

# WOODBURY SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2022

#### School Directory

**Ministry Number:** 3599

**Principal:** Mike de Joux

**School Address:** 559 Woodbury Road, Woodbury 7991

**School Postal Address:** 559 Woodbury Road, Woodbury 7991

**School Phone:** 03-6922817

**School Email:** [office@woodbury.school.nz](mailto:office@woodbury.school.nz)

**Accountant / Service Provider:**

89 Nazareth Avenue  
Christchurch  
Ph: 03 338 4444



# WOODBURY SCHOOL

Annual Report - For the year ended 31 December 2022

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# Woodbury School

## Members of the Board

For the year ended 31 December 2022

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Tim Saywell	Presiding Member	Re-elected Sep 2022	Sep-25
Mike de Joux	Principal		
David Earl	Parent Rep	Re-elected Sep 2022	Sep-25
Kirstin Ross	Parent Rep	Re-elected Sep 2022	Sep-25
Ricky Nelson	Parent Rep	Elected Sep 2022	Sep-25
Jolene Lewis	Parent Rep	Elected Sep 2022	Sep-25
Sarah Greenslade	Staff Rep		Sep-25
Alister Holmes	Presiding Member		Sep-22
Kate Mckeown	Parent Rep		Sep-22
Bec Lees	Parent Rep		Sep-22

# Woodbury 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.




Full Name of Presiding Member



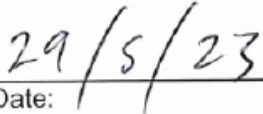
Full Name of Principal



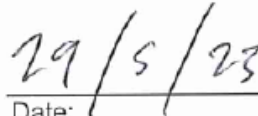
Signature of Presiding Member



Signature of Principal



Date:



Date:

# Woodbury School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>				
Government Grants	2	1,078,700	1,034,062	957,856
Locally Raised Funds	3	82,584	55,300	62,307
Interest Income		3,750	2,000	1,169
Gain on Sale of Property, Plant and Equipment		-	-	11,739
<b>Total Revenue</b>		<b>1,165,034</b>	<b>1,091,362</b>	<b>1,033,071</b>
<b>Expenses</b>				
Locally Raised Funds	3	37,602	16,800	14,748
Learning Resources	4	813,298	781,431	740,864
Administration	5	80,011	61,580	75,500
Finance		303	400	-
Property	6	201,894	184,881	183,003
Other Expenses	7	51,338	47,550	25,795
		<b>1,184,446</b>	<b>1,092,642</b>	<b>1,039,910</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(19,412)</b>	<b>(1,280)</b>	<b>(6,839)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(19,412)</b>	<b>(1,280)</b>	<b>(6,839)</b>



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

# Woodbury School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>		420,122	420,123	414,102
Total comprehensive revenue and expense for the year		(19,412)	(1,280)	(6,839)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	4,523
Contribution - Te Mana Tuhono Network Upgrade		-	-	8,336
<b>Equity at 31 December</b>		400,710	418,843	420,122
Accumulated comprehensive revenue and expense		400,710	418,843	420,122
<b>Equity at 31 December</b>		400,710	418,843	420,122



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.

# Woodbury School

## Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	51,635	101,621	186,913
Accounts Receivable	9	62,826	56,649	52,351
GST Receivable		9,389	-	-
Prepayments		5,667	5,600	2,250
Investments	10	105,000	120,000	126,000
Funds Receivable for Capital Works Projects	16	47,367	-	12,427
		281,884	283,870	379,941
<b>Current Liabilities</b>				
GST Payable		-	-	8,043
Accounts Payable	12	89,638	87,249	111,567
Revenue Received in Advance	13	691	600	610
Provision for Cyclical Maintenance	14	1,834	2,000	1,818
Finance Lease Liability	15	6,069	6,069	7,341
Funds held for Capital Works Projects	16	26,713	-	90,081
		124,945	95,918	219,460
<b>Working Capital Surplus/(Deficit)</b>		156,939	187,952	160,481
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	279,844	269,209	299,210
		279,844	269,209	299,210
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	27,343	29,588	24,770
Finance Lease Liability	15	8,730	8,730	14,799
		36,073	38,318	39,569
<b>Net Assets</b>		400,710	418,843	420,122
<b>Equity</b>		400,710	418,843	420,122



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

# Woodbury School

## Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		342,638	304,121	284,304
Locally Raised Funds		80,021	53,700	54,826
Goods and Services Tax (net)		(17,432)	-	18,362
Payments to Employees		(195,376)	(59,000)	(176,691)
Payments to Suppliers		(243,140)	(270,707)	(173,547)
Interest Paid		(303)	(400)	-
Interest Received		2,882	1,100	1,197
Net cash from/(to) Operating Activities		(30,710)	28,814	8,451
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	(44,324)	11,739
Purchase of Property Plant & Equipment (and Intangibles)		(19,919)	(18,112)	(72,333)
Purchase of Investments		21,000	20,000	56,000
Net cash from/(to) Investing Activities		1,081	(42,436)	(4,594)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	12,859
Finance Lease Payments		(7,341)	(8,453)	(5,870)
Funds Administered on Behalf of Third Parties		(98,308)	-	35,976
Net cash from/(to) Financing Activities		(105,649)	(8,453)	42,965
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(135,278)</b>	<b>(22,075)</b>	<b>46,822</b>
Cash and cash equivalents at the beginning of the year	8	186,913	123,696	140,091
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>51,635</b>	<b>101,621</b>	<b>186,913</b>

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.



# Woodbury School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Woodbury 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 14.

###### **Useful lives of property, plant and equipment**

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

###### **Critical Judgements in applying accounting policies**

Management has exercised the following critical judgements in applying accounting policies:



#### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 20b.

#### *Recognition of grants*

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

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

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

#### **Other Grants where conditions exist**

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

#### **Donations, Gifts and Bequests**

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

#### **Interest Revenue**

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

### **d) 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.



#### **e) 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.

#### **f) 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.

#### **g) 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.

#### **h) 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	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value



### **i) 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 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.

### **j) 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.

### **k) 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.

### **l) Revenue Received in Advance**

Revenue received in advance relates to fees received from 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.

### **m) 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 Revenue and Expense.

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



#### **n) 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.

#### **o) Financial Instruments**

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

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

#### **p) 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.

#### **q) Budget Figures**

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

#### **r) 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	342,638	298,100	284,304
Teachers' Salaries Grants	604,381	604,281	560,950
Use of Land and Buildings Grants	131,681	131,681	112,602
	1,078,700	1,034,062	957,856

## 3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>			
Donations & Bequests	2,167	2,000	6,763
Fees for Extra Curricular Activities	22,017	5,000	12,800
Trading	26,204	23,000	15,221
Fundraising & Community Grants	29,026	23,800	14,523
Other Revenue	3,170	1,500	13,000
	82,584	55,300	62,307
<b>Expenses</b>			
Extra Curricular Activities Costs	12,031	-	8,506
Trading	18,912	12,300	5,006
Fundraising and Community Grant Costs	6,659	4,500	-
Other Locally Raised Funds Expenditure	-	-	1,236
	37,602	16,800	14,748
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	44,982	38,500	47,559

## 4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	24,675	124,900	18,544
Library Resources	247	250	-
Employee Benefits - Salaries	743,433	616,281	681,208
Staff Development	5,658	10,000	4,216
Depreciation	39,285	30,000	36,896
	813,298	781,431	740,864



## 5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	4,777	5,000	4,640
Board Fees	3,405	3,000	2,925
Board Expenses	8,994	5,100	1,694
Communication	5,429	6,000	986
Consumables	3,201	2,600	1,121
Other	20,924	14,780	18,123
Employee Benefits - Salaries	32,850	24,500	44,557
Insurance	431	600	1,454
	80,011	61,580	75,500

## 6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	3,784	2,500	2,531
Consultancy and Contract Services	-	-	11,161
Cyclical Maintenance Provision	11,718	5,000	5,593
Grounds	5,430	5,000	5,669
Heat, Light and Water	6,738	7,500	7,005
Rates	1,960	2,200	2,025
Repairs and Maintenance	17,109	8,500	24,729
Use of Land and Buildings	131,681	131,681	112,602
Employee Benefits - Salaries	23,474	22,500	11,688
	201,894	184,881	183,003

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. Other Expenses

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Loss on Uncollectable Accounts Receivable	-	-	-
Amortisation of Intangible Assets	-	-	-
Impairment of Property, Plant and Equipment	-	-	-
Transport	51,338	47,550	25,795
	51,338	47,550	25,795

## 8. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	51,635	101,621	186,913
Cash and cash equivalents for Statement of Cash Flows	51,635	101,621	186,913



## 9. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	8,431	2,200	5,787
Interest Receivable	1,146	1,200	278
Teacher Salaries Grant Receivable	53,249	53,249	46,286
	<u>62,826</u>	<u>56,649</u>	<u>52,351</u>
Receivables from Exchange Transactions	9,577	3,400	6,065
Receivables from Non-Exchange Transactions	53,249	53,249	46,286
	<u>62,826</u>	<u>56,649</u>	<u>52,351</u>

## 10. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	105,000	120,000	126,000
	<u>105,000</u>	<u>120,000</u>	<u>126,000</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2022</b>						
Land	5,100				-	5,100
Building Improvements	165,848				(5,236)	160,612
Furniture and Equipment	31,932	12,644			(9,133)	35,443
Information and Communication Technology	24,853	6,989			(8,580)	23,262
Motor Vehicles	48,981				(9,043)	39,938
Leased Assets	22,120				(7,216)	14,904
Library Resources	375	285			(77)	583
<b>Balance at 31 December 2022</b>	<u>299,209</u>	<u>19,918</u>	<u>-</u>	<u>-</u>	<u>(39,285)</u>	<u>279,842</u>

### 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	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land	5,100	-	5,100	5,100	-	5,100
Building Improvements	216,470	(55,858)	160,612	216,470	(50,622)	165,848
Furniture and Equipment	140,003	(104,560)	35,443	127,359	(95,427)	31,932
Information and Communication Technology	134,065	(110,803)	23,262	127,076	(102,223)	24,854
Motor Vehicles	56,517	(16,578)	39,939	56,517	(7,536)	48,981
Leased Assets	31,630	(16,726)	14,904	31,630	(9,510)	22,120
Library Resources	9,235	(8,651)	584	8,949	(8,574)	375
<b>Balance at 31 December</b>	<b>593,020</b>	<b>(313,176)</b>	<b>279,844</b>	<b>573,101</b>	<b>(273,892)</b>	<b>299,210</b>

## 12. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	25,387	25,000	53,911
Accruals	8,672	7,000	9,040
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	53,249	53,249	46,286
Employee Entitlements - Leave Accrual	2,330	2,000	2,330
	<b>89,638</b>	<b>87,249</b>	<b>111,567</b>
Payables for Exchange Transactions	89,638	87,249	111,567
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	<b>89,638</b>	<b>87,249</b>	<b>111,567</b>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Other revenue in Advance	691	600	610
	<b>691</b>	<b>600</b>	<b>610</b>



#### 14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	26,588	26,588	20,995
Increase to the Provision During the Year	11,718	5,000	5,593
Use of the Provision During the Year	(9,129)	-	-
Provision at the End of the Year	<u>29,177</u>	<u>31,588</u>	<u>26,588</u>
Cyclical Maintenance - Current	1,834	2,000	1,818
Cyclical Maintenance - Non current	27,343	29,588	24,770
	<u>29,177</u>	<u>31,588</u>	<u>26,588</u>

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.

#### 15. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	6,172	6,069	7,341
Later than One Year and no Later than Five Years	8,746	8,730	14,799
Later than Five Years	(119)	-	-
	<u>14,799</u>	<u>14,799</u>	<u>22,140</u>
<b>Represented by</b>			
Finance lease liability - Current	6,069	6,069	7,341
Finance lease liability - Non current	8,730	8,730	14,799
	<u>14,799</u>	<u>14,799</u>	<u>22,140</u>



## 16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 8.

	2022	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Decking Project		(3,720)	-	-	-	(3,720)
LED Lighting Project		(507)	-	-	-	(507)
Universal Bathroom & Access		(6,200)		(9,120)		(15,320)
Learning Support Fence UG		90,081	8,602	(101,649)		(2,966)
Blocks 1,2,8 Upgrade		(2,000)	50,257	(56,923)		(8,666)
New Roofing		-	49,482	(24,034)		25,448
Sliding Doors		-	18,433	(17,168)		1,265
Pool Heat Pump		-	-	(16,188)		(16,188)
Totals		77,654	126,774	(225,082)	-	(20,654)

### Represented by:

Funds Held on Behalf of the Ministry of Education	26,713
Funds Receivable from the Ministry of Education	47,367

	2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Decking Project		38,446	23,983	66,148		(3,720)
LED Lighting Project		3,232		3,739		(507)
Universal Bathroom & Access		-	-	6,200		(6,200)
Learning Support Fence UG			131,415	41,334		90,081
Blocks 1,2,8 Upgrade				2,000		(2,000)
Totals		41,678	155,398	119,421	-	77,654

### Represented by:

Funds Held on Behalf of the Ministry of Education	90,081
Funds Receivable from the Ministry of Education	12,427

## 17. Related Party Transactions

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

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



## 18. Remuneration

### *Key management personnel compensation*

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

	<b>2022 Actual \$</b>	<b>2021 Actual \$</b>
<i>Board Members</i>		
Remuneration	3,405	2,925
<i>Leadership Team</i>		
Remuneration	293,061	302,887
Full-time equivalent members	3	3
Total key management personnel remuneration	<u>296,466</u>	<u>305,812</u>

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair 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:

	<b>2022 Actual \$000</b>	<b>2021 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120-130	110-120
Benefits and Other Emoluments	3-4	3-4
Termination Benefits	-	-

### *Other Employees*

No other employees received remuneration greater than \$100,000.

## 19. Contingencies

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

The Ministry of Education provided additional funding for both the Support Staff in School's Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School has not been notified of the final wash up calculation relating to 31 December 2022. The final calculations impact on the financial statements is unable to be determined at the date of reporting.

### 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.



## 20. Commitments

### (a) Capital Commitments

As at 31 December 2022 the Board has entered into no contract agreements for capital works .

(Capital commitments at 31 December 2021: \$nil)

### (b) Operating Commitments

As at 31 December 2022 the Board has entered into no contracts.

## 21. Financial Instruments

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

### Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	51,635	101,621	186,913
Receivables	62,826	56,649	52,351
Investments - Term Deposits	105,000	120,000	126,000
Total Financial assets measured at amortised cost	<u>219,461</u>	<u>278,270</u>	<u>365,264</u>

### Financial liabilities measured at amortised cost

Payables	89,638	87,249	111,567
Finance Leases	14,799	14,799	22,140
Total Financial Liabilities Measured at Amortised Cost	<u>104,437</u>	<u>102,048</u>	<u>133,707</u>

## 22. Events After Balance Date

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

## 23. Comparatives

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



**INDEPENDENT AUDITOR'S REPORT****TO THE READERS OF WOODBURY SCHOOL'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2022**

The Auditor-General is the auditor of Woodbury School (the School). The Auditor-General has appointed me, Sam Naylor, using the staff and resources of Nexia Christchurch, 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 3 to 19, that comprise statement of financial position as at 31 December 2022, 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 2022; 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 the Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 29 May 2023. 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, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

### **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 comprises the information included on KiwiSport, Analysis of Variance and Good Employer Disclosure but does not include the financial statements, and our auditor's report thereon.

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

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

### **Independence**

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

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



### **Sam Naylor**

Nexia Audit Christchurch  
On behalf of the Auditor-General  
Christchurch, New Zealand



# Analysis of Variance Reporting



<b>School Name:</b>	Woodbury School	<b>School Number:</b>	3599
<b>Strategic Aim:</b>	Use mathematical skills competently and be able to apply these to everyday situations (2.2)		
<b>Annual Aim:</b>	High quality teaching and learning programmes with emphasis on literacy and numeracy.		
<b>Target:</b>	To maintain over 90% of our children across the school at and above in Maths		
<b>Baseline Data:</b>	The data shows us that schoolwide in maths we already have 90% of students achieving at or above curriculum expectations. While we are happy with this level of achievement, we are aware of the need to support those who continue to struggle in maths, and we have specific strategies in place in 2022 to try and address these needs.		

# Analysis of Variance Reporting



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Implementation of PRIME maths across the school. Includes professional development across all teaching staff (including TA's) and purchase of resources</p> <p>Evaluation of current materials used within mathematics teaching, how this looks with PRIME maths and invest in anything required</p> <p>Ongoing evaluation as to how Numicon can be incorporated to support student learning</p> <p>Continued tracking of students not achieving at expectations using learning registers, with regular reviews and identification of areas of support.</p>	<p>Across the school students are achieving at 89%, down slightly from last year.</p> <p>Year group breakdown of at/above students (start year in brackets):</p> <p><b>Year 2:</b> 95% (100%)  <b>Year 3:</b> 89% (88%)  <b>Year 4:</b> 85% (100%)  <b>Year 5:</b> 82% (96%)  <b>Year 6:</b> 80% (92%)  <b>Maori:</b> 75% (100%)  <b>Boys:</b> 90% (98%)  <b>Girls:</b> 88% (93%)  <b>Overall:</b> 89% (96%)</p> <p>Overall a general shift downwards in At and Above achievement for the year. Most groups are pretty steady in their achievement, though some have shown bigger falls (it is worth noting that with the size samples we have, depending on the year level 1 child moving "At" to "Below"</p>	<p><b><u>PRIME Maths</u></b>  As inevitably happens with a new system implemented, we also look at how we assess and whether our previous expectations are relevant. PRIME maths has a slightly different approach and delivery. We have certainly seen a broader coverage of concepts, which was the purpose of moving to PRIME.</p> <p><b><u>Professional Development</u></b>  This year we carried out PD, again around the PRIME programme. This included a number of online webinars as well as some phone conversations and face-to-face meetings with facilitators. We also organised teachers visiting other schools, to see how PRIME operated in practice.</p> <p><b><u>Resources</u></b>  Purchasing of additional support resources for the</p>	<p>2023 is around refining how PRIME looks across the school, with the primary goals being:</p> <p><b><u>Start / end year</u></b>  Establish guidelines for how we start and finish each year with the Numicon resources. Do we continue books, or start fresh with all year levels on a particular book?</p> <p><b><u>Assessment Tools</u></b>  Establish the assessment tools we will use to assist teachers in knowing where students are at and areas for improvement. What links in with PRIME and confirms teachers judgements?</p> <p><b><u>Support and delivery</u></b>  Increase teachers' confidence in the use of the PRIME resource and their ability to source support material</p>

can represent between 5% - 10% change)

Overall we have 13 students achieving "Below" (that is, 1 year below expectations), in 2021 this number was 5. We have no children however in the "Well-Below" category (2 or more years below).

teaching and learning of maths.

**Support**

What are we doing to support struggling learners (similar to how we support those struggling in literacy). Numicon?

**Maths PD**

We are joining a number of other Sth Canterbury schools in a Maths PD programme for 2023. This is separate to PRIME but is around the delivery of maths in general, so will compliment it.

**Numicon**

The new entrants will use Numicon for maths, which we hope will support the concrete understanding of early concepts. We will gauge the usefulness of this and see whether we extend to Year 1-2 also. We will be using a teacher aide trained in numicon to support this also.

**Planning for next year:**

See "Evaluation"

<b>School Name:</b>	Woodbury School	<b>School Number:</b>	3599
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<b>Strategic Aim:</b>	To ensure students of all abilities and backgrounds are valued and included within our classrooms (4.4)
<b>Annual Aim:</b>	High quality teaching and learning programmes with emphasis on literacy and numeracy.
<b>Target:</b>	Focusing on students throughout the school being confident learners who are comfortable and happy in our school environment.
<b>Baseline Data:</b>	We strongly believe that student learning is heavily influenced by a students' sense of belonging, and their confidence in the school environment. If we focus on ensuring children are safe, confident and happy at school we know this will be incredibly beneficial to their willingness and ability to learn.

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p><b><u>Continued focus on our School Values</u></b>  This continues to be a core aspect of teaching and learning, regularly referred to (either directly or indirectly) in class, student-teacher discussions, communications with parents and assemblies. The focus in particular on Empathy and Acceptance are important in the context of our school culture.</p> <p><b><u>BOT planning around learning environment</u></b>  We have several building projects that reflect our desire to support students: <i>Planning for a deck extension to enhance outside space and different areas to learn</i></p> <p><i>Glass sliders in the HTK classrooms to allow both division (to give children a sense of belonging in one class) and open flow in the space in order to interact with the other class</i></p> <p><i>New fencing and toileting facilities to support HHN students</i></p> <p><i>Continuing to enhance the natural environment so children have a stimulating and exciting outside area</i></p> <p><i>Re-fitting the internal areas of 3 classrooms (autex, carpeting, insulation) to enhance inside spaces for students</i></p>	<p>Despite the Covid-19 interruptions and changes to how we operate, we have seen a settled year across the school.</p> <p>Students appear to have been un-fazed by the pandemic and have carried on learning as if nothing has happened.</p> <p>We carried out a students survey via the NZCER survey site. <a href="#">Overall results were positive</a>, with children enjoying their schooling in general. We have some focus areas, and a major note to come out of it was class discussions to clarify what bullying looks like, and in particularly what students can do if it is happening and how they can support others.</p> <p><a href="#">Our school-wide data</a> reflects the environment our children are learning in, with the majority of children working at or</p>	<p>As a BOT and staff we have actively tried to keep things as normal as possible for the children. This has been appreciated by parents, who have really supported both their children and us. This is reflected in walkarounds of the classrooms, seeing children calm, happy and learning.</p> <p>The repetition of our “Values” focus areas gives children an excellent understanding of what Perseverance, Empathy, Acceptance and Kindness look like. These directly correspond with what our families value most in school (as per Values development in 2018).</p> <p>Parental involvement in our activities, including wider whanau, has always been essential to all our EOTC activities. We schedule events at times which suit parents best, to have them involved and show children the link between home and school. This allows us also additional time to meet with and talk through any issues with parents. We have adapted where necessary during Covid times to make this continue to work.</p>	<p>Student wellbeing continues to be at the forefront and will remain that way. As we kept relaying to parents during lockdowns, keep your children calm happy, they will come back to school with little anxiety and slot straight back into learning.</p> <p>Staff then have weekly discussions around how student wellbeing looks for their classrooms and across the school, and what we can continue to do to ensure school is a vibrant and safe place. Daily walkarounds by the principal confirm what is going on in the classroom and can create discussion points at staff meeting.</p> <p>We continue in the same vein in 2023. We plan on adding more across school groupings each term, to build relationships across the year levels and encourage peer role modelling. Parent involvement is a focus, particularly in the junior school where parents have been in less due to covid restrictions, but we see their interactions as a key part of their child’s learning.</p>

**A range of opportunities outside of the classroom, and outside of the main school focuses of literacy and numeracy**

We continue to offer our usual wide array of learning opportunities outside of the classroom. On top of this, we have carried out a range of other hands-on learning activities including local field trips and visiting entertainers.

**Incorporating whanau wherever possible to continue to demonstrate the link to students between home and school**

This was proving particularly tough with Covid restrictions hitting, so has become increasingly important to ensure we have that home-school connection. We were aware that with parents having limited contact on site, we need to make the most of any opportunity, while ensuring the safety of students and their families. We were always conscious that with the restrictions on parents that we don't want to become a place where parents simply drop their children off and pick them up. Our Home and school group have organised coffee get togethers, focussing particularly on new parents so they can feel connected and included in the school. Other than Term 1 of this year and parts of Term 2, we have managed to pretty much return to normal in terms of all the extra activities we have had, and have had many opportunities to have parents back on site and at events.

above age expectations. We see these results as a direct outcome of the calm and supportive environment we work on every day.

We have a very experienced and settled staff, with the same high expectations across the school. This cannot be understated, as all staff know all children and their needs, making transitions easy and ensuring excellent relationships.

We also have our focus areas from the 2022 survey, which we will address early in the year to ensure our programmes are covering these areas identified by the children.

**Opportunities for older students to lead and set the tone and example for younger students (continue fostering “family” feel throughout school)**

Students in the senior school contribute through leading student council meetings and carrying out roles. These students are also leaders in the playground, largely through the example they set in the way they interact and support other students. We have toyed with the idea of something more formalised (i.e PAL’s) but see no need at this stage.

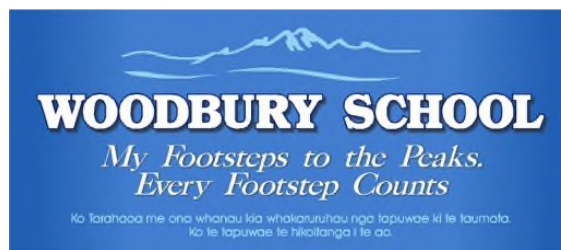
**Planning for next year:**

See “Evaluation”

## **Kiwisport Funding Woodbury School 2022**

For 2022 our Kiwisport base funding was \$1483.13 This funding was used for a Community/Schools Kiwisport programme, which included all our Year 4 – 6 students. We also funded swimming tutors for two weeks from CBay to run the “Swim for Life” programme with our Year 4 - 6 students.





**Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022.**

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

<b>Reporting on the principles of being a Good Employer</b>	
How have you met your obligations to provide good and safe working conditions?	<i>We take all reasonable steps to ensure the workplace is safe, both in physical and emotional contexts. We have systems in place in terms of risk management. We have policies and procedures where staff can confidentially approach the principal or the board with any concerns regarding their work environment.</i>
What is in your equal employment opportunities programme?  How have you been fulfilling this programme?	See <a href="#">Woodbury School Schooldocs Policies and Procedures</a> , "Equal Employment Opportunities"
How do you practise impartial selection of suitably qualified persons for appointment?	<i>We establish an appointments committee and include appropriate staff or BOT members, and ensure a fair and transparent application process.</i>
How are you recognising, <ul style="list-style-type: none"> <li>- The aims and aspirations of Maori,</li> <li>- The employment requirements of Maori, and</li> <li>- Greater involvement of Maori in the Education service?</li> </ul>	See <a href="#">Woodbury School Schooldocs Policies and Procedures</a> , "Te Tiriti o Waitangi"
How have you enhanced the abilities of individual employees?	<i>We have a PLD programme in place, which offers professional development to all employees. Employee needs in this regard are discussed and identified through the appraisal process</i>
How are you recognising the employment requirements of women?	<i>The vast majority of our staff are women, including the leadership team – we use this knowledge to ensure our female staff are supported in all aspects of their roles</i>
How are you recognising the employment requirements of persons with disabilities?	<i>Currently N/A, but would be approached on a needs basis</i>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	<b>YES</b>	<b>NO</b>
Do you operate an EEO programme/policy?	✓	
Has this policy or programme been made available to staff?	✓	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	✓ BOT PD	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓ PRINCIPAL	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	
Does your EEO programme/policy set priorities and objectives?	✓	