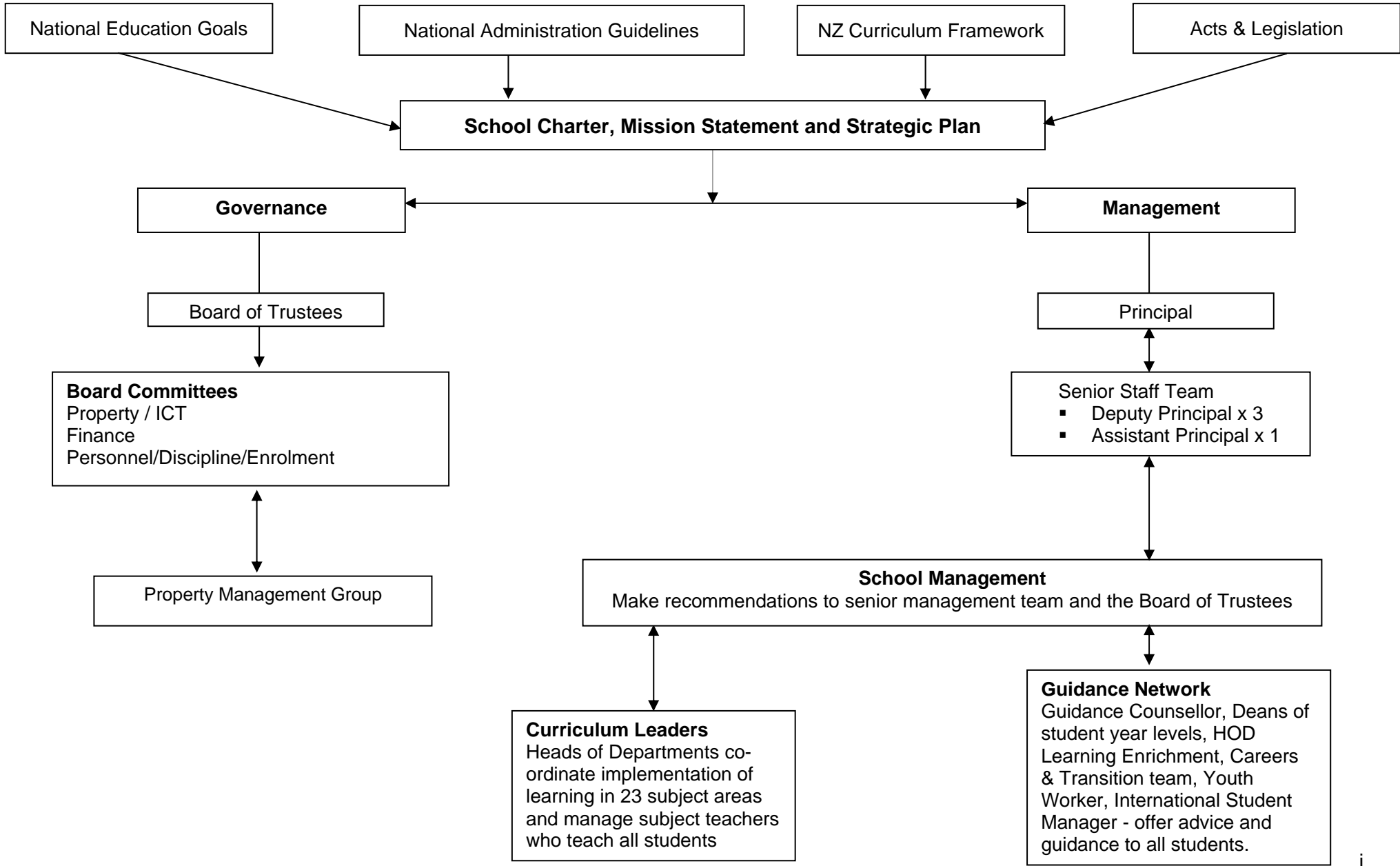


Contents

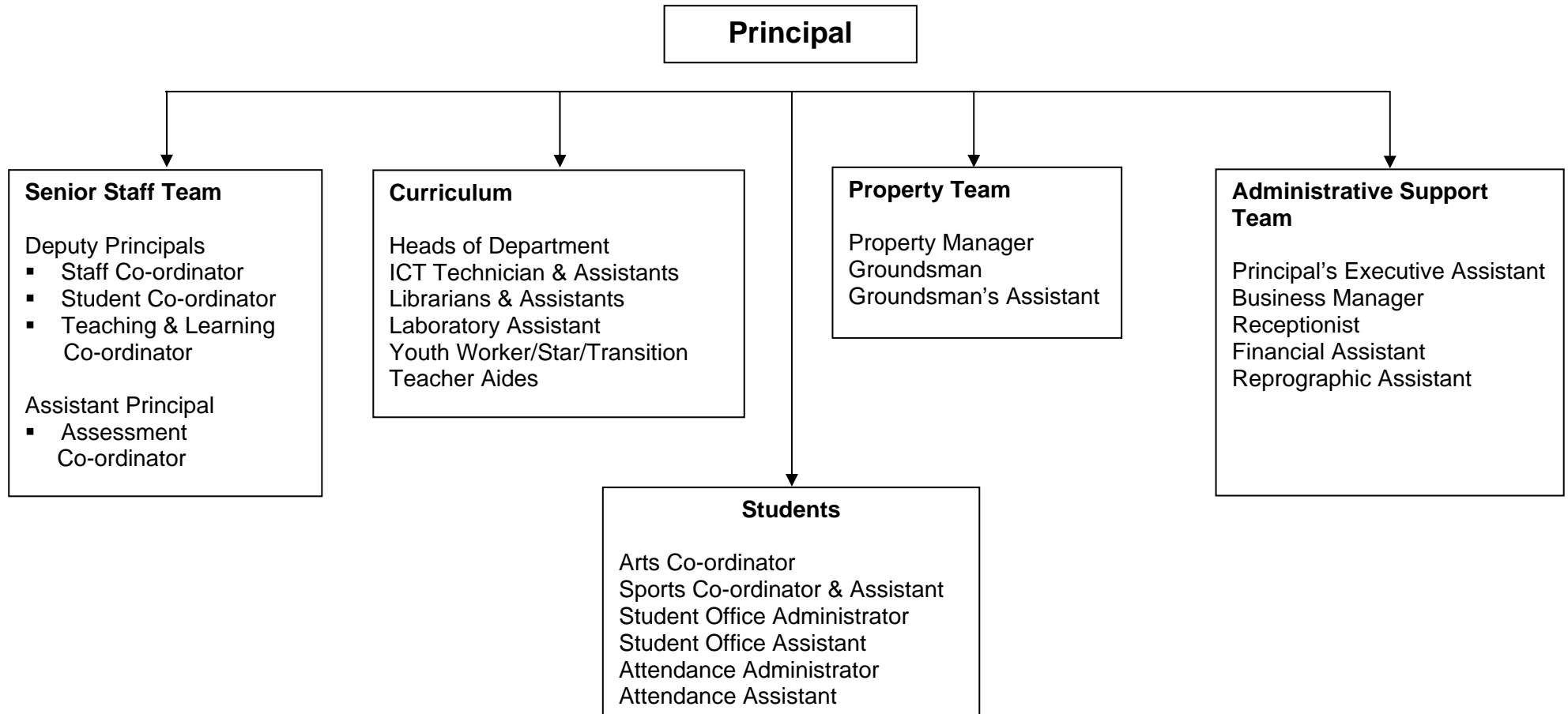
	Page
College Organisation Charts	i-iv
Report from the Board Chair	1
Report from the Principal	3
Analysis of Variance	5
Members of the Board of Trustees	18
Statement of Responsibility	19
Statement of Financial Position	20
Statement of Changes of Equity	21
Statement of Comprehensive Income	22
Notes to Financial Statements	23
Performance Graphs	40
Statement of Resources	41
Kiwi Sport	42



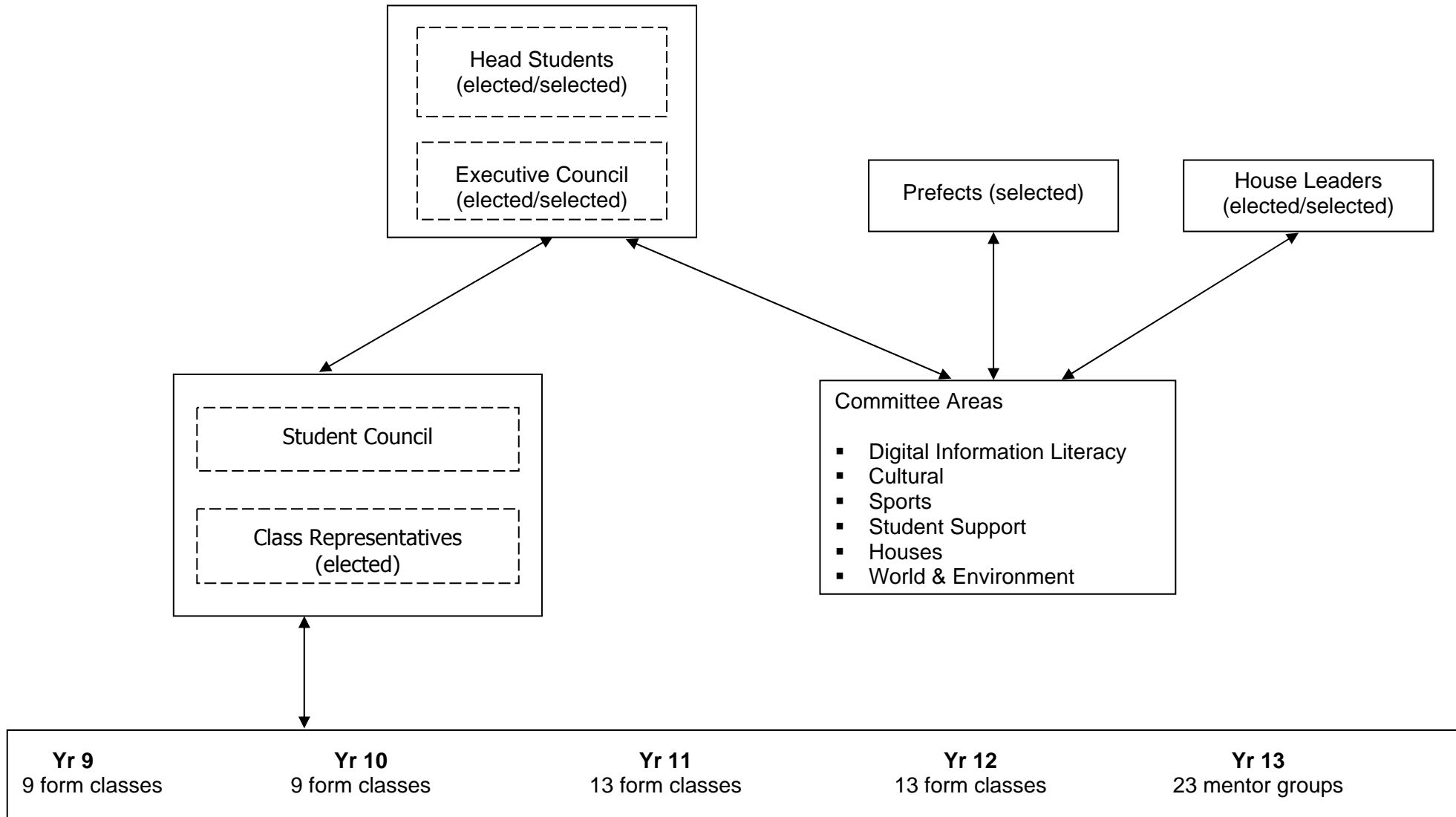
Wellington Girls' College - 2010







Administration Responsibilities



Student Organisation



Curriculum

Identification & Support	<p style="text-align: center;"> Library Timetable Assessment & Reporting ICT support & development Student Support services Deans, Careers & Transition, Maori, IFPS, Youth Worker Learning support Gifted and talented students, students with specific learning needs, data sharing and explanation Performance Management systems Professional development, Appraisal, Learning groups and school wide professional development, Attestation, PRT programme </p>						
Essential Learning Areas	Arts	Health & Physical Well being	English and Languages	Mathematics	Science	Social Science	Technology
Other Staffed programmes	Itinerant Music programme Arts co-ordinator Itinerant co-ordinator	Sports co-ordinator & assistant Netball convenors TIC Outdoor Ed		Differentiated programmes and tutoring			
Evaluation of effectiveness	<p style="text-align: center;"> Review of learning programmes annual planning and review cycle Assessment & Reporting student and departmental Review by external agencies MOE, NZQA and ERO Qualifications Accreditation Community consultation </p>						

From the Chair

It is my pleasure to present the annual report for 2010.

Building on the exemplary 2009 ERO report, the College has produced exceptional NCEA results at all levels in 2010. In every year group and at almost every achievement level they surpass the excellent results of past years. For example, 94.9% of the students achieved Level 1, 21.5% ahead of the national average and 15.7% ahead of other decile 8-10 schools. These results are a credit not only to the students but also the staff and the senior management team.

2010 was a year of substantial investment in infrastructure. In IT, the infrastructure will give parents password access to parts of the intranet, allowing them to read their daughter's attendance records, the daily notices, the timetable, and their daughter's reports and results, all live. Parents will be able to see teachers' comments on individual assignments as they are posted, and they will be able to ask questions of the teacher at the time, by email. Reports will also come by email. One of these services, the attendance register, was in place in 2010 and proved popular with parents. We regard this as an important investment for the College. Parents commonly feel that it is hard to keep abreast of what their daughters are learning. That is so because much work – including homework – is done online. With the introduction of Moodle, a new Learning Management System, parents will be able to gain a greater understanding of the learning their daughters are undertaking and this should enable greater discussion between teachers, parents and girls about what is being taught.

The College website is being redesigned to take advantage of the new services. At the moment we use it to broadcast information and it is difficult to update. All of that will change. Apart from serving as the portal for intranet access, the new website will be the medium for better two-way communication between parents and the College, including the Board. The website will also strengthen the communities of interest associated with the College, by serving as a point of contact for the Old Girls' and Parent Groups.

Following a survey of enrolling students at the end of 2010, the College decided to invite 2011 Year 9 parents to purchase netbooks or

portable computers so the students can research, connect, collaborate, share and publish their work more easily. For those who prefer not to buy one there will be access to a pool of small computers. Existing students can also bring their own netbooks or laptop computers or similar mobile devices.

To make the most of this equipment, we have begun the establishment of a whole school wireless infrastructure. It was available in designated areas by the end of 2010, and we anticipate ubiquitous wireless connectivity throughout the College by Term 3 2011. It will allow students to use the internet, the intranet, and Google Docs anywhere on site. In the meantime, they will use memory sticks to transfer work between networked school equipment and their own machines.

Turning from information technology to steel and cement, the skeleton of the new Pipitea Block was rapidly taking shape at the entrance to the College by the end of the year. We expect to take possession at the end of May 2011. The new building will provide us with a flexible suite of classrooms, but it is more significant than that. It will present a new face to the community, one commensurate with the school's standing in the world of education, and it will serve as a venue for many events.

I acknowledge the support of Wellington Girls' College Charitable Foundation. Without it the Pipitea Block would not have been possible. Apart from capital projects of that nature, the Foundation also contributes in important ways to the day to day life of the school. It supports the Youth Worker, the Tech Angel Coordinator, the Arts and French Assistants, and a professional development scholarship for staff.

The College remains financially sound. I pay tribute to the thorough and disciplined work of Alys Freeman and the Finance Committee.

We do depend heavily on the annual parent donation. The investments in infrastructure which I have outlined cannot be met from the operating grant paid by the Ministry of Education. That covers only about 45% of operational costs. The donation recovery rate is 60%, which is good by the standards of many schools but substantially less than that of other schools, which serves the same

community. Increasing the recovery rate must be a priority if the College is to continue to deliver the quality of education that the parent community wish for their daughters.

Lastly, I wish to recognise the work of my fellow Board members. The 2010 elections this year brought a skilled and enthusiastic group of new trustees onto the Board. They will lead the College very ably for the next

generation of students. I have been privileged to serve on the Board.

Forrie Miller
Chair
Board of Trustees



From the Principal

2010 was a significant year for Wellington Girls' College.

A new Board was elected part way through the year and only three former Board members are on the new Board. Chaired by Forrie Miller, the elected members are Jenny Cassie, Lynda Hagen, Clare Teague and Mark Wheeler. Allan Sylvester and Christina Edmonds were co-opted soon after the Board started work. The Board has undertaken an enormous amount of learning in their first year and it is a credit to their capacity for speed reading and sheer hard work that they have become so well versed in the ways of the school in such a short time. They have a sound understanding of governance practices and are extremely supportive of the management of the college.

We are always grateful to other parent groups for the ways they support the school. The Parents' Association, chaired by Denise McIlwaine and the Parents' Support Group chaired by Rebecca Sefton both attract parents to meetings and events which ultimately support the students. Many parents act as coaches, managers and supporters of sports teams and cultural groups. We are also grateful for the ongoing presence of the Wellington Girls' College Charitable Foundation and our alumnae groups who maintain pride in the college within the wider community and also give financial support as they are able.

This report cannot hope to summarise the year, but some of the key milestones of the year are:

- The Board's adoption of the 2011-15 Strategic Plan created after receiving input from staff, students, parents and the new Board
- The roll was slightly down at 1209 on 1 March with over 50 International students here throughout the year
- A continuing improvement in our NCEA results with, overall, our best results ever in the 2010 year. Each year group achieved an over 90% pass rate – the best results I can find for a state school.



Julia Davidson

- Student trips to China, Nepal and Germany
- The Student Executive chose The Wellington Free Ambulance as its charity. As an organisation which operates from the bottom of our street and whose services we use on an irregular basis, they are very well known by the student body and they were well supported during the year.
- Cultural events have been prominent. Our Stage Challenge item, Generation Y, won the Wellington Regional competition; our top choir, Teal Voices, won several awards at the local Big Sing festival and then were named as one of the top 18 school choirs in New Zealand which headed to the finale in Auckland where they were awarded a bronze medal; our Head Girl, Freya Sadgrove was named 'Best Villain' in the local Shakespeare competition, won the Wellington Alliance Française competition and last month won the national Alliance Française competition which means an all expenses paid trip to Paris for four weeks in January; our hip hop dance crew won the national title; we held our first 'Cultural Intravaganze' which we hope will run every second year, alternating with the Extravaganza with Wellington College; Junior Drama flourished and this year had a double bill performance with the Senior Drama in late September; Brendon Hay, from the Royal Shakespeare Company's cast of **Waiting for Godot** ran two workshops with senior drama students; our new look assemblies have featured a different performance each week which we all thoroughly enjoyed and to cap it all off,

in early November we inducted our first two laureates into our new Arts & Culture Hall of Fame – Elizabeth McRae and Jenny Patrick. The quality and quantity of performance this year has been outstanding and the staff and students responsible for the various activities should be extremely proud of their accomplishments. It has definitely been a year to remember in the cultural sense.

- It has been a big year in other ways as well. The new Pipitea building is now well under way with steel in place, concrete being poured and the noise of saws, nail guns and hammering providing the backdrop to our daily lives. The old house on the corner will be removed over the summer and work is on track for completion by early July. We are already planning for a wonderful opening and a series of events to show everyone our new spaces.
- Also new for next year will be the uniform. Since the start of the year we have been refining the design and testing samples, working closely with the students who ran the original survey and the designers, Teamwear NZ. The new look, which will be worn only by Year 9 next year and phased in over 4 years, is more of a capsule wardrobe than a uniform. The girls have choices about which garments they want to wear and how they put them together. We are sure it will mean the girls are more comfortable, and better able to cope with the vagaries of Wellington's weather. The only criticism we have heard so far is from the older girls who are unimpressed that they can't wear the new style – it is a criticism we are happy about.



of social teams, particularly in the senior school has seen many girls stay in competitive sport who might otherwise have stopped playing and we encourage this, while also taking huge pleasure in our top teams as they work hard to achieve as well as they can in their regional and national competitions and tournaments.

Thanks to everyone involved in the school this year. It has been a pleasure to see so much interesting work happening in the curricular, co-curricular, leadership and service areas of the college.

Julia Davidson
Principal

- Sport continued to play a key role in the life of the school with over 70% of our girls involved in one or more sports. The growth

Analysis of Variance

2010 Annual Goals – end of year variance report

Strategic goal

1 Ensure that the college is at the forefront of curriculum development and delivery

2010 goal

1.1 Review senior curriculum delivery

Actions

- Facilitate senior curriculum focus group composed of interested parties from a range of different learning areas; plan for inclusion of student voice (Anne Coster/Noeline O'Connor)
- Identify issues and investigate potential solutions, supported by SWOT analysis, for presentation to wider staff later this year
- Consider impact of standards alignment on senior curriculum, with focus on shifts in student workload and outcomes
- Prepare plan for implementation of new Numeracy and Literacy standards in consultation with Head of Departments of Mathematics, English and Learning Support

Historical position

- School wide curriculum review was conducted from 2004-2007 in advance of implementation of The New Zealand Curriculum; this included focus on key insights and questions that drive inquiry in the eight learning areas of the curriculum, as well as prolonged but unresolved focus on lesson length for optimal learning in different learning areas and length of school day
- Junior curriculum was reviewed 2007-2008; a redesigned Year 9 curriculum was introduced in 2009 which enabled all students to experience curriculum delivery in all eight learning areas in their first year at secondary school
- Several new subjects were added to those offered at senior level in 2008 with the aim of providing a wider range of viable options, especially for students who struggle with a full traditional academic programme. These subjects included Year 12 General Science, Year 13 Statistics A and B and Year 12 and 13 Physical Education A and B
- Gateway was implemented in 2008 to establish and strengthen transition from school to workplace for a selected group of Year 13 students for whom a highly modified programme was indicated
- Year 13 General Studies was introduced in 2010 for those students who wish to focus on four standard subjects for NCEA, while gaining additional Level 3 credits via a range of modules

What has been achieved so far?

- Senior curriculum focus group meetings have taken place at regular intervals according to focus group meeting schedule set by Principal; learning areas presented in staff group – English, Science, Social Studies x2, Arts x2, Languages, Senior Management Team x2 (note no representation from Mathematics, Technology, Physical Education and Health); student focus group has met regularly from Term 2 facilitated by Deputy Principal Teaching and Learning.
- Staff group completed an initial SWOT analysis with respect to learning culture of school; determined areas of strength in learning culture that we would not wish to compromise as the result of any possible changes to curriculum delivery at senior level; investigation and SWOT analysis of timetable structures from a range of schools, both local and national continued into Term 3. Five possible scenarios were then analysed in detail; while the pros and cons of all five were shared with full staff, they were asked to indicate a preference for two of the five options which the focus group felt best matched non-negotiables and desired outcomes. The overwhelming majority were in favour of trialling an extended learning block of 100 minutes plus 3 blocks of 50 minutes per week for each senior subject in 2011.
- The student group focused on the nature of learning in the senior school and the problems of assessment driven teaching and learning; this group is currently focusing on the key competencies of the New Zealand Curriculum, analysing the extent to which opportunities exist in their view for the development of the competencies in relevant and authentic contexts at Wellington Girls' College and how those opportunities and contexts might be extended. One student in the group wrote a paper

on opportunities for development of the key competencies in extra curricular activities in the context of Tech Angels. She has presented her work to a visiting Korean teacher educator and to two groups of New Zealand secondary school principals. Her paper is to be published on the Key Competencies page of New Zealand Curriculum Online at the end of November 2010 – <http://keycompetencies.tki.org.nz/>. Students from the focus group attended the whole staff session at the Teacher Only Day in August and departmental meetings following that. Their contribution to reflection and discussion were a valued part of the day.

- Departments continue to work on standards alignment and planning for adjustments to curriculum delivery for students preparing for NCEA Level 1 assessment in 2011 and in particular adjustments to Level 1 internal assessments; Head of Departments feedback on the potential impact of changes in Level 1 standards from 2011 on student and teacher workload has been compiled and analysed; departments facing similar challenges have been identified and coordinated support is being provided. Full analysis of the impact of alignment on student outcomes will not be clear until NCEA Level 1 results for 2011 are available in late January 2012. Some interim analysis of student outcomes in internal assessments can be conducted throughout 2011.
- Head of Departments of English, Mathematics and Learning Support have met to consider the two different ways in which our students will be able to demonstrate that they have met NCEA level 1 Literacy and Numeracy requirements for 2011.
 - The majority of our students will access the 10 literacy credits required via achievement standards (deemed to meet the demands of the New Zealand Curriculum at Level 6) across a number of subjects as notified by NZQA
 - The majority of our students will access the 10 numeracy credits required via achievement standards (deemed to meet the demands of the New Zealand Curriculum at Level 6) across a number of subjects as notified by NZQA
 - Those students in the Applied Mathematics class in 2011 will be assessed for numeracy requirement against unit standards currently in use and expiring at the end of 2011. Note that this is a transition option supported by NZQA. This option will not be available from 2012
 - For a relatively small group of our students, assessment against the new Level 1 Literacy and/or Numeracy unit standards package (at a lower level than the Curriculum Level 6 benchmark of the achievement standard pathway) will be more appropriate. The Head of Departments of English, Mathematics and Learning Support worked together to establish procedures for 2011 for gathering and verifying evidence that students have met the literacy and numeracy requirements of the unit standards

Next steps?

- A mixture of longer and shorter learning blocks in the senior school from 2011 will allow departments to explore new ways of delivery curriculum without compromising the best of the current model. There will be greater scope for practical exploration in many subjects and greater scope for taking learning outside the classroom and making better use of the unique resources of Wellington City which are literally on our doorstep
- The success of the student senior curriculum focus group has led to the formation of a new Executive Council committee in 2011, the Student Learning Leadership Committee. This signals a bold new direction for the way in which staff and students interact; we envisage the group pioneering new ways of working with teaching staff, support staff and management to improve the learning environment and outcomes for all students in the school.

Strategic Goal

1. Ensure that the college is at the forefront of curriculum development and delivery

2010 goal

- 1.2 Develop systems and strategies for including the student body in genuine decision making about their personal learning and about the running of the school.

Actions

- Run dedicated whole staff professional development focused on “student voice” at the start of the year
- Develop a shared definition and vision for student voice

- Encourage a culture in which initiatives/strategies aimed at including students in genuine decision making about their learning are trialled, critiqued (including self, peer and student review) and ultimately shared with other staff
- Develop a repository of strategies that are effective in scaffolding student involvement in decision making about their learning
- Encourage consultation with the student body as an integral part of learning group inquiries
- Build on work commenced in 2009 in using the student council as a meaningful vehicle for student decision making about the running of the school and about their learning
- Survey students early in Term 2 and again in Term 4 to gauge their perception and any shifts in perception, in terms of the voice they have in learning and in the running of the school

Historical position

Whole school PD dating back to 2004 has focused on paradigm shifts in education;

- movement from schools and teachers as repositories of knowledge to focus on student centred, outcomes focused, active learning and the creative of **new** knowledge;
- teachers **and** students as lifelong learners;
- the importance of reflection, creativity, authenticity and relevance of learning tasks;

More recently the focus has been on understanding and embedding the philosophy of The New Zealand Curriculum, its vision, principles and values as well as the key competencies and continuing to build our understanding of effective pedagogy, the teacher actions that promote student learning.

Planning for full and frank student participation in learning conversations is a logical consequence of the journey we have been on.

Wellington Girls' College is characterised by a stronger learner centred culture; we are in the midst of a paradigm shift in the teacher student learning partnership. As part of the paradigm shift, there is an expectation that students will be more actively involved in decision making that affects them as learners; that rather than being informed of what is going to happen, they will be consulted and in some cases be full partners in decision making processes. We are in the midst of a shift towards teacher student collaboration around decision making rather than student compliance in the fact of decisions in which they have had not involvement.

What has been achieved so far?

- Whole staff professional development at the start of the year focused on drawing links between our understandings of the key competencies and effective pedagogy as articulated in the New Zealand Curriculum and the concept of "student voice". A picture of "student voice" as it currently exists at Wellington Girls' College was constructed and staff then moved on in groups to consider how the concept of student voice might be enhanced and expanded in the college. In these same groups staff developed draft definitions of "student voice" as they would like to see at this school. These draft definitions were compiled and shared and will be revisited as part of our whole school professional learning at the beginning of 2011
- A number of learning groups have consulted with students as a key part of their inquiries
- Students sit on the Resourcing Focus Group and on the Senior Curriculum Focus Group
- Students take an active part in departmental reviews
- The student council has trialled and embedded strategies to ensure that all of its members have a voice at each meeting; feedback to students at form level and in assemblies emphasises the importance of young women making an effort to inform themselves about issues that affect them, to voice their opinions and to take action to effect change
- The student council completed a comprehensive review of system of awarding effort grades. The prefects who led the cross school review presented their findings and recommendations to the staff in October. Of interest was the high degree of correlation between student suggestions for improvement and those that the staff came up with when they completed a similar activity towards the end of 2009
- Term 2 staff show and tell professional development session focused in part on the role and impact of student voice in learning
- The proposed whole school student surveys were not carried out although the student council did survey year groups extensively on recognition of achievement, a proposed badges initiative and effort awards

Next steps?

- Two new student executive leadership committees, the Ka Hikitia committee and the Student learning committee, will further challenge traditional notions of the teacher-student/teacher-learner relationship. It will be fascinating to see where students take these groups in 2011
- The term "student voice" has become part of our active shared (staff and students) vocabulary at Wellington Girls' College. "Student voice" needs to continue to be a focus for all of us to ensure the gains we have made are not lost, and that we continue to build on a concept that is so utterly aligned with our mission statement.

Strategic Goal

2 Ensure that information and communication technologies are integrated in all teaching and learning

2010 goal

2.1 Continue to build capability through involvement with the Wellington Loop

Actions

- Initiate the ICTSCT position in the school who will work with staff
- Work with Sally Haughton (Principal Wellington East Girls' College) in overseeing the Wellington Loop ICTPD contract
- Liaise with technical staff about various Loop Projects – user ID log on, Moodle and Mahara
- Oversee project to work out which is the best form of organising Video for the classroom – click view or other applications – decision to be made by the end of the year

Historical position

The Wellington Loop is a learning community of (initially) 6 now 8 secondary schools connected by high speed fibre optic cable supplied by CityLink Ltd. The Loop provides network, systems, and application IT services to form a set of professionally managed and supported digital resources and services that would otherwise be too costly for individual schools to provide.

Jo Kahl is a Trustee of the Loop and she and Sally Haughton jointly oversee the Ministry of Education ICTPD contract for this year. This involves the appointment and supervision of a paid ICTPD Co-ordinator to work across the school.

What is available on the Wellington Loop?

- High speed, uncapped Internet Access.
- KAREN, to access advanced education networks worldwide.
- Video resources, stored and real-time.
- Learning Management system.
- Enterprise Web Content management.
- Real Time Video services.
- Web 2.0 platform

What has been achieved so far?

- ICTPD contract was signed with the Ministry of Education in April of 2010 giving us a 3 year contract to deliver ICTPD to the Loop schools
- Anne Coster was appointed 5 hours per week (funded by the Loop contract) to work with Calum McGonigle to deliver the contract
- Diane Henjyoji was appointed 6 hours a week (funded by the school) to work as ICTSCT in the school and be the Loop ICTPD contact person
- ICT committee held a half day planning meeting where several strategic decisions were made – to move away from First Class, to use Google Applications for email and document distribution in line with several other Loop schools
- Remote Kamar and parents' portal have been implemented
- Google applications established
- Many collaborative projects are now underway.
- Single sign on established

Next steps?

- More cross-school projects where teachers from Loop schools work collaboratively
- Continued professional development paid for by ICTPD contract
- Increased understanding of Board of Trustees and principal through on going workshops
- Development of increased technical resilience through REANNZ's role in supporting our connectivity. They have provided the funding for technical support, a position we have contracted to Mercury IT
- Increase in the membership of The Wellington Loop: (TWL) has grown from 6 secondary schools to 10 schools in 2010. New members this year are: Wellesley College, Scots College (Loop Light), Queen Margaret College and Thorndon Primary School.
- Consolidation of the realigned roles within The Wellington Loop Trust. The following portfolios have been established and people appointed to each group. Technical Leadership Group; Business Management Group; Content Development group; Outreach Management Group; Trust Leadership Group; ICTPD Leadership Group.

Strategic Goal

2. Ensure that information and communication technologies are integrated in all teaching and learning

2010 goal

2.2 Continue to implementation of the 2009-11 ICT plan.

Actions

- Address High Priority action points carried over as detailed in the 2009 end of year ICT report to the Board
- Address all Medium Priority action points from the plan

Historical position

The original IT Plan, produced in 1996, focused on establishing an IT infrastructure with up-to-date computer and communications technologies (hardware and software). A second plan, produced in 2000 focused on the meaningful integration of ICT in teaching and learning. The current plan provides strategic direction for the college from 2009-2011, and has at its core the vision of a community of confident, connected, actively involved, socially responsible, lifelong learners, a community in which learning is supported and enhanced by information and technology within authentic and meaningful contexts, and in which innovation, creativity and higher order thinking are valued and actively promoted.

Most of the areas marked as High Priority were addressed in 2009 – some are ongoing and have been carried over to 2010. The primary focus of 2010 is on addressing areas marked as Medium Priority in the plan.

What has been achieved so far?

Teaching & Learning – student outcomes:

- Web 2.0 learning group established focusing on active incorporation of Web 2.0 technologies in curriculum delivery; two members of this group registered to attend ULearn conference in the September holidays
- Podcasting, blogs embedded in a number of learning areas; potential of social networking to enhance student engagement and outcomes under investigation (cf. facebook pages for senior Media and Māori Achievement group)
- Flip video and EasySpeak microphones have been introduced across learning areas to enhance student learning and outcomes in creative and language rich subjects
- Our students are actively involved in communities of learners that extend well beyond the classroom; Tech Angel & DigLit leaders were actively involved in organisation of 2010 Tech Hui; students in other learning areas involved in online learning communities in preparation for Scholarship
- E-cast – learning group has investigated potential of this digital repository and following trial phase this is now available to all staff; access to digital video resources on Click View via the Loop has now also been enabled

Staff – professional development and pedagogy

- Involvement in Loop ICT professional development (see above) is increasing the range of opportunities available for building staff capability so that staff can continue to be equipped to meet the challenges of the changing educational needs of current and future students
- As part of ICT professional development first round of new potential leaders in ICT have been identified and are being nurtured; this is one aspect of meeting the medium priority goal of developing a distributed leadership model for ongoing school and community centred ICT professional development
- Whole staff show-and-tell sessions (curriculum and ICT centred) continue
- Wine and pedagogy sessions introduced offering informal professional learning forum to extend staff ICT capability and effective pedagogy capability
- Enhanced support for staff collaboration with colleagues in other schools has been provided as a result of Loop ICT professional development (see above); note that collaboration via the medium of ICT continues with schools not involved in the Loop as well

Physical resources; infrastructure

- Goal to develop modes of communication with parent community appropriate to 21st century digital environment realised; online booking system successfully introduced for student-teacher-parent interviews in Term 2; parent password-enabled access to selected aspects of student records on Student Management System (attendance, reports, timetable, accounts) is in place from Term 3
- Remote access to Student Management System has been enabled on a trial basis for Deans and Senior Management; budget constrains rolling this out to all staff at this point, but access should be enabled for all from the start of 2011
- Staged migration away from current Learning Management System (First Class) to Google Applications and gmail underway
- Increased provision of netbooks and temporary solution to problems with wireless infrastructure have combined to increase student access to technology at school

Next steps?

2011 will see the end of the current ICT strategic plan so the main focus for 2011 will be:

- Evaluation of the current plan – what was achieved? What is there still to do? What is no longer relevant?
- The preparation of the next phase of ICT strategic plan. This will involve consultation with student and parent body, and evaluation of current practices including the Netbook initiative

Strategic Goal

3. Ensure that students achieve at high levels

2010 Goal

3.1 Extend the use of differentiated learning across the school.

Actions

- Continue to provide targeted support for all staff to assist them to understand the range of relevant evidence that may be factored in when planning to meet student learning needs (evidence/data includes achievement, pastoral, effort, participation in wider life of school, attendance)
- Encourage and support positive action at departmental level so that all students achieve their potential as a result of experiencing effective teaching which is evidence based.

Historical position

Taking into account the diverse learning needs of students within mixed ability classes has been central to the philosophy and practice at Wellington Girls' College for well over a decade. ICT professional development exposed us to different ways of thinking about learning and meeting diverse student needs. EHSAS funding allowed our staff to access a range of high quality professional learning opportunities relating to differentiation at local, national and international level. Within the scope of a differentiated programme, we have in recent years focused on raising achievement for students at the lower end of the scale and then on better meeting the needs of the gifted and talented. We have also focused on the need to apply evidence based practices, that is, to base thinking and actions on credible information, and

to monitor the impact of those actions on student achievement and to adjust them accordingly. There is no doubt that differentiation is an ongoing challenge for teachers who need a highly developed skill set to plan to meet the needs of all of their students. It is for this reason that support for differentiation needs to be ongoing.

What has been achieved so far?

- The number of Year 9 and 10 core teacher meetings scheduled has been increased this year. In addition to the before school meetings scheduled on Tuesday and Thursday we have added after school meetings to allow for more time to discuss and collectively problem solve around the diverse learning needs of students in the junior school
- Training session for all staff at meeting in Term 2 on using Pastoral Notes on KAMAR for recording student learning information; regular follow up reminders
- Browse week used as an opportunity to remind staff on the value of observing the practice of other teachers when considering approaches they might try themselves to meeting diverse student learning needs
- PRT coordinator (Deputy Principal Staff) and SCT working intensively with PRTs to ensure that those new to profession receive targeted support as they plan to differentiate their programmes
- Culture of sharing of practice continues to be actively encouraged including show-and-tell sessions, wine and pedagogy so that approaches to differentiation continue to be profiled.

Next steps?

A range of approaches to supporting teachers to meet the ongoing challenge of differentiation are in place. As long as we continue to meet, to reflect, strategise and review our processes in departmental and cross-curricular groups, students will continue to have the best chance of developing their strengths, addressing areas of weakness, and reaching their potential.

Evidence based practice that takes into account diverse learning styles, readiness to learn, and learning needs is embedded as part of the standard practice in the school.

Strategic Goal

3. Ensure that students achieve at high levels

2010 goal

3.2 Develop student understanding of how, when, where and why they learn best.

Actions

Note alignment of this goal and associated actions with 1.2 above: Develop systems and strategies for including the student body in genuine decision making about their personal learning and about the running of the school

- Build on 2009 work on embedding key competencies; encourage staff and students to be explicit about the key competencies in learning conversations – in particular the competencies of managing self, relating to others, participating and contributing, and thinking.
- Pastoral/academic care conversations to include focus on leading each individual to understand how to maximise their own learning by reflecting on the conditions best suited to them, bearing in mind at the same time the conditions that suit others, and the possible compromises that may have to be made within the context of a large, diverse learning community

Historical position

2009 – whole staff professional development focused on the key competencies of Managing Self and Thinking – in particular on how they might be reflected in planning documentation and addressed in the context of curriculum; ongoing reference was made to the multiple opportunities for scaffolding key competencies in pastoral and co-curricular contexts. Staff understanding of vocabulary associated with the key competencies is sound thinking and action with respect to them has gone far beyond the superficial. In reporting to the Board at the end of 2009 it was noted that a sustained focus on the key competencies is required in order that they are embedded in our school culture and in the vision we have for the education of women in and for the 21st century. By shifting the focus from staff professional learning and developing to student learning and development we can maximise opportunities to develop

the competencies while maximising student outcomes. The New Zealand Curriculum notes that “students need to be challenged and supported to develop them (key competencies) in contexts that are increasingly wide-ranging and complex”. Doing so is at the heart of this goal.

What has been achieved so far?

- Student senior curriculum focus group inquiring into key competencies from student perspective; range of competency based learning group inquiries in place
- See notes under goal 1.2 above
- Students identifying as gifted and talented in writing have had the opportunity to sign up for video conferences with published authors and to attend face-to-face workshops. Students are proactive in accessing opportunities to take their learning further.
- Two “Homework Clubs” have been in operation this year; the standard after school club and “Mahi Kainga” supporting Māori students. Students were able to get help from a range of teachers, not necessarily their own, to help each other, to strengthen relationships with teachers and others, to improve their learning and also their confidence in themselves. This was a powerful model of helping students to understand how, when, where and why they learn best.
- Peer tutoring continued to flourish with large numbers of students actively asking for help from their peers and others volunteering to give help.

Next steps?

The formal programmes currently in place such as tutoring and homework clubs will continue. Demand for them is strong.

We also need to continue to be responsive to new initiatives aimed at supporting and extending students; through support, challenge and extension students come to a realisation how, when, where and why they learn best.

Strategic Goal

4. Ensure that staff excel in their work

2010 goal

4.1 Build staff understanding of pedagogies appropriate to 21st century learning environments

Actions

- Promote appropriate professional development opportunities for staff
- Run regular staff development sessions (Wine and Pedagogy) to educated staff
- Assist the ICTSCT in educating staff on developing technologies
- Model through learning groups and whole school PD innovative learning and teaching strategies

Historical position

Wellington Girls’ College has for a long time considered itself at the forefront of the use of ICT in learning and teaching. We were one of the first schools to be part of an ICTPD contract, the Digiops contract and The Wellington Loop. We have in 2010 appointed a ICTSCT to advise staff on the use of 21st century learning environments. We are keen to continue this initiative.

In addition professional development has always been a vital part of the school programme. Staff have been encouraged to make the use of all opportunities.

What has been achieved so far?

- 4 wine and Pedagogy sessions have been held so far this year with the turn out growing for each one
- Staff members and in one case a student teacher have used the wine and pedagogy session to showcase their teaching strategies
- Because of the Loop PD contract 2 staff were sent to Learning@school and 5 staff are attending Ulearn in Christchurch in October
- ICTSCT has established a web site for staff information and is working with individual and departments
- Many HODs attending the Moderation Best Practice workshops

- Ewan McGregor workshop being held in August 14 staff to attend – Loop ICTPD funded
- Peter Looms workshop up coming
- Google and Moodle training sessions
- Google and Moodle experts created in each department

Next steps?

- Continuation of ICT upskilling via the ICTPD with a focus on collaborative projects and the development of Moodle for the school intranet
- Development of strategies and pedagogies to be used in the new teaching spaces
- The development of teaching strategies to utilise the netbooks in Year 9

Strategic Goal

5. Ensure that there is a secure and caring environment for all students

2010 goal

5.1 Review the school's Careers programme

Actions

- Work with Head of Departments to set a time frame for the review and find a suitable reviewer
- Coordinate with that person to establish the scope of the review
- Identify the key areas the department wants to have looked at

Historical position

The College's Careers and Transition department is a very busy unit, dealing with hundreds of girls each year. A lot of work has gone into the establishment of Gateway over the last three years and new pre-employment programmes to better suit the needs of some of the girls. It is now time to have fresh eyes look at the department and see what they could stop doing, what they could develop and what they could introduce to further enhance the department.

What has been achieved so far?

- Ann Bateman (Head of Department Careers & Transition and a former Careers Service Manager) has been identified as the person who will run the review. We had hoped it would happen later in 2010 but with personnel changes looming this has now been deferred until 2011, so that the new Careers Adviser can start work and be ready to take an active part in the review.
- Kaye Johnson has started work on a Careers function to be held every two years at the college – starting in 2011. This will not be a traditional Careers evening but will have a tertiary institute focus, given that is where most of our students head.

Next steps?

- 2011 will be a busy year for the department with a new Careers Adviser, the departmental review and the Careers event for tertiary study.
- We hope this will be the start of a regular cycle of events in the department – maybe on a two yearly rotation.

Strategic Goal

5. Ensure that there is a secure and caring environment for all students

2010 goal

5.2 Review the Māori achievement plan

Actions

- Complete final report on current Māori achievement plan in consultation with Senior Management Team, Head of Department Māori, Head of Department Learning Support
- Convene meeting/s of stakeholders including Senior Management Team, Head of Department Māori, Head of Department Learning Support, Māori Achievement Advisor, Whanau group, student representatives to review plan and to set strategic goals for next three years
- Familiarise all staff with strategic goals of new plan and provide targeted support as appropriate to ensure they are equipped to deal with specific action points relating to them

Historical position

A Māori achievement plan has been in place for many years and was last updated in 2006. A number of changes in personnel in the Māori department, coupled with frequent changes at Senior Management Team level in terms of responsibility for oversight of Māori achievement and welfare, have meant that approaches in this area have been fragmented in recent years. Clarification of ongoing roles and responsibilities will be central to the effectiveness of the new plan.

What has been achieved so far?

- The report on the current Māori achievement plan has been completed and presented to the BOT
- A number of meetings with a range of stakeholders were convened; the Guidelines and Procedures on the Achievement of Māori students have been updated and a detailed plan for realising Māori education success has been developed. This plan aligns with *Ka Hikitia – Managing for Success: The Māori Education Strategy 2008-2012*.
- The plan went to the Board of Trustees for approval at the November 2010 meeting. The task of familiarising staff with the goals of the new plan will therefore be carried over to 2011.

Next steps?

- We have taken to heart the spirit of *Ka Hikitia*, and have ensured that our Māori achievement plan focuses not on problems and failure, but rather on making the most of opportunities for success.
- A new student executive leadership committee, the Ka Hikitia committee, will ensure that students are full partners in the planning and execution of action points in the plan.
- All staff have a role to play in realising the goals of our Māori Achievement plan; there is a very clear attempt to ensure that our teacher of Māori language is not overwhelmed by assuming responsibility for all things Māori and for the achievement of all Māori students, regardless of whether they are students of the language or not.
- There will be an annual report on progress to the Board.

Strategic Goal

5. Ensure that there is a secure and caring environment for all students

2010 goal

5.3 Develop a Year 12 Leadership programme

Actions

- Develop an understanding of the existing school wide leadership roadmap
- Learning Group to develop a Year 12 leadership programme that is integrated with school wide leadership roadmap
- Trial the initiative with a test group prior to a year level implementation

Historical position

Wellington Girls' College has several leadership opportunities throughout the school. These opportunities are most visible at the Year 13 level. Student leadership is a very important aspect of the college at all levels. In order to develop a sustainable Year 12 leadership programme it is important to have a transparent overview of all leadership opportunities throughout the school so that initiatives can be integrated at all levels.

What has been achieved so far?

- Learning group has been established to concentrate on leadership

- 2009 – all Year 12 student form classes canvassed for their ideas and suggestions on leadership
- Leadership spreadsheet established showing leadership opportunities at all year levels in the school
- Year 12 initiative Tuakana Teina “Big Sister” has been mooted as a potential idea
- Learning Group investigated all leadership opportunities within the school through consultation, gathering information and seeking ideas
- Decision made to further enhance and develop leadership opportunities that already exist at all levels and continue to look for avenues to promote leadership where possible
- No separate Year 12 leadership programme will be developed

Next steps?

- Continue to look for opportunities to enhance leadership throughout all levels of the school

Strategic Goal

6. Ensure that the school site and resources are aligned to the needs of the students and the curriculum

2010 goal

- 6.1 Consider future resourcing priorities to align with the 2011-15 strategic plan

Actions

- Establish a Resourcing Focus group to consider property, staffing & finance
- Ensure staff and students are represented on the group
- Create a priority list for property upgrades using the next 5YA funding (due 2013)
- Recommend guidelines related to the use of staffing in the school
- Ensure all budget decisions reflect the Strategic plan’s direction

Historical position

Resourcing has long been the preserve of the Board and the Principal. The Senior Management Team has become more involved through attendance at Board of Trustee subcommittees and the staffing work they do together in Term 4. There is little real understanding of processes with staff, let alone students. We are operating in a timeframe that is financially difficult. We are about to embark on a huge property project that will use up all of our 5YA and SPG money as well as most of the school’s and the Foundation’s reserves. Our roll continues to fluctuate and we have little real discretion over how we use staffing or operations grant money. We need to create greater understanding of the processes that constrain us and have another look at how we do things to test different approaches to the same problems.

What has been achieved so far?

- A group was established in Term 1 made up of 5 Year 12 students and 8 staff. The group was truly representative of staff. With the girls we decided Year 12s have the best knowledge of the school and are really willing to share their ideas so we targeted that level. Staff from Guidance, English, Languages, Maths, Science and the Support staff joined the group.
- The initial work focussed on property and included some working using the EFEI tool prior to a walk through the school looking at the areas the staff had identified as needing the most work. Everyone had the opportunity to share ideas and suggest other areas needing attention, but in the end the areas they identified were very clear and so were their priorities. Their ideas were developed into a paper that has been looked at by the new Board and helped them as they start the work developing the new 5 year property plan.
- The new Board has spent time walking through the school so that they have a first hand appreciation of the issues we face.
- Work started on a paper for the Board which was to look at what had happened so far and the process we need to undertake to establish the next 5 year property plan. Unfortunately Ministry policy changed at about this time, so our plans were thwarted. We now have to undertake work using a MLE (Modern Learning Environments) tool with our appointed Property Manager before we can talk to the Ministry about how we want to use our next tranche of money. This means we will have to appoint a Project Manager in 2011 and complete this work during the year so that agreement can be reached with the Ministry by early 2012. Staff changes in the Ministry later in 2011 mean that the woman who

was our Property contact person has changed jobs, so we now have a new person who is looking after Wellington Girls' College – but we haven't had dealings with her yet. There will be a lot of work to be done in this area in 2011.

- The staffing discussions were rigorous and despite lengthy discussions looking at the problems we face, they didn't find many new ways of doing things. There were a raft of ideas proposed that might make the way we operate more flexible, but couldn't save us money in staffing and there was total support for offering the breadth of subjects we offer now – and being able to offer them right up to Year 13. Support was given for reducing teaching hours for subject with smaller numbers where this is practicable so we may make some savings in that area.

Next steps?

- 2011 will see the appointment of a Project Manager to look after our next 5YA work and all the preparatory work related to the MLE and discussions with the Ministry about where we want to use our money
- For 2011 staffing we will talk to staff about alternative ways to staff smaller classes, possible reducing hours in some senior classes, or teaching split classes at times
- Students will be involved in all future discussions about property

Strategic Goal

7. Ensure that a sustainable financial base is maintained

2010 goal

7.1 Investigate new funding streams

Actions

- Establish a Resourcing Focus group
- Consider the school's current and future financial positions
- Investigate alternative options for funding

Historical position

Most of the college's funding comes from the Government. In the past, contestable funding pools have made access to additional money reasonably easy to get. These have now dried up and the College is increasingly dependent on finding its own sources of 'new' money. International students continue to be the main source of funds but this fluctuates. The uniform shop leaving the college in 2011 will also cause a slight drop in revenue (although it will also have some reduction in expenses that should balance this out).

What has been achieved so far?

- The Resourcing group was established and reviewed Funding in Term 3. Unfortunately no new ideas came out of this – the concept of any fundraising that relies on staff isn't going to work as they are so busy with curriculum implementation and as a group we had no new ideas about where to find money.
- Contestable funds have dried up and our income from interest will decrease in 2011.
- Discussions have started with the Parents' Association and the Parents' Support Group and a small Board initiated group about how we could engage parents more – with a view to getting more money for specific projects long term. A Quiz night was run by the Parents' Support Group in October which was successful and may be the start of a small income stream each year but in the short term won't make up for the loss in the second hand uniform market.
- Meetings were held about how to engage the alumnae and parents more and some tentative discussions have been held about possibilities for 2011 based around the opening of the Pipitea block. Some funds will be set aside in the 2011 budget for this as a first step.

Next steps?

- 2011 will need to see work continuing with the Parents' Support Group and the Parents' Association to maximise their income streams so that specific area of the school can benefit

- The opening of the Pipitea block and the Rugby World Cup could see some key events being held at school that could generate funds and discussions have started about these
- A Board of Trustees subcommittee will start work in late 2010 and on into 2011 to negotiate with the Foundation about the future relationship between the two groups. This will have significant funding implications

Strategic Goal

8. Ensure that we foster good relationships with our community

2010 goal

8.1 Finalise the 2011-15 Strategic plan

Actions

- Establish staff group to work on plan
- Share drafts of plan with Board, Staff, Parents' Association, Parents' Support Group, Whanau and students as it moves through development
- Have draft plan ready for new Board in May 2010 so that final decisions can be made ready for 2011 planning

Historical position

This school's current Strategic Plan expires at the end of 2010. Good progress has been made on this to the point where many areas are now 'business as usual' and don't need to be identified as focus areas any more.

Initial workshops were held with staff, students, Board and parent representatives in 2009, using an external facilitator. From these, a smaller group of 11 staff began work sifting through this material so that it could be synthesised into the plan.

What has been achieved so far?

- In January a group of 5 staff began working on the plan to try and reduce it to a more manageable document. Several meetings were held to get it ready for wider consultation.
- Staff and parent groups were sent the plan in March for their comments.
- By late May, the draft Strategic Plan had been edited including all the responses from departments and parent groups.
- The plan went to the new Board in June, along with all the background papers and information it was based on.
- The plan was discussed over several meetings and was adopted in September. While the new Board had not all been involved in the drafting and development of the plan they understood where it had come from and were prepared to adopt it at this stage, with the possibility of reviewing it in 2011 if it did not prove to be meeting the needs of the Board.

Next steps?

- The strategic plan has been adopted and presented to staff. It will be used from the start of the 2011 school year with all stakeholder groups
- The 2011 annual plan is being written using the goals from the new plan
- The new plan, and particularly the vision, will be used in all marketing material and when talking to students, parents and staff. We will expect all staff to know the vision off by heart!



Members of the Board of Trustees

For the Year Ended 31 December 2010

Board of Trustees

Designation	Name	How position on the Board gained	Occupation	Term expires
Parent Representatives	Forrie Miller	Elected April 2010	Lawyer	April 2013
	Jenny Cassie	Elected April 2010	Barrister	April 2013
	Lynda Hagen	Elected April 2010	Executive Director	April 2013
	Clare Teague	Elected April 2010	Senior Governance Advisor	April 2013
	Mark Wheeler	Elected April 2010	Land Component Commander NZ Defence Force	April 2013
Co-opted Members	Alan Sylvester	April 2010	Information Systems Consultant	April 2013
	Christina Edmonds	July 2010	Team Leader Human Resources	April 2013
Selected members				
Principal	Julia Davidson	Commenced January 2008	Principal	
Staff Representative	Paul Khouri	Elected April 2010	Teacher	April 2013
Student Representative	Kate Johnson-Lee	Elected October 2010	Student	October 2011
Board Secretary	Louise Laurenson			
Members who left 2010	Cathryn Ashley-Jones	Left April 2010	Economist	
	Ian Calman	Left April 2010	Geophysicist	
	David Moriss	Left April 2010	Quantity Surveyor	
	Andy Somerville	Left April 2010	Banker	
	Jayesh Morar	Left April 2010	Teacher	
	Samantha Knott	Left November 2010	Student	
	Paul Khouri	Left December 2010	Teacher	

Statement of Responsibility

For the Year Ended 31 December 2010

The Board of Trustees (the Board) has pleasure in presenting the annual report of Wellington Girls' College, incorporating the financial statements and auditors report for the year ended 31 December 2010. The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these statements.

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

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

The College's 2010 financial statements are authorised for issue by the Board Chairperson and Principal.

Principal

Chairperson

Date

Date

Wellington Girls' College
Statement of Financial Position
As at 31 December 2010

	Notes	2010 Actual \$	2010 Budget \$	2009 Actual \$
Equity		2,203,051	2,053,057	2,047,550
Total Equity		2,203,051	2,053,057	2,047,550
Represented by:				
Current Assets				
Cash and cash equivalents	4	509,235	194,328	153,902
Accounts receivable	7	823,779	500,256	500,256
Inventory	3	24,275	84,322	84,322
Investments	5	2,555,308	1,857,022	1,857,022
Trust Investments	6	257,362	249,733	249,733
Prepayments		-	2,098	2,098
		4,169,959	2,887,759	2,847,333
Current Liabilities				
Accounts payable	8	1,392,065	615,958	615,958
Income received in advance	9	493,403	439,154	439,154
Provision for cyclical maintenance	12	57,772	57,772	57,771
Painting contract liability	13	57,173	57,172	57,173
Funds held or capital works projects	25	133,465	(72,442)	(72,442)
Other current liabilities	10	554,793	454,802	555,252
		2,688,671	1,552,416	1,652,866
Working Capital Surplus		1,481,288	1,335,343	1,194,467
Non-current Assets				
Property, plant, equipment and intangible assets	11	1,367,746	1,231,279	1,425,723
Non-current Liabilities				
Trust Funds	6	257,362	249,733	249,733
Provision for cyclical maintenance	12	106,396	71,493	71,493
Painting contract liability	13	145,922	180,226	180,226
Finance lease – term portion	22	136,303	12,113	71,188
		645,983	513,565	572,640
Net Assets		2,203,051	2,053,057	2,047,550

Wellington Girls' College

Statement of Changes in Equity

For the year ended 31 December 2010

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Equity at the start of the year	2,047,550	2,047,550	1,884,518
Total Comprehensive Income	142,195	5,507	113,666
Ministry capital contribution for equipment	13,306	-	49,366
Public Equity at the end of the year	2,203,051	2,053,057	2,047,550

The Notes to the Financial Statements and the Statement of Accounting Policies form part of this statement.

Wellington Girls' College

Statement of Comprehensive Income

For the year ended 31 December 2010

	Notes	2010 Actual \$	2010 Budget \$	2009 Actual \$
Income				
Government Grants	14	9,174,484	8,951,995	9,162,380
Interest		124,497	105,000	107,742
Other Income	15	1,318,478	1,449,165	1,497,360
Local fundraising	16	361,614	335,675	359,960
		10,979,073	10,841,835	11,127,442
Expenses				
Learning resources	17	6,991,440	6,862,980	6,908,317
Administration	18	596,484	560,407	549,354
Property	19	2,362,550	2,364,951	2,390,022
Other Income expenditure	15	492,200	626,137	654,577
Fundraising (cost of raising funds)	16	-	-	-
Depreciation	21	371,815	399,464	503,176
Amortisation of Software	21	22,389	22,389	8,330
		10,836,878	10,836,328	11,013,776
Net Surplus (deficit)		142,195	5,507	113,666
Other comprehensive Income		-	-	-
Total Comprehensive Income		142,195	5,507	113,666

The Notes to the Financial Statements and the Statement of Accounting Policies form part of this statement.

Notes to The Financial Statements

For the Year Ended 31 December 2010

1. Statement of Significant Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Financial reporting standards applied

The Education Act 1889 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 New Zealand Equivalents to International Financial Reporting Standards (NZ IFRS) as appropriate to public benefit entities that qualify for differential reporting.

Differential Reporting

The school is a qualifying entity for differential reporting purposes because the school:

- Is not publicly accountable as defined in the Framework for Differential Reporting (The Framework); and
- Is not large as, in the last two reporting periods:
 - the total revenue has not exceeded \$20 million
 - the total assets have not exceeded \$10 million

These financial statements have been prepared taking advantage of the differential reporting concessions made available in the Framework. However, three of the available concessions were not taken up, that is:

- IRD specified depreciation rates have *not* been adopted and
- The school reviews its property, plant and equipment lives and depreciation methods *annually*.

Measurement Base

Unless otherwise specified the measurement base adopted is historic cost. Generally speaking, this means that items are shown at the price they were at the time of their purchase (rather than their equivalent or replacement value now).

Presentation Currency

These financial statements are presented in New Zealand dollars.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below. The policies have been consistently applied to all the years presented.

c) Revenue Recognition

Government grants

Operational grants are recorded as income as received. Teachers' salaries grants are not received in cash by the school but are paid directly to teachers by the Ministry of Education (the Ministry). They are recorded as income in the salary period they relate to. Grants for the use of land and building are also 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. Use of land and building grants are recorded as income in the period the school used the land and buildings. Other grants are recorded as income as received unless there are unfulfilled conditions attaching to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to income as the conditions are fulfilled.

Donations and other Gratuities

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

Interest Income

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

Payments made under operating leases are recognised in the income statement on a straight line basis over the term of the lease.

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

Accounts receivable are items that the College has issued invoices for, but not received payment for at balance date. They are initially recorded at fair value and subsequently recorded at the amount the College realistically expects to receive. A provision for impairment of debtors is established

where there is objective evidence the School will not be able to collect all amounts due according to the original terms of the debt.

i) Inventories

Inventories are consumable items held for sale, for example school uniform. 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 cost necessary to make the sale. The write down from cost to net realisable value is recorded as an expense in the income statement in the period of the write down.

j) Investments

Investments are held with registered trading banks and are classified as current assets if they have maturities of between three months and one year. Those maturities greater than 12 months after the balance date are classified as non-current assets.

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

At balance sheet date the College assesses whether there is any objective evidence that an investment is impaired. Any impairment loss is recorded as an expense in the statement of comprehensive income.

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

k) Property, Plant and Equipment

As land and buildings, other than buildings owned by the College, are owned by the Crown these assets are not reported in the School's financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment acquired on or before 1 October 1989 are recorded at valuation. Since then property, plant and equipment have been recorded at cost or if donated, recorded at fair value, with the exception of works of art. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and make sure it is in the appropriate condition for its intended use.

In 2006 the works of art were revalued by a registered valuer. Works of art have been recorded at this valuation. Works of art will be valued every five years.

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the income statement.

Gains and losses on disposal (i.e. sold or given away) are determined by comparing the proceeds

received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the statement of comprehensive income when the item is disposed.

Leased Assets

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

Depreciation

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

Property, plant and equipment, except for works of art are depreciated. Except for library resources and works of art, depreciation is charged to the Statement of Comprehensive Income so as to spread the cost of an asset over the useful life of the asset on a straight line basis. Library books are depreciated on a diminishing value basis. Works of art are recorded at the cost of purchase and are revalued every five years.

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

Buildings	50 years
Building Improvements	10 years
Information and communication technology	2-3years
Furniture and Equipment	7-20years
Leased computing equipment	4 years
Library Resources (Diminishing Value)	12.5 years
Textbooks	3 years

l) Intangible Assets

Software

IT computer software acquired by the College is capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with maintaining software are recognised as an expense in the statement of comprehensive income when incurred.

IT computer software with individual values under \$1,000 are not capitalised, they are recognised as an expense in the income statement 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 two years. The amortisation charge for each period and any impairment loss is recorded in the statement of comprehensive income.

m) Creditors

'Creditors' represents liabilities for goods and services provided to the College prior to the end of the

financial year which are unpaid. Creditors 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

Salary Accruals

Salary accruals mainly reflect annual leave owing to teachers and ancillary staff and are recognised in respect of employee's services to balance date and are measured at the amounts expected to be paid when the liabilities are settled. There is a corresponding teachers' salaries grant receivable from the Ministry to fund the liability.

Leave Accruals

No provision is required to be recognised for sick leave for any teachers, irrespective of whether a school is above its teaching entitlement as in practice most teacher sick leave is grant funded by the Ministry.

o) Income Received in Advance

Income received in advance relates to fees received from international students and prepaid activity fees. The fees are recorded as revenue as the obligations are fulfilled and the fees earned. The College guarantees to hold sufficient funds to enable the refund of unearned fees in relation to international students, should the College be unable to provide the services to which they relate.

p) Funds held in Trust

Funds are held in trust where they have been received by the College for a specified purpose. The College guarantees to hold sufficient funds to enable the funds to be used for their intended purpose at any time.

q) Shared Funds

Shared Funds are held on behalf of participating schools within a cluster of schools, or are the College's share of funds held by the cluster lead school. The College guarantees to hold sufficient funds to enable the funds to be used for their intended purpose.

r) Provision for Cyclical Maintenance

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

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

s) Financial Assets and Liabilities

The College's financial assets comprise cash and cash equivalents, debtors, GST receivable and

investments. All of these financial assets are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

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

t) Goods and Services Tax (GST)

The financial statements have been prepared exclusive of GST, with the exception of debtors and creditors.

u) Budget figures

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

Wellington Girls' College

Notes to The Financial Statements

3 Inventory

Inventory is mainly uniform items due to be sold in January and February 2011

4 Cash and Cash Equivalents

	2010 Actual \$	2009 Actual \$
Cash on hand	500	500
Current Account	158,882	153,018
Call Account	349,853	383
Short Term Deposits with a maturity less than three months	-	-
	509,235	153,901

Of the \$509,235 Cash and Cash Equivalents, \$133,465 is held by the College on behalf of the Ministry. These funds are required to be spent in 2011 on Crown owned school buildings under the College's Five Year Property Plan

5 Investments

	2010 Actual \$	2009 Actual \$
Trust Funds held in short term deposit with maturities between three and one year	257,362	249,733
Short term deposits with maturities between three months and one year	2,555,308	1,857,022
	2,812,670	2,106,755
Weighted average effective interest rate	5.05%	4.36%

6 Trust Funds and Trust Assets

	Balance 01.01.10 \$	Receipts \$	Investment Revenue \$	Payments Made/Due \$	Balance 31.12.10
Trust Funds and Trust Assets					
Trust Funds					
Scholarships & Awards	224,055	-	11,493	(5,194)	230,355
Centennial Fund	25,678	-	1,330	-	27,008
Winton & Margaret Bear	-	-	-	-	-
	249,733	-	12,823	(5,194)	257,362
01.01.09					
Trust Funds and Trust Assets					
Trust Funds					
Scholarships & Awards	218,486	500	11,762	(6,693)	224,055
Centennial Fund	17,295	7,000	1,383	-	25,678
Winton & Margaret Bear	100	-	24	(124)	-
	235,881	7,500	13,169	(6,817)	249,733

Trust Assets

In 2005 the \$20,000 held in Trust was transferred to a new account under the name of the Winton & Margaret Bear by Trustees Executors. This account cannot be accessed by Wellington Girls' College. Distributions are made to the College from this fund. In September the Tower First-Rate account was closed and the balance received.

Notes to the Financial Statement continued

	Note	2010 Actual \$	2009 Actual \$	
7 Accounts Receivable				
Debtors		347,872	11,993	
Teacher Salaries Grant		393,792	432,560	
GST Receivables		56,983	45,564	
Interest Receivable		25,132	10,139	
		<u>823,779</u>	<u>500,256</u>	
8 Accounts Payable				
Employee benefits – salaries accrual		406,942	460,038	
Creditors		985,123	155,920	
		<u>1,392,065</u>	<u>615,958</u>	
9 Income Received in Advance				
International Fee Paying Students		484,254	405,478	
Other		9,149	33,676	
		<u>493,403</u>	<u>439,154</u>	
10 Other Current Liabilities				
Homestay monies held on behalf of students		275,518	340,506	
Consignment monies held on behalf of Cultural and Sporting Clubs		201,686	96,850	
Finance lease payable within 12 months	22	77,589	117,896	
		<u>554,793</u>	<u>555,252</u>	
11 Property Plant and Equipment and Intangible Assets		Cost	Acc Depn	NBV
		\$	\$	\$
Property Plant and Equipment				
2010				
Buildings		240,627	57,574	183,053
Information and Communication Technology		712,893	664,668	48,225
Furniture and Equipment		1,706,392	1,178,429	527,963
Library Books		119,454	39,256	80,198
Building Improvements		111,931	53,395	58,536
Works of Art		167,589	-	167,589
Textbooks		278,333	204,439	73,894
Leased Computing Equipment		433,005	224,417	208,588
		<u>3,770,224</u>	<u>2,422,178</u>	<u>1,348,046</u>

Notes to the Financial Statement continued

2009

Buildings	240,627	52,763	187,864
Information & Communication Technology	771,722	689,448	82,274
Furniture and Equipment	1,645,571	1,148,814	496,757
Library Books	105,035	30,443	74,592
Building Improvements	202,828	70,801	132,027
Works of Art	167,589	-	167,589
Textbooks	287,588	213,485	74,103
Leased Computing Equipment	1,011,128	837,057	174,071
	<u>4,432,088</u>	<u>3,042,811</u>	<u>1,389,277</u>

In 2006 Works of Art were recorded at the value determined by a registered valuer.

	2010 Actual	2009 Actual
Net book value reconciliation	\$	\$
Net book value at the start of the year	1,389,277	1,631,071
Less: Disposals at book value	(69,349)	(57,470)
Less Depreciation charge for the year	(371,989)	(503,176)
Add: Asset acquisition of cost	400,107	318,852
	<u>1,348,046</u>	<u>1,389,277</u>

Intangible Assets

	2010 Actual	2009 Actual
	\$	\$
The College's intangible assets are made up of computer software	61,626	77,465
Accumulated amortisation	(41,926)	(41,019)
	<u>19,700</u>	<u>36,446</u>

12 Provision for Cyclical Maintenance

	2010 Actual	2009 Actual
	\$	\$
Provision at the start of the year	(129,265)	(94,362)
Increase to the provision during the year	(57,772)	(57,772)
Use of provision during the year	22,869	22,869
Provision at the end of the year	<u>(164,168)</u>	<u>(129,265)</u>
Current Portion	(57,772)	(57,772)
Non Current Portion	(106,396)	(71,493)
Total Provision	<u>(164,168)</u>	<u>(129,265)</u>

As disclosed in the Accounting Policy, the Board has an obligation to the Ministry of Education to maintain the land, buildings and other facilities on the school site in good order and repair. The provision represents the best estimate of that obligation at year-end based on the Board's 10 Year Maintenance Plan. A realisable estimate of the provision has been calculated from a 10 year exterior and partial interior painting contract with Programme Maintenance Services.

Notes to the Financial Statement continued

13 Painting Contract Liability

On 2 February 2006 the Board signed a contract with Programme Maintenance Service (PMS) for an agreed programme of work over a 10 year period to maintain the exterior finish of the school. The programme provides for one interior paint of corridors, stairwells and bathrooms in 2006. It provides for one exterior repaint in 2007, with regular maintenance in intervening years. The agreement has an annual commitment of \$57,772. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of the money.

	2010 Actual \$	2009 Actual \$
Opening Liability	(237,399)	(271,703)
Payment made to PMS during the year	57,173	57,173
Work Performed by PMS	(22,869)	(22,869)
Closing Balance of PMS liability	(203,095)	(237,399)
Current Portion	(57,173)	(57,173)
Non-Current Portion	(145,922)	(180,226)
Total Liability to PMS	(203,095)	(237,399)

14 Government Grants

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Operational Grant	1,622,531	1,607,385	1,598,426
Use of Land and Buildings Grant	1,738,033	1,745,612	1,787,096
Teachers Salaries Grant	5,689,873	5,465,984	5,653,146
Special Education	53,820	55,214	57,765
Gateway	35,431	37,778	33,334
RTL B Grant	11,840	13,000	13,008
Other	22,956	27,022	19,605
	9,174,484	8,951,995	9,162,380

15 Other Income

	2010 Actual %	Margin 2010 Budget %	2009 Actual %	2010 Actual \$	2010 Budget \$	2009 Actual \$
Trading						
<i>Uniforms</i>						
Revenue				78,773	223,000	232,938
Expenses				83,016	156,100	206,596
Surplus	(5%)	30%	11%	(4,243)	66,900	26,342
Other Activities						
<i>Overseas students fees</i>						
Revenue				625,469	687,314	599,157
Expenses				302,096	378,237	327,928
Surplus	52%	45%	45%	323,373	309,077	271,229

Notes to the Financial Statement continued

				2010 Actual \$	2010 Budget \$	2009 Actual \$
<i>Reprographics</i>						
Revenue				94,759	92,000	95,778
Expenses				82,414	68,800	75,204
Surplus	13%	25%	21%	12,345	23,200	20,574
<i>Commissions</i>						
Revenue				8,009	4,420	30,813
Expenses				2,644	-	24,402
Surplus	67%	100%	21%	5,365	4,420	6,411
<i>Student Trips and Materials</i>						
Revenue				305,924	276,298	318,587
Expenses				22,030	23,000	20,447
Surplus	93%	92%	94%	283,894	253,298	298,140
<i>Hire of Facilities</i>						
				91,742	84,333	133,082
<i>Sundry Income</i>						
				113,802	81,800	87,005
<i>Total</i>						
Revenue				1,318,478	1,449,165	1,497,360
Expenses				492,200	626,137	654,577
Surplus				826,278	823,028	842,783

16 Local Fundraising

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

Parent donations	330,381	320,000	337,689
Donations general	31,233	15,675	21,332
Telecom Connections	-	-	939
	361,614	335,675	359,960

17 Learning Resources

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Extra Curricular Activities			
Income	156,827	110,354	105,419
Expenses	191,048	147,785	165,861
Net Extra Curricular Activities	34,221	37,431	60,442
General Expenses			
Library	6,898	7,545	17,701
Special Education	53,429	68,106	60,023
Employee benefits – salaries	5,866,962	5,688,092	5,880,892
Staff development	45,999	45,000	53,432
Teaching resources	557,024	576,216	636,693
Technical Support – computer facilities	328,654	342,180	115,543
Leased computing equipment interest	17,018	20,132	24,255
Gateway	35,431	37,778	33,333
	6,991,440	6,862,980	6,908,317

Notes to the Financial Statement continued

18 Administration

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Audit Fees	8,491	9,390	8,420
Board of Trustees expense	19,266	16,020	3,298
Board of Trustees fees	4,040	6,475	5,155
Communication	40,380	37,750	54,346
Consumables	4,409	5,000	2,809
General Expenses	64,846	76,041	79,309
Risk management premium	14,476	15,000	15,424
(Gain)/Loss of sale	69,034	20,595	661
Employee Benefits – salaries	371,542	374,136	379,932
	596,484	560,407	549,354

19 Property

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Caretaking and Cleaning	183,197	179,000	173,075
Hire of premises	65,090	65,090	65,090
Grounds	9,337	7,000	7,711
Heat, light and water	107,668	108,200	112,818
Rates	15,620	15,402	16,027
Property services	83,435	85,550	76,568
Use of land and buildings	1,738,033	1,745,612	1,787,096
Cyclical maintenance expense	67,570	67,614	65,061
Employee Benefits – salaries	92,600	91,483	86,576
	2,362,550	2,364,951	2,390,022

20 Operating Lease Expenditure

The College leases premises, photocopiers, data projectors and laptops. Costs are expensed in the following categories.

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Learning Resources	87,599	92,397	67,647
Property	65,090	65,090	65,090
Trading - Reprographics	63,867	48,000	53,977
Local Funds – Overseas Students	58,876	58,876	58,876
	275,432	264,363	245,590

21 Depreciation and Amortisation

Depreciation is charged on these items:

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Buildings	4,810	5,000	4,811
Information and Communication Technology	57,233	71,649	82,388
Furniture and Fittings	101,915	105,001	101,805
Library Books	11,457	11,500	10,656
Building improvements	17,419	17,500	15,227
Textbooks	38,814	38,814	39,563
Leased Computing Equipment	140,167	150,000	248,726
	371,815	399,464	503,176

	2010 Actual \$	2010 Budget \$	2009 Actual \$
Software is amortised			
Software	22,389	22,389	8,330
	<u>22,389</u>	<u>22,389</u>	<u>8,330</u>

22 Finance Lease Liabilities

On 1 April 2006 the Board of Trustees entered into a four year computing equipment lease arrangement with All Leasing Limited (formerly Rentworks Limited). This lease has no renewal or purchase options.

On 1 April 2007 the Board of Trustees entered into a four year computing equipment lease arrangement with Equico. This lease has no renewal or purchase options.

On 1 February 2009 the Board of Trustees entered into a four year computer lease arrangement All Leasing Limited. This lease has no renewal or purchase options.

On 1 April 2010 the Board of Trustees entered into a four year computer lease arrangement with All Leading Limited. This lease has no renewal or purchase options.

	2010 Actual \$	2009 Actual \$
All Leasing Ltd		
Lease one from 1 April 2006		
Lease balance at the start of the year	53,332	258,282
Deduct repayments	53,332	204,950
Lease balance at the end of the year	<u>-</u>	<u>53,332</u>
Total minimum lease payments due:		
Not later than one year	-	53,332
Later than one year but not later than two years	-	-
Later than two years but not later than five years	-	-
	<u>-</u>	<u>53,332</u>
Equico		
Lease one from 1 April 2007		
Lease balance at the start of the year	52,583	92,618
Deduct repayments	41,841	40,036
Lease balance at the end of the year	<u>10,742</u>	<u>52,582</u>
Total minimum lease payments due:		
Not later than one year	10,742	41,840
Later than one year but not later than two years	-	10,742
Later than two years but not later than five years	-	-
	<u>10,742</u>	<u>52,582</u>
All Leasing Ltd		
Lease two from 1 April 2009		
Lease balance at the start of the year	49,240	62,337
Deduct repayments	14,628	13,097
Lease balance at the end of the year	<u>34,612</u>	<u>49,240</u>
Total minimum lease payments due:		
Not later than one year	16,464	14,628
Later than one year but not later than two years	18,148	16,464
Later than two years but not later than five years	-	18,148
	<u>34,612</u>	<u>49,240</u>

Finance Lease Liabilities continued

	\$	\$
All Leasing Ltd	2010	2009
Lease three from 1 August 2009	Actual	Actual
Lease balance at the start of the year	33,928	37,495
Deduct payments	8,045	3,567
Lease balance at the end of the year	<u>25,883</u>	<u>33,928</u>

Total minimum lease payments due:		
Not later than one year	9,374	8,094
Later than one year but not later than two years	10,653	9,374
Later than two years but not later than five years	5,856	16,460
	<u>25,883</u>	<u>33,928</u>

All Leasing Ltd

Lease four from 1 April 2010

Lease balance at the start of the year	174,684	-
Deduct repayments	32,031	-
Lease balance at the end of the year	<u>142,653</u>	<u>-</u>

Total minimum lease payments due:		
Not later than one year	41,007	-
Later than one year but not later than two years	41,196	-
Later than two years but not later than five years	60,450	-
	<u>142,653</u>	<u>-</u>

Total Finance Lease

Current	77,588	117,896
Non Current	136,303	71,188
Total	<u>213,891</u>	<u>189,084</u>

23 Funds Held on Behalf of EHSAS Cluster

Wellington Girl's College was the lead school and holds funds on behalf of the EHSAS Cluster, which comprised Wellington Girls' College and Aotea College. The Cluster was discontinued in 2009 and the unspent funds returned to the Ministry of Education.

	2010	2009
	Actual	Actual
	\$	\$
Funds held at the beginning of the year	-	37,455
Funds received from the Ministry of Education	-	-
Funds spent on behalf of the cluster	-	(6,694)
Funds returned to the Ministry of Education	-	(30,761)
Funds held at the end of the year	<u>-</u>	<u>-</u>

24 The Wellington Girls' College Charitable Foundation

The Wellington Girls' College Charitable Foundation (the Foundation) has agreed to lease to Wellington Girls' College the building at 30 Pipitea Street for a term of 10 years commencing from 1 August 1993 with a right to renewal for a further 10 years. The annual rental was fixed at \$57,540 plus GST for the year ended 31 December 2002. In August 2003 the lease was extended for a further term of ten years. The annual rent was fixed at \$65,090 effective from 1 August 2003. In December 2010 the Student Support Centre building was demolished. From 1 January 2011 the College will pay ground rental of \$32,670 per annum. The next review will be for the year commencing 1 January 2018 with the effective date of the next lease review 1 January 2031.

Notes to the Financial Statement continued

Similarly the building at 2 Murphy Street is leased from the Foundation for a period of 6 years commencing 1 January 1996 with a right of renewal for a further 6 years. In January 2002 the lease was extended for a further term of 6 years. In December 2008 the lease was extended until 31 December 2013 and the annual rent set at \$58,876.

The College received funding from the Foundation during the year to assist with a range of initiatives. These included; sending one teacher to Samoa, funding for a French Assistant, staffing for the Tech Angels programme, a new website, an additional Teacher Aide and a Youth Worker.

25 Funds Held for Capital Works Project

		2010	Opening Balance	Receipts From MOE	Payments	Closing Balance
			\$	\$	\$	\$
Pipitea	in progress		(72,442)	3,360,385	(3,152,983)	134,960
Asbestos Removal	complete			61,185	(61,185)	-
Dry Riser Upgrade	in progress				(1,495)	(1,495)
Totals			(72,442)	3,421,570	(3,215,663)	133,465

		2009	Opening Balance	Receipts From MOE	Payments	Closing Balance
			\$	\$	\$	\$
Library Refurbishment	completed		(15,321)	175,248	(159,927)	-
Library Remedial Cladding	completed			150,000	(150,000)	-
Pipitea	in progress			400,000	(472,442)	(72,442)
Totals			(15,321)	725,248	(782,369)	(72,442)

26 Breach of Borrowing Authority

The Board of Trustees has received approval from the Minister of Education to exceed the 10% borrowing limit, which aggregate involves repayment of interest and capital in excess of one tenth of the Board's operational activities grant for the year. The Board has received approval to borrow for Finance Leases up to a maximum of \$400,000 per annum until 31 December 2013 subject to the total cost of repaying all outstanding debt in any calendar year does not exceed either:

27% of the Board's annual operations grant for that year (inclusive of the 10% borrowing restrictions); or

20% of the Board's annual income from both operations grant and net other income.

In 2010 the total repayment of debt as a percentage of the annual operations grant for the year was 14%.

In 2010 the total repayment of debt as a percentage of annual income from both operations grant and net other income was 9%.

27 Board of Trustees Remuneration

The total value of the remuneration (other than compensation and other benefits) paid or payable to trustees in their capacity as trustees from the board during this financial year.

2010 Actual	2010 Budget	2009 Actual
\$	\$	\$
4,040	6,475	5,155

28 Committee Members Remuneration

The total value of the remuneration (other than compensation and other benefits) paid or payable to committee members was as follows:

2010 Actual \$	2010 Budget \$	2009 Actual \$
-	-	-

29 Principal's Remuneration

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

	2010 Actual \$000	2009 Actual \$000
Salaries and other short term employee benefits:		
Salary and other payments	160-170	160-170
Benefits and other emoluments	-	-
Termination Payment	-	-

30 Other Employees over \$100,000 Remuneration

No other employees received total remuneration over \$100,000 (2009: nil)

31 Compensation and other benefits upon leaving

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

	2010 \$	2009 \$
Number of persons and value	-	-

32 Qualified Report

The Wellington Girls' College Charitable Foundation (the Foundation) has been determined by the Office of the Controller and Auditor General to be a controlled entity in terms of NZ IAS 27 Consolidated and Separate Financial Statements. The Board was unable to provide financial information in respect of the Foundation. In this respect alone we have not obtained all the information and explanation that we have required.

33 Contingencies

There is a contingent liability surrounding a possible personal grievance claim. This has been assessed at no more than \$15K. There is a contingent asset relating to a possible cash reimbursement from the Ministry of Education for under spending the school's banking staffing entitlement during 2010. The Ministry of Education has yet to determine whether an amount is to be paid to the school. Any such reimbursement cannot be reliably measured at the date of signing these financial statements, but is unlikely to be the full value of the \$28,906 which was the banking staffing underspend at 31 December 2010. If any amount is required, it will be recorded as income in the 2011 financial year. (Contingent liabilities and assets as at December 2009: nil)

34 Related Parties Transactions

The College is an entity controlled by the Crown, and the Crown provides the major source of revenue to the College. The College enters into transactions with other entities also controlled by the Crown, such as government departments, state owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the College would have adopted if dealing with that entity at arms length.

In 2010 a daughter of one of the Board of Trustees was employed as a part-time property assistant.

35 Commitments
As at 31 December 2010

	2010 Actual \$	2009 Actual \$
Contractual commitments not accrued for were as follows:		
Operating Leases		
- Current	176,177	202,374
- Non Current	349,864	440,555
	<u>526,041</u>	<u>642,929</u>

Amounts owing on Finance Leases are disclosed as a liability in Note 22

On 14 June 2007 the Board entered into a 60 month agreement with Fuji Xerox NZ Ltd to lease photocopiers the payments are based on a per click rate and therefore it is not possible to disclose a set annual amount.

The operating leases are for photocopiers, computers, premises from Wellington Girls' College Foundation, data projects and laptops.

From 1 January 2011 the Board has entered into a Finance Lease with All Leasing to finance computer equipment over four years with an annual repayment of \$26,878.12.

Programme Maintenance Services

The actual liability of the College is determined by the percentage of work completed by the contractor for which the contractor has not been paid. As at 31 December 2010 the contractor had completed 79% (2009: 76%), the balance of the work is to be completed over the next five years.

Capital Commitments

The Board has approval from the Ministry to build a four storey block (Pipitea) which will provide an entrance to the College, a new administration area, and teaching spaces for Media Studies, Classical Studies, Social Science and Technology. Funding will come from the Ministry of Education, the Wellington Girls' College Charitable Foundation and the College. Construction is expected to be completed in 2011.

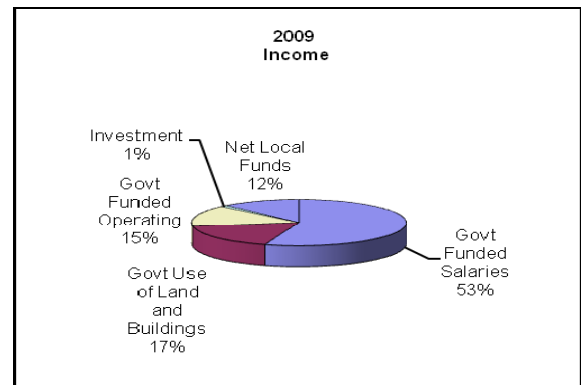
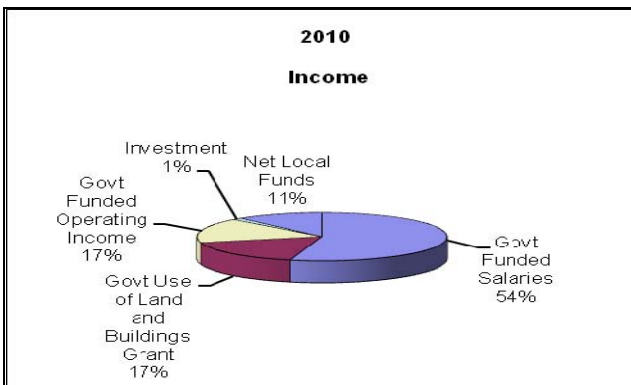
Wellington Girls' College

Performance Graphs

Comparing 2010 to 2009

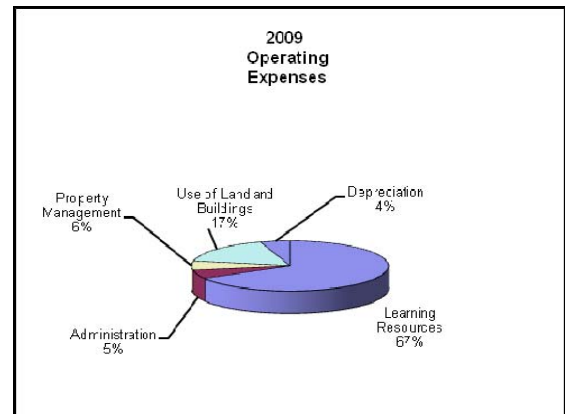
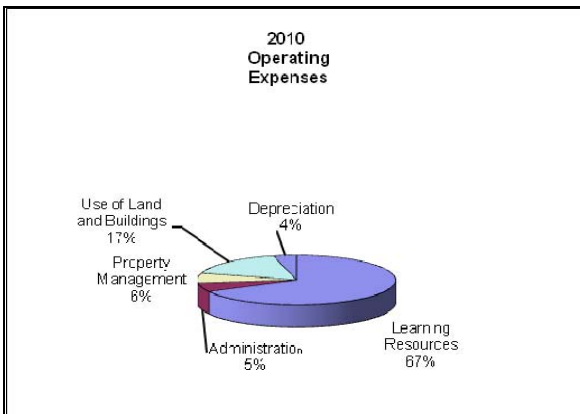
Operating Income

	2010 Actual \$	2009 Actual \$
Government Funded Salaries	5,689,873	5,653,146
Government Use of Land and Building Grant	1,787,096	1,787,096
Government Funded Operating Income	1,746,578	1,722,138
Investment	124,497	107,743
Net Local Funds	1,187,892	1,204,231
Total Operating Income	10,535,936	10,474,354



Operating Expenses

	2010 Actual \$	2009 Actual \$
Learning Resources	6,991,440	6,908,317
Administration	596,484	549,354
Property Management	673,580	602,936
Use of Land and Buildings	1,738,033	1,787,086
Depreciation	394,204	511,505
Total Operating Expenses	10,393,741	10,359,198



Statement of Resources

For the Year Ended 31 December 2010

Physical Resources

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

- 2.68 hectares of land
- 54 permanent classrooms
- 12 reloadable classrooms
- Assembly hall and attached music rooms
- Tower Block
- Brook Building
- Library/Art Block
- Two Gymnasias

School Owned Property

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

The Sports Pavilion and Drama Room are surplus to Ministry code and were purchased with College funds and upgraded with the Ministry's assistance. Being beyond Ministry code means the buildings are maintained and insured by the College and not the Ministry.

Rented Property

The Student Services Centre, purchased and renovated by the Wellington Girls' College Charitable Foundation, continues to be rented for use by the College. The Language Centre, a purpose built 'house' constructed by the Wellington Girls' College Charitable Foundation, was rented for use primarily by International Fee Paying Students.

Technology

The College has an active programme to provide access to state of the art computer equipment to its students and staff. This includes 220 PC's, 85 Laptops, 22 printers, 9 photocopiers, 70 projectors, digital cameras and a computer network providing more than 230 access points around the College.

The College has a range of sports and musical equipment.

Human Resources

The staffing complement of the College was:

	2010	2009	2008
Principal	1	1	1
Deputy Principals	3	3	2
Assistant Principal	1	1	2
Full-time Teacher Equivalents	76.85	77.78	71.87
Consisting of:			
Full-time teachers	73	68	70
Part-time teachers	12	10	5
Visiting musicians	7	7	7
Administration and Support Staff	30	31	30

Other Resources

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

School Roll and Days Open

The 1 July roll of the College was as follows:

	2010	2009	2008
Total Pupils	1240	1291	1182
This includes:			
International Fee Paying Students	46	55	48
The College was open for the following half days:	380	380	380

Kiwi Sport

Kiwi sport is a Government Funding initiative to support students' participation in organised sport. In 2010, the school received total Kiwi sport funding of \$26,633 (excluding GST). The funding was spent on registrations, new equipment, and salary for our Sports Coordinator and Sports Assistant. The number of students participating in organised sport decreased from 67% to 64% of the school roll.

It should be noted that partly as a result of this increased funding we were able to reduce the cost of sports paid by the college from \$60,442 in 2009 to \$34,221 in 2010.