

WESTLAKE GIRLS HIGH SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

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
Stephven Kolose	Parent Representative	2023 co-opted Member	2025 Election
Anna Cooper	Staff Representative	2022 Election	2025 Election
Jappan Kaur	Student Representative	2023 Election	2024 Election

Accountant / Service Provider: Internal

WESTLAKE GIRLS HIGH SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Westlake Girls High School

Statement of Responsibility

For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Victoria Mahan
Full Name of Presiding Member

Jane Eileen Stanley
Full Name of Principal


_____

Signature of Presiding Member

Signature of Principal

02/07/2024
Date:

02/07/2024
Date:

Westlake Girls High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	22,173,357	19,626,116	20,266,563
Locally Raised Funds	3	4,223,832	3,744,021	3,262,492
Interest		301,926	120,000	70,260
Gain on Sale of Property, Plant and Equipment		4,169	-	12,522
Total Revenue		26,703,284	23,490,137	23,611,837
Expense				
Locally Raised Funds	3	2,479,068	2,254,283	1,928,324
Learning Resources	4	16,813,045	15,021,178	15,091,966
Administration	5	1,404,185	1,266,960	1,189,271
Interest		48,362	63,000	57,762
Property	6	5,348,590	4,519,716	4,538,278
Other Expense	7	2,375	-	2,375
Loss on Disposal of Property, Plant and Equipment		8,524	5,000	4,746
Total Expense		26,104,149	23,130,137	22,812,722
Net Surplus / (Deficit) for the year		599,135	360,000	799,115
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		599,135	360,000	799,115

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		<u>12,328,331</u>	<u>12,328,461</u>	<u>11,432,936</u>
Total comprehensive revenue and expense for the year		599,135	360,000	799,115
Contributions from / (Distributions to) the Ministry of Education		90,079	-	-
Contribution - Furniture and Equipment Grant		-	-	96,280
Equity at 31 December		<u>13,017,545</u>	<u>12,688,461</u>	<u>12,328,331</u>
Accumulated comprehensive revenue and expense		<u>13,017,545</u>	<u>12,688,461</u>	<u>12,328,331</u>
Equity at 31 December		<u>13,017,545</u>	<u>12,688,461</u>	<u>12,328,331</u>

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	8	1,652,249	1,517,950	1,248,691
Accounts Receivable	9	1,245,929	925,760	1,061,963
GST Receivable		30,851	40,712	2,395
Prepayments		241,593	123,841	128,611
Inventories	10	38,813	35,773	33,099
Investments		5,507,292	5,000,000	3,400,000
Funds Receivable for Capital Works Projects	19	384,250	-	364,402
		9,100,977	7,644,036	6,239,161
Current Liabilities				
Accounts Payable	14	2,003,976	1,625,731	1,530,167
Revenue Received in Advance	15	2,208,879	1,509,425	1,193,744
Provision for Cyclical Maintenance	16	45,862	40,000	74,076
Finance Lease Liability	17	214,327	179,146	203,675
Funds held in Trust	18	1,141,299	984,000	568,602
Funds held for Capital Works Projects	19	111,189	-	-
		5,725,532	4,338,302	3,570,264
Working Capital Surplus/(Deficit)		3,375,445	3,305,734	2,668,897
Non-current Assets				
Property, Plant and Equipment	12	10,111,641	9,895,335	10,163,953
Intangible Assets	13	11,550	2,250	2,375
		10,123,191	9,897,585	10,166,328
Non-current Liabilities				
Provision for Cyclical Maintenance	16	191,942	180,556	131,763
Finance Lease Liability	17	289,149	334,302	375,131
		481,091	514,858	506,894
Net Assets		13,017,545	12,688,461	12,328,331
Equity		13,017,545	12,688,461	12,328,331

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 2023

		2023	2023	2022
	Note	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		4,254,887	4,188,894	4,291,847
Locally Raised Funds		2,741,413	2,513,562	2,327,263
International Students		2,497,193	1,541,880	1,236,635
Goods and Services Tax (net)		(28,456)	(38,317)	38,576
Payments to Employees		(2,890,699)	(2,601,335)	(2,259,180)
Payments to Suppliers		(4,296,668)	(4,110,215)	(3,839,973)
Interest Paid		(48,362)	(63,000)	(57,762)
Interest Received		274,859	134,607	56,386
Net cash from/(to) Operating Activities		2,504,167	1,566,076	1,793,792
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		4,169	(5,000)	12,522
Purchase of Property Plant & Equipment (and Intangibles)		(95,742)	(61,084)	(436,635)
Purchase of Investments		(2,107,292)	(1,600,000)	(2,400,000)
Net cash from/(to) Investing Activities		(2,198,865)	(1,666,084)	(2,824,113)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	96,280
Contributions from / (Distributions to) Ministry of Education		90,079	-	-
Finance Lease Payments		(655,861)	(410,531)	(182,569)
Repayment of Loans		-	-	(900,000)
Funds Administered on Behalf of Other Parties		664,037	779,800	324,279
Net cash from/(to) Financing Activities		98,255	369,269	(662,010)
Net increase/(decrease) in cash and cash equivalents		403,557	269,261	(1,692,331)
Cash and cash equivalents at the beginning of the year	8	1,248,691	1,248,691	2,941,022
Cash and cash equivalents at the end of the year	8	1,652,248	1,517,952	1,248,691

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items 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 2023

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 2023 to 31 December 2023 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 16.

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 17. Future operating lease commitments are disclosed in note 24.

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.

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 expected 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 are 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 material.

j) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements (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
Textbooks	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.

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available 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 surplus or deficit.

The reversal of an impairment loss is recognised in 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 and annual leave earned, by non teaching staff, but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

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 Comprehensive 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 Comprehensive 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 School 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.

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. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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.

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	4,317,311	4,127,360	4,199,666
Teachers' Salaries Grants	13,676,668	12,000,000	12,603,355
Use of Land and Buildings Grants	4,088,245	3,400,000	3,363,373
Other Government Grants	91,133	98,756	100,169
	<u>22,173,357</u>	<u>19,626,116</u>	<u>20,266,563</u>

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	692,037	625,000	624,394
Curriculum related Activities - Purchase of goods and services	11,280	7,000	6,062
Fees for Extra Curricular Activities	963,966	884,413	823,112
Trading	652,285	572,982	526,535
Fundraising & Community Grants	10,635	30,000	9,883
Other Revenue	377,019	399,740	351,511
International Student Fees	1,516,610	1,224,886	920,995
	<u>4,223,832</u>	<u>3,744,021</u>	<u>3,262,492</u>
Expense			
Extra Curricular Activities Costs	1,478,746	1,360,943	1,252,111
Trading	192,199	190,000	167,818
Fundraising and Community Grant Costs	30,745	15,000	9,124
International Student - Student Recruitment	224,177	222,000	132,213
International Student - Employee Benefits - Salaries	490,836	419,000	342,876
International Student - Other Expenses	62,365	47,340	24,182
	<u>2,479,068</u>	<u>2,254,283</u>	<u>1,928,324</u>
Surplus/ (Deficit) for the year Locally Raised Funds	<u><u>1,744,764</u></u>	<u><u>1,489,738</u></u>	<u><u>1,334,168</u></u>

During the year the School hosted 87 International students (2022:54)

During the year ended December 2023, the Director of International Students and International Department advisors travelled to Japan, Korea, China, Vietnam, Cambodia and Malaysia at a cost of \$68,548 for the purpose of recruiting new students for the school. The travel was funded from the net surplus from international student fees revenue.



4. Learning Resources

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Curricular	580,671	580,178	564,299
Information and Communication Technology	261,247	246,000	230,838
Employee Benefits - Salaries	14,868,566	13,110,000	13,298,033
Staff Development	194,803	188,000	123,229
Depreciation	708,510	675,000	701,192
STAR costs	199,248	222,000	174,375
	<u>16,813,045</u>	<u>15,021,178</u>	<u>15,091,966</u>

During the year ended December 2023, the Principal and 3 members of the leadership team travelled to Australia at a cost of \$13,616 to attend the Alliance of Girls School conference and the costs were funded by the board. Travel to Cleveland was also undertaken by the Principal and 2 other staff at a cost of \$20,360 to attend conferences for PD and the costs were funded by the board.

5. Administration

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Audit Fees	18,614	18,614	19,546
Board Fees	7,600	7,910	6,980
Board Expenses	1,308	3,500	7,176
Communication	14,120	14,000	14,478
Consumables	34,057	32,000	32,629
Other	104,776	106,936	98,769
Employee Benefits - Salaries	1,152,283	1,024,000	955,603
Insurance	71,427	60,000	54,090
	<u>1,404,185</u>	<u>1,266,960</u>	<u>1,189,271</u>

6. Property

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	306,642	309,847	312,166
Cyclical Maintenance	107,420	50,000	99,970
Grounds	77,894	76,119	70,377
Heat, Light and Water	231,114	226,250	238,642
Repairs and Maintenance	223,011	137,500	160,750
Use of Land and Buildings	4,088,245	3,400,000	3,363,373
Security	16,129	15,000	15,487
Employee Benefits - Salaries	298,135	305,000	277,513
	<u>5,348,590</u>	<u>4,519,716</u>	<u>4,538,278</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 Expense

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Amortisation of Intangible Assets	2,375	-	2,375
	<u>2,375</u>	<u>-</u>	<u>2,375</u>

8. Cash and Cash Equivalents

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Bank Accounts	\$ 1,652,249	\$ 1,517,950	\$ 1,248,691
Cash and cash equivalents for Statement of Cash Flows	<u>1,652,249</u>	<u>1,517,950</u>	<u>1,248,691</u>

Of the \$1,652,249 Cash and Cash Equivalents, \$111,188 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

9. Accounts Receivable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Receivables	\$ 15,420	\$ 19,319	\$ 15,059
Receivables from the Ministry of Education	116,335	-	-
Interest Receivable	42,601	927	15,534
Teacher Salaries Grant Receivable	1,071,573	905,514	1,031,370
	<u>1,245,929</u>	<u>925,760</u>	<u>1,061,963</u>
Receivables from Exchange Transactions	58,021	20,246	30,593
Receivables from Non-Exchange Transactions	1,187,908	905,514	1,031,370
	<u>1,245,929</u>	<u>925,760</u>	<u>1,061,963</u>

10. Inventories

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
School Uniforms	\$ 38,813	\$ 35,773	\$ 33,099
	<u>38,813</u>	<u>35,773</u>	<u>33,099</u>

11. Investments

The School's investment activities are classified as follows:

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Current Asset	\$	\$	\$
Short-term Bank Deposits	5,507,292	5,000,000	3,400,000
Total Investments	<u>5,507,292</u>	<u>5,000,000</u>	<u>3,400,000</u>



12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings	7,856,250	95,435	-	-	(164,973)	7,786,712
Furniture and Equipment	894,156	101,876	-	-	(108,122)	887,910
Plant & Equipment	556,797	108,468	(7,532)	-	(49,166)	608,567
Information and Communication Technology	89,696	143,904	(8,378)	-	(72,479)	152,743
Leased Assets	562,550	150,931	-	-	(235,327)	478,154
Library Resources	121,734	24,336	(8,030)	-	(17,254)	120,786
Sports	79,095	47,001	-	-	(58,020)	68,076
Sundry	3,675	8,187	-	-	(3,169)	8,693
Balance at 31 December 2023	10,163,953	680,137	(23,939)	-	(708,510)	10,111,641

The net carrying value of furniture and equipment held under a finance lease is \$478,154 (2022: \$562,550)

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, 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.

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	8,880,194	(1,093,482)	7,786,712	8,800,838	(944,588)	7,856,250
Furniture and Equipment	1,832,702	(944,792)	887,910	1,730,826	(836,670)	894,156
Plant & Equipment	714,727	(106,160)	608,567	614,919	(58,122)	556,797
Information and Communication Technology	1,480,332	(1,327,589)	152,743	1,585,320	(1,495,624)	89,696
Motor Vehicles	75,199	(75,199)	-	75,199	(75,199)	-
Leased Assets	849,931	(371,777)	478,154	853,523	(290,973)	562,550
Library Resources	354,693	(233,907)	120,786	353,686	(231,952)	121,734
Sports	710,031	(641,955)	68,076	673,409	(594,314)	79,095
Sundry	470,636	(461,943)	8,693	469,450	(465,774)	3,675
Balance at 31 December 2023	15,368,445	(5,256,804)	10,111,641	15,157,170	(4,993,216)	10,163,953

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 2022	193,611	-	193,611
Additions	-	-	-
Disposals	-	-	-
Balance at 31 December 2022/ 1 January 2023	193,611	-	193,611
Additions	11,550	-	11,550
Disposals	(30,879)	-	(30,879)
Balance at 31 December 2023	174,282	-	174,282
Accumulated Amortisation and impairment losses			
Balance at 1 January 2022	188,861	-	188,861
Amortisation expense	2,375	-	2,375
Disposals	-	-	-
Impairment losses	-	-	-
Balance at 31 December 2022 / 1 January 2023	191,236	-	191,236
Amortisation expense	2,375	-	2,375
Disposals	(30,879)	-	(30,879)
Impairment losses	-	-	-
Balance at 31 December 2023	162,732	-	162,732
Carrying amounts			
At 1 January 2022	4,750	-	4,750
At 31 December 2022 / 1 January 2023	2,375	-	2,375
At 31 December 2023	11,550	-	11,550

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 \$23,100 (2022: \$nil)

14. Accounts Payable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	458,481	214,090	217,473
Accruals	117,953	135,946	130,586
Banking Staffing Overuse	32,212	28,148	37,222
Employee Entitlements - Salaries	1,325,341	1,188,102	1,097,892
Employee Entitlements - Leave Accrual	69,989	59,445	46,994
	<u>2,003,976</u>	<u>1,625,731</u>	<u>1,530,167</u>
Payables for Exchange Transactions	2,003,976	1,625,731	1,530,167
	<u>2,003,976</u>	<u>1,625,731</u>	<u>1,530,167</u>

The carrying value of payables approximates their fair value.



15. Revenue Received in Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
International Student Fees in Advance	1,913,987	1,250,398	933,404
Other revenue in Advance	294,892	259,027	260,340
	<u>2,208,879</u>	<u>1,509,425</u>	<u>1,193,744</u>

16. Provision for Cyclical Maintenance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Provision at the Start of the Year	205,839	205,839	181,279
Increase to the Provision During the Year	107,420	89,717	99,970
Use of the Provision During the Year	(75,455)	(75,000)	(75,410)
Provision at the End of the Year	<u>237,804</u>	<u>220,556</u>	<u>205,839</u>
Cyclical Maintenance - Current	45,862	40,000	74,076
Cyclical Maintenance - Non current	191,942	180,556	131,763
	<u>237,804</u>	<u>220,556</u>	<u>205,839</u>

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2024. This plan is based on the schools 10 Year Property plan.

17. Finance Lease Liability

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
No Later than One Year	214,327	179,146	203,675
Later than One Year and no Later than Five Years	289,149	334,302	375,131
	<u>503,476</u>	<u>513,448</u>	<u>578,806</u>
Represented by			
Finance lease liability - Current	214,327	179,146	203,675
Finance lease liability - Non current	289,149	334,302	375,131
	<u>503,476</u>	<u>513,448</u>	<u>578,806</u>

18. Funds held in Trust

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	1,141,299	984,000	568,602
	<u>1,141,299</u>	<u>984,000</u>	<u>568,602</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

19. 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 9.

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Asset capitalised \$	Closing Balances \$
Event Centre	(327,100)	327,100	-	-	-	-
ILE Whare Wananga Project	(30,691)	20,000	(62,143)	-	-	(72,834)
Weather Tightness	(6,611)	900,000	(782,200)	-	-	111,189
Football Turfs	-	-	(311,416)	-	-	(311,416)
	-	-	-	-	-	-
Totals	<u>(364,402)</u>	<u>1,247,100</u>	<u>(1,155,759)</u>	<u>-</u>	<u>-</u>	<u>(273,061)</u>

Represented by:

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

111,189
(384,250)

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 Switchboards	(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 Project 38-20-07	(15,586)	-	(15,105)	-	-	(30,691)
Food Tech Room Project	120,011	33,851	(153,862)	-	-	-
Weather Tightness	38,885	50,989	(96,485)	-	-	(6,611)
Totals	<u>(510,580)</u>	<u>599,233</u>	<u>(453,054)</u>	<u>175,984</u>	<u>(175,984)</u>	<u>(364,402)</u>

Represented by:

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

-
(364,402)

20. 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.



21. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	7,600	6,980
<i>Leadership Team</i>		
Remuneration	1,245,927	1,071,733
Full-time equivalent members	8	8
Total key management personnel remuneration	1,253,527	1,078,713

There are eight 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 Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	260-270	250-260
Benefits and Other Emoluments	6-7	5-6
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	31	19
110 - 120	17	12
120 - 130	11	2
130 - 140	3	2
140 - 150	2	0
150 - 160	1	0
	65.00	35.00

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

22. 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:

	2023 Actual	2022 Actual
Total	\$78,519	\$9,000
Number of People	2	1



23. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

Pay equity settlement wash-up amounts

In 2023 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 yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2023. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2023. Even though the payment is probable, 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 2024.

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

24. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$2,000,250 (2022:\$13,301,178) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Weathertightness Remediation - Gym	933,048	891,356	41,692
Football Turfs	1,067,202	311,416	755,786

(b) Operating Commitments

As at 31 December 2023, the Board has entered into the following contracts:

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

	2023 Actual \$	2022 Actual \$
No later than One Year	44,840	38,070
Later than One Year and No Later than Five Years	43,646	38,830
	<u>88,486</u>	<u>76,900</u>

The total lease payments incurred during the period were \$47,239 (2022: \$45,450).



25. 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	1,652,249	1,517,950	1,248,691
Receivables	1,245,929	925,760	1,061,963
Investments - Term Deposits	5,507,292	5,000,000	3,400,000
Total financial assets measured at amortised cost	<u>8,405,470</u>	<u>7,443,710</u>	<u>5,710,654</u>

Financial liabilities measured at amortised cost

Payables	2,003,976	1,625,731	1,530,167
Finance Leases	503,476	513,448	578,806
Total financial liabilities measured at amortised cost	<u>2,507,452</u>	<u>2,139,179</u>	<u>2,108,973</u>

26. 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 GIRLS HIGH SCHOOL FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2023**

The Auditor-General is the auditor of Westlake Girls High 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 2023, 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 2023; 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 5 July 2024. 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.

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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 arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Analysis of Variance, Statement of Compliance with Employment Policy, 2023 Academic Results Comparison, Report on how we have given effect to Te Tiriti o Waitangi and the Kiwisport Report but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



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

2023 Analysis of Variance

What did we do?	What happened	Why did it happen	Where to next?
Goals and Targets 2023		Strategic Tracking Doc 2023	To be completed and included in the Annual plan with Goals and Targets due for upload on March 31st. Entrance testing data 2023 for Y9 2024 cohort
Year 10 Literacy corequisite 72%	75%	<ul style="list-style-type: none"> 302 students (75%) achieved the full qualification - this is an increase of just over 6% of students from last year. 56 students (14%) achieved one of the two standards. 38 students (9.5%) did not achieve a standard- this includes absences for trips, illness, surgeries etc. 	Identifying students who need support - extra staff in these classes where possible tutorial times, opportunities for success. Attendance - analyse - Year 10 2023 not great. Attendance Data 2023
Year 10 Numeracy corequisite 65%	72%	460 students were entered into the standard: <ul style="list-style-type: none"> 332 = A (72.2%) 99 = N (21.5%) 29 = SNA (6.3%) 	As above
Year 11 Level 1 Certificate 91.8% 95% of students obtain 60 credits. Level 1 Literacy 98% Level 1 Numeracy 98% Endorsements 2022 Merit Excellence Total 71.9%	81.9% 92% 97.8% 97.2% 2023 46.6% 22.8% 71.4%	We offered less credits to address workload for students and teachers and allow more time for learning. We are pleased with this result and know students will pick up level 1 quickly this year. We experienced an increase of enrolments during year students arriving with no credits and ESOL needs.	What will our Year 11 programme look like in 2025? Would like to remain as is however the 2024 Exam timetable for Level 1 is very disappointing and allows no opportunity to keep students at school longer in term 4. Attendance data vs achievement at all levels - focus on < 80% at this level. See data in link above Support for students arriving to NZ with limited English Students offered 1x int + 1 x Ext NZQA assessment. Targets: All students obtain 80% of credits sat Completing Numeracy + Literacy for those without. Focus on Excellences

		Increase in Merit - reduction in Excellence total unchanged, value reduced.	
Year 12 Level 2 Certificate 93.8% Endorsements 2022 Merit Excellence Total 67.3% Level 1 Literacy Level 1 Numeracy UE Literacy	91.6% On target – did not follow Nat. downward trend 2023 43.9% increase 24.6% Small decline 68.5% increase 99.5% On target 99.0% On target 82.0% On target	Great leadership from SLT (Paul) Assembly + Form Class visits engaging students and their Form Teachers in the process. Regular, repeated information alongside celebrating successes - both publicly and individually -very motivating for students. Use of data to inform tracking see tracking doc for details	Seeing a real shift at this year level in students taking responsibility for their learning. How to transition this group and maintain the momentum at Level 3. Focus on Excellences All Depts to identify one standard per subject at Level 2 or 3 to increase excellence pass rates To consider looking at staff absences and the impact on student learning.
Year 13 Level 3 Certificate 91% University Entry 85% Endorsements 2022 Merit Excellence Total 58.1% UE Literacy Level 1 Literacy Level 1 Numeracy	85.9% in line with Nat. 2023 76.9% in line with Ak. 2023 41.9% 17.1% 59% increase overall 80.3% 100% 99.4%	Cohort has been challenging since arrival - + 4 years of interrupted learning and relationships. Floods / PPTA rolling strikes affected our ability to offer opportunities for students to manage their time and energy. Despite this- leavers data - shows we are achieving our vision of students leaving as confident, robust and optimist Topline Analysis of Leaver's Data 2023	Attendance vs achievement data shows Level 3 students are staying home to complete assessments. Attendance vs Attainment 2023 Attendance Data 2023 High numbers attending @ <70% and 70-80% Part time employment is a factor for some students Share data with students. Revisit goal from 2023 - student agency? Estimating success - Predicted vs actual - teacher optimism higher - how are we communicating this to students? Leavers data - shows optimism and confidence in next steps - is this the case in completing NZQA exams? Predictive grades: Continue to encourage staff to investigate their own data Do we estimate at a different time? Sharing this data with students. Can traffic light students on predicted grades? – living doc?

Scholarship	101	45 (3 outstanding)	Those students who sat did well - multiple scholarships for top students . 7 scholarships in technology, 2 Drama, 1 Music, 1 Painting - area of passion for students. Scholarship Analysis 2023	A real reluctance to adding additional exams to externals- this impacts participation Increase the visibility of this programme Scholarship evening - over 300 Parents / students Assembly Year 12 + Year 13 Enter students in Term 2 – more time to mentor. Workshop days? Looking at other options to motivate students
Māori Students - Goal Ach. within 5% of cohort 2022 results: Level 1 80.9% Level 2 96.4% Level 3 87.5% UE 68.8%	Variation to whole cohort/ 2023 provisional Level 1 69.8% (11%) Level 2 87% (3.5%) Level 3 81.5% (4.4%) UE 55.6% (21%)	Significant support for these students through mentoring programme. Increasing staff awareness and integration of tikanga and Mātauranga Māori cultural Very pleased with Levels 2+3	Analysis of predicted vs actual as a percentage of the cohort – do we have high expectations of Māori + Pacific Have completed this and pleasing to see results are similar to those of whole cohort - staff generally overestimating rather than under - more work to do here Māori + Pacific students over represented in <70% attendance- to share with whanau New structure of support	
Pacific Students Ach. within 5% of cohort 2022 results: Level 1 65.4% Level 2 73.9% Level 3 86.4% UE 59.1%	Variation to whole cohort/ 2023 provisional Level 1 57.7% (24%) Level 2 78.6% (13%) Level 3 68.4% (16.5%) UE 42.1% (30.5%)	Pacific students are over represented in the chronically absent students - due to work and whanau commitments.	As above Appointment of Dean of Pacific students + Dean of Māori students - empowerment rather than mothering?? Empowerment for Māori and Pasifika Tracking and identification from Year 8 PATs (see PAT doc linked above) Deb's tutor group – Last Year 11 100% Lit. - to explore extra support in Numeracy. Level 1 Lit + Num and Level 3 + UE a strong focus for both Māori and Pacific students	
ERO Evaluation Project				
WHAT DID WE DO?	WHAT HAPPENED?	WHY DID IT HAPPEN?	WHERE TO NEXT?	
2023 Goal: All staff are competent to set up and manage their mark books and meet the compliance requirements of NZQA. All staff meet the	A running record of actions taken during 2023 can be found at the link below.	Marked Improvement in staff management and accuracy in mark books	See Strategic Tracking Doc	

<p>teacher criteria related to engaging with data, seeking feedback and reflective practice.</p> <p>What will success look like?</p> <ul style="list-style-type: none"> 100% accuracy and timely entry of student data into KAMAR mark books. Evidence of student feedback gathered at least 1 time per term. 	<p>Strategic Tracking Doc 2023</p>	<p>November 9th, 2023 Dave checked ROAs.</p> <p>Year 11: 1 student single ticked</p> <p>Year 12: 3 students single ticked.</p> <p>Year 13: 0 students single ticked</p> <p>This is a huge improvement from 2022!</p> <p>This is recorded in the PGC and endorsed by mentor teacher – due Term 2 2024</p>	<p>Goal</p> <p>Continue this mahi with a focus on staff understanding their own data and actively contributing to school goals</p>
<p>2023 Goal: Department Subject Pathways Map .Every department will produce a map to show the progression for their courses including career options. It will include a pathway to NZQA scholarship and a separate scholarship page for each subject outlining what the course entails.</p>	<p>See Tracking Doc at link above</p>	<p>This will be completed by the middle of Term 2 and included in school point in time for subject choice timelines.</p> <p>SchoolPoint - Subject Pathways page for all learning areas</p> <p>STEAM - Dr Herdman OECD Research</p> <p>Podcast -</p> <ol style="list-style-type: none"> Rodel-Cast page . Rodel-Cast YouTube Rodel-Cast Spotify 	<p>Improve our communication of careers, events and opportunities and include whānau in these.</p> <p>Share with students</p> <p>Careers department to support student and parent engagement in pathways.</p> <p>Scholarship coordinator updates information annually.</p> <p>Subject counselling - how can we make this more effective.</p>
<p>2023 Goal: Promoting student agency. Provide opportunities for students to manage their time when they have multiple assessments and make changes to our assessment</p>	<p>Proposal to nominate one day in weeks that were assessment heavy for Year 13's to work from home - mixed response from staff</p>	<p>The assessment schedule was re-visited early in 2023 and some adjustments made</p> <p>With Floods + PPTA Strike days – decided not to continue with this.</p>	<p>Focus on attendance at all levels - particularly Year 13. Under 70% has the highest impact on Year 13 pass rates.</p> <p>Part time work is a factor.</p> <p>reduce attendance numbers between 70 - 90%</p>

<p>programme to result in a balanced programme for all students.</p> <p>What will success look like?</p> <p>The attendance of Year 13 students in targeted weeks will be higher than in corresponding weeks in 2022.</p> <p>Lower rates of DNS / ABS</p> <p>The 2024 assessment schedule will reflect a balanced programme, as a result of review and collaboration with other department areas.</p>			<p>increase merit and excellence endorsements - particularly excellences.</p> <p>Explore staff reluctance to engage and trust students - are we empowering our students??</p> <p>Decision making - 2023 was the first time since 2019 with the same NZQA credit requirements. Students continue to prioritise assessments without considering consequences</p> <p>Extend predicted grades + plan communication to students?</p>
<p>Student Growth Profile</p> <p>Explore the growth profile of our students from Year 9 (13 years) – Year 13 (18 years). We will be documenting skills in classrooms as well as those displayed in extra-curricular activities (Sport, Music, School Clubs and Activities) at all ages and levels.</p> <p>Outcome: to produce a matrix of behaviours with descriptors for students, teachers and coaches.</p>	<p>A big piece of work - see link to summary presentation and completed posters</p> <p>Clubs and Extra-Curricular Activities 2023</p> <p>Student Leadership Opportunities</p> <p>Ko Wai Au? Final report</p>	<p>Implementation at Year 9+10. Gather data to track students' response to strategies introduced. Strategies contribute to the school-wide pedagogy framework.</p> <p>2023 Sport Statistics</p> <p>Physical activity 2023</p> <p>Growth Profile BOT Presentation</p> <p>Growth Profile</p> <p>Next Steps:</p> <p>Year 9 - 1 focus and measure each term and begin longitudinal study.</p> <p>Year 10 - Student Wellbeing Pilot Survey - looking at positively impacting student resilience - pre and post survey around camp and again in December.</p> <p>International Coalition of Girls' Schools Survey</p> <p>The Stanford Survey of Adolescent School Experiences administered by Challenge Success as a subsidiary of Stanford University's Graduate School of Education. This will give us an understanding of how our students are doing compared to girls worldwide.</p>	

		ICGS - analysis of 2022 PISA Data
<p>Westlake Girls Pedagogy Framework Refresh professional development that staff have undertaken over the last 3 years including: Culturally responsive pedagogy, Relational pedagogy, High expectations teaching, Growth Mindset and Self compassion / self-belief.</p> <p>Outcome: Establish a pedagogy framework, identifying a common language and behaviours for teachers that can accelerate growth mindset while inspiring our students in their subject areas.</p>	<p>PLD Focus on pedagogy</p> <p>Staff wellbeing - four workshops with outside facilitator on managing wellbeing and links to how we can communicate these strategies to students (findings from a self-compassion project showed staff benefitted from this focus as much as students).</p> <p>Self Compassion Project Inner Coach</p>	<p>Identified four priority areas for exploration in 2024 Mātauranga Māori, Hauora, AI + Critical thinking and strategies and findings from Growth Profile - implementation</p> <p>WSL roles targeted to lead exploration of teaching and learning strategies in areas above</p> <p>WSLs are working with Impact Ed this year, and developing Action Research projects (with the guidance and support of Eileen Piggot-Irvine), to develop pedagogical strategies that align with each of these priority areas.</p> <p>All staff are encouraged to align with an area of interest or strength. Aim to share strengths and expertise across the staff.</p> <p>Curriculum Executive - Leading to the North East - unpack and discuss strategies for WGHS Te Mātaiaho - Common Practice Model (expected Term 2 2024)</p> <p>By the end of the year, we will have a one-page document that all staff have helped create (with support of the WSL they are working with)</p> <p>Teacher Profile?</p>

Westlake Girls High School Statement of Compliance with Employment Policy

As at 31st of December 2023, 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.



Westlake Girls High School
Te Kura Tuarua o ngā Taitamawāhine o Uruoto

2023 Academic Results Comparison

20 June 2024

Summary

This report details analysis done using the Results Comparison Tool (The Tool) for Westlake Girls High School (WGHS) for 2023. The analysis was done on the Standard Results CSV file from NZQA.

2023 is the first year that NZQA has reported results using the new Equity Index (EQI). Previous result comparisons have used the Decile and Decile Band average, and this has now been replaced with the EQI Band and EQI Group average.

2023 is the first year since 2019 without significant Covid-19 restrictions. It is difficult to directly quantify the impact of this on student performance, however it is a factor to bear in mind when making historical comparisons. The pandemic had significant impacts on student learning, as well as on credits required to gain NCEA qualifications. NZQA continued to provide Learning Recognition Credits (LRCs) up until 2022. While this change makes it easier for students to gain NCEA, UE, and Course Endorsements, it can also mean students needing fewer credits to gain their qualifications can choose not to sit some standards, reducing overall achieved rates.

The following bullet points are a summary of overall school results averaged across all NCEA levels.

- 2023 saw an increase in the percentage of credits achieved (81% in 2022, 85% in 2023), as well as Merit and Excellence credits achieved (52% in 2022, 55% in 2023).
- This increase in all achieved credits was also reflected Nationally and in the EQI Band and EQI Group, but the corresponding increase in Merit and Excellence Credits was not.
- These overall results were reflected across all NCEA Levels.
- The overall performance of Māori students was comparable or slightly above the average for the EQI Band and EQI Group and well above the National average. At Level 3 Māori students' results were significantly better than the EQI Band and EQI Group averages, particularly for percentage of Excellence credits gained.
- The performance of Pasifika students was comparable to the EQI Group and EQI Band and well above the National average. This is an improvement on 2022 where Pasifika results were below the EQI Band and EQI Group. Pasifika students also performed better at Level 3 for percentage of Excellence credits.
- WGHS performed above the EQI Group average for total percentage credits Achieved in Externally Assessed Standards but below the EQI Group average for Internally Assessed Standards. However, the difference in Internally Assessed results was smaller than in 2022 and 2021.
- Percentage totals for Merit and Excellence were comparable to the EQI Group average for External/Internal standards.
- Mathematics and Statistics, Social Sciences, and English were the best performing learning areas in 2023 when comparing WGHS results with the EQI Group and National averages.
- Scholarship Entries as a percentage of Level 3 credits entered fell slightly in 2023 compared with 2021 and 2022. WGHS continues to be below the EQI and National averages for Scholarship entries and pass rates.

Overall School Results

The overall results for WGHS in 2023 averaged across all NCEA levels saw an increase in both all achieved, and merit and excellence compared to 2022. The increase in all achieved results was also reflected in the EQI and National averages but was more pronounced at WGHS as shown in Figure 1 below.

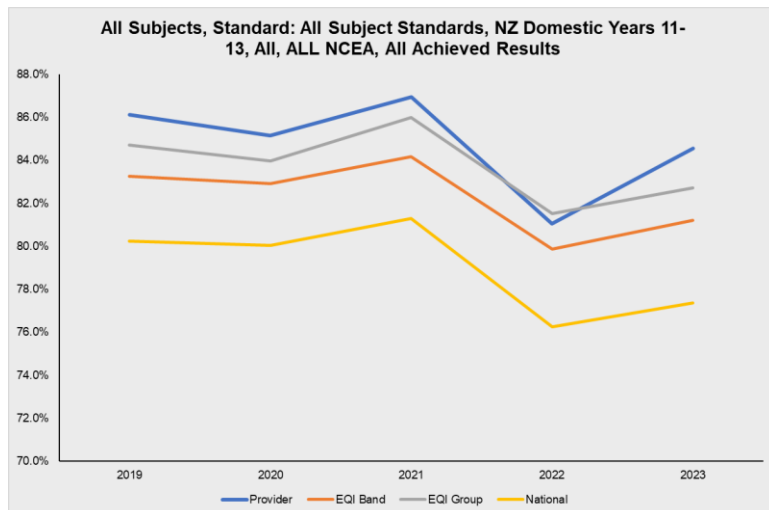


Figure 1: Graph of All Achieved results over the past five years.

The increase in merit and excellence credits was not reflected in the EQI and National averages as shown in Figure 2 below.

Report on how we have given effect to Te Tiriti o Waitangi

We have established a relationship with Ngāti Paoa. We are working with Drina Paratene (our Kuia) to understand the Ngāti Paoa story and along with Jerry Norman, our Komatua, to establish our own tikanga. Our recent Porwhiri for new students at the beginning of February was an example of this, where staff and students were engaged with the process and meaning of the Porwhiri.

We are excited to be starting the Board funded building of a Whare Wananga this year.

We have employed a Dean, to provide support for Māori students, in addition to the support of House Dean's and the continuation of our Mentor programme.

Westlake Girls offer Te Reo as a choice for all students from Year 9 – Year 13. Between 2020 – 2023 the percentage of students choosing to study Te Reo has increased by; Year 9 (full year course) 156%, Year 10 -120%, Year 11 – 62%, Year 12 – 69%, Year 13 – 7%.

Staff applications to study Te Reo, through the Te Ahu o te Reo Māori programme, have also increased. This year we will run our own staff Te Reo class, to cater for those whose applications were not successful.

Our Māori students continue to achieve well above the National average and at Levels 2 + 3 NCEA Certificate results were within 5% of the whole school cohort.

Kiwisport Report

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023 the school received a total of Kiwisport funding of \$55,186.26 (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.