

WESLEY COLLEGE



FOUNDED 1844

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

Ministry Number:	104
School Address:	801 Paerata Road, Paerata
School Postal Address:	P O Box 58, Pukekohe
School Phone:	09-2370224
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Members of the Board of Trustees

Name	Position	How position gained	Term expires
Norman Johnston	Chairperson Trust Board appointee	Appointed 1991	
David McGeorge	Deputy Chairperson Trust Board appointee	Appointed May 2013	
Brian Evans	Principal/ Secretary	Appointed January 2018	
Patisepa Tala'imanu	Trust Board appointee	Appointed May 2006	
Gillian Laird	Trust Board appointee	Appointed July 2015	
David Denny	Parent Rep	Elected May 2016	Jun 2019
Uinise Smythe	Parent Rep	Re-elected May 2016	Jun 2019
Jeff Johansson	Parent Rep	Re-elected May 2019	Jun 2022
Rose Papuni	Parent Rep	Elected May 2016	Jun 2019
Nasili Vaka'uta	Parent Rep	Elected May 2016	Jun 2019
Nashua Morrison	Parent Rep	Elected May 2019	Jun 2022
Sifa Pole	Parent Rep	Elected May 2019	Jun 2022
Joel Bogotini	Parent Rep	Elected May 2019	Jun 2022
Imraz Sahib	Staff Rep	Elected May 2016	Jun 2019
Jean Paul Eason	Staff Rep	Elected May 2019	Jun 2022
Rhys Gabriel	Student Rep	Elected September 2018	October 2019
Viliame Ngaluafe	Student Rep	Elected September 2019	October 2020

Wesley College



Financial Statements - For the year ending 31 December 2019

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Wesley College

Statement of Responsibility

For the year ended 31 December 2019

The Board of Trustees (the Board) has pleasure in presenting the annual report of Wesley College incorporating the financial statements and the auditor's report, for the year ended 31 December 2019.

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the college.

The College's 2019 financial statements are authorised for issue by the Board.

Mr Norman Johnston

Full Name of Board Chairperson



Signature of Board Chairperson

5 June 2020

Date:

Dr. Brian Evans

Full Name of Principal



Signature of Principal

5 June 2020

Date:

Wesley College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (unaudited) \$	2018 Actual \$
Revenue				
Government grants	2	3,919,988	3,735,432	3,678,452
Locally raised funds	3	355,347	277,382	319,579
Use of land and buildings integrated		940,973	994,944	940,973
Interest earned		6,245	6,504	6,205
International students	4	39,676	45,848	87,044
		<u>5,262,229</u>	<u>5,060,110</u>	<u>5,032,253</u>
Expenses				
Locally raised funds	3	45,244	31,494	32,898
International students	4	6,653	6,864	11,914
Learning resources	5	3,418,703	3,263,485	3,261,808
Administration	6	389,274	372,406	387,688
Finance costs		1,634	1,500	1,871
Property	7	1,217,829	1,202,436	1,202,960
Depreciation	8	160,089	156,504	158,445
Loss on disposal of property, plant and equipment		1,129	-	2,054
Amortisation of equitable lease		21,015	23,916	21,015
Amortisation of intangible assets		2,015	1,500	1,778
		<u>5,263,585</u>	<u>5,060,105</u>	<u>5,082,430</u>
Net Surplus / (Deficit)		(1,355)	5	(50,177)
Other comprehensive revenue and expenses		-	-	-
Total comprehensive revenue and expense for the year		<u>(1,355)</u>	<u>5</u>	<u>(50,177)</u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.

Wesley College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	2019 Actual \$	2019 Budget (unaudited) \$	2018 Actual \$
Balance at 1 January	<u>893,731</u>	<u>893,727</u>	<u>943,908</u>
Total comprehensive revenue and expense for the year	(1,355)	5	(50,177)
Owner transactions			
Equity at 31 December	<u>892,376</u>	<u>893,732</u>	<u>893,731</u>
Retained earnings	892,376	893,732	893,731
Reserves	-	-	-
Equity at 31 December	<u>892,376</u>	<u>893,732</u>	<u>893,731</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.

Wesley College

Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (unaudited) \$	2018 Actual \$
Current Assets				
Cash and cash equivalents	9	96,529	12,060	34,048
Accounts receivable	10	260,830	181,084	201,915
Investments	11	189,351	183,450	183,450
GST receivable		336	-	17,222
Prepayments		9,684	8,500	9,893
		<u>556,729</u>	<u>385,094</u>	<u>446,528</u>
Current Liabilities				
Accounts payable	15	275,224	184,028	253,651
GST payable		-	-	-
Revenue received in advance	16	76,114	30,057	25,040
Provision for cyclical maintenance current portion	17	3,450	-	7,813
Finance lease liability	18	8,367	-	9,557
		<u>363,155</u>	<u>214,085</u>	<u>296,061</u>
Working Capital Surplus or (Deficit)		193,574	171,009	150,466
Non-current Assets				
Property, plant and equipment	12	510,895	489,080	511,788
Intangible assets	13	8,021	-	10,036
Equitable leasehold	14	214,364	256,394	235,379
		<u>733,279</u>	<u>745,474</u>	<u>757,203</u>
Non-current Liabilities				
Provision for cyclical maintenance term portion	17	28,440	11,813	-
Finance lease liability	18	6,037	10,938	13,939
		<u>34,477</u>	<u>22,751</u>	<u>13,939</u>
Net Assets		<u>892,376</u>	<u>893,732</u>	<u>893,730</u>
Equity		<u>892,376</u>	<u>893,732</u>	<u>893,731</u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes.

Wesley College

Cash Flow Statement

For the year ended 31 December 2019

	Note	2019 Actual \$	2019 Budget (unaudited) \$	2018 Actual \$
Cash flows from Operating Activities				
Government Grants		1,325,491	1,229,790	1,211,764
Locally Raised Funds		371,306	298,451	278,879
International Students		39,676	52,350	87,044
Goods and Services Tax (net)		16,886	13,543	(14,351)
Payments to Employees		(732,812)	(691,592)	(732,502)
Payments to Suppliers		(787,262)	(745,385)	(751,019)
Interest Received		6,147	6,504	6,206
Interest Paid		(1,634)	(1,500)	(1,871)
Net cash from / (to) the Operating Activities		237,798	162,161	84,149
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(156,551)	(171,555)	(121,713)
Purchase of investments		(5,901)	(43)	(5,921)
Net cash from / (to) the Investing Activities		(162,452)	(171,598)	(127,634)
Cash flows from Financing Activities				
Finance lease payments		(12,866)	(12,550)	(16,491)
Painting contract payments		-	-	(90,000)
Net cash from Financing Activities		(12,866)	(12,550)	(106,491)
Net increase/(decrease) in cash and cash equivalents		62,480	(21,987)	(149,976)
Cash and cash equivalents at the beginning of the year	9	34,048	34,048	184,024
Cash and cash equivalents at the end of the year	9	96,529	12,061	34,048

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

The above Cash Flow Statement should be read in conjunction with the accompanying notes.

Wesley College

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2019

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education Act 1989 requires the College, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards (PBE IPSAS) Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The college is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

PBE Accounting Standards Reduced Disclosure Regime

The College qualifies for Tier 2 as the College is not publically accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates and Assumptions

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

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

Useful lives of property, plant and equipment

The College reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The College believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

The College reviews the details of lease agreements at the end of each reporting date. The College believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 18.

Recognition of grants

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

c) Revenue Recognition***Government Grants Colleges***

The College receives funding from the Ministry of Education. The following are the main types of funding that the College receives;

Operational grants are recorded as revenue when the College has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the College has the rights to the funding in the salary period they relate to. The grants are not received in cash by the College and are paid directly to teachers by the Ministry of Education.

Other Grants

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

Grants for the use of land and buildings are also not received in cash by the College as they equate to the deemed expense for using the land and buildings which are owned by the Proprietor. Use of land and building grants are recorded as income in the period the College uses the land and building.

Donations

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

Interest Revenue

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

d) Use of Land and Buildings Expense

The property from which the College operates is owned by the Proprietor. The expense is based on an assumed market rental yield on the land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Proprietor.

e) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

i) Investments

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Investments that are shares are categorised as “available for sale” for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

The College has met the requirements under schedule 6 section 28 of the Education Act 1989 in relation to the acquisition of securities.

j) Property, Plant and Equipment

Land and buildings owned by the Proprietor 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 Proprietor are recorded at cost, less accumulated depreciation and impairment losses.

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

Gains and losses on disposals (*i.e.* sold or given away) are determined by comparing the proceeds received with the carrying amounts (*i.e.* the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Leased Assets

Leases where the School 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. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

Depreciation

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

The estimated useful lives of the assets are:

Audio Visual	10 years
Plant and Machinery	10 years
Furniture and equipment	10 years
Information and communication technology	2-5 years
Leased assets	3 years
Motor vehicles	10 years
Textbooks	3 years
Library resources	12.5% Diminishing value

k) Intangible Assets

Software costs

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 subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

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

Computer software that the college receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. It's fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

l) Impairment of property, plant, and equipment and intangible

Wesley College does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

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

m) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the College prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

n) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

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

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

o) Revenue Received in Advance

Revenue received in advance relates to fees received from international students and grants where there are unfulfilled obligations for the College to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The College holds 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) Provision for Cyclical Maintenance

The property from which the college operates is owned by the Proprietor. The Board is responsible for maintaining the land, building and other facilities on the College site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the College, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provisions for cyclical maintenance represents the obligations the Board has to the Proprietor and is based on the Board's ten year property plan (10YPP).

q) Financial Assets and Liabilities

The College's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

The College's financial liabilities comprise accounts payable, funds held on behalf of the Ministry of Education, and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

r) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and finance activities, is classified as a net operating cash flow in the statements of cash flow.

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

The budget figures are extracted from the College budget that was approved by the Board at the start of the year.

t) Services received in-kind

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

2. Government Grants

	2019 Actual	2019 Budget (unaudited)	2018 Actual
	\$	\$	\$
Operational grants	1,222,708	1,187,808	1,136,650
Teachers' salaries grants	2,594,497	2,505,648	2,466,688
Resource teachers learning and behaviour grants	14,806	-	3,687
Other MOE grants	20,386	5,496	8,591
Other government grants	67,591	36,480	62,837
	<u>3,919,988</u>	<u>3,735,432</u>	<u>3,678,452</u>

3. Locally Raised Funds

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

	2019 Actual	2019 Budget	2018 Actual
	\$	\$	\$
<i>Revenue</i>			
Donations	18,580	2,004	14,256
Other revenue	336,766	275,378	305,324
	<u>355,347</u>	<u>277,382</u>	<u>319,579</u>
<i>Expenses</i>			
Activities	45,244	31,494	32,898
	<u>45,244</u>	<u>31,494</u>	<u>32,898</u>
<i>Surplus for the year locally raised funds</i>	<u>310,103</u>	<u>245,888</u>	<u>286,680</u>

4. International Student Revenue and Expenses

	2019 Actual Number	2019 Budget Number	2018 Actual Number
International student roll	6	7	9
	2019 Actual	2019 Budget (unaudited)	2018 Actual
	\$	\$	\$
<i>Revenue</i>			
International student fees	39,676	45,848	87,044
<i>Expenses</i>			
General expenses	4,856	4,620	9,697
International student levy	1,798	2,244	2,217
	<u>6,653</u>	<u>6,864</u>	<u>11,914</u>
<i>Surplus for the year International Student</i>	<u>33,023</u>	<u>38,984</u>	<u>75,130</u>

5. Learning Resources

	2019 Actual	2019 Budget (unaudited)	2018 Actual
	\$	\$	\$
Curricular	125,042	173,620	164,138
Equipment repairs	1,808	3,839	615
Information and communication technology	41,247	38,665	33,288
Extra-curricular activities	204,058	128,990	147,174
Library resources	2,385	7,799	2,398
Employee benefits - salaries	3,028,183	2,893,776	2,897,365
Staff development	15,979	16,796	16,830
	<u>3,418,703</u>	<u>3,263,485</u>	<u>3,261,808</u>

6. Administration

	2019 Actual	2019 Budget (unaudited)	2018 Actual
	\$	\$	\$
Audit fee	10,075	8,556	8,870
Board of Trustees fees	4,515	6,492	3,460
Board of Trustees expenses	1,468	1,608	1,612
Communication	8,997	6,994	7,795
Consumables	29,243	19,500	28,763
Postage	485	300	279
Other	26,374	22,104	26,938
Employee benefits - salaries	305,157	303,816	306,900
Insurance	2,961	3,036	3,072
	<u>389,274</u>	<u>372,406</u>	<u>387,688</u>

7. Property

	2019 Actual	2019 Budget (unaudited)	2018 Actual
	\$	\$	\$
Caretaking and consumables	-	996	2,899
Consultancy and contract services	44,577	32,004	43,916
Cyclical maintenance provision	24,077	3,996	13,313
Grounds	64,472	51,996	56,331
Heat, light and water	80,206	63,000	74,023
Repairs and maintenance	63,523	55,500	71,504
Use of land and buildings integrated	940,973	994,944	940,973
	<u>1,217,829</u>	<u>1,202,436</u>	<u>1,202,960</u>

The use of land and buildings figure represents 8% of the college's total property value as used for rating purposes. This is used as a 'proxy' for the market rental of the property yield on the value of land and buildings.

8. Depreciation of Property, Plant and Equipment

	2019 Actual	2019 Budget (unaudited)	2018 Actual
	\$	\$	\$
Audio visual	12,208	14,004	13,977
Furniture and equipment	22,024	18,996	19,976
Information and communication technology	87,079	73,500	73,469
Leased Assets	11,119	14,004	16,703
Library Resources	5,175	6,996	5,505
Plant and equipment	11,389	15,000	14,021
Textbooks	11,095	14,004	14,795
	<u>160,089</u>	<u>156,504</u>	<u>158,445</u>

9. Cash and Cash Equivalents

	2019 Actual	2019 Budget (unaudited)	2018 Actual
	\$	\$	\$
Current bank account	95,584	12,060	34,030
Cash on hand	945	-	18
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>96,529</u>	<u>12,060</u>	<u>34,048</u>

The carrying value of short-term deposits with maturity dates of three months or less approximates their fair value.

10. Accounts Receivable

	2019 Actual	2019 Budget (unaudited)	2018 Actual
	\$	\$	\$
Receivables	63,988	10,228	28,874
Interest receivable	2,283	-	2,186
Teacher salaries grant receivable	194,559	170,856	170,855
	<u>260,830</u>	<u>181,084</u>	<u>201,915</u>
Receivables from exchange transactions	66,271	10,228	31,060
Receivables from non-exchange transactions	194,559	170,856	170,855
	<u>260,830</u>	<u>181,084</u>	<u>201,915</u>

11. Investments

The School's investment activities are classified as follows:

	2019 Actual	2019 Budget (Unaudited)	2018 Actual
	\$	\$	\$
Current Asset			
Short term investments	-	-	-
Short-term Bank Deposits	189,351	183,450	183,450

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Audio visual	56,955	15,686	(375)		(12,208)	60,058
Furniture and equipment	121,242	35,465			(22,024)	134,683
Information and communication technology	190,437	85,577			(87,079)	188,935
Leased assets	21,913	3,774			(11,119)	14,569
Library resources	41,771	4,565	(754)		(5,175)	40,407
Motor vehicles	-	-			-	-
Plant and machinery	59,991	8,241			(11,389)	56,842
Textbooks	19,479	7,017			(11,095)	15,401
Balance at 31 December 2019	<u>511,787</u>	<u>160,324</u>	<u>(1,129)</u>	<u>-</u>	<u>(160,089)</u>	<u>510,895</u>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Audio visual	206,486	(146,428)	60,058
Furniture and equipment	309,468	(174,785)	134,683
Information and communication technology	586,053	(397,119)	188,934
Leased assets	57,122	(42,552)	14,569
Library resources	111,579	(71,172)	40,407
Motor vehicles	24,459	(24,459)	-
Plant and machinery	252,379	(195,536)	56,843
Textbooks	88,364	(72,963)	15,401
Balance at 31 December 2019	<u>1,635,910</u>	<u>(1,125,015)</u>	<u>510,895</u>

2018	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Audio visual	52,964	17,968	-	-	(13,977)	56,955
Furniture and equipment	119,026	22,198	(6)	-	(19,976)	121,242
Information and communication technology	200,623	63,283	-	-	(73,469)	190,437
Leased assets	7,959	30,657	-	-	(16,703)	21,913
Library resources	43,746	5,188	(1,658)	-	(5,505)	41,771
Motor vehicles	-	-	-	-	-	-
Plant and machinery	70,758	3,645	(391)	-	(14,021)	59,991
Textbooks	28,024	6,250	-	-	(14,795)	19,479
Balance at 31 December 2018	523,100	149,189	(2,055)	-	(158,446)	511,787

Accumulated Depreciation

2018	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Audio visual	257,267	(200,312)	56,955
Furniture and equipment	572,420	(451,178)	121,243
Information and communication technology	982,537	(792,102)	190,436
Leased assets	53,347	(31,434)	21,914
Library resources	213,304	(171,533)	41,771
Motor vehicles	59,933	(59,933)	-
Plant and machinery	696,472	(636,481)	59,991
Textbooks	459,171	(439,692)	19,479
Balance at 31 December 2018	3,294,451	(2,782,663)	511,788

13. Intangible Assets

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

2019	Opening \$	Additions \$	Disposals \$	Impairment \$	Closing \$
Intangible Assets (Cost)	10,036	-	-	-	10,036
Balance at 31 December 2019					
Accumulated Amortisation					-
Intangible Assets (Amortisation for the year)	(2,015)				(2,015)
Balance at 31 December 2019					-
Net Book Value at 31 December 2019	8,021	-	-	-	8,021

2018	Opening \$	Additions \$	Disposals \$	Impairment \$	Closing \$
Intangible Assets (Cost)	2,840	9,250	-	-	12,090
Balance at 31 December 2018					-
Accumulated Amortisation					-
Intangible Assets (Amortisation for the year)	(276)	(1,778)			(2,054)
Balance at 31 December 2018					-
Net Book Value at 31 December 2018	2,564	7,472	-	-	10,036

14. Equitable Leasehold Interest

An equitable leasehold interest recognises an interest in an asset without transferring ownership or creating a charge over the asset. This equitable leasehold interest represents the board's interest in capital works assets owned by the proprietor but paid for in whole or in part by the Board of Trustees, either from government funding or community raised funds.

A lease between the Board and the proprietor records the terms of the equitable leasehold interest and includes a detailed schedule of capital works assets. The equitable leasehold interests are amortised over between 8 and 47 years, based on the economic life of the capital works asset(s) involved. The interest may be realised on the sale of the capital works by the proprietor or the closure of the college.

The major capital works assets included in the equitable leasehold interest are buildings, building improvements and land improvements:

	2019 Actual	2019 Budget (unaudited)	2018 Actual
	\$	\$	\$
Cost	468,651	468,651	468,651
Accumulated amortisation	(254,287)	(212,257)	(233,272)
Net book value	<u>214,364</u>	<u>256,394</u>	<u>235,379</u>

On 7 November 2013 the Proprietor acquired the Board's share of equitable leasehold interest in improvements to the information and communication technology suite for a book value of \$201,412.

15. Accounts Payable

	2019 Actual	2019 Budget (unaudited)	2018 Actual
	\$	\$	\$
Operating creditors	29,151	31,315	39,271
Accruals	9,872	1,200	7,913
Employee benefits payable - salaries	194,559	115,902	170,856
Employee benefits payable - leave accrual	41,642	35,611	35,611
	<u>275,224</u>	<u>184,028</u>	<u>253,651</u>
Payables for exchange transactions	275,224	184,028	253,651
Payables for non-exchange transactions - taxes payable (PAYE and Rates)	-	-	-
Payables for non-exchange transactions - other	-	-	-
	<u>275,224</u>	<u>184,028</u>	<u>253,651</u>

The carrying value of payables approximates their fair value.

16. Revenue Received in Advance

	2019 Actual	2019 Budget (unaudited)	2018 Actual
	\$	\$	\$
Grants in advance - Ministry of Education	-	-	-
International student fees	49,148	1,200	24,574
Other	26,967	28,857	466
	<u>76,114</u>	<u>30,057</u>	<u>25,040</u>

17. Provision for Cyclical Maintenance

	2019 Actual	2019 Budget (unaudited)	2018 Actual
	\$	\$	\$
Provision at the Start of the Year	7,813	7,813	84,500
Increase to the Provision During the Year	24,077	4,000	13,313
Adjustment to the Provision	-	-	-
Use of the Provision During the Year	-	-	(90,000)
Provision at the End of the Year	<u>31,890</u>	<u>11,813</u>	<u>7,813</u>
Cyclical Maintenance - Current	3,450		7,813
Cyclical Maintenance - Term	28,440	-	-
	<u>31,890</u>	<u>-</u>	<u>7,813</u>

18. Finance Lease Liability

The College has entered into a number of finance lease agreements for computers. Minimum lease payments payable:

	2019 Actual	2019 Budget (Unaudited)	2018 Actual
	\$	\$	\$
No Later than One Year	8,367	-	9,557
Later than One Year and no Later than Five Years	6,037	10,939	13,939
	<u>14,404</u>	<u>10,939</u>	<u>23,496</u>

19. Related Party Transactions

The College is a controlled entity of 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 school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect college would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

The Proprietor of the College, Wesley College Trust Board (WCTB) is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor have been disclosed appropriately. If the proprietor collects funds on behalf of the college (or vice versa) the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1(d). The estimated value of this use during 2018 is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings". The following transactions occurred between the board and the proprietor during 2019:

During the year the Board received grants and donations from the WCTB of \$191,228 (2018: \$201,663). The balance receivable at year end is \$4,278 (2018: \$13,590).

During the year the Board received income on behalf of the WCTB which was paid over to the WCTB and the WCTB paid expenses on behalf of the Board for which they were reimbursed by the Board. The balance payable at year end is \$413 (2018: \$18,067).

20. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	4,515	3,460
Full-time equivalent members	0.15	0.12
<i>Leadership Team</i>		
Remuneration	588,173	549,219
Full-time equivalent members	5.00	4.75
Total key management personnel remuneration	592,688	552,679
Total full-time equivalent personnel	5.15	4.87

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and other short-term employee benefits:		
Salary and other payments	140 - 150	140 - 150
Benefits and other emoluments	1 - 5	1 - 5

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100 - 110	4	2
120 - 130	1	1
	5	3

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

21. Contingencies

There are no contingent liabilities and no contingent assets as at **31 December 2019** (Contingent liabilities and assets at **31 December 2018**: nil).

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the college may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has no contract agreements for capital works.

(Capital commitments at 31 December 2018: nil)

(b) Operating Commitments

As at 31 December 2019 the Board has Nil operating commitments:

23. Managing Capital

The College's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The College does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

24. Financial Instruments

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

Cash and receivables

	2019 Actual	2019 Budget (unaudited)	2018 Actual
	\$	\$	\$
Cash and cash equivalents	96,529	12,060	34,048
Investments	189,351	183,450	183,450
Receivables	260,830	181,084	201,916
Total cash and receivables	<u>546,710</u>	<u>376,594</u>	<u>419,414</u>

Financial liabilities measured at amortised cost

Payables	275,224	184,028	253,651
Finance Leases	14,404	10,939	23,496
Total financial liabilities measured at amortised cost	<u>289,628</u>	<u>194,967</u>	<u>277,147</u>

25. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18th of May 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

26. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 10 Receivables:
This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 11 Investments:
Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

27. Failure to comply with section 87 of the Education Act 1989

The Board of Trustees has failed to comply with Section 87 of the Education Act 1989, as the Board were unable to provide their audited financial statements to the Ministry of Education by 31 May 2020. The disruption caused by the Covid-19 restrictions, including the closure of the school, meant that the audit could not progress as planned. This resulted in the school missing the statutory deadline.

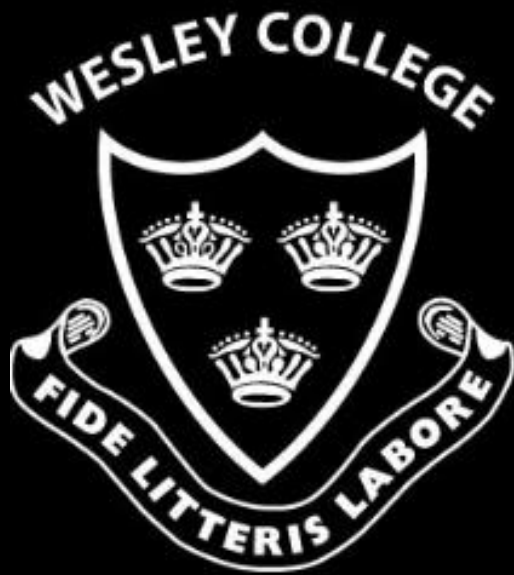
Wesley College

Kiwisport

For the year ended 31 December 2019

Kiwisport is a Government funding initiative to support student's participation in organised sport.

In 2019, the college received total Kiwisport funding of \$7,954 (excluding GST). The funding was spent on the sports coordinator's remuneration. The college had a level of 68% sports participation.



Wesley College
Charter and Analysis of Variance
2019

WESLEY COLLEGE CHARTER

VISION

Wesley College is a Christian, multi-ethnic, multi-faith, socially diverse boarding and day school affiliated with the Methodist Church of New Zealand, Te Haahi Weteriana o Aotearoa. Wesley College was established to provide education with a Special Character.

Wesley College has special obligations to provide education for students of Māori descent, Pacific Island descent and orphans or otherwise disadvantaged students.

Mission Statement

Wesley College endeavours to provide its students, with the opportunity to excel in the spiritual, academic, sporting and cultural aspects of their lives. Having achieved this aim, Wesley graduates will go on to contribute to the wider community as balanced individuals of faith, integrity, sensitivity and purpose.

THE SPECIAL CHARACTER IN THE DAILY LIFE OF WESLEY COLLEGE –

The influence of the ethos of contemporary New Zealand Methodism

Our Special Character

simply stated: We are Christian in practice

We are Methodist in ethos

We are Accepted for who we are

We are Called to be God's people to do God's work

We Belong to the Wesley College Family and the wider family of God.

Wesley College is a multi-ethnic school that has a direct affiliation with the Methodist Church of New Zealand – Te Haahi Weteriana o Aotearoa. The Methodist Church of New Zealand – Te Haahi Weteriana o Aotearoa is a Treaty-based Church that expresses its governance in a bi-cultural, power-sharing partnership between Te Taha Maori and Tauwi.

Curriculum

Wesley College affirms that every student in school will have the best possible learning opportunity.

This involves the provision of a balanced curriculum, which enables all learners to acquire existing knowledge and skills while at the same time developing capabilities to create knowledge and practise new skills.

Basic skills will be learned. Physical and aesthetic abilities will be enhanced. Realistic personal standards of achievement will be set. Scholarship will be valued and encouraged at every level. Every student will be aware of the dual cultural heritage of New Zealand and the multi-cultural nature of our society.

Equity

Wesley College affirms that equity objectives will underpin all activities in the school.

Wesley College will ensure that this school's policies and practices seek to achieve equitable outcomes for students of both sexes, for rural and urban students; for students from all religious, ethnic, cultural, social, family and class backgrounds, and for all students irrespective of their ability or disability.

Aspects of equity

Equal Educational Opportunity: The aim will be to ensure equal opportunity for all students to participate in and succeed in the full range of school activities.

The school will adopt policies and practices that identify and cater for the individual needs of each student in the school. These will affect the school's curriculum and how the school distributes resources.

They will include programmes that redress existing inequities and address the current and future needs of students, particularly.

- Maori
- Pacific Island
- Other ethnic groups
- Women and girls
- Students with disabilities
- Students with other special learning needs

Treaty of Waitangi

The Methodist Church of New Zealand - Te Haahi Weteriana o Aotearoa is a Treaty-based Church that expresses its governance in a bi-cultural, power-sharing partnership between Te Taha Maori and Tauwiwi.

Wesley College has an obligation and a commitment to develop policies and practices which reflect New Zealand's dual cultural heritage. Wesley College is committed to Tataiako and Ka Hikitia

Pasifika Achievement

The Board of Trustees is committed to the Tapasa and the Pasifika Education Plan and raising the achievement of Pasifika students.

Community

Wesley College is proud of the diverse communities it represents and believes that a balanced and inclusive approach to working with and for the community results in a just experience for all. Our Methodist special character is at the forefront of all we do.

School Motto

The school motto embraces the core values for Wesley College.

The motto, “Fide Litteris Labore” translates as By Faith, By Learning, By Hard work. That is, the Christian faith, learning and academic attainment, as well as hard work contributes to our core values.

Kairangi Values

Every decision relating to curriculum and every interaction that takes place at Wesley College reflects the values of the individuals involved and the collective values of the institution. Our daily Kairangi values are Family, Respect, Responsibility and Excellence. They are woven into the fabric of school life.

Strategic Themes

In this plan there are five (5) themes or visions where Goals for yearly annual plans are identified and targets with associated expected outcomes set. These targets will identify the outcomes necessary for the College to deliver its mission and vision for the students in its care.

The 5 strands are:

1. Special Character, Student Services and Pastoral Care
2. Shared, effective Team Vision
3. Students and their Learning
4. Staff Effectiveness
5. Property, Personnel and Financial Resources

2019 Theme

“Kua tawhiti kē to haerenga mai, kia kore e haere tonu.”

"You have come too far not to go further ..."

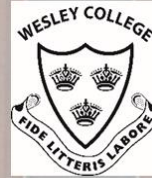
GOD

Methodist Church of NZ – Te Haahi Weteriana o Aotearoa

By Faith

Do all the good I can
By all the means I can
In all the ways I can
In all the places I can
At all the times I can
To all the people I can
As long as I ever can

By Learning



By Hard Work

Family
Respect
Responsibility
Excellence

Act justly Love mercy

Walk humbly with God

Having been given the opportunity to develop their spiritual, academic, social, sporting and cultural potential it is our hope they will be well balanced individuals of integrity, sensitivity and purpose.

Our Special Character - Our Why!

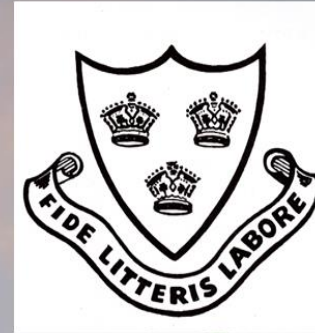
We are Christian *in practice*

We are Methodist *in ethos*

We are Accepted *for who we are*

We are Called *to be God's people
to do God's work*

We Belong *to the Wesley College family
and the wider family of God*



THE METHODIST CHURCH OF NEW ZEALAND
Te Haahi Weteriana O Aotearoa

FreeFoto.com

**Profile of a Wesley College Graduate
(Developed by staff and students)**

Adaptable

Resilient

Relationship
skills

Respectful

Qualified

Good Manners

Confident

Self-Motivated

Leader





The Strategic Plan Structure

VISION

Wesley College is a Christian, multi-ethnic, multi-faith, socially diverse boarding and day school affiliated with the Methodist Church of New Zealand, Te Haahi Weteriana o Aotearoa. Wesley College was established to provide education with a Special Character.

Wesley College has special obligations to provide education for students of Māori descent, Pacific Island descent and orphans or otherwise disadvantaged students.

MISSION

Wesley College endeavours to provide its students, with the opportunity to excel in the spiritual, academic, sporting and cultural aspects of their lives. Having achieved this aim, Wesley graduates will go on to contribute to the wider community as balanced individuals of faith, integrity, sensitivity and purpose.

KAIRANGI VALUES

FAMILY

RESPECT

RESPONSIBILITY

EXCELLENCE

STRATEGIC THEMES

Vision 1: Special Character, Student Service & Pastoral Care

Vision 2: Shared, effective team vision

Vision 3: Students and their Learning

Vision 4: Staff Effectiveness

Vision 5: Property, Personnel and Financial Resources

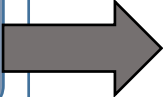
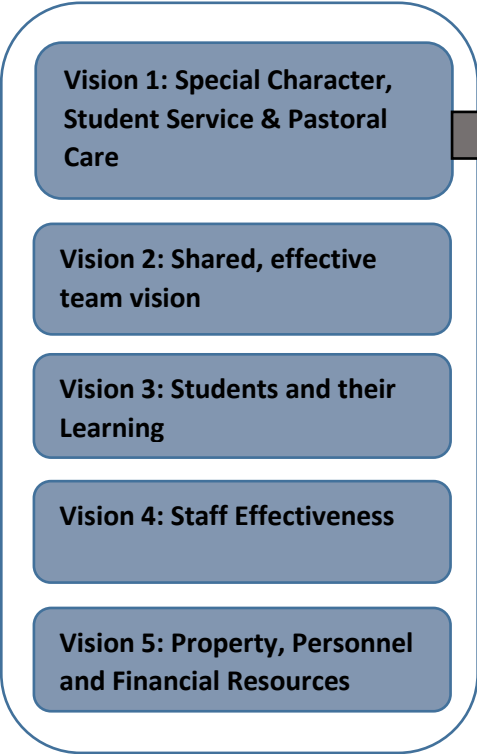
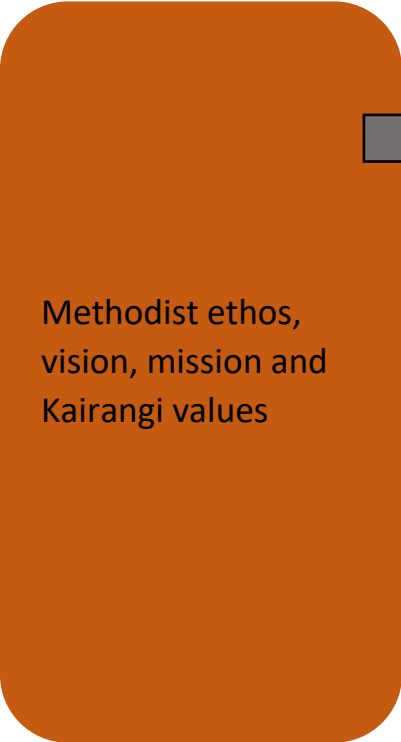
The relationship between Strategic Plan and Annual Plan Structure

STRATEGIC FOCUS

STRATEGIC THEMES

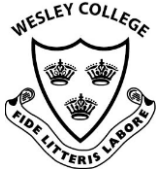
ANNUAL GOALS

RESOURCING



Wesley College - The Strategic Plan overview 2019 – 2021 (** denotes 2019 Annual Plan goals*)

VISION	Vision: Wesley College is a Christian, multi-ethnic, multi-faith, socially diverse boarding and day school affiliated with the Methodist Church of New Zealand, Te Haahi Weteriana o Aotearoa. Wesley College was established to provide education with a Special Character. Wesley College has special obligations to provide education for students of Māori descent, Pacific Island descent and orphans or otherwise disadvantaged students.				
MISSION	Mission: Wesley College endeavours to provide its students, with the opportunity to excel in the spiritual, academic, sporting and cultural aspects of their lives. Having achieved this aim, Wesley graduates will go on to contribute to the wider community as balanced individuals of faith, integrity, sensitivity and purpose.				
KAIRANGI VALUES	Family	Respect	Responsibility	Excellence	
STRATEGIC THEMES	<div style="border: 1px solid black; padding: 5px; display: inline-block; margin-bottom: 5px;">Strategic Themes</div>				
STRATEGIC GOALS	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Vision 1: Special Character, Student Service & Pastoral Care </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>* 1.1 To develop an understanding and respect for Christian faith, the Methodist ethos, its sacraments and traditions</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> 1.2 To develop from understanding (1.1) a respect for the Chapel as a worship space and place. </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> 1.3 To continue to develop Kairangi values within the School that will nurture the sense of belonging to the Wesley College Family. </div> <div style="border: 1px solid black; padding: 5px;"> 1.4 To develop the sense of service both within the School and wider community. </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Vision 2: Shared, effective team vision </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>* 2.1 Communication – develop a razor-sharp focus on our communication at all levels</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> 2.2 Leadership - to empower and inspire strong leaders </div> <div style="border: 1px solid black; padding: 5px;"> 2.3 Job satisfaction - to have enjoyment and fulfilment in our work </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Vision 3: Students and their learning </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> 3.1 To ensure students develop a clear career pathway </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> 3.2 To encourage all students to aim for personal excellence in the school curriculum </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>* 3.3 To promote and develop literacy and numeracy skills & critical thinking skills</i> </div> <div style="border: 1px solid black; padding: 5px;"> 3.4 To promote & develop active citizenship </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Vision 4: Staff effectiveness </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> 4.1 To embed Teaching as Inquiry as mechanism for staff development to improve student </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> 4.2 To develop Teaching and learning programmes that inspire and foster high achievement for </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>* 4.3 To use e-learning tools to enhance students' teaching and learning experiences</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>* 4.4 High quality collaborative professional development and appraisal will be used to continuously improve teaching and learning</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> 4.5 To embed culturally responsive and relational pedagogy </div> <div style="border: 1px solid black; padding: 5px;"> <i>* 4.6 Wesley College works towards achieving the goals of the Kahui Ako</i> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Vision 5: Property, Personnel and Financial Resources </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>* 5.1 To deliver a quality environment within the constraints of our current facilities</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> 5.2 To successfully provide for tools and resources that support 21st century teaching and learning </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> 5.3 To become an employer of choice and develop a leading workplace that maximises staff </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>* 5.4 Enhance the value of the school community and its past pupils</i> </div> <div style="border: 1px solid black; padding: 5px;"> 5.5 To ensure resourcing retains our Culture of Excellence in sporting success </div>
BUDGET					



WESLEY COLLEGE ANNUAL PLAN ANALYSIS OF VARIANCE 2019

Vision 1: Special Character, Student Service & Pastoral Care

- **Place our Methodist Ethos at the forefront of everyday life**

1.1 To develop an understanding and respect for Christian faith, the Methodist ethos, its sacraments and traditions.

Goal 1.1: To develop an understanding and respect for Christian faith, the Methodist ethos, its sacraments and traditions.

TARGET	ACTION	WHO	WHEN	REPORTING
1.1.1 To provide sacramental programmes when requested for Baptism and Confirmation	<ul style="list-style-type: none"> ● An invitation to staff and students to join Sacramental classes. ● Create a LAF Committee to work on developing Student's spirituality and leadership. ● Special Term Services to be attended by all staff, students, families - include Day students and their families. 	<p>Superintending Chaplain</p> <p>Superintending Chaplain/Prefects and Senior students</p>	<p>First Holy Communion Service of each term beginning 2019</p> <p>Beginning Term 1 2019</p>	<p>Planned for 2020</p> <p>Special Character committee formed, active and leading very well.</p> <p>Growing participation</p>
1.1.2 To increase staff and student attendance at and participation in Special Term Services.	<ul style="list-style-type: none"> ● Term 1 .Service of Beginnings ● Term 2. Wesley Day (Sunday closest to May 24) ● Term 3. Wesley College Anniversary(last Sunday in September) ● Term 4. Senior Prize-Giving ● Leaver's Chapel/Dinner 	Superintending Chaplain/SLT	2019	<p>All events held and Methodist Ethos strongly embedded and at the forefront</p> <p>Prize Giving and Leaver's Dinner is always well attended by students and school community.</p> <p>Feedback always welcome and modifications ongoing.</p>

	<ul style="list-style-type: none"> • More visibility on School website of events. 			
1.1.3 To continue daily morning Chapel services.	<ul style="list-style-type: none"> • Encourage and strengthen participation and contribution of staff and students re-themes/special national Days/ Bible Week 	Superintending Chaplain	2019	Language weeks are celebrated. Chapel led by students and staff with outside guests. Growing number of students and staff engaged and involved in leading Chapel. Especially Yr 13s during their final year.
	<ul style="list-style-type: none"> • Create a Chapel Choir responsible for leading the singing • Create a multicultural Hymn/Prayer Book • Series on 'worship and its purpose.' Why we do it 	Liaise with HOD Music Liaise with Vision 1 Team	Begin 2019 Begin 2019	Group created, needs development in 2020 Planned for 2020 Successful introduction

Vision 2: Shared, effective team vision

- **Open communication and working collaboratively, school wide, so that everyone is valued.**

2.1 Communication – develop a razor-sharp focus on our communication at all levels

Goal 2.1: Communication – develop a razor-sharp focus on our communication at all levels

TARGET	ACTION	WHO	WHEN	REPORTING
2.1.1 Develop better communication skills to increase ability to work	<ul style="list-style-type: none"> • Ensure clarity around all roles and responsibilities through detailed position descriptions and maps of areas of responsibility 	Principal/SLT	End of 2019	General SLT responsibility list created and shared with staff.

<p>with and assist each other</p>	<ul style="list-style-type: none"> Investigate and implement a school and community wide digital environment to support communication e.g. School Point, Phone based App, digital signage 	<p>Principal/SLT</p>	<p>End of 2019</p>	<p>School point, school communications, phone system and alarm systems upgraded</p>
<p>2.1.2 Map out entire communication process</p>	<ul style="list-style-type: none"> Establish a communication tree Establish email protocols Prepare an internal communications strategy that details effective communication processes with and between SLT, all staff and Board. Prepare an external communications strategy that will ensure all stakeholders have easy access to current and timely school information with regular updates on school news and happening 	<p>DP</p> <p>DP</p> <p>Principal/SLT</p> <p>Principal/SLT</p>	<p>End of term 2 2019</p> <p>End of 2019</p> <p>End of 2019</p>	<p>Clearer understanding of 'teams' and roles established</p> <p>All emails to go through BN or SLT.</p> <p>Ongoing fortnightly meetings with Deans. 4 weekly meetings with Pastoral team.</p> <p>School Annual Planner created by staff contributions and for all staff to view. Emails of important dates/events to remind staff. School newsletter. School emails to stakeholders.</p>
<p>2.1.3 Invest in training that focuses on communication and that creates clear and concise verbal and nonverbal interactions</p>	<ul style="list-style-type: none"> Provide training in communication delivery where required Develop the use of the norms of collaboration (pausing, paraphrasing, probing, putting ideas on the table, paying attention to self and others, presuming positive intention, and 	<p>Principal/SLT</p> <p>Principal/SLT</p>	<p>Ongoing</p> <p>2019</p>	<p>Development has occurred through meeting schedules</p> <p>A group of staff training in growth leadership coaching in early 2020, emphasis will be on difficult conversations and establishing challenging processes to problem solve.</p>

	pursuing a balance between advocacy and inquiry)			
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Vision 3: Students and their learning

- Provide the best education for all students

3.2 To promote and develop literacy and numeracy skills & critical thinking skills

Goal 3.2: To promote and develop literacy and numeracy skills & critical thinking skills

TARGET	ACTION	WHO	WHEN	REPORTING
3.3.1 Plans are developed for literacy and numeracy	<ul style="list-style-type: none"> ● Literacy/numeracy achievement targets set 	Principal	Annually	Targets are set annually. Assessment data is gathered from BOY summative testing (asTTle and reading plus)
	<ul style="list-style-type: none"> ● Plans to embed best practice for teaching numeracy and literacy are developed 	All teachers/CoL	Annually	Regular PLD provided to strengthen best practice. Maths curriculum reviewed as part of Kahui Ako target with a foci on DMIC Better use of asTTle data used for teaching and learning.
	<ul style="list-style-type: none"> ● Students reach Level 5 literacy and numeracy by the end of Year 10. 	Dean/HODs	Over two year cycle	% of students at Level 5 are measured using asTTle.
	<ul style="list-style-type: none"> ● REP and Reading Plus are embedded as part of long term strategies to improve literacy. 			Students in the REP program are tested to gain value added in comparison to the rest of the cohort
3.3.2 PD provided to staff around literacy and numeracy	<ul style="list-style-type: none"> ● Staff able to attend PD workshops that target literacy and numeracy 	DP responsible for PD	Annually	PD has been delivered in terms of teaching and learning interventions in relation to asTTle and reading plus data. Differentiation and UDL

3.3.3 Literacy / numeracy targets and plans are reviewed	<ul style="list-style-type: none"> ● Review and evaluation of targets and plans ● New Year 9 students vetted prior to the start of the year based around specialist support and intervention. 	SLT DP responsible for student interviews and Learning support	Annually As necessary	Completed at end of 2019 Any areas of concern related to literacy/numeracy/behaviour is shared with SENCO who may follow up with Year 8 school prior to interview. Places us in a stronger position to seek support/assistance for that new Year 9 student.
3.3.4 Gifted and Talented programme established and reviewed	<ul style="list-style-type: none"> ● Year 9 G & T students identified and placed in a G & T class at Year 10 for the following year. 	Academic mentor/Dean/classroom teacher	Annually	Reviewed annually with the appropriate staff to discuss and select the appropriate students to go into 10G.
*Annual academic goals and targets	<ul style="list-style-type: none"> ● To set and drive student achievement data ● Target Scholarship success ● UE to 45% pass rate ● L3 90% pass rate + external and merit endorsement ● L2 90% pass rate + external and merit endorsement ● L1 95% pass rate + external and merit endorsement ● Yr 9 attain L4A asTTle ● Yr 10 attain L5A asTTle 	SLT	Annually	Achievement Data generally above or close to targets. All NCEA result above National averages (barring L1) Realisation that future targets may need to be adjusted due to new measurement process by NZQA and the schools drive to more authentic credits for all students UE - 47% L3 - 85% L2 - 83% L1 - 61% asTTle results still short of targets and development through LSC planned for 2020

Vision 4: Staff effectiveness

- Wesley College is to be one of the leading schools for meaningful, relevant, effective teaching and learning

4.3 To use e-learning tools to enhance students' teaching and learning experiences

4.4 High quality collaborative professional development and appraisal will be used to continuously improve teaching and learning

4.6 Wesley College works towards achieving the goals of the Kahui Ako

Goal 4.3: To use e-learning tools to enhance students' teaching and learning experiences

TARGET	ACTION	WHO	WHEN	REPORTING
4.3.1 E-learning tools will provide access to a digital world and enable digital solutions that involve relevant and meaningful curricula	<ul style="list-style-type: none"> • The school will collaboratively use a relevant E-learning tools across the curriculum. • PLD focussed on developing teaching skills with e-learning such as BYOB and Reading Plus 	<p>All teachers</p> <p>All teachers</p>	Ongoing	<p>Reading Plus, Education Perfect,</p> <p>Ongoing PLD on BYOD to support teachers was carried out during year</p>
4.3.2 E-learning tools allow students' to access an enhanced curriculum that addresses a range of issues and concerns of global significance in a changing world	<ul style="list-style-type: none"> • All students will have access to applications that allow them to participate in problem based learning. • Students have opportunities to engage with national and global current affairs and issues. 	All teachers	Ongoing	<p>Uptake of BYOD at around 60% and growing as each Yr 9 coming purchases more devices. School invested in more devices so every student should now be able to access a device</p> <p>Taking part in Youth UN, Cancer Society Collections, Duke of Edinburgh and Spirit of Adventure all established in 2019</p>

Goal 4.4: High quality professional development and appraisal will be used to improve teaching and learning

TARGET	ACTION	WHO	WHEN	REPORTING
4.4.1 All teachers identify areas for development and engage in meaningful PLD	<ul style="list-style-type: none"> Teachers set professional development goals for the year Teachers participate in PLD opportunities 	All teachers	2019 ongoing	<p>Learning inquiry continued with success for teaching staff</p> <p>A TOD at the end of each term provided authentic time for teachers to participate in PLD and share learnings from their inquiry</p>
4.4.2 Whole staff PLD goals are set according to school wide goals and programmes for staff professional learning are developed to meet these PLD needs	<ul style="list-style-type: none"> PLD goals for all teaching staff are set on an annual basis and programmes for PLD are set and shared with staff. Specific goals relinked to school wide strategic plans such as PLD in BYOB and Reading Plus 	AP Teaching and Learning	2019 and ongoing	Staff PLD goals set around BYOD, Digital Learning, Academic Mentoring, Differentiation and Future Education at Wesley in 2020
4.4.3 Beginning Teacher Programme ensures new teachers receive high quality support and development	<ul style="list-style-type: none"> Review and update a beginning teacher programme 	SCT New staff	2018-2019	Induction Booklet and Staff Handbook created by the SCT

Goal 4.6: Wesley College works towards achieving the goals of the Kahui Ako

TARGET	ACTION	WHO	WHEN	REPORTING
4.6.1 Each student has a learners journey profile that documents their capabilities and development	<ul style="list-style-type: none"> Develop connected and confident learners pathways 	Kahui Ako	2019 ongoing	Destination data being used to determine where our students go post year 13 and beyond. Data being used to modify senior teaching and learning programmes.

<p>opportunities at transition points</p>	<ul style="list-style-type: none"> ● Share and leverage effective teaching practices via collaboration and excellence based on outcomes, equity and academic achievements ● Reinforce and recognise children’s success and feedback through the journey and at key transition points ● Continue to improve literacy, numeracy, and learning competencies and diagnostics 	<p>AP/Kahui Ako</p> <p>AP/Kahui Ako</p> <p>AP/Kahui Ako</p>	<p>2019 ongoing</p> <p>2019 ongoing</p> <p>2019 ongoing</p>	<p>Across COL literacy and numeracy data being gathered and used to highlight achievement challenges (Male / Pasifika achievement highlighted)</p> <p>TLRI tool being used to highlight competencies students need at each transition point (year 9 and 10 / year 13 into Tertiary)</p> <p>We continue to embed across school literacy competencies such as writing structures.</p>
<p>4.6.2 The Kahui ako to address health, safety and wellbeing, with aligned practices and policies across the Kahui ako.</p>	<ul style="list-style-type: none"> ● Develop common and culturally appropriate infrastructure ● Create seamless support for children across school transition by gathering same types of information and sharing within policy ● Use diagnostic methods for early warning and practices to address concerns ● Develop model and practices for teacher Hauora 	<p>AP/All staff</p> <p>AP/Kahui Ako</p> <p>AP/All staff</p> <p>SLT/All staff</p>	<p>2019 ongoing</p> <p>2019 ongoing</p> <p>2019 ongoing</p> <p>2019 ongoing</p>	<p>Hostel side- active duty now in place. Prefects now also on active duty with teachers.</p> <p>Students buddied up with peers at school and in hostel.</p> <p>Information shared with Deans then disseminated through to AMTs and subject teachers.</p> <p>Pastoral care committee widened to include people, SENCO, LSC</p> <p>Ongoing.</p>

4.6.3 Growing a reciprocal parent/whanau partnership for learning.	<ul style="list-style-type: none"> Develop relationship skills amongst teachers 	AP/All staff	2019 ongoing	Deans of Well-being created to liaise between school, Hostel and home side to ensure smooth communication we have Deans who are multi-lingual which is such a benefit in dealing with cultural 'barriers'.
	<ul style="list-style-type: none"> Create engagement plan for communities in the region that reinforces cultural awareness. 	SLT	2019 ongoing	Attendance at reciprocal whanau engagement PD with rest of Kahui Ako to engage Mana Whenua in the Pukekohe region
	<ul style="list-style-type: none"> Stakeholders and their needs have been identified and continuously monitored to ensure that initiatives and actions remain relevant with positive impact 	SLT	2019 ongoing	Excellent engagement with community e.g. 175th Jubilee

Vision 5: Property, Personnel and Financial Resources

- For the school to provide the resources to enhance students and all staff for lifelong learning and wellbeing for the 21st Century.**

5.1 To deliver a quality environment within the constraints of our current facilities

5.4 Enhance the value of the school community and its past pupils

Goal 5.1: To deliver a quality environment within the constraints of our current facilities

TARGET	ACTION	WHO	WHEN	REPORTING
5.1.1 Facilities meet the needs that are conducive to a modern teaching and learning environment.	<ul style="list-style-type: none"> Teachers and tutors are responsible for maintaining a welcoming & responsive classroom environment 	All teaching and tutoring staff	Ongoing	Academic Mentoring plan was created and to be launched in 20
	<ul style="list-style-type: none"> Investigate ways to create flexible learning environments within the constraints of the facilities 	DP in charge of curriculum and Director of Business Services	November 2018	Room 9 created within budget - a bookable space for all teachers

	<ul style="list-style-type: none"> ● Review all college spaces to ensure they meet the needs of staff and students ● Hostel parents are responsible for maintaining a welcoming and responsive living environment 	<p>Principal and Director of Business Services</p> <p>Director of Boarding and Hostel staff</p>	<p>November 2018</p> <p>Ongoing</p>	<p>Ongoing, rooms upgraded</p> <p>Meet and Greet dinners are organised early in term.</p> <p>More interaction with families as they drop-off and pick-up their children.</p> <p>Hostel parents ringing home when students are away.</p> <p>Hostel parents dealing with issues first before going to the DP Hostel /or Director of Boarding.</p> <p>Newsletter/notices/emails going home to parents updating them on current activities/or trips.</p>
<p>5.1.2 The college is maintained to a high standard</p>	<ul style="list-style-type: none"> ● Support the senior caretaker to maintain top quality sports fields ● Develop a maintenance plan to enhance the environment 	<p>Sports Co-ordinator and Rugby Director</p> <p>Director of Business Services and Senior Caretaker</p>	<p>January 2019</p> <p>November 2018</p>	<p>Excellent care and maintenance, top class fields</p> <p>Currently being finalised ready for Boards</p>
<p>5.1.3 Students take ownership for their college environment.</p>	<ul style="list-style-type: none"> ● Use Kairangi values to build a culture where students have a greater sense of responsibility for their surrounding environment 	<p>Kairangi Team</p>	<p>Ongoing</p>	<p>Wesley College well in Tier 2 of the PB4L programme. Kairangi group set up within the Service Leadership model promoting Kairangi values throughout the school by through events such as activities; posters around the school; having an aspect in teachers appraisal inquiries. In all areas of the school whether it be academic, spiritual,</p>

				social, physical etc....Kairangi values have been integrated.
5.1.4 College activities take place within a safe and secure environment.	<ul style="list-style-type: none"> Ensure Health and Safety standards are maintained 	Health and Safety committee	Ongoing	Safe 365 implemented, 3 staff trained as HSR's
	<ul style="list-style-type: none"> Develop a culture where students have a greater sense of responsibility for their safety 	SLT		Kairangi data supports the growing recognition of values, Stand down, Suspension, and number of incidents recorded in Hostel have steadily declined

Goal 5.4: Enhance the value of the school community and its past pupils

TARGET	ACTION	WHO	WHEN	REPORTING
5.4.1 Promote strong links with past students.	<ul style="list-style-type: none"> Build database to target past students support for current students. 	WCOSA	2019 Ongoing	In progress
	<ul style="list-style-type: none"> Establish Past Pupil Alumni. 	WCOSA	2020	In progress
	<ul style="list-style-type: none"> Annual dinner and sports day. 	WCOSA	2020	Ex-students have been invited to speak at school gatherings e.g Prize-giving, Academic Endorsement dinner to promote academic learning and positive values and strategies to succeed on learning post Wesley College.
	<ul style="list-style-type: none"> Introduction of a Development Officer and Past Pupil Foundation 	Principal/EO/BoT	2020	Finance dependant

Independent Auditor's Report

To the readers of Wesley College's Financial statements For the year ended 31 December 2019

The Auditor-General is the auditor of Wesley College (the School). The Auditor-General has appointed me, Colin Henderson, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2019; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 9 June 2020. This is the date at which our opinion is expressed.

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

Emphasis of matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 25 on page 18 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis of opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

The Board of Trustees' responsibilities arise from the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, kiwisport report, and charter and analysis of variance, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Colin Henderson
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand