

WOODLANDS PARK SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 1578

Principal: Ngaria Stephenson

School Address: 202 Woodlands Park Road, Woodlands Park, Auckland

School Postal Address: PO Box 60-359, Titirangi, Auckland 0604

School Phone: 09 817 5140

School Email: principal@woodlandspark.school.nz

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Michelle Hutton	Presiding Member	Elected	Sep-25
Ngaria Stephenson	Principal ex Officio	Appointed	Current
Fraser Jackson	Parent Representative	Elected	Sep-25
Bonita Swanepoel	Parent Representative	Elected	Sep-25
Peter Lehmann	Parent Representative	Elected	Sep-25
Karen Ellis	Staff Representative	Elected	Sep-25

Accountant / Service Provider:

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



WOODLANDS PARK SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Woodlands Park School

Statement of Responsibility

For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Michelle Hutton

Full Name of Presiding Member

DocuSigned by:

445BC0FFEE9C5456

Signature of Presiding Member

30 May 2024

Date:

Ngaria Stephenson

Full Name of Principal

DocuSigned by:

15D135675F72474

Signature of Principal

30 May 2024

Date:

Woodlands Park School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	3,317,427	3,211,111	3,245,205
Locally Raised Funds	3	288,039	242,500	214,900
Interest		37,649	6,000	13,627
Total Revenue		3,643,115	3,459,611	3,473,732
Expense				
Locally Raised Funds	3	34,057	44,500	27,827
Learning Resources	4	2,369,995	2,496,004	2,369,975
Administration	5	205,926	225,570	210,332
Interest		1,613	1,800	1,803
Property	6	1,029,624	688,881	739,323
Loss on Disposal of Property, Plant and Equipment		2,361	-	5,144
Total Expense		3,643,576	3,456,755	3,354,404
Net Surplus / (Deficit) for the year		(461)	2,856	119,328
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(461)	2,856	119,328

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		1,200,632	1,200,635	1,406,304
Total comprehensive revenue and expense for the year		(461)	2,856	119,328
Contributions from the Ministry of Education - SNUP		13,818	-	-
Board Contribution to MOE for Block 2 Admin		-	-	(325,000)
Equity at 31 December		1,213,989	1,203,491	1,200,632
Accumulated comprehensive revenue and expense		1,213,989	1,203,491	1,200,632
Equity at 31 December		1,213,989	1,203,491	1,200,632

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	178,862	320,965	251,435
Accounts Receivable	8	145,629	153,097	184,813
GST Receivable		26,467	6,417	6,417
Prepayments		21,963	15,803	15,803
Inventories	9	2,387	1,925	1,925
Investments	10	603,655	553,233	553,233
Funds Receivable for Capital Works Projects	16	89,891	63,568	63,568
		1,068,854	1,115,008	1,077,194
Current Liabilities				
Accounts Payable	12	173,317	176,313	176,314
Revenue Received in Advance	13	8,070	17,420	17,420
Provision for Cyclical Maintenance	14	33,349	7,671	24,753
Finance Lease Liability	15	10,799	9,051	10,379
Funds held for Capital Works Projects	16	10,405	31,224	31,225
		235,940	241,679	260,091
Working Capital Surplus/(Deficit)		832,914	873,329	817,103
Non-current Assets				
Property, Plant and Equipment	11	534,440	422,230	465,212
		534,440	422,230	465,212
Non-current Liabilities				
Provision for Cyclical Maintenance	14	131,973	84,282	73,862
Finance Lease Liability	15	21,392	7,786	7,821
		153,365	92,068	81,683
Net Assets		1,213,989	1,203,491	1,200,632
Equity		1,213,989	1,203,491	1,200,632

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 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		735,775	484,039	710,472
Locally Raised Funds		272,781	256,244	228,643
Goods and Services Tax (net)		(20,050)	(31,848)	(31,848)
Payments to Employees		(325,088)	(338,157)	(274,585)
Payments to Suppliers		(545,514)	(434,024)	(379,225)
Interest Paid		(1,613)	(1,800)	(1,803)
Interest Received		33,258	3,731	11,358
Net cash from/(to) Operating Activities		149,549	(61,815)	263,012
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(127,086)	(38,000)	(52,305)
Purchase of Investments		(50,422)	(52,603)	(52,603)
Net cash from/(to) Investing Activities		(177,508)	(90,603)	(104,908)
Cash flows from Financing Activities				
Contributions from / (Distributions to) Ministry of Education		13,818	-	-
Finance Lease Payments		(11,289)	(10,379)	(11,888)
Painting Contract Payments		-	-	(22,948)
Funds Administered on Behalf of Other Parties		(47,143)	(266,554)	(591,553)
Net cash from/(to) Financing Activities		(44,614)	(276,933)	(626,389)
Net increase/(decrease) in cash and cash equivalents		(72,573)	(429,351)	(468,285)
Cash and cash equivalents at the beginning of the year	7	251,435	750,316	719,720
Cash and cash equivalents at the end of the year	7	178,862	320,965	251,435

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

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

Woodlands Park School

Notes to the Financial Statements

For the year ended 31 December 2023

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 2023 to 31 December 2023 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 15. Future operating lease commitments are disclosed in note 20b.

Recognition of grants

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

c) Revenue Recognition**Government Grants**

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and are 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.

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	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

k) 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.

l) Employee Entitlements*Short-term employee entitlements*

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

Long-term employee entitlements

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

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

m) Revenue Received in Advance

Revenue received in advance relates to fees received from 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.

n) Funds held for Capital works

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

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

o) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 4 to 16 year period. The economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

p) Financial Instruments

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

The School's financial liabilities comprise accounts payable, borrowings, 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.

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	713,077	606,859	706,358
Teachers' Salaries Grants	1,950,727	2,111,571	1,982,301
Use of Land and Buildings Grants	653,623	492,681	548,140
Other Government Grants	-	-	8,406
	<u>3,317,427</u>	<u>3,211,111</u>	<u>3,245,205</u>

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:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	82,946	91,500	132,226
Fees for Extra Curricular Activities	3,961	4,000	4,811
Trading	86,515	30,000	25,724
Fundraising & Community Grants	114,617	117,000	52,139
	<u>288,039</u>	<u>242,500</u>	<u>214,900</u>
Expense			
Extra Curricular Activities Costs	3,463	4,500	4,875
Trading	13,823	14,000	12,013
Fundraising and Community Grant Costs	16,771	26,000	10,939
	<u>34,057</u>	<u>44,500</u>	<u>27,827</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>253,982</u>	<u>198,000</u>	<u>187,073</u>

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	112,543	79,203	99,785
Equipment Repairs	1,631	3,000	1,555
Library Resources	2,403	3,230	2,745
Employee Benefits - Salaries	2,129,394	2,290,571	2,149,906
Staff Development	26,388	30,000	20,500
Depreciation	97,636	90,000	95,484
	<u>2,369,995</u>	<u>2,496,004</u>	<u>2,369,975</u>

During the year one staff member travelled to Melbourne at the cost of \$1,476 for a professional development conference.

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	7,280	6,000	7,060
Board Fees	2,765	3,360	2,265
Board Expenses	5,434	4,000	5,891
Communication	7,512	10,250	14,764
Consumables	15,845	17,200	14,010
Operating Leases	35	-	94
Other	30,806	53,500	29,935
Employee Benefits - Salaries	113,506	109,700	113,567
Insurance	7,120	7,160	6,941
Service Providers, Contractors and Consultancy	15,623	14,400	15,805
	205,926	225,570	210,332

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	92,657	69,500	61,321
Cyclical Maintenance	83,283	25,000	21,652
Grounds	7,317	5,000	20,260
Heat, Light and Water	25,186	25,800	20,855
Rates	185	200	161
Repairs and Maintenance	133,668	19,000	16,939
Use of Land and Buildings	653,623	492,681	548,140
Security	2,675	1,200	1,178
Employee Benefits - Salaries	31,030	50,500	48,817
	1,029,624	688,881	739,323

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	178,862	320,965	251,435
Cash and cash equivalents for Statement of Cash Flows	178,862	320,965	251,435

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

Of the \$178,862 Cash and Cash Equivalents, \$10,405 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 2024 on Crown owned school buildings.

8. Accounts Receivable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	1,265	3,276	3,277
Interest Receivable	7,942	3,551	3,551
Banking Staffing Underuse	-	-	31,715
Teacher Salaries Grant Receivable	136,422	146,270	146,270
	<u>145,629</u>	<u>153,097</u>	<u>184,813</u>
Receivables from Exchange Transactions	9,207	6,827	6,828
Receivables from Non-Exchange Transactions	136,422	146,270	177,985
	<u>145,629</u>	<u>153,097</u>	<u>184,813</u>

9. Inventories

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Stationery	2,387	1,925	1,925
	<u>2,387</u>	<u>1,925</u>	<u>1,925</u>

10. Investments

The School's investment activities are classified as follows:

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	603,655	553,233	553,233
Total Investments	<u>603,655</u>	<u>553,233</u>	<u>553,233</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Building Improvements	193,569	-	-	-	(9,624)	183,946
Furniture and Equipment	179,943	93,047	-	-	(47,466)	225,525
Information and Communication Technology	35,830	45,884	(2,361)	-	(24,342)	55,012
Leased Assets	16,360	28,098	(2,818)	-	(10,639)	31,001
Library Resources	39,510	5,011	-	-	(5,565)	38,956
Balance at 31 December 2023	465,212	172,040	(5,179)	-	(97,636)	534,440

The net carrying value of furniture and equipment held under a finance lease is \$31,001 (2022: \$16,360)

Restrictions

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

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	384,949	(201,003)	183,946	384,949	(191,380)	193,569
Furniture and Equipment	661,351	(435,826)	225,525	569,125	(389,182)	179,943
Information and Communication Technology	362,718	(307,706)	55,012	344,281	(308,451)	35,830
Leased Assets	42,688	(11,687)	31,001	41,322	(24,962)	16,360
Library Resources	124,451	(85,495)	38,956	119,440	(79,930)	39,510
Balance at 31 December 2023	1,576,157	(1,041,717)	534,440	1,459,117	(993,905)	465,212

12. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	27,287	18,771	18,771
Accruals	7,280	7,060	7,060
Employee Entitlements - Salaries	136,422	146,270	146,270
Employee Entitlements - Leave Accrual	2,328	4,212	4,213
	173,317	176,313	176,314
Payables for Exchange Transactions	173,317	176,313	176,314
	173,317	176,313	176,314

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Grants in Advance - Ministry of Education	4,880	-	-
Other Revenue in Advance	3,190	17,420	17,420
	<u>8,070</u>	<u>17,420</u>	<u>17,420</u>

14. Provision for Cyclical Maintenance

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Provision at the Start of the Year	98,615	70,303	77,916
Increase to the Provision During the Year	83,283	26,250	25,656
Use of the Provision During the Year	(16,576)	(4,600)	(4,957)
Provision at the End of the Year	<u>165,322</u>	<u>91,953</u>	<u>98,615</u>
Cyclical Maintenance - Current	33,349	7,671	24,753
Cyclical Maintenance - Non current	131,973	84,282	73,862
	<u>165,322</u>	<u>91,953</u>	<u>98,615</u>

The schools cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on quotes received from external painters.

15. Finance Lease Liability

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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
No Later than One Year	13,239	10,590	11,568
Later than One Year and no Later than Five Years	24,516	9,110	8,288
Future Finance Charges	(5,564)	(2,863)	(1,656)
	<u>32,191</u>	<u>16,837</u>	<u>18,200</u>
Represented by			
Finance lease liability - Current	10,799	9,051	10,379
Finance lease liability - Non current	21,392	7,786	7,821
	<u>32,191</u>	<u>16,837</u>	<u>18,200</u>

16. 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.

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block 2 Admin	(47,424)	25,631	(54,288)	-	(76,081)
Electrical Upgrade	31,225	-	(20,820)	-	10,405
Deck Replacement	(16,144)	17,330	(1,186)	-	-
3: Roofing Works	-	-	(7,952)	-	(7,952)
2,3,4L,5,10,18 Plumbing & Drainage	-	-	(5,858)	-	(5,858)
Totals	<u>(32,343)</u>	<u>42,961</u>	<u>(90,104)</u>	<u>-</u>	<u>(79,486)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	10,405
Funds Receivable from the Ministry of Education	(89,891)

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

Represented by:

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

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i> Remuneration	2,765	2,265
<i>Leadership Team</i> Remuneration Full-time equivalent members	[REDACTED]	
Total key management personnel remuneration	[REDACTED]	

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

Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	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	2023 FTE Number	2022 FTE Number
100 - 110	4.00	3.00
110 - 120	2.00	1.00
	6.00	4.00

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

19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

Holidays Act Compliance – schools payroll

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

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

20. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$86,700 (2022:\$Nil) as a result of entering the following contracts:

Project Name	Project Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
3: Roofing Works	58,750	7,952	50,798
2,3,4L,5,10,18 Plumbing & Drainage	41,760	5,858	35,902
Total	100,510	13,810	86,700

(b) Operating Commitments

As at 31 December 2023, the Board has entered into no contracts:

The total lease payments incurred during the period were \$nil (2022: \$nil).

21. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Cash and Cash Equivalents	178,862	320,965	251,435
Receivables	145,629	153,097	184,813
Investments - Term Deposits	603,655	553,233	553,233
Total financial assets measured at amortised cost	<u>928,146</u>	<u>1,027,295</u>	<u>989,481</u>

Financial liabilities measured at amortised cost

Payables	173,317	176,313	176,314
Finance Leases	32,191	16,837	18,200
Total financial liabilities measured at amortised cost	<u>205,508</u>	<u>193,150</u>	<u>194,514</u>

22. Events After Balance Date

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

Independent Auditor's Report

To the readers of Woodlands Park School's Financial statements For the year ended 31 December 2023

RSM Hayes Audit

PO Box 9588
Newmarket, Auckland 1149
Level 1, 1 Broadway
Newmarket, Auckland 1023

T +64 (9) 367 1656

www.rsmnz.co.nz

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 2 to 17, that comprise the statement of financial position as at 31 December 2023, 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 2023; 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 30 May 2024. 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.

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 2023

SUCCESSFUL Strategic Goal 1 – Strengthen progress & achievement			
Manaakitanga	Whanaungatanga	Rangatiratanga	Kaitiakitanga
<p style="text-align: center;">RESPECT</p> <p>Care, kindness & serving others</p> <p>The foundation of success for all</p> <p>Learners demonstrate agency and self efficacy in their learning to achieve equity and excellence.</p> <p>Learners respect and value learning</p>	<p style="text-align: center;">RELATIONSHIPS</p> <p>Respectful Partnerships & Culturally responsive relationships</p> <p>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>Collective responsibility</p> <p>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>Life –long commitment to nurturing self in order to nurture others</p> <p>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)

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. *One hundred percent or more of children at WPS will achieve at or above their expected curriculum levels.*

Actual Data: 2023 EOY Whole School: 99% achieving at or above expected curriculum level

Writing:

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

Actual Data: 2023 EOY Whole School: 92% achieving at or above expected curriculum level

Mathematics:

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

Actual Data: 2023 EOY Whole School: 99% achieving at or above expected curriculum level

Reading

Summary of school wide results

2023	EOY 2023												
<p>End of Year 2023 Targets:</p> <p>1. <i>One hundred percent or more of children at WPS will achieve at or above their Curriculum Level (New Zealand Curriculum 2010).</i></p> <p>Mid Year - school wide 93% of students were achieving at or above their expected curriculum level</p> <p>EOY - 76% of students have progressed 1 or more sublevels in reading over the year (curriculum shift)</p> <ul style="list-style-type: none"> ● <i>although 99% are working at or above their expected curriculum level 24% did not shift curriculum levels (although they made progress)</i> ● <i>AsTTLe progressive or PAT online assessments will be used in 2024 (assessment that isn't restrictive for high achieving students)</i> 	<p style="text-align: center;">Percentage of students achieving at or above expected curriculum levels in Reading for 2023 by year group</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <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>98%</td> <td>98%</td> <td>98%</td> <td>100%</td> </tr> </tbody> </table> <p style="text-align: center;">2023 EOY Whole School: 99% achieving at or above expected curriculum level</p> <p><u>Actioned in 2023:</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>. 	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	100%	100%	98%	98%	98%	100%
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6								
100%	100%	98%	98%	98%	100%								

	<ul style="list-style-type: none"> - Significant budgeting commitment to professional development for any teachers who require this - Little Learners Love Literacy and resourcing to support and implement the teaching of Structured Literacy and the Code - Systematic phonological screening of all NE and year 1 children - providing baseline data of phonological and phonemic awareness - 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 - 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.
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Action Plan for Reading 2024

<p>2024 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, Little Learners Love Literacy, Phonological Practice within Classroom Programmes

- Embedding the continuation of school wide teaching using Structured Literacy, The Code and Decodable Readers.
- Creation and introduction of Woodlands Park School Reading Progressions.
- Assessment tools aligned with Structured Literacy - Reading are being accessed and used to inform teaching and learning.
- 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.
- Tuakana teina opportunities for more able children across year groups/classes .
- Continuation of additional needs programmes to meet identified needs).
- 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.
- Meet the needs of our students and ensure that we meet the legislative requirements of time allocation to Literacy - Reading

Writing

Summary of school wide results

End of Year 2023 Targets :													
1. <i>Ninety percent or more of children at WPS will achieve within expected Curriculum Level (New Zealand Curriculum, 2010).</i>													
2023	EOY 2023												
<p>Mid Year - school wide 86.8% of students were achieving at or above their expected curriculum level</p> <p>EOY - 94% of students have progressed 1 or more sublevels in writing over the year</p>	<p style="text-align: center;">Percentage of students achieving at or above expected curriculum levels in Writing for 2023 by year group</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <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 style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">94%</td> <td style="text-align: center;">94%</td> <td style="text-align: center;">87%</td> <td style="text-align: center;">86%</td> </tr> </tbody> </table> <p style="text-align: center;">2023 EOY Whole School: 92% achieving at or above expected curriculum level</p> <p><u>Actioned in 2023:</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). - 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. 	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	100%	100%	94%	94%	87%	86%
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6								
100%	100%	94%	94%	87%	86%								

	<ul style="list-style-type: none">- Assessment for Learning - pedagogy implemented schoolwide: WALTs, Success Criteria, Modelling Books, Feedforward, Reflection, Student Agency- Learning progressions have been revised and continue with implementation in Writing across all levels, led by the writing strategic team.- Learning progressions have links with structured literacy pedagogy.- 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- 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, and where needed in Y4-6 depending on the needs of our students.- 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.
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	<ul style="list-style-type: none"> - 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. - Introductory PD for Writer's Toolbox - to be implemented and full professional development programme in 2024
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Action Plan for Writing 2024

2024 Targets :

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

- School wide professional development in Writer's Toolbox.
- Strategic Curriculum Teams continue to 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.
- 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.
- Continued refinement and alignment of the Writing Progressions with Structured Literacy.
- 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.
- Meet the needs of our students and ensure that we meet the legislative requirements of time allocation to Literacy (Writing)

Mathematics

Summary of school wide results

End Of Year 2023 Targets :						
1. <i>One hundred percent or more of children at WPS will achieve or at expected curriculum levels (New Zealand Curriculum 2010).</i>						
2023	EOY 2023					
<p>Mid year - school wide 97% of students were achieving at or above their expected curriculum level</p> <p>EOY - 91% of students have progressed 1 or more sublevels in mathematics over the year</p>	Mid Year 1	Mid Year 2	Mid Year 3	Mid Year 4	Mid Year 5	Mid Year 6
	100%	100%	97%	100%	97%	100%
	2023 EOY Whole School: 99% achieving at or above expected curriculum level					
	<p><u>Actioned in 2023:</u></p> <ul style="list-style-type: none"> - Assessment for Learning pedagogy embedding into classroom teaching and programmes: waltz, goals, modelling books, success criteria. - Introduction of the Mathematics progressions. - 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. 					

	<ul style="list-style-type: none"> - Team/syndicate inquiries for target groups – informing practice and generating change – progress made. - Number Talks embedded 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 pedagogy purposefully used in T3 for a 10 week trial, with a target group of students identified from midyear data as a trial for introducing school wide. Progress was monitored and analysis of results examined
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Action Plan for Mathematics 2024

	<p>2024 Targets :</p> <p>1. <i>One hundred percent or more of children at WPS will achieve within expected curriculum levels (New Zealand Curriculum, 2010).</i></p>
	<ul style="list-style-type: none"> - 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 to continue refining WPS Mathematics Progressions - Professional development and the purchase of resources to implement Numicon teaching practices in Years 0-4 - Continued integration using 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). - 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. - Meet the needs of our students and ensure that we meet the legislative requirements of time allocation to Mathematics and Statistics



Woodlands Park School KiwiSport Note 2023

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$5734.28 (excluding GST). The funding was spent on a Sports Activator who came into the school 2 days per fortnight for Term 1. The sports activator worked alongside students from years 1-6, and also provided sport related professional development for all our teachers. The number of students' participating in organised sport was 387 of the school roll. From Term 2 the position of Sports Activator was no longer available to the cluster due to recruitment and retention issues. As a consequence the funding had to be redirected. Funds remaining were used to purchase physical education and sports equipment - as was deemed recommended and appropriate by the cluster.

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 2023.

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>As required by the Education and Training Act 2020 (s 597), Woodlands Park School operates an employment policy that complies with the principle of being a good employer and ensures the fair and proper treatment of staff in all aspects of their employment. We implement our Equal Employment Opportunities (EEO) policy which is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members.</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<p><i>Woodlands Park School promotes equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment (e.g. recruitment and selection, training, professional development, and promotion).</i></p> <p><i>This is to ensure that we:</i></p> <ul style="list-style-type: none"> • <i>treat current and prospective staff fairly</i> • <i>make decisions based on relevant merit</i> • <i>work to eliminate bias and discrimination.</i> • <i>EEO programme</i> <p><i>To help implement our EEO policy, we have a programme to identify processes that contribute to employment inequality. We work to change these processes and promote equal employment opportunities for individuals and groups of people. Our EEO policy and programme is available to all Woodlands Park School staff.</i></p> <p><i>Our EEO programme includes:</i></p> <ul style="list-style-type: none"> • <i>developing a policy statement and establishing objectives</i> • <i>appointing an EEO representative</i> • <i>consulting with staff to hear any concerns through Akonga Korero, regular meetings (weekly leadership and PLD and staff admin meetings - NZCER wellbeing survey)</i> • <i>creating an employee database (with informed consent for any EEO data collected)</i> • <i>encouraging staff to participate in training and career development</i> • <i>programme monitoring through staff meetings and board reports</i> • <i>reviewing employment and personnel policies and processes.</i> <p><i>Woodlands Park School aims to raise awareness of discrimination and bias through our EEO programme. We support staff to discuss the development and implementation of the programme, and raise any concerns with the principal or board.</i></p>
How do you practise impartial selection of suitably qualified	<i>Practicing impartial selection of suitably qualified persons for appointment involves adhering to fair and transparent processes while evaluating candidates based on their qualifications, skills, and suitability for the role. Here are some key steps our recruitment committee uses to ensure impartial selection:</i>

<p>persons for appointment?</p>	<p><i>We establish Clear Criteria. We define the qualifications, skills, experience, and competencies required for the position and we ensure that these criteria are directly related to the job responsibilities and essential for success in the role(using NZSTA matrices)</i></p> <p><i>We use a standardised Evaluation Process that ensures consistency and fairness in assessing candidates. We use structured interview questions, assessment rubrics, or scoring matrices to objectively evaluate candidates based on predetermined criteria.</i></p> <p><i>Recruitment Selection Panel: We establish the most appropriate selection panel comprising of SLT and WL where relevant. This helps minimize bias and provides a more comprehensive assessment of candidates' suitability for the role.</i></p> <p><i>Documentation and Record-Keeping: We maintain detailed records of the recruitment process, including documentation of candidate assessments, interview feedback, and selection criteria. This ensures transparency and accountability in decision-making and helps defend against potential claims of bias or discrimination.</i></p> <p><i>Feedback and Continuous Improvement: Solicit feedback from candidates and selection panel members to identify areas for improvement in the recruitment process. Regularly review and update selection criteria and procedures to enhance fairness and effectiveness.</i></p> <p><i>By following these practices, we are assured of an impartial selection and ensure that the most qualified and suitable candidates are appointed to positions based on merit, rather than subjective biases or preferences</i></p>
<p>How are you recognising, The aims and aspirations of Maori The employment requirements of Maori, and Greater involvement of Maori in the Education service?</p>	<p><i>At Woodlands Park School we recognise the aims and aspirations of Māori, addressing employment requirements, and fostering greater involvement of Māori in the education service are crucial aspects of promoting equity and cultural responsiveness in educational institutions.</i></p> <p><i>Cultural Recognition and Inclusivity: At Woodlands Park School we;</i></p> <ul style="list-style-type: none"> • <i>Acknowledge and respect Māori cultural values, beliefs, and aspirations within the school's strategic plan, vision, values and policies.</i> • <i>Integrate Māori perspectives, histories, and languages into the curriculum to validate and empower Māori students' identities and experiences.</i> • <i>Provide opportunities for Māori students to engage with their culture through cultural events, language classes, and extracurricular activities.</i> <p><i>Employment Requirements of Māori:</i></p> <p><i>At Woodlands Park School we affirm action policies or targeted recruitment strategies to increase the representation of Māori staff within the education service as well as support important events such as tangihanga and Matariki.</i></p>

	<p><i>We create a supportive and inclusive work environment that values Māori cultural knowledge and perspectives, fostering a sense of belonging and empowerment among Māori staff members.</i></p> <p><i>Greater Involvement of Māori in the Education Service:</i></p> <p><i>At Woodlands Park School we provide opportunities for Māori leadership and governance within educational institutions, such as representation on boards of trustees or advisory committees, to facilitate meaningful involvement and influence in shaping education outcomes for Māori learners.</i></p> <p><i>Professional Development and Cultural Competence:</i></p> <p><i>At Woodlands Park School we;</i></p> <ul style="list-style-type: none"> • <i>prioritize cultural competence training and professional development for all staff members to enhance their understanding of Te Tiriti o Waitangi, Māori culture, and effective strategies for engaging with Māori students and whānau.</i> • <i>Encourage ongoing reflection and self-assessment among staff to identify and address unconscious biases and barriers to Māori achievement and participation in the education service.</i> • <i>Foster a culture of continuous improvement and learning, where educators are committed to adapting their practices to better meet the needs and aspirations of Māori learners and communities.</i>
<p>How have you enhanced the abilities of individual employees?</p>	<p><i>Enhancing the abilities of individual employees, including teachers and support staff, is essential for creating a supportive and effective learning environment within our school.</i></p> <p><i>Professional Development Opportunities: At Woodlands Park School we;</i></p> <ul style="list-style-type: none"> • <i>Provide access to a variety of professional development opportunities, including workshops, seminars, conferences, and online courses, tailored to the school's strategic plan as well as the individual and specific needs and interests of teachers and support staff.</i> • <i>Offer training sessions on instructional strategies, classroom management techniques, assessment methods, cultural competence, and technology integration to enhance their teaching and support skills.</i> • <i>Encourage participation in ongoing learning and skill-building activities to keep educators abreast of the latest research, best practices, and educational trends in their respective fields.</i> • <i>Individualized Coaching and Mentoring:</i> • <i>Pair teachers and support staff with experienced mentors or instructional coaches who can provide personalised guidance, feedback, and support to help them improve their practice and overcome challenges.</i> • <i>Conduct regular one-on-one meetings to set goals, monitor progress, and provide targeted support for professional growth and development.</i> • <i>Foster a culture of collaboration and peer learning, where educators can share expertise, resources, and insights with colleagues to support each other's professional growth.</i> • <i>Recognition and Incentives through MU and RRR</i>

	<ul style="list-style-type: none"> • Acknowledge and celebrate the achievements, contributions, and innovations of individual employees through formal recognition programs, awards, and incentives. • Provide opportunities for advancement, career progression, and leadership roles within the school or kahui ako for high-performing teachers and support staff who demonstrate exceptional skills and commitment to their profession. • Feedback and Reflection: • Establish a culture of continuous feedback and reflection by encouraging teachers and support staff to seek input from colleagues, administrators, students, and parents on their performance and areas for improvement. • Facilitate regular self-assessment and reflection exercises to help educators identify their strengths, weaknesses, and areas for growth, and develop action plans to address them. • Use observation protocols, peer reviews, and student feedback mechanisms to provide constructive feedback and support professional growth. • Resource Allocation and Support: • Allocate resources and time for professional development activities, including funding for training programs, materials, and substitutes to cover classroom duties. • Provide access to instructional coaches, curriculum specialists, and other support personnel who can offer guidance, expertise, and resources to help educators enhance their abilities and effectiveness in the classroom. • Ensure that teachers and support staff have access to the necessary tools, technology, and resources to implement innovative teaching practices and meet the diverse needs of students.
<p>How are you recognising the employment requirements of women?</p>	<p>Recognising the employment requirements of women in the school workplace involves implementing policies and practices that support gender equity, create a supportive work environment, and address the specific needs and challenges faced by women employees.</p> <p>At Woodlands Park we:</p> <ul style="list-style-type: none"> • Accommodate where possible flexible work arrangements, such as part-time schedules, job sharing, and flexible hours, to accommodate the diverse needs of women, including those with caregiving responsibilities or other personal commitments. • Provide opportunities for employees to adjust their work schedules temporarily or permanently to balance work and family responsibilities, such as during pregnancy, maternity leave, or childcare arrangements. <p>We have also:</p> <ul style="list-style-type: none"> • Established comprehensive parental leave policies that provide adequate time off and support for both mothers and fathers following the birth or adoption of a child. • Ensure that parental leave policies are inclusive and equitable, providing the same benefits and support to all employees regardless of gender, sexual orientation, or family structure.

	<ul style="list-style-type: none"> • <i>Ensure a safe and supportive work environment free from harassment, discrimination, and gender-based violence, with clear policies and procedures for addressing workplace concerns and grievances</i> <p><i>Foster a culture of respect, collaboration, and support where women employees feel empowered to contribute their ideas, talents, and expertise to the school community.</i></p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p><i>At Woodlands Park School we have accessible Facilities and Workspaces through;</i></p> <ul style="list-style-type: none"> • <i>Ensure that school facilities, classrooms, offices, and common areas are accessible to individuals with disabilities, including those with mobility impairments, vision or hearing impairments, or other accessibility needs.</i> • <i>Provide accommodations such as ramps, elevators, accessible parking spaces, signage in braille or large print, and assistive technology to facilitate access and mobility for employees with disabilities.</i> • <i>Implement a process for requesting and providing reasonable accommodations to employees with disabilities to enable them to perform their job duties effectively.</i> • <i>Work with employees to identify and implement appropriate accommodations based on their individual needs, preferences, and abilities, such as adaptive equipment, modified work schedules, or job restructuring.</i> • <i>Ensure that job descriptions, interviews, and selection criteria are free from discriminatory barriers and focus on the essential functions of the job, rather than unnecessary qualifications or requirements that may exclude qualified candidates with disabilities.</i> • <i>Ensure that performance evaluations, promotion processes, and selection criteria are fair and equitable for all employees, including those with disabilities, and do not discriminate based on disability status.</i> • <i>Foster a supportive and inclusive work environment where employees with disabilities feel valued, respected, and empowered to contribute their skills and talents.</i> • <i>Stay informed about relevant laws, regulations, and best practices related to disability employment rights and accommodations to ensure compliance and promote a barrier-free workplace for individuals with disabilities.</i>

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) Programme/Policy	YES	NO
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	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Y	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Y	
Does your EEO programme/policy set priorities and objectives?	Y	



Giving Effect to the Tiriti o Waitangi Report 2023

The Woodlands Park School Board is committed to ensuring that the principles of Te Tiriti o Waitangi is being carried out.

Te Tiriti o Waitangi, holds immense significance in New Zealand's cultural and historical landscape. It symbolizes the partnership between Māori and the Crown, with principles that underscore the importance of equity, partnership, and active participation. At Woodlands Park School, it is imperative to reflect these principles in our curriculum planning to ensure the realisation of aspirations for all learners and Māori whānau, hapū, iwi, parents, families, and communities. This report aims to reflect on how our school is responsive to Te Tiriti o Waitangi, particularly through strategic Goal 3 - Experience, learn about, and connect with Te Ao Māori.

Responsive Curriculum Planning:

Our school recognises the centrality of Te Tiriti o Waitangi in shaping our curriculum planning. We understand that an inclusive curriculum should reflect the values, perspectives, and knowledge systems of Māori, as well as other cultural groups. Therefore, we have integrated the principles of Te Tiriti o Waitangi into our curriculum development processes to ensure that we are responsive and equitable.

Strategic Goal 3 - Experience, Learn About, and Connect with Te Ao Māori:

Underpinning our commitment to Te Tiriti o Waitangi is Strategic Goal 3, which emphasizes the importance of experiencing, learning about, and connecting with Te Ao Māori (the Māori world). To achieve this, we have implemented various initiatives:

Te Reo Māori Integration: We offer opportunities for students to learn Te Reo Māori as part of their curriculum. Additionally, we promote the use of Te Reo Māori within our school environment.

Cultural Competency Training: Staff members undergo regular cultural competency training to deepen their understanding of Te Ao Māori, including its customs, protocols, and values. This equips them with the knowledge and skills necessary to create inclusive learning environments that honor Māori perspectives.

Whakataukī and Kapa Haka: We incorporate traditional Māori proverbs (whakataukī) and performing arts (kapa haka) into school assemblies, events, and celebrations. These cultural expressions serve as avenues for students to connect with and appreciate Te Ao Māori, fostering a sense of pride and belonging.

Treaty Education: We integrate Treaty education through Inquiry enabling students to critically engage with the historical, social, and political dimensions of Te Tiriti o Waitangi. Through these learning experiences, students develop a deeper understanding of the treaty's significance and its implications for contemporary New Zealand society.

Tikanga is enacted throughout the school e.g. karakia, mihi whakatau and powhiri

Our school is committed to giving effect to Te Tiriti o Waitangi through responsive curriculum planning and strategic Goal 3. By prioritizing the aspirations of all learners and Māori whānau, hapū, iwi, parents, families, and communities, we strive to create an inclusive educational environment that honors and upholds the principles of equity, partnership, and active participation. Through ongoing reflection, collaboration, and innovation, we will continue to strengthen our practices and deepen our commitment to Te Tiriti o Waitangi.



Ngaria Stephenson
Principal