

# GREENMEADOWS SCHOOL

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

### School Directory

<b>Ministry Number:</b>	2567
<b>Principal:</b>	Mark Johnson
<b>School Address:</b>	Osier Road, Greenmeadows, Napier
<b>School Postal Address:</b>	PO Box 5104, Napier
<b>School Phone:</b>	06 844 7024
<b>School Email:</b>	admin@gms.school.nz
<b>Accountant / Service Provider:</b>	Eclipse Solutions 4 Schools Limited

# GREENMEADOWS SCHOOL

Annual Financial Statements - For the year ended 31 December 2025

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# Greenmeadows School

## Statement of Responsibility

For the year ended 31 December 2025

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2025 fairly reflects the financial position and operations of the School.


The School's 2025 financial statements are authorised for issue by the Board.

Richard Pinto  
Full Name of Presiding Member

  
Signature of Presiding Member

4/5/26  
Date

Mark David Johnson  
Full Name of Principal

  
Signature of Principal

4 May 2026  
Date

**Greenmeadows School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>				
Government Grants	2	4,819,714	3,847,397	4,455,297
Locally Raised Funds	3	206,459	200,950	224,702
Interest		4,809	6,000	15,461
Other Revenue		8,051	4,200	3,221
<b>Total Revenue</b>		<b>5,039,033</b>	<b>4,058,547</b>	<b>4,698,681</b>
<b>Expense</b>				
Locally Raised Funds	3	66,858	59,630	65,874
Learning Resources	4	3,851,543	3,228,395	3,335,003
Administration	5	208,136	209,397	212,867
Interest		3,540	4,500	4,785
Property	6	950,927	514,839	948,313
Loss on Disposal of Property, Plant and Equipment		-	300	2,634
<b>Total Expense</b>		<b>5,081,004</b>	<b>4,017,061</b>	<b>4,569,476</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(41,971)</b>	<b>41,486</b>	<b>129,205</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(41,971)</b>	<b>41,486</b>	<b>129,205</b>

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



# Greenmeadows School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Equity at 1 January</b>		826,901	827,000	684,112
Total comprehensive revenue and expense for the year		(41,971)	41,486	129,205
Contribution - Furniture and Equipment Grant		-	-	13,584
<b>Equity at 31 December</b>		784,930	868,486	826,901
Accumulated comprehensive revenue and expense		784,930	868,486	826,901
<b>Equity at 31 December</b>		784,930	868,486	826,901

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.



# Greenmeadows School

## Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	478,592	497,486	427,040
Accounts Receivable	8	320,886	255,500	272,692
GST Receivable		19,906	25,000	26,955
Prepayments		35,671	25,000	32,392
Funds Receivable for Capital Works Projects	15	-	-	1,874
		<u>855,055</u>	<u>802,986</u>	<u>760,953</u>
<b>Current Liabilities</b>				
Accounts Payable	10	355,347	288,000	298,346
Revenue Received in Advance	11	10,064	1,500	1,579
Provision for Cyclical Maintenance	12	6,368	10,000	-
Finance Lease Liability	13	21,722	30,000	33,710
Funds held in Trust	14	3,999	-	-
Funds held for Capital Works Projects	15	1,049	-	8,579
		<u>398,549</u>	<u>329,500</u>	<u>342,214</u>
<b>Working Capital Surplus/(Deficit)</b>		456,506	473,486	418,739
<b>Non-current Assets</b>				
Property, Plant and Equipment	9	484,065	460,000	468,851
		<u>484,065</u>	<u>460,000</u>	<u>468,851</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	12	128,519	50,000	44,240
Finance Lease Liability	13	27,122	15,000	16,449
		<u>155,641</u>	<u>65,000</u>	<u>60,689</u>
<b>Net Assets</b>		<u>784,930</u>	<u>868,486</u>	<u>826,901</u>
<b>Equity</b>		<u>784,930</u>	<u>868,486</u>	<u>826,901</u>

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



# Greenmeadows School Statement of Cash Flows

For the year ended 31 December 2025

	Note	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,102,414	1,045,329	1,072,452
Locally Raised Funds		218,937	208,538	226,840
Goods and Services Tax (net)		7,049	1,955	(11,796)
Payments to Employees		(695,327)	(644,984)	(670,124)
Payments to Suppliers		(462,982)	(423,265)	(401,341)
Interest Paid		(3,540)	(4,500)	(4,785)
Interest Received		445	10,582	15,640
Net cash from/(to) Operating Activities		166,996	193,655	226,886
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(103,920)	(91,344)	(99,877)
Net cash from/(to) Investing Activities		(103,920)	(91,344)	(99,877)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	13,584
Finance Lease Payments		(9,867)	(25,159)	(31,886)
Funds Administered on Behalf of Other Parties		(1,657)	(6,706)	(25,214)
Net cash from/(to) Financing Activities		(11,524)	(31,865)	(43,516)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>51,552</b>	<b>70,446</b>	<b>83,493</b>
Cash and cash equivalents at the beginning of the year	7	427,040	427,040	343,547
<b>Cash and cash equivalents at the end of the year</b>	7	<b>478,592</b>	<b>497,486</b>	<b>427,040</b>

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

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



# Greenmeadows School

## Notes to the Financial Statements

### For the year ended 31 December 2025

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### *Reporting Period*

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

###### *Basis of Preparation*

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

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

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

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

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

###### *Measurement Base*

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

###### *Presentation Currency*

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

###### *Specific Accounting Policies*

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

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

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

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

###### *Cyclical maintenance*

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 12.

###### *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 9.



### **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 13. Future operating lease commitments are disclosed in note 20.

#### **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) Property, Plant and Equipment**

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

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

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

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

#### **Finance Leases**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	10–50 years
Furniture and Equipment	3–10 years
Information and Communication Technology	2–10 years
Intangible Assets	3 years
Textbooks	4 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

#### **i) 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.

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.

#### **j) 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.

#### **k) 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.

#### **l) 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.

#### **m) 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.

#### **n) Funds Held for Capital works**

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

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

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

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

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

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

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

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except



for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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

**q) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**r) Budget Figures**

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

**s) Services Received in-kind**

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



## 2. Government Grants

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	1,088,534	1,032,397	1,071,301
Teachers' Salaries Grants	3,078,782	2,480,000	2,617,016
Use of Land and Buildings Grants	652,249	327,000	757,084
Other Government Grants	149	8,000	9,896
	<u>4,819,714</u>	<u>3,847,397</u>	<u>4,455,297</u>

## 3. Locally Raised Funds

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

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
<b>Revenue</b>			
Donations and Bequests	29,895	45,400	86,345
Fees for Extra Curricular Activities	78,067	85,050	56,405
Trading	40,631	39,000	45,095
Fundraising and Community Grants	32,952	26,500	32,141
Other Revenue	24,914	5,000	4,716
	<u>206,459</u>	<u>200,950</u>	<u>224,702</u>
<b>Expense</b>			
Extra Curricular Activities Costs	23,708	20,730	21,205
Trading	43,150	38,900	44,669
	<u>66,858</u>	<u>59,630</u>	<u>65,874</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>139,601</u>	<u>141,320</u>	<u>158,828</u>

## 4. Learning Resources

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	167,226	169,500	144,176
Information and Communication Technology	17,318	18,300	15,899
Employee Benefits - Salaries	3,534,756	2,910,850	3,050,770
Staff Development	31,158	25,500	21,743
Depreciation	97,258	100,195	99,453
Other Learning Resources	3,827	4,050	2,962
	<u>3,851,543</u>	<u>3,228,395</u>	<u>3,335,003</u>



## 5. Administration

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Audit Fees	10,296	6,525	9,999
Board Fees and Expenses	10,854	10,900	7,620
Operating Leases	1,715	-	390
Other Administration Expenses	42,093	42,072	48,218
Employee Benefits - Salaries	117,859	120,000	122,389
Insurance	15,419	20,000	14,501
Service Providers, Contractors and Consultancy	9,900	9,900	9,750
	<u>208,136</u>	<u>209,397</u>	<u>212,867</u>

## 6. Property

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Cyclical Maintenance	90,647	10,639	11,292
Heat, Light and Water	39,129	32,200	31,051
Rates	1,373	1,000	1,139
Repairs and Maintenance	12,507	5,450	10,080
Use of Land and Buildings	652,249	327,000	757,084
Employee Benefits - Salaries	122,389	115,000	115,586
Other Property Expenses	32,633	23,550	22,081
	<u>950,927</u>	<u>514,839</u>	<u>948,313</u>

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

## 7. Cash and Cash Equivalents

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Bank Accounts	478,592	497,486	427,040
Cash and Cash Equivalents for Statement of Cash Flows	<u>478,592</u>	<u>497,486</u>	<u>427,040</u>

Of the \$478,592 Cash and Cash Equivalents \$13,860 is subject to restrictions for the following reasons:

- \$8,812 of unspent grant funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned. This is included in Revenue in Advance in note 11.
- \$1,049 is held by the school on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 15.
- \$3,999 is held by the school on behalf. See note 14.

Greenmeadows School holds a Visa Card with a credit limit of \$10,000.



## 8. Accounts Receivable

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Receivables	152	5,000	4,906
Receivables from the Ministry of Education	8,178	-	13,097
Interest Receivable	4,743	500	379
Teacher Salaries Grant Receivable	307,813	250,000	254,310
	<u>320,886</u>	<u>255,500</u>	<u>272,692</u>
Receivables from Exchange Transactions	4,895	5,500	5,285
Receivables from Non-Exchange Transactions	315,991	250,000	267,407
	<u>320,886</u>	<u>255,500</u>	<u>272,692</u>

## 9. Property, Plant and Equipment

2025	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
Building Improvements	36,147	-	-	-	(1,357)	34,790
Furniture and Equipment	370,433	66,212	-	-	(56,319)	380,326
Information and Communication Technology	5,912	20,212	-	-	(10,311)	15,813
Intangible Assets	-	2,100	-	-	(641)	1,459
Leased Assets	32,668	32,722	-	-	(26,458)	38,932
Library Resources	13,691	1,226	-	-	(2,172)	12,745
Work in Progress	10,000	(10,000)	-	-	-	-
	<u>468,851</u>	<u>112,472</u>	<u>-</u>	<u>-</u>	<u>(97,258)</u>	<u>484,065</u>

The net carrying value of furniture and equipment held under a finance lease is \$38,932 (2024: \$32,668)

### Restrictions

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

	2025 Cost or Valuation	2025 Accumulated Depreciation	2025 Net Book Value	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	67,869	(33,079)	34,790	67,869	(31,722)	36,147
Furniture and Equipment	714,820	(334,494)	380,326	672,954	(302,521)	370,433
Information and Communication Technology	57,730	(41,917)	15,813	59,505	(53,593)	5,912
Intangible Assets	2,100	(641)	1,459	-	-	-
Leased Assets	151,218	(112,286)	38,932	127,048	(94,380)	32,668
Library Resources	35,120	(22,375)	12,745	33,895	(20,204)	13,691
Work in Progress	-	-	-	10,000	-	10,000
	<u>1,028,857</u>	<u>(544,792)</u>	<u>484,065</u>	<u>971,271</u>	<u>(502,420)</u>	<u>468,851</u>



## 10. Accounts Payable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	25,508	15,000	20,201
Accruals	9,296	10,000	12,000
Employee Entitlements - Salaries	309,694	255,000	256,097
Employee Entitlements - Leave Accrual	10,849	8,000	10,048
	<u>355,347</u>	<u>288,000</u>	<u>298,346</u>
Payables for Exchange Transactions	355,347	288,000	298,346
	<u>355,347</u>	<u>288,000</u>	<u>298,346</u>

The carrying value of payables approximates their fair value.

## 11. Revenue Received in Advance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Grants in Advance - Ministry of Education	8,812	-	-
Other Revenue in Advance	1,252	1,500	1,579
	<u>10,064</u>	<u>1,500</u>	<u>1,579</u>

## 12. Provision for Cyclical Maintenance

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	44,240	44,240	32,948
Increase/(Decrease) to the Provision During the Year	90,647	15,760	11,292
Provision at the End of the Year	<u>134,887</u>	<u>60,000</u>	<u>44,240</u>
Cyclical Maintenance - Current	6,368	10,000	-
Cyclical Maintenance - Non current	128,519	50,000	44,240
	<u>134,887</u>	<u>60,000</u>	<u>44,240</u>

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's 10 Year Property Plan which is reviewed annually by the Board of Trustees.



### 13. Finance Lease Liability

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

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
No Later than One Year	21,870	30,500	33,710
Later than One Year	27,387	16,000	18,322
Future Finance Charges	(413)	(1,500)	(1,873)
	<u>48,844</u>	<u>45,000</u>	<u>50,159</u>
<b>Represented by</b>			
Finance Lease Liability - Current	21,722	30,000	33,710
Finance Lease Liability - Non current	27,122	15,000	16,449
	<u>48,844</u>	<u>45,000</u>	<u>50,159</u>

### 14. Funds Held in Trust

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	3,999	-	-
	<u>3,999</u>	<u>-</u>	<u>-</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.



## 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 projects is included under cash and cash equivalents in note 9, and includes retentions on the projects, if applicable.

2025	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
Project 229747 B & S Lighting Replacement	8,579	1,476	(9,006)	-	1,049
Project 229748 AMS/5YA Block I DQLS & QLE Upgrade	(1,874)	-	1,874	-	-
<b>Totals</b>	<b>6,705</b>	<b>1,476</b>	<b>(7,132)</b>	<b>-</b>	<b>1,049</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	1,049
Funds Receivable from the Ministry of Education	-

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
Project 229746 Blocks A,B & F Roof Remediation	37,244	4,256	(41,500)	-	-
Project 229747 B & S Lighting Replacement	-	13,280	(4,701)	-	8,579
Project 229748 AMS/5YA Block I DQLS & QLE Upgrade	(5,325)	345	3,106	-	(1,874)
<b>Totals</b>	<b>31,919</b>	<b>17,881</b>	<b>(43,095)</b>	<b>-</b>	<b>6,705</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	8,579
Funds Receivable from the Ministry of Education	(1,874)

## 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 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.



## 17. Remuneration

### Key Management Personnel Compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	3,625	3,790
<i>Leadership Team</i>		
Remuneration	578,106	460,254
Full-time Equivalent Members	4	3.5
Total Key Management Personnel Remuneration	581,731	464,044

There are eight members of the Board excluding the Principal. The Board has held eight 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:

	2025 Actual \$000	2024 Actual \$000
<i>Salaries and Other Short-term Employee Benefits:</i>		
Salary and Other Payments	200 - 210	80-90
Benefits and Other Emoluments	20 - 30	10-15
Termination Benefits	-	-

### Principal 2

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

	2025 Actual \$000	2024 Actual \$000
<i>Salaries and Other Short-term Employee Benefits:</i>		
Salary and Other Payments	-	140-150
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 - 110	9	7
110 - 120	6	4
120 - 130	2	-
130 - 140	1	-
	18	11

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



## 18. Compensation and Other Benefits Upon Leaving

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

	2025 Actual	2024 Actual
Total	\$0	\$0
Number of People	-	-

## 19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2025 (Contingent liabilities and assets at 31 December 2024: nil).

### Holidays Act Compliance – Schools Payroll

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

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

### Pay Equity and Collective Agreement Funding Wash-up

In 2025 the Ministry of Education provided collective agreement and pay equity settlement funding. At the date of signing the financial statements, the School's final entitlement for the year ended 31 December 2025 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2026.



## 20. Commitments

### (a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$400,518 (2024:\$Nil) as a result of entering the following contracts:

Project 229747 B & S Lighting Replacement	9,244
Project 229748 AMS/5YA Block I DQLS & QLE Upgrade	391,274
<b>Total</b>	<b>400,518</b>

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

### (b) Operating Commitments

As at 31 December 2025, the Board has entered into the following contracts:

#### (a) Operating Lease of a Coffee Machine;

	2025 Actual \$	2024 Actual \$
No later than One Year	1,871	1,871
Later than One Year and No Later than Five Years	1,559	3,430
	<u>3,430</u>	<u>5,301</u>

The total lease payments incurred during the period were \$1,871 (2024: \$390).

## 21. Financial Instruments

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

### Financial Assets Measured at Amortised Cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	478,592	497,486	427,040
Receivables	320,886	255,500	272,692
Total financial assets measured at amortised cost	<u>799,478</u>	<u>752,986</u>	<u>699,732</u>

### Financial Liabilities Measured at Amortised Cost

Payables	355,347	288,000	298,346
Finance Leases	48,844	45,000	50,159
Total financial liabilities measured at amortised cost	<u>404,191</u>	<u>333,000</u>	<u>348,505</u>



## 22. Events After Balance Date

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



## INDEPENDENT AUDITOR'S REPORT

### To the readers of Greenmeadows School's financial statements for the year ended 31 December 2025

The Auditor-General is the auditor of Greenmeadows School (the School). The Auditor-General has appointed me, Paul Walker, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

#### Opinion

In our opinion the financial statements:

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

Our audit was completed on 4th May 2026. This is the date at which our opinion is expressed.

#### Basis for our opinion

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

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

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

### **Responsibilities of the Board for the financial statements**

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

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

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

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

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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

opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Our responsibilities arise from the Public Audit Act 2001.

### **Other information included in the Board's annual report**

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Statement of Variance, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its annual financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Evaluation and Analysis of School's Students' Performance and Achievement, how you have given effect to Te Tiriti o Waitangi, Statement of Compliance with Employment Policy and a Statement of KiwiSport Funding.


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

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

### **Independence**

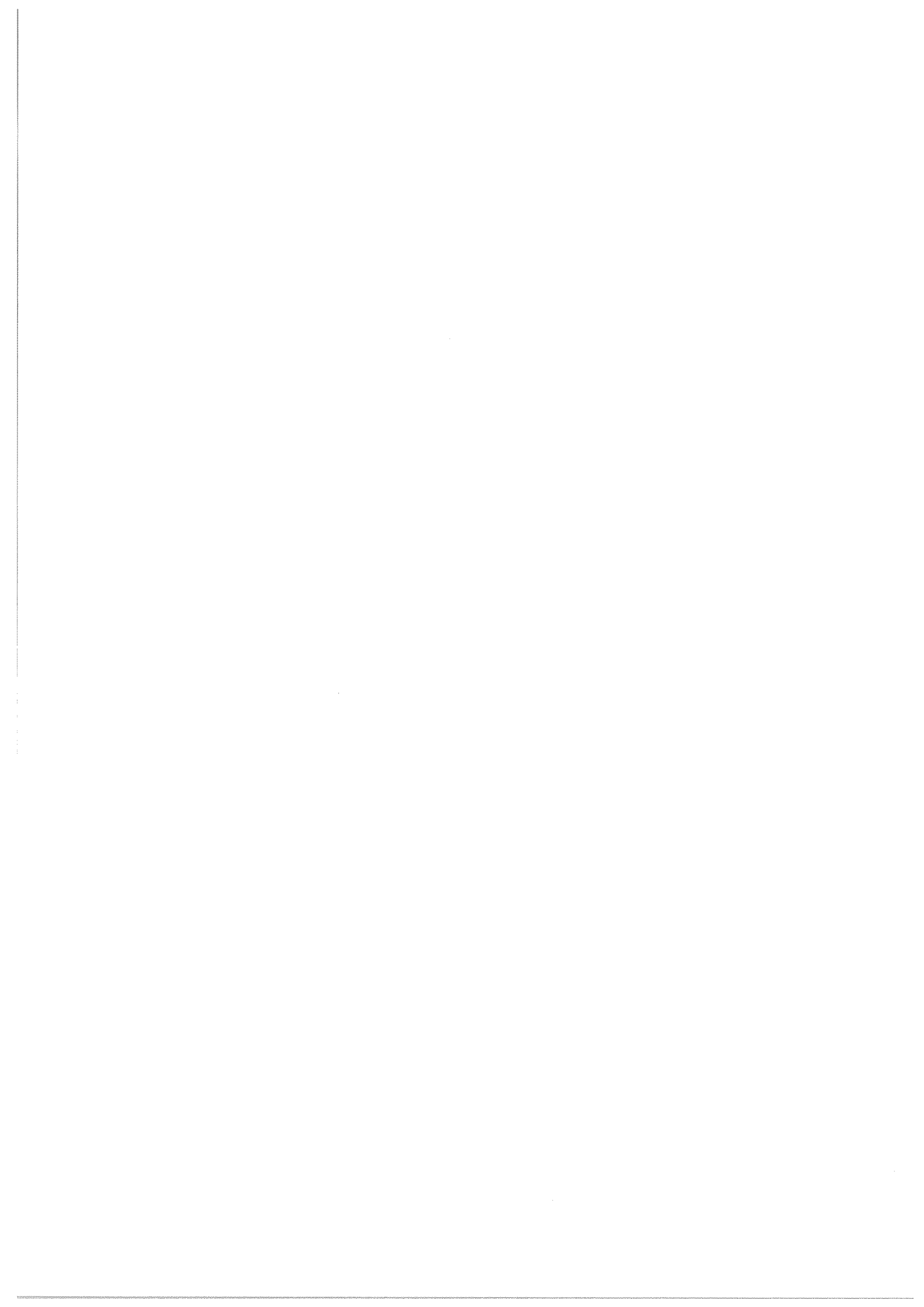
We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence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

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



Paul Walker  
Crowe New Zealand Audit Partnership  
On behalf of the Auditor-General  
Hastings, New Zealand  
4 May 2026

The title "Partner" conveys that the person is a senior member within their respective division and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is external audit, conducted via the Crowe Australasia external audit division and Unison SMSF Audit. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.





## **Statement of Variance: Progress against Targets Greenmeadows School 2026**

*Strategic Goal: Learners throughout the school reach their highest potential, especially in literacy and numeracy.*

Annual Target/Goal: More students meeting or exceeding curriculum expectations

### **Action 1**

Raise teacher capability as part of The Learner First (TLF) PLD

#### **What did we achieve?**

- consistent pedagogies in mathematics teaching and learning emerging across the school
- maths curriculum team involved in the PLD (8 teachers) throughout 2025
- the use of a common resource 'Maths, No Problem' across the school
- sound levels of achievement in Mathematics (70% of students across the school meet expectation)
  
- established expectations as part of the Term 3 curriculum meeting scheduled so that there is clarity for teachers
- collective planning templates and programming emerging
- rich routines imbedded into many programmes

#### **How do we know?**

- meeting minutes – staff, syndicate and curriculum teams
- end of year survey of all teaching staff
- coaching groups amongst staff
- Mathematics PAT results

#### **Reasons for any differences (variances) between the target and the outcomes**

- variance in resources and programming
- ensuring that consistent messaging is widespread
- some year groups (e.g. Year 5) rates of achievement still low

#### **Planning for next year – where to next?**

Continued involvement in The Learner First PLD

Schoolwide approach to maths learning in place for the second year using 'Maths No Problem' resource

Establishing target groups for all teachers and monitoring progress

- continue to imbed and evolve rich routines
- monitoring Year 4 and 5 cohorts for increased levels of achievement

### **Action 2**

Raised levels of achievement in written language and mathematics

#### **What did we achieve?**

- solid levels of achievement, in reading and maths using OTJs.
- reading results show a consistency of achievement across all year groups
- Maths PATs indicate good levels of understanding across the Y4 to 6 cohorts.
- writing levels are lower across the senior school (only 62% meeting expectations)

#### **How do we know?**

- use of OTJs by teachers used for every student, with a change in the introduction of draft progress descriptors
- 71% of school students meeting or exceeding expectations in Maths



- 62% of students meeting expectation in Writing being classified as proficient or exceeding expectations

#### **Reasons for any differences (variances) between the target and the outcomes**

- change in curriculum and different areas of emphasis
- use of four progress indicators
- continuing to build consistency of programming
- increasing number of ESOL students enrolling
- still developing consistency of practice, programming and use of resources
- need for more physical resources especially in teaching of maths

#### **Planning for next year – where to next?**

- Continued use of Writer's Toolbox for Years 5 and 6 to promote writing
- Imbedding the 'Maths No Problem' resource into our overall structure of programming
- Target groups for each teacher in maths in 2026, along with Maths Acceleration Programme being put into practice
- Continue to work on staff moderation techniques and achieving consistency in making OTJs

Strategic Goal 2: Enhance the school's environment to promote Hauora and more community connection

Annual Target/Goal: Improve school's environment and strengthen community connections

#### Action 1

Enhance physical spaces around the school

#### **What did we achieve?**

Property assessment of school  
Waharoa completed and installed

#### **How do we know?**

Site inspection  
Playgrounds completed

#### **Reasons for any differences (variances) between the target and the outcomes**

Exceeded expectations – enables revised planning for 2026

#### **Planning for next year – where to next?**

Planning for space behind B Block and vacant area that housed the old playground  
Link to kaitiakitanga in food production – garden to plate

#### Action 2

Link with community in a number of projects

#### **What did we achieve?**

Various community hui and fono.  
Year 6 survey  
Exit survey for Year 6 families/whānau

#### **How do we know?**

Survey results expressing support for the school – participation rates interviews, school functions



**Reasons for any differences (variances) between the target and the outcomes**

Aiming to broaden range of whānau engaging in hui and fono – not a complete representation of entire families

**Planning for next year – where to next?**

Continue to broaden and strengthen links with community

Development of gardens and food growing facilities involving the students



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

This evaluation and analysis shows how all our students have progressed and achieved over the last year. This is different from our statement of variance which reports on the progress your school has made against the targets set out in the annual implementation plan.

The following tables are taken from the 2025 end of year OTJs made by teachers.

- comparisons with 2024 were very difficult with new criteria for progress being used
- only Year 1 students who had been at school more than twenty-five weeks in 2024 were given an OTJ

2025 Maths OTJs Years 1 to 6 Whole School	Needs Support	Progressing Towards	Proficient	Exceeding	Totals
Year 1	2 (3%)	9 (11%)	64 (82%)	3 (4%)	78 students
Year 2	11 (12%)	26 (28%)	47 (51%)	8 (9%)	92 students
Year 3		19 (24%)	46 (59%)	13 (16%)	78 students
Year 4	4 (5%)	20 (26%)	37 (47%)	17 (22%)	78 students
Year 5	7 (9%)	19 (25%)	40 (53%)	10 (13%)	76 students
Year 6	8 (10%)	14 (17%)	45 (57%)	13 (16%)	80 students
	32 (7%)	107 (22%)	279 (58%)	64 (13%)	482

2025 Maths OTJs Years 1 to 6 (Male)/(Female)	Needs Support	Progressing Towards	Proficient	Exceeding	Totals
Year 1	1/1	4/5	37/27	3/0	78 students
Year 2	6/5	13/13	22/25	6/2	92 students
Year 3		8/11	22/24	7/6	78 students
Year 4	0/4	8/12	22/15	12/5	78 students
Year 5	5/2	7/12	19/21	6/4	76 students
Year 6	3/5	7/7	16/29	12/1	80 students
	15/18	47/60	138/141	46/18	482

2025 Maths OTJs Years 1 to 6 Māori students (Male)/(Female)	Needs Support	Progressing Towards	Proficient	Exceeding	Totals
Year 1	1/0	1/0	4/7		13 students
Year 2	2/2	1/3	5/5		18 students
Year 3		1:2	3/3	0/1	10 students
Year 4	0/2	1/0	2/3	2/0	10 students
Year 5	1/1	2/4	1/4	1/0	13 students
Year 6	0/2	1/1	4/2	2/0	12 students
	4/6	7/10	19/24	5/1	76



## WRITING OTJ ASSESSMENTS for End of Year Tōtara Students 2025

Year Group	Exceeding Expectations	Proficient	Progressing Towards	Needs Support	Total
5	5 (6%)	40 (51%)	27 (35%)	6 (8%)	78 students
6	1 (1%)	44 (55%)	24 (30%)	11 (14%)	80 students

Year Group (Male)	Exceeding Expectations	Proficient	Progressing Towards	Needs Support	Total
5	2 (4%)	18 (47%)	19 (50%)	3 (8%)	38 students
6	1 (2%)	15 (39%)	15 (39%)	7 (18%)	38 students

Year Group (Female)	Exceeding Expectations	Proficient	Progressing Towards	Needs Support	Total
5	3 (7%)	22 (54%)	9 (22%)	3 (7%)	40 students
6		29 (69%)	9 (21%)	4 (10%)	42 students

These tables repeat the ongoing trends we typically see at our school.

- the relatively higher rates of achievement for boys in comparison to girls in maths
- the proportion of students not meeting expectation (approximately 25%)
- the proportion of Māori rates of achievement is lower than their peers (apart from Year 5 in Reading).

Key points to take away from this data include:

### 1. Maths OTJs (Overall Trends)

- **Achievement Levels:** In general, 71% of students are meeting expectations in Maths, with 29% falling below expectations, and 13% above expectations.
- **Gender Differences:** Boys have a higher rate of achievement compared to girls across the various year levels.
- **Māori Student Achievement:** Māori students are performing at a lower rate than their non-Māori peers..

### 2. Key Observations

- **Proportion Below Expectations:** Across all subjects, a substantial proportion of students (around 25%) are not meeting expectations, with a significant gap for Māori students.
- **Māori Achievement:** Māori students seem to consistently perform lower than their peers in all subject areas, highlighting a potential area for targeted intervention or support.
- **Gender Gap:** Although both boys and girls face challenges, boys generally seem to be achieving at a lower level in Written Language when compared to girls.

### 3. Proportions Meeting Expectations by Year Level

- **Maths:** The highest proportions of students meeting expectations in Maths are in Year 4 (76%) and Year 6 (73%). The lowest is Year 5 (66%) and Year 2 (62%).



#### 4. Potential Areas for Improvement

- Year 4 Māori students show lower achievement in both Maths (50%) and Reading (50%) when compared to their peers.
- Girl's achievement in Maths could be an area to focus on, as their results consistently show lower levels compared to boys, especially in Year 3, Year 4 and Year 5.
- Māori student support could be strengthened across subjects, particularly in Year 5, where achievement gaps are most pronounced.



## How we have given effect to Te Tiriti o Waitangi

We have given effect to Te Tiriti o Waitangi by:

- holding whānau hui in 2025
- having mihi whakatau for new whānau throughout the year
- developing elements of tikanga into very day school practises e.g. karakia
- involvement in Kāhui Ako pōwhiri activities
- commitment to gathering community input into the design of the school's carved waharoa
- Māori language learning for all classes
- Kapa haka group in excess of 160 students
- Participation in local marae activities



## **Statement of Compliance with Employment Policy**

For the year ended 31st December 2025 the Board states that it:

- meets all Equal Employment Opportunities requirements
- 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



## Statement of KiwiSport funding

In 2025 Greenmeadows School received \$7992.77 in Kiwi Sport funding.

This allocation was used to offset costs for swimming instruction that was provided to all children in the school – the total amount for the swimming lessons and associated transport was \$41,770.88.

