

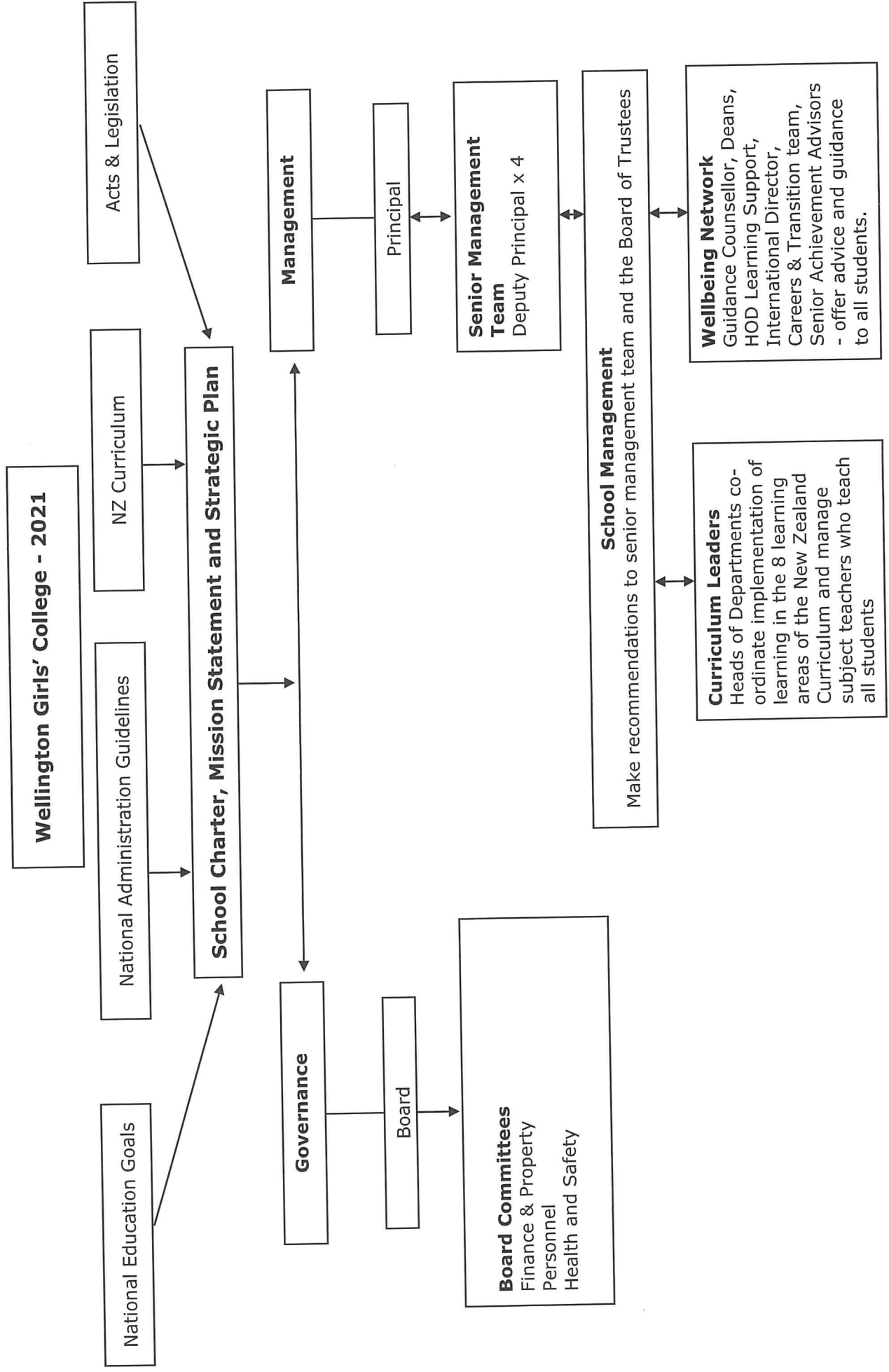


# **Wellington Girls' College Annual Report 2021**

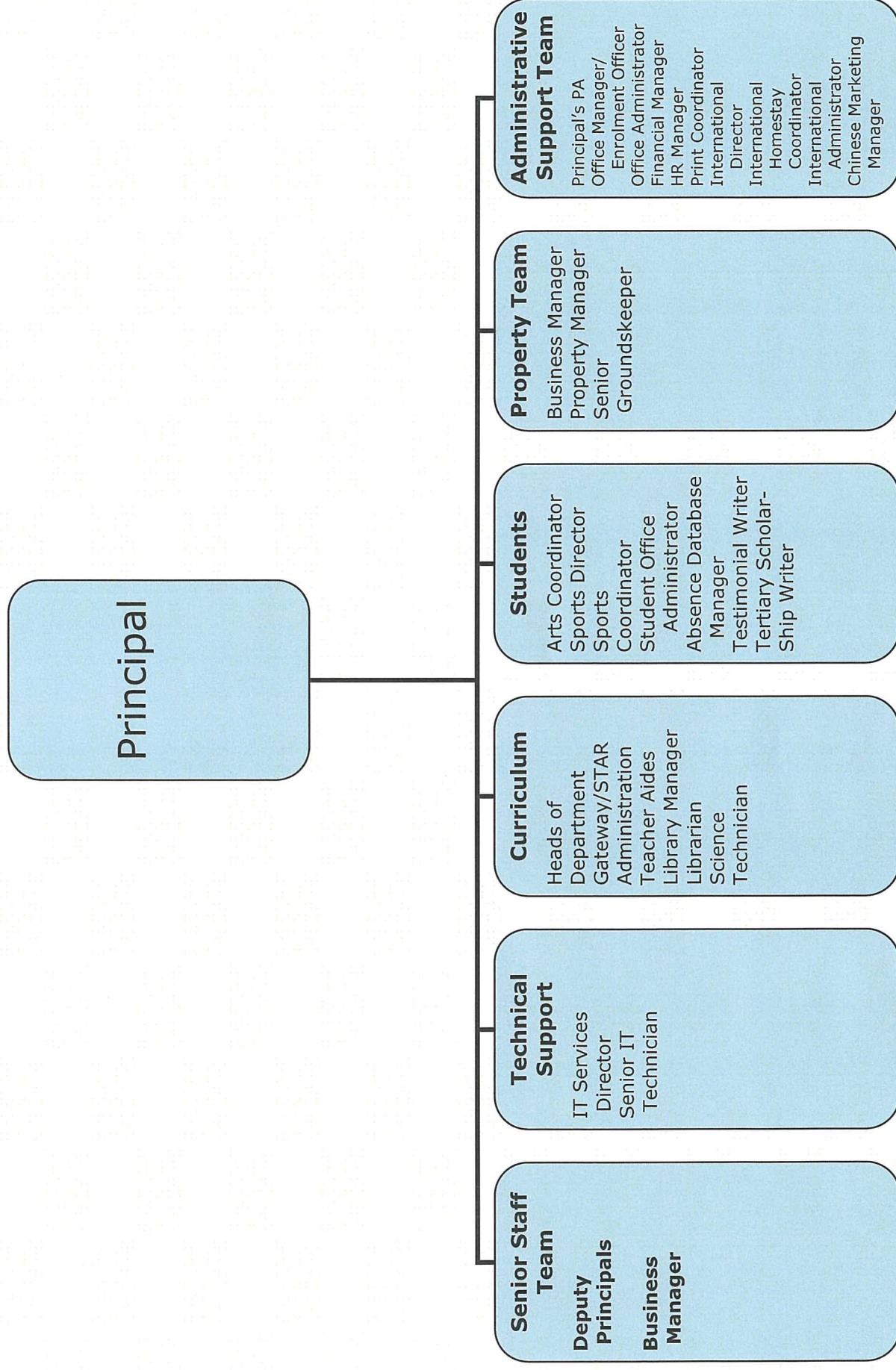


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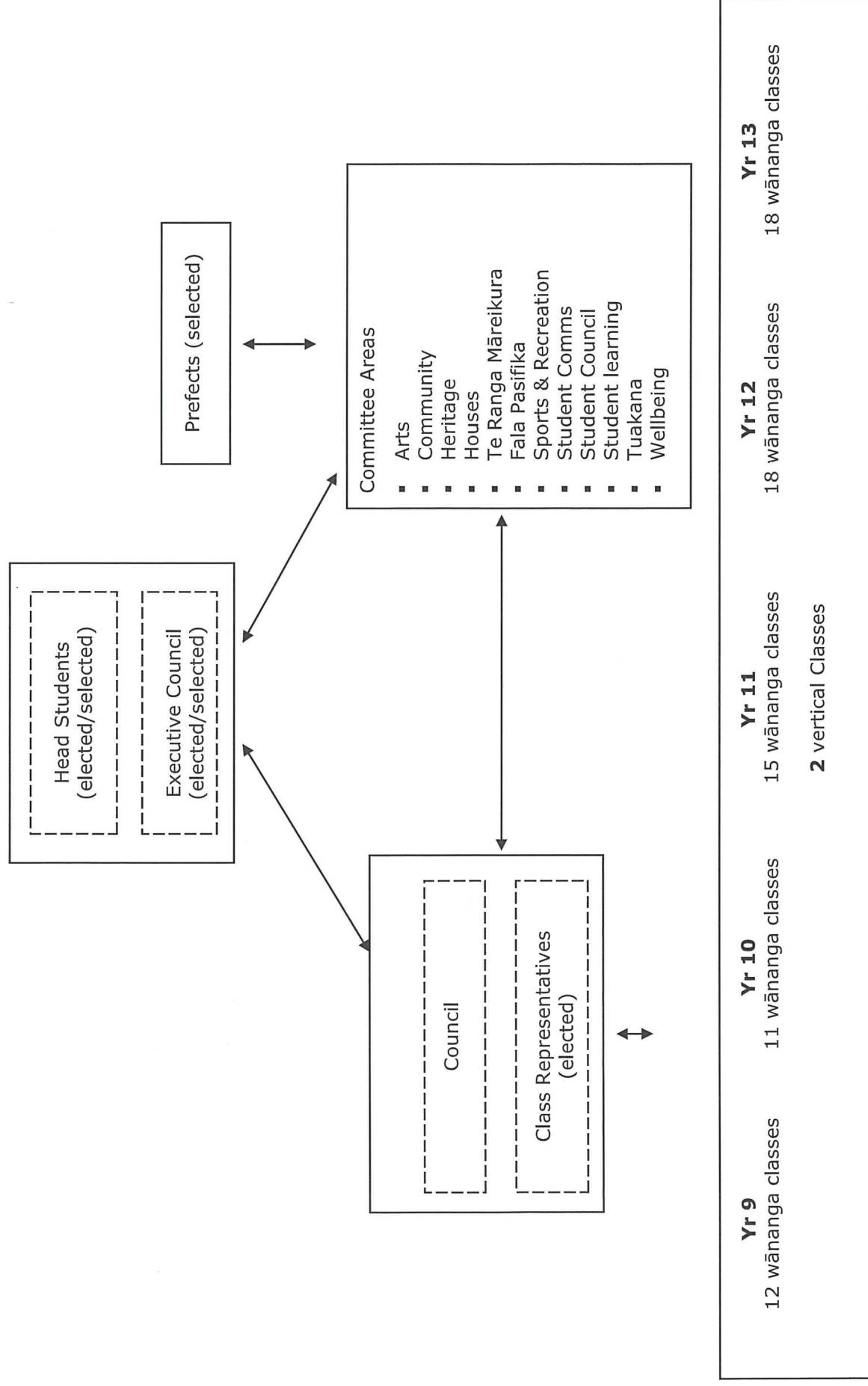


## Administration Responsibilities





# Student Organisation



# 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, Senior Students Mentor, IFPS, Learning Support</div> <div>Learning support Gifted and talented students, students with specific learning needs</div> <div>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
	Itinerant Music programme Arts co-ordinator Itinerant co-ordinator	Sports coordinator & assistant Netball convenors TIC Outdoor Ed	←	Differentiated programmes and tutoring				
Other Staffed Programmes								
Evaluation of effectiveness	<div>Review of learning programmes annual planning and review cycle</div> <div>Assessment &amp; Reporting student and departmental</div> <div>Review by external agencies MOE, NZQA and ERO</div> <div>NZQA Accreditation</div> <div>Community consultation</div>							

## From the Presiding Member

Tēnā koutou katoa,

"But wait, there's more!" is a fitting phrase to sum up this year.

We started 2021 in a COVID-free country. Plans to replace Tower were advancing.

We thought another lockdown was possible and planned for that. This time fate threw in a major IT challenge as an added complication. Staff worked so hard to get communications back and to support students with online learning. Before writing this report I re-read the Presiding Member's message for Prizegiving 2020, which noted how special it felt to be a part of a big in-person celebration and that this is something we would never take for granted. It is so true. This year's Prizegiving was different, it had to be, but staff pulled out all the stops and created an event that was a beautiful, warm farewell to our Year 13s.



In March we learned we would lose the Hall as well as Tower. Our Leadership Team started planning how to minimise disruption for our students. School life went on, as the buildings changed around us.

Sports and extra-curricular activities continued with support from family, friends and staff. Whether it is turning up for a game, event or performance, coaching, managing, organising, driving to and from events, fundraising, sewing, cooking - this enormous collective contribution of time and talent is a gift that enriches our school community in countless ways. On behalf of the Board, a huge thankyou to every single person who has supported the school in these ways and especially to the members of the Whānau hui, Pasifika group, and Parents' Association.

The dedication of our staff is evident in their teaching and support for our students. The Board also has the privilege of meeting Heads of Department every year to discuss their plans and key concerns. This provides insight into the deep professionalism of our staff, many of whom are looked to by the profession for leadership and critical thought. Staff have risen to every challenge this year has presented. They are ably led by the indefatigable Julia Davidson and her Senior Management Team of Penny Greenwood, Deb King, Anna Simonsen, Anna Wilson and Melissa Young. The Board has great faith in our staff and extends heartfelt thanks to each of them for the huge effort they have put in over another tough year.

Key items on the Board's 2021 work programme included the building project, responding to COVID challenges, building capability to give effect to Te Tiriti o Waitangi, and the decision to opt out of assessing NCEA Level 1 from 2023. Throughout, we were well supported by our wonderful Board Secretary Ann Gilbert. The Board particularly thanks the school's Business Manager Alys Freeman - a treasure - for expertly and with good humour navigating the financial challenges of the post-COVID world. I acknowledge with thanks the insight, expertise and energy of my fellow board members: Hinerangi Barr, Helen Breeze, Sarah Boyd, Phil Conroy, Helen McQueen, Ioe Misa, Rhonda Richardson, Duncan Roy and Katelyn Sceats. We are particularly indebted to Sarah Boyd and Hinerangi Barr who have served as members of successive Boards of the College and will be passing the mantle at the end of this term. They have each made a massive contribution - Hinerangi as our whānau representative and Sarah as Presiding Member and Deputy Presiding Member - we will greatly miss them.

My personal reflection on this year is that the aroha of a community will find its expression no matter the challenges. Who knows what next year will bring, but this years' experience leaves me reassured that as a school community we can, and will, find a way through it.

Stay safe,

Ngā mihi nui

Aedeon Boadita-Cormican



## From the Principal



Tena koutou katoa

As our Yr 13s finished school at the end of 2021, with a Prizegiving that had to be totally different from any other because of Covid restrictions, I was thinking about their time at school and the changes that have happened here, nationally and in the world in the years since they started school and started at WGC in particular.

Issues like climate change, terrorism, the protection and elevation of indigenous cultures, the Me Too movement, the BLM movement, mental health and a pandemic have had more prominence internationally and nationally. They are significant, sobering issues that we all respond to in our own way and they have brought out the best and the worst in people.

As a school, we have also dealt with these issues, along with a multitude of others that are less significant in scale, but of importance to WGC. The Yr 13 leavers' feedback had told us they want to have more of a voice in how we do things. And we want that as well – and believe me, we have really tried to include student voice in every aspect of school life. But consultation doesn't mean we accept everything we are told – it means we listen to everyone and we come up with a solution that might work. In a community of nearly 1700 on site every day plus whānau there will be thousands of opinions. Trying to balance those is the really hard part – and at present trying to balance those while also considering Covid restrictions makes it even harder.

But we do listen. In the last five or so years we have made some significant changes and most of these have been driven by, or influenced by, student voice – often as feedback before a decision was made and also once something has been implemented to make it work better. Bringing in trousers; changing the jewellery regulations; clarifying non-uniform regulations; developing the leadership committees and selection processes for them; having a Yr 13 camp/day at the start of the year; bringing in compulsory Te Reo Māori in Yr 9; introducing Te Tohu Raukura; reducing homework; reducing the number of credits we offer; having tutorials; giving you all a printer balance at the start of the year; changes to wānanga classes – and now the change away from breaking up Yr 10 classes; developing new courses like Humanities and Project English and recently moving away from NCEA Level 1, are all areas where student input has either driven the change or has significantly contributed to it. Of course whether you all like those changes is a different story...

I know we don't get it right all the time. Sometimes we probably don't explain things to you about why we can't do certain things – and that's something we need to think about doing differently in the future so that we tell you as much as we can about the why. Not just the what. It can be for really boring reasons at times, but we need to do you the courtesy of sharing that information as much as we can. We've probably assumed you wouldn't be interested and that's just not correct.

The world is changing. The next five years will see some huge shifts if current directions are maintained. That will be the same for us. The NCEA changes that start in 2024 are enormous – and many of the things Yr 13s are concerned about – like the current lack of choice about standards in some subjects – will become the norm. No choice any more; there will be four standards per subject with no buffer if you fail something. We have some concerns but of course, will do our best to make things work.



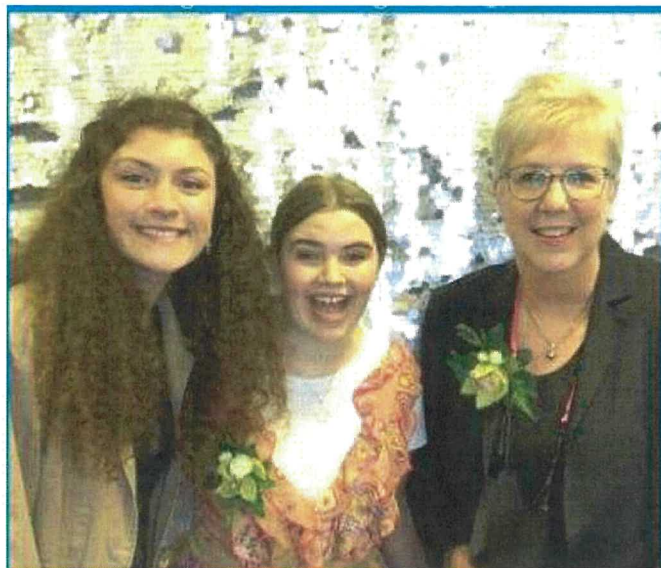
And the other big change for us, is the Property work. We are still waiting on all the boxes to be ticked, but work has been going on behind the scenes for the last three years and we're pretty excited about what we've been shown so far, but we have a long way to go and there are lots of things students will need to think about before the first sod is turned.

We're definitely in for a messy few years – physically and with some of the changes coming at us from outside. But we are fortunate. We have smart parents, staff and students who will work together to deal with the issues and help this school go from strength to strength. I am so grateful to all the parent groups, the staff, the student leaders and our entire community for your involvement this year. Nothing can happen without effort from so many people and we are very grateful.

At the end of 2021 there was a slightly flat feel around the place. But things will get better, lockdowns will reduce, the building programme will push ahead and change will continue. As we move into 2022 and beyond, can I encourage everyone to keep on asking questions (even when you don't get the answer you like); keep on coming up with bright ideas (even if the initial response isn't positive) and keep on challenging the status quo (even when it's hard). Because you will be heard and change will happen, maybe not right now, maybe not in your time at school, but it will happen and you'll be able to look back and know you had a part to play in it. Significant change takes significant work and thought – in the words of the old cheese ad, 'Good things take time!'

Nga mihi nui

Julia Davidson



**Head Girls with Julia Davidson  
Izzy Hewett & Evie Dore**



## 2021 Annual Plan - Variance Report

### 1. Through a culturally responsive lens, we will refocus our values to ensure they underpin all systems and processes Manaakitanga, Ngākau pono, Whakarangatira, Manawaroa

#### Actions

- We take a step sideways to unpack our values more - if our students and community don't engage or know our values, then we cannot move onto embedding or living them
- Re-form Values working group
- Collect staff, student, community voice - Māori student and community voice essential
- Create a timeline for our kōmiti - Gathering voice, unpacking, making recommendations, presenting to staff
- Embed our ruruku
- Establish a school-wide code that connects our shared set of values e.g. Add a statement under each value to further explain what that means to us and our school: eg, Manaakitanga - "I respect and value others." "We rise by lifting others." "We are thoughtful and caring in all our dealings with others."
- Develop a plan for how everyone is going to help implement our agreed values
- Re-brand the values - propose a student competition

#### Historical position

- After a year of collaboration with staff, students and our community, as well as working closely with a staff focus group and our Te Reo staff, the 4 school values were introduced at the beginning of 2018

#### What has been achieved so far?

- In 2018 there were specific focuses each term on a single value (knowing what they mean and being able to pronounce them). Students who demonstrated these values were acknowledged
- In 2019 the aim was to live these values and demonstrate them in our teaching and learning
- In 2020, the Wellbeing@school tool told us that our values have not been embedded
- Melissa Denzler, Deputy Principal, undertook a review of our values implementation...

Concerns have been expressed by some whānau whether there is a full understanding of the Te Reo values and their application. This is part of a wider context in WGC's overall approach to Māori, Te Ao Māori and applying Te Tiriti

Have we done enough work unpacking the meanings, understanding how they are rooted in Te Ao Māori and our responsibility to treasure them?



### Next steps

Make sense of where our school-wide culturally responsive practice is at by engaging in [Rongohia te Hau](#) with Poutama Pounamu (centrally-funded MoE PLD support) starting in Term 1, 2022

- Wānanga with key stakeholders, for example, manawhenua, whānau, Te Māreikura, students, Board, SMT, HODs, and staff, to agree on frames and terms of reference. Range could include but is not limited to: [Te Rautaki Hikitia 2021-2023](#); [Ngā Uara](#) Manaakitanga, Ngākau pono, Whakarangatira, Manawaroa; [Ka Hikitia - Ka Hāpaitia](#); [Ako Critical Contexts for Change](#) including [Cultural Relationships for Responsive Pedagogy](#)
- Hearing community perceptions through face to face hui-a-whānau and survey responses
- Walk-throughs of teaching and learning - snapshot of what is it like to be diverse tangata whenua at WGC on any given day
- Review and evaluation of relevant and related evidence across policies, curriculum and practices including leadership.
- Action planning as a community - being responsive to diverse perspectives of tangata whenua (as well as pākehā and tauwi with specific focus on Tiriti partnership)
- Ongoing change leadership grounded in our values, kaupapa Māori and critical consciousness

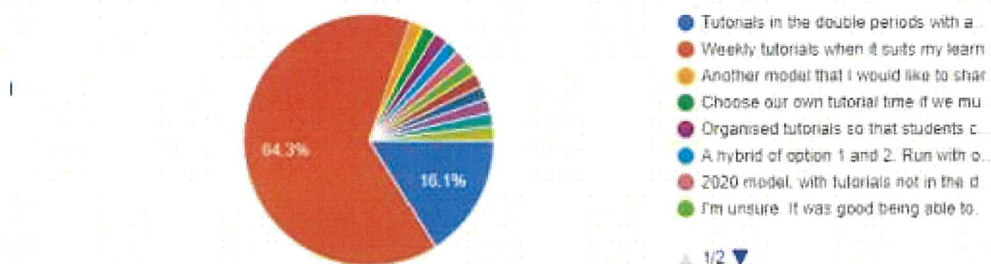
## 2. We will refine and embed the tutorial system for Year 11 - 13

### Actions

- Due to the complexities of COVID and the drive to have learners in class, the decision was made to embed tutorials into class time. Deb King, Deputy Principal, engaged with staff via staff meeting and the Teal Times to encourage the use of tutorials to develop agency and prevent the constant consumption of content. The graph below summarises the response from teachers when asked about the model of tutorials they prefer –

4. Looking to 2021 - which model of tutorials would you most prefer?

56 responses



- New Curriculum development has meant that we have focused instead on how we can create a 'local' curriculum that enables all learners to have fun with their learning (particularly up to Year 11) and engage with a broad variety of topics without a focus on assessment.

<b>Historical position</b> <ul style="list-style-type: none"> <li>Tutorials were developed from 2020 - click <a href="#">here</a> for pedagogy and system information.</li> </ul>
<b>What has been achieved so far?</b> <ul style="list-style-type: none"> <li>Our teachers all without question support the move away from NCEA Level 1 for our Year 11 students as of 2023. We have met with all teachers to discuss our next curriculum steps with the view to developing a 'local' curriculum that enables learner agency.</li> </ul>
<b>Next steps</b> <ul style="list-style-type: none"> <li>More consultation with students to ensure they are part of the decision making regarding learner agency in our new curriculum.</li> </ul>

3. We will investigate options regarding the new NCEA framework
<b>Actions</b> <ul style="list-style-type: none"> <li>Meetings with all staff.</li> <li>Development of <a href="#">Future State Curriculum</a></li> <li>Curriculum Meetings</li> <li>Parent Advisory</li> <li>Consultation with other schools at DAPA and beyond</li> <li>Aotearoa Histories consultation</li> </ul>
<b>Historical position</b> <ul style="list-style-type: none"> <li>Years of asking the question - is NCEA Level 1 necessary</li> </ul>
<b>What has been achieved so far?</b> <ul style="list-style-type: none"> <li>Announcements made regarding 2023 so incoming parents/whānau know.</li> <li>Curriculum review committee met over several days and recommended <a href="#">three recommendations</a></li> </ul>
<b>Next steps</b> <ul style="list-style-type: none"> <li>Cross curricula group formed to consider curriculum documentation / development / courses / learning focus</li> <li>Framework for proposals developed</li> <li>Consultation with Year 9 students (Term 4 2021)</li> </ul>

4. We will review our student leadership structure
<b>Actions</b> <ul style="list-style-type: none"> <li>To implement changes developed in 2020</li> <li>Start the leadership review process</li> </ul>
<b>Historical position</b> <ul style="list-style-type: none"> <li>In 2019 there was a brief leadership review undertaken that looked at the roles of each student committee - A <a href="#">report was written</a> and a decision was made to do a wider review over two years to look at our WGC Student Leadership structure</li> </ul>



### **What has been achieved so far?**

Implementation of the changes from the 2020 Review:

- To introduce Kōmiti Māori and Kōmiti Pasifika
- New names sought from whānau for Kōmiti Māori - Te Ranga Māreikura
- New name gifted from Pacific Community for Kōmiti Pasifika - Fala Pasifika
- Change made in the focus for Community Committee - Supporting Diversity
- Further engagement with Mentors about the role of their Committee/Kōmiti within the school
- Relaunch of Student Council which rebranded and refocused the work of the Student Council - including new voting system, badges and promotion of reps.
- Developed new roles on School Council for Māori Reps (Years 9 - 12) and Pasifika Reps (Years 9 - 12) and also a junior and senior position for each of the vertical wānanga groups
- Half day training created for School Council Representatives led by Anna Wilson, Deputy Principal and School Council Committee to build teamwork, explore the role of Student Council and develop ideas for 2021 focus groups
- Anna has re-launched Student Volunteer Army Award to help students recognise their leadership in the community as volunteers - seeing a huge uptake of WGC involved and badges being awarded
- Survey from contributing schools about their own leadership structures to give knowledge of our arriving students bring with them
- Survey for parent groups to gather initial ideas of WGC leadership review

### **Next steps**

- Term 4 2021 - Send out surveys to consult with our community
- Term 1 + 2 2022 - Set up working group to look at themes from consultation and move into development of possible structures and relationships for WGC

## **5. We will consult with Taranaki whānui to develop a WGC kawa**

### **Actions**

- Contact Taranaki whānui to discuss a way forward

### **Historical position**

- While we have had contact with Te Ati Awa and the Port Nicholson Settlement Trust over the last 10+ years, we have only made contact with Taranaki whānui in the last year

### **What has been achieved so far?**

- The Taranaki whānui resource, Whitiki Herepu, has been shared with all staff
- A meeting was held with Kirsty Tamanui at PNST in July and a paper was put to her requesting support going forward. This then has to go to another group for them to consider
- Our senior students have stepped up to create appropriate kawa in the last two terms of the year. This has worked well but it is only an interim mechanism

### **Next steps**

- We await a response from Taranaki whānui
- We will recruit staff who whakapapa to Te Ati Awa if that is an option

## **6. We will work with Taranaki whānui to ensure all staff have a greater understanding of our place in Wellington**

### **Actions**

- Ensure staff have access to professional development that teaches them more about our place in the city

### **Historical position**

- While we have had contact with Te Ati Awa and the Port Nicholson Settlement Trust over the last 10+ years, we have only made contact with Taranaki whānui in the last year
- The staff had professional development at Ngati Poneke marae in 2015 from Nevan Broughton about the mythology around Wellington harbour and the whakapapa of key people involved in establishing this area

### **What has been achieved so far?**

- Start of year whole staff training from Tina Mihaere Rees about the establishment of Wellington, the Tenth Trust and this site ([presentation](#))
- Training on at the Kāhui Ako professional development day from Tamahau Rowe (Te Ati Awa) about Wellington city did not play out as we had expected
- The departure of our two Te Reo staff has left a gap in this area
- Two staff have been appointed to oversee the development of Aotearoa Histories at WGC - but this does rely on iwi support
- A meeting was held with Kirsty Tamanui at PNST in July and a paper put to her requesting support going forward. This then has to go to another group for them to consider. We are aware that Te Ati Awa do not feel they have the personnel to support schools in this work, but they are proposing working with the runanga in this area. They have said they will contact us when they know more about who is available to support us
- Deb King and Anna Simonsen, Deputy Principal, took part in a two day local histories professional development programme in the October holidays and this will have some spin offs next year when we will look to use some of these activities
- The school has been allocated 200 hrs of PD over the next 18 months to support our CRP work. This will benefit the staff and Board.

### **Next steps**

- About 50 staff will take part in a local bus tour in early December to give them access to some of the local history with Te Ati Awa presenters; the remainder of the staff will do this in 2022
- Finalise the professional development details ready for implementation in 2022
- Be ready to work with Taranaki whānui once they decide who can support us

## **7. We will work towards qualifying for the Rainbow Tick status**

### **Actions**

To find \$5,000 sponsorship to fund WGC to go through the process.

### **Historical position**

- We have an increasing number of students who identify as part of the LGBTIQ+ community.
- Rainbow Tick is a certification mark aimed at workplaces / organisations that complete a Diversity and Inclusion assessment process.



**What has been achieved so far?**

- Made contact with Rainbow Tick providers
- Connected with two schools in Auckland region who have gained RT Accreditation
- Approached a couple of organisations to get \$5,000 sponsorship, but was unsuccessful

**Next steps**

- Penny Greenwood, Deputy Principal applied and has been successful in gaining a 10 week 2022 Secondary Teachers Sabbatical to work with Rainbow Tick to develop a model that is accessible to schools, ie does not cost \$5,000 per year to be a part of.

**8. We will implement the Good Yarns program****Actions**

Ensure that all WGC Staff are able to access the Good Yarn programme

**Historical position**

- WGC is the first New Zealand school to implement the Good Yarn programme
- 2020 - Four staff trained as Facilitators for the programme - Anna Wilson, Anna Simonsen, Maria Walker (International Director) and Kailagh Harford (Specialist Classroom Teacher and English Department)
- Plan developed for roll out first stage of delivery in Term 1 and Term 4 2021

**What has been achieved so far?**

- Term 1 - Two workshops available for all staff during start of year Teacher Only Days and in Term 2 - Support Staff requested a workshop during Teacher Only Day which has seen 50 staff that have taken part in the program.
- Initial feedback from Good Yarn on the workshops in Term 1 and 2 was that they were well received and that staff have an increased awareness on how to support themselves and colleagues with their mental health
- Anna Wilson set up a catch up session for staff who wanted to discuss the program further as a follow up session following the workshops in Term 1 and 2 and shared podcasts/readings to give further support
- Term 3 - Anna presented at the NASDAP Conference on WGC's journey with Staff Wellbeing and the use of the Good Yarn programme
- Term 4 - Four workshops in place to enable more up-take from staff across the term.
- Higher awareness and engagement from WGC employees using EAP - This is a noticeable increase for 2021, but can also be attributed to the COVID pandemic

**Next steps:**

- Allow for extra EAP funding for our Staff Wellbeing funding
- Work with the Staff Wellbeing Committee to offer support for Staff to practice scenarios, link in with MHAW projects
- Continue to offer the Good Yarn programme in 2022 and revisit our licence agreement for 2023

## 9. We will continue to review our Wellbeing programme

### Actions

- Review the Wānanga programme
- Review the 2019 - 2021 Student Wellbeing strategy
- Adopt the Te Whare Tapa Wha model to align with Kāhui Ako (Melissa Denzler)

### Historical position

- The Student Wellbeing Strategy 2019 - 2021 was informed by five different models of wellbeing.
- The wānanga programme was established in 2019 with the goal of facilitating a stronger pastoral focus via wānanga teachers, supported by a Kāhui Ako WIST (within school teachers).
- Before moving to Wellington East Girls' College, Melissa was keen to refocus the wellbeing programme using just one model - Te Whare Tapu Whā - with the added pou of whenua.

### What has been achieved so far?

- Not a whole lot of traction given our need to respond to COVID and resulting wellbeing challenges
- The strategy is currently being reviewed - including exploration of Te Whare Tapu Whā as the primary model
- The wānanga programme is currently being reviewed - students and staff have been surveyed; information has been gathered from other schools; the SMT have discussed potential ideas
- In Term 4 there will be consultation with whānau, students and staff about their expectations of wellbeing at WGC

### Next steps

- Decision on shape of wānanga programme to support 2022 staffing conversations
- Consultation groups
- Wellbeing strategy discussion update to SMT by late Term 4

## 10. We will progress work on the WGC redevelopment project

### Actions

- To work with the MOE Delivery Manager and the architects to progress the redevelopment
- To release information to the school community as soon as anything is confirmed

### Historical position

- See previous variance documents for background

### What has been achieved so far?

- Fortnightly meetings with the designers and MOE Delivery Manager are working through the options. These are quite advanced but have only had minimal input from HODs as yet and the rest of the staff are unaware of what is being proposed
- All HODs have had to sign NDAs to be involved with this work
- The first state of work impacts on the creation of a new lift shaft in Brook block; the removal of the existing links between Tower and Brook blocks; the building of a wall in the Hall to make a watertight space before demolition starts and the redevelopment of new stairs into Pipitea from a new front entrance to the school



- Initial demolition and enabling work has started, but some delays have been experienced as one of the consents has yet to clear WCC's processes. This is significant and could mean we aren't fully functional until Term Two 2022
- Planning around how to keep the school running while we are a live demolition/construction site has started and 2022's student leaders are already thinking of how they will do things differently next year to maintain student connections despite not having a Hall

**Next steps**

- Once the details of our project are made public, we will be meeting with more staff to discuss initial designs
- At that stage we will also start work with student groups

# Members of the Board

## For the Year Ended 31 December 2021

Designation	Name	How position on the Board gained	Occupation	Term expires
<b>Parent Representatives</b>	Sarah Boyd	Elected June 2019	Communications Manager	Sept 2022
	Ioe Misa	Elected June 2019	Programme Manager	Sept 2022
	Rhonda Richardson	Elected June 2019	CFO	Sept 2022
	Aedeen Boadita-Cormican	Elected June 2019	Lawyer	Sept 2022
	Helen McQueen	Elected June 2019	Law Commissioner	Sept 2022
<b>Co-opted Members</b>	Phil Conroy	Co-opted June 2019	Project Manager & Theatre Consultant	Sept 2022
	Hinerangi Barr	Co-opted June 2019	Communications Principal	Sept 2022
	Duncan Roy	Co-opted June 2019 Commenced January	Army Officer	Sept 2022
<b>Principal</b>	Julia Davidson	2008	Principal	
<b>Staff Representative</b>	Helen Breeze	Elected May 2019	Teacher	Sept 2022
<b>Student Representative</b>	Katelyn Sceats	Elected September 2020	Student	Sept 2022
<b>Board Secretary</b>	Ann Gilbert			
<b>Members who left 2021</b>				

# Statement of Responsibility

## For the Year Ended 31 December 2021

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

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

In the opinion of the Board and management, the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the College.

The College's 2021 financial statements are authorised for issue by the Presiding Member and Principal.



Acting Principal



Presiding Member

12 May 2022

Date

12 MAY 2021

Date

Wellington Girls' College  
**Statement of Financial Position**  
As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Restated \$
<b>Current Assets</b>				
Cash and cash equivalents	2	845,544	592,146	753,942
Accounts receivable	4	770,657	740,184	740,184
Funds Held for Capital Projects	18	-	-	-
GST Receivable		-	5,188	5,188
Investments	3	5,481,254	5,158,392	5,158,392
Prepayments		48,383	29,893	29,893
		<u>7,145,838</u>	<u>6,525,803</u>	<u>6,687,599</u>
<b>Current Liabilities</b>				
GST Payable		28,706	-	-
Accounts payable	5	984,024	981,896	1,009,420
Revenue received in advance	6	436,560	606,627	606,626
Provision for Cyclical Maintenance	9	-	42,321	42,321
Finance Lease Liability – Current Portion	17	49,423	59,027	59,027
Funds held for Capital Works Projects	18	174,288	-	24,505
Other current liabilities	7	329,792	482,936	482,936
		<u>2,002,793</u>	<u>2,172,806</u>	<u>2,224,835</u>
<b>Working Capital Surplus</b>		5,143,045	4,352,997	4,462,764
<b>Non-current Assets</b>				
Property, plant and equipment	8	4,830,784	5,012,429	5,218,194
Intangible assets	8	-	-	-
		<u>4,830,784</u>	<u>5,012,429</u>	<u>5,218,194</u>
<b>Non-current Liabilities</b>				
Provision for cyclical maintenance	9	485,185	445,194	427,515
Finance lease liability	17	100,167	-	53,536
		<u>585,352</u>	<u>445,194</u>	<u>481,051</u>
<b>Net Assets</b>		<u>9,388,477</u>	<u>8,920,232</u>	<u>9,199,907</u>
<b>Equity</b>		<u>9,388,477</u>	<u>8,920,232</u>	<u>9,199,907</u>

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 2021

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Restated \$
<b>Balance at 1 January</b>	9,199,907	9,199,907	8,871,906
Total comprehensive revenue and expense for the year	151,852	(279,675)	328,001
Capital Contributions from Ministry of Education			
Contribution – Furniture and Equipment Grant	36,718	-	-
Equity at 31 December	9,388,477	8,920,232	9,199,907

## 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.

	2021 Actual \$	2020 Restated \$
<b>Reserves</b>		
Opening Balance Development Fund	1,230,579	1,042,704
Add: transfer to reserve equity	176,219	189,229
Less: transfer out of reserve equity	(1,265)	(1,354)
Net transfer	174,954	187,875
Closing balance	1,405,533	1,230,579
Opening Balance Centennial Trust	39,480	38,480
Add: transfer to reserve equity	316	1,000
Less: transfer out of reserve equity	-	-
Net transfer	316	1,000
Closing Balance	39,796	39,480
Opening Balance Scholarships and Awards	234,714	232,858
Add: transfer to reserve equity	1,878	6,058
Less: transfer out of reserve equity	(3,876)	(4,202)
Net transfer	(1,998)	1,856
Closing Balance	232,716	234,714
Opening Balance Art Revaluation Reserve	181,040	181,040
Add: transfer to reserve equity	-	-
Less: transfer out of reserve 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 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Restated \$
<b>Revenue</b>				
Government Grants	10	13,898,502	12,496,318	14,000,849
Gain on Sale of Property, Plant and Equipment		-	-	-
Interest income		73,437	45,641	122,991
Locally raised funds	11	1,611,803	1,539,023	1,434,735
International Students	12	525,751	604,721	830,631
		16,109,493	14,685,703	16,389,206
<b>Expenses</b>				
Learning resources	13	10,603,626	9,556,376	10,326,355
Administration	14	712,863	764,745	717,814
Finance		12,405	10,532	6,819
Loss on disposal of Property, Plant & Equipment		126,592	-	146,716
Property	15	3,003,915	3,070,288	3,411,473
Locally raised funds	11	477,407	441,800	332,704
International Students	12	470,333	556,878	544,082
Depreciation	16	550,500	564,759	575,242
Amortisation of Intangible Assets	16	-	-	-
		15,957,641	14,965,378	16,061,205
<b>Net Surplus</b>				
		151,852	(279,675)	328,001
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expenses</b>				
		151,852	(279,675)	328,001

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 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		2,783,662	2,696,318	2,902,191
Locally raised funds		1,587,015	1,086,511	1,248,840
International students		435,832	604,721	1,106,199
Goods & Services Tax (net)		33,894	5,188	(10,081)
Payments to employees		(2,296,066)	(1,812,222)	(1,685,917)
Payments to suppliers		(1,954,897)	(2,714,888)	(2,195,672)
Cyclical maintenance Payments		(44,651)	(77,679)	(94,679)
Interest paid		(12,406)	45,641	151,522
Interest received		75,684	(10,532)	(6,819)
<b>Net cash (to) from the Operating Activities</b>		608,067	(176,942)	1,415,584
<b>Cash flows from Investing Activities</b>				
Proceeds from sale of PPE (and intangibles)		-	-	-
Purchase of PPE (and intangibles)		(198,271)	(467,294)	(586,291)
Purchase of investments		(2,322,863)	574,726	(342,200)
Proceeds from sale of investments		2,000,000	-	-
<b>Net cash from Investing Activities</b>		(521,134)	107,432	(928,491)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		36,718	-	-
Finance lease payments		(28,687)	(53,536)	(16,053)
Funds held for capital works		149,782	(38,750)	-
Funds administered on behalf of third parties		(153,144)	-	(144,210)
<b>Net cash from Financing Activities</b>		4,669	(92,286)	(160,263)
<b>Net increase/(decrease) in cash &amp; cash equivalents</b>		91,602	(161,796)	326,830
Cash and cash equivalents at the beginning of the year	9	753,942	753,942	427,112
Cash and cash equivalents at the end of the year	9	845,544	592,146	753,942

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 2021

### 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 and Training Act 2020. 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 2021 to 31 December 2021 and in accordance with the requirements of the Public Finance Act 1989.

#### ***Basis of Preparation***

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

#### ***Financial Reporting Standards Applied***

The Education and Training Act 2020 requires the 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".

#### ***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.

***Cyclical Maintenance***

The College recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the College's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 9.

***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.

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#### ***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 (uncollectable debts). The College's receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

**h) 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.

**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 assets held under a Finance lease	Term of lease
Library Resources (Diminishing Value)	12.5%
Textbooks	3 years

From 2021 Library Resources and Textbooks are expensed.

## **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 by non-teaching staff, 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) Funds Held in Trust**

Funds are held in trust where they have been received by the College for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The school holds sufficient funds to enable funds to be used for their intended purpose at any time.

#### **p) 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).

#### **q) 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.

**r) 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.

**s) Budget figures**

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

***Services Received In-kind***

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

## **Changes in Accounting Policies**

### **Depreciation**

From 2021 Library Resources and Textbooks are expensed into the year they are purchased.



# Wellington Girls' College

## Notes to the Financial Statements

### 2 Cash and Cash Equivalents

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash on hand	300	300	300
Bank Current Account	393,024	200,000	723,301
Bank Call Account	457,004	391,846	33,822
Short Term Deposits with a maturity of three months or less	-	-	-
Mastercard Balances	(4,784)	-	(3,481)
Net cash and cash equivalents for Cash Flow Statement	845,544	592,146	753,942

The carrying value of short-term deposits with maturity dates of 90 days or less approximates their fair value. Of the \$845,544 Cash and Cash Equivalents \$174,288 is held by the College on behalf of the Ministry of Education. These funds are required to be spent in 2022 on Crown owned College buildings under the College's SIP funding allocation.

### 3 Investments

The College's investment activities are classified as follows:

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Reserve Funds, Prizegiving and Scholarship held in short term deposit with maturities greater than three months and no greater than one year	272,512	274,190	274,190
Reserve Development Funds held in short term deposit with maturities greater than three months and no greater than one year	1,408,742	1,234,202	1,234,202
Short-term deposits with maturities greater than 90 days and no greater than one year	3,800,000	3,650,000	3,650,000
	5,481,254	5,158,392	5,158,392

### 4 Accounts Receivable

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	25,183	27,751	27,751
Interest Receivable	19,583	21,831	21,831
Teacher Salaries Grant Receivable	725,891	690,602	690,602
	770,657	740,184	740,184
Receivables from Exchange Transactions	44,766	49,582	49,582
Receivables from Non-Exchange Transactions	725,891	690,602	690,602
	770,657	740,184	740,184

## Notes to the Financial Statements Continued

### 5 Accounts Payable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operating Creditors	87,828	67,954	95,118
Employee benefits – salaries	770,601	799,309	799,309
Employee benefits – leave accrual	125,595	114,933	114,993
	<u>984,024</u>	<u>981,896</u>	<u>1,009,420</u>
Payables for Exchange Transactions	984,024	981,896	1,009,420
Payables for Non-exchange Transaction – Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transaction - other	-	-	-
	<u>984,024</u>	<u>981,896</u>	<u>1,009,420</u>

The carrying value of payables approximates their fair value.

### 6 Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Grants in advance–Ministry of Education	-	-	-
International Fee Paying Students	286,458	393,154	393,154
International Trips Revenue	-	-	-
Other	150,102	213,472	213,472
	<u>436,560</u>	<u>606,626</u>	<u>606,626</u>

### 7 Funds held in Trust

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Homestay monies held on behalf of Students	140,176	275,406	275,406
Consignment accounts	189,616	207,530	207,530
	<u>329,792</u>	<u>482,936</u>	<u>482,936</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.

### 8 Property Plant and Equipment and Intangible Assets

	Opening Balance (NBV)	Additions	Disposals	Revaluation n	Impairment	Depreciation	NBV
2021	\$	\$	\$	\$	\$	\$	\$
Land	860,000	-	-	-	-	-	860,000
Buildings	2,247,002	-	-	-	-	(55,504)	2,191,498
Building Improvements	439,381	-	-	-	-	(75,190)	364,191
Furniture and Equipment	990,603	178,583	(3,594)	-	-	(217,584)	948,008
ICT	160,681	-	-	-	-	(89,600)	70,581
Works of Art	252,933	2,000	-	-	-	-	254,933
Textbooks	69,237	-	(21,394)	-	-	(47,843)	-
Leased Assets	105,561	94,654	(6,400)	-	-	(53,242)	141,573

# Notes to the Financial Statements Continued

Library Resources	92,296	-	(80,759)	-	-	(11,537)	-
<b>Balance at 31 December 2021</b>	<b>5,218,195</b>	<b>275,237</b>	<b>(112,147)</b>	<b>-</b>	<b>-</b>	<b>(550,500)</b>	<b>4,830,784</b>

	<b>Cost</b>	<b>Acc Depn</b>	<b>NBV</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>2021</b>			
Land	860,000	-	860,000
Buildings	2,776,324	(584,826)	2,191,498
Building Improvements	824,438	(460,246)	364,192
Furniture and Equipment	2,978,276	(2,030,269)	948,007
ICT	839,425	(768,844)	70,581
Works of Art	254,933	-	254,933
Textbooks	-	-	-
Leased Assets	194,101	(52,528)	141,573
Library Resources	-	-	-
<b>Balance at 31 December 2021</b>	<b>8,727,497</b>	<b>(3,896,713)</b>	<b>4,830,784</b>

	Opening Balance (NBV)	Additions	Disposals	Revaluation	Impairment	Depreciation	NBV
	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>2020</b>							
Land	860,000	-	-	-	-	-	860,000
Buildings	2,324,612	-	(21,606)	-	-	(56,004)	2,247,002
Building Improvements	564,140	31,233	(73,637)	-	-	(82,355)	439,381
Furniture and Equipment	922,771	327,482	(50,870)	-	-	(208,780)	990,603
ICT	166,125	124,715	(603)	-	-	(130,056)	160,181
Works of Art	252,933	-	-	-	-	-	252,933
Textbooks	79,349	15,916	-	-	-	(26,028)	69,237
Leased Assets	92,274	73,121	-	-	-	(58,834)	106,561
Library Resources	93,988	11,493	-	-	-	(13,185)	92,296
<b>Balance as 31 December 2020</b>	<b>5,356,192</b>	<b>583,960</b>	<b>(146,716)</b>	<b>-</b>	<b>-</b>	<b>(575,242)</b>	<b>5,218,194</b>

	<b>Cost</b>	<b>Acc Depn</b>	<b>NBV</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>2020</b>			
Land	860,000	-	860,000
Buildings	2,776,324	(529,322)	2,247,002
Building Improvements	824,438	(385,056)	439,382
Furniture and Equipment	2,843,182	(1,853,567)	989,615
ICT	855,813	(695,129)	160,684
Works of Art	252,933	-	252,933
Textbooks	279,168	(211,824)	67,344
Leased Assets	211,604	(101,308)	110,296
Library Resources	150,522	(59,584)	90,938
<b>Balance as at 31 December 2020</b>	<b>9,053,984</b>	<b>(3,835,790)</b>	<b>5,218,194</b>

## Intangible Assets

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

	<b>2021</b>	<b>2020</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>
Cost		6,288
Accumulated amortisation		(6,288)
Net Value	-	-



## Notes to the Financial Statements Continued

### 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 (2020 \$nil).

## 9 Provision for Cyclical Maintenance

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the start of the year	(469,836)	(469,836)	(504,515)
Increase to the provision during the year	(60,000)	(60,000)	(60,000)
Use of provision during the year	44,651	42,321	94,679
Provision at the end of the year	(485,185)	(487,515)	(469,836)
Current Portion	-	(42,321)	(42,321)
Non Current Portion	(485,185)	(445,194)	(427,515)
Total Provision	(485,185)	(487,515)	(469,836)

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 2021. 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.

## 10 Government Grants

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	2,690,377	2,545,067	2,551,595
Use of Land and Buildings Grant	2,270,633	2,300,000	2,638,412
Teachers' Salaries Grant	8,765,969	7,500,000	8,460,246
Other MOE Grants	98,416	81,500	260,729
Gateway	41,482	40,871	40,829
Resource teachers learning and behaviour grants	15,539	13,680	12,778
Other Government Grants	16,086	15,200	36,259
	13,898,502	12,496,318	14,000,849

Operational Grants, other MOE Grants and other Government Grants include additional COVID-19 funding for the year ended 31 December 2021 \$Nil (2020 \$138,584.17)

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nationwide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## Notes to the Financial Statements Continued

### 11 Locally Raised Funds

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

	2021	2021	2020
	Actual	Budget	Actual
Revenue	\$	(Unaudited)	\$
Donations	711,461	693,432	677,058
Fundraising	24,149	19,000	21,477
International Travel Revenue	-	-	-
Other Revenue	442,580	452,512	460,060
Extra-curricular Activities	302,020	265,950	182,298
Commissions Revenue	5,168	4,400	4,805
Hire of Facilities	74,398	89,679	64,435
Sundry Revenue	52,027	14,050	24,602
	1,611,803	1,539,023	1,434,735

	2021	2021	2020
	Actual	Budget	Actual
Expenses	\$	(Unaudited)	\$
Fundraising (costs of raising funds)	20,438	19,000	13,625
Expenses International Travel	-	-	-
Non Curriculum materials	27,109	30,500	26,573
Extra-Curricular Activities	429,860	392,300	292,506
Hire of Facilities Trading	-	-	-
	477,407	441,800	332,704
	1,134,396	1,097,223	1,102,031

Surplus for the year Locally raised funds

In 2020 there were no overseas trips. All funds held by the school were refunded.

In 2021 there were no overseas trips planned.

	2021	2021	2020
	Actual	Budget	Actual
International Student Roll		(Unaudited)	
	36.25	40	59
Revenue	Actual	2021 Budget (Unaudited)	2020 Actual
International Student Fees	525,751	604,721	830,631
Expenses			
Commissions	56,116	60,000	72,521
Marketing and Programmes	5,769	53,184	53,655
International Student Levy	18,713	15,000	17,437
Employee Benefit - Salaries	389,735	428,694	400,120
Other expenses	-	-	349
	470,333	556,878	544,082
Surplus for the year International Students	55,418	47,843	286,549

### 13 Learning Resources

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
General expenses	51,504	74,700	104,287
Library	24,995	25,545	11,762
Employee benefits – salaries	9,454,564	8,191,900	9,198,893

## Notes to the Financial Statements Continued

Staff development	92,591	100,000	75,028
Curricular	751,967	919,132	719,687
Information and Communication Technology	228,005	245,099	216,698
	<u>10,603,626</u>	<u>9,556,376</u>	<u>10,326,355</u>

### 14 Administration

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit fees	18,072	18,000	16,215
Other fees paid to Auditors	-	-	-
Consultants Advice	2,275	10,000	11,685
Board expenses	9,753	9,850	12,299
Board fees	6,200	6,500	6,200
Communication	10,826	14,200	10,359
Consumables	4,227	4,000	3,685
General expenses	68,399	72,750	69,417
Insurance	19,826	47,959	42,411
Employee Benefits - salaries	573,285	581,486	545,543
	<u>712,863</u>	<u>764,745</u>	<u>717,814</u>

### 15 Property

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and cleaning	240,011	224,000	241,892
New block planning	-	-	912
Grounds	9,948	23,000	14,408
Heat, light and water	130,403	155,000	140,553
Rates	25,089	25,000	22,723
Repairs and maintenance	156,387	173,146	186,806
Use of land and buildings	2,270,383	2,300,000	2,638,412
Cyclical maintenance provision	60,000	60,000	60,000
Employee benefits - salaries	111,694	110,142	105,767
	<u>3,003,915</u>	<u>3,070,288</u>	<u>3,411,473</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. In 2020 a review was undertaken by Ashby Property Management and the provision was altered to reflect the impact of the temporary classrooms and administration spaces provided to replace Tower.

### 16 Depreciation and Amortisation

Depreciation is charged on these items:

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings College owned	55,504	56,252	56,004
Information and Communication Technology	89,600	89,700	130,056
Furniture and fittings	217,584	218,500	208,780
Library books	11,537	11,537	13,185



## Notes to the Financial Statements Continued

Building improvements	75,190	115,994	82,355
Textbooks	47,843	14,195	26,028
Leased assets	53,242	58,581	58,834
	<u>550,500</u>	<u>564,759</u>	<u>575,242</u>

From 2021 Textbooks and Library books are expensed

	<b>2021</b>	<b>2021</b>	<b>2020</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
Software is amortised	-	-	-
Software	-	-	-

## 17 Finance Lease Liabilities

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

	<b>2021</b>	<b>2021</b>	<b>2020</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
Total minimum lease payments due:	\$	\$	\$
Not later than one year	49,423	59,027	59,027
Later than one year but not later than five years	100,167	-	53,536
Later than five years	-	-	-
	<u>149,590</u>	<u>59,027</u>	<u>112,563</u>

## 18 Funds Held for Capital Works Projects

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

	<b>2021</b>	<b>Opening Balance</b>	<b>Receipts From MOE</b>	<b>Payments</b>	<b>Closing Balance</b>
		\$	\$	\$	\$
Earthquake repairs	completed	4,034	-	(4,034)	-
Quiet room	completed	(13,146)	13,146	-	-
SIP Brook Toilet Block and Drainage	in progress	38,750	182,571	(47,033)	174,288
MOE Property Works	in progress	(1,099)	118,667	(117,568)	-
Totals		<u>28,539</u>	<u>314,384</u>	<u>(168,635)</u>	<u>174,288</u>

## Represented by:

Funds Held on Behalf of the Ministry of Education	174,288
Funds Due from the Ministry of Education	-
Total	<u>174,288</u>

	<b>2020</b>	<b>Opening Balance</b>	<b>Receipts From MOE</b>	<b>Payments</b>	<b>Closing Balance</b>
		\$	\$	\$	\$
Earthquake repairs	completed	4,034	-	-	4,034
Quiet room	completed	(12,521)	-	(625)	(13,146)
SIP Brook Toilet Block and Drainage	in progress	-	40,000	(1,250)	38,750
MOE Property Works	in progress	-	11,976	(13,075)	(1,099)
Totals		<u>(8,487)</u>	<u>51,976</u>	<u>(14,950)</u>	<u>28,539</u>

## Notes to the Financial Statements Continued

### Represented by:

Funds held on behalf of the Ministry of Education

-

Funds due from the Ministry of Education

28,539

Total

28,539

## 19 Reserves

	2021	2020
	\$	\$
<b>Asset Revaluation Reserve</b>		
Opening balance	-	-
Revaluation of land and buildings	-	-
Revaluation of works of art	181,040	181,040
	181,040	181,040

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.

Reserved Equity	Scholarship and Awards	Centennial Fund	Development Fund	Total
	\$	\$	\$	\$
<b>2021</b>				
Opening Balance	234,714	39,480	1,230,579	1,504,773
Receipts	1,878	316	176,219	178,413
Transfer between Reserves	-	-	-	-
Addition to reserved equity	-	-	-	-
Payments	(3,876)	-	(1,265)	(5,141)
Closing Balance	232,716	39,796	1,405,533	1,678,045

### 2020

Opening Balance	232,858	38,480	1,042,704	1,314,042
Receipts	6,058	1,000	189,229	196,287
Transfer between reserves	-	-	-	-
Addition to reserved equity	-	-	-	-
Payments	(4,202)	-	(1,354)	(5,556)
Closing Balance	234,714	39,480	1,230,579	1,504,773

### 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.

## Notes to the Financial Statements Continued

### 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 Board members, the Principal, Deputy Principals, Assistant Principals, and Heads of Departments

	2021 Actual	2020 Actual
<i>Leadership Team</i>	\$	\$
Remuneration	2,832,662	3,063,902
Full time equivalent members	26.1	28.75
	2021 Actual	2020 Actual
<i>Board Members</i>	\$	\$
Remuneration	6,200	6,200
Full time equivalent members	.13	.12
Total key management personal remuneration	2,838,862	3,070,102
Total full time equivalent personnel	26.23	28.87

There are 11 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has a Finance and Property Committee (5 members) that meets monthly and Personnel (5 members), Health and Safety (4 members) that meet as required. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal

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

	2021 Actual	2020 Actual
Salaries and other short term employee benefits	\$000	\$000
Salary and other payments	220-230	210-220
Benefits and other emoluments	5-10	5-10
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:

Remuneration \$000	2021 FTE Number	2020 FTE Number
100-110	14	10
111-120	5	1
121-130	-	4
131-140	4	-
141-150	-	1
	23	15



## Notes to the Financial Statements Continued

### 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:

	2021 Actual	2020 Actual
	\$	\$
Total	-	-
Number of people	-	-

### 22 Contingencies

There is a contingent asset for the possible repayment from the Ministry of Education for under spending the College's banking staffing entitlement during 2021. The Ministry has yet to decide how much it will pay to the College. We cannot reliably measure the cash repayment, but the amount we have underspent as at 31 December is approximately \$15,976. We will record the amount we receive as revenue in the 2022 financial year.

There are no contingent liabilities as at 31 December 2021. (Contingent liabilities as at December 2020:0).

#### 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. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

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

### 23 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 member of the Board and also a director of Metro Productions also trading as MPNZ. The school has used Metro Productions and MPNZ at times for one off events for staging and lighting and emergency fencing. In 2021 the total value of all transactions was \$18,792 and no amount is outstanding as at balance date (2020: \$7,754). 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.

### 24 Capital Commitments

Capital commitments as at 31 December 2021: 206,314 This relates to the commitment to purchase 86 pieces of computer equipment.

(Capital commitments as 31 December 2020: Nil)

## Notes to the Financial Statements Continued

### 25 Financial Instruments

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

	2021	2021	2020
Cash and Receivables	Actual	Budget (Unaudited)	Actual
Cash and cash equivalents	845,544	592,146	753,942
Receivables	770,657	740,184	740,184
Investments – Term Deposits	5,481,254	5,158,392	5,158,392
Total cash and Receivables	7,097,455	6,490,722	6,652,518

### Financial Liabilities measured at amortised cost

Payables	984,024	981,896	1,009,420
Finance Leases	149,590	59,027	112,563
Total Financial Liabilities Measured at Amortised Costs	1,133,614	1,040,923	1,121,983

### 26 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.

### 27 Events After Balance Date

In January 2022 the school entered into a contractual agreement with a Construction Company to refurbish the student toilets amounting to \$171,250 as part of the ongoing SIP Brook Toilet Block and Drainage capital works project disclosed in Note 18.

### 28 Comparatives

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

## Kiwi Sport

Kiwi sport is a Government Funding initiative to support students' participation in organised sport. In 2021, the school received total Kiwi sport funding of \$37,134.73 (excluding GST). The funding was spent on registrations, new equipment, and salary for our Sports Director and Sports Coordinator.



**Social Team of the Year - Lacrosse**



# Independent auditor's report

## **To the readers of the financial statements of Wellington Girls College for the year ended 31 December 2021**

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 37, which comprise the statement of financial position as at 31 December 2021, 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 2021, 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 12 May 2022. This is the date at which our opinion is expressed.

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

### **Basis for Opinion**

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

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

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

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

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

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

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

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

#### **Other information**

The Board is responsible for the other information. The other information comprises the information included on pages 1 to 13, and page 38 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