



Wellington Girls' College Annual Report 2024



Wellington Girls' College

For the Year ended 31 December 2024

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

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Members of the Board:

Name	Position	How Position Gained	Term Expired/Expires
Melanie Brewer	Parent Representative	Elected Sept 2022	Sept 2025
Andrew Brown	Parent Representative	Elected Sept 2022	Sept 2025
Helen Dale	Parent Representative	Elected Sept 2022	Sept 2025
Patricia Raea	Parent Representative	Elected Sept 2022	Resigned Feb 2024
Duncan Roy	Parent Representative	Elected Sept 2022	Resigned Dec 2024
Jonathan Devine	Co-opted	Co-opted Sept 2022	Sept 2025
Katie Graham	Selected	Selected 2024	Sept 2025
Bindy Tatham	Co-opted	Co-opted Sept 2022	Sept 2025
Mike Brown	Co-opted	Co-opted Aug 2024	Sept 2025
Koro Vaka'uta	Co-opted	Co-opted Aug 2024	Sept 2025
Julia Davidson	Principal	Principal 2008	
Abby Craig	Staff Representative	Elected Sept 2022	Sept 2025
Holly Martin	Student Representative	Elected Sept 2023	Sept 2024
Hannah Brockett	Student Representative	Elected Sept 2024	Sept 2025
Elmarie Els	Board Secretary		

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Statement of Responsibility

For the Year Ended 31 December 2024

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 2024 fairly reflects the financial position and operations of the College.

The College's 2024 financial statements are authorised for issue by the Presiding Member and Principal.

JULIA DAVIDSON

Full name of Principal

Kate Graham

Full name of Presiding Member

[Signature]

Signature of Principal

[Signature]

Signature of Presiding Member

29/5/25

Date

29.5.25

Date

Wellington Girls' College
Statement of Financial Position
As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	2	175,679	27,074	151,503
Accounts Receivable	4	1,108,651	1,019,558	1,019,561
Funds Receivable for Capital Works Projects	17	33,636	-	38,752
GST Receivable		-	24,156	24,156
Investments	3	8,691,884	7,666,423	7,896,422
Prepayments		97,549	64,842	64,841
		10,107,399	8,802,053	9,195,235
Current Liabilities				
GST Payable		2,575	-	-
Accounts Payable	5	1,226,625	1,119,721	1,119,721
Revenue Received in Advance	6	1,003,303	722,907	722,904
Provision for Cyclical Maintenance	9	269,815	110,540	110,540
Finance Lease Liability – Current Portion	16	59,025	35,320	55,321
Funds Held for Capital Works Projects	17	8,313	-	-
Funds Held in Trust	7	1,046,795	746,803	746,805
		3,616,451	2,735,291	2,755,291
Working Capital Surplus		6,490,947	6,066,762	6,439,944
Non-current Assets				
Property, Plant and Equipment	8	3,090,953	3,016,929	2,922,022
		3,090,953	3,016,929	2,922,022
Non-current Liabilities				
Provision for Cyclical Maintenance	9	511,335	396,316	547,473
Finance Lease Liability	16	42,971	45,784	80,899
		554,306	442,100	628,372
Net Assets		9,027,595	8,641,591	8,733,594
Equity		9,027,595	8,641,591	8,733,594

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 2024

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Balance at 1 January	8,733,594	8,733,594	9,807,296
Total comprehensive revenue and expense for the year	213,577	(92,003)	538,380
Capital Contributions from Ministry of Education			
Contribution – Furniture and Equipment Grant	80,424	-	147,871
Distribution of Equity to the Ministry of Education	-	-	(1,759,953)
Equity at 31 December	9,027,595	8,641,591	8,733,594

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.

	2024	2023
	Actual	Actual
	\$	\$
Reserves		
Opening Balance Development Fund	1,812,612	1,596,799
Add: transfer to reserved equity	255,702	215,813
Less: transfer out of reserved equity	(17,304)	-
Net transfer	238,398	215,813
Closing balance	2,051,010	1,812,612
Opening Balance Centennial Trust	42,772	40,692
Add: transfer to reserved equity	2,511	2,080
Less: transfer out of reserved equity	(1,976)	-
Net transfer	535	2,080
Closing Balance	43,307	42,772
Opening Balance Scholarships and Awards	240,084	234,097
Add: transfer to reserved equity	14,081	11,967
Less: transfer out of reserved equity	(5,190)	(5,980)
Net transfer	8,891	5,987
Closing Balance	248,975	240,084
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, which should form part of these financial statements.

Wellington Girls' College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Revenue		\$	\$	\$
Government Grants	10	15,346,911	14,498,745	16,320,517
Gain on Sale of Property, Plant and Equipment		-	-	-
Interest Income		545,405	520,391	383,791
Locally Raised Funds	11	2,698,363	2,663,643	2,424,838
Total Revenue		18,590,679	17,682,779	19,129,146
Expenses				
Learning Resources	12	11,695,341	11,562,188	12,104,587
Administration	13	944,225	1,005,545	859,403
Interest		8,434	10,044	7,120
Loss on disposal of Property, Plant & Equipment		10,099	-	9,972
Property	14	3,806,127	3,333,920	3,954,681
Locally Raised Funds	11	1,419,573	1,314,924	1,195,152
Depreciation	15	493,303	548,161	459,851
Total Expenses		18,377,102	17,774,782	18,590,766
Net Surplus (Deficit) for the year		213,577	(92,003)	538,380
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expenses		213,577	(92,003)	538,380

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 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		3,349,793	2,861,537	3,418,383
Locally Raised Funds		1,630,990	1,265,391	1,626,430
International Students		1,341,809	1,024,404	867,368
Goods & Services Tax (net)		28,378	-	(18,738)
Payments to Employees		(2,941,575)	(2,373,818)	(2,421,815)
Payments to Suppliers		(2,675,551)	(3,336,656)	(2,623,265)
Cyclical Maintenance Payments in the Year		(223,167)	(63,857)	(42,068)
Interest Received		522,507	520,389	290,901
Interest Paid		(8,485)	(10,044)	(7,120)
Net cash (to) from the Operating Activities		1,024,700	(112,654)	1,090,076
Cash flows from Investing Activities				
Proceeds from sale of PPE (and intangibles)		-	-	-
Purchase of PPE (and Intangibles)		(646,167)	(587,130)	(405,355)
Purchase of Investments		(743,394)	592,912	(1,019,343)
Proceeds from Sale of Investments		-	-	-
Net cash (to) from Investing Activities		(1,389,561)	5,782	(1,424,698)
Cash flows from Financing Activities				
Furniture and Equipment Grant		80,424	-	-
Contributions from the Ministry of Education		-	-	-
Distributions to the Ministry of Education		-	-	-
Finance Lease Payments		(60,383)	(55,118)	(57,640)
Funds held for Capital Works		69,009	38,752	(181,486)
Funds Administered on Behalf of Third Parties		299,987	(1,191)	183,375
Net cash from/to Financing Activities		389,037	(17,557)	92,120
Net increase/(decrease) in cash & cash equivalents		24,176	(124,429)	(242,502)
Cash and cash equivalents at the beginning of the year	2	151,503	151,503	394,005
Cash and cash equivalents at the end of the year	2	175,679	27,074	151,503

The statement of cash flows records only those cash flows directly within the control of the College. This means centrally funded teachers' salaries, the use of land and building grant and expense, and other notional items 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 2024

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 that 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 2024 to 31 December 2024 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 expense threshold of \$33 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 best estimate of the cost of painting the College and when the College is required to be painted, based on an assessment of the College's condition. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 9.

Critical Judgements in Applying Accounting Policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the College. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance leases are disclosed at note 17. Future operating lease commitments are disclosed in note 23.

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 Government Grants

Other Ministry Grants for directly funded projects are recorded as revenue when the College has the rights to the funding in the period they relate to. The grants are not received in cash by the College and are paid directly by the Ministry of Education.

Other Grants where conditions Exist

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 an asset revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met, funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

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 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) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight-line basis over the term of the lease.

g) Cash and Cash Equivalents

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

h) Accounts Receivable

Short term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The 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.

i) 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 material.

j) 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 for insurance purposes.

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 for insurance purposes, 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
Intangible Assets	3 years
Leased assets held under a Finance lease	Term of lease

From 2021 Library Resources and Textbooks are expensed.

k) 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.

l) 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. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the assets recoverable service amount since the last impairment loss was derecognised.

m) 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.

n) 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.

o) 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.

p) 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.

q) Funds held for capital works

The College directly receives funding from the Ministry of Education for capital works projects that are included in the College five-year capital works agreement. These funds are held on behalf and for a specified purpose. As such, these transactions are not recorded in the statement of Comprehensive Revenue and Expenses.

r) 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 is a reasonable estimate, based on the College's best estimate of the cost of painting the College and when the College is required to be painted, based on an assessment of the College's condition.

The College carries out painting maintenance of the whole school over a 7 – 10 year period. The economic outflow of this is dependent on the plan established by the College to meet this obligation and is detailed in the notes and disclosures of these accounts.

s) Financial Instruments

The College's financial assets comprise cash and cash equivalents, accounts receivable and investments. All of these financial assets are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The College's financial liabilities comprise accounts payable and finance lease liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expenses and any gain or loss on derecognition are recognised in surplus or deficit.

t) 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.

u) Budget figures

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

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

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash on hand	210	300	210
Government Trading Account	185,828	26,774	152,292
Short Term Deposits with a Maturity of Three Months or less	-	-	-
Prepaid Mastercard	326	-	426
Mastercard Balances	(10,685)	-	(1,425)
Net Cash and Cash Equivalents for Statement of Cashflows	175,679	27,074	151,503

Of the \$175,679 Cash and Cash Equivalents \$8,313 is held by the College on behalf of the Ministry of Education for the schools' 5Year Agreement for funding of upgrades to the school's buildings.

3 Investments

The College's investment activities are classified as follows:

	2024	2024	2023
	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.	293,988	283,493	283,492
Reserve Development Funds held in short term deposit with maturities greater than three months and no greater than one year.	2,047,896	1,812,930	1,812,930
Short-term deposits with maturities greater than 90 days and no greater than one year	6,350,000	5,570,000	5,800,000
	8,691,884	7,666,423	7,896,422

4 Accounts Receivable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	17,184	10,327	10,327
Interest Receivable	202,401	179,502	179,505
Teacher Salaries Grant Receivable	889,066	829,729	829,729
	1,108,651	1,019,558	1,019,561
Receivables from Exchange Transactions	219,585	131,776	189,832
Receivables from Non-Exchange Transactions	889,066	740,419	829,729
	1,108,651	872,195	1,019,561

Wellington Girls' College
Notes to the Financial Statements Continued

5 Accounts Payable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating Creditors	103,070	83,588	83,588
Employee benefits – Salaries	958,290	888,845	888,845
Employee benefits – Leave accrual	165,265	147,288	147,288
	<u>1,226,625</u>	<u>1,119,721</u>	<u>1,119,721</u>
Payables for Exchange Transactions	1,226,625	1,119,721	1,119,721
Payables for Non-exchange Transaction – Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transaction - other	-	-	-
	<u>1,226,625</u>	<u>1,119,721</u>	<u>1,119,721</u>

The carrying value of payables approximates their fair value.

6 Revenue Received in Advance

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance–Ministry of Education	-	-	-
International Fee-Paying Students	928,400	625,191	625,191
International Trips Revenue	-	-	-
Other	74,903	97,716	97,713
	<u>1,003,303</u>	<u>722,907</u>	<u>722,904</u>

In 2024 the Board agreed for an international trip to Germany to take place in 2025. The instalment payments up until 31 December are in International Trips revenue and the payments are in International Trips expenditure.

7 Funds held in Trust

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Homestay monies held on behalf of Students	807,094	511,109	511,109
Consignment Accounts	239,701	235,694	235,696
	<u>1,046,795</u>	<u>746,803</u>	<u>746,805</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

	2024	2024	2024	2023	2023	2023
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
2024	\$	\$	\$	\$	\$	\$
Land	860,000	-	860,000	860,000	-	860,000
Buildings	522,266	(167,130)	355,136	522,265	(156,685)	365,580
Building Improvements	818,594	(567,510)	251,084	680,249	(496,561)	183,688
Furniture and Equipment	3,269,600	(2,263,873)	1,005,727	2,993,298	(2,168,541)	824,757
ICT	754,158	(488,221)	265,937	829,610	(521,233)	308,377
Works of Art	257,665	-	257,665	255,691	-	255,691
Leased Assets	214,412	(119,008)	95,404	208,465	(84,536)	123,929
Balance as at 31 December 2024	<u>6,696,695</u>	<u>(3,605,742)</u>	<u>3,090,953</u>	<u>6,349,578</u>	<u>(3,427,556)</u>	<u>2,922,022</u>

Wellington Girls' College

Notes to the Financial Statements Continued

	Opening Balance (NBV)	Addition	Disposals	Revaluation	Impairment	Depreciation	NBV
2024	\$	\$	\$	\$	\$	\$	\$
Land	860,000	-	-	-	-	-	860,000
Buildings	365,580	-	-	-	-	(10,445)	355,135
Building Improvements	183,689	137,047	-	-	-	(70,947)	249,789
Furniture and Equipment	824,757	403,474	(10,099)	-	-	(211,974)	1,006,158
ICT	308,377	103,679	-	-	-	(146,122)	265,934
Works of Art	255,690	1,975	-	-	-	-	257,665
Leased Assets	123,929	26,158	-	-	-	(53,815)	96,272
Balance at 31 December 2024	2,922,022	672,333	(10,099)	-	-	(493,303)	3,090,953

Restrictions

There are no restrictions over the title of the school's property plant and equipment nor are property plant and equipment pledges as security for liabilities.

Distribution of Equity

In 2011 the Board contributed \$2,254,058 as its share of the construction of Pipitea. In 2023 significant work was required for Pipitea as a consequence of the work being undertaken for the demolition of the Tower Block. Future seismic work for Pipitea was also identified. In February 2023 the Board passed a resolution to derecognise the carrying value of its contribution. This will enable the Ministry to undertake the work that is needed while giving the school use of the building once the work is completed. The \$1,759,953 building disposal is the outcome of this action.

9 Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the start of the year	(658,013)	(658,013)	(577,899)
Increase to the provision during the year	(106,640)	(83,000)	(87,517)
Use of provision during the year	95,583	234,157	7,403
Other adjustments	(112,080)	-	-
Provision at the end of the year	(781,150)	(506,856)	(658,013)
Current Portion	(269,815)	(110,540)	(110,540)
Non Current Portion	(511,335)	(396,316)	(547,473)
Total Provision	(781,150)	(506,856)	(658,013)

Per the cyclical maintenance schedule, the College is next expected to undertake painting works during 2025. This plan is based on the College's 10Year Property Plan.

The College's cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary depending on the requirements during the year. This plan is based on the school's 10 Year Property Plan (10YPP). In 2023 a new 10YPP was developed and signed by the Ministry in 2024.

Wellington Girls' College

Notes to the Financial Statements Continued

10 Government Grants

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	2,638,020	2,856,537	2,615,926
Use of Land and Buildings Grant	2,652,791	2,392,316	3,014,207
Teachers' Salaries Grant	9,343,777	8,987,621	9,887,926
Government Grants – Ministry of Education	697,922	257,271	791,935
Other Government Grants	14,401	5,000	10,523
	<u>15,346,911</u>	<u>14,498,745</u>	<u>16,320,517</u>

11 Locally Raised Funds

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

Revenue

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Donations	690,355	703,440	678,622
Fundraising	24,841	19,000	21,953
International Travel Revenue	65,579	45,000	151,890
Other Revenue	454,183	494,379	451,949
Extra-curricular Activities	362,657	316,350	354,050
Hire of Facilities	45,160	42,070	47,652
Sundry Revenue	16,989	19,000	13,774
International Student Fees	1,038,599	1,024,404	704,948
	<u>2,698,363</u>	<u>2,663,643</u>	<u>2,424,838</u>

Expenses

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Fundraising (costs of raising funds)	38,212	19,000	42,988
International Travel Costs	65,579	45,000	151,833
Non Curriculum Material Costs	25,385	23,050	29,712
Extra-Curricular Activities Costs	597,631	546,142	537,098
International Student Employee Benefits - Salaries	466,267	463,632	248,445
International Students – Other Expenses	226,499	218,100	185,076
	<u>1,419,573</u>	<u>1,314,924</u>	<u>1,195,152</u>
	<u>1,278,790</u>	<u>1,348,719</u>	<u>1,229,686</u>

Surplus (deficit) for the year Locally Raised Funds

In October 2024 there were 26 Year 13 Fashion and Special Products students and four staff who went to Sydney Australia for 5 days to attend a 2 day workshop at the Whitehouse School of Design and visit design exhibitions at the Powerhouse museum as well as explore the Sydney design and manufacturing industry. The trip cost \$45,579...

A trip to Germany is being planned for 2025. There are 9 students and two staff from the school going. They will be visiting various cities in Germany. Deposits and the first instalments have been paid in 2024 to the value of \$20,000.

In 2024 the International Department undertook 5 separate marking trips, visiting parents, agents and attending Education Fairs. Trips were to China, Vietnam, Malaysia, Korea and Thailand. The total cost of these trips was \$47,958.

Wellington Girls' College
Notes to the Financial Statements Continued

	2024	2024	2023
12 Learning Resources			
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
General Expenses	64,145	63,700	67,344
Library	28,135	25,730	24,687
Employee Benefits – Salaries	10,338,113	9,969,095	10,774,288
Staff Development	106,026	130,000	121,311
Curricular	855,046	970,863	790,770
Information and Communication Technology	303,876	402,800	326,187
	<u>11,695,341</u>	<u>11,562,188</u>	<u>12,104,587</u>

At the end of 2024 a member of staff went on a teacher exchange programme to Solihull School in Birmingham, UK.

	2024	2024	2023
13 Administration			
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Audit Fees	20,500	23,000	21,055
Other Fees Paid to Auditors	-	-	-
Consultants Advice	3,371	11,000	9,026
Board Expenses	14,574	11,500	10,484
Board Fees	5,070	6,500	6,365
Other Administration Expenses	130,176	126,025	92,910
Insurance	47,181	64,000	63,243
Employee Benefits - Salaries	723,353	763,520	656,320
	<u>944,225</u>	<u>1,005,545</u>	<u>859,403</u>

	2024	2024	2023
14 Property			
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	283,763	272,000	270,147
New Block Planning	831	3,000	5,437
Grounds	16,787	23,965	9,126
Heat, Light and Water	185,948	170,000	179,358
Rates	33,064	26,000	23,958
Repairs and Maintenance	219,323	194,150	183,997
Use of Land and Buildings	2,652,791	2,392,316	3,014,207
Cyclical Maintenance	239,209	87,300	122,182
Employee Benefits - Salaries	174,411	165,189	146,269
	<u>3,806,127</u>	<u>3,333,920</u>	<u>3,954,681</u>

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.

Wellington Girls' College

Notes to the Financial Statements Continued

15 Depreciation and Amortisation

Depreciation is charged on these items:

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Buildings College Owned	10,445	12,185	12,185
Information and Communication Technology	146,122	218,722	124,381
Furniture and Fittings	211,974	199,826	199,699
Building Improvements	70,947	80,315	71,963
Leased Assets	53,815	58,854	51,623
	<u>493,303</u>	<u>548,161</u>	<u>459,851</u>

16 Finance Lease Liabilities

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

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Total minimum lease payments due:			
Not later than one year	59,025	35,321	55,321
Later than one year but not later than five years	42,971	45,784	80,899
Later than five years	-	-	-
	<u>101,996</u>	<u>81,105</u>	<u>136,220</u>
Represented by			
Finance lease liability - Current	59,025	35,321	55,321
Finance lease liability - Noncurrent	42,971	45,784	80,899
	<u>101,996</u>	<u>81,105</u>	<u>136,220</u>

Wellington Girls' College

Notes to the Financial Statements Continued

17 Funds held for Capital Works Projects

During the year the college received and applied funding from the Ministry of Education 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	Board Contribution	Closing Balance
	2024	\$	\$	\$	\$	\$
SIP Brook Toilet Block & Drainage	Completed	(16,697)	17,914	-	-	1,217
MOE 5 YA Hobson Street Sump & Drainage	In progress	(34,995)	96,433	47,466	-	13,972
MOE Urgent Soffit Repairs	In progress	(7,173)	-	-	-	(7,173)
MOE 5YA Switchboard Upgrade	In progress	-	9,855	8,476	-	1,379
MOE 5YA Brook Roof Leak	In progress	-	-	1,081	-	(1,081)
MOE LSM – Doors and Access combined	Completed	19,994	-	20,913	-	(919)
MOE Property Works	In progress	120	154,014	186,852	-	(32,718)
Totals		(38,751)	278,216	264,788	-	(25,323)

Represented by:

Funds Held on Behalf of the Ministry of Education

-

Funds Receivable from the Ministry of Education

(25,323)

Total

(25,523)

		Opening Balance	Receipts From MOE	Payments	Board Contribution	Closing Balance
	2023	\$	\$	\$	\$	\$
SIP Brook Toilet Block & Drainage	In progress	142,615	1,093	184,031	23,626	(16,697)
MOE 5 YA Hobson Street Sump & Drainage	In progress	-	-	34,995	-	(34,995)
MOE Urgent Soffit Repairs	Completed	-	-	7,173	-	(7,173)
MOE LSM – Doors and Access combined	In progress	-	118,989	98,995	-	19,994
MOE Property Works	In progress	120	98,842	98,842	-	120
Totals		142,735	218,924	424,036	23,626	(38,751)

Represented by:

Funds Held on Behalf of the Ministry of Education

-

Funds Receivable from the Ministry of Education

(38,751)

Total

(38,751)

Wellington Girls' College

Notes to the Financial Statements Continued

18 Reserves

	2024	2023
	\$	\$
Asset Revaluation Reserve		
Opening Balance	181,040	181,040
Revaluation of land and buildings	-	-
Revaluation of works of art	181,040	181,040
	<u>181,040</u>	<u>181,040</u>

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

	Scholarship and Awards	Centennial Fund	Development Fund	Total
	\$	\$	\$	\$
Reserved Equity				
2024				
Opening Balance	240,084	42,772	1,812,612	2,095,468
Receipts	14,081	2,511	255,702	272,294
Transfer between Reserves	-	-	-	-
Addition to Reserved Equity	-	-	-	-
Payments	(5,190)	(1,976)	(17,304)	(24,470)
Closing Balance	<u>248,975</u>	<u>43,307</u>	<u>2,051,010</u>	<u>2,343,292</u>
2023				
Opening Balance	234,097	40,692	1,596,799	1,871,588
Receipts	11,967	2,080	215,813	229,860
Transfer between reserves	-	-	-	-
Addition to reserved equity	-	-	-	-
Payments	(5,190)	-	-	(5,980)
Closing Balance	<u>240,084</u>	<u>42,772</u>	<u>1,812,612</u>	<u>2,095,468</u>

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.

Reserve 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.

19 Remuneration

Key Management personnel compensation

Key Management personnel of the College include all Board members, the Principal, Deputy Principals and Heads of Departments

	2024	2023
	Actual	Actual
	\$	\$
Leadership Team		
Remuneration	3,649,771	3,602,217
Full-time equivalent members	29.62	29.74
Board Members		
Remuneration	5,070	5,815
Total key management personnel remuneration	<u>3,654,841</u>	<u>3,608,032</u>

Wellington Girls' College

Notes to the Financial Statements Continued

There are 10 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has a Finance and Property Committee (5 members), a Sports Committee, Ahumirangi Property (3 members), Personnel (4 members), Health and Safety (2 members) that meet monthly. As well as these committees, regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

	2024	2023
	Actual	Actual
The total value of remuneration paid or payable to the Principal in the following bands:		
Salaries and other short term employee benefits	\$000	\$000
Salary and other payments	230-250	230-250
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	2024	2023
\$000	FTE Number	FTE Number
100-110	27	24
111-120	12	15
121-130	4	4
131-140	5	2
141-150	0	3
	48	48

20 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:

	2024	2023
	Actual	Actual
	\$	\$
Total	-	5,000
Number of people	-	1

21 Contingencies

There is no contingent liability relating to a personnel issue as at 31 December 2024 except as those noted. (2023: \$5,000)

Pay equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in School's Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements, the College's final entitlement for the year ended 31 December 2024 has not yet been advised. The College has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

Holidays Act Compliance – schools payroll

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

The Ministry continues to review the Schools' Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals. As such, this is expected to resolve the liability for school boards.

Wellington Girls' College

Notes to the Financial Statements Continued

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 building and other facilities on the school site. The school is planned to have a significant redevelopment due to ongoing work 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 remains obligated to maintain these buildings. As at balance date, the school has recorded \$284,025 of cyclical maintenance provision on the affected buildings contingent up the Ministry's approval over the proposed development.

22 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.

23 Commitments

(a) Capital Commitments

At 31 December the Board had capital commitments for the purchase of computing equipment and furniture for the new temporary buildings of \$13,438 to be installed for the beginning of the 2025 teaching year. (2023 Nil)

At 31 December the Board had capital commitments for the following building contracts 2024: Electrical Switch Board: \$3,379, SIP Combined:D,G,H2, Site: Plumbing and Drainage \$120,339 (2023 Nil)

(b) Operating Commitments

As at 31 December 2024 the Board entered into the following
Operating lease of a Vehicle

	2024 Actual \$	2023 Actual \$
No later than one year	10,368	-
Later than one year and not Later than five years	29,376	-
	<u>39,744</u>	<u>-</u>

Wellington Girls' College
Notes to the Financial Statements Continued

24 Financial Instruments

Cash and Receivables

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash and cash equivalents	175,679	27,074	151,503
Receivables	1,108,651	1,1019,558	1,019,558
Investments – Term Deposits	8,691,884	7,666,423	7,896,422
Total cash and Receivables	9,976,214	8,712,055	9,067,483

Financial Liabilities measured at amortised cost

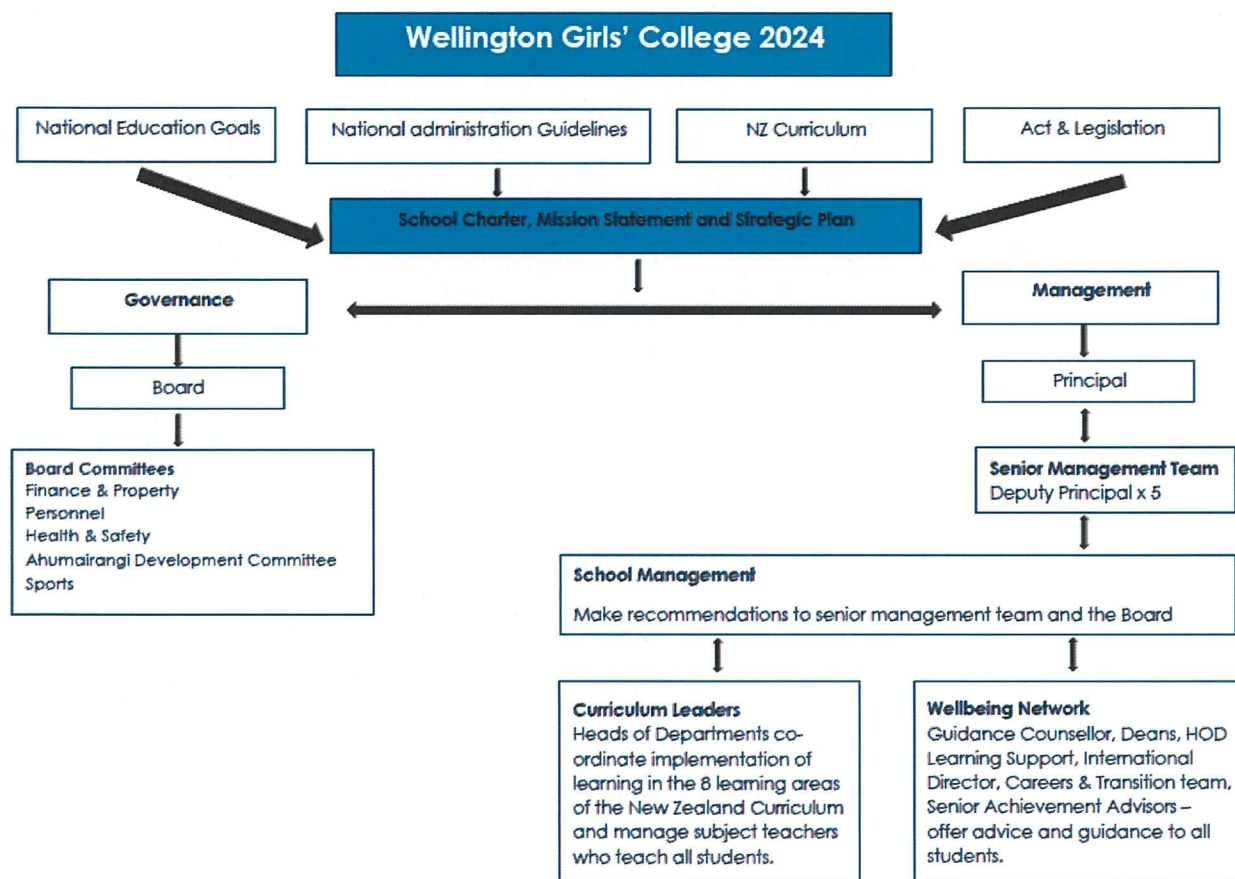
Payables	1,005,878	1,119,721	722,904
Finance Leases	101,996	81,104	136,222
Total Financial Liabilities Measured at Amortised Costs	1,107,874	1,200,825	859,126

25 Managing Capital

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

26 Events After Balance Date

None



Administration Responsibilities

Principal

Senior Staff Team

Deputy
Principals
Business
Manager

Technical Support

IT Services
Director
Senior IT
Technician

Curriculum

Heads of
Department
Gateway /STAR
Administration
Teacher Aides
Library Manager
Librarian
Science
Technician

Students

Arts Coordinator
Sports Director
Sports
Coordinator
Student Office
Administrator
Absence
Database
Manager
Testimonial
Writer
Tertiary
Scholarship
Writer

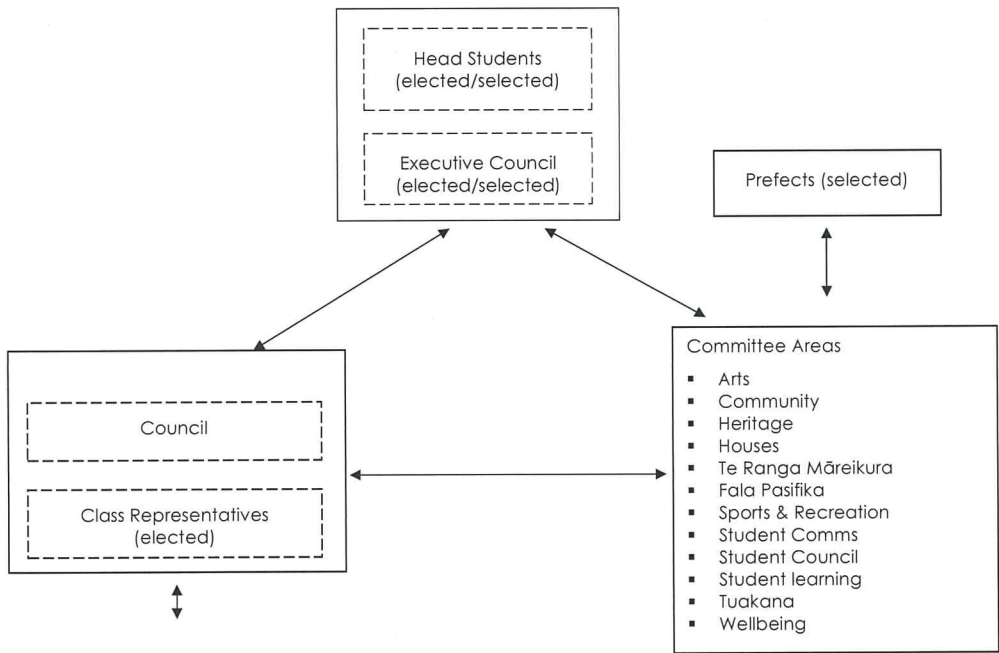
Property Team

Business
Manager
Property
Manager
Senior Grounds-
keeper

Administrative Support Team

Principal's PA
Office Manager/
Enrolment Officer
Office Administrator
Financial Manager
HR Manager
Print Coordinator
International
Director
International
Homestay
Coordinator
International
Administrator
Chinese Marketing
Manager

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, IPFS, 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,

As we gather for this year's prizegiving ceremony, it is an opportune moment to reflect on the journey we have shared in 2024. Today, we celebrate not only individual achievements but also the collective resilience and spirit that defines Wellington Girls' College. This year has brought its challenges, but it has also shone a light on our school's strength and unity.

Amidst further property challenges, we were inspired by the initiative and courage of our students, who organised a peaceful protest at Parliament grounds. Of their own enterprise, they found a positive and powerful way to have their voices heard. Their determination to stand up for themselves and their community is something we can all take pride in.

Despite disruptions, our students have continued to excel across academic, cultural, and sporting areas. This success is not only a testament to their dedication but also to the positive environment created by our dedicated staff and supportive whānau.

Congratulations to all the prize winners today. Your achievements are well-deserved and reflect the core values of Wellington Girls' College. **Manaakitanga** calls us to show respect, generosity and care for one another, fostering a community where everyone feels supported. With **Manawaroa**, we face challenges with resilience and grit. **Ngākau Pono** reminds us to act with integrity and sincerity and loyalty in all that we do, and through **Whakarangatira**, we treat others with honour, and respect and enhance each other's mana.

A heartfelt thank you goes to our dedicated staff, led by our tireless Principal, Julia Davidson, and her Senior Management Team. Their unwavering support, guidance, and professionalism have once again been the backbone of our school community this year.

We also bid farewell to valued staff members Julia mentioned in her article, whose contributions have made a lasting impact on our school. We wish you all the best in your future endeavours.

I would also like to acknowledge and thank my fellow Board Members for their commitment, support and good humour throughout the year. Together, we continue to strive toward creating a safe, enriching environment where all staff and students can thrive.

Finally, to the graduating Year 13 class: as you prepare to embark on your individual journeys beyond Wellington Girls' College, remember to carry with you the lessons, friendships, and values that have shaped your time at school. You are now ready to step into the world, confident and capable, and we will follow your future successes with great interest.

Thank you, and congratulations to all.

Ngā mihi,

KATIE GRAHAM



From the Principal

Many of you know that WGC is built on land that is significant for Te Atiawa. It is part of the original Pipitea Pa site and was returned to them as part of their Treaty claim. We are always mindful of that and have been working for the last three years with Kura Ahurea, the education arm of Te Atiawa as we work to understand more about what they want from us as guardians of this land - and some of their mokopuna.

In November last year, they shared with us te ōhākī a te Wharepouri - the dying wish of one of their paramount chiefs, Te Wharepouri who died in 1842, not long after he welcomed the first ships to Pitone.

The ōhākī says: I muri nei, kia pai ki aku taonga Māori, taonga Pākehā, ki tae ake te haruru o te reo ki ahu i Te Reinga. After I have gone, be good to my Māori and my European people, let the thunder of your voice reach me in the spirit land.

We now use this as a touchstone for any major changes we are making by using four guiding questions Kura Ahurea have given us:

- Is what we are doing or going to do future-focused and sustainable?
- Do plans involve Māori and non-Māori?
- Will the plans positively impact and provide a positive return on investment for the kura, the ākongā, Māori, non-Māori and the land?
- And finally are we being good tūpuna. In our terms, would our former students and staff and would those who come after us, maybe the children and grandchildren of current students be pleased with the decision we have made

These questions have been extremely useful as we have considered some really big issues this year and they will be again in the years to come.

2024 actually started really well and we had a calm and normal two terms, before we hit yet another speed wobble. I think we all deserve a pat on the back for simply hanging in there and making it work as best we could. I suspect what happened over those 5 weeks will forever give us a skewed view - it will certainly colour our memories of 2024 and even though students were only off school for a maximum of 7 days, the impact will be much more significant than that.

It wasn't great, but it could have been so much worse. I want to thank all of our parents. You've played a crucial role in this wild adventure. Your support has been outstanding and we were all so grateful for the wonderful emails and cards and phone calls. Thank you for your patience, your partnership, and for trusting us with the ongoing education of your children during a term that tested us all.

To our wonderful students—wow! You've handled this year like champions, ably led by our seniors who, unfortunately, have been here before. You've navigated not only academic pressures but also life's unpredictabilities. And you did it with humor, with grit, and with kindness to each other - this was a year when you needed to live our school values and you did. Thank you for that.

Our Class of 2024, in particular, deserve a special shoutout. Not only have you survived your final year, but you've thrived, leaving behind a legacy of resilience and determination for those who follow. Thank you to the Exec in particular, onstage with us tonight, for your work keeping things as normal as possible and doing everything you could to maintain teal pride and spirit.

I really need to thank the staff. Everyone had to reinvent the wheel—many wheels, in fact—overnight. Many of you hadn't experienced remote learning before, so there were some steep learning curves for you as well as for your students. But you kept your classes engaged and

moving forward. We said losing part of Brook would impact on everyone - and it has. Nothing is easy, it takes more time to get places and in the weeks since everyone has been back on site, I can't imagine how many steps you have done each day. But on the whole things are settling and we're finding a new equilibrium and that has a lot to do with you maintaining normality in your classes.

It's impossible to do anything on your own as a Principal, you need a team to work alongside. And the Board and senior staff are simply incredible. Your active support, your common sense and sometimes black and/or irreverent humour have got us through. I often say that I am the luckiest Principal in the country - this is why.

Despite the significant hurdles we have faced property wise, let's not forget the incredible achievements we've also seen this year - amazing sporting success; wonderful Music, dance and drama; fabulous performances from Kapa haka, Poly Club and the Asian Performance Club; Market day, Lip Synch, the Visual Art award, Athletics day, school trips, adapting to a completely new 25 period timetable and the outstanding Literacy and numeracy results. Schools are about a lot more than buildings and while I will fight with everything, I have in me to get the buildings you need and deserve, these events throughout the year and the people involved are the things that build and develop our school culture and we end the year as strong as ever in that regard. That's the stuff I'd like to focus on as we end 2024 and that's the stuff I hope make us good tūpuna.

As we look to the future, let's take with us the lessons we've learned. We've been reminded that life doesn't always go according to plan, but that's where growth happens. We've learned that community is more important than ever, and when we support each other, we can overcome anything. And we've also learned that without constant, not always gentle pressure on the MOE's throat, we'll get nowhere.

Next year, we're aiming higher, dreaming bigger, and hopefully facing fewer structural difficulties. We have spent a lot of time over the last 8 weeks working with consultants and the MOE to develop a Business case for Cabinet for our redeveloped school. On the first day we insisted they include Te Wharepouri's ōhākī in the document as something we could have as a constant reminder of the importance of this work and that this isn't just for the current students and staff but for those many decades hence.

That work is done; we have one agreed option that both WGC and the MOE support. The plan would mean all of the questions Te Atiawa asked of us will have been answered with a Yes. Now we just need the funding and we will be pushing hard to get money from Budget 2025 to build the school our students and staff need, particularly in specialist areas like the Performing Arts, PE, Learning Services, Careers & Guidance - and giving us back a Hall and a field. We won't get it easily, but we need to be successful. Parents we will need your help with this, so look out for an email in the next couple of weeks which will have more details - we'll have a message we need you to push with anyone you know who might have some influence and part of that message, which I truly believe and say repeatedly to the Ministry, much to their annoyance, is that I don't believe they



**Head Student with Julia Davidson
Lucy Pottinger and Maddie Roberts**

would do this to a boys' school, so don't suggest that our students deserve any less.
Thank you all for being a part of this incredible community. Here's to a better year ahead
which delivers for our whole community and which would make our tūpuna proud.

No rei ra,
Tena koutou, tena koutou, tena tatou katoa.

JULIA DAVIDSON



2024 Annual Plan - Variance Report

1. A

We will give effect to Te Tiriti o Waitangi through culturally sustaining practice

- Incorporate Te Ati Awa kawa and tikanga into Professional development for staff

Intended outcome for learners

All staff and students will know they are on land that is important to Te Atiawa. They will learn purakau, tikanga, waiata and Te Reo.

Actions

- We will engage with Kura Ahurea so that we can have this work professionally taught to us and know we have Te Atiawa support as we go along this journey.

Historical position

- Emerging understanding of mana whenua

What has been achieved so far?

- Strengthened relationship with Kura Ahurea through our Kahui Ako as well as WGC's PLD programme
- Leadership and Toa workshops with Kura Ahurea once a term
- Staff PLD - te reo
- Staff consultation with Kura Ahurea about mana whenua curriculum perspectives
- Making the Ohaki central to our decision-making

Next steps

- Continued journey with Kura Ahurea
- Refreshed Te Reo name of WGC
- Whole staff PLD about Parihaka
- Learning more Te Ati Awa purakau and waiata
- Consultation and workshops exploring the Māori name for Wellington Girls' College

1. B

We will give effect to Te Tiriti o Waitangi through culturally sustaining practice

- Embed and enhance agreed in class and whole school practices

Intended outcome for learners

All staff and students at WGC will have an understanding of tikanga and Te reo and these will be embedded across the school.

Actions

- Staff to continue developing confidence in and understanding of te reo and implement more in to classroom teaching

Historical position

- Ruruku was gifted to the school in 2021 and implemented in all classrooms in 2022.
- Establishment of collaboration and consultation with Kura Ahurea - mana whenua

What has been achieved so far?

- Embedding of Ruruku and Karakia at the start and end of each day . Included in induction for both staff and students. Observed during classroom observations and expected as part of professional practice within the school.
- Full staff PLD with Kura Ahurea
- Optional but well-attended Te Reo Māori courses offered
- Poroporoaki, Ra mana wāhine, and wānanga well well-established within the school.
- Kiwaha presented by Exec during each assembly
- Te Wiki o te reo Māori and Matriki are celebrated by full staff and student body each year supported by the Te Reo Māori department and Te ranga Mareikura.

Next steps

- Continued journey with Kura Ahurea
- Refreshed Te Reo name of WGC
- Learning more Te Ati Awa purakau and waiata

1. C**We will give effect to Te Tiriti o Waitangi through culturally sustaining practice**

- Begin implementation of the 2024-26 Māori Achievement Plan

Intended outcome for learners

- A strong cultural identity as kōhine Māori
- The life skills to navigate their future e.g. resilience, love of learning, self-management
- Been nurtured and supported in an environment where kōhine Māori thrive

Actions

- Employ a permanent Māori Dean
- Increase the visibility of Māori culture around the kura.
- Ongoing whole staff professional development (PD) that focuses on tikanga and Te Reo Māori
- Establish Te Rōpū Whirinaki
- Align the 2027-2029 Māori Achievement Strategy with a Māori framework.
- Establish a Māori Awards evening
- All departments actively acknowledge and create pathways for Māori students in their subject area so tauira can achieve their aspirations and thrive

Historical position

- This strategy reflects the hopes and aspirations of current tauira Māori, whānau and staff at WGC. These were raised in hui with tauira Māori, whānau and findings from the whānau survey. These goals have been chosen as the next steps in the journey for Māori visibility and identity at WGC.

What has been achieved so far?

- There has been a genuine and repeated attempt to recruit a Māori Dean in 2024. Without an applicant, the Wānanga staffing has been increased to reflect the level of mahi taken to support our Māori students in Kahukura.
- Te Ranga Mareikura has worked to increase the visibility of Māori culture around the kura. This has included a range of banners and artwork displayed around the college, flag raising, and consideration of the placement of the tuku tuku panels in the library. Staff have also focused on visibility for Māori culture and language in classroom spaces during 2024 and the move to new rooms.
- The goal of establishing a Māori awards evening went through a range of iterations based on whānau hui and student consultation. There was agreement that adding the award evening to the Poroporoaki took away from the mana of the event. Therefore, adding 4 new awards to the cultural awards afternoon was agreed upon. These included Kapa Haka leadership, kapa haka contribution, Ngā Manu Kōrero courage and commitment and Toi Māori.

Next steps

- Consult with Mana whenua in 2025 to formalise the name of the new Māori cultural awards.
- Focus on increasing attendance at Whānau hui to effectively create and build an active and sustainable Te Rōpū Whirinaki.
- Start research and consultation focused on the alignment of the 2027-2029 Māori Achievement Strategy with a Māori framework
- Start collaboration with Careers department on how we can formalise a process for departments to actively acknowledge and create pathways for Māori students in their subject.

2. A**We will offer a curriculum that will promote equity, inclusion & excellence**

- Implement changes to the Yr 11 programme

Intended outcome for learners

- Students will have a greater breadth of subjects
- An increase in wellbeing

Actions

- Students were able to take 8 subjects
- New courses were offered with matauranga Maori embedded
- Hauora is a new compulsory subject

Historical position

- WGC has offered NCEA Level 1

What has been achieved so far?

- Despite building interruptions, new courses have gone ahead and all subjects have revamped their programmes.

Next steps

- Embed changes
- Improvements to Hauora course
- Gather feedback - interviews and surveys
- Prepare Y11 students (and whanau for NCEA L2)

2. B

We will offer a curriculum that will promote equity, inclusion & excellence

- Implement the new timetable structure

Intended outcome for learners

- The new timetable will allow for all Y9 students to learn Aotearoa Histories
- Subject choice, breadth, equity
- Well-being
- Innovating with options that meet the needs of WGC ākonga - exploit the freedom

Actions

- Following many years of work, a new timetable option was selected and enacted

Historical position

- We had a 6 period day
- Different subjects had differing amounts of periods allocated

What has been achieved so far?

- Most junior subjects have three hours a week, all senior subjects have four
- Staff and students have adjusted to a 2-2-1 model and a Week A/B

Next steps

- Survey of staff - most report struggling with a reduced amount of hours in a week
- Give timetable change a chance to embed and for staff to continue to adjust their programmes
- Continue to monitor and embed.

2. C

We will offer a curriculum that will promote equity, inclusion & excellence

- Implement the new Literacy & Numeracy co-requisites

Intended outcome for learners

Students will be given the opportunity to pass the Literacy and Numeracy co-requisites

Actions

- Y11 students sat the tests in May, Y10s in September
- Parent information hui and communication
- Wānanga programme of information
- training students in the use of the digital platform and text to speech
- Significant logistics to implement the tests, including large amounts of SAC
- Educating staff on importance of these tests and including literacy and numeracy into their courses
- Considerable effort from Maths and English to prepare students
- Student Learning committee help

<ul style="list-style-type: none"> • Two staff members were external markers • Shared work across Kahui Ako schools to raise skill level
Historical position <ul style="list-style-type: none"> • These tests had not been piloted by WGC. • Work had been done to identify those that would need support • New courses were developed at Y10 to support some learners (Mathematical Language and Criminal Minds Literacy)
What has been achieved so far? <ul style="list-style-type: none"> • Successful and smooth implementation by the Principal's Nominee team and Learning Support • A very high pass rate for Y11s (no information on Y10s yet) • Increased understanding from staff and parent community about the co-requisites and what they mean
Next steps <ul style="list-style-type: none"> • Monitor Y10 results • Monitor success of our diagnostic testing and tracking of students • Continue to use alternative pathway of NCEA L1 standards for those students that need it while this option remains open for another two years • Explore options/pathways for students who don't achieve these standards

2. D We will offer a curriculum that will promote equity, inclusion & excellence <ul style="list-style-type: none"> • Implement Aotearoa Histories
Intended outcome for learners All Year 9 students will learn the Aotearoa Histories curriculum as a stand-alone subject
Actions <ul style="list-style-type: none"> • The development of a new half-year programme that follows the new AH curriculum
Historical position <ul style="list-style-type: none"> • This is a new subject and therefore it hasn't been offered at WGC before. The content has been in development for two years by various staff members
What has been achieved so far? <ul style="list-style-type: none"> • All WGC Y9 students have learned about pre European NZ history of NZ, especially as it relates to Whanganui-a-Tara, Te Ati Awa and our Pipitea site • Mana whenua (Kura Ahurea) have had input into the content and direction • All Y9 students have visited Te Aro pa
Next steps <ul style="list-style-type: none"> • Embedding and strengthening the content of this course

3. A

We will actively foster student and staff wellbeing and inclusion

- Map student wellbeing and inclusion framework to identify and remedy gaps and celebrate diversity

Intended outcome for learners

That students have access to appropriate support systems when they need them; and students see their culture reflected in our kura

Actions

- School wide survey in Term 2 via wānanga classes. The survey was reviewed by a small group of Y12 student council members and the questions asked students to identify known wellbeing supports, suggest additional supports and also comment on inclusion, diversity and the reflection of their culture within the kura.
- Review of the use of student support plans @ WGC
- Recruitment of counsellors provided an opportunity to broaden the offering of clinical tools by employing an arts therapist for 2025
- Discussion with the counselling team about providing group work to target a range of wellbeing issues that particular affect juniors (eg friendships and attendance)

Historical position

- Students were last surveyed on wellbeing with the NZCER wellbeing survey in 2022. The same year DP Penny Greenwood surveyed students for her inclusion research. Since then many schools have considered trialling and investing in various wellbeing programmes and apps in order to measure the mental health and wellbeing of students. We wanted to see what students' perceptions of the current offerings were and identify gaps.

What has been achieved so far?

- The survey showed that students were aware of most of the wellbeing supports offered at WGC. Supports that were not visible were the ones accessed by very few students (eg R2S). The survey offered opportunities to showcase and educate on culture and also confirmed previous survey findings that inclusion was patchy in places. The survey documented that students value the opportunity to learn more about different cultures. A gap that was identified was variable pastoral support for refugee and migrant students who were less likely to access established supports. No feasible 'new' wellbeing supports were suggested via the survey. Availability of the counsellor and nurse was flagged as an issue.
- Development of a Learning Services cognitive break pass to reduce cross over between support plans and learning profiles
- Tightening of the accommodation timelines on support plans
- Review of counselling appointment options after the first assessment to ease pressure and increase speed at which students can access their first appointment
- Implementation of a new nurse booking system to reduce waiting times and a pop in culture
- Work with nominated teacher to formalise pronoun recording on kamar
- Continued support of APC and Korean groups

Next steps

- Invest in a pastoral structure for refugee and migrant students as a bridge to other established pastoral supports
- Implement small group wellbeing options via counselling team
- Strengthen community celebration opportunities via the kāhui ako WIST role of multicultural celebrations

- Closer alignment with student community committee to promote education opportunities
- Investigate and gain support for student led Lion Dance group
- Work with the WIST role for 25th hour to leverage opportunities for more wellbeing, inclusion and diversity opportunities.

3. B

We will actively foster student and staff wellbeing and inclusion

- Work with staff to differentiate professional and personal staff wellbeing and to put our focus on the former

Intended outcome for staff

That staff will have access to teacher well-being resources and professional wellbeing opportunities.

Actions

- To support staff in understanding the difference between professional and personal well-being. Personal well-being may occur in their work day but does not have to be initiated by school leadership.
- To present professional well-being to staff at WGC
- To present professional well-being to staff at Loop Day
- To develop an overarching WGC health model for Staff well-being in conjunction with Kura Ahurea
- Discuss PPTA Hours of Work & Time to Teach

Historical position

Staff Wellbeing survey in 2023 included many opportunities for personal wellbeing but there was a blurred line between what staff wanted and what is expected in a workplace. SMT attended the Hobart conference and after attending a workshop there was agreement that continuing to offer personal wellbeing initiatives should change focus to offering professional wellbeing resources/opportunities. The concept the team found helpful was 'Coming out of covid we need to get people work-fit again, we did such a good job of taking care of people's wellbeing, now it seems to be an expectation'.

What has been achieved so far?

- Professional Wellbeing Folder with a bank of professional readings to support well-being in school (Teacher Reflections, Teacher Personalities, Workload, Reducing Stress, Top Tips for Kaiako, Weekly Organisation)
- Appropriate 'Digital Business Hours' were discussed and then presented to staff, students, and the parent community.
- Whole School Overview of staff Well-being assessed with professional matrix
- Termly Staff Wellbeing Committee Feedback Hui
- Wellbeing room as a bookable space in the staffroom (for a majority of the year)
- Webinars advertised
- EAP has developed its platform significantly from counseling and offers finance advice, nutrition, and fitness instruction.
- Celebration of specific International Health Days eg Mental Health, and Menopause at the Workplace

Next steps:

- To develop a questionnaire for new staff to ascertain what they expect for professional wellbeing and what they have appreciated in their previous workplace
- Celebrate more International Health Day themes
- Bring on board other staff members to initiate promotions or staff skill sets that can be shared in the workplace
- To develop staff coaching

4. A**We will work collaboratively with the MOE and consultants to progress the school rebuild**

- Work with contractors to minimise the impact of Tower demolition on staff and students

Intended outcome for learners

- An interruption free year

Actions

- Clear and regular communications with the contractors
- Programme details made clear each week so classes could move if necessary
- An agreement about noisy work happening outside teaching hours

Historical position

- In previous years, agreements between the contractor and the school have been broken, despite constant requests for more information
- Staff and student tolerance levels were at an all time low at the end of 2023 so we had to take a different approach in 2024

What has been achieved so far?

- While the main Tower building was demolished prior to Christmas 2023, very noisy work was still taking place when we returned from the summer holidays as foundations were excavated. This was invasive and made meetings a challenge, let alone the thought of teaching
- After a couple of TODs the noise levels were such that the staff asked for a meeting with the MOE and contractors. The Board also sent members to this meeting
- As a result no noisy work was able to take place during the school day and eventually the site was abandoned, with work happening in the school breaks instead
- A decision was made to bring in more relocatable rooms so that Pipitea block could be decanted and noisy work could happen. Those rooms were in place in September and classes moved across
- A small amount of very noisy work happened in relation to the strengthening work in Pipitea block, but we coped
- Other areas of the school were barely impacted by this work

Next steps:

- Work starts again on 4 November in Pipitea block. No staff or students will be in the block for the duration of this work

4. B

We will work collaboratively with the MOE and consultants to progress the school rebuild

- Work with contractors to minimise the impact of Tower demolition on staff and students

Intended outcome for learners

- Fit for purpose classrooms including specialist spaces, the return of the field and a Hall

Actions

- We have been working on this project since 2017. We have had good relationships with our architects and MOE staff and were keen to preserve these
- The MO decided to fund a covered turf for the school as a way to provide some more facilities for PE and an assembly venue

Historical position

- By the end of 2022 we had finished Developed design on our new school plan
- No work has been done on the plan since then
- Late in 2023 we were told our project was under review as part of the MOE's Value management exercise
- At the start of this year we were told it was going to be too expensive to build and changes would need to be made

What has been achieved so far?

- The release of a document in April indicated Brook Block was likely to be below 20% NBS. This revelation started a sequence of activities that resulted in:
 - A DSA being commissioned by the Board, resulting in a finding of 15% NBS for the 1994 addition (11 classrooms)
 - An increased awareness in our school community about our property issues
 - While we waited for new rooms to be commissioned to replace pipitea, students were rostered off one year level per day for 5 weeks and the MOE paid for a Learning hub which was set up at the Royal Society
 - The school's exams and then the NCEA exams are being held off site at Sky Stadium
 - 14 new 2 storeyed modular classrooms being planned for the old Hall site ready for occupation in late January 2025
 - Members of the SMT worked with Deloitte's and the MOE to prepare a Business case to go to Cabinet in late 2024, ready for Budget 2025
 - The Minister signed off on a proposal to go to Cabinet. This should happen before Christmas 2024
 - The MOE have appointed a Project Manager to oversee all the work on site - the strengthening of Pipitea; the turf development and the installation of the new classrooms over summer

Next steps:

- We now wait on Budget 2025

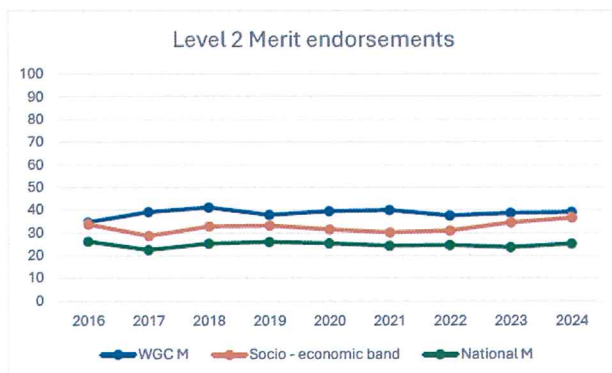
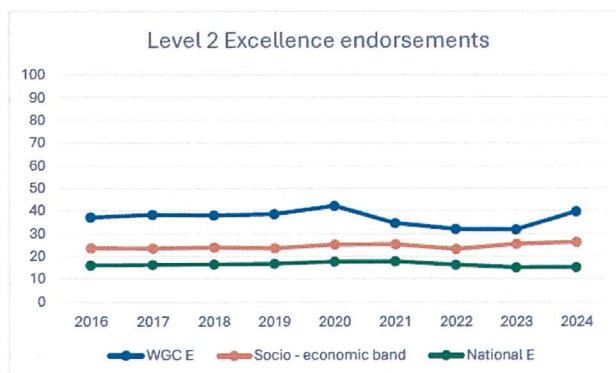
2024 NCEA ANALYSIS

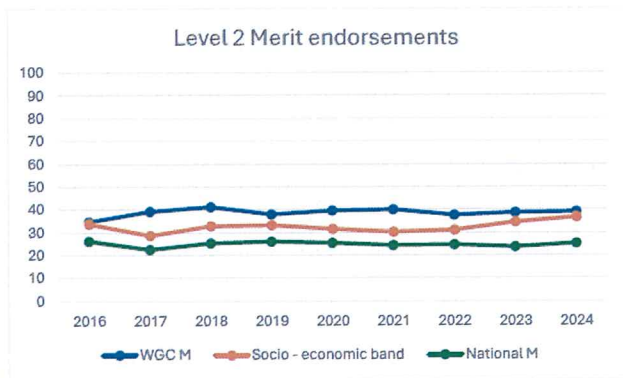
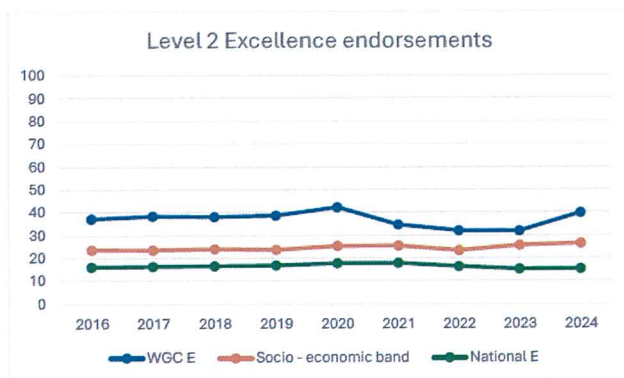
This information shows you our NCEA results for recent years.

The NZQA data captures every student who was enrolled in Yr 11-13 at WGC for 70 days or more last year. This means that students who moved to another country, were special needs, were in health school, arrived from overseas during the year or were with us for only a couple of terms or went to University or Polytech in July, or left school during the year for a variety of reasons, all contribute to our data, even though, at times, they entered few, if any credits. This gives a truer picture of NCEA nationally – but can be a little confusing when we look at the names of our students who haven't achieved and know the stories behind them. Many did no credits or hadn't ever intended to get Level 3 or UE but this was planned and we knew their intentions.

These results are provisional and have already started to change (for the better) before they are finalised in April as recounts and re-marks are underway. It is always reassuring to see that we hold our own against the other state schools in the area.

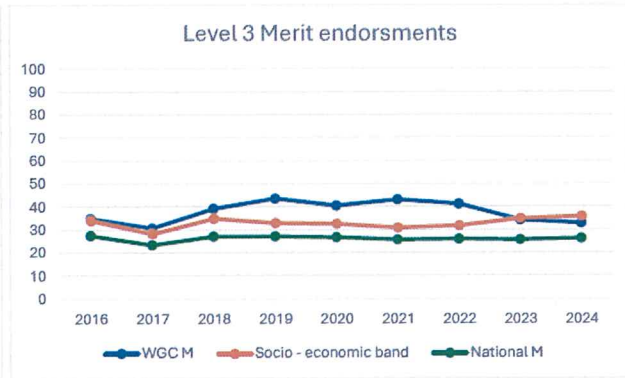
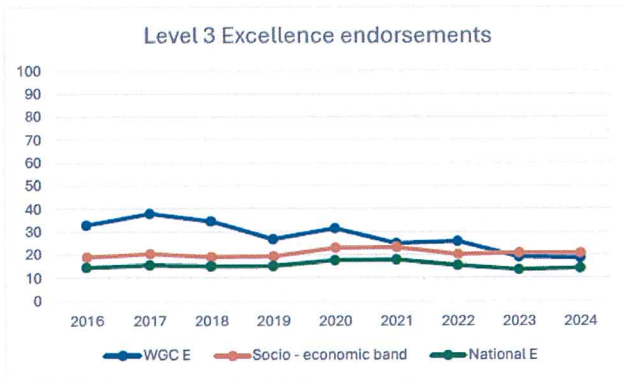
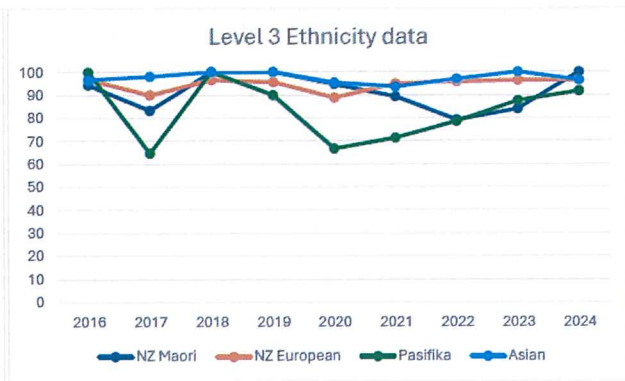
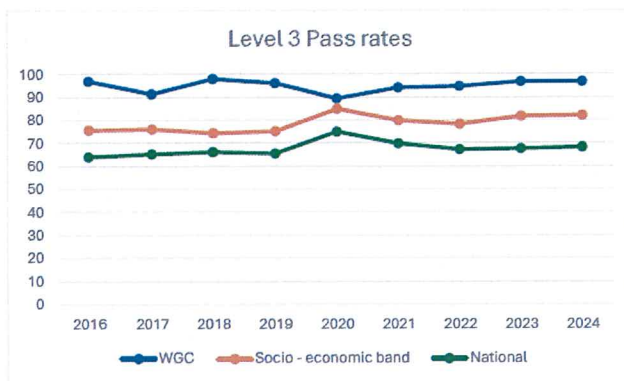
LEVEL 2





- The Level 2 results are really pleasing again, with a slight increase this year. Level 2 is such an important year – they did well.
- The ethnicity data saw a 100% pass rate for our Pasifika students but again, with small numbers this can change easily. Asian numbers increased last year as more students arrived from overseas and that always has an impact on their results
- The Level 2 Excellence Endorsements were up which was great to see and the Merits held their own. It's good to see these results – we hope they are inspired for Level 3 now!
- Of the 19 students who didn't pass level 2, 9 were English language/International students; 5 were at Health school or had issues which meant they had a significantly reduced programme; 2 were being supported by Learning Support; and 3 were close to passing but had issues with the exams or chose not to sit them

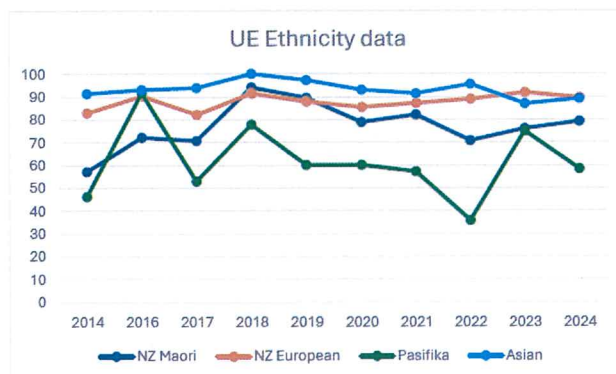
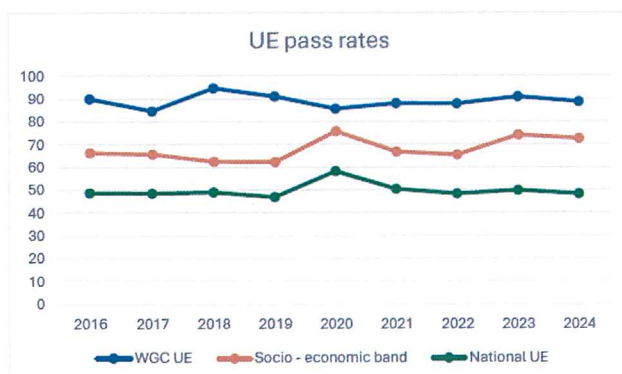
LEVEL 3



- The Level 3 pass rate was another tiny increase on last year, which was great to see. We all know Level 3 is hard, so this shows real perseverance from the students who make it to Yr 13 – as is usually the way with our cohorts.
- We'd have to say these results not just fantastic, but also a huge relief. This was the cohort we had worried about for 5 years – every year of their secondary schooling had had significant interruption and we were very concerned. Their Dean had put in huge time meeting families to talk about ways forward and in every case, the students who engaged with her made some good choices and got there in the end. Unfortunately a few chose not to accept help (and in some cases families wouldn't even come to meetings) so there is little we can do in these situations
- Despite a great pass rate, the endorsement rates have gone below socio-economic levels, which is a shame as we know their capability, but to be honest they have to do the work to get endorsements, so it is what it is.

UE

Note: UE is not the same qualification as NCEA Level 3. Students may achieve one without the other. In order to gain University Entrance now, students have to get NCEA Level 3, including 14 credits in three university approved subjects. They also have to meet specific UE Literacy and Numeracy **requirements at Level 2**



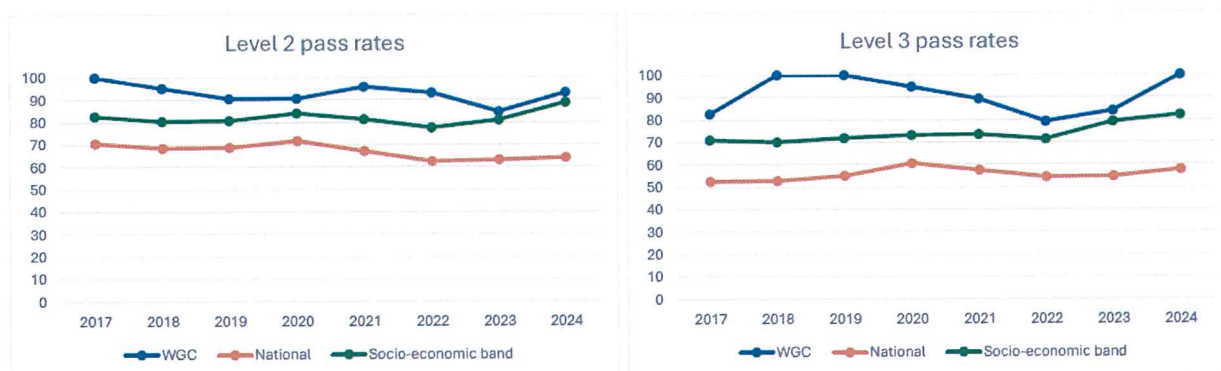
- At this stage the pass rate is just below last year's but it may increase by the time the final results are out. This is another really good result and will put us right up the top again nationally
- We had a number of students this year who weren't aiming for UE but had another, equally valid pathway planned
- The ethnicity data is always affected by the pathways students choose and that is absolutely fine. The main issues always, is that students end up where they want to head

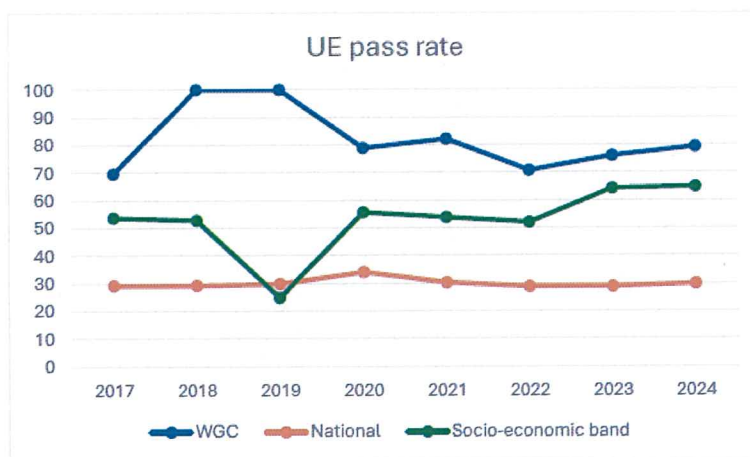
MĀORI & PACIFIC PEOPLES' ACHIEVEMENT

It is always interesting to look at the Māori and Pacific peoples' data separately, in comparison with national statistics. Again, numbers can be small at WGC, but it is still good to see how we do against the rest of the country.

In all areas, our achievement levels are better than national and socio-economic band. That's great. The issue is when they aren't as good as other ethnicities at WGC. At a national level we know that the differences tend to be intra school rather than inter school and that is certainly the case with us. It's good to see the results improving for both groups and across all areas other than UE for Pasifika – but again we knew the plans of those students and for some it didn't include UE. With small numbers things can look quite skewed on the graphs.

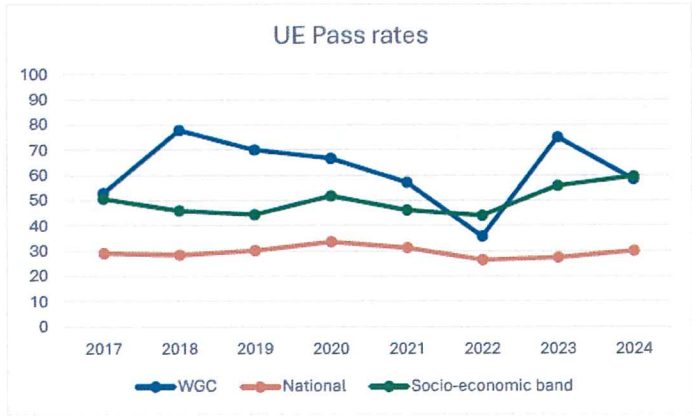
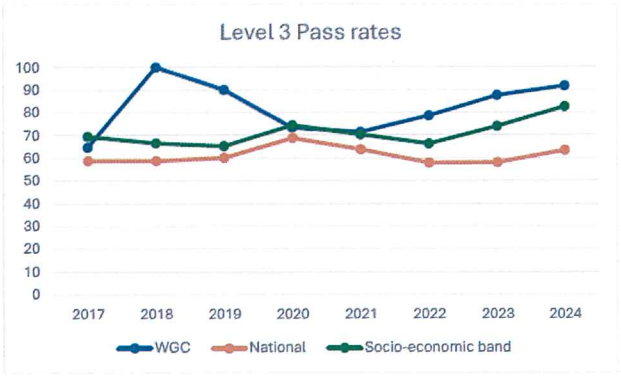
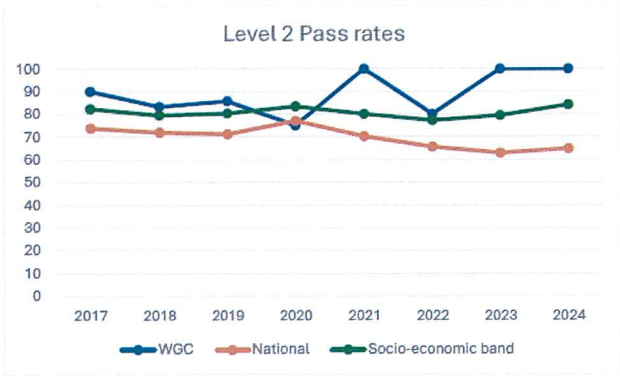
MĀORI ACHIEVEMENT





- There are some good increases in all areas this year.

PACIFIC PEOPLES' ACHIEVEMENT



COHORT RESULTS

We have found monitoring cohort performance more meaningful than comparing cohorts. We know there are variations between cohorts, so looking at one cohort's performance over time is possibly a more useful statistic to check.

Unfortunately there isn't an obvious trend in this data, but it's still interesting to look at. It may not be as interesting without Level 1...we shall see.

Class of...	Level 1	Level 2	Level 3
2025	88.7	94.9	
2024	90.3	92.5	96.7
2023	94.9	94.7	95.8
2022	97.4	94.6	94.7
2021	93.4	96.1	94.1
2020	94.5	91.8	89.4
2019	95.5	97.0	95.7
2018	96.3	94.9	97.9
2017	94.7	93.7	91.3
2016	96.0	98.1	96.9

STUDENTS GAINING EXCELLENCE ENDORSEMENT THREE YEARS IN A ROW

This is a really interesting statistic to monitor. It does seem to be important to some students to achieve the three-peat and it certainly helps with university entries and external scholarships.

It was interesting to see an increase in this number in 2024. Our top students have remained very engaged and have done really well.

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024
Number	60	64	61	57	60	52	53	30	35
%	23.3	26.8	27	22.3	21.7	17.1	17.3	10.5	12.4

SCHOLARSHIP RESULTS

S = Scholarship

OS = Outstanding Scholarship (the top 2-3% of students nationally)

= Top in the country

Subject	2016 S	2016 OS	2017 S	2017 OS	2018 S	2018 OS	2019 S	2019 OS	2020 S	2020 OS	2021 S	2021 OS	2022 S	2022 OS	2023 S	2023 OS	2024 S	2024 OS
Accounting			1															
Biology	7	1	4		1	1	3	1	4				2		1			
Chemistry	2		4		1		1			1					1		1	
Classical Studies	3		3		2		2	1	4		2							
Dance															1			
Drama					2		1	1			1							
Economics	1		2		1		1											
English	7		5		7	1	6	2	7		7		3		4		7	
French				2 #	3	1#	4		2		1						1	

Geography	1				1		3	1					2				1	1
German	1		1		1				1#			1		1			1	
History	2		4		5		2		2		1		1		1		1	1
Maths - Calculus or Statistics	3	2	2		3		4	1	4		6		5				1	
Media Studies	1		1		1			1	2		2							
Music					1				1									
Physics			2	1			2		1									
Physical Education																		
Religious Studies																	1	
Te Reo	1																	
Technology/ DVC	2	1		1#	4		2		1		1	1	1					1
Visual Arts including Art History	1		1		1		1	1	3		2				2		1	
TOTAL	32	4	32	4	34	3	32	9	31	2	23	1	15	0	11	1	17	3
Outstanding scholar awards				1		1		1										
# Top in NZ				2		1				1								

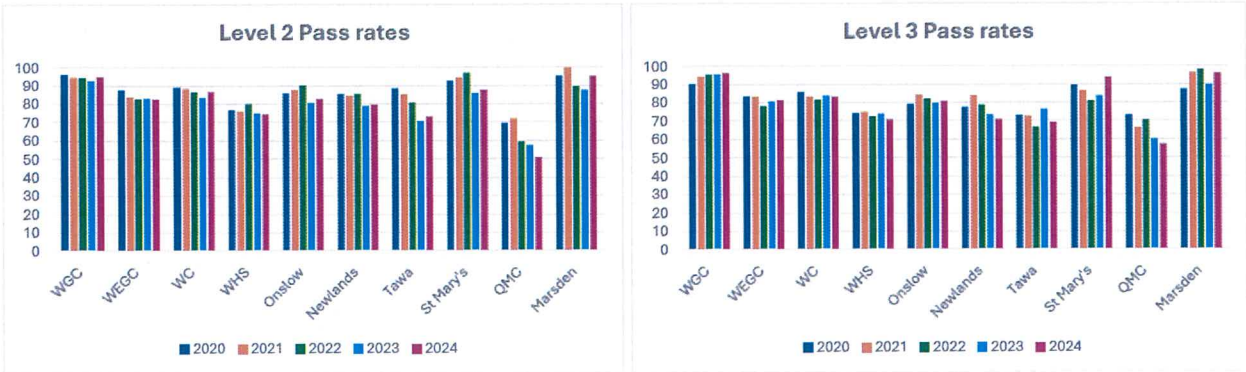
The Scholarship results came out on 11 February and they were very interesting. The total was up, and our absence rate was 61% - by far our highest rate ever. Of those who sat, 37% were successful, a significantly higher result than recent years. Some of the students who gained Scholarship were different from the top students at Prizegiving which is always interesting. I think this just reinforces that our students are strategic – some aim for the University scholarships; some for the NZQA ones and some aim to go overseas. Neither is better, they just do what works best for them. The University scholarships give them money (sometimes worth up to \$50,000); the NZQA scholarships often give them direct entry to Stage 2 courses but only about \$500 per scholarship.

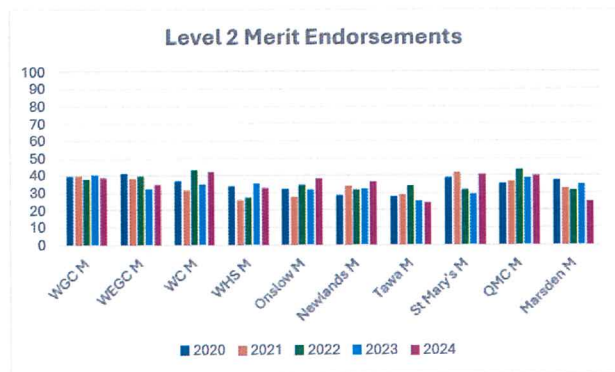
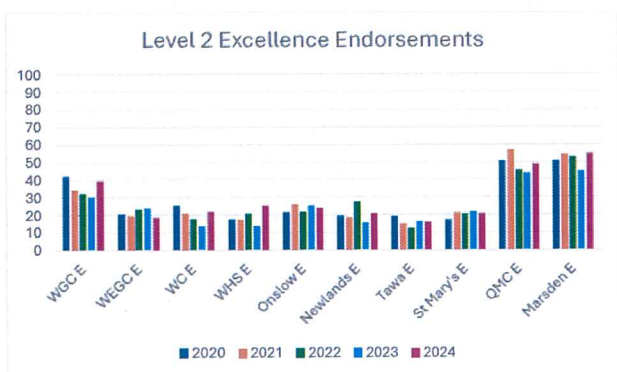
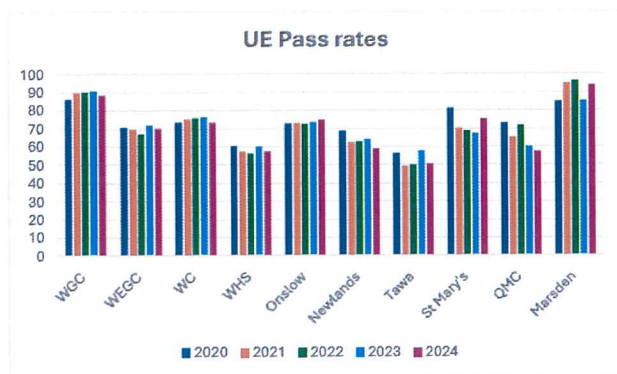
At an individual level, 1 student achieved three Scholarships, 3 achieved two and 11 students achieved one. Five Yr 12 students gained Scholarships. English performed best with 7 Schols, and History got 3. Most interesting this year was the student who took Technology as a 6th subject because it linked with her Young Enterprise Scheme work – she ended up working individually with the Technology staff, came away 3rd nationally in YES, got a huge scholarship to Canterbury and got an Outstanding Technology Scholarship as well.

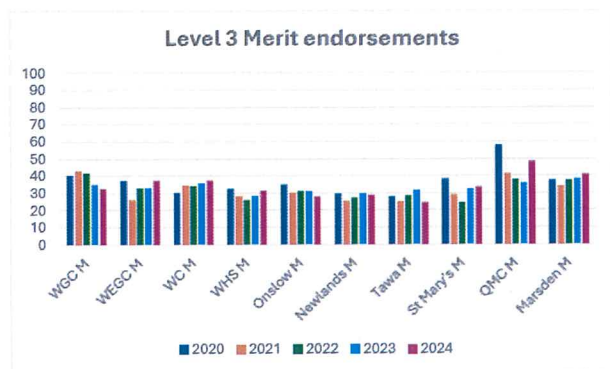
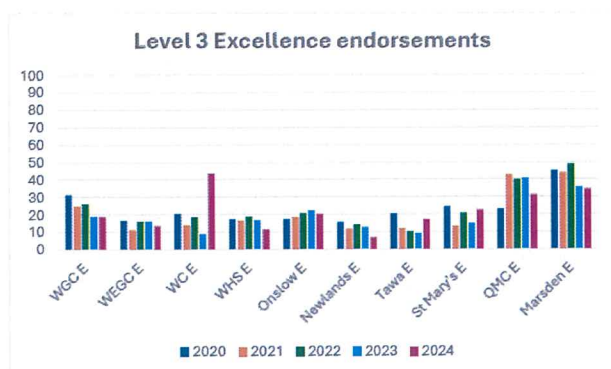
In previous years we held a morning tea for these students and their families but with the results now coming out after students have left Wellington, we were only going to have a handful of people attend, so abandoned this and sent letters instead.

INTER-SCHOOL COMPARABILITY

It is always interesting to see how our students perform compared with other schools in the region







Our students have performed really well. State schools have no choice over who they teach – and while we know that we have a generally solid, well prepared cohort from our contributing schools, we still have students for whom learning is a struggle and who, in the last five years have had more than their fair share of stress and anxiety to manage. Our number of students who have mental health issues is significant and we know we are one of the highest users of both the Health school and the Eating Disorder Clinic.

So to achieve at these really high levels, despite the issues many of the students faced is outstanding.

The one area we dropped in this year was Level 3 Excellences. In the end that's student driven and we are long past putting undue pressure on them to get to this level. They have to want it and work for it.

The really positive thing is that our students are as well prepared for their next steps and we are really proud of them.

Please note that I don't share these inter-school results with our community. They can actually find them out themselves later in the year, from the NZQA website. If anyone asks to see me to talk results I do show them, but don't let them take a photo or take the document away. We're not into that sort of comparative advertising.

SUMMARY

Our results continue to be very impressive.

You have no idea how worried we were about a number of our Yr 13s in particular, but the cohort as a whole as well.

They really stepped up (in many cases thanks to Te Kura after a hard talk from their Dean) but they got there and have given themselves opportunities for the future.

The fact that there are so few surprises says a lot about our Deans and how well they know the students and can advise them about what they need to do to fix things

Culturally Responsive Practice Update

Term One 2024

Date	Activity	Who?
25/1	Full day at Pipitea Marae, run by Kura Ahurea All staff	All staff
31/1	Mihi Whakatau for new staff and students All staff, new staff and	All staff, new staff and students
Term One	Optional learning of waiata for staff	Staff - optional
Term One and Two	Hauora Aotearoa - Māori framework for wellbeing	Laura Calder, Whaearea Ross Hotene and 10 Students
12/2	12/2 First whānau hui and Te Roopu Whirinaki hui	Whānau and Helen Dale supported by Laura Calder and Te Ranga Māreikura
14/2	Kura Ahurea Language plan PD then working with staff all day	All staff, HODs
20/2	Ra Haka day	Whaearea Ross Hotene, Laura Calder
29/2	Toa at Kura Ahurea	Richy/Helen
7/3	Leadership wānanga Kura Ahurea (Kahui Ako)	Julia/Mel/James
14/3	New Staff Te Tiriti workshop	New staff
27/3	Kura Ahurea Te reo update then working with staff all-day	All staff, HODs
25/3	Addition of Waka ama and Ki o rahi to the school sports website	Sports department
25-28/3	Yr 12/13 Te Reo Māori Taranaki reo trip (with WC)	Maria Moran, Whaearea Ross-Hotene, Colm Lees, Karen Brightwell
3/4	Appointment of new Te Reo Māori HOD Louise Baker	Louise Baker
11/4	Poroporaki for Whaearea Ross-Hotene	Whānau

Term Two

Term One and Two	Hauora Aotearoa - Māori framework for wellbeing	Laura Calder, Whaearu Ross Hofene and 10 students
29/5	Te Haeata Awatea haka Rōpū first practice for 2024	Jas Kaa, Laura Calder
13/5	Whānau hui and Te Roopu Whirinaki hui	Whānau and Helen Dale
1/5	Ngā Manu Kōrero in-house competition	Jas Kaa, Laura Calder
5/6	Kura Ahurea Te reo update then working with staff all day	All staff/PLD
7/6	Kura Ahurea leadership	Julia/Mel/James
Week 9	Aotearoa Histories Walking tours	Staff
	Matariki	Whole School
6/7	Kauru Te Reo Wānanga	Staff
contd	Kahui Ako Culturally Sustaining Practice - dept interviews	James Weston and departments

Term Three

19/7	Te Atiawa blessing of International house	All affected students, SMT, staff invited. Some other staff and students came
cont	Kauru Te Reo staff lessons	
7/8	Te Reo PLD with Kura Ahurea	Staff
15/8	Kahui Ako Cultural Showcase	All Kahui Ako schools
23/8	Kura Ahurea leadership	Mel/James
27/8	Kura Ahurea Toa workshop	Richy/Helen S
12/9	Ra mana wāhine	Laura

Term Four

17/10	Kura Ahurea leadership	Julia/Mel/James
21/10	Kahio Ako Board breakfast with Kura Ahurea	All Board, SMT and James
30/10	Poroporoaki	All Yr 13 Māori students, whānau and staff invited
11-12/11	Year 11 Noho Mārae	Louise, James, Carolyn
14/11	Kura Ahurea Toa workshop	Richy/Helen
18/11	Te Haeata Awatea haka Rōpū end of year dinner	Louise and whānau
20/11	CSW Junior KI O Rahi	Abby
Term 4	Purchase of 'Māori Made Easy' workbooks for interested staff to continue PLD	Mel – staff
16/10 26/11	Two workshops with Kura Ahurea for the te reo name of WGC	DPs, interested staff and Māori Students
19/11	TOD Te Reo Maori language workshop with Te Reo dept.	Te Reo department, Kura Ahurea staff
13/12	End of year Pānui to all Māori whānau	Helen Dale and Laura Calder

Kiwi Sport

Kiwi sport is a Government Funding initiative to support students' participation in organised sport. In 2024, the College received total Kiwi sport funding of \$37,223(excluding GST). The funding was spent on registrations, and salary for our Sports Director and Sports Coordinator.

The Wellington Girls' College roll, including international students was 1435 and of that number 894 students represented the school in sport, or 63%. In 2023 the Board undertook a Sports Review to consult with staff and parents on how the sports at the school could be better supported. In 2024 An extra Sports Coordinator was employed to support the sports programme.



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 2024

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 30, which comprise the statement of financial position as at 31 December 2024, 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 2024, 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 2025. 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 arise from section 134 of the Education and Training Act 2020.

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.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1 to 5, and pages 31 to 67 but does not include the financial statements, and our auditor's report thereon.


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

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

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1: *International Code of Ethics for Assurance Practitioners (including International Independence Standards)* (New Zealand) (PSE 1) 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