



ANNUAL REPORT
FOR THE YEAR ENDED 31 DECEMBER 2022



WOODFORD HOUSE BOARD OF TRUSTEES

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number:	225
Principal:	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

Name	Position	How Posit	Term Expired/ Expires
Toni Goodlass	Presiding Member	Elected	Oct-22
Julie Peterson	Principal ex Officio		
Benita Douglas	Parent Representative	Elected	Sep-22
Malcolm Jackson	Parent Representative	Elected	Sep-22
Martin Williams	Parent Representative	Elected	Sep-22
Christine de Punt	Parent Representative	co-opted	Jan-24
Louise Trent	Parent Representative	Elected	Dec-23
Cyn Smith	Presiding Member	Elected	Sep-25
Tony Martin	Parent Representative	Elected	Sep-25
Callum Harper	Parent Representative	Elected	Sep-25
Phillip Mitchell	Parent Representative	Elected	Sep-25
Vicki Lawson	Proprietor Representative		
Mike Brougham	Proprietor Representative		
Gareth Kilsby	Proprietor Representative		
Mike Wills	Proprietor Representative		
Lorna Morice	Staff Representative	Elected	Sep-25
India MacIntyre	Student Representative	Elected	Sep-22
Jzirah Ridley	Student Representative	Elected	Sep-23

WOODFORD HOUSE BOARD OF TRUSTEES

Annual Report - For the year ended 31 December 2022

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Woodford House Board of Trustees

Statement of Responsibility

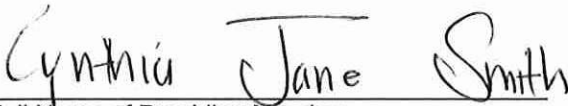
For the year ended 31 December 2022

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

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

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

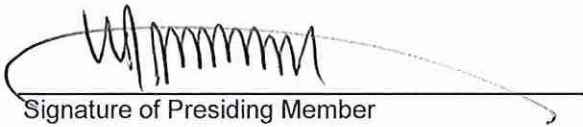
The School's 2022 financial statements are authorised for issue by the Board.



Full Name of Presiding Member




Full Name of Principal



Signature of Presiding Member

31 May 2023

Date:



Signature of Principal

31 May 2023

Date:

Woodford House Board of Trustees

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	4,041,430	3,944,479	3,795,978
Locally Raised Funds	3	2,036,025	1,914,964	1,958,811
Use of Proprietor's Land and Buildings		631,392	631,392	631,392
Interest Income		1,303	500	354
Other Revenue		2,233	5,000	15,299
Total Revenue		6,712,383	6,496,335	6,401,834
Expenses				
Locally Raised Funds	3	487,318	163,328	444,187
Learning Resources	4	4,637,515	4,709,863	4,353,444
Administration	5	676,103	670,802	605,552
Finance		5,367	-	1,536
Property	6	932,270	952,342	934,137
		6,738,573	6,496,335	6,338,856
Net Surplus / (Deficit) for the year		(26,190)	-	62,978
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(26,190)	-	62,978

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		158,357	-	95,379
Total comprehensive revenue and expense for the year		(26,190)	-	62,978
Contributions from the Ministry of Education				
Equity at 31 December		132,167	-	158,357
Accumulated comprehensive revenue and expense		132,167	-	158,357
Equity at 31 December		132,167	-	158,357

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	8	399,269	400,000	399,456
Accounts Receivable	9	243,271	250,000	249,051
GST Receivable		25,159	25,000	28,312
Prepayments		7,623	5,000	9,141
Inventories	10	7,529	10,000	6,055
		682,851	690,000	692,015
Current Liabilities				
Accounts Payable	12	538,576	513,000	471,544
Revenue Received in Advance	13	219,429	220,000	291,855
Finance Lease Liability	14	13,976	-	4,754
		771,981	733,000	768,153
Working Capital Surplus/(Deficit)		(89,130)	(43,000)	(76,138)
Non-current Assets				
Property, Plant and Equipment	11	238,231	-	237,013
		238,231	-	237,013
Non-current Liabilities				
Finance Lease Liability	14	16,934	-	2,519
		16,934	-	2,519
Net Assets		132,167	(43,000)	158,357
Equity		132,167	-	158,357

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 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		999,360	651,479	867,797
Locally Raised Funds		1,743,126	1,659,094	1,387,754
International Students		223,092	480,870	202,196
Goods and Services Tax (net)		3,153	(25,000)	(14,759)
Payments to Employees		(1,679,153)	(1,415,036)	(1,577,064)
Payments to Suppliers		(1,223,568)	(867,907)	(933,087)
Interest Paid		(5,367)	-	(1,536)
Interest Received		1,303	500	354
Net cash from/(to) Operating Activities		61,946	484,000	(68,345)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(60,004)	(84,000)	(61,680)
Net cash from/(to) Investing Activities		(60,004)	(84,000)	(61,680)
Cash flows from Financing Activities				
Finance Lease Payments		(2,129)	-	(16,527)
Net cash from/(to) Financing Activities		(2,129)	-	(16,527)
Net increase/(decrease) in cash and cash equivalents		(187)	400,000	(146,552)
Cash and cash equivalents at the beginning of the year	8	399,456	-	546,008
Cash and cash equivalents at the end of the year	8	399,269	400,000	399,456

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 Board of Trustees

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the

risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 14.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

The property from which the School operates is owned by the Proprietor. Grants for the use of land and buildings are also not received in cash by the school however they equate to the deemed expense for using the land and buildings. This expense is based on an assumed market rental yield on the land and buildings as used for rating purposes.

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

Land and buildings owned by the 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) Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information.

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) 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.

o) 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 is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

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

p) Financial Instruments

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

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

q) 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.

r) 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.

s) Budget Figures

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

t) Services received in-kind

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

2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	919,985	893,506	896,023
Teachers' Salaries Grants	3,029,785	3,043,000	2,841,944
Other Government Grants	91,660	7,973	58,011
	<u>4,041,430</u>	<u>3,944,479</u>	<u>3,795,978</u>

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	1,400,000	1,654,094	1,375,000
Fees for Extra Curricular Activities	263,359	-	149,488
Curriculum related Activities	78,753	-	115,627
International Student Fees	293,913	260,870	318,696
	<u>2,036,025</u>	<u>1,914,964</u>	<u>1,958,811</u>
Expenses			
Extra Curricular Activities Costs	287,751	-	149,488
Curriculum related Activities	76,207	-	115,627
International Student - Student Recruitment	3,243	5,300	4,485
International Student - Employee Benefit - Salaries	78,739	123,000	139,559
International Student - Other Expenses	41,378	35,028	35,028
	<u>487,318</u>	<u>163,328</u>	<u>444,187</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>1,548,707</u>	<u>1,751,636</u>	<u>1,514,624</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	208,675	260,327	176,698
Information and Communication Technology	180,172	201,000	176,890
Employee Benefits - Salaries	4,137,516	4,156,536	3,882,625
Staff Development	26,600	51,000	34,140
Depreciation	84,552	84,000	83,091
	<u>4,637,515</u>	<u>4,752,863</u>	<u>4,353,444</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	10,600	9,500	10,701
Board Fees	3,975	3,500	2,630
Board Expenses	1,491	500	63
Communication	3,439	4,000	3,092
Consumables	25,622	23,000	23,441
Legal Fees	227	7,500	3,471
Other	138,606	142,302	103,650
Employee Benefits - Salaries	469,798	456,500	409,605
Insurance	22,345	24,000	21,682
Service Providers, Contractors and Consultancy	-	-	27,217
	<u>676,103</u>	<u>670,802</u>	<u>605,552</u>

6. Property

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	16,958	18,000	16,706
Consultancy and Contract Services	85,976	74,200	75,823
Grounds	24,039	25,000	21,142
Heat, Light and Water	51,594	65,000	60,729
Rates	4,741	5,500	3,929
Repairs and Maintenance	22,319	36,500	38,192
Use of Land and Buildings	631,392	631,392	631,392
Security	1,024	1,750	1,776
Employee Benefits - Salaries	94,227	95,000	84,448
	<u>932,270</u>	<u>952,342</u>	<u>934,137</u>

The use of land and buildings figure represents 5% of the school's total property value. This is used as a 'proxy' for the market rental of the property.

7. Other Expenses

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Loss on Uncollectable Accounts Receivable	-	-	-
Amortisation of Intangible Assets	-	-	-
Impairment of Property, Plant and Equipment	-	-	-
Transport	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>

8. Cash and Cash Equivalents

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Bank Accounts	399,269	400,000	399,456
Cash and cash equivalents for Statement of Cash Flows	<u>399,269</u>	<u>400,000</u>	<u>399,456</u>

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

9. Accounts Receivable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Receivables	-	-	386
Receivables from the Ministry of Education	243,271	250,000	248,665
	<u>243,271</u>	<u>250,000</u>	<u>249,051</u>
Receivables from Exchange Transactions	-	-	386
Receivables from Non-Exchange Transactions	243,271	250,000	248,665
	<u>243,271</u>	<u>250,000</u>	<u>249,051</u>

10. Inventories

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Badge & Other stock	7,529	10,000	6,055
	<u>7,529</u>	<u>10,000</u>	<u>6,055</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Furniture and Equipment	165,294	34,617			(43,736)	156,175
Information and Communication Technology	42,295	4,634			(21,216)	25,713
Leased Assets	6,689	36,815			(14,281)	29,223
Library Resources	22,735	9,704			(5,319)	27,120
Balance at 31 December 2022	237,013	85,770	-	-	(84,552)	238,231

	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	347,280	(191,105)	156,175	552,375	(387,081)	165,294
Information and Communication T	115,826	(90,113)	25,713	734,687	(692,392)	42,295
Leased Assets	74,333	(45,110)	29,223	48,567	(41,878)	6,689
Library Resources	60,281	(33,161)	27,120	91,485	(68,750)	22,735
Balance at 31 December	597,720	(359,489)	238,231	1,427,114	(1,190,101)	237,013

12. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	129,789	130,000	117,996
Accruals	9,500	10,000	7,926
Banking Staffing Overuse	72,228	71,000	17,679
Employee Entitlements - Salaries	325,071	300,000	323,993
Employee Entitlements - Leave Accrual	1,986	2,000	3,950
	538,574	513,000	471,544
Payables for Exchange Transactions	538,574	513,000	471,544
	538,574	513,000	471,544

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
International Student Fees in Advance	219,429	220,000	290,250
Other revenue in Advance	-	-	1,605
	219,429	220,000	291,855

14. Finance Lease Liability

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
No Later than One Year	15,396		4,754
Later than One Year and no Later than Five Years	18,019		2,519
Future Finance Charges	(2,505)		
	<u>30,910</u>	-	<u>7,273</u>
Represented by			
Finance lease liability - Current	13,975		4,754
Finance lease liability - Non current	16,935		2,519
	<u>30,910</u>	-	<u>7,273</u>

15. 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 School Board because the proprietor appoints representatives to the School Board, giving the proprietor significant influence over the School Board. Any services or contributions between the School Board and Proprietor have been disclosed appropriately, if the proprietor collects funds on behalf of the school (or vice versa) the amounts are disclosed. At year end, the school has \$108,088 payable to the WHTB (2021: \$73,083). The Woodford House Trust Board, whom the Principal is a Trustee of, contributed to the Principal's total remuneration by \$120,000-\$130,000 (2021: \$110,000-\$120,000) as compensation for the work she carries out on behalf of the Proprietor in respect of the boarding operations, upholding the School's Special Character, the Woodford House Foundation and implementing the Shine programme.

The Proprietor provides land and buildings free of charge for use by the School 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 \$1,400,000 (2021:\$1,375,000)
- Religious instruction to pupils of the school. This service is provided free of charge in accordance with the Education and Training Act 2020

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 totalling \$342,112 (2021: \$265,115)
- 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 totalling \$363,958 (2021:\$265,115)
- Under an agency agreement with the WHTB, The Board collected boarding bursaries from the Ministry of Education on behalf of the Proprietor totalling \$145,600 (2021:\$176,487)
- at year end, the Board of Trustees has \$101,088 payable to the Woodford House Trust Board (2021:\$73,083)

16. Remuneration

Key management personnel compensation

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

	2022 Actual	2021 Actual
	\$	\$
<i>Board Members</i>		
Remuneration	3,975	2,630
<i>Leadership Team</i>		
Remuneration	627,930	613,965
Full-time equivalent members	5	5
Total key management personnel remuneration	<u>631,905</u>	<u>616,595</u>

There are **12** members of the Board excluding the Principal. The Board had held **8** full meetings of the Board in the year. The Board also has Finance **4 members** that meet monthly. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

The total value of remuneration paid or payable to the Principal by the Board of Trustees, excluding the \$120,000-\$130,000 paid by the Board of Proprietors was in the following bands:

	2022	2021
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	150-160
Benefits and Other Emoluments	1-5	1-5
Termination Benefits	-	-

Other Employees

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

Remuneration	2022	2021
\$000	FTE Number	FTE Number
110-120	3.00	3.00
100-110	8.00	7.00
	11.00	10.00

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

17. Compensation and Other Benefits Upon Leaving

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

	2022	2021
	Actual	Actual
Total	\$0	-
Number of People	0	-

18. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

19. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into no contract agreements for capital works (2021: Nil):

20. Financial Instruments

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

Financial assets measured at amortised cost

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	399,269	400,000	399,456
Receivables	243,271	250,000	249,051
Total Financial assets measured at amortised cost	<u>642,540</u>	<u>650,000</u>	<u>648,507</u>

Financial liabilities measured at amortised cost

Payables	538,574	513,000	471,544
Finance Leases	30,910	-	7,273
Total Financial Liabilities Measured at Amortised Cost	<u>569,484</u>	<u>513,000</u>	<u>478,817</u>

21. Events After Balance Date

During February 2023, the North Island of New Zealand was struck by several extreme weather events which resulted in widespread flooding, road closures, slips and prolonged power and water outages for many communities in Northland, Auckland, Coromandel, Bay of Plenty, Gisborne and Hawkes Bay/Tairāwhiti regions.

While many schools were able to open soon after the extreme weather events, some schools have remained closed for a prolonged period.

The damage caused by extreme weather events in the Hawkes Bay and the full financial impact has not yet been determined, but it is not expected to be significant to the school. The school continued to receive funding from the Ministry of Education, even while closed.

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

22. Comparatives

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

2023 Analysis of Variance for 2022 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:			
2022 Target 1: Strategic Priority: Love of Learning			
To continue to strive for excellence in NCEA results, maintaining top national results: <i>100% of each year level gaining the appropriate Level 1 – 3 qualification for appropriate candidates.</i> <i>90% of Year 13 students gaining University Entrance.</i> <i>80% achieving NCEA Level 1 endorsement with at least 40% at excellence.</i> <i>80% achieving NCEA Level 2 endorsement with at least 40% at excellence.</i> <i>60% achieving NCEA Level 3 endorsement with at least 30% at excellence.</i> <i>Gain 22 scholarship passes.</i>			
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 Learners' Coordinator.	2022 Target <i>100% of each year level gaining the appropriate Level 1 – 3</i> <i>90% of Year 13 students gaining University Entrance.</i> 2022 Result Target exceeded 100% each Level 1, 2, 3. 96% University Entrance	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.	Deans and the Diverse Learners' Coordinator will continue to work with class teachers and HOFs for individual and small group success. With an increased school roll, it will be imperative that

<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>2022 Target <i>80% achieving NCEA Level 1 endorsement with at least 40% at excellence.</i></p> <p>2022 Result Target exceeded 47% merit, 45% excellence – 92% endorsed</p> <p>2022 Target <i>80% achieving NCEA Level 2 endorsement with at least 40% at excellence.</i></p> <p>2022 Result Target exceeded 30% merit, 58% excellence – total 88% endorsed</p> <p>2022 Target <i>60% achieving NCEA Level 3 endorsement with at least 30% at excellence.</i></p> <p>2022 Result Target exceeded 30% merit, 41% excellence – total 71% endorsed</p> <p>2022 Target <i>Gain 22 scholarship passes.</i></p> <p>2022 Result Target not met 19 Scholarship passes</p> <table border="0" data-bbox="472 1098 1010 1414"> <tr><td>Accounting</td><td>1</td></tr> <tr><td>Biology</td><td>1</td></tr> <tr><td>Classics</td><td>2</td></tr> <tr><td>DVC</td><td>1</td></tr> <tr><td>English</td><td>6 (1 outstanding)</td></tr> <tr><td>Health & PE</td><td>3</td></tr> <tr><td>History</td><td>2</td></tr> <tr><td>Media English</td><td>1</td></tr> </table>	Accounting	1	Biology	1	Classics	2	DVC	1	English	6 (1 outstanding)	Health & PE	3	History	2	Media English	1	<p>These students were also closely monitored and supported by the Diverse Learners' Coordinator and their subject teachers.</p> <p>During Covid restrictions, 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 Covid restrictions 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 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>2023 will continue with the 2-2-1 school day system, which was trialed in 2021 and continued in 2022. The rationale behind this was that it would improve the academic engagement of the students. 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> <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>
Accounting	1																		
Biology	1																		
Classics	2																		
DVC	1																		
English	6 (1 outstanding)																		
Health & PE	3																		
History	2																		
Media English	1																		

<p>A targeted tutoring program across many subject areas was offered in Term 4 to prepare students for the external examinations.</p>	<table> <tr> <td>Religious Studies</td> <td>1</td> </tr> <tr> <td>Statistics</td> <td>1</td> </tr> <tr> <td>Total</td> <td>19</td> </tr> </table>	Religious Studies	1	Statistics	1	Total	19	<p>Students in the senior school continued to be given the opportunity to take courses at a higher level of study.</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. Two of these students were successful in gaining scholarship passes.</p>	<p>Scholarship Professional Development for staff will remain a focus.</p>
Religious Studies	1								
Statistics	1								
Total	19								

Focus: Raising Student Achievement

Strategic Priorities: Love of Learning and Respectful Relationships

2022 Target 2:

To equip and support our Māori students to set academic goals of personal excellence. **Target Met.**

100% Woodford House Māori students achieving at Woodford House pass rate or better for NCEA.

Māori Student Achievement

2022: 100% at Years 11, 12 and 13

Yr 13 75% University Entrance

37.5% Level 3 E endorsed, 12.5% Level 3 M endorsed

Yr 12 66.7% Level 2 E endorsed, 11.1% Level 2 M endorsed

Yr 11 33.3% Level 1 E endorsed, 66.7% Level 1 M endorsed

Historical:

2021: 100% at Years 11, 12 and 13

Yr 13 100% UE, 42.9% endorsements (7)

Yr 12 57.2% M/E endorsed (7) 3x Strong Ex
endorsed at L1 and 2, 1xM

Yr 11 87.5% M/E endorsed (8) 3 x Ex, 40M

2020: 100% at Years 11, 12 and 13

Year 13 100% UE 83% M/E endorsements (6)

Year 12 87.5% M/E endorsed (8)

Year 11 57.2% M/E endorsed (7)

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.

NZQA Scholarships won by Māori students

3 in 2022

0 in 2021

2 in 2020

0 in 2019

1 in 2017

1 in 2018

Tertiary Scholarships won in 2022

Victoria University Wellington – Tangiwai Scholarship \$10,000

Otago University – Maori Entrance Scholarship x 2 @ \$14,000 each

Otago University – Leaders of Tomorrow Scholarship \$6,000

Canterbury University – Hiranga Scholarship x 2 @ \$5,000 each

Canterbury University – Horomata Scholarship \$6,000

Canterbury University - Takere Scholarship \$1,000

Total \$61,000

Tertiary Scholarships won in 2021

AUT Welcome to Auckland Scholarship \$17,000

C Alma Baker Trust Scholarship \$2,500

Total \$19,500

Future Pathways Yr 13

2022

6 of 8 students gained University Entrance

5 of 8 students to tertiary study:

B Com

B ComA

Bio Chem

B Arts

BA LLB

2021

5 out of 6 students to tertiary study:

BVetSci

BCom x

B Communications

BA LLB

Breakdown of students who identify as Māori at Woodford House (1st and 2nd ethnicities) plus historical comparison numbers

43 Māori students enrolled in 2022.

2021 46

2020 45

2019 49

2018 51

2017 53

2016 44

2015 29

Curriculum 2022:

Te Reo Māori subject and rolls. Part time teacher of Māori 13 hours per week.
 Y7 and 8 in trimesters. 2 hours per week. All girls take Māori.
 Y9 20 students
 Y10 9 students full year course / 8 students ½ year course
 Year 11 3 students in dedicated Level 1 class
 Year 12 1 student studied Level 3 Te Reo Maori through Te Kura
 Year 13 -

**Woodford House reflects our extensive cultural diversity and the unique position of Māori within the School.
 We aim to support and foster Māori succeeding as Māori.**

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?) Staff Responsibility?
<p>Academic</p> <p>Enact Board of Trustee goals for 100% pass rate or better for Māori and support setting and meeting academic goals of personal excellence.</p> <p>High expectations articulated to each Maori student by the Dean or course advisor, teacher and mentor.</p> <p>Focus on teaching and learning</p> <p>i.e. Staff Professional Development. Te Reo Teacher worked with staff on kupu-vocab and pronunciation.</p>	<p>Again, NCEA L1-3 was gained with 100% for all WH students in 2022.</p> <p>Offered a dedicated Level 1 class for the first time in many years.</p> <p>Senior Internal assessments handled particularly well.</p> <p>Dedicated teacher appointed for junior te reo Māori. Course consolidated.</p> <p>Positive adoption of national curriculum shifts.</p>	<p>Student need and Staff availability.</p> <p>Focused on te reo and classroom tikanga rather than Special Character ties.</p>	<p>Board of Trustees to continue to support the additional goal with staff professional development, resourcing for students and staff <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.</p> <p>Work undertaken with each student to give academic and pastoral support to set and achieve academic success</p> <p>Faculty/ teacher responsibility for supporting resilient engagement until external exams. Individual conversations between student and</p>

<p>School-wide Professional Learning Development (PLD) for Cultural Responsiveness. Conrad Waitoa and Tania Robin.</p> <p>Nick Fitness: SEG for NZ Histories Curriculum. Led Head of Faculty PLD for Matauranga Māori</p> <p>Faculty audit for Cultural responsive material per subject per year level.</p> <p>Actively weave Tikanga Māori and te reo Māori integrated into the Year 7-10 programme and other curriculum areas eg. place based education focus: all faculties made relevant curriculum and mana whenua links. Important for EOTC trips.</p> <p>Study of the Treaty of Waitangi is part of the Social Sciences programme in Years 9 and 10.</p> <p>Scholarship support and Future Pathways</p> <p>Woodford House 'Tahu' scholarship.</p> <p>Williams Trust scholarships</p> <p>Māori Education Trust 2023 Scholarship Programme is open and</p>	<p>Deputy Principal-Student Wellbeing to set up a Ropu Māori 2022 for Māori students- establish space to discuss things Māori, learn as Māori learn about te ao Māori.</p> <p>N.B. consideration of timetabling 2023 to provide an inviting space for Te Reo and Māori girls. Can be decorated appropriately.</p> <p>1 student</p> <p>3 students supported by Williams Trust - biennial reporting</p> <p>Any quality Teaching and Learning course, Pathways programme, scholarship or visiting liaison officer focusing on Maori success is</p>	<p>Due to planned building works, classrooms at a premium for 2022/2023 and no area available to set up a new Ropu Māori.</p> <p>Aiming for EOY 2023 when Science block completed, the space being used can become the Ropu Māori.</p> <p>Scholarships/ testimonials/ applications effectively done by Deputy Principals</p>	<p>staff member e.g. the Senior Leadership Team and staff: Diverse Learners' Coordinator/ Deputy Principal-Teaching and Learning / Deputy Principal-Student Outcomes / Careers Advisor.</p> <p>Continue dedicated classes in 2023. Offer Level 2 course as well.</p> <p>Continued support for te reo and tikanga integrated into all curriculum levels and into all areas of the school.</p> <p>Teacher offers support for cultural understanding and activities and acts as a voice for Te Ao Māori at Woodford House. Te Reo teacher supports engagement of Māori students eg in classes, in kapa haka and as Māori.</p> <p>Senior Leadership Team and Board of Trustees support Staff Professional Development –in actively connecting to culture/ addressing kaupapa.</p> <p>Reports, references and testimonials by Deputy Principals</p>
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<p>offers scholarships to Māori secondary school and tertiary students who meet the respective scholarship's criteria.</p> <p>Community Engagement and Engagement with Whanau</p> <p>Annual Powhiri to held engaging community support, to welcome new staff and students.</p> <p>Whanau hui was planned to be part of the Beginning of the Year programme in 2022 after the Powhiri, Covid-19 restrictions meant unable to hold either.</p> <p>Discussion of co-curricular involvement demonstrated Woodford House encouragement of Maori students to participate and succeed and be celebrated across all four cornerstones.</p> <p>Work with whanau and community to support tikanga, kapa haka and grow understanding. Whānau hui to determine community aspirations for Māori student achievement.</p>	<p>effectively overseen by Jane Perry, Careers Advisor. Māori students have access to and supported in their application for post school, iwi and tertiary scholarships.</p> <p>Held and changed to Mihi Whakatau 2023, not Powhiri, due to Kaumatua illness and no karanga. Many Maori families supported their girls and commented positively on the welcoming atmosphere.</p> <p>Hui allows whanau to meet and talk with staff, about aims and goals for their daughters, know what their children are learning at school and what co-curricular opportunities they are taking. Whanau hui is used as a formal forum for support, discussion and feedback.</p> <p>Demonstration that we maintain, recognise and celebrate achievement of Māori students across all four cornerstones and equip and support our Māori students to set academic goals of personal excellence. A specialist teacher of Te Reo appointed meets long held shared aim, to see the language readily chosen as a language option from Year 9 through to Year 13, to see student numbers increase and that access to te reo and teaching stay consistent.</p> <p>Address and support successful transitions in and out of Woodford House.</p>	<p>School kaumātua and kuia unwell. Links formed with Matua Conrad Waitoa and Whaea Tania Robin to ensure a consistent and sustainable Mihi Whakatau programme as part of their Cultural Advisor roles.</p> <p>Director of Boarding, Student Integration Coordinator and Deputy Principal travelled and met with families at the end of 2022.</p>	<p>Continue to support Careers and Pathway Advisor.</p> <p>Maintain Board of Trustee support for Culturally Responsive focus. Working to implement future focused strategic planning for our school context, succession and sustainability. Aim: continue to focus on capacity building for staff and better integration with mana whenua.</p> <p>Mihi Whakatau planned similarly for start of 2024.</p> <p>Whanau Hui planned for start of 2024.</p>
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<p>We actively seek out expertise in the school community to enhance the delivery of te reo, tikanga Māori and kaupapa Māori to allow girls to embrace their culture with confidence and passion.</p> <p>Pastoral Care and Hauora</p> <p>Woodford House well-being areas/faculties (Outdoor Education, Health Education, Careers & Transition, The Health Centre, Cultural Responsiveness and Special Character, Pastoral Teams, and Boarding) strategically aligned systems.</p> <p>Aim to offer consistent Hauora messaging and embed this at Woodford House: Hauora central to success for all students.</p> <p>Employ current research and best practice to enhance the mental and physical wellbeing of all members of the community.</p> <p>Special Character</p> <p>Ako demonstrated through genuine and authentic inclusion of te reo Māori, tikanga, and waiata in Chapel</p>	<p>Covid-19 saw intensive personalised pastoral support offered to each student in 2022. Support continues in 2023, including for Cyclone Gabrielle.</p> <p>Illuminating audit for ERO which saw the intersectionality of Maori Cultural Responsiveness/ Wellbeing/ Sport and Health Ed/ Best Teaching and Learning practice and Pastoral Care.</p> <p>Sir Mason Durie's 'Nga Tapa Wha' model underpins Woodford House wellbeing philosophy for HPE and pastorally.</p> <p>Use of waiata and karakia in Chapel services and assemblies have been further developed with a broader range of waiata learnt by the school for use on formal occasions. Karakia commences all assemblies, SLT meetings etc for 2023</p> <p>Chaplain Rev Raewyn has forged close ties with the Chaplain at Te Aute and is incorporating Te Reo into chapel services.</p>		<p>Integration Coordinator to continue on the successful path established with:</p> <p>An awareness of the intent and spirit of the School Charter and Special Character status</p> <p>An awareness of the needs of Māori and non-Māori students</p> <p>Demonstrate cultural sensitivity in dealing with all students</p> <p>Be aware of students with diverse needs</p> <p>Hoping for stronger school/ community ties with visits to contributing schools and areas.</p> <p>Deans, Senior Leadership Team, Diverse Needs Co-ordinator, Careers, Heads of Faculties and staff continue the mahi.</p> <p>Chaplain, Special Character Committee, Chapel Prefect, Prefect team.</p>
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<p>and House Music and Prize Giving.</p> <p>As an Anglican School; Chaplains and SLT from Te Aute, Hukarere and Woodford House schools support growth of interschool connections.</p> <p><u>Support of existing pathways</u></p> <p>Kapa Haka, Big sister (tuakana/ teina) relationships, new student and staff induction, initiatives e.g. Race Unity Speech Competitions</p> <p>Kapa Haka</p> <p>Woodford House has the services of Whaea Tania Robin for provision of kapa haka and support with cultural standards. She is providing support also to staff and cultural awareness.</p>	<p>Committed nucleus of girls. Continued through another tough year.</p>		<p>Schoolwide work eg Pastoral Team, Health Centre, Diverse Needs Coordinator, Head of Faculties, Careers and Senior Leadership Team.</p> <p>Focus on rigorous wrap around support from Boarding and Day school with Big Sisters. Director of Boarding-Pastoral, Integration Coordinator and Deputy Principal- Student Outcomes.</p> <p>Aim is to continue to grow and build capacity of the Kapa Haka group from 2022. Give support and mana throughout the year. Many interested and experienced students keen for 2023.</p>
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Focus: Year 7 and 8 Learners			
Strategic Priority: Respectful Relationships			
2022 Target 3:			
<i>100% of Year 7 and 8 students will show an increase in social and emotional confidence by the end of 2022.</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>Specific wellbeing needs identified using range of tools including, Year 7/8 wellbeing survey and parent and contributing schools' information.</p> <p>Wellbeing survey carried out three times during the course of the year, analysed and supportive steps undertaken as needed.</p> <p>Key Year 7/8 staff collaborated closely with the Chaplain, School Counsellor, Deputy Principal (Student Wellbeing), and school nurse. Several initiatives were undertaken, including allowing time in class for mindfulness practices and raising awareness of strategies such as breathing techniques for alleviating anxiety.</p> <p>Homerooms arranged in English classes instead of School Houses in order to facilitate further opportunities for the girls to connect with their regular teacher.</p>	<p>Analysis of our Wellbeing survey of the six categories we looked at;</p> <p>Overall Happiness, Establishment of school friendships, Confidence at school, Recognition of culture, Problem Solving at School, Use of Strategies to solve problems,</p> <p>All categories made a slight improvement.</p> <p>The confidence category improved by 9% while all others improved by 6 or 7 %.</p>	<p>This was the second year of targeting wellbeing as a focus and having the time to embed initiatives and actions helped.</p> <p>Actioning the target using a range of strategies including a schoolwide approach with support from across the school was beneficial.</p> <p>It is pleasing to note, although the improvement was small, that we met this target. It is especially pleasing considering the impact Covid has had on wellbeing over the past 3 years.</p>	<p>Continue with our 2022 actions into 2023.</p> <p>Work with the Director of Shine to integrate Shine strengths formally into the Intermediate Faculty. A starting initiative will be to switch the Growth Mindset Wellbeing Kit with a Shine Journal.</p> <p>Staff Responsibility: Key Year 7/8 staff Target Date: End of 2023</p>

<p>Health topics (Positive Puberty and Life Education Trust Van Visit) for Year 7/8 integrated wellbeing foci.</p> <p>Attitude Group presented a Year 7/8 session on positive relationships.</p> <p>Junior Shine Summit in Term 4 included wellbeing strategies.</p> <p>Common Faculty language introduced in 2021 continued. Key Phrase poster designed by Communication Faculty and displayed in classrooms and referred to often.</p> <p>Growth Mindset Wellbeing kit of resources purchased and used in Homeroom classes.</p> <p>Wellbeing Prefect/Year 13 Wellbeing committee initiatives undertaken including Term 2 anti-bullying Pink Shirt Day.</p> <p>John Parsons Digital wellbeing presentation to students and staff PD given.</p>			
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Focus: Staffing			
Strategic Priorities: Love of Learning, Respectful Relationships and Faithful Stewardship			
2022 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>Social Sciences Faculty revised and an additional Faculty of Commerce created.</p> <p>Additional systemic and operational support for Teaching and Learning through the Woodford House Strategic Alignment Document.</p> <p>Operational structure of the school day appraised and modified.</p> <p>The 'Professional Growth Cycle' replaced the old teacher appraisal system (Arinui).</p> <p>Staff continued to grow professional capacity by attending targeted Professional Development.</p>	<p>Commerce Faculty worked well for 2022 academic year.</p> <p>More targeted team centred approach.</p> <p>Chapel and Assemblies moved from morning to afternoon. Classes previously 2-1-2, now 2-2-1. New timetable working very well. Academia in the mornings gives more quality classroom time.</p> <p>All teaching staff took part in this new process. This involved classroom observations, gathering student voice and having professional conversations about teaching practise with a colleague. Staff all completed their individual PGC.</p> <p>Some staff attended Professional Development Courses (some of which were online courses).</p> <p>Other staff did not get the opportunity to attend their courses.</p>	<p>Subject teachers' roles more clearly defined, more effective meetings and processes – less breadth, greater depth.</p> <p>Diverse Learners' Coordinator and Specialist Classroom Teacher conducted Professional Development with staff re strategies and resources.</p> <p>Stronger alignment of Strategic Plan targets possible with allocated key teams.</p> <p>General consensus that this provides improved learning opportunities and more productive use of the school day.</p> <p>This new system met the requirements set down by the PPTA and endorsed by the Teacher's Council.</p>	<p>Head of Faculty Commerce continues to develop new Faculty. Head of Faculty Social Sciences has a stronger focus on key areas.</p> <p>Appraise addition of new team members including key Prefect roles.</p> <p>2023 operational structure of the school day to continue as per 2022. Improved student outcomes noted, maximum learning time in the mornings.</p> <p>The Professional Growth Cycle proved to be much more streamlined than the old system. 2022 included professional conversations with unit holders. 2023 continues the cycle.</p> <p>Staff will endeavour to attend appropriate courses in 2023. National Conferences may be scheduled.</p> <p>Cultural Advisors: Matua Conrad Waitoa, Inspire in Education, and</p>

<p>All teaching staff took part in four 'Teacher Accord Days' which were held throughout the year.</p> <p>Weekly Professional Learning Groups (PLG's) took place on a Wednesday afternoon in Terms 1-3</p>	<p>Teaching staff developed and grew their understanding of the new NCEA changes by working as a whole staff, working within their faculties and working with teachers from other schools.</p> <p>All staff took part in targeted PLG sessions so as to continue to develop their teaching practise and grow capacity.</p>	<p>The impact of COVID 19 meant that many courses were postponed or cancelled.</p> <p>Not all teaching staff had the opportunity to work with teachers from other schools due to some of these days not being coordinated between schools.</p> <p>Many of the PLG sessions were in response to the pandemic. E.g. Distance learning, student wellbeing.</p>	<p>Whaea Tania Robins will provide Professional Development to staff, including Tikanga Maori and Te Reo Māori. Group and Individual sessions as required.</p> <p>All teaching staff will take part in the planned 2023 'Teacher Accord Days'.</p> <p>PLG's will continue in the same format in 2023:</p> <ul style="list-style-type: none"> • Literacy/Numeracy • NCEA changes and alignments • Targeted extension of Gifted and Talented students • Diverse Learners • Wellbeing Staff and Students
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Focus: Partnerships			
Strategic Priorities : Love of Learning, Respectful Relationships and Faithful Stewardship			
2022 Target 5: <i>Maintain and further develop established local, national and global links to provide contextualised opportunities for cultural responsiveness, inclusivity and diversity.</i>			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?) Staff Responsibility?
<p>Many cultural activities planned, signposting excellent educational outcomes.</p> <p>Identified the need for a targeted resource for appointment of a permanent staff member with allocated time for cultural responsiveness.</p>	<p>Many planned events were postponed, deferred or cancelled due to Covid-19 restrictions in place re isolation etc.</p> <p>Working well. Links set up with Conrad Waitoa (Inspire in Education) and Whaea Tania Robin. Working as Cultural Advisors.</p>	<p>Covid-19 restrictions and the inability to 'lock-in' events without constant changes.</p> <p>Staff receive advice, guidance, support and opportunities to increase cultural responsiveness.</p>	<p>Greater opportunities for National and International trips/travel anticipated now restrictions eased.</p> <p>Principal & Director of Global Education focusing on 2023 international travel, initiatives for both existing family contact and new global student recruitment.</p> <p>Festival of Cultures further extended – greater breadth of cultural enrichment. New Director of Global Education making a focused difference.</p> <p>New student exchanges to be established for 2023; Pymble Ladies' College Australia, Badminton United Kingdom. Re-establishment of existing exchanges for 2023 to Harpeth Hall USA, Wilderness Australia and St Hilda's Dunedin.</p> <p>Greater breadth evident across the four cornerstones, shown in the increased number of students taking te reo Māori and joining Kapa Haka.</p> <p>Aim to take senior history trip to Waitangi Day celebrations yearly. Continue to build relationships locally and nationally through our Cultural Advisors.</p>

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF WOODFORD HOUSE BOARD OF TRUSTEES' FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

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 15, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 31 May 2023. This is the date at which our opinion is expressed.

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

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the 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

