



# **Wellington Girls' College**

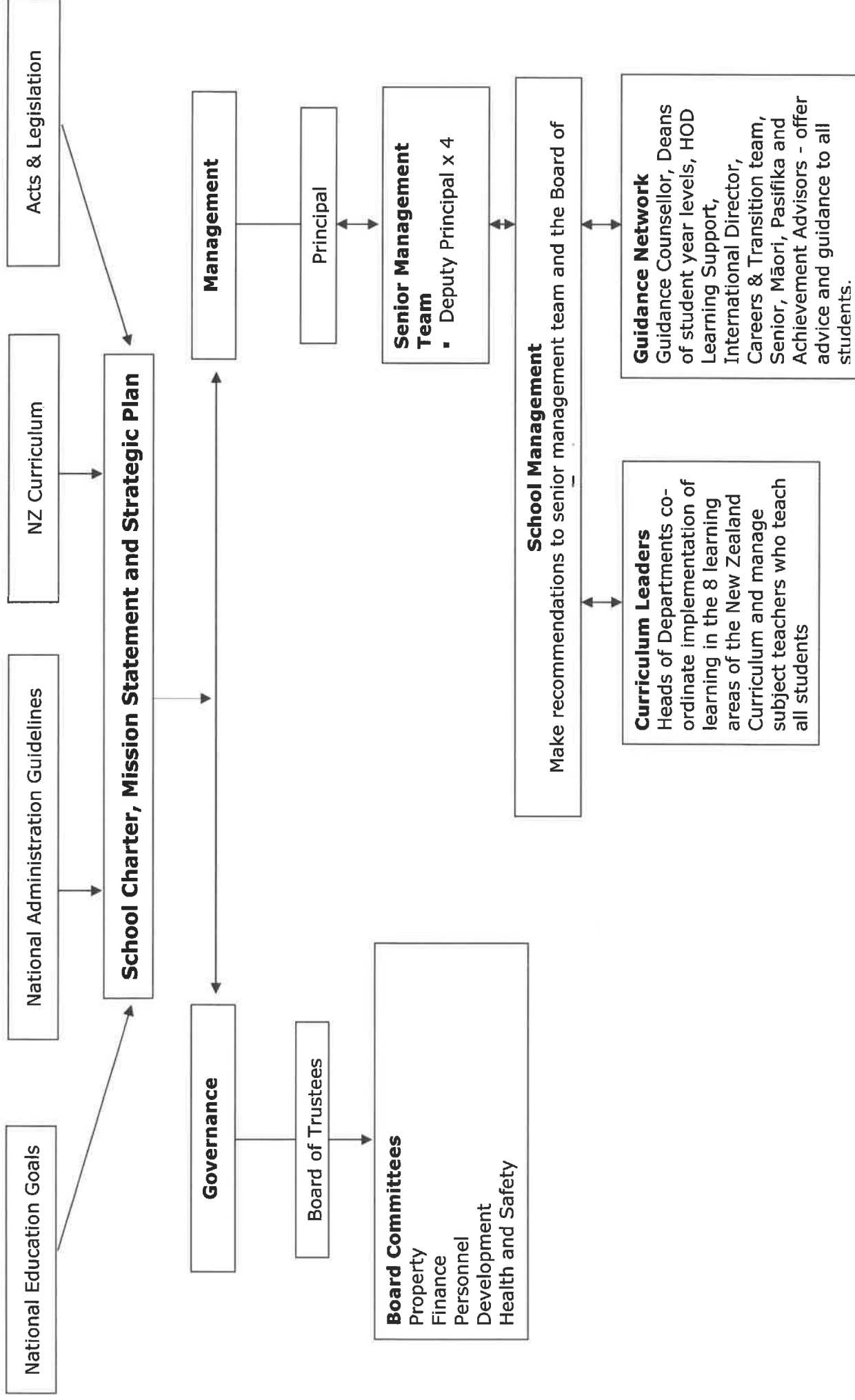
## **Annual Report 2019**



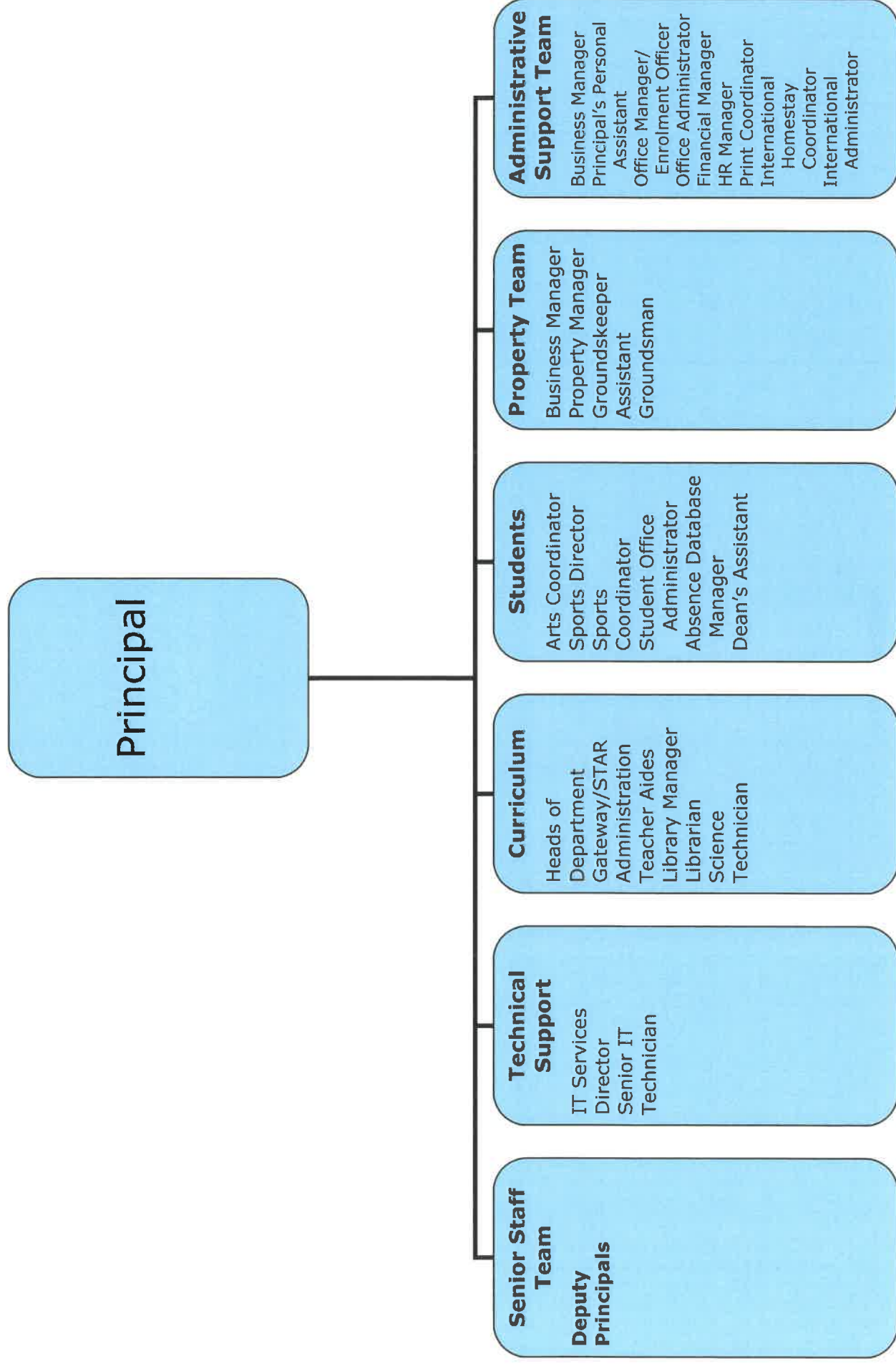
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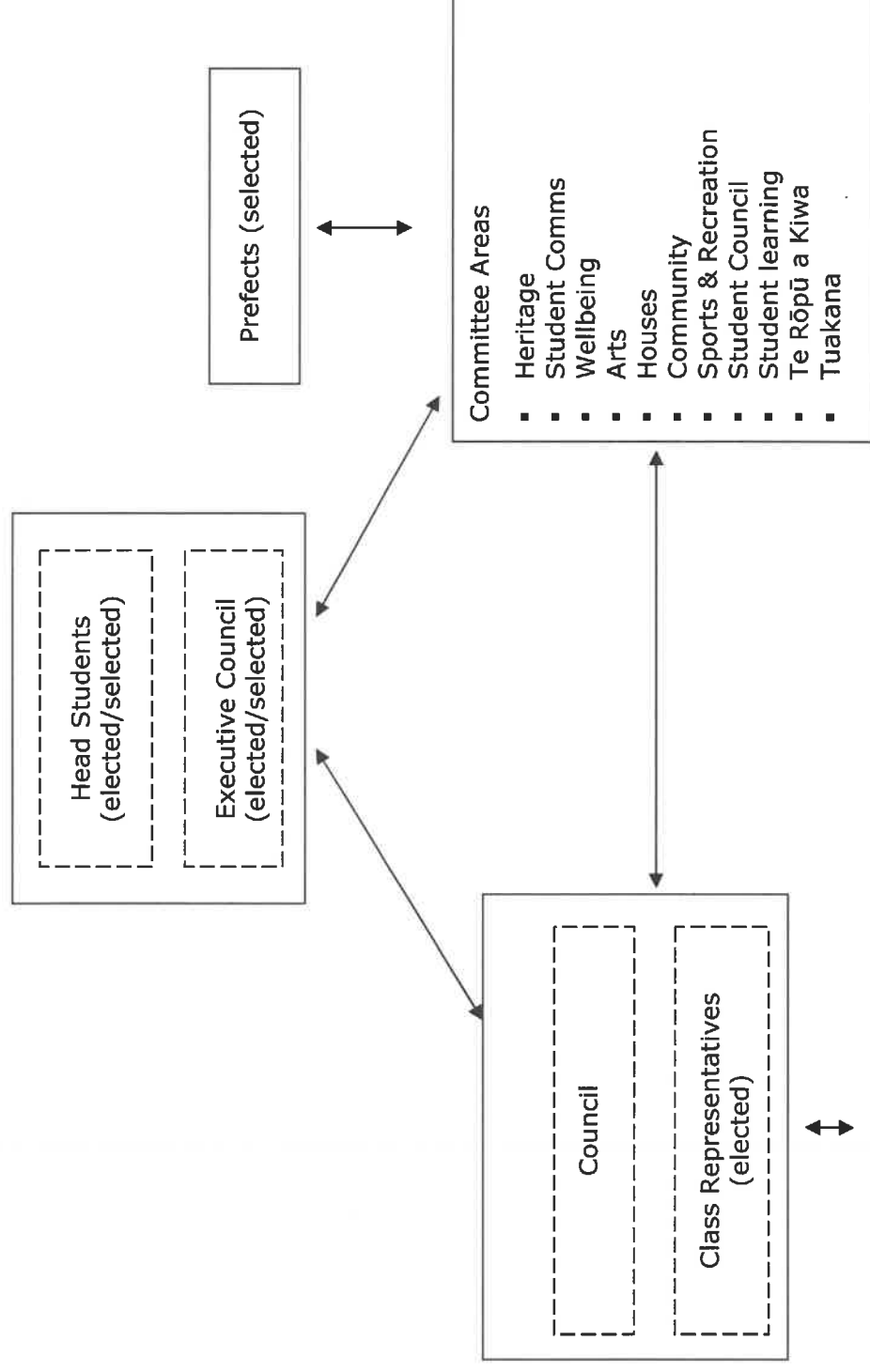
# Wellington Girls' College - 2019



# Administration Responsibilities



# Student Organisation



Yr 9	Yr 10	Yr 11	Yr 12	Yr 13
11 wānanga classes	11 wānanga classes	18 wānanga classes	18 wānanga classes	18 wānanga classes

# Curriculum

Identification & Support		<div>Library Timetable Assessment &amp; Reporting ICT support &amp; development</div> <div>Student Support services Guidance Counsellor, Deans, Careers &amp; Transition, Māori Achievement Advisor, Pasifika Achievement Advisor, Learning support Gifted and talented students, students with specific learning needs Performance Management systems Professional development, Appraisal, Learning groups and school wide professional development, PRT programme, Attestation against Registered Teacher Criteria</div>							
Essential Learning Areas		Arts	Health & Physical Education	English	Mathematics	Science	Social Sciences	Technology	Languages
Other Staffed Programmes		Itinerant Music programme Arts co-ordinator Itinerant co-ordinator	Sports coordinator & assistant Netball convenors TIC Outdoor Ed	Differentiated programmes and tutoring					
Evaluation of Effectiveness	<div>Review of learning programmes annual planning and review cycle Assessment &amp; Reporting student and departmental Review by external agencies MOE, NZQA and ERO NZQA Accreditation Community consultation</div>								

## From the Chair



Tēnā koutou, tēnā koutou, tēnā koutou katoa - welcome to Prizegiving 2019. It is wonderful to come together as a school community to celebrate the achievements of our students and farewell the Year 13s.

Early in the 2019 year the junior school was called together for 'mystery assembly', and immediately the imagination, creativity and big thinking that the school strives to nurture was on display in the rumours that swept the school. Wellington Girls was going to become co-ed! The Obamas were visiting! Wellington Girls was joining the McEvedy shield! Or (my personal favourite) Julia Davidson was being made a Dame. It would be announced at the assembly and then a waiting limo would whisk her

off to Government House.

So it was a slight let-down for some but a momentous day for many, when the school hosted Education Minister Chris Hipkins and Finance Minister (and Wellington Central MP) Grant Robertson to announce we would receive substantial government funding for a major building project.

Parents and whānau who have been involved with the school over a number of years may have a sense of how long this project has been in the planning. I would like to acknowledge past Parents' Association and Board of Trustee members who put many hours into making the case for more space to accommodate burgeoning roll growth. As Julia Davidson said at the announcement, this is a large and complex project and while it might seem as if there has been little progress since the announcement, in fact the senior leadership team and staff have been deeply involved throughout the year in the planning and design phase. There have been hurdles along the way because there are so many dependencies to this project but it is progressing and we will keep you posted. Meanwhile, the core business of the school goes on and it is always busy. WGC students continue to achieve extremely well, with NCEA pass rates and endorsements among the highest in the country. Last year students gained more university scholarships in financial terms than ever. The school supports and celebrates these achievements but it is equally determined to provide an education for all that is rich and broad and not just about assessment, and it is determined to nurture student wellbeing. An example is the new Wānanga class structure established this year, and the new timetable incorporating tutorials for senior students, with the aim of providing more support for students. Changes by government to NCEA will have an impact on the school and there'll be more information to parents in 2020 about how the school will respond.

One of the highlights of being on the board is hearing each month about the range of activities students are involved in, such as sporting and cultural events, competitions, clubs, trips and exchanges. Some are student-led, such as the Strike 4 Climate marches. This year WGC gained second place in the brand new ShowQuest which stepped into the gap left by Stage Challenge, and also did very well in the Big Sing competition. Top sporting accolades go to the hockey first XI for becoming regional champions for the first time in 19 years, the football first XI continuing their winning streak in the regional finals, and the year 9 cross country team winning the nationals.

In June this year we farewelled the board of trustees after a three-year term, and welcomed new members Aedeon Boadita-Cormican, Helen McQueen and Rhonda Richardson, with Helen Breeze as the new staff representative. Ioe Misa and Sarah Boyd were re-elected to the board, and we co-opted Duncan Roy. Special thanks to Hinerangi Barr, who was co-opted again to continue her work with Māori students and whānau and to Phil Conroy, who agreed to help steer the building project for a bit longer. In October



we farewelled student member Tessa Conroy and welcomed the new appointee, Frankie Zelas. Thanks as always to Ann Gilbert, board secretary and Alys Freeman, business manager, for your work for the board.

My sincere thanks go to the senior leadership team of Julia Davidson, Melissa Denzler, Suzanne Pidduck, Penny Greenwood and Anna Wilson for your dedication, your willingness to try new ideas and your drive and good humour. And thank you to all the teaching and support staff for your hard work and commitment. Special mention to new staff member Harvey the dog, for his huge contribution to pastoral care for staff and students.

To the Year 13s, haere rā and good luck with your future endeavours. To all our senior students, good luck with your exams and a restful and safe break to you and the whole school community.

Mā te kahukura ka rere te manu, ka rere runga rawa  
Adorn the bird with feathers and let it fly, let it soar

Ngā mihi nui



**Heart for Christchurch**



## From the Principal



As is the new norm, my speech at Prizegiving will be brief, so some of the information I want to share with you comes through this message.

I want to thank all the staff for all their work with our students and for their support of each other in the tough times. We continue to be so fortunate to be able to recruit and retain such great people to work here, though this year has been harder than ever before and we still have a number of positions to fill for 2020.

We have seen quite a bit of staff movement in 2019. Taura Patterson-Te Maro, Stacey Bascand, Amy Rowe and Mitchel Woodman all went on maternity leave during the year and we have enjoyed meeting their gorgeous babies when they pop in to show them off. Rachel McConnell returned from maternity leave and we

farewelled Ellie Basterfield; Chin Wen Teo went home to Singapore and Rebecca Wainwright joined the staff. Ashley Harris went overseas when Charlotte Gould returned from maternity leave. Matiu Jennings left to become the Cultural Adviser for the Upper Hutt City Council and Kay Holst left to pursue life away from school.

At the end of this year Rex Bartholomew, Tracy Haycock, Emma Young, Tracey-Lynne Cody, Graeme Sawyer and Michael Hayes will all finish their fixed term contracts. Melissa Denzler (Deputy Principal) will be on study leave provided by the Ministry of Education next year, learning Te Reo Māori, and her role will be taken by Anna Simonsen. Rebecca Blake (Assistant HOD Science and Year 9 Dean) is moving to Auckland to be with her partner and will be teaching at Epsom Girls' Grammar School in 2020. Tim Harford (Assistant HOD Technology) is moving to Wellington College as HOD Digital Technology. Deputy Principal Suzanne Pidduck is relocating to Timaru with her family as her husband has been appointed Rector (Principal) of Timaru Boys' High School. Suzanne will move to Geraldine High School as their new Assistant Principal.

Rachel Steele is leaving WGC after 12 years as HOD Drama, to spend more time with family and work as a private consultant. And Heather Twigg, who has worked here for 25 years as our Sports Coordinator, then International Director and now International Admin Assistant will retire.

We thank all of our leaving staff for their contribution to hundreds of WGC students over the years, and wish them well in the future. We have enjoyed working with them and the school has been the richer for their time in it.

We are so fortunate to have the support of all of our parents, and more specifically the Board, the Whānau, the Parent Associations and the Fono.

The Board had their triennial elections in May and we were one of a small percentage of schools nationally to have more people stand than we had places available. This willingness to be involved at a governance level is much appreciated and we were only sorry that we cannot take everyone who offered to help. Nicola Campbell, Roger Wood and Jeremy Salmond left the Board at the election and we welcomed the new team, chaired by Sarah Boyd. Phil Conroy, Hinerangi Barr and Ioe Misa are back for a second (or third) term and they have been joined by Aedeon Boadita-Cormican, Helen McQueen, Duncan Roy and Rhonda Richardson. Helen Breeze is the new staff rep and Tessa Conroy was the student rep until September when Frankie Zelas was elected for the

2019/20 year. Despite a change in personnel, the Board remain focussed on making the school the best possible environment for the nearly 1650 people who come here every day. This year has been dominated by property, teacher recruitment, contract negotiations and balancing the budget which can, at times, be quite dry, but their collective wisdom, experience, humour and common sense has been valued by us all.

The other parent groups create events to inform, support and entertain both students and parents. The school dances and balls, a new baby grand piano, more hours for the Nurse's clinic, the second hand uniform sales, the 'fill the freezer' initiative, providing gear for the Fitness hub, the fiafia night, the whānau hui and noho marae would not happen without these groups and we all benefit from their efforts. Thank you all so much for the time and energy you give.

I have been working on a couple of national reference groups this year. As my colleagues talk about their schools I am constantly reminded that I do not experience the hard reality many of them face. We have engaged students, committed staff and interested parents. We do not rest on our laurels and everything we do and change is aimed at improving the experience staff and students have here each day, so that they really can leave one day ready to soar.

Thank you all for your attendance this evening and for your ongoing support of WGC.

**Julia Davidson**  
**Principal**



**Head Girls with Julia Davidson**  
**Anna Moore & Daisy van Wel**



## 2019 Annual Plan - Variance Report

### 1. To plan for the 2019 timetable changes

#### Actions

- To enable staff to plan for 2019 changes
- To "sell" the changes to the community
- To work out how to maximise the use of tutorial time and 0 periods and ensure an integration of the pastoral and curriculum

#### Historical position

- Last year we led the investigation of timetable changes. We then took the current option to staff for them to vote on. Much work was put into exploring whether this was a valid option.

#### What has been achieved so far?

- Two staff meeting slots have looked at the curriculum focus. At the [beginning of the year](#), we looked at how we could focus on preparing for the changes this year. In the [second meeting slot](#), we looked at how departments were putting the strategic goals into action through our "curriculum feathers".
- Many departments have made trials a focus of their goals for this year.
- We looked at this year's timetable through next year's structure and made the decision to modify the structure in response to staff concerns. The [modified timetable](#) plan keep the flexibility we want but tied down staffing in a more fixed way. The Daily [timetable](#) structure was set so that longer lunchtimes were incorporated into the day. We responded to staff [questions](#) as they came up.
- We presented to both the [Junior](#) and [Senior](#) Assemblies and shared the information so they could bring any concerns to us (September 14th)
- Changes were communicated with parents in the [Newsletter](#) on the same day (September 14th) as we presented at assembly so that families could discuss the changes at home.
- A follow-up during [staff meeting](#) was held on September 19th to confirm details around structure for next year.
- A [staff meeting](#) was held in Term 4 to share knowledge from those who had trialed the tutorials during the year.
- A [discussion document](#) on shared understandings of how the tutorials will work is being updated all the time as staff questions are addressed and suggestions are made.

#### Next steps

- To implement!
- Peter McClymont will be appointed next year to help with the embedding process.

## 2. To plan for the 2019 pastoral changes

### Actions

- Develop a Yr 12 Peer mentoring programme in 2018 - to launch 2019
- our Guidance counsellors will develop a school- based intervention Anxiety programme tailored for our students and also provide workshops for parents and staff - evidenced-based; therapy - top of the cliff
- Explore mentoring/ manaaki teacher as alternative for senior students - Resource it properly. PL time for the staff
- More clarity around aim of pastoral programme and form teacher role -Resource it properly. PL time for the staff. By 2019 have a clear, structured programme ( re-name and re-launch)
- Continue to measure effectiveness using ERO framework:
  1. Agreed values and vision underpin actions in school to promote student wellbeing
  2. Curriculum is designed and monitored for valued goals
  3. Students are a powerful force in wellbeing and other decisions
  4. All students' wellbeing is actively monitored
  5. Systems are in place and followed to respond to wellbeing issues
- Re-survey students using Wellbeing @School tool
- Work with property/ design team to create an inclusive, fit-for-purpose, guidance hub
- Finalise a new framework

### Historical position

- Data collected over several years has indicated that the gap in our system was the role of the form class and form teacher. Everyone agreed this needed to change and students needed a different relationship, the issues was what would it change to. The current system of form classes being House based, with a form teacher from the same House was good in many ways but unsustainable if we were to reduce the size of groups.

### What has been achieved so far?

- Term 1 spent discussing role of [form teacher and form class timing](#) ( info collected by DVJ)
- [SMA surveyed students](#)
- New name - Wānanga programme and wānanga teacher
- 2019 times remain the status quo -
- [Careers Central training](#) - to be used as portal for senior wānanga teacher
- Deans used current pastoral programme folders to design programme that best fits year group and what's on top
- Working with PDS and SMA, [pastoral](#) ( and timetable )changes introduced to staff term 2
- New structure introduced 11,11,18,18,18 - to allow for more individualised approach in senior school
- New wānanga role descriptions developed [junior](#) and [senior](#)
- Wellbeing@school survey completed term 3
- [Student Mediation Programme](#) - 20 students appointed to be Y12 2019 mediators
- New wananga programmes developed as result of research, surveys - [junior](#) and [senior](#)
- First Student Mediation training on Dec 6
- Introduce new Well-being framework term 4 to staff
- [Staff training](#) - as wānanga teachers / role plays scenarios

**Next steps**

- Implementing and managing new programmes
- Ongoing support for wānanga teachers
- Implementing Student Mediation Programme - 2nd training day ( end January); advertising and promoting services
- Website update -
- Training handbook for TOD 2019
- Anonymous student reporting tab
- INformation evenings for parents that mirror what students are being taught in wānanga programme
- Improved connection and collaboration with junior health programme
- More junior school house based programmes ( classes will no longer be house based)

**3. To implement the WGC Vision & Values programme****Actions**

- Develop a shared understanding of the school wide values and embedding them so they become a natural part of our students' understanding of the world, and who they are. What do they look like? How are they observed? Goal: our culture is recognised as soon as someone enters our school.
- To plan activities during pastoral time to introduce and embed values
- To acknowledge students who have embodied these values
- Knowing what they mean and being able to pronounce them
- Having and promoting a specific focus on one value each term
- Acknowledging students who demonstrate these values ( junior award each term for every core class)
- Including values when awarding our new whole school Te Tohu Raukawa
- Discussing values in form classes, subject classes and assemblies
- Displaying values
- Having Assemblies focus on them

**Historical position**

Our vision: Ma te kahukura ka rere te manu, ka rere runga rawa

- Staff and student consultation around values identified in the 2016 -2020 Strategic Plan - 4 Values have been chosen that best represent WGC community. They are
- Manaakitanga
- Manawaroa
- Whakarangatira
- Ngākau Pono

**What has been achieved so far?**

- [Staff introduction to values](#)
- [Term 1 Programme](#)
- Staff shared ways in which they are implementing values in their form classes
- [Term 2 value introduced](#) to staff
- [Term 3 values](#) introduced
- [Term 4 values](#) introduced week 1 term 4
- Each term one student from each junior core classes has been awarded a values certificate - selected by teachers. Awarded at deans assembly and acknowledged in school newsletters
- A number of Assemblies focused on these values - DVJ and student leaders



**Next steps**

- Unsure whether our vision has been articulated sufficiently to our students so need to work on this
- Implementation of values programme during pastoral time has been inconsistent.
- Integrating values in a more meaningful way into school life will be a focus

**4. To implement the new reporting/awards programme****Actions**

- Consult with staff, parents, students about reporting / effort award system and changes they would like.
- Set up reporting review group.
- Come up with criteria

**Historical position**

- Te Tohu Raukura came about as a result of a review of our reporting & awards systems during 2017

**What has been achieved so far?**

- Changes were shared with staff at the beginning of 2018
- Te Tohu Raukura introduced to staff, students & parents
- How to enter data sheets developed to aid staff in data entry.
- First round of data entry for Term Subject Overview completed
- Te Tohu Raukura pins have arrived, they look great
- Term 1, 2 & 3 students who met all 6 criteria, without any adjustment received house points.
- Use excel to process Te Tohu data extracted from Kamar.
- 294 students were awarded Te Tohu Raukura at Prizegiving. We were quite rigid in sticking to the criteria.

November 2018 : Feedback sort from HoD / Staff on Te Tohu Raukura & reporting changes 2018.

Outcome of review

- Some changes made to criteria, so there are clearer distinctions between each set of descriptors.
- Subject overview reports once per term
- Feed forward comments minimum twice per year rather than compulsory once each term
- No change to parent interviews

**Next steps**

- Analyse Term 1 Te Tohu data to see if we need to tweak any of the requirements of the award.
- Get feedback from staff about new reporting system - is it working? What changes need to be made?

**5. To move the school's accounting function across to Xero****Actions**

- Appointed Solutions and Services as the consultant to move the financial information to Xero and to provide training for Maree Foster and Alys Freeman. The date for the changeover was for 1 July 2018.
- One days on site training was arranged for early July which was very successful.

**Historical position**

- Since 2001 the school has used MUSAC Financial Manager for the schools accounts. The software sits on the school server and requires updates from the MUSAC website. There has been no major update since 2015.

**What has been achieved so far?**

- The consultants were appointed.
- A trip to Wellington High was undertaken in April to view their set up. They moved to Xero in January 2018 using the Solutions and Services.
- Redundant ledgers and debtors and creditors files have been deleted.
- The Monty Report package has been set up and budget holders reports for July were sent out on time in early August.
- The Finance Committee reporting was completed on time.
- Have discussed potential service add ons with other schools.

**Next steps**

- To produce Kiwi Park compliant end of year Financial Reports.
- Develop a plan to maximise the use of the functionality of Xero .
- Set up a digital audit file in Xero.

**6. To continue work around the development of a COL****Actions**

- The BOT Chairs of Wellington Girls' College, Wellington College, Karori Normal, Kelburn Normal and Northland signed an Expression of Interest in early November 2017 to support the creation of the Wellington West COL
- The Minister approved the COL in March 2018

**Historical position**

- Most of the students from the primary schools head to the two single sex colleges. We also get students from Brooklyn, Wadestown and Karori West.
- The primary schools have worked together for many years (with the exception of Brooklyn) through their local cluster.
- The colleges work together in a variety of ways but mainly through the Wellington Loop, the Music departments and a number of shared sporting, cultural and social groups.
- In 2015, work started across sector with discussions and visits in 2015 and 2016 looking at Maths, Writing and the use of larger teaching spaces.
- At the start of 2017 we approached the MOE to ask how this collaboration could be supported . The answer was form a COL.
- 2017 focussed on working with our respective Boards to make sure they understood what could be achieved from this proposal.
- The Principals and several Deputy Principals met regularly to keep the process moving.
- By the end of 2017 a few schools had decided not to join the COL for philosophical reasons (Karori West, Wadestown and Thorndon) and Brooklyn wanted to be part of the discussions even though they were already signed up to the Capital COL.
- None of the Principals wish to lead the Cluster. We see this as a wonderful opportunity for one of our Deputy Principals to take charge and will be actively supporting them in this role.

**What has been achieved so far?**

- By the end of Term 1 2018 the core group continued to meet every fortnight with our MOE Adviser; we appointed Peter Chew from KPMG as our Change Manager



<ul style="list-style-type: none"> <li>and Lorraine Best from Kelburn Normal school as our Administrative Officer.</li> <li>Colleen Douglas is our panel member who will help us appoint our Leader.</li> <li>Suzanne Pidduck (WGC) and Andrea Peetz (KNS) were appointed as the Co-leaders in October.</li> <li>Our new name is Kahui Ako o Whanganui a Tara</li> </ul>
<b>Next steps</b> <ul style="list-style-type: none"> <li>2019 will be the year things finally get started. Watch this space!</li> </ul>
<b>7. To prepare for an ERO review</b>
<b>Actions</b> <ul style="list-style-type: none"> <li>ERO were in the school from 12 - 20 February</li> <li>All pre - review documentation was submitted on 25 January, having been worked on late last year and over the summer holidays</li> <li>Staff were kept informed of ERO's plans, with only a small number (apart from the SMT) meeting with the team or hosting in class visits</li> <li>The focus for in class visits (about 25 in total, for a max of 15 mins in each) was courses that were new since the last visit or had changed their approach to pedagogy or assessment</li> <li>Student groups were limited to discussions about bullying which is the national topic for Terms 1 &amp; 2</li> </ul>
<b>Historical position</b> <ul style="list-style-type: none"> <li>The school has had a good review history with ERO and has been used by them for reference groups and case studies in the past</li> <li>The Principal spent her 2012 sabbatical in ERO as a team member on 5 school visits</li> </ul>
<b>What has been achieved so far?</b> <ul style="list-style-type: none"> <li>Nothing was raised during the review which was a surprise</li> <li>Feedback to the BOT &amp; SMT was very positive at the final meeting</li> <li>The draft report was received on 9 April. At the request of the SMT, the BOT has asked for some minor changes.</li> <li>For the third consecutive time, the school has received a 4-5 year report which was confirmed in early May.</li> </ul>
<b>Next steps</b> <ul style="list-style-type: none"> <li>Implement a whole school evaluation model which we can use to consider the impact of the work we are undertaking.</li> </ul>
<b>7a. To appoint a new Deputy Principal</b>
<b>Actions</b> <ul style="list-style-type: none"> <li>The timing of the resignation of the DP meant that we had a long lead in time. The position was advertised in both the 12 and 26 March Gazettes, with the job closing on 13 April.</li> <li>An application pack and letter were developed and all candidates were invited to visit the college or arrange for a phone or Skype chat before they submitted their applications.</li> <li>44 packs were sent out</li> <li>26 applications were received</li> </ul>
<b>Historical position</b> <ul style="list-style-type: none"> <li>The school has a history of reasonable interest in senior roles.</li> </ul>

- The key aspect in these appointments has always been getting the best fit for the team

**What has been achieved so far?**

- One referee was contacted for all likely contenders during the April holidays
- A BOT subcommittee shortlisted in early May
- 3 people were interviewed in mid May by the BOT Chair, the Student rep, the Principal, the Staff rep and one of the existing DPS. The two other DPS were used to host candidates on the day of interviews.
- Anna Wilson from WEGC was appointed to the position and started in the role at the beginning of Term 3



**Nepal Trip 2019**

# Members of the Board of Trustees

## For the Year Ended 31 December 2019

Designation	Name	How position on the Board gained	Occupation	Term expires
<b>Parent Representatives</b>	Sarah Boyd	Elected June 2019	Communications Manager	May 2022
	Ioe Misa	Elected June 2019	Public Servant; IT Consultancy and Project Programme Management	May 2022
	Rhonda Richardson	Elected June 2019	Head of Operations	May 2022
	Aedeen Boadita-Cormican	Elected June 2019	Lawyer	May 2022
	Helen McQueen	Elected June 2019	Law Commissioner	May 2022
<b>Co-opted Members</b>	Phil Conroy	Co-opted June 2019	Project Manager & Theatre Consultant	May 2022
	Hinerangi Barr	Co-opted June 2019	Communications Principal	May 2022
	Duncan Roy	Co-opted June 2019	Army Officer	May 2022
<b>Principal</b>	Julia Davidson	Commenced January 2008	Principal	May 2022
<b>Staff Representative</b>	Helen Breeze	Elected May 2019	Teacher	May 2022
<b>Student Representative</b>	Frankie Zelas	Elected September 2019	Student	Sept 2020
<b>Board Secretary</b>	Ann Gilbert			
<b>Members who left 2019</b>	Nicola Campbell	Elected May 2016	Human Resources Consultant	May 2019
	Jeremy Salmond	Co-opted May 2016	Public Servant	May 2019
	Roger Wood	Co-opted May 2016	Secondary Schools Consultant, Expertise & Capability Team, Sport NZ	May 2019
	Paul Holmes	Elected May 2016	Teacher	May 2019
	Tessa Conroy	Elected Sept 2018	Student	Sept 2019

# Statement of Responsibility

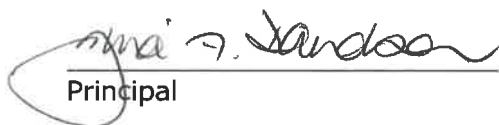
## For the Year Ended 31 December 2019

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 College's financial reporting.

In the opinion of the Board and management, the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the College.

The College's 2019 financial statements are authorised for issue by the Board Chairperson and Principal.



Principal



Chairperson

**25 May 2020**

Date

**25 May 2020**

Date

Wellington Girls' College  
**Statement of Financial Position**  
As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Restated \$
<b>Current Assets</b>				
Cash and cash equivalents	2	427,112	867,404	320,808
Accounts receivable	4	635,892	576,666	576,666
Funds Held for Capital Projects	18	8,487	-	176,799
GST Receivable		-	-	-
Investments	3	5,314,043	4,383,597	4,383,597
Prepayments		153,154	321,176	321,175
		6,538,688	6,148,843	5,779,045
<b>Current Liabilities</b>				
GST Payable		4,891	6,698	6,698
Accounts payable	5	760,465	652,785	652,785
Revenue received in advance	6	1,027,726	1,213,486	1,213,486
Provision for cyclical maintenance	9	137,000	26,000	26,000
Finance Lease Liability – Current Portion	17	57,946	50,648	50,648
Funds held for Capital Works Projects	18	-	-	-
Funds held on Behalf of Drama Cluster	23	-	-	-
Other current liabilities	7	627,147	560,524	560,524
		2,615,175	2,510,141	2,510,141
<b>Working Capital Surplus</b>		3,923,513	3,638,702	3,268,904
<b>Non-current Assets</b>				
Property, plant and equipment	8	5,356,192	5,251,147	5,514,298
Intangible assets	8	-	-	-
		5,356,192	5,251,147	5,514,298
<b>Non-current Liabilities</b>				
Provision for cyclical maintenance	9	367,515	467,525	383,525
Finance lease liability	17	40,284	65,303	91,469
		407,799	532,828	474,994
<b>Net Assets</b>		8,871,906	8,357,021	8,308,208
<b>Equity</b>		8,871,906	8,357,021	8,308,208

The above Statement of Financial Position should be read in conjunction with accompanying notes.

Wellington Girls' College

# Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Restated \$
<b>Balance at 1 January</b>	8,308,208	8,308,209	7,792,403
Total comprehensive revenue and expense for the year	563,698	48,812	442,368
Contribution – Furniture and Equipment Grant	-	-	73,437
Equity at 31 December	8,871,906	8,357,021	8,308,208

## Reserved Equity

Reserved equity comprises funds that have been received by the school for a specific purpose. The school is not required to repay these funds however.

	2019 Actual \$	2018 Restated \$
<b>Reserves</b>		
Opening Balance Development Fund	859,127	761,719
Add: income on the reserved equity	197,549	177,607
Less expenses on the reserved equity	(13,972)	(80,199)
Net transfer	183,577	97,408
Closing balance	1,042,704	859,127
Opening Balance Centennial Trust	37,169	36,002
Add: income on the reserved equity	1,311	1,167
Less expenses on the reserved equity	-	-
Net transfer	1,311	1,167
Closing Balance	38,480	37,169
Opening Balance Scholarships and Awards	232,797	233,757
Add: income on the reserved equity	8,210	7,577
Less expenses on the reserved equity	(8,149)	(8,537)
Net transfer	61	(960)
Closing Balance	232,858	232,797
Opening Balance Art Revaluation Reserve	181,040	181,040
Add: income on the reserved equity	-	-
Less expenses on the reserved equity	-	-
Net transfer	-	-
Closing Balance	181,040	181,040

The above Statement of Changes in Net Assets/Equity should be read in conjunction with accompanying notes.

Wellington Girls' College

# Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Restated \$
<b>Revenue</b>				
Government Grants	10	12,434,423	11,680,502	11,702,534
Gain on Sale of Property, Plant and Equipment	15	-	-	2,319
Interest income		159,667	143,940	144,062
Locally raised funds	11	2,559,014	1,598,393	2,060,927
International Students	12	940,191	911,750	947,931
		16,093,310	14,334,585	14,857,773
<b>Expenses</b>				
Learning resources	13	9,550,502	9,084,662	8,892,948
Administration	14	686,655	701,327	677,424
Finance		12,282	10,903	14,096
Loss on disposal of Property, Plant & Equipment		-	-	-
Property	15	2,750,793	2,769,448	2,765,130
Locally raised funds	11	1,324,986	433,903	906,275
International Students	12	593,012	611,529	523,951
Depreciation	16	611,382	674,000	635,581
Amortisation of Intangible Assets	16	-	-	-
		15,529,612	14,285,772	14,415,405
<b>Net Surplus</b>		563,698	48,813	442,368
Other Comprehensive Revenue and Expenses		-	-	-
Gain on property revaluation		-	-	-
<b>Total Comprehensive Revenue and Expenses</b>		563,698	48,813	442,368

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with accompanying notes



# Wellington Girls' College

## Cash Flow Statement

### For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Restated \$
<b>Cash flows from Operating Activities</b>				
Government Grants		2,657,454	2,490,502	2,504,202
Locally raised funds		2,774,019	1,610,393	2,195,521
International students		1,018,739	911,750	779,050
Goods & Services Tax (net)		(1,805)	-	44,872
Payments to employees		(1,421,777)	(1,540,708)	(1,388,150)
Payments to suppliers		(3,237,502)	(2,658,053)	(3,298,558)
Cyclical maintenance Payments		(15,010)	-	(2,413)
Interest received		178,838	143,940	111,225
Interest paid		(12,282)	(10,903)	(14,096)
<b>Net cash from/(to) the Operating Activities</b>		<b>1,940,674</b>	<b>946,921</b>	<b>931,653</b>
<b>Cash flows from Investing Activities</b>				
Proceeds from sale of PPE (and intangibles)	15	-	-	2,319
Purchase of PPE (and intangibles)		(443,141)	(410,849)	(454,315)
Purchase of investments		(1,340,518)	36,690	(302,090)
Proceeds from sale of investments		-	-	-
<b>Net cash from Investing Activities</b>		<b>(1,783,644)</b>	<b>(374,159)</b>	<b>(754,086)</b>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		(73,434)	-	73,437
Finance lease payments		(54,024)	(26,166)	(42,488)
Painting contract payments		-	-	-
Funds held for capital works		-	-	(28,311)
Loans received/repayments of loans		-	-	-
Funds administered on behalf of third parties		76,732	-	(216,778)
<b>Net cash from Financing Activities</b>		<b>(50,726)</b>	<b>(26,166)</b>	<b>(214,140)</b>
<b>Net increase/(decrease) in cash &amp; cash equivalents</b>		<b>106,304</b>	<b>546,596</b>	<b>(36,573)</b>
Cash and cash equivalents at the beginning of the year	2	320,808	320,808	357,381
Cash and cash equivalents at the end of the year	2	427,112	867,404	320,808

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

The above Cash Flow Statement should be read in conjunction with accompanying notes

Wellington Girls' College  
**Notes to the Financial Statements**

## **1. Statement of Accounting Policies**

For the Year Ended 31 December 2019

### **a) Reporting Entity**

Wellington Girls' College (the College) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (The Board) is of the view the College 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 2019 to 31 December 2019 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 Act 1989 requires the College, 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 college 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".

#### ***Standard Early Adopted***

In line with the Financial Statements of the Government, the College has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 29.

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

The College qualifies for Tier 2 as the college is not publically 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.

#### ***Useful lives of property, plant and equipment***

The College reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The College 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 8.

#### ***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 College. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant and equipment,

whereas for an operating lease no such asset is recognised. Finance leases are disclosed at note 17.

#### *Recognition of grants*

The College reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The College believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 10.

### **c) Revenue Recognition**

#### ***Government Grants Schools***

The College receives funding from the Ministry of Education. The following are the main types of funding that the College receives;

Operational grants are recorded as revenue when the College 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 College has the rights to the funding in the salary period they relate to. The grants are not received in cash by the College 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 College uses the land and buildings. These are not received in cash by the College 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 College 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 College.

#### ***Interest Income***

Interest income 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 majority of the property from which the College operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The College'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 received from the Ministry.

**e) Finance Lease Payments**

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

**f) Cash and Cash Equivalents**

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

**g) Accounts Receivable**

Short term receivables are recorded at the amount due, less an allowance for credit losses. The College applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

***Prior Year Policy***

Accounts Receivable represents items that the College has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the College realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the College will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

**h) 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.

***Prior Year Policy***

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued

and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

**i) 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.

In 2012 the Wellington Girls' College Foundation donated the land and buildings at 2 Murphy Street and 30 Pipitea Street to Wellington Girls' College at the valuation established by Telfer Young as at 31 December 2011. The land and building of the Foundation had been fair valued only because the Foundation's financial statements were prepared on a disestablishment basis.

The land and buildings at 2 Murphy Street and 30 Pipitea Street were revalued by an independent registered valuer, Telfer Young (Wellington) Ltd on 12 March 2012, the valuation is as at 31 December 2011. The valuer is an associate of the New Zealand Institute of Valuers. The valuation is based on fair value subject to the term of the lease expiring 31 July 2013. In December 2010 the building located on 30 Pipitea Street was demolished. These values include all improvements as at that date. These values are confirmed as appropriate. These land and buildings are not subsequently revalued.

Property, plant and equipment acquired on or before 1 October 1989 are recorded at valuation. Since then property, plant and equipment have been recorded at cost or if donated assets, recorded at fair value at the date of receipt, less accumulated depreciation and impairment losses, with the exception of works of Art. 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 make sure it is in the appropriate condition for its intended use.

In 2016 the works of art were revalued by a registered valuer. Works of art have been recorded at this valuation. Works of art will be valued every five years.

Property, plant and equipment acquired with individual values under \$2,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

Gains and losses on disposal (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.

### ***Revaluation of works of art***

Any revaluation increment is credited to other comprehensive revenue, shown on the face of the Statement of Comprehensive Revenue and Expense, except to the extent that it reverses a revaluation decrement for the same asset previously recognised in profit or loss, in which case the increment is recognised in profit or loss. The art revaluation reserve reflects prior periods' revaluation increments and decrements.

Any revaluation decrement is recognised in profit or loss, except to the extent that it offsets a previous revaluation increment for the same asset, in which case the decrement is debited directly to the asset revaluation reserve to the extent of the credit balance existing in the revaluation reserve for that asset. Any accumulated depreciation as at the revaluation date is eliminated against the gross carrying amounts of the assets and the net amounts are restated to the revalued amounts of the assets. Gains and losses on disposals are determined by comparing proceeds with the carrying amount. These are included in the Statement of Comprehensive Revenue and Expense. Upon disposal or derecognition, any revaluation reserve relating to the particular asset being sold is transferred to retained earnings.

### ***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***

One of the principles of financial reporting is that the cost of purchasing an asset is spread across the life of the asset. Charging depreciation is the accounting method used to reflect this annual cost.

Property, plant and equipment, except for works of art are depreciated over their estimated useful life. Except for library resources and works of art, depreciation is charged to the Statement of Comprehensive Revenue and Expense so as to spread the cost of an asset over the useful life of the asset on a straight line basis. Library



books are depreciated on a diminishing value basis. Works of art are recorded at the cost of purchase and are re-valued every five years. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The categories used by the College, and the estimated useful lives for each are:

Buildings	33-50 years
Building Improvements	10 years
Information and communication technology	3-4 years
Furniture and Equipment	7-10 years
Leased copiers	5 years
Leased computing equipment	4 years
Library Resources (Diminishing Value)	12.5%
Textbooks	3 years

## j) **Intangible Assets**

### ***Software***

Computer software acquired by the College is 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 with individual values under \$2,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the college received 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 two years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

## k) **Impairment of Property, Plant and Equipment and Intangible Assets**

The College 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, equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstance 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.

**l) Accounts Payable**

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

**m) Employee Entitlements**

***Short-term Employee Entitlements***

Employee 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, annual leave earned to but not yet taken at balance date.

**n) Revenue Received in Advance**

Revenue received in advance relates to fees received from international students, grants received and prepaid activity income where there are unfulfilled obligations for the College to provide services in the future. The income is recorded as revenue as the obligations are fulfilled and the income earned.

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

**o) Provision for Cyclical Maintenance**

The property from which the College 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 College site in good order and repair.

Cyclical maintenance, which involves the painting of the interior and exterior of the College, makes up the most significant part of the Board's responsibilities outside of the 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 10 year property plan. The College's maintenance programme is set out in the 10-year property maintenance plan (10YPP).

**p) Financial Assets and Liabilities**

The College's financial assets comprise cash and cash equivalents, accounts receivable and investments. All of these financial assets are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

The College's financial liabilities comprise accounts payable, funds held on behalf of the MOE and cyclical maintenance liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

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

The financial statements have been prepared exclusive of GST, 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.

**r) Budget figures**

The budget figures are extracted from the College budget that was approved by the Board of Trustees. The budget figures are not audited.

***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.

## **Changes in Accounting Policies**

None

# Wellington Girls' College

## Notes to the Financial Statements

### 2 Cash and Cash Equivalents

	2019	2019	2018
	Actual	Budget (Unaudited)	Restated
	\$	\$	\$
Cash on hand	300	300	300
Bank Current Account	372,747	320,808	232,391
Bank Call Account	59,469	546,296	96,860
Short Term Deposits with a maturity of three months or less	-	-	-
Mastercard Balances	(5,404)	-	(8,743)
Net cash and cash equivalents for Cash Flow Statement	427,112	867,404	320,808

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

### 3 Investments

The College's investment activities are classified as follows:

	2019	2019	2018
	Actual	Budget (Unaudited)	Restated
	\$	\$	\$
Reserve Funds, Prizegiving and Scholarship held in short term deposit with maturities greater than three months and no greater than one year	271,338	274,470	274,470
Reserve Development Funds held in short term deposit with maturities greater than three months and no greater than one year	1,042,705	859,127	859,127
Short-term deposits with maturities greater than 90 days and no greater than one year	4,000,000	3,250,000	3,250,000
	5,314,043	4,383,597	4,383,597

### 4 Accounts Receivable

	2019	2019	2018
	Actual	Budget (Unaudited)	Restated
	\$	\$	\$
Receivables	11,992	17,913	17,913
Interest Receivable	50,362	69,530	69,530
Teacher Salaries Grant Receivable	573,538	489,223	489,223
	635,892	576,666	576,666
Receivables from Exchange Transactions	62,441	87,443	87,443
Receivables from Non-Exchange Transactions	573,538	489,223	489,223
	635,892	576,666	576,666

Notes to the Financial Statements Continued

5 Accounts Payable

	2019	2019	2018
	Actual	Budget (Unaudited)	Restated
	\$	\$	\$
Operating Creditors	67,386	50,026	50,026
Employee benefits – salaries	596,496	513,521	513,521
Employee benefits – leave accrual	96,583	89,238	89,238
	<u>760,465</u>	<u>652,785</u>	<u>652,785</u>
Payables for Exchange Transactions	755,560	646,087	646,087
Payables for Non-exchange Transaction – Taxes Payable (PAYE and Rates)	4,905	6,698	6,698
Payables for Non-exchange Transaction - other	-	-	-
	<u>760,465</u>	<u>652,785</u>	<u>652,785</u>

The carrying value of payables approximates their fair value.

6 Revenue Received in Advance

	2019	2019	2018
	Actual	Budget (Unaudited)	Restated
	\$	\$	\$
Grants in advance–Ministry of Education	-	-	-
International Fee Paying Students	668,722	623,313	590,173
International Trips Revenue	228,306	-	-
Other	130,698	590,173	623,313
	<u>1,027,726</u>	<u>1,213,486</u>	<u>1,213,486</u>

7 Funds held in Trust

	2019	2019	2018
	Actual	Budget (Unaudited)	Restated
	\$	\$	\$
Homestay monies held on behalf of Students	511,730	434,998	434,998
Consignment accounts	115,417	125,526	125,526
	<u>627,147</u>	<u>560,524</u>	<u>560,524</u>

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

# Notes to the Financial Statements Continued

## 8 Property Plant and Equipment and Intangible Assets

	Opening Balance (NBV)	Additions	Disposals	Revaluation	Impairment	Depreciation	NBV
	\$	\$	\$	\$	\$	\$	\$
<b>2019</b>							
Land	860,000	-	-	-	-	-	860,000
Buildings	2,380,865	-	-	-	-	(56,253)	2,324,612
Building Improvements	606,903	42,233	-	-	-	(84,996)	564,140
Furniture and Equipment	849,741	274,444	(370)	-	-	(201,044)	922,771
ICT	249,375	85,909	-	-	-	(169,159)	166,125
Works of Art	252,163	770	-	-	-	-	252,933
Textbooks	83,674	26,709	-	-	-	(31,034)	79,349
Leased Assets	137,589	10,134	-	-	-	(55,449)	92,274
Library Resources	93,988	13,447	-	-	-	(13,447)	93,988
<b>Balance at 31 December 2019</b>	<b>5,514,298</b>	<b>453,646</b>	<b>(370)</b>	<b>-</b>	<b>-</b>	<b>(611,382)</b>	<b>5,356,192</b>

	Cost \$	Acc Depn \$	NBV \$
<b>2019</b>			
Land	860,000	-	860,000
Buildings	2,813,783	(489,171)	2,324,612
Building Improvements	966,699	(402,559)	564,140
Furniture and Equipment	2,863,519	(1,940,748)	922,771
ICT	899,380	(733,255)	166,125
Works of Art	252,933	-	252,933
Textbooks	263,253	(183,904)	79,349
Leased Assets	213,324	(121,050)	92,274
Library Resources	143,186	(49,198)	93,988
<b>Balance at 31 December 2019</b>	<b>9,276,077</b>	<b>(3,919,885)</b>	<b>5,356,192</b>

	Opening Balance (NBV)	Additions	Disposals	Revaluation	Impairment	Depreciation	NBV
	\$	\$	\$	\$	\$	\$	\$
<b>2018</b>							
Land	860,000	-	-	-	-	-	860,000
Buildings	2,437,138	-	-	-	-	(56,274)	2,380,864
Building Improvements	593,508	91,264	-	-	-	(78,559)	606,213
Furniture and Equipment	842,190	202,390	-	-	-	(192,176)	852,404
ICT	355,535	108,852	(1,935)	-	-	(215,012)	247,440
Works of Art	247,687	4,476	-	-	-	-	252,163
Textbooks	81,241	35,477	-	-	-	(33,082)	83,636
Leased Assets	91,595	93,047	-	-	-	(47,052)	137,590
Library Resources	93,621	13,794	-	-	-	(13,427)	93,988
<b>Balance as 31 December 2018</b>	<b>5,602,515</b>	<b>549,300</b>	<b>(1,935)</b>	<b>-</b>	<b>-</b>	<b>(635,582)</b>	<b>5,514,298</b>

## Notes to the Financial Statements Continued

	Cost \$	Acc Depn \$	NBV \$
<b>2018</b>			
Land	860,000	-	860,000
Buildings	2,813,783	(432,918)	2,380,865
Building Improvements	927,636	(320,733)	606,903
Furniture and Equipment	2,636,298	(1,786,557)	849,741
ICT	1,058,944	(809,569)	249,375
Works of Art	252,163	-	252,163
Textbooks	288,505	(204,831)	83,674
Leased Assets	203,189	(65,600)	137,589
Library Resources	143,186	(49,198)	93,988
<b>Balance as at 31 December 2018</b>	<b>9,183,704</b>	<b>(3,669,406)</b>	<b>5,514,298</b>

In 2016 Works of Art were revalued and are recorded at the value determined by a registered valuer.

### Intangible Assets

The College's intangible assets are made up of computer software

	2019 Actual \$	2018 Restated \$
Cost	6,288	14,507
Accumulated amortisation	(6,288)	(14,507)
Net Value	-	-

### Restrictions

There are no restrictions over the title of the school's intangible assets, nor are any intangible pledged as security for.

### Capital commitments

The amount of contractual commitments for the acquisition of intangible assets is \$nil (2019 \$nil).

## 9 Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Restated \$
Provision at the start of the year	(409,525)	(409,525)	(301,938)
Increase to the provision during the year	(110,000)	(110,000)	(110,000)
Use of provision during the year	15,010	26,000	2,413
Provision at the end of the year	(504,515)	(493,525)	(409,525)
Current Portion	(137,000)	(26,000)	(26,000)
Non Current Portion	(367,515)	(467,525)	(383,525)
Total Provision	(504,515)	(493,525)	(409,525)

The Board has a cash management plan to ensure that sufficient cash is available to meet all maintenance obligations as they fall due over the next 10 years. The amount recognised as a provision is the best estimate of the expenditure required to settle present obligations as at 31 December 2020. Present obligations are identified in the college's current 10-year property plan approved by the Ministry of Education. The provision has not been adjusted for inflation and the time value of money.



## Notes to the Financial Statements Continued

### 10 Government Grants

	2019	2019	2018
	Actual	Budget (Unaudited)	Restated
	\$	\$	\$
Operational Grants	2,397,218	2,342,072	2,327,603
Use of Land and Buildings Grant	1,996,175	2,000,000	2,018,707
Teachers' Salaries Grant	7,780,795	7,200,000	7,179,625
Other MOE Grants	99,771	27,420	77,359
Gateway	41,351	40,871	40,107
Resource teachers learning and behaviour grants	12,874	9,000	8,139
Other Government Grants	106,239	61,139	50,994
	12,434,423	11,680,502	11,702,534

### 11 Locally Raised Funds

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

Revenue	2019	2019	2018
	Actual	Budget (Unaudited)	Restated
	\$	\$	\$
Donations	664,964	684,782	629,418
Fundraising	21,178	19,000	22,756
International Travel Revenue	825,724	-	453,904
Other Revenue	543,969	491,778	485,727
Extra-curricular Activities	303,343	267,070	294,183
Commissions Revenue	4,338	4,400	4,385
Hire of Facilities	122,364	97,613	106,512
Sundry Revenue	73,134	33,750	64,042
	2,559,014	1,598,393	2,060,927

Expenses	2019	2019	2018
	Actual	Budget (Unaudited)	Restated
	\$	\$	\$
Fundraising (costs of raising funds)	13,969	19,000	16,046
Expenses International Travel	830,227	-	449,108
Non Curriculum materials	28,099	30,500	23,843
Extra-Curricular Activities	452,691	383,603	417,278
Hire of Facilities Trading	-	800	-
	1,324,986	433,903	906,275

*Surplus for the year Locally raised funds*

1,234,028	1,164,490	1,154,652
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In 2019 there were overseas trips to:

Classics trip to London, Italy and Greece with 22 students and 3 staff. A chance to visit museums, art galleries and Archaeological sites related to Latin and Classics

Biology trip to Ecuador with 9 students and 2 staff. A chance to explore the biodiversity of the Amazon and Galapagos Islands. Working with scientists to sample the area and discuss conservation management.

Technology trip to Sydney with 27 students and 3 staff. To explore and experience the design industry.

Art trip to Brisbane with 26 students and 3 staff. To expose our senior students to art of Asia Pacific attending GOMA, APT9, The Cube and QUT.D3

Media trip to Los Angeles with 21 students and 3 staff. To have a close up look at the Hollywood media production/ Industry and sampling tertiary education facilities.

French exchange trip to France in conjunction with Wellington College 12 students and 1 supervising member of staff From the school. Part of a reciprocal exchange with a secondary school in Amiens. The trip provided senior students With a full immersion experience.

German trip to Germany with 18 students and 3 staff. To immerse students in the language of and culture of Germany.

**Notes to the Financial Statements Continued**  
**12 International Student Revenue and Expenses**

	<b>2019</b>	<b>2019</b>	<b>2018</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Restated</b>
International Student Roll	66	64	66
	<b>2019</b>	<b>2019</b>	<b>2018</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Restated</b>
<b>Revenue</b>			
International Student Fees	940,191	911,750	947,931
<b>Expenses</b>			
Commissions	100,407	85,000	75,524
Marketing and Programmes	87,864	108,399	79,271
International Student Levy	23,140	23,936	24,974
Employee Benefit - Salaries	380,632	393,694	343,605
Other expenses	969	500	577
	<u>593,012</u>	<u>611,529</u>	<u>523,951</u>
Surplus for the year International Students	<u>347,179</u>	<u>300,221</u>	<u>423,980</u>

During 2019 the Director of International Students went on marketing trips to Vietnam in March, Thailand and Vietnam in August, Korea and Germany in September and China in November. The China Marketer also went on the China trip in November. In Term 4 a teacher went on a Teacher exchange to Francis Holland School in London.

**13 Learning Resources**

	<b>2019</b>	<b>2019</b>	<b>2018</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Restated</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
General expenses	61,184	50,424	50,118
Library	10,176	11,600	12,438
Special education	93,482	107,763	109,521
Employee benefits – salaries	8,236,038	7,662,225	7,626,860
Staff development	103,895	108,000	93,433
Curricular	846,679	934,252	807,574
Information and Communication Technology	199,048	210,398	193,004
	<u>9,550,502</u>	<u>9,084,662</u>	<u>8,892,948</u>

**14 Administration**

	<b>2019</b>	<b>2019</b>	<b>2018</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Restated</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Audit fees	16,862	17,112	16,793
Other fees paid to Auditors	-	-	-
Consultants Advice	3,733	3,000	2,711
Board of Trustees expenses	23,847	28,350	41,968
Board of Trustees fees	5,870	6,500	5,100
Communication	10,298	13,300	11,564
Consumables	4,776	5,000	4,200
General expenses	73,027	64,700	64,333
Insurance	53,204	47,959	42,008
Employee Benefits - salaries	495,038	515,406	488,747
	<u>686,655</u>	<u>701,327</u>	<u>677,424</u>

## Notes to the Financial Statements Continued

### 15 Property

	2019	2019	2018
	Actual	Budget (Unaudited)	Restated
	\$	\$	\$
Caretaking and cleaning	225,685	214,606	207,815
New block planning	2,306	25,000	14,474
Grounds	27,237	12,500	17,980
Heat, light and water	130,072	140,000	133,608
Rates	27,244	24,000	24,964
Repairs and maintenance	135,204	136,650	137,621
Use of land and buildings	1,996,175	2,000,000	2,018,707
Cyclical maintenance provision	110,000	110,000	110,000
Employee benefits - salaries	96,870	106,692	99,961
	<u>2,750,793</u>	<u>2,769,448</u>	<u>2,765,130</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 nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

In 2018 the cyclical maintenance expense was reassessed by Ashby Property Management and a plan prepared subject to the confirmation of the school's Ten Year Property Agreement. The Ten Year Property Agreement 2018-2023 was signed on 2019 by the College and Ministry of Education.

### 16 Depreciation and Amortisation

Depreciation is charged on these items:

	2019	2019	2018
	Actual	Budget (Unaudited)	Restated
	\$	\$	\$
Buildings College owned	56,253	56,252	56,273
Information and Communication Technology	169,113	230,837	215,012
Furniture and fittings	201,134	210,418	192,176
Library books	13,587	13,176	13,427
Building improvements	84,995	83,183	78,559
Textbooks	30,851	33,082	33,082
Leased assets	55,449	47,052	47,052
	<u>611,382</u>	<u>674,000</u>	<u>635,581</u>
Software is amortised			
Software	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>

### 17 Finance Lease Liabilities

The College has entered into a number of finance leases for laptops and copiers. Minimum lease payments payable:

	2019	2019	2018
	Actual	Budget (Unaudited)	Restated
	\$	\$	\$
Total minimum lease payments due:			
Not later than one year	57,946	50,648	50,648
Later than one year but not later than five years	40,284	65,303	91,469
Later than five years	-	-	-
	<u>98,230</u>	<u>115,951</u>	<u>142,117</u>

## Notes to the Financial Statements Continued

### 18 Funds Held for Capital Works Projects

During the year the college received and applied funding from the MOE for the following capital projects.

		2019	Opening Balance	Receipts From MOE	Payments	Closing Balance
			\$	\$	\$	\$
Earthquake repairs	in progress		64,774	-	(60,740)	4,034
Mechanical and roofing	completed		(73,565)	73,565	-	-
Seismic Upgrade Old Gym	completed		(103,413)	105,529	(2,116)	-
Quiet room	in progress		(2,921)	-	(9,600)	(12,521)
Brook Spouting	completed		(40,098)	43,106	(3,008)	-
Science upgrade	completed		(26,436)	40,486	(14,050)	-
10 YPP Property Plan	completed		4,860	-	(4,860)	-
Totals			(176,799)	262,686	(94,374)	(8,487)

#### Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Due from the Ministry of Education	(8,487)
Total	(8,487)

		2018	Opening Balance	Receipts From MOE	Payments	Closing Balance
			\$	\$	\$	\$
Earthquake repairs	in progress		1,480	130,401	(67,107)	64,774
Mechanical and roofing	in progress		(73,558)	4,367	(4,374)	(73,565)
Seismic Upgrade Old Gym	in progress		(22,945)	-	(80,468)	(103,413)
Quiet room	in progress		(13,367)	67,599	(57,153)	(2,921)
Brook spouting	in progress		(40,098)	-	-	(40,098)
Science Upgrade	in progress		-	-	(26,436)	(26,436)
10 YPP Property plan	in progress		-	12,000	(7,140)	4,860
Totals			(148,488)	214,367	(242,678)	(176,799)

#### Represented by:

Funds held on behalf of the Ministry of Education	-
Funds due from the Ministry of Education	(176,799)
Total	(176,799)

### 19 Reserves

#### Asset Revaluation Reserve

	2019	2018
	\$	\$
Opening balance	-	-
Revaluation of land and buildings	181,040	181,040
Revaluation of works of art	-	-
	181,040	181,040

## Notes to the Financial Statements Continued

The asset revaluation reserve is used to record increases and decreases in the fair value of land and buildings and works of art to the extent that they offset one another.

<b>Reserved Equity 2019</b>	<b>Scholarship and Awards \$</b>	<b>Centennial Fund \$</b>	<b>Development Fund \$</b>	<b>Total \$</b>
Opening Balance	232,797	37,169	859,127	1,129,093
Receipts	8,210	1,311	197,549	207,070
Transfer between Reserves	-	-	-	-
Addition to reserved equity	-	-	-	-
Payments	(8,149)	-	(13,972)	(22,121)
Closing Balance	232,858	38,480	1,042,704	1,314,042

## 2018

Opening Balance	233,757	36,002	761,719	1,031,478
Receipts	7,577	1,167	177,607	186,351
Transfer between reserves	-	-	-	-
Addition to reserved equity	-	-	-	-
Payments	(8,537)	-	(80,199)	(88,736)
Closing Balance	232,797	37,169	859,127	1,129,093

## Asset Revaluation Reserve

The 2011 opening value was from the Foundation's reserve. The asset reserve is used to record increases and decreases in the fair value of land and buildings and works of art to the extent that they offset one another.

## Reserved Equity

### Scholarship and Award Reserve

The scholarship and award reserve is to pay our scholarships and awards to students. Interest earned increases this reserve. Scholarships and Awards paid decrease this reserve.

### Centennial Fund Reserve

The Centennial fund reserve was provided by former students of the College. This reserve is to be used to benefit The College and students. Interest earned from the fund increases this reserve.

### Development Fund Reserve

The Development fund reserve was set up for future developments of the College. Within this amount \$172,837 was from the wind up of the Foundation. Interest, donations and fundraising for this fund increases this reserve. Expenditure on the development of the College decreases this reserve.

## 20 Remuneration

### Key Management personnel compensation

Key Management personnel of the College includes all Trustees of the Board, the Principal, Deputy Principals, Assistant Principals, and Heads of Departments

	<b>2019 Actual \$</b>	<b>2018 Restated \$</b>
<i>Leadership Team</i>		
Remuneration	2,234,444	2,224,233
Full time equivalent members	22	26

	<b>2019 Actual</b>	<b>2018 Restated</b>
<i>Board Members</i>		
Remuneration	\$ 5,870	\$ 5,100
Full time equivalent members	.12	.10
Total key management personal remuneration	2,240,314	2,229,333
Total full time equivalent personnel	22.12	22.10

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

	<b>2019 Actual</b>	<b>2018 Restated</b>
	<b>\$000</b>	<b>\$000</b>
Salaries and other short term employee benefits		
Salary and other payments	200-210	190-200
Benefits and other emoluments	4-5	4-5
Termination payment	-	-

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

#### *Other Employees*

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

<b>Remuneration \$000</b>	<b>2019 FTE Number</b>	<b>2018 FTE Number</b>
100-110	2	1
111-120	3	3
121-130	1	-
	6	4

## **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 members or employees during the financial year in relation to that cessation and the number of persons to who all or part of that total was payable as follows:

	<b>2019 Actual</b>	<b>2018 Restated</b>
	<b>\$</b>	<b>\$</b>
Total	-	16,600
Number of people	-	1

## **22 Contingencies**

There are no contingent liabilities or assets as at 31 December 2018 (Contingent liabilities and assets as at 31 December 2017:0)

### **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 has commenced a review of schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historic liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

## 23 Funds Held on Behalf of the Drama Cluster

Wellington Girls' College is the lead school and holds the funds on behalf of the Teacher Led Innovation Fund for Drama

	2019	2019	2018
	Actual	Budget (Unaudited)	Restated
	\$	\$	\$
Funds held at the beginning of the year	-	-	2,252
Funds received from the MOE	-	-	-
Funds spent on behalf of the Cluster	-	-	(2,252)
Funds held at Year End	-	-	-

## 24 Related Parties Transactions

The College is an entity controlled by the Crown, and the Crown provides the major source of revenue to the College. The College 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 College would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and conditions no more or less favourable than that it is reasonable to expect the College 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.

Phil Conroy is a trustee of the Board and also a director of Metro Productions. The school has used Metro Productions at times for one off events for staging and lighting. In 2019 the total value of all transactions was \$2,676 and no amount is outstanding as at balance date (2018: \$12,375.63). Because this amount is less than \$25,000 for the year the contract does not require Ministry approval under section 103 of the Education Act 1989.

## 25 Capital Commitments

In October 2019 the Board of Trustees entered into agreements to purchase Server Equipment, Switches, Laptops, Projectors and backup NAS and UPS from suppliers to be received for January 2020. The total value of these agreements was \$231,200.

(Capital commitments as 31 December 2018: \$56,194).

## 26 Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

	2019	2019	2018
	Actual	Budget (Unaudited)	Restated
<b>Cash and Receivables</b>			
Cash and cash equivalents	427,112	867,404	320,808
Receivables	607,340	576,666	576,666
Investments – Term Deposits	5,314,043	4,383,597	4,383,597
Total cash and Receivables	6,348,495	5,827,667	5,281,071

### Financial Liabilities measured at amortised cost

Payables	726,577	646,088	646,088
Finance Leases	98,230	115,951	142,116
Total Financial Liabilities Measured at Amortised Costs	824,807	762,039	788,204

## **Notes to the Financial Statements Continued**

### **27 Managing Capital**

The College'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 college 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.

### **28 Events After Balance Date**

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

The Ministry of Education deemed on 28 February 2020 that the Tower Block had a rating of 40% of the New Building Standard and the Tower will be replaced in the future. There is an insignificant amount of cyclical maintenance provided against Tower.

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18th of May 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely. At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

### **29 Adoption of PBE IRFS9 Financial Instruments**

Upon transition to PBE IRFS9 there were no material adjustments to these financial statements.



# **Statement of Resources**

## **For the Year Ended 31 December 2019**

### **Physical Resources**

The College has a property occupancy agreement with the MOE for the Pipitea Street site, which comprises:

- 2.68 hectares of land
- 56 permanent classrooms
- 2 relocatable classrooms
- Assembly hall and attached music rooms
- Brook Building
- Pipitea Block
- Library/Art Block
- Two Gymnasias

### **School Owned Property**

The mezzanine floor of the large gymnasium was built with money raised by the College at the time of its centenary.

The Sports Pavilion and Drama Room 2 are surplus to Ministry code and were purchased with College funds and upgraded with the Ministry's assistance. Being beyond Ministry code means the buildings are maintained and insured by the College and not the Ministry. The Board of Trustees owns part of the Pipitea Block having used \$1.03 million of its funds as well as a \$1.2 million contribution from the Wellington Girls' College Charitable Foundation in the construction of the building in 2011. In 2012 the Wellington Girls' College Charitable Foundation donated the International House building and land for 2 Murphy Street and the land for 30 Pipitea Street to the College.

### **Technology**

The College has an active programme to provide access to state of the art computer equipment to its students and staff. This includes 323 PC's, 130 Student Laptops, 131 Staff laptops, 165 Chromebooks, 22 printers, 12 photocopiers, 80 data projectors, and a computer network providing 98 wireless access points plus 40 switches around the College.

The College has a range of sports and musical equipment.

## Human Resources

The staffing complement of the College was:

	<b>2019</b>	<b>2018</b>	<b>2017</b>
Principal	1	1	1
Deputy Principals	4	4	5
Full-time Teacher Equivalents	91.90	87.56	81.86
Consisting of:			
Full-time teachers	89	83	84
Part-time teachers	14	13	16
Visiting musicians	10	8	10
Support Staff	42	35	37

## Other Resources

The Wellington Girls' College Parents' Association actively support the Board and the College.

## School Roll and Days Open

The 1 March roll of the College was as follows:

	<b>2019</b>	<b>2018</b>	<b>2017</b>
Total Domestic Pupils	1435	1402	1370
In addition:			
International Fee Paying Students	66	66	56
The College was open for the following half days:	380	380	380

## Kiwi Sport

Kiwi sport is a Government Funding initiative to support students' participation in organised sport. In 2019, the school received total Kiwi sport funding of \$35,101.21 (excluding GST). The funding was spent on registrations, new equipment, and salary for our Sports Director and Sports Coordinator.

# Independent auditor's report

## **To the readers of the financial statements of Wellington Girls' College for the year ended 31 December 2019**

The Auditor-General is the auditor of Wellington Girls' College (the School). The Auditor-General has appointed me, Michael Rania, using the staff and resources of Moore Markhams Wellington Audit, 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 14 to 38, which comprise the statement of financial position as at 31 December 2019, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, 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 2019, and
  - its financial performance and its 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 (Public Sector PBE Standards RDR)

Our audit was completed on 25 May 2020. 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 of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

### **Basis for 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.

**Emphasis of Matter – COVID-19**

Without modifying our opinion, we draw attention to the disclosures in note 28 on page 38 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

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

The Board of Trustees 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 of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees' responsibilities arise from 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 of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees 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 of Trustees 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 of Trustees is responsible for the other information. The other information comprises the information included on pages 1 to 13, and pages 39 to 40 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 (Revised): 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.



Michael Rania | **Moore Markhams Wellington Audit**  
On behalf of the Auditor-General | Wellington, New Zealand