

GREERTON VILLAGE SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:	1730
Principal:	Kimberley Ginns
School Address:	151 Greerton Road, Greerton
School Postal Address:	P O Box 9141, Greerton, Tauranga, 3142
School Phone:	07 541 2350
School Email:	admin@greerton.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires/ Expired
Erika Harvey	Chairperson	Elected	Jun 2022
Kimberley Henderson-Ginns	Principal	ex Officio	
Melanie Sio	Parent Rep	Elected	Jun 2022
Rick Wells	Parent Rep	Elected	Jun 2022
Amelia Giles Moore	Parent Rep	Elected	Nov 2020
Desiree Burborough	Parent Rep	Elected	Jun 2022
Reuban Ginns	Staff Rep	Elected	Jun 2022

Accountant / Service Provider: Education Services Ltd

GREERTON VILLAGE SCHOOL

Annual Report - For the year ended 31 December 2020

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Greerton Village School

Statement of Responsibility

For the year ended 31 December 2020

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

Erika Harvey
Full Name of Board Chairperson

Erika Harvey
Signature of Board Chairperson

31/05/21
Date:

Kimberley Henderson-Binns
Full Name of Principal

KBinns
Signature of Principal

31/05/21
Date:

Greerton Village School**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	4,062,057	3,579,788	3,534,241
Locally Raised Funds	3	93,602	38,220	103,927
Interest income		335	1,200	1,067
		<hr/>	<hr/>	<hr/>
		4,155,994	3,619,208	3,639,235
Expenses				
Locally Raised Funds	3	16,656	17,220	55,552
Learning Resources	4	2,708,976	2,484,851	2,546,085
Administration	5	311,585	193,233	201,711
Finance		1,242	810	1,388
Property	6	847,765	811,326	841,194
Depreciation	7	85,923	80,000	81,431
		<hr/>	<hr/>	<hr/>
		3,972,147	3,587,440	3,727,361
Net Surplus / (Deficit) for the year		183,847	31,768	(88,126)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		183,847	31,768	(88,126)

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

Greerton Village School**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		181,059	179,264	269,185
Total comprehensive revenue and expense for the year		183,847	31,768	(88,126)
Capital Contributions from the Ministry of Education				
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	22	364,906	211,032	181,059
Retained Earnings		364,906	211,032	181,059
Equity at 31 December		364,906	211,032	181,059

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Greerton Village School

Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	703,629	31,829	24,679
Accounts Receivable	9	145,060	175,678	133,311
GST Receivable		-	-	6,635
Prepayments		6,182	4,990	7,862
Inventories	10	1,990	794	-
		<hr/>	<hr/>	<hr/>
		856,861	213,291	172,487
Current Liabilities				
GST Payable		62,151	4,807	-
Accounts Payable	12	200,190	175,523	177,829
Revenue Received in Advance	13	17,250	7,950	960
Provision for Cyclical Maintenance	14	38,125	-	58,935
Finance Lease Liability - Current Portion	15	16,373	19,152	18,286
Funds held for Capital Works Projects	16	482,394	-	41,871
		<hr/>	<hr/>	<hr/>
		816,483	207,432	297,881
Working Capital Surplus/(Deficit)		40,378	5,859	(125,394)
Non-current Assets				
Property, Plant and Equipment	11	359,085	267,218	339,726
		<hr/>	<hr/>	<hr/>
		359,085	267,218	339,726
Non-current Liabilities				
Provision for Cyclical Maintenance	14	23,905	34,047	17,596
Finance Lease Liability	15	10,652	27,998	15,677
		<hr/>	<hr/>	<hr/>
		34,557	62,045	33,273
Net Assets		<hr/>	<hr/>	<hr/>
		364,906	211,032	181,059
Equity		<hr/>	<hr/>	<hr/>
		364,906	211,032	181,059

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

Greerton Village School
Statement of Cash Flows
For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		1,389,009	1,042,404	1,070,932
Locally Raised Funds		111,157	28,220	103,516
Goods and Services Tax (net)		68,786	-	(11,441)
Payments to Employees		(922,727)	(659,946)	(789,544)
Payments to Suppliers		(292,954)	(318,279)	(333,972)
Cyclical Maintenance Payments in the year		(11,849)	(15,000)	(9,000)
Interest Paid		(1,242)	(810)	(1,388)
Interest Received		328	1,200	1,067
Net cash from/(to) Operating Activities		340,508	77,789	30,170
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(91,701)	(45,200)	(53,422)
Net cash from/(to) Investing Activities		(91,701)	(45,200)	(53,422)
Cash flows from Financing Activities				
Finance Lease Payments		(12,239)	(30,733)	(25,293)
Funds Held for Capital Works Projects		442,382	-	43,251
Net cash from/(to) Financing Activities		430,143	(30,733)	17,958
Net increase/(decrease) in cash and cash equivalents		678,950	1,856	(5,294)
Cash and cash equivalents at the beginning of the year	8	24,679	29,973	29,973
Cash and cash equivalents at the end of the year	8	703,629	31,829	24,679

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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

Greerton Village School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 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

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 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. 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.

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.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Other Grants

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

Donations, Gifts and Bequests

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

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

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is offset by a non-cash grant from the Ministry.

e) 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.

f) 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.

g) 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.

h) Accounts Receivable

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

i) Inventories

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

j) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

k) Property, Plant and Equipment

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

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

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

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

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental 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	5-50 years
Furniture and Equipment	5-15 years
Information and Communication	4-10 years
Library Resources	12.5% DV
Leased assets held under a Finance Lease	Term of Lease

l) Intangible Assets

Software costs

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

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. It's fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

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

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

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

Non cash generating assets

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

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

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

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

n) 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.

o) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

p) Revenue Received in Advance

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

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

q) Funds Held in Trust

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

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

r) Shared Funds

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

s) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

t) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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

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

u) Borrowings

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

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operational Grants	910,627	732,149	680,658
Teachers' Salaries Grants	1,925,703	1,912,735	1,805,270
Use of Land and Buildings Grants	653,593	624,649	646,676
Resource Teachers Learning and Behaviour Grants	1,212	600	3,123
Other MoE Grants	431,673	206,475	320,580
Other Government Grants	139,249	103,180	77,934
	4,062,057	3,579,788	3,534,241

The school has opted in to the donations scheme for this year. Total amount received was \$58,350.

3. Locally Raised Funds

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

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	5,940	-	10,686
Bequests & Grants	70,000	10,000	28,081
Activities	5,927	18,220	51,027
Trading	8,118	10,000	10,202
Fundraising	3,617	-	3,931
	93,602	38,220	103,927
Expenses			
Activities	4,813	7,220	39,917
Trading	8,473	10,000	11,105
Fundraising (Costs of Raising Funds)	3,370	-	4,530
	16,656	17,220	55,552
<i>Surplus for the year Locally raised funds</i>	76,946	21,000	48,375

4. Learning Resources

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	44,891	45,750	44,805
Library Resources	3,788	1,700	1,625
Employee Benefits - Salaries	2,635,127	2,394,851	2,447,690
Staff Development	8,284	15,800	14,022
Information And Communication Technology	16,886	26,750	37,943
	2,708,976	2,484,851	2,546,085

5. Administration

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fee	5,000	5,000	5,000
Board of Trustees Fees	4,425	4,800	4,890
Board of Trustees Expenses	4,111	5,500	12,013
Communication	5,320	4,030	4,580
Consumables	25,204	26,200	30,506
Other	44,028	30,550	40,973
Employee Benefits - Salaries	106,802	96,153	92,141
Insurance	6,939	7,500	6,633
Service Providers, Contractors and Consultancy	13,500	13,500	4,975
Healthy School Lunch Programme	96,256	-	-
	<u>311,585</u>	<u>193,233</u>	<u>201,711</u>

6. Property

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	5,140	4,700	7,900
Cyclical Maintenance Expense	(2,652)	18,000	26,674
Grounds	31,033	15,200	15,369
Heat, Light and Water	22,681	27,100	25,124
Rates	15,878	12,500	13,128
Repairs and Maintenance	17,029	17,500	19,086
Use of Land and Buildings	653,593	624,649	646,676
Security	5,000	10,000	4,951
Employee Benefits - Salaries	100,063	81,677	81,161
Consultancy And Contract Services	-	-	1,125
	<u>847,765</u>	<u>811,326</u>	<u>841,194</u>

The use of land and buildings figure represents 8% 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. Depreciation

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Building Improvements	26,685	28,490	29,000
Furniture and Equipment	22,274	17,804	18,122
Information and Communication Technology	5,247	5,515	5,614
Leased Assets	26,375	22,945	23,355
Library Resources	5,342	5,246	5,340
	<u>85,923</u>	<u>80,000</u>	<u>81,431</u>

8. Cash and Cash Equivalents

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Cash on Hand	535	-	535
Bank Current Account	593,579	31,829	4,764
Bank Call Account	109,515	-	19,380
Cash and cash equivalents for Statement of Cash Flows	<u>703,629</u>	<u>31,829</u>	<u>24,679</u>

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

Of the \$703,629 Cash and Cash Equivalents \$489,342 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Receivables	-	53,750	1,265
Interest Receivable	7	-	-
Teacher Salaries Grant Receivable	145,053	121,928	132,046
	<u>145,060</u>	<u>175,678</u>	<u>133,311</u>
Receivables from Exchange Transactions	7	53,750	1,265
Receivables from Non-Exchange Transactions	145,053	121,928	132,046
	<u>145,060</u>	<u>175,678</u>	<u>133,311</u>

10. Inventories

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Stationery	1,990	794	-
	<u>1,990</u>	<u>794</u>	<u>-</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Building Improvements	182,404	1,533	-	-	(26,685)	157,252
Furniture and Equipment	99,913	82,624	-	-	(22,274)	160,263
Information and Communication Tech	7,496	9,019	-	-	(5,247)	11,268
Leased Assets	42,611	12,106	-	-	(26,375)	28,342
Library Resources	7,302	-	-	-	(5,342)	1,960
Balance at 31 December 2020	339,726	105,282	-	-	(85,923)	359,085

The net carrying value of equipment held under a finance lease is \$28,342 (2019: \$42,611)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Building Improvements	367,031	(209,779)	157,252
Furniture and Equipment	342,731	(182,468)	160,263
Information and Communication	63,162	(51,894)	11,268
Leased Assets	59,152	(30,810)	28,342
Library Resources	42,737	(40,777)	1,960
Balance at 31 December 2020	874,813	(515,728)	359,085

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	211,404	-	-	-	(29,000)	182,404
Furniture and Equipment	70,116	47,919	-	-	(18,122)	99,913
Information and Communication Tech	8,486	4,624	-	-	(5,614)	7,496
Leased Assets	29,926	36,040	-	-	(23,355)	42,611
Library Resources	11,762	880	-	-	(5,340)	7,302
Balance at 31 December 2019	331,694	89,463	-	-	(81,431)	339,726

The net carrying value of equipment held under a finance lease is \$42,611 (2018: \$29,926)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	365,497	(183,093)	182,404
Furniture and Equipment	260,108	(160,195)	99,913
Information and Communication	54,142	(46,646)	7,496
Leased Assets	96,100	(53,489)	42,611
Library Resources	42,737	(35,435)	7,302
Balance at 31 December 2019	818,584	(478,858)	339,726

12. Accounts Payable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating Creditors	34,575	53,595	22,120
Accruals	6,826	-	9,835
Capital Accruals for PPE items	1,475	-	-
Banking Staffing Overuse	7,389	-	7,389
Employee Entitlements - Salaries	145,053	121,928	132,046
Employee Entitlements - Leave Accrual	4,872	-	6,439
	<u>200,190</u>	<u>175,523</u>	<u>177,829</u>
Payables for Exchange Transactions	200,190	175,523	177,829
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>200,190</u>	<u>175,523</u>	<u>177,829</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Income in Advance	17,250	7,950	950
Student Ap	-	-	10
	<u>17,250</u>	<u>7,950</u>	<u>960</u>

14. Provision for Cyclical Maintenance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	76,531	16,047	58,857
Increase to the Provision During the Year	15,923	18,000	26,674
Adjustment to the Provision	(18,575)	-	-
Use of the Provision During the Year	(11,849)	-	(9,000)
Provision at the End of the Year	<u>62,030</u>	<u>34,047</u>	<u>76,531</u>
Cyclical Maintenance - Current	38,125	-	58,935
Cyclical Maintenance - Term	23,905	34,047	17,596
	<u>62,030</u>	<u>34,047</u>	<u>76,531</u>

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:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	17,615	19,152	18,286
Later than One Year and no Later than Five Years	11,423	27,998	15,677
	<u>29,038</u>	<u>47,150</u>	<u>33,963</u>

16. Funds Held (Owed) for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
5YA Preparation	<i>in progress</i>	(500)	14,880	(14,980)	-	(600)
Block A	<i>in progress</i>	42,371	499,780	(54,719)	-	487,432
Nga Hau e Wha	<i>in progress</i>	-	8,799	(9,243)	-	(444)
Hard Court Surface	<i>in progress</i>	-	28,800	(26,890)	-	1,910
Shade Sail	<i>in progress</i>	-	41,400	(46,327)	-	(4,927)
New Paving	<i>in progress</i>	-	9,000	(9,107)	-	(107)
215319 H Toilet Block Refurb Rm11&	<i>in progress</i>	-	31,500	(32,370)	-	(870)
Totals		<u>41,871</u>	<u>634,159</u>	<u>(193,636)</u>	<u>-</u>	<u>482,394</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	489,342
Funds Due from the Ministry of Education	(6,948)
	<u>482,394</u>

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
5YA Preparation	<i>in progress</i>	-	-	(500)	-	(500)
Block A	<i>in progress</i>	-	51,700	(9,329)	-	42,371
Totals		<u>-</u>	<u>51,700</u>	<u>(9,829)</u>	<u>-</u>	<u>41,871</u>

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 trustees of the Board, Principal, Deputy Principals and Heads of Departments.

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	4,425	4,890
Full-time equivalent members	0.23	0.28
<i>Leadership Team</i>		
Remuneration	689,780	393,652
Full-time equivalent members	6.89	3.00
Total key management personnel remuneration	694,205	398,542
Total full-time equivalent personnel	7.12	3.28

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	150 - 160
Benefits and Other Emoluments	4 - 5	21 - 22
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	-	1.00
110 - 120	1.00	1.00
	1.00	2.00

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 trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2020 Actual	2019 Actual
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: nil).

Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2020, a contingent liability for the school may exist.

21. Commitments

(a) Capital Commitments

There are capital commitments as at 31 December 2020 (Capital commitments at 31 December 2019: \$51,700).

(a) \$35,540 contract for Block H - Toilet Block refurbishment to be completed in 2021, which will be fully funded by the Ministry of Education. \$31,500 has been received of which \$32,370 has been spent on the project to date.

(b) \$613,532 contract for Block A refurbishment, which will be fully funded by the Ministry of Education. \$551,480 has been received of which \$64,047 has been spent on the project to date.

(c) \$32,000 contract for SIP: Hard Court Surface, which will be fully funded by the Ministry of Education. \$28,800 has been received of which \$26,890 has been spent on the project to date.

(d) \$46,000 contract for SIP: Shade Sail, which will be fully funded by the Ministry of Education. \$41,400 has been received of which \$46,327 has been spent on the project to date.

(e) \$10,000 contract for SIP: New Paving, which will be fully funded by the Ministry of Education. \$9,000 has been received of which \$9,107 has been spent on the project to date.

(b) Operating Commitments

There are no operating commitments as at 31 December 2020 (Operating commitments at 31 December 2019: nil).

22. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

23. Financial Instruments

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

Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	703,629	31,829	24,679
Receivables	145,060	175,678	133,311
Investments - Term Deposits	-	-	-
Total Financial assets measured at amortised cost	848,689	207,507	157,990

Financial liabilities measured at amortised cost

Payables	200,190	175,523	177,829
Borrowings - Loans	-	-	-
Finance Leases	27,025	47,150	33,963
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	227,215	222,673	211,792

24. Events After Balance Date

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

25. Comparatives

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

Independent Auditor's Report

To the Readers of Greerton Village School's Financial Statements

For the Year Ended 31 December 2020

The Auditor-General is the auditor of Greerton Village School (the School). The Auditor-General has appointed me, Richard Dey, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2020, 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 2020; 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 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 31 May 2021. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

ACCOUNTANTS & ADVISORS

The Kollektive
145 Seventeenth Avenue
Tauranga 3112, New Zealand
Telephone: +64 7 927 1234
williambuck.com

William Buck Audit (NZ) Limited

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

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on page 1 and on pages 25 to 37, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

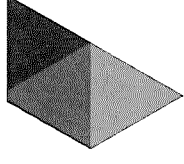
We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1: *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing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

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



Richard Dey
William Buck Audit (NZ) Limited
On behalf of the Auditor-General
Tauranga, New Zealand

Analysis of Variance Reporting

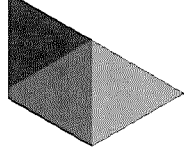


School Name:	Greerton Village School	School Number:	1730
Strategic Aim:	To increase community engagement and participation of whanau in all areas of school life.		
Annual Aim:	To increase attendance at Parent/Teacher Conferences To utilise parents/whanau and communities strengths throughout the school Parents and caregivers will access students learning through a SMS portal		
Target:	Increase conference attendance from 40% to 70%		
Baseline Data:	Conference attendance 2019 = 40% Conference attendance 2020 = 71%		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Parent teacher conferences</p> <ul style="list-style-type: none"> - A big push for attendance on school and classroom Facebook pages - Children involved in sharing program so to encourage their parents to come - Reminder emails and phone calls made to book appointments - Alternative dates and times for parents that date and availability didn't suit 	<p>We had an increase of 31% with a total of 71% of our children's whanau attending conferences up from 40% in 2019.</p> <p>Our goal was 70%</p>	<p>I think that we pushed for families to attend and by involving the children more in the conference was motivating as well.</p> <p>We also handed out school formal reports at the interview which could have helped also.</p>	<p>Continue with what we have done this year.</p> <p>A suggestion was also made to take tech out to families at drop off and pick and book on line for families who may not otherwise.</p>
<p>Utilise Parents in our community</p> <ul style="list-style-type: none"> - Bike Track - Community Gardens - Reading in Junior classrooms - Art tutors - Sports Teams 	<p>We have had a number of projects in our school this year which has involved whanau and locals from around the community being involved.</p> <p>Bike Track – Volunteers, staff and BOT members over a number of weekends with planting, labouring, gardens etc...</p> <p>This has been very positive with church groups also giving them time to help.</p> <p>Our community gardens are well and truly underway with the support of Rotary. We have had two weekend working bees and a number of community hui's to plan, establish and plant these gardens.</p> <p>A Facebook community group has also been set up to share news and request assistance.</p> <p>Local day-care centres and Kindergartens are also on board with this project.</p> <p>We have had a number of volunteers particularly in the junior school come in to support reading in the classroom.</p> <p>All our sports teams have been coached and managed by whanau this year. This includes Ripper, Basket Ball and Netball teams. We have had two staff members lead sport within school and then parents coach and commit to games.</p>	<p>Whanau have been keen to help this year and to be a part of school life when they possibly can.</p> <p>It has been sometime since our school has had new projects under way and to have completed two big projects – Bike Track and Community Gardens in a very unsettling year has been huge.</p> <p>Many sports/ events throughout the year have been cancelled due to COVID 19 including Rugby, Pasifika Festival, Ra Whaka nga hau</p>	<p>It has been a hard year for families and schools. Many of our community events were cancelled due to COVID 19 that not only brought in additional funds but had big community involvement.</p> <p>Next year we are hopeful these will go ahead.</p> <p>2021 will be the start of exploring a Bilingual Unit for Greerton Village School. This will be a focus for our school, community and local iwi.</p>

Parents and caregivers will access students learning through an SMS portal	<p>This has not yet been established. Our SMS system changed from LINC ED to HERO in a company shift. It has taken sometime for staff to follow the change and new system.</p> <p>With the focus around our school basing on Hauora and the many lost weeks of "formal" teaching due to COVID this goal was not achieved due to other priorities.</p>	<ul style="list-style-type: none"> - Change of Systems - COVID 19 - Change of Focus 	This will be something we will look at for 2021.
Planning for next year:			
<p>Continue with a community involvement push for 2021 – Two staff within our school are interested in looking into the journey of setting up a bi-lingual unit – this will involve lots of community, iwi and BOT consultation.</p> <p>Lots of prior notice for any up and coming events within our kura</p>			

Analysis of Variance Reporting

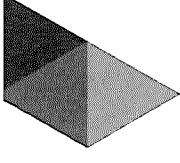


School Name:	Greerton Village School	School Number:	1730
Strategic Aim:	Encourage and support teachers in their reflective practice, and the teaching as inquiry process, as they meet education councils code and standards to... (refer to targets).		
Annual Aim:	Growing the capability of teachers through the knowledge of WST and AST of the Kahui Ako.		
Target:	<p>Develop a culturally and responsive relational approach, by:</p> <ol style="list-style-type: none"> 1. Building positive relationships and making connections with students and their whānau. 2. Whole School development of a GVS Cultural Development program that aligns with the Teacher's Council, Iwi, BOT and GVS Curriculum Plan. <p>Develop educationally powerful connections within our community, by:</p> <ol style="list-style-type: none"> 3. Bringing the whānau in regularly throughout the year to connect with Katako and give them the opportunity to be involved in their child's learning. 4. Connecting with and sustaining key relationships with iwi to implement their Guidelines to strengthen Cultural Responsiveness in Tauranga Peninsula Schools. 		
Baseline Data:	<p>Poutama - https://docs.google.com/presentation/d/1qGmf14rL5xx_1qutcsLtuYIWJe5JkqAo2uHeEH19s/edit#slide=id.p Above is a link to our GVS co-constructed Poutama. As a staff we created our steps towards culturally responsive teaching and learning at Te Kura o Marawaewae. In Term 2 we identified that we were sitting on the first step of this Poutama, with areas still requiring development. As we reflect on the growth we have made this year, we believe that as a collective we have achieved all criteria of Step One of our Poutama.</p> <p>Reflections on or evidence of meeting our targets:</p> <ol style="list-style-type: none"> 1. Meet the teacher day (Whānau Hui), Student Conferences x2, sports days (impacted by covid), Facebook pages to celebrate and communicate. <ol style="list-style-type: none"> a. These are the spaces in which teachers communicate and connect with whānau. b. Looking ahead to 2021, we are hoping to explore alternative ways to strengthen relationships with whānau. 2. Curriculum plan changes in Terms 3 & 4 with an emphasis on ngā mātapono (values). <ol style="list-style-type: none"> a. Developing our collective understanding of ngā mātapono, through Staff Hui. b. Teaching these ngā mātapono, within the context of traditional Tauranga Moana pakiwaitara. c. Supplying kaiako with resources, knowledge and ideas that support this teaching and learning approach. 3. Meet the teacher day (Whānau Hui), Student Conferences x2, sports days (impacted by covid), Facebook pages to celebrate and communicate. <ol style="list-style-type: none"> a. These are the spaces in which teachers communicate and connect with whānau. 		

	<ul style="list-style-type: none"> b. Looking ahead to 2021, we are hoping to explore other opportunities for whānau to have a voice. c. Possibly changing the way we run whānau hui e.g. More frequently, having key objectives for each hui, activities and questions that involve whānau and allow them to have a voice. <p>4. This is an ongoing goal with the focus on sustainable relationships that are reciprocal.</p> <ul style="list-style-type: none"> a. This year we went on a Haerenga lead by Kaumatua, Des Tata. The objective of this journey was to take kaiako to the local places of significance in Tauranga Moana, learning the history and building teacher capacity, so that kaiako can apply this understanding to the classroom. We went to Pukehinahina and Mauao.
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Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> Long-term curriculum plan Staff meetings <ul style="list-style-type: none"> Discussing the Curriculum Plan and Teaching & Learning approach Learning about ngā mātauranga and what that looks like Referring back to the standards and Code of Ethics. Our role and responsibility as kaiako. Teaching a new pakiwaitara each term that embodied our values focus. Going over the resources and how they can be used in classrooms. Haerenga (staff trip) <ul style="list-style-type: none"> Learning about the historical events and places of significance to Tauranga Moana. Providing staff with resources <ul style="list-style-type: none"> Supporting the teaching and learning approach Supporting in classes <ul style="list-style-type: none"> Waita and Haka Te reo Māori Traditional games e.g. Titi toreā 	<ul style="list-style-type: none"> Positive responses were given from all staff about our PD sessions each term. One teacher relayed his use of te reo the most this year due to each term's kaupapa and linking te reo and values. An overall improvement in student engagement, especially learning the local stories was noted by teachers. The level of progress and achievement in narrative writing, particularly with senior students has been successful. 	<ul style="list-style-type: none"> We believe that students were successful in this approach to learning, due to the learning being culturally relevant. Akonga were able to make connections to their tūpuna, their rohe, and themselves. Collaborative approach - All members of staff were invited to staff hui. We often asked them to contribute to the formulation of our curriculum and poutama. We also provided a space for kaiako to give honest and constructive feedback, about the approach. We hoped that through this collaboration, that our kaiako feel invested and supportive of this approach. We have found that there is not yet a consistent approach to incorporating pakiwaitara (local stories) and mātauranga (values / principles) alongside the term kaupapa (topic). 	<ul style="list-style-type: none"> Consideration given for funding to support both professional development and resources to support kaiako across the school. Ongoing professional development is required to increase teachers' understanding of Te Tiriti o Waitangi and its place within the school context, te reo me ona tikanga and localized curriculum knowledge. Noho-a-kura at the start of 2021 (as below). Staff meetings to continue professional development.
Planning for next year:			
1. Noho - Whole staff PD on the marae to build on professional capability, exploring te reo me ona tikanga and learning progressions for each syndicate. 1. Bilingual Unit - Proposal and Planning to open in 2022 2. Whānau Hui - (refer to 3c above)			

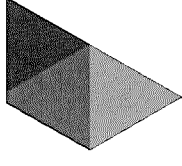
Analysis of Variance Reporting



School Name:	Greerton Village School	School Number: 1730
Strategic Aim:	To prioritise spending to all areas of allocated budget	
Annual Aim:	To work within set budget as approved for 2020 To eliminate Greerton Village Schools Banked Staffing Debt by the start of the financial year 2021	
Target:	Finish off the 2021 Payroll year with no overuse Finish off the 2020 Financial year with a healthy amount of funds in the bank account	
Baseline Data:	Our 2020 Banked staffing overuse was 2.65 FTTE \$8,498 Projected 2021 Banked staffing looks like 9.92 underused \$28,425. (This may come down as we will start using relievers from Banked staffing to save the money in the bank) Financial reports: Actual available funds as at 31 December 2019 \$(76,064) Actual available funds as at October 2020 \$121,872	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>It was made very clear to budget holders what their budgets were.</p> <p>Rachel and Kimberley met frequently to look at the finances, and banked staffing and assess where how we were tracking.</p> <p>The BOT Finance subcommittee met once a month to go through reports and sign the documentation.</p> <p>Clear communication between Rachel and Education Services throughout 2020 checking in and ensuring we were on track.</p> <p>Rachel and Kimberley met with Jodie and Chad (MOE Finance) and we worked together on a Banked staffing spreadsheet/projection for 2020.</p> <p>Kimberley has applied for many grants throughout the year for 2020/2021, this will take the pressure off our OPS Grant.</p> <p>Rachel has been in the finance role for the full year, it makes things a lot smoother as she is coding as accurately as she can and can keep her finger on the pulse at all times.</p> <p>Made changes in how we worked and planned for our ORS Students, making it more manageable for the School not to employ any more Teacher Aides for the 2020 year.</p>	<p>Our Banked staffing is tracking really well. By the looks of our projection we will finish the year with a surplus of banked staffing. Money in the BANK!! We are looking pretty healthy in the bank, easing the pressure a bit compared to other years.</p> <p>Kimberley was successful in applying for grants.</p> <p>COVID happened, and we were lucky enough to receive extra funding for over the COVID time.</p> <p>We have been mindful of ORS students and funding, we did not employ any extra Teacher Aides but received extra ORS funded children.</p> <p>We managed to get a few extras bits around the School and get some projects completed that we haven't managed to get done in previous years.</p> <p>Bike track, community garden, pavement upgrades, new turf, new sunshades,</p>	<p>Planning the Whare Manaaki differently has worked well, and helped us financially through this year.</p> <p>We have also had a good roll size this year which means we have applied for extra staffing. This has taken the pressure of the banked staffing.</p>	<p>2021 will hopefully see us continuing to move in a positive direction financially. With everyone sharing the same goals to move in the right direction it shows that good things can happen.</p> <p>The planning for how we use our Teacher Aides for 2021 will continue to show progress, while continuing to be inclusive but meaning we are not having to do major top ups from our Operational grant.</p> <p>This is even more important now that the new Pay Equity Settlement has happened for Teacher Aides.</p> <p>Staffing will be set to ensure we don't over staff and this will be monitored throughout the year, this will keep our Banked Staffing in a positive situation.</p> <p>Budgets will be set and aimed to work within. The School would like to continue to be able to complete projects and keep the environment maintained so this will be budgeted for.</p>
Planning for next year:			
<p>The Board of Trustees are very on board with the financial situation. They will definitely be monitoring the situation, as they have this year to ensure we continue to have success in our finances. The report from the Auditor will be addressed at the Board level and any issues from it will be spoken about and worked with for the next year.</p> <p>Finances will be another aim for 2021 Charter so we can continue to focus on it and bring the school back into a healthy position.</p> <p>Professional development for the Finance Team Kimberley and Rachel, could be good to continue to learn new ideas and strategies.</p>			

Analysis of Variance Reporting



School Name:	Greerton Village School	School Number:	1730
Strategic Aim:	To accelerate priority learners across all curriculum areas, who are working below their chronological age or not reaching their full potential.		
Annual Aim:	To increase the number of students achieving at, above and well above in Reading, Writing and Maths.		
Target:	80% of identified priority learners will make an acceleration of more than a year's progress within the year, across the literacy strands of reading, writing and mathematics.		
Baseline Data:	<p>School wide data in December 2020 showed the number of students working AT or ABOVE our school expectations in writing across the school is</p> <p>School wide data in December 2020 showed the number of students working AT or ABOVE our school expectations in Writing across the school is 51% which is decrease of 13 % from 2019.</p> <p>Results are rounded to the nearest percentage point</p> <p>After 1 Yr (40 weeks) at school 66%</p> <p>After 2 Yr (80 weeks) at school 30%</p> <p>After 3 Yr (120 weeks) at school 51%</p> <p>After 4 Yr 66%</p> <p>After 5 Yr 68%</p> <p>After 6 Yr 60%</p> <p>School wide data in December 2020 showed the number of students working AT or ABOVE our school expectations in reading across the school is 60%</p> <p>Results are rounded to the nearest percentage point</p> <p>After 1 Yr (40 weeks) at school 50%</p> <p>After 2 Yr (80 weeks) at school 30%</p>		

After 3 Yr (120 weeks) at school 52%
After 4 Yr 85%
After 5 Yr 74%
After 6 Yr 73%

School wide data in December 2020 showed the number of students working AT or ABOVE our school expectations in maths across the school is 55%

Results are rounded to the nearest percentage point

After 1 Yr (40 weeks) at school 65%
After 2 Yr (80 weeks) at school 44%
After 3 Yr (120 weeks) at school 44%
After 4 Yr 64%
After 5 Yr 49%
After 6 Yr 69%

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> Fortnightly staff meetings with a focus on priority students and achievement. Discussion groups within our teams looking at gaps, trends and next steps. Shift of teacher aide support across the school to ensure our tier two students were supported in the classroom programs. One teacher responsible for undertaking SEA testing and Six Year Observation surveys. Employed an experienced teacher in term 4 to take literacy/language boost groups across the school. 	<ul style="list-style-type: none"> Teachers collected and analysed examples from priority students across the literacy strands throughout the year. These were the basis of formulating next steps. By doing this we also closed the gaps between reading and writing levels. Classrooms were better supported and our tier two students were able to engage in programmes with greater success. Students across the school had greater opportunities for support. A change in team leader in the junior school, in term 4. 	<p>2020 was a very unusual and difficult year with the interruption and effects of COVID 19. The Lockdown over terms 1 and 2 caused major disruption to students learning and in turn their achievement, along with the changes in alert levels throughout the year. When we returned to school the focus for our students/staff and community became engagement, houora and wellbeing, and data and priority learners was not our major focus. Attendance (lack of attendance) also was a major focus that affected our student's achievement and results.</p> <ul style="list-style-type: none"> The additional support in classrooms for tier two students was valuable, teachers noticed children's confidence and engagement grew due to the additional support. 	<p>Our tracking of targeted students has been modified, this will allow collection to be more precise and consistent across the school.</p> <p>Data will be entered twice a term on students in reading, writing and maths and shared with senior leadership. Teachers will need to reflect, evaluation and set goals from this data and next steps will be formed.</p> <ul style="list-style-type: none"> Continue with literacy boost groups based on priority learners well below – Ministry Funded through COVID fund Training of another teacher in Reading Recovery – that will mean 12 children on the program across three teachers for the year. Employed a teacher to run numeracy boost groups four afternoons a week, children working well below and below. School wide literacy teaching inquiry – goals aligned with professional growth cycle and teacher criteria

Planning for next year:

A whole school tracking of targeted learners in reading, writing and maths. This will be monitored by team leaders and senior leadership with entries and results documented and gaps identified with next steps.

A focus on Year two students from 2020 data, who have now moved into Year 3, 2021.
An additional teacher training in Reading Recovery – 12 children now on the program.
Specified targeted groups with literacy through COVID relief fund.

Small groups in Year 3/4 term 1 with numeracy three days a week – target group year 3. Focus on Knowledge. We will then re look at data and results and create a new focus group for the following term.

Literacy/oral language groups with an experienced junior school teacher 4 days a week, selection of students from Year 1-4 with additional time allocation for year 3 students. (Paid for out of our COVID relief fund 2020.) This will continue terms 1 and 2 2021.

A new experienced team leader has been appointed in the junior school. The introduction of new programs that have been deemed very successful with junior learners are now being implemented.

Introduction of whole school teacher inquiry with a focus on writing in 2021.

Team Leaders will be released a day a week to work within their teams and support learning needs and specific programs.

Greerton Village School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$5,969 (excluding GST). The funding was spent on sporting endeavours.