

WOODFORD HOUSE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

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: 06 873 0700

School Email: enquiries@woodford.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
Martin Williams	Chair Person	Elected	Dec-23
Julie Peterson	Principal ex Officio		
Louise Trent	Parent Rep	Elected	Dec-23
Malcolm Jackson	Parent Rep	Elected	Jun-22
Toni Goodlass	Parent Rep	Elected	Jun-22
Benita Douglas	Parent Rep	Elected	Jun-22
Mike Wills	BOP Rep	Appointed	Aug-22
Mary Sherratt	BOP Rep	Appointed	Aug-22
Rosa Ellingham	Student Rep	Elected	Sep-21
Lorna Morice	Staff Rep	Elected	Jun-22

WOODFORD HOUSE

Annual Report - For the year ended 31 December 2020

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Woodford House

Statement of Responsibility

For the year ended 31 December 2020

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 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

Martin Jon Evan Wilton

Full Name of Board Chairperson



Signature of Board Chairperson

31 May 2021

Date:

Julie Therese Peterson

Full Name of Principal



Signature of Principal

31 May 2021

Date:

Woodford House

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	3,512,949	3,338,191	3,189,612
Locally Raised Funds	3	810,000	950,000	850,000
Use of Proprietor's Land and Buildings		1,010,228	-	1,010,228
Interest income		2,199	2,000	9,130
International Students	4	440,870	475,957	421,087
Other Revenue		1,853	2,000	4,601
		<u>5,778,099</u>	<u>4,768,148</u>	<u>5,484,659</u>
Expenses				
International Students	4	214,746	275,996	242,486
Learning Resources	5	3,855,290	3,891,623	3,697,091
Administration	6	580,404	622,150	589,847
Finance		2,805	-	3,062
Property	7	1,304,380	310,450	1,314,507
Depreciation	8	91,406	65,000	80,871
Loss on Disposal of Property, Plant and Equipment		-	-	23,303
		<u>6,049,031</u>	<u>5,165,219</u>	<u>5,951,166</u>
Net Surplus / (Deficit) for the year		(270,932)	(397,071)	(466,507)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(270,932)</u>	<u>(397,071)</u>	<u>(466,507)</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

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		356,394	-	813,087
Total comprehensive revenue and expense for the year		(270,932)	(397,071)	(466,508)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		9,917	-	9,815
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9				
Equity at 31 December	21	95,379	(397,071)	356,394
Retained Earnings		95,379	(397,071)	356,394
Reserves		-	-	-
Equity at 31 December		95,379	(397,071)	356,394

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

Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	9	546,008	500,000	784,901
Accounts Receivable	10	204,227	250,000	191,796
GST Receivable		13,553	30,000	23,867
Prepayments		3,709	4,000	3,394
Inventories	11	6,413	10,000	9,997
		<u>773,910</u>	<u>794,000</u>	<u>1,013,955</u>
Current Liabilities				
Accounts Payable	13	502,641	541,071	406,025
Revenue Received in Advance	14	410,514	610,000	471,540
Finance Lease Liability - Current Portion	15	14,716	20,000	10,085
		<u>927,871</u>	<u>1,171,071</u>	<u>887,650</u>
Working Capital Surplus/(Deficit)		(153,961)	(377,071)	126,305
Non-current Assets				
Property, Plant and Equipment	12	256,747	-	254,274
		<u>256,747</u>	<u>-</u>	<u>254,274</u>
Non-current Liabilities				
Finance Lease Liability	15	7,407	20,000	24,184
		<u>7,407</u>	<u>20,000</u>	<u>24,184</u>
Net Assets		<u>95,379</u>	<u>(397,071)</u>	<u>356,394</u>
Equity	21	<u>95,379</u>	<u>(397,071)</u>	<u>356,394</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

Statement of Cash Flows

For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		789,855	567,190	754,526
Locally Raised Funds		810,427	962,000	865,492
International Students		392,270	1,075,957	562,437
Goods and Services Tax (net)		10,314	(30,000)	2,517
Payments to Employees		(1,371,098)	(1,140,400)	(1,389,835)
Payments to Suppliers		(773,911)	(911,747)	(874,226)
Interest Paid		(2,805)	-	(2,993)
Interest Received		2,199	2,000	9,130
Net cash from/(to) Operating Activities		(142,749)	525,000	(72,952)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(91,380)	(65,000)	(89,326)
Net cash from/(to) Investing Activities		(91,380)	(65,000)	(89,326)
Cash flows from Financing Activities				
Furniture and Equipment Grant		9,917	-	9,815
Finance Lease Payments		(14,681)	40,000	(14,166)
Net cash from/(to) Financing Activities		(4,764)	40,000	(4,351)
Net increase/(decrease) in cash and cash equivalents		(238,893)	500,000	(166,629)
Cash and cash equivalents at the beginning of the year	9	784,901	-	951,530
Cash and cash equivalents at the end of the year	9	546,008	500,000	784,901

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.

Woodford House

Notes to the Financial Statements

For the year ended 31 December 2020

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 and Training Act 2020. 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 2020 to 31 December 2020 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 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 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 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 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) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held are lapel badges that are given to the 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.

i) Investments

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

j) Property, Plant and Equipment"

Land and buildings owned by the 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.

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	Term of Lease
Library resources	12.5% Diminishing value

k) Intangible Assets"

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software 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. Its 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.

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

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

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. 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.

m) Accounts Payable"

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

n) Employee Entitlements"

Short-term employee entitlements

Employee 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, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

o) 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. (If this statement is incorrect please delete)

p) Provision for Cyclical Maintenance"

The property from which the school operates is owned by the Proprietor. 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 for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

q) 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 categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

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.

r) 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.

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

s) 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.

t) Budget Figures "

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

u) 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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operational Grants	772,436	796,638	755,411
Teachers' Salaries Grants	2,657,862	2,521,001	2,399,640
Resource Teachers Learning and Behaviour Grants	1,635	2,040	1,680
Other MoE Grants	17,236	11,317	26,284
Other Government Grants	63,778	7,195	6,597
	3,512,947	3,338,191	3,189,612

3. Locally Raised Funds

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
Donations	800,000	950,000	850,000
Bequests & Grants	10,000	-	-
	810,000	950,000	850,000
Expenses			
Other Locally Raised Funds Expenditure	-	-	-
	-	-	-
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	810,000	950,000	850,000

A grant was received from the NZ Community Trust for the upgrade of our astro-turf

4. International Student Revenue and Expenses

	2020 Actual Number	2020 Budget (Unaudited) Number	2019 Actual Number
International Student Roll	22	24	24
	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
International Student Fees	440,870	475,957	421,087
Expenses			
Advertising	5,092	43,250	48,040
Commissions	56,509	66,000	42,480
International Student Levy	-	6,600	8,263
Employee Benefit - Salaries	149,190	154,471	140,449
Other Expenses	3,955	5,675	3,254
	214,746	275,996	242,486
<i>Surplus/ (Deficit) for the year International Students</i>	226,124	199,961	178,601

5. Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	169,974	227,122	178,321
Extra-Curricular Activities	25,493	50,000	44,676
Information and Communication Technology	170,214	193,500	182,064
Employee Benefits - Salaries	3,473,164	3,370,001	3,255,707
Staff Development	16,444	51,000	36,321
	<u>3,855,289</u>	<u>3,891,623</u>	<u>3,697,089</u>

6. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,876	9,000	9,203
Board of Trustees Fees	3,660	4,500	3,783
Board of Trustees Expenses	1,610	3,000	2,652
Communication	5,320	5,500	4,913
Consumables	20,690	17,000	25,553
Legal Fees	10,712	3,000	618
Other	98,085	139,650	116,272
Employee Benefits - Salaries	385,955	393,000	381,434
Insurance	18,063	20,000	17,224
Service Providers, Contractors and Consultancy	28,433	27,500	28,230
	<u>580,404</u>	<u>622,150</u>	<u>589,882</u>

7. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	15,442	17,500	15,161
Consultancy and Contract Services	68,517	69,200	70,407
Grounds	19,572	21,300	18,237
Heat, Light and Water	69,082	67,200	67,328
Rates	4,330	5,500	5,974
Repairs and Maintenance	35,653	33,000	31,687
Use of Land and Buildings	1,010,228	-	1,010,228
Security	1,038	1,750	1,192
Employee Benefits - Salaries	80,518	95,000	94,292
	<u>1,304,380</u>	<u>310,450</u>	<u>1,314,506</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.

8. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Furniture and Equipment	30,986	20,000	22,528
Information and Communication Technology	39,999	30,000	38,489
Leased Assets	15,095	10,000	14,808
Library Resources	5,326	5,000	5,046
	<u>91,406</u>	<u>65,000</u>	<u>80,871</u>

9. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Bank Current Account	126,204	100,000	317,451
Bank Call Account	419,804	400,000	467,450
Cash and cash equivalents for Statement of Cash Flows	<u>546,008</u>	<u>500,000</u>	<u>784,901</u>

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

10. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables from the Ministry of Education	204,227	250,000	191,796
	<u>204,227</u>	<u>250,000</u>	<u>191,796</u>
Receivables from Non-Exchange Transactions	204,227	250,000	191,796
	<u>204,227</u>	<u>250,000</u>	<u>191,796</u>

11. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Badges	6,411	10,000	9,997
	<u>6,411</u>	<u>10,000</u>	<u>9,997</u>

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2020						
Furniture and Equipment	133,825	74,395	-	-	(30,986)	177,234
Information and Communication Technology	66,559	11,344	-	-	(39,999)	37,904
Leased Assets	33,143	2,236			(15,095)	20,284
Library Resources	20,747	5,655			(5,326)	21,076
Balance at 31 December 2020	<u>254,274</u>	<u>93,630</u>	<u>-</u>	<u>-</u>	<u>(91,406)</u>	<u>256,498</u>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2020			
Furniture and Equipment	524,743	(347,560)	177,183
Information and Communication Technology	708,617	(670,713)	37,904
Leased Assets	46,890	(26,306)	20,584
Library Resources	83,504	(62,428)	21,076
Balance at 31 December 2020	<u>1,363,754</u>	<u>(1,107,007)</u>	<u>256,747</u>

	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	224,766	133,682	(23,303)	-	(80,871)	254,274

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2019			
Furniture and Equipment	450,348	(316,525)	133,824
Information and Communication Technology	697,273	(630,714)	66,560
Leased Assets	44,354	(11,246)	33,144
Library Resources	77,850	(57,103)	20,747
Balance at 31 December 2019	1,269,825	(1,015,588)	254,274

13. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	184,177	150,000	117,937
Accruals	28,272	40,000	15,929
Banking Staffing Overuse	41,799	41,071	41,799
Employee Entitlements - Salaries	243,263	300,000	223,102
Employee Entitlements - Leave Accrual	5,130	10,000	7,223
	502,641	541,071	405,990
Payables for Exchange Transactions	502,641	541,071	405,990
	502,641	541,071	405,990

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
International Student Fees	406,750	600,000	466,350
Other	3,764	10,000	5,190
	410,514	610,000	471,540

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:

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	16,280		17,280
Later than One Year and no Later than Five Years	7,760		21,381
Later than Five Years			-
	<u>24,040</u>	<u>-</u>	<u>38,661</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 \$800,000 (2019: \$850,000)
- 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:

- undertook to collect all locally raised funds such as sports, activity and field trips and curriculum delivery on behalf of the Board of Trustees
- undertook 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

Under agency agreement, the Board:

- collected boarding bursaries from the Ministry of Education on behalf of the Proprietor totalling \$185,025 (2019:\$195,862)

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.

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	3,660	3,783
Full-time equivalent members	0.14	0.63
<i>Leadership Team</i>		
Remuneration	583,111	534,214
Full-time equivalent members	5	5
Total key management personnel remuneration	<u>586,771</u>	<u>537,997</u>
Total full-time equivalent personnel	<u>5.14</u>	<u>5.63</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 1

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	130-140
Benefits and Other Emoluments	1-5	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
120-130	0	
100-120	4	2
	<u>4.00</u>	<u>2.00</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:

	2020 Actual	2019 Actual
Total	-	-
Number of People	-	-

19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: 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's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. 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 2020, a contingent liability for the school may exist.

20. Commitments

(a) Capital Commitments

As at 31 December 2020 there were no capital commitments entered into by the Board (2019:Nil)

(b) Operating Commitments

As at 31 December 2020 the Board has entered into the following contracts:

(a) operating lease of staff laptops

	2020 Actual \$	2019 Actual \$
No later than One Year	35	33
Later than One Year and No Later than Five Years	35	33
Later than Five Years		-
	70	66
	70	66

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	546,008	500,000	784,901
Receivables	204,227	250,000	191,796
Investments - Term Deposits	-	-	-
Total Financial assets measured at amortised cost	750,235	750,000	976,697
	750,235	750,000	976,697

Financial liabilities measured at amortised cost

Payables	502,641	541,071	405,990
Borrowings - Loans	-	-	-
Finance Leases	22,123	40,000	34,269
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>524,764</u>	<u>581,071</u>	<u>440,259</u>

23. Events After Balance Date

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

2021 Analysis of Variance for 2020 Targets

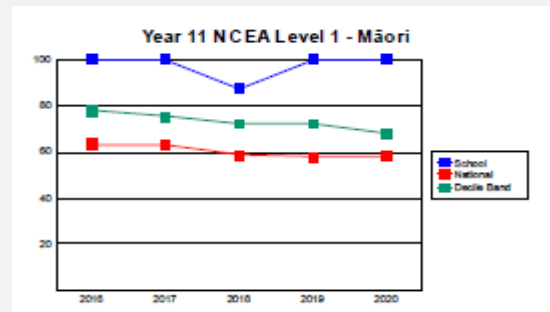
Focus: Raising Student Achievement			
Strategic Priority: Love of Learning			
Annual Aim: To continue to strive for excellence in NCEA results, maintaining top national results:			
<p>2020 Target 1: Strategic Priority: Love of Learning</p> <p>To continue to strive for excellence in NCEA results, maintaining 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 30% at excellence.</i></p> <p><i>Gain 20 scholarship passes.</i></p> <p><i>Track students transitioning into Woodford House in Year 11-13 to gain NCEA level 1/2/3 in 2020.</i></p>			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?) Staff Responsibility?
Student progress was continually tracked throughout the year through Pastoral meetings, Deans meetings and by the Diverse Needs Coordinator.	<p>2020 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>2020 Result</p> <p>Target exceeded</p> <p>100% each Level 1, 2, 3.</p> <p>98% University Entrance</p>	Students who were identified as being in danger of not gaining their expected level of achievement were given further opportunities to achieve through STAR courses and extra subject standards. These students	Deans and the Diverse Needs Coordinator will continue to work with class teachers and HOFs for individual and small group success.
			With an increased

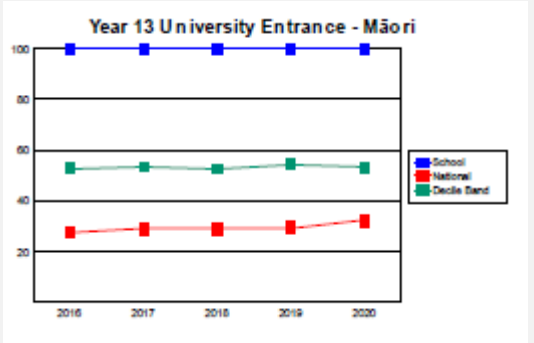
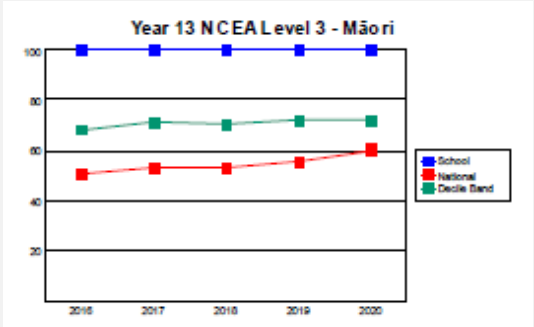
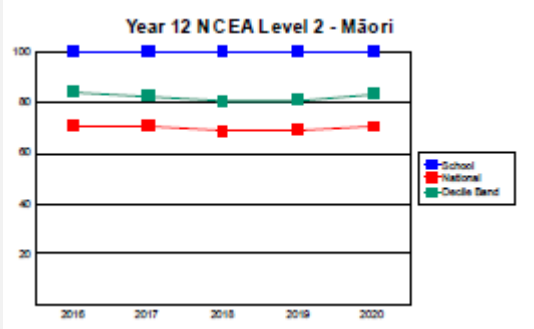
<p>The Level 2 and 3 Pathways courses were offered on a dedicated option line so those students got structured and formalised teacher support.</p> <p>A Level 1 Pathways course was introduced. This course helped students gain Level 1 literacy and numeracy credits and also provided support for their other subjects.</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>The new academic awards system was beneficial</p> <p>A targeted tutoring program across many subject areas was offered in Term 4 to prepare students for the external examinations.</p>	<p>2020 Target 80% achieving NCEA Level 1 endorsement with at least 40% at excellence. 2020 Result Target exceeded 35% merit, 50% excellence – 85% endorsed</p> <p>2020 Target 80% achieving NCEA Level 2 endorsement with at least 40% at excellence. 2020 Result Target exceeded 22% merit, 61% excellence – total 83% endorsed</p> <p>2020 Target 60% achieving NCEA Level 3 endorsement with at least 30% at excellence. 2020 Result Target exceeded 25% merit, 52% excellence – total 77% endorsed</p> <p>2020 Target Gain 20 scholarship passes. 2020 Result Target met 20 Scholarship passes</p>	<p>were also closely monitored and supported by the Diverse Needs Coordinator and their subject teachers.</p> <p>During lockdown, staff provided excellent online learning which students responded well to. This meant there was very little lost teaching time and so there were only a few courses that had to reduce the number of standards they offered.</p> <p>The wellbeing of students was closely monitored during lockdown which helped them maintain their academic focus.</p> <p>Every effort was made to provide the students the courses they wanted so that it best suited their academic strengths.</p> <p>Students in the senior school continued to be given the opportunity to take courses at a higher level of study.</p>	<p>school roll, it will be imperative that students are checked through both academic and pastoral systems to identify any outliers. Extra support will continue to be given to students at risk.</p> <p>A new daily structure will be on trial during Term 1 where the school day will change from a 2-1-2 to a 2-2-1 system. The rationale behind this is that it will improve the academic engagement of the students.</p> <p>Targeted tutoring will continue to be offered in Term 4.</p> <p>The pre-scholarship program will continue to be developed, with outside tutors again being used.</p>
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	<p>Biology 1 Chemistry 2 Chinese 1 Classical Studies 1 Drama 3 English 6 Health & PE 1 History 3 Religious Studies 1 Statistics 1</p> <p>2020 Target <i>Track students transitioning into Woodford House in Year 11-13 to gain NCEA level 1/2/3 in 2020.</i></p> <p>2020 Result Target met 100% of all new Year 11-13 students who started in Feb 2020 gained their respective levels of achievement.</p>	<p>Teaching staff devoted a lot of time in Term 4 to preparing the students for the external examinations. For some courses, outside tutors were used.</p> <p>A number of Year 12 students sat scholarship subjects. Eight of these students were successful in gaining scholarship passes.</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 Professional Development for staff will remain a focus.</p>
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Focus: Raising Student Achievement			
Strategic Priorities: Love of Learning and Respectful Relationships			
2020 Target 2:			
To equip and support our Māori students to set academic goals of personal excellence.			
<i>100% Woodford House Māori students achieving at Woodford House pass rate 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?
Transparent identification of Māori students clearly communicated to all staff to best support and celebrate learning. Embed learnings. Cultural responsiveness staff Professional Learning Group focus: relationships are key.	<p>Māori Student Achievement 2020: 100% at Years 11, 12 and 13 2019: 100% at Years 11, 12 and 13. Strong M+ endorsements across each year level. 2018: 100% at Years 11 and 12. 80% at Year 13 (1 health issue.) 2017: 100% at Years 11, 12 and 13.</p> <p>Scholarships won 2 in 2020 0 in 2019 1 in 2017 1 in 2018</p> <p>2020 Target <i>100% Woodford House Māori students achieving at Woodford House pass rate or better for NCEA</i></p> <p>2020 Results 21 students Year 11 students – target met Year 12 students – target met Year 13 students – target met</p>	Cultural responsiveness was a 2019 staff Professional Learning Group goal. 2020 aim was to implement skills and knowledge to support closure of learning loops.	Board of Trustees to continue to support the additional goal <i>“To equip and support our Māori students to set academic goals of personal excellence”</i> alongside the existing goal of 100% Woodford House Māori students achieving at Woodford House pass rates or better for NCEA. Work with Senior Leadership Team and staff.

Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	NCEA L4 Scholarship entries
7 students	8 students	6 students	2 Scholarships
100% attained Level 1	100% attained Level 2	100% attained Level 3 and University Entrance gained: 6	– Physical Education & Health – Mathematics with Statistics
Achieved: 3	Achieved: 1	Achieved: 1	
Endorsed w Merit: 1	Endorsed w Merit: 2	Endorsed w Merit: 2	
Endorsed w Excellence: 3	Endorsed w Excellence: 5	Endorsed w Excellence: 3	





<p>Work undertaken with each student to give academic and pastoral support to set and achieve academic success.</p> <p>Work by Pastoral Team, Health Centre, Diverse Needs Coordinator, Head of Faculties, Careers and Senior Leadership Team</p> <p>Ensure Māori students have access to and supported in their application for post school, iwi and tertiary scholarships.</p>	<p>45 Māori students enrolled in 2020, 49 in 2019. 51 in 2018, 53 in 2017, 44 in 2016, 29 in 2015.</p> <p>Curriculum: te reo Māori subject and rolls. Part time teacher of Māori 8 hours per week. Small numbers.</p> <p>Y7 and 8 in trimesters. 2 hours per week. All girls take Māori.</p> <p>Y10 1 student Level 3 te reo Māori external.</p> <p>No-one in Year 9, 11, 12 or 13.</p> <p><u>Two tertiary Scholarships</u> in 2020 GG \$15,000 University of Otago Māori Entrance Scholarship and GH \$11,000 Lincoln University Future Leaders Scholarship and Lincoln University Putaiao Scholarship Total \$26,000</p>	<p>Appetite for Yr 9 te reo Māori for 2021, planned offline if teacher not found. Teacher appointed for 2021.</p> <p>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>Deans, Senior Leadership Team, Diverse Needs Co-ordinator, Careers, Head of Faculties and staff continue to work with girls.</p> <p>Senior Leadership Team and Board of Trustees support Staff Professional Development –in actively connecting to culture/ addressing kaupapa.</p>
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<p>2019 saw us seek and develop connections with school whanau and te ao Māori in Hawke's Bay to strengthen current understanding and grow a strong future focused network, knowledge and links through and beyond Woodford House.</p> <p>Careers and transition a feature of Shine Strengths Programme in 2020.</p>	<p>Working with whanau and community to support tikanga, kapa haka and grow understanding. Strong support from the local community and support of Board of Trustees.</p> <p>Leveraged cultural responsiveness focus in 2019 to support Māori students. Community voice from 2019 and 2020 included. Covid-19 saw intensive personalised pastoral support offered to each student.</p> <p>Whanau Hui during the year to elicit whanau voices re culture, and expectations. Student voice offered. Analysis of Māori involvement across four cornerstones: need for deeper cultural engagement (visual and performing arts, production, kapa haka etc)</p> <div data-bbox="607 858 1207 1414" style="border: 1px solid black; padding: 5px;"> <p>2019 Hui summary:</p> <ul style="list-style-type: none"> • Develop a strategy to allow a culturally responsive process to positively impact Māori student outcomes. • Meaningful engagement with whānau. • Action is not about compliance, instead becomes natural integration of te Ao Māori. • Metaphor from Year 11 parent: Woodford House in its 125th year can be seen as a 'tipuna kuia'. We need to consider as parents, staff, students, whānau what we need to do and how to behave appropriately for 'her' and to honour her spirit. Activities like noho marae, te reo Māori, mana whenua and whānau allow us to be in her presence and be a 'home to excellence.' </div>	<p>Connections made with / by and for students to te ao Māori</p> <p>Māori Careers focus:</p> <ul style="list-style-type: none"> • Senior Hikoi: tertiary liaison staff visited to talk to 13 Māori 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. • Old Girls Alumni- track and celebrate success of students beyond school <p>More junior Māori students.</p> <p>Student Head of Kapa Haka worked to involve Intermediate students.</p>	<p>Maintain family and community support through group hui and on an individual basis. Deputy Principal – Student Wellbeing and the Senior Leadership Team.</p> <p>Maintain Board of Trustee support for Culturally Responsive focus. Appreciation of strengths and gaps. Working to implement future focused strategic planning for our school context, succession and sustainability. Aim: capacity building for staff and better integration with mana whenua.</p> <p>Dedicated new teacher appointed for junior te reo Māori. Still preferable to have a strong Māori expert.</p>
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<p>Support of existing pathways to demonstrate partnership: korowai, Powhiri, Anglican Tri-school initiative, Kapa Haka</p> <p>Support for Special Character contract as Anglican School; Chaplains and Senior Leadership Teams from Te Aute, Hukarere and Woodford House are growing faith based and Māori connections.</p>	<div data-bbox="607 177 1207 579" style="border: 1px solid black; padding: 5px;"> <p>2020 Hui summary:</p> <ul style="list-style-type: none"> • Continue with journey to naturally embed culturally responsive practice into Woodford House • Address Year 9 and 10 access to Te reo Māori language option • Work with Intermediate students to build confidence in kapa haka • Make links between students and their iwi for individualised support eg Ngai Tahu </div> <p>Ako demonstrated through genuine and authentic inclusion of te reo Māori Māori, tikanga, and waiata in Chapel and House Music and Prize Giving.</p> <p>Kapa Haka Committed nucleus of girls Numbers 2020 15, 2019 17, 2018 22, 2017 17, 2016 10, 2015 10. Require stable skilled tutor. 2018 contracted provider 2019 outside contractor and a Year 11 parent appointed as initial Kapa Haka tutors. 2020 - Boarding Supervisor (ex Hukarere College Head Girl) - in charge/tutor. Principal's Personal Assistant as staff manager. Excellent leadership from Yr 13 kapa haka leader and younger group members. Diverse group reflects warmth and openness.</p>	<p>Kapa Haka is now a stable and strong group. Chapel Prefect and Head of Kapa Haka student was a wonderful mentor. Worked well with tutor and staff member.</p> <p>Tri Schools Sunday did not occur as planned due to Covid.</p> <p>National lockdown meant focus on access to learning checked and fostering sense of belonging to school for optimum wellbeing.</p>	<p>Boarding Supervisor (ex Hukarere College Head Girl) led and Principal's Personal Assistant (ex Te Aute College), managed Kapa Haka 2020. Work done with school kaumātua and kuia to ensure a consistent and sustainable Powhiri programme.</p> <p>Senior Leadership Team aim was to secure a qualified and engaged teacher of Māori and/ or a teacher conversant with te ao Māori.</p>
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<p>Support for new initiatives and pathways at Woodford House to demonstrate partnership:</p> <ul style="list-style-type: none"> • Conscious work with place based curriculum to better partner with mana whenua. • Covid 19 saw pivot to individualised support for Māori students, especially through distance learning. • Meet goal to support and celebrate Māori students' success in school communications 	<p>Waiata ably led by Director of Performing Arts and Music Teacher for Chapel, Powhiri and House Music. Especially appreciated at Prize Giving.</p> <p>Support seen at School Chaplain's ordination (Reverend), combined Yr 7 and 8 Māori trip</p> <p>Tikanga Māori and te reo Māori integrated into the Year 7- 10 programme and other curriculum areas eg. End of Year - No hea koe? project- Place based education focus: all departments made relevant curriculum and mana whenua links.</p> <p>Study of the Treaty of Waitangi is part of the Social Sciences programme in Years 9 and 10. EOTC (Education outside the Classroom) links for every school camp- Rotorua, Te Mata Peak and Ahuriri, Tutira, Mohi Bush and Waimarama.</p> <p>Home contact made during Covid Lockdown for all students.</p> <p>Checks after return.</p> <p>Analysed NZCER survey to chart wellbeing.</p>	<p>Celebrated through Prizegiving, Assemblies, Chapels, Performing Arts and Sports prizegivings and Comms articles.</p>	<p>Our School Chaplain took te reo Māori and taught language in a special character context.</p> <p>Need to offer and suitably staff te reo Māori and tikanga at Woodford House.</p> <p>Tikanga, special character and junior language well served. Senior students are still in need of an expert language mentor.</p> <p>Boarding Supervisor (ex Hukarere College Head Girl) worked with Te Aho o Te Kura Pounamu students for conversation and support.</p>
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Focus: Year 8 Learners			
Strategic Priority: Love of Learning and Respectful Relationships			
2020 Target 3:			
<i>100% of Year 8 learners will meet reading expectations according to the New Zealand curriculum for Year 8 students by the end of 2020.</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 (such as e-asTTle) was used to track and inform next steps in teaching and learning. 1 hour a week timetabled into ability 4 reading groups with extension group taught by a Deputy Principal.</p> <p>Teacher Aide resourcing utilised to work with identified students on Toe by Toe and / or Steps literacy support programme overseen by Diverse Needs Co-ordinator.</p> <p>Peer teacher Faculty observation criteria and visits set up for teachers to observe aspects of classroom reading programmes in action. This had a dual purpose with teachers learning from each other (the observer could witness effective pedagogy in action and the teacher was provided with feedback and possible areas for improvement).</p>	<p>97% of Year 8 learners met End of Year curriculum expectations in reading. (Only 1 international ELL (English Language Learning) student did not meet expectations).</p>	<p>A second year in the Intermediate Department and exposure to individual targetted reading programmes, well balanced classroom pedagogy as well as reading across the curriculum has seen positive progress for the students who entered Woodford House below expectations.</p>	<p>The next step is to continue to ensure reading progress is a priority for Year 7 and 8 students in 2021. While ensuring at risk readers are supported using the strategies and resources which have proven to be effective, the challenge will be to see all girls progressing with added value and a higher perenatge of students ending the year above curriculum expectations.</p> <p>Staff Responsibility: All Year 7 / 8 teachers Target Date: End of 2021</p>

<p>Literacy box resources purchased and used regularly as part of literacy programmes. Explicit comprehension strategies as well as grammar points targeted.</p> <p>All Year 7 and 8 teachers reminded to work on subject specific vocabulary and reading comprehension across the curriculum.</p>			
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Focus: Staffing			
Strategic Priorities: Love of Learning, Respectful Relationships and Faithful Stewardship			
2020 Target 4:			
<i>Outstanding Education. Staff will develop and pursue professional learning goals in alignment with the strategic priorities developing outstanding educators.</i>			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?) Staff Responsibility?
<p>Faculty structure is now embedded.</p> <p>Strategic recruitment of new staff targeted key learning areas and identified the need for 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. Greater ease of calendar alignment and School planning.</p> <p>We identified learning areas and staffing capacity required a strategic focus and activated a campaign to secure key staff in these learning areas.</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>Communication channels are more clearly defined. Head of Faculty meetings are now more effective and efficient – clarity of role delineation evident.</p> <p>Evidence based decision making re class sizes and staffing enabled us to strategically plan for future capacity and extend our Intermediate classes from three to four.</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>The Faculty structure allows for a more strategic and rigorous management focus on student achievement.</p> <p>Student numbers will now grow in areas that are currently 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 2021.</p> <p>Wednesday PLG sessions - Professional Learning Group.</p>

Focus: Partnerships			
Strategic Priorities : Love of Learning, Respectful Relationships and Faithful Stewardship			
<p>2020 Target 5:</p> <p><i>Maintain and further develop established local, national and global links to provide contextualised opportunities for cultural responsiveness, inclusivity and diversity.</i></p>			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?) Staff Responsibility?
<p>Leveraged relationships forged in 2019 with local facilitators. Place based history, legend and stories.</p> <p>Focus on cultural responsiveness shaped Yr 9, Yr 11 and Yr 13 beginning of year camps to Te Mata Peak, Tutira and Waimarama.</p> <p>Intermediate EOTC in Wellington- cross disciplinary and cultural responsiveness focus with trip to Kapiti Island.</p>	<p>Widened brief for establishing local and national links from junior to whole school EOTC.</p> <p>Covid 19 has meant any school trips will be local or national.</p> <p>Language trip to Spain cancelled.</p>	<p>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.</p> <p>Showed commitment through junior and senior school.</p>	<p>Positive uptake by students and staff and positive feedback from community.</p> <p>Appetite for incorporating culturally responsive learning in rich learning contexts.</p> <p>Aim to take senior history trip to Waitangi Day celebrations, interested Māori students welcomed.</p> <p>Continue to build relationships locally and nationally through our kaumātua and kuia.</p>

Woodford House Board of Trustees

Kiwisport 2020

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020 the school received a total Kiwisport funding of \$7,181 (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 TRUSTEE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

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 18, that comprise the statement of financial position as at 31 December 2020, 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 2020; 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 31 May 2021. 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 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 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 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 regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is 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, 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