



QUEEN'S HIGH SCHOOL BOARD OF TRUSTEES

Annual Report

**for the year ended
31 December 2009**

**For the Year Ended
31 December 2009**

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**QUEEN'S HIGH SCHOOL
STATEMENT OF FINANCIAL RESPONSIBILITY
FOR THE YEAR ENDED 31 DECEMBER 2009**

STATEMENT OF FINANCIAL RESPONSIBILITY

The management of the Queen's High School (the School) Board of Trustees (the Board) accepts responsibility for the preparation of the annual financial statements and the judgements used in these statements.

The Board's management accepts responsibility for establishing and maintaining a system of internal control designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

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

The School's 2009 financial statements are authorised for issue by the Board's Chairperson and Principal on behalf of the Board.

CHAIRPERSON

PRINCIPAL

**QUEEN'S HIGH SCHOOL
BALANCE SHEET
AS AT 31 DECEMBER 2009**

	Note	2009 Actual \$	2009 Budget \$	2008 Actual \$
Public Equity		836 641	603 105	753 122
		=====	=====	=====
Current Assets				
Cash on hand		600	600	600
Cash at Westpac Bank		295 037	873	-
Accounts receivable	2	286 234	300 000	312 368
Prepayments		26 216	9 000	19 374
Short Term Investments	3	298 895	200 000	277 948
GST refund due		15 814	-	-
		<u>922 796</u>	<u>510 473</u>	<u>610290</u>
Current Liabilities				
FFP Fees received in advance		88 354	100 000	108 696
Other Current Liabilities	4	416 011	200 000	471 868
Provision for Cyclical Maintenance	13	20 539	20 539	20 539
Ministry Grants received in advance	22	250 142	200 000	5 512
GST Payable		-	-	794
Overdraft at Westpac Bank		-	-	4 564
		<u>775 046</u>	<u>520 539</u>	<u>611 973</u>
Working Capital Surplus		<u>147 750</u>	<u>(10 066)</u>	<u>(1 683)</u>
Non-current Assets				
Shares	5	1 716	1 716	1 716
Fixed assets	6	696 942	623 984	765 618
Total Assets		<u>846 408</u>	<u>615 634</u>	<u>765 651</u>
Less Non-current Liabilities				
Provision for Cyclical Maintenance	13	9 767	12 529	12 529
Net Assets		<u>836 641</u>	<u>603 105</u>	<u>753 122</u>
		=====	=====	=====

The notes and statement of accounting policies form part of and should be read in conjunction with this statement.

**QUEEN'S HIGH SCHOOL
STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED 31 DECEMBER 2009**

	2009 Actual \$	2009 Budget \$	2008 Actual \$
Equity at the start of the year	753 122	753 122	900 651
	-----	-----	-----
Net Surplus (Deficit) for the year	50 272	(150 017)	(147 529)
	-----	-----	-----
Total Recognised Income & Expenses for year	50 272	(150 017)	(147 529)
Furniture and Equipment Grant	33 246	-	-
	-----	-----	-----
Equity at the end of the year	836 641	603 105	753 122
	=====	=====	=====

The notes and statement of accounting policies form part of and should be read in conjunction with this statement.

**QUEEN'S HIGH SCHOOL
INCOME STATEMENT
FOR THE YEAR ENDED 31 DECEMBER 2009**

	Note	2009 Actual \$	2009 Budget \$	2008 Actual \$
Revenue				
Government Grants	7	5 916 912	5 773 626	5 729 239
Interest Received		13 788	23 000	29 832
Local Fundraising Income	12	453 776	307 100	412 154
		-----	-----	-----
		6 384 477	6 103 726	6 171 225
		-----	-----	-----
Expenses				
Learning Resources	8	4 361 651	4 412 495	4 492 868
Administration	9	306 104	306 700	311 134
Property	10	1 180 232	1 178 698	1 016 687
Depreciation	11	139 081	140 000	142 758
Local Fundraising Expenditure	12	347 136	237 850	354 149
Loss on Disposal of Assets		-	-	1 158
		-----	-----	-----
Total Expenses		6 334 204	6 275 743	6 318 754
		-----	-----	-----
Operating Surplus (Deficit) for the year		50 272	(172 017)	(147 529)
		=====	=====	=====

The notes and statement of accounting policies form part of and should be read in conjunction with this statement.

**QUEEN'S HIGH SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2009**

1. Statement of Significant Accounting Policies

a) Reporting Entity

Queen's High School (The School) is a secondary 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 1989 requires the School 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 qualifies for differential reporting exemptions because it is not publicly accountable as defined in the Framework for Differential Reporting (the Framework) and it is not large. Many of the reporting exemptions available under the Framework have been applied.

Measurement base

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

Presentation currency

These financial statements are presented in New Zealand dollars.

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 buildings 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 uses the land and buildings. Other grants are recorded as income as received unless there are unfulfilled

**QUEEN'S HIGH SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (Cont..d)
FOR THE YEAR ENDED 31 DECEMBER 2009**

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

Donations are recorded as revenue when their receipt is formally acknowledged by the School.

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

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

f) Cash and Cash Equivalents

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

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

g) Accounts Receivable

Accounts Receivable represents items that the School has issued invoices for, but has not received payment for at year end. They are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A provision for impairment of Accounts Receivable 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.

h) Investments

Short term deposits have maturities between three months and one year. Investments in deposits are measured at amortised cost using the effective interest method.

**QUEEN'S HIGH SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (Cont..d)
FOR THE YEAR ENDED 31 DECEMBER 2009**

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

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

i) Property, Plant and Equipment

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

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

Property, plant and equipment acquired on or before 1 October 1989 is recorded at deemed cost based on fair value as at that date, less accumulated depreciation and impairment losses.

Property, plant and equipment acquired after 1 October 1989 is recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making use of it in the appropriate condition for its intended use.

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 disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value)

Depreciation

Depreciation is charged for all property, plant and equipment. Except for library resources, depreciation is charged to the income statement so as to spread the cost of the asset over the useful life of the asset on a straight line basis. Library resources are depreciated on a diminishing value basis.

Leasehold Improvements	6-40 years
Classroom Furniture & Equipment	6-50 years
Plant & Equipment	5-10 years
Fixtures and Furniture	10 years
Computers	5-10 years
School Sports Uniforms	4 years
Library resources are depreciated at 12.5% p.a. diminishing value.	

j) Accounts Payable

'Accounts Payable' represent liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts payable are recorded at the

**QUEEN'S HIGH SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (Cont..d)
FOR THE YEAR ENDED 31 DECEMBER 2009**

amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

k) Employee Entitlements

Salary Accruals

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

Leave Accruals

No provision is required to be recognised for sick leave for teachers as the Ministry funds this cost in practice. For non teaching staff, both sick leave and annual leave can accumulate but no accrual is required because the Ministry is considering this matter further to determine if the issue is sufficiently material to warrant recognition as a provision for the 2009 financial statement.

l) Income Received in Advance

Income received in advance relates to fees received from international students where there is unfulfilled obligation for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School guarantees to hold sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

m) Provision for cyclical maintenance

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

Cyclical maintenance, which basically involves painting the interior and exterior of the school, makes up the most significant part of the Board's responsibilities outside 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.

n) Financial Assets and Liabilities

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

The School's financial liabilities comprise creditors, funds held on behalf of the Ministry of Education, painting contract liability, provision for cyclical maintenance and GST payable.

**QUEEN'S HIGH SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (Cont..d)
FOR THE YEAR ENDED 31 DECEMBER 2009**

All of these financial liabilities are categorised as "Financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

o) Goods and Services Tax (GST)

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

p) Budget figures

The budget figures are extracted from the School budget that was approved by the Board of Trustees at the beginning of the year.

2. Accounts Receivable	2009	2008
	\$	\$
Teacher Salary Related Accruals	278 074	265 083
Other Debtors	<u>8 160</u>	<u>47 285</u>
	286 234	312 368
	_____	_____

3. Short Term Investments	2009	2008
	\$	\$
Deposits at Westpac Bank	294 775	269 656
Tower Trust	<u>4 120</u>	<u>8 292</u>
	298 895	277 948
	_____	_____

All bank accounts and investments comply with Section 73 of the Education Act 1989 and the investments have maturities between three months and one year.

4. Other Current Liabilities	2009	2008
	\$	\$
Trade Creditors	20 061	55 686
Expenses Due	6 539	12 880
Salary accruals	314 120	301 879
Overseas Student Homestay Fees in Advance	<u>75 291</u>	<u>101 423</u>
	416 011	471 868
	_____	_____

5. Shares	2009	2008
	\$	\$
Tower Trust	1715	1715
ODENZ Limited	<u>1</u>	<u>1</u>
	1716	1716
	_____	_____

**QUEEN'S HIGH SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (Cont..d)
FOR THE YEAR ENDED 31 DECEMBER 2009**

6. Fixed Assets

	Cost or Valn 2009	ACC Depn 2009	Book Value 2009	Cost Valn 2008	ACC Depn 2008	Book Value 2008
Classroom Equipment & Furniture	895 074	736 337	158 737	889 899	714 761	175 138
Office Equipment	88 947	76 782	12 165	88 946	73 472	15 474
Other Equipment	156 298	105 619	50 679	149 834	96 536	53 298
Vehicles	117 855	59 653	58 202	117 854	52 091	65 764
Leasehold Improvements	337 715	201 260	136 455	333 309	192 508	140 801
Library Resources	243 658	182 135	61 523	237 401	174 137	63 264
Computer Equipment	595 487	432 691	162 796	571 521	360 525	210 996
Sports Equipment	105 548	54 528	51 020	81 411	46 758	34 653
Music Equipment	9 605	4 240	5 365	9 605	3 374	6 231
	_____	_____	_____	_____	_____	_____
	2 550 187	1 853 245	696 942	2 479 780	1 714 162	765 618
	_____	_____	_____	_____	_____	_____

**QUEEN'S HIGH SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (Cont..d)
FOR THE YEAR ENDED 31 DECEMBER 2009**

7. Government Grants

	2009 Actual \$	2009 Budget \$	2008 Actual \$
Ministry of Education			
- Operating Grant	977 954	907 559	941 809
- Additional Funds including ICT PD	114 205	110 500	10 260
- Use of Land and Buildings Grant	853 350	860 000	705 607
Teachers Salaries	3 661 021	3 600 000	3 760 593
Other Government Grants	93 144	89 667	107 506
Special Education Grant	22 942	23 000	24 533
ORS Funding	128 687	115 900	117 439
Itinerant Music Teachers Grant	65 609	67 000	61 492
	<hr/>	<hr/>	<hr/>
	5 916 912	5 773 626	5 729 239
	<hr/>	<hr/>	<hr/>

8. Learning Resources

	2009 Actual \$	2009 Budget \$	2008 Actual \$
Arts	7 912	19 800	13 853
English	8022	9 000	8 070
Languages	1 564	3 800	5 203
Social Sciences	6 268	5 800	8 155
Commerce	3 706	3 830	4 466
PE & Health	11 851	10 700	14 468
Technology	14 492	15 500	20 364
Science	28 491	28 200	31 365
Maths	7 175	9 200	9 033
Learning Support	5 468	114 650	5 229
Curriculum General	36 073	214 115	49 831
Government Funded Special Initiatives	137 542	377 900	87 028
Employee Benefits Salaries	4 093 087	3 609 000	4 235 803
	<hr/>	<hr/>	<hr/>
	4 361 651	4 412 495	4 492 868
	<hr/>	<hr/>	<hr/>

**QUEEN'S HIGH SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (Cont..d)
FOR THE YEAR ENDED 31 DECEMBER 2009**

9. Administration

	2009	2009	2008
	Actual	Budget	Actual
	\$	\$	\$
Audit Fees	3 467	4 200	4 245
Board of Trustee fees	4 400	5 500	4 373
Communications	19 706	25 000	21 415
Consumables	16 963	18 500	14 399
Insurance Costs	8 932	10 000	10 087
Other Administration Costs	34 307	37 000	38 154
Employee Benefits Salaries	188 650	189 500	200 545
Lease Costs	29 032	17 000	17 915
	<hr/>	<hr/>	<hr/>
	306 104	306 700	311 134
	<hr/>	<hr/>	<hr/>

10. Property Management

	2009	2009	2008
	Actual	Budget	Actual
	\$	\$	\$
Caretaking and cleaning	17 387	14 000	57 373
Energy	119 463	112 600	114 497
Grounds	12 104	12 500	15 641
Provision for cyclical maintenance	20 539	20 539	20 539
Rates	20 965	22 698	20 347
Repairs and maintenance	21 888	18 961	23 209
Employee Benefits Salaries	114 536	117 400	59 474
Use of Land and Buildings	853 350	860 000	705 607
	<hr/>	<hr/>	<hr/>
	1 180 232	1 178 698	1 016 687
	<hr/>	<hr/>	<hr/>

11. Depreciation

	2009	2009	2008
	Actual	Budget	Actual
	\$	\$	\$
Classroom furniture and equipment	21 577	24 000	23 419
Office equipment	3 309	4 000	3 492
Other equipment	9 082	5 000	5 070
Vehicles	7 561	9 000	8 561
Leasehold improvements	8 753	9 000	8 753
Library resources	7 998	8 000	8 142
Computer equipment	72 166	72 000	76 273
Sports equipment	7 769	8 000	8 182
Music equipment	866	1 000	866
	<hr/>	<hr/>	<hr/>
	139 081	140 000	142 758
	<hr/>	<hr/>	<hr/>

**QUEEN'S HIGH SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (Cont..d)
FOR THE YEAR ENDED 31 DECEMBER 2009**

12. Local fundraising

	2009	2009	2008
	Actual	Budget	Actual
	\$	\$	\$
Fundraising			
Parents Donations	25 608	25 000	27 418
Other Donations	<u>83 498</u>	<u>12 500</u>	<u>59 011</u>
Surplus	<u>109 106</u>	<u>37 500</u>	<u>86 429</u>
Other Activities			
<i>School Sports</i>			
Income	36 030	-	36 560
Expenses	<u>(42 691)</u>	-	<u>(53 056)</u>
Deficit	<u>(6 661)</u>	-	<u>(16 496)</u>
<i>Other</i>			
Income	58 451	-	63 387
Expense	<u>(86 702)</u>	<u>(8 000)</u>	<u>(76 255)</u>
Deficit	<u>(28 253)</u>	<u>(8 000)</u>	<u>(12 868)</u>
Trading			
<i>Shop</i>			
Income	1 473	-	275
Expenses	<u>(1 450)</u>	-	<u>(803)</u>
Deficit	<u>23</u>	-	<u>(528)</u>
<i>Canteen</i>			
Income	97 557	110 000	104 072
Expenses (including employee benefits salaries \$48 167)	<u>(107 038)</u>	<u>(110 000)</u>	<u>(112 378)</u>
Deficit	<u>(9 481)</u>	-	<u>(8 304)</u>
<i>Minibus</i>			
Income	8 585	7 500	12 041
Expenses	<u>(4 362)</u>	<u>(7 500)</u>	<u>(6 058)</u>
Surplus	<u>4 223</u>	-	<u>5 983</u>
<i>Art Festivals</i>			
Income	-	-	-
Expenses	<u>(2 968)</u>	<u>(3 500)</u>	<u>(3 102)</u>
Deficit	<u>(2 968)</u>	<u>(3 500)</u>	<u>(3 102)</u>
<i>Foreign Fee Paying Students</i>			
Income	142 574	149 600	109 390
Expenses (including employee benefits salaries \$67,384)	<u>(101 923)</u>	<u>(106 350)</u>	<u>(102 497)</u>
Surplus	<u>40 651</u>	<u>43 250</u>	<u>6 893</u>
Summary			
<i>Revenue</i>			
Fundraising	109 106	37 500	86 429
Other Activities	94 481	-	99 947
Trading	<u>250 189</u>	<u>269 600</u>	<u>225 778</u>
	<u>453 776</u>	<u>307 100</u>	<u>412 154</u>
<i>Expenses</i>			
Other Activities	(129 395)	(8 000)	(129 311)
Trading	<u>(217 741)</u>	<u>(229 850)</u>	<u>(224 838)</u>
	<u>(347 136)</u>	<u>(237 850)</u>	<u>(354 149)</u>
<i>Surplus</i>	<u>106 640</u>	<u>69 250</u>	<u>58 005</u>

**QUEEN'S HIGH SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (Cont..d)
FOR THE YEAR ENDED 31 DECEMBER 2009**

13. Provision for Cyclical Maintenance	2009	2008
	\$	\$
Provision at the start of the year	33 069	80 386
Increase in the provision during the year	20 539	20 539
Use of the provision during the year	(23 301)	(67 856)
Current Liability	20 539	20 539
Non-current Liability	9 767	12 529
Provision at the end of the year	<u>\$30 307</u>	<u>\$33 069</u>

As disclosed in the accounting policies, the Board has an obligation to the MoE to maintain the land and buildings and other facilities on the school site in good order and repair. Specifically this required the Board to paint the interior and exterior of the school.

The provision represents the best estimate of that obligation at year end. The provision has not been adjusted for inflation and the time value of money.

In accordance with the property occupancy agreement the Board acknowledges an obligation to maintain the school buildings to a high standard. The Board has developed a 10 year maintenance plan.

14. Related Parties

There were no related party transactions during 2009 (nil 2008).

15. Principal's Remuneration

The remuneration paid to the principal in 2009 was between \$130,000 and \$140,000 (2008: \$120,000 and \$130,000)

16. Compensation and other benefits paid upon leaving

There was no compensation paid to any employee of the school in the 2009 financial year. (2008: Nil)

17. Board of Trustees Remuneration

Remuneration paid and payable to Board members in their capacity as Board members was \$4,400. (2008: \$4,372)

18. Committee Members Remuneration

No remuneration was paid or payable to committee members. (2008: Nil)

19. Employees Remuneration over \$100,000

No employee, other than the Principal, received remuneration in excess of \$100,000 (2008:Nil)

**QUEEN'S HIGH SCHOOL
 NOTES TO THE FINANCIAL STATEMENTS (Cont..d)
 FOR THE YEAR ENDED 31 DECEMBER 2009**

20. Contingencies

There are no guarantees, or material contingent liabilities or assets known to exist at 31 December 2009. (2008: Nil)

21. Commitments

a) Capital Commitments:

There were no capital commitments at 31 December 2009 (2008:Nil)

b) Operating Commitments:

As at 31 December the Board had entered into the following contracts:

- a) Operating lease of computers and
- b) Operating lease of photocopiers

	2009 Actual \$	2008 Actual \$
No Later than one year	27 531	10 676
Later than one year and no later than five years	55 157	23 763
Later than five years	<u>0</u>	<u>0</u>
	<u>82 690</u>	<u>34 439</u>

22. Funds held on behalf of the Ministry of Education

Funds held on behalf of the Ministry of Education are for Capital Works for upgrading A Block (Science Department), wheelchair access and Library.

	2009 Actual \$
Opening balance owing by the Ministry	11 988
Funds received from the Ministry of Education	855 451
Funds Spent on Capital works	<u>593 321</u>
Funds Held at Year end	<u>250 142</u>

QUEEN'S HIGH SCHOOL

BOARD OF TRUSTEE MEMBERS

Lyndon Taylor	Elected Apr 2007	Chairman
Geoff Mitchell	Elected Apr 2004 & 2007	Member
Peter McGregor	Elected Apr 2004 & 2007	Member
Lynn Robertson	Elected Apr 2007	Member
Roy Shanks	Elected Apr 2007	Member
Riria Tautau-Grant	Elected Apr 2007 Resigned Feb 2009	Member
Alby Ellison	Co-opted Apr 2007	Runanga Representative
Jenny Webb	Elected Apr 2004 & 2007	Staff Representative
Sophie Peat	Elected Sept 2008 Resigned Sept 2009	Student Representative
Talia Ellison	Elected Sept 2009	Student Representative
Julie Anderson (Principal)	Dec 2005	Ex-Officio

Elected members of the Board go out of office in April 2010

**QUEEN'S HIGH SCHOOL
STATEMENT OF RESOURCES
AS AT 31 DECEMBER 2009**

PHYSICAL RESOURCES

Crown Property:

The School buildings comprise:

- ◆ Main teaching block of 23 classrooms
- ◆ Canteen
- ◆ Library
- ◆ Administration area
- ◆ Village Complex which has 6 classrooms
- ◆ Gymnasium and Movement room
- ◆ Blocks of prefabricated classrooms which house 4 classrooms,
- ◆ Art Suite
- ◆ Teachers Office
- ◆ 7th Form Common Room
- ◆ Whare
- ◆ Technology Building
- ◆ Graphics Room

The School occupies approximately 2.7 hectares of land.

The ownership of land and buildings is vested in the Ministry of Education. The Board of Trustees is responsible for the property management.

The buildings are up to 55 years old requiring ongoing property management.

Further progress has been made on the upgrading of the physical plant and environment at Queen's High School in 2009.

- ◆ Upgrade of the Science Laboratories
- ◆ Purchase of Computer Equipment.
- ◆ Purchase of Data Projectors
- ◆ Upgrade of the English Department Classrooms
- ◆ Upgrade of the Music Suites
- ◆ Purchase of Furniture for Classrooms
- ◆ Planning for the upgrade of Wheelchair access

Board Assets

The Major assets of the School are shown in the Statement of Financial Position.

**QUEEN'S HIGH SCHOOL
STATEMENT OF RESOURCES
AS AT 31 DECEMBER 2009**

Human Resources

The teaching resources and support staff comprised:

42 Full time teaching staff and 17 Part time teaching staff

25 Administrative, teacher aide, cleaners, therapists and property maintenance support staff, many of which are part-time.

The school roll at 1 March 2009 was 547 students including 14 foreign fee paying students (2008 : 592)

The school was open for 380 half days in 2009 (2008: 380)

The Board of Trustees has made a commitment to the professional development of teaching staff and to implementation of national curriculum and assessment initiatives. Accordingly all Faculties manage a professional development budget including support services.

In addition certain teacher days were set aside for planning and training for the implementation of the national curriculum.

The School draws upon a diverse range of cultures amongst its pupils. Advantage has been taken of this to forge valuable links with local cultural groups in the community. A most precious link is with Otakou Marae, a link of some 20 years standing. Each year school groups visit the Marae.

Full use is also made of the city and its environs: University, Museum, Art Gallery and local businesses as well as beaches provide excellent teaching resources.

The Board of Trustees gratefully acknowledges the support of the Parent Student Teacher Association in the provision of fundraising and people power for projects and new initiatives in the School.

QUEEN'S HIGH SCHOOL



Analysis of Variance
on
Board of Trustees
Goals 2009

Report to Parents

**1. Numeracy Goal: Improve numeracy levels in the junior school
YEAR 10**

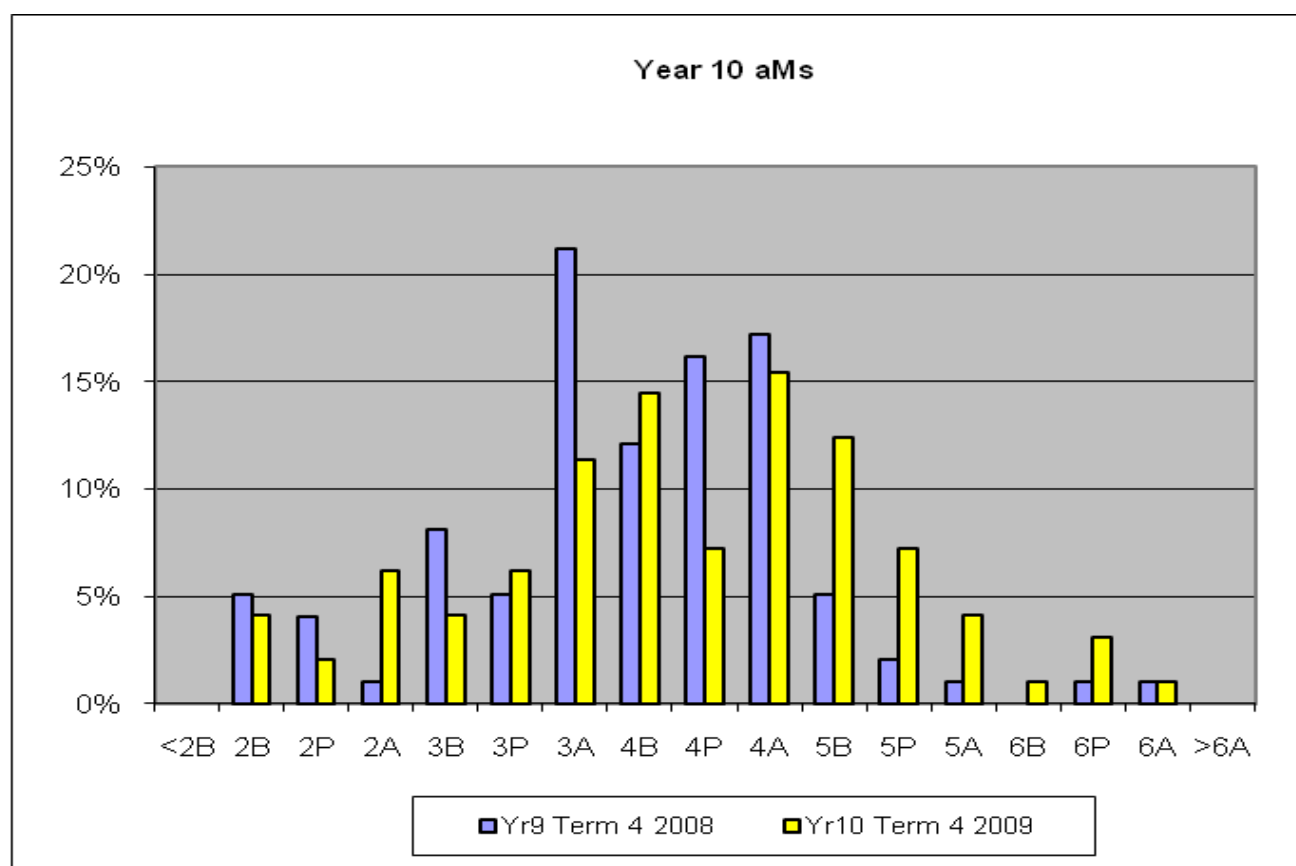
2009 Target- New Zealand Curriculum Levels

At least 70% of Year 10 students are Level 4 or above and at least 30% are Level 5 or above.

(Starting Data: 55% were at Level 4 or above and 10% were at Level 5-the results of the cohort at the end of year 9).

The achievement of cohorts can change year to year, so the targets are set each year relative to the starting point for this year group of students.

Outcome



New Zealand Curriculum Level 2-6 Mathematics

B= Basic at level, P= proficient at level, A= advanced at level

Analysis-End of Year

- **63% (7% below target) are Level 4 or above and 27% (only 3% below target) are Level 5 and above.**
- **The targets were nearly met in both areas. There is a 5% increase in students at Level 4 and above, and a 15 % increase in students at Level 5 and above**

(This data is only snapshot data and from a formal written testing, short answer situation)

1. Numeracy

Goal: Improve numeracy levels in the junior school

YEAR 9

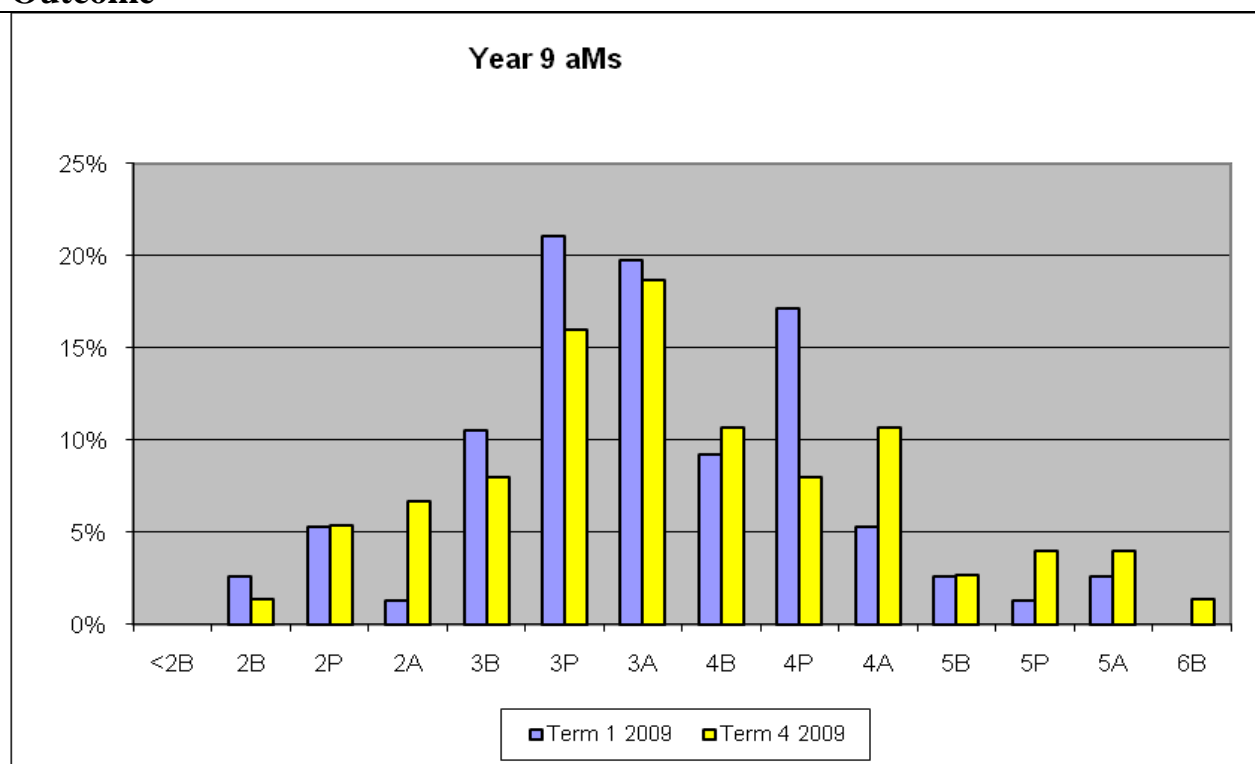
2009 Target -New Zealand Curriculum Levels

At least 60% of Year 9 students are Level 4 or above and at least 20% are Level 5 or above.

(Starting Data: 39% were at Level 4 or above and 8% were at Level 5)

The achievement of cohorts can change year to year, so the targets are set each year relative to the starting point for this year group of students.

Outcome



New Zealand Curriculum Level 2-6 Mathematics

B= Basic at level, P= proficient at level, A= advanced at level

Analysis – End of Year

- **44% of Year 9 students were Level 4 or above. This is below the target, but a further 19% of students achieved just below this at Level 3A. By lifting these students one step we would have been on the target. i.e. 63% are at Level 3A and above.**
- **15% of Year 9 students were at Level 5 or above. This is below the target level of 20% but there is a further 11% at 4A (i.e. bordering Level 5).**

(This data is only snapshot data and from a formal written testing, short answer situation)

2. Whole school Literacy

Goal: Develop reading for meaning and writing skills

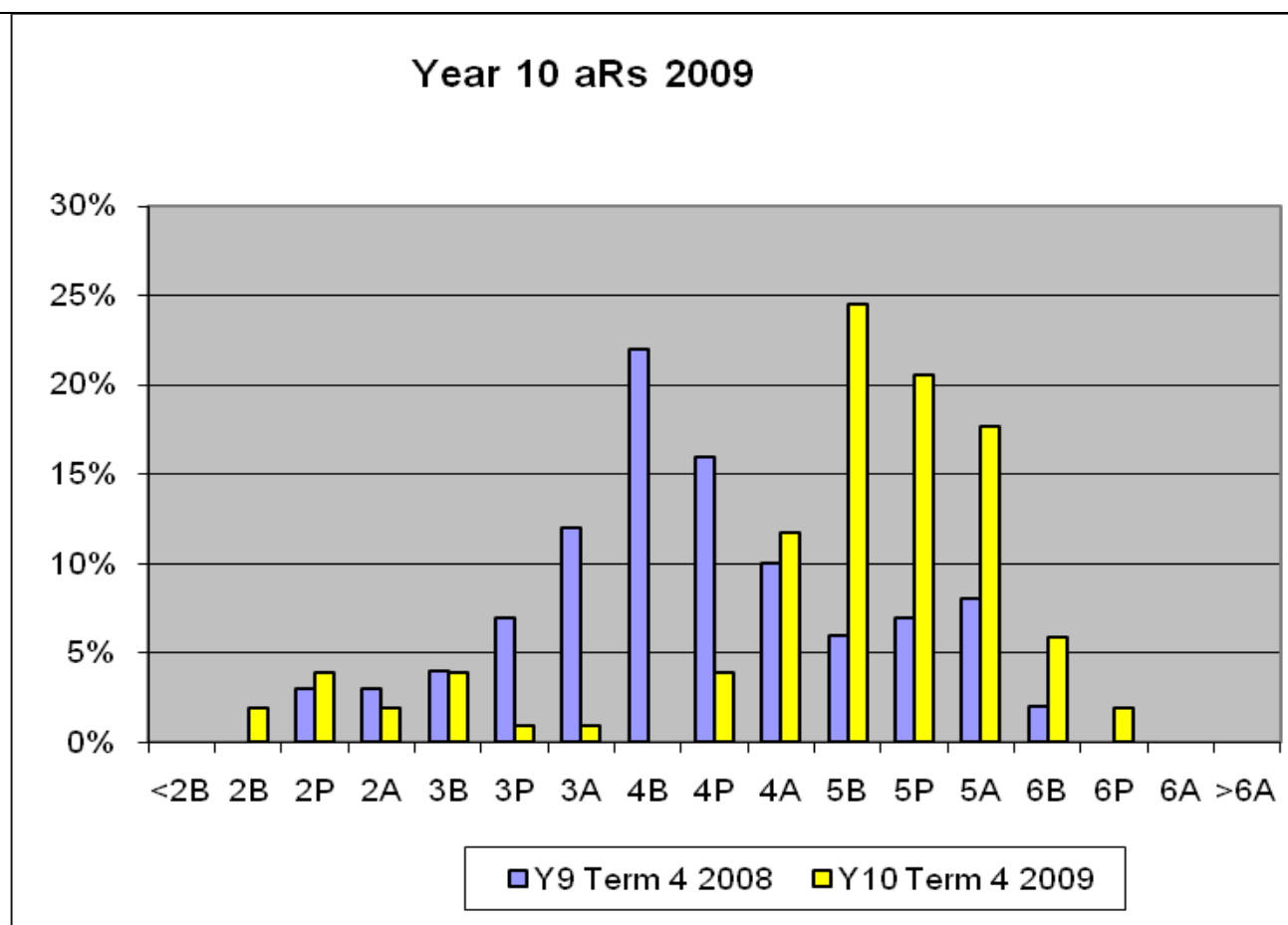
YEAR 10

2009 Target- New Zealand Curriculum Levels

At least 90% are Level 4 and above. At least 50% of Year 10 students are Level 5 or above.

(Starting Data: 71% were at Level 4 or above and 23% were at level 5-the results of the cohort at the end of year 9).

Outcome



New Zealand Curriculum Level 2-6 English

B= Basic at level, P= proficient at level, A=advanced at level

Analysis-End of Year

- 86% are Level 4 or above, which is just below the target .This is a 15% increase.
- 72% are Level 5 and above, which is 22% above 50% target.
This is a large 49% increase and an excellent result.
- There was a good improvement in the achievement of the lower half of the students 29% were Level 3 or below at the start of the year compared with 14 % at the end of the year.
- Nearly ¾ of the students are Level 5 and above and they should be well prepared for NCEA in 2010.

(This data is only snapshot data and from a formal written testing, short answer situation)

2. Whole school Literacy

Goal: Develop reading for meaning and writing skills

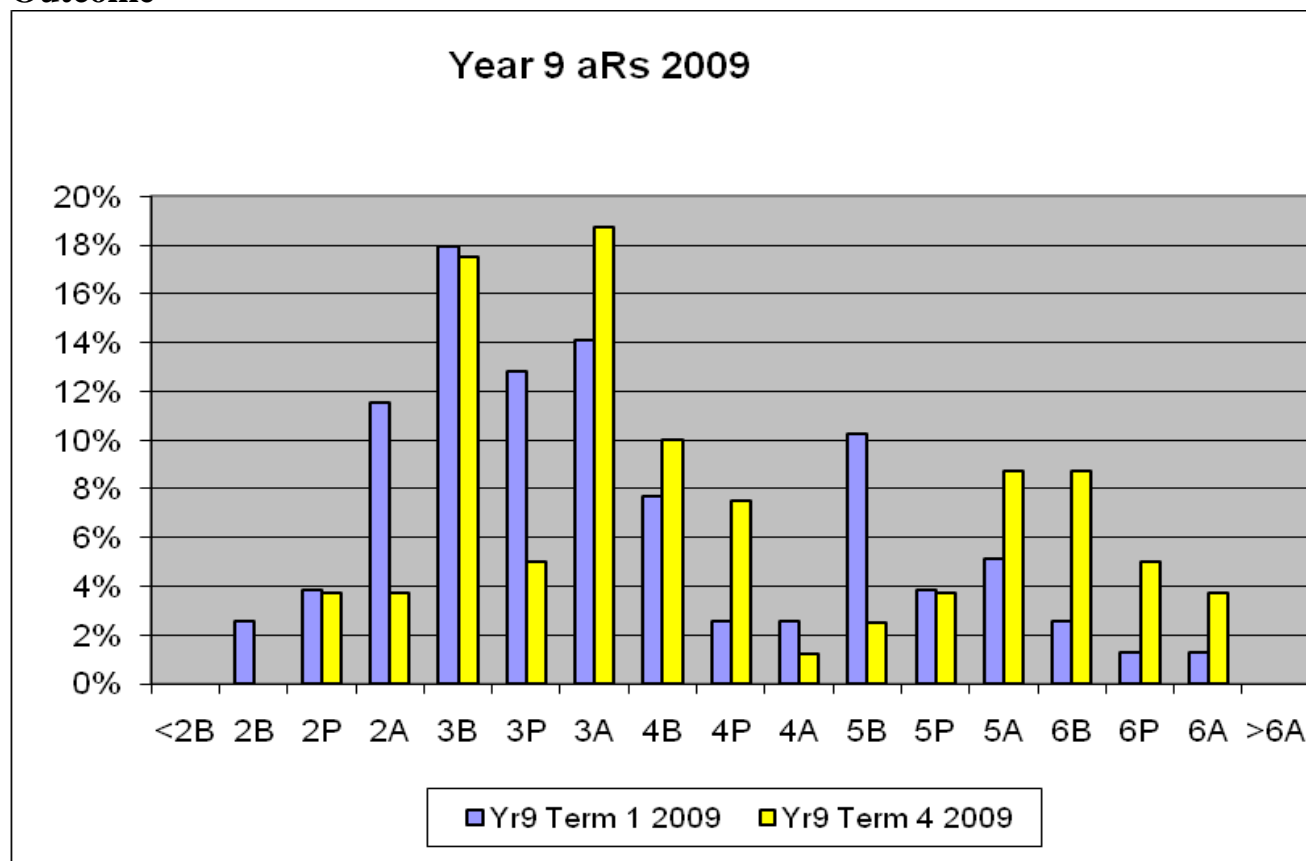
YEAR 9

2009 Target- New Zealand Curriculum Levels

At least 70% of Year 9 students are Level 4 or above and 30% are Level 5 and above.
(Starting Data: 38% were at Level 4 or above and 23% were at level 5)

The achievement of cohorts can change year to year, so the targets are set each year relative to the starting point for this year group of students.

Outcome



New Zealand Curriculum Level 2-6 English

B= Basic at level, P= proficient at level, A= advanced at level

Analysis-End of Year

- **53% of the Year 9 students were at Level 4 or above, which is 17% below the target. This is an increase of 15% at this level. We have 19% of students at 3A bordering Level 4.**
- **Need to work on lifting the below level 4 group in Year 10. Many of these students usually gain in confidence during their second year at Queen's and make more progress in Year 10.**
- **34% of Year 9 students are at Level 5 or above. This is 6% below the target. There has been an 11 % increase in the number of students at Level 5 or above.**
- **The movement of students into the extension area at Level 6 is very pleasing.**

(This data is only snapshot data and from a formal written testing, short answer situation)

4. Maori Achievement

Goal: Improve academic performance of Maori students.

2009 Target		
<p><u>Pass rate targets for NCEA</u> Level 1 75% Level 2 80% Level 3 65% (of those students who are attempting the level stated at the usual Year level)</p> <p><u>Literacy Level 1 credits</u> <u>Numeracy Level 1 credits</u> 90% of those attempting NCEA 95% of those attempting NCEA</p>		
Outcome	Analysis	Evaluation
<p>NCEA Pass rates Level 1 60% Level 2 63% Level 3 40 % (of those students who are attempting the level stated at the usual Year level)</p> <p><u>Literacy Level 1</u></p> <ul style="list-style-type: none"> 80% of those attempting NCEA gained Literacy credits. (86% whole school) <p><u>Numeracy Level 1</u></p> <ul style="list-style-type: none"> 80% of those attempting NCEA gained Numeracy credits. (90% whole school) <p>Te Reo Languages results in external assessments were strong at Level 1 and 2 where 37% (Level1) and 48% (Level 2) of the results were at Merit or Excellence level respectively. This is well above the National Average.</p>	<ul style="list-style-type: none"> At Level 1 the results were below the school pass rate, but greater than last year's pass rate for Maori students. This represents 6/10 girls. It is pleasing to note that 3 students gained Merit Endorsements At Level 2 the results were below the target set and represent 5/8 students. Two students gained Merit Endorsements which is pleasing. Year 12 students- 7/8 of Year 12 girls have now achieved Level 1- 3 gained Level 1 in 2009 as year 12 students. 7/8 have Level 1 Lit and 100% Level 1 Num. 5/8 have UE level Lit and 7/8 UE level Num. Five Year 13 students were not doing Level 3 courses. Students had an 80% (8/10) pass rate at Level 2. One student completed Level 1 and one Level 2. One passed the Prof Foods course. 	<p>The targets for Maori students were the same as the targets for all the students at each year level.</p> <p>A number of students completed their NCEA at the previous year level, which is pleasing. We need to keep working on motivating these students to achieve.</p> <p>Because of the smaller numbers of students it is not necessarily meaningful to compare the results with the whole school results. It is often better to consider the student as individuals and focus on the best outcome for individuals.</p>

BOT DEVELOPMENTAL GOALS 2009

1. Junior School Tracking

Goal: Monitor the progress of Year 9 and 10 students (Year 4)

2009 Target		
All students have an individual profile recording their progress from year 9 to Year 10 to NCEA results		
<ul style="list-style-type: none"> • Baseline data collected for Year 9 students at start and end of the year • Ongoing data collected for Year 10 • Year 9 2007 and Year 10 2008 AsTTle data compared with Year 11 2009 • Year 9 2006 and Year 10 2007 AsTTle data compared with Year 11 2008 and Year 12 2009 NCEA results. • Year 13 2009 tracked back to Year 10 2006 		
Outcome	English and Maths	
<p><u>YEAR 13 2010</u> <u>Year 9 2006 –Year 12 2009 cohort</u> There is remarkable consistency in the final Level 2 results in English and Mathematics.</p> <p>On average (including externals and internals) both subjects had the same! 29% of external credits sat resulting in Merit or Excellence level results.</p> <p>There was 10% more excellences in English than Mathematics overall, but 10% more merits in Mathematics than English.</p> <p>The improvement in this year level especially from Year 10 to Year 12, Level 2 NCEA is pleasing.</p> <p>This year level achieved at a lower than National Average level overall 72% passed NCEA Level 2, so there is still a tail of student achievement. But again the level of improvement from Level 1(66% passed NCEA Level 1) to Level 2 is most pleasing.</p>	<p><u>YEAR 12 2010 :</u> <u>Year 9 2007 –Year 11 2009 cohort</u> This was a higher performing cohort than the previous year with 20% more students at Curriculum Level 5 going into Year 11. They have achieved more excellence and merit level results, and the total number of external credits passed is higher than the previous year group. The Maths and English results are similar. There is a greater number of Merit passes in English but more excellence level passes in Maths. Maths has done better in the Merit and excellence in the externals and English in the internals.</p> <p><u>YEAR 11 2010</u> <u>Year 9 2008 to Year 10 2009 cohort</u> <u>English</u> Excellent improvement in the numbers at Level 5- a lot have moved to this expected achievement level for year 10 students. There is still a number of students at lower Levels of the curriculum who will need support as Year 11 NCEA students.</p> <p><u>Maths</u> Although there has been an amount of improvement The results of this cohort are below the previous year. Similar results to Year 10 in 2007. We will monitor closely the Maths achievement of this cohort.</p>	<p><u>SCHOOL LEAVERS</u> <u>Year 10 2006 –Year 13 2009 cohort</u> The pass rate for external credits in very similar in Mathematics and in English sitting around the 60% in both subjects across the three NCEA levels. Number of students achieving at merit NCEA Level 1, 2 and 3 is well above National Averages in all areas and is pleasing compared with Year 10 curriculum levels. Still need to push a number of these merit results into more excellences.</p>

2. Community Involvement

Goal: Enhance Community involvement in the school (Year 4)

2009 Target	
<ul style="list-style-type: none"> • Business and community links- Infotech-careers • SIT –Animal Care link and Telford • Wellness Contract- BOT and PSTA representative • Sports Council well established Parental involvement in sport and other activities • Media stories • School visits by contributing schools and vice versa. 	
Outcome	Analysis
<p>Community Liaison-Industry and Business links</p> <ul style="list-style-type: none"> • The Gateway programme involved 27 students • Four Infotech speaker in assemblies • Queen’s News and sports team sponsorship. • Junior Art Exhibition –Queens/Kings • Dance extravaganza/Senior Drama production • Godspell-Musical/ Tsunami Fundraiser • Sports Council –Community led set up • Wellbeing Contract-BOT member on committee • Student survey/Student Health committee -Fuelled Schools project, Bullying workshop, School Nurse, community speakers • SIT link for Animal care standards successful – one student did Telford VC course • Media-19 articles in the ODT or STAR pleasing • All Intermediate and contributing schools visited pre Open Day • Abbotsford school Art programme /St Clair – Kiwi sport/musical visit <p>-----</p> <p>Parental meetings</p> <ul style="list-style-type: none"> • Two option evenings and 2 careers evening- one with Kings • Pacific Island Parent Meeting- performance, consultation re school achievement, health speaker • Three Whanau meeting plus fundraising meetings for Nga Manu Korero • 5 week monitoring, 3 written reports and 2 oral report evenings • Year 9 Parents meeting-Parent Year 9 survey • Parent NZC meeting-Values survey • Year 10/11 NCEA meeting • Supper after parent meeting • PSTA- book fundraiser, stall at musical – supplied crockery for PAC <p>Curriculum: Parental Values Survey</p> <p>Parents ranked the importance of the new curriculum values with integrity coming out as most important then respect and excellence.</p> <ol style="list-style-type: none"> 1. Integrity, 2. Respect, 3. Excellence, 4. Innovation, 4. Equity, 6. Community & Participation, 7 =. Ecological sustainability / Diversity 	<ul style="list-style-type: none"> • Catering/food industry, early childhood and primary teaching most popular. Several students completed 20 days industry placement. Challenge to get all students placed. • Sports Council supportive of school sport and sports coordinator- further involvement in 2010. Excellent community support for Council and sports coaching/managing-much appreciated • Community Arts events well supported • Wellness contract – student anti bullying poster developed, students ran self defence classes, staff anti-bullying workshop held • Further develop Year 8 visits to Queen’s earlier in Term1/2 – get to know <ul style="list-style-type: none"> • Well attended by parents and caregivers • Pacific Island parents meeting very well attended by parents, whanau and the girls. • Six students attended Nga Manu Korero in Rotorua • Excellent Community support for Kapa Haka and new Maori teacher <p>The following main qualities (in order of the number of responses) were listed by the parents as the most important for girls to develop to become an independent learner and to cope successfully with challenges in the future?</p> <p>Confidence , Problem solving , Self Responsibility, Respect, Enquiring mind, Relate well to others, Perseverance, Honesty/ Integrity and Time management</p>

3. ICT Implementation

Goal: Improved access to ICT

2009 Target	
<ul style="list-style-type: none"> • Producing collaborative ICT resources (with Kings) for use with students in Learning Area groups • All teaching staff undertake in-class visits to other teachers to observe ICT practice. • Students engaged as part of the ICTPD e.g. • Video Conferencing classes for students • Taking tech leader roles in group activities. 	
Outcome	Analysis
<ul style="list-style-type: none"> • Five teacher meetings held with Kings staff including a Teacher Only Day. Learning Areas produced ICT resources following combined school PD meetings to determine needs. • Facilitator support – in class and with individuals • Year 9 ICT one hour per week course • Increased use of Computer rooms by students by class or groups • Students supported others in computer –based learning • Student conference not held- discussion with Kings started • Moodle use explored by 2 learning areas- student use • Eight Video Conference students • Year 13 German taught by Ms Cebulla-Elder for Dunedin schools 	<p>Online ICT Student survey</p> <ul style="list-style-type: none"> • The internet (90%), word (81%) and power points (66%) were the most used applications by students. This shows that students are using ICT for researching, processing and presenting their school work. <p>Year 9 ICT evaluation</p> <ul style="list-style-type: none"> • 88% felt confident in using word and 94% plus felt confident in using OneNote and the internet for school work. • 100% said they were cyber smart and 98% felt that they knew how to keep themselves safe online, using a phone and instant messaging. <p>Online staff ICT survey</p> <ul style="list-style-type: none"> • At the start of 2008, 66% of the staff perceived that their ICT skills level was average to low. At the end of 2009, 75% of the staff perceived that the levels were average to high. This is a marked improvement.