

# WOODLEIGH SCHOOL

## ANNUAL FINANCIAL STATEMENTS

**FOR THE YEAR ENDED 31 DECEMBER 2024**

### School Directory

**Ministry Number:** 2268

**Principal:** Jeremy Ogle

**School Address:** 85 Brois Street, New Plymouth

**School Postal Address:** 85 Brois Street, Frankleigh Park, New Plymouth, 4310

**School Phone:** 06 753 9585

**School Email:** jo@woodleigh.school.nz

**Accountant / Service Provider:**

# WOODLEIGH SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

## Index

<b>Page</b>	<b>Statement</b>
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 20	Notes to the Financial Statements
	Independent Auditor's Report

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 20	Notes to the Financial Statements
	Independent Auditor's Report

### Other Information

Members of the Board

Kiwisport / Statement of Compliance with Employment Policy

Statement of Variance

Evaluation of the School's Student Progress and Achievement

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

# Woodleigh School

## Statement of Responsibility

For the year ended 31 December 2024

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 2024 fairly reflects the financial position and operations of the School.

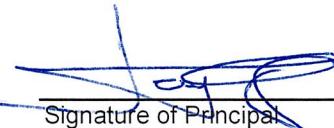
The School's 2024 financial statements are authorised for issue by the Board.

DENISE HUSTON  
Full Name of Presiding Member

  
Signature of Presiding Member

27/5/25  
Date:

Jeremy Ogle  
Full Name of Principal

  
Signature of Principal

27/5/25  
Date:

**Woolleigh School**  
**Statement of Comprehensive Revenue and Expense**  
 For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>				
Government Grants	2	3,918,833	3,308,771	3,638,539
Locally Raised Funds	3	94,158	47,000	113,454
Interest		17,573	14,500	22,489
Other Revenue		826	-	-
<b>Total Revenue</b>		<b>4,031,390</b>	<b>3,370,271</b>	<b>3,774,482</b>
<b>Expense</b>				
Locally Raised Funds	3	35,431	17,000	32,468
Learning Resources	4	2,873,216	2,439,889	2,650,950
Administration	5	228,937	210,572	219,547
Interest		6,992	1,800	4,112
Property	6	855,900	700,022	838,916
Loss on Disposal of Property, Plant and Equipment		11	-	3,177
<b>Total Expense</b>		<b>4,000,487</b>	<b>3,369,283</b>	<b>3,749,170</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>30,903</b>	<b>988</b>	<b>25,312</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>30,903</b>	<b>988</b>	<b>25,312</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.

**Woolleigh School**  
**Statement of Changes in Net Assets/Equity**  
 For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Equity at 1 January</b>		659,480	512,437	618,438
Total comprehensive revenue and expense for the year		30,903	988	25,312
Contributions from the Ministry of Education - NPGMS Distribution Funds		-	-	3,046
Contributions from the Ministry of Education - Furniture and Equipment Grant		-	-	12,684
<b>Equity at 31 December</b>		690,383	513,425	659,480
Accumulated comprehensive revenue and expense		690,383	513,425	659,480
<b>Equity at 31 December</b>		690,383	513,425	659,480

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.

# Woolleigh School

## Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	330,863	185,647	158,672
Accounts Receivable	8	225,906	168,423	252,834
GST Receivable		9,272	41,335	14,749
Prepayments		33,887	14,523	16,111
Inventories	9	5,732	4,341	5,622
Investments	10	231,540	186,540	231,540
Funds Receivable for Capital Works Projects	16	-	-	36,836
		837,200	600,809	716,364
<b>Current Liabilities</b>				
Accounts Payable	12	264,338	206,885	223,086
Revenue Received in Advance	13	25,401	3,488	3,956
Provision for Cyclical Maintenance	14	18,609	10,909	13,187
Finance Lease Liability	15	34,553	32,301	40,639
Funds held for Capital Works Projects	16	11,614	-	-
		354,515	253,583	280,868
<b>Working Capital Surplus/(Deficit)</b>				
		482,685	347,226	435,496
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	295,263	232,850	334,481
		295,263	232,850	334,481
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	59,792	32,500	50,451
Finance Lease Liability	15	27,773	34,151	60,046
		87,565	66,651	110,497
<b>Net Assets</b>				
		690,383	513,425	659,480
<b>Equity</b>				
		690,383	513,425	659,480

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

# Woolleigh School

## Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		979,119	826,492	809,360
Locally Raised Funds		121,100	47,000	109,966
Goods and Services Tax (net)		2,477	-	26,586
Payments to Employees		(559,065)	(482,187)	(515,416)
Payments to Suppliers		(321,846)	(454,646)	(343,868)
Interest Paid		(6,992)	(1,800)	(4,112)
Interest Received		16,925	14,500	20,979
Net cash from/(to) Operating Activities		231,718	(50,641)	103,495
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(67,196)	(45,000)	(74,303)
Purchase of Investments		-	-	(100,000)
Proceeds from Sale of Investments		-	-	55,000
Net cash from/(to) Investing Activities		(67,196)	(45,000)	(119,303)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	12,684
Contributions from Ministry of Education		-	-	3,046
Finance Lease Payments		(35,199)	(22,178)	(34,411)
Funds Administered on Behalf of Other Parties		42,868	-	(110,305)
Net cash from/(to) Financing Activities		7,669	(22,178)	(128,986)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>172,191</b>	<b>(117,819)</b>	<b>(144,794)</b>
Cash and cash equivalents at the beginning of the year	7	158,672	303,466	303,466
<b>Cash and cash equivalents at the end of the year</b>	7	<b>330,863</b>	<b>185,647</b>	<b>158,672</b>

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, 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.

# Woodleigh School

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Woodleigh 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 2024 to 31 December 2024 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 with reference to generally accepted accounting practice. The financial statements have been prepared with reference to 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 \$33 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*

The 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 14.

*Useful lives of property, plant and equipment*

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

**Critical Judgements in applying accounting policies**

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

*Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. 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 School's 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 Stationery/Hats. 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 are depreciated over their estimated useful lives on a straight line 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	20 years
Furniture and Equipment	5-10 years
Information and Communication Technology	5 years
Library Resources	8 years
Leased Assets held under a Finance Lease	Term of Lease

### **k) Impairment of property, plant, and equipment**

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 surplus or deficit.

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

### **l) Accounts Payable**

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

### **m) Employee Entitlements**

#### *Short-term employee entitlements*

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

#### *Long-term employee entitlements*

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

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

**n) Revenue Received in Advance**

Revenue received in advance relates to fees received from 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.

**o) 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.

**p) 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.

**q) 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.

**r) 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.

**s) 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.

**t) 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.

**u) 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 statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

**v) Budget Figures**

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

**w) 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

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Government Grants - Ministry of Education	928,482	832,725	830,282
Teachers' Salaries Grants	2,367,225	1,995,410	2,213,777
Use of Land and Buildings Grants	623,126	480,636	594,480
	<b>3,918,833</b>	<b>3,308,771</b>	<b>3,638,539</b>

## 3. Locally Raised Funds

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

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
<b>Revenue</b>			
Donations and Bequests	23,837	12,000	37,494
Fees for Extra Curricular Activities	37,022	10,000	32,127
Trading	9,549	7,000	9,290
Fundraising and Community Grants	23,750	18,000	34,543
	<b>94,158</b>	<b>47,000</b>	<b>113,454</b>
<b>Expense</b>			
Extra Curricular Activities Costs	25,411	10,000	24,309
Trading	9,324	7,000	7,980
Fundraising and Community Grant Costs	696	-	179
	<b>35,431</b>	<b>17,000</b>	<b>32,468</b>
<b>Surplus for the year Locally Raised Funds</b>	<b>58,727</b>	<b>30,000</b>	<b>80,986</b>

## 4. Learning Resources

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	38,992	60,250	60,629
Employee Benefits - Salaries	2,710,713	2,282,109	2,480,806
Staff Development	8,803	18,000	3,375
Depreciation	108,365	71,530	100,775
Other Learning Resources	2,864	2,000	343
Equipment Maintenance	3,479	6,000	5,022
	<b>2,873,216</b>	<b>2,439,889</b>	<b>2,650,950</b>

## 5. Administration

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
Audit Fees	\$ 9,300	\$ 7,500	\$ 6,507
Board Fees and Expenses	8,362	8,340	14,000
Other Administration Expenses	65,704	67,350	65,995
Employee Benefits - Salaries	123,036	104,722	112,418
Insurance	8,375	8,500	7,247
Service Providers, Contractors and Consultancy	14,160	14,160	13,380
	<b>228,937</b>	<b>210,572</b>	<b>219,547</b>

## 6. Property

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
Cyclical Maintenance	\$ 15,425	\$ 10,674	\$ 20,229
Heat, Light and Water	21,240	23,000	19,345
Rates	6,616	6,304	5,844
Repairs and Maintenance	45,161	39,642	55,726
Use of Land and Buildings	623,126	480,636	594,480
Employee Benefits - Salaries	92,245	90,766	94,116
Other Property Expenses	52,087	49,000	49,176
	<b>855,900</b>	<b>700,022</b>	<b>838,916</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

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
Bank Accounts	\$ 280,863	\$ 135,647	\$ 108,672
Short-term Bank Deposits	50,000	50,000	50,000
Cash and cash equivalents for Statement of Cash Flows	<b>330,863</b>	<b>185,647</b>	<b>158,672</b>

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

Of the \$330,863 Cash and Cash Equivalents, \$11,614 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 and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$330,863 Cash and Cash Equivalents, \$25,401 of Revenue Received in Advance is held by the school, as disclosed in note 13.

**8. Accounts Receivable**

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Receivables	859	-	-
Receivables from the Ministry of Education	2,630	-	12,828
Interest Receivable	2,508	350	1,860
Banking Staffing Underuse	-	-	49,670
Teacher Salaries Grant Receivable	219,909	168,073	188,476
	<b>225,906</b>	<b>168,423</b>	<b>252,834</b>
Receivables from Exchange Transactions	3,367	350	1,860
Receivables from Non-Exchange Transactions	222,539	168,073	250,974
	<b>225,906</b>	<b>168,423</b>	<b>252,834</b>

**9. Inventories**

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Stationery/hats	5,732	4,341	5,622
	<b>5,732</b>	<b>4,341</b>	<b>5,622</b>

**10. Investments**

The School's investment activities are classified as follows:

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	231,540	186,540	231,540
Total Investments	<b>231,540</b>	<b>186,540</b>	<b>231,540</b>

## 11. Property, Plant and Equipment

2024	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
Building Improvements	78,743	19,999	-	-	(8,722)	<b>90,020</b>
Furniture and Equipment	95,270	44,793	-	-	(36,883)	<b>103,180</b>
Information and Communication Technology	51,038	775	-	-	(18,490)	<b>33,323</b>
Leased Assets	101,113	1,808	(11)	-	(41,690)	<b>61,220</b>
Library Resources	8,317	1,783	-	-	(2,580)	<b>7,520</b>
	<b>334,481</b>	<b>69,158</b>	<b>(11)</b>	<b>-</b>	<b>(108,365)</b>	<b>295,263</b>

The net carrying value of equipment held under a finance lease is \$61,220 (2023: \$101,113)

### 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.

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	198,755	(108,735)	<b>90,020</b>	178,755	(100,012)	<b>78,743</b>
Furniture and Equipment	536,108	(432,928)	<b>103,180</b>	510,971	(415,701)	<b>95,270</b>
Information and Communication Technology	117,015	(83,692)	<b>33,323</b>	149,652	(98,614)	<b>51,038</b>
Leased Assets	130,587	(69,367)	<b>61,220</b>	189,936	(88,823)	<b>101,113</b>
Library Resources	57,853	(50,333)	<b>7,520</b>	56,070	(47,753)	<b>8,317</b>
	<b>1,040,318</b>	<b>(745,055)</b>	<b>295,263</b>	<b>1,085,384</b>	<b>(750,903)</b>	<b>334,481</b>

## 12. Accounts Payable

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Creditors	15,567	15,044	8,245
Accruals	9,300	6,317	6,507
Employee Entitlements - Salaries	219,909	168,073	188,476
Employee Entitlements - Leave Accrual	19,562	17,451	19,858
	<b>264,338</b>	<b>206,885</b>	<b>223,086</b>
Payables for Exchange Transactions	264,338	206,885	223,086
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<b>264,338</b>	<b>206,885</b>	<b>223,086</b>

The carrying value of payables approximates their fair value.

**13. Revenue Received in Advance**

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Grants in Advance - MOE	991	-	3,956
Other Revenue In Advance	24,410	3,488	-
	<b>25,401</b>	<b>3,488</b>	<b>3,956</b>

**14. Provision for Cyclical Maintenance**

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	63,638	32,735	43,409
Increase to the Provision During the Year	13,220	10,674	10,583
Use of the Provision During the Year	(662)	-	-
Other Adjustments	2,205	-	9,646
Provision at the End of the Year	<b>78,401</b>	<b>43,409</b>	<b>63,638</b>
 Cyclical Maintenance - Current	18,609	10,909	13,187
Cyclical Maintenance - Non current	59,792	32,500	50,451
	<b>78,401</b>	<b>43,409</b>	<b>63,638</b>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan / painting quotes.

**15. Finance Lease Liability**

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

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
No Later than One Year	38,453	32,301	46,637
Later than One Year and no Later than Five Years	29,968	34,151	66,875
Future Finance Charges	(6,095)	-	(12,827)
	<b>62,326</b>	<b>66,452</b>	<b>100,685</b>

**Represented by**

Finance lease liability - Current	34,553	32,301	40,639
Finance lease liability - Non current	27,773	34,151	60,046
	<b>62,326</b>	<b>66,452</b>	<b>100,685</b>

## 16. 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 project is included under cash and cash equivalents in note 7, and includes retentions on the projects, if applicable.

	2024	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
			\$	\$	\$		\$
Roofing Replacment		250094	-	11,614	-	-	11,614
Outdoor Area & C Toilet		225065	(31,254)	54,203	(22,949)	-	-
Dist Boards & Heatpump ADHE - written off		225064	(5,582)	-	5,582	-	-
Totals			(36,836)	65,817	(17,367)	-	11,614

### Represented by:

Funds Held on Behalf of the Ministry of Education 11,614  
 Funds Receivable from the Ministry of Education -

	2023	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
			\$	\$	\$		\$
Outdoor Area & C Toilet		225065	79,051	-	(110,305)	-	(31,254)
Dist Boards & Heatpump ADHE		225064	(5,582)	-	-	-	(5,582)
Totals			73,469	-	(110,305)	-	(36,836)

### Represented by:

Funds Held on Behalf of the Ministry of Education -  
 Funds Receivable from the Ministry of Education (36,836)

## 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.

	2024 Actual	2023 Actual
	\$	\$
<i>Board Members</i>		
Remuneration	2,910	2,815
<i>Leadership Team</i>		
Remuneration	455,319	525,290
Full-time equivalent members	3.56	4.00
 Total key management personnel remuneration	 458,229	 528,105

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 (2 members) and Property (2 members) committees that met 11 and 9 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:

	2024 Actual	2023 Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	-
Benefits and Other Emoluments	4 - 5	-
Termination Benefits	-	-

### *Principal 2*

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

	2024 Actual	2023 Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	-	160 - 170
Benefits and Other Emoluments	-	23 - 24
Termination Benefits	-	-

### Other Employees

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

Remuneration	2024	2023
\$000	FTE Number	FTE Number
100 - 110	7.00	5.00
110 - 120	0.00	2.00
120 - 130	1.00	0.00
	<hr/>	<hr/>
	<b>8.00</b>	<b>7.00</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:

	2024 Actual	2023 Actual
Total	\$0	\$0
Number of People	0	0

### 20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: 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 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.

#### Pay Equity and Collective Agreement Funding Wash-up

In 2024 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. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or liability regarding this funding wash-up, which is expected to be settled in July 2025.

## 21. Commitments

### (a) Capital Commitments

As at 31 December 2024, the Board had capital commitments of \$12,904 (2023: \$50,536) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment
Roofing Replacment	\$ 12,904
<b>Total</b>	<b>12,904</b>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16

### (b) Operating Commitments

There are no operating commitments as at 31 December 2024 (Operating commitments at 31 December 2023: 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

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Cash and Cash Equivalents	330,863	185,647	158,672
Receivables	225,906	168,423	252,834
Investments - Term Deposits	231,540	186,540	231,540
 Total financial assets measured at amortised cost	 788,309	 540,610	 643,046

### Financial liabilities measured at amortised cost

Payables	264,338	206,885	223,086
Finance Leases	62,326	66,452	100,685
 Total financial liabilities measured at amortised cost	 326,664	 273,337	 323,771

## 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.

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF WOODLEIGH SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Woodleigh School (the School). The Auditor-General has appointed me, Carolyn Jackson, using the staff and resources of Baker Tilly Staples Rodway Audit Limited, to carry out the audit of the financial statements of the School on his behalf.

#### **Opinion**

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2024; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 27 May 2025. This is the date at which our opinion is expressed.

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

#### **Basis for our opinion**

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

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

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

#### **Responsibilities of the Board for the financial statements**

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

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

#### **Other information**

The Board is responsible for the other information. The other information comprises the information included on pages 24 to 52, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

#### **Independence**

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards)* (New Zealand) (PES 1) issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with, or interests in, the School.



Carolyn Jackson  
Baker Tilly Staples Rodway Audit Limited  
On behalf of the Auditor-General  
New Plymouth, New Zealand

## Woolleigh School

### Members of the Board

Name	Position	How Gained	Term Expired/Expires
Denise Houston	Presiding Member	Elected	Sep 2025
Clyde Pearce	Principal	ex Officio	Jan 2024
Jeremy Ogle	Principal	ex Officio	Sep 2025
Paul Riley	Parent Representative	Elected	Sep 2025
Travis Gracie	Parent Representative	Elected	Jan 2025
Braydon Fryer	Parent Representative	Elected	Sep 2025
Blanton Smith	Parent Representative	Elected	Sep 2025
Heidi Smith	Staff Representative	Elected	Sep 2025

## Woodleigh School

### Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$6,781 (excluding GST). The funding was spent on sporting endeavours.

## Statement of Compliance with Employment Policy

For the year ended 31st December 2024 the Woodleigh 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.

**Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024.**

The following questions address key aspects of compliance with a good employer policy:

<b>Reporting on the principles of being a Good Employer</b>	
How have you met your obligations to provide good and safe working conditions?	The school strives to provide employees with a healthy and safe working environment. Reporting of hazards is strongly encouraged, and systems are in place to ensure that process improvements can be made, and harmful impacts minimised.  All employees receive regular information regarding health and safety and initiatives, and employee involvement and representation from across the organisation are active and productive.  This year we have increased focus on strategies and support for employees' mental health.
What is in your equal employment opportunities programme?  How have you been fulfilling this programme?	The school is committed to providing equality of opportunity in its employment policies. All permanent positions are advertised externally to attract a wide range of candidates.  The school also follows a structured and formalised induction process for new employees.
How do you practise impartial selection of suitably qualified persons for appointment?	The best candidates are appointed to positions after following a strict selection process.  The school ensures that diversity is achieved, where appropriate.
How are you recognising, <ul style="list-style-type: none"> <li>– The aims and aspirations of Maori,</li> <li>– The employment requirements of Maori, and</li> <li>– Greater involvement of Maori in the Education service?</li> </ul>	Our staff regularly meet to provide professional support to each other and advice for the school. All staff members feel comfortable participating in Māori practices. The school aspires to lead by example with how we can shape our practice to better respect Tangata Whēnua, and support staff to learn Te Ao Māori practice.
How have you enhanced the abilities of individual employees?	We have formal annual performance and personal development agreements with all staff, and support staff development. We have a very effective management structure to ensure our planning and coaching support to our staff is effective and integrated with our school competency framework.
How are you recognising the employment requirements of women?	We offer flexible work arrangements to all staff that balance personal obligations with the needs of the school.

**Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024.**

The following questions address key aspects of compliance with a good employer policy:

<b>Reporting on the principles of being a Good Employer</b>	
How have you met your obligations to provide good and safe working conditions?	The school strives to provide employees with a healthy and safe working environment. Reporting of hazards is strongly encouraged, and systems are in place to ensure that process improvements can be made, and harmful impacts minimised.  All employees receive regular information regarding health and safety and initiatives, and employee involvement and representation from across the organisation are active and productive.  This year we have increased focus on strategies and support for employees' mental health.
What is in your equal employment opportunities programme?  How have you been fulfilling this programme?	The school is committed to providing equality of opportunity in its employment policies. All permanent positions are advertised externally to attract a wide range of candidates.  The school also follows a structured and formalised induction process for new employees.
How do you practise impartial selection of suitably qualified persons for appointment?	The best candidates are appointed to positions after following a strict selection process.  The school ensures that diversity is achieved, where appropriate.
How are you recognising, – The aims and aspirations of Maori, – The employment requirements of Maori, and – Greater involvement of Maori in the Education service?	Our staff regularly meet to provide professional support to each other and advice for the school. All staff members feel comfortable participating in Māori practices. The school aspires to lead by example with how we can shape our practice to better respect Tangata Whēnua, and support staff to learn Te Ao Māori practice.
How have you enhanced the abilities of individual employees?	We have formal annual performance and personal development agreements with all staff, and support staff development. We have a very effective management structure to ensure our planning and coaching support to our staff is effective and integrated with our school competency framework.
How are you recognising the employment requirements of women?	We offer flexible work arrangements to all staff that balance personal obligations with the needs of the school.

How are you recognising the employment requirements of persons with disabilities?	The school is set up for persons with disabilities. This includes staff and students. We provide a safe working environment that supports staff health and wellbeing. There are no employees who identify as having a disability in the current year.	
---	---	--

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	<b>YES</b>	<b>NO</b>
Do you operate an EEO programme/policy?	✓	
Has this policy or programme been made available to staff?	✓	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	✓	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	
Does your EEO programme/policy set priorities and objectives?	✓	

# Woodleigh School Analysis of Variance: 2024 Student Achievement Targets

**Strategic Goal 2: Learners at the Centre:** Support all learners to achieve personal excellence while enjoying a learner centered approach to the curriculum

**Target #1: Reading** - To increase the percentage of students, inclusive of Māori and Pasifika, working within or beyond their expected curriculum level by 10%.

## **Background:**

End of Year curriculum judgements for 2023 showed that 80% of our learners were achieving within or beyond the expected curriculum level (shown below as At and Above)

End of Year curriculum judgements for 2024 showed that 76% of our learners were achieving within or beyond the expected curriculum level (shown below as At and Above)

## **Target Success Indicators**

We will know when we have achieved this when we:

1. Increase the total number of learners learning within or beyond their appropriate curriculum level in Reading **to 90%** by the end of 2024.(see individual year targets).
2. Accelerate the progress of our Year 1 - 5 (74) learners achieving toward expectation (shown below as well below and below) at the end of 2023 to within or beyond expectation (at or above) in 2024.

Note: Our 2023 Y1 - 5 learners are our 2024 Year 2 - 6 learners

## **Baseline Data: Outcomes (December 2024)**

Learners achieving toward expectation (shown below as well below and below)

2023 (2024)	Well Below	Below	2022	Well Below	Below
Year 1	2 (5)	22 (25)	Year 4	4 (6)	11 (12)
Year 2	1 (1)	14 (13)	Year 5	1 (1)	10 (5)

Year 3	2 (2)	7 (7)	Totals	10 (15)	64 (62)
--------	-------	-------	--------	---------	---------

#### Outcomes:

- Students meeting or exceeding expectations: 2024 Reading (Year 1 - 6) was at 76%, a decrease of 4% from 2023 (80%).
- The aspirational goal of 90% achievement of expectations has been met this year by our Yr 6 cohort.
- Overall disparity between Māori (64%) student achievement and NZE (83%) student achievement is 19% ( 2023 19%). This is the same as 2023 data.
- Target students not meeting curriculum level expectations increased slightly from 74% to 77% students (a negative shift of 3% of our learners)
- Greatest progress has been at Y5 (11 to 6 = 54% reduction from 2023).
- We have at the end of 2024 had a slight increase of students at Well below and below. We had 6 extra students in Yr 1 working well below and 3 more students at Yr 4 working below.

#### Work Streams

- Unpack 2024 achievement data with the leadership team and use it to identify target learners, specific areas of need and the shift required to meet expectations. These target learners will be identified on the team PAAP's.
- Regularly reflect on, monitor and track learner progress through team PAAP's.
- Use Teachers PGC's to support changes in teaching approaches.
- Year three and four teachers Better Start Literacy PLD and micro credential
- Further develop our collective understanding of the vision of Māori enjoying and achieving education success as Māori at Woodleigh
- Reading programme elements - Daily Five, High Five, Read and Feed
- Class walkthroughs by the leadership team to get a picture of what reading looks like at WS.
- Establish communication and partnership with parents of target learners
- Coach target learners / groups to understand how to improve their learning
- Provision of help programmes - Reading Recovery (SLS as of 2025), curriculum adaptation, paraprofessionals
- Review of testing protocols & assessment tools across the school. PAT's with NZCER assist in senior end, new phonics assessment in junior end.

**Summary:**

Comparing 2023 v 2024 data in reading shows a slight decrease in achievement at 79%. Reading achievement disparity - Māori (56%) / NZE (79%) has increased significantly to 23% compared to 17% in 2023.

We had a small increase in the number of target students not meeting achievement expectations (74 increasing to 77). This is a 4% increase in group size. Also of note is the progress made by Year 5 students in the target group. This cohort have made significant progress. Of the 77 students not achieving curriculum level expectations, 54 are male and 23 female, this is a significant increase of males not achieving from 46 in 2023. However we have had a decrease from 30 females in 2023 to 23 at the end of 2024.

These results indicate that our ongoing actions implemented have been effective in accelerating progress for target group students. Continued monitoring, careful transition and future inclusion in focus groups will provide these students with the best opportunity to sustain their progress. The establishment of target groups in 2025 through syndicate PAAP's will cater for many of these students as they will need constant monitoring to sustain progress made.

The literacy leadership role continues to be beneficial in providing classroom teachers with support and guidance about effective literacy practice. The introduction of the Better Start Literacy programme has positively impacted achievement and this has increased over 2024. We move to introduce Structured Literacy to our Year 5 and 6 cohort in 2025.

Use of the expertise of our two reading recovery teachers (to be known as 'Structured Literacy Support) to share their knowledge with classroom teachers and also to monitor students who have previously participated in the reading recovery programme has continued to assist in supporting achievement. Careful consideration has been given to how we can best transition priority learners to their next class and this has resulted in the use of transition notes and meetings to support these learners. Fostering high trust relationships with parents through formal and informal contact supports students in the target group.

**Next Steps:**

Continue with successful work streams and Syndicate PAAP's to monitor target group students as they will require ongoing support to sustain achievement at the relevant level or to simply maintain their progress towards achieving expectations (Literacy Leader). Continue to embed teacher knowledge and delivery of Woodleigh literacy programmes and curriculum.

The new English curriculum in 2025 will be a focus - making sure we continue to cover all aspects of this curriculum - aligning it with our Woodleigh way curriculum.

We need to Initiate parent information sessions to explain and demonstrate how we teach literacy, the new curriculum (English and maths) and how parents can assist at home - this should be a priority for 2025.

Continue with Structured Literacy (Years 4 - 6), and a balanced diet of language programmes. Further develop our collective understanding of the vision of Māori enjoying and achieving education success as Māori at Woodleigh. Continue to address identified barriers to achieving accelerated progress including: student attendance, oral language delay, deficit, consistent parental support for home reading, returning readers. Continue implementing support programmes for key competency, oral language and phonics development, giving students greater awareness of early literacy skills - especially pronunciation and letter, sound relationships.

Progress reports and milestone updates through HERO to parents clearly identifying students next learning steps and home help ideas, will support and consolidate prior learning.

**Strategic Goal 2: Learners at the Centre:** Support all learners to achieve personal excellence while enjoying a learner centered approach to the curriculum

**Target #2: Writing** - To increase the percentage of students, inclusive of Māori and Pasifika, working within their expected curriculum level by 10%

**Background:**

End of Year curriculum judgements for 2023 showed that 75% of our learners were achieving within or beyond the expected curriculum level (shown below as At and Above)

End of Year curriculum judgements for 2024 showed that 66% of our learners were achieving within or beyond the expected curriculum level (shown below as At and Above)

**Target Success Indicators**

We will know when we have achieved this when we:

1. Increase the total number of learners learning within or beyond their appropriate curriculum level in Writing to 85% by the end of 2024. (see individual year targets).
2. Accelerate the progress of our Year 1 - 5 (101) learners achieving toward expectation (shown below as well below and below) in 2023 to within or beyond expectation (at or above) in 2024.

Note: Our 2023 Y1 - 5 learners are our 2024 Year 2 - 6 learners

**Baseline Data: Outcomes (December 2024)**

Learners achieving toward expectation (shown below as well below and below)

2023 (2024)	Well Below	Below	2022	Well Below	Below
Year 1	2 (5)	22 (27)	Year 4	5 (7)	13 (18)
Year 2	1 (3)	7 (17)	Year 5	2 (1)	22 (20)

Year 3	2 (2)	11 (11)	Totals	12 (18)	75 (93)
--------	-------	---------	--------	---------	---------

#### Outcomes:

- Students meeting or exceeding expectations: 2024 Writing (Year 1 - 6) sits at 66% a decrease from 2023 of 9%
- The aspirational goal of 85% achievement of expectations has **not** been met this year.
- Overall disparity between Māori student achievement (44%) and NZE student achievement (71%) is 27% (2023) compared to 23% (2023)
- Target students not meeting curriculum level expectations increased from 87 to 111 (12% increase from 2023)
- Greatest progress has been at Y6 (24 to 21) - not the greatest progress, but a positive result.
- We did have an increase of students (10) in Yr 2 and (7) in Year 5 who are now working below. Enrolments over the year or after moderation in 2024?

#### Work Streams:

- Consolidate understanding and continue to develop our moderation practices of writing within and across teams - writing continues to be the most subjective curriculum and greatest difference between teachers and teams.
- A woodleigh matrix for writing - using EAsttle as the moderating tool. We have been doing an inquiry on this over 2024.
- PAT writing tool (with AI included) is being trialled in some schools over 2024 - ready for 2025, this might be a useful asset for Woodleigh moderation and assessment.
- New English curriculum in 2025 - how will this impact our teachers? More detailed planning and programmes? - confidence in teaching the 'science of learning' and confidence of learners - spelling, handwriting, phonemic awareness, structured writing process.
- Use Woodleigh writing curriculum / Teachers PGC's to support pedagogical changes in teaching approaches.
- Further develop our collective understanding of the vision of Māori enjoying and achieving education success as Māori at Woodleigh
- Class walkthroughs by the leadership team to get a picture of what writing looks like at WS
- Syndicate PAAP's to continue to monitor and target suitable programmes that will accelerate targeted learners achievement.
- Establish communication and partnership with parents of priority learners
- Provision of help programmes - Better Start Literacy, The Code, Early Words / Power Words / paraprofessionals

### **Summary:**

Comparing 2023 v 2024 data in writing shows a big decrease in achievement with a 12% change in writing achievement (2024 = 66% meeting / exceeding expectations). Writing achievement disparity - Māori (44%) / NZE (71%) has increased to 27% compared to 23% in 2023. There has been an increase in the number of target students not meeting achievement expectations - 87 to 111 (12% increase). Of the 111 students not achieving curriculum level expectations at the end of 2024, 80 are male and 31 female, compared with 2023 where we had 52 males and 38 females. This is a dramatic increase of 35% of males not achieving! 24 males in Yr 2 and 17 in Yr 5 are our biggest discrepancies between male and female learners.

As with reading outcomes, these results indicate that the actions implemented have been somewhat effective in some year groups, but not in others. Interestingly, it is Yr 1 and Yr 2 where we have a large number - the same year groups who have been trained in BSLA. Further investigation is required here.

Some students who have not yet achieved expectations are making incremental progress. Further monitoring in 2025, along with careful transition and future inclusion in focus groups will provide students with the best opportunity to sustain their progress.

Sue Dowman-Wright, as literacy leader, continues to provide classroom teachers with support and guidance about effective literacy practice. There has been a focus on the use of authentic contexts to teach skills and strategies that support specific writing genres. This is well modelled in Kahikatea and Tōtara teams.. Better Start literacy strategies and 'The Code' in spelling are continuing approaches for inclusion at all levels moving forward.

The further development of the Woodleigh writing curriculum and progressions has assisted teachers to plan programmes, understand achievement expectations and provide consistency. Reviewing writing moderation is a logical 2025 development area for teaching staff, especially new staff joining us and in line with the new English curriculum - especially in the phase 1 area of the school (Yr 1 - 3).

### **Next Steps:**

Continuing with the successful aspects of the work streams and initiatives identified above will greatly assist target group students to maintain further momentum. They will require ongoing support to sustain achievement at the relevant level or to simply maintain their progress towards achieving expectations. Our literacy leader and team leaders, along with staff carry specific knowledge and skills that can be used to directly benefit target students. Continued use of a balanced diet of whole language and phonics, will help support these students. The full implementation of structured literacy is yet to be verified to be making the biggest difference in achievement.

We will continue to: embed teacher knowledge and delivery of Woodleigh literacy programmes and curriculum. Supplement classroom programmes with target learning programmes, Initiate parent information sessions to explain and demonstrate how we teach writing and how parents can assist at home. Further develop our collective understanding of the vision of Māori enjoying and achieving education success as Māori at Woodleigh.

Continue to address identified barriers to achieving accelerated progress including: student attendance, oral language delay and deficit. Continue implementing support programmes for key competency, oral language and phonics development. Give students greater awareness of early writing skills - especially pronunciation and letter / sound relationships. Using the new SMS HERO to show whanau progress and updated milestones, that clearly identify students' next learning steps, will support at home help ideas.

Continuing to work alongside other schools, as we did in the Kahui ako over 2024, will help to clarify our moderation process. The trial and utilisation of EAsttle is to be determined over 2025 - we have to choose one assessment tool for Woodleigh. There is also a PAT writing assessment, we will trial this with a select group in 2025. This will also give us an indication as to whether our OTJ's are harsh or in tune with other schools and kaiako. It will also help us to develop a learners matrix for 2025/2026.

**Strategic Goal 2: Learners at the Centre:** Support all learners to achieve personal excellence while enjoying a learner centered approach to the curriculum

**Target #3: Mathematics** - To increase the percentage of students, inclusive of Māori and Pasifika, working within their expected curriculum level by 10%

**Background:**

End of Year curriculum judgements for 2023 showed that 84% of our learners were achieving within or beyond the expected curriculum level (shown below as At and Above)

End of Year curriculum judgements for 2024 showed that 78% of our learners were achieving within or beyond the expected curriculum level (shown below as At and Above)

**Target Success Indicators**

We will know when we have achieved this when we:

1. Increase the total number of learners learning within or beyond their appropriate curriculum level in Mathematics to 85% by the end of 2024 (see individual year targets).
2. Accelerate the progress of our Year 1 - 5 (86) learners achieving toward expectation (shown below as well below and below) in 2023 to within or beyond expectation (at or above) in 2024.

Note: Our 2023 Y1 - 5 learners are our 2024 Year 2 - 6 learners

**Baseline Data: Outcomes (December 2024)**

Learners achieving toward expectation (shown below as well below and below)

2023 (2024)	Well Below	Below	2022	Well Below	Below
Year 1	1 (3)	16 (28)	Year 4	3 (6)	9 (12)
Year	1 (1)	7	Year	1 (1)	10

2		(7)	r 5		(6)
Year 3	2 (1)	6 (10)	Tot als	8 (12)	48 (63)

- Overall achievement in Mathematics (Year 1 - 6) decreased slightly from 2023: 84% (2023) v 78% (2024) achieving expectations
- The aspirational goal of 81% achievement of expectations has **not** been met this year.
- Overall disparity between Māori (64%) student achievement and NZE (83%) student achievement is 19%. This is the exact same disparity as we had in 2023.
- Target students not meeting curriculum level increased reduced from 56 to 75 (26% increase)
- Sadly, the greatest progress has been at Y6 (11 to 7 = 37% reduction)

#### Work Streams:

- Unpack achievement data and use it to identify target learners, specific areas of need and the shift required to meet expectations - especially in Yr 5% with the use of PAT maths and the NZCER assist site.
- Regularly reflect on, monitor and track learner progress through our syndicate PAAP's.
- Consolidate understanding and continue to develop our moderation practises of mathematics within and across teams - PATm scaled scores / modify J.A.M
- Further develop our collective understanding of the vision of Māori enjoying and achieving education success as Māori at Woodleigh
- Class walkthroughs by the leadership team to get a picture of what a good maths programme looks like at WS. Teachers visit each other's classes at maths time on their CRT days to get a better understanding.
- Establish communication and partnership with parents of target learners - a focus for 2025.
- Coach target learners / groups to understand how to improve their learning
- Immediate focus points: basic facts / place value / estimation / application / IXL

### **Summary:**

Comparing 2021 / 2022 / 2023 data in mathematics highlights a continuing improvement trend, with school wide achievement of expectations sitting at a high of 84% in 2023, but a consistent data set from 2021 (72%), 2022 (76%) 2023 (84%) and 2024 (78%).

Mathematics achievement disparity - Māori (64%) / NZE (83%) is high at 19% - the same as 2023. The achievement of Māori students in 2025 will continue to be an area of focus during our continuing review of mathematics and teaching strategies, especially with the new maths and stats curriculum.

There has been a slight increase in the number of target students not achieving at expected curriculum levels (56 to 75). Of the 56 students not achieving curriculum level expectations, 43 are male and 32 female. As mathematics is a focus subject again in 2025 with the new curriculum, it will provide an opportunity to see what can be achieved through programme and delivery reviews.

Continue to use a number of recent research papers that reference the decline in mathematics achievement nationally and the stated concerns about the current focus on mental strategy versus time proven mathematics processes. There has been some recent research from ERO around the Y1 - 3 maths and some ideas around improvement strategies for schools.. The link is here: [ERO - maths inquiry Y1 - Y3](#)

### **Next Steps:**

2025 will provide further opportunities to focus on mathematics. We will continue to review our maths programmes, strand coverage and the teaching of mathematics, in line with the new curriculum. The Phase 1 of this curriculum is especially important.

Giving students an understanding of mathematics within authentic contexts in Phase 2 of maths/stats has also assisted in making tasks purposeful and allowed students to relate to their own experiences. This continues to be an ongoing positive trend in data and students engagement.

Next steps also include identifying learning needs of students through PATm results and analysis - especially with the new NZCER assist site. Gathering student and whānau voice through attitudinal surveys - this was completed in Yr 2 and 3 of 2024.

Continuing to coach students to understand how to improve their learning. Use of IXL has proven to be a gamechanger for extension and home ongoing learning. Monitoring and discussing progress of priority learners as part of the syndicate PAAP's. Continuing to build culturally responsive practises - whanaungatanga / manaakitanga.

Holding parent education sessions to demonstrate how we teach mathematics and how parents can assist at home - especially with the new maths/stats curriculum in 2025. Trialling a mathematics initiative similar in style to Reading Recovery to support small groups of students to master mathematics basics would be nice to investigate.

The use of the new SMS, HERO, to engage parents/whanau with updated progress reports and milestones, will help with their understanding of maths and what is covered at school. It will also help us to align the new curriculum with the Woodleigh maths curriculum and develop further our learning matrix for Woodleigh.

Addressing identified barriers to achieving accelerated progress including: homework completion, learning basic facts, perceived lack of confidence about mathematics ability, Increasing the use of problem solving.





### Longitudinal data - December 2024

#### 2024 Woodleigh School Achievement Longitudinal Achievement Information:

This summary details end of year achievement data collected from Overall Teacher Judgements.

- Overall Teacher Judgements are made using available information from observations, discussions, moderation, work samples, test scores and teacher knowledge.
- Overall Teacher Judgements are made against expected achievement levels of the New Zealand curriculum.
- Each Level is a continuum, students meeting or exceeding expectations are assessed to be at or beyond an appropriate stage on that continuum within the curriculum level.
- Our achievement philosophy is to have 100% of students achieving or exceeding expectations by the end of their Year 6 school year.
- Please see [2024 Analysis of Variance report](#) for a summary of literacy and mathematics school wide target group achievement

NZC Level One	NZC Level Two	NZC Level Three
Year 1 & 2	Year 3 & 4	Year 5 & 6

#### For new curriculum - English and Maths & Statistics (2025 onwards)

PHASE 1	PHASE 2	PHASE 3
Year 1, 2 and 3	Year 4, 5 and 6	Year 7 and 8

#### Schoolwide Achievement:

##### Students meeting or exceeding curriculum level expectations

% of students	11 Yr Av.	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Reading	74%	74%	77%	75%	73%	77%	71%	68%	73%	73%	80%	76%
Writing	67%	66%	65%	61%	67%	68%	67%	68%	71%	70%	75%	66%
Maths	74%	71%	73%	72%	76%	72%	70%	71%	74%	76%	84%	78%

- 2024 overall achievement shows a decrease across all three subjects when compared with 2023 levels, however above the 11 year average in reading and maths.
- Reading achievement has improved by 6% in Yr 4 and by 5% in Yr 6 from 2023. However, it has decreased in all other yr levels.
- Writing achievement has improved by 3% in Yr 4 and by 2% in Yr 5. However, it has decreased in all other yr levels during 2024.
- Mathematics achievement has improved by 3% in Yr 1, however has decreased slightly in all other year levels - In Yr 5 we had a 10% decrease in achievement from 2023.

##### Reading: Students meeting or exceeding curriculum level expectations

% of students	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Year 1	61%	66%	43%	32%	36%	29%	43%	48%	59%	69%	63%
Year 2	72%	78%	77%	65%	68%	57%	42%	62%	64%	77%	62%
Year 3	64%	76%	78%	82%	75%	78%	71%	68%	66%	84%	78%
Year 4	82%	80%	91%	83%	91%	82%	85%	81%	89%	79%	85%

Year 5	81%	82%	72%	89%	78%	85%	89%	81%	76%	84%	76%
Year 6	89%	83%	90%	80%	97%	87%	90%	85%	83%	86%	91%

Notes:

- Our kaiako in Yr 1 - 2 have continued with BSL as part of their literacy programmes, supported well by our facilitator.
- Teachers in Yr 3-4 have participated and completed PLD supporting Better Start Literacy programmes.
- Achievement at Year 6 is strong and we reached the aspirational target of 90% this year.
- 81% of girls and 69% of boys are achieving or exceeding expectations

**Writing: Students meeting or exceeding curriculum level expectations**

% of students	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Year 1	61%	63%	39%	51%	48%	39%	51%	73%	73%	69%	56%
Year 2	62%	62%	60%	59%	59%	65%	59%	71%	74%	87%	59%
Year 3	67%	63%	69%	67%	64%	70%	66%	53%	65%	78%	69%
Year 4	71%	65%	67%	70%	77%	63%	71%	70%	67%	75%	78%
Year 5	59%	69%	57%	75%	71%	81%	72%	72%	70%	64%	66%
Year 6	72%	70%	72%	73%	83%	79%	87%	82%	75%	76%	65%

Notes:

- Overall writing achievement shows similar results in the Yr 4 - Yr 6 area of the school when compared to 2023. However, our results in Yr 1 and 2 have decreased when compared with 2023.
- Interestingly, the Yr 2 cohort that made significant progress in 2023, has made a 18% drop in progress in 2024.
- Yr 5 writing progress is consistent year on year.
- 76 % of girls and 57% of boys are achieving or exceeding expectations. Our boys data is 18% down on 2023 results.
- It is great to see the Yr 6 cohort, who were Yr 1 in 2019, go from 39% achievement to 65% achievement over their last 5 years at Woodleigh.

**Mathematics: Students meeting or exceeding curriculum level expectations**

% of students	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Year 1	61%	71%	59%	79%	53%	64%	63%	72%	84%	79%	81%
Year 2	75%	65%	69%	64%	59%	62%	66%	65%	65%	87%	60%
Year 3	66%	76%	74%	67%	70%	68%	80%	71%	71%	86%	88%
Year 4	76%	75%	76%	87%	77%	71%	75%	82%	78%	84%	82%
Year 5	65%	76%	72%	74%	81%	65%	66%	71%	81%	84%	74%
Year 6	89%	76%	86%	81%	83%	84%	77%	72%	77%	86%	84%

Notes:

- Overall mathematics achievement (78%) continues a positive trend of recent years.
- Mathematics will continue to be a focus in 2025 alongside the new maths curriculum and the new maths resources we have ordered.
- Year 1 maths continues to improve with very positive results. Interestingly, the Yr 1 cohort from 2023 have decreased by 17% from 2023. The same for our Y4 cohort of 2023 who had a 10% decrease in 2024.

- Our Yr 6 cohort continues to be consistently around the 80% achievement bracket since 2022.
- It is great to see the Yr 6 cohort of 2024 make a 20% improvement over their 5 years at Woodleigh.
- Mathematics teaching and programmes continue to be a strength at Woodleigh. This will be further strengthened by a new maths curriculum and Oxford maths resources in 2025.
- 79 % of girls and 78% of boys are achieving or exceeding expectations.

#### Maori / NZE Comparison: Students meeting or exceeding curriculum level expectations

Reading		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Year Groups
2019	NZE	32%	63%	80%	80%	88%	88%	71%
	Maori	14%	50%	70%	83%	77%	88%	67%
2020	NZE	47%	48%	70%	83%	77%	90%	68%
	Māori	27%	0%	82%	83%	77%	95%	68%
2021	NZE	51%	60%	76%	83%	78%	80%	73%
	Māori	25%	67%	20%	79%	85%	93%	69%
2022	NZE	63%	62%	66%	91%	76%	80%	74%
	Māori	50%	64%	67%	60%	74%	83%	68%
2023	NZE	73%	70%	86%	80%	89%	86%	82%
	Māori	53%	57%	78%	79%	50%	75%	65%
2024	NZE	72%	62%	74%	88%	81%	94%	79%
	Māori	31%	47%	100%	80%	56%	50%	56%

Writing		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Year Groups
2019	NZE	45%	69%	77%	61%	81%	80%	69%
	Māori	17%	67%	50%	67%	77%	57%	67%
2020	NZE	59%	62%	65%	73%	77%	87%	70%
	Māori	27%	25%	73%	67%	62%	95%	64%
2021	NZE	76%	73%	58%	69%	73%	83%	72%
	Māori	50%	67%	40%	71%	69%	73%	68%

2022	NZE	82%	74%	65%	69%	68%	73%	72%
	Māori	50%	73%	59%	40%	73%	75%	63%
2023	NZE	71%	92%	84%	78%	69%	74%	78%
	Māori	53%	57%	44%	64%	33%	75%	55%
2024	NZE	65%	67%	72%	72%	83%	70%	71%
	Māori	25%	33%	56%	56%	60%	59%	44%

Mathematics		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Year Groups
2019	NZE	70%	79%	71%	77%	71%	85%	75%
	Māori	33%	56%	70%	50%	53%	71%	56%
2020	NZE	71%	72%	84%	70%	71%	77%	74%
	Māori	40%	0%	70%	75%	47%	79%	59%
2021	NZE	76%	67%	75%	91%	69%	77%	76%
	Māori	50%	67%	40%	71%	69%	54%	63%
2022	NZE	95%	69%	71%	83%	83%	74%	76%
	Māori	70%	40%	58%	20%	73%	75%	60%
2023	NZE	87%	78%	93%	86%	89%	86%	87%
	Māori	69%	69%	56%	79%	50%	75%	68%
2024	NZE	86%	60%	89%	88%	81%	96%	83%
	Māori	56%	57%	89%	60%	58%	67%	64%

Notes:

- NZE / NZ Māori achievement disparity: Reading 23% (17% in 2023), Writing 27% (23% in 2023), Mathematics 19% (was also 19% in 2023).
- This significant disparity of achievement requires further investigation
- NZE / NZ Māori achievement disparity is greatest at Year 1 level and generally reduces as students move through the year groups.
- Māori roll 83/450 students - (18%)

**By Ethnicity - Overall Teacher Judgements**

2024	Requires Support	Working Towards	Meeting	Exceeding

<b>Reading</b>	<i>Māori</i> (83)	6% (5)	37% (31)	44% (37)	12% (10)
	<i>Pasifika</i> (9)	0	22% (2)	66% (6)	11% (1)
	<i>Asian</i> (44)	0	20% (9)	61% (27)	18% (8)
	<i>MELAA</i> (14)	0	14% (2)	85% (12)	0
	<i>NZE</i> (289)	4% (12)	16% (47)	61% (176)	18% (54)
<b>Writing</b>	<i>Māori</i> (83)	6% (5)	50% (42)	39% (33)	5% (4)
	<i>Pasifika</i> (9)	11% (1)	33% (3)	55% (5)	0
	<i>Asian</i> (44)	0	28% (12)	76% (29)	4% (2)
	<i>MELAA</i> (14)	0	21% (3)	78% (11)	0
	<i>NZE</i> (289)	5% (14)	24% (69)	64% (183)	7% (21)
<b>Mathematics</b>	<i>Māori</i> (83)	4% (3)	33% (28)	56% (47)	7% (6)
	<i>Pasifika</i> (9)	11% (1)	44% (4)	44% (4)	0
	<i>Asian</i> (44)	0	18% (8)	63% (28)	18% (8)
	<i>MELAA</i> (14)	0	14% (2)	78% (11)	7% (1)
	<i>NZE</i> (289)	3% (9)	13% (37)	69% (201)	14% (43)

**By Gender- Overall Teacher Judgements**

<b>2024</b>		<b>Requires Support</b>	<b>Working Towards</b>	<b>Meeting</b>	<b>Exceeding</b>
<b>Reading</b>	<i>Male</i>	5% (14)	34% (60)	57% (141)	12% (31)
	<i>Female</i>	1% (3)	16% (31)	60% (118)	21% (42)
<b>Writing</b>	<i>Male</i>	6% (15)	36% (91)	54% (134)	3% (8)
	<i>Female</i>	2% (5)	20% (39)	66% (127)	10% (19)
<b>Mathematics</b>	<i>Male</i>	4% (10)	17% (43)	63% (158)	15% (37)

	<i>Female</i>	1% (3)	18% (36)	69% (134)	10% (21)
--	---------------	--------	----------	-----------	----------

Notes:

**Initiatives Supporting Achievement in 2024**

- An ongoing review of assessment tools - PAT for maths (NZCER assist) and the use of EAsttle for writing.
- Continued syndicate development in the area of moderation (ensuring consistency of judgement) across the teams. Next step, across the staff.
- School wide target groups identified in literacy and maths - forming a plan/inquiry for syndicates (PAAP's) for targeted students in the team.
- Further development of our collective understanding of the vision of Māori enjoying and achieving education success as Māori - results contradict this effort and require further investigation
- Literacy Leader continuing to support teachers and track literacy progress
- Transition programmes - when starting school, changing classes
- 2 X Reading Recovery (now known as SLS - structured learning support) teachers catering for approx 20 students a year (1 - 1 tuition)
- Continued use of proven interventions e.g. Daily 5, Early Words, Heart Words, Phonics
- Better Start Literacy professional development
- Resourcing - leadership & teacher release, specialist teachers, teachers aides
- Trusted partnerships with parents and whānau
- Investment in digital technology for teaching and learning

Jeremy Ogle  
Tumuaki/Principal  
December 2024



## Woodleigh School - Giving effect to Te Tiriti o Waitangi 2024

	Curriculum delivery - Te reo and tikanga	Maori student achievement
<b>Actions</b> <i>What did we do?</i>	<p>* In 2024 we had 2 kaiako as part of Te Ahu reo - a te reo course for teachers.</p> <p>* Woodleigh School continues to be part of the Taranaki MAC cluster - designed to upskill the Principal in Te Reo and Maori tikanga.</p> <p>* Our Kapahaka group had a focus to perform in the 'performance' section of the local Puanaga, which we completed.</p> <p>* The new Kakahu has been used for all new students and as part of our powhiri</p> <p>* New Pou were developed, made and built for the school in 2023. These Pou reflect our school values. We welcomed these pou in 2024 as part of our Mihi whakatau for our new Tumuaki.</p> <p>* During 2023/2024 our consultation with local iwi and hapu, our new school Tohu was created with a cultural narrative reflecting our school values and local connections. This tohu is now our school logo. We have developed new signage around the school reflecting the tohu.</p> <p>*School wide PD on the NZ histories curriculum occurred, resources were created and a school wide unit of learning was planned and delivered using the new curriculum model involving early Māori navigation and Kupe.</p> <p>*A school tikanga resource was developed for education of students and staff. This covers daily tikanga, use of Pepeha, Mihi Whakatau, Karakia, Kakahu. This is now called Te Ao Maori.</p> <p>* We gave our Kapahaka leaders a greenstone taonga at the end</p>	<p>Targets for 2024 were set for each year level for our akonga - to be achieving or above by the end of the year:</p> <p><b>Reading:</b></p> <p>Yr 1 75%      Yr 2 80%      Yr 3 86%      Yr 4 81%      Yr 5 86%      Yr 6 88%</p> <p><b>Writing:</b></p> <p>Yr 1 75%      Yr 2 90%      Yr 3 85%      Yr 4 80%      Yr 5 70%      Yr 6 80%</p> <p><b>Maths:</b></p> <p>Yr 1 80%      Yr 2 90%      Yr 3 88%      Yr 4 86%      Yr 5 86%      Yr 6 88%</p> <p>We have an aspirational goal, that by Yr 6 all our learners should be achieving at or above the curriculum levels. 90% of our Yr 6's is the set target.</p>

	<p>of 2024 for their leadership. These were blessed by our MAC leader. We also gave a taonga to one of our teachers who was heading overseas.</p>	
<b>Outcomes</b> <i>What happened?</i>	<p>* All Kaiako completed this course. We are now incorporating more te reo in our teaching.</p> <p>* We have no more kaiako on this course in 2025. We do have one kaiako involved in a University paper in te reo again.</p> <p>* With a change in Principal we get to have another 5 years involvement in MAC - we are very lucky to have this for our kura. Whether MAC will continue with the current government in 2026, we will see.</p> <p>* Our Kapahaka ropu came 2nd in the local Puanga competition in 2023. We did not place in 2024, but we were highly recommended.</p> <p>* Whanau hui did not happen in 2023 - this will be a focus, along with support from our MAC facilitator.</p> <p>* The new Kakahu was not blessed until T2 2024.</p> <p>* The new Pou were blessed in T1 2024.</p> <p>* We have a new school waiata for the school being written by a local Maori kapahaka leader. All of our local maori and cultural contexts will be included in the waiata.</p> <p>* In 2025 we will make part of the Term 1 unity around 'whanaungatanga' and utilise our local area to develop this. This will be a 3 yearly plan - mountain, sea, river, starting with the local Huatoki river in 2025. We will be visiting this awa with our entire school and invite whanau to join us.</p> <p>* We need to have a close look at the disparity between maori and NZE at our kura. This gap continues to grow - are we meeting the needs of our maori learners?</p> <p>* A whanau hui is planned for 2025 - a chance for our maori whanau to give us some feedback and plans for our strategic</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>- The aspirational goals set at the beginning for each year group, were:</li> <li>Yr 1 75% not met (63%)</li> <li>Yr 2 80% not met (62%)</li> <li>Yr 3 86% not met (78%)</li> <li>Yr 4 81% met (85%)</li> <li>Yr 5 86% not met (76%)</li> <li>Yr 6 88% met (91%)</li> </ul> <p>- Overall disparity between Māori (64%) student achievement and NZE (83%) student achievement is 19% ( 2023 19%). This is the same as 2023 data.</p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>- The aspirational goals set at the beginning for each year group, were:</li> <li>Yr 1 75% not met (56%)</li> <li>Yr 2 90% not met (59%)</li> <li>Yr 3 85% not met (69%)</li> <li>Yr 4 80% not met (78%)</li> <li>Yr 5 70% not met (66%)</li> <li>Yr 6 80% not met (65%)</li> </ul> <p>- Overall disparity between Māori student achievement (44%) and NZE student achievement (71%) is 27% (2023) compared to 23% (2023)</p> <p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>- The aspirational goals set at the beginning for each year group, were:</li> <li>Yr 1 80% met (80% - exactly!)</li> <li>Yr 2 90% not met (60%)</li> <li>Yr 3 88% not met (87%)</li> <li>Yr 4 86% not met (82%)</li> <li>Yr 5 86% not met (74%)</li> <li>Yr 6 88% met (88% - exactly!)</li> </ul> <p>- Overall disparity between Māori (64%) student achievement and NZE (83%) student achievement is 19%. This is the exact same disparity as we had in 2023.</p>

	plan 2026 and beyond.	
<p><b>Reasons for the variance</b>  <i>Why did it happen</i></p>	<p>* We have realised that our staff require some PD in Te reo delivery, this will be done through a self assessment - Poutama (from ERO) and then we will look at a programme for PD (Ed Perfect?)</p> <p>* We have made big shifts in our tikanga practice and this has been strengthened through our involvement in the MAC cluster. We offer a Powhiri (The Woodleigh way) of introducing our new akonga to the school. INvolvevement of whanau is our next step. USe of the Kakahu has made this celebration very special.</p> <p>* We have established a yearly overview for the teaching of Te reo - a focus on the basics but also some integration of our local curriculum.</p>	<p><b>Reading</b></p> <p>We had a small increase in the number of target students not meeting achievement expectations (74 increasing to 77). This is a 4% increase in group size. Also of note is the progress made by Year 5 students in the target group. This cohort have made significant progress. Of the 77 students not achieving curriculum level expectations, 54 are male and 23 female, this is a significant increase of males not achieving from 46 in 2023. However we have had a decrease from 30 females in 2023 to 23 at the end of 2024.</p> <p>These results indicate that our ongoing actions implemented have been effective in accelerating progress for target group students. Continued monitoring, careful transition and future inclusion in focus groups will provide these students with the best opportunity to sustain their progress. The establishment of target groups in 2025 through syndicate PAAP's will cater for many of these students as they will need constant monitoring to sustain progress made.</p> <p><b>Writing</b></p> <p>There has been an increase in the number of target students not meeting achievement expectations - 87 to 111 (12% increase). Of the 111 students not achieving curriculum level expectations at the end of 2024, 80 are male and 31 female, compared with 2023 where we had 52 males and 38 females. This is a dramatic increase of 35% of males not achieving! 24 males in Yr 2 and 17 in Yr 5 are our biggest discrepancies between male and female learners.</p> <p>As with reading outcomes, these results indicate that the actions implemented have been somewhat effective in some year groups, but not in others. Interestingly, it is Yr 1 and Yr 2 where we have a large number - the same year groups who have been trained in BSLA. Further investigation is required here. Some students who have not yet achieved expectations are making incremental progress. Further monitoring in 2025, along with careful transition and future inclusion in focus groups will provide students with the best opportunity to sustain their progress.</p> <p>Sue Dowman-Wright, as literacy leader, continues to provide classroom teachers with support and guidance about effective literacy practice. There has been a focus on the use of authentic contexts to teach skills and strategies that support specific writing genres. This is well modelled in Kahikatea and Tōtara teams.. Better Start literacy strategies and 'The Code' in spelling are continuing approaches for inclusion at all levels moving forward.</p>

		<p>The further development of the Woodleigh writing curriculum and progressions has assisted teachers to plan programmes, understand achievement expectations and provide consistency. Reviewing writing moderation is a logical 2025 development area for teaching staff, especially new staff joining us and in line with the new English curriculum - especially in the phase 1 area of the school (Yr 1 - 3).</p> <p><b>Maths</b></p> <p>There has been a slight increase in the number of target students not achieving at expected curriculum levels (56 to 75). Of the 56 students not achieving curriculum level expectations, 43 are male and 32 female. As mathematics is a focus subject again in 2025 with the new curriculum, it will provide an opportunity to see what can be achieved through programme and delivery reviews.</p> <p>Continue to use a number of recent research papers that reference the decline in mathematics achievement nationally and the stated concerns about the current focus on mental strategy versus time proven mathematics processes. There has been some recent research from ERO around the Y1 - 3 maths and some ideas around improvement strategies for schools. The link is here: <a href="#">ERO - maths inquiry Y1 - Y3</a></p>
<p><b>Evaluation</b> <i>Where to next?</i></p>	<ul style="list-style-type: none"> <li>* We are using the ERO Poutama reo for self evaluation as a staff. We will then tailor our Te reo PD for 2025 - we are going to use the online Ed Perfect for this PD.</li> <li>* We will be in the performance section again for 20245 We will again look at either developing new Kapahaka uniforms or updating our current uniforms to reflect our new cultural logo and values.</li> <li>* Use of Education Perfect as the vehicle for more PD for staff. This will be based on the evaluation from the Putama reo</li> <li>* Continue to develop and integrate more of our local curriculum in to our yearly Te reo plan. Link the Ed perfect kete with the week by week scope and sequence set out.</li> <li>* Practicing our Powhiri and Mihi whakatau for sports exchanges, visitors to the school and when we have new teachers and students arrive again in 2025.</li> <li>* Continue using our new Kakahu more genuinely as part of our</li> </ul>	<p><b>Reading</b></p> <p>Continue with successful work streams and Syndicate PAAP's to monitor target group students as they will require ongoing support to sustain achievement at the relevant level or to simply maintain their progress towards achieving expectations (Literacy Leader). Continue to embed teacher knowledge and delivery of Woodleigh literacy programmes and curriculum.</p> <p>The new English curriculum in 2025 will be a focus - making sure we continue to cover all aspects of this curriculum - aligning it with our Woodleigh way curriculum. We need to Initiate parent information sessions to explain and demonstrate how we teach literacy, the new curriculum (English and maths) and how parents can assist at home - this should be a priority for 2025.</p> <p>Continue with Structured Literacy (Years 4 - 6), and a balanced diet of language programmes. Further develop our collective understanding of the vision of Māori enjoying and achieving education success as Māori at Woodleigh. Continue to address identified barriers to achieving accelerated progress including: student attendance, oral language delay, deficit, consistent parental support for home reading, returning readers. Continue implementing support programmes for key competency, oral language and phonics development, giving students greater awareness of early literacy skills – especially pronunciation and letter, sound relationships.</p>

	<p>mihi whakatau for staff and students.</p> <ul style="list-style-type: none"> <li>* Using the new Pou at school as a meeting place for whanau. This is where visitors meet when coming in to our school before being welcomed in to our whare nui. This was well practiced in 2024 through our interschool sports hosting.</li> <li>* Having Woodleigh hikoi at the beginning of the year as a whole school - visiting local places that we have as part of our local curriculum. (2025)</li> <li>* Update our Woodleigh Kawa - reflecting the great strides we have made so far. This has been updated and continues to be done.</li> <li>* Writing a new school waiata using a local Kapahaka leader. 2025 - actions for this school waiata.</li> </ul>	<p>Progress reports and milestone updates through HERO to parents clearly identifying students next learning steps and home help ideas, will support and consolidate prior learning.</p> <p><b>Writing</b></p> <p>Continuing with the successful aspects of the work streams and initiatives identified above will greatly assist target group students to maintain further momentum. They will require ongoing support to sustain achievement at the relevant level or to simply maintain their progress towards achieving expectations. Our literacy leader and team leaders, along with staff carry specific knowledge and skills that can be used to directly benefit target students. Continued use of a balanced diet of whole language and phonics, will help support these students. The full implementation of structured literacy is yet to be verified to be making the biggest difference in achievement.</p> <p>We will continue to: embed teacher knowledge and delivery of Woodleigh literacy programmes and curriculum. Supplement classroom programmes with target learning programmes, Initiate parent information sessions to explain and demonstrate how we teach writing and how parents can assist at home. Further develop our collective understanding of the vision of Māori enjoying and achieving education success as Māori at Woodleigh.</p> <p>Continue to address identified barriers to achieving accelerated progress including: student attendance, oral language delay and deficit. Continue implementing support programmes for key competency, oral language and phonics development. Give students greater awareness of early writing skills – especially pronunciation and letter / sound relationships. Using the new SMS HERO to show whanau progress and updated milestones, that clearly identify students' next learning steps, will support at home help ideas.</p> <p>Continuing to work alongside other schools, as we did in the Kahui ako over 2024, will help to clarify our moderation process. The trial and utilisation of EAstle is to be determined over 2025 - we have to choose one assessment tool for Woodleigh. There is also a PAT writing assessment, we will trial this with a select group in 2025. This will also give us an indication as to whether our OTJ's are harsh or in tune with other schools and kaiako. It will also help us to develop a learners matrix for 2025/2026.</p> <p><b>Maths</b></p> <p>2025 will provide further opportunities to focus on mathematics. We will continue to review our maths programmes, strand coverage and the teaching of mathematics, in line with the new curriculum. The Phase 1 of this curriculum is especially important. Giving students an understanding of mathematics within authentic contexts in Phase</p>
--	---	---

2 of maths/stats has also assisted in making tasks purposeful and allowed students to relate to their own experiences. This continues to be an ongoing positive trend in data and students engagement.

Next steps also include identifying learning needs of students through PATm results and analysis - especially with the new NZCER assist site. Gathering student and whānau voice through attitudinal surveys - this was completed in Yr 2 and 3 of 2024.

Continuing to coach students to understand how to improve their learning. Use of IXL has proven to be a gamechanger for extension and home ongoing learning. Monitoring and discussing progress of priority learners as part of the syndicate PAAP's. Continuing to build culturally responsive practises - whanaungatanga / manaakitanga.

Holding parent education sessions to demonstrate how we teach mathematics and how parents can assist at home - especially with the new maths/stats curriculum in 2025. Trialling a mathematics initiative similar in style to Reading Recovery to support small groups of students to master mathematics basics would be nice to investigate.

The use of the new SMS, HERO, to engage parents/whanau with updated progress reports and milestones, will help with their understanding of maths and what is covered at school. It will also help us to align the new curriculum with the Woodleigh maths curriculum and develop further our learning matrix for Woodleigh. Addressing identified barriers to achieving accelerated progress including: homework completion, learning basic facts, perceived lack of confidence about mathematics ability, Increasing the use of problem solving.