

# WOODVILLE SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2023

#### School Directory

**Ministry Number:** 2742

**Principal:** Wes Va'ai-Wells

**School Address:** Ross Street

**School Postal Address:** Ross Street, Woodville, 4920

**School Phone:** 06 376 5276

**School Email:** office@woodville.school.nz

**Accountant / Service Provider:**

**Education**  *Services.*  
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# WOODVILLE SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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# Woodville School

## Statement of Responsibility

For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Chris Ellmers

Full Name of Presiding Member

*C. P. Ellmers*

Signature of Presiding Member

30/05/2024

Date:

Wes Va'ai-Wells

Full Name of Principal

*W. Va'ai-Wells*

Signature of Principal

30/05/2024

Date:

## Woodville School

# Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>				
Government Grants	2	1,783,063	1,213,853	1,370,027
Locally Raised Funds	3	65,774	18,000	49,928
Interest		11,963	1,000	2,552
<b>Total Revenue</b>		<b>1,860,800</b>	<b>1,232,853</b>	<b>1,422,507</b>
<b>Expense</b>				
Locally Raised Funds	3	26,949	12,150	19,013
Learning Resources	4	1,074,915	815,928	877,852
Administration	5	185,127	195,124	260,720
Interest		1,342	2,028	2,033
Property	6	258,483	205,225	205,806
<b>Total Expense</b>		<b>1,546,816</b>	<b>1,230,455</b>	<b>1,365,424</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>313,984</b>	<b>2,398</b>	<b>57,083</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>313,984</b>	<b>2,398</b>	<b>57,083</b>

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

**Woodville School**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Equity at 1 January</b>		367,753	332,049	310,670
Total comprehensive revenue and expense for the year		313,984	2,398	57,083
Contributions from / (Distributions to) the Ministry of Education		54,837	-	-
Contribution - Furniture and Equipment Grant		5,323	-	-
<b>Equity at 31 December</b>		741,897	334,447	367,753
Accumulated comprehensive revenue and expense		741,897	334,447	367,753
<b>Equity at 31 December</b>		741,897	334,447	367,753

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

# Woodville School Statement of Financial Position

As at 31 December 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	494,469	167,181	464,171
Accounts Receivable	8	103,556	61,077	60,533
GST Receivable		-	6,710	31,695
Prepayments		10,905	2,402	3,882
Funds Receivable for Capital Works Projects	15	-	-	6,623
		<u>608,930</u>	<u>237,370</u>	<u>566,904</u>
<b>Current Liabilities</b>				
GST Payable		7,035	-	-
Accounts Payable	10	86,887	72,658	81,113
Revenue Received in Advance	11	2,915	170	1,215
Provision for Cyclical Maintenance	12	129,028	28,342	143,158
Finance Lease Liability	13	10,440	6,712	7,278
Funds held in Trust	14	1,262	1,262	1,262
Funds held for Capital Works Projects	15	24,311	-	170,019
Funds held on behalf of Resource Teacher Literacy Clust	16	40,879	29,722	36,431
		<u>302,757</u>	<u>138,866</u>	<u>440,476</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>306,173</b>	<b>98,504</b>	<b>126,428</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	9	446,177	255,924	266,945
		<u>446,177</u>	<u>255,924</u>	<u>266,945</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	12	1,003	-	12,917
Finance Lease Liability	13	9,450	19,981	12,703
		<u>10,453</u>	<u>19,981</u>	<u>25,620</u>
<b>Net Assets</b>		<u><u>741,897</u></u>	<u><u>334,447</u></u>	<u><u>367,753</u></u>
<b>Equity</b>		<u><u>741,897</u></u>	<u><u>334,447</u></u>	<u><u>367,753</u></u>

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

## Woodville School

# Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		814,697	536,230	508,130
Locally Raised Funds		65,166	18,000	53,473
Goods and Services Tax (net)		38,730	-	(24,985)
Payments to Employees		(310,221)	(261,139)	(250,859)
Payments to Suppliers		(312,891)	(420,579)	(214,666)
Interest Paid		(1,342)	(2,028)	(2,033)
Interest Received		11,841	1,000	2,552
Net cash from/(to) Operating Activities		305,980	(128,516)	71,612
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(134,193)	(26,000)	(56,242)
Net cash from/(to) Investing Activities		(134,193)	(26,000)	(56,242)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		5,323	-	-
Finance Lease Payments		(7,570)	(8,740)	(6,697)
Funds Administered on Behalf of Other Parties		(139,242)	-	125,061
Net cash from/(to) Financing Activities		(141,489)	(8,740)	118,364
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>30,298</b>	<b>(163,256)</b>	<b>133,734</b>
Cash and cash equivalents at the beginning of the year	7	464,171	330,437	330,437
<b>Cash and cash equivalents at the end of the year</b>	7	<b>494,469</b>	<b>167,181</b>	<b>464,171</b>

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

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

# Woodville School

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### **Reporting Period**

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

###### **Basis of Preparation**

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

###### **Financial Reporting Standards Applied**

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

###### **PBE Accounting Standards Reduced Disclosure Regime**

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

###### **Critical Accounting Estimates And Assumptions**

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

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

###### **Cyclical maintenance**

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 12.



#### *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 9.

#### **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 13. Future operating lease commitments are disclosed in note 21b.

##### *Recognition of grants*

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

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

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

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

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

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

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

### **Interest Revenue**

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

### **d) Operating Lease Payments**

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

### **e) Finance Lease Payments**

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

### **f) Cash and Cash Equivalents**

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

### **g) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The 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 Uniforms and Stationery. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

### **i) Investments**

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

### **j) Property, Plant and Equipment**

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

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

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

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

### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	10-75 years
Furniture and Equipment	4-15 years
Information and Communication Technology	4-5 years
Motor Vehicles	5 years
Textbooks	4 years
Library Resources	8 years DV
Leased assets held under a Finance Lease	Term of Lease

### **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 and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

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. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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

### **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 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.

## **o) Revenue Received in Advance**

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

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

## **p) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

## **q) Funds held for Capital works**

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

## **r) Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

#### **s) Provision for Cyclical Maintenance**

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

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

#### **t) Financial Instruments**

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

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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

#### **u) Borrowings**

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

#### **v) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

#### **w) Budget Figures**

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

#### **x) Services received in-kind**

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

## 2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	679,652	552,689	548,734
Teachers' Salaries Grants	782,504	569,045	718,808
Use of Land and Buildings Grants	162,377	92,119	102,485
Edi Funding	158,530	-	-
	<b>1,783,063</b>	<b>1,213,853</b>	<b>1,370,027</b>

The school has opted in to the donations scheme for this year. Total amount received was \$17,878.

## 3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>			
Donations & Bequests	4,579	750	10,367
Fees for Extra Curricular Activities	8,925	-	2,521
Trading	3,882	2,150	2,609
Fundraising & Community Grants	26,143	5,000	14,022
Other Revenue	22,245	10,100	20,409
	<b>65,774</b>	<b>18,000</b>	<b>49,928</b>
<b>Expense</b>			
Extra Curricular Activities Costs	4,173	-	2,296
Trading	4,067	2,150	5,259
Fundraising & Community Grant Costs	4,675	-	2,763
Other Locally Raised Funds Expenditure	14,034	10,000	8,695
	<b>26,949</b>	<b>12,150</b>	<b>19,013</b>
<i>Surplus for the year Locally raised funds</i>	<b>38,825</b>	<b>5,850</b>	<b>30,915</b>

## 4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	51,694	59,366	27,366
Employee Benefits - Salaries	979,078	719,501	818,691
Staff Development	9,580	7,500	517
Depreciation	32,142	25,661	28,812
Equipment Repairs	60	400	317
Information & Communication Technology	2,361	3,500	2,149
	<b>1,074,915</b>	<b>815,928</b>	<b>877,852</b>

## 5. Administration

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Audit Fees	5,462	5,462	5,302
Board Fees	2,830	5,000	3,350
Board Expenses	1,592	4,900	8,874
Intervention Costs & Expenses	-	-	66,058
Communication	601	1,030	641
Consumables	5,334	6,750	5,890
Operating Leases	407	-	3
Legal Fees	9,357	-	-
Other	5,325	6,000	7,285
Employee Benefits - Salaries	61,024	51,542	57,347
Insurance	1,565	1,900	1,336
Service Providers, Contractors and Consultancy	4,680	4,680	5,430
Healthy School Lunch Programme	86,950	107,860	99,204
	<b>185,127</b>	<b>195,124</b>	<b>260,720</b>

## 6. Property

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Caretaking and Cleaning Consumables	38,515	37,250	7,795
Consultancy and Contract Services	-	-	1,106
Cyclical Maintenance Provision	(9,244)	15,425	4,153
Grounds	3,848	7,850	7,673
Heat, Light and Water	28,725	22,000	21,549
Rates	4,048	2,800	2,724
Repairs and Maintenance	10,483	8,500	9,836
Use of Land and Buildings	162,377	92,119	102,485
Security	3,894	6,000	4,823
Employee Benefits - Salaries	15,837	13,281	43,662
	<b>258,483</b>	<b>205,225</b>	<b>205,806</b>

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

## 7. Cash and Cash Equivalents

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Bank Accounts	494,469	167,181	464,171
Cash and cash equivalents for Statement of Cash Flows	<b>494,469</b>	<b>167,181</b>	<b>464,171</b>

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

Of the \$494,469 Cash and Cash Equivalents \$24,311 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

Of the \$494,469 Cash and Cash Equivalents, \$2,308 of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent. If these requirements are not met, the funds will need to be returned.

Of the \$494,469 Cash and Cash Equivalents, \$40,879 is held by the School on behalf of the Resource Literacy Teacher Cluster. See note 16 for details of how the funding received for the cluster has been spent in the year.



## 8. Accounts Receivable

	2023	2023 Budget (Unaudited)	2022
	Actual \$	\$	Actual \$
Receivables	30,262	9,061	-
Receivables from the Ministry of Education	5,937	-	-
Interest Receivable	122	-	-
Banking Staffing Underuse	4,962	3,750	-
Teacher Salaries Grant Receivable	62,273	48,266	60,533
	<u>103,556</u>	<u>61,077</u>	<u>60,533</u>
Receivables from Exchange Transactions	30,384	9,061	-
Receivables from Non-Exchange Transactions	73,172	52,016	60,533
	<u>103,556</u>	<u>61,077</u>	<u>60,533</u>

## 9. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2023</b>						
Building Improvements	194,162	129,055	-	-	(6,952)	<b>316,265</b>
Furniture and Equipment	31,151	48,273	-	-	(5,829)	<b>73,595</b>
Information and Communication Technology	25,297	25,723	-	-	(9,801)	<b>41,219</b>
Leased Assets	15,490	7,972	-	-	(9,440)	<b>14,022</b>
Library Resources	845	351	-	-	(120)	<b>1,076</b>
<b>Balance at 31 December 2023</b>	<u>266,945</u>	<u>211,374</u>	<u>-</u>	<u>-</u>	<u>(32,142)</u>	<u><b>446,177</b></u>

The net carrying value of equipment held under a finance lease is \$14,022 (2022: \$15,490)

### Restrictions

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

	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$
Building Improvements	403,346	(87,081)	<b>316,265</b>	274,290	(80,128)	<b>194,162</b>
Furniture and Equipment	269,504	(195,909)	<b>73,595</b>	221,233	(190,082)	<b>31,151</b>
Information and Communication Technology	160,462	(119,243)	<b>41,219</b>	134,738	(109,441)	<b>25,297</b>
Leased Assets	37,131	(23,109)	<b>14,022</b>	30,342	(14,852)	<b>15,490</b>
Library Resources	6,738	(5,662)	<b>1,076</b>	6,387	(5,542)	<b>845</b>
<b>Balance at 31 December</b>	<u>877,181</u>	<u>(431,004)</u>	<u><b>446,177</b></u>	<u>666,990</u>	<u>(400,045)</u>	<u><b>266,945</b></u>



## 10. Accounts Payable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	8,560	9,137	12,018
Accruals	11,399	5,148	5,302
Employee Entitlements - Salaries	62,273	48,266	60,533
Employee Entitlements - Leave Accrual	4,655	10,107	3,260
	<u>86,887</u>	<u>72,658</u>	<u>81,113</u>
Payables for Exchange Transactions	86,887	72,658	81,113
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>86,887</u>	<u>72,658</u>	<u>81,113</u>

The carrying value of payables approximates their fair value.

## 11. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Grants in Advance - Ministry of Education	2,308	-	-
Prepaid Fees	607	170	1,215
	<u>2,915</u>	<u>170</u>	<u>1,215</u>

## 12. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	156,075	12,917	151,922
Increase to the Provision During the Year	10,559	15,425	14,501
Use of the Provision During the Year	(16,800)	-	-
Other Adjustments	(19,803)	-	(10,348)
Provision at the End of the Year	<u>130,031</u>	<u>28,342</u>	<u>156,075</u>
Cyclical Maintenance - Current	129,028	28,342	143,158
Cyclical Maintenance - Non current	1,003	-	12,917
	<u>130,031</u>	<u>28,342</u>	<u>156,075</u>

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2024. This plan is based on the schools 10 Year Property plan / painting quotes.

### 13. Finance Lease Liability

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

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
No Later than One Year	11,327	6,712	8,402
Later than One Year and no Later than Five Years	9,984	19,981	13,197
Future Finance Charges	(1,421)	-	(1,618)
	<u>19,890</u>	<u>26,693</u>	<u>19,981</u>

#### Represented by

Finance lease liability - Current	10,440	6,712	7,278
Finance lease liability - Non current	9,450	19,981	12,703
	<u>19,890</u>	<u>26,693</u>	<u>19,981</u>

### 14. Funds held in Trust

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Funds Held in Trust on Behalf of Third Parties - Current	1,262	1,262	1,262
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>1,262</u>	<u>1,262</u>	<u>1,262</u>

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

### 15. Funds Held for Capital Works Projects

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

	2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
SIP - Pool Improvements		230308	(5,172)	6,465	(1,293)	-	-
Block A Alterations		117616	52,816	22,100	(50,605)	-	24,311
Site Fencing & Accessibility		235857	117,203	45,260	(162,463)	-	-
Arson Repairs		229991	(1,451)	-	1,451	-	-
<b>Totals</b>			<b>163,396</b>	<b>73,825</b>	<b>(212,910)</b>	<b>-</b>	<b>24,311</b>

**Represented by:**

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

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
SIP - Pool Improvements		230308	47,628	-	(52,800)	-	(5,172)
Block A Alterations		117616	-	59,000	(6,184)	-	52,816
Site Fencing & Accessibility		235857	-	376,429	(259,226)	-	117,203
Arson Repairs		229991	2,021	-	(3,472)	-	(1,451)
<b>Totals</b>			<b>49,649</b>	<b>435,429</b>	<b>(321,682)</b>	<b>-</b>	<b>163,396</b>

**Represented by:**

Funds Held on Behalf of the Ministry of Education	170,019
Funds Receivable from the Ministry of Education	(6,623)

### 16. Funds held on behalf of Resource Teacher Literacy Clust

Woodville School is the lead school and holds funds on behalf of the cluster, a group of schools funded by the Ministry of Education.

	2023 Actual \$	2023 Budget \$	2022 Actual \$
Funds Held at Beginning of the Year	36,431	29,722	29,722
Funds Received from Cluster Members	1,867	-	1,044
Funds Received from MoE	16,632	16,183	16,173
<b>Total funds received</b>	<b>54,930</b>	<b>45,905</b>	<b>46,939</b>
Funds Spent on Behalf of the Cluster	14,051	16,183	10,508
<b>Funds remaining</b>	<b>40,879</b>	<b>29,722</b>	<b>36,431</b>
<b>Funds Held at Year End</b>	<b>40,879</b>	<b>29,722</b>	<b>36,431</b>

## 17. Related Party Transactions

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

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

## 18. Remuneration

### Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	2,830	3,350
<i>Leadership Team</i>		
Remuneration	356,726	145,658
Full-time equivalent members	3.00	1.12
<b>Total key management personnel remuneration</b>	<b>359,556</b>	<b>149,008</b>

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (n/a members) and Property (n/a members) committees that met n/a and n/a times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal 1

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

	2023 Actual \$000	2022 Actual \$000
<b>Salaries and Other Short-term Employee Benefits:</b>		
Salary and Other Payments	130 - 140	70 - 80
Benefits and Other Emoluments	3 - 4	-
Termination Benefits	-	-

### Principal 2

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

Salary and Other Payments	-	60 - 70
Benefits and Other Emoluments	-	1 - 2
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	1.00	1.00
110 - 120	2.00	-
	<b>3.00</b>	<b>1.00</b>

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

## 19. 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:

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-

## 20. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

In 2023 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The school is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2023.

The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2023. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The school has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2024.

### Holidays Act Compliance – schools payroll

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

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

## 21. Commitments

### (a) Capital Commitments

As at 31 December 2023, the Board had capital commitments of \$-8,037 (2022: \$233,114) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Block A Alterations	48,752	56,789	-8,037
<b>Total</b>	<b>48,752</b>	<b>56,789</b>	<b>-8,037</b>

### (b) Operating Commitments

There are no operating commitments as at 31 December 2023 (Operating commitments at 31 December 2022: nil).

## 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	494,469	167,181	464,171
Receivables	103,556	61,077	60,533
Total financial assets measured at amortised cost	<u>598,025</u>	<u>228,258</u>	<u>524,704</u>

### Financial liabilities measured at amortised cost

Payables	86,887	72,658	81,113
Finance Leases	19,890	26,693	19,981
Total financial liabilities measured at amortised cost	<u>106,777</u>	<u>99,351</u>	<u>101,094</u>

## 23. Events After Balance Date

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

## 24. Comparatives

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

## Woodville School

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Melissa Reiri	Presiding Member	Elected	Sep 2023
Chris Ellmers	Presiding Member	Elected	Sep 2025
Wes Va'ai-Wells	Principal	ex Officio	
Rosie Karena	Parent Representative	Elected	Jun 2023
Andrew Bolton	Parent Representative	Elected	Sep 2025
Coral Smith	Parent Representative	Elected	Sep 2025
Amy Ames-Durey	Parent Representative	Elected	Sep 2025
Karen O'Rourke	Parent Representative	Elected	Sep 2025
Lara Piercy	Staff Representative	Elected	Sep 2023
Karlene Thomson	Staff Representative	Elected	Sep 2025

## **Woodville School**

### **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$1,758 (excluding GST). The funding was spent on sporting endeavours.

## **Statement of Compliance with Employment Policy**

For the year ended 31st December 2023 the Woodville School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.



# Woodville School - Statement of Variance 2023



2023 - ANNUAL TARGETS/GOALS		
READING	SCHOOL-WIDE BEHAVIOUR*	TRUANCY/ATTENDANCE
Goal is to improve Reading percentage of Māori students achieving Within or Beyond expectations to 65%	Goal is to keep average school-wide Major incidents to below 30 per term.	Goal is to improve the average attendance percentage of all students to at least 88%.
<p><b>To reach these targets we will:</b></p> <ol style="list-style-type: none"> <li>1. Introduce/implement structured literacy and PB4L into the school and support the staff with resourcing, relevant PLD, and realistic school-wide expectations.</li> <li>2. Address attendance issues by informing key stakeholders (i.e whānau, truancy officer) and introducing processes for re-engaging with the school.</li> <li>3. Provide support or links to services for whānau to access in order to improve attendance and engagement.</li> <li>4. Promote open, honest, and consistent communication between whānau and school</li> </ol>		

\*School-wide behaviour reporting was new to the school in 2022. Staff are at the early stages of consistently recording incidents as well as fully understanding the intricacies of Majors vs Minors.

2023 Intended Actions	2023 Impacts/Outcomes	2023 Variance	2023 Evaluation of Variance
<b>Strategic Aim 1: Learning</b> - Inspire, connect, and challenge our learners through innovative practice that delivers positive outcomes			
Support relationship to Te Ahu a Turanga Marae through visits and establish local maori and nz history lessons	Visits to our marae Assist with Powhiri	Completed, and the support from Rangitāne Iwi has been phenomenal.	<p><b>Evaluation of impacts of Aim 1:</b> Our inclusive and supportive learning programmes allowed for an increase in te reo, tikanga, and kapa haka participation. This increase affected the positive engagement in all areas of schooling which contributed to the higher levels of achievement in reading school-wide.</p> <p>The inclusion of Rangitāne Iwi tutors helped promote and develop stronger student engagement, particularly with our māori cohort. This could be seen through the accolades and accomplishments our students were receiving from the wider community.</p>
Support Rangitāne Iwi service proposal plan in 2023	Tutors/mentors from Rangitāne (Tamaki nui-a-rua) supporting Woodville Kapa Haka	Kapa Haka, tikanga māori, and te reo have developed further increasing the mana māori within all our learners.	
Implement Better Start Literacy Approach into the junior team	BSLA implemented daily into Rooms 3 and 5 facilitated by class teacher and teacher aides who have completed microcredentials in BSLA.	Mixed results with BSLA results and its implementation.	
Hold regular whānau hui to feedback/feedforward about BSLA	Room 3 senior teacher oversees BSLA. BSLA letter goes home weekly in students' book-bags so whanau is aware	Reading and writing moderation occurring in Y4 and above.	
Regularly moderate PM Benchmark and PROBE Assessment OTJs			

	<p>of what focus for BSLA is happening in class and can extend it at home.</p> <p>Whanau hui took place in term 1 to inform the parent community of the BSLA approach.</p> <p>Team meetings once a term look at writing. Using OTJ and in conjunction with e-asTTle rubric - moderate leveling for writing.</p> <p>Writing Moderation Meeting - Kahui Ako 2 x a year - Probe and Gloss test and or when OTJ requires another one. These are then uploaded onto HERO.</p>		<p>BSLA was implemented in the junior team. A large number of our youngest students in the junior cohort showed improved progress after 10 weeks. This improvement continued through to the 30 week assessments. Unfortunately, not all assessments and practices in the junior cohort were consistent and therefore it highlighted some areas of focus that are required to make BSLA more effective.</p> <p>Reading programmes school-wide were planned out and created a consistent approach to teaching and learning. Moderation of reading and writing assessments across the Bush Schools region allowed for consistent grading of student work.</p>
2023 Intended Actions	2023 Impacts/Outcomes	2023 Variance	2023 Evaluation of Variance
Strategic Aim 2: Leading - Innovative Leadership, Teaching, Learning, and Assessment			
<p>Establish effective and easy-to-follow systems and processes when addressing Behaviour Management in the school.</p> <p>Develop incentives, reward, and consequence systems to promote and encourage the use of our school values.</p> <p>Implement PB4L-SW throughout the school and community</p> <p>Regularly report behaviour data to staff and BOT</p> <p>Communicate Major incidents effectively with relevant whānau, staff, and students</p>	<p>Classroom Behaviour Management plans have been written up and put into the staff folder. Updated each term if necessary (new students, learning behaviour plans, Prof Development : Trauma).</p> <p>Regular input of behaviour incidences into HERO. Keeping parents/caregivers informed of behaviour incidences.</p> <p>Behaviour Management Plans displayed and regularly referred to.</p> <p>Classroom Behaviour Management Plans Value Vouchers - Classroom and Playground</p>	<p>Classroom and Behaviour Management plans completed and moderated</p> <p>Value vouchers developed with more incentives introduced.</p> <p>Delayed the intro of PB4L-SW to the community (despite using it inhouse).</p> <p>A change to our PB4L team meant a new leader was appointed.</p> <p>Behaviour reports presented to staff and BOT twice a year.</p> <p>Open, transparent communication with whānau has increased.</p>	<p><b><u>Evaluation of impacts on Aim 2:</u></b></p> <p>Systems and processes were more efficient however more tweaking and consistency is needed in order to be more effective. Most classrooms had supplementary management systems (Dojo points etc) that aligned or supported the school-wide behaviour management system (PB4LSW).</p> <p>Our major focus on the POWER values vouchers increased the premium on the vouchers. Students were engaged and enjoyed receiving the vouchers and similarly enjoyed the rewards/incentives associated with them.</p> <p>It was decided early on with the School</p>

	<p>Timetabled into our team meetings. We look at the value for the fortnight, what are we going to do to implement/focus on.</p> <p>Mid Year Reports - students having a say in what values they are developing or consistently exhibiting, then of course goals set as to what value they need to work on for the rest of the year.</p> <p>End of year Reports - again students put in their voice.</p> <p>Celebration Hui certificates</p> <p>Class Dojo and Class celebrations for 100 dojo points/rewards up to teachers discretion</p> <p>Whole school end of term celebrations</p> <ul style="list-style-type: none"> <li>● Term 1: Pyjama Day</li> <li>● Term 2: Matariki</li> <li>● Term 3: Movie</li> <li>● Term 4 : Shoebox Xmas</li> </ul> <p>We invited our community to celebrate matariki, and to our assemblies to celebrate our school values.</p> <p>We place emphasis on our values when we go to sports competitions or are out and about in the community.</p> <p>Different coloured value vouchers given for 'out of class' behaviour incentives/within the community</p> <p>We do write ups in HERO about</p>	<p>IBPs and some IEPs were shared with all staff to support students with extra needs in the playground.</p>	<p>Values likely to change that promotion of our school values in the wider community would wait until the new values were set in 2024.</p> <p>Staff were better informed about specific behaviour patterns around the school due the behaviour reports. They were able to contribute and discuss ideas on how to resolve some of the dilemmas and could instantly recommend a course of action for themselves or for us as a collective.</p> <p>An increase of recording incidents and contacting whānau help to minimise feelings of whānau and students feeling like behaviours were going unnoticed. All parents were appreciative of staff communication (good or bad) that kept them informed of how their child was socially in the school or classroom context.</p> <p>Having a common understanding of students' needs via IBPs/IEPs allowed for better managing of incidents involving students with extra needs, particularly in the playground where staff might have been unaware without relevant information.</p>
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	<p>behaviour.</p> <p>We inform parents when repeated minor/major behaviours happen.</p> <p>We hold Parent teacher interviews, and fun days to communicate with whanaus.</p>		
2023 Intended Actions	2023 Impacts/Outcomes	2023 Variance	2023 Evaluation of Variance
Strategic Aim 3: Hauora - Positive relationships and Hauora for our learners and all of our people			
<p>Establish effective systems and processes for tracking and monitoring attendance</p> <p>Support attendance and engagement programmes such as boys and girls mentoring groups</p> <p>Celebrate and acknowledge 95% or more attendance rates</p> <p>Communicate attendance rates effectively with whānau, staff, and students</p> <p>Regularly report attendance data to staff and BOT</p>	<p>We discuss and write down attendance at every team meeting.</p> <p>We talk about students who are falling behind in 80% attendance and reasons why: e.g. tangi sickness or holiday.</p> <p>We discuss those students' attendance who are improving from term to term.</p> <p>The group is definitely making a difference for these boys. Out of the classroom focussing on values.</p> <p>Recognised with certificates with these photos put up on our school page.</p> <p>Values Rewards Draw - lunch with principal and ice blocks</p> <p>Done in mid-year report and discussed with whanau at mid-year interviews</p>	<p>Truancy letters introduced and sent out</p> <p>Mentoring groups have supported at-risk attendance improve</p> <ul style="list-style-type: none"> <li>- Boys Mentoring</li> <li>- Equine Therapy</li> <li>- Art group</li> </ul> <p>Acknowledgement of 100% attendance recognised publicly and incentives are well sought after.</p> <p>Attendance reported to staff, BOT, and the community.</p>	<p><b>Evaluation of impact on Aim 3:</b></p> <p>Truancy letters alongside conversations with the whānau, and our truancy officer, supported changes with most students who had poor attendance (&lt;65%). Few students (2 students) received a second letter before improving their attendance record to &lt;83%.</p> <p>Targeted support programmes helped students engage more with their learning or feeling more comfortable within the school setting.</p> <p>Attendance celebrations were held every term with students achieving 100% receiving a reward - a free whole day excursion. Excursions varied however the value placed on attendance did have a positive effect on the school with attendance rising. Unfortunately, our attendance target for the year fell short despite improving from the previous year.</p> <p>Staff and BOT were kept well-informed of attendance with team leaders tracking their individual team's attendance.</p>

2022 & 2023 EOY DATA							
Reading Achievement - Within or Beyond							
Whole School		Māori		Pasifika		Pakeha and Asian	
2022	2023	2022	2023	2022	2023	2022	2023
63%	73%	54%	69%	100%	81%	70%	84%
School-Wide Behaviour							
Average Majors per term		Average Repeated Minors per term		Average Minors per term		Average Behaviour Incident per term	
2022	2023	2022	2023	2022	2023	2022	2023
22.5 (45 total over Term 3 and 4)	21.5 (86 total)	18 (36 total over Term 3 and 4)	28.5 ( 114 total)	15 (30 total over Term 3 and 4)	28 (112 total)	55.5 (111 total over Term 3 and 4)	80.5 (322 total)
Truancy/Attendance/Engagement							
Term 1 Attendance		Term 2 Attendance		Term 3 Attendance		Term 4 Attendance	
2022	2023	2022	2023	2022	2023	2022	2023
73.32%	85.1%	81.39%	87.7%	84.94%	87.0%	84.17%	86.3%
2022 Average Attendance - 81.40%							
2023 Average Attendance - 86.53%							

End of year analysis of data in relation to 2023 targets indicated:

- Reading achievement data increased by 10% with māori achievement increasing by 15%
- Average major incidents had decreased by 1 per term, however average repeated minors, minors, and recorded incidents all increased.
- Average attendance for 2023 increased 5.13%

The school gave practical effect to Te Tiriti o Waitangi through their responsive curriculum which can be more specifically seen through our annual target/goal and outcomes to improve reading percentage of Māori students achieving within or beyond expectations to 65%.

Moving forward:

While two targets were achieved from 2023 (reading achievement and behaviour) we made some great improvements towards our other goal of attendance. Behaviour continues to be a work in progress as we begin to change the culture of school through PB4L-SW. Similarly, our attendance data improved and got close to achieving our target of 88% but fell short in the last few weeks of the year. In 2024, we will continue with an attendance goal. We will also adapt our learning goal to focus on improving literacy (as opposed to reading specifically). However, we will pivot our 3rd goal away from PB4L and more towards implementing our new school values. Therefore, the targets/focus will be placed on **Strategic Aim 1 - Learning**: Literacy achievement; **Strategic Aim 2 - Leading**: Attendance and Engagement; and **Strategic Aim 3 - Hauora**: School identity and sense of belonging. Baseline data and target details are listed in the 2024 school-wide annual plan.

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# End-of-Year Achievement Report 2023

— Mathematics, Reading, Writing —

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# Woodville Mathematics

## STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - MATHEMATICS (END 2023)

### All students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well beyond																		0
Beyond						1 (6.67%)				3 (20.00%)		1 (7.14%)					1 (9.09%)	6
Within			9 (100.00%)		7 (63.64%)	10 (66.67%)		10 (66.67%)	10 (66.67%)	3 (21.43%)		9 (50.00%)		1 (9.09%)				59
Towards				4 (36.36%)	3 (20.00%)	4 (26.67%)	1 (6.67%)	5 (35.71%)	5 (27.78%)	5 (45.45%)								27
With support towards						1 (6.67%)	1 (6.67%)	1 (6.67%)	5 (35.71%)	4 (22.22%)	4 (36.36%)							16
<b>Totals</b>			9		11	15		15	15	15		14		18			11	108

61% of our students are currently working within or beyond our mathematics achievement expectations.

39% of our students are currently working towards or with support towards our mathematics achievement expectations.

### Male students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well beyond																		0
Beyond						1 (9.09%)				2 (50.00%)		1 (9.09%)						4
Within			4 (100.00%)		6 (66.67%)	6 (54.55%)	4 (66.67%)	2 (50.00%)	3 (27.27%)	5 (50.00%)								30
Towards				3 (33.33%)	3 (27.27%)	2 (33.33%)			4 (36.36%)	3 (30.00%)	1 (33.33%)							16
With support towards						1 (9.09%)				3 (27.27%)	2 (20.00%)	2 (66.67%)						8
<b>Totals</b>			4		9	11		6	4	11		10		10			3	58

58% of our boys are currently working within or beyond our mathematics achievement expectations.

42% of our boys are currently working towards or with support towards our mathematics achievement expectations.



STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - MATHEMATICS (END 2023)

Female students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well beyond																		0
Beyond											1 (9.09%)						1 (12.50%)	2
Within			5 (100.00%)		1 (50.00%)		4 (100.00%)		6 (66.67%)		8 (72.73%)				4 (50.00%)		1 (12.50%)	29
Towards					1 (50.00%)				2 (22.22%)		1 (9.09%)		1 (33.33%)		2 (25.00%)		4 (50.00%)	11
With support towards									1 (11.11%)		1 (9.09%)		2 (66.67%)		2 (25.00%)		2 (25.00%)	8
<b>Totals</b>			5		2		4		9		11		3		8		8	50

62% of our females are currently working within or beyond our mathematics achievement expectations.

38% of our females are currently working towards or with support towards our mathematics achievement expectations.

Māori students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well beyond																		0
Beyond											1 (16.67%)							1
Within			5 (100.00%)		4 (80.00%)		4 (57.14%)		4 (66.67%)		3 (50.00%)		1 (20.00%)		2 (28.57%)		1 (14.29%)	24
Towards					1 (20.00%)		2 (28.57%)		2 (33.33%)		1 (16.67%)		2 (40.00%)		2 (28.57%)		4 (57.14%)	14
With support towards							1 (14.29%)				1 (16.67%)		2 (40.00%)		3 (42.86%)		2 (28.57%)	9
<b>Totals</b>			5		5		7		6		6		5		7		7	48

52% of our Māori students are currently working within our mathematics achievement expectations.

48% of our Māori students are currently working towards or with support towards our mathematics achievement expectations.

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - MATHEMATICS (END 2023)

Pasifika students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well beyond																		0
Beyond							1 (100.00%)											1
Within			1 (100.00%)						2 (100.00%)		2 (100.00%)				3 (75.00%)			8
Towards																	1 (100.00%)	1
With support towards															1 (25.00%)			1
<b>Totals</b>			1				1		2		2				4		1	11

81% of our Pasifika students are currently working within or beyond our mathematics achievement expectations.

19% of our Pasifika students are currently working towards our mathematics achievement expectations.

Asian students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well beyond																		0
Beyond											1 (50.00%)							1
Within			1 (100.00%)		1 (100.00%)		3 (100.00%)		2 (100.00%)		1 (50.00%)		1 (100.00%)		1 (100.00%)			10
Towards																		0
With support towards																		0
<b>Totals</b>			1		1		3		2		2		1		1			11

100% of our Asian students are currently working within our mathematics achievement expectations.

## European / Pākehā students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well beyond																		0
Beyond										1 (20.00%)		1 (12.50%)					1 (33.33%)	3
Within			2 (100.00%)		2 (40.00%)		3 (75.00%)		2 (40.00%)		4 (80.00%)		1 (12.50%)		3 (50.00%)			17
Towards				3 (60.00%)		1 (25.00%)		2 (40.00%)				3 (37.50%)		3 (50.00%)				12
With support towards								1 (20.00%)				3 (37.50%)					2 (66.67%)	6
<b>Totals</b>			2		5		4		5		5		8		6		3	38

52% of our Pākehā students are currently working within or beyond our mathematics achievement expectations.

48% of our Pākehā students are currently working towards or with support towards our mathematics achievement expectations.

# Woodville Reading

## STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - READING (END 2023)

### All students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well beyond																		0
Beyond											3 (20.00%)						1 (9.09%)	4
Within			5 (100.00%)		5 (100.00%)		12 (80.00%)		12 (75.00%)		9 (60.00%)		5 (38.46%)		14 (73.68%)		6 (54.55%)	68
Towards							1 (6.67%)		2 (12.50%)		3 (20.00%)		6 (46.15%)		4 (21.05%)		4 (36.36%)	20
With support towards							2 (13.33%)		2 (12.50%)				2 (15.38%)		1 (5.26%)			7
<b>Totals</b>			5		5		15		16		15		13		19		11	99

73% of our students are currently working within or beyond our reading achievement expectations.

27% of our students are currently working towards or with support towards our reading achievement expectations.

### Male students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well beyond																		0
Beyond											1 (25.00%)							1
Within			2 (100.00%)		3 (100.00%)		9 (81.82%)		5 (83.33%)		2 (50.00%)		4 (40.00%)		8 (72.73%)		1 (33.33%)	34
Towards									1 (16.67%)		1 (25.00%)		4 (40.00%)		2 (18.18%)		2 (66.67%)	10
With support towards							2 (18.18%)						2 (20.00%)		1 (9.09%)			5
<b>Totals</b>			2		3		11		6		4		10		11		3	50

70% of our boys are currently working within or beyond our reading achievement expectations.

30% of our boys are currently working towards or with support towards our reading achievement expectations.

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - READING (END 2023)

Female students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well beyond																		0
Beyond										2 (18.18%)							1 (12.50%)	3
Within			3 (100.00%)	2 (100.00%)	3 (75.00%)	7 (70.00%)	7 (63.64%)	1 (33.33%)	6 (75.00%)	5 (62.50%)								34
Towards					1 (25.00%)	1 (10.00%)	2 (18.18%)	2 (66.67%)	2 (25.00%)	2 (25.00%)								10
With support towards							2 (20.00%)											2
<b>Totals</b>			3	2	4	10	11	3	8	8	8	8	8	8	8	8	8	49

76% of our females are currently working within or beyond our reading achievement expectations.

24% of our females are currently working towards or with support towards our reading achievement expectations.

Māori students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well beyond																		0
Beyond										2 (33.33%)								2
Within			2 (100.00%)	1 (100.00%)	5 (71.43%)	5 (71.43%)	2 (33.33%)	2 (50.00%)	5 (62.50%)	5 (71.43%)								27
Towards							1 (14.29%)	2 (33.33%)	2 (50.00%)	2 (25.00%)	2 (28.57%)							9
With support towards						2 (28.57%)	1 (14.29%)							1 (12.50%)				4
<b>Totals</b>			2	1	7	7	7	7	6	4	8	4	8	8	8	7	7	42

69% of our Māori students are currently working within or beyond our reading achievement expectations.

31% of our Māori students are currently working towards or with support towards our reading achievement expectations.

### Pasifika students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well beyond																		0
Beyond																		0
Within			1 (100.00%)				1 (100.00%)		2 (100.00%)		2 (100.00%)				3 (75.00%)			9
Towards															1 (25.00%)		1 (100.00%)	2
With support towards																		0
<b>Totals</b>			1				1		2		2				4		1	11

81% of our Pasifika students are currently working within our reading achievement expectations.

19% of our Pasifika are currently working towards or with support towards our reading achievement expectations.

### Asian students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well beyond																		0
Beyond																		0
Within					1 (100.00%)		3 (100.00%)		2 (100.00%)		2 (100.00%)		1 (100.00%)		1 (100.00%)			10
Towards																		0
With support towards																		0
<b>Totals</b>					1		3		2		2		1		1			10

100% of our Asian students are currently working within our reading achievement expectations.

## European / Pākehā students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well beyond																		0
Beyond										1 (20.00%)							1 (33.33%)	2
Within			2 (100.00%)		3 (100.00%)		3 (75.00%)		3 (60.00%)		3 (60.00%)		2 (25.00%)		5 (83.33%)		1 (33.33%)	22
Towards							1 (25.00%)		1 (20.00%)		1 (20.00%)		4 (50.00%)		1 (16.67%)		1 (33.33%)	9
With support towards									1 (20.00%)				2 (25.00%)					3
<b>Totals</b>			2		3		4		5		5		8		6		3	36

67% of our Pākehā students are currently working within or beyond our reading achievement expectations.

33% of our Pākehā students are currently working towards or with support towards our reading achievement expectations.



# Woodville Writing

## STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - WRITING (END 2023)

### All students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well beyond																		0
Beyond											1 (6.67%)							1
Within			8 (88.89%)		10 (90.91%)		9 (60.00%)		4 (28.57%)		9 (60.00%)		2 (14.29%)		7 (36.84%)		4 (36.36%)	53
Towards			1 (11.11%)		1 (9.09%)		6 (40.00%)		7 (50.00%)		4 (26.67%)		9 (64.29%)		9 (47.37%)		6 (54.55%)	43
With support towards									3 (21.43%)		1 (6.67%)		3 (21.43%)		3 (15.79%)		1 (9.09%)	11
<b>Totals</b>			<b>9</b>		<b>11</b>		<b>15</b>		<b>14</b>		<b>15</b>		<b>14</b>		<b>19</b>		<b>11</b>	<b>108</b>

50% of our students are currently working within our writing achievement expectations.

50% of our students are currently working towards or with support towards our writing achievement expectations.

### Male students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well beyond																		0
Beyond																		0
Within			4 (100.00%)		8 (88.89%)		6 (54.55%)		1 (16.67%)		3 (75.00%)		2 (18.18%)		2 (18.18%)			26
Towards					1 (11.11%)		5 (45.45%)		3 (50.00%)		1 (25.00%)		6 (54.55%)		6 (54.55%)		2 (66.67%)	24
With support towards									2 (33.33%)				3 (27.27%)		3 (27.27%)		1 (33.33%)	9
<b>Totals</b>			<b>4</b>		<b>9</b>		<b>11</b>		<b>6</b>		<b>4</b>		<b>11</b>		<b>11</b>		<b>3</b>	<b>59</b>

44% of our boys are currently working within our writing achievement expectations.

56% of our boys are currently working towards or with support towards our writing achievement expectations.



## STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - WRITING (END 2023)

### Female students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well beyond																		0
Beyond											1 (9.09%)							1
Within			4 (80.00%)		2 (100.00%)		3 (75.00%)		3 (37.50%)		6 (54.55%)				5 (62.50%)		4 (50.00%)	27
Towards			1 (20.00%)				1 (25.00%)		4 (50.00%)		3 (27.27%)		3 (100.00%)		3 (37.50%)		4 (50.00%)	19
With support towards									1 (12.50%)		1 (9.09%)							2
<b>Totals</b>			5		2		4		8		11		3		8		8	49

57% of our females are currently working within or beyond our writing achievement expectations.

43% of our females are currently working towards or with support towards our writing achievement expectations.

### Māori students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well beyond																		0
Beyond											1 (16.67%)							1
Within			4 (80.00%)		5 (100.00%)		4 (57.14%)		3 (50.00%)		3 (50.00%)				2 (25.00%)		3 (42.86%)	24
Towards			1 (20.00%)				3 (42.86%)		2 (33.33%)		1 (16.67%)		3 (60.00%)		3 (37.50%)		3 (42.86%)	16
With support towards									1 (16.67%)		1 (16.67%)		2 (40.00%)		3 (37.50%)		1 (14.29%)	8
<b>Totals</b>			5		5		7		6		6		5		8		7	49

51% of our Māori students are currently working within our writing achievement expectations.

49% of our Māori students are currently working towards or with support towards our reading achievement expectations.

### Pasifika students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well beyond																		0
Beyond																		0
Within			1 (100.00%)								2 (100.00%)				2 (50.00%)			5
Towards						1 (100.00%)		2 (100.00%)							2 (50.00%)		1 (100.00%)	6
With support towards																		0
<b>Totals</b>			1				1	2			2				4		1	11

45% of our Pasifika students are currently working within our writing achievement expectations.

55% of our Pasifika students are currently working towards our writing achievement expectations.

### Asian students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well beyond																		0
Beyond																		0
Within			1 (100.00%)		1 (100.00%)		2 (66.67%)		1 (50.00%)		2 (100.00%)		1 (100.00%)		1 (100.00%)			9
Towards						1 (33.33%)		1 (50.00%)										2
With support towards																		0
<b>Totals</b>			1		1		3		2		2		1		1			11

81% of our Asian students are currently working within our writing achievement expectations.

19% of our Asian students are currently working towards our writing achievement expectations.

## European / Pākehā students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well beyond																		0
Beyond																		0
Within			2 (100.00%)		4 (80.00%)		3 (75.00%)				2 (40.00%)		1 (12.50%)		2 (33.33%)		1 (33.33%)	15
Towards					1 (20.00%)		1 (25.00%)		2 (50.00%)		3 (60.00%)		6 (75.00%)		4 (66.67%)		2 (66.67%)	19
With support towards									2 (50.00%)				1 (12.50%)					3
<b>Totals</b>			2		5		4		4		5		8		6		3	37

41% of our Pākehā students are currently working within our writing achievement expectations.

59% of our Pākehā students are currently working towards or with support towards our writing achievement expectations.

# BSLA Achievement EOY Data 2023

	With Supports Towards	Towards	Within	Beyond	Total Students	<b><u>Māori BSLA Achievement</u></b>
Year 0	0%	20%	80%	0%	5	100% achieving within
Year 1	7%	29%	50%	14%	14	75% achieving towards, 25% achieving within
Year 2	10%	60%	20%	10%	10	67% achieving towards, 33% achieving within
Year 3	50%	25%	25%	0%	4	100% achieving with support towards

- 52% of all Y0-3 students are achieving within or beyond expectations
- 80% of Y0 are achieving within or beyond expectations
- 64% of Y1 are achieving within or beyond expectations
- 30% of Y2 are achieving within or beyond expectations
- 25% of Y2 are achieving within or beyond expectations
- 33% of Y0-3 māori students are achieving within expectations

## Alignment of Colour Wheel, Phonics Plus, and End of Year Expectations

Not applicable - Magenta-Blue		End of Blue-Green	Green-Orange	Orange-Turquoise	Turquoise-Gold
Kākano 1-3	Tupu 1	Tupu 2	Tupu/Māhuri	Māhuri	Rākau
<i>Expected progress: End of one year at school</i>			End of Year 1 towards end of Year 2		End of Year 3

# Summary EOY Report 2023 - Within or Beyond

	Whole School		Boys		Girls		Māori Students		Pasifika Students		Asian Students		Pākehā	
	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
Maths	43%	61%	44%	58%	42%	62%	27%	52%	100%	81%	69%	100%	44%	52%
Reading	63%	73%	54%	70%	71%	76%	54%	69%	100%	81%	80%	100%	60%	67%
Writing	49%	50%	35%	44%	63%	57%	40%	51%	83%	45%	63%	81%	50%	41%

*\*Data is exclusive of BSLA information*

- Whole school improvements were achieved in all three curriculum areas - maths increased by 18%, reading increased by 10%, and writing increased by 1%.
- Māori achievement in each curriculum area showed significant improvements - maths increased by 25%, reading increased by 15%, and writing increased by 11%.
- Pasifika achievement in each curriculum area showed a negative trend. However, the Pasifika roll has almost doubled in comparison to last year - spreading the averages out. Similarly, our Asian cohort showed a positive trend however the asian roll had a 30% reduction spreading the average out between less students.
- Pākehā achievement showed improvements in Maths and Reading but a decline in Writing.
- Writing showed the least improvement this year - particularly in girls, pasifika, and pākehā.
- Our annual goal of improving Māori reading achievement from 54% to 65% has been achieved.
- Planning for 2024 Literacy Support - Writers Toolbox (teaching tool and PLD), AVAILL reading programme, BSLA, and reading PD will be utilised to consolidate our reading improvements from this year while also supporting our Writing achievement outcomes.

**Report on how the school has given effect to Te Tiriti o Waitangi**

The school gives practical effect to Te Tiriti o Waitangi through their responsive curriculum which can be more specifically seen through our annual target/goal and outcomes to improve reading percentage of Māori students achieving within or beyond expectations to 65%. Achievement in reading, for our Māori learners, increased from 54% to 69% in 2023.

2023 Intended Actions	2023 Impacts/Outcomes	2023 Variance	2023 Evaluation of Variance
<b>Strategic Aim 1: Learning</b> - Inspire, connect, and challenge our learners through innovative practice that delivers positive outcomes			
<b>Annual Goal:</b> is to improve Reading percentage of Māori students achieving Within or Beyond expectations to 65%			
<p>Support relationship to Te Ahu a Turanga Marae through visits and establish local maori and nz history lessons</p> <p>Support Rangitāne Iwi service proposal plan in 2023</p> <p>Implement Better Start Literacy Approach into the junior team</p> <p>Hold regular whānau hui to feedback/feedforward about BSLA</p> <p>Regularly moderate PM Benchmark and PROBE Assessment OTJs</p>	<p>Visits to our marae</p> <p>Assist with Powhiri</p> <p>Tutors/mentors from Rangitāne (Tamaki nui-a-rua) supporting Woodville Kapa Haka</p> <p>BSLA implemented daily into Rooms 3 and 5 facilitated by class teacher and teacher aides who have completed microcredentials in BSLA.</p> <p>Room 3 senior teacher oversees BSLA. BSLA letter goes home weekly in students' book-bags so whanau is aware of what focus for BSLA is happening in class and can extend it at home.</p> <p>Whanau hui took place in term 1 to inform the parent community of the BSLA approach.</p> <p>Team meetings once a term look at writing. Using OTJ and in conjunction with e-asTTle rubric - moderate leveling for writing.</p> <p>Writing Moderation Meeting - Kahui Ako</p>	<p>Completed, and the support from Rangitāne Iwi has been phenomenal.</p> <p>Kapa Haka, tikanga māori, and te reo have developed further increasing the mana māori within all our learners.</p> <p>Mixed results with BSLA results and its implementation.</p> <p>Reading and writing moderation occurring in Y4 and above.</p>	<p><b>Evaluation of impacts of Aim 1:</b></p> <p>Our inclusive and supportive learning programmes allowed for an increase in te reo, tikanga, and kapa haka participation. This increase affected the positive engagement in all areas of schooling which contributed to the higher levels of achievement in reading school-wide.</p> <p>The inclusion of Rangitāne Iwi tutors helped promote and develop stronger student engagement, particularly with our māori cohort. This could be seen through the accolades and accomplishments our students were receiving from the wider community.</p> <p>BSLA was implemented in the junior team. A large number of our youngest students in the junior cohort showed improved progress after 10 weeks. This improvement continued through to the 30 week assessments. Unfortunately, not all assessments and practices in the junior cohort were consistent and therefore it highlighted some areas of focus that are required to make BSLA more effective.</p> <p>Reading programmes school-wide were planned out and created a consistent</p>

2 x a year - Probe and Gloss test and or when OTJ requires another one. These are then uploaded onto HERO.

approach to teaching and learning. Moderation of reading and writing assessments across the Bush Schools region allowed for consistent grading of student work.