

WOODLANDS PARK SCHOOL



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2025

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
Accountant / Service Provider:	Schooled Limited



WOODLANDS PARK SCHOOL

Annual Report - For the year ended 31 December 2025

Index

Page	Statement
1	Members of the Board
2	Statement of Responsibility
3	Statement of Comprehensive Revenue and Expense
4	Statement of Changes in Net Assets/Equity
5	Statement of Financial Position
6	Statement of Cash Flows
7 - 19	Notes to the Financial Statements
20 - 22	Independent Auditor's Report

Other Information

Statement of Variance Reporting
Giving Effect to the Tiriti o Waitangi Report
Compliance with Education and Training Act 2020 requirements to be a
good employer
Kiwisport Notice

Woodlands Park School

Members of the Board

For the year ended 31 December 2025

Name	Position	How Position Gained	Term Expired/ Expires
Michelle Hutton	Presiding Member	Elected	Mar 2027
Ngaria Stephenson	Principal ex Officio	Appointed	Current
Belynda Groot	Parent Representative	Elected	Sept 2028
Yulia Schamrel	Parent Representative	Elected	Mar 2027
Chris Jones	Parent Representative	Elected	Sept 2028
Cynthia Manion	Parent Representative	Elected	Sept 2028
Kirsten Dalglish	Staff Representative	Elected	Sept 2028
Bonita Swanepoel	Parent Representative	Elected	Jan 2025
David Meurant	Parent Representative	Elected	Sept 2025
Peter Lehmann	Parent Representative	Elected	Sept 2025

Woodlands Park School

Statement of Responsibility

For the year ended 31 December 2025

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


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

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

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

Michelle Lucke

Full Name of Presiding Member

Signed by:

445BC0FFF9C5456...

Signature of Presiding Member

19 May 2026

Date

Ngaria Stephenson

Full Name of Principal

DocuSigned by:

15D135675F72474

Signature of Principal

19 May 2026

Date

Woodlands Park School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Revenue				
Government Grants	2	3,438,783	3,290,013	3,368,728
Locally Raised Funds	3	232,463	276,292	262,562
Interest		10,902	16,000	38,251
Total Revenue		3,682,148	3,582,305	3,669,541
Expense				
Locally Raised Funds	3	106,431	68,500	48,972
Learning Resources	4	2,570,273	2,406,310	2,505,610
Administration	5	266,583	238,799	234,472
Interest		6,367	1,800	2,667
Property	6	868,666	873,852	947,107
Loss on Disposal of Property, Plant and Equipment		2,898	-	11,981
Total Expense		3,821,218	3,589,261	3,750,809
Net Surplus / (Deficit) for the year		(139,070)	(6,956)	(81,268)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(139,070)	(6,956)	(81,268)

The above Statement of 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 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Equity at 1 January		1,145,426	1,229,663	1,213,989
Total comprehensive revenue and expense for the year		(139,070)	(6,956)	(81,268)
Contribution - Furniture and Equipment Grant		-	(12,705)	12,705
Equity at 31 December		1,006,356	1,210,002	1,145,426
Accumulated comprehensive revenue and expense		1,006,356	1,210,002	1,145,426
Equity at 31 December		1,006,356	1,210,002	1,145,426

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 2025

	Notes	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets				
Cash and Cash Equivalents	7	460,779	207,547	298,989
Accounts Receivable	8	251,452	193,830	193,830
GST Receivable		13,248	9,707	9,707
Prepayments		59,878	58,571	58,571
Inventories	9	3,585	2,861	2,861
Investments- term deposits	10	-	457,768	457,768
Funds Receivable for Capital Works Projects	16	45,448	-	49,159
		834,390	930,284	1,070,885
Current Liabilities				
Accounts Payable	12	239,645	237,595	237,595
Revenue Received in Advance	13	6,415	3,040	3,040
Provision for Cyclical Maintenance	14	68,204	29,451	49,738
Finance Lease Liability	15	30,526	13,853	10,821
Funds held for Capital Works Projects	16	-	-	10,543
		344,790	283,939	311,737
Working Capital Surplus/(Deficit)		489,600	646,345	759,148
Non-current Assets				
Property, Plant and Equipment	11	651,857	686,925	521,625
		651,857	686,925	521,625
Non-current Liabilities				
Provision for Cyclical Maintenance	14	89,905	105,347	118,601
Finance Lease Liability	15	45,196	17,921	16,748
		135,101	123,268	135,349
Net Assets		1,006,356	1,210,002	1,145,426
Equity		1,006,356	1,210,002	1,145,426

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 2025

		2025	2025	2024
	Note	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		689,027	790,920	709,400
Locally Raised Funds		175,535	206,346	246,486
International Students		27,153	60,000	11,010
Goods and Services Tax (net)		(3,541)	16,760	16,760
Payments to Employees		(316,738)	(312,096)	(326,368)
Payments to Suppliers		(665,552)	(604,969)	(635,684)
Interest Paid		(6,367)	(1,800)	(2,667)
Interest Received		16,297	18,535	40,785
Net cash from/(to) Operating Activities		(84,186)	173,696	59,722
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(180,906)	(264,991)	(95,861)
Proceeds from Sale of Investments		457,768	145,887	145,887
Net cash from/(to) Investing Activities		276,862	(119,104)	50,026
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	(12,705)	12,705
Distributions to Ministry of Education		-	31,000	-
Finance Lease Payments		(24,054)	(10,364)	(11,662)
Funds Administered on Behalf of Other Parties		(6,832)	(713)	9,336
Net cash from/(to) Financing Activities		(30,886)	7,218	10,379
Net increase/(decrease) in cash and cash equivalents		161,790	61,810	120,127
Cash and cash equivalents at the beginning of the year	7	298,989	145,737	178,862
Cash and cash equivalents at the end of the year	7	460,779	207,547	298,989

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.

Woodlands Park School

Notes to the Financial Statements

For the year ended 31 December 2025

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 2025 to 31 December 2025 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

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.

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
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 student for camp 2026 where there are unfulfilled obligations for the School to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

n) Funds held for Capital works

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

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

o) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 7 to 14 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 initially recognised at fair value and subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Government Grants - Ministry of Education	683,588	685,663	714,280
Teachers' Salaries Grants	2,116,696	1,950,727	2,002,175
Use of Land and Buildings Grants	633,060	653,623	652,273
Other Government Grants	5,439	-	-
	3,438,783	3,290,013	3,368,728

3. Locally Raised Funds

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

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations and Bequests	66,899	88,350	126,755
Fees for Extra Curricular Activities	4,798	5,000	3,663
Fees for Extra Curricular Activities - Overseas Travel	25,643	-	-
Trading	37,538	45,242	58,201
Fundraising and Community Grants	70,432	77,700	62,933
International Student Fees	27,153	60,000	11,010
	232,463	276,292	262,562
Expense			
Extra Curricular Activities Costs	4,975	6,000	3,840
Extra Curricular Activities Costs - Overseas Travel	36,303	-	-
Trading	18,301	18,500	21,249
Fundraising and Community Grant Costs	25,705	17,000	12,539
International Student - Other Expenses	1,538	7,000	11,344
International Student - Overseas Travel Marketing	19,609	20,000	-
	106,431	68,500	48,972
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	126,032	207,792	213,590

4. Learning Resources

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Curricular	105,572	64,903	106,684
Employee Benefits - Salaries	2,308,735	2,145,727	2,200,313
Staff Development	19,890	66,000	89,563
Staff Development - Overseas Travel	4,011	15,000	-
Depreciation	121,983	101,250	103,735
Other Learning Resources	10,082	13,430	5,315
	2,570,273	2,406,310	2,505,610

5. Administration

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fees	12,032	8,496	7,462
Board Expenses	9,395	8,500	12,712
Board Fees	3,095	3,850	3,170
Operating Leases	587	-	314
Other Administration Expenses	92,477	73,300	58,438
Employee Benefits - Salaries	125,305	119,400	128,206
Insurance	7,515	10,853	8,713
Service Providers, Contractors and Consultancy	16,177	14,400	15,457
	266,583	238,799	234,472

6. Property

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cyclical Maintenance	10,864	-	24,087
Heat, Light and Water	43,521	31,500	34,583
Rates	129	500	166
Repairs and Maintenance	33,724	17,500	85,907
Use of Land and Buildings	633,060	653,623	652,273
Other Property Expenses	147,368	170,729	150,091
	868,666	873,852	947,107

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

7. Cash and Cash Equivalents

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	460,779	207,547	298,989
Cash and cash equivalents for Statement of Cash Flows	460,779	207,547	298,989

Cash and cash equivalents includes cash at bank of \$460,779. Of this amount \$44,465 relates to retentions held.

8. Accounts Receivable

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	39,331	6,181	6,181
Interest Receivable	13	5,408	5,408
Teacher Salaries Grant Receivable	212,108	182,241	182,241
	251,452	193,830	193,830
Receivables from Exchange Transactions	39,344	11,589	11,589
Receivables from Non-Exchange Transactions	212,108	182,241	182,241
	251,452	193,830	193,830

9. Inventories

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Stationery	3,585	2,861	2,861
	3,585	2,861	2,861

10. Investments

The School's investment activities are classified as follows:

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset			
Short-term Bank Deposits	-	457,768	457,768
Total Investments	-	457,768	457,768

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2025						
Building Improvements	174,322	-	-	-	(9,624)	164,698
Furniture and Equipment	229,424	169,188	(1,350)	-	(58,254)	339,008
Information and Communication Technology	68,553	5,092	(195)	-	(27,172)	46,278
Leased Assets	22,019	74,209	-	-	(22,861)	73,367
Library Resources	27,307	6,625	(1,354)	-	(4,072)	28,506
	521,625	255,114	(2,899)	-	(121,983)	651,857

The net carrying value of furniture and equipment held under a finance lease is \$73,367 (2024: \$22,019)

Restrictions

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

	2025 Cost or Valuation \$	2025 Accumulated Depreciation \$	2025 Net Book Value \$	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$
Building Improvements	384,949	(220,251)	164,698	384,949	(210,627)	174,322
Furniture and Equipment	805,070	(466,062)	339,008	712,497	(483,073)	229,424
Information and Communication Technology	341,747	(295,469)	46,278	402,775	(334,222)	68,553
Leased Assets	109,347	(35,980)	73,367	49,728	(27,709)	22,019
Library Resources	92,688	(64,182)	28,506	90,552	(63,245)	27,307
	1,733,801	(1,081,944)	651,857	1,640,501	(1,118,876)	521,625

12. Accounts Payable

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	15,066	45,588	45,588
Accruals	9,561	7,462	7,462
Employee Entitlements - Salaries	212,108	182,241	182,241
Employee Entitlements - Leave Accrual	2,910	2,304	2,304
	<u>239,645</u>	<u>237,595</u>	<u>237,595</u>
 Payables for Exchange Transactions	 239,645	 237,595	 237,595
	<u>239,645</u>	<u>237,595</u>	<u>237,595</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Other revenue in Advance	6,415	3,040	3,040
	<u>6,415</u>	<u>3,040</u>	<u>3,040</u>

14. Provision for Cyclical Maintenance

	2025	2025	2024
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	168,339	135,680	165,322
Increase/(decrease) to the Provision During the Year	10,864	10,000	24,087
Use of the Provision During the Year	(21,094)	(10,882)	(21,070)
 Provision at the End of the Year	 <u>158,109</u>	 <u>134,798</u>	 <u>168,339</u>
 Cyclical Maintenance - Current	 68,204	 29,451	 49,738
Cyclical Maintenance - Non current	89,905	105,347	118,601
	<u>158,109</u>	<u>134,798</u>	<u>168,339</u>

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

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:

	2025 Actual	2025 Budget (Unaudited)	2024 Actual
	\$	\$	\$
No Later than One Year	36,201	13,853	12,833
Later than One Year	48,960	17,921	18,774
Future Finance Charges	(9,439)	-	(4,038)
	<u>75,722</u>	<u>31,774</u>	<u>27,569</u>
Represented by			
Finance lease liability - Current	30,526	13,853	10,821
Finance lease liability - Non current	45,196	17,921	16,748
	<u>75,722</u>	<u>31,774</u>	<u>27,569</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.

	2025	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
3: Roofing Works	233500	(7,952)	-	(1,995)	-	(9,947)
2,3,4L,5,10,18 Plumbing & Drainage	233497	(41,207)	41,207	-	-	-
Block 9 AMS Combined Classroom Refurbishment	233499	10,543	320,000	(369,901)	3,857	(35,501)
Totals		<u>(38,616)</u>	<u>361,207</u>	<u>(371,896)</u>	<u>3,857</u>	<u>(45,448)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(45,448)

Board Contributions are where the Board contributes its own funds to a Ministry funded Capital Works project. This has resulted in an Property expense that is recognised in note 6.

	2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions / Transfers \$	Closing Balances \$
Block 2 Admin	218548	(76,081)	44,548	-	31,533	-
Electrical Upgrade	233496	10,405	-	(10,405)	-	-
3: Roofing Works	233500	7,952	-	-	-	(7,952)
2,3,4L,5,10,18 Plumbing & Drainage	233497	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)

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.

In January 2025 the School purchased a PE Sports Shed for \$10,957 from Garrick Stephenson Builder Limited. Garrick Stephenson Builder Limited is majority owned by the Principal's spouse (the Principal also holding a minority shareholding in this Company). The School's Board of Trustees received approval from the Ministry of Education prior to entering into the transaction. The School's Property, Plant and Equipment additions during the year ended 31 December 2024 were \$102,903. This purchase, which occurred in January 2025, represents 11% of this amount.

18. Remuneration

Key management personnel compensation

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

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	3,095	3,170
 <i>Leadership Team</i>		
Remuneration	543,159	408,154
Full-time equivalent members	4	3
 Total key management personnel remuneration	546,254	411,324

There are 6 members of the Board excluding the Principal. The Board has held 10 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:

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	150-160
Benefits and Other Emoluments	1-6	1-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 - 110	3.00	4.00
110 - 120	3.00	0.00
120 -130	2.00	2.00
	8.00	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 2025 (Contingent liabilities and assets at 31 December 2024: nil).

Holidays Act Compliance – Schools Payroll

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

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

20. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of 2025: nil (2024:\$370,543)

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

(b) Operating Commitments

The Board has entered into no contracts during 2025 and 2024 financial years.

21. Financial Instruments

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

Financial assets measured at amortised cost

	2025 Actual \$	2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	460,779	207,547	298,989
Receivables	251,452	193,830	193,830
Investments - Term Deposits	-	457,768	457,768
Total financial assets measured at amortised cost	712,231	859,145	950,587

Financial liabilities measured at amortised cost

Payables	239,645	237,595	237,595
Finance Leases	75,722	31,774	27,569
Total financial liabilities measured at amortised cost	315,367	269,369	265,164

22. Going Concern

The school closed the 2025 financial year with working capital of \$489,000. The school incurred a loss of \$139,000 in the current year. This deficit reflects Board-approved strategic investment in the three-year Writers Toolbox professional development programme and the staged replacement of school-wide furniture. These financial statements have been prepared on a going concern basis. The going concern assumption is dependent on the continuing support from the Ministry of Education. The Ministry of Education has confirmed it will continue to provide the School with resources so the School can meet its obligations as they fall due. The Board acknowledges the projected three-year period of deficit budgeting; however, an approved business plan, including increased international student enrolments and the conclusion of Writers Toolbox commitments, is forecast to return the school to surplus budgeting from 2027 onward.

23. Events After Balance Date

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

Independent Auditor's Report

RSM Hayes Audit

Level 19, 125 Queen Street,
Auckland CBD, Auckland 1010

T +64 (9) 367 1656

www.rsmnz.co.nz

To the readers of Woodlands Park School's Financial statements For the year ended 31 December 2025

The Auditor-General is the auditor of Woodlands Park (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 pages 2 to 19, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements:

- present fairly, in all material respects:
 - the School's financial position as at 31 December 2025; and
 - the 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 Standards Reduced Disclosure Regime.

Our audit was completed on 19 May 2026. 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 is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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



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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as the Members of the Board, Statement of Variance Reporting, Giving Effect to the Tiriti o Waitangi Report, Compliance with Education and Training Act 2020 requirements to be a good employer and Kiwisport Notice. The Board is responsible for the other information that it presents alongside its annual financial statements.

The other information obtained at the date of our audit report includes copies of the Members of the Board, Statement of Variance Reporting, Giving Effect to the Tiriti o Waitangi Report, Compliance with Education and Training Act 2020 requirements to be a good employer and Kiwisport Notice.

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

Other than in our capacity as auditor, we have no relationship with, or interests in, the 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
--------------	-----------------------	----------------	------

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

Annual Aim:

See 2025 Annual Plan (attached)

- 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
- 2025 End-of-Year Data Reading 98% 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
- 2025 End of Year Data Writing 98% 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
- 2025 End of Year Data Maths 98% of students working at and above their expected curriculum level



Tātaritanga raraunga

Target:

Target
2025 End of Year Data Reading 95% of students working at and above their expected curriculum level
2025 End of Year Data Writing 95% of students working at and above their expected curriculum level
2025 End of Year Data Maths 95% of students working at and above their expected curriculum level

Outcome

- English - Reading
98% of our students are working at and above the expected curriculum level
- English - Writing
98% of our students are working at and above the expected curriculum level
- Mathematics and Statistics
98% of our students are working at and above the expected curriculum level

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</p> <p>Continued implementation of Writer's Toolbox across the school, with a focus on differentiated writing instruction.</p> <p>Embedded structured literacy approaches and learning progressions to ensure consistency and coherence in writing practice.</p> <p>Strengthened assessment systems, using ongoing and real-time data to monitor progress and inform teaching.</p> <p>Used regular "Faces on Data" meetings to analyse student writing data and adjust instruction.</p> <p>Invested in sustained professional learning and development, including Writer's Toolbox, structured literacy, and culturally responsive practice.</p> <p>Supported learner agency through writing goal-setting and feedback.</p> <p>Strengthened communication with whānau through sharing progress and learning evidence.</p>	<p>Target: By the end of 2025, 95% of students would be working at or above their expected curriculum level in writing.</p> <p>Outcome</p> <p>98% of students achieved at or above their expected curriculum level in writing, exceeding the target by 3 percentage points.</p> <p>Outcomes</p> <p>Writing achievement exceeded the annual target, with high levels of consistency across year levels.</p> <p>Fewer students were identified at the lower end of the achievement scale, indicating improved equity.</p> <p>Teaching practice became increasingly consistent and aligned across classrooms.</p> <p>Learners demonstrated increased engagement, confidence, and ownership of their writing progress.</p>	<p>Reasons for the variance</p> <p>The coherent and sustained implementation of Writer's Toolbox strengthened teacher practice and instructional consistency.</p> <p>Embedded assessment systems enabled timely identification of need and responsive teaching.</p> <p>Regular data-informed professional dialogue improved instructional decision-making.</p> <p>Ongoing PLD strengthened teacher capability and confidence in writing instruction.</p> <p>Strong partnerships with learners and whānau supported engagement and continuity of learning.</p> <p>The strategies implemented were highly effective, as evidenced by achievement exceeding the target.</p> <p>Structured literacy and writing approaches are now embedded school wide.</p> <p>Internal evaluation processes supported continuous improvement and responsiveness.</p> <p>While achievement is strong overall, opportunities remain to further strengthen extension for high-achieving writers.</p>	<p>Next Steps for Improvement</p> <p>Further strengthen deliberate acts of teaching for extension in writing.</p> <p>Continue embedding internal evaluation practices to sustain and deepen impact.</p> <p>Align writing practice with the refreshed English Curriculum, while maintaining effective existing approaches.</p> <p>Continue building culturally sustaining practices by developing the school's graduate profile grounded in Te Ao Māori.</p> <p>Maintain focus on learner agency, feedback, and partnership with whānau.</p>



<p>English - Reading Implemented a Visible Learning pedagogical approach across reading, strengthening clarity around learning intentions, success criteria, feedback, and student ownership.</p> <p>Reviewed current classroom practice through baseline audits and refreshed a shared school-wide vision for effective reading practice.</p> <p>Developed and refined a WPS Model of Visible Learning, aligning expectations for teachers and learners.</p> <p>Continued embedding Structured Literacy through explicit, systematic teaching of reading using scope and sequence, decodable texts, and phonological instruction.</p> <p>Strengthened assessment practices using phonological screening tools, reading assessments, and progressions.</p> <p>Built teacher capability through ongoing PLD, collaborative inquiry, observation, and professional dialogue.</p> <p>Embedded te reo Māori, tikanga Māori, and mātauranga Māori across curriculum delivery.</p> <p>Strengthened data use through consistent collection, analysis, and interpretation at class, team, and school levels.</p>	<p>Target: By the end of 2025, 95% of students would be working at or above their expected curriculum level in Reading.</p> <p>Outcome of students achieved at or above their expected curriculum level in reading exceeding the target by 3 percentage points. Reading achievement exceeded the annual target, with high levels of consistency across year levels.</p> <p>Learners demonstrated improved clarity about their learning goals and success criteria.</p> <p>Teaching practice became increasingly consistent, explicit, and evidence-informed.</p> <p>Early identification of learners requiring additional support enabled timely intervention.</p>	<p>The coherent implementation of Visible Learning and Structured Literacy strengthened instructional clarity and effectiveness.</p> <p>Robust assessment systems enabled early identification and targeted support, reducing variability in outcomes.</p> <p>Ongoing PLD increased teacher confidence and capability in reading instruction.</p> <p>Clear progressions supported shared understanding of achievement between teachers, learners, and whānau.</p> <p>Strong leadership and collaborative professional practices ensured consistency across the school.</p> <p>Stronger coherence was evident between curriculum expectations, teaching practice, and assessment.</p>	<p>Next steps for improvement</p> <p>Further align reading progressions with the refreshed English Curriculum and embed them fully into planning, assessment, and reporting.</p> <p>Continue to implement screening tools consistently to strengthen early intervention and transition data.</p> <p>Continue targeted PLD to deepen Structured Literacy practice, including fluency and comprehension.</p> <p>Strengthen learner agency through goal-setting and feedback aligned to Visible Learning.</p> <p>Continue to embed culturally sustaining practices and whānau voice in reading programmes.</p> <p>Use 2025 data to inform targeted teaching and intervention planning for 2026.</p>
---	---	--	---



<p>Mathematics and Statistics Implemented a targeted and coherent Mathematics improvement plan, aligned to Strategic Goal #1: <i>Strengthen Student Progress and Achievement</i>.</p> <p>Reviewed current Mathematics teaching practice and assessment to identify learners not making expected progress (6–12 months).</p> <p>Embedded WPS Mathematics Progressions school-wide to support consistent teaching, learning, and assessment.</p> <p>Strengthened Structured Mathematics teaching, including explicit instruction, scope and sequence, and use of concrete materials.</p> <p>Introduced and expanded Numicon as a core resource to support conceptual understanding, particularly for priority learners.</p> <p>Streamlined assessment practices, introducing PAT Adaptive Maths (Years 3–6) and using JAM/GIoSS only to clarify OTJs.</p> <p>Strengthened internal evaluation by analysing data across Year levels to identify trends, gaps, and target groups.</p> <p>Invested in professional learning and development focused on effective mathematics pedagogy, Numicon use, and</p>	<p>Target: <i>By the end of 2025, 95% of students would be working at or above their expected curriculum level in Maths</i></p> <p>Outcome</p> <p>98% of students achieved at or above their expected curriculum level in Maths, exceeding the target by 3 percentage points.</p> <p>Mathematics achievement exceeded the annual target, with 98% of learners achieving at or above expected levels.</p> <p>The majority of learners made 1–2 sub-levels of progress, consistent with school expectations.</p> <p>Priority learners were better supported through targeted use of Numicon and small-group interventions.</p>	<p>Why did it happen?</p> <p>A relentless focus on a small number of coherent improvement goals strengthened consistency and impact.</p> <p>Improved assessment accuracy through PAT Adaptive testing enabled earlier identification of gaps and misconceptions.</p> <p>The use of concrete materials and structured approaches supported deeper conceptual understanding.</p> <p>Targeted PLD increased teacher capability and confidence in mathematics pedagogy.</p> <p>Strong curriculum leadership ensured alignment between progressions, teaching practice, and assessment.</p> <p>Data was actively used at classroom, team, and school levels</p>	<p>The improvement strategies were effective, as evidenced by achievement exceeding the target.</p> <p>Mathematics teaching is increasingly coherent, explicit, and aligned across year levels.</p> <p>Assessment practices now provide stronger insights into learner progress over time.</p> <p>While overall achievement is high, internal evaluation identified ongoing needs to:</p> <p>Accelerate progress for a small number of learners not making sufficient progress</p> <p>Strengthen extension and rich tasks for more capable learners</p> <p>Continue building teacher confidence with the refreshed Maths Curriculum eNext steps for improvement</p>
---	--	---	---



<p>preparation for the refreshed Maths Curriculum.</p> <p>Trialled digital tools (e.g. Maths Whizz, Numicon Online) to support fluency, mastery, and independent learning.</p> <p>Strengthened culturally responsive practice by weaving te reo Māori, ikanga Māori, and mātauranga Māori through mathematics teaching and contexts.</p>	<p>Teachers demonstrated greater confidence and consistency in mathematics instruction.</p> <p>Assessment data became clearer, more reliable, and more useful for informing teaching.</p> <p>Variability in achievement reduced, particularly in Years 4-6 where previous trends showed increasing numbers of learners below expectation.</p>	<p>to guide decision-making.</p>	<p>Continue phased implementation of the refreshed Mathematics Curriculum, with full school-wide implementation in 2026.</p> <p>Further refine and embed WPS Mathematics Progressions, aligned to curriculum phases.</p> <p>Deepen teacher understanding of effective scope and sequence, explicit teaching, and formative assessment.</p> <p>Strengthen extension opportunities using rich tasks rather than acceleration into new content.</p> <p>Continue targeted support for priority learners using Numicon and evidence-based interventions.</p> <p>Strengthen communication with whānau around curriculum changes, including shifts from levels to phases.</p> <p>Use 2025 achievement and progress data to inform targeted planning and</p>
--	---	----------------------------------	--



Planning for next year			resourcing for 2026.
See 2026 Annual Plan			

MM

Woodlands Park School - Giving Effect to the Tiriti o Waitangi Report 2025

We reject the amendment of the Education and Training Act which removes the board's responsibility to give effect to the Treaty of Waitangi. Giving Effect to Te Tiriti o Waitangi - Report 2025

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

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2025.

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

Reporting on the principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p><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></p>
<p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p>	<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>
<p>How do you practise impartial selection of suitably qualified</p>	<p><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>

<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"> ● <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>
<p>How are you recognising the employment requirements of women?</p>	<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>
<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	





February 2026

Woodlands Park School Kiwisport Notice

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$4758.32 (excluding GST). The funding was spent on purchasing new equipment for the whole school & inter school tournaments such as football and athletics days.

The number of students participating in organised sport was 352 of the school roll

Signed

Ngaria Stephenson
Principal
February 2026