

WHANGANUI GIRLS' COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:	188
Principal:	Sharon Steer
School Address:	21 Jones Street, Whanganui East
School Postal Address:	Private Bag 3004, Whanganui, 4540
School Phone:	06 349 0944
School Email:	SDellow@wgc.ac.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires/ Expired
Rachel Pedley	Chairperson	Elected	Dec 2023
Sharon Steer	Principal	ex Officio	
Sacha Keating	Parent Rep	Co-opted	Jun 2022
Angela Rees	Parent Rep	Co-opted	Nov 2020
Vicky Archer	Parent Rep	Co-opted	Nov 2020
Michael Downie	Parent Rep	Elected	Jun 2022
Tania King	Parent Rep	Elected	Dec 2023
Simon Beswarick	Parent Rep	Elected	Dec 2023
Stuart Lindsay	Parent Rep	Elected	Jun 2022
Amy Fairhurst	Staff Rep	Elected	Jun 2022
Taina Bauleka	Student Rep	Elected	Sep 2020

Accountant / Service Provider: Education Services Ltd



WHANGANUI GIRLS' COLLEGE

Annual Report - For the year ended 31 December 2020

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Whanganui Girls' College

Statement of Responsibility

For the year ended 31 December 2020

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

Stuart Craig Lindsay

Full Name of Board Chairperson

[Signature]

Signature of Board Chairperson

26/05/21

Date:

SHARON STEER

Full Name of Principal

[Signature]

Signature of Principal

26/05/21

Date:



Whanganui Girls' College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue				
Government Grants	2	4,882,783	4,200,385	4,122,722
Locally Raised Funds	3	142,793	77,457	187,701
Interest income		25,951	17,000	17,129
Gain on Sale of Property, Plant and Equipment		-	-	348
Hostel	4	386,048	444,805	272,793
International Students	5	68,745	104,655	119,012
Other Revenue		2,696	-	-
		<u>5,509,016</u>	<u>4,844,302</u>	<u>4,719,705</u>
Expenses				
Locally Raised Funds	3	128,806	55,980	145,831
Hostel		343,257	368,057	242,945
International Students	5	62,225	71,946	80,929
Learning Resources	6	3,458,685	3,012,011	3,015,014
Administration	7	265,050	271,974	262,506
Finance		7,392	7,001	9,582
Property	8	800,016	826,204	788,867
Depreciation	9	247,164	230,315	233,308
Loss on Disposal of Property, Plant and Equipment		1,603	-	-
		<u>5,314,198</u>	<u>4,843,488</u>	<u>4,778,982</u>
Net Surplus / (Deficit) for the year		194,818	814	(59,277)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>194,818</u>	<u>814</u>	<u>(59,277)</u>

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

Whanganui Girls' College
Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		4,025,384	4,122,540	4,084,661
Total comprehensive revenue and expense for the year		194,818	814	(59,277)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		12,968	-	-
Equity at 31 December	26	4,233,170	4,123,354	4,025,384
Retained Earnings		4,233,170	4,123,354	4,025,384
Equity at 31 December		4,233,170	4,123,354	4,025,384

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.



Whanganui Girls' College

Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	10	1,064,082	946,311	474,722
Accounts Receivable	11	299,691	232,343	230,095
GST Receivable		17,119	9,967	15,332
Prepayments		37,035	30,145	32,563
Inventories	12	-	-	555
Investments	13	498,716	500,000	774,367
		<u>1,916,643</u>	<u>1,718,766</u>	<u>1,527,634</u>
Current Liabilities				
Accounts Payable	15	332,641	246,021	282,202
Revenue Received in Advance	16	37,263	149,485	85,665
Provision for Cyclical Maintenance	17	64,758	54,250	41,303
Finance Lease Liability - Current Portion	18	26,843	24,654	27,232
Funds held in Trust	19	(2,016)	40,409	(313)
Funds held for Capital Works Projects	20	132,732	-	58,903
Funds Held for Third Parties		22,439	-	73,389
		<u>614,660</u>	<u>514,819</u>	<u>568,381</u>
Working Capital Surplus/(Deficit)		1,301,983	1,203,947	959,253
Non-current Assets				
Property, Plant and Equipment	14	3,243,415	3,249,043	3,400,216
Funds held in Trust		42,949	40,422	40,422
		<u>3,286,364</u>	<u>3,289,465</u>	<u>3,440,638</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	17	322,488	294,757	322,801
Finance Lease Liability	18	32,689	75,301	51,706
		<u>355,177</u>	<u>370,058</u>	<u>374,507</u>
Net Assets		<u><u>4,233,170</u></u>	<u><u>4,123,354</u></u>	<u><u>4,025,384</u></u>
Equity		<u><u>4,233,170</u></u>	<u><u>4,123,354</u></u>	<u><u>4,025,384</u></u>

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

Whanganui Girls' College
Statement of Cash Flows
For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		1,328,357	1,169,165	1,091,839
Locally Raised Funds		93,910	73,751	195,929
Hostel		390,132	390,132	268,842
International Students		21,137	104,655	120,345
Goods and Services Tax (net)		(1,787)	-	(5,365)
Funds Administered on Behalf of Third Parties		(1,704)	-	5,420
Payments to Employees		(690,774)	(753,001)	(631,914)
Payments to Suppliers		(849,542)	(1,114,868)	(1,109,700)
Cyclical Maintenance Payments in the year		(9,800)	(30,000)	(31,549)
Interest Paid		(7,392)	(7,001)	(9,582)
Interest Received		21,603	17,000	25,029
Net cash from/(to) Operating Activities		294,140	(150,167)	(80,706)
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	348
Purchase of Property Plant & Equipment (and Intangibles)		(42,320)	-	(244,154)
Purchase of Investments		-	-	(5,030)
Proceeds from Sale of Investments		275,651	274,367	-
Net cash from/(to) Investing Activities		233,331	274,367	(248,836)
Cash flows from Financing Activities				
Furniture and Equipment Grant		12,968	-	-
Finance Lease Payments		(20,827)	(32,836)	(18,827)
Funds Held for Capital Works Projects		69,748	-	(11,119)
Net cash from/(to) Financing Activities		61,889	(32,836)	(29,946)
Net increase/(decrease) in cash and cash equivalents		589,360	91,364	(359,488)
Cash and cash equivalents at the beginning of the year	10	474,722	854,947	834,210
Cash and cash equivalents at the end of the year	10	1,064,082	946,311	474,722

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

The above Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.

Whanganui Girls' College

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

Whanganui Girls' College (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board of Trustees (the Board) is of the view that the School 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 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, 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 school 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 School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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



Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 17.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School 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 14.

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 school. 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.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives.

Operational grants are recorded as revenue when the School 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 School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School 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 School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.



Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

Interest Revenue earned 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 property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School'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 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 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 schools 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) Inventories

Inventories are consumable items held for sale and comprise of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.



j) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

k) 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.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. 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 making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (*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.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building Improvements	4-50 years
Furniture and Equipment	3-10 years
Information and Communication	3-5 years
Motor Vehicles	8 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease



I) Intangible Assets

Software costs

Computer software acquired by the School are 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 licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. It's 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 three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

m) Impairment of property, plant, and equipment and intangible assets

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

n) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School 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.



o) 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, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

p) Revenue Received in Advance

Revenue received in advance relates to fees received from students and grants received 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 School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) Provision for Cyclical Maintenance

The property from which the School 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 School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside 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 ten year property plan (10YPP).

t) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as 'financial liabilities measured at amortised cost' for accounting purposes in accordance with financial reporting standards.



u) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

v) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, 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.

w) Budget Figures

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

x) Services received in-kind

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



2. Government Grants

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operational Grants	1,127,572	1,031,429	917,699
Teachers' Salaries Grants	3,061,910	2,577,623	2,613,322
Use of Land and Buildings Grants	464,024	476,597	449,534
Resource Teachers Learning and Behaviour Grants	5,864	5,864	5,583
Other MoE Grants	162,802	108,872	127,038
Other Government Grants	60,611	-	9,546
	<u>4,882,783</u>	<u>4,200,385</u>	<u>4,122,722</u>

The school has opted in to the donations scheme for this year. Total amount received was \$48,900.

Other MOE Grants total includes additional COVID-19 funding totalling \$77,760 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	2,450	2,000	15,284
Bequests & Grants	4,000	-	-
Activities	131,592	75,257	136,712
Trading	356	200	537
Other Revenue	4,395	-	35,168
	<u>142,793</u>	<u>77,457</u>	<u>187,701</u>
Expenses			
Activities	128,251	55,980	145,086
Trading	555	-	745
	<u>128,806</u>	<u>55,980</u>	<u>145,831</u>
<i>Surplus for the year Locally raised funds</i>	<u>13,987</u>	<u>21,477</u>	<u>41,870</u>

4. Hostel Revenue and Expenses

	2020 Actual Number	2020 Budget (Unaudited) Number	2019 Actual Number
Hostel Financial Performance			
Hostel Full Boarders	40	42	34
Hostel Weekly Boarders	0	0	1
	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
Hostel Fees	333,596	384,210	233,237
Other Revenue	52,452	60,595	39,556
	<hr/>	<hr/>	<hr/>
	386,048	444,805	272,793
Expenses			
Kitchen	47,517	48,700	39,062
Laundry	2,408	500	480
Administration	23,827	34,558	20,499
Property	72,340	51,128	52,221
Student Supplies	229	450	388
Employee Benefit - Salaries	192,539	208,852	119,475
Other hostel expenses	4,397	23,869	10,820
	<hr/>	<hr/>	<hr/>
	343,257	368,057	242,945
	<hr/>	<hr/>	<hr/>
	42,791	76,748	29,848

(Deficit) for the year Hostel

5. International Student Revenue and Expenses

	2020 Actual Number	2020 Budget (Unaudited) Number	2019 Actual Number
International Student Roll	7	7	8
	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
International Student Fees	68,745	104,655	119,012
Expenses			
Commissions	6,540	7,311	16,074
Recruitment	571	5,000	7,457
International student levy	2,187	-	1,502
Employee Benefit - Salaries	46,877	54,335	45,283
Other Expenses	6,050	5,300	10,613
	<hr/>	<hr/>	<hr/>
	62,225	71,946	80,929
	<hr/>	<hr/>	<hr/>
	6,520	32,709	38,083

Surplus for the year International Students'

6. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	207,510	213,448	188,962
Employee Benefits - Salaries	3,240,039	2,781,413	2,807,976
Staff Development	11,136	17,150	18,076
	<hr/>	<hr/>	<hr/>
	3,458,685	3,012,011	3,015,014

7. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,863	6,863	6,664
Board of Trustees Fees	3,570	4,200	4,035
Board of Trustees Expenses	28,922	25,100	8,582
Communication	9,375	11,560	11,060
Consumables	7,566	8,500	9,494
Operating Lease	1,021	-	33
Legal Fees	-	-	14,128
Other	18,858	21,350	29,957
Employee Benefits - Salaries	155,838	160,277	149,111
Insurance	13,297	13,124	9,942
Service Providers, Contractors and Consultancy	19,740	21,000	19,500
	<u>265,050</u>	<u>271,974</u>	<u>262,506</u>

8. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	12,245	12,550	13,091
Cyclical Maintenance Expense	32,942	43,354	28,540
Grounds	12,372	15,000	17,348
Heat, Light and Water	51,413	63,100	62,606
Rates	16,686	16,000	16,927
Repairs and Maintenance	22,261	18,800	22,073
Use of Land and Buildings	464,024	476,597	449,534
Security	6,557	5,500	5,521
Employee Benefits - Salaries	95,909	102,747	100,670
Consultancy & Contrators	85,607	72,556	72,557
	<u>800,016</u>	<u>826,204</u>	<u>788,867</u>

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

9. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	22,770	21,983	22,418
Furniture and Equipment	26,525	26,273	26,792
Information and Communication Technology	73,643	64,331	65,603
Motor Vehicles	9,727	9,423	9,609
Leased Assets	31,240	29,725	30,313
Library Resources	1,835	2,023	2,063
Hostel Buildings	66,600	66,600	66,600
Hostel Furniture and Equipment	14,824	9,957	9,910
	<u>247,164</u>	<u>230,315</u>	<u>233,308</u>

10. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	1,000	1,000	1,000
Bank Current Account	137,339	352,228	45,748
Bank Call Account	542,740	103,745	372,597
Short-term Bank Deposits	300,000	489,338	20,000
Hostel Westpac Cheque Account	42,949	-	35,335
Hostel Westpac Ready Access Account	40,054	-	42
Cash and cash equivalents for Statement of Cash Flows	<u>1,064,082</u>	<u>946,311</u>	<u>474,722</u>

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

Of the \$1,064,082 Cash and Cash Equivalents \$132,732 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

11. Accounts Receivable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	9,699	11,622	16,432
Banking Staffing Underuse	11,193	34,185	21,175
Interest Receivable	4,348	7,901	-
Teacher Salaries Grant Receivable	274,451	178,635	188,404
Hostel Debtors	-	-	4,084
	<u>299,691</u>	<u>232,343</u>	<u>230,095</u>
Receivables from Exchange Transactions	14,047	9,593	20,516
Receivables from Non-Exchange Transactions	285,644	222,750	209,579
	<u>299,691</u>	<u>232,343</u>	<u>230,095</u>

12. Inventories

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Hats	-	-	555
	<u>-</u>	<u>-</u>	<u>555</u>

13. Investments

The School's investment activities are classified as follows:

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	498,716	500,000	774,367
Total Investments	<u>498,716</u>	<u>500,000</u>	<u>774,367</u>

14. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Building Improvements	186,459	12,633	-	-	(22,770)	176,322
Furniture and Equipment	97,965	23,495	-	-	(26,525)	94,935
Information and Communication Tech	115,731	45,556	(1,603)	-	(73,643)	86,041
Motor Vehicles	45,558	-	-	-	(9,727)	35,831
Leased Assets	76,375	9,036	-	-	(31,240)	54,171
Library Resources	7,437	1,246	-	-	(1,835)	6,848
Hostel Buildings	2,730,600	-	-	-	(66,600)	2,664,000
Hostel Furniture and Equipment	140,091	-	-	-	(14,824)	125,267
Balance at 31 December 2020	3,400,216	91,966	(1,603)	-	(247,164)	3,243,415

The net carrying value of equipment held under a finance lease is \$54,171 (2019: \$76,375)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Building Improvements	385,734	(209,412)	176,322
Furniture and Equipment	993,442	(898,507)	94,935
Information and Communication	552,733	(466,692)	86,041
Motor Vehicles	77,813	(41,982)	35,831
Leased Assets	137,315	(83,144)	54,171
Library Resources	227,291	(220,443)	6,848
Hostel Buildings	3,330,000	(666,000)	2,664,000
Hostel Furniture and Equipment	150,001	(24,734)	125,267
Balance at 31 December 2020	5,854,329	(2,610,914)	3,243,415

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	204,626	4,251	-	-	(22,418)	186,459
Furniture and Equipment	114,361	10,396	-	-	(26,792)	97,965
Information and Communication Tech	105,895	75,439	-	-	(65,603)	115,731
Motor Vehicles	53,083	2,084	-	-	(9,609)	45,558
Leased Assets	102,085	4,603	-	-	(30,313)	76,375
Library Resources	7,518	1,982	-	-	(2,063)	7,437
Hostel Buildings	2,797,200	-	-	-	(66,600)	2,730,600
Hostel Furniture and Equipment	-	150,001	-	-	(9,910)	140,091
Balance at 31 December 2019	3,384,768	248,756	-	-	(233,308)	3,400,216

The net carrying value of equipment held under a finance lease is \$76,375 (2018: \$102,085)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	373,102	(186,643)	186,459
Furniture and Equipment	969,947	(871,982)	97,965
Information and Communication	514,916	(399,185)	115,731
Motor Vehicles	77,813	(32,255)	45,558
Leased Assets	128,280	(51,905)	76,375
Library Resources	226,044	(218,607)	7,437
Hostel Buildings	3,330,000	(599,400)	2,730,600
Hostel Furniture and Equipment	150,001	(9,910)	140,091
Balance at 31 December 2019	5,770,103	(2,369,887)	3,400,216

15. Accounts Payable

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operating Creditors	38,307	39,673	72,465
Accruals	5,833	11,499	6,664
Employee Entitlements - Salaries	274,451	178,635	188,404
Employee Entitlements - Leave Accrual	14,050	16,214	14,669
	<u>332,641</u>	<u>246,021</u>	<u>282,202</u>
Payables for Exchange Transactions	332,641	246,021	282,202
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>332,641</u>	<u>246,021</u>	<u>282,202</u>

The carrying value of payables approximates their fair value.

16. Revenue Received in Advance

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Fees in Advance	8,373	75,855	9,001
Fees in Advance - International	27,355	73,630	74,963
Homestay Bookings in Advance	-	-	986
Boarding Fees in Advance	1,535	-	715
	<u>37,263</u>	<u>149,485</u>	<u>85,665</u>

17. Provision for Cyclical Maintenance

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	364,104	305,653	367,113
Increase to the Provision During the Year	42,930	43,354	28,540
Adjustment to the Provision	(9,988)	-	-
Use of the Provision During the Year	(9,800)	-	(31,549)
Provision at the End of the Year	<u>387,246</u>	<u>349,007</u>	<u>364,104</u>
Cyclical Maintenance - Current	64,758	54,250	41,303
Cyclical Maintenance - Term	322,488	294,757	322,801
	<u>387,246</u>	<u>349,007</u>	<u>364,104</u>

18. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
No Later than One Year	31,778	24,654	33,181
Later than One Year and no Later than Five Years	35,288	75,301	57,962
	<u>67,066</u>	<u>99,955</u>	<u>91,143</u>

19. Funds held in Trust

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	(2,016)	40,409	(313)
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>(2,016)</u>	<u>40,409</u>	<u>(313)</u>

These funds are held where the school is agent for representative amounts and therefore these are not included in the Statement of Comprehensive Revenue and Expense.

20. Funds Held (Owed) for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Block T Weather Tightness	<i>completed</i>	-	17,724	(17,724)	-	-
Security Upgrade Stage 2	<i>completed</i>	13,643	629	(14,272)	-	-
Swimming Pool Repairs	<i>in progress</i>	-	121,744	(31,117)	-	90,627
Gym Ablution Refurbishment	<i>completed</i>	255	-	(255)	-	-
Pool Upgrade	<i>completed</i>	(275)	-	275	-	-
Roofing & Spouting Replacement	<i>completed</i>	(520)	520	-	-	-
Block C ILE Upgrade	<i>in progress</i>	45,800	-	(3,695)	-	42,105
Totals		<u>58,903</u>	<u>140,617</u>	<u>(66,788)</u>	<u>-</u>	<u>132,732</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	132,732
Funds Due from the Ministry of Education	-
	<u>132,732</u>

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Security Upgrade Stage 2	<i>in progress</i>	-	19,160	(5,517)	-	13,643
Gym Ablution Refurbishment	<i>in progress</i>	8,288	-	(8,033)	-	255
Rationalisation	<i>completed</i>	(5,339)	33,777	(28,438)	-	-
Floor Covering Replacement	<i>completed</i>	62,726	450	(63,176)	-	-
Security Upgrade Stage 1	<i>completed</i>	8,429	-	(8,429)	-	-
Pool Upgrade	<i>in progress</i>	-	-	(275)	-	(275)
Staff Toilets	<i>completed</i>	-	69,233	(69,233)	-	-
Leak to Gym Block G	<i>completed</i>	-	20,929	(20,929)	-	-
Roofing & Spouting Replacement	<i>in progress</i>	-	38,434	(38,954)	-	(520)
Block C ILE Upgrade	<i>in progress</i>	-	50,000	(4,200)	-	45,800
Totals		<u>74,104</u>	<u>231,983</u>	<u>(247,184)</u>	<u>-</u>	<u>58,903</u>

21. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school 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 school 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 condition no more or less favourable than those that it is reasonable to expect the school 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.

22. Remuneration

Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, Deputy Principals and Heads of Departments.

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	3,570	4,035
Full-time equivalent members	0.09	0.10
<i>Leadership Team</i>		
Remuneration	1,160,743	952,196
Full-time equivalent members	11.00	9.67
Total key management personnel remuneration	<u>1,164,313</u>	<u>956,231</u>
Total full-time equivalent personnel	<u>11.09</u>	<u>9.77</u>

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Principal A		
Salary and Other Payments	140 - 150	90 - 100
Benefits and Other Emoluments	4 - 5	2 - 3
Termination Benefits	-	-
Principal B		
Salary and Other Payments	-	30 - 40
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	2.00	2.00
110 - 120	3.00	-
140 - 150	1.00	-
	<u>6.00</u>	<u>2.00</u>

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

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 member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2020 Actual	2019 Actual
Total	\$18,200	-
Number of People	3	-

24. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: nil).

Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2020, a contingent liability for the school may exist.

25. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into contract agreements for capital works as follows:

\$136,744 contract for the Swimming Pool Repairs as agent for the Ministry of Education. This project is fully funded by the Ministry and \$121,744 has been received of which \$31,117 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$500,750 contract for the Block C ILE Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$50,000 has been received of which \$7,895 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2019: Nil).

(b) Operating Commitments

There are no operating commitments as at 31 December 2020 (Operating commitments at 31 December 2019: nil).

26. Managing Capital

The School'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 School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

27. Financial Instruments

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

Financial assets measured at amortised cost

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	1,064,082	946,311	474,722
Receivables	299,691	232,343	230,095
Investments - Term Deposits	498,716	500,000	774,367
Total Financial assets measured at amortised cost	<u>1,862,489</u>	<u>1,678,654</u>	<u>1,479,184</u>

Financial liabilities measured at amortised cost

Payables	332,641	246,021	282,202
Finance Leases	59,532	99,955	78,938
Total Financial Liabilities Measured at Amortised Cost	<u>392,173</u>	<u>345,976</u>	<u>361,140</u>

28. Events After Balance Date

Subsequent to balance date the school van was involved in an accident which is currently under investigation by the NZ Police. The insurance provider has accepted a claim on the van from the school. At the date of signing the board are unable to determine if there will be any costs associated with the event.

29. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF WHANGANUI GIRLS' COLLEGE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of Whanganui Girls' College (the School). The Auditor-General has appointed me, David Fraser, using the staff and resources of Silks Audit Chartered Accountants Limited, 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 2 to 22, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, 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 2020; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 26 May 2021. 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 our 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.



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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 of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.



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- 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 Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Board of Trustee Schedule included under the School Directory page and Analysis of Variance and Kiwisport statement 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 issued by the New Zealand Auditing and Assurance Standards Board.



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SILKS AUDIT
Chartered Accountants Ltd



Other than the audit, we have no relationship with or interests in the School.

D C Fraser

David Fraser
Silks Audit Chartered Accountants Ltd
Whanganui, New Zealand

Date: 26 May 2021



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Analysis of Variance Report 2020

Whanganui Girls' College	0188
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Strategic Goal 1 and Strategic Goal 3:	<p>Achievement for all</p> <p>Individual learning potential is recognised and valued</p>
Annual Aim:	<p>Implement strategies to improve student engagement</p> <p>Normalise te reo Maori/tikanga within the school and embrace the diversity of all</p>
Target:	<p>Achievement at NCEA with all students achieving at least Level 2. Identify, mentor and target students who are at risk of underachieving. Improving the number of endorsements at NCEA.</p> <p>Tracking Year 9 and 10 students who are not achieving at the curriculum level</p>
Baseline Data:	NCEA Data

Level	2020	2019	2019	2017	2016	2015
1	84.7%	77%	93.2%	91.1%	63.2%	80.6%
2	84.9%	96.8%	87.5%	83.6%	89.1%	77.6%
3	75.5%	78.1%	81.6%	78.3%	58.8%	71.7%
UE	37.7%	34.4%	40.8%	41.3%	39.2%	45%

There has been a slight increase in UE attainment. Students have been counselled to set goals which would help them to pursue further studies. Because many of the vocations and tertiary courses are available without the need for students to gain UE and/or attend a university, many students chose not to pursue this.

Endorsement results:

Level with Excellence	2020	2019	2019	2017	2016	2015
1	6.3%	10.4%	13%	5.9%	14.6%	5.6%
2	8.3%	10%	7.1%	11.8%	6.1%	13.3%
3	2.5%	4.0%	0%	5.6%	1.7%	2.3%

Level with Merit	2020	2019	2019	2017	2016	2015
1	27.1%	20.9%	31.9%	25.5%	33.3%	22.2%
2	13.3%	8.3%	19%	21.6%	6.1%	20%
3	7.5%	24%	12.5%	5.6%	10%	20.9%

It is disappointing that the number of endorsements has dropped. This could be ascribed to the emphasis we had placed on achieving levels and individualised education programmes for students to achieve enough to get to their next level of study.

ASTTLE DATA 2019 and 2020**Year 9 Reading 2020**

Ethnicity	Number of Students with start and end data	Regressed	Progressed	Static	Number of students in Year Level
Maori	17	41.1%	35.2%	23.5%	28
NZ/European	46%	19.5%	50%	30.4%	59
Pasifika	2	0%	100%	0%	2
Other	6	33.3%	33.3%	33.3%	8

Year 9 Reading 2019

Ethnicity	Number of students	Regressed	Progressed	Static
Maori	25	16%	68%	16%
NZ/European	25	20%	44%	36%
Pasifika	4	0%	25%	75%
Other	6	0%	67%	33%

Year 10 Reading 2020

Ethnicity	Number of Students with start and end data	Regressed	Progressed	Static	Number of students in cohort
Maori	16	12.5%	13	1	25
NZ/European	43	6	26	11	50
Pasifika	3	1	2	0	3
Other	1	0	1	0	2

Year 10 Reading 2019

Ethnicity	Number of students	Regressed	Progressed	Static
Maori	17	12%	41%	47%
NZ/European	55	29%	47%	24%
Pasifika	2	50%	50%	
Other	6	17%	33%	50%

Actions	Outcomes	Reasons for the variance	Evaluation
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<i>What did we do?</i>	<i>What happened?</i>	<i>Why did it happen?</i>	<i>Where to next?</i>
<p>Increased use of use of te reo Māori in staff room, classrooms, hui and assemblies e.g. use of termly whakatauki and the school blessing</p> <p>Staff participated in hui to learn the history of Whanganui and New Zealand</p> <p>Provided well-meaning hui and opportunities for whanau</p> <p>Hired a te reo Māori teacher, made te reo Māori compulsory at year 9.</p> <p>Provided teacher support for senior te reo Māori correspondence students</p> <p>Encouraged more students to participate in our Kapa Haka, Te Korimako and Pasifika groups</p> <p>Use assemblies to promote te reo Māori, have a house waiata competition, celebrate Matariki.</p> <p>Celebrated Te Wiki o te Teo Māori and had a Te Rā Mātauranga Māori.</p>	<p>NCEA</p> <p>Level Achievement:</p> <p>Level 1 -84.7% (7.7% increase from 2019)</p> <p>Level 2 – 84.9% (11.9% decrease from 2019)</p> <p>Level 3 – 75.5% (2.6% decrease from 2019)</p> <p>UE – 37.7% (3.3% increase from 2019)</p> <p>Merit Endorsements:</p> <p>Level 1 – 27.1% (6.2% increase from 2019)</p> <p>Level 2 – 13.3% (5% increase from 2019)</p> <p>Level 3 – 7.5% (16,5% decrease from 2019)</p> <p>Excellence Endorsements:</p> <p>Level 1 – 6.3% (4.1% decrease from 2019)</p> <p>Level 2 – 8.3% (1.7% decrease from 2019)</p> <p>Level 3 – 2.5% (1.5% decrease from 2019)</p>	<p>When faced with the impact of the COVID lockdown, students were at a significant disadvantage.</p> <p>Students were not engaged in online learning for a range of reasons including, work commitments, financial strain on whanau, lack of devices in the homes.</p> <p>When we returned to school we focused on doing an individual education programme for all senior students with the focus being on achieving what they needed to achieve to take the next step on their pathway.</p> <p>The focus was not on achieving endorsements but on achieving the levels.</p> <p>The lockdown required online learning to be readily available for students. This was hampered by lack of teacher skill. We did an intensive PLD programme to teach people</p>	<p>Continue to work on the Effective Teacher Profile through Takitini Kahui Ako, He Kahukura with a particular focus on student engagement and place based learning.</p> <p>Using the Takitini roles within school, to further develop our strategic goals.</p> <p>Disaggregate the data to help focus on achievement of Maori students. Data to explicitly show achievement of minority groups, in particular, Maori.</p> <p>Help teachers to become proficient users of data to inform practice.</p> <p>Have more specific goals to improve achievement that are targeted towards improving student achievement.</p> <p>PLD groups to develop strategies to engage leaders through the use place based learning.</p>

<p>Celebrated other cultures through the Cultural Food Festival as well as gender diversity</p> <p>Professional Learning Group led by Senior Leader and a Lead teacher to focus on the annual goal to improve te reo Māori</p>	<p>While the students in the cohorts are different, the results are a reflection on the impact of strategies on the cohort for 2020.</p> <p>Level 1 NCEA results were an increase from 2019 and was above expectation for that cohort. There is an increase in Merit endorsement but a decline of 6.2% in Excellence endorsements</p>	<p>who needed skills to set up online classrooms.</p> <p>The Level 2 and 3 cohort were given opportunities to do vocational courses, increasing their ability to succeed.</p>	<p>Continue to improve Maori and Pasifika students' sense of belonging through the use of te reo Māori and cultural diversity.</p> <p>Build on the skills to use blended learning techniques through teams to develop 21st century competencies.</p>
<p>Tracking of junior students at risk of not achieving through Year level Hui / Class Problem solving led by the Specialist Classroom Teacher</p> <p>Tracking of senior students not achieving, providing data collected by the Academic Dean. Displaying data on teams and encouraging teachers to track students they teach. Year level problem solving meetings/hui</p> <p>Appointment of an Academic Mentor to work with "orange" students, liaise with their parents and teachers to ensure they meet levels</p>	<p>an increase in Merit endorsement but a decline of 6.2% in Excellence endorsements</p> <p>Level 2 NCEA results was 84.9% which is a decrease from the 2019 Year 12 cohort i.e. However, this cohort, when in Level 1 only achieved 77%. Again there is a increase in Merit endorsement but a decline of 1.7% in Excellence endorsements</p> <p>Level 3 NCEA results were a decrease from 2019 Year 13 results. This is particularly concerning as this cohort, when in Year 12 achieved a 96.8% rate of achievement.</p>	<p>Junior students had significant loss learning during the lockdown with large numbers not engaging in online learning. We provided students with paper resources.</p> <p>Despite the pitfall of lockdown, when students did engage, they had full support of their teachers. Upon returning to school we focused on student well-being before academic achievement due to the crisis.</p> <p>The increase in the use of te reo Māori is starting to have an impact on students. This must continue to be a focus.</p>	<p>Provide the BOT with data to understand and track achievement at all levels and in all ethnicities.</p> <p>Provide modern resources to support curriculum development.</p>
<p>Engagement with whanau through year level hui and through ASTRA academic mentoring meetings/hui</p>	<p>There is an decrease in both Merit and Excellence endorsements for this level</p>		

<p>Enviroschool Group and Academic League to encourage high achievers to aim high.</p>	<p>ASTTLE DATA Please note that data for Pasifika and Other students is misleading because of the small number of students from these ethnicities.</p>		
<p>Professional Learning Group led by Senior Leader and a Lead teacher to focus on the annual goal to implement strategies to improve student engagement.</p>	<p>Year 9 Reading 2020 The ASTTLE achievement levels for Year 9 Reading is disappointing.</p>		
<p>Careers teacher exploring career pathways for students unable to achieve NCEA level as well as for other students interested in courses.</p>	<p>The numbers of Maori, European and other students who regressed is of concern. Particularly for Maori with an increase of 25%</p>		
<p>Place Based Learning improved</p>	<p>European and Pasifika students who progressed has gone up. However, Maori and Other students' who progressed in reading has gone down.</p> <p>Students who remained static at the same level and did not improve or regress is also disappointing. There were more Maori and other students who were static than in 2019. The number of European and Pasifika students who remained static had improved.</p> <p>Year 10 Reading 2020</p>		

	<p>Overall the Year 10 ASTTLE results showed more acceleration for students with improved results for Moari in the number who regressed, the number who progressed and those who stayed static. For European there is an improvement in the number who regressed, the number who progressed. However, more students remained static. The only student who is an other, progressed.</p>		
<p>Staged move to one learning management platform with PLD in using Teams and Microsoft Suite of applications. PLD provided to teachers to use teams.</p>			

Strategic Goal 2:	Encourage positive relationships while focusing on wellbeing and safety of the school community
Annual Aim:	Enhance well-being within our school and community via the Whare Tapa Wha model
Target:	Concentration on all juniors using the pastoral ASTRA system and using ASTTLE data to track and target students who are underachieving. Focus on at risk students and use data to identify, track and mentor students.
Baseline Data:	<p>There have been 1328 in 2020</p> <p>Year 9: 753</p> <p>Year 10: 353</p> <p>Year 11: 52</p> <p>Year 12: 78</p> <p>Year 13: 120</p> <p>Restorative Justice Meetings</p> <p>There have been 55 Restorative Justice Conferences since the start of the year. 29 were formal. All other issues were resolved with Restorative Justice Chats.</p> <p>Stand Downs and Suspensions</p> <p>6 stand downs and 2 suspensions to the board. One Exclusion.</p> <p>Truancy</p> <p>School attendance sits at 87.3% (2019 school attendance was at 85.53%).</p>

<p>Actions <i>What did we do?</i></p>	<p>Outcomes <i>What happened?</i></p>	<p>Reasons for the variance <i>Why did it happen?</i></p>	<p>Evaluation <i>Where to next?</i></p>
<p>Explicitly teach the four aspects of the Whare Tapa Whā model</p> <p>Continue our journey with the Growth Mindset school wide project</p> <p>Review and update ASTRA programme and delivery</p> <p>Promote and encourage the ASTRA passports</p> <p>More ASTRA opportunities for community awahi</p> <p>Growth mindset needs to be embedded in our value system</p> <p>Tracking of PB4L data and using it to inform ongoing pastoral review</p> <p>Professional Learning Group led by Senior Leader and a Lead teacher to focus on the annual goal to improve enhance well-being within our school and community</p>	<p>The levels of discipline entries in the junior school is significantly higher than in the senior school. The most recorded behaviours are about students who are disrupting the learning of other students.</p> <p>Restorative techniques are being used extensively to address behavioural issues.</p> <p>There has been 6 stand-downs for the year.</p> <p>Two students went before the BOT. These students had both used aggressive behaviour. One was excluded</p> <p>The ASTRA pastoral system is rewarding students for positive behaviour and demonstrating the school values.</p>	<p>The effectiveness of the Restorative techniques is the reason why there are fewer high level incidents like fighting and verbal abuse.</p> <p>Restorative practices are time-consuming and sometimes others do not value the impact of them. However, the low levels of serious misconduct are because of the interventions during restoratives which often lead to finding resources and programmes to support students.</p> <p>The use of local agencies and programmes to support students continues to have a positive impact on student mental well-being.</p>	<p>Professional Learning Group continues to work at developing strategies and plans to reach the outcomes for this goal.</p> <p>Embed journey with the Growth Mindset school wide project and Whare tapa Wha model</p> <p>Continue to improve the ASTRA programme and delivery, including promoting ASTRA passports</p> <p>Complete, review and analyse Well-being data and use information to develop pastoral system.</p> <p>Seek student and whanau voice</p> <p>Review of Astra and Form roles to support students' having a strong sense of belonging.</p> <p>Identify students at risk of underachieving and provide academic mentoring for seniors and literacy and numeracy support for juniors</p> <p>Clear outline of PB4L processes and procedures is followed</p>

			<p>Careers co-ordinator actively supports students who are at risk to create pathways to success</p> <p>Monitor the engagement of students in extra mural activities</p> <p>The support of initiatives and acquisition of modern resources to enhance sporting, cultural and well-being</p> <p>Staff well-being committee continues to be supported</p>
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Whanganui Girls' College

4 March 2021

To whom it may concern.

We confirm that funds received in 2020 for Kiwisport year 9 – 11 have been used for our Sports Co-Ordinator to support the coaching and participation of sports in the school.

Yours sincerely

Sharon Steer
MEdL BA HDE
Prinicpal