><b>Off-Campus Activities/Representing the School:</b> Specific examples of how to represent the school's values in public, including sports events, field trips, and community interactions.</p>	<p>School docs Tua Marina School Values and expectations Matrix Defining and responding to inappropriate behaviours flow chart. PB4L team meetings. Staff Professional learning meetings ST data discussions Values celebrations Community consultations presenting behaviour data</p>	<p>Complete</p>	<p>Reinforce and sustain</p>
<p><b>Action 4 : Use comparative data to review the effects of Positive Behaviour reinforcement system</b></p>	<p>Regularly analyze the collected data to identify trends and patterns.</p> <p>Use the findings to make data-driven decisions about how to improve the positive behavior reinforcement system. This may involve:</p> <ul style="list-style-type: none"> <li>▪ Adjusting the types of reinforcement used.</li> <li>▪ Modifying the procedures for implementing the system.</li> <li>▪ Providing additional training for staff.</li> <li>▪ Gathering feedback from staff and students, to add qualitative data to the quantitative data.</li> </ul> <p>Document all changes made to the system and continue to monitor their effects.</p>	<p>School docs Tua Marina School Values and expectations Matrix Defining and responding to inappropriate behaviours flow chart. PB4L team meetings. Staff Professional learning meetings ST data discussions Values celebrations Community consultations presenting behaviour data</p>	<p>Complete</p>	<p>Reinforce and sustain</p>

## Statement of variance: progress against targets (required)

**Strategic Goal 4:** *As per the strategic plan*

**Goal 4 - Develop and enhance engaging, inspirational physical space that supports enhanced learning and hauora for all tamariki.**

**Annual Target/Goal:** *As per the annual implementation plan*

**75% of all target writing students experience greater than expected progress annually and those that reach their year appropriate benchmark in writing have an example of their writing published and displayed in our playscape.**

<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b>	<b>Evidence</b>	<b>Reasons for any differences (variances) between the target and the outcomes</b>	<b>Planning for next year – where to next?</b>
<b>Action 1 :</b> Working with Ngati Rarua to create and display imagery that represents our place in a rich cultural history and enables our Māori students to feel their culture is valued.	<b>Visible and Meaningful Display with Educational Context:</b> <ul style="list-style-type: none"> <li>Integrate the imagery into prominent and accessible locations within the school or organization.</li> <li>Provide educational context for the imagery through signage, displays, or interactive exhibits that explain its cultural significance.</li> <li>Incorporate the imagery into the curriculum and learning activities to ensure that all students understand its importance.</li> <li>Ensure that the imagery is maintained and cared for in accordance with Ngāti Rarua protocols.</li> <li>Host regular events and celebrations that showcase Ngāti Rarua culture and history.</li> </ul>	Not yet started	Carrying out other 5YA projects first	Carry out next year
<b>Action 2 :</b> Enhance our old playground space into a community creating shade area through the securing of grant funding for shade systems.	<b>Create Multifunctional Spaces Under the Shade Sails:</b> <ul style="list-style-type: none"> <li>Secure and utilise funding through PTA efforts and 10 YPP for shade sails</li> <li>Work with APL to design and install shade systems.</li> <li>Design the area beneath the shade sails to be adaptable for various community activities.</li> <li>Consider incorporating:</li> </ul>	Completed	Completed	Add signage and values messaging around it next year.

	<ul style="list-style-type: none"> <li>○ Seating areas for social interaction.</li> <li>○ Flexible spaces for outdoor games or activities.</li> <li>○ Consider the use of outdoor storage, for items such as games, or cushions.</li> </ul> <ul style="list-style-type: none"> <li>● Create a space that is not just shaded, but is also inviting, and useable.</li> </ul>			
<p><b>Action 3 : Review the Tua Marina School Site Development Proposal with key stakeholders and identify future priorities for PTA fundraising and grant applications.</b></p>	<p><b>Develop a Prioritized Action Plan with Clear Fundraising Goals:</b></p> <ul style="list-style-type: none"> <li>● Based on the stakeholder feedback, create a prioritized action plan that outlines: <ul style="list-style-type: none"> <li>○ Specific site development projects to be pursued.</li> <li>○ Estimated costs and timelines for each project.</li> <li>○ Clear fundraising goals and strategies.</li> <li>○ Roles and responsibilities for PTA members and other volunteers.</li> <li>○ Create a simple matrix, with columns showing: the project, cost, priority, possible funding avenues, and who is responsible for the funding application.</li> </ul> </li> <li>● Ensure that the action plan is aligned with the school's overall strategic plan and educational goals.</li> </ul>	<p>Put off until 2026 consultation and review events</p>	<p>Incomplete</p>	<p>Look at options for self-funding to safeguard the possibility of the PTA having a low-income year or being unable to assist.</p>
<p><b>Action 4 : Developing and displaying a 'writers walkway' around our site whenua, utilising intriguing, inclusive and playful reading opportunities on a range of medium.</b></p>	<p><b>Collaborative Content Creation and Design:</b></p> <ul style="list-style-type: none"> <li>● Establish a collaborative team involving students, teachers, local writers, artists, and potentially Ngāti Rarua representatives (if culturally appropriate).</li> <li>● Brainstorm and develop diverse content that caters to various reading levels and interests, including: <ul style="list-style-type: none"> <li>○ Short stories, poems, and excerpts from local authors.</li> <li>○ Student-written pieces, showcasing their creativity.</li> <li>○ Interactive prompts and questions to encourage engagement.</li> <li>○ Māori myths, legends, and proverbs</li> <li>○ Design the walkway with inclusivity in mind</li> <li>○ Tactile elements and sensory experiences for hands-on engagement.</li> </ul> </li> <li>○ Bilingual display options.</li> </ul>	<p>Not yet started</p>	<p>Carrying out other 5YA projects first</p>	<p>Carry out next year as part of the Cultural Signage Project and utilize the potential of a Co-opted Board member from Ngāti Rārūa.</p>

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

## Curriculum achievement summary for 2025

Tua Marina School Students Achieving At or Above the Expectation at the end of Term 4, 2025						
	Writing	Maths	Reading	2025 EOY ave.	2024 EOY ave.	
Total	56%	76%	67%	66.3	57	
Total EOY 2024	45%	70%	56%	57	31.6	
Total EOY 2023	27%	39%	29%	31.6		
Total MOY 2025	51%	74%	61%	62		
Māori	41%	81%	67%	61.6	51	
Boys	47%	81%	63%	62.6	49	
Girls	67%	70%	72%	69.6	68	
ESOL at Home	23%	92%	54%	56.3	50	

This end-of-year data is a testament to the passion and dedication of every person in our Tua Marino School community, and it shows that our focus on Hanga Atu ki te Tua Marino – Creating the CALM beyond is driving outstanding progress for our students. This is about people and solutions, and the hard work is shining!

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## Successes in Progress: 2024 to 2025

The overall school achievement is up by a phenomenal 9.3 percentage points, moving from 57% to 66.3% of students achieving at or above expectation. This massive leap is a direct result of our focused effort.

### Accelerating Achievement for All

The most powerful success is the acceleration of progress for the groups we prioritise. Our Māori students saw a 10.6% percentage point increase from 51% to 61.6%, and our Boys achieved the largest leap of all, with an increase of 13.6% percentage points from 49% to 62.6%. We've clearly put our L for Learning and A for Active involvement to work, and the results are undeniable.

### Subject Strength

Our targeted literacy initiatives have paid off with Writing and Reading both showing exceptional 11% percentage point gains. This is a huge collective win!

Critically, Maths is a genuine powerhouse for the school, achieving 76% overall. The individual triumphs are stunning—our ESOL at Home group is leading the way with 92% achieving at or above expectation.

To our long-serving and new staff: this progress shows what we achieve when we commit to our high expectations and embrace dynamic change. We have a clear mandate here: celebrate the wins, learn from this success, and continue to demand the absolute best for our tamariki as we progress toward 70% and beyond.

## Top Trends from 2025

The start of the year focused on Building a Learning Community and encouraging students to believe, "We can do difficult things". I think the trend below shows that we have achieved that throughout the year.

### 1. Literacy and Mathematics Acceleration:

- The school implemented targeted, evidence-based practices to accelerate learning in both subjects.

- For Literacy, this included Early and Intensive Intervention (Tier 2 support like the Better Start Literacy Approach) and a Whole-School Structured Literacy approach.
- For Mathematics, the focus was on Explicit Modelling ("I do, we do, you do" model) and Targeted Small Group Support to efficiently close learning gaps.
- To support this, the school hired two new teachers (Vicki and Rebecca) and other staff to reduce class numbers during key learning times.

## Looking towards 2026

As we look toward 2026, we must lean into our value of **Manakitanga**—caring for the potential of every child. While our growth is a clear "win," our high expectations demand we look closely at where the "calm" is yet to be created.

Based on the 2025 EOY data, here are our strategic priority areas for development:

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### 1. The Writing Revolution

While we celebrated an 11% jump, **Writing** remains our lowest-achieving area at **56%**.

- **The Focus:** We need to bridge the gap between our high Maths achievement (76%) and Writing.
- **The Strategy:** I want to see our "legacy" teachers' deep pedagogical knowledge paired with our new teachers' fresh digital literacy tools. Let's move Writing from a chore to a form of **Active involvement**. If they can calculate it, they can communicate it!

### 2. Supporting our ESOL Learners in Literacy

There is a stark contrast in our **ESOL at Home** data: **92% in Maths** vs. **23% in Writing** and **54% in Reading**.

- **The Focus:** This is a clear indicator that while these students have the cognitive ability (proven by Maths), the language barrier is a hurdle in literacy.
- **The Strategy:** We must prioritize oral language pathways and scaffolded writing frames. This isn't about compliance; it's about giving these students the keys to the kingdom.

### 3. Closing the Gender Gap

Our **Girls** are leading the school at **69.6%**, while **Boys** sit at **62.6%**.

- **The Focus:** Specifically in Writing, where Girls (**67%**) are significantly outperforming Boys (**47%**).
- **The Strategy:** We need to investigate "boy-friendly" engagement strategies. Let's get them writing about the history of the Wairau, our rural environment, and hands-on projects.

### 4. Sustaining Māori Achievement

Our Māori students have made brilliant gains (**+10.6%**), but at **61.6%**, they are still below the school average of 66.3%.

- **The Focus:** Equity. We must ensure that the "calm beyond" is accessible to every descendant of this land.
- **The Strategy:** Further integrating Te Ao Māori into our daily **Learning** (not just as a "special event") to ensure a sense of belonging that fuels academic risk-taking.

## Statement of compliance with employment policy

Reporting on the principles of being a Good Employer	
<b>How have you met your obligations to provide good and safe working conditions?</b>	Tua Marina School board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. The board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020, and complies with legislation on employment and personnel matters. The board complies with the conditions contained in employment contracts for teaching and non-teaching staff. Regular checks of grounds and buildings through compliance checks.
<b>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</b>	Tua Marina School uses School Docs to ensure there is a comprehensive suite of policies and guidelines to ensure all employees are treated fairly from recruitment to employment.
<b>How do you practise impartial selection of suitably qualified persons for appointment?</b>	By using the policies and guidelines that are part of the Tua Marina School School Docs. The Board receives regular reports about appointment processes and in many cases the Board is involved in the appointment and interview process.
<b>How are you recognising,</b> <ul style="list-style-type: none"> <li>– The aims and aspirations of Māori,</li> <li>– The employment requirements of Māori, and</li> <li>– Greater involvement of Māori in the Education service?</li> </ul>	Staff professional learning and development with outside providers.  Continually changing our teaching practice individually and as an organisation so that inclusive and cognisant of key stakeholders aims and aspirations.
<b>How have you enhanced the abilities of individual employees?</b>	Individual growth plans that are supported by appropriate professional development and learning. Being proactive and working with employees to take on leadership responsibilities. collaborative and individual goal setting and involvement in Professional Growth Cycle practices.
<b>How are you recognising the employment requirements of women?</b>	All staff were given PLD opportunities and all staff, including women, were supported with this.
<b>How are you recognising the employment requirements of persons with disabilities?</b>	All staff were given PLD opportunities and all staff, including persons with disabilities, were supported with this.

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

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

## Kiwisport funding

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$1648 (excluding GST). We spent a total of \$3,629

The funding was used to purchase a range of sporting resources to introduce all students to Hockey, Ki-o-rahi. The funding was also used to purchase resources for JimpJam and our General PE programmes, Equipment hire for X-country and Athletics, Sub's for the Marlborough Primary Schools Sports Association, and bus transport appropriate to a range of sporting codes.

The number of students who participated in organized sport through school teams and local clubs is approximately 100. All students at Tua Marina School have benefited from the resources that were purchased through the Kiwi Sport funding.