

WOODVILLE SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 2742

Principal: Wes Va'ai-Wells

School Address: Ross Street

School Postal Address: Ross Street, Woodville, 4920

School Phone: 06 376 5276

School Email: office@woodville.school.nz

Accountant / Service Provider:

Education  **Services.**
Dedicated to your school

WOODVILLE SCHOOL

Annual Report - For the year ended 31 December 2022

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Woodville School

Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

Melissa Marie Reiri

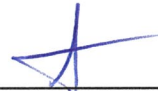
Full Name of Presiding Member

Wes Vaini-Wells

Full Name of Principal



Signature of Presiding Member



Signature of Principal

25/05/23

Date:

25/05/2023

Date:

Woodville School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	1,370,027	921,820	1,045,569
Locally Raised Funds	3	49,928	25,700	42,200
Interest Income		2,552	-	130
Gain on Sale of Property, Plant and Equipment		-	-	5,744
		1,422,507	947,520	1,093,643
Expenses				
Locally Raised Funds	3	19,013	19,700	8,142
Learning Resources	4	877,852	602,001	668,618
Administration	5	260,720	74,150	157,975
Finance		2,033	-	2,321
Property	6	205,806	224,958	189,562
		1,365,424	920,809	1,026,618
Net Surplus / (Deficit) for the year		57,083	26,711	67,025
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		57,083	26,711	67,025

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



Woodville School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		310,670	267,930	243,645
Total comprehensive revenue and expense for the year		57,083	26,711	67,025
Contributions from the Ministry of Education				
Equity at 31 December		367,753	294,641	310,670
Accumulated comprehensive revenue and expense		367,753	294,641	310,670
Equity at 31 December		367,753	294,641	310,670

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.

Woodville School

Statement of Financial Position

As at 31 December 2022

		2022	2022	2021
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	464,171	319,460	330,437
Accounts Receivable	8	60,533	40,760	61,077
GST Receivable		31,695	3,763	6,710
Prepayments		3,882	1,925	2,402
Funds Receivable for Capital Works Projects	15	6,623	-	-
		566,904	365,908	400,626
Current Liabilities				
Accounts Payable	10	81,113	70,553	72,658
Revenue Received in Advance	11	1,215	-	170
Provision for Cyclical Maintenance	12	143,158	-	142,234
Finance Lease Liability	13	7,278	2,438	6,712
Funds held in Trust	14	1,262	1,262	1,262
Funds held for Capital Works Projects	15	170,019	-	49,649
Funds held on behalf of Resource Teacher Literacy Cluster	16	36,431	24,657	29,722
		440,476	98,910	302,407
Working Capital Surplus/(Deficit)		126,428	266,998	98,219
Non-current Assets				
Property, Plant and Equipment	9	266,945	203,402	242,120
		266,945	203,402	242,120
Non-current Liabilities				
Provision for Cyclical Maintenance	12	12,917	168,338	9,688
Finance Lease Liability	13	12,703	7,421	19,981
		25,620	175,759	29,669
Net Assets		367,753	294,641	310,670
Equity		367,753	294,641	310,670

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

Woodville School

Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		508,130	351,941	359,632
Locally Raised Funds		53,473	25,700	42,370
Goods and Services Tax (net)		(24,985)	-	(2,949)
Payments to Employees		(250,859)	(148,280)	(132,067)
Payments to Suppliers		(214,666)	(131,500)	(188,044)
Interest Paid		(2,033)	-	(2,321)
Interest Received		2,552	-	130
Net cash from/(to) Operating Activities		71,612	97,861	76,751
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(56,242)	-	(9,644)
Net cash from/(to) Investing Activities		(56,242)	-	(9,644)
Cash flows from Financing Activities				
Finance Lease Payments		(6,697)	-	(4,987)
Funds Administered on Behalf of Third Parties		125,061	-	46,718
Net cash from/(to) Financing Activities		118,364	-	41,731
Net increase/(decrease) in cash and cash equivalents		133,734	97,861	108,838
Cash and cash equivalents at the beginning of the year	7	330,437	221,599	221,599
Cash and cash equivalents at the end of the year	7	464,171	319,460	330,437

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

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



Woodville School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 12.



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 9.

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 13. Future operating lease commitments are disclosed in note 21b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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



Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

Improvements (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	10-75 years
Furniture and Equipment	4-15 years
Information and Communication Technology	4-5 years
Motor Vehicles	5 years
Textbooks	4 years
Library Resources	12.5% DV
Leased assets held under a Finance Lease	Term of Lease

k) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

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

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

Non cash generating assets

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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

The reversal of an impairment loss is recognised in the surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

m) 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.

n) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

o) Revenue Received in Advance

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to students, should the School be unable to provide the services to which they relate.

p) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and 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.

q) 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.

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTL programme), all income and expenditure related to the provision of the service is 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.



s) Provision for Cyclical Maintenance

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

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

The schools carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

t) 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.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

u) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	548,734	261,941	380,655
Teachers' Salaries Grants	718,808	543,701	572,795
Use of Land and Buildings Grants	102,485	116,178	92,119
	<u>1,370,027</u>	<u>921,820</u>	<u>1,045,569</u>

The school has opted in to the donations scheme for this year. Total amount received was \$13,800.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	10,367	-	1,053
Fees for Extra Curricular Activities	2,521	120	3,185
Trading	2,609	1,500	2,163
Fundraising & Community Grants	14,022	1,500	14,547
Other Revenue	20,409	22,580	21,252
	<u>49,928</u>	<u>25,700</u>	<u>42,200</u>
Expenses			
Extra Curricular Activities Costs	2,296	6,500	2,196
Trading	5,259	1,500	1,358
Fundraising & Community Grant Costs	2,763	1,700	1,763
Other Locally Raised Funds Expenditure	8,695	10,000	2,825
	<u>19,013</u>	<u>19,700</u>	<u>8,142</u>
<i>Surplus for the year Locally raised funds</i>	<u>30,915</u>	<u>6,000</u>	<u>34,058</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	27,366	16,100	21,792
Employee Benefits - Salaries	818,691	581,201	617,879
Staff Development	517	500	1,582
Depreciation	28,812	2,000	24,806
Equipment Repairs	317	200	-
Information & Communication Technology	2,149	2,000	2,559
	<u>877,852</u>	<u>602,001</u>	<u>668,618</u>

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,302	5,300	5,148
Board Fees	3,350	5,000	4,180
Board Expenses	8,874	6,600	4,173
Intervention Costs & Expenses	66,058	1,000	7,554
Communication	641	1,050	3,727
Consumables	5,890	15,100	7,206
Operating Lease	3	-	-
Other	7,285	3,400	5,714
Employee Benefits - Salaries	57,347	28,000	38,305
Insurance	1,336	2,700	2,483
Service Providers, Contractors and Consultancy	5,430	6,000	6,002
Healthy School Lunch Programme	99,204	-	73,483
	260,720	74,150	157,975

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	7,795	6,500	5,593
Cyclical Maintenance Provision	4,153	14,000	15,427
Grounds	7,673	6,000	1,440
Heat, Light and Water	21,549	16,500	18,029
Rates	2,724	6,000	4,438
Repairs and Maintenance	9,836	7,000	1,440
Use of Land and Buildings	102,485	116,178	92,119
Security	4,823	3,500	3,183
Employee Benefits - Salaries	43,662	45,780	43,975
Consultancy And Contract Services	1,106	3,500	3,918
	205,806	224,958	189,562

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

7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	464,171	319,460	330,437
Cash and cash equivalents for Statement of Cash Flows	464,171	319,460	330,437

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

Of the \$464,171 Cash and Cash Equivalents \$170,019 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

Of the \$464,171 Cash and Cash Equivalents \$36,431 is held by the School on behalf of the Resource Literacy Teacher Cluster. See note 16 for details of how the funding received for the cluster has been spent in the year.

8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables from the Ministry of Education	-	-	9,061
Banking Staffing Underuse	-	-	3,750
Teacher Salaries Grant Receivable	60,533	40,760	48,266
	<u>60,533</u>	<u>40,760</u>	<u>61,077</u>
Receivables from Exchange Transactions	-	-	-
Receivables from Non-Exchange Transactions	60,533	40,760	61,077
	<u>60,533</u>	<u>40,760</u>	<u>61,077</u>

9. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2022						
Building Improvements	187,641	11,839	-	-	(5,318)	194,162
Furniture and Equipment	8,467	25,939	-	-	(3,255)	31,151
Information and Communication Technology	20,780	15,859	-	-	(11,342)	25,297
Leased Assets	24,266	-	-	-	(8,776)	15,490
Library Resources	966	-	-	-	(121)	845
Balance at 31 December 2022	<u>242,120</u>	<u>53,637</u>	<u>-</u>	<u>-</u>	<u>(28,812)</u>	<u>266,945</u>

The net carrying value of equipment held under a finance lease is \$15,490 (2021: \$24,266)

Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Building Improvements	274,290	(80,128)	194,162	262,451	(74,810)	187,641
Furniture and Equipment	221,233	(190,082)	31,151	195,295	(186,828)	8,467
Information and Communication Technology	134,738	(109,441)	25,297	118,878	(98,098)	20,780
Leased Assets	30,342	(14,852)	15,490	51,342	(27,076)	24,266
Library Resources	6,387	(5,542)	845	6,387	(5,421)	966
Balance at 31 December	<u>666,990</u>	<u>(400,045)</u>	<u>266,945</u>	<u>634,353</u>	<u>(392,233)</u>	<u>242,120</u>

10. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	12,018	13,734	9,137
Accruals	5,302	5,000	5,148
Employee Entitlements - Salaries	60,533	40,760	48,266
Employee Entitlements - Leave Accrual	3,260	11,059	10,107
	81,113	70,553	72,658
Payables for Exchange Transactions	81,113	70,553	72,658
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	81,113	70,553	72,658

The carrying value of payables approximates their fair value.

11. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Prepaid Fees	1,215	-	170
	1,215	-	170

12. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	151,922	154,338	136,495
Increase to the Provision During the Year	14,501	14,000	15,425
Other Adjustments	(10,348)	-	2
Provision at the End of the Year	156,075	168,338	151,922
Cyclical Maintenance - Current	143,158	-	142,234
Cyclical Maintenance - Non current	12,917	168,338	9,688
	156,075	168,338	151,922

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the schools 10 Year Property plan / painting quotes.

13. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	8,402	2,438	8,740
Later than One Year and no Later than Five Years	13,197	7,421	21,600
Future Finance Charges	(1,618)	-	(3,647)
	<u>19,981</u>	<u>9,859</u>	<u>26,693</u>
Represented by			
Finance lease liability - Current	7,278	2,438	6,712
Finance lease liability - Non current	12,703	7,421	19,981
	<u>19,981</u>	<u>9,859</u>	<u>26,693</u>

14. Funds held in Trust

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	1,262	1,262	1,262
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>1,262</u>	<u>1,262</u>	<u>1,262</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

15. Funds Held (Owed) 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 projects is included under cash and cash equivalents in note 7.

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
SIP - Pool Improvements Funding		230308	47,628	-	(52,800)	-	(5,172)
Block A Alterations		117616	-	59,000	(6,184)	-	52,816
Site Fencing & Accessibility		235857	-	376,429	(259,226)	-	117,203
Arson Repairs		229991	2,021	-	(3,472)	-	(1,451)
Totals			<u>49,649</u>	<u>435,429</u>	<u>(321,682)</u>	<u>-</u>	<u>163,396</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	170,019
Funds Receivable from the Ministry of Education	(6,623)

	2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Block F Upgrade Funding		204288	5,975	-	(5,975)	-	-
SIP - Pool Improvements Funding		230308	-	47,628	-	-	47,628
Arson Repairs		229991	-	10,966	(8,945)	-	2,021
Totals			<u>5,975</u>	<u>58,594</u>	<u>(14,920)</u>	<u>-</u>	<u>49,649</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	49,649
Funds Receivable from the Ministry of Education	-



16. Funds held on behalf of Resource Teacher Literacy Cluster

Woodville School is the lead school and holds funds on behalf of the cluster, a group of schools funded by the Ministry of Education.

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Funds Held at Beginning of the Year	29,722	24,657	24,657
Funds Received from Cluster Members	1,044	-	-
Funds Received from MoE	16,173	-	15,929
Total funds received	46,939	24,657	40,586
Funds Spent on Behalf of the Cluster	10,508	-	10,864
Funds remaining	36,431	24,657	29,722
Funds Held at Year End	<u>36,431</u>	<u>24,657</u>	<u>29,722</u>

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 conditions 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.

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	3,350	4,180
<i>Leadership Team</i>		
Remuneration	145,658	124,540
Full-time equivalent members	1.12	1.00
Total key management personnel remuneration	149,008	128,720

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance (0 members) and Property (0 members) that met 0 and 0 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	-	120 - 130
Benefits and Other Emoluments	-	3 - 4
Termination Benefits	-	-

Principal 2

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

	2022 Actual \$000	2021 Actual \$000
Salary and Other Payments	60 - 70	-
Benefits and Other Emoluments	1 - 2	-
Termination Benefits	-	-

Principal 3

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

	2022 Actual \$000	2021 Actual \$000
Salary and Other Payments	70 - 80	-
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	1.00	1.00
	1.00	1.00

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

19. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total	-	-
Number of People	-	-



20. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: nil).

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The school is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022.

The Ministry is in the Process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The school has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2022 a contingent liability for the school may exist.

21. Commitments

(a) Capital Commitments

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

\$56,944 contract for the SIP - Pool Improvements Funding as agent for the Ministry of Education. This project is fully funded by the Ministry and \$47,628 has been received of which \$52,800 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$48,752 contract for the Block A Alterations as agent for the Ministry of Education. This project is fully funded by the Ministry and \$59,000 has been received of which \$6,184 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$445,200 contract for the Site Fencing & Accessibility as agent for the Ministry of Education. This project is fully funded by the Ministry and \$376,429 has been received of which \$259,226 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$12,845 contract for the Arson Repairs as agent for the Ministry of Education. This project is fully funded by the Ministry and \$10,966 has been received of which \$12,417 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2021:

\$56,944 contract for the SIP - Pool Improvements Funding as agent for the Ministry of Education. This project is fully funded by the Ministry and \$47,628 has been received of which \$0 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$12,845 contract for the Arson Repairs as agent for the Ministry of Education. This project is fully funded by the Ministry and \$10,966 has been received of which \$8,945 has been spent on the project to balance date. This project has been approved by the Ministry.)

(b) Operating Commitments

There are no operating commitments as at 31 December 2022 (Operating commitments at 31 December 2021: nil).

22. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	464,171	319,460	330,437
Receivables	60,533	40,760	61,077
Total Financial assets measured at amortised cost	524,704	360,220	391,514

Financial liabilities measured at amortised cost

Payables	81,113	70,553	72,658
Finance Leases	19,981	9,859	26,693
Total Financial Liabilities Measured at Amortised Cost	101,094	80,412	99,351

23. Events After Balance Date

As a result of an incident in 2022 regarding perimeter fencing and the subsequent media coverage that followed, there have been ongoing legal matters. At this current time, the outcome of these matters is unknown but is unlikely to have a significant impact on the School.

24. Comparatives

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

Woodville School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Grant Squires	Presiding Member	Elected	Sep 2022
Melissa Reiri	Presiding Member	Elected	Sep 2025
Gerry McGirr	Principal	ex Officio	Jan 2022
Wes Va'ai-Wells	Principal	ex Officio	
Lynne Huddleston	Acting Principal	Appointed	Jul 2022
Rosie Karena	Parent Representative	Elected	Sep 2025
Andrew Bolton	Parent Representative	Elected	Sep 2025
Coral Smith	Parent Representative	Elected	Sep 2025
Crystal Sargent	Parent Representative	Elected	Sep 2022
Marni Cavis	Parent Representative	Elected	Sep 2022
Amy Ames-Durey	Parent Representative	Elected	Sep 2025
Clive Madge	Staff Representative	Elected	Sep 2022
Lara Piercy	Staff Representative	Elected	Sep 2025
Wayne Gribble	Limited Statutory Manager	Appointed	
Helen Raroa	Other	Elected	Sep 2022

Woodville School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$1,569 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the Woodville School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

Woodville School - Analysis of Variance 2022



2022 TARGETS		
READING	WRITING	MATHEMATICS
2021 Whole School Baseline Data: 67.5% At or Above	2021 Whole School Baseline Data: 54.2% At or Above	2021 Whole School Baseline Data: 64% At or Above
Improve outcomes for all students in Reading. Goal is to improve percentage of students achieving AT or ABOVE to 75%	Improve outcomes for all students in Writing. Goal is to improve percentage of students achieving AT or ABOVE to 75%	Improve outcomes for all students in Mathematics. Goal is to improve percentage of students achieving AT or ABOVE to 75%
<p>To reach these targets we will:</p> <ol style="list-style-type: none"> As a teaching team, develop and implement an agreed, well understood school-wide Integrated Curriculum Delivery Plan (CDP) that is sequential, covers the requirements of the NZC and is meaningful/relevant to the students and community. Establish a school-wide pedagogical approach so students, teachers, and whānau have a clear pathway to increasing levels of achievement. Improve engagement with parents in the year 1 and 2 area to support early literacy and numeracy development. Engage in a rigorous and robust inquiry process that has a primary focus on enabling targeted priority learners to demonstrate accelerated learning outcomes. 		

2022 Intended Actions	2022 Impacts/Outcomes	2022 Variance	2022 Evaluation of Variance
Strategic Aim 1: Learning - Inspire, connect, and challenge our learners through innovative practice that delivers positive outcomes			
<p>Lead the establishment and implementation of the Woodville School localised curriculum plan (CDP).</p> <p>Develop a school-wide PLD programme to foster shifts in pedagogical practice that supports the delivery of the localised curriculum.</p> <p>Engage with external agencies to support teachers' development of agreed, common pedagogical practices.</p> <p>Establish a Woodville School CDP to ensure the breadth and depth of the NZC</p>	<p><u>On Student Learning</u></p> <p>Ikan/Hero - students being aware of the gaps in their learning and goal writing</p> <p>Writing - Expectations being clear through moderation</p> <p>Play based developing social skills and key competencies</p> <p>Purposeful and sense of belonging growing</p> <p>Identity/Ko wai au</p> <p>Pride - growing a sense</p> <p>Matariki - new learning</p> <p>Ko wai au - reaffirming identity</p> <p>Learning to learn</p> <p>discussed /shared but not unpacked</p>	<p><u>Numeracy</u></p> <p>Not aware of intended actions</p> <p>Ikan sheets - Hero</p> <p>Not aware of localised curriculum</p> <p>Ka Hui Ako - Teacher Conference</p> <p>Ben Steele (Dinah Harvey) - Karlene</p> <p>Used Been Steele help here for cycle</p> <p><u>Literacy</u></p> <p>School-wide Writing moderation</p> <p>Yes - Playbased philosophy with some structure - foundation literacy skills</p> <p>Once a week 9-11.40 8 weeks prior to starting school</p> <p>Heggerty</p> <p>Modules - Ko Wai au</p>	<p>Evaluation of Impacts and Variance: Aim 1</p> <p>While the intentions were commendable and expectations were set high, the reality of achieving the 4 actions in relation to the 2022 targets were disappointing. Unfortunately, staff were only exposed to the strategic aims in the second half of the year and were therefore unaware of the set targets and/or the intentions of the plan. Despite this, our staff were forthcoming in expressing specific areas they had an impact on during the year.</p> <p>Regarding the impact on student learning and achievement, the teaching staff did well to implement a temporary curriculum based on</p>

is accessible to all learners over a 3 year learning cycle.	<p>Seeing the expectations in relation to NZC</p> <p><u>On Teaching Practices</u></p> <p>Grouping according to needs/gaps</p> <p>Formative assessments improving</p> <p>Play Based philosophy still to be developed</p> <p>Confidence building</p> <p>Relationship building with community</p> <p>Getting to know the kids</p> <p>Matariki - new learning</p> <p>Learning to learn</p> <p>Building a class culture</p> <p>Setting up routines</p> <p>DAT progressing but still lots of work to do</p> <p><u>On School-Wide Systems/Processes</u></p> <p>Writing - becoming consistent in our OTJ</p> <p>Transition visits for New Entrant important for learning the school routines/expectations</p> <p>Relationship building</p> <p>Matariki - relationship building</p> <p>Modules in juniors didn't work as well</p>	<p>Local Museums visits</p> <p>Videos/Posters/Flyers promoting Woodville</p> <p>Local maori legends/myths of Woodville</p> <p>Marae trip</p> <p>Matariki celebration</p> <p>Jenni Martin - Rtlit - PLD</p> <p>Karen Leithbridge - PacT - writing assessment</p> <p>Carol Laubscher - LSC - phonics, kids speak goals</p> <p>SWiS - emotional regulation</p> <p>SLT - talk to learn for TAs</p> <p>'It's Alive'</p> <p>'Learning to Learn' - learning maps, goals</p> <p>'My mountain, my river, my place' - sense belonging - ko wai au</p>	<p>their limited exposure to the school and school community (all teaching staff started in 2022 apart from 1 who started in 2021 as a beginning teacher).</p> <p>Deliberate acts of teaching, as a part of the standards for the teaching profession, are an area to develop and so is building classroom cultures and strengthening relational strategies.</p> <p>Incorporating Te Ao Māori into the foundation of the local curriculum and schoolwide processes has started but needs strengthening.</p> <p>Some external PLD regarding TAI and PaCT was intermittent and has not provided the desired impact or outcome.</p>
2022 Intended Actions	2022 Impacts/Outcomes	2022 Variance	2022 Evaluation of Variance
Strategic Aim 2: Leading - Innovative Leadership, Teaching, Learning, and Assessment			
<p>Establish the Woodville School Professional Growth Cycle, based on effective practice and research, that brings about effective improvement of teacher practice</p> <p>Ensure teachers use data to drive Teaching as Inquiry and to develop strategies that accelerate student progress and achievement</p> <p>Ensure Curriculum Progress/Assessment</p>	<p><u>On Student Learning</u></p> <p>Students happy and eager to learn</p> <p>Tikanga - Karakia/Waiata</p> <p><u>On Teaching Practices</u></p> <p>Staff member expertise in NE class</p> <p>Whanau appreciate the sports</p> <p>Matariki experts used and Kapa Haka continuing as a result</p> <p><u>On School-Wide Systems/Processes</u></p> <p>Rebuilding relationship with ECE</p> <p>Tuakana/Teina</p> <ul style="list-style-type: none"> Student leaders - assemblies Values re-established 	<p><u>Numeracy</u></p> <p>Not aware of intended actions</p> <p>Not aware of PGCs</p> <p>Not aware of TAI</p> <p>E Astle, Gloss, Rich Tasks, Basic Facts, Integrated</p> <p>Used Hero Matrices to inform assessment and shape learning goals. Jam/Gloss</p> <p>Hero - Goals (I can sheets)</p> <p>Stats with Its alive</p> <p>Reports</p> <p>Learning Maps displayed</p>	<p><u>Evaluation of Impacts and Variance: Aim 2</u></p> <p>While the intentions were commendable and expectations were set high, the reality of achieving the 4 actions in relation to the 2022 targets were disappointing. Unfortunately, staff were only exposed to the strategic aims in the second half of the year and were therefore unaware of the set targets and/or the intentions of the plan. Despite this, our staff were forthcoming in expressing specific areas they had an impact on during the year.</p> <p>There was some improvement in reporting</p>

<p>Tools are used to drive teaching and learning - Learning Progressions, PaCT, PATs, Progressions on HERO</p> <p>Effectively report student progress and and achievement data through to whānau, the Board and external stakeholders that includes analysis and next steps.</p> <p>Learning Pathways established at the beginning of the year/entry to school. Goals and indicators established. Seesaw used to communicate day to day evidence to whānau.</p> <p>Ensure Curriculum Progress/Assessment Tools drive teaching and learning</p>	<ul style="list-style-type: none"> • Zones of regulation in some Keen to be at school 	<p>Learning Indicators/stages Learning Maps and Goals Seesaw Displays Indicators in books - during term (fill the gaps) Using Hero matrices and numeracy indicator stages. Groups constantly change Timetables for maths groups <u>Literacy</u> Haven't started Module Planning No teacher appraisal Hero - Indicators Reports Goal Sheets/Learning Maps (senior) Indicators on wall Seesaw (senior) - weekly or fortnightly Baby stages</p>	<p>and data analysis compared to previous years as the school introduced a new Student Management System in 2022 (HERO). The staff and management will require further training in the SMS to get the most out of its features. A 'new to the school' teaching staff also enabled a more comprehensive mode of delivery/learning that reinforced intended actions, goal-setting and achievement indicators.</p> <p>Professional growth cycles was new learning for the teaching staff in 2022 and developing this with support from Evaluation Associates has given us a starting point.</p>
2022 Intended Actions	2022 Impacts/Outcomes	2022 Variance	2022 Evaluation of Variance
Strategic Aim 3: Hauora - Positive relationships and Hauora for our learners and all of our people			
<p>The transition programme is restructured to reflect an effective transition for students from ECE to Woodville School.</p> <p>Provide structure and opportunities so all students are able to develop positive social skills and be appreciated by others for their own particular talents and idiosyncrasies.</p> <p>Establish a commitment to growing partnerships with the community that results in whānau and the wider community playing a greater part in the life of Woodville School.</p>	<p><u>On Student Learning</u> No consistency No targeted learning Visible learning - query ability grouping L.I's/goals dev. <u>On Teaching Practices</u> No accountability No target groups No teacher research Some critical conversations happening L.I's/goals dev. <u>On School-Wide Systems/Processes</u> Classroom environments - goals POWER values - purposeful Display of learning/goals Work in progress</p>	<p><u>Numeracy</u> Play Based environment Juniors Maths number corner - Mel will explain Sharing of strategies Confidence in sharing Group work - criteria to meet goals (Hero) Lots of Talking about learning Eastle - at the end to see improvements Not aware of intended actions Matariki - could have had learning opportunities here Target groups we provide extra support for - teacher aide support Target groups <u>Literacy</u></p>	<p><u>Evaluation of Impacts and Variance: Aim 3</u></p> <p>While the intentions were commendable and expectations were set high, the reality of achieving the 4 actions in relation to the 2022 targets were disappointing. Unfortunately, staff were only exposed to the strategic aims in the second half of the year and were therefore unaware of the set targets and/or the intentions of the plan. Despite this, our staff were forthcoming in expressing specific areas they had an impact on during the year.</p> <p>School culture of learning started to take effect as whānau engagement, sports activities, and more communication with home increased - Newsletters, Facebook, and</p>

Continue to review practice to ensure equity and excellence for all learners at Woodville School.	Transition visits Assessing for the learning	Yes - Playbased philosophy with some structure - foundation literacy skills Once a week 9-11.40 8 weeks prior to starting school Student choice of what they write about and read. Celebrating with class, principal, assemblies Seesaw/Facebook/Newsletters Differentiating the programme to meet learning needs. Assessment tools - Professional Judgement conversations Moderation - no formal process	Seesaw. Whānau hui was used as an opportunity to consult the community on the direction and vision of the school. A larger emphasis was placed on the current school values with extrinsic rewards which has enhanced student well-being. Weekly visits by DP/SENCO (and student leaders) to local ECEs has strengthened the rapport with those learning centres as well as whānau.
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2022 End of Year Achievement Data - At or Above							
	Whole School	Boys	Girls	Māori students	Pasifika	Asian	Pākehā
Mathematics	43%	44%	42%	27%	100%	69%	44%
Reading	63%	54%	71%	54%	100%	80%	60%
Writing	49%	35%	63%	40%	83%	63%	50%

End of year analysis of data in relation to 2022 targets indicated:

- Mathematics achievement data was off target by 32%
- Reading achievement data was off target 12%
- Writing achievement data was off target by 26%

Moving forward:

Due to significant changes in Principalship, teaching staff, and Board of Trustee members (during 2022) the targets will be adjusted to reflect the holistic needs of learners at Woodville School in 2023. We will also align our targets with our strategic aims. Therefore, the targets/focus will be placed on **Strategic Aim 1 - Learning**: Māori reading achievement; **Strategic Aim 2 - Leading**: PB4L implementation; and **Strategic Aim 3 - Hauora**: Attendance and Engagement. Baseline data and target details are listed in the 2023 school-wide annual plan.