

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	
Toni Goodlass	Presiding Member	Elected	Oct-22
Julie Peterson			

Index

Page

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

Woodford House Board of Trustees

Statement of Cash Flows

For the year ended 31 December 2022

Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
------	----------------------	-------------------------------------	----------------------

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

b) Basis of Preparation

Reporting Period

Basis of Preparation

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

PBE Accounting Standards Reduced Disclosure Regime

Measurement Base

Presentation Currency

Specific Accounting Policies

Critical Accounting Estimates And Assumptions

Useful lives of property, plant and equipment

Critical Judgements in applying accounting policies

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

Classification of leases

Recognition of grants

c) Revenue Recognition

Government Grants

Other Grants where conditions exist

Donations, Gifts and Bequests

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.

h) Inventories

i) Investments

l) Accounts Payable

m) Employee Entitlements

Short-term employee entitlements

Long-term employee entitlements

	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
	4,041,430	3,944,479	3,795,978

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
	2,036,025	1,914,964	1,958,811
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
	487,318	163,328	444,187
Surplus/ (Deficit) for the year Locally raised funds	1,548,707	1,751,636	1,514,624

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Curricular	208,675	260,327	176,698

0.60662(1) 0.2293(1) 0.21029(1) 0.60462(1) 0.600 \$) 5.0794851(v)-13.0.641 0 Td (.4882(m) 0.2597059048(5) 0.589049(1) 0.791196(8) 0.499049

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>

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
No Later than One Year	15,396		4,754
Later than One Year and no Later than Five Years	18,019		2,519

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):

Financial assets measured at amortised cost

2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
-------------------------------	---	-------------------------------

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:			
<p>2022 Target 1: Strategic Priority: Love of Learning</p> <p>To continue to strive for excellence in NCEA results, maintaining top national results:</p> <p>100% of each year level gaining the appropriate Level 1 – 3 qualification for appropriate candidates.</p> <p>90% of Year 13 students gaining University Entrance.</p> <p>80% achieving NCEA Level 1 endorsement with at least 40% at excellence. 80% achieving NCEA Level 2 endorsement with at least 40% at excellence. 60% achieving NCEA Level 3 endorsement with at least 30% at excellence.</p> <p>Gain 22 scholarship passes.</p>			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?) Staff Responsibility?
<p>Student progress was continually tracked throughout the year through Pastoral meetings, Deans' meetings and by the Diverse Learners' Coordinator.</p>	<p>2022 Target</p>		

<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>2022 Target</p> <p>80% achieving NCEA Level 1 endorsement with at least 40% at excellence.</p> <p>2022 Result</p> <p>Target exceeded</p> <p>47% merit, 45% excellence – 92% endorsed</p>														
	<p>2022 Target</p> <p>80% achieving NCEA Level 2 endorsement with at least 40% at excellence.</p> <p>2022 Result</p> <p>Target exceeded</p> <p>30% merit, 58% excellence – total 88% endorsed</p>														
	<p>2022 Target</p> <p>60% achieving NCEA Level 3 endorsement with at least 30% at excellence.</p> <p>2022 Result</p> <p>Target exceeded</p> <p>30% merit, 41% excellence – total 71% endorsed</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>2022 Target</p> <p>Gain 22 scholarship passes.</p> <p>2022 Result</p> <p>Target not met</p> <p>19 Scholarship passes</p>														
<p>The new academic awards system was beneficial</p>	<table border="0"> <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> </table>	Accounting	1	Biology	1	Classics	2	DVC	1	English	6 (1 outstanding)	Health & PE	3	History	2
Accounting	1														
Biology	1														
Classics	2														
DVC	1														
English	6 (1 outstanding)														
Health & PE	3														
History	2														

<p>A targeted tutoring program across many subject areas was offered in Term 4 to prepare students for the external examinations.</p>	<table border="0"> <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								

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

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

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><u>Academic</u></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</p>		

offers scholarships to M ori secondary school and tertiary students who meet the respective scholarship's criteria.

Community Engagement and Engagement with Whanau

Annual Powhiri to held engaging community support, to welcome new staff and students.

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.

Discussion of co-curricular involvement demonstrated Woodford House encouragement of Maori students to participate and succeed and be celebrated across all four cornerstones.

Work with whanau and community to support tikanga, kapa haka and grow understanding. Wh nau hui to determine community aspirations for M ori student achievement.

effectively overseen by Jane Perry, Careers Advisor. M ori students have access to and supported in their application for post school, iwi and tertiary scholarships.

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.

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.

Demonstration that we maintain, recognise and celebrate achievement of M ori students across all four cornerstones and equip and support our M ori 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.

Address and support successful transitions in and out of Woodford House.

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.

Pastoral Care and Hauora

Woodford House well-being areas/faculties (Outdoor Education, Health Education, Careers & Transition, The Health Centre,

and House Music and Prize Giving.

As an Anglican School; Chaplains and SLT from Te Aute, Hukarere and Woodford House schools support growth of interschool connections.

Support of existing pathways

Kapa Haka, Big sister (tuakana/ teina) relationships, new student and staff induction, initiatives e.g. Race Unity Speech Competitions

Kapa Haka

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.

Committed nucleus of girls. Continued through a

Focus: Year 7 and 8 Learners

Strategic Priority: Respectful Relationships

2022 Target 3:

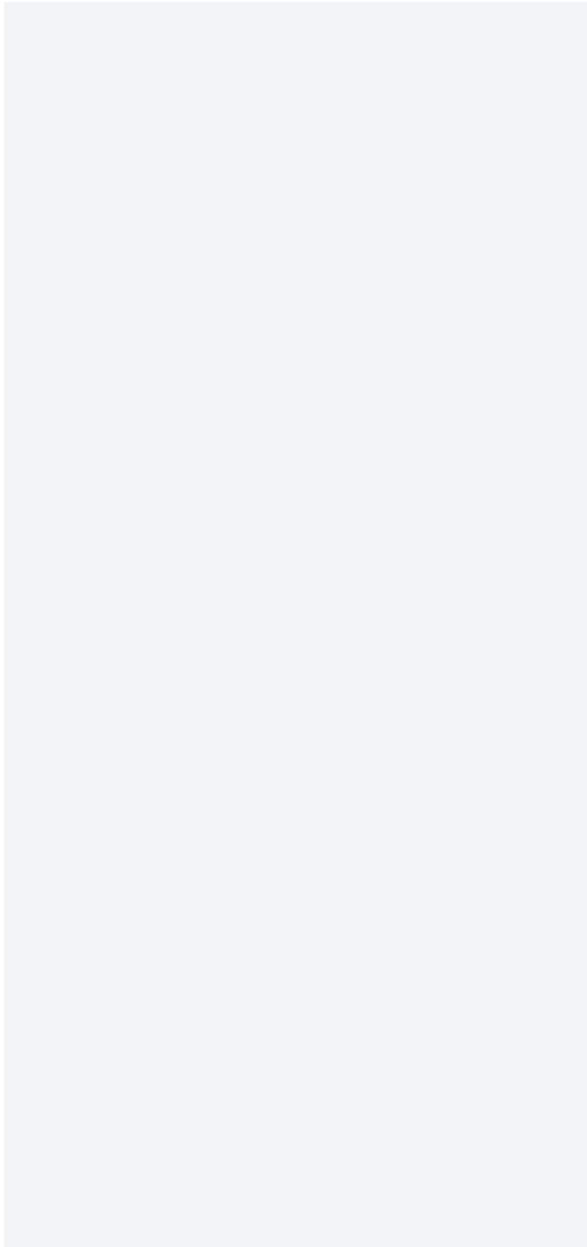
100% of Year 7 and 8 students will show an increase in social and emotional confidence by the end of 2022.

Focus: Staffing

Strategic Priorities: Love of Learning, Respectful Relationships and Faithful Stewardship

2022 Target 4:
Outstanding Education. Staff will develop and pursue professional learning goals in alignment with the strategic priorities developing outstanding educators.

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 L 612.7 1 414u cm BT66ofessional</p>			



Baker Tilly Staples Rodway Audit Limited
205 Hastings Street South, Hastings 4122
PO Box 46, Hastings 4156
New Zealand

T: +64 6 878 7004
F: +64 6 876 0078
E: hawkesbay@bakertillysr.nz
W: www.bakertillysr.nz



WOODFORD
HOUS