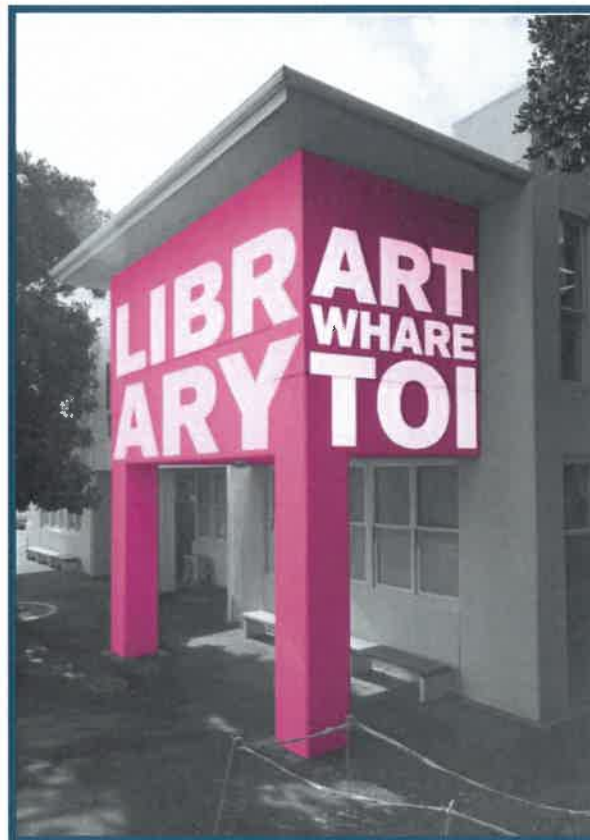




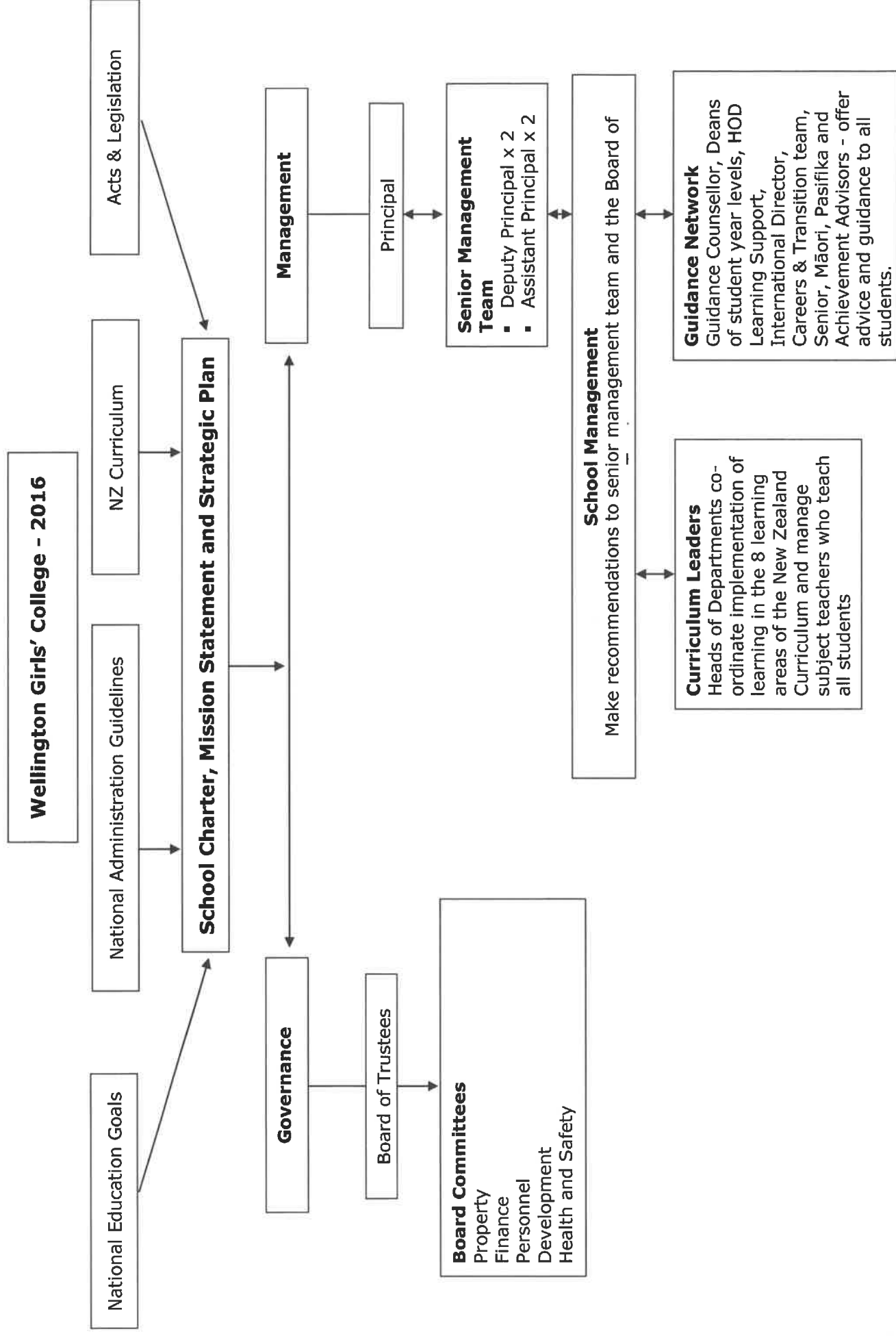
# **Wellington Girls' College**

## **Annual Report 2016**

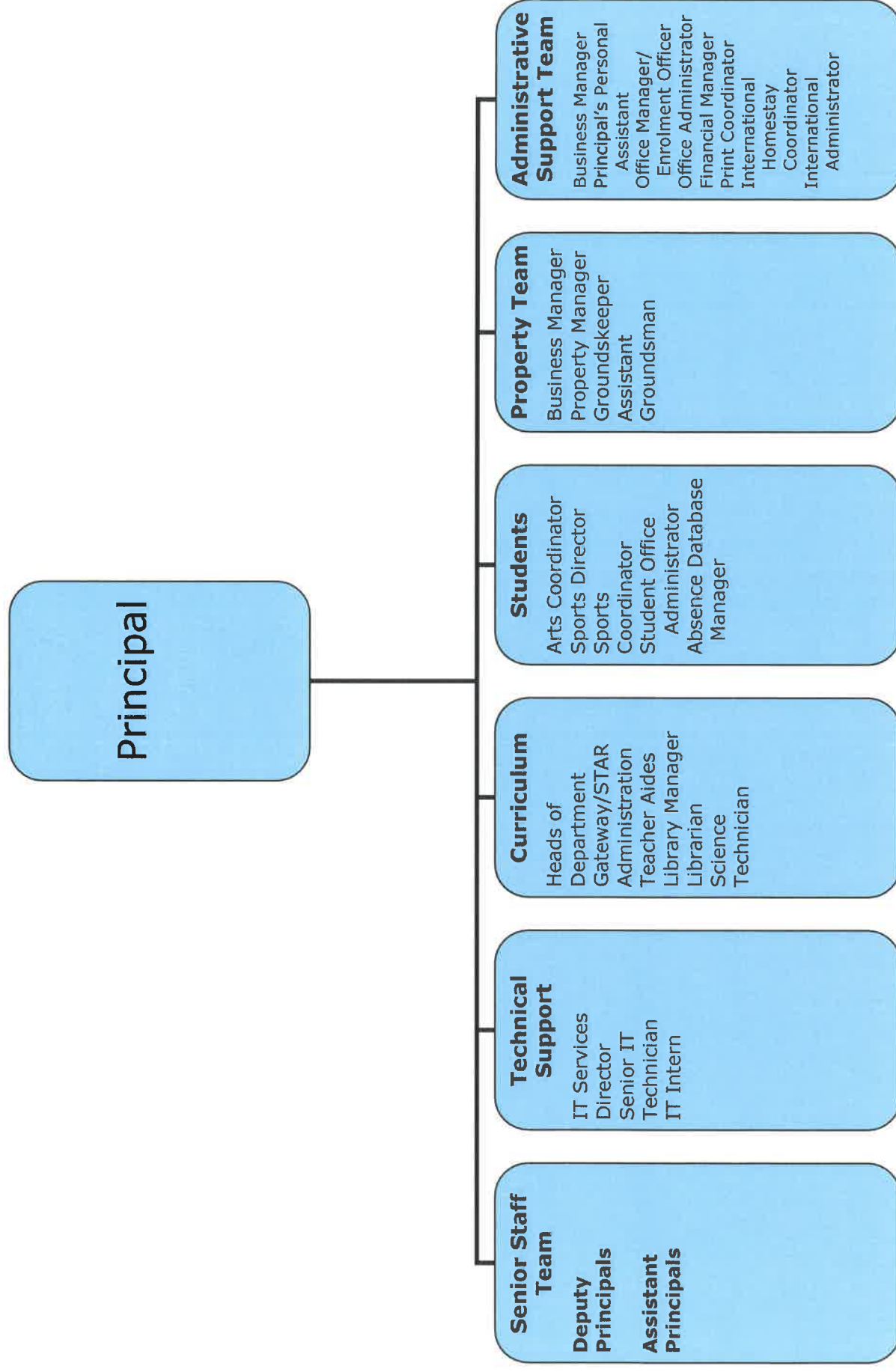


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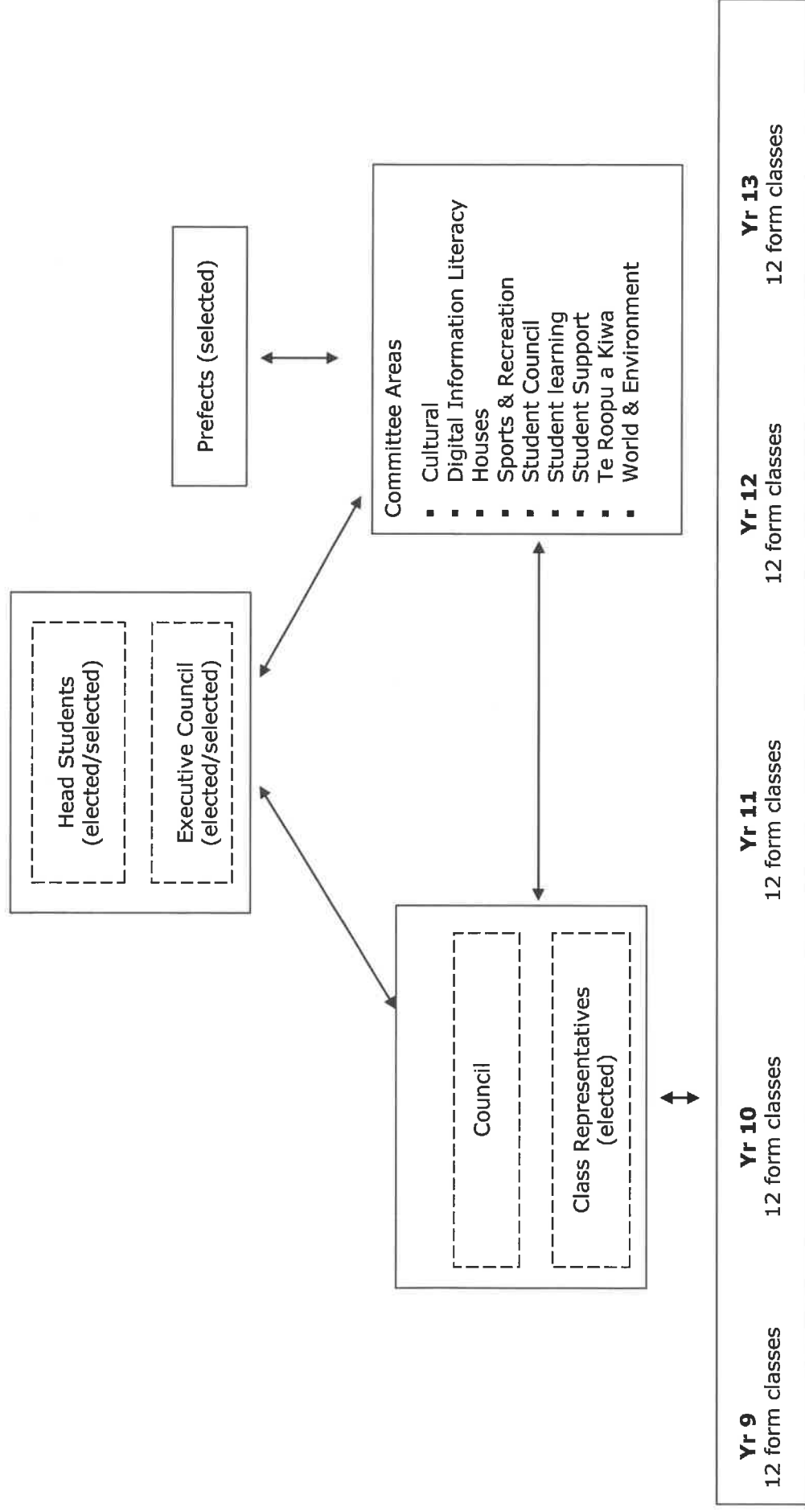
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# Administration Responsibilities



# Student Organisation



# Curriculum

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

## From the Chair



### 2016

I'm sure that parents and families of WGC students know for themselves that we've had another busy year at school with the usual mix of highlights, challenges, successes and achievements. Our new strategic goals for 2016-2020 give us a helpful way to keep focussed and keep on track. They have also provided a useful way for me to capture and summarise my reflections on the year.

### Learning

We have once again seen outstanding academic results at all levels. I know how hard the staff works to achieve this and want to acknowledge their dedication and commitment. One of the highlights of the Board year for me is when we have a chance to meet with the Heads of Departments to hear from them about their successes, challenges and priorities. It is fantastic to see first-hand that there is a really high level of connectedness and consistency across the Departments. This year the Board was particularly impressed by the consistent focus of all departments on developing transferrable skills in their students. Learning is happening that can be applied not only to any one subject but across many subjects, and ultimately beyond school also.

The huge number of opportunities to learn and develop skills in areas beyond the core curriculum is a feature that also benefits our students enormously. Across the school students have continued to achieve great results in a wide range of sporting and cultural activities and whether this is through performing in Hairspray, participating in debating, playing and/or coaching a sport, singing in a choir or involvement in a cultural group, these experiences enrich learning for everybody who is involved.

### Environment

At least as important as the results that are achieved is the environment in which this happens. The commitment that is given by all areas of the school to applying a wellness lens to their decisions and processes means that attention is paid, and solutions and support put in place that will give all students the chance to be the best they can be. I want to acknowledge Julia's leadership in this area. Julia and all her staff work really hard to think outside the box to apply practical solutions and strategies that work in the best interests of not only individual students or groups of students but all of the WGC community.

In terms of the school environment the most tangible and significant issue that the school faces now is the shortage of space – both teaching and non-teaching. Our roll continues to grow and 2017 will see our biggest intake of Year 9 students for many years – 305 students. The staff do an amazing job of timetabling and working within some really difficult physical constraints. The Board and Senior Management Team are working closely with the Ministry of Education to try to agree a solution that will see new classrooms built on the existing site. This is a lengthy process and will ultimately require the Board and the wider school community to contribute to ensure that we can have the physical space required not only for our current students but for future students also. I sincerely hope that 2017 will see some significant progress in this area.

### Community

It is perhaps the nature of inner-city schools that the school is less the 'hub' of a community for parents and whanau as may be the case for more community or rural based schools. This does not mean that the school values any less the involvement and participation of parents and whanau. The recent parent engagement survey showed that there is a good level of interest and engagement with the school from our parent

community. There is a desire to increase this though and I'm excited to see the plan that is in place to give parents and whanau even more opportunity to get involved with the school in ways that are meaningful to them. I encourage parents and whanau to look out for ways to share and enhance their daughters' WGC experience.

I'm so pleased to have the chance to share the WGC experience by serving on the Board and I want to say a huge thanks to Julia and the Senior Management Team (Jo Kahl, Melissa Denzler, Penny Greenwood and Suzanne Pidduck) for making the Board's job a pleasurable one and for your outstanding leadership and management skills. Thank you also to all the staff – both teaching and support staff. Your hard work and commitment is much appreciated. Parents also deserve a huge vote of thanks for the time you give and the many ways you contribute. My thanks in particular to the immediate past Board members who have 'passed the light on' to the parent representatives who are now doing an outstanding job of continuing that work – Phil Conroy, Roger Wood, Simina Toimata, Sarah Boyd, Susan Waugh, Jeremy Salmond, Mark Jurgleit and Linda Lee.

Finally, to the students who leave us at the end of 2016. Thank you for the many and varied ways you have contributed to WGC. Whatever you have chosen to do in 2017 and beyond I wish you good luck and much enjoyment.

**Nicola Campbell, Chair**  
**WGC Board of Trustees, November 2016**



**FlowerPot Popup Shop**



## From the Principal



In September last year a letter arrived on my desk which told me I was one of two secondary principals who had been awarded a Woolf Fisher fellowship for 2016. The fellowship gives a principal 10 weeks away from school, money to travel, time to study at Harvard University and the opportunity to visit other schools.

So at Queen's Birthday weekend I set off for Washington DC, New York, Boston and Toronto. I went to the Ministry of Education in Toronto and to 16 schools and saw a mix of public, private, girls, co-ed, beautiful, ugly, inner city and suburban. It would be fair to say that almost no-one 'got' WGC. In the cities I visited you just can't have an old, large, uniformed, all girls', public school, in the middle of the city, that achieves well. They just don't exist. They all assumed we were private, charging US\$45,000+ a year from what they had seen on our website. And once I had been in a few schools I understood why.

I would never want to be the principal of a public school in the US. They have the Global funding model that has been suggested for NZ and it terrified me. I met Principals at the end of the school year, when they were heading to meetings with their superintendents to discuss if they could keep staff or maintain the boilers; teachers only being paid for the months they teach so they all have second jobs and everyone wonders why they can't get staff to do any work in the evenings, at weekends or in the holidays; staff largely unable to get permanent appointments and principals on one year contracts; parents generally unable to come into the schools to meet with staff – but everyone asked how they could get more commitment to improving education.

The principals sounded exhausted and overwhelmed in a way I don't think we ever see in NZ, but the schools also reflected that physically. For the most part the buildings looked like office blocks, the metal detectors and guards on the entrance were a surprise; some sites had 4 schools sharing the same campus and many of the interiors looked as if they hadn't had a lick of paint or any new furniture or gear in the last 50 years.

These were schools that students were selected to attend, so they attracted the best each city had to offer yet they still felt bleak compared to schools in NZ. The contrast with the private schools was astounding – trees, play areas, colour, modern equipment, light and open learning spaces, staff and principals on permanent contracts and lots of professional training and parental engagement were evident. They felt the way WGC feels most days. There was a lightness of spirit, plenty of laughter and a sense of hope I just didn't feel in most of the public schools.

There were two things, however, people talked about regardless of the setting – how great their students were and how dreadful Donald Trump is. These were constant refrains.

I was reminded often in my time away that we (and I) can do anything as long as we have a common purpose, we work together and have each other's backs and we truly commit. We see that every day at school and most particularly this year we saw it with

Hairspray, with Hine winning the Korimako speech competition, with Karen Morgan becoming a Principal and with all the girls receiving awards.

I also re-learned that WGC really is a wonderful school, filled with wonderful people who want the very best for each other. It's all very well to know it in your head – it's quite another to have the time and space to see it from a distance and compare it with the very best the US and Canada have to offer.

I am only able to go away for 10 weeks because I know the school is in such safe hands in my absence. In particular I'd like to acknowledge the work of the senior staff. They are impressive women and I met no-one on my travels I'd want to swap them for.

I owe a huge debt of gratitude to the teaching and support staff – they support the girls; they support each other; they support me. At a time when many schools are finding it hard to attract any, let alone high quality teachers, we are really fortunate to have such hard working professionals involved with your daughters every day.

I have been really spoiled this year, with opportunities to learn new things and look again at how we do what we do. I came back from my time away determined to live the school's vision – I had received large quantities of light; now it was my turn to pass it on and share it with my colleagues. As our seniors leave, my wish for them is that they have the skills and attributes necessary to do the same in their own lives.

**Julia Davidson**  
**Principal**



**Head Girls with Julia Davidson**  
**Adibah Khan and Hinepounamu Apanui-Barr**

## Outcome Framework 2016

WGC alumnae go out into the world as independent thinkers with respect for themselves and others, the confidence to accept and respond to challenges and an enduring passion for learning.

### Outcome

### Activities

#### Learning activities

- **Delivery of successful teaching programmes**
  - NCEA Level 1 – 95.5%; Excellence 41.7%; Merit 45.3%
  - NCEA Level 2 – 96.9%; Excellence 35.6%; Merit 39.3%
  - NCEA Level 3 – 98%; Excellence 31.3%; Merit 35.1%
- **Students felt the school encouraged their love of learning**
  - 80% of Year 13 Leavers' survey respondents supported this though an increasing percentage feel NZCEA affect this
- **EOTC opportunities in every year level**
  - Year 13 Leavers' survey indicates that 95% of girls were involved in some form of education outside the classroom (EOTC) over their time at WGC
  - Students and staff travelled to Vietnam (Yrs 11-12) and Sydney (Yr 13 Technology) during 2016
  - A Yr 13 Camp was initiated in 2016
- **Annual self-review of all courses**
  - Annual departmental reports to the Board of Trustees evaluate results and progress towards departmental goals
  - The whole school focus was on reviewing curriculum, pastoral and leadership systems and parental engagement
- **School Charity**
  - The students chose Wellington Women's Refuge as 2016's charity.
  - Hinepounamu Apanui Barr won the Senior English speech competition at the Ngā Manu Kōreo national hui.

#### Learning environment

- **Learning is supported by state of the art ICT**
  - Students at all levels were encouraged to 'BYOD' – bring your own device
- **Environment is fit for purpose**
  - Gym 1 was re-roofed
  - Plans were drawn up to strengthen Gym 2; replace the boiler and heaters in the Library/Art block
  - Refurbishment of classrooms continues
  - Signage and external painting has been trialled and will be installed over 2016/17 summer

#### Learning community

- **Annual activities to encourage parent/school links**
  - A Powhiri was held to welcome new students and their families
  - Yr 9 Form Teacher meetings at the start of the year
  - Dad and daughter breakfasts or for each year level
  - Three Principal's forums were held in Term 1 to get feedback from parents about what we do well and what we could do better
  - New Yr 8 students and parents are interviewed on enrolment
  - The Yr 13 Leavers' function attracted over 500 people
  - A Yr 8 parent information evening was held to give parents of new students information about the college
- **Co-curricular activities are accessible to all students**
  - 62% of our girls play a sport – spread over 130 teams in 30 sports
  - 40% of our girls take part in cultural activities – spread over 13 major activities and a number of student run groups
  - The production Hairspray played to a sold out houses
- **Connections made with external resources**
  - We have access to learning opportunities through Te Papa, Parliament, Archives, Galleries, the Zoo, the Carter Observatory
  - Additional support and resources are available through VUW, Massey, our alumnae, members of Parliament and local specialists

#### **Staff – teaching and non-teaching**

98 teaching staff employed – 77 full time, 21 part time

36 support staff employed – Property/ICT/Administration/Student and/or in class support

#### **Professional development**

In 2016, we budgeted \$75,000 to pay for professional development.

#### **Facilities**

The MOE owns the main site and the majority of the buildings. These include two gymnasia, three main teaching blocks, the Library/Art block and the Hall/Performing Arts area.

The school owns the two sections on the corner of Murphy/Pipitea Streets, International House, the second Drama room, the Pavilion and one third of Pipitea block.

In 2016 the Development Committee paid for improving the signage around the school to help with wayfinding

#### **Funding**

**MOE** – excluding teacher salaries, the MOE contributed 56% of our total income - \$2.27million

**Parent contribution** – parents contributed \$929,178,000 through course costs and donations

**International Fee Paying Students** – \$518,893 in 2016

**Other** – \$244,923 was generated by rental, interest, fundraising and trading activities

#### **MOE/NZQA regulations**

The school complies with all regulations from the MOE and NZQA.

- MOE signed off on annual plan and annual report
- The college submitted its new Strategic Goals for 2016-20 to the MOE
- NZQA moderated student work for NCEA
- The school expects ERO to visit again in 2017/18

#### **Family and community involvement**

Parents and community are involved with the school through:

- **Formal groups:** like the Parents' Association, Social committee, Whanau, Fononand BOT
- **Co-curricular activities:** like coaching and managing sports teams, supporting student teams and attendance at concerts and competitions
- **Pastoral events:** like the breakfasts, form teacher evenings, parent interview evenings, Year 8 interviews
- **Attendance at special events:** Prize Giving, Sports & Cultural dinner, the Leavers' function
- **Ad hoc fundraising groups:** for student trips or tournaments





## 2016 Annual plan - variance report

1. Focus on the teaching and learning within the school to make sure we are offering a creative, diverse curriculum that celebrates learning.

### Actions

- To investigate what makes up a Modern Learning Curriculum
- To disseminate ideas as part of the curriculum review to inform a change in our curriculum design

### Historical position

- New Strategic plan written in 2015
- Professional Learning Groups
- Introduction of new courses as appropriate to meet the needs of identified groups of students.
- Several departments creating a more personalised approach to their senior subjects

### What has been achieved so far?

- A Curriculum Advisory Group formed consisting of all curriculum areas
- Investigated what skills and dispositions we would want students to have by the time they left school in order to meet the intent behind our school vision "mā te kahukura ka rere te manu, ka rere runga rawa". This resulted in our final "feathers".
- CAG then broke into smaller groups to investigate three main areas we saw as important in the design of a Future Focused Curriculum:
  - Group One: Cultural competencies - Bi-culturalism, global citizenship, International capabilities, identity
  - Group 2: Spaces between/cross curricular links - approaches/ STEM
  - Group 3: Personalised learning, resilience
- A Professional Learning group of core subjects investigated a cross curricular approach to teaching one Year 9 core class.
- Several departments have been investigating alternative ways of assessing students to offer creative, diverse ways of recording evidence of achievement. Eg: Maths and English - Junior classes are assessed in a formative rather than summative way.

### Next steps

- Go to the full staff for feedback on CAG areas of investigation
- Get a smaller group of people from CAG to work together on several frameworks, taking into account staff feedback
- Present those frameworks to an HOD meeting for feedback

2. Investigate our learning programmes to ensure they meet the needs of all learners
<b>Actions</b> <ul style="list-style-type: none"> <li>Continue to use student data to inform decisions around individual learners needs</li> </ul>
<b>Historical position</b> <ul style="list-style-type: none"> <li>We have always used student data to inform teaching both statistically, using NCEA and school based data and using student voice through student surveys.</li> </ul>
<b>What has been achieved so far?</b> <ul style="list-style-type: none"> <li>Junior Core Teacher meetings (Term 1 &amp; 3). Use Baseline data to identify students requiring extra support and those requiring extension.</li> <li>Senior academic monitoring (Term 1 &amp; 3). Identify students requiring extra support. Follow up with Form teacher, Senior Academic advisor, Maori Academic Advisor &amp; Pasifika Academic Advisor.</li> <li>ASSAY to make accessing data easier for all staff.</li> <li>Traffic Light Data</li> </ul>
<b>Next steps</b> <ul style="list-style-type: none"> <li>Develop ASSAY further and ensure staff deliver staff PL around this</li> </ul>

3. Investigate how our students can receive modern learning experiences in a variety of learning spaces.
<b>Actions</b> To investigate what makes up a Modern Learning experience apart from the actual physical space To disseminate ideas and suggestion to other staff to encourage a pedagogical shift
<b>Historical position</b> <ul style="list-style-type: none"> <li>Most of the recent focus has been on modern learning curriculum - the actual physical space, rather than the teaching methods and pedagogical theory that back up the shift.</li> <li>Many /most of the girls in WGC will spend their learning days in traditional classrooms - one teacher 27-30 student model</li> <li>Does this preclude participating in Modern learning methods? What is the shift and how can it be implemented within the traditional physical environment</li> </ul>
<b>What has been achieved so far?</b> <ul style="list-style-type: none"> <li>Several action method investigations are underway to quantify what constitutes a Modern learning environment - Creativity, questioning, communicating, collaborating, making, knowing, transformation, design principles.</li> </ul> Examples of course construction to showcase these aspects can be seen in: <ul style="list-style-type: none"> <li>Yr 13 English which has deconstructed its programme and put the emphasis on the girls to do the leading, the exploring and the teaching</li> <li>Yr 11 English with student lead, self selection of texts and activities</li> <li>Maths, Commerce, Technology - redesigning the junior programme to highlight the Modern Learning Environment qualities</li> <li>Investigate cross curricular links in the junior school</li> </ul>
<b>Next steps</b> <ul style="list-style-type: none"> <li>Further investigation and report back to the CAG</li> <li>Integration with some of the ideas from the CAG</li> <li>Increased PD on what constitutes a modern learning environment and how it can be</li> </ul>

- incorporated into a traditional classroom
- Modelling of successful programmes to the whole staff
- Increased awareness of the key ideas involved in Modern learning
- Possible changes to structure/ subjects offered etc

#### 4. Ensure we are complying with the new Health & Safety requirements specifically those affecting bullying, school trips, and At Risk students.

##### **Actions**

- Purchased GOSH 2.0, as a central repository for all Health and Safety information and data.
- Established a DL Health and Safety, so that any student or staff member can email in any concerns - this links to changing the school culture where everyone needs to take responsibility
- Established a board sub-committee for Health and Safety
- Established a Health and Safety Committee, with representatives from Admin, NZEI, PE, PPTA, Property, Science, Sport, Technology, and students (2)
- New appointment procedures for staff, contractors and coaches to reflect the requirements of the Vulnerable Children's Act

##### **Historical position**

- WGC has very robust Health and Safety procedures, but given the new Act some modifications and additions will be necessary particularly around staff induction, contractors, hirers, cleaners, and regular workers such as coaches, managers, people who regularly work with our students.

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

- SMT have attended several Health and Safety meetings
- Andrea Williams from the Ministry has attended a full staff meeting at WGC to brief them on the upcoming changes
- Staff representatives have attended courses related to 2015 H&S Act
- The Sports department have also had specific briefings about their area of responsibility
- All new appointments to the school conform to the requirements of the Vulnerable Children's Act

##### **Next steps**

- Full integration of the GOSH system
- Continuation of the H and S committee
- Further training and awareness PL for staff and committee members
- Bullying - DZM to create programme for Y9 , to be delivered during pastoral programme 2017 - Ethical Bystander - focus on strategies ( the How). Will align with junior health programme

#### 5. Review the opportunities for student leadership in Yrs 9-13

##### **Actions**

- Consulted with student executive team to capture student voice in respect to their ideas around leadership within the school
- Sought feedback from the Student Council representatives to capture student voice in respect to their ideas around leadership within the school

##### **Historical position**

- WGC has a very robust leadership structure at Yr 13 which includes two head students, and 9 leadership groups - of which each group has very defined roles within the school.
- Leadership opportunities have been extended to Yr 13/12 students through the Tuakana Teina programme, where students demonstrate leadership by acting as role models, mentors, and being a main support for the new Yr 9 students.

- Every form class at all levels has a student representative as part of the student council. They are the conduits for communication and are given leadership responsibilities.

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

- Two student groups have been consulted to discuss leadership at WGC
- In week 5 of Term 2, the SMT staff member responsible for the leadership portfolio left WGC, so two new members of staff were assigned the leadership portfolio role. This will impact on the ability to complete a full leadership review this year, as the two new staff members will be learning their new roles

#### **Next steps/potential ideas**

- Liaise with contributing primary and intermediate schools to discuss their leadership programmes and how we could incorporate more leadership opportunities in the junior school
- Look to have a junior student executive team, that could be responsible for running aspects of the junior assemblies. If due to numbers we need to move to house assemblies, we could look to create junior house leaders who could also link with the junior exec team to establish activities focused in the junior school.

### **6. Review our pastoral care systems including form classes, form class pastoral programmes**

#### **Actions:**

- to develop, in consultation with staff, PE dept and students, guidelines around gender and identity at WGC
- to collaborate with Pastoral Programme coordinator to investigate effectiveness of programme - content, delivery, measure
- to provide form teacher PL

#### **Historical position**

- School's Wellness Plan was Implemented 2015
- Discussions around Gender and identity have been infrequent in terms of school- wide PL. There is a student- led spectrum group who meet regularly.
- Pastoral Coordinator has overview of programme - again, implemented in 2015. The programme's goals were
  - To plan a differentiated programme that meets the needs of specific form level groups
  - To plan an interactive, module-based pastoral programme that will be implemented during form time, at least once a fortnight, from Term 1, 2015
  - To promote the pastoral role of the form teacher
  - To promote a comprehensive, school-wide programme that reflects the school's goals and complements current pastoral systems
  - To reinforce the school's vision – confident, connected, innovative, resourceful, learners
  - To promote a student potential approach and the Wellington Girls' College culture of high expectations, inclusion and excellence for all students
- Form teacher PL has been limited - until 2015 there was no clear job description

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

- PD around gender and identity - start of year and term 3 (with Tabby Beasley). DZM and GWP attended workshops. Meetings held with Spectrum; PE dept working with GWP around junior programme
- G& P - Equity has been revised - see below

"All students, regardless of race, religion, or cultural background, will have equal opportunities to participate and achieve in academic, cultural, social and sporting activities.  
 " No student will be denied entry to any course, or be disadvantaged in any other way by reason of ethnic origin, religion, cultural background, or physical disability.  
 "Transgender or gender fluid students will have equal opportunities wherever possible.  
 Sporting availability depends on NZ Secondary School Sports Council rulings.



- Wellness Review focus committee established
- New pastoral coordinators appointed mid- year. One is a part of the review committee.
- A review committee session was spent reviewing student feedback from Y12/ 13 surveys
- Whole school surveyed ( wellbeing@school) - results analysed by committee to be used in recommendations
- WellPlan ( current wellness plan) reviewed
- HOD meeting - departments discussed how they are supporting resilience
- Staff PL ( Geoff Childs) in term 1 around role of pastoral/ deans/ form teachers part in this

#### **Next steps**

- Junior feedback on pastoral programme
- T4 meeting with coordinators to plan 2017
- T4 staff meeting - DZM to facilitate around f/t role
- Continue review group

### **7. Review our engagement with parent groups and whanau, the incoming BOT, and the activities that link home and school**

#### **Actions:**

- Ask parents about what they know about the groups and what they want
- Ask existing groups about what they think and what they would want to do differently
- Review why we have these groups
- Investigate why parents do and don't engage at present

#### **Historical position**

- We have had really small parent groups in recent years - making some activities really difficult to run
- We have had very low voter turnout for BOT elections
- We expect our parents to read WGC4me to access all information about the school
- We don't have great facilities for functions so need to adapt our ideas accordingly

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

- Principal's forum were used to ask parents about our current parent groups
- Existing groups discussed their current status and ideas for the future
- New BOT was elected (with very low voter turnout)
- Survey sent out to all parents at the start of term 3 asked questions about the groups relating to purpose, future focus, ideas for improvement
- Survey results given to parent groups for them to analyse and give ideas back about where to next
- Parental Engagement Plan developed in conjunction with existing groups
- Parent activities aligned with school activities
- Parents emailed the Parental Engagement Plan in mid November

#### **Next steps**

- Contact parents directly who want to be involved
- Ask for help for school events
- Go back to a Newsletter once a month to inform parents about events - this will be sent by email with links to articles
- Invite parents to events rather than inform them about them
- Principal to work with parent groups to implement the plan in 2017
- Review each activity with a view to improving on the plan for 2018
- Get Parent groups to prepare a flier to be used at Yr 8 parent function - this had been promised for 2016 but didn't eventuate

# Members of the Board of Trustees

For the Year Ended 31 December 2016

## Board of Trustees

Designation	Name	How position on the Board gained	Occupation	Term expires
<b>Parent</b>	Sarah Boyd	Elected May 2016	Communications Manager	May 2019
<b>Representatives</b>	Nicola Campbell	Elected May 2016	Human Resources Consultant	May 2019
	Phil Conroy	Elected May 2016	Project Manager & Theatre Consultant	May 2019
	Simina Toimata	Elected May 2016	Parliamentary Officer	May 2019
	Susan Waugh	Elected May 2016	Senior Curator, Science	May 2019
<b>Co-opted</b>	Mark Jurgeleit Linda Lee	Co-opted May 2016 Co-opted May 2016	General Manager Project Manager	May 2019 May 2019
<b>Members</b>	Jeremy Salmond Roger Wood	Co-opted May 2016 Co-opted May 2016	Public Servant Secondary Schools Consultant, Expertise & Capability Team, Sport NZ	May 2019 May 2019
<b>Principal</b>	Julia Davidson	Commenced January 2008	Principal	
<b>Staff Representative</b>	Paul Holmes	Elected May 2016	Teacher in Charge Chemistry/Science	May 2019
<b>Student Representative</b>	Zoe Smith	Elected September 2016	Student	September 2017
<b>Board Secretary</b>	Ann Gilbert			
<b>Members who left 2016</b>	Sophia Romanos	Elected September 2015	Student	August 2016
	Jenny Cassie	Elected May 2013	Legal Manager	May 2016
	Rachel Hayward	Co-opted June 2013	Deputy Secretary to the Cabinet	May 2016
	James Fenton	Elected May 2013	Architect	May 2016
	Penny Greenwood	Elected May 2013	Acting Assistant Principal	May 2016

# Statement of Responsibility

## For the Year Ended 31 December 2016

The Board of Trustees (the Board) has pleasure in presenting the annual report of Wellington Girls' College, incorporating the financial statements and auditors report for the year ended 31 December 2016. The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these statements.

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

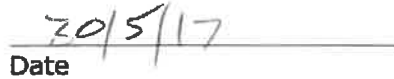
In the opinion of the Board and management, the annual financial statements for the year fairly reflect the financial position and operations of the College.

The College's 2016 financial statements are authorised for issue by the Board Chairperson and Principal.

  
Principal

  
Chairperson

  
Date

  
Date

Wellington Girls' College  
**Statement of Financial Position**  
As at 31 December 2016

	Notes	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
<b>Current Assets</b>				
Cash and cash equivalents	2	298,293	422,821	362,975
Accounts receivable	4	475,159	665,566	665,566
Funds Held for Capital Projects	20	196,506	-	103,194
GST Receivable		20,618	1,845	1,846
Investments	3	3,729,731	3,193,209	3,193,209
Prepayments		23,543	14,708	14,708
		<u>4,743,850</u>	<u>4,298,149</u>	<u>4,341,498</u>
<b>Current Liabilities</b>				
GST Payable		-	-	-
Accounts payable	5	703,231	834,435	834,435
Revenue received in advance	6	767,574	682,112	682,112
Provision for cyclical maintenance	9	97,645	45,874	45,874
Painting Contract Liability – Current Portion	10	-	-	-
Finance Lease Liability – Current Portion	19	-	-	51,644
Funds held for Capital Works Projects	20	-	-	-
Funds held on Behalf of Drama Cluster	25	3,810	3,309	3,309
Other current liabilities	7	745,572	620,816	620,817
		<u>2,317,832</u>	<u>2,186,546</u>	<u>2,238,191</u>
<b>Working Capital Surplus</b>		<b>2,426,018</b>	<b>2,111,603</b>	<b>2,103,307</b>
<b>Non-current Assets</b>				
Property, plant and equipment	8	5,395,433	5,396,421	5,183,506
Intangible assets	8	3,135	-	9,743
		<u>5,398,568</u>	<u>5,396,421</u>	<u>5,193,249</u>
<b>Non-current Liabilities</b>				
Provision for cyclical maintenance	9	224,804	358,204	289,204
Painting contract liability	10	-	-	-
Finance lease liability	19	-	-	-
		<u>224,804</u>	<u>358,204</u>	<u>289,204</u>
<b>Net Assets</b>		<b>7,599,782</b>	<b>7,149,820</b>	<b>7,007,352</b>
<b>Equity</b>		<b>7,599,782</b>	<b>7,149,820</b>	<b>7,007,352</b>

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

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Wellington Girls' College

# Statement of Changes in Net Assets/Equity

For the year ended 31 December 2016

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
<b>Balance at 1 January</b>	7,007,352	7,007,352	6,519,488
Total comprehensive revenue and expense for the year	519,255	142,468	487,864
Owner transactions			
Contribution – Furniture and Equipment Grant	73,175	-	-
Equity at 31 December 2015	7,599,782	7,149,820	7,007,352

## Reserved Equity

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

	2016 Actual \$	2015 Actual \$
<b>Reserves</b>		
Opening Balance Development Fund	533,876	531,516
Add: income on the reserved equity	178,402	202,442
Less expenses on the reserved equity	(47,767)	(200,082)
Net transfer	130,635	2,360
Closing balance	664,511	533,876
Opening Balance Centennial Trust	33,601	32,127
Add: income on the reserved equity	1,206	1,474
Less expenses on the reserved equity	-	-
Net transfer	1,206	1,474
Closing Balance	34,807	33,601
Opening Balance Scholarships and Awards	225,731	220,753
Add: income on the reserved equity	9,014	10,127
Less expenses on the reserved equity	(4,333)	(5,149)
Net transfer	4,681	4,978
Closing Balance	230,412	225,731
Opening Balance Art Revaluation Reserve	181,040	181,040
Add: income on the reserved equity	-	-
Less expenses on the reserved equity	-	-
Net transfer	-	-
Closing Balance	181,040	181,040

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

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# Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2016

	Notes	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
<b>Revenue</b>				
Government Grants	11	11,029,433	11,033,425	11,380,944
Gain on Sale of Property Plant and Equipment		-	-	-
Interest earned		130,709	105,011	146,825
Locally raised funds	12	1,515,453	1,258,103	1,450,363
International Students	13	877,688	839,470	765,385
		<u>13,553,283</u>	<u>13,236,009</u>	<u>13,743,517</u>
<b>Expenses</b>				
Learning resources	14	8,453,448	8,523,577	8,036,162
Administration	15	570,549	580,562	544,434
Finance costs		2,494	2,452	7,140
Loss on disposal		2,460	-	2,489
Property	16	2,631,991	2,684,971	3,378,183
Locally raised funds	12	474,742	337,118	396,856
International Students	13	359,697	439,861	401,416
Depreciation	18	547,089	525,000	487,713
Amortisation of Intangible Assets	18	12,926	-	1,260
		<u>13,055,395</u>	<u>13,093,541</u>	<u>13,255,653</u>
<b>Net Surplus</b>		497,888	142,468	487,864
Other Comprehensive Revenue and Expenses		-	-	-
Gain on property revaluation		21,367	-	-
<b>Total Comprehensive Revenue and Expenses</b>		<u>519,255</u>	<u>142,468</u>	<u>487,864</u>

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

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Wellington Girls' College  
**Statement of Cash Flows**  
For the year ended 31 December 2016

	Notes	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		2,288,753	2,324,589	2,159,872
Locally Raised Funds		1,575,121	1,337,170	1,466,699
Hostel		-	-	-
International Students		906,965	839,470	815,858
Goods & Services Tax (net)		(18,772)	-	(19,637)
Payments to Employees		(1,123,301)	(1,189,642)	(1,090,634)
Payments to Suppliers		(2,684,675)	(2,574,358)	(2,448,616)
Funds Administered on behalf of Third Parties		(2,493)	(2,452)	(85,217)
Interest Received		129,882	105,010	145,607
Interest Paid		(2,493)	(2,452)	-
<b>Net cash from/(to) the Operating Activities</b>		<b>1,071,480</b>	<b>839,787</b>	<b>1,029,149</b>
<b>Cash flows from Investing Activities</b>				
Proceeds from sale of PPE (and intangibles)		14,987	21,002	-
Purchase of PPE (and intangibles)		(786,336)	(749,174)	(562,973)
Purchase of Investments		(511,603)	(703,722)	(408,811)
Proceeds from sale of Investments		-	-	-
<b>Net cash from/(to) the Investing Activities</b>		<b>(1,282,952)</b>	<b>(1,431,894)</b>	<b>(971,784)</b>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		73,175	-	-
Finance Lease Payments		(51,644)	(51,644)	(65,923)
Painting Contract Payments		-	-	(54,065)
Loans Received/Repayment of Loans		-	-	-
Funds Administered on Behalf of Third Parties		125,256	620,818	(85,217)
<b>Net cash from Financing Activities</b>		<b>146,787</b>	<b>569,174</b>	<b>(205,205)</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(64,685)</b>	<b>(22,933)</b>	<b>(147,840)</b>
Cash and cash equivalents at the beginning of the year	2	362,976	445,755	510,816
Cash and cash equivalents at the end of the year	2	298,293	422,822	362,976

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

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

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

**1. Statement of Accounting Policies**  
For the Year Ended 31 December 2016

**a) Reporting Entity**

Wellington Girls' College (the College) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (The Board) is of the view the College is a public benefit entity for financial reporting purposes.

**b) Basis of Preparation**

***Reporting Period***

The financial reports have been prepared for the period 1 January 2016 to 31 December 2016 and in accordance with the requirements of the Public Finance Act 1989.

***Basis of Preparation***

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

***Financial Reporting Standards Applied***

The Education Act 1989 requires the College, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The college is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

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

The College qualifies for Tier 2 as the college is not publically accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

***Measurement Base***

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



***Presentation Currency***

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

***Specific Accounting Policies***

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

***Critical Accounting Estimates and Assumptions***

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

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

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

The College reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The College believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 8.

***Critical Judgements in applying accounting policies***

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

***Classification of leases***

The College reviews the details of lease agreements at the end of each reporting date. The College believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 19.

***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 11.

**c) Revenue Recognition*****Government Grants Schools***

The College receives funding from the Ministry of Education. The following are the

main types of funding that the College receives;

Operational grants are recorded as revenue when the College has the rights to the funding, which is in the year that the funding is received.

Teachers' salaries grants are recorded as revenue when the College has the rights to the funding in the salary period they relate to. The grants are not received in cash by the College and are paid directly to teachers by the Ministry of Education.

Use of land and buildings grants are recorded as revenue in the period the College uses the land and buildings. These are not received in cash by the College as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

### ***Grants***

Other grants are recorded as revenue when the College has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

### ***Donations and other Gratuities***

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the College.

### ***Interest Income***

Interest income on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

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

The majority of the property from which the College operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The College's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant received from the Ministry.

## **e) Operating Lease Payments**

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

## **f) Finance Lease Payments**

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

**g) Cash and Cash Equivalents**

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

**h) Accounts Receivable**

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

**i) Investments**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance.

After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction cost the College may incur on sale or other disposal.

The College has met the requirements under section 73 of the Education Act 1989 in relation to the acquisition of securities.

**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.

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.

### ***Leased Assets***

Leases where the College assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. The leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the College is expected to benefit from their use or over the term of the lease.

### ***Depreciation***

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

Property, plant and equipment, except for works of art are depreciated over their estimated useful life. Except for library resources and works of art, depreciation is charged to the Statement of Comprehensive Revenue and Expense so as to spread the cost of an asset over the useful life of the asset on a straight line basis. Library books are depreciated on a diminishing value basis. Works of art are recorded at the cost of purchase and are re-valued every five years. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

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

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

## **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**

Wellington Girls' 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.

## **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 to

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 fees where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

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.

***Shared Funds***

Shared Funds are held on behalf of participating schools within a cluster of schools. The School holds sufficient funds to enable the funds to be used for their intended purpose.

**p) Provision for Cyclical Maintenance**

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

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

**q) Financial Assets and Liabilities**

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

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

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

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

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

Commitments and contingencies are disclosed exclusive of GST.

**s) Budget figures**

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

***Services Received In-kind***

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

## **Changes in Accounting Policies**

None



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# Wellington Girls' College

## Notes to the Financial Statements

### 2 Cash and Cash Equivalents

	2016	2016	2015
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash on hand	300	300	300
Current Account	90,999	222,521	208,886
Call Account	206,994	200,000	153,789
Short Term Deposits with a maturity of three months or less	-	-	-
Net cash and cash equivalents for Cash Flow Statement	298,293	422,821	362,975

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

### 3 Investments

The College's investment activities are classified as follows:

	2016	2016	2015
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Reserve Funds, Prizegiving and Scholarship held in short term deposit with maturities greater than three months and no greater than one year	265,220	259,333	259,333
Reserve Development Funds held in short term deposit with maturities greater than three months and no greater than one year	664,511	533,876	533,876
Short-term deposits with maturities greater than three months and no greater than one year	2,800,000	2,400,000	2,400,000
	3,729,731	3,193,209	3,193,209

### 4 Accounts Receivable

	2016	2016	2015
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	24,975	28,457	28,457
Interest Receivable	25,314	24,488	24,488
Teacher Salaries Grant Receivable	424,870	612,621	612,621
	475,159	665,566	665,566
Receivables from Exchange Transactions	50,289	52,945	52,945
Receivables from Non-Exchange Transactions	424,870	612,621	612,621
	475,159	665,566	665,566

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# Notes to the Financial Statements Continue

## 5 Accounts Payable

	2016	2016	2015
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operating Creditors	209,744	119,598	119,598
Employee benefits – salaries	429,288	659,120	659,120
Employee benefits – leave accrual	64,199	55,717	55,717
	<u>703,231</u>	<u>834,435</u>	<u>834,435</u>
Payables for Exchange Transactions	703,231	834,435	834,435
Payables for Non-exchange Transaction – Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transaction – other	-	-	-
	<u>703,231</u>	<u>834,435</u>	<u>834,435</u>

The carrying value of payables approximates their fair value.

## 6 Revenue Received in Advance

	2016	2016	2015
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
International Fee Paying Students	608,902	579,625	579,625
Other	158,672	102,487	102,487
	<u>767,574</u>	<u>682,112</u>	<u>682,112</u>

## 7 Other Current Liabilities

	2016	2016	2015
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Homestay monies held on behalf of Students	497,225	499,111	499,112
Consignment monies held on behalf of Cultural and Sporting Clubs	248,347	121,705	121,705
	<u>745,572</u>	<u>620,816</u>	<u>620,817</u>

## 8 Property Plant and Equipment and Intangible Assets

	Opening Balance (NBV)	Additions	Disposals	Re- valuation	Impairment	Depreciation	NBV
2016	\$	\$	\$	\$	\$	\$	\$
Land	860,000	-	-	-	-	-	860,000
Buildings	2,598,444	-	-	-	-	(57,671)	2,540,773
Building Improvements	243,922	196,769	-	-	-	(44,966)	395,725
Furniture and Equipment	797,397	195,770	(2,460)	-	-	(176,165)	814,542
ICT	228,901	302,253	-	-	-	(170,786)	360,368
Works of Art	221,183	-	-	21,367	-	-	242,550
Textbooks	89,216	33,339	-	-	-	(39,354)	83,201
Leased Assets	51,721	-	-	-	-	(45,663)	6,058
Library Resources	92,654	12,736	-	-	-	(13,174)	92,216
<b>Balance at 31 December 2016</b>	<b>5,183,438</b>	<b>740,867</b>	<b>(2,460)</b>	<b>21,367</b>	<b>-</b>	<b>(547,779)</b>	<b>5,395,433</b>

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# Notes to the Financial Statements Continue

	Cost \$	Acc Depn \$	NBV \$
<b>2016</b>			
Land	860,000	-	860,000
Buildings	2,884,686	343,914	2,540,772
Building Improvements	557,340	162,305	395,035
Furniture and Equipment	2,427,673	1,612,443	815,230
ICT	1,052,925	692,555	360,370
Works of Art	242,550	-	242,550
Textbooks	312,668	229,467	83,201
Leased Assets	182,685	176,628	6,057
Library Resources	136,592	44,374	92,218
<b>Balance at 31 December 2016</b>	<b>8,657,119</b>	<b>3,261,686</b>	<b>5,395,433</b>

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Re- valuation \$	Impair- ment \$	De- preciation \$	NBV \$
<b>2015</b>							
Land	860,000	-	-	-	-	-	860,000
Buildings	2,656,115	-	-	-	-	(57,671)	2,598,444
Building Improvements	65,066	205,758	-	-	-	(26,902)	243,922
Furniture and Equipment	783,904	179,140	(2,489)	-	-	(163,090)	797,465
ICT	219,327	127,203	-	-	-	(117,629)	228,901
Works of Art	221,183	-	-	-	-	-	221,183
Textbooks	97,631	36,378	-	-	-	(44,793)	89,216
Leased Assets	116,113	-	-	-	-	(64,392)	51,721
Library Resources	91,396	14,494	-	-	-	(13,236)	92,654
<b>Balance as 31 December 2014</b>	<b>5,110,735</b>	<b>562,973</b>	<b>(2,489)</b>	<b>-</b>	<b>-</b>	<b>(487,713)</b>	<b>5,183,506</b>

	Cost \$	Acc Depn \$	NBV \$
<b>2015</b>			
Land	860,000	-	860,000
Buildings	2,884,687	286,243	2,598,444
Building Improvements	361,262	117,340	243,922
Furniture and Equipment	2,250,529	1,453,064	797,465
ICT	760,717	531,816	228,901
Works of Art	221,183	-	221,183
Textbooks	317,236	228,019	89,217
Leased Assets	182,685	130,965	51,720
Library Resources	129,019	36,365	92,654
	<b>7,967,318</b>	<b>2,783,812</b>	<b>5,183,506</b>

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

## Intangible Assets

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

	2016 Actual \$	2015 Actual \$
Cost	14,507	16,139
Accumulated amortisation	(11,372)	(6,396)
Net Value	<b>3,135</b>	<b>9,743</b>

# Notes to the Financial Statements Continue

## 9 Provision for Cyclical Maintenance

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the start of the year	(335,078)	(335,078)	(261,799)
Increase to the provision during the year	(129,902)	(69,000)	(132,238)
Use of provision during the year	142,531	-	58,959
Provision at the end of the year	(322,449)	(404,078)	(335,078)
Current Portion	(97,645)	(45,874)	(45,874)
Non Current Portion	(224,804)	(358,204)	(289,204)
Total Provision	(322,449)	(404,078)	(335,078)

The Board has a cash management plan to ensure that sufficient cash is available to meet all maintenance obligations as they fall due over the next 10 years. The amount recognised as a provision is the best estimate of the expenditure required to settle present obligations as at 31 December 2016. Present obligations are identified in the college's current 10-year property plan approved by the Ministry of Education. The provision has not been adjusted for inflation and the time value of money.

## 10 Painting Contract Liability

On 2 February 2006 the Board signed a contract with Programmed Property Services (PPS) for an agreed programme of work over a 10 year period to maintain the exterior finish of the school. The programme provides for one interior paint of corridors, stairwells and bathrooms in 2006. It provides for one exterior repaint in 2007, with regular maintenance in intervening years. The agreement has an annual commitment of \$54,065. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of the money.

In September 2012 a variation of agreement was signed by the Board to cover the years seven to ten of the contract. In recognition of the impact of Pipitea and the removal of the prefabs, the balance contract has been reduced by \$12,432. This sum is to be apportioned according to the remaining instalments.

In 2015 the term of the contract was completed. The school chose not to renew the contract.

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Opening Liability	-	-	(75,203)
Payment made to PPS during the year	-	-	54,065
Work Performed by PPS	-	-	(22,869)
Final washup for PPS contract	-	-	(44,007)
Closing Balance of PPS liability	-	-	-

# Notes to the Financial Statements Continue

## 11 Government Grants

	2016	2016	2015
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operational Grants	2,127,333	2,090,503	2,082,645
Use of Land and Buildings Grant	1,909,421	1,990,000	2,697,053
Teachers' Salaries Grant	6,831,259	6,822,030	6,466,933
Other MOE Grants	88,926	70,515	61,052
Gateway	38,578	38,578	38,576
Resource teachers learning and behaviour grants	18,733	9,000	23,577
Other Government Grants	15,183	12,799	11,108
	<u>11,029,433</u>	<u>11,033,425</u>	<u>11,380,944</u>

## 12 Locally Raised Funds

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

	2016	2016	2015
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
<b>Revenue</b>			
Donations	576,156	572,194	555,100
Fundraising	21,862	19,000	47,275
Curriculum Recoveries	376,297	321,745	370,399
Extra Curricular Activities	274,424	173,131	239,580
Commissions Revenue	5,292	6,000	5,286
Reprographic Trading	89,400	76,000	79,519
Hire of Facilities Trading	77,172	63,833	91,439
Other Revenue	94,850	26,200	61,765
	<u>1,515,453</u>	<u>1,258,103</u>	<u>1,450,363</u>

	2016	2016	2015
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
<b>Expenses</b>			
Fundraising	11,641	19,000	18,510
Non Curriculum materials	23,276	21,500	23,031
Extra Curricular Activities	371,956	241,218	305,784
Reprographic Trading	67,869	54,600	49,531
Hire of Facilities Trading	-	800	-
	<u>474,742</u>	<u>337,118</u>	<u>396,856</u>

Surplus for the year Locally raised funds

<u>1,040,711</u>	<u>920,985</u>	<u>1,053,507</u>
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## 13 International Student Revenue and Expenses

	2016	2016	2015
	Actual	Budget (Unaudited)	Actual
International Student Roll	64	62	66
	2016	2016	2015
	Actual	Budget (Unaudited)	Actual
<b>Revenue</b>			
International Student Fees	877,688	839,470	765,385
<b>Expenses</b>			
Commissions	73,749	78,000	79,584
Marketing and Programmes	63,108	80,750	66,463
International Student Levy	24,257	23,188	21,063
Employee Benefit - Salaries	198,583	257,923	234,306
	<u>359,697</u>	<u>439,861</u>	<u>401,416</u>
Surplus for the year International Students	<u>517,991</u>	<u>399,609</u>	<u>363,969</u>

**Notes to the Financial Statements Continue**  
**14 Learning Resources**

	<b>2016</b>	<b>2016</b>	<b>2015</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
General expenses	39,286	43,778	43,143
Library	14,885	11,925	10,267
Special education	136,708	57,161	57,735
Employee benefits – salaries	7,245,870	7,214,127	6,819,583
Staff development	77,428	85,300	64,887
Curricular	677,787	784,516	734,159
Technical support – computer facilities	261,484	326,770	306,388
	<b>8,453,448</b>	<b>8,523,577</b>	<b>8,036,162</b>

**15 Administration**

	<b>2016</b>	<b>2016</b>	<b>2015</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Audit fees	16,479	16,236	13,844
Other fees paid to Auditors	850	2,000	-
Board of Trustees expenses	32,817	19,150	15,696
Board of Trustees fees	5,485	6,475	6,200
Communication	11,729	14,000	10,582
Consumables	3,759	6,000	5,135
General expenses	54,751	54,000	56,446
Insurance	47,959	42,000	39,757
Employee Benefits - salaries	396,720	420,701	396,774
	<b>570,549</b>	<b>580,562</b>	<b>544,434</b>

**16 Property**

	<b>2016</b>	<b>2016</b>	<b>2015</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Caretaking and cleaning	196,814	193,500	202,169
Grounds	14,461	10,000	10,035
Heat, light and water	129,274	117,000	130,519
Rates	24,266	23,000	22,915
Repairs and maintenance	133,020	122,550	100,178
Use of land and buildings	1,909,421	1,990,000	2,697,052
Cyclical maintenance expense	129,902	110,000	107,987
Employee benefits - salaries	94,833	118,921	107,328
	<b>2,631,991</b>	<b>2,684,971</b>	<b>3,378,183</b>

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

In 2014 the cyclical maintenance expense was reassessed by Octa subject to a confirmation of the school's Ten Year Property Agreement. An adjustment of the annual cyclical maintenance expense has been made for 2016.

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## Notes to the Financial Statements Continue

### 17 Operating Lease Expenditure

The College leases photocopiers and laptops.

Costs are expensed in the following categories :

	2016	2016	2015
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Learning Resources	55,274	55,274	55,274
Trading – Reprographics	41,924	41,924	38,940
	97,198	97,198	94,214

### 18 Depreciation and Amortisation

Depreciation is charged on these items:

	2016	2016	2015
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Buildings	57,672	57,668	57,671
Information and Communication Technology	170,785	206,295	117,629
Furniture and fittings	175,475	121,800	163,090
Library books	13,174	13,070	13,236
Building improvements	44,966	43,624	26,902
Textbooks	39,354	28,543	44,793
Leased computing equipment	45,663	54,000	64,392
	547,089	525,000	487,713
Software is amortised	12,926	-	1,260
Software	12,926	-	1,260

### 19 Finance Lease Liabilities

On 1 January 2012 the Board of Trustees entered into a four year computer lease arrangement with All Leasing Limited. This lease has no renewal or purchase options.

On 16 January 2013 the Board of Trustees entered into a four year computer lease arrangement with All Leasing Limited. This lease has no renewal or purchase options.

#### All Leasing Ltd

##### Lease six from 1 January 2012

Lease balance at the start of the year

Deduct repayments

Lease balance at the end of the year

	2016	2015
	\$	\$
Lease balance at the start of the year	-	20,318
Deduct repayments	-	20,318
Lease balance at the end of the year	-	-

Total minimum lease payments due:

Not later than one year

Later than one year but not later than two years

Later than two years but not later than five years

	2016	2015
	\$	\$
Not later than one year	-	-
Later than one year but not later than two years	-	-
Later than two years but not later than five years	-	-

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## Notes to the Financial Statements Continue

### Telecom Rentals Ltd

#### From February 2013

	2016	2015
	\$	\$
Lease balance at the start of the year	51,644	99,302
Deduct repayments	51,644	47,658
Lease balance at the end of the year	-	51,644
Total minimum lease payments due:		
Not later than one year	-	51,644
Later than one year but not later than two years	-	-
Later than two years but not later than five years	-	-
	-	51,644

## 20 Funds Held for Capital Works Projects

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

	2016	Opening Balance	Receipts From MOE	Payments	Closing Balance
		\$	\$	\$	\$
10YPP condition assessment	Completed	(4,000)	4,000	-	-
Earthquake repairs	In progress	(8,970)	-	-	(8,970)
5YPP Mechanical and Roofing	In progress	(75,872)	300,000	(314,830)	(90,702)
Seismic Upgrade Old Gym	In progress	(13,333)	-	(82,482)	(95,815)
Insurance Claim Art Block	In progress	(1,019)	-	-	(1,019)
Totals		(103,194)	-	(397,312)	(196,506)

### Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Due from the Ministry of Education	(196,506)
Total	(196,506)

	2015	Opening Balance	Receipts From MOE	Payments	Closing Balance
		\$	\$	\$	\$
10YPP condition assessment	In progress	(4,000)	-	-	(4,000)
Earthquake repairs	In progress	(11,825)	2,855	-	(8,970)
5YPP mechanical and roofing	In progress	(21,720)	-	(54,152)	(75,872)
Seismic Upgrade Old Gym	In progress	-	-	(13,333)	(13,333)
Insurance claim Art Block	In progress	-	-	(1,019)	(1,019)
Totals		(37,545)	2,855	(68,504)	(103,194)

### Represented by:

Funds held on behalf of the Ministry of Education	-
Funds due from the Ministry of Education	(103,194)
Total	(103,194)

## 21 Reserves

	2016	2015
	\$	\$
Asset Revaluation Reserve		
Opening balance	181,040	181,040
Revaluation of land and buildings	-	-
Revaluation of works of art	-	-
	181,040	181,040

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



**Notes to the Financial Statements Continue**

<b>Reserved Equity</b>	<b>Scholarship and Awards</b>	<b>Centennial Fund</b>	<b>Development Fund</b>	<b>Total</b>
	\$	\$	\$	\$
2015				
Opening Balance	220,753	32,127	531,516	784,396
Receipts	10,127	1,474	202,442	214,043
Transfer between Reserves	-	-	-	-
Addition to reserved equity	-	-	-	-
Payments	(5,149)	-	(200,082)	(205,231)
Closing Balance	225,731	33,601	533,876	793,208

<b>Reserved Equity</b>	<b>Scholarship and Awards</b>	<b>Centennial Fund</b>	<b>Development</b>	<b>Total</b>
2016				
Opening Balance	225,731	33,601	533,876	793,208
Receipts	9,014	1,206	178,402	188,622
Transfer between reserves	-	-	-	-
Addition to reserved equity	-	-	-	-
Payments	(4,333)	-	(47,767)	(52,100)
Closing Balance	230,412	34,807	664,511	929,730

**Asset Revaluation Reserve**

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

**Reserved Equity**

**Scholarship and Award Reserve**

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

**Centennial Fund Reserve**

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

**Development Fund Reserve**

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

## Notes to the Financial Statements Continue

### 22 Remuneration

#### Key Management personnel compensation

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

	2016 Actual	2015 Actual
<i>Leadership Team</i>	\$	\$
Remuneration	2,346,312	2,261,000
Full time equivalent members	24.5	24
	2016 Actual	2015 Actual
<i>Board Members</i>	\$	\$
Remuneration	5,485	6,200
Full time equivalent members	.11	.26
Total key management personal remuneration	2,351,797	2,267,200
Total full time equivalent personnel	24.6	24.3

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

#### Principal

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

	2016 Actual \$000	2015 Actual \$000
Salaries and other short term employee benefits		
Salary and other payments	180-190	170-180
Benefits and other emoluments	4-5	4-5
Termination payment	-	-

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

#### Other Employees

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

Remuneration \$000	2016 FTE Number	2015 FTE Number
100-110	4	3
111-120	-	-
	4	3

### 23 Compensation and other benefits upon leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be Trustees, Committee members or employees during the financial year in relation to that cessation and the number of persons to who all or part of that total was payable as follows:

	2016 Actual \$	2015 Actual \$
Total	-	-
Number of people	-	-

## Notes to the Financial Statements Continue

### 24 Contingencies

There are no contingent liabilities or assets as at 31 December 2016  
(Contingent liabilities and assets as at 31 December 2015:0)

### 25 Funds Held on Behalf of the Drama Cluster

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

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Funds held at the beginning of the year	3,309	-	-
Funds received from the MOE	14,000	-	8,000
Funds spent on behalf of the Cluster	(13,499)	-	(4,691)
Funds held at Year End	3,810	-	3,309

### 26 Related Parties Transactions

The school 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.

### 27 Commitments

As at 31 December 2016

	2016 Actual \$	2015 Actual \$
Contractual commitments not accrued for were as follows:		
<b>Operating Commitments</b>		
Not later than one year	4,045	33,764
Later than one year but not later than five years	-	21,159
Later than five years	-	-
	4,045	54,923

Amounts owing on Finance Lease are disclosed as a liability in Note 19

In December 2011 the Board of Trustees entered into a 60 month agreement with Fuji Xerox NZ Ltd to lease photocopiers, the payments are based on a per click rate and therefore it is not possible to disclose a set annual amount. The lease was not taken up for 2017.

#### Finance Lease Commitments

In December 2016 the Board of Trustees entered into a 60 month Finance Lease with Konica Minolta to finance Photocopiers with a capital value of \$106,675

#### Capital Commitments

At the end of 2016 the Board of Trustees entered into an agreement to purchase computing equipment from the

Laptop Company to the value of \$69,124.

In December 2016 the Board of Trustees entered into an agreement with Cyclone Computers to purchase computers to the value of \$89,928

In December 2016 the Board of Trustees entered in to an agreement with Corada to provide exterior and interior Signage in 2017 to the value of \$50,599.

In December 2016 the Board of Trustees entered into an agreement with PBI Height Safety Limited to provide Rooftop abselling anchors and static line systems for Tower to the value of \$40,780.

(Capital commitments as at 31 December 2015: \$276,141)

## 28 Financial Instruments

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

	2016	2016	2015
	Actual	Budget (Unaudited)	Actual
Cash and Receivables	298,293	422,821	362,975
Receivables	736,796	665,566	768,760
Investments	3,729,731	3,193,209	3,193,209
Total cash and Receivables	4,764,820	4,281,596	4,324,944

### Financial Liabilities measured at amortised cost

Payables	703,231	834,435	837,744
Finance Leases	-	51,643	51,643
Total Financial Liabilities Measured at Amortised Costs	706,231	886,078	889,387

## 29 Events After Balance Date

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



**Hairspray**

# **Statement of Resources**

## **For the Year Ended 31 December 2016**

### **Physical Resources**

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

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

### **School Owned Property**

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

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

### **Technology**

The College has an active programme to provide access to state of the art computer equipment to its students and staff. This includes 377 PC's, 135 Student Laptops, 114 Staff laptops, 177 Chromebooks, 22 printers, 12 photocopiers, 76 data projectors, 15 digital cameras and a computer network providing 84 wireless access points around the College.

The College has a range of sports and musical equipment.

### Human Resources

The staffing complement of the College was:

	2016	2015	2014
Principal	1	1	1
Deputy Principals	2	3	2
Assistant Principal	2	2	3
Full-time Teacher Equivalents		79.30	79.95
Consisting of:			
Full-time teachers	74	70	73
Part-time teachers	12	13	14
Visiting musicians	7	9	9
Administration and Support Staff	35	36	34

### Other Resources

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

### School Roll and Days Open

The 1 March roll of the College was as follows:

	2016	2015	2014
Total Pupils	1348	1320	1281
This includes:			
International Fee Paying Students	71	67	59
The College was open for the following half days:	380	380	380

### Kiwi Sport

Kiwi sport is a Government Funding initiative to support students' participation in organised sport. In 2016, the school received total Kiwi sport funding of \$32,082 (excluding GST). The funding was spent on registrations, new equipment, and salary for our Sports Director and Sports Coordinator.