



Wellington Girls' College Annual Report 2022



Wellington Girls' College

For the Year ended 31 December 2022

School Directory

Ministry Number: 272

Principal: Julia Davidson

School Address: 18 Pipitea Street, Thorndon, Wellington, 6011

School Postal Address: PO Box 12-471, Wellington North, 6144

School Phone: 04 472 5743

School Email: wgc@wgc.school.nz



Members of the Board:

Name	Position	How Position Gained	Term Expired/Expires
Melanie Brewer	Parent Representative	Elected Sept 2022	June 2025
Andrew Brown	Parent Representative	Elected Sept 2022	June 2025
Helen Dale	Parent Representative	Elected Sept 2022	June 2025
Patricia Raea	Parent Representative	Elected Sept 2022	June 2025
Duncan Roy	Parent Representative	Elected Sept 2022	June 2025
Jonathan Devine	Co-opted	Co-opted Sept 2022	June 2025
Katie Graham	Co-opted	Co-opted Sept 2022	June 2025
Karen Hu	Co-opted	Co-opted Sept 2022	June 2025
Bindy Tatham	Co-opted	Co-opted Sept 2022	June 2025
Julia Davidson	Principal	Principal 2008	
Abby Craig	Staff Representative	Elected Sept 2022	June 2025
Vacant	Student Representative		
Elmarie Els	Board Secretary		
Sarah Boyd	Parent Representative	Elected June 2019	December 2021
Ioe Misa	Parent Representative	Elected June 2019	September 2022
Rhonda Richardson	Parent Representative	Elected June 2019	September 2022
Aedeen Boadita-Cormican	Parent Representative	Elected June 2019	September 2022
Helen McQueen	Parent Representative	Elected June 2019	August 2022
Hinerangi Barr	Co-opted	June 2019	December 2021
Phil Conroy	Co-opted	June 2019	September 2022
Helen Breeze	Staff Representative	May 2019	September 2022
Katelyn Sceats	Student Representative	September 2020	September 2022

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Statement of Responsibility

For the Year Ended 31 December 2022

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 2022 fairly reflects the financial position and operations of the College.

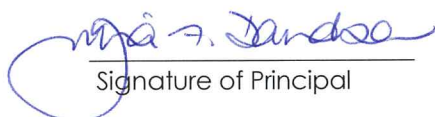
The College's 2022 financial statements are authorised for issue by the Presiding Member and Principal.

JULIA FRANCES JANDSON

Full name of Principal

Duncan George Roy

Full name of Presiding Member



Signature of Principal



Signature of Presiding Member

29/5/23

Date

29/5/23

Date

Wellington Girls' College
Statement of Financial Position
As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and cash equivalents	2	394,005	722,413	845,544
Accounts receivable	4	872,195	770,657	770,657
Funds Held for Capital Projects	18	-	-	-
GST Receivable		5,419	-	-
Investments	3	6,877,080	5,481,254	5,481,254
Prepayments		77,047	48,383	48,383
		<u>8,225,746</u>	<u>7,022,707</u>	<u>7,145,838</u>
Current Liabilities				
GST Payable		-	28,706	28,706
Accounts payable	5	998,190	984,025	984,024
Revenue received in advance	6	688,782	436,560	436,560
Provision for Cyclical Maintenance	9	193,372	-	-
Finance Lease Liability – Current Portion	17	55,116	49,423	49,423
Funds held for Capital Works Projects	18	142,735	-	174,288
Funds held in Trust	7	563,433	329,792	329,792
		<u>2,641,628</u>	<u>1,828,506</u>	<u>2,002,793</u>
Working Capital Surplus		5,584,118	5,194,201	5,143,045
Non-current Assets				
Property, plant and equipment	8	4,663,486	4,809,889	4,830,784
Intangible assets	8	-	-	-
		<u>4,663,486</u>	<u>4,809,889</u>	<u>4,830,784</u>
Non-current Liabilities				
Provision for cyclical maintenance	9	384,527	545,185	485,185
Finance lease liability	17	55,781	100,167	100,167
		<u>440,308</u>	<u>645,352</u>	<u>585,352</u>
Net Assets		<u>9,807,296</u>	<u>9,358,738</u>	<u>9,388,477</u>
Equity		<u>9,807,296</u>	<u>9,358,738</u>	<u>9,388,477</u>

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

Wellington Girls' College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Balance at 1 January	9,388,477	9,388,477	9,199,907
Total comprehensive revenue and expense for the year	418,819	(29,739)	151,852
Capital Contributions from Ministry of Education Contribution – Furniture and Equipment Grant	-	-	36,718
Equity at 31 December	9,807,296	9,358,738	9,388,477

Reserved Equity

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

	2022 Actual \$	2021 Actual \$
Reserves		
Opening Balance Development Fund	1,405,533	1,230,579
Add: transfer to reserve equity	190,950	176,219
Less: transfer out of reserve equity	-	(1,265)
Net transfer	190,950	174,954
Closing balance	1,596,483	1,405,533
Opening Balance Centennial Trust	39,796	39,480
Add: transfer to reserve equity	896	316
Less: transfer out of reserve equity	-	-
Net transfer	896	316
Closing Balance	40,692	39,796
Opening Balance Scholarships and Awards	237,216	234,714
Add: transfer to reserve equity	5,237	1,878
Less: transfer out of reserve equity	(3,856)	(3,876)
Net transfer	1,381	(1,998)
Closing Balance	234,097	232,716
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 2022

	Notes	2022 Actual	2022 Budget (Unaudited)	2021 Actual
		\$	\$	\$
Revenue				
Government Grants	10	14,514,332	14,412,693	13,898,502
Gain on Sale of Property, Plant and Equipment		-	-	-
Interest income		156,668	95,399	73,437
Locally raised funds	11	1,497,793	1,567,559	1,611,803
International Students	12	443,598	291,560	525,751
		<u>16,612,391</u>	<u>16,367,211</u>	<u>16,109,493</u>
Expenses				
Learning resources	13	10,806,723	10,887,023	10,603,626
Administration	14	831,384	803,350	712,863
Finance		9,760	10,532	12,405
Loss on disposal of Property, Plant & Equipment		60,430	-	126,592
Property	15	3,227,876	3,408,487	3,003,915
Locally raised funds	11	504,119	419,100	477,407
International Students	12	259,523	279,853	470,333
Depreciation	16	493,757	588,605	550,500
Amortisation of Intangible Assets		-	-	-
		<u>16,193,572</u>	<u>16,396,950</u>	<u>15,957,641</u>
Net Surplus		418,819	(29,739)	151,852
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expenses		<u>418,819</u>	<u>(29,739)</u>	<u>151,852</u>

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

Wellington Girls' College
Cash Flow Statement
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		3,233,390	2,774,281	2,783,662
Locally raised funds		1,454,727	1,093,736	1,587,015
International students		619,911	228,190	435,832
Goods & Services Tax (net)		(34,124)	28,706	33,894
Payments to employees		(2,092,871)	(1,427,593)	(2,296,066)
Payments to suppliers		(2,093,129)	(2,644,807)	(1,954,897)
Cyclical maintenance Payments		-	(120,000)	(44,651)
Interest received		89,637	95,399	(12,406)
Interest paid		(9,761)	(10,532)	75,684
Net cash (to) from the Operating Activities		1,167,780	17,380	608,067
Cash flows from Investing Activities				
Proceeds from sale of PPE (and intangibles)		-	-	-
Purchase of PPE (and intangibles)		(373,175)	(467,642)	(198,271)
Purchase of investments		(1,395,825)	623,680	(2,322,863)
Proceeds from sale of investments		-	-	2,000,000
Net cash from Investing Activities		(1,769,000)	156,038	(521,134)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	36,718
Finance lease payments		(52,406)	-	(28,687)
Funds held for capital works		(31,553)	(174,287)	149,782
Funds administered on behalf of third parties		233,640	(122,262)	(153,144)
Net cash from Financing Activities		149,681	(296,549)	4,669
Net increase/(decrease) in cash & cash equivalents		(451,539)	(123,131)	91,602
Cash and cash equivalents at the beginning of the year	9	845,544	845,544	753,942
Cash and cash equivalents at the end of the year	9	394,005	722,413	845,544

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 which form part of these financial statements

Wellington Girls' College

Notes to the Financial Statements

For the Year Ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Wellington Girls' College (the College) is a Crown entity as specified in the Crown Entities Act 2004 and a College 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 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the 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 publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates and Assumptions

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

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

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 College 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 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 Colleges

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 Revenue

Interest revenue 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.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and

buildings grants and associated expenditure are recorded in the period the College uses the land and buildings.

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 College 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 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. 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

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 College 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, finance lease liability, 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

None

Wellington Girls' College

Notes to the Financial Statements

2 Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash on hand	210	300	300
Bank Current Account	213,711	393,024	393,024
Bank Call Account	186,202	329,089	457,004
Short Term Deposits with a maturity of three months or less	-	-	-
Mastercard Balances	(6,118)	-	(4,784)
Net cash and cash equivalents for Cash Flow Statement	394,005	722,413	845,544

The carrying value of short-term deposits with maturity dates of 90 days or less approximates their fair value. Of the \$394,005 Cash and Cash Equivalents \$142,730 is held by the College on behalf of the Ministry of Education. These funds are required to be spent in 2023 on Crown owned College buildings under the College's SIP funding allocation.

3 Investments

The College's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Current Asset			
Reserve Funds, Prizegiving and Scholarship held in short term deposit with maturities greater than three months and no greater than one year	276,064	272,512	272,512
Reserve Development Funds held in short term deposit with maturities greater than three months and no greater than one year	1,597,116	1,408,742	1,408,742
Short-term deposits with maturities greater than 90 days and no greater than one year	5,003,900	3,800,000	3,800,000
	6,877,080	5,481,254	5,481,254

4 Accounts Receivable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	45,162	25,183	25,183
Interest Receivable	86,614	19,583	19,583
Teacher Salaries Grant Receivable	740,419	725,891	725,891
	872,195	770,657	770,657
Receivables from Exchange Transactions	131,776	44,766	44,766
Receivables from Non-Exchange Transactions	740,419	725,891	725,891
	872,195	770,657	770,657

Notes to the Financial Statements Continued

5 Accounts Payable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating Creditors	96,050	87,828	87,828
Employee benefits – Salaries	767,612	770,601	770,601
Employee benefits – Leave accrual	134,528	125,595	125,595
	<u>998,190</u>	<u>984,024</u>	<u>984,024</u>
Payables for Exchange Transactions	998,190	984,024	984,024
Payables for Non-exchange Transaction – Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transaction - other	-	-	-
	<u>998,190</u>	<u>984,024</u>	<u>984,024</u>

The carrying value of payables approximates their fair value.

6 Revenue Received in Advance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in advance–Ministry of Education	-	-	-
International Fee-Paying Students	462,772	286,458	286,458
International Trips Revenue	12,000	-	-
Other	214,010	150,102	150,102
	<u>688,782</u>	<u>436,560</u>	<u>436,560</u>

7 Funds held in Trust

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Homestay monies held on behalf of Students	316,303	122,262	140,176
Consignment accounts	247,130	207,530	189,616
	<u>563,433</u>	<u>329,792</u>	<u>329,792</u>

These funds relate to arrangements where the College is acting as an agent. These amounts are not revenue or expenditure of the College 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	Impairment	Depreciation	NBV
2022	\$	\$	\$	\$	\$	\$	\$
Land	860,000	-	-	-	-	-	860,000
Buildings	2,219,498	-	-	-	-	(55,526)	2,191,498
Building Improvements	364,192	-	(56,485)	-	-	(69,651)	238,056
Furniture and Equipment	948,007	167,132	(16,496)	-	-	(212,332)	886,311
ICT	70,581	215,085	(4,112)	-	-	(98,451)	183,103
Works of Art	254,933	757	-	-	-	-	255,690
Leased Assets	141,573	20,576	-	-	-	(57,795)	104,354
Balance at 31 December 2022	<u>4,830,784</u>	<u>403,550</u>	<u>(77,093)</u>	<u>-</u>	<u>-</u>	<u>(493,755)</u>	<u>4,663,486</u>

Restrictions

There are no restrictions over the title of the school's property plant and equipment, or are property plant and equipment pledges as security for liabilities.

	2022	2022	2022	2021	2021	2021
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Land	860,000	-	860,000	860,000	-	860,000
Buildings	2,776,324	(640,352)	2,135,972	2,776,324	(584,826)	2,191,498
Building Improvements	682,845	(444,789)	238,056	824,438	(460,246)	364,192
Furniture and Equipment	2,929,112	(2,042,801)	886,311	2,978,278	(2,020,269)	958,007
ICT	910,850	(727,748)	183,102	839,423	(768,844)	70,581
Works of Art	255,691	-	255,691	254,933	-	254,933
Leased Assets	197,677	(93,323)	104,354	194,101	(52,528)	141,573
	8,612,499	(3,949,013)	4,663,486	8,727,497	(3,886,713)	4,840,784

	Opening						
	Balance	Additions	Disposals	Revaluation	Impairment	Depreciation	NBV
	(NBV)						
	\$	\$	\$	\$	\$	\$	\$
2021							
Land	860,000	-	-	-	-	-	860,000
Buildings	2,247,003	-	-	-	-	(55,505)	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	160,181	-	-	-	-	(89,600)	70,581
Works of Art	252,933	2,000	-	-	-	-	254,933
Textbooks	69,237	-	(21,394)	-	-	(47,843)	-
Leased Assets	106,561	94,654	(6,400)	-	-	(53,242)	141,573
Library Resources	92,296	-	(80,759)	-	-	(11,537)	-
Balance as 31 December 2020	5,218,195	275,237	(112,147)	-	-	(550,501)	4,830,784

Notes to the Financial Statement

Intangible Assets

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

	2022 Actual	2021 Actual
	\$	\$
Cost	-	-
Accumulated amortisation	-	-
Net Value	-	-

Restrictions

There are no restrictions over the title of the College'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 (2022 \$nil).

9 Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the start of the year	(485,185)	(485,185)	(469,836)
Increase to the provision during the year	(92,714)	(60,000)	(60,000)
Use of provision during the year	-	-	44,651
Other adjustments	-	-	-
Provision at the end of the year	(577,899)	(545,185)	(485,185)
Current Portion	(93,372)	-	-
Non Current Portion	(384,527)	(545,185)	(485,185)
Total Provision	(545,185)	(545,185)	(485,185)

The College's cycle maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary, dependent on the requirements during the year. This plan is based on the College's 10 Year Property Plan. In 2023 a new 10YPP is due.

10 Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Operational Grants	2,775,685	2,660,511	2,690,377
Use of Land and Buildings Grant	2,392,316	2,638,412	2,270,633
Teachers' Salaries Grant	8,987,621	9,000,000	8,765,969
Other MOE Grants	269,099	45,545	98,416
Gateway	50,074	40,871	41,482
Resource teachers learning and behaviour grants	13,715	13,714	15,539
Other Government Grants	25,822	13,640	16,086
	14,514,332	14,412,693	13,898,502

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 Colleges. Accordingly in 2021, the use of land and buildings figure represents 5% of the College'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 College's community are made up of:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations	717,778	716,506	711,461
Fundraising	22,670	19,000	24,149
International Travel Revenue	8,000	-	-
Other Revenue	411,480	473,823	442,580
Extra-curricular Activities	272,329	274,750	302,020
Commissions Revenue	4,547	4,600	5,168
Hire of Facilities	35,067	65,600	74,398
Sundry Revenue	25,922	13,280	52,027
	<u>1,497,793</u>	<u>1,567,559</u>	<u>1,611,803</u>
	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Expenses			
Fundraising (costs of raising funds)	19,785	19,000	20,438
Expenses International Travel	8,000	-	-
Non Curriculum materials	27,236	27,000	27,109
Extra-Curricular Activities	449,098	373,100	429,860
Hire of Facilities Trading	-	-	-
	<u>504,119</u>	<u>419,100</u>	<u>477,407</u>
	<u>993,674</u>	<u>1,148,459</u>	<u>1,134,396</u>

Surplus for the year Locally raised funds

In 2021 there were no overseas trips.

In 2022 an overseas trip to New Caledonia was being planned for 2023. Deposits were received and paid.

12 International Students Revenue and Expenses

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
International Student Roll	30.35	24	36.25
	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Revenue			
International Student Fees	443,598	291,560	525,751
Expenses			
Commissions	36,548	27,760	42,782
Marketing and Programmes	21,771	22,434	17,594
International Student Levy	8,943	11,000	18,713
Employee Benefit - Salaries	191,810	218,459	389,735
Other expenses	451	200	-
	<u>259,523</u>	<u>279,853</u>	<u>468,824</u>
	<u>184,075</u>	<u>11,707</u>	<u>56,927</u>

Surplus for the year International Students

13 Learning Resources

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
General expenses	70,058	70,620	51,504
Library	28,472	25,905	24,995
Employee benefits – salaries	9,644,505	9,493,619	9,454,564
Staff development	74,795	110,000	92,591
Curricular	717,593	869,307	753,967
Information and Communication Technology	271,300	317,572	228,005
	10,806,723	10,887,023	10,603,626

Professional Development

During the year a Deputy Principal attended the LGBTQA+ Leadership Conference held in Sydney, Australia.

14 Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit fees	18,500	18,500	18,072
Other fees paid to Auditors	-	-	-
Consultants Advice	9,885	20,000	2,275
Board expenses	23,318	22,900	9,753
Board fees	5,305	6,500	6,200
Communication	8,749	14,500	10,826
Consumables	3,291	4,000	4,227
General expenses	80,741	71,750	68,399
Insurance	54,768	50,000	19,826
Employee Benefits - salaries	626,827	592,200	573,285
	831,384	803,350	712,863

15 Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and cleaning	253,140	244,000	240,011
New block planning	13,018	1,000	-
Grounds	11,192	20,000	9,948
Heat, light and water	136,693	155,000	130,403
Rates	22,645	26,000	25,089
Repairs and maintenance	166,305	148,050	156,387
Use of land and buildings	2,392,316	2,638,412	2,270,383
Cyclical maintenance provision	92,714	60,000	60,000
Employee benefits - salaries	139,853	116,025	111,694
	3,227,876	3,408,487	3,003,915

The use of land and buildings figure represents 5% of the College'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 College'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.

Notes to the Financial Statements Continued

Ahumairangi new teaching block planning

During the year ended December 2022, the Principal and 5 staff travelled to Australia to look at examples of vertical schools' in Melbourne. This was part of the College planning for the new Ahumairangi and funded from the Ministry of Education seeding funding received in 2022.

16 Depreciation and Amortisation

Depreciation is charged on these items:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings College owned	55,526	55,505	55,504
Information and Communication Technology	98,451	110,000	89,600
Furniture and fittings	212,332	220,000	217,584
Library books	-	12,000	11,537
Building improvements	69,651	96,100	75,190
Textbooks	-	40,000	47,843
Leased assets	57,795	55,000	53,242
	493,755	588,605	550,500

From 2021 Textbooks and Library books are expensed

	2022	2022	2021
	Actual	Budget	Actual
		(Unaudited)	
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:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Total minimum lease payments due:			
Not later than one year	55,116	49,423	49,423
Later than one year but not later than five years	55,781	100,167	100,167
Later than five years	-	-	-
	110,897	149,590	149,590

Represented by

Finance lease liability - Current	55,116	49,423	49,423
Finance lease liability - Non current	55,781	100,167	100,167
	110,897	149,590	149,590

18 Funds held for Capital Works Projects

During the year the college received and applied from the MOE for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works projects is included under cash and cash equivalents in note 2

		Opening Balance	Receipts From MOE	Payments	Closing Balance
2022					
SIP Brook Toilet Block and Drainage	In progress	174,288	158,422	190,095	142,615
MOE Property Works	In progress	-	77,996	7,7876	120
		174,288	236,298	268,091	142,735

Represented by:

Funds Held on Behalf of the Ministry of Education 142,735

Total 142,735

		Opening Balance	Receipts From MOE	Payments	Closing Balance
2021					
		\$	\$	\$	\$
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		28,539	314,384	(168,635)	174,288

Represented by:

Funds Held on Behalf of the Ministry of Education 174,288

Funds Due from the Ministry of Education -

Total 174,288

19 Reserves

	2022	2021
Asset Revaluation Reserve	\$	\$
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
2022	\$	\$	\$	\$
Opening Balance	232,716	39,796	1,405,533	1,678,045
Receipts	5,236	896	191,266	197,398
Transfer between Reserves	-	-	-	-
Addition to reserved equity	-	-	-	-
Payments	(3,855)	-	-	(3,856)
Closing Balance	234,097	40,692	1,596,799	1,871,587

Notes to the Financial Statements Continued

2021

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

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

	2022 Actual	2021 Actual
<i>Leadership Team</i>	\$	\$
Remuneration	3,230,865	2,832,662
Full time equivalent members	27.8	26.5
	2022 Actual	2021 Actual
<i>Board Members</i>	\$	\$
Remuneration	5,305	6,200
Full time equivalent members	.14	.13
Total key management personal remuneration	3,236,170	2,838,862
Total full time equivalent personnel	27.94	26.23

There are 11 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. The Board also has a Finance and Property Committee (5 members) that meet monthly and Personnel (5 members), Health and Safety (4 members) and Ahumairangi New Development committee (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.

Notes to the Financial Statements Continued

Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and other short term employee benefits		
Salary and other payments	230-240	220-230
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	2022 FTE Number	2021 FTE Number
100-110	16	14
111-120	6	5
121-130	1	-
131-140	3	4
141-150	1	-
	27	23

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 finance year in relation to that cessation and the number of persons to who all that total was payable as follows:

	2022 Actual \$	2021 Actual \$
Total	-	-
Number of people	-	-

22 Contingencies

There is a contingent liability relating to a personnel issue as at 31 December 2022 of \$5,000 (2021:0)

Holidays Act Compliance – Colleges payroll

The Ministry of education performs payroll processing and payments on behalf of school boards of trustees, through payroll service provider Education Payroll Limited.

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the College may exist.

Contingent liability – cyclical maintenance

The school Board has an obligation to the Ministry of Education to maintain in good order and repair at all times the land and buildings and other facilities of the school site. The Ministry have informed the school that there will be a significant redevelopment of the school site due to seismic issues identified on certain school buildings. The scope and timing of this has not yet been defined. Until such time as there is more information available on the scope of the redevelopment, the school cannot make a reliable estimate of the future maintenance requirements of its buildings. As a result the school has not recorded cyclical maintenance provision on the affected buildings.

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 was a trustee of the Board until 7 September 2022 and also a director of Metro Productions also trading as MPNZ. The College has used Metro Productions at times for one off events for staging and lighting and emergency fending. In 2022 the total value of all transactions was \$6,937 and no amount is outstanding as at balance date (2021: \$18,792). 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 Commitments

(a) Capital Commitments

Capital Commitments for the purchase of computing equipment up to \$308,691 as 31 December 2022.
(Capital Commitments as 31 December 2021: 217,578)

(b) Operating Commitments

Operating Commitments as at 31 December 2022: Nil
Operating Commitments as 31 December 2021: Nil

25 Financial Instruments

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

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
Cash and Receivables			
Cash and cash equivalents	394,005	592,146	845,544
Receivables	872,195	740,184	770,657
Investments – Term Deposits	6,877,080	5,158,392	5,481,254
Total cash and Receivables	8,143,280	6,490,722	7,097,455

Financial Liabilities measured at amortised cost

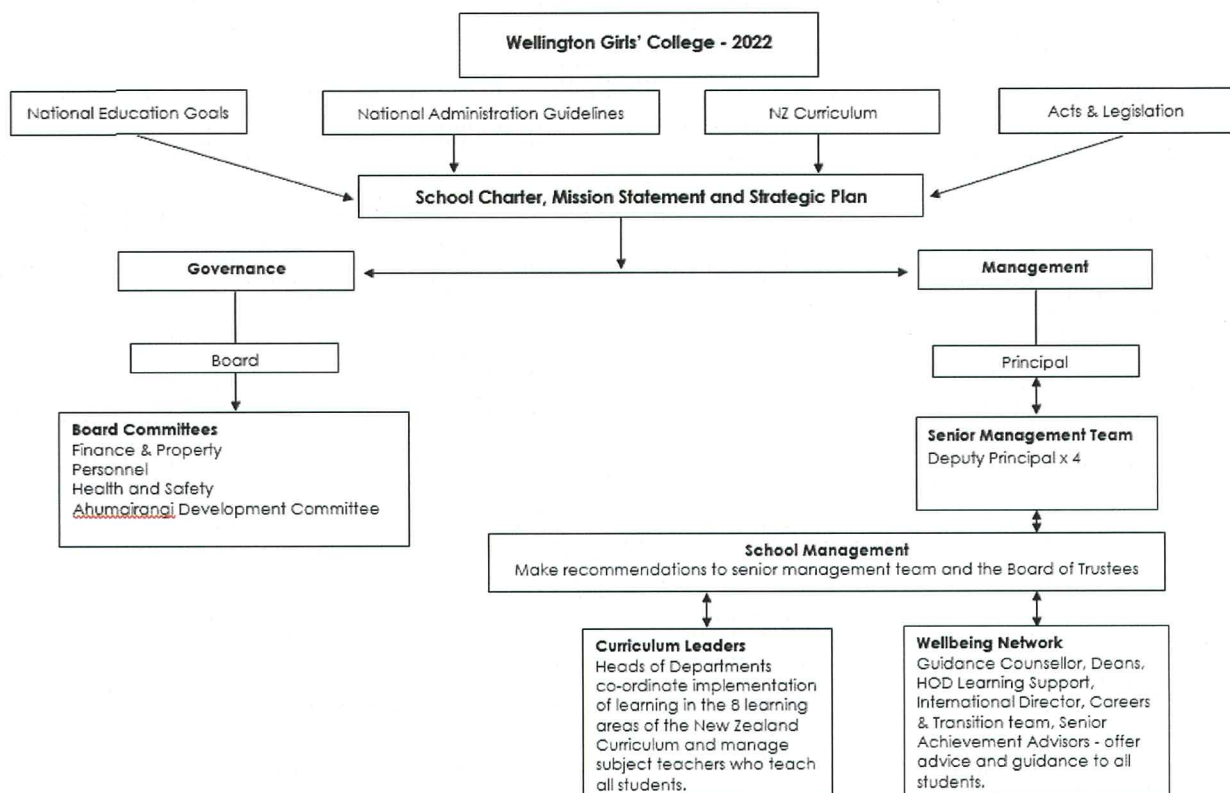
Payables	998,190	1,009,419	984,024
Finance Leases	110,897	59,027	149,590
Total Financial Liabilities Measured at Amortised Costs	1,109,087	1,068,446	1,122,614

26 Managing Capital

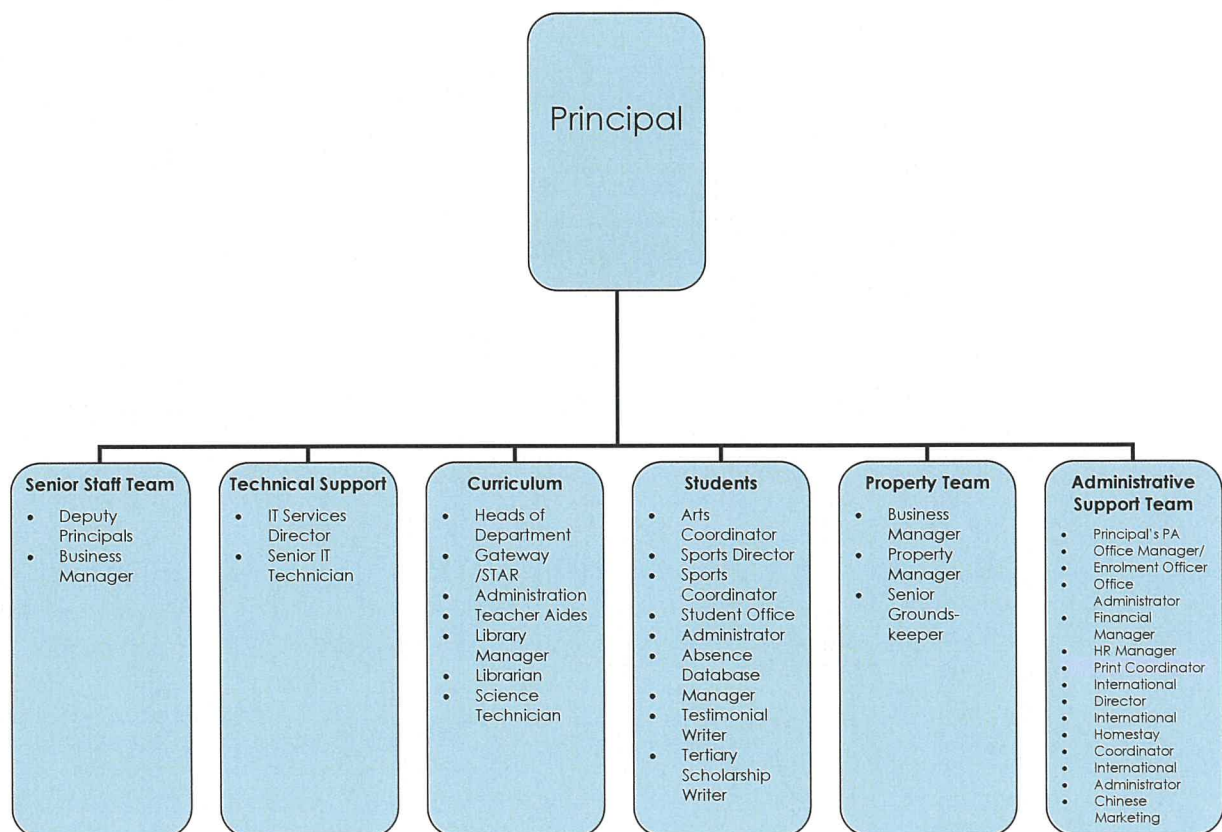
The College Capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The College does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits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

27 Events After Balance Date

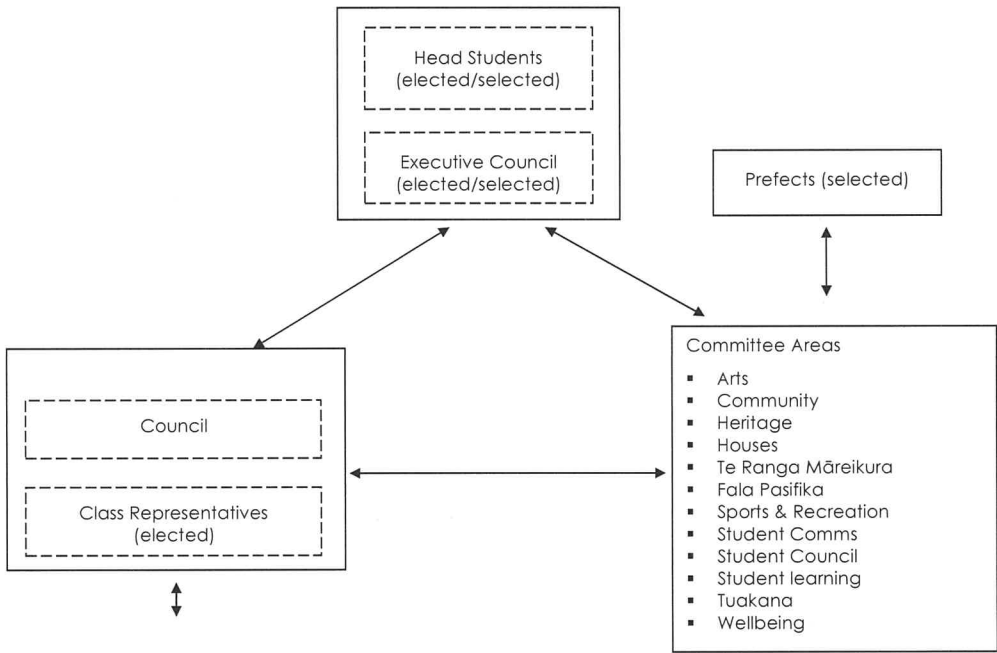
At the February Board Meeting it was agreed that the school derecognize the carrying value of Pipitea Block in exchange for the continued use of Pipitea Block as part of the site rationalisation. Carrying value \$1,759,953



Administration Responsibilities



Student Organisation



Yr 9 12 wānanga classes	Yr 10 11 wānanga classes	Yr 11 15 wānanga classes	Yr 12 18 wānanga classes	Yr 13 18 wānanga classes
2 vertical Classes				

Curriculum

Identification & Support	<div>Library Timetable Assessment & Reporting ICT support & development</div> <div>Student Support services Guidance Counsellor, Deans, Careers & 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 College wide professional development, PRT programme, Attestation against Registered Teacher Criteria</div>							
	Essential Learning Areas	Arts	Health & Physical Education	English	Mathematics	Science	Social Sciences	Technology
Other Staffed programmes	Itinerant Music programme Arts co-ordinator Itinerant co-ordinator	Sports Director Sports Coordinator Netball Convenors TIC Outdoor Ed	←	Differentiated programmes and tutoring				
Evaluation of effectiveness	<div>Review of learning programmes annual planning and review cycle</div> <div>Assessment & 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,

I am sure that 2022 was another tumultuous one for you and your families, it certainly was for the WGC community. However, as we come to the end of this year with a higher degree of normalcy, we take time tonight to celebrate the achievements of our College community, and in particular our graduating year 13 class. Small but important changes, such as being gathered together tonight in person, are good signs we have come a long way since our 2021 prize giving. I am always humbled by the achievements, personal traits and attributes of our students and this year is no exception.



Throughout 2022 our students and staff demonstrated strength and focus, while facing many challenges. Some were anticipated, such as ongoing COVID pressures and the disruption of building on our College site. We also had challenges that no one expected, like the parliamentary protests and the associated disruption to our community. Through it all we were tremendously proud of the agility and resiliency of our College in dealing with adversity.

We also as a College community had to deal with some graffiti targeting facets of our community. The board and senior leadership were immediate and united in repudiating these actions, while recommitting to the ongoing process of maintaining and developing an inclusive environment. .

Throughout the year sports and extra-curricular activities continued with support from family, friends and staff. This is an extremely important and varied part of the College experience. Thank you to all who supported our students, committed time, resources, and skills to make the huge variety of events happen. On behalf of the Board, a sincere thank you to every single person who has supported the College in these ways – and especially to the members of the Whānau hui, Pasifika group, and Parents' Association.

I want to acknowledge the dedication of our staff through their teaching, extra-curricular activities and general support for our students. The Board has the opportunity throughout the year to see the deep professionalism of our staff, their commitment to the students, and their focus on improvement and educational excellence. These traits are modelled by your Principal Julia Davidson, and her Senior Management Team of Penny Greenwood, Deb King, Anna Simonsen, Anna Wilson and Maria Moran. The Board has tremendous confidence in the staff, and thanks them for the continued and taxing effort they have put in over another eventful year. The Board particularly acknowledges the College's business manager Alys Freeman, for her continued competent financial management, as we move back to financial normalcy post COVID restrictions. The Board also farewells Ann Gilbert who retires after 19 years dedicated support as the WGC Board Secretary. We wish Ann well in her new adventures.

I would also like to acknowledge our departing Board members who served with commitment, expertise and energy: Chair Aedeon Boadita-Cormican, Hinerangi Barr, Helen Breeze, Sarah Boyd, Phil Conroy, Helen McQueen, Ioe Misa, Rhonda Richardson, and Katelyn Sceats.

As you know we recently had Board of Trustee elections and I would like to warmly welcome the new board: Mel Brewer, Andrew Brown, Helen Dale, Jon Devine, Katie Graham, Karen Hu, Bindy Tatham, Trish Raeda and Abby Craig.

We look forward to serving you and the College community in 2023.

Ngā mihi nui

Duncan Roy

From the Principal

Tena koutou katoa

As our Yr 13s finished College 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 College and the changes that have happened here, nationally and in the world in the years since they started College 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 College, 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 College 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 anymore; 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 College 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 College, 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
Alice Thompson and Ruby McAuley**



2022 Annual Plan - Variance Report

1. Develop our Year 10/11 local Curriculum
<p>Actions</p> <ul style="list-style-type: none"> • CRP Action Plans for Departments • Local Curriculum for Departments • Future State Curriculum • Timetable review
<p>Historical position</p> <ul style="list-style-type: none"> • Development of a local curriculum • Level 1 NCEA changes imminent • Wellbeing
<p>What has been achieved so far?</p> <ul style="list-style-type: none"> • CRP plans developed • Local curriculum developed by each curriculum area and shared at HOD level • Engaged with staff in a number of different ways - workshops, Kahui ako, HOD group, Aotearoa Histories development
<p>Next steps</p> <ul style="list-style-type: none"> • Continue to develop our local curriculum • Engagement with iwi, Kura ahurea, Kahui ako, • Focus on the connections across the curriculum to keep the focus on the learner • Future pathways
2. Review our leadership structure
<p>Actions</p> <ul style="list-style-type: none"> • Embed the change of structure in for a second year • Work with student leaders to support their roles in the school • Continue to look for changes that can be made to tweak our current structure.
<p>Historical position</p> <ul style="list-style-type: none"> • In 2021 was the first year of Te Ranga Māreikura and Fala Pasifika kōmiti - both kōmiti have been developing their roles in the school along with their mentors and student population • Our Community Committee's changed their focus towards supporting diversity in 2021 • We relaunched our Student Council Committee - this gave stronger opportunities for student voice and a chance for students to work on different projects within the school

What has been achieved so far?

- With the ongoing impact of the COVID pandemic the call was made to continue with refined structure as it is for 2022/23 and continue to make small changes where required.
- We saw more diversity across our committees in 2022 and again in 2023 - student giving an indication on their preferences has enabled us more insight into the roles they wish to stand for.
- Our Student Council, supported by Maria Moran, has continued to work on a range of projects and developed some important actions including Year 13 Wānanga Class reps, developing roles for International Students, creating a cultural council, supporting Diversity Week/s, Working with Julia to look at a new PE uniform, developing a student newsletter to streamline communications
- We have been approached by ZEAL to offer support to our Māori and Pasifika leaders. Anna Wilson and Deb King have met with them a variety of times and hope to engage again to further this relationship for 2023.
- Our Community Committee have further developed their role within the school and run some successful events to support celebration of diversity in our community - Cultural panel, cultural food stalls & flag displays
- On reflection we have changed our leadership training and provided more training for our student leaders' in ways to support other students and how to reach out for help for themselves or others. Anna Simonsen developed and ran a session with our leaders for 2023 which gave them a clearer understanding of the support systems that are available to the WGC Community and workshopped how they would respond to different scenarios they may face. We have also been able to re-engage with SHIFT! Who ran a workshops on communication.
- We have hosted student leaders from around Wellington City to enable them to come together and support each other.
- The engagement with the Student Volunteer Army Service Award has continued to grow and it has been great to see student volunteers within the school and out in the community gain recognition for their service to others.

Next steps

- Continue to look to ways to develop student leadership within our current structure
- Look for opportunities to grow leadership connections across our network of schools within the Wellington Region
- Develop connections within the regions girls' schools and find opportunities to come together

3. Put processes in place to rebuild the International Fee Paying Student Programme as soon as the borders open

Actions

- By providing excellent care for our students, including a lot of help into the tertiary space, we retained a good number of our students, as Covid really hit the industry in 2021 and 2022. We now have the largest remaining number of students in Wellington, including 2 new students this year.
- The care we could give our students was enhanced by our staff retention programme, where no staff member lost their job, hours were cut in a fair process across the board. Many other schools have lost excellent staff, or even their whole programme in the last two years. Our approach to this means that we are in an excellent position from July 2022, when we will welcome new students from overseas under the 3 month programme for visa waiver students from Japan, Europe and South Korea. We also expect a number of students under Cohort 4 (border exception where there are 1000 students earmarked for secondary schools for a July start).
- We have kept in close touch with all our key agents through the Covid crisis (via email, video, phone, WeChat, Facebook, Instagram, WhatsApp etc) and are well positioned to work with them again. At present there are constant inquiries from agents regarding the recovery.
- Judicious budgetary management has meant the programme has run at a profit still in 2020 (almost normal profit) and 2021 (small profit).
- Collaboration with other Wellington schools on promotions both in NZ and via different forms of technology, thus sharing costs and helping with time management and pushing a Wellington brand
- Pathway push with Vic Uni to retain international students in the capital

Historical position

- WGC has historically been in the top five with regard to international numbers in Wellington, with a cap of 60 FTE's in 2019. WGC was very well regarded amongst agents, parents, students and other schools in relation to both academic and other achievement and pastoral care of the girls. When I took over the job in 2019, I asked the BoT if we could change the cap from a number (60) to a percentage of the school roll ie 5%. I knew we could attract more students and I also wanted to diversify the programme away from the reliance on China. This was being achieved when Covid struck, we had got up to approx 65 FTEs and had diversified with a large boost in numbers from Vietnam, good numbers from Germany and Japan and even two Italian girls.

What has been achieved so far?

- Retention and attraction of more students than budgeted for in 2022, 25 as opposed to 20
- All our international students gaining UE, NCEA Levels 1-3 in 2021, 100% of the Year 13s went onto university in NZ and overseas
- Very low incidence of any behavioural or mental health issues - no student had to be sent home - this compares well with other Wellington schools in 2021/2022
- Election of the ID to the board of SIEBA in 2021, by her colleagues NZ wide
- Retention of all our ID staff, albeit on fewer hours
- Work by ID staff across other areas of the school while there are fewer numbers of

<p>students - Year 8 interviews, phone interviews to check welfare of all whanau, Good Yarn training and facilitation, wellbeing committee and health and safety committee membership, Te Reo Maori learning, responsibility for yoga in school, sports team management</p> <ul style="list-style-type: none"> As a member of the Future Focus Advisory team, have helped shape how international education will look in NZ in the future, also working with the SIEBA board on this.
<p>Next steps</p> <ul style="list-style-type: none"> Participation in the border exception Cohort 4. We hope to be allocated places for up to 8 new students to come in in July Enrolment of other students from visa waiver countries to come for a term from July 2022, thus ensuring we may have up to 12 new students for Term 3 - no students were originally budgeted for Ramping up agent and student engagement in the second half of the year to promote WGC to new students in 2023, once Immigration is up and running again for all offshore students - continued participation in Lightpath schools, Study Nelson Premium, NZi Focus bootcamps etc At the end of 2022, we hope to have retained around 13 students - 7 current, 6 new long term. To add to this, we would hope to attract another 15-20 new students for 2023 from a variety of countries. I hope that 2023 may see WGC with up to 40 FTEs once again, which can then build to up to 60 for 2024. Laying the groundwork for a Global Citizenship initiative throughout WGC to use to better integrate international students into the school and community and to use as a New Zealand brand promotional tool, along with other schools throughout New Zealand. By 2023, I hope to be able to offer our specialist staff their original hours back (if they want them) and for the school to be able to employ another EL teacher

4. Implement Culturally Responsive Practice Professional Development
<p>Actions</p> <ul style="list-style-type: none"> Poutama Pounamu Rongohia Te Hau review with the BOT, learners and teachers CRP focus with Kathe Tawhiwhirangi-Perry - with an emphasis on curriculum development in the year 10-11 area. Te Tiriti workshops Each department developed a CRP plan
<p>Historical position</p> <ul style="list-style-type: none"> We need to meet our obligations with Te Tiriti
<p>What has been achieved so far?</p> <ul style="list-style-type: none"> We know what we need to do We have our whole staff behind all of the changes we are making as a school.
<p>Next steps</p> <ul style="list-style-type: none"> Te Reo learning Tikanga focus

- The Hikairo Scheme
- Engage with Te Atiawa
- Putting our feedback into practice - feedback from the whanau, learners and staff.
- Embedding action with Te Tiriti at the centre

5. Maintain the smooth running of the school while operating in a live building site

Actions

- The Hall was demolished summer 2021/22
- Work started on the new lift in Brook block; the new access stairs to Pipitea; the new links between Brook & Pipitea and the new staffroom in Pipitea over summer 2021/22
- Preparatory work has been undertaken in Tower block to gut it prior to demolition

Historical position

- Work to build one new block started in 2017, but since that time, due mainly to seismic issues and the cost of strengthening, a virtual rebuild of the school has been developed. All the work currently is around enabling works to allow us to function while the first stage of construction takes place - we hope this will start in 2023

What has been achieved so far?

- Circulation routes changes every time work on site changed
- Evacuation plans changed every time circulation routes changed
- The new lift opened at the end of Term 1
- The new boiler house was completed at the end of Term 1
- The new entrance and access stairs in Pipitea opened in August
- Tower block closed at the end of September
- The new links and the new staffroom opened in October

Next steps

- Over summer 2022/23, the rest of the Hall and the Music block will be demolished; all asbestos will have been removed in Tower block; a scaffold will surround the block and work will start building a wall between Tower and Pipitea to make Pipitea watertight and the boiler will move to the new boiler house ready for winter 2023
- Demolition of the Tower block is due to begin in January
- New Music rooms will be built on the field over the summer
- In the April 2023 holidays Drama 1 and RO1 will be moved onto the field and the area where those rooms were, will be demolished

6. We will progress work on the WGC redevelopment project

Historical position

- The school started working with McKenzie Higham Architecture in 2018.

What has been achieved so far?

- We have made huge progress this year
- Design meetings have been held every week, and sometimes workshops have been held in between meetings to test options with staff
- Kura Moeahu from Te Ati Awa joined us to discuss the proposed plans and was very positive in his response. He sees it as a natural link to the work on Tahūhū - the national Archives building one block south - as they are on the same pā site. He has recommended a couple of artists to work with the architects on the facade, colours and decorations, but as yet no-one has been contracted to help due to the huge amount of work they have on
- HODs and other relevant have been involved in design meetings with architects all year
- Architects, and some staff to Melbourne to look at Vertical schools
- The initial design was completed in June 2022
- Board and staff were updated on the latest plans in July/ August 2022 - very positive response
- Detailed design has begun and is due for completion in mid 2023. This involves meetings with each department about their specific needs in each room - it's very detailed work, particularly in practical subjects like Science, Technology and Visual Art

Next steps

- We await funding approval

7. Development of the inclusive tick

Actions

2021

- Apply for 10 week sabbatical in 2021 for 2022
- Contact with Rainbow Tick organisation in Auckland to work with them to develop something similar to Rainbow Tick which is set up for Corporates, but priced at \$5000 per year is out of range for most schools.
- Investigate other organisations to work with to develop something similar to Rainbow Tick, but accessible and specific to all schools

2022

- 20 June 2022 - 9 September 2022 Sabbatical
- Contact schools in Kāhui Ako and Wellington Region to seek interest
- Make contact with MoE and also Minister Tinetti and Shanahan Halbert to get their support
- I had intentions to visit various schools in our Te Kahui Ako o Te Whanganui-a-Tara and also other schools in the greater Wellington Region; again uncertainties around Covid meant that these intended visits to other schools did not happen.

- I worked mainly with people from InsideOUT; Students and their parents from Wellington Girls' College. I also consulted with Hobsonville Point Secondary School and Hutt Valley High School, both schools that have strong structures in place for the LGBTIQ+ communities in their schools.
- In August I attended an LGBTIQ leadership conference in Sydney. While the conference was aimed at Corporates in Australia there were a number of takeaway messages that could be applied to Aotearoa and in our schools.

Historical position

- My initial intention was to work with Rainbow Tick, who are based in Auckland to develop this toolkit. As the time got closer, I realised that I did not want to go to Auckland in a Covid environment, so I contacted InsideOUT in Wellington to see if they would be prepared to work with me on this project

What has been achieved so far?

The following is a suggested Framework and Award which was developed in collaboration with InsideOUT

InsideOUT Kōaro Pride and Diversity in Schools Award

- There are six parts to achieving the award. The award is based on the InsideOUT Koru, where each different coloured frond represents one of the six criteria. The school will work with a representative from InsideOUT to assess where their school is at and what things they need to do to meet the criteria of the award.
- Each school will provide evidence of each area, as they do this, they will unfurl a coloured frond that corresponds to the area that the school has demonstrated evidence in.
- This should be an ongoing process and should be part of a two-yearly review cycle. The red frond would be the starting point for all schools, the other fronds can be unfurled in any order.

The award evaluates against the koru's six fronds in the following ways:

1. **The LGBTIQ+ community in your school** – this section involves using two surveys, the first one, to inform about the make-up of the individual schools LGBTIQ+ community. A follow up survey involves working specifically with students who identify as part of the LGBTIQ+ community to get their perspective and input.
2. **Your school environment** – this section looks at specific things that your school needs to do to help establish inclusive, discrimination-free settings where students can feel secure both physically and emotionally and be their authentic selves.
3. **Policies and processes** – Review the policies and procedures at your school to see if they specifically address sex, sexuality, intersex, and gender diversity in students, staff, and whānau. And also if they adequately address LGBTIQ+ inclusion?
4. **Curriculum** – this section aims to assist teachers to normalise diversity in the school environment and creates a sense of inclusion and belonging for LGBTIQ+ students by including rainbow inclusive content in the different curriculum areas.
5. **Support Services** – this section looks at support systems that are available to help and

advise LGBTIQ+ students when they have questions or need some help.

6. **Education** – this section involves suggestions to educating staff, students and whānau about sexual orientation, gender identity and related issues such as homophobia and transphobia. Knowledge about the LGBTIQ+ community can prove effective in addressing homophobic and transphobic bullying.

Next steps

Continue to work with InsideOut to further develop this Framework and Award.
Put the framework into action at WGC.

8. Review our processes in light of Covid requirements

Actions

- WFH days established each term in the calendar
- More support given to Year 9s to establish WFH practices: this was emphasised by the Year 9 wānanga teachers during the induction phase; SMT visited two Year 9 core classes each in week 3 to ensure that they knew the expectations and had their timetables set up; GWP provided additional support to students who needed help setting up their timetables
- Support offered during TOD at the start of the year for staff. Sessions were offered by GWP on Covid considerations for your teaching; MCP teaching and learning from home in digital spaces; and BCS on managing discussions on the pandemic in the classroom
- Right at the start of teaching and learning, teachers used google classroom to post weekly work so that students who had to isolate could keep up with work
- The Student Learning Committee communicated positive routines and learning habits for students working from home during a virtual assembly
- Katelyn Sceats - BOT Rep, along with Chan Bar, Leader of Student Wellbeing set up a weekly work from home google meet with competitions to boost morale. Updates were regularly posted on team teal instagram
- Expectations of learning from home when isolating but not unwell, were communicated via virtual assembly and communications home to whānau
- Tracking doc set up to monitor those isolating, but not unwell, who were not keeping up with their work. Teachers would log students of concern and this was vetted by the Deans before emails were sent home
- A tracking document of staff and students who had Covid was set up after our first case in February, so that daily numerical returns could be sent to the MOE. This process stopped
- Sessions to support students with planning and organisation were offered and run by SMA & WNA to ensure workload not overwhelming for Deans
- Attention was paid to the detailing of student attendance: if a student was isolating and then contracted covid, attendance codes were altered so that teachers could have an accurate record on which to make decisions about extensions
- TiCs and HODs were supported by PN BWK with regards to extension expectations
- Eventually NZQA offered relief to students in the form of LRC including a slight tweak

to UE requirements

- The Ministry of Education offered Loss of Learning funding. Reliever Sandra Glanville hosted sessions with students offering revision skills and exam planning over several days in early November
- Throughout the year as levels changed and government directives were altered, our Health & Safety information was updated to reflect the latest requirements. These remain in the banner at the top of our home page for easy reference by whānau, staff or students

Historical position

- After two years in a pandemic learning environment we need to ensure that our systems continue to be agile to respond to the wellbeing and learning needs of our students and staff
- This year we needed to make sure that we were able to WFH for shorter periods with less lead in time, rather than plan for a lockdown
- We also needed to be mindful that students would not be WFH or isolating 'together' which was the case in 2020 and 2021. We needed to make sure that students and teachers could isolate and return as seamlessly as possible

What has been achieved so far?

- These actions have all been implemented to try and support students and foster a sense of collective school community. Our students have coped with the multiple disruptions but there has been an impact. Data from the wellbeing@school survey showed a reduction in the perception that WGC has kind and caring teachers and fewer students feel that WGC teachers have supported them in their learning.

Next steps:

- Reflect on the data from Wellbeing@school and Poutama Pounamu. DVJ facilitating sessions with all staff in Term 4, week 4
- Look to create more connections at Year 9 in 2023 - planning for a refreshed wānanga; core teacher sessions with Year 9 & 10 core classes

Kiwi Sport

Kiwi sport is a Government Funding initiative to support students' participation in organised sport. In 2022, the College received total Kiwi sport funding of \$35,805.60 (excluding GST). The funding was spent on registrations, new equipment, and salary for our Sports Director and Sports Coordinator.



WGC Under water Hockey team

Statement of Compliance with Employment Policy.

Section 597 of the Education and Training Act 2020 (the Act) provides that a good employer is one who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment. The Board operates an Equal Employment Opportunities policy and an Employer Responsibility policy, each of which complies with the principle of being a good employer. The Board is satisfied that it has complied with these policies and that its employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination.

The Board has considered the actions taken and is satisfied that the provisions in section 597 of the Act are being met.

Independent auditor's report

To the readers of the financial statements of Wellington Girls' College for the year ended 31 December 2022

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 6 to 29, which comprise the statement of financial position as at 31 December 2022, 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 2022, 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 29 May 2023. 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 2 to 3, and pages 30 to 46 but does not include the financial statements, and our auditor's report thereon.

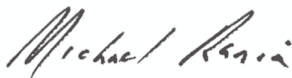
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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