

WOODLANDS PARK SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2024

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:

Accountant / Service Provider: Schooled Limited

Members of the Board: principal@woodlandspark.school.nz

Name	Position	How Position Gained	Term Expired/ Expires
Michelle Hutton	Presiding Member	Elected	Sept-25
Ngaria Stephenson	Principal ex Officio	Appointed	Current
Belynda Groot	Parent Representative	Selected	Sept-25
Bonita Swanepoel	Parent Representative	Elected	Sept-25
Peter Lehmann	Parent Representative	Elected	Sept-25
Karen Ellis	Staff Representative	Elected	Dec-24
Fraser Jackson	Parent Representative	Elected	Oct-24



WOODLANDS PARK SCHOOL

Annual Report - For the year ended 31 December 2024

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Woodlands Park School

Statement of Responsibility

For the year ended 31 December 2024

The Board accepts responsibility for the preparation of the annual report and the judgements used in the report.

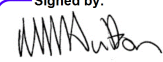
The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

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

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

Michelle Hutton

Full Name of Presiding Member

Signed by:

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Signature of Presiding Member

30 May 2025

Date:

Ngaria Stephenson

Full Name of Principal

DocuSigned by:

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Signature of Principal

30 May 2025

Date:

Woodlands Park School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	3,368,728	3,128,041	3,317,427
Locally Raised Funds	3	262,562	240,600	288,039
Interest		38,251	15,000	37,649
Total Revenue		3,669,541	3,383,641	3,643,115
Expense				
Locally Raised Funds	3	48,972	40,500	34,057
Learning Resources	4	2,505,610	2,458,034	2,369,995
Administration	5	234,472	219,409	205,926
Interest		2,667	1,800	1,613
Property	6	947,107	753,480	1,029,624
Loss on Disposal of Property, Plant and Equipment		11,981	-	2,361
Total Expense		3,750,809	3,473,223	3,643,576
Net Surplus / (Deficit) for the year		(81,268)	(89,582)	(461)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(81,268)	(89,582)	(461)

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

Woodlands Park School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		1,213,989	1,213,988	1,200,632
Total comprehensive revenue and expense for the year		(81,268)	(89,582)	(461)
Distributions to the Ministry of Education		-	(31,000)	-
Contribution - Furniture and Equipment Grant		12,705	-	13,818
Equity at 31 December		1,145,426	1,093,406	1,213,989
Accumulated comprehensive revenue and expense		1,145,426	1,093,406	1,213,989
Equity at 31 December		1,145,426	1,093,406	1,213,989

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of the report.

Woodlands Park School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	298,989	145,737	178,862
Accounts Receivable	8	193,830	145,630	145,629
GST Receivable		9,707	26,467	26,467
Prepayments		58,571	21,963	21,963
Inventories	9	2,861	2,387	2,387
Investments		457,768	603,655	603,655
Funds Receivable for Capital Works Projects	16	49,159	-	89,891
		1,070,885	945,839	1,068,854
Current Liabilities				
Accounts Payable	12	237,595	173,317	173,317
Revenue Received in Advance	13	3,040	8,070	8,070
Provision for Cyclical Maintenance	14	49,738	15,698	33,349
Finance Lease Liability	15	10,821	10,046	10,799
Funds held for Capital Works Projects	16	10,543	713	10,405
		311,737	207,844	235,940
Working Capital		759,148	737,995	832,914
Non-current Assets				
Property, Plant and Equipment	11	521,625	506,185	534,440
		521,625	506,185	534,440
Non-current Liabilities				
Provision for Cyclical Maintenance	14	118,601	135,680	131,973
Finance Lease Liability	15	16,748	15,093	21,392
		135,349	150,773	153,365
Net Assets		1,145,426	1,093,406	1,213,989
Equity		1,145,426	1,093,406	1,213,989

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

Woodlands Park School

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		709,400	750,200	735,775
Locally Raised Funds		246,486	233,261	272,781
International Students		11,010	-	-
Goods and Services Tax (net)		16,760	(20,050)	(20,050)
Payments to Employees		(326,368)	(308,112)	(325,088)
Payments to Suppliers		(635,684)	(483,214)	(545,514)
Interest Paid		(2,667)	(1,800)	(1,613)
Interest Received		40,785	10,608	33,258
Net cash from Operating Activities		59,722	180,893	149,549
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(95,861)	(154,777)	(127,086)
Purchase of Investments		-	(50,422)	(50,422)
Proceeds from Sale of Investments		145,887	-	-
Net cash from/(to) Investing Activities		50,026	(205,199)	(177,508)
Cash flows from Financing Activities				
Furniture and Equipment Grant		12,705	-	13,818
Finance Lease Payments		(11,662)	(10,876)	(11,289)
Funds Administered on Behalf of Other Parties		9,336	2,057	(47,143)
Net cash from/(to) Financing Activities		10,379	(8,819)	(44,614)
Net increase/(decrease) in cash and cash equivalents		120,127	(33,125)	(72,573)
Cash and cash equivalents at the beginning of the year	7	178,862	178,862	251,435
Cash and cash equivalents at the end of the year	7	298,989	145,737	178,862

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 the report.

Woodlands Park School

Notes to the Financial Statements

For the year ended 31 December 2024

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 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 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 20.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is 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 where there are unfulfilled obligations for the Group to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

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 5 to 10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

p) Financial Instruments

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

The School's financial liabilities comprise accounts payable and finance lease 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 statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Government Grants - Ministry of Education	714,280	597,600	713,077
Teachers' Salaries Grants	2,002,175	1,982,301	1,950,727
Use of Land and Buildings Grants	652,273	548,140	653,623
	<u>3,368,728</u>	<u>3,128,041</u>	<u>3,317,427</u>

3. Locally Raised Funds

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Revenue			
Donations and Bequests	126,755	145,000	82,946
Fees for Extra Curricular Activities	3,663	4,000	3,961
Trading	58,201	33,600	86,515
Fundraising and Community Grants	62,933	58,000	114,617
International Student Fees	11,010	-	-
	<u>262,562</u>	<u>240,600</u>	<u>288,039</u>
Expense			
Extra Curricular Activities Costs	3,840	5,000	3,463
Trading	21,249	20,500	13,823
Fundraising and Community Grant Costs	12,539	15,000	16,771
International Student - Other Expenses	11,344	-	-
	<u>48,972</u>	<u>40,500</u>	<u>34,057</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>213,590</u>	<u>200,100</u>	<u>253,982</u>

4. Learning Resources

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Curricular	106,684	121,203	112,543
Employee Benefits - Salaries	2,200,313	2,172,801	2,129,394
Staff Development	89,563	68,000	26,388
Depreciation	103,735	90,000	97,636
Other Learning Resources	5,315	6,030	4,034
	<u>2,505,610</u>	<u>2,458,034</u>	<u>2,369,995</u>

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	7,462	6,000	7,280
Board Fees and Expenses	15,882	7,360	8,199
Operating Leases	314	-	35
Other Administration Expenses	58,438	69,950	54,163
Employee Benefits - Salaries	128,206	112,700	113,506
Insurance	8,713	8,999	7,120
Service Providers, Contractors and Consultancy	15,457	14,400	15,623
	<u>234,472</u>	<u>219,409</u>	<u>205,926</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cyclical Maintenance	24,087	24,500	83,283
Heat, Light and Water Rates	34,583	29,940	25,186
Repairs and Maintenance	166	200	185
Use of Land and Buildings	85,907	10,500	133,668
Employee Benefits - Salaries	652,273	548,140	653,623
Other Property Expenses	-	700	31,030
	150,091	139,500	102,649
	<u>947,107</u>	<u>753,480</u>	<u>1,029,624</u>

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

7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	298,989	145,737	178,862
Cash and cash equivalents for Statement of Cash Flows	<u>298,989</u>	<u>145,737</u>	<u>178,862</u>

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

Of the \$298,989 Cash and Cash Equivalents, \$10,543 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$298,989 Cash and Cash Equivalents, \$3,040 of Revenue Received in Advance is held by the School, as disclosed in note 13.

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	6,181	1,265	1,265
Interest Receivable	5,408	7,943	7,942
Teacher Salaries Grant Receivable	182,241	136,422	136,422
	<u>193,830</u>	<u>145,630</u>	<u>145,629</u>
Receivables from Exchange Transactions	11,589	9,208	9,207
Receivables from Non-Exchange Transactions	182,241	136,422	136,422
	<u>193,830</u>	<u>145,630</u>	<u>145,629</u>

9. Inventories

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Stationery	2,861	2,387	2,387
	<u>2,861</u>	<u>2,387</u>	<u>2,387</u>

10. Investments

The School's investment activities are classified as follows:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	457,768	603,655	603,655
Total Investments	<u>457,768</u>	<u>603,655</u>	<u>603,655</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	183,946	-	-	-	(9,624)	174,322
Furniture and Equipment	225,525	51,637	(65)	-	(47,673)	229,424
Information and Communication Technology	55,012	40,058	-	-	(26,516)	68,553
Leased Assets	31,001	7,040	-	-	(16,021)	22,019
Library Resources	38,956	4,168	(11,916)	-	(3,901)	27,307
	<u>534,440</u>	<u>102,903</u>	<u>(11,981)</u>	<u>-</u>	<u>(103,735)</u>	<u>521,625</u>

The net carrying value of furniture and equipment held under a finance lease is \$22,019 (2023: \$31,001)

Restrictions

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

	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	384,949	(210,627)	174,322	384,949	(201,003)	183,946
Furniture and Equipment	712,497	(483,073)	229,424	661,351	(435,826)	225,525
Information and Communication Technology	402,775	(334,222)	68,553	362,718	(307,706)	55,012
Leased Assets	49,728	(27,709)	22,019	42,688	(11,687)	31,001
Library Resources	90,552	(63,245)	27,307	124,451	(85,495)	38,956
	<u>1,640,501</u>	<u>(1,118,876)</u>	<u>521,625</u>	<u>1,576,157</u>	<u>(1,041,717)</u>	<u>534,440</u>

12. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	45,588	27,287	27,287
Accruals	7,462	7,280	7,280
Employee Entitlements - Salaries	182,241	136,422	136,422
Employee Entitlements - Leave Accrual	2,304	2,328	2,328
	<u>237,595</u>	<u>173,317</u>	<u>173,317</u>

Payables for Exchange Transactions	237,595	173,317	173,317
	<u>237,595</u>	<u>173,317</u>	<u>173,317</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	-	-	4,880
Other revenue in Advance	3,040	8,070	3,190
	<u>3,040</u>	<u>8,070</u>	<u>8,070</u>

14. Provision for Cyclical Maintenance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Provision at the Start of the Year	165,322	165,322	98,615
Increase to the Provision During the Year	24,087	24,500	83,283
Use of the Provision During the Year	(21,070)	(38,444)	(16,576)
Provision at the End of the Year	<u>168,339</u>	<u>151,378</u>	<u>165,322</u>
Cyclical Maintenance - Current	49,738	15,698	33,349
Cyclical Maintenance - Non current	118,601	135,680	131,973
	<u>168,339</u>	<u>151,378</u>	<u>165,322</u>

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

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:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	12,833	10,046	13,239
Later than One Year and no Later than Five Years	18,774	15,093	24,516
Future Finance Charges	(4,038)	-	(5,564)
	<u>27,569</u>	<u>25,139</u>	<u>32,191</u>
Represented by			
Finance lease liability - Current	10,821	10,046	10,799
Finance lease liability - Non current	16,748	15,093	21,392
	<u>27,569</u>	<u>25,139</u>	<u>32,191</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, and includes retentions on the projects, if applicable.

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block 2 Admin	(76,081)	44,548	-	31,533	-
Electrical Upgrade	10,405	-	(10,405)	-	-
3: Roofing Works	(7,952)	-	-	-	(7,952)
2,3,4L,5,10,18 Plumbing & Drainage	(5,858)	-	(35,349)	-	(41,207)
Block 9 AMS Combined Classroom Refurbishment	-	40,000	(29,457)	-	10,543
Totals	<u>(79,486)</u>	<u>84,548</u>	<u>(75,211)</u>	<u>31,533</u>	<u>(38,616)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	10,543
Funds Receivable from the Ministry of Education	(49,159)

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>

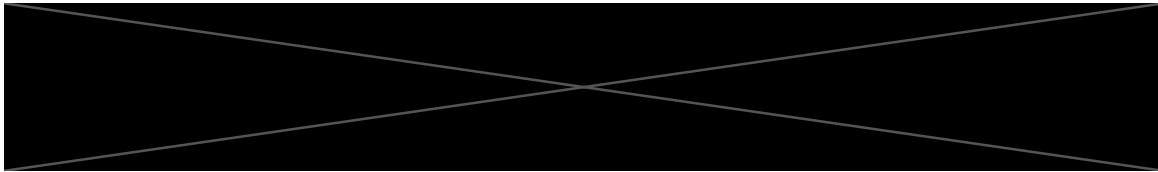
Represented by:

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

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.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,170	2,765

Leadership Team

Remuneration

Full-time equivalent members

Total key management personnel remuneration



There are 4 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year.

Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	150-160
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	2024 FTE Number	2023 FTE Number
100 - 110	4.00	4.00
110 - 120	0.00	2.00
120 - 130	2.00	0.00
	6.00	6.00

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 2024 (Contingent liabilities and assets at 31 December 2023: nil).

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

20. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$421,341 (2023:\$86,700) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
	\$
Block 9 AMS Combined Classroom Refurbishment	370,543
Total	370,543

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16.

(b) Operating Commitments

As at 31 December 2024, the Board has not entered into any contracts.

The total lease payments incurred during the period were \$nil (2023: \$nil).

21. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Cash and Cash Equivalents	298,989	145,737	178,862
Receivables	193,830	145,630	145,629
Investments - Term Deposits	457,768	603,655	603,655
Total financial assets measured at amortised cost	950,587	895,022	928,146

Financial liabilities measured at amortised cost

Payables	237,595	173,317	173,317
Finance Leases	27,569	25,139	32,191
Total financial liabilities measured at amortised cost	<u>265,164</u>	<u>198,456</u>	<u>205,508</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 2024

RSM Hayes Audit
Level 13, 125 Queen Street,
Auckland CBD, Auckland 1010
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, Brendan Lyon, 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 1 to 17, that comprise the statement of responsibility, the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the accompanying financial statements of the School:

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

Our audit was completed on 30 May 2025. This is the date at which our opinion is expressed.

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

Basis 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.

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RSM Hayes Audit is a member of the RSM network and trades as RSM. RSM is the trading name used by the members of the RSM network. Each member of the RSM network is an independent accounting and consulting firm which practices in its own right. The RSM network is not itself a separate legal entity in any jurisdiction.



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 Statement of Variance Reporting, Giving Effect to Te Tiriti o Waitangi – Report 2024, Compliance with the Education and Training Act 2020 Requirements to be a Good Employer for the Year Ended 31 December 2024 and Kiwisport Note, 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 black ink, appearing to read 'B. Lyon', is positioned above the printed name.

Brendan Lyon
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand

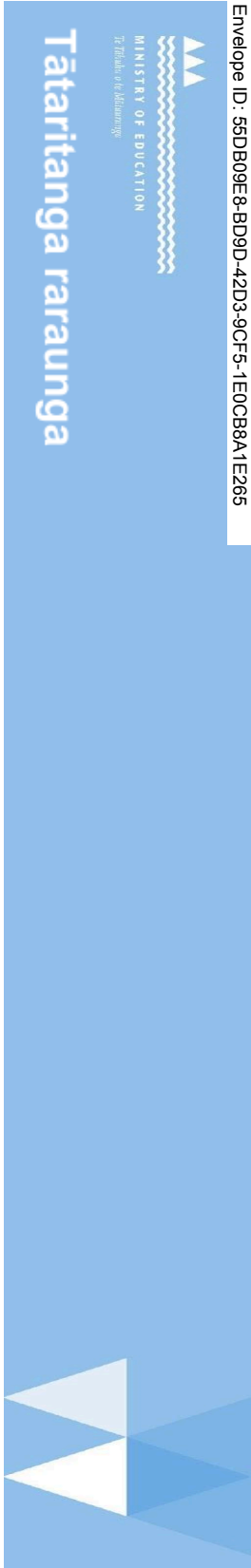




Statement of Variance Reporting

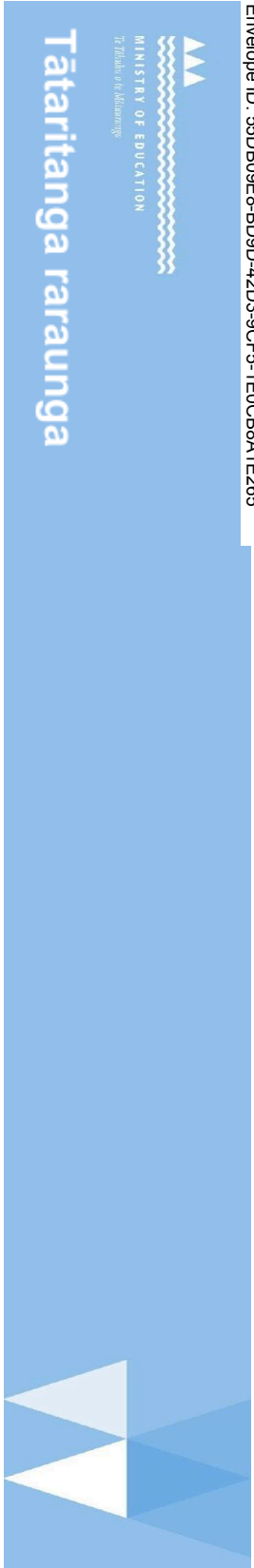
School Name:	Woodlands Park School	School Number:	1578
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Strategic Aim: Analysis reporting	Strategic Goal 1 - Strengthen Student Progress and Achievement Strategic Goal 2 - Strengthen wellbeing through Hau Ora Strategic Goal 3 - Strengthen Te Ao Māori		
	See 2024 Annual Plan (attached)		
Target:	Target 2024 End of Year Data Reading 100% of students working at and above their expected curriculum level 2024 End of Year Data Writing 95% of students working at and above their expected curriculum level 2024 End of Year Data Maths 100% of students working at and above their expected curriculum level		
	Outcome English -Reading 95.5% of our students are working at and above the expected curriculum level English - Writing 95% of our students are working at and above the expected curriculum level Mathematics and Statistics 99% of our students are working at and above the expected curriculum level		
Baseline Data:	2022 End of Year Data Reading 97.6% of students working at and above their expected curriculum level 2023 End of Year Data Reading 99% of students working at and above their expected curriculum level 2024 End-of-Year Data Reading 95.5% of students working at and above their expected curriculum level 2022 End of Year Data Writing 88.6% of students working at and above their expected curriculum level 2023 End of Year Data Writing 94% of students working at and above their expected curriculum level 2024 End of year Data Writing 95% of students working at and above their expected curriculum level 2022 End of Year Data Maths 95.3% of students working at and above their expected curriculum level 2023 End of Year Data Maths 99% of students working at and above their expected curriculum level 2024 End of Year Data Maths 99% of students working at and above their expected curriculum level		

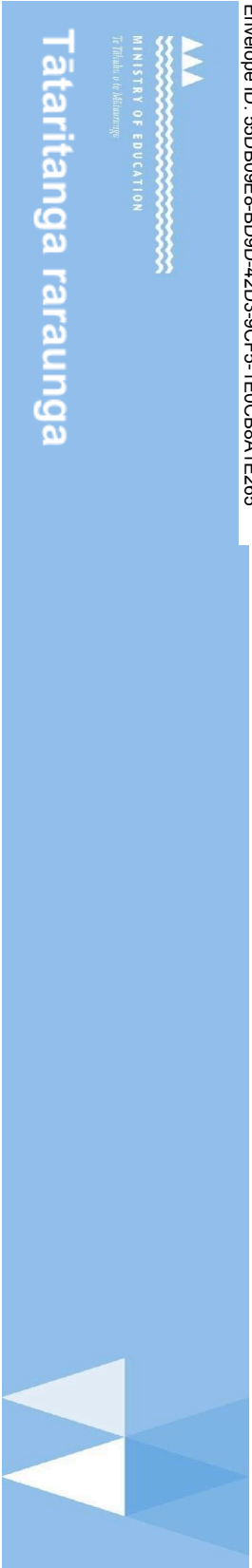


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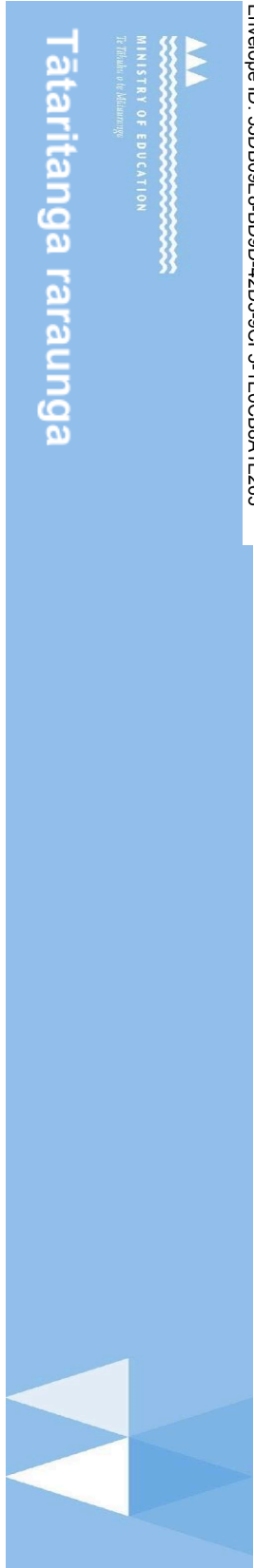
Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>English - Writing Since the beginning of the year, both staff and students have embarked on a focused journey to improve writing outcomes through the integration of <i>The Writer's Toolbox</i> (WTB). This initiative aims to bring consistency, structured support, and enhanced teaching strategies to improve writing skills across all year levels. The report below outlines the key areas of development, training, and implementation that have taken place, as well as the anticipated future steps.</p> <p>Staff Training and Professional Development All staff have participated in workshops and coaching sessions focused on developing writing instruction methods that are uniform across the school. These sessions have provided essential training in using the WTB tools effectively, with specific attention to:</p> <p>WALTs (We Are Learning To...): Establishing clear learning intentions that are consistent across classrooms.</p> <p>Success Criteria: Developing uniform criteria to help students understand and achieve the learning goals in writing.</p> <p>Explicit Teaching and Relevant Feedback: Building teacher capacity to deliver focused lessons with clear feedback directly supporting student learning.</p> <p>Through ongoing training, teachers are developing a shared approach to lesson content and a common language, thereby building a cohesive foundation for student success.</p> <p>Writer's Toolbox Coaching Sessions - Focus on Sentence Structure The <i>Writer's Toolbox</i> coaching sessions have specifically targeted sentence structure through the "Sentence Coaching" program, which introduces <i>The Sentence Train</i> resource. Key aspects include:</p> <ul style="list-style-type: none">• The Sentence Train Resource: This resource provides teachers with tools to teach sentence structure effectively. Teachers have had the opportunity to co-teach, exchange ideas, and model sentence-building strategies with students. This approach encourages a consistent methodology for sentence teaching across the school.• Collaboration and Uniformity: By discussing ideas and sharing experiences, teachers can create a uniform approach in using the Sentence Train resource. This collaborative coaching reinforces school-wide alignment on writing instruction practices, ensuring students have a cohesive learning experience in writing, regardless of year level.	<p>End of year Data Writing 95% of students working at and above their expected curriculum level</p>	<p>WPS were successful in strengthening and raising student progress and achievement - why?</p> <p>Whanau Kowhai (Y0-2) In Whanau Kowhai, the Writer's Toolbox is introduced only after foundational writing skills are developed through our Structured Literacy programme. Year 1-3 students do not use the online tool, instead, teachers incorporate foundational writing skills. This year we have been focusing on creating Simple Sentences (using the "Give Me 5" concept), Adverb Start sentences, and expanding ideas. Next year, further sentence types will be included.</p> <p>Key insights include:</p> <ul style="list-style-type: none">• The explicit teaching methods and visual scaffolding in the programme enhance students' understanding, making it easier to use correct sentence structure and basic punctuation.• The use of Sentence Trains has been invaluable for both teachers and students, helping students build structured sentences. Increased access to Student Sentence Trains in each classroom would be beneficial.• Although the online tool is not used by students, an online teacher resource (The Learning Journey) provides background information, quizzes, and whole-class activities that the children enjoy. <p>Whanau Pohutukawa (Y3-4) Whanau Pohutukawa finds the structured, step-by-step approach helpful for teaching writing. Teachers have focused on various sentence styles, including simple sentences (using the 'Give Me 5' concept), "red, white, and blue" sentences, adverb starts, and sentence expansion.</p> <p>Key insights include:</p> <ul style="list-style-type: none">• The combination of online tools and physical resources is beneficial, particularly as it allows Year 3 students to engage with the programme. However, more Student Sentence Trains are needed to facilitate small-group work.• Teachers have been using "The Learning Journey" (an online tool) as a whole class. The Year 4 students have also been progressing through the modules independently and with a year 3 buddy.• The online tool provides immediate feedback for students, fostering independent learning and making the writing process more engaging. However, an increased number of Chromebooks would support greater access, particularly for Year 4 students, as Year 3 students do not use the online tool. <p>Whanau Harakeke (Y4-6) Whanau Harakeke values the Writer's Toolbox for both teaching new writing concepts and allowing students to practice independently with instant feedback. Teacher workshops and coaching sessions have been helpful, and students have been very engaged with the online programme.</p> <p>Key insights include:</p>	<p>Evaluation for Improvement</p> <p>Continue; Relentlessly pursue targets with intervention and ongoing monitoring</p> <p>Ongoing professional development in the use of The Writer's Toolbox</p> <p>Alignment of the writing progressions with the new English curriculum</p> <p>Adapting the progressions so they fit with The Writer's Toolbox programme</p> <p>Continued moderation of writing samples to ensure consistency of assessment levels</p> <p>All teachers to have the resources they need to provide an effective Writing programme</p> <p>Resource management - To provide activities that are aligned with the Structured Literacy programmes</p> <p>Replacing and renewing classroom consumables and equipment</p>



<p>Progression of Writing Skills Across Year Levels</p> <p>The <i>Writer's Toolbox</i> recommended "Progression of Writing Skills Across Year Levels" has been introduced and is currently included as a supplement to our school Writing Progressions to guide skill development across the school. It will provide additional guidance as the school adapts to the new English curriculum.</p> <p>Integration with the New English Curriculum</p> <p>The introduction of the updated English curriculum will require ongoing work over the next few years as we examine how the WPS, writing progressions and the WTB progression aligns with the new curriculum. So far, it seems generally compatible, however some adaptations will be necessary to fully integrate the new curriculum's concepts into our writing instruction approach.</p> <p>An overview of each team's experience so far</p> <p>All teachers have fully embraced the <i>Writer's Toolbox</i> and are finding it a very useful tool to use in teaching. They have found the workshops and coaching sessions to be very helpful and are pleased with the results they are getting.</p> <p>English - Reading Over the past 3 years, we have implemented a Structured Literacy approach. Over the past three years, we have invested in building teacher capacity and acquiring quality resources, ensuring preparedness for these upcoming changes. This proactive approach has allowed us to meet the diverse needs of our learners, including those who are neurodiverse, in alignment with Strategic Goals #1 and #2.</p> <p><i>Reading progressions</i> were developed during the year so that a common language of structured literacy is used, assessment tools are standardised and all teachers use the same criteria to assess students. The new draft English curriculum has meant some changes to the progressions have been made up to Year 6. We are also waiting to hear about the new phonological</p>	<p>End of year Data Reading 99.5% of students working at and above their expected curriculum level</p>	<p>WPS were successful in strengthening and raising student progress and achievement: why?</p> <p>Students can confidently articulate their own learning through the use of progressions. Learners with diverse and high needs are well-supported, integrated, monitored, and well-resourced by the school through constant monitoring.</p> <p>Conclusion</p> <p>The integration of <i>The Writer's Toolbox</i> has fostered a strong, consistent foundation for writing instruction across all year levels. With staff development through workshops, coaching sessions, and collaborative teaching, the school is well-positioned to support ongoing student achievement in Writing. We look forward to continuing our professional development journey over the next 2 years. Ongoing alignment with the new English curriculum will further enhance our writing programme to meet school-wide aspirations and student needs.</p> <ul style="list-style-type: none">• Teachers focus on diverse sentence structures, including simple sentences, very short sentences, adverb starts, <i>wh</i>-start sentences, explore-the-subject sentences, sentence expansion, and the Give Me 5 concept.• Online writing tasks, which provide immediate feedback, have encouraged students to improve their work actively. Offline tasks incorporate Sentence Trains to practise new sentence styles, which students find engaging.• Students are progressing through Learning Journey modules, moving from Stages 1 to 3, with additional resources like videos and quizzes to reinforce learning. Subjectland tasks also support learning retention!• Moving forward, considerations include managing students' focus on feedback scores (which sometimes detracts from their writing output), ensuring compatibility with Google Read & Write, and providing a Chromebook for each student.	<p>Evaluation for Improvement</p> <p>To continue developing the reading progressions as the MoE rolls out the new curriculum</p> <p>To purchase StepsWeb log-ins for all students Y3-6</p> <p>To purchase StepsWeb resources for students with a spelling age</p>
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<p>screening tool and the assessment tool recommended for assessing reading rate and comprehension. The draft progressions have been shared with staff for feedback. We have several children working at level 4 of the curriculum in reading (Year 7 & 8) and we will be working on developing the progressions for level 4 early in 2025 - links to strategic goal #1</p> <p>- All NE and Y1 children will be tested using the <i>Phonological Screening tool</i> - this has been done by the teacher aides as each cohort of students arrives throughout the year. This data gives a baseline of phonological and phonemic awareness. - <i>To continue to upskill staff in Structured Literacy</i> - in Term 1, three staff attended training - a 2-day structured literacy course, either SL for juniors or teaching The Code. Staff were also encouraged to visit their colleagues' classes to observe and unpack the teaching of Structured Literacy</p>		<p>End of Year Data Maths 99% of students working at and above their expected curriculum level</p>	<p><u>WPS were successful in strengthening and raising student progress and achievement - why?</u></p> <p><u>Numicon Group T3-T4 2024</u></p> <ul style="list-style-type: none">• Mid-year analysis identified groups in Years 3-6 who would benefit from intensive group sessions focusing on number knowledge and strategies• Each group had 2/3 x 30-minute sessions weekly• Numicon pedagogy was the prime teaching tool and DM (one of our teacher aides) facilitated this <p><u>MathEX Group 2024</u> The mid-year analysis identified groups in Years 5-6 who would benefit from maths extension, particularly in problem-solving. The group has 1 x 40-minute</p>	<p>more than 1 year below their chronological age</p> <p>To enrol with Sunshine Online - free</p> <p>To subscribe to Little Learners Love Literacy online - Y1-2 classes</p> <p>To continue building teacher capacity and ensure that practices are consistent across the school - including new staff</p> <p>To investigate assessment tools for reading that are aligned with Structured Literacy</p> <p>Resource management - wear & tear on books and replacement orders. To continue purchasing SL books and resources as needed, and novels for the seniors, games, and activities</p> <p>Maths</p> <ul style="list-style-type: none">• Using the maths progressions and alignment with the curriculum• Numicon resources supplied by MOE• Assessment - alignment with curriculum
<p>Maths and Statistics</p> <p>As in previous years, the Maths team set clear and structured SMART goals to enhance the mathematics teaching, learning and assessment at our kura.</p> <p>Term 1, Woodlands Park School focused on embedding the Maths Progressions as an essential teaching tool, encouraging both teacher and student engagement through visible displays, in modelling books and student workbooks. Additionally, the school introduced Numicon for Years 1-4 to support number knowledge in early education, highlighting its research-backed, structured approach that aligns with the NZ Curriculum. This included a substantial budget allocation to purchase Numicon materials, providing essential equipment and online resources for teaching support.</p> <p>Term 2 continued the Maths Progressions and Numicon approach, with staff professional development (PD) in Week 7 focusing on aligni assessment tools (PAT, GLOSS, JAM) with the WPS progressions to ensure comprehensive student</p>				



<p>progress tracking. Observations showed alignment between assessment results and the progressions, affirming their validity for both teaching and report!</p> <p>Term 3, mid-year data analysis determined the need for targeted interventions in Y3-6, reflecting a commitment to data-driven adjustments. A was employed to teach small groups basic maths knowledge and strategies using Numicon. Additionally, Nick Gill tutored an extension group of Year 5/6 and PAT testing was introduced for this group, using an adaptive approach to assess higher-level achievement.</p> <p>For Term 4, the focus will shift to, analysing end-of-year data, and planning professional development for 2025 - exploring the new curriculum to ensure continuous improvement in maths education.</p>		<p>session weekly</p> <p>The focus was on MathEx - style problem solving using a range of knowledge and strategies to solve multi-layered problems.</p> <p>The group completed an adaptive PAT Mathematics assessment which showed that most of these students were working well above the expected level in maths, across all strands. Of the Year 6 students in the group: 4 were Stanine 9, 4 were Stanine 8 and 1 was Stanine 7. Of the Year 5s: 5 were Stanine 9, 1 was Stanine 8 and 4 were Stanine 7.</p>	
<p>Planning for next year:</p>			
<p>See 2025 Annual Plan</p>			

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WP Kiwi Sport Notice.pdf



Woodlands Park School KiwiSport Note 2024

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received a total funding of \$5,552.24, (excluding GST).

The funding was spent in the following ways:

- purchasing new sports equipment for the whole school
- Funskills event, organised by Sport Waitakere
- Interschool tournaments such as Football & Athletics days

The number of students' participating in organised sport was 366 of the school roll.

Name Ngaria Stephenson

Signature

A handwritten signature in black ink, appearing to be 'Ngaria Stephenson', written over a horizontal line.

Name Michelle Hutton

Presiding Member Signature

A handwritten signature in blue ink, appearing to be 'Michelle Hutton', written over a horizontal line.

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024.

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>
How have you enhanced the abilities of individual employees?	<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"> • <i>Acknowledge and celebrate the achievements, contributions, and innovations of individual employees through formal recognition programs, awards, and incentives.</i> • <i>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.</i> • <i>Feedback and Reflection:</i> • <i>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.</i> • <i>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.</i> • <i>Use observation protocols, peer reviews, and student feedback mechanisms to provide constructive feedback and support professional growth.</i> • <i>Resource Allocation and Support:</i> • <i>Allocate resources and time for professional development activities, including funding for training programs, materials, and substitutes to cover classroom duties.</i> • <i>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.</i> • <i>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.</i>
How are you recognising the employment requirements of women?	<p><i>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.</i></p> <p><i>At Woodlands Park we;</i></p> <ul style="list-style-type: none"> • <i>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.</i> • <i>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.</i> <p><i>We have also;</i></p> <ul style="list-style-type: none"> • <i>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.</i> • <i>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.</i>

	<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>
How are you recognising the employment requirements of persons with disabilities?	<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	

Woodlands Park School

Giving Effect to Te Tiriti o Waitangi – Report 2024

The Woodlands Park School Board is committed to upholding the principles of Te Tiriti o Waitangi—partnership, equity, and active participation. These principles guide our curriculum and strategic planning, particularly through Strategic Goal 3: *Experience, Learn About, and Connect with Te Ao Māori*.

Responsive Curriculum Planning

We embed Te Tiriti principles into curriculum design to reflect and respect Māori values, perspectives, and knowledge systems, ensuring an inclusive and equitable learning environment for all.

Strategic Goal 3 – Te Ao Māori

Our commitment to Te Ao Māori is evident through key initiatives:

- **Te Reo Māori:** Integrated into classroom learning and promoted across the school environment.
- **Cultural Competency:** Ongoing staff training enhances understanding of Māori customs, values, and protocols.
- **Whakataukī & Kapa Haka:** Regular inclusion in assemblies and events fosters connection and pride in Māori culture.
- **Treaty Education:** Explored through inquiry learning, encouraging critical understanding of Te Tiriti's relevance today.
- **Tikanga Māori:** Actively practiced across the school, including karakia, mihi whakatau, and pōwhiri.

Woodlands Park School remains committed to giving effect to Te Tiriti o Waitangi through meaningful curriculum design and strategic action. We continue to reflect, collaborate, and innovate to support the aspirations of Māori whānau, hapū, iwi, and our wider school community.

Ngaria Stephenson
Principal