

WOODVILLE SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 2742

Principal: Wes Va'ai-Wells

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Accountant / Service Provider:

Education  **Services.**
Dedicated to your school

WOODVILLE SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Woodville School

Statement of Responsibility

For the year ended 31 December 2024

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 2024 fairly reflects the financial position and operations of the School.

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

Chris Ellmers.

Full Name of Presiding Member

C. P. Ellmers

Signature of Presiding Member

20/05/2025

Date:

Wes Va'ai-Wells

Full Name of Principal

W. Va'ai-Wells

Signature of Principal

20/05/2025

Date:

Woodville School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	1,877,545	1,468,184	1,783,063
Locally Raised Funds	3	93,431	71,692	65,774
Interest		18,130	6,000	11,963
Gain on Sale of Property, Plant and Equipment		5,336	-	-
Total Revenue		1,994,442	1,545,876	1,860,800
Expense				
Locally Raised Funds	3	23,659	19,350	26,949
Learning Resources	4	1,300,491	1,073,342	1,074,915
Administration	5	222,738	203,202	185,127
Interest		2,879	416	1,342
Property	6	302,928	242,510	258,483
Total Expense		1,852,695	1,538,820	1,546,816
Net Surplus / (Deficit) for the year		141,747	7,056	313,984
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		141,747	7,056	313,984

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 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		741,897	496,148	367,753
Total comprehensive revenue and expense for the year		141,747	7,056	313,984
Contributions from the Ministry of Education - Capital Contribution - Playground		-	-	50,000
Contributions from the Ministry of Education - Asset Transfers from Papatawa Sch		-	-	4,837
Contributions from the Ministry of Education - Tu Mana Tuuhono		13,796	-	-
Contributions from the Ministry of Education - Furniture and Equipment Grant		1,875	-	5,323
Equity at 31 December		899,315	503,204	741,897
Accumulated comprehensive revenue and expense		899,315	503,204	741,897
Equity at 31 December		899,315	503,204	741,897

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 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	375,155	44,806	494,469
Accounts Receivable	8	76,436	60,533	103,556
GST Receivable		12,049	31,695	-
Prepayments		8,765	3,882	10,905
Investments	9	210,000	-	-
Funds Receivable for Capital Works Projects	16	5,543	-	-
		687,948	140,916	608,930
Current Liabilities				
GST Payable		-	-	7,035
Accounts Payable	11	138,685	81,113	86,887
Revenue Received in Advance	12	2,964	1,215	2,915
Provision for Cyclical Maintenance	13	7,845	34,902	129,028
Finance Lease Liability	14	9,155	7,278	10,440
Funds held in Trust	15	1,262	-	1,262
Funds held for Capital Works Projects	16	-	-	24,311
Funds held on behalf of Resource Teacher Literacy Clust	17	40,925	37,693	40,879
		200,836	162,201	302,757
Working Capital Surplus/(Deficit)		487,112	(21,285)	306,173
Non-current Assets				
Property, Plant and Equipment	10	545,109	537,192	446,177
		545,109	537,192	446,177
Non-current Liabilities				
Provision for Cyclical Maintenance	13	123,536	-	1,003
Finance Lease Liability	14	9,370	12,703	9,450
		132,906	12,703	10,453
Net Assets		899,315	503,204	741,897
Equity		899,315	503,204	741,897

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 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		789,630	646,570	814,697
Locally Raised Funds		95,788	71,692	65,166
Goods and Services Tax (net)		(19,084)	-	38,730
Payments to Employees		(380,614)	(310,474)	(310,221)
Payments to Suppliers		(277,135)	(636,409)	(312,891)
Interest Paid		(2,879)	(416)	(1,342)
Interest Received		18,252	6,000	11,841
Net cash from/(to) Operating Activities		223,958	(223,037)	305,980
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(99,699)	(191,000)	(134,193)
Purchase of Investments		(210,000)	-	-
Net cash from/(to) Investing Activities		(309,699)	(191,000)	(134,193)
Cash flows from Financing Activities				
Furniture and Equipment Grant		1,875	-	5,323
Finance Lease Payments		(8,090)	(5,328)	(7,570)
Funds Administered on Behalf of Other Parties		(27,358)	-	(139,242)
Net cash from/(to) Financing Activities		(33,573)	(5,328)	(141,489)
Net increase/(decrease) in cash and cash equivalents		(119,314)	(419,365)	30,298
Cash and cash equivalents at the beginning of the year	7	494,469	464,171	464,171
Cash and cash equivalents at the end of the year	7	375,155	44,806	494,469

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

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

Woodville School

Notes to the Financial Statements

For the year ended 31 December 2024

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

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 10.

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 14. Future operating lease commitments are disclosed in note 22b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	10-75 years
Furniture and Equipment	4-15 years
Information and Communication Technology	3-5 years
Motor Vehicles	10 years
Library Resources	12.5% Diminishing value
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

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 surplus or deficit.

The reversal of an impairment loss is recognised in 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.

l) 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.

m) 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.

n) 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 or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are 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.

o) 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.

p) 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.

q) 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. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) 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 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.

s) 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.

t) 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.

u) 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.

v) Budget Figures

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

w) 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

Government Grants - Ministry of Education
Teachers' Salaries Grants
Use of Land and Buildings Grants
Ka Ora, Ka Ako - Healthy School Lunches Programme
Edi Funding

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
646,217	513,891	551,838
902,752	718,808	782,504
176,322	102,485	162,377
152,254	133,000	127,814
-	-	158,530
1,877,545	1,468,184	1,783,063

3. Locally Raised Funds

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

Revenue

Donations and Bequests
Fees for Extra Curricular Activities
Trading
Fundraising and Community Grants
Other Revenue

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
5,350	1,190	4,579
3,988	6,000	8,925
3,300	2,350	3,882
54,113	35,800	26,143
26,680	26,352	22,245
93,431	71,692	65,774

Expense

Extra Curricular Activities Costs
Trading
Fundraising and Community Grant Costs
Other Locally Raised Funds Expenditure

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
1,171	7,000	4,173
4,222	2,350	4,067
9,565	-	4,675
8,701	10,000	14,034
23,659	19,350	26,949
69,772	52,342	38,825

Surplus for the year Locally Raised Funds

4. Learning Resources

Curricular
Employee Benefits - Salaries
Staff Development
Depreciation
Equipment Repairs
Information & Communication Technology

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
77,996	67,000	51,694
1,145,440	948,342	979,078
19,638	23,500	9,580
49,321	30,000	32,142
4,162	1,000	60
3,934	3,500	2,361
1,300,491	1,073,342	1,074,915

5. Administration

Audit Fees
Board Fees and Expenses
Operating Leases
Legal Fees
Other Administration Expenses
Employee Benefits - Salaries
Insurance
Service Providers, Contractors and Consultancy
Ka Ora, Ka Ako - Healthy School Lunch Programme

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
7,369	5,750	5,462
8,639	9,140	4,422
14	500	407
643	5,000	9,357
13,558	16,792	11,260
70,703	61,440	61,024
1,826	1,900	1,565
6,660	4,680	4,680
113,326	98,000	86,950
222,738	203,202	185,127

6. Property

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Cyclical Maintenance	1,350	10,857	(9,244)
Heat, Light and Water	35,537	35,500	28,725
Rates	4,056	4,048	4,048
Repairs and Maintenance	22,384	20,050	14,331
Use of Land and Buildings	176,322	102,485	162,377
Employee Benefits - Salaries	15,284	19,500	15,837
Other Property Expenses	47,995	50,070	42,409
	<u>302,928</u>	<u>242,510</u>	<u>258,483</u>

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

7. Cash and Cash Equivalents

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Accounts	375,155	44,806	494,469
Cash and cash equivalents for Statement of Cash Flows	<u>375,155</u>	<u>44,806</u>	<u>494,469</u>

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

Of the \$375,155 Cash and Cash Equivalents, \$2,964 of Revenue Received in Advance is held by the school, as disclosed in note 12.

Of the \$375,155 Cash and Cash Equivalents, \$40,925 is held by the School on behalf of the Resource Teacher of Literacy cluster. See note 17 for details of how the funding received for the cluster has been spent in the year.

8. Accounts Receivable

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Receivables	-	-	30,262
Receivables from the Ministry of Education	1,770	-	5,937
Interest Receivable	-	-	122
Banking Staffing Underuse	-	-	4,962
Teacher Salaries Grant Receivable	74,666	60,533	62,273
	<u>76,436</u>	<u>60,533</u>	<u>103,556</u>
Receivables from Exchange Transactions	-	-	30,384
Receivables from Non-Exchange Transactions	76,436	60,533	73,172
	<u>76,436</u>	<u>60,533</u>	<u>103,556</u>

9. Investments

The School's investment activities are classified as follows:

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	210,000	-	-
Total Investments	<u>210,000</u>	<u>-</u>	<u>-</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	316,265	15,317	-	-	(8,111)	323,471
Furniture and Equipment	73,595	51,859	-	-	(13,896)	111,558
Information and Communication Technology	41,219	13,797	-	-	(14,072)	40,944
Motor Vehicles	-	56,601	-	-	(3,707)	52,894
Leased Assets	14,022	11,485	(806)	-	(9,401)	15,300
Library Resources	1,076	-	-	-	(134)	942
	446,177	149,059	(806)	-	(49,321)	545,109

The net carrying value of equipment held under a finance lease is \$15,300 (2023: \$14,022)

Restrictions

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

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	418,662	(95,191)	323,471	403,346	(87,081)	316,265
Furniture and Equipment	311,637	(200,079)	111,558	269,504	(195,909)	73,595
Information and Communication Technology	174,258	(133,314)	40,944	160,462	(119,243)	41,219
Motor Vehicles	56,601	(3,707)	52,894	37,131	(23,109)	14,022
Leased Assets	29,494	(14,194)	15,300	6,738	(5,662)	1,076
Library Resources	6,738	(5,796)	942			
	997,390	(452,281)	545,109	877,181	(431,004)	446,177

11. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	49,772	12,018	8,560
Accruals	7,369	5,302	11,399
Employee Entitlements - Salaries	74,666	60,533	62,273
Employee Entitlements - Leave Accrual	6,878	3,260	4,655
	138,685	81,113	86,887
Payables for Exchange Transactions	138,685	81,113	86,887
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	138,685	81,113	86,887

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue in Advance	1,446	-	-
Grants in Advance - Ministry of Education	-	-	2,308
Prepaid Fees	1,518	1,215	607
	<u>2,964</u>	<u>1,215</u>	<u>2,915</u>

13. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	130,031	24,045	156,075
Increase to the Provision During the Year	11,536	10,857	10,559
Use of the Provision During the Year	-	-	(16,800)
Other Adjustments	(10,186)	-	(19,803)
Provision at the End of the Year	<u>131,381</u>	<u>34,902</u>	<u>130,031</u>
Cyclical Maintenance - Current	7,845	34,902	129,028
Cyclical Maintenance - Non current	123,536	-	1,003
	<u>131,381</u>	<u>34,902</u>	<u>130,031</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan / painting quotes.

14. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	11,396	7,278	11,327
Later than One Year and no Later than Five Years	10,298	12,703	9,984
Future Finance Charges	(3,169)	-	(1,421)
	<u>18,525</u>	<u>19,981</u>	<u>19,890</u>
Represented by			
Finance lease liability - Current	9,155	7,278	10,440
Finance lease liability - Non current	9,370	12,703	9,450
	<u>18,525</u>	<u>19,981</u>	<u>19,890</u>

15. Funds held in Trust

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	1,262	-	1,262
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>1,262</u>	<u>-</u>	<u>1,262</u>

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

16. Funds Held for Capital Works Projects

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

	2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Block A Alterations			24,311	-	(29,854)	-	(5,543)
Totals			24,311	-	(29,854)	-	(5,543)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(5,543)

	2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
SIP - Pool Improvements	230308		(5,172)	6,465	(1,293)	-	-
Block A Alterations			52,816	22,100	(50,605)	-	24,311
Site Fencing & Accessibility	235857		117,203	45,260	(162,463)	-	-
Arson Repairs	229991		(1,451)	-	1,451	-	-
Totals			163,396	73,825	(212,910)	-	24,311

Represented by:

Funds Held on Behalf of the Ministry of Education	24,311
Funds Receivable from the Ministry of Education	-

17. Funds held on behalf of Resource Teacher Literacy Clust

Woodville School is the lead school funded by the Ministry of Education to provide services to its cluster of schools.

	2024 Actual \$	2024 Budget \$	2023 Actual \$
Funds Held at Beginning of the Year	40,879	37,693	36,431
Funds Received from Cluster Members	-	-	1,867
Funds Received from MOE	25,554	-	16,632
Total funds received	66,433	37,693	54,930
Funds Spent on Behalf of the Cluster	25,508	-	14,051
Funds remaining	40,925	37,693	40,879
Funds Held at Year End	40,925	37,693	40,879

18. Related Party Transactions

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

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and 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.

19. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	2,910	2,830
<i>Leadership Team</i>		
Remuneration	441,026	356,726
Full-time equivalent members	3.78	3.00
Total key management personnel remuneration	<u>443,936</u>	<u>359,556</u>

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (2 members) committees that met 2 and 2 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:

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	130 - 140
Benefits and Other Emoluments	4 - 5	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	1.00	1.00
110 - 120	2.00	2.00
	<u>3.00</u>	<u>3.00</u>

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

20. 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:

	2024 Actual	2023 Actual
Total	\$0	\$0
Number of People	0	0

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: nil).

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

22. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2024 (Capital commitments at 31 December 2023: \$-8,037).

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

(b) Operating Commitments

There are no operating commitments as at 31 December 2024 (Operating commitments at 31 December 2023: nil).

23. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	375,155	44,806	494,469
Receivables	76,436	60,533	103,556
Investments - Term Deposits	210,000	-	-
Total financial assets measured at amortised cost	661,591	105,339	598,025

Financial liabilities measured at amortised cost

Payables	138,685	81,113	86,887
Finance Leases	18,525	19,981	19,890
Total financial liabilities measured at amortised cost	157,210	101,094	106,777

24. Events After Balance Date

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

25. 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
Chris Ellmers	Presiding Member	Elected	Sep 2025
Wes Va'ai-Wells	Principal	ex Officio	
Andrew Bolton	Parent Representative	Elected	Sep 2025
Coral Smith	Parent Representative	Elected	Sep 2025
Amy Ames-Durey	Parent Representative	Elected	Sep 2025
Karen O'Rourke	Parent Representative	Elected	Sep 2025
Karlene Thomson	Staff Representative	Elected	Sep 2025

Woodville School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$2,124 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2024 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.



Statement of Variance 2024

2024 - ANNUAL TARGETS/GOALS		
LEARNING: LITERACY	LEADING: ENGAGEMENT	HAUORA: SCHOOL VALUES
Goal is to improve whole school reading and writing achievement data of students achieving Within or Beyond expectations by 10%	Goal is to continue to improve the average attendance percentage of all students to at least 88%.	Goal is to effectively implement new school values into the school and wider community.
<p><i>To measure the progress and outcome of these targets we will use:</i></p> <ol style="list-style-type: none"> 1. Reading and Writing achievement: mid-year and end-of year data. 2. Track attendance in teams and schoolwide. Address any attendance issues by informing key stakeholders (i.e whānau, truancy officer) and supporting programmes for re-engaging with the school. 3. Survey students, whānau, and staff termly on what our school values how they are important to us *edit reduce major incident reports through PB4L-SW 		

2023 & 2024 DATA								
End of Year Literacy Data								
	Whole School		Māori		Pasifika		Pakeha and Asian	
	2023	2024	2023	2024	2023	2024	2023	2024
Reading (within or beyond)	73%	70%	69%	63%	81%	100%	84%	84%
Writing (within or beyond)	50%	54%	51%	48%	45%	100%	61%	65%

Truancy/Attendance/Engagement							
Term 1 Attendance		Term 2 Attendance		Term 3 Attendance		Term 4 Attendance	
2023	2024	2023	2024	2023	2024	2023	2024
85.1%	87%	87.7%	85.5%	87.0%	86.5%	86.3%	89%
2023 Average	86.53% - Whole School, T4 - 42% of the school were attending 90% or more, T4 - 69% of the school were attending 80% or more						
2024 Average	87.00% - Whole School, T4 - 52% of the school were attending 90% or more, T4 - 80% of the school were attending 80% or more						

School-Wide Behaviour							
Average Majors per term		Average Repeated Minors per term		Average Minors per term		Average Behaviour Incident per term	
2023	2024	2023	2024	2023	2024	2023	2024
21.5	26.5	28.5	41	28	31.5	80.5	99

End of year analysis of data in relation to 2024 targets indicated:

- Literacy achievement data (whole school) showed a 4% improvement in writing but a 3% decrease in reading.
- Average attendance showed improvements in T1 and T4 but decreases in T2 and T3. Slight increase overall but a significant increase in consistent attendance of 80% or more.
- There were increases in all averages across all reported incidents and unfortunately no surveys were taken to measure the impact of the new school values. However, the impact can be measured by; our staff's understanding of restorative and deescalating practices, the increase of contacting whānau of any student behaviour concerns, the increase in vouchers being awarded for positive behaviours, and the increase of teaching of preventive and preemptive strategies based on behaviour data reports.

2024 Intended Actions	2024 Impacts	2024 Variance	2024 Outcomes
Strategic Aim 1: Learning - Inspire, connect, and challenge our learners through innovative practice that delivers positive outcomes			
Continue with structured literacy approach in the juniors	Junior team undertaking PLD with Liz Kane - Structured Literacy Cohort 2	Structured Literacy implementation was disrupted with an entire change of Junior Team teachers throughout the year.	Our plan to change from BSLA to Liz Kane structured literacy had some initial disruption to its implementation with staff changes however we were fortunate to have employed new staff with strengths in Liz Kane Structured Literacy. Similarly, government priorities highlighted
Introduce Liz Kane's structured literacy to junior staff	DP - running staff PLD with simple, compound and complex sentences.	However, new teachers were experienced in Liz Kane structured literacy.	
Implement within-school writing	Seniors Term 1 Moderation Writing -	We included select support staff in PLD	

<p>moderation, and shared understanding of effective writing practices</p> <p>Implement within-school reading assessment moderation, and a shared understanding of effective reading practices used in our school</p> <p>Implement AVAILL reading programme to engage reluctant readers in the senior team</p>	<p>Descriptive Writing(Poetic), using modified rubric from EasTTle. Seniors Term 2 Moderation Writing - Information/Scientific Report(Transactional) Seniors Term 3 - Oral Language (Speeches) Seniors Term 4 - Persuasive Writing</p> <p>Guided Reading Sessions in the Seniors. DAT's to cover LI's set in our Module plan. STAR data to inform gaps and next steps learning. Probe Reading end of term 2 and 4.</p> <p>Term 3 - Seniors to implement AVAILL reading programme.</p>	<p>training with Liz Kane.</p> <p>Government priorities put an emphasis on structured literacy which aligned with our plan.</p> <p>DP writing PLD was useful and provided support where and when needed.</p> <p>Moderation occurred during team meetings but was less consistent in the Juniors due to staff changes.</p> <p>Our WST supported the school-wide reading curriculum from Term 3 onwards.</p>	<p>Structured Literacy as a 'must 'do' which aligned well with our literacy plan.</p> <p>Despite our changes, we saw a decrease of 3% in whole school reading achievement and an increase of 4% in whole school writing achievement. Robust assessments practices and consistent teaching are highlighted as areas of focus to better support student learning. Unfortunately, our reading achievement for Māori learners also decreased by 6%. Similarly, to above - areas of focus will be centered around robust assessment practices and consistent teaching.</p> <p>Our new staff in the Junior team did an outstanding job implementing Structured Literacy and school-wide initiatives. Because they came with experience in Liz Kane SL already, the effect on teaching reading was largely reduced.</p> <p>The 4% improvements in writing achievement can be attributed to the PLD run by our Deputy Principal and the increase of writing support experienced via structured literacy.</p>
2024 Intended Actions	2024 Impacts	2024 Variance	2024 Outcomes
Strategic Aim 2: Leading - Innovative Leadership, Teaching, Learning, and Assessment			
<p>Support teams to track attendance</p> <p>Support attendance and engagement programmes such as boys and girls mentoring groups</p> <p>Continue to acknowledge and celebrate</p>	<p>Seniors look at attendance every team meeting - see minutes. For those not meeting the 80% mark - why? What is being done? School Breakfasts on Fridays - pancakes</p> <p>Hauora - resumed Term 3.</p>	<p>Staff changes in our Junior team meant some challenges in supporting and tracking attendance at the team level.</p> <p>Hauora support programme was paused part-way through Term 1 and resumed in Term 3 with a smaller number of</p>	<p>Attendance was tracked well with the support of SLT. Truancy letters were given when needed and initiatives to improve attendance rates were successful for the moderate and irregular absences students.</p> <p>Celebrating and publicizing attendance</p>

<p>100% attendance rates</p> <p>Communicate attendance rates effectively with whānau, staff, and students</p> <p>Continue to regularly report attendance data to staff and BOT</p>	<p>22 students had 100% for Term 1. Highest number of students to date. 30 students went on 100% treat in Week 3, Term 3, including 8 who had 100% attendance for both terms. Bonus TimeZone card for those 8.</p> <p>In mid-term reports we communicated the attendance rates to parents. We promoted and celebrated attendance rates on Facebook.</p> <p>Mid year data report presented to BOT and staff, including possible correlation with attendance data.</p>	<p>students.</p> <p>100% attendance numbers increased each term with 4 students achieving 100% attendance for the year.</p> <p>Attendance rates were reported early on in the year to the school community but due to information/purpose being misconstrued it was decided not to publicize them.</p> <p>Attendance reports were given to the BOT at each BOT hui.</p>	<p>rates placed a lot of value on attending regularly. Unfortunately, this (publicizing) created an issue for some whānau believing the school was promoting students to come to school sick and putting student welfare at risk. We subsequently stopped publicizing our attendance rates but continued to celebrate/acknowledge attendance within the school.</p> <p>Friday was our least attended day so creating a hot breakfast Friday was an initiative to resolve this issue. It had a positive effect on increasing attendance to the Breakfast club every day but had less of an effect on increasing attendance on a Friday.</p> <p>Consistent attendance tracking within teams allowed teachers to follow up and address any attendance concerns. Communication has been crucial with whānau and has supported the improvement of some students.</p>
2024 Intended Actions	2024 Impacts	2024 Variance	2024 Outcomes
Strategic Aim 3: Hauora - Positive relationships and Hauora for our learners and all of our people			
<p>Establish new school values displays in each classroom, hall, and admin area</p> <p>Develop incentives, reward, and consequence systems to promote and encourage the use of our new school values.</p> <p>Implement PB4L-SW throughout the school and community</p> <p>Regularly report behaviour data to staff</p>	<p>New values displays in all classrooms and in foyer</p> <p>Vouchers being given out and draws being held at Celebration Hui.</p> <p>New voucher celebration container has rewards for different bands. The 1st reward band was a visit by the ice cream truck.</p> <p>Restorative Practice PLD (Jo Chamberlain)</p>	<p>Wall display is still needed for the hall but values displays have been prominent everywhere else.</p> <p>An additional rewards band on our values container was added to reflect a school-wide voucher goal. This was separate to our end of term celebrations.</p> <p>PLD support from Alastair was focused on scripts and prompts, tailored to our</p>	<p>Our staff have been busy introducing the values and their application in and around the school environments. The rewards system with vouchers and celebration events has allowed us to reinforce positive behaviors.</p> <p>Our regular behavior data reports to staff and the Board of Trustees ensures everyone is addressing any specific areas of concern in a timely manner.</p>

<p>and BOT</p> <p>Establish new signage of new school values</p>	<p>on Friday 3 May - practicing restorative conversations using set questions.</p> <p>Alastair - session on Restorative Practice Week 1-Term 4</p> <p>HERO - behaviour data discussed at senior meetings. See minutes. Behaviour data reported at staff meetings also.</p> <p>Tohu has been developed and will be presented to the community in Week 8 of Term 3.</p>	<p>school to have more efficient and effective restorative conversations.</p> <p>Behaviour reports highlight areas of concerns in the school for staff to help resolve or minimise.</p> <p>New school tohu has been rolled out alongside individual tohu for each of our school values.</p>	<p>Our van signage has our values incorporated and therefore it is advertising our school values wherever it is seen. Also acknowledging our values in school hui and publishing to our social media page helps share the values widely.</p> <p>With the inclusion of restorative practices, we have been able to resolve many issues such as disagreements, disruptiveness, disrespect, and defiance from escalating. Sharing data on any spikes of specific behaviours has given staff time to provide strategies and preventative plans to support students minimise them.</p> <p>Students have responded well to clearer behaviour expectations and boundaries. Staff are also shifting mindsets to a positive approach as opposed to a punitive approach. As PB4L is still relatively new to the school, and its staff, there continues to be practices that we can always improve in if we are to meet the essence of PB4L.</p> <p>The rewards system has been well received by all involved. One concern is the sustainability of the rewards and future budgeting with PB4L income finishing after 2 years. The approach itself would be to transition from extrinsic rewards to intrinsic rewards, however, realistically, to achieve this in our current educational and generational climate we will need to deliberately budget for our rewards and acknowledgements.</p>
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How the school has given effect to Te Tiriti o Waitangi

- The school has established a great relationship with local iwi, Rangitāne (Tamaki-nui-a-rua). Through this relationship, our new school tohu was developed and designed by a Rangitāne (Tamaki-nui-a-rua) iwi artist.
- In 2024, teaching staff all undertook PLD to upskill in te reo me tikanga māori via an online programme, Te Puna Reo. The programme allowed staff to learn te reo in a safe, non-judgemental way, and provided classroom learning units to support the teacher to affirm their own learning alongside their students.
- Tamariki had camps at our local marae, Te Ahu a Turanga - meaning exposure and engagement in powhiri.
- Māori waiata are weaved through school-wide and team hui
- The school employed a kapa haka tutor to support our revival and maintenance of kapa haka within the school and township.
- Specific school tikanga and kawa are established and acknowledged at the classroom, team, SLT, and BOT levels.
- The process for introducing Huakina Mai (a branch of PB4L-SW) in 2025 has started - the only school in Tararua.
- End of Year achievement data highlights Maths as the strongest curriculum area (64% within or beyond), followed by Reading (63% within or beyond) and then Writing as the weakest (48% within or beyond) for our māori learners.

Principals Summary

At a glance, the three goals set in 2024 were not achieved. However, the data doesn't tell the whole picture and significant progress was made in all three areas. Our literacy outcomes were affected by the complete changing of our entire junior team. The effect was disruptive in terms of consistency, but it also provided opportunities to employ 2 experienced teachers of structured literacy. The attendance goal fell short again by 1% but there were significant improvements as a higher percentage of students were attending more i.e 69% of the school attending 80% or more in 2023 vs 80% of the school attending 80% or more in 2024. While there was a conscious effort to survey and measure the impact of our school values we were unable to execute. However, teacher capability in the areas of restorative and de-escalating practices definitely expanded reinforcing the positive behaviour culture we are trying to nurture. In 2025, we will align our annual goals with strategic goals and our school values. These will be defined in our annual plan 2025.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF WOODVILLE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Woodville School (the School). The Auditor-General has appointed me, Melanie Strydom, using the staff and resources of Auditlink Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 20 May 2025. This is the date at which our opinion is expressed.

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

Basis for our 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 on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities 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 assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information obtained at the date of our report is the School Directory, Statement of Responsibility, Analysis of Variance, Kiwisport Statement, Statement of Compliance with Employment Policy, Evaluation of the School's Student Progress and Achievement and Report on how the School has given effect to Te Tiriti o Waitangi, but does not include the financial statements and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with, or interests in, the School.



Melanie Strydom
Auditlink Limited

On behalf of the Auditor-General
Palmerston North, New Zealand