

# GOODWOOD SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2020

#### School Directory

**Ministry Number:** 1727

**Principal:** David Graham

**School Address:** 517 Fencourt Road

**School Postal Address:** 517 Fencourt Road RD 1, Cambridge, 3493

**School Phone:** 07 827 6817

**School Email:** jenny@goodwood.school.nz

#### Members of the Board of Trustees

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expires/ Expired</b>
Sean Horgan	Chairperson	Elected	Jun 2022
David Graham	Principal	ex Officio	
Julia Murphy	Parent Rep	Elected	Jun 2022
Jayne Dahlberg	Parent Rep	Elected	Jun 2022
Derek Hayward	Parent Rep	Elected	31/10/2020 Resigned
Chris Garland	Staff Rep	Elected	Jun 2022
Robyn Marsh	Other	Elected	Jun 2022

**Accountant / Service Provider:** Education Services Ltd

# GOODWOOD SCHOOL

Annual Report - For the year ended 31 December 2020

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# Goodwood School

## Statement of Responsibility

For the year ended 31 December 2020

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

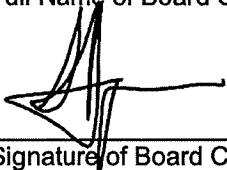
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

Sean Eric Horgan

Full Name of Board Chairperson



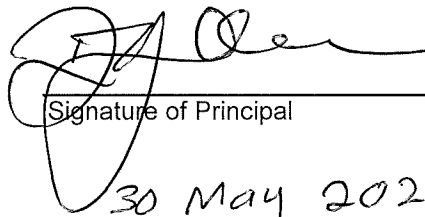
Signature of Board Chairperson

30 May 2021

Date:

DAVID JOHN GRAHAM

Full Name of Principal



Signature of Principal

Date:

30 May 2021

**Goodwood School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Revenue</b>				
Government Grants	2	2,898,810	2,525,751	2,742,937
Locally Raised Funds	3	134,392	213,200	303,859
Interest income		5,592	10,000	10,668
		<u>3,038,794</u>	<u>2,748,951</u>	<u>3,057,464</u>
<b>Expenses</b>				
Locally Raised Funds	3	113,907	131,250	159,744
Learning Resources	4	1,976,701	1,730,834	1,842,774
Administration	5	164,079	147,257	144,952
Finance		6,556	1,135	7,550
Property	6	651,672	663,079	604,442
Depreciation	7	101,866	107,636	108,083
Loss on Uncollectable Accounts Receivable		1,367	-	-
		<u>3,016,148</u>	<u>2,781,191</u>	<u>2,867,545</u>
<b>Net Surplus / (Deficit) for the year</b>		<b>22,646</b>	<b>(32,240)</b>	<b>189,919</b>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>22,646</u></u>	<u><u>(32,240)</u></u>	<u><u>189,919</u></u>

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



**Goodwood School**  
**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		1,072,365	886,933	875,394
Total comprehensive revenue and expense for the year		22,646	(32,240)	189,919
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		-	-	7,052
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
<b>Equity at 31 December</b>	24	<b>1,095,011</b>	<b>854,693</b>	<b>1,072,365</b>
Retained Earnings		1,095,011	854,693	1,072,365
<b>Equity at 31 December</b>		<b>1,095,011</b>	<b>854,693</b>	<b>1,072,365</b>

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.



**Goodwood School**  
**Statement of Financial Position**  
As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	8	399,444	135,625	369,709
Accounts Receivable	9	145,692	121,425	191,482
GST Receivable		17,088	5,896	5,309
Prepayments		9,752	8,590	7,719
Inventories	10	2,195	3,047	2,599
Investments	11	223,185	210,029	217,811
Funds owed for Capital Works Projects	17	10,454	-	-
		<u>807,810</u>	<u>484,612</u>	<u>794,629</u>
<b>Current Liabilities</b>				
Accounts Payable	13	166,250	133,985	143,917
Revenue Received in Advance	14	78	5,000	-
Provision for Cyclical Maintenance	15	21,862	18,980	6,502
Finance Lease Liability - Current Portion	16	13,458	14,382	15,523
Funds held for Capital Works Projects	17	-	-	857
Funds held on behalf of COL Cluster	18	93,384	-	80,403
		<u>295,032</u>	<u>172,347</u>	<u>247,202</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>512,778</b>	<b>312,265</b>	<b>547,427</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	608,698	571,772	553,853
		<u>608,698</u>	<u>571,772</u>	<u>553,853</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	12,540	-	4,148
Finance Lease Liability	16	13,925	29,344	24,767
		<u>26,465</u>	<u>29,344</u>	<u>28,915</u>
<b>Net Assets</b>		<u><u>1,095,011</u></u>	<u><u>854,693</u></u>	<u><u>1,072,365</u></u>
<b>Equity</b>		<u><u>1,095,011</u></u>	<u><u>854,693</u></u>	<u><u>1,072,365</u></u>

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



**Goodwood School**  
**Statement of Cash Flows**  
For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		735,016	550,161	530,403
Locally Raised Funds		136,496	137,600	309,871
Goods and Services Tax (net)		(11,779)	-	587
Funds Administered on Behalf of Third Parties		12,797	-	80,587
Payments to Employees		(280,839)	(266,500)	(237,422)
Payments to Suppliers		(372,883)	(304,692)	(393,445)
Interest Paid		(6,556)	(1,135)	(7,550)
Interest Received		6,034	10,000	11,345
<b>Net cash from/(to) Operating Activities</b>		<b>218,286</b>	<b>125,434</b>	<b>294,376</b>
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(153,888)	(140,800)	(84,868)
Purchase of Investments		(9,421)	-	(7,783)
Proceeds from Sale of Investments		4,047	-	-
<b>Net cash from/(to) Investing Activities</b>		<b>(159,262)</b>	<b>(140,800)</b>	<b>(92,651)</b>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	7,052
Finance Lease Payments		(16,780)	(20,884)	(17,366)
Funds Held for Capital Works Projects		(12,509)	-	6,423
<b>Net cash from/(to) Financing Activities</b>		<b>(29,289)</b>	<b>(20,884)</b>	<b>(3,891)</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>29,735</b>	<b>(36,250)</b>	<b>197,834</b>
Cash and cash equivalents at the beginning of the year	8	369,709	171,875	171,875
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>399,444</b>	<b>135,625</b>	<b>369,709</b>

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



# Goodwood School

## Notes to the Financial Statements

### For the year ended 31 December 2020

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Goodwood 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 of Trustees (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 reports have been prepared for the period 1 January 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

###### *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 15.

#### ***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 12.

### ***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.

## **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.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. 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.



**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.

**d) Use of Land and Buildings Expense**

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is offset by a non-cash grant from the Ministry.

**e) 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.

**f) 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.

**g) 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.

**h) Accounts Receivable**

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

**i) Inventories**

Inventories are consumable items held for sale and comprise of stationery and school uniforms. 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.



## j) Investments

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

## k) 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:

Buildings	40 years
Buildings Improvements	30-35 years
Furniture and Equipment	10-20 years
Information and Communication Technology	3-5 years
Library Resources	12.5% DV
Leased assets held under a Finance Lease	Term of Lease



## **l) Intangible Assets**

### *Software costs*

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

## **m) Impairment of property, plant, and equipment and intangible assets**

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

### *Non cash generating assets*

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. 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.

## **n) 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.



#### **o) 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 due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

#### **p) 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.

#### **q) 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 Revenue and Expense.

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

#### **r) Shared Funds**

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

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

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

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

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

The School's financial liabilities comprise accounts payable, borrowings 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.



**u) Borrowings**

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

Borrowings include but are not limited to bank overdrafts, operating leases and finance leases.

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

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

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

Commitments and contingencies are disclosed exclusive of GST.

**w) Budget Figures**

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

**x) Services received in-kind**

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



## 2. Government Grants

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	574,432	419,000	465,765
Teachers' Salaries Grants	1,767,527	1,522,384	1,735,309
Use of Land and Buildings Grants	452,962	478,206	457,506
Col Leadership	-	1,000	-
Resource Teachers Learning and Behaviour Grants	1,821	-	1,118
Other MoE Grants	102,068	105,161	83,239
	<u>2,898,810</u>	<u>2,525,751</u>	<u>2,742,937</u>

## 3. Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations	3,552	50,000	59,420
Activities	44,149	75,800	116,556
Trading	74,906	75,600	90,173
Fundraising	11,785	11,800	37,710
	<u>134,392</u>	<u>213,200</u>	<u>303,859</u>
<b>Expenses</b>			
Activities	44,522	73,350	82,019
Trading	66,384	57,900	60,541
Fundraising (Costs of Raising Funds)	3,001	-	17,184
	<u>113,907</u>	<u>131,250</u>	<u>159,744</u>
<i>Surplus for the year Locally raised funds</i>	<u>20,485</u>	<u>81,950</u>	<u>144,115</u>

## 4. Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	48,618	66,050	44,490
Library Resources	2,308	1,900	1,352
Employee Benefits - Salaries	1,906,039	1,628,384	1,778,243
Staff Development	19,736	34,500	18,689
	<u>1,976,701</u>	<u>1,730,834</u>	<u>1,842,774</u>

## 5. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	3,807	3,807	3,739
Board of Trustees Fees	3,135	4,000	3,480
Board of Trustees Expenses	400	2,500	2,484
Communication	2,779	2,600	2,213
Consumables	3,526	3,000	3,702
Operating Lease	266	-	133
Other	47,708	35,350	30,027
Employee Benefits - Salaries	83,737	78,500	81,062
Insurance	6,457	6,500	6,064
Service Providers, Contractors and Consultancy	12,264	11,000	12,048
	<u>164,079</u>	<u>147,257</u>	<u>144,952</u>



## 6. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	39,900	39,500	37,868
Consultancy and Contract Services	-	-	3,000
Cyclical Maintenance Expense	23,752	8,623	(17,057)
Grounds	12,850	9,250	10,812
Heat, Light and Water	26,188	30,000	29,220
Repairs and Maintenance	34,254	38,500	27,597
Use of Land and Buildings	452,962	478,206	457,506
Employee Benefits - Salaries	61,766	59,000	55,496
	<u>651,672</u>	<u>663,079</u>	<u>604,442</u>

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nationwide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## 7. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	6,735	6,707	6,735
Building Improvements	5,086	2,853	2,865
Furniture and Equipment	55,221	52,441	52,659
Information and Communication Technology	24,507	21,812	21,903
Leased Assets	9,058	22,745	22,839
Library Resources	1,259	1,078	1,082
	<u>101,866</u>	<u>107,636</u>	<u>108,083</u>

## 8. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	336,495	135,241	306,529
Bank Call Account	62,949	384	63,180
Cash and cash equivalents for Statement of Cash Flows	<u>399,444</u>	<u>135,625</u>	<u>369,709</u>

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

## 9. Accounts Receivable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	9,419	20,725	11,445
Banking Staffing Underuse	-	2,875	62,203
Interest Receivable	653	1,772	1,095
Teacher Salaries Grant Receivable	135,620	96,053	116,739
	<u>145,692</u>	<u>121,425</u>	<u>191,482</u>
Receivables from Exchange Transactions	10,072	22,497	12,540
Receivables from Non-Exchange Transactions	135,620	98,928	178,942
	<u>145,692</u>	<u>121,425</u>	<u>191,482</u>





## 10. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Uniforms	2,195	3,047	2,599
	<u>2,195</u>	<u>3,047</u>	<u>2,599</u>

## 11. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset Short-term Bank Deposits	223,185	210,029	217,811
Total Investments	<u>223,185</u>	<u>210,029</u>	<u>217,811</u>

## 12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2020						
Buildings	151,758	-	-	-	(6,735)	145,024
Building Improvements	94,971	3,468	-	-	(5,086)	136,215
Furniture and Equipment	245,412	111,382	-	-	(55,221)	258,710
Information and Communication Technology	37,137	36,519	-	-	(24,507)	49,149
Leased Assets	16,984	2,824	-	-	(9,058)	10,749
Library Resources	7,591	2,519	-	-	(1,259)	8,851
Balance at 31 December 2020	<u>553,853</u>	<u>156,712</u>	-	-	<u>(101,866)</u>	<u>608,698</u>

The net carrying value of equipment held under a finance lease is \$10,749 (2019: \$16,984)

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2020			
Buildings	224,488	(79,464)	145,024
Building Improvements	171,117	(34,902)	136,215
Furniture and Equipment	793,412	(534,702)	258,710
Information and Communication Technology	181,117	(131,968)	49,149
Leased Assets	70,931	(60,182)	10,749
Library Resources	112,027	(103,176)	8,851
Balance at 31 December 2020	<u>1,553,092</u>	<u>(944,394)</u>	<u>608,698</u>



2019	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Buildings	158,493	-	-	-	(6,735)	151,758
Building Improvements	62,943	34,893	-	-	(2,865)	94,971
Furniture and Equipment	269,880	28,191	-	-	(52,659)	245,412
Information and Communication Technology	37,927	21,112	-	-	(21,903)	37,137
Leased Assets	27,705	12,118	-	-	(22,839)	16,984
Library Resources	8,002	672	-	-	(1,082)	7,591
<b>Balance at 31 December 2019</b>	<b>564,950</b>	<b>96,986</b>	<b>-</b>	<b>-</b>	<b>(108,083)</b>	<b>553,853</b>

The net carrying value of equipment held under a finance lease is \$16,984 (2018: \$27,705)

2019	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Buildings	224,488	(72,730)	151,758
Building Improvements	99,593	(4,622)	94,971
Furniture and Equipment	744,471	(499,059)	245,412
Information and Communication Technology	150,214	(113,077)	37,137
Leased Assets	68,107	(51,123)	16,984
Library Resources	109,509	(101,918)	7,591
<b>Balance at 31 December 2019</b>	<b>1,396,382</b>	<b>(842,529)</b>	<b>553,853</b>

### 13. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	19,391	16,494	21,654
Accruals	3,802	3,545	1,264
Banking Staffing Overuse	-	15,125	-
Employee Entitlements - Salaries	135,620	96,053	116,739
Employee Entitlements - Leave Accrual	7,437	2,768	4,260
	<b>166,250</b>	<b>133,985</b>	<b>143,917</b>
Payables for Exchange Transactions	166,250	133,985	143,917
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<b>166,250</b>	<b>133,985</b>	<b>143,917</b>

The carrying value of payables approximates their fair value.



#### 14. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Fees In Advance	78	-	-
Community Grants in Advance	-	5,000	-
	<u>78</u>	<u>5,000</u>	<u>-</u>

#### 15. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	10,650	10,357	27,707
Increase/(decrease) to the Provision During the Year	6,761	8,623	(17,057)
Adjustment to the Provision	16,991	-	-
Provision at the End of the Year	<u>34,402</u>	<u>18,980</u>	<u>10,650</u>
Cyclical Maintenance - Current	21,862	18,980	6,502
Cyclical Maintenance - Term	12,540	-	4,148
	<u>34,402</u>	<u>18,980</u>	<u>10,650</u>

#### 16. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	18,445	14,382	20,884
Later than One Year and no Later than Five Years	19,405	29,344	34,263
	<u>37,850</u>	<u>43,726</u>	<u>55,147</u>



## 17. Funds Owed (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:

	2020	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Replacement Heat Pumps	<i>completed</i>	7,509	7,209	300	-	-
Sewer Line Upgrade	<i>completed</i>	(8,366)	430	(8,796)	-	-
Hall Heating	<i>in progress</i>	-	37,530	(40,700)	-	3,170
New Classrooms	<i>in progress</i>	-	-	(7,284)	-	7,284
<b>Totals</b>		<b>(857)</b>	<b>45,169</b>	<b>(56,480)</b>	<b>-</b>	<b>10,454</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education  
Funds Due from the Ministry of Education

-  
10,454

10,454

	2019	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Replacement Heat Pumps	<i>in progress</i>	-	5,870	(13,379)	-	7,509
Sewer Line Upgrade	<i>in progress</i>	-	8,366	-	-	(8,366)
<b>Totals</b>		<b>-</b>	<b>14,236</b>	<b>(13,379)</b>	<b>-</b>	<b>(857)</b>

## 18. Funds held on behalf of COL Cluster

Goodwood School is the lead school and holds funds on behalf of the COL cluster, a group of schools funded by the Ministry of Education to share ICT professional development.

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	80,402	-	-
Funds Received from Cluster Members	47,519	-	118,253
Funds Spent on Behalf of the Cluster	34,537	-	37,850
<b>Funds Held at Year End</b>	<b>93,384</b>	<b>-</b>	<b>80,403</b>



## 19. 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.

## 20. Remuneration

### Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	3,135	3,480
Full-time equivalent members	0.36	0.20
<i>Leadership Team</i>		
Remuneration	591,506	566,809
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	594,641	570,289
Total full-time equivalent personnel	5.36	5.20

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

### Principal

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	160 - 170
Benefits and Other Emoluments	4 - 5	3 - 4
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	-	1.00
120 - 130	1.00	-
	1.00	1.00

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



## 21. 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:

	2020 Actual	2019 Actual
Total	-	\$1,100
Number of People	-	1

## 22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: nil).

### Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, 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. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. 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 2020, a contingent liability for the school may exist.

## 23. Commitments

### (a) Capital Commitments

There are no capital commitments as at 31 December 2020 (Capital commitments at 31 December 2019: nil).

### (b) Operating Commitments

There are no operating commitments as at 31 December 2020 (Operating commitments at 31 December 2019: nil).

## 24. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.



## 25. 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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	399,444	135,625	369,709
Receivables	145,692	121,425	191,482
Investments - Term Deposits	223,185	210,029	217,811
Total Financial assets measured at amortised cost	<u>768,321</u>	<u>467,079</u>	<u>779,002</u>

### Financial liabilities measured at amortised cost

Payables	166,250	133,985	143,917
Finance Leases	27,383	43,726	40,290
Total Financial Liabilities Measured at Amortised Cost	<u>193,633</u>	<u>177,711</u>	<u>184,207</u>

## 26. Events After Balance Date

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

## 27. 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 GOODWOOD SCHOOL'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2020**

The Auditor-General is the auditor of Goodwood School (the School). The Auditor-General has appointed me, Kurt Sherlock, using the staff and resources of Crowe, 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 21, that comprise the Statement of Financial Position as at 31 December 2020, 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 2020; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 31 May 2021. 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 of 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.

*The title 'Partner' conveys that the person is a senior member within their respective division, and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is the Crowe Australasia external audit division. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.*

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*Services are provided by Crowe New Zealand Audit Partnership an affiliate of Findex (Aust) Pty Ltd.*

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

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

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

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

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

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

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

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

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

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

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises the Analysis of Variance Report and Kiwisport Report, but does not include the financial statements, and our auditor's report thereon.

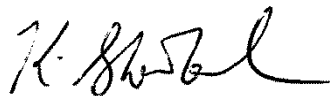
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Kurt Sherlock  
Crowe New Zealand Audit Partnership  
On behalf of the Auditor-General  
Hamilton, New Zealand

# 2020 ANALYSIS OF VARIANCE:

## Place Based Learning

<b>School Name:</b>	Goodwood School	<b>School Number:</b>	01727
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<b>Strategic Aim:</b>	Te Reo & Tikanga Maaori will be embraced in the culture of our school & cultural diversity celebrated. Our local histories will be visually represented and locate our school in Aotearoa / NZ
<b>Annual Aim:</b>	Increase explorer and kaiako knowledge of local places and history
<b>Target:</b>	<b>Annual Target</b> Explorers will be able to retell significant local stories of our mana whenua. Explorers will be able to name and describe people and places of local significance. 14 new artworks / installations will be in place to reflect this increased knowledge. Mana whenua will have formally visited kura to hear / see these retellings.
<b>Baseline Data:</b>	There were few visual representations that placed our kura near Te Oko Horoi, in Waipa, Aotearoa. Explorers had a limited knowledge of local histories. While Mana Whenua had visited our kura to share their knowledge - they had not visited to hear explorers retell local stories.

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Key strategies were:</p> <p>Use TLIF as a catalyst for building knowledge and enhancing teaching practice.</p> <p>Spent time at local sites of significance with mana whenua.</p> <p>Use of Teaching as Inquiry – time to discuss, reflect and goal set regularly – within teachers in cohort, within team, within school and across schools.</p> <p>Developing learner agency in determining learner pathways – within a structured framework of support, Appointed a TLIF team who drove innovation.</p> <p>Worked with mana whenua at kura to listen and retell local stories.</p> <p>Worked with our community to complete artwork installations.</p>	<p>14 artworks were created that told local stories including...</p> <p><b>Timber installation representing Maunga. Korowai, Portrait of Kingi Tawhiao. Musical installation representing Tāwhirimatea. Mural telling story of local Māori horticulture. Signage in Te Reo. Friendship bench with local Maunga. Kowhaiwhai panels for our hall. Fountain representing Te Oko Horoi and taniwha mural. Mural representing traditional Māori calendar.</b></p> <p>A small number of installations are yet to be completed.</p> <p>QR codes are yet to be activated.</p> <p>Representatives of Ngāti Koroki Kahukura visited our kura to view installations and to hear tamariki korero.</p>	<p>Strong partnerships between our kura, community and mana whenua allowed authentic knowledge to be shared in a culturally sustaining way.</p> <p>Opportunities provided by TLIF resources, including the opportunity to hear Sir Mason Durie speak helped build capacity.</p> <p>Our partnership with Poutama Pounamu reinforced the importance of responding to critical theory, kaupapa Māori and Te Tiriti.</p> <p>A small number of installations were incomplete and QR codes not activated due to the four to six weeks of 'at kura' time lost due to COVID restrictions.</p> <p>One installation - a mural of local Maaori horticultural practices won first place in a national mural competition.</p>	<p>Continue to develop partnerships with mana whenua. Learn further significant local stories and waiata..</p> <p>Embed TLIF practices throughout our kura</p> <p>Critically analyse Rongohia Te Hau data to inform changes in pedagogy necessary to be culturally responsive / sustaining.</p> <p>Complete remaining installations and develop ways to use as a resource to build knowledge.</p> <p>Install QR codes</p>
<p><b>Planning for next year.</b></p>			
<p>Complete remaining installations and develop ways to use as a resource to build knowledge. Install QR codes. Build relationships.</p>			

# Maths

School Name:

Goodwood School

School Number:

01727

**Strategic Aim:**

All students will experience success in Literacy and Mathematics as evidenced by progress and achievement in relation to curriculum expectations for their year level.

**Annual Aim:**

Increase the number and proportion of students achieving at or above curriculum expectations in maths

**Target:**

**Annual Target** More than 33% of girls (53 girls) will be above the expected curriculum level for **MATHS**

The achievement of Māori students in reading, writing and maths will continue to be AT LEAST equal to that of all students

**Baseline Data:**

The number & percentage of girls achieving at or above expectations in maths have increased from 81% (2017) to 84% (2018) to 88% (2019). Disparity with boys has decreased from 9% to 1%. A significantly higher proportion of our 'able' above expectation maths learners are boys (37% vs 26%)

The achievement of Māori students in maths has been similar to that of all students 90% vs 88% in 2019

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Key strategies were:            During lockdown we provided all whaanau with low floor / high ceiling maths problems. <b>All</b> whaanau had access to <b>all</b> NZC levels from 1 - 4 each week.</p> <p>Continued accelerated progress of target students through DATs, maths acceleration, parent support programmes and providing opportunities to access next steps in the curriculum..</p> <p>Use of Teaching as Inquiry – time to discuss, reflect and goal set regularly.</p> <p>Developing learner agency in self-belief as a mathematician, and using maths in everyday contexts.</p> <p>Inquiry focussed on Girls and STEM, Targeted focus for 3rd year of ALIM initiative - including preview strategies and double sessions.</p> <p>Raised profile of maths through Maths week and parents sharing jobs.</p>	<p>37% of girls (68 girls) were above the expected curriculum level for MATHS (Target 33%) This is an 11% point improvement on 2019.</p> <p>93% of girls (171 girls) were at or above the expected curriculum level for MATHS (this is a 5% point improvement on 2019 data)</p> <p>99% of girls (182 girls) were within one sublevel of, or at or above, expectations in MATHS</p> <p>82% of Maaori (22 children) achieved at or above curriculum expectations in maths.</p> <p>90% of tamariki Maaori who started at GWD School (17 children) achieved at or above curriculum expectations in maths. (vs 93% of all children in 2020 - 320 children)</p>	<p>The differential between the proportion of boys and girls working at or above the expected curriculum again showed a 1% higher proportion of girls than boys achieving at or above expectations. This has maintained a reversed a trend of 9% more boys than girls achieving at or above expectations in 2017.</p> <p>This reflects transformational approaches to maths - including mixed ability, flexible grouping. Relevant problem solving and low floor / high ceiling activities.</p> <p>We continued to focus on the promotion of Maaori experiencing success as Maaori with culturally sustaining practices &amp; strong whaanau relationships. Many art installations featured aspects of maths problem solving using traditional. Maaori knowledge.</p>	<p>Continue to focus on raising achievement for girls in maths - particularly girls on cusp of above.</p> <p>Select girls for ALIM style initiatives that provide preview of upcoming learning.</p> <p>Continue to build a culture of risk taking within accelerative strategies.</p> <p>Develop problem solving approaches closely linked to areas of student interest.</p> <p>Develop links with digital technologies curriculum. Seek maths opportunities in whanaungatanga inquiry.</p> <p>Implement numicon as a possible resource to support explorers.</p> <p>Support new staff to become familiar with GWF CAAP</p>
<p><b>Planning for next year.</b></p>			
<p>Retain targets for girls' maths achievement. Especially continuing to increase % of girls achieving ABOVE expectations.</p>			

# Writing

School Name:

Goodwood School

School Number:

01727

**Strategic Aim:**

**All students will experience success in Literacy and Mathematics as evidenced by progress and achievement in relation to curriculum expectations for their year level**

**Annual Aim:**

Increase the number and proportion of students achieving at or above the curriculum expectations in writing

**Target:**

**Annual Target** More than **80%** of students (40 children) in the year 6 cohort will be at or above curriculum **3 prof** for **WRITING** in 2019, 55% of this cohort were at or above the year 5 milestone ( 31 children).

Increase average 6 year net stanines

Item	from	to item
Reading Words	5.4	5.9
CAP	4.9	5.4
Writing Vocab	4.8	5.2
Letter ID	6.0	Maintain
Dictation	5.5	6.0

More than **80%** of boys (128 boys) will be at or above the expected curriculum level\* for **WRITING** (in 2019, 69% or 116 boys were at or above the expected curriculum level compared to 85% of girls).

The achievement of Māori students in reading, writing and maths will continue to be AT LEAST equal to that of all students

More than **80%** of students (40 children) in the year 6 cohort will be at or above curriculum **3prof** for **WRITING** in 2019, 55% of this cohort were at or above the year 5 milestone - 31 children.

**Baseline Data:**

**55%** of students (31 children) in the year 5 cohort were at or above curriculum **level 3 proficient** for **WRITING**

**68%** of boys (108 boys) were at or above the expected curriculum level\* for **WRITING** a further 44 boys were **ONE** sub level below expectations. **95%** of boys were with one sub level of expectations in **writing**. **84%** of Year 6 boys were at or above expectations for writing

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>																								
<p>Our Junior team continued a three year focus to improve phonemic and phonological awareness / building teacher capacity and understanding of what curriculum levels look like. This was reported frequently to the BOT.</p> <p>We worked with Lisa Smith of Seed Learning to further build teacher capacity.</p> <p>Teachers focussed TAI on priority learners, often in literacy.</p> <p>Writing continued to be based in home rooms to use strong relationships as a foundation for building ideas and trust.</p> <p>We strengthened our partnerships with home, especially during lockdown.</p> <p>We planned low floor, high ceiling, rich literacy tasks and delivered devices and literacy materials to families in need.</p> <p>We focussed on whaanau Maaori who needed support with materials and attendance.</p>	<p><b>6 Year net stanine scores</b></p> <table border="1"> <thead> <tr> <th>Item</th> <th>from</th> <th>Goal</th> <th>Actual</th> </tr> </thead> <tbody> <tr> <td>Reading Words</td> <td>5.0</td> <td>5.9</td> <td>5.8 (+8%)</td> </tr> <tr> <td>CAP</td> <td>4.9</td> <td>5.4</td> <td>5.8 (+11%)</td> </tr> <tr> <td>Writing Vocab</td> <td>4.8</td> <td>5.2</td> <td>5.5 (+9%)</td> </tr> <tr> <td>Letter ID</td> <td>6.0</td> <td>6.0</td> <td>6.3 (-2%)</td> </tr> <tr> <td>Dictation</td> <td>5.5</td> <td>6.0</td> <td>6.2 (-5%)</td> </tr> </tbody> </table> <p><b>Writing.</b> 74% of boys (120 boys) were at or above curriculum expectations in writing at the end of 2020, up from 69% (112 boys) in 2019. 95% (114 boys) within one sub level This goal is yet to be achieved and should be retained for 2022.</p> <p>76% of year 6 students (45 students) were at or above expectations. Up from 55% of these students who were at or above as Year 5 in 2019</p> <p>91% of girls (167 girls) are at or above curriculum expectations at the end of term 4 up from 85% of girls at the end of 2019.</p> <p>A 5% point gain for boys year on year vs a 6% point gain for girls.</p> <p>The number of boys who were working above writing expectations has increased from 15% to 20% (2020 vs 2019)</p>	Item	from	Goal	Actual	Reading Words	5.0	5.9	5.8 (+8%)	CAP	4.9	5.4	5.8 (+11%)	Writing Vocab	4.8	5.2	5.5 (+9%)	Letter ID	6.0	6.0	6.3 (-2%)	Dictation	5.5	6.0	6.2 (-5%)	<p>Four out of five targets for six year nets have been achieved. We came within 0.1 of a stanine of achieving the 5th!</p> <p>These results are cause for celebration after a challenging year. Deb and our junior team are to be commended on the difference they have made through their skill and hard work. These results also show an early return on the BOTs investment in extra Seed learning resources.</p> <p>We had a determined focus on writing, especially boys, throughout the year, including during lockdown.</p> <p>We accessed URF funding to provide extra literacy sessions for at risk children to double the impact of classroom sessions. This sessions made a difference for many explorers.</p> <p>Our junior focus on phonemic and phonological awareness / building teacher capacity and understanding is showing strong longitudinal gains!</p>	<p>Embed Seed Learning programme.</p> <p>Continue to work with Lisa Smith to support implementation.</p> <p>Further develop strategies for mixed ability and flexible groupings.</p> <p>Work with other Kaahui Ako schools to plan to accelerate progress.</p> <p>Continue monitoring and reporting of all explorers progress towards writing proficiency (particularly boys) Term by term reporting to BOT.</p> <p>Increased leadership monitoring of explorers - particularly boys at risk of not achieving curriculum expectations by the end of year 6.</p> <p>Maintain strengthened relationships with parents, including whaanau Maaori.</p>
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	<p>The achievement of Māori students is slightly below that of all students in writing. The number of Māori who were working at or above writing expectations has increased from 65% to 74% (2020 vs 2019) The achievement of Māori explorers who <b>started at GWD</b> is equal to that of all explorers.</p>	<p>We have a hunch that lockdown (in a broad generalisation) favoured girls, who preferred a more independent agentic approach. Many of our boys spent more time on outdoor education pursuits!</p>
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**Planning for next year:**

Retain targets for boys' writing. Continue focus on gender and Maaori / non Maaori disparity. **CLOSELY** monitor longitudinal progress of all cohorts.

BALANCE structured literacy approaches with rich language programmes, tailored for individual needs.



## **Goodwood School**

### **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$5,195 (excluding GST). The funding was spent on sporting endeavours.