

WOODFORD HOUSE BOARD OF TRUSTEES

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number:

225

Principal:

Mrs Julie Peterson

School Address:

Iona Road, Havelock North, 4130

School Postal Address:

Private Bag 1001, Havelock North, 4157

School Phone:

06 8730700

School Email:

enquiries@woodford.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expired/ Expires
Martin Williams	Chair Person	Elected	Lawyer	Dec-20
Julie Peterson	Principal ex Officio			
Louise Trent	Parent Rep	Elected	Doctor	Dec-20
Malcolm Jackson	Parent Rep	Elected	Financial Advisor	Jun-22
Toni Goodlass	Parent Rep	Elected	General Mnager	Jun-22
Benita Douglas	Parent Rep	Elected	Doctor	Jun-22
Ross McMillan	Parent Rep	Appointed	CFO	Aug-20
Lorna Morice	Staff Rep	Elected	Teacher	Jun-22

WOODFORD HOUSE BOARD OF TRUSTEES

Annual Report - For the year ended 31 December 2019

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Woodford House Board of Trustees

Statement of Responsibility

For the year ended 31 December 2019

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

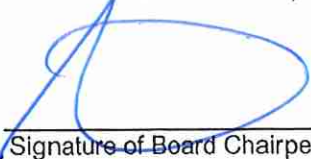
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

Martin Williams

Full Name of Board Chairperson



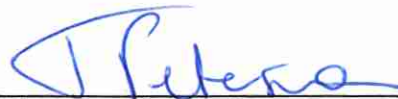
Signature of Board Chairperson

29/5/2020

Date:

Julie Petersen

Full Name of Principal



Signature of Principal

29/5/2020

Date:

Woodford House Board of Trustees

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	3,189,612	3,154,064	3,106,921
Locally Raised Funds	3	850,000	1,152,387	1,693,061
Use of Land and Buildings Integrated		1,010,228	-	833,911
Interest income		9,130	2,000	6,131
International Students	4	421,087	335,434	296,815
Other Revenue		4,601	2,000	4,520
		<u>5,484,659</u>	<u>4,645,885</u>	<u>5,941,359</u>
Expenses				
Locally Raised Funds	3	-	-	419,189
International Students	4	242,486	244,095	187,603
Learning Resources	5	3,697,091	3,583,490	3,457,570
Administration	6	589,847	597,100	579,282
Finance		3,062	-	1,312
Property	7	1,314,507	306,200	1,129,642
Depreciation	8	80,871	65,000	78,013
Loss on Disposal of Property, Plant and Equipment		23,303	-	-
		<u>5,951,166</u>	<u>4,795,885</u>	<u>5,852,611</u>
Net Surplus / (Deficit) for the year		(466,507)	(150,000)	88,748
Total Comprehensive Revenue and Expense for the Year		<u>(466,507)</u>	<u>(150,000)</u>	<u>88,748</u>

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

Woodford House Board of Trustees

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		<u>813,087</u>	<u>-</u>	<u>724,340</u>
Total comprehensive revenue and expense for the year		(466,507)	(150,000)	88,748
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		9,815	-	-
Equity at 31 December	21	<u>356,395</u>	<u>(150,000)</u>	<u>813,087</u>
Retained Earnings		356,395	(150,000)	813,087
Equity at 31 December		<u>356,395</u>	<u>(150,000)</u>	<u>813,087</u>

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.

Woodford House Board of Trustees

Statement of Financial Position

As at 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	9	784,901	550,000	951,529
Accounts Receivable	10	191,796	182,000	181,106
GST Receivable		23,867	-	26,384
Prepayments		3,394	4,000	-
Inventories	11	9,997	10,000	13,768
		<u>1,013,955</u>	<u>746,000</u>	<u>1,172,787</u>
Current Liabilities				
Accounts Payable	13	406,025	412,000	250,057
Revenue Received in Advance	14	471,540	450,000	330,334
Finance Lease Liability - Current Portion	15	10,085	10,000	4,080
		<u>887,650</u>	<u>872,000</u>	<u>584,471</u>
Working Capital Surplus/(Deficit)		126,305	(126,000)	588,316
Non-current Assets				
Property, Plant and Equipment	12	254,274	-	224,771
		<u>254,274</u>	<u>-</u>	<u>224,771</u>
Non-current Liabilities				
Finance Lease Liability	15	24,184	24,000	-
		<u>24,184</u>	<u>24,000</u>	<u>-</u>
Net Assets		<u>356,395</u>	<u>(150,000)</u>	<u>813,087</u>
Equity	21	<u>356,395</u>	<u>(150,000)</u>	<u>813,087</u>

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

Woodford House Board of Trustees
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		754,526	586,064	787,092
Locally Raised Funds		865,492	1,154,387	1,466,144
Hostel		-	-	-
International Students		562,437	785,434	621,815
Goods and Services Tax (net)		2,517	-	(45,808)
Payments to Employees		(1,389,835)	(884,930)	(735,809)
Payments to Suppliers		(874,226)	(1,061,955)	(1,371,330)
Cyclical Maintenance Payments in the year		-	-	-
Interest Paid		(2,993)	-	(1,312)
Interest Received		9,130	2,000	6,131
Net cash from Operating Activities		(72,951)	581,000	726,923
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	-
Purchase of PPE (and Intangibles)		(89,326)	(65,000)	(21,203)
Purchase of Investments		-	-	-
Proceeds from Sale of Investments		-	-	-
Net cash from Investing Activities		(89,326)	(65,000)	(21,203)
Cash flows from Financing Activities				
Furniture and Equipment Grant		9,815	-	-
Finance Lease Payments		(14,166)	34,000	(15,935)
Painting contract payments		-	-	-
Loans Received/ Repayment of Loans		-	-	-
Funds Administered on Behalf of Third Parties		-	-	-
Funds Held for Capital Works Projects		-	-	-
Net cash from Financing Activities		(4,351)	34,000	(15,935)
Net increase/(decrease) in cash and cash equivalents		(166,629)	550,000	689,785
Cash and cash equivalents at the beginning of the year	9	951,530	-	261,744
Cash and cash equivalents at the end of the year	9	784,901	550,000	951,529

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

Woodford House Board of Trustees

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

Woodford House (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (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 reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

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 Act 1989 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".

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 24.

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 expenditure 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.

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 12.

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. 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.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward 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 Grants

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.

Grants for the use of land and buildings are also 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 Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

Donations, Gifts and Bequests

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

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

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Proprietor. The expense is based on an assumed market rental yield on the land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Proprietor.

e) 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.

f) 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.

g) 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.

h) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

Prior Year Policy

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

i) Inventories

Inventories are consumable items held are lapel badges that are given to students. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. 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.

j) 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.

Prior Year Policy

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Investments that are shares are categorised as “available for sale” for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

k) Property, Plant and Equipment

Land and buildings owned by the Proprietor 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 to buildings owned by the Proprietor 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.

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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:

Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Leased assets held under a Finance Lease	3-4 years
Library resources	12.5% Diminishing value

l) Intangible Assets

Software costs

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

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. It's fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

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

m) 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. 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.

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.

n) 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.

o) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders 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 to but not yet taken at balance date.

p) Revenue Received in Advance

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

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

q) Funds Held in Trust

There were no funds held in Trust

r) Shared Funds

There were no shared funds held

s) Provision for Cyclical Maintenance

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, building 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 provisions for cyclical maintenance represents the obligations the Board has to the Proprietor and is based on the Board's ten year property plan (10YPP).

t) Financial Assets and Liabilities

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 categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

u) Borrowings

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

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

Borrowings include but not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

x) Services received in-kind

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

2. Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	755,412	751,077	765,198
Teachers' Salaries Grants	2,399,640	2,386,000	2,316,621
Resource Teachers Learning and Behaviour Grants	1,680	2,040	1,258
Other MoE Grants	26,284	8,000	17,190
Other Government Grants	6,597	6,947	6,654
	<u>3,189,612</u>	<u>3,154,064</u>	<u>3,106,921</u>

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	850,000	1,152,387	1,293,955
Activities	-	-	399,106
	<u>850,000</u>	<u>1,152,387</u>	<u>1,693,061</u>
Expenses			
Activities	-	-	419,189
	<u>-</u>	<u>-</u>	<u>419,189</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>850,000</u>	<u>1,152,387</u>	<u>1,273,872</u>

Activities are now paid and received by the Board of Proprietors as they invoice parents and absorb any bad debts

4. International Student Revenue and Expenses

	2019 Actual Number	2019 Budget (Unaudited) Number	2018 Actual Number
International Student Roll	24.25	20.50	15.50
	<u>24.25</u>	<u>20.50</u>	<u>15.50</u>
	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
International Student Fees	421,087	335,434	296,815
Expenses			
Advertising	48,040	40,000	32,590
Commissions	42,480	55,000	29,025
International Student Levy	8,263	6,765	5,988
Employee Benefit - Salaries	140,449	137,130	118,248
Other Expenses	3,254	5,200	1,752
	<u>242,486</u>	<u>244,095</u>	<u>187,603</u>
<i>Surplus/ (Deficit) for the year International Students'</i>	<u>178,602</u>	<u>91,339</u>	<u>109,212</u>

5. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	178,321	219,990	173,557
Information and Communication Technology	182,064	188,500	175,968
Extra-Curricular Activities	44,676	45,000	39,158
Employee Benefits - Salaries	3,255,707	3,079,000	3,006,401
Staff Development	36,321	51,000	62,487
	<u>3,697,089</u>	<u>3,583,490</u>	<u>3,457,570</u>

6. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	9,203	9,000	9,263
Board of Trustees Fees	3,783	4,500	3,810
Board of Trustees Expenses	2,652	3,500	2,066
Communication	4,913	5,600	5,600
Consumables	25,553	25,000	26,894
Legal Fees	618	3,000	6,386
Other	116,272	138,700	133,048
Employee Benefits - Salaries	381,434	367,800	353,818
Insurance	17,224	15,000	11,856
Service Providers, Contractors and Consultancy	28,230	25,000	26,541
	<u>589,882</u>	<u>597,100</u>	<u>579,282</u>

7. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	15,161	17,000	15,725
Consultancy and Contract Services	70,407	64,000	65,353
Grounds	18,237	32,000	17,334
Heat, Light and Water	67,328	58,700	62,524
Rates	5,974	4,000	4,243
Repairs and Maintenance	31,687	42,000	37,242
Use of Land and Buildings	1,010,228	-	833,911
Security	1,192	1,500	1,599
Employee Benefits - Salaries	94,292	87,000	91,713
	<u>1,314,507</u>	<u>306,200</u>	<u>1,129,642</u>

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property. 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.

8. Depreciation

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Furniture and Equipment	22,528	22,000	22,880
Information and Communication Technology	38,489	23,000	35,934
Leased Assets	14,808	15,000	14,390
Library Resources	5,046	5,000	4,809
	<u>80,871</u>	<u>65,000</u>	<u>78,013</u>

9. Cash and Cash Equivalents

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	317,451	100,000	575,129
Bank Call Account	467,450	450,000	376,400
Cash and cash equivalents for Cash Flow Statement	<u>784,901</u>	<u>550,000</u>	<u>951,529</u>

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

10. Accounts Receivable

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	-	-	11,034
Receivables from the Ministry of Education	191,796	182,000	170,072
	<u>191,796</u>	<u>182,000</u>	<u>181,106</u>
Receivables from Exchange Transactions	-	-	11,034
Receivables from Non-Exchange Transactions	191,796	182,000	170,072
	<u>191,796</u>	<u>182,000</u>	<u>181,106</u>

11. Inventories

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Badges	9,997	10,000	13,768
	<u>9,997</u>	<u>10,000</u>	<u>13,768</u>

12. Property, Plant and Equipment

	Opening					
	Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Furniture and Equipment	117,580	38,772	-	-	(22,528)	133,824
Information and Communication						
Technology	85,043	43,309	(23,303)	-	(38,489)	66,560
Leased Assets	3,598	44,354	-	-	(14,808)	33,144
Library Resources	18,545	7,247	-	-	(5,046)	20,746
Balance at 31 December 2019	<u>224,766</u>	<u>133,682</u>	<u>(23,303)</u>	<u>-</u>	<u>(80,871)</u>	<u>254,274</u>

	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value
2019	\$	\$	\$
Furniture and Equipment	450,349	(316,525)	133,824
Information and Communication			
Technology	697,274	(630,714)	66,560
Leased Assets	44,355	(11,246)	33,144
Library Resources	77,850	(57,103)	20,747
Balance at 31 December 2019	<u>1,269,828</u>	<u>(1,015,588)</u>	<u>254,274</u>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Furniture and Equipment	132,922	7,543	-	-	(22,880)	117,585
Information and Communication Technology	113,436	7,540	-	-	(35,934)	85,042
Leased Assets	17,988	-	-	-	(14,390)	3,598
Library Resources	17,232	6,122	-	-	(4,809)	18,545
Balance at 31 December 2018	281,578	21,205	-	-	(78,013)	224,770

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Furniture and Equipment	411,576	(293,996)	117,580
Information and Communication Technology	692,772	(607,730)	85,042
Leased Assets	43,172	(39,574)	3,598
Library Resources	70,603	(52,057)	18,546
Balance at 31 December 2018	1,218,123	(993,357)	224,766

13. Accounts Payable

	2019 Actual	2019 Budget (Unaudited)	2018 Actual
	\$	\$	\$
Operating Creditors	117,937	-	22,870
Accruals	15,929	12,000	23,746
Banking Staffing Overuse	41,799	-	13,723
Employee Entitlements - Salaries	223,102	400,000	189,717
Employee Entitlements - Leave Accrual	7,223	-	-
	405,990	412,000	250,056
Payables for Exchange Transactions	405,990	412,000	250,056
	405,990	412,000	250,056

14. Revenue Received in Advance

	2019 Actual	2019 Budget (Unaudited)	2018 Actual
	\$	\$	\$
International Student Fees	466,350	450,000	325,000
Other	5,190	-	5,332
	471,540	450,000	330,332

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:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	17,280	-	4,177
Later than One Year and no Later than Five Years	21,381	-	-
	<u>38,661</u>	<u>-</u>	<u>4,177</u>

16. 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.

The Proprietor of the School Woodford House Trust Board is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor have been disclosed appropriately, if the proprietor collects fund on behalf of the school (or vice versa) the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

The Proprietor provided:

- donations to the school of \$850,000 (2018: \$1,293,955)
- Religious instructions to pupils of the school. This service is provided free of charge in accordance with the Education (Update) Amendment Act 2017

Under an agency agreement, the Proprietor:

- in 2019 the Proprietor undertook to collect all locally raised funds such as sports, activity and field trips and curriculum delivery on behalf of the Board of Trustees (2018: 399,106)
- in 2019 the Proprietary undetook to pay all expenses relating to locally raised funds such as sports, activity, field trips and curriculum delivery on behalf of the Board of Trustees (2018: 419,189)
- paid expenses including local payroll on behalf of the Board of Trustees totalling \$0 (2018: 878,753)

Under agency agreement, the Board:

- collected boarding bursaries fom the Ministry of Education on behalf of the Proprietor totalling \$195,862 (2018:\$173 850)

17. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	3,783	3,810
Full-time equivalent members	0.63	0.19
<i>Leadership Team</i>		
Remuneration	534,214	348,043
Full-time equivalent members	5	4
Total key management personnel remuneration	<u>537,997</u>	<u>351,853</u>
Total full-time equivalent personnel	<u>5.63</u>	<u>4.19</u>

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130-140	130-140
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
130-140	0.00	0.00
120-130	0.00	0.00
100-120	2	0
	<u>2.00</u>	<u>0.00</u>

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

18. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, 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:

	2019 Actual	2018 Actual
Total	-	\$ 27,500
Number of People	-	1

19. Contingencies

There are no contingent liabilities and no contingent assets as at **31 December 2019** (Contingent liabilities and assets at **31 December 2018**: nil).

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist

20. Commitments

(a) Capital Commitments

As at 31 December 2019 there were no capital commitments entered into by the Board. (2018: Nil)

(b) Operating Commitments

As at 31 December 2019 the Board has entered into the following contracts:

(a) operating lease of staff laptops

	2019 Actual \$	2018 Actual \$
No later than One Year	33	42
Later than One Year and No Later than Five Years	33	-
Later than Five Years	-	-
	66	42

21. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

22. Financial Instruments

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

Financial assets measured at amortised cost (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	784,901	550,000	951,529
Receivables	191,796	182,000	181,106
Total Financial assets measured at amortised cost	976,697	732,000	1,132,635

Financial liabilities measured at amortised cost

Payables	405,990	412,000	250,056
Finance Leases	34,269	34,000	4,080
Total Financial Liabilities Measured at Amortised Cost	440,259	446,000	254,136

23. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18th of May 2020.

At the date of issuing the financial statement, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

24. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are: Note 10 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model. Upon transition to PBE IFRS9 there were no material adjustments to these financial statements.

2020 Analysis of Variance for 2019 Targets

Focus: Raising Student Achievement			
Strategic Priority: Learner Centred			
Annual Aim: To continue to strive for excellence in NCEA results, maintaining top national results:			
<p>2019 Target 1: Strategic Priority: Learner Centred</p> <p>To continue to strive for excellence in NCEA results, maintaining top national results:</p> <p><i>100% of each year level gaining the appropriate Level 1 – 3 qualification for appropriate candidates.</i></p> <p><i>90% of Year 13 students gaining University Entrance.</i></p> <p><i>80% achieving NCEA Level 1 endorsement with at least 40% at excellence.</i></p> <p><i>80% achieving NCEA Level 2 endorsement with at least 40% at excellence.</i></p> <p><i>60% achieving NCEA Level 3 endorsement with at least 25% at excellence.</i></p> <p><i>Gain 17 scholarship passes.</i></p> <p><i>Track students transitioning into Woodford in Year 11-13 to gain NCEA level 1/2/3 in 2019.</i></p>			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?) Staff Responsibility?
Deans worked with class teachers and HOFS for individual and small group success.	<p>2019 Target</p> <p><i>100% of each year level gaining the appropriate Level 1 – 3</i></p> <p><i>90% of Year 13 students gaining University Entrance.</i></p> <p>2019 Result</p> <p>Target met</p>	<p>Diverse Needs Co-ordinator given extra hours in 2019.</p> <p>L2/3 Pathways courses offered on a dedicated option line so those students got structured and</p>	<p>Deans continue to work with class teachers and HOFS for individual and small group success.</p> <p>With an increased school roll, it will be imperative that students</p>

<p>Students at risk were closely tracked and monitored</p> <p>A number of students had personalised programmes to enable them to succeed.</p> <p>One on one support was offered to students as required.</p> <p>100% of Diverse Needs students passed their appropriate NCEA qualification</p>	<p>2019 Target 80% achieving NCEA Level 1 endorsement with at least 40% at excellence.</p> <p>2019 Result Target met 49% merit, 44% excellence – 93% endorsed</p> <p>2019 Target 80% achieving NCEA Level 2 endorsement with at least 40% at excellence.</p> <p>2019 Result Target not met 27% merit, 48% excellence – total 75% endorsed</p> <p>2019 Target 60% achieving NCEA Level 3 endorsement with at least 25% at excellence.</p> <p>2019 Result Target met 47% merit, 26% excellence – total 73% endorsed</p> <p>2019 Target Gain 17 scholarship passes.</p> <p>2019 Result Target not met</p> <table border="0"> <tr> <td>Calculus</td> <td>1</td> <td></td> </tr> <tr> <td>Chinese</td> <td>1</td> <td></td> </tr> <tr> <td>Classics</td> <td>2</td> <td></td> </tr> <tr> <td>English</td> <td>6</td> <td>(1 Outstanding)</td> </tr> <tr> <td>Painting</td> <td>1</td> <td></td> </tr> <tr> <td></td> <td>11</td> <td></td> </tr> </table>	Calculus	1		Chinese	1		Classics	2		English	6	(1 Outstanding)	Painting	1			11		<p>formalised teacher support.</p> <p>A L1 Pathways course was introduced</p> <p>New Year 11 students to Woodford House were carefully tracked and offered extra credits through the star program to ensure they gained enough credits to get Level 1.</p> <p>Academic awards system reviewed and new platinum indicator of academic excellence introduced was awarded to 2 girls in 2019</p> <p>TIC of Scholarship was appointed and pre-scholarship students were identified and a new program for them initiated.</p> <p>In response to learning needs of the students maintained a full year of a dedicated learning support class (LITs) for Year 10 students.</p> <p>Yr 10 diverse needs students responded well to the opportunity to</p>	<p>are checked through academic and pastoral systems to identify any outliers.</p> <p>Ensure that Diverse Needs tracking is prioritised and Diverse Needs Co-ordinator is well resourced in terms of hours and money.</p> <p>In response to student voice to better meet the needs of all students Pathways is now being offered on 3 senior option lines by two specialist teachers</p> <p>Dux policy to be reviewed in 2020</p> <p>Support continues in 2020 with the Level 1 Pathways course being taken by last year's Yr 10 teacher – relational trust</p> <p>On going work to ensure that assessment tools are being used</p>
Calculus	1																				
Chinese	1																				
Classics	2																				
English	6	(1 Outstanding)																			
Painting	1																				
	11																				

	<p>2019 Target Track students transitioning into Woodford in Year 11-13 to gain NCEA level 1/2/3 in 2019.</p> <p>2019 Result Target met 100% of all new Year 11-12 students who started in Feb 2019 gained L1 and 2 respectively. (there were no new Year 13's last year).</p>	<p>complete NCEA standards and success has built academic confidence.</p> <p>Ambitious target set considering the academic ability of the Y13 cohort of 2019.</p> <p>Only 4 of the 2019 scholarships were gained by Y13 students.</p>	<p>effectively in faculties. Refer to DNC audit of how assessment tools are used</p> <p>Implementation of new organisational structure</p> <p>The pre-scholarship program will continue to be developed.</p> <p>Students in Years 11 and 12 will continue to be given the opportunity to prepare for and sit scholarship examinations.</p> <p>Dedicated scholarship teaching/tutorials will continue.</p> <p>Scholarship PD for staff will remain a focus.</p>
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Focus: Raising Student Achievement																	
Strategic Priorities: Learner Centred and Family Focused																	
2019 Target 2:																	
To equip and support our Maori students to set academic goals of personal excellence.																	
<i>100% Woodford House Maori students achieving at Woodford House pass rates or better for NCEA.</i>																	
Actions (what did we do?)	Outcomes (what happened?)			Reasons for the variance (why did it happen?)	Evaluation (where to next?) Staff Responsibility?												
1. Transparent identification of Maori students clearly communicated to all staff to best support and celebrate learning. Cultural responsiveness a 2019 staff PLD focus.	<p>Maori Student Achievement</p> <p>1. 2019 Target <i>100% Woodford House Maori students achieving at Woodford House pass rate or better for NCEA</i></p> <p>2019 Results Year 11 students –target met Year 12 students – target met Year 13 students - target met</p> <table border="1"> <thead> <tr> <th>Year 11 NCEA L1</th> <th>Year 12 NCEA L2</th> <th>Year 13 NCEA L3</th> <th>NCEA L4 Scholarship entries</th> </tr> </thead> <tbody> <tr> <td>8 students</td> <td>6 students</td> <td>7 students</td> <td>2 students sat 3 papers. 1 Yr 12, 1 Yr 13.</td> </tr> <tr> <td>100% attained Level 1</td> <td>100% attained Level 2</td> <td>100% attained Level 3</td> <td>0% attained a Scholarship pass</td> </tr> </tbody> </table>			Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	NCEA L4 Scholarship entries	8 students	6 students	7 students	2 students sat 3 papers. 1 Yr 12, 1 Yr 13.	100% attained Level 1	100% attained Level 2	100% attained Level 3	0% attained a Scholarship pass	<p>1. Cultural responsiveness a 2019 staff PLD goal. Teacher Only Day focus, PLG sessions, interschool EIT weekly night course supported by 8 WH staff , online courses completed on Education Perfect with Te reo- ensured learning loops.</p> <p>2. Clear tracking and mentoring of Diverse Needs and House students to best achieve success. A number of these students were at risk. Positive, firm and fair relationships at school, and regular communication with home saw girls meet expectations.</p>	<p>1. BOT to support additional goal: <i>To equip and support our Maori students to set academic goals of <u>personal excellence</u></i> alongside existing goal of 100% WH Maori students achieving at WH pass rates or better for NCEA. Work with SLT – RU/ RO and staff.</p> <p>2. Deans, SLT, DN co-ord, Careers, HOFs and staff continue to work with girls. SLT and BOT support Staff Professional Development –in actively connecting to culture/ addressing kaupapa.</p>
Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	NCEA L4 Scholarship entries														
8 students	6 students	7 students	2 students sat 3 papers. 1 Yr 12, 1 Yr 13.														
100% attained Level 1	100% attained Level 2	100% attained Level 3	0% attained a Scholarship pass														

	Achieved-2	Achieved: 1	University Entrance gained: 2	
	Endorsed w Merit: 5	Endorsed w Merit: 3	Endorsed w Merit: 5	
	Endorsed w Excellence: 1	Endorsed w Excellence: 2	Endorsed w Excellence: 0	
2. Work undertaken with each student to give academic and pastoral support to set and achieve academic success. Work by Pastoral Team, Diverse Needs Coordinator, HOFS, Careers and SLT	<p>2. 49 Maori students enrolled in 2019. 51 in 2018, 53 in 2017, 44 in 2016, 29 in 2015.</p> <p>Curriculum: Te reo subject and rolls. Part time teacher of Maori 8 hours per week.. Small numbers.</p> <ul style="list-style-type: none"> - Year 7 and 8 in trimesters. 2 hours per week. All girls take Maori. - Year 9 (2 hrs pw) 1 student Compulsory Language choice cf Spanish 13, French 21, LITS 8 - Year 10 (4 hrs pw) 2 students Optional to take Language cf Spanish 9, French 9, ELL 8, LITS 12. - No one in Year 11 or 12 - Year 13 1 student doing Level 1 Correspondence Te Reo - overseen by HOF Languages 			

<p>3. As per 2018, sought connections with school whanau and te ao Maori in Hawke's Bay. Looking to strengthen current understanding and grow strong future focused network, knowledge and links through and beyond Woodford House.</p>	<p>3. Working with whanau and community to support tikanga, kapa haka and grow understanding.</p> <p>Strong support from local community: Karl Wixon- success of Ngai Tahu scholarship. Mr Laurie Porima (father). Support of BOT and Chair, Martin Williams, and Dr James Graham, Mrs Lovie Pullar.</p> <p>Whanau Hui twice during year to elicit whanau voice re culture, and expectations <i>Parent voice summarised below:</i></p> <table border="1" data-bbox="613 742 1196 1264"> <thead> <tr> <th data-bbox="613 742 831 821">+</th> <th data-bbox="831 742 1010 821">?</th> <th data-bbox="1010 742 1196 821">-</th> </tr> </thead> <tbody> <tr> <td data-bbox="613 821 831 1008">Signage</td> <td data-bbox="831 821 1010 1008">Curriculum offerings at similar schools</td> <td data-bbox="1010 821 1196 1008">Disconnect between identity and whakapapa</td> </tr> <tr> <td data-bbox="613 1008 831 1117">Whanau involvement</td> <td data-bbox="831 1008 1010 1117"></td> <td data-bbox="1010 1008 1196 1117"></td> </tr> <tr> <td data-bbox="613 1117 831 1264">Support through scholarships</td> <td data-bbox="831 1117 1010 1264"></td> <td data-bbox="1010 1117 1196 1264"></td> </tr> </tbody> </table>	+	?	-	Signage	Curriculum offerings at similar schools	Disconnect between identity and whakapapa	Whanau involvement			Support through scholarships			<p>3 Connections made with/ by and for students to te ao Maori</p> <p>Maori Careers focus:</p> <ul style="list-style-type: none"> • Karl Wixon, • Senior Hikoi: tertiary liaison staff visited to talk to 13 Maori students re: support, scholarships and study. Support of individual personal excellence. • 12/13 Whakapiki Ake. Auckland Uni base for Health Sciences. Preparing rangatahi for tertiary study. • Whanautanga focus. Assist in iwi affiliation to local support network. 	<p>3. Maintain family and community support- RU +SLT</p> <p>Maintain BOT support for Culturally Responsive focus. Appreciation of strengths and gaps. Needs future focused strategic planning for our school context, succession and sustainability. Aim: capacity building for staff and better integration with mana whenua.</p>
+	?	-													
Signage	Curriculum offerings at similar schools	Disconnect between identity and whakapapa													
Whanau involvement															
Support through scholarships															

<p>4. Support of existing pathways to demonstrate partnership: korowai, Powhiri, Anglican Tri-school initiative, Kapa Haka.</p> <p>5. Support for Special Character contract as Anglican School; Chaplains and SLT from Te Aute, Hukarere and Woodford House are growing faith based and Maori connections in shared visits</p>	<p>4. Ako demonstrated through genuine and authentic inclusion of te reo Maori, tikanga, and waiata in Chapel and House Music and Prizegiving.</p> <p>Confusion re tikanga at 2019 Powhiri ably aided by Laurie Porima.</p> <p>Kapa Haka Committed nucleus of girls Numbers 2019 17, 2018 22, 2017 17, 2016 10, 2015 10. Require stable skilled tutor. 2018 contracted provider 2019 Whaea Christine Harrison appointed as initial Kapa Haka tutor and Mrs Lovie Pullar (mother) 2017.</p> <p>Excellent leadership from Yr 12s and 11s of younger group members.</p>	<p>4. Kapa Haka Variable outside support. Lack of skilled Maori staff in school. Led by RU and SLT but appreciative of much help from community.</p> <p>Waiata ably led by new music staff, Jo Cakebread and Emily Mackie for House Music. Especially appreciated at Prizegivng.</p> <p>Powerful links made at Te Aute for Tri Schools Sunday. Thanks to Chaplain Raewyn Hedge and Boarding staff.</p>	<p>4. Lisa Lee, Principal's PA and ex Te Aute College, offered to lead Kapa Haka 2020 and work with school Kaumatua and kuia to ensure a consistent and sustainable Powhiri programme.</p> <p>As in 2019 staffing, SLT aim is to secure a qualified and engaged teacher of Maori and/ or a teacher conversant with te ao Maori to help lead.</p> <p>Need to offer and suitably staff te reo and tikanga at WH.</p>
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Focus: Year 8 Learners			
Strategic Priority: Learner Centred			
2019 Target 3: <i>80% of Year 8 learners will meet the New Zealand mathematics curriculum expectations for Year 8 students by the end of 2019.</i>			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?) Staff Responsibility? Target Date?
<p>Data from a range of sources used to inform next steps in teaching and learning.</p> <p>At risk students identified early and tracked closely throughout the year. Teacher aide to support maths classes x 5 hours per 6 days.</p> <p>Four ability grouped maths class structure set up.</p> <p>Six hours over 6 days allocated to mathematics teaching and learning.</p> <p>Use of ICT for learning tools to engage reluctant learners.</p> <p>Use of online resource – Mathletics.</p> <p>“Homework Club” tutoring from Year 12/ Year 13 students ran once a week after school. Academic Prefect driving learning initiatives.</p>	<p>This goal was achieved.</p> <p>86% of students met National Curriculum expectation levels for Year 8 in mathematics.</p> <p>Only 14 % (6 students) were identified as below National curriculum expectations.</p>	<p>In 2018 this cohort were a cause for concern with only 63% meeting National Curriculum expectations. As they moved into Year 8 we had several individuals who had been identified as at risk learners and they immediately were given extra support within their classroom by the teacher and teacher aide. A focus on building confidence and the use of effective pedagogy was employed.</p> <p>For many of these students having a second year in the Intermediate Faculty allows concepts to be embedded and progress is seen.</p>	<p>2020 will see a continuation of the actions taken in 2019 for our Year 8 students.</p> <p>Staff Responsibility: Intermediate HOF and Intermediate mathematics teaching staff</p> <p>The 6 target students moving into Year 9 will be have their progress tracked by the HOF mathematics and Diverse Needs Co-ordinator.</p> <p>Y9 mathematics will be ability grouped into 3 classes in 2020.</p> <p>Staff Responsibility: Deputy Principal, HOF mathematics and Diverse Needs Co-ordinator</p> <p>Intermediate Faculty and Mathematics Faculty will collaborate and work closer together in 2020. Intermediate mathematics teacher will teach the Y9 support class and this will provide effective progression of curriculum</p>

<p>Focus on authentic tasks.</p> <p>Term 3 Faculty observations set up for teachers to see aspects of the course in action as well as to provide feedback.</p>			<p>objectives.</p> <p>Staff Responsibility: HOF Intermediate, HOF Mathematics, teaching staff</p> <p>Target Date of next steps: Ongoing until December 2020</p>
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Focus: Staffing			
Strategic Priorities: Learner Centred and Forward Thinking			
2019 Target 4:			
<i>Staff will develop and pursue professional learning goals in alignment with identified strategic educational priorities and targets.</i>			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?) Staff Responsibility?
<p>Strategic move to away from Department/TIC structure to a new Faculty (larger) structure.</p> <p>Strategic recruitment of new staff to support diversity of learning areas and succession planning</p> <p>Arinui system well established. Professional practice highlighted and honoured</p>	<p>Faculty structure has allowed more robust and focused strategic discussions around effective teaching and learning due to clearly delineated learning areas.</p> <p>We identified learning areas and staffing capacity that will need a strategic focus.</p> <p>Staff demonstrate greater confidence in the use of this tool and the depth and quality of conversations around teaching and learning show there is a positive shift</p>	<p>The previous departmental structure was more layered and less cohesive. Communication channels are more clearly defined.</p> <p>Evidence based decision making re class sizes and staffing enabled us to strategically plan for future capacity.</p> <p>Staff have had quality time, support and professional guidance to build capacity throughout the enquiry process. Dedicated weekly professional learning time supported by the Boards.</p>	<p>Continue to embed new faculty structure</p> <p>Student numbers will grow in areas that are current static. Where demand exceeds capacity we will now have excellent staff ready to cover</p> <p>The curriculum review has resulted in one significant adjustment to the daily timetable and this will be trialled 2020 (Wed PLG).</p>

Focus: Partnerships			
Strategic Priorities : Family Focused, Forward Thinking, and Securing our Future			
2019 Target 5:			
<i>Continue to grow links with our local, national and international communities to provide opportunities for personal growth and learning for our students and staff.</i>			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?) Staff Responsibility?
No Hea Koe end of year projects with Years 7-10	Junior school were involved in a variety of cross disciplinary activities in weeks 6-7 of Term 4, including a trip for all Year 7 -10 students to culturally significant sites in Hawke's Bay. This was facilitated by two local kaiako.	We identified this as a great opportunity to develop our students' cultural knowledge and understanding. It has also been identified as an area parents were keen to develop as part of the junior curriculum review.	We continue to build our links with the kaiako – helping to plan and lead day two of the 2020 Year 9 camp. Faculties will consider how they can continue to incorporate culturally responsive rich learning context.

Woodford House Board of Trustees

Kiwisport 2019

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2019 the school received a total Kiwisport funding of \$6,597 (excluding GST). The funding was spent on extra equipment for all sporting codes. The number of students participating in organised sport remains at 100% of the school roll.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF WOODFORD HOUSE BOARD OF TRUSTEES' FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

The Auditor-General is the auditor of Woodford House Board of Trustees (the School). The Auditor-General has appointed me, Philip Pinckney, using the staff and resources of Baker Tilly Staples Rodway Audit 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 2019, 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 2019; 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 29 May 2020. 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 of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 23 on page 19 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

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 of Trustees for the financial statements

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees' responsibilities arise from 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 of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees 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 Novopay 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 of Trustees 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 of Trustees is responsible for the other information. The other information obtained at the date of our report is the Analysis of Variance, the Kiwisport statement, list of trustees and Statement of Responsibility which form part of the annual report, 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.



Philip Pinckney
Baker Tilly Staples Rodway Audit Limited
On behalf of the Auditor-General
Hastings, New Zealand