

GREERTON VILLAGE SCHOOL - TE KURA O MAARAWAEWAE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 1730

Principal: Kimberley Henderson-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

Accountant / Service Provider:

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GREERTON VILLAGE SCHOOL - TE KURA O MAARAWAEWAE

Annual Financial Statements - For the year ended 31 December 2024

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Greerton Village School - Te Kura o Maarawaewae

Statement of Responsibility

For the year ended 31 December 2024

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

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

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

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

Rebecca Kit

Full Name of Presiding Member

RKH

Signature of Presiding Member

7/5/25

Date:

Kimberley Henderson-Binns

Full Name of Principal

K Henderson-Binns

Signature of Principal

7-5-2025

Date:

Greerton Village School - Te Kura o Maarawaewae
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	4,893,411	3,786,937	4,559,384
Locally Raised Funds	3	35,824	15,400	62,300
Interest		16,689	-	12,790
Other Revenue		4,621	-	9,177
Total Revenue		4,950,545	3,802,337	4,643,651
Expense				
Locally Raised Funds	3	22,882	16,000	56,344
Learning Resources	4	3,244,454	2,712,517	2,846,262
Administration	5	710,262	303,678	669,765
Interest		7,465	1,643	5,392
Property	6	955,243	788,470	946,249
Loss on Disposal of Property, Plant and Equipment		1,578	-	4,247
Total Expense		4,941,884	3,822,308	4,528,259
Net Surplus / (Deficit) for the year		8,661	(19,971)	115,392
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		8,661	(19,971)	115,392

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 - Te Kura o Maarawaewae
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		646,791	495,201	507,100
Total comprehensive revenue and expense for the year		8,661	(19,971)	115,392
Contributions from the Ministry of Education - Furniture and Equipment Grant		-	-	24,299
Equity at 31 December		655,452	475,230	646,791
Accumulated comprehensive revenue and expense		655,452	475,230	646,791
Equity at 31 December		655,452	475,230	646,791

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 - Te Kura o Maarawaewae

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	639,464	293,492	407,968
Accounts Receivable	8	224,503	173,761	168,290
GST Receivable		-	-	5,487
Prepayments		7,913	13,054	2,929
Inventories	9	420	-	2,280
Funds Receivable for Capital Works Projects	15	-	-	3,217
		872,300	480,307	590,171
Current Liabilities				
GST Payable		30,472	36,024	-
Accounts Payable	11	270,652	254,860	226,214
Revenue Received in Advance	12	16,255	17,794	9,145
Provision for Cyclical Maintenance	13	26,125	16,899	50,638
Finance Lease Liability	14	36,635	9,387	19,813
Funds held for Capital Works Projects	15	247,007	-	18,457
		627,146	334,964	324,267
Working Capital Surplus/(Deficit)		245,154	145,343	265,904
Non-current Assets				
Property, Plant and Equipment	10	475,996	337,495	436,998
		475,996	337,495	436,998
Non-current Liabilities				
Provision for Cyclical Maintenance	13	25,377	-	21,519
Finance Lease Liability	14	40,321	7,608	34,592
		65,698	7,608	56,111
Net Assets		655,452	475,230	646,791
Equity		655,452	475,230	646,791

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 - Te Kura o Maarawaewae

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,537,578	1,315,391	1,458,246
Locally Raised Funds		38,979	12,000	53,494
Goods and Services Tax (net)		35,959	-	(41,511)
Payments to Employees		(981,298)	(770,774)	(818,853)
Payments to Suppliers		(525,985)	(719,289)	(490,556)
Interest Paid		(7,465)	(1,643)	(5,392)
Interest Received		16,888	-	12,584
Net cash from/(to) Operating Activities		114,656	(164,315)	168,012
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(88,288)	(55,000)	(77,847)
Net cash from/(to) Investing Activities		(88,288)	(55,000)	(77,847)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	24,299
Finance Lease Payments		(26,763)	(31,724)	(15,326)
Funds Administered on Behalf of Other Parties		231,891	-	(235,701)
Net cash from/(to) Financing Activities		205,128	(31,724)	(226,728)
Net increase/(decrease) in cash and cash equivalents		231,496	(251,039)	(136,563)
Cash and cash equivalents at the beginning of the year	7	407,968	544,531	544,531
Cash and cash equivalents at the end of the year	7	639,464	293,492	407,968

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

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

Greerton Village School - Te Kura o Maarawaewae

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Greerton Village School - Te Kura o Maarawaewae (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 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and comprised of 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	5-50 years
Furniture and Equipment	5-15 years
Information and Communication Technology	4-10 years
Library Resources	12.5% Diminishing value
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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

The reversal of an impairment loss is recognised in surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

l) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

m) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date and annual leave earned, by non teaching staff, but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

n) Revenue Received in Advance

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

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

o) Funds Held in Trust

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

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

p) Funds held for Capital works

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

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

q) Shared Funds

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

r) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 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.

s) Financial Instruments

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

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

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

t) Borrowings

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

u) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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

2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	1,487,450	1,251,643	1,426,832
Teachers' Salaries Grants	2,235,228	1,936,543	2,010,739
Use of Land and Buildings Grants	694,635	530,159	638,536
Ka Ora, Ka Ako - Healthy School Lunches Programme	410,086	-	424,134
Moe Moana Funding	10,128	13,592	8,325
Other Government Grants	55,884	55,000	50,818
	4,893,411	3,786,937	4,559,384

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	1,931	-	3,240
Fees for Extra Curricular Activities	13,851	-	36,753
Trading	8,099	15,400	3,227
Fundraising and Community Grants	11,943	-	19,080
	35,824	15,400	62,300
Expense			
Extra Curricular Activities Costs	9,064	-	49,755
Trading	13,180	16,000	5,270
Fundraising and Community Grant Costs	638	-	1,319
	22,882	16,000	56,344
<i>Surplus/(Deficit) for the year Locally Raised Funds</i>	12,942	(600)	5,956

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	94,504	74,607	91,437
Employee Benefits - Salaries	2,996,885	2,502,019	2,638,240
Staff Development	23,133	29,000	10,013
Depreciation	110,753	75,891	88,106
Information And Communication Technology	19,179	31,000	18,466
	3,244,454	2,712,517	2,846,262

5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	9,435	6,000	5,842
Board Fees and Expenses	8,286	9,000	6,108
Other Administration Expenses	97,079	118,800	71,807
Employee Benefits - Salaries	156,230	142,298	138,912
Insurance	12,982	13,000	7,614
Service Providers, Contractors and Consultancy	16,164	14,580	15,348
Ka Ora, Ka Ako - Healthy School Lunch Programme	410,086	-	424,134
	<u>710,262</u>	<u>303,678</u>	<u>669,765</u>

6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	67,415	57,000	65,606
Cyclical Maintenance	(155)	10,811	26,759
Heat, Light and Water	28,522	25,000	27,562
Rates	25,396	24,000	22,870
Repairs and Maintenance	55,438	55,000	86,479
Use of Land and Buildings	694,635	530,159	638,536
Employee Benefits - Salaries	65,511	63,000	64,028
Other Property Expenses	13,735	17,500	13,735
Van Expenses	4,746	6,000	674
	<u>955,243</u>	<u>788,470</u>	<u>946,249</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

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	639,464	293,492	407,968
Cash and cash equivalents for Statement of Cash Flows	<u>639,464</u>	<u>293,492</u>	<u>407,968</u>

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

Of the \$639,464 Cash and Cash Equivalents, \$247,007 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$639,464 Cash and Cash Equivalents, \$16,255 of Revenue Received in Advance is held by the school, as disclosed in note 12.

8. Accounts Receivable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	9,061	9,671	189
Receivables from the Ministry of Education	8,525	-	-
Interest Receivable	303	296	502
Teacher Salaries Grant Receivable	206,614	163,794	167,599
	<u>224,503</u>	<u>173,761</u>	<u>168,290</u>
Receivables from Exchange Transactions	9,364	9,967	691
Receivables from Non-Exchange Transactions	215,139	163,794	167,599
	<u>224,503</u>	<u>173,761</u>	<u>168,290</u>

9. Inventories

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Uniforms	420	-	2,280
	<u>420</u>	<u>-</u>	<u>2,280</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	130,425	-	-	-	(15,108)	115,317
Furniture and Equipment	201,177	88,422	-	-	(45,426)	244,173
Information and Communication Technology	16,429	8,377	(1,578)	-	(7,881)	15,347
Motor Vehicles	34,653	-	-	-	(9,166)	25,487
Leased Assets	53,613	54,530	-	-	(33,084)	75,059
Library Resources	701	-	-	-	(88)	613
	<u>436,998</u>	<u>151,329</u>	<u>(1,578)</u>	<u>-</u>	<u>(110,753)</u>	<u>475,996</u>

The net carrying value of equipment held under a finance lease is \$75,059 (2023: \$53,613)

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.

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	307,469	(192,152)	115,317	307,469	(177,044)	130,425
Furniture and Equipment	437,726	(193,553)	244,173	357,149	(155,972)	201,177
Information and Communication Technology	57,705	(42,358)	15,347	61,973	(45,544)	16,429
Motor Vehicles	45,829	(20,342)	25,487	45,829	(11,176)	34,653
Leased Assets	127,667	(52,608)	75,059	76,460	(22,847)	53,613
Library Resources	42,737	(42,124)	613	42,737	(42,036)	701
	1,019,133	(543,137)	475,996	891,617	(454,619)	436,998

11. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	45,935	52,363	46,209
Accruals	9,435	5,672	5,842
Banking Staffing Overuse	-	25,050	-
Employee Entitlements - Salaries	206,614	163,794	167,599
Employee Entitlements - Leave Accrual	8,668	7,981	6,564
	270,652	254,860	226,214
Payables for Exchange Transactions	270,652	254,860	226,214
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	270,652	254,860	226,214

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance MOE	16,255	17,794	9,145
	16,255	17,794	9,145

13. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	72,157	6,088	49,300
Increase to the Provision During the Year	11,817	10,811	10,459
Use of the Provision During the Year	(20,500)	-	(3,902)
Other Adjustments	(11,972)	-	16,300
Provision at the End of the Year	<u>51,502</u>	<u>16,899</u>	<u>72,157</u>
Cyclical Maintenance - Current	26,125	16,899	50,638
Cyclical Maintenance - Non current	25,377	-	21,519
	<u>51,502</u>	<u>16,899</u>	<u>72,157</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan / painting quotes.

14. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	42,012	9,387	24,221
Later than One Year and no Later than Five Years	43,258	7,608	38,599
Future Finance Charges	(8,314)	-	(8,415)
	<u>76,956</u>	<u>16,995</u>	<u>54,405</u>
Represented by			
Finance lease liability - Current	36,635	9,387	19,813
Finance lease liability - Non current	40,321	7,608	34,592
	<u>76,956</u>	<u>16,995</u>	<u>54,405</u>

15. Funds Held for Capital Works Projects

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

	2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
New Paving		221328	(982)	982	-	-	-
ACHIJL Roof, Clearlite		243573	(923)	78,953	(78,030)	-	-
AG Lighting & Switchboard		243574	18,457	543	(19,000)	-	-
G: Toilet Refurbishment		243575	(923)	54,104	(53,181)	-	-
EGH DQLS Upg & Outdoor Carpet		243576	(389)	250,000	(2,604)	-	247,007
LSPM: G Fencing		248194	-	16,789	(16,789)	-	-
Totals			15,240	401,371	(169,604)	-	247,007

Represented by:

Funds Held on Behalf of the Ministry of Education	247,007
Funds Receivable from the Ministry of Education	-

	2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Block A		215321	(10,545)	10,185	360	-	-
New Paving		221328	(982)	-	-	-	(982)
Learning Support Handrails		228657	(6,554)	1,351	5,203	-	-
E: Toilet Block Refurb Room 13&14		215318	(7,405)	7,405	-	-	-
LSPM: A-Handrails, G Fence		233407	2,046	3,644	(5,690)	-	-
CH: Weathertightness Remed		215328	141,275	19,025	(160,300)	-	-
GH: Hall Roof & G Block Int Refurb		215326	126,086	25,019	(151,105)	-	-
Floor,Wall,Cabinets Flood Relacements		241073	-	63,336	(63,336)	-	-
LSPM - Visual Mods		239809	-	22,206	(22,206)	-	-
ACHIJL Roof, Clearlite		243573	-	-	(923)	-	(923)
AG Lighting & Switchboard		243574	-	19,570	(1,113)	-	18,457
G: Toilet Refurbishment		243575	-	-	(923)	-	(923)
EGH DQLS Upg & Outdoor Carpet		243576	-	-	(389)	-	(389)
Totals			243,921	171,741	(400,422)	-	15,240

Represented by:

Funds Held on Behalf of the Ministry of Education	18,457
Funds Receivable from the Ministry of Education	(3,217)

16. Related Party Transactions

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

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

17. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	4,050	4,500
<i>Leadership Team</i>		
Remuneration	895,027	674,271
Full-time equivalent members	7.52	6.00
Total key management personnel remuneration	899,077	678,771

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

Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	150 - 160
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	1.00	2.00
110 - 120	2.00	0.00
120 - 130	2.00	2.00
130 - 140	1.00	0.00
	6.00	4.00

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

18. Compensation and Other Benefits Upon Leaving

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

	2024 Actual	2023 Actual
Total	\$0	\$0
Number of People	0	0

19. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

20. Commitments

(a) Capital Commitments

As at 31 December 2024, the Board had capital commitments of \$288,554 (2023: \$20,631) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
EGH DQLS Upg & Outdoor Carpet	288,554
Total	288,554

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

(b) Operating Commitments

There are no operating commitments as at 31 December 2024 (Operating commitments at 31 December 2023: nil).

21. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	639,464	293,492	407,968
Receivables	224,503	173,761	168,290
Investments - Term Deposits	-	-	-
Total financial assets measured at amortised cost	863,967	467,253	576,258

Financial liabilities measured at amortised cost

Payables	270,652	254,860	226,214
Finance Leases	76,956	16,995	54,405
Total financial liabilities measured at amortised cost	347,608	271,855	280,619

22. Events After Balance Date

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

23. Comparatives

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

Independent Auditor's Report

To the Readers of Greerton Village School - Te Kura o Maarawaewae's Financial Statements

For the Year Ended 31 December 2024

The Auditor-General is the auditor of Greerton Village School - Te Kura o Maarawaewae (the School). The Auditor-General has appointed me, Craig Rossouw, 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 20, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 8 May 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report. We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we

conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included in the annual report being the Members of the Board of Trustees, Kiwisport Report, Statement of Compliance with Employment Policy, How we have given effect to Te Tiriti o Waitangi and Analyses of Variance, 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.



Craig Rossouw

William Buck Audit (NZ) Limited

On behalf of the Auditor-General
Tauranga, New Zealand

Greerton Village School - Te Kura o Maarawaewae

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Charles Palmer	Presiding Member	Co-opted	Jun 2024
Kimberley Henderson-Ginns	Principal	ex Officio	
Rebecca Kit	Parent Representative	Elected	Sep 2025
Leonie Pouaka	Parent Representative	Elected	Jul 2024
Tayla Turner	Parent Representative	Co-opted	Sep 2024
Chris Sio	Parent Representative	Elected	Sep 2025
Watene Moon	Parent Representative	Elected	Sep 2025
Pekehaua Amohau	Parent Representative	Elected	Sep 2025
Melissa Osmond	Parent Representative	Elected	Sep 2025
Chloe Cave	Staff Representative	Elected	Sep 2025

Greerton Village School - Te Kura o Maarawaewae

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$5,825 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2024 the Greerton Village School - Te Kura o Maarawaewae Board:

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



Greerton Village School

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Statement of compliance with employment policy Next Review Term 2 2027

Equal Employment Opportunities

As required by the Education and Training Act 2020 (s 597), Greerton Village School operates an employment policy that complies with the principle of being a **good employer** and ensures the fair and proper treatment of staff in all aspects of their employment. This Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members.

Greerton Village School promotes equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment (e.g. recruitment and selection, training, professional development, and promotion).

This is to ensure that we:

- treat current and prospective staff fairly
- make decisions based on relevant merit
- work to eliminate bias and discrimination
- Ensure staff are aware of policies and procedures to follow if they feel their needs aren't being met or something is unjust.
- EEO programme

To help implement our EEO policy, we have a programme to identify processes that contribute to employment inequality. We work to change these processes and promote equal employment opportunities for individuals and groups of people. Our EEO policy and programme is available to all Greerton Village School staff.

Our EEO programme may include:

- developing a policy statement and establishing objectives
- appointing an **EEO representative (Principal and BOT Chair)**
- consulting with staff to hear any concerns - staff are aware of the policy and are encouraged to read it and relate to it
- creating an employee database (with informed consent for any EEO data collected) - collected by Executive Officer
- encouraging staff to participate in training and career development - if and when required
- programme monitoring through staff meetings and board reports - this happens regularly as we update policies and when need arises
- reviewing employment and personnel policies and processes, (ongoing) Greerton Village School aims to raise awareness of discrimination and bias through our EEO programme. We support staff to discuss the development and implementation of the programme and raise any concerns with the principal or board.



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Financial statements (required)

Financial Statements and Audit 2024 are currently still with William Buck and will be uploaded when received.



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Greerton Village School - Te Kura o Maarawaewae

Statement Of Variance - 2024

151 Greerton Road, Tauranga 3112

School Number: 1730



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Strategic Goal 1: Mātauranga - Curriculum

- Consistently deliver the New Zealand Curriculum to all students and their individual needs and capabilities while honouring and recognising the Treaty of Waitangi.

Annual Target/Goal:

- Improved and systematic behaviour across the school
- Develop staff to strengthen knowledge and schoolwide practices in Numeracy
- Teachers will use NZC to plan, teach and assess refreshed learning areas.
- Kaiako will be able to use Te Reo and celebrate Te Ao Māori with more confidence across all mainstream classrooms
- To implement localised curriculum through all teaching inquiry

Action	Action - What did you do?	What did we achieve?	Reason for the variance?	Planning for next year - Where to next?
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<p>Action One: Refresh of PB4L - Positive Behaviour for Learning</p>	<p>PB4L Group made up of senior leadership team, attending multiple hui with MOE.</p> <p>PB4L had a regular slot at staff meetings to inform and co-construct with staff our shared-language and responsiveness to meet our schools needs.</p> <p>Through using our school radio system we integrated this learning into our teaching programmes through videos, 'mana-shout out' celebrations delving into our weekly-focus'.</p> <p>Staff made videos to help teach the behaviours within their classrooms for coverage of all school settings.</p>	<p>Looked at Values systems and created child and teacher posters on creating our common language to speak to each of our school values. Each class including the staff room has these posters on display and referred to.</p> <p>Tamariki uses our shared-language in classrooms and in the playground.</p> <p>Implemented the values into syndicate huis. Went over in detail what these looked like. Focus on values in different areas of the school with recognition of these.</p>	<p>To create consistency of language throughout the kura, whilst also developing our collective understanding.</p> <p>Behaviour statistics have doubled in both major and minor categories, as kaiako are more confident and systematic in reporting and recording these incidents.</p> <p>2023 (406 Minors' 336 Majors')</p> <p>2024 (376 Minors' , 308 Majors')</p>	<p>Strengthen and grow PB4L Team</p> <p>Continue to share data fortnightly, identify behaviour trends, collaborative kaiako responsiveness and reflective practice.</p> <p>PB4L Team to work with kaiako to select, plan and implement effective classroom strategies to meet the growing behavioural and learning needs of our tamariki.</p> <p>Team needs to be looked at to include more staff members rather than just senior leadership. Spread this across our school to have more involvement and inclusion with staff.</p> <p>Continue the way we have started. Ensure that these values posters are a living document that we continue to use each term. Term 1 will have a focus on all 4 values to introduce them all.</p> <p>Need to create a symbol or logo for each value. Included with this an animal representative.</p>
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Greerton Village School

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				<p>Attach a value to what we award for leader of the week. E.g. Week 1 - Mana award.</p> <p>Have awards of students on display example pictures with the values posters so that these continue as a living document. Possibly look at a mascot or symbol to go with each value.</p>
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Greerton Village School

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Action Two - Numeracy Professional Development	<p>Professional Development led by Jo Matthews (Cognitive Education).</p> <p>Observations lead by Jo, then collaborative planning and teaching with Jo.</p> <p>Curriculum Focus Weeks - Numeracy weeks cross grouping classrooms and challenges. Focus on practice, mixed ability groups and fun.</p> <p>Target students (Just below) groups in each classroom that are shared fortnightly at team meetings.</p> <p>Jam tests for all kaiako</p> <p>Maths boxes updated with appropriate resources - new system for stocktake in classrooms</p> <p>Strand resources stoked and organised in Yellow Room with sign out sheets.</p>	<p>Following the Professional Development from Jo, activities and online resources were used by kaiako to enhance their learning and teaching programmes.</p> <p>Each class now has a set maths essential kit based at their level.</p> <p>Each kaiako has a JAM kit for assessment.</p>	<p>Increase kaiako pedagogy.</p> <p>Response to learners increasing their number sense.</p> <p>We had lots of resources around the school that were not getting used and there was no unity with the resources in each class. Now any resources that are purchased are shared out through the maths resource cupboard.</p>	<p>Maths No Problem! 2025</p> <p>Selected providers from Kahui Ako, 2 SLT attended Lincoln Heights to observe the action of their journey with this programme.</p> <p>Teacher Only Day through Kahui Ako to begin the year.</p> <p>Establishment of Numeracy Workstream Team.</p> <p>Need to create gloss kits for the rest of the school if this is applicable.</p> <p>Relook at the maths kits and compare this with needed resources for structured maths.</p> <p>Implement PAT assessment from Term 1 2025.</p>
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Action Three - Curriculum Refresh	<p>Teacher Only Day Unpacking the draft documents - looking at the format of Understand, Know, Do approach. Curriculum Leads attended the Professional Development Days to better understand this document and the learning progressions.</p>	<p>As a staff we unpacked and delved into the MOE resources, looking at the rationale behind the document, the reasons for change and impending implementation.</p>	<p>Nation-wide initiative</p>	<p>Enrolled in structured literacy and Maths No Problem! Roll out Term 1 2025, whole school.</p> <p>Cohort One 2024</p> <p>Cohort two 2025. Sessions continue for trained Kaiako.</p>
Action Four - Te Reo and Te Ao Māori Strategic Plan	<p>Bilingual/Transitional Entrance Class - Focus on essential learning foundations with Te Ao Maori Lens- Time spent in mainstream and Bilingual Unit - Children to move from here into Year 2/3 Bilingual classroom in 2024.</p> <p>Strengthen teacher and student capacity throughout the school by use of radio and learning focus te reo, tikanga and unpacking school values.</p> <p>A number of kaiako and Senior Leadership completed the Te</p>	<p>Children moved through to the Bilingual unit with a readiness to learn while already familiar with the Unit and school expectations and practice.</p> <p>Localised Curriculum, histories and stories specific to local area shared in classrooms, and integrated into planning for teachers to lead.</p> <p>Overarching Māori values focus each term in a yearly, long term plan.</p>	<p>Building our collective knowledge of Pūrākau and local history.</p> <p>Staff were needing to build confidence in using te reo and tikanga in the classroom.</p>	<p>Registration for ongoing professional development for kaiako as it occurs similar to the ones offered by Kāhui Akō.</p> <p>Development of Strategic Plan Te Reo Strategy Plan 2024-2025</p>



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	Ahu o Te Reo Pounamu course to build teacher capacity, and our collective understanding.	Each syndicate has regular kapa haka sessions		
Action Five - Te Tai Whanake	<p>Professional Development Day with ASL on Te Tai Whanake, and also some Teacher Only Days Local History PD with local Kaumatua for all staff.</p> <p>Team/individual Inquiry plans that incorporate pūrākau, history, te reo, tikanga and values outlined in Te Tai Whanake.</p>	<p>Better understanding of local pūrākau and history of the area which kaiako can apply to their learning programmes.</p> <p>Our tamariki learnt about the local narratives/history and applied learning from a range of New Zealand Curriculum Areas within these contexts. They know and can speak to these events.</p>	<p>Utilising Te Tai Whanake</p> <p>Termly focus' for Kaiako to weave in local narratives and pūrākau.</p>	<p>Ensure both kaiako and tamariki continue to deepen our collective understanding and knowledge of Te Tai Whanake in 2025.</p> <p>Continue to integrate this knowledge into our shared planning, long term plans and yearly celebrations.</p>





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Strategic Goal 2: Whānaungatanga - Community

- Establish strong partnerships and effective collaboration between school, whānau and the community.

Annual Target/Goal:

- Whānau will have increased engagement with the school
- Whanau will work alongside the school to provide the best learning opportunities for all tamariki

Action	Action - What did you do?	What did we achieve?	Reason for the variance?	Planning for next year - Where to next?
Action One - Termly Hui	Term One - Meet the teacher/Open Day Term Two - HERO system Term Three - Spring Fling Term Four - Parent/Teacher Interviews Termly Mihi Whakatau to welcome new whānau to our kura / community. Termly Whakatō Te Kākano	Term One: Increased staff knowledge tikanga of mihi whakatau, including mihi. Term Two onwards: Whānau engagement on HERO. This system is now used for notices, update of absences and contact information, Term Three: We had larger number of whānau attend Spring Fling this year as we	Ongoing community consultation and engagement within our kura. Whānau needs an understanding of our student management system HERO and their	Continue having termly Hui. Plan these in advance for 2025. Include Numeracy, Curriculum Maths No Problem! and Structured Literacy roll out within our school.





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	whānau hui.	had children involved in stalls and creating more products. Term Four: Throughout the year we had Mihi Whakatau. These were planned and organised in advance and we have seen an increase in attendance and involvement regarding these.	involvement on this platform. Large community turnout in previous years but not a lot of our school Whānau involved. Each syndicate needs students to be more involved in this market.	Using HERO as a reporting system to parents. Opening up this part of the portal. Goal setting by Kaiako and these used for formal reporting.
Action Two - Collaborative Goal Setting	Term 2 - Parent/student/teacher interviews.	Alongside kaiako, students and parents discussed students progress and learning goals for the remainder of the year.	Building partnerships and relationships with our whānau to create a common understanding of what tamariki are learning and what progress they have made.	Using Hero as our reporting format. Kaiako to record learning goals for all curriculum areas on to hero. 83% of whānau attended student/teacher/parent conferences
Action Three - Opportunities for	Termly Mihi Whakatau to welcome new whānau to our kura / community.	Photos shared to facebook of our termly mihi whakatau, notices inviting	Whakatō Te Kākano lead processes and tikanga. Support provided to staff	Consistency in school wide knowledge of mōteatea / hīmene to



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engagement School/Whānau Partnership	<p>Increased staff knowledge tikanga of mihi whakatau, including mihi.</p> <p>School Facebook page, class pages, paper notices, HERO, face to face notices, Whānau surveys.</p> <p>Reading Together with whānau</p> <p>Greerton ECE partnership - bush trips weekly with Whakatō Te Kākano and weekly visits with bilingual units.</p> <p>Transitions to school - partnerships with ECE centres that our children reside from.</p>	<p>whānau to join. Established Kaikaranga Mana Whenua as well as skillset with kaiako & tamariki to support processes.</p> <p>Meet the teacher day, BSLA programme sharing, termly Whakatō Te Kākano hui, Cherry Blossom Festival, Name Change / Attendance Whānau Community Hui, Camp meetings for Ranginui, Parent/student teacher conferences and goal setting.</p> <p>Created a welcome to school booklet and New Entrant booklet for whānau to go through with their tamariki. New entrant teachers visited different centres that children were transitioned from. Weekly visits from Greerton Kindergarten who come over with a group of nearly 5 year olds to help transition.</p>	<p>with te reo me ōna tikanga.</p> <p>Improved structure to whānau hui, making available more casual and more formal settings throughout the year.</p> <p>We needed better relationships with our local centres. We had little knowledge of children transitioning and our children were not transitioning well with no visits.</p>	<p>sing, especially Tauranga Moana focussed. Build capacity of te reo for DP and manuhiri to whaikōrero.</p> <p>Continue with these in 2025 - at least 2 per term, planned out in advance and in collaboration with workstreams and curriculum focus.</p> <p>Continue these partnerships with the local centres and extend to two more centres. Create an ongoing document where centres could add information about children transitioning.</p>
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	<p>10 staff joined the AvaNiu Pasifika Tapasā Cultural Competencies Professional Learning Development Workshops. This was an incredible learning experience, we learnt so much and the connections between us all were strengthened. The learning was a real eye opener so much was gained from the experience.</p>	<p>We achieved closer connections with our whānau at AvaNiu as well as building better insight into how to better engage our Pasifika Whānau.</p>	<p>To increase the engagement with our Pasifika Whānau, also understanding their perspectives on why they may currently not be engaging with the kura. Also to develop our staff understanding of what the Pasifika Immigrant experience is like, and how we can better cater to our families needs.</p>	<p>Applying culturally responsive teaching that caters to the needs and identities of our Pasifika Tamariki.</p> <p>Translate some of our important notices so that our whānau are getting all of our important information.</p>
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Strategic Goal 3 : Tūhono - Connection

- To build and enrich each other across our kura through localised curriculum, while ensuring that everyone's well being is at the centre.

Annual Target/Goal:

- A planned approach to incorporate cultural celebrations across the school to recognise, share and talk about one another's culture.
- Hauora and wellbeing across the kura - address the needs of priority learners with a focus on hauora and learning support.

Action	Action - What did you do?	What did we achieve?	Reason or the variance?	Planning for next year - Where to next?
Action One - Cultural activities and celebrations	<p>Establish <i>Tūhono - Connection Stream</i> with kaiako utilising a range of their strengths and skills from varying levels across kura.</p> <p>Staff Te Reo Mini lessons - Kupu of the week: this focus can be carried out across the radio.</p>	<p>Reflecting on the different cultures of our school community within the school environment provides students and families a tangible reminder of our commitment to cultural diversity.</p>	<p>Establishment of these streams based on other school's sharing what they were effectively doing to stream varying skills and workload for kaiako/teachers.</p> <p>Delegating roles and responsibilities across</p>	<p>Use this year's calendar of events to map for 2025.</p> <p>Culture's Week that celebrates all of the cultures, to bring in all of our whānau earlier on.</p> <p>On our Meet the teacher day, have kai and make sure to reach out to our</p>





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	<p>Mapped cultural and significant celebrations on school planner/calendar unique to the nationalities and cultures that make up kura.</p> <p>Communication with the community via school newsletters, social media and face to face meetings with whānau.</p> <p>Resources shared and relevant links sent to kaiako to incorporate celebrations into classroom programs e.g., Matariki, Gumboot Friday, Samoan Language Week.</p> <p>Involvement in 2024 Pasifika, with a school</p>	<p>Effective communications with the wider school community and across school.</p> <p>Shared roles specific to skills and strengths.</p>	<p>teaching teams that reflect specific skills.</p> <p>Uphold the special character and diversity of different cultures that make up part of our school.</p>	<p>whānau who are the most vulnerable and our minority whānau. Create a register that collates the skills and strengths of our whānau so that we can bring them in.</p> <p>Effectively utilise staff to plan and/or prioritise events/celebrations that may occur at the same time.</p> <p>Coordinate and liaise with administration/teachers/w hānau for promoting upcoming events, invitation of involvement, sharing skills, experience.</p> <p>Uphold strong communication.</p>
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	<p>group performing in Katikati.</p> <p>Kapa Haka performance at Rā Whakangahau, Tauranga Moana.</p>			
<p>Action Two - Explore and implement programmes to support all members of our kura to feel happy, accepted, respected and connected</p>	<p>Compliment cards - Spoon and Grate/Great of the week to acknowledge staff members doing great initiatives around our kura.</p> <p>Staff-led initiatives that promote wellness and acceptance of all held termly across the school for staff, Tamariki and whānau</p> <p>School anthem introduced.</p>	<p>Any and all staff members having the ability to be recognised and acknowledged for their efforts and initiatives.</p> <p>Build the whakawhanaungatanga/relationship building for all staff members.</p>	<p>Supporting the hauora and well-being of all staff members and students.</p>	<p>Staff Hauora initiatives implemented and continue.</p> <p>Focus on termly values to uplift and uphold Tamariki well-being.</p> <p>School leaders to initiate and support student voices.</p>



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	<p>Whole-staff teacher-only day to come together and celebrate/build relationships with a focus on Hauora.</p> <p>Choir group</p> <p>Music and Band performance and competitions, Kidz Rock and Band Quest.</p> <p>Grandparents Day sharing learning and listening to stories from past and present.</p> <p>Student Leaders selected with strengths and characteristics that meet school values.</p>			
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REPORTING ON TARGETS

Start of Year Roll Number: 353 - End of Year Roll Number: 394

Children with additional Learning Needs - Supported Funding

ORS Funded	1 x Acc 12 x MoE
ACC ORS Blenz	1 tamariki
ORS Hearing	1 tamariki
High Health Needs	4 tamariki
IWS Support	2 tamariki
HCN	2 tamariki
RTLB	8 tamariki
ESOL	34 tamariki
SWIS	10 tamariki
IWS	3 tamariki



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

Maths Breakdown of Students At or Above the Expected Level 2024			
Groups of Learners	End of 2022	End of 2023	End of 2024
All	54%	49%	69%
NZ European	49%	62%	69%
Māori	59%	45%	65%
Pacifica	28%	29%	60%
Other		68%	58%
Boys		50%	68%
Girls		49%	65%

The target for end of year in maths was 70% at or above. Currently across cohorts, despite a significant increase, we are just under target. With the introduction of a more structured maths approach across the school there will be a target increase to 75% by the end of 2025.



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Partnership

Greerton Village School - Te Kura o Maarawaewae aims to work in partnership with our local Māori community to support rangatiratanga/self-determination. We actively seek the guidance of our local Māori community to help us better meet the needs of our Māori students and ensure they experience educational success as Māori.

We consult with our local Māori community on the development of our charter/strategic plan to make sure it reflects and upholds appropriate tikanga Māori and te ao Māori. We seek opportunities to collaborate with Māori to invest in, develop, and deliver Māori-medium learning (NELP Priority 2).

Protection

Greerton Village School - Te Kura o Maarawaewae actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school (NELP Objective 5). We actively engage with Ka Hikitia Ka Hāpaitia.

We take all reasonable steps to make instruction available in te reo Māori and tikanga Māori.

We support our teachers to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers to develop their understanding and practice of culturally responsive teaching that takes into account ākonga contexts (NELP Priority 6).

Participation

Greerton Village School - Te Kura o Maarawaewae has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life.

Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure Māori students experience educational success as Māori (NELP Priority 2).



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Writing Breakdown of Students At or Above the Expected Level 2024			
Groups of Learners	End of 2022	End of 2023	End of 2024
All	153 / 299 = 51%	54%	106 / 168 = 63%
NZ European	53 / 103 = 51%	40 / 70 = 57%	48 / 76 = 63%
Māori	72 / 142 = 51%	55 / 104 = 53%	40 / 59 = 68%
Pacifica	11 / 31 = 31%	13 / 27 = 48%	8 / 18 = 44%
Other		5 / 7 = 71%	10 / 16 = 62%
Boys	67 / 150 = 47%	49 / 100 = 49%	48 / 84 = 66%
Girls	86 / 149 = 57%	64 / 106 = 60%	58 / 84 = 70%

The target for end of year in writing was 70% at or above. Currently across cohorts, despite a significant increase, we are just under target. With the introduction of a more structured literacy approach across the school there will be a target increase to 75% by the end of 2025.



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Reading Breakdown of Students At or Above the Expected Level 2024

Groups of Learners	End of 2022	End of 2023	End of 2024
All	171 / 286 = 58%	131 / 208 = 62%	104 / 136 = 76%
NZ European	72 / 119 = 59%	59 / 104 = 57%	34 / 43 = 79%
Māori	75 / 126 = 59%	56 / 67 = 83%	41 / 48 = 71%
Pacifica	13 / 31 = 48%	17 / 27 = 62%	14 / 15 = 93%
Other	9 / 10 = 90%	9 / 10 = 90%	13 / 20 = 65%
Boys		62 / 105 = 59%	50 / 69 = 72%
Girls		69 / 103 = 66%	54 / 67 = 81%

In 2024 our target was set at 70% at or above. Reading data collected from year 4 up shows targets have been met and children continue to track well in reading. Due to this an increase target of 80% will be set for the end of 2025. Children in year 1-3 will continue to be assessed in structured literacy.



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Attendance Data 2024

Termly Average	Term 1	Term 2	Term 3	Term 4
Data from Attendance Matter: <u>Regular attendance.</u>	57%	45%	48%	58%
<u>Average Weekly Attendance</u>	88%	85%	86%	88%
Year Total Average	Attendance Matters Weekly Attendance		52% across the 2024 Year 87% across the 2024 year	

Attendance Goal for 2025 - 90% attendance at school - Refer to attendance notes.



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Behaviour Data

Comparison between Term 1 - Term 4 2023 and Term 1 - Term 4 2024

	2023	Number of Students	2024	Number of Students
Minor	406	153	376	88
Major	336	76	308	78

Behaviour has been a major concern at our kura. Our Leadership team attended termly PB4L meetings and created a framework for our school values. Data is shared at Leadership meetings and again in team meetings. Through these meetings we were aware that the behaviour was potentially going to increase before it got better as expectations were risen. This was also communicated to the community at hui, where they were also encouraged to share their beliefs and ideas around behaviour and expectations.

Focus on these meetings were around:

- Expectations
- Clear guidelines around practices and systems
- Teaching school Values - Term 1 looks at all the values then these are broken down in more depth during terms 2-4.
- Teacher and support staff knowledge around a Major and Minor and following process
- In 2025; A playground behaviour code will be created and displayed around our kura. Work on this will continue to insure there is a decrease in student behaviour.

Ruma Ata behaviour established in 2025, following restorative practice goals.



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How we have given effect to Te Tiriti o Waitangi

Our kura over the past three years has been looking at our local narrative and who we are. Through this, children learnt about the history of our whenua and how our school was given the name Greerton Village.

Children researched and presented to the BOT, community and kaumatua why our name needed to recognise our land and the people who it belonged to.

This became official through the gifting of the name in Term 4 and now is an established part of our rebrand and through the MOE.

Te Tiriti o Waitangi is one of Aotearoa New Zealand's founding documents and represents the binding contract between Māori and the Crown. Greerton Village School - Te Kura o Maarawaewae recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi.

Under the Education and Training Act 2020, a primary objective of the board of Greerton Village School is giving effect to te Tiriti o Waitangi. We do this by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving equitable outcomes for Māori students
- providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori.

Greerton Village School - Te Kura o Maarawaewae works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.



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