

WOODLANDS PARK SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

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

Service Provider:

Canterbury Education Services Society Limited
Unit 10, 18 Moselle Ave, Auckland 0610

WOODLANDS PARK SCHOOL

Annual Report - For the year ended 31 December 2022

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Woodlands Park School

Members of the Board

For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expired/ Expires
Peter Lehmann	Presiding Member	Elected	Sep 2025
Ngaria Stephenson	Principal ex Officio	Appointed	Current
Fraser Jackson	Parent Representative	Elected	Sep 2025
Bonita Swanepoel	Parent Representative	Elected	Sep 2025
Michelle Hutton	Parent Representative	Elected	Sep 2025
Karen Ellis	Staff Representative	Elected	Sep 2025
Megan Fitter	Parent Representative	Elected	Sep 2022
Lesley Turner	Parent Representative	Elected	Sep 2022
Kyle Jones	Parent Representative	Elected	Sep 2022
Tim Andrews	Parent Representative	Elected	Sep 2022
Nick Gill	Staff Representative	Elected	Sep 2022

Woodlands Park School

Statement of Responsibility

For the year ended 31 December 2022

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

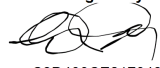
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

Peter Lehmann

Full Name of Presiding Member

DocuSigned by:

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Signature of Presiding Member

31 May 2023

Date:

Ngaria Stephenson

Full Name of Principal

DocuSigned by:

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Signature of Principal

31 May 2023

Date:

Woodlands Park School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	3,245,205	3,433,893	3,330,249
Locally Raised Funds	3	214,900	199,800	120,497
Interest Income		13,627	2,000	3,250
Total Revenue		3,473,732	3,635,693	3,453,996
Expenses				
Locally Raised Funds	3	27,827	27,500	16,226
Learning Resources	4	2,369,975	2,464,813	2,366,409
Administration	5	210,332	210,890	149,130
Finance		1,803	2,170	2,167
Property	6	739,323	927,094	653,132
Loss on Disposal of Property, Plant and Equipment		5,144	-	753
		3,354,404	3,632,467	3,187,817
Net Surplus / (Deficit) for the year		119,328	3,226	266,179
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		119,328	3,226	266,179

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		1,406,304	1,320,229	1,130,572
Total comprehensive revenue and expense for the year		119,328	3,226	266,179
Contributions from the Ministry of Education		-	-	9,553
Board Contribution to MOE for Block 2 Admin		(325,000)	-	-
Equity at 31 December		1,200,632	1,323,455	1,406,304
Accumulated comprehensive revenue and expense		1,200,632	1,323,455	1,406,304
Equity at 31 December		1,200,632	1,323,455	1,406,304

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	251,435	750,316	719,720
Accounts Receivable	8	184,813	160,712	246,787
GST Receivable		6,417	-	-
Prepayments		15,803	10,198	10,198
Inventories	9	1,925	1,766	1,766
Investments	10	553,233	500,630	500,630
Funds Receivable for Capital Works Projects	17	63,568	-	-
		1,077,194	1,423,622	1,479,101
Current Liabilities				
GST Payable		-	25,431	25,431
Accounts Payable	12	176,314	205,175	205,175
Revenue Received in Advance	13	17,420	400	400
Provision for Cyclical Maintenance	14	24,753	13,077	13,077
Painting Contract Liability	15	-	8,820	8,820
Finance Lease Liability	16	10,379	10,410	10,410
Funds held for Capital Works Projects	17	31,225	234,210	234,210
		260,091	497,523	497,523
Working Capital Surplus/(Deficit)		817,103	926,099	981,578
Non-current Assets				
Property, Plant and Equipment	11	465,212	472,383	499,752
		465,212	472,383	499,752
Non-current Liabilities				
Provision for Cyclical Maintenance	14	73,862	64,839	64,839
Finance Lease Liability	16	7,821	10,188	10,187
		81,683	75,027	75,026
Net Assets		1,200,632	1,323,455	1,406,304
Equity		1,200,632	1,323,455	1,406,304

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 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		710,472	894,667	723,710
Locally Raised Funds		228,643	198,805	119,502
Goods and Services Tax (net)		(31,848)	34,964	34,964
Payments to Employees		(274,585)	(332,948)	(291,433)
Payments to Suppliers		(379,225)	(428,414)	(249,324)
Interest Paid		(1,803)	(2,170)	(2,167)
Interest Received		11,358	1,542	2,792
Net cash from/(to) Operating Activities		263,012	366,446	338,044
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(52,305)	(63,130)	(33,451)
Purchase of Investments		(52,603)	(299,575)	(299,575)
Net cash from/(to) Investing Activities		(104,908)	(362,705)	(333,026)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	9,553
Finance Lease Payments		(11,888)	(6,315)	(6,316)
Painting contract payments		(22,948)	(6,770)	(6,770)
Funds Administered on Behalf of Third Parties		(591,553)	217,008	217,008
Net cash from/(to) Financing Activities		(626,389)	203,923	213,475
Net increase/(decrease) in cash and cash equivalents		(468,285)	207,664	218,493
Cash and cash equivalents at the beginning of the year	7	719,720	542,652	501,227
Cash and cash equivalents at the end of the year	7	251,435	750,316	719,720

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 2022

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 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 2022 to 31 December 2022 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 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 expense 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 best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 21b.

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) 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.

e) 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.

f) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected 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.

g) Inventories

Inventories are consumable items held for sale and comprised of stationery. 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.

h) 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.

i) 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	40 years
Board Owned Buildings	40 years
Furniture and equipment	10 years
Information and communication technology	4 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

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, annual leave earned, by non teaching staff, to 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 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.

m) 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 Revenue and Expense.

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

n) 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 schools 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.

o) 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, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

p) 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.

q) Budget Figures

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

r) 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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	706,358	693,240	725,997
Teachers' Salaries Grants	1,982,301	2,002,679	2,111,571
Use of Land and Buildings Grants	548,140	717,974	492,681
Other Government Grants	8,406	20,000	-
	3,245,205	3,433,893	3,330,249

The school has not opted in to the donations scheme for this year.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	132,226	107,800	70,208
Fees for Extra Curricular Activities	4,811	-	3,042
Trading	25,724	36,000	17,154
Fundraising & Community Grants	52,139	56,000	30,093
	214,900	199,800	120,497
Expenses			
Extra Curricular Activities Costs	4,875	500	3,107
Trading	12,013	14,000	1,640
Fundraising and Community Grant Costs	10,939	13,000	11,479
	27,827	27,500	16,226
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	187,073	172,300	104,271

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	99,785	112,003	42,802
Equipment Repairs	1,555	4,000	620
Library Resources	2,745	3,000	2,699
Employee Benefits - Salaries	2,149,906	2,225,310	2,205,278
Staff Development	20,500	30,000	18,701
Depreciation	95,484	90,500	96,309
	2,369,975	2,464,813	2,366,409

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,060	7,280	7,150
Board Fees	2,265	3,360	3,863
Board Expenses	5,891	5,000	8,027
Communication	14,764	18,750	5,924
Consumables	14,010	19,500	11,174
Operating Lease	94	-	-
Other	29,935	33,450	21,800
Employee Benefits - Salaries	113,567	102,150	70,052
Insurance	6,941	7,000	6,098
Service Providers, Contractors and Consultancy	15,805	14,400	15,042
	<u>210,332</u>	<u>210,890</u>	<u>149,130</u>

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	61,321	66,000	53,534
Cyclical Maintenance Provision	21,652	31,000	31,687
Grounds	20,260	6,000	1,906
Heat, Light and Water	20,855	25,800	21,888
Rates	161	120	123
Repairs and Maintenance	16,939	28,500	8,878
Use of Land and Buildings	548,140	717,974	492,681
Security	1,178	1,200	850
Employee Benefits - Salaries	48,817	50,500	41,585
	<u>739,323</u>	<u>927,094</u>	<u>653,132</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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	251,435	750,316	719,720
Cash and cash equivalents for Statement of Cash Flows	<u>251,435</u>	<u>750,316</u>	<u>719,720</u>

Of the \$251,435 Cash and Cash Equivalents, \$31,225 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

8. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	3,277	-	-
Interest Receivable	3,551	1,282	1,282
Banking Staffing Underuse	31,715	-	86,075
Teacher Salaries Grant Receivable	146,270	159,430	159,430
	<u>184,813</u>	<u>160,712</u>	<u>246,787</u>
Receivables from Exchange Transactions	6,828	1,282	1,282
Receivables from Non-Exchange Transactions	177,985	159,430	245,505
	<u>184,813</u>	<u>160,712</u>	<u>246,787</u>

9. Inventories

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	1,925	1,766	1,766
	<u>1,925</u>	<u>1,766</u>	<u>1,766</u>

10. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	553,233	500,630	500,630
	<u>553,233</u>	<u>500,630</u>	<u>500,630</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	203,193	-	-	-	(9,624)	193,569
Furniture and Equipment	189,069	33,262	(802)	-	(41,585)	179,943
Information and Communication Technology	48,169	18,489	(3,900)	-	(26,927)	35,830
Leased Assets	18,570	9,493	-	-	(11,704)	16,360
Library Resources	40,751	4,846	(442)	-	(5,644)	39,510
Balance at 31 December 2022	<u>499,752</u>	<u>66,090</u>	<u>(5,144)</u>	<u>-</u>	<u>(95,484)</u>	<u>465,212</u>

The net carrying value of equipment held under a finance lease is \$16,360 (2021: \$18,570)

Restrictions

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.

	2022	2022	2022	2021	2021	2021
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Building Improvements	384,949	(191,380)	193,569	384,949	(181,756)	203,193
Furniture and Equipment	569,125	(389,182)	179,943	554,281	(365,212)	189,069
Information and Communication Technology	344,281	(308,451)	35,830	452,171	(404,002)	48,169
Leased Assets	41,322	(24,962)	16,360	41,401	(22,831)	18,570
Library Resources	119,440	(79,930)	39,510	115,851	(75,100)	40,751
Balance at 31 December	1,459,117	(993,905)	465,212	1,548,653	(1,048,901)	499,752

12. Accounts Payable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Creditors	18,771	35,726	35,726
Accruals	7,060	6,850	6,850
Employee Entitlements - Salaries	146,270	159,430	159,430
Employee Entitlements - Leave Accrual	4,213	3,169	3,169
	<u>176,314</u>	<u>205,175</u>	<u>205,175</u>
Payables for Exchange Transactions	176,314	205,175	205,175
	<u>176,314</u>	<u>205,175</u>	<u>205,175</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Other Revenue in Advance	17,420	400	400
	<u>17,420</u>	<u>400</u>	<u>400</u>

14. Provision for Cyclical Maintenance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	77,916	77,916	59,880
Increase to the Provision During the Year	25,656	-	18,036
Use of the Provision During the Year	(4,957)	-	-
Provision at the End of the Year	<u>98,615</u>	<u>77,916</u>	<u>77,916</u>
Cyclical Maintenance - Current	24,753	13,077	13,077
Cyclical Maintenance - Non current	73,862	64,839	64,839
	<u>98,615</u>	<u>77,916</u>	<u>77,916</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools last programme of work with Scheduled Maintenance Services Ltd.

15. Painting Contract Liability

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Due within one year	-	8,820	8,820
	<u>-</u>	<u>8,820</u>	<u>8,820</u>

In 2017 the Board signed an agreement with Scheduled Maintenance Services Ltd 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 Board ended the contract and paid out the balance in 2022.

16. Finance Lease Liability

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	11,568	11,816	11,816
Later than One Year and no Later than Five Years	8,288	10,878	10,878
Future Finance Charges	(1,656)	(2,097)	(2,097)
	<u>18,200</u>	<u>20,597</u>	<u>20,597</u>
Represented by			
Finance lease liability - Current	10,379	10,410	10,410
Finance lease liability - Non current	7,821	10,187	10,187
	<u>18,200</u>	<u>20,597</u>	<u>20,597</u>

17. Funds Held for Capital Works Projects

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

	2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Slip Remediation	<i>completed</i>	21,915	-	(21,915)	-	-
Block 2 Admin	<i>in progress</i>	212,295	89,215	(673,934)	325,000	(47,424)
Electrical Upgrade	<i>in progress</i>	-	43,200	(11,975)	-	31,225
Sewer Line Repair	<i>completed</i>	-	11,683	(11,683)	-	-
Deck Replacement	<i>in progress</i>	-	-	(16,144)	-	(16,144)
Totals		234,210	144,098	(735,651)	325,000	(32,343)

Represented by:

Funds Held on Behalf of the Ministry of Education	31,225
Funds Receivable from the Ministry of Education	63,568

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Slip Remediation	<i>in progress</i>	22,610	-	(695)	-	21,915
Block 2 Admin	<i>in progress</i>	(5,408)	285,554	(67,851)	-	212,295
Totals		17,202	285,554	(68,546)	-	234,210

Represented by:

Funds Held on Behalf of the Ministry of Education	234,210
Funds Receivable from the Ministry of Education	-

18. 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.

19. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i> Remuneration	2,265	3,863
<i>Leadership Team</i> Remuneration	361,810	350,409
Full-time equivalent members	3	3
Total key management personnel remuneration	364,075	354,272

There are 5 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	140-150
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	2022 FTE Number	2021 FTE Number
100 - 110	3.00	4.00
110 -120	1.00	0.00
	4.00	4.00

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

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets (except as noted below) as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: 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's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. 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 2022, a contingent liability for the school may exist.

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides and support staff employed in 2022. The Ministry is in the process of determining the amount of the final wash up calculation for the year ended 31 December 2022 and the impact of the final calculation on the financial statements is unable to be determined at the date of reporting. The School has therefore not recognised this wash up in its financial statements. The wash up is expected to be completed in July 2023.

21. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

\$724,763 contract for Admin Block Upgrade as agent for the Ministry of Education. This project is funded by the Ministry for \$399,763 and the Board for \$325,000. \$374,769 has been received and \$747,193 has been spent on the project to balance date. \$24,994 is yet to be received from the Ministry. This project has been approved by the Ministry.

(Capital commitments at 31 December 2021: \$505,794)

(b) Operating Commitments

As at 31 December 2022 the Board has entered into no contracts.

The total lease payments incurred during the period were nil (2021: nil)

22. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Cash and Cash Equivalents	251,435	750,316	719,720
Receivables	184,813	160,712	246,787
Investments - Term Deposits	553,233	500,630	500,630
Total Financial assets measured at amortised cost	<u>989,481</u>	<u>1,411,658</u>	<u>1,467,137</u>

Financial liabilities measured at amortised cost

Payables	176,314	205,175	205,175
Finance Leases	18,200	20,598	20,597
Painting Contract Liability	-	8,820	8,820
Total Financial Liabilities Measured at Amortised Cost	<u>194,514</u>	<u>234,593</u>	<u>234,592</u>

23. Events After Balance Date

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

24. 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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Newmarket, Auckland 1149
Level 1, 1 Broadway
Newmarket, Auckland 1023

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Independent Auditor's Report

To the readers of Woodlands Park School's Financial statements For the year ended 31 December 2022

The Auditor-General is the auditor of Woodlands Park School (the School). The Auditor-General has appointed me, Jason Stinchcombe, 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 3 to 19, that comprise the statement of financial position as at 31 December 2022, 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 2022; 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 2023. 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 school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities 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, compliance with good employer requirements, 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 'Jason Stinchcombe'.

Jason Stinchcombe
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand



Analysis of Variance for the year ended 31 December 2022

SUCCESSFUL Strategic Goal 1 – Strengthen progress & achievement			
Manaakitanga	Whanaungatanga	Rangatiratanga	Kaitiakitanga
<p style="text-align: center;">RESPECT</p> <p style="text-align: center;">Care, kindness & serving others</p> <p style="text-align: center;">The foundation of success for all</p> <p style="text-align: center;">Learners demonstrate agency and self efficacy in their learning to achieve equity and excellence.</p> <p style="text-align: center;">Learners respect and value learning</p>	<p style="text-align: center;">RELATIONSHIPS</p> <p style="text-align: center;">Respectful Partnerships & Culturally responsive relationships</p> <p style="text-align: center;">Learners celebrate the identity of Aotearoa and are aware of their own identity & family connections through culture & language, showing commitment to Te Tiriti o Waitangi</p>	<p style="text-align: center;">LEADERSHIP</p> <p style="text-align: center;">Collective responsibility</p> <p style="text-align: center;">Learners are aware of their impact on others and seek opportunities to support those around them to thrive</p>	<p style="text-align: center;">GUARDIANSHIP</p> <p style="text-align: center;">Life –long commitment to nurturing self in order to nurture others</p> <p style="text-align: center;">Learners add to their Hauora kete strategies to take care (guard) their own;</p> <ul style="list-style-type: none"> • Physical (taha tinana) health • Mental & emotional (taha hinengaro) health • Family & social (taha whanau) health • Spiritual well being (taha wairua) • Land, environment & ethnicity (taha whenua)


 Peter Lehman 9/3/23

Analysis of Variance approved by BOT

Successful - Strategic Goal 1:

STRENGTHENING STUDENT PROGRESS AND ACHIEVEMENT

Our students at WPS will achieve within the expected levels in reading, writing and maths.

Reading:

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

Actual Data: 2022 EOY Whole School: 97.6% achieving at or above expected curriculum level

Writing:

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

Actual Data: 2022 EOY Whole School: 86.8% achieving at or above expected curriculum level

Mathematics:

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

Actual Data: 2022 EOY Whole School: 95.3% achieving at or above expected curriculum level

Reading

Summary of school wide results

2021							EOY 2022																													
Mid Year assessment 2021 Reading							Percentage of students achieving at or above expected curriculum levels in Reading for 2022 by year group																													
Percentage of students reading achievement - within expected curriculum levels Mid Year 2021 <table border="1"> <thead> <tr> <th>Mid Year 1</th> <th>Mid Year 2</th> <th>Mid Year 3</th> <th>Mid Year 4</th> <th>Mid Year 5</th> <th>Mid Year 6</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>100%</td> <td>89%</td> <td>90%</td> <td>81%</td> <td>97%</td> </tr> </tbody> </table> <p>At mid year 93% of students are achieving within expected curriculum levels.</p>							Mid Year 1	Mid Year 2	Mid Year 3	Mid Year 4	Mid Year 5	Mid Year 6	100%	100%	89%	90%	81%	97%	<table border="1"> <thead> <tr> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>100%</td> <td>94%</td> <td>95%</td> <td>98%</td> <td>99%</td> </tr> </tbody> </table> <p>2022 EOY Whole School: 97.6% achieving at or above expected curriculum level</p> <p><u>Actioned in 2022:</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 whānau 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 whānau inquiries and teachers' appraisals and monitored as part of this process. 						Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	100%	100%	94%	95%	98%	99%
Mid Year 1	Mid Year 2	Mid Year 3	Mid Year 4	Mid Year 5	Mid Year 6																															
100%	100%	89%	90%	81%	97%																															
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																															
100%	100%	94%	95%	98%	99%																															

	<ul style="list-style-type: none"> - Significant budgeting commitment to professional development schoolwide and resourcing to support and implement the teaching of Structured Literacy - Implementation of systematic, sequential phonics programme and pedagogy throughout Woodlands Park School - all year levels - Assessment for Learning practises in classroom practice - explicit use of WALTs and Success Criteria, Modelling Books for all students - development of Student Agency - Continuation of additional needs instruction programmes to meet identified needs (Steps, Quick 60). - 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. - Tuakana teina across classes to support more able readers in younger classes.
--	--

Action Plan for Reading 2023

<p>2023 Targets :</p> <ol style="list-style-type: none"> 1. <i>One hundred percent or more of children at WPS will be reading at or above their expected Curriculum Levels (New Zealand Curriculum, 2010).</i>
<ul style="list-style-type: none"> ● Strategic Team for Reading understands the importance of <i>collective teacher efficacy</i> 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 - New Staff: the Science of Reading, Phonological Practice within the Classroom Programme ● School wide teaching using Structured Literacy, 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 on learning to read) daily for at risk and underachieving children in Y3-6 classes. ● Structured guided reading sessions (focus reading to learn) daily for all children in Y3-6 classes.

- 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.
 - Structured Literacy teaching in Years 0-3
 - Tuakana teina opportunities for more able children across year groups/classes .
 - Continuation of additional needs programmes to meet identified needs (Steps, Quick 60).
 - 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 our Librarian to extend opportunities for all students.
-

Writing

Summary of school wide results

End of Year 2022 Targets :																								
1. <i>Ninety two percent or more of children at WPS will achieve within expected Curriculum Level (New Zealand Curriculum, 2010).</i>																								
2021				EOY 2022																				
Mid Year assessment 2021 Writing				Percentage of students achieving at or above expected curriculum levels in Writing for 2022 by year group																				
<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th colspan="6" style="text-align: left; padding: 5px;">Mid Year 2021 Percentage of students writing achievement - within expected curriculum levels</th> </tr> <tr> <th style="padding: 5px;">Mid Year 1</th> <th style="padding: 5px;">Mid Year 2</th> <th style="padding: 5px;">Mid Year 3</th> <th style="padding: 5px;">Mid Year 4</th> <th style="padding: 5px;">Mid Year 5</th> <th style="padding: 5px;">Mid Year 6</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">100%</td> <td style="text-align: center; padding: 5px;">100%</td> <td style="text-align: center; padding: 5px;">78%</td> <td style="text-align: center; padding: 5px;">65%</td> <td style="text-align: center; padding: 5px;">64%</td> <td style="text-align: center; padding: 5px;">67%</td> </tr> </tbody> </table>							Mid Year 2021 Percentage of students writing achievement - within expected curriculum levels						Mid Year 1	Mid Year 2	Mid Year 3	Mid Year 4	Mid Year 5	Mid Year 6	100%	100%	78%	65%	64%	67%
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At mid year 79% of students are achieving within expected curriculum levels.				<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="padding: 5px;">Year 1</th> <th style="padding: 5px;">Year 2</th> <th style="padding: 5px;">Year 3</th> <th style="padding: 5px;">Year 4</th> <th style="padding: 5px;">Year 5</th> <th style="padding: 5px;">Year 6</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">100%</td> <td style="text-align: center; padding: 5px;">100%</td> <td style="text-align: center; padding: 5px;">74%</td> <td style="text-align: center; padding: 5px;">93%</td> <td style="text-align: center; padding: 5px;">74%</td> <td style="text-align: center; padding: 5px;">80%</td> </tr> </tbody> </table>			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	100%	100%	74%	93%	74%	80%						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																			
100%	100%	74%	93%	74%	80%																			
				<p>2022 EOY Whole School: 86.8% achieving at or above expected curriculum level</p> <p><u>Actioned in 2022:</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). - Identified learners in Y3 received 1 term focused group teaching - Structured Literacy and the Code to make accelerated progress. - Strategic Curriculum Teams: understand and implement the importance of <i>collective teacher efficacy</i> and identifying gaps and opportunities leading to shared understandings of "best practice" pedagogy to support teaching and learning programmes across the curriculum. 																				

	<ul style="list-style-type: none"> - Assessment for Learning - pedagogy implemented schoolwide: WALTs, Success Criteria, Modelling Books, Feedforward, Reflection, Student Agency - Learning progressions implemented 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 - building Student Agency
	<ul style="list-style-type: none"> - 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. - Authentic contexts wherever possible for writing. - Barbara Brann Literacy Building Blocks using comprehensively in Y0-2 classrooms. - Structured Literacy pedagogy implemented in Y0-3 classroom teaching and learning - 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. - Continuation of additional needs programmes to meet identified needs (Steps, Phonological awareness etc), along with professional development, where available, for teacher aides.

Action Plan for Writing 2023

2023 Targets :

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

- Continuing whole school professional development: Assessment for Learning/Visible Learning
- Strategic Curriculum Teams implementing 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.
- 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.
- Terms 2/4 whole school writing moderations
- Structured Literacy integrating into the progressions?
- Google Read and Write (schoolwide licence purchased for 2023) – 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.
- Use of Structured Literacy and 'the Code' to provide a sequential phonics programmes 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 teachers and teacher aides.

Mathematics

Summary of school wide results

End Of Year 2022 Targets :						
1. <i>Ninety five percent or more of children at WPS will achieve or at expected curriculum levels (New Zealand Curriculum 2010).</i>						
2021			EOY 2022			
Mid Year assessment 2021 Mathematics						
Mid Year 2021 Percentage of students mathematics achievement - within expected curriculum levels						
Mid Year 1	Mid Year 2	Mid Year 3	Mid Year 4	Mid Year 5	Mid Year 6	
100%	100%	83%	89%	71%	88%	
At mid year 88.5% of students are achieving within expected curriculum levels.			2022 EOY Whole School: 95.3% achieving at or above expected curriculum level			
			<u>Actioned in 2022:</u> <ul style="list-style-type: none"> - 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. - Introduction of Number Talks into mathematics sessions - developing creative thinking, dialogue, deeper understanding of knowledge and strategies through explanation and discussion. - Maths Magicians (number knowledge) groups run by 2 teacher aides. - Numicon run by 2 teacher aids within 2 classrooms 			

Action Plan for Mathematics 2023

2023 Targets :

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

- Strategic Curriculum Teams understand and implement 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.
- Strategic Curriculum Team introducing and all classes trialling draft WPS Mathematics Progressions
- Integrating the use of investigative approaches to teaching and learning in mathematics (Number Talks).
- Exploration and implementation of mixed ability teaching and learning groups within classroom practice.
- 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).
- PD in Numicon Years 0-4
- Continued funding for resources for new classes and to extend mathematics resources school-wide.
- Teaching to ensure classroom learning offers a range of best practice pedagogy when exploring authentic and provoking learning experiences/investigations.
- Providing opportunities for extension in the application of mathematical thinking through STEM and Digital Technologies.

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES	1	2	3	4	5
	LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable
PRIORITIES	1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying 2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs 4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy <small>* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language</small>	5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning 6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8). Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP (including when developing or renewing their charters).

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

Implementation of the Statement of National Education and Learning Priorities in schools and kura

The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern schools and kura (state, state integrated, and private), to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside their own local priorities, and in conjunction with delivering a rich local curriculum, to help every learner/ākongā to progress and achieve their aspirations.

Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters, for example by ensuring their strategic goals align to the NELP priorities.

Managers of private schools must have regard to the NELP in the operation of their school, and ensure that the school's principal and staff have regard to the NELP when developing and delivering the curriculum.

On 1 January 2023 the National Education Goals (NEG) and National Administration Guidelines (NAG) will be replaced by a new strategic planning and reporting framework. This framework will have a clear link to the NELP, and governing bodies will have to report on their engagement with the priorities in their strategic plans. More information on this will be provided closer to the time.

	OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5			
	LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable			
Actions for schools and kura	1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	2 Have high aspirations for every learner/ākongā, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	3 Reduce barriers to education for all, including for Māori and Pacific learners/ākongā, disabled learners/ākongā and those with learning support needs	4 Ensure every learner/ākongā gains sound foundation skills, including language, literacy and numeracy	5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	7 Collaborate with industries and employers to ensure learners/ākongā have the skills, knowledge and pathways to succeed in work	8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges [TES ONLY]
	Ask learners/ākongā, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying Create a safe and inclusive culture where diversity is valued and all learners/ākongā and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong	Partner with family and whānau to equip every learner/ākongā to build and realise their aspirations Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākongā, staff and whānau Identify and respond to learner/ākongā strengths, progress and needs, and learner/ākongā and whānau aspirations Build relationships with Māori, involve them in decision making, and partner with them to support rangāhauora, and Māori educational success as Māori Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning	Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākongā from accessing, participating or remaining engaged in schooling, and work to address them Ensure disabled learners/ākongā and staff, those with learning support needs, gifted learners/ākongā, and neurodiverse learners/ākongā are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective Where possible, reduce non-fee costs, including costs associated with BYOD policies, and take advantage of policies to reduce financial dependence on families and whānau	Ensure all learners/ākongā have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills Identify learners/ākongā who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists Value the heritage languages spoken by Pacific learners/ākongā, and provide opportunities to use and to build on them	Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori Talk with learners/ākongā and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement	Identify gaps in teaching capability and invest in opportunities for teachers/kaiako and staff to strengthen teaching, leadership and learning support Develop teacher/kaiako confidence and competence to teach diverse learners/ākongā with varying needs, and to appropriately modify teaching approaches Expect and support teachers/kaiako to build their understanding of learners/ākongā contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching	Support learners/ākongā to see the connection between what they're learning and the world of work Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākongā to succeed in education	

Implementation of the Statement of National Education and Learning Priorities in schools and kura (continued)

	OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5			
	<p>LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education</p>	<p>BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner</p>	<p>QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau</p>	<p>FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p>WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable</p>			
	<p>1</p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p>2</p> <p>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>3</p> <p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p>4</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p>5</p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>6</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>7</p> <p>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p>8</p> <p>Enhance the contribution of research and mātāuranga Māori in addressing local and global challenges (TES ONLY)</p>
<p>DF The Government is taking the implementation of the NELP in schools and kura</p>	<p>Delivering Te Huihangarau to address racism, strengthen equity and accelerate Māori educational achievement and wellbeing</p> <p>Implement the actions committed to in the Action Plan for Pacific Education</p> <p>Investing in and supporting the development of programmes and pathways for learning in Pacific languages</p> <p>Amend the Education Act to make it clear that providing an emotionally and physically safe environment is a key objective of boards of schools and kura</p> <p>Introduce a mandatory code of conduct for boards of schools and kura to support good governance</p> <p>Providing tools and guidance, such as Not Part of My World toolkit, to confront and eliminate racism</p> <p>Refreshing the Relationship and Sexuality Education Guidelines in the New Zealand Curriculum</p> <p>Investing \$78.5 million over four years to fund greater access to mental health and wellbeing support services for primary and secondary learners/ākonga</p> <p>Allocating \$50 million to provide immediate support for wellbeing issues for learners/ākonga in early learning services, schools and kura, as a result of the COVID-19 lockdown, or lockdown-related hardships</p> <p>Working with Netsafe to provide the Netsafe Schools Programme</p> <p>Supporting the Keep It Real Online multimedia campaign</p> <p>Providing resources for teachers/kaioaki through The Respectful Relationships toolkit</p> <p>Establishing Curriculum Leads to support early learning services, schools and kura with the teaching of mental health and healthy relationships and promote learner/ākonga wellbeing</p>	<p>Investing in professional learning and development to raise critical consciousness and support cultural capabilities, including Te Huihangarau</p> <p>Implementing Tokumenu to develop local education initiatives with iwi and Pae Aroha to support great partnerships with whānau and education services</p> <p>Deliver locally focused PLD priorities, with a focus on cultural capability, inclusion and critical consciousness</p> <p>Developing professional learning resources based on the Te Aho o Te Kōwhiri Cultural competencies framework for teachers of Pacific learners</p> <p>Deliver Talanoa Ako programme to support Pacific families</p> <p>Supporting the development of programmes and pathways for learning in Pacific languages</p> <p>Amend the Education Act to require boards to give effect to Te Tiriti o Wāitangi as one of their key objectives</p> <p>Developing tools for rich records of learning to capture aspirations, strengths and learning progress</p> <p>Developing a national learning support network plan to support learner/ākonga with additional needs to transition in education</p> <p>Strengthening the Māori-medium pathway in partnership with Māori to ensure the education system is responsive to meeting the needs and aspirations of ākonga Māori and their whānau</p> <p>Updating the National Curricula so ākonga on New Zealand histories will be taught in all schools and kura</p> <p>Strengthening how The New Zealand Curriculum supports schools to bring Te Tiriti o Wāitangi to life in local curriculum</p>	<p>Funding innovative Pacific education initiatives that respond to curriculum and wellbeing needs exacerbated by COVID-19</p> <p>Funding Pacific community organisations and groups to respond to the education and wellbeing needs of Pacific families and support strong relationships with education providers</p> <p>Establishing a joint initiative between Education, Health and Social Development to support Pacific families to access the services they need to thrive</p> <p>Amend the Education Act to provide for the establishment of dispute resolution panels</p> <p>Amend the Education Act to shift responsibility for the development and consultation of enrichment schemes to the Ministry of Education</p> <p>School Donations Scheme</p> <p>Fees-free NCEA</p> <p>School Lunch programme</p> <p>Free access to sanitary products</p> <p>School Property Strategy 2030</p> <p>Review of alternative education, and of the stand-downs, suspensions, exclusions and expulsion (SSEE) guidelines</p> <p>Reviewing existing supports for children and young people with high levels of need, and by fully participating in the Learning Support Delivery Model</p> <p>Support schools and kura to ensure appropriate qualifications and awards are in reach for all learners/ākonga</p> <p>NCEA Change Special Assessment Conditions</p> <p>Support coherent secondary/tertiary learning pathways, achievement, and transition to employment</p>	<p>Providing high quality Māori-medium education, including developing a long-term Education Workforce Strategy and Hōngai Māori, a Network Plan, and reviewing funding rates</p> <p>Establish a nationally-based Curriculum Centre to enable effective delivery of the New Zealand Curriculum and Te Marautanga o Aotearoa</p> <p>Developing tools to support kaioaki and teachers' understanding of children's learning progress, including for early learning, school and kura entry assessment, and social-emotional learning along the pathway</p> <p>Supporting implementation of the digital technologies/hangarau māhioro curriculum</p> <p>Renew the New Zealand Curriculum and Te Marautanga o Aotearoa to make clear the learning that is too important to leave to chance</p> <p>Implement the NCEA Change Package to strengthen literacy and numeracy requirements, and strengthen supports along the pathway</p>	<p>Allocating \$200 million to support ākonga Māori and whānau to reconnect and succeed in education post COVID-19 and strengthen the integration of te reo Māori into all students' learning</p> <p>Strengthening the delivery of Māori Language in Education, including support for the education workforce, resource development, and information for learners/ākonga and their whānau</p> <p>Delivering Kawhata Iro, the online hub for te reo Māori resources, and the development of localised te reo Māori curriculum resources through Te Aho Ngāwhiri</p> <p>Amend the Education Act to require school boards to take all reasonable steps to provide Te Reo Māori</p> <p>Implement Ka Hiko and develop skills and capacity in the education workforce</p> <p>Work closely with Māori-medium leaders to invest in Māori-Medium pathways</p> <p>Strengthen how Te Marautanga o Aotearoa reflects to an Māori approach to education while continuing to reflect what Māori deem to be important for their children and young people</p> <p>Implement the NCEA Change Package to support parity for mātāuranga Māori and increasing opportunities to follow Māori-medium pathways</p>	<p>Extending Te Aho o te reo Māori to support the education workforce to integrate te reo Māori into their practice</p> <p>Expanding the delivery of Te Aho o te Mōrea, an educational leadership collaboration which seeks to strengthen the capabilities of those in leadership, to improve outcomes and support the wellbeing of Pacific learners/ākonga</p> <p>Deliver evidence-based, targeted, intensive Developing Mathematical Communities of Inquiry (DMCI) to schools with high numbers of Pacific learners/ākonga</p> <p>Introducing mechanisms to improve school board of trustee skills and accountability, including mandatory training and a code of conduct</p> <p>Advice on strengthening collaborative networks across the system, including any changes to Kōwhiri Ako</p> <p>Enabling principal eligibility criteria</p> <p>Establish a Leadership Centre within the Teaching Council of Aotearoa New Zealand</p> <p>Resetting national priorities for PLD to focus on core curriculum capabilities and assessment approaches that enable a more inclusive and equitable education system</p> <p>Providing funding for teacher aides to access professional learning</p>	<p>Develop tools and information to support learners/ākonga to have a personalised career pathway that allows them to move between education and employment, and that supports displaced workers</p> <p>Implement NCEA Change Package to enhance education pathways for learners/ākonga, and support their transition into further education and employment</p> <p>Supporting learners/ākonga post-school through the School Leavers Toolkit</p> <p>Visiting vocational education pathways by awarding the Prime Minister's Vocational Education Awards</p>	



Woodlands Park School Kiwisport Note

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$5,989.57 (excluding GST). The funding was spent on a Sports Activator who came into school 2 days per fortnight. The Sport Activator worked alongside all the students from years 1-6, and also provided sport related professional development for our teachers. The number of students participating in organised sport was 420 of the school roll.

Name: Ngaria Stephenson

Signature:

Name: Peter Lehmann

Presiding Member Signature:



Compliance with Education and Training Act 2020

requirements to be a good employer for the year ending 31 December 2022.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer

How have you met your obligations to provide good and safe working conditions?	<i>Yes</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>Induction – Woodlands Park School Expectation Handbook PLD – Professional Career Support for ALL staff</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>Woodlands Park School uses the NZSTA templates for recruitment of suitably qualified staff</i>

<p>How are you recognising,</p> <ul style="list-style-type: none">- The aims and aspirations of Maori,- The employment requirements of Maori, and- Greater involvement of Maori in the Education service?	<p><i>Through our commitment to Te Tiriti o Waitangi - MANA MOTUHAKE!</i></p> <p>PLD undertaken by all staff at WPS;</p> <ul style="list-style-type: none">· NZCER Te Reo Maaori progressional learning· MAC – Maaori Achievement Development· Aotearoa Maaori histories development, implementation and integration· PLD for Tangata Whenua – Te Akatea, TTC
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	<ul style="list-style-type: none">· Strategic Goal 3 – Te Ao Maaori – pepeha, mihi, tiikanga Maaori, waiata, karakia, powhiri and mihi whakatau
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<p>How have you enhanced the abilities of individual employees?</p>	<p>Professional development workshops and courses: The board and Principal sets the strategic goals to support a budget for funding for professional development workshops and courses that align with teachers' interests and goals. These workshops can cover topics such as curriculum development, technology integration, classroom management, and pedagogical strategies.</p> <p>Mentoring and coaching: Staff work together in whanau groups as well as with experienced mentors or coaches who can provide guidance and support to help teachers improve their teaching practice.</p> <p>Peer observation and feedback: Principals can encourage teachers to observe each other's classes and provide constructive feedback. This approach allows teachers to learn from each other's strengths and areas for growth.</p> <p>Time for collaboration: Principals can create opportunities for teachers to collaborate with each other to develop and implement new teaching strategies, share resources, and solve problems.</p> <p>Recognition and Management Units: At WPS we recognize and renumerate through MU's teachers for their achievements and contributions to the school community.</p> <p>Access to technology and resources: WPS also provides staff with access to technology and resources such as books, software, and instructional materials to support their teaching practice.</p>
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<p>How are you recognising the employment requirements of women?</p>	<p>To recognise the employment requirements of women, we have implemented several initiatives, including:</p> <p>Flexible work arrangements: We recognise that women often face additional responsibilities, such as caregiving and household duties. Therefore, we have implemented flexible work arrangements, such as part-time work, job sharing, and telecommuting, to help women balance their work and personal responsibilities.</p> <p>Equal pay: We believe in paying our employees fairly and equally, regardless of their gender. We regularly review our pay practices to ensure that there are no gender-based pay disparities.</p> <p>Professional development and training: We provide professional development and training opportunities for all employees, including women, to help them advance their careers and enhance their skills.</p> <p>Inclusive recruitment and promotion practices: We ensure that our recruitment and promotion practices are inclusive and bias-free.</p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p>WPS recognises any requirements of persons with disabilities and implementing these initiatives, we are creating a more inclusive and supportive workplace for all employees. We will continue to monitor our progress and make improvements where necessary to ensure that we remain a leader in promoting diversity and inclusion in the workplace.</p>

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

Reporting on Equal Employment Opportunities (EEO)	YES	NO
Programme/Policy		
Do you operate an EEO programme/policy? Y		
Has this policy or programme been made available to staff? Y		

Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Y	
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Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Y	
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Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Y	
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Does your EEO programme/policy set priorities and objectives? Y		
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Signed: Ngaria Stephenson



Principal
CEO Woodlands Park School Board