

WESTLAKE GIRLS HIGH SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number:	38
Principal:	Jane Stanley
School Address:	2 Wairau Road, Takapuna, Auckland 0627
School Postal Address:	2 Wairau Road, Takapuna, Auckland 0627
School Phone:	09 489 4169
School Email:	office@westlakegirls.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Joy Bradfield	Presiding Member	2022 Election	2025 Election
Jane Stanley	Principal	ex Officio	2025 Election
Russell Clements	Parent Representative	2022 Election	2025 Election
Kim Tay	Parent Representative	2022 Election	2025 Election
Victoria Mahan	Parent Representative	2022 Election	2025 Election
Sundip Patel	Parent Representative	2022 Election	2025 Election
Anna Cooper	Staff Representative	2022 Election	2025 Election
Jappan Kaur	Student Representative	2022 Election	2023 Election
Andrew Hofmeyr	Parent Representative	2020 co-opted Member	2022 Election
Challen Wilson	Parent Representative	2021 co-opted Member	2022 Election
Carol Wright	Staff Representative	2019 Election	2022 Election
Carolyn Ranson	Parent Representative	2019 Election	2022 Election

Accountant / Service Provider: Internal

WESTLAKE GIRLS HIGH SCHOOL

Annual Report - For the year ended 31 December 2022

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Westlake Girls High School

Statement of Responsibility

For the year ended 31 December 2022

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

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the 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 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

Victoria Joye Mahan

Full Name of Acting Board Chairperson

H. Mahan

Signature of Acting Board Chairperson

23/5/2023

Date:

[Signature]

Full Name of Principal

Tane Kieren Stanley

Signature of Principal

23/5/2023

Date:

Westlake Girls High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	20,266,563	19,009,943	19,418,877
Locally Raised Funds	3	3,262,492	2,963,951	3,647,516
Interest Income		70,260	5,000	27,673
Gain on Sale of Property, Plant and Equipment		12,522	-	6,000
		23,611,837	21,978,894	23,100,066
Expenses				
Locally Raised Funds	3	1,928,324	1,845,066	2,068,408
Learning Resources	4	15,091,966	14,333,068	14,942,290
Administration	5	1,189,271	1,154,751	1,025,713
Finance		57,762	82,000	37,013
Property	6	4,538,278	4,273,634	4,148,572
Other Expenses	7	2,375	2,375	3,528
Loss on Disposal of Property, Plant and Equipment		4,746	5,000	7,287
		22,812,722	21,695,894	22,232,811
Net Surplus / (Deficit) for the year		799,115	283,000	867,255
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		799,115	283,000	867,255

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

Westlake Girls High School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		11,433,067	11,433,197	10,565,812
Total comprehensive revenue and expense for the year		799,115	283,000	867,255
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		96,280	-	-
Equity at 31 December		12,328,462	11,716,197	11,433,067
Accumulated comprehensive revenue and expense		12,328,462	11,716,197	11,433,067
Reserves		-	-	-
Equity at 31 December		12,328,462	11,716,197	11,433,067

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.

Westlake Girls High School

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	8	1,248,691	1,683,304	2,941,022
Accounts Receivable	9	1,061,963	1,025,760	1,006,398
GST Receivable		2,395	40,712	40,971
Prepayments		128,742	93,970	92,130
Inventories	10	33,099	35,773	38,930
Investments	11	3,400,000	3,000,000	1,000,000
Funds Receivable for Capital Works Projects	20	364,402	-	678,710
		6,239,292	5,879,519	5,798,161
Current Liabilities				
Accounts Payable	14	1,530,167	1,535,731	1,505,599
Borrowings	15	-	90,676	29,656
Revenue Received in Advance	16	1,193,744	739,425	896,219
Provision for Cyclical Maintenance	17	74,076	40,000	43,479
Finance Lease Liability	18	203,675	109,146	107,204
Funds held in Trust	19	568,602	384,000	390,501
Funds held for Capital Works Projects	20	-	-	168,130
		3,570,264	2,898,978	3,140,788
Working Capital Surplus/(Deficit)		2,669,028	2,980,541	2,657,374
Non-current Assets				
Property, Plant and Equipment	12	10,163,953	9,895,210	9,852,727
Intangible Assets	13	2,375	2,375	4,750
		10,166,328	9,897,585	9,857,477
Non-current Liabilities				
Borrowings	15	-	787,071	870,344
Provision for Cyclical Maintenance	17	131,763	140,556	137,800
Finance Lease Liability	18	375,131	234,302	73,640
		506,894	1,161,929	1,081,784
Net Assets		12,328,462	11,716,197	11,433,067
Equity		12,328,462	11,716,197	11,433,067

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

Westlake Girls High School

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		4,291,847	4,001,955	3,893,871
Locally Raised Funds		2,327,263	2,263,977	1,970,266
International Students		1,236,635	542,801	713,554
Goods and Services Tax (net)		38,576	259	121,334
Payments to Employees		(2,259,180)	(2,228,063)	(2,808,654)
Payments to Suppliers		(3,839,973)	(3,661,700)	(3,752,308)
Interest Paid		(57,762)	(82,000)	(37,013)
Interest Received		56,386	5,733	46,539
Net cash from/(to) Operating Activities		1,793,792	842,962	147,589
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		12,522	-	6,000
Purchase of Property Plant & Equipment (and Intangibles)		(436,635)	(399,937)	(5,372,562)
Purchase of Investments		(2,400,000)	(2,000,000)	-
Proceeds from Sale of Investments		-	-	5,187,184
Net cash from/(to) Investing Activities		(2,824,113)	(2,399,937)	(179,378)
Cash flows from Financing Activities				
Furniture and Equipment Grant		96,280	-	-
Finance Lease Payments		(182,569)	(182,569)	(24,572)
Loans Received		-	-	900,000
Repayment of Loans		(900,000)	(22,253)	-
Funds Administered on Behalf of Third Parties		324,279	504,079	(519,092)
Net cash from/(to) Financing Activities		(662,010)	299,257	356,336
Net increase/(decrease) in cash and cash equivalents		(1,692,331)	(1,257,718)	324,547
Cash and cash equivalents at the beginning of the year	8	2,941,022	2,941,022	2,616,475
Cash and cash equivalents at the end of the year	8	1,248,691	1,683,304	2,941,022

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.

Westlake Girls High School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Westlake Girls High School (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 is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the 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 expense 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 best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance 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 12.

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. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 18. Future operating lease commitments are disclosed in note 25b.

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.

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

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings 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. 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 revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist

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

Interest Revenue

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

d) 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.

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and comprised 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.

i) Investments

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

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 (funded by the Board) to buildings owned by the Crown or directly by the board 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 except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value 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	10–75 years
Board Owned Buildings	10–75 years
Furniture and equipment	8–15 years
Information and communication technology	3–5 years
Motor vehicles	5 years
Sports	5–12 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

k) 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 and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

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.

l) 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. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

m) 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.

n) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned, by non teaching staff, to but not yet taken at balance date.

o) Revenue Received in Advance

Revenue received in advance relates to fees received from international 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.

p) 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.

q) Funds held for Capital works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Revenue and Expense.

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

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

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

s) 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 initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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

t) 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.

u) 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.

v) Budget Figures

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

w) 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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Government Grants - Ministry of Education	4,199,666	3,880,360	3,810,021
Teachers' Salaries Grants	12,603,355	11,800,000	12,358,056
Use of Land and Buildings Grants	3,363,373	3,200,000	3,123,717
Other Government Grants	100,169	129,583	127,083
	<u>20,266,563</u>	<u>19,009,943</u>	<u>19,418,877</u>

3. Locally Raised Funds

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Revenue			
Donations & Bequests	624,394	590,000	603,619
Curriculum related Activities - Purchase of goods and services	6,062	6,000	14,895
Fees for Extra Curricular Activities	823,112	836,931	762,488
Trading	526,535	411,500	321,549
Fundraising & Community Grants	9,883	30,000	4,684
Other Revenue	351,511	379,353	338,022
International Student Fees	920,995	710,167	1,602,259
	<u>3,262,492</u>	<u>2,963,951</u>	<u>3,647,516</u>
Expenses			
Extra Curricular Activities Costs	1,252,111	1,232,165	1,180,823
Trading	167,818	142,200	88,996
Fundraising and Community Grant Costs	9,124	15,000	976
International Student - Student Recruitment	132,213	103,474	171,684
International Student - Employee Benefit - Salaries	342,876	315,000	574,253
International Student - Other Expenses	24,182	37,227	51,676
	<u>1,928,324</u>	<u>1,845,066</u>	<u>2,068,408</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>1,334,168</u>	<u>1,118,885</u>	<u>1,579,108</u>

During the year the School hosted 54 International students (2021:91)

International Travel

2022: The Deputy Principal, Director of International Students and International Department advisors travelled to Adelaide, Thailand, Vietnam, Germany and Korea at a cost of \$28,955 for the purpose of recruiting new students for the school. The travel was funded from the net surplus from international student fees.

2021: No international travel during the year due to COVID-19 restriction.

4. Learning Resources

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Curricular	564,299	555,443	522,909
Information and Communication Technology	230,838	217,000	222,873
Employee Benefits - Salaries	13,298,033	12,536,000	13,344,025
Staff Development	123,229	125,000	63,959
Depreciation	701,192	697,625	611,311
STAR costs	174,375	202,000	177,213
	<u>15,091,966</u>	<u>14,333,068</u>	<u>14,942,290</u>

5. Administration

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Audit Fee	19,546	18,071	16,552
Board Fees	6,980	10,000	8,330
Board Expenses	7,176	10,000	1,791
Communication	14,478	16,100	15,876
Consumables	32,629	26,500	22,512
Other	98,769	98,080	55,335
Employee Benefits - Salaries	955,603	926,000	875,327
Insurance	54,090	50,000	29,990
	<u>1,189,271</u>	<u>1,154,751</u>	<u>1,025,713</u>

6. Property

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	312,166	299,534	291,027
Cyclical Maintenance Provision	99,970	50,000	63,379
Grounds	70,377	64,100	84,150
Heat, Light and Water	238,642	236,500	176,765
Repairs and Maintenance	160,750	146,500	138,407
Use of Land and Buildings	3,363,373	3,200,000	3,123,717
Security	15,487	15,000	15,106
Employee Benefits - Salaries	277,513	262,000	256,021
	<u>4,538,278</u>	<u>4,273,634</u>	<u>4,148,572</u>

The use of land and buildings figure represents 5% 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.

7. Other Expenses

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Amortisation of Intangible Assets	2,375	2,375	3,528
	<u>2,375</u>	<u>2,375</u>	<u>3,528</u>

8. Cash and Cash Equivalents

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Bank Accounts	\$ 1,248,691	\$ 1,683,304	\$ 2,941,022
Cash and cash equivalents for Statement of Cash Flows	<u>1,248,691</u>	<u>1,683,304</u>	<u>2,941,022</u>

9. Accounts Receivable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Receivables	\$ 15,059	\$ 19,319	\$ 18,940
Interest Receivable	15,534	927	1,660
Teacher Salaries Grant Receivable	1,031,370	1,005,514	985,798
	<u>1,061,963</u>	<u>1,025,760</u>	<u>1,006,398</u>
Receivables from Exchange Transactions	30,593	20,246	20,600
Receivables from Non-Exchange Transactions	1,031,370	1,005,514	985,798
	<u>1,061,963</u>	<u>1,025,760</u>	<u>1,006,398</u>

10. Inventories

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
School Uniforms	\$ 33,099	\$ 35,773	\$ 38,930
	<u>33,099</u>	<u>35,773</u>	<u>38,930</u>

11. Investments

The School's investment activities are classified as follows:

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Current Asset	\$ 3,400,000	\$ 3,000,000	\$ 1,000,000
Short-term Bank Deposits			
Total Investments	<u>3,400,000</u>	<u>3,000,000</u>	<u>1,000,000</u>

12. Property, Plant and Equipment

2022	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Buildings	7,769,329	249,626	-	-	(162,705)	7,856,250
Furniture and Equipment	935,204	65,111	-	-	(106,159)	894,156
Plant & Equipment	504,111	87,922	-	-	(35,236)	556,797
Information and Communication Technology	202,513	6,968	-	-	(119,785)	89,696
Leased Assets	173,270	580,531	-	-	(191,251)	562,550
Library Resources	116,859	27,006	(4,746)	-	(17,385)	121,734
Sports	136,687	-	-	-	(57,592)	79,095
Sundry	14,754	-	-	-	(11,079)	3,675
Balance at 31 December 2022	9,852,727	1,017,165	(4,746)	-	(701,192)	10,163,953

The net carrying value of furniture and equipment held under a finance lease is \$562,550 (2021: \$173,270)

Restrictions

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

	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Buildings	8,800,838	(944,588)	7,856,250	8,560,527	(791,197)	7,769,329
Furniture and Equipment	1,730,826	(836,670)	894,156	1,693,360	(758,156)	935,204
Plant & Equipment	614,919	(58,122)	556,797	526,998	(22,886)	504,111
Information and Communication Technology	1,585,320	(1,495,624)	89,696	1,955,157	(1,752,644)	202,513
Motor vehicles	75,199	(75,199)	-	76,933	(76,933)	-
Leased Assets	853,523	(290,973)	562,550	445,430	(272,160)	173,270
Library Resources	353,686	(231,952)	121,734	340,510	(223,651)	116,859
Sports	673,409	(594,314)	79,095	673,409	(536,722)	136,687
Sundry	469,450	(465,775)	3,675	470,285	(455,531)	14,754
Balance at 31 December	15,157,170	(4,993,217)	10,163,953	14,742,609	(4,889,880)	9,852,727

13. Intangible Assets

The School's Intangible Assets are made up of acquired computer software.

	Acquired software	Internally generated software	Total \$
Cost			
Balance at 1 January 2021	193,611	-	193,611
Additions	-	-	-
Disposals	-	-	-
Balance at 31 December 2021 / 1 January 2022	193,611	-	193,611
Additions	-	-	-
Disposals	-	-	-
Balance at 31 December 2022	193,611	-	193,611
Accumulated Amortisation and impairment losses			
Balance at 1 January 2021	185,333	-	185,333
Amortisation expense	3,528	-	3,528
Disposals	-	-	-
Impairment losses	-	-	-
Balance at 31 December 2021 / 1 January 2022	188,861	-	188,861
Amortisation expense	2,375	-	2,375
Disposals	-	-	-
Impairment losses	-	-	-
Balance at 31 December 2022	191,236	-	191,236
Carrying amounts			
At 1 January 2021	8,278	-	8,278
At 31 December 2021 / 1 January 2022	4,750	-	4,750
At 31 December 2022	2,375	-	2,375

Restrictions

There are no restrictions over the title of the school's intangible assets, nor are any intangible assets pledged as security for liabilities.

Capital commitments

The amount of contractual commitments for the acquisition of intangible assets is \$nil (2021: \$nil)

14. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	217,473	184,090	180,461
Accruals	130,586	195,946	192,104
Banking Staffing Overuse	37,222	8,148	7,988
Employee Entitlements - Salaries	1,097,892	1,088,102	1,066,767
Employee Entitlements - Leave Accrual	46,994	59,445	58,279
	<u>1,530,167</u>	<u>1,535,731</u>	<u>1,505,599</u>
Payables for Exchange Transactions	1,530,167	1,535,731	1,505,599
	<u>1,530,167</u>	<u>1,535,731</u>	<u>1,505,599</u>

The carrying value of payables approximates their fair value.

15. Borrowings

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Loans due in one year	-	90,676	29,656
Loans due after one year	-	787,071	870,344
	-	877,747	900,000

The school has nil borrowings at 31 December 2022 (31 December 2021: \$900,000). This loan was from Westpac Bank for the purpose of constructing an Event Centre.

16. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
International Student Fees in Advance	933,404	450,398	617,764
Other revenue in Advance	260,340	289,027	278,455
	1,193,744	739,425	896,219

17. Provision for Cyclical Maintenance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	181,279	181,279	145,403
Increase to the Provision During the Year	99,970	50,000	63,379
Use of the Provision During the Year	(75,410)	(50,723)	(27,503)
Provision at the End of the Year	205,839	180,556	181,279
Cyclical Maintenance - Current	74,076	40,000	43,479
Cyclical Maintenance - Non current	131,763	140,556	137,800
	205,839	180,556	181,279

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.

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:

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
No Later than One Year	203,675	109,146	107,204
Later than One Year and no Later than Five Years	375,131	234,302	73,640
	578,806	343,448	180,844
Represented by			
Finance lease liability - Current	203,675	109,146	107,204
Finance lease liability - Non current	375,131	234,302	73,640
	578,806	343,448	180,844

19. Funds held in Trust

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	568,602	384,000	390,501
	568,602	384,000	390,501

These funds held in trust relate to international students homestay fees received in advance.

20. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 8.

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Asset Capitalised \$	Closing Balances \$
Event Centre	(327,100)	88,790	(88,790)	175,984	(175,984)	(327,100)
High Voltage Cable and Switchboard Replacements	(2,528)	14,428	(11,900)	-	-	-
Asbestos removal	(140,870)	140,870	-	-	-	-
Landscaping	9,234	70,354	(79,588)	-	-	-
AMS Project	(192,626)	199,951	(7,325)	-	-	-
ILE Wharenui Project	(15,586)	-	(15,105)	-	-	(30,691)
Food Tech Room Project	120,011	33,851	(153,862)	-	-	-
Weather Tightness	38,885	50,989	(96,485)	-	-	(6,612)
Totals	(510,581)	599,233	(453,054)	175,984	(175,984)	(364,402)

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Receivable from the Ministry of Education

-
364,402

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Asset Capitalised \$	Closing Balances \$
Event Centre	(322,920)	-	(4,180)	4,437,594	(4,437,594)	(327,100)
High Voltage Cable and Switchboards	(159,328)	157,500	(700)	-	-	(2,528)
Asbestos removal	(2,265)	350,000	(488,605)	-	-	(140,870)
Landscaping	(11,380)	360,000	(339,386)	-	-	9,234
AMS Project	-	-	(192,626)	-	-	(192,626)
ILE Project 38-20-07	(4,480)	-	(11,106)	-	-	(15,586)
Food Tech Room Project	(2,140)	157,500	(35,349)	-	-	120,011
Weather Tightness	-	108,586	(69,702)	-	-	38,885
Totals	(502,513)	1,133,586	(1,141,654)	4,437,594	(4,437,594)	(510,581)

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Receivable from the Ministry of Education

168,130
678,710

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 Board members, Principal, Deputy Principals and Heads of Departments.

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	6,980	8,330
<i>Leadership Team</i>		
Remuneration	1,071,733	957,976
Full-time equivalent members	8	7
Total key management personnel remuneration	1,078,713	966,306

There are seven members of the Board excluding the Principal. The Board has held seven full meetings of the Board in the year. The Board also has four Finance members that meet monthly. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	250-260	240-250
Benefits and Other Emoluments	5-6	5-6

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	19	17
110 - 120	12	12
120 - 130	2	1
130 - 140	2	3
	35.00	33.00

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 board members, committee members, 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:

	2022 Actual	2021 Actual
Total	\$0	\$9,000
Number of People	0	1

24. Contingencies

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is confirmed, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact 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 2022, a contingent liability for the school may exist.

25. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

a) \$10,711,098 for building an event centre. The project is funded by \$3,398,257 of Ministry funds, and \$7,312,842 of Board funds. \$3,071,157 has been received from the Ministry and \$10,711,098 has been spent on the project to date. This project has been approved by the Ministry; and

(b) \$171,928 for Electrical Upgrade contract to have a high voltage cable and switchboard replacements upgrade completed in 2022. This project is fully funded by the Ministry. \$171,928 has been received of which \$171,928 has been spent on the project to balance date. This project has been approved by the Ministry; and

(c) \$490,870 contract to undergo asbestos removal to be completed in 2022. This project is fully funded by the Ministry and \$490,870 has been received of which \$490,870 has been spent on the project to balance date. This project has been approved by the Ministry; and

(d) \$430,382 contract to undergo landscaping to be completed in 2022. This project is fully funded by the Ministry and \$430,354 has been received of which \$430,354 has been spent on the project to balance date. This project has been approved by the Ministry; and

(e) \$199,951 contract for the AMS Projects to completed in 2022. The project is fully funded by the Ministry and \$199,951 has been received of which \$199,951 has been spent on the project to balance date. This project has been approved by the Ministry; and

(f) \$191,351 contract for the Food Tech Room Project to be completed in 2022. The project is fully funded by the Ministry and \$191,351 has been received of which \$191,351 has been spent on the project to balance date. This project has been approved by the Ministry; and

(g) \$1,105,598 contract for the Weathertightness Project. The project is fully funded by the Ministry and \$159,575 has been received of which \$159,575 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2021: \$11,072,367)

a) \$10,497,367 for building an event centre. The project is funded by \$3,271,000 of Ministry funds, and \$7,226,367 of Board funds. \$2,943,900 has been received from the Ministry and \$10,295,492 has been spent on the project to date; and

(b) \$400,000 for landscaping works around the new event centre. This project is fully funded by the Ministry and \$360,000 has been received of which \$350,766 has been spent on the project to balance date. This project has been approved by the Ministry; and

(c) \$175,000 to build a new food technology room as agent for the Ministry of Education. The project is fully funded by the Ministry and \$157,500 has been received of which \$37,489 has been spent on the project to balance date. This project has been approved by the Ministry.

(b) Operating Commitments

As at 31 December 2022 the Board has entered into the following contracts:

- (a) operating lease for teacher laptops (TELA)
- (b) motor vehicle lease

	2022 Actual \$	2021 Actual \$
No later than One Year	38,070	45,410
Later than One Year and No Later than Five Years	38,830	76,458
	<u>76,900</u>	<u>121,868</u>

The total lease payments incurred during the period were \$45,450 (2021: \$40,738).

26. 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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	1,248,691	1,683,304	2,941,022
Receivables	1,061,963	1,025,760	1,006,398
Investments - Term Deposits	3,400,000	3,000,000	1,000,000
Total Financial assets measured at amortised cost	<u>5,710,654</u>	<u>5,709,064</u>	<u>4,947,420</u>

Financial liabilities measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Payables	1,530,167	1,535,731	1,505,599
Borrowings - Loans	-	877,747	900,000
Finance Leases	578,806	343,448	180,844
Total Financial Liabilities Measured at Amortised Cost	<u>2,108,973</u>	<u>2,756,926</u>	<u>2,586,443</u>

27. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF WESTLAKE GIRL'S HIGH SCHOOL FINANCIAL
STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022**

The Auditor-General is the auditor of Westlake Girls High School (the School). The Auditor-General has appointed me, Kurt Sherlock, using the staff and resources of Crowe New Zealand Audit Partnership, 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 20, that comprise the statement of financial position as at 31 December 2022, 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 2022; 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 Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 23 May 2023. This is the date at which our opinion is expressed.

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

Basis for 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.

The title 'Partner' conveys that the person is a senior member within their respective division, and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is external audit, conducted via the Crowe Australasia external audit division and Unison SMSF Audit. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.

Findex (Aust) Pty Ltd, trading as Crowe Australasia is a member of Crowe Global, a Swiss verein. Each member firm of Crowe Global is a separate and independent legal entity. Findex (Aust) Pty Ltd and its affiliates are not responsible or liable for any acts or omissions of Crowe Global or any other member of Crowe Global. Crowe Global does not render any professional services and does not have an ownership or partnership interest in Findex (Aust) Pty Ltd.

Services are provided by Crowe New Zealand Audit Partnership an affiliate of Findex (Aust) Pty Ltd.

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information obtained at the date of our audit report is the Analysis of Variance Reporting, Kiwisport Report, and the Statement of Compliance with Employment Policy 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.

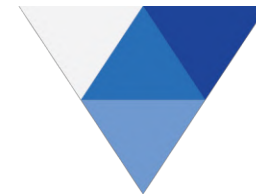
Independence

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.

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



Kurt Sherlock
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand



School Name:

Westlake Girls High School

School Number:

0038

ACADEMIC TARGETS

WHAT DID WE DO?

WHAT HAPPENED?

WHY DID IT HAPPEN?

WHERE TO NEXT?

Māori and Pasifika Performance	National	Decile 9	WGHS
<ul style="list-style-type: none"> Level 1, 2+3 + UE Pass rates within 5% of the overall school rate 	Level 1: Māori:52.5% Pasifika:55%	Level 1: Māori:63.1% Pasifika:54.4%	Level 1: Targets not met Whole School Provisional: 91.8% Māori: 80.9% (40/48) Pasifika: 65.4% (14/21)
	Level 2: Māori:63.0% Pasifika:65.9 %	Level 2: Māori:79.6% Pasifika:78.5%	Level 2: Targets met for Māori but not Pasifika Whole School Provisional: 93.6% Māori: 96.4% (29/30) Pasifika: 73.9% 16/22)
	Level 3: Māori:55.1% Pasifika:58.7 %	Level 3: Māori:77.3% Pasifika:71.0%	Level 3: Targets met Whole School Provisional: 89.6% Māori: 87.5% (29/33) Pasifika: 86.4% (17/20)
	UE: Māori:29.9% Pasifika:27.4%	UE: Māori:55.2% Pasifika:46.3%	UE: Targets not met Whole School Provisional: 80.9% Māori: 68.8% (23/33) Pasifika: 54.5% (11/20)

- LEVEL 1** - Well above National and Decile 9 average - 8 Māori and 7 Pasifika students didn't achieve Level 1
- LEVEL 2** - Targets met for Māori students. Well above National and Decile 9 average. 6 Pasifika students didn't achieve Level 2
- LEVEL 3 and UNIVERSITY ENTRANCE** - Targets met for Māori and Pasifika students on par with the cohort in Level 3. UE is still an area for us to work on, but we do achieve higher than the National and Decile 9 average.

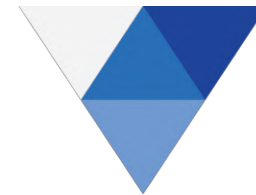
Level 1-
Several of the students who did not get Level 1 were on reduced timetables due to a few personal factors or either had low attendance rates making success difficult.

Level 2 -
Māori students met the target with good guidance and mentoring. 3 Pasifika students left throughout the year and each student equates to 5%. Meaning 15% would never meet the target. The one other student was working as well as studying and could not meet the attendance requirements for success last year.

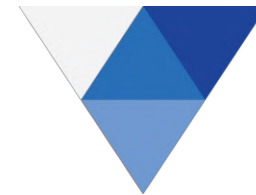
Level 3/UE - 3xMāori left throughout the year = 9%

We have gathered feedback from whanau and reorganised our Whanau evenings and have some great staff with energy and passion leading our mentoring programmes for 2023. Both groups have a strategy and vision for the mentor programme.

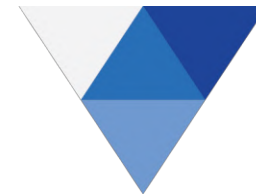
There is more planning and accountability for mentors who have allocated time and tasks to complete with students. A central tracking doc is being used by all mentors and this is supported by the DP leading the tracking of all senior students. Mentor leads report back to Deans and teachers on how students are tracking.



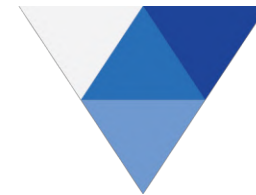
<p>Continued with the Māori and Pasifika mentoring programme in a slightly modified form. Based on whanau and student feedback, the focus was more holistic rather than just academic.</p> <p>Kept focus on maintaining and increasing Māori and Pasifika success as identified by ERO in the ERO Evaluation documents.</p> <p>Continued tracking students and regularly updating them on their successes and targets as well as discussions about pathways post school.</p> <p>UE - made sure we continued to check courses of students and discuss pathways with them, so they know their options for the future and what they need to do if they are in UE approved courses</p>				<p>difference and 4xPasifika left throughout the year = 20%</p>	<p>Mentors and akonga have been matched carefully and often have a relationship through a common interest or activity.</p> <p>We have 3 young Maori wahine role models working in the programme this year.</p>																
<table><tr><th>Whole School Results</th><th>National</th><th>Decile 9</th><th>WGHS</th></tr><tr><td>NCEA Level 1 PASS RATE - 93%</td><td>Level 1: 64.0%</td><td>Level 1: 68.3%</td><td>Level 1: Target not met - 91.8%</td></tr><tr><td>NCEA Level 2 PASS RATE - 93%</td><td>Level 2: 74.2%</td><td>Level 2: 82.9%</td><td>Level 2: Target met – 93.6%</td></tr><tr><td>NCEA Level 3 PASS RATE - 93%</td><td>Level 3: 67.6%</td><td>Level 3: 78.7%</td><td>Level 3: Target not met - 89.6%</td></tr></table>				Whole School Results	National	Decile 9	WGHS	NCEA Level 1 PASS RATE - 93%	Level 1: 64.0%	Level 1: 68.3%	Level 1: Target not met - 91.8%	NCEA Level 2 PASS RATE - 93%	Level 2: 74.2%	Level 2: 82.9%	Level 2: Target met – 93.6%	NCEA Level 3 PASS RATE - 93%	Level 3: 67.6%	Level 3: 78.7%	Level 3: Target not met - 89.6%	<p>Level 1 -</p> <p>Ongoing issues with attendance for some students (14). We had 3 students in this year level leave before the end of the school year to go elsewhere.7 students on reduced timetables due to learning and personal issues. High pass rates for Numeracy and Literacy due to solid interventions from appointed staff in Maths and English departments.</p> <p>Level 2 -</p>	<p>Checking on all students' courses and discussions with students on pathways.</p> <p>Pathway's goal so students know what their steps are in their learning journey.</p> <p>More focus on Careers education and an understanding of how to meet targets.</p> <p>We have consistently achieved good results at this level despite cohort variations. Greater sharing</p>
Whole School Results	National	Decile 9	WGHS																		
NCEA Level 1 PASS RATE - 93%	Level 1: 64.0%	Level 1: 68.3%	Level 1: Target not met - 91.8%																		
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<ul style="list-style-type: none">Well above National and Decile 9 average – 29 students did not achieve Level 1 (14 of them had low attendance rates and reduced timetables)High pass rates for Level 1 numeracy (99%) and literacy (98.8%) <p>Level 2 -</p> <ul style="list-style-type: none">Well above National and Decile 9 average – a lot of hard work done to bring this group up and catch up from previous covid complicated Y11 <p>Level 3 -</p> <ul style="list-style-type: none">Well above National and Decile 9 average – this cohort had to compete with the inflation of grades from UEGs.Query around 4 students who should not be in our statistics. <p>Kept tracking students and mentoring those who need it. Made sure NCEA assemblies were available online and when allowed in person, so student understood the requirements.</p> <p>We ran school exams in June for all year levels, so students had the ability to practise in exam conditions and held normal school exams in September as usual.</p>	<p>Strong mentoring and clear messages given to students from Year Level DP</p> <p>Level 3 -</p> <p>Students struggled returning to school post covid and a third year of interruptions. They lacked exam experience, and some had the erroneous idea that they did not need to attend examinations and would automatically get UEG grades again.</p>	<p>of success across year levels and adoption of things that work well.</p> <p>We are looking at ways we can give students more agency when multiple assessments are due so they are not missing classes due to this pressure.</p>				
<table><tr><td>UE PASS RATE – 88%</td><td>National: 49.1%</td><td>Decile 9: 65.9%</td><td>Target not met: 80.9%</td></tr></table> <ul style="list-style-type: none">We knew this was a lofty goal but went for it anyway. It was historically close to what we have achieved in the past pre-covid and UEGs, trending along with National and Decile rates.Not everyone’s pathway for post school life – Gateway Programme is a success.UE beyond Level 3 in terms of quality of qualificationComparably, we have done better than our local schools and EGGs.	UE PASS RATE – 88%	National: 49.1%	Decile 9: 65.9%	Target not met: 80.9%	<p>Ambitious goal (prior had been 85% target), but historically we have tracked above this.</p> <p>Continued to raise HOD awareness of the impact of course structures on student’s ability to achieve and ensure the necessary changes are made.</p> <p>The number of students who could not get UE was higher than normal due to student anxiety and pressures faced during</p>	<p>We know we have 6 students who cannot get UE in the current cohort, and we lose approximately 10% of students throughout the year.</p> <p>It is important for teachers and Form Teachers to track students, know what they can obtain and provide guidance for students.</p> <p>We will put a process in place to ensure that if a student needs a reduction in subjects due to health or</p>
UE PASS RATE – 88%	National: 49.1%	Decile 9: 65.9%	Target not met: 80.9%			



	three years of covid related interruptions.	personal reasons through consultation with the students there is consideration given to their long term goals and how we can progress towards them. We also need to make sure that we are intervening earlier with students who miss standards and follow up closely with at risk students.										
<div>TARGET - 101 SCHOLARSHIPS</div> <div><ul style="list-style-type: none">52 Scholarships were obtained (including 4 Outstanding Scholarships) by a total of 33 students5 students = 2 Scholarships (9 in 2021)4 students = 3 Scholarships2 students = 4 Scholarships</div> <table><thead><tr><th>Year 12</th><th>Year 13</th></tr></thead><tbody><tr><td>8 Scholarships</td><td>44 Scholarships</td></tr><tr><td>1 Outstanding</td><td>3 Outstanding</td></tr><tr><td>6 Students</td><td>27 Students</td></tr><tr><td>Accounts for 15% of all Scholarships</td><td>Accounts for 85% of all Scholarships</td></tr></tbody></table> <div>Decrease from 2020 (73) and 2021 (66) Number of entries was slightly down, but similar to 2021 number. Attendance was at only 47% of entries</div>	Year 12	Year 13	8 Scholarships	44 Scholarships	1 Outstanding	3 Outstanding	6 Students	27 Students	Accounts for 15% of all Scholarships	Accounts for 85% of all Scholarships	Students were invited via letter again at the start of the year which helped bolster entry numbers. Issues surrounding the growth mindset and overcoming fears of sitting scholarship examinations. Attendance was lower than in recent years.	More focus on staff working across areas in scholarship. Encouragement to attend examinations needed – linked to growth mindset and safe risk taking for students. Reinstate breakfasts, guest speakers and workshops for students. Reinstate discussions and meetings for staff. Visit high performing schools to see why they are successful and create a model that works at WGHS
Year 12	Year 13											
8 Scholarships	44 Scholarships											
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Accounts for 15% of all Scholarships	Accounts for 85% of all Scholarships											

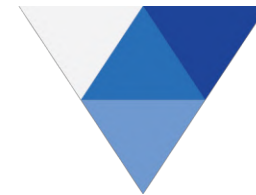


		New scholarship/GATE co-ordinator
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STRATEGIC PRIORITY 1:

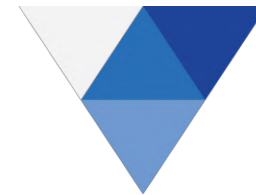
- All staff are confident users of KAMAR for entering and accessing student assessment data.
- All staff collate and enter assessment data in a timely way.

WHAT DID WE DO?	WHAT HAPPENED?	WHY DID IT HAPPEN?	WHERE TO NEXT?
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<ul style="list-style-type: none"> We broke our goals down into chunk so we knew what had to be done when - the strategic priorities document is linked here We tracked our progress towards this goal by using a work plan - this is an accountability document used by SLT and can be found here SLT focus was on communication around using KAMAR Markbooks, meeting deadlines and sharing data. 	<ul style="list-style-type: none"> We provided staff PLD on KAMAR, ASSAY and reported to staff about the purpose of the data and how it is used in the school. The May 2022 staff PLD presentation can be found here We have a school wide assessment calendar (one for students on SchoolPoint and another visual one for staff in google docs) - we had a 4-week deadline of marks being entered and released to students, staff had a chance to make changes, follow up emails from administrator when grades were due. Related to ERO Project - Anjie's work with HOF/HODs identified that there was a wide disparity in the proficiency of HODs understanding and engagement with data - some of her findings and next steps are linked here 	<ul style="list-style-type: none"> Timely and accurate entering of data helps us monitor students and provide interventions when necessary. It helps us plan courses that meet the needs of our students and allows them to be successful. 	<ul style="list-style-type: none"> The ERO evaluation Project and staff development on making sure data is timely and accurately entered are ongoing, so our goal is too. SLT to continue to share data with all staff and encourage reflective practice. HOF's/ HOD's understanding of their responsibilities in leading the compliance with NZQA and school assessment policies. TIC's and teachers understanding of their responsibilities to set up and maintain their electronic mark books. All teachers meeting the teacher criteria around data and reflective practice. Professional Growth cycle conversations and final completion to be aligned to this goal.
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STRATEGIC PRIORITY 2:



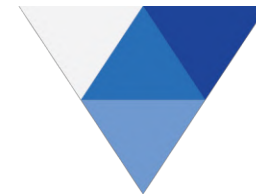
- All teachers are confident in making OTJ's

WHAT DID WE DO?	WHAT HAPPENED?	WHY DID IT HAPPEN?	WHERE TO NEXT?
<ul style="list-style-type: none"> • Linked this goal and the ERO project outcome to our RPLD provided by ImpactEd • We broke our goals down into chunk so we knew what had to be done when - the strategic priorities document is linked here • We tracked our progress towards this goal by using a work plan - this is an accountability document used by SLT and can be found here 	<ul style="list-style-type: none"> • ImpactEd worked with departments to help create formative assessment tasks, tools and strategies to be used in junior programmes (as a starting point) - their summary of work completed with each department is available here • Anjie Savage (our ERO evaluation partner) worked with HOF/HODs around OTJs and using data to improve outcomes for learners - some of her findings and next steps are linked here 	<ul style="list-style-type: none"> • Some staff had difficulties making decisions and judgements on students work without some kind of formal assessment. This allows staff to feel more confident making decisions about student work and understanding by using their professional judgement 	<ul style="list-style-type: none"> • We achieved the goal, but we have different departments/people at different levels of understanding how to use it in the future, so it is ongoing. • We're at a point where people understand and now implementation in the classroom is the next step.

STRATEGIC PRIORITY 3:

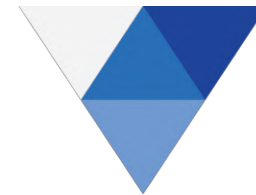
- Improve the wellbeing of students and teachers through the reduction of NZQA Assessments

WHAT DID WE DO?	WHAT HAPPENED?	WHY DID IT HAPPEN?	WHERE TO NEXT?
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<ul style="list-style-type: none"> We started having these conversations in 2019 knowing that NCEA changes were coming: <ul style="list-style-type: none"> We looked closely at EGGS and Macleans structure to see what other schools were doing. We received student voice, looked at how our students responded to NCEA, assessment pressures and what their valued outcomes were. Initial response from HODs was varied, mostly concerned with making judgements We broke our goals down into chunk so we knew what had to be done when - the strategic priorities document is linked here 	<ul style="list-style-type: none"> 2022 Goal was establishing what to do in 2024. Goal achieved with 100% buy in from HODs Plan in place for transition year 2023 (reduction in assessment) - Please see presentation for HODs March 2024 here 	<p>The decision was made to change Level 1 with the purpose of addressing three areas:</p> <ul style="list-style-type: none"> Over assessment of students Assessment driving our curriculum. Staff workload associated with the requirements of NCEA assessments. 	<ul style="list-style-type: none"> Communication to go out to parents, whanau and community explaining the changes to NCEA Level 1 this year and then next year. Next steps - Level 2 and Level 3, subject pathway map is a goal for 2023
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Planning for next year:



The Board of Trustees will be supporting the school by way of allocating funding for PD and resourcing any extra hours of staffing required to help meet our targets. The BOT also funds Mentoring (Māori, Pasifika and Academic), extra time allowance for HOFs so they can lead their departments in these areas, teacher aid assistance for students with learning needs and staff release/time allowance for staff to work with students who are not coping in a full school environment.

All of these extra supports help us focus on fulfilling the school's strategic priorities and targets.

Kiwisport Report

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022 the school received a total of Kiwisport funding of \$53,428.02 (excluding GST). Westlake Girls High School has a tradition of huge participation in sport.

The funding was spent on salaries for Sports staff to support Kiwisport initiatives.

Westlake Girls High School Statement of Compliance with Employment Policy

As at 31st of December 2022, Westlake Girls High School has ensured the fair and proper treatment of its employees in all aspects of employment by:

- Confirming that policies and procedures relating to personnel have been reviewed.
- Confirming that it meets the requirements identified as best practice.
- Confirming that at all times it aims to be a good employer, complying with the conditions stated in all employee contracts.
- Confirming that all employees are treated fairly according to the skill, abilities and qualifications they bring without bias.
- Confirming that it meets all its Equal Employment Opportunities requirements.