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WOODLANDS
FULL PRIMARY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number:	4053
Principal:	Allan Mitchell (Acting)
School Address:	Woodlands-Morton Mains Road, Invercargill
School Postal Address:	Woodlands-Morton Mains Road, RD 1, Invercargill, 9871
School Phone:	03 231 3198
School Email:	office@woodlandsprimary.school.nz

Solutions & Services
Collaborative School Administration

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WOODLANDS FULL PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2021

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Woodlands Full Primary School

Statement of Responsibility

For the year ended 31 December 2021

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 2021 fairly reflects the financial position and operations of the School.

The School's 2021 financial statements are authorised for issue by the Board.

Lisa Stuart	Hayley Mitcheson
Full Name of Presiding Member	Full Name of Principal
LN Stuart	Hayley Mitcheson
Signature of Presiding Member	Signature of Principal
13-May-2022	12-May-2022
Date:	Date:

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Woodlands Full Primary School
Members of the Board

For the year ended 31 December 2021

Name	Position	How Position Gained	Term Expired/ Expires
Lisa Stuart	Presiding Member	Elected	Sep 2022
Aloma Williams	Principal ex Officio		Dec 2021
Allan Mitchell	Acting Principal ex Officio		
Joyce Wakelin	Staff Representative	Elected	Sep 2022
Linnet Burns	Parent Representative	Elected	Sep 2022
Barry Crean	Parent Representative	Elected	Sep 2022
Robert Boekhout	Parent Representative	Elected	Sep 2022
Mick Annan	Parent Representative	Elected	Sep 2022
Danny Crengle	Parent Representative	Co-opted	Sep 2022

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Woodlands Full Primary School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2021

	Notes	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Revenue				
Government Grants	2	930,504	892,298	932,062
Locally Raised Funds	3	68,284	30,865	68,366
Interest Income		390	70	302
		999,178	923,233	1,000,730
Expenses				
Locally Raised Funds	3	12,451	8,841	12,795
Learning Resources	4	712,577	613,883	669,577
Administration	5	63,453	62,703	55,763
Finance		624	-	945
Property	6	151,980	226,353	232,339
Depreciation	9	23,382	24,000	22,148
Loss on Disposal of Property, Plant and Equipment		1,063	-	501
		965,530	935,780	994,068
Net Surplus / (Deficit) for the year		33,648	(12,547)	6,662
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		33,648	(12,547)	6,662

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

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Woodlands Full Primary School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2021

	Notes	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Equity at 1 January		252,410	252,410	242,788
Total comprehensive revenue and expense for the year		33,648	(12,547)	6,662
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	2,960
Equity at 31 December		286,058	239,863	252,410
Retained Earnings		286,058	239,863	252,410
Equity at 31 December		286,058	239,863	252,410

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.

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Woodlands Full Primary School
Statement of Financial Position
As at 31 December 2021

	Notes	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Current Assets				
Cash and Cash Equivalents	7	66,508	236,149	226,496
Accounts Receivable	8	50,575	41,589	41,589
Prepayments		5,991	304	304
		123,074	278,042	268,389
Current Liabilities				
GST Payable		6,129	25,390	25,390
Accounts Payable	10	70,270	51,922	51,922
Revenue Received in Advance	11	312	400	400
Provision for Cyclical Maintenance	12	9,561	8,716	3,718
Painting Contract Liability	13	7,105	4,351	5,728
Finance Lease Liability	14	2,839	4,722	4,722
Funds held for Capital Works Projects	15	-	142,661	142,661
		96,216	238,162	234,541
Working Capital Surplus/(Deficit)		26,858	39,880	33,848
Non-current Assets				
Property, Plant and Equipment	9	266,097	230,537	245,737
		266,097	230,537	245,737
Non-current Liabilities				
Provision for Cyclical Maintenance	12	4,096	28,586	25,207
Finance Lease Liability	14	2,801	1,968	1,968
		6,897	30,554	27,175
Net Assets		286,058	239,863	252,410
Equity	21	286,058	239,863	252,410

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

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Woodlands Full Primary School
Statement of Cash Flows
For the year ended 31 December 2021

	Note	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Cash flows from Operating Activities				
Government Grants		204,367	197,779	223,930
Locally Raised Funds		58,159	30,865	69,273
Goods and Services Tax (net)		(19,261)	-	24,028
Payments to Employees		(114,322)	(99,090)	(119,786)
Payments to Suppliers		(112,977)	(109,794)	(119,308)
Interest Received		390	70	302
Net cash from/(to) Operating Activities		16,356	19,830	78,439
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(30,734)	(8,800)	(34,678)
Net cash (to)/from Investing Activities		(30,734)	(8,800)	(34,678)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	2,960
Finance Lease Payments		(4,326)	-	(5,326)
Painting Contract Payments		1,377	(1,377)	(5,728)
Funds Administered on Behalf of Third Parties		(142,661)	-	142,661
Net cash from/(to) Financing Activities		(145,610)	(1,377)	134,567
Net (decrease)/increase in cash and cash equivalents		(159,988)	9,653	178,328
Cash and cash equivalents at the beginning of the year	7	226,496	226,496	48,168
Cash and cash equivalents at the end of the year	7	66,508	236,149	226,496

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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

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Woodlands Full Primary School
Notes to the Financial Statements
For the year ended 31 December 2021

1. Statement of Accounting Policies

1.1. Reporting Entity
Woodlands Full Primary 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.

1.2. Basis of Preparation
Reporting Period
The financial reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

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

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

PBE Accounting Standards Reduced Disclosure Regime
The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of $30 million per year. All relevant reduced disclosure concessions have been taken.

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

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

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

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

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

Cyclical Maintenance
A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 12.

Useful lives of property, plant and equipment
The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 9.

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

Classification of leases
Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

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

1.3. 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.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. These 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
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 recorded as revenue when their receipt is formally acknowledged by the School.

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

1.4. 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.

1.5. 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.

1.6. Accounts Receivable
Short-term receivables are recorded at the amount due, less an allowance for 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.

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1.7. 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 to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	33-50 years
Furniture and equipment	4–50 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

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

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

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

The reversal of an impairment loss is recognised in the surplus or deficit.

1.9. 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.

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1.10. Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before twelve 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.

1.11. 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 are recorded as revenue as the obligations are fulfilled and the fees earned.

1.12. 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 an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

1.13. Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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

The School's financial liabilities comprise accounts payable, borrowings, painting contract liability and finance lease liability. All of these financial liabilities are categorised as 'financial liabilities measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

1.14. Borrowings

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

Borrowings include but are not limited to finance leases, and painting contracts.

1.15. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.16. Budget Figures

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

1.17. 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.

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2. Government Grants

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Operational Grants	193,465	185,162	178,430
Teachers' Salaries Grants	596,342	513,816	548,716
Use of Land and Buildings Grants	126,806	180,703	174,326
Other MoE Grants	13,891	12,617	30,590
	930,504	892,298	932,062

3. Locally Raised Funds

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

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Revenue			
Donations & Bequests	34,822	14,500	43,467
Curriculum related Activities - Purchase of goods and services	2,237	1,050	848
Fees for Extra Curricular Activities	11,767	9,300	8,010
Trading	2,660	1,100	1,730
Fundraising & Community Grants	16,798	4,515	11,487
Other Revenue	-	400	2,824
	68,284	30,865	68,366
Expenses			
Extra Curricular Activities Costs	9,542	7,450	5,275
Trading	2,909	1,391	7,520
	12,451	8,841	12,795
Surplus / (Deficit) for the year Locally raised funds	55,833	22,024	55,571

4. Learning Resources

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Curricular	22,582	21,467	23,975
Information and Communication Technology	2,898	6,800	5,953
Library Resources	142	700	88
Employee Benefits - Salaries	676,413	572,316	629,284
Staff Development	10,542	12,600	10,277
	712,577	613,883	669,577

5. Administration

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Audit Fee	4,412	3,628	3,598
Board Fees	3,590	2,950	2,729
Board Expenses	3,568	4,350	4,825
Communication	1,610	1,600	1,341
Consumables	5,157	6,214	3,053
Operating Lease	-	2,000	-
Other	65	120	102
Employee Benefits - Salaries	41,306	37,590	36,543
Insurance	1,875	2,100	1,656
Service Providers, Contractors and Consultancy	1,870	2,151	1,916
	63,453	62,703	55,763

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6. Property

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Caretaking and Cleaning Consumables	13,880	13,350	13,691
Cyclical Maintenance Provision	(15,268)	7,000	9,674
Grounds	2,796	4,000	5,453
Heat, Light and Water	16,859	13,500	12,516
Repairs and Maintenance	6,848	4,800	14,591
Use of Land and Buildings	126,806	180,703	174,326
Employee Benefits - Salaries	59	3,000	2,088
	151,980	226,353	232,339

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, 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

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Bank Accounts	66,508	236,149	226,496
Cash and cash equivalents for Statement of Cash Flows	66,508	236,149	226,496

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

8. Accounts Receivable

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Receivables	313	-	-
Teacher Salaries Grant Receivable	50,262	41,589	41,589
	50,575	41,589	41,589
Receivables from Exchange Transactions	313	-	-
Receivables from Non-Exchange Transactions	50,262	41,589	41,589
	50,575	41,589	41,589

9. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	$	$	$	$	$	$
Building Improvements	154,466	12,824	-	-	(5,557)	**161,733**
Furniture and Equipment	40,696	47,588	(303)	-	(7,542)	**80,439**
Information and Communication Technology	11,943	2,570	(750)	-	(3,890)	**9,873**
Leased Assets	6,531	4,347	-	-	(5,197)	**5,681**
Library Resources	9,413	163	(9)	-	(1,196)	**8,371**
Work in Progress	22,688	-	(22,688)	-	-	**-**
Balance at 31 December 2021	245,737	67,492	(23,750)	-	(23,382)	**266,097**

The net carrying value of equipment held under a finance lease is $5,681 (2020: $6,531)

	Cost or Valuation $	Accumulated Depreciation $	Net Book Value $	Cost or Valuation $	Accumulated Depreciation $	Net Book Value $
Building Improvements	227,764	(66,031)	161,733	214,940	(60,474)	**154,466**
Furniture and Equipment	140,152	(59,713)	80,439	101,570	(60,874)	**40,696**
Information and Communication Technology	49,279	(39,406)	9,873	61,665	(49,722)	**11,943**
Leased Assets	8,877	(3,196)	5,681	19,795	(13,264)	**6,531**
Library Resources	36,686	(28,315)	8,371	36,561	(27,148)	**9,413**
Work in Progress	-	-	-	22,688	-	**22,688**
Balance at 31 December	462,758	(196,661)	266,097	457,219	(211,482)	**245,737**

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10. Accounts Payable

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Creditors	8,951	6,053	6,053
Accruals	4,412	3,628	3,628
Employee Entitlements - Salaries	56,901	42,241	42,241
Employee Entitlements - Leave Accrual	6	-	-
	70,270	51,922	51,922
Payables for Exchange Transactions	70,270	51,922	51,922
	70,270	51,922	51,922

The carrying value of payables approximates their fair value.

11. Revenue Received in Advance

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Other Revenue in Advance	312	400	400
	312	400	400

12. Provision for Cyclical Maintenance

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Provision at the Start of the Year	28,925	28,925	20,628
Increase/ (decrease) to the Provision During the Year	4,394	7,000	7,534
Adjustment to the Provision	(19,662)	1,377	2,140
Use of the Provision During the Year	-	-	(1,377)
Provision at the End of the Year	13,657	37,302	28,925
Cyclical Maintenance - Current	9,561	8,716	3,718
Cyclical Maintenance - Term	4,096	28,586	25,207
	13,657	37,302	28,925

13. Painting Contract Liability

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Due within one year	7,105	4,351	5,728
	7,105	4,351	5,728

In 2016 the Board signed an agreement with Programmed Property Services Ltd (the contractor) for an agreed programme of work covering a six year period. The programme provides for an exterior repaint of the Ministry owned buildings in 2016, with regular maintenance in subsequent years. The agreement has an annual commitment of $7,105. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

14. Finance Lease Liability

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

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
No Later than One Year	3,249	5,153	5,153
Later than One Year and no Later than Five Years	2,998	2,116	2,116
Future Finance Charges	(607)	(579)	(579)
	5,640	6,690	6,690
Represented by:			
Finance lease liability - Current	2,839	4,722	4,722
Finance lease liability - Term	2,801	1,968	1,968
	5,640	6,690	6,690

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15. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

2021	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions $	Closing Balances $
Teacher Support Space remodel - 216846 Completed	142,661	29,660	(172,321)	-	-
Totals	142,661	29,660	(172,321)	-	-

2020	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions $	Closing Balances $
Teacher Support Space remodel - 216846	-	160,000	(17,339)	-	142,661
Totals	-	160,000	(17,339)	-	142,661

16. Related Party Transactions

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

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

17. Remuneration

Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, Deputy and Assistant Principal, and Syndicate Leader.

	2021 Actual $	2020 Actual $
Board Members		
Remuneration	3,590	2,729
Leadership Team		
Remuneration	213,181	205,814
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	216,771	208,543
Total full-time equivalent personnel	2.00	2.00

There are six members of the Board excluding the Principal. The Board had held **nine** full meetings of the Board in the year. The Board also has Finance **rep** and Property **rep** that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Chair 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

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

	2021 Actual $000	2020 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	110-120	110-120
Benefits and Other Emoluments	3-4	3-4
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration $000	2021 FTE Number	2020 FTE Number
100 -110	-	-
	-	-

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

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18. Compensation and Other Benefits Upon Leaving

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

	2021 Actual	2020 Actual
Total	$ -	$ -
Number of People	-	-

19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

Holidays Act Compliance – Schools payroll
The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider Education Payroll Limited.

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

20. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into the following contract agreements for capital works.

The school has entered into a new painting maintenance contract for the five years from 2022-2026 with a total cost of $24,990. It should be noted that this includes $7,105 outstanding from the previous contract recorded as painting contract liability at Note 14. No new work has been completed under this new contract to date.

(Capital commitments in relation to Ministry projects at 31 December 2020: $142,661)

(b) Operating Commitments

As at 31 December 2021 the Board has not entered into any operating contracts.

21. 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

	2021 Actual $	2021 Budget (Unaudited) $	2020 Actual $
Cash and Cash Equivalents	66,508	236,149	226,496
Receivables	50,575	41,589	41,589
Total Financial assets measured at amortised cost	117,083	277,738	268,085

Financial liabilities measured at amortised cost

Payables	70,270	51,922	51,922
Finance Leases	5,640	6,690	6,690
Painting Contract Liability	7,105	4,351	5,728
Total Financial liabilities measured at amortised Cost	83,015	62,963	64,340

22. Events After Balance Date

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

23. Comparatives

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

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24. COVID 19 Pandemic on going implications

Impact of Covid-19
During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations
Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds
Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

Increased Remote learning additional costs
Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

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Strategic Aim 1: Highest level of Individual Academic Achievement		
Target	**Actions**	**Analysis of Variance**
Academic Achievement **Assessment** • Establish Coherent Pathways for learning. • Review Health and PE curriculum with focus on PE skills development and Reviewed Relationships and Sexuality Education Document • Students develop strategies for self-review • Effectively monitor and record progress of each student	• Identify key capabilities for transition points. ECE to School, End Of Year 3, 6 and 8 • Introduce Story Hui to develop students ability to self-reflect and celebrate • Review if teacher and school capability of Digital Technologies • Introduce new SMS systems, change over from Assembly SMS to Hero. (Start of 2021) • Move from Seesaw to Hero for Student Portfolio (2022) • Provide guidance for parents when commenting on student work	• Work has begun on creating clear pathways throughout our local curriculum. Key capabilities are identified and the progressions through the curriculum levels are clearly defined, in local curriculum documentation. Next step would be to continue developing the pathways and establish graduate profiles for the end of year 8. Work with whānau and ākonga to develop the graduate profile. By having clear pathways, learners will be able to see the learning journey they are on. • Health and PE curriculum reviewed. PE to focus more explicitly on skill development and the health curriculum developed to ensure children are given the best opportunity to develop sense of self, an understanding of keeping themselves and others safe, understanding of their bodies. • Implemented Hero in Term 1 of 2021. All parents supported to access Hero. Parents able to access Hero for notices, permissions, accounts and to view student progress. • Hero used to monitor progress of learners. Clear indicators for where learners are at and how much progress is being made. In 2022 teachers will use Hero for goal setting. • Currently on-track for learners to use Hero for recording learning progress in 2022. • Story hui yet to be introduced – PLD required and was hindered by lockdown and subsequent restrictions.
Writing • Accelerate the progress of students In year 5 and 6 who are currently working below expected curriculum levels . All students will be at Level 3b or above in Years 5 and 6 by the end of 2021.	• Students achieving below expected curriculum levels at the end of 2020 will be identified and targeted. Students will be tracked throughout 2021 and progress checked and reviewed once a term.	• School wide focus on writing, children enjoying writing more in the junior years by being given rich experiences in which they can develop their vocabulary. • Writing being assessed across the curriculum, teachers looking for opportunity to give authentic reasons for writing. • Moderation of writing indicates that all teachers are able to assess effectively and identify features of writing and next steps.

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	• Provide opportunity for rich authentic contexts for writing e.g. Outdoor learning Area • Identify opportunities for writing across the curriculum areas • Ensure vocabulary development through shared and guided writing experiences • In the junior classes, teachers and support staff Introduce new vocabulary through experiential learning and play based opportunities • Identify additional barriers to learning and develop individual learning pathways • Embed new phonics programme to achieve consistency across junior Classrooms • Regularly share narratives of success for writing • Whole school moderation of writing • Engage with RTLB to train buddy writers • Introduce Story Hui, find practicing school and arrange visit to see in action. (PLD)	• Consistency of assessment for writing across the school ensures progress can be accurately monitored and interventions put in place if necessary. • Jolly Phonics has increased children's sound awareness, has potential to create a consistent flow through, children applying sound awareness to reading and writing. 100% of students have made progress in writing in year 5 and 6 of one sub level or more: 34.38% of students in year 5 and 6 made progress of one sub level 43.75% of students in year 5 and 6 made progress of two sub levels 9.38% of students in year 5 and 6 made progress of three sub levels 12.5% of students in year 5 and 6 made progress of 4 sub levels 90.6% of learners in year 5 and 6 are at level 3b or above. 9.4% remain at Level 2 of these 33.3% made progress of one sub level from 2p to 2a and 66.6% made progress from 2b to 2a. School wide 96.11%of learners made progress in writing of the 3.9% who have made no progress, 75% are in year 1. 100% of Māori learners made progress in writing 79% of Māori learners school wide are achieving at expected curriculum levels in writing. Of the 19% who are working towards expected levels, 100% have made progress of 2 sub levels in writing. There significant disparity of achievement between Māori learners and others.
Digital Technologies • Weave digital technologies into curriculum	• Teachers to access **Kia Takatu pīkau** to support knowledge and just in time learning • Establish where we are at with DT by completing group review (online tool) • Determine PLD focus and apply for regionally funded PLD	• Lead teacher applied and received 80 hours DT PLD for 2022 now contracted to CORE Education. • Kia Takatu pīkau was being accessed but has since been taken offline. **2021 Baseline Data** Digital technologies survey completed by teachers. Shared are the percentages and areas where teachers are working at pre-emerging and emerging stages: - 50% - Digital Literacy embedded in the curriculum. 66% - Control and choice in Digital fluency.

		50% - Addressing the specific needs of learners. Digital technologies survey completed with 2 classes of students. Shared are the percentages and areas where students are working at pre-emerging and emerging stages: - 56% - Digital Literacy embedded in the curriculum. 50% - A clear focus on student achievement. 55% - Addressing specific needs of student learning. 50% of those whanau who responded to survey felt WFPS had a strength in Digital Technology

Strategic Aim 2

High levels of Student Engagement and Broader Education Success

"the opportunity to maximise their potential abilities in all areas "WFPS Mission and NZC Vision

- Embed inquiry based learning into local curriculum, continued whole school approach. Collaborative planning to ensure consistency across the school
- Completed Tier 2 PB4L training. Implementing a team approach to supporting children presenting Tier 2 behaviours
- Play is the way behaviour education bringing a consistent language across the school when dealing with issues regarding behaviour. Children able to articulate their behaviours and make stronger decisions regarding the way they treat others.
- Pastoral and attendance data analysed and appropriate actions taken
- High level of engagement at all levels In Outdoor learning Area
- Te Whāriki used to develop transition process from ECE to school
- Strong relationship with Longbush Kindy helping to support the transition to school.
- Year 7 and 8 Sport and Recreation Programme
- Development of Outdoor Junior Area
- School Production in term 2 involved every learner
- Specialist Science Year 7 and 8
- ANZH Community consultation evening

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- Teacher student relationships fostered and nurtured throughout COVID-19 Lockdown
- All students returned to school post lockdown feeling safe and without issues
- Year 7 and 8 inter zone surfing (all other events cancelled due to Covid-19 restrictions)
- Participation in wide range of after school sports – managed well under Covid-19 Restrictions. Highly supportive community
- Teachers participated in second Cath Murdoch workshop
- Principal engaged in Māori Achievement Collaborative
- Kapa Haka tutor appointed but at risk due to vaccination mandate
- Trial school for Aotearoa New Zealand Histories Curriculum – all Kaiako and ākonga enjoyed using ANZH curriculum and completed successful inquiries. Work has been ongoing and is ANZH is becoming woven into Local Curriculum
- GATE highly successful Social Science Fair entries 5 winners including year 5 Supreme Winner
- Money Matters Financial Literacy – Major Prize Winners (year 2/3)
- GATE Science Fair Winner
- School garden involving all learners with each class planting and caring for a crop, mahinga kai
- Year 3 running effective business with Worm Pee
- Market day highly successful with all students making and selling products

Strategic Goal 3

Cultural Responsiveness

"Recognise all learners as individuals who require different levels and styles of teaching" WFPS Vision and Preferred practice, NZC Principles

- Te Reo Lessons for all teachers first 30 mins of Staff Meeting
- Office Administrator and Teacher Aid completed Te Reo Māori introductory course
- All staff attended Hikoi with Waihopai Runanga – deepening knowledge of local history in particular Māori history and the history of Ngai Tahu in the south pre-Europeans
- PLD Contract with Poutama Pounamu 100 hours
- Kapa Haka re-introduced after a period of 5 years 40 students signed up and engaged " kapa gives us a way to represent who we are" (Māori student voice)
- Principal completed Anne Milne's online course – developing knowledge and understanding of the history of Te Tiriti o Waitangi and understanding how to lead school into a culturally sustainable place
- Concept of Kaitiakitanga becoming embed, discussion with Waihopai Runanga to inform of key ideas. Māori perspective becoming increasingly embedded in the local curriculum with key knowledge and understandings being identified and the pathway to Kaitiakitanga made clear through specific pathway goals established on SMS
- Māori student voice gathered
- Creatives in Schools Partner working on creatives project for 2023 to increase the visibility of Māori and for Māori throughout the school.
- All classes teaching basic Te Reo Māori phrases and kupu, increase in use of incidental Reo Māori throughout the school

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- Board completed Hautū review of Governance and developed strategic goals to move forward. Board meetings developing more culturally sustainable practices including karakia and whakawhanungatanga being an integral part of every agenda
- Māori representation co-opted onto Board
- Pathway for Kaitiakitnanga being developed on SMS for introduction in 2022
- ANZH trialled at school in Term 2 and implemented into school planning
- All teachers reflecting on practice using Tātaiako as a guiding document

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Kiwisport

Kiwisport is a Government Funding Initiative to support students' participation in organised sport. During 2021, the school received total Kiwisport funding of $1,403.48 (excluding GST).
The funding was spent on Water Skills for Life programme and student subs for the school zone sports programme.

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INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF WOODLANDS FULL PRIMARY SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of Woodlands Full Primary School (the School). The Auditor-General has appointed me, Aaron Higham, using the staff and resources of BDO Invercargill, 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 3 to 16, that comprise the statement of financial position as at 31 December 2021, 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 2021; 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 13 May 2022. 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.

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.

- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion.

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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 arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Members of the Board, Analysis of Variance and Kiwisport paragraph information included on page 2 and on pages 17 to 22, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

Aaron Higham
BDO Invercargill
On behalf of the Auditor-General
Invercargill, New Zealand

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