

WOODLANDS PARK SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:	1578
Principal:	Ngaria Stephenson
School Address:	202 Woodlands Park Road, Woodlands Park, Auckland
School Postal Address:	PO box 60-359, Titirangi, Auckland 0604
School Phone:	09 817 5140
School Email:	principal@woodlandspark.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
Kyle Jones	Trustee	Elected	May-22
Lesley Turner	Trustee	Elected	May-22
Megan Fitter	Trustee	Elected	May-22
Ngaria Stephenson	Principal	Appointed	Current
Nick Gill	Staff Trustee	Elected	May-22
Peter Lehmann	Chairperson	Elected	May-22
Tim Andrews	Trustee	Elected	May-22

Service Provider:

Leading Edge Services (2017) Ltd, PO Box 20496, Glen Eden, Auckland

WOODLANDS PARK SCHOOL

Annual Report - For the year ended 31 December 2020

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Woodlands Park School

Statement of Responsibility

For the year ended 31 December 2020

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

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

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

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

Peter Lehmann

Full Name of Board Chairperson

Ngania Stephenson

Full Name of Principal

[Signature]

Signature of Board Chairperson

[Signature]

Signature of Principal

31.5.21

Date:

31.5.21

Date:

Woodlands Park School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue				
Government Grants	2	3,476,614	3,048,128	3,059,767
Locally Raised Funds	3	176,673	127,700	272,542
Interest income		5,049	6,000	7,474
		<u>3,658,336</u>	<u>3,181,828</u>	<u>3,339,783</u>
Expenses				
Locally Raised Funds	3	39,254	41,200	108,607
Learning Resources	4	2,247,786	1,913,109	1,962,208
Administration	5	179,137	189,581	183,066
Finance		2,474	1,860	2,182
Property	6	882,226	906,875	958,841
Depreciation	7	99,172	100,000	102,136
Loss on Disposal of Property, Plant and Equipment		460	-	3,276
		<u>3,450,509</u>	<u>3,152,625</u>	<u>3,320,316</u>
Net Surplus / (Deficit) for the year		207,827	29,203	19,467
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>207,827</u></u>	<u><u>29,203</u></u>	<u><u>19,467</u></u>

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

Woodlands Park School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		<u>922,745</u>	<u>922,745</u>	<u>895,642</u>
Total comprehensive revenue and expense for the year		207,827	29,203	19,467
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		-	-	7,636
Equity at 31 December	24	<u>1,130,572</u>	<u>951,948</u>	<u>922,745</u>
Retained Earnings		1,130,572	951,948	922,745
Equity at 31 December		<u>1,130,572</u>	<u>951,948</u>	<u>922,745</u>

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.

Woodlands Park School

Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	501,227	643,546	544,343
Accounts Receivable	9	177,551	119,897	119,897
GST Receivable		9,533	16,680	16,680
Prepayments		10,185	20,180	20,180
Inventories	10	1,568	2,206	2,206
Investments	11	201,055	-	-
		<u>901,119</u>	<u>802,509</u>	<u>703,306</u>
Current Liabilities				
Accounts Payable	13	212,127	178,417	178,417
Revenue Received in Advance	14	2,200	1,333	1,333
Provision for Cyclical Maintenance	15	12,582	28,865	28,865
Painting Contract Liability - Current Portion	16	15,590	15,688	15,688
Finance Lease Liability - Current Portion	17	10,605	9,934	9,934
Funds held for Capital Works Projects	18	17,202	81,569	81,569
		<u>270,306</u>	<u>315,806</u>	<u>315,806</u>
Working Capital Surplus/(Deficit)		630,813	486,703	387,500
Non-current Assets				
Property, Plant and Equipment	12	563,320	538,778	608,778
		<u>563,320</u>	<u>538,778</u>	<u>608,778</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	47,298	49,392	49,392
Painting Contract Liability	16	-	6,674	6,674
Finance Lease Liability	17	16,263	17,467	17,467
		<u>63,561</u>	<u>73,533</u>	<u>73,533</u>
Net Assets		<u>1,130,572</u>	<u>951,948</u>	<u>922,745</u>
Equity	24	<u>1,130,572</u>	<u>951,948</u>	<u>922,745</u>

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

Woodlands Park School

Statement of Cash Flows

For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		727,210	639,486	588,199
Locally Raised Funds		176,935	195,399	274,011
Goods and Services Tax (net)		7,147	(23,651)	(23,651)
Payments to Employees		(302,347)	(214,706)	(250,477)
Payments to Suppliers		(318,271)	(333,307)	(409,031)
Cyclical Maintenance Payments in the year		(8,829)	(16,927)	(8,325)
Interest Paid		(2,474)	(1,860)	(2,182)
Interest Received		4,412	5,813	7,287
Net cash from/(to) Operating Activities		283,783	250,247	175,831
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(42,573)	(29,938)	(95,593)
Purchase of Investments		(201,055)	-	
Net cash from/(to) Investing Activities		(243,628)	(29,938)	(95,593)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	7,636
Finance Lease Payments		(12,132)	867	(10,888)
Painting contract payments		(6,772)	2,278	(15,688)
Funds Held for Capital Works Projects		(64,367)	81,569	149,801
Net cash from/(to) Financing Activities		(83,271)	84,714	130,861
Net increase/(decrease) in cash and cash equivalents		(43,116)	305,023	211,099
Cash and cash equivalents at the beginning of the year	8	544,343	338,523	333,246
Cash and cash equivalents at the end of the year	8	501,227	643,546	544,343

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

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

Woodlands Park School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

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 12.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

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

h) Inventories

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

i) Investments

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	40 years
Furniture and equipment	10 years
Information and communication technology	4 years
Leased assets held under a Finance Lease	3-5years
Library resources	12.5% Diminishing value

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

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

Non cash generating assets

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

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

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

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

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

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 are recorded as revenue as the obligations are fulfilled and the fees earned.

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 for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

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 categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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

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

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 statements 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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	531,029	515,292	494,355
Teachers' Salaries Grants	2,002,679	1,734,128	1,732,376
Use of Land and Buildings Grants	717,974	696,342	739,192
Resource Teachers Learning and Behaviour Grants	89,317	68,988	66,628
Other MoE Grants	135,615	33,378	25,389
Other Government Grants	-	-	1,827
	<u>3,476,614</u>	<u>3,048,128</u>	<u>3,059,767</u>

Other MOE Grants total includes additional COVID-19 funding totalling \$16,482 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	49,708	48,000	106,881
Activities	34,797	40,000	79,668
Trading	18,240	21,700	23,033
Fundraising	73,928	18,000	62,960
	<u>176,673</u>	<u>127,700</u>	<u>272,542</u>
Expenses			
Activities	23,379	40,000	83,137
Trading	1,112	1,200	1,524
Fundraising (Costs of Raising Funds)	14,763	-	23,946
	<u>39,254</u>	<u>41,200</u>	<u>108,607</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>137,419</u>	<u>86,500</u>	<u>163,935</u>

4. Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	33,704	46,631	64,194
Equipment Repairs	919	3,200	4,451
Library Resources	2,289	2,800	2,899
Employee Benefits - Salaries	2,185,493	1,825,478	1,858,149
Staff Development	25,381	35,000	32,515
	<u>2,247,786</u>	<u>1,913,109</u>	<u>1,962,208</u>

5. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Audit Fee	5,650	4,600	5,800
Board of Trustees Fees	2,593	3,360	3,940
Board of Trustees Expenses	2,301	4,562	7,993
Communication	9,852	8,200	5,658
Consumables	11,451	21,600	16,297
Other	43,418	33,420	20,096
Employee Benefits - Salaries	82,385	92,650	104,833
Insurance	7,103	6,789	4,875
Service Providers, Contractors and Consultancy	14,384	14,400	13,574
	<u>179,137</u>	<u>189,581</u>	<u>183,066</u>

6. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Caretaking and Cleaning Consumables	64,877	69,470	64,567
Cyclical Maintenance Provision	(9,548)	30,688	40,052
Grounds	7,067	6,300	8,073
Heat, Light and Water	23,419	25,000	26,292
Rates	114	75	96
Repairs and Maintenance	36,795	24,000	39,486
Use of Land and Buildings	717,974	696,342	739,192
Security	1,438	4,500	1,418
Employee Benefits - Salaries	40,090	50,500	39,665
	<u>882,226</u>	<u>906,875</u>	<u>958,841</u>

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Building Improvements - Crown	9,624	9,704	9,012
Furniture and Equipment	40,920	41,263	41,320
Information and Communication Technology	31,031	31,290	35,203
Leased Assets	12,053	12,153	10,909
Library Resources	5,544	5,590	5,692
	<u>99,172</u>	<u>100,000</u>	<u>102,136</u>

8. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash on Hand	400	400	400
Bank Current Account	498,418	540,739	441,536
Bank Call Account	2,409	2,407	2,407
Short-term Bank Deposits	-	100,000	100,000
Cash and cash equivalents for Statement of Cash Flows	<u>501,227</u>	<u>643,546</u>	<u>544,343</u>

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

Of the \$501,227 Cash and Cash Equivalents, \$17,203 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	805	200	200
Interest Receivable	824	187	187
Banking Staffing Underuse	12,606	-	-
Teacher Salaries Grant Receivable	163,316	119,510	119,510
	<u>177,551</u>	<u>119,897</u>	<u>119,897</u>
Receivables from Exchange Transactions	1,629	387	387
Receivables from Non-Exchange Transactions	175,922	119,510	119,510
	<u>177,551</u>	<u>119,897</u>	<u>119,897</u>

10. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Stationery	1,568	2,206	2,206
	<u>1,568</u>	<u>2,206</u>	<u>2,206</u>

11. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	201,055	-	-
Total Investments	<u>201,055</u>	<u>-</u>	<u>-</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Building Improvements	222,441	-	-	-	(9,624)	212,817
Furniture and Equipment	250,387	16,376	-	-	(40,920)	225,843
Information and Communication Technology	70,096	21,758	-	-	(31,031)	60,823
Leased Assets	26,007	11,076	-	-	(12,053)	25,030
Library Resources	39,847	4,964	(460)	-	(5,544)	38,807
Balance at 31 December 2020	608,778	54,174	(460)	-	(99,172)	563,320

The net carrying value of equipment held under a finance lease is \$25,030 (2020: \$26,007)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Building Improvements	384,949	(172,132)	212,817
Furniture and Equipment	550,017	(324,175)	225,843
Information and Communication Technology	436,556	(375,733)	60,823
Leased Assets	41,356	(16,326)	25,030
Library Resources	109,456	(70,650)	38,807
Balance at 31 December 2020	1,522,334	(959,016)	563,320

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	133,567	97,886	-	-	(9,012)	222,441
Furniture and Equipment	273,031	18,676	-	-	(41,320)	250,387
Information and Communication Technology	64,019	44,479	(3,198)	-	(35,203)	70,096
Leased Assets	18,243	25,229	(6,556)	-	(10,909)	26,007
Library Resources	38,294	7,324	(78)	-	(5,692)	39,847
Balance at 31 December 2019	527,154	193,594	(9,832)	-	(102,137)	608,778

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	384,949	(162,508)	222,441
Furniture and Equipment	533,642	(283,255)	250,387
Information and Communication Technology	414,798	(344,702)	70,096
Leased Assets	42,779	(16,772)	26,007
Library Resources	105,714	(65,867)	39,847
Balance at 31 December 2019	1,481,882	(873,104)	608,778

13. Accounts Payable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating Creditors	37,691	34,434	34,434
Accruals	5,650	5,800	5,800
Banking Staffing Overuse	2,287	16,145	16,145
Employee Entitlements - Salaries	163,316	119,510	119,510
Employee Entitlements - Leave Accrual	3,183	2,528	2,528
	<u>212,127</u>	<u>178,417</u>	<u>178,417</u>
Payables for Exchange Transactions	212,127	178,417	178,417
	<u>212,127</u>	<u>178,417</u>	<u>178,417</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Other	2,200	1,333	1,333
	<u>2,200</u>	<u>1,333</u>	<u>1,333</u>

15. Provision for Cyclical Maintenance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	78,257	78,257	64,496
Increase/ (decrease) to the Provision During the Year	(9,548)	30,688	22,086
Use of the Provision During the Year	(8,829)	(30,688)	(8,325)
Provision at the End of the Year	<u>59,880</u>	<u>78,257</u>	<u>78,257</u>
Cyclical Maintenance - Current	12,582	28,865	28,865
Cyclical Maintenance - Term	47,298	49,392	49,392
	<u>59,880</u>	<u>78,257</u>	<u>78,257</u>

16. Painting Contract Liability

	2020 Actual \$	2020 Budget \$	2019 Actual \$
Current Liability	15,590	15,688	15,688
Non Current Liability	-	6,674	6,674
	<u>15,590</u>	<u>22,362</u>	<u>22,362</u>

In 2017 the Board signed an agreement with Scheduled Maintenance Services Ltd (the contractor) for an agreed programme of work covering a seven year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2017, with regular maintenance in subsequent years. The agreement has an annual commitment of \$15,688. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

17. Finance Lease Liability

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

	2020 Actual \$	2020 Budget \$	2019 Actual \$
No Later than One Year	12,571	9,934	11,968
Later than One Year and no Later than Five Years	17,831	17,467	19,852
Later than Five Years	-	-	-
	<u>30,402</u>	<u>27,401</u>	<u>31,820</u>

18. 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:

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Slip Remediation	<i>in progress</i>	81,569	58,221	(117,180)	-	22,610
Block 2 Administration	<i>in progress</i>	-	-	(5,408)	-	(5,408)
Totals		<u>81,569</u>	<u>58,221</u>	<u>(122,588)</u>	<u>-</u>	<u>17,202</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	17,202
	<u>(17,202)</u>

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Slip Remediation	<i>in progress</i>	-	108,627	(27,058)	-	81,569
Totals		<u>-</u>	<u>108,627</u>	<u>(27,058)</u>	<u>-</u>	<u>81,569</u>

19. 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.

20. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	2,593	3,940
Full-time equivalent members	0.10	0.35
<i>Leadership Team</i>		
Remuneration	333,554	200,066
Full-time equivalent members	3	2
Total key management personnel remuneration	<u>336,147</u>	<u>204,006</u>
Total full-time equivalent personnel	<u>3.10</u>	<u>2.35</u>

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

Principal 1

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130-140	90 - 100
Benefits and Other Emoluments	1 - 5	1 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100-110	1.00	0.00
	<u>1.00</u>	<u>0.00</u>

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

21. Compensation and Other Benefits Upon Leaving

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

	2020 Actual	2019 Actual
Total	\$0	-
Number of People	0	-

22. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

23. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has not entered into contract agreements for capital works.

(Capital commitments at 31 December 2019

(a) \$84,570 contract for Slip Remediation to be completed in 2020, which will be fully funded by the Ministry of Education. \$108,627 has been received of which \$27,058 has been spent on the project to date.)

24. Managing Capital

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

25. Financial Instruments

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

Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget \$	2019 Actual \$
Cash and Cash Equivalents	501,227	643,546	544,343
Receivables	177,551	119,897	119,897
Investments - Term Deposits	201,055	-	-
Total Financial assets measured at amortised cost	<u>879,833</u>	<u>763,443</u>	<u>664,240</u>

Financial liabilities measured at amortised cost

Payables	212,127	178,417	178,417
Finance Leases	26,868	27,401	27,401
Painting Contract Liability	15,590	22,362	22,362
Total Financial Liabilities Measured at Amortised Cost	<u>254,585</u>	<u>228,180</u>	<u>228,180</u>

26. Events After Balance Date

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

27. Comparatives

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

RSM Hayes Audit

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Independent Auditor's Report

To the readers of Woodlands Park School's Financial statements For the year ended 31 December 2020

The Auditor-General is the auditor of Woodlands Park School (the School). The Auditor-General has appointed me, Kumar Aravinda, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2020; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

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

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance, and kiwisport report, 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 Woodlands Park School.

A handwritten signature in blue ink that reads 'Kumar Aravinda'.

Kumar Aravinda
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand



WOODLANDS PARK SCHOOL

"Poipoia te Kakano kia Puawai" Nurture the seed and it will blossom

Analysis of Variance for the year ended 31 December 2020



Deepen inclusive practices



Make courageous, discerning choices with children and whanau



Grow children's identity as unique, successful learners

Success - Strategic Goal 1:

RAISING STUDENT PROGRESS AND ACHIEVEMENT

Reading:

1. *Ninety five percent or more of children at WPS will achieve at or above their expected curriculum levels.*

Actual Achieved: 96% of students achieved at or above their expected curriculum levels.

Writing:

1. *Ninety two percent of children at WPS will achieve at or above expected curriculum levels.*

Actual Achieved: 87% of students achieved at or above their expected curriculum levels.

Mathematics:

1. *Ninety five percent or more of children at WPS will achieve at or above expected curriculum levels.*

Actual Achieved: 92% of students achieved at or above their expected curriculum levels.

With a national lockdown in March affecting Terms 1 & 2 followed by a second Auckland Level 3 lockdown, the majority of our learners have only attended school 30 weeks out of 40 weeks in 2020. Despite this disruption to learning with COVID-19, Woodlands Park School's assessment data for progress and achievement is 2%-5% within the range of achievement attained in 2019 with a full 40 weeks attendance at school.

Reading

Summary of school wide results

2020 Targets:

1. *Ninety five percent or more of children at WPS will achieve at or above their Curriculum Level (New Zealand Curriculum 2010).*

Outcome	Analysis																														
<p>2020 = Achieved</p> <p>Curriculum Level or more for 2020 = 96%</p> <table border="1" data-bbox="152 834 810 1141"> <thead> <tr> <th colspan="6">Percentage of students reading at or above their chronological age 2020</th> </tr> <tr> <th>End Year 1</th> <th>End Year 2</th> <th>End Year 3</th> <th>End Year 4</th> <th>End Year 5</th> <th>End Year 6</th> </tr> </thead> <tbody> <tr> <td>86%</td> <td>87%</td> <td>97%</td> <td>93%</td> <td>99%</td> <td>98%</td> </tr> </tbody> </table>	Percentage of students reading at or above their chronological age 2020						End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	86%	87%	97%	93%	99%	98%	<p style="text-align: center;">Percentage of students achieving at or above in Reading for 2020 by year group</p> <table border="1" data-bbox="900 767 1939 1054"> <thead> <tr> <th>End Year 1</th> <th>End Year 2</th> <th>End Year 3</th> <th>End Year 4</th> <th>End Year 5</th> <th>End Year 6</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>100%</td> <td>91%</td> <td>94%</td> <td>91%</td> <td>100%</td> </tr> </tbody> </table> <p><u>Actioned in 2020:</u></p> <ul style="list-style-type: none"> • All children who are not achieving at their chronological age/curriculum level for reading formed part of yearly whanau inquiries, with specific reference to teaching programmes, analysing progress made by individuals and accelerated achievement of individuals. Focus on the transition between <i>learning to read</i> and <i>reading to learn</i>. • Accelerated learning needs of target children were also included in whanau inquiries and teachers' appraisals and monitored as part of this process. 	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	100%	100%	91%	94%	91%	100%
Percentage of students reading at or above their chronological age 2020																															
End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6																										
86%	87%	97%	93%	99%	98%																										
End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6																										
100%	100%	91%	94%	91%	100%																										

- Structured reading sessions (focus still on learning to read) daily for at risk and underachieving children in older classes. And guided reading lessons school wide as one of our primary teaching strategies.
- Continuation of additional needs instruction programmes to meet identified needs (Reading Recovery, Steps, Rainbow Reading, Quick 60).
- Continued funding for resources for new classes and to extend reading resources school-wide.
- Electronic media used further to motivate reluctant readers.
- Opportunities for capable readers.
- Explicit planning to engage children further with reading and writing through visiting authors across all age groups.
- Reading Eggs well established in the junior classes.
- Tuakana teina across classes to support more able readers in younger classes.

Action Plan for Reading 2021

2021 Targets :

1. *Ninety five percent or more of children at WPS will be reading at or above their expected Curriculum Levels (New Zealand Curriculum, 2010).*

- Confidence that achievement levels do not drop will be determined using comparative indicators for 2021 relative to 2020 (percentage of children at each reading level and curriculum levels).
- Strategic Team for Reading understands the importance of collective teacher efficacy and identify gaps and opportunities leading to shared understanding with all staff of "best practice" pedagogy to support teaching and learning programmes across the curriculum.
- Staff PD - the Science of Reading, Phonological Practice within the Classroom Programme, school wide teaching using The Code and decodable readers.
- Targets set to reflect realistic trends.
- All children who are not achieving at expected reading levels for age form part of a target sample for each teacher's inquiry - accelerated learning monitored as part of this process.
- Structured guided reading sessions (focus still on learning to read) daily for at risk and underachieving children in older classes.

- Reading Recovery teacher utilised to upskill teachers and teacher aides.
- Google Read and Write school wide licence purchased - annual subscription - empowering tool for all students and particularly additional need students.
- Quick 60 reading programme implemented with 2 TAs - targeting potentially 14 children.
- Phonics programme in place 1 TA - targeting potentially 8 junior children.
- Tuakana teina opportunities for more able children across year groups/classes .
- Continuation of additional needs programmes to meet identified needs (Reading Recovery, Steps, Rainbow Reading etc).
- Continued funding for resources for new classes and to extend reading resources school-wide.
- Electronic media explored further to motivate reluctant readers.
- Professional development and support for Librarian to extend opportunities for all students.

Writing

Summary of school wide results

2020 Targets :

1. *Ninety two percent or more of children at WPS will achieve within expected Curriculum Level (New Zealand Curriculum, 2010).*

Outcome	Analysis												
<p>2020 = Not Achieved</p> <p>Achieving within expected Curriculum Levels for 2020 = 87%</p>	<p style="text-align: center;">Percentage of students achieving at or above in Writing for 2020 by year group</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="864 746 1048 906">End Year 1</th> <th data-bbox="1048 746 1232 906">End Year 2</th> <th data-bbox="1232 746 1415 906">End Year 3</th> <th data-bbox="1415 746 1599 906">End Year 4</th> <th data-bbox="1599 746 1783 906">End Year 5</th> <th data-bbox="1783 746 1966 906">End Year 6</th> </tr> </thead> <tbody> <tr> <td data-bbox="864 906 1048 1027" style="text-align: center;">100%</td> <td data-bbox="1048 906 1232 1027" style="text-align: center;">100%</td> <td data-bbox="1232 906 1415 1027" style="text-align: center;">71%</td> <td data-bbox="1415 906 1599 1027" style="text-align: center;">89%</td> <td data-bbox="1599 906 1783 1027" style="text-align: center;">59%</td> <td data-bbox="1783 906 1966 1027" style="text-align: center;">97%</td> </tr> </tbody> </table> <p><u>Actioned in 2020:</u></p> <ul style="list-style-type: none"> • Whanau inquiries into writing data to inform teachers' practices, heightened knowledge, awareness and monitoring of children's needs in this curriculum area - focus accelerated progress (2 sub-levels). • Differentiated professional development to build teachers' capacity to cater for children's writing in the context of additional needs (SPELD, autism, dyslexia etc). • Explicit teaching of writing skills in all year levels - learning to write/writing to learn. 	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	100%	100%	71%	89%	59%	97%
End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6								
100%	100%	71%	89%	59%	97%								

	<ul style="list-style-type: none"> • Improved capacity within the school to identify assistive technology needs: RTLB and LSC supported small groups to upskill children’s assistive technology skills, and subsequent procurement of assistive technology for 6 children. • Google Read and Write school wide licence purchased - children/staff mentored by RTLB - empowering tool for all students and particularly additional need students. • Understanding children’s learning contexts (strengths and barriers) was a focus for whanau inquiries, teacher appraisals and classroom practice. • Whole school authors’ visits popular with all ages. • Barbara Brann Literacy Building Blocks implemented in Y0-1 classrooms. • Joy Allcock spelling system and letter (sound) recognition introduced across the school. • Continued analysis and moderation of writing using e-asTTle – school wide moderation of writing samples - vertical and horizontal. • iCOL inquiry into the development of writing progressions. • Strategic Curriculum Team for Writing - inquiry into development of school wide Level 1-4 writing progressions.
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Action Plan for Writing 2021

2021 Targets :

1. Ninety two percent or more of children at WPS will achieve within expected curriculum levels (New Zealand Curriculum, 2010).

- Confidence that achievement levels do not drop will be determined using comparative data for 2020 relative to 2019 (percentage of children at each curriculum level).
- Whole school professional development: Assessment for Learning - 150 hours - facilitator: Brian Hinchco - Cognition Education Group.
- Strategic Curriculum Teams created: understand the importance of collective teacher efficacy and identify gaps and opportunities leading to shared understandings of “best practice” pedagogy to support teaching and learning programmes across the curriculum.

- Term 1 Learning progressions to be trialled in Writing across all levels led by the writing strategic team.
- Term 1/3 Writing moderation using new WPS writing progressions and feedback.
- Term 1/2/3/4 Writing progressions used to inform teaching and learning, report writing and learning conversations,
- Writing progressions used to inform teaching and learning for students - goals and next steps.
- Google Read and Write (schoolwide licence purchased for 2021) – all teachers to implement in their classes - empowering tool for all students and particularly additional need students.
- Barbara Brann Literacy Building Blocks using comprehensively in Y0-2 classrooms.
- Joy Allcock language (writing) and spelling sound data used to inform whole school and individual teachers' next steps.
- Use of 'the Code' to provide a sequential phonics programme throughout the school.
- Assistive technology support (equipment through application and small group teaching where necessary).
- All children who are not achieving the standard for writing form part of the target sample and whanau inquiries.
- Accelerated learning needs of target children (achievement of 2 sub-level gain) included as part of teachers' appraisals and monitored as part of Teaching as Inquiry process.
- Authentic contexts wherever possible for writing.
- Continuation of additional needs programmes to meet identified needs (Steps, Phonological awareness etc), along with professional development, where available, for teacher aides.

Mathematics

Summary of school wide results

2020 Targets :

1. *Ninety five percent or more of children at WPS will achieve or at expected curriculum levels (New Zealand Curriculum 2010).*

Outcome	Analysis																	
<p>2020 = not achieved</p> <p>Achieving within expected curriculum levels for 2020 = 92%</p>	<table border="1" data-bbox="902 598 1919 823"> <thead> <tr> <th data-bbox="902 598 1070 754">End Year 1</th> <th data-bbox="1070 598 1238 754">End Year 2</th> <th data-bbox="1238 598 1406 754">End Year 3</th> <th data-bbox="1406 598 1574 754">End Year 4</th> <th data-bbox="1574 598 1742 754">End Year 5</th> <th data-bbox="1742 598 1919 754">End Year 6</th> </tr> </thead> <tbody> <tr> <td data-bbox="902 754 1070 823">100%</td> <td data-bbox="1070 754 1238 823">100%</td> <td data-bbox="1238 754 1406 823">62%</td> <td data-bbox="1406 754 1574 823">95%</td> <td data-bbox="1574 754 1742 823">88%</td> <td data-bbox="1742 754 1919 823">100%</td> </tr> </tbody> </table> <p data-bbox="840 895 1167 922">What was done in 2020:</p> <ul data-bbox="889 930 1998 1414" style="list-style-type: none"> • More targeted use of data to inform teaching in this area (teacher observation and formative assessments, PAT mathematics, JAM/GLOSS). • Strategic budgeting enabled continued purchasing of curriculum resources as needed and NE classrooms established with quality maths equipment. • Team/syndicate inquiries into maths data to inform teachers' practices, heightened awareness of childrens' needs in this curriculum area. • Team/syndicate inquiries for target groups – informing practice and generating change – progress made. • Consistent teaching staff with well-established mathematics knowledge, pedagogy and skill. • COSDMBRICS (number knowledge) groups run by 2 teacher aides. • Cross grouping for mathematics for year 5/6 children allowed for more targeted teaching to need – teachers' skills aligned with groups' needs. 						End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	100%	100%	62%	95%	88%	100%
End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6													
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Action Plan for Mathematics 2021

2021 Targets :

1. *Ninety five percent or more of children at WPS will achieve within expected curriculum levels (New Zealand Curriculum, 2010).*

- Strategic Curriculum Teams created: understand the importance of collective teacher efficacy and identify gaps and opportunities leading to shared understandings of “best practice” pedagogy to support teaching and learning programmes across the curriculum.
- Develop the use of investigative approach to teaching and learning in mathematics.
- Exploration of mixed ability teaching and learning groups within classroom practice.
- Confidence that achievement levels do not drop will be determined using comparative data for 2021 relative to 2020 (percentage of children at each curriculum level).
- All children who are not achieving at their expected curriculum level for mathematics form part of the target sample and team/syndicate inquiries.
- Accelerated learning needs of target children will be included as part of teachers’ appraisals and monitored as part of this process (see above: reading, writing and mathematics).
- Withdrawal groups specifically for mathematics for identified groups of children where resources allow.
- More closely targeted teaching in terms of cross-grouping where possible.
- Continued funding for resources for new classes and to extend mathematics resources school-wide.
- Teaching to ensure classroom learning offers a range of authentic and provoking learning experiences/investigations.

Woodlands Park School

Kiwisport Note

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$5,665 (excluding GST) The funding was spent on a Sports Activator who came into our school 3 days per fortnight. The Sport Activator worked alongside all the students from Year 1-8, and also provided sport related Professional Development for our teachers. There has been a large increase in the number of students participating in organised sport with an increased amount of exposure to the many different types of sporting activities.