

WESLEY COLLEGE



FOUNDED 1844

ANNUAL REPORT FOR THE YEAR ENDED 31 DECEMBER 2022

Ministry Number:	104
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Wesley College



Financial Statements - For the year ending 31 December 2022

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Wesley College

Statement of Responsibility

For the year ended 31 December 2022

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 2022.

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 2022 fairly reflects the financial position and operations of the college.

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

David McGeorge

Full Name of Presiding Member

DocuSigned by:

David McGeorge

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Signature of Presiding Member

01 June 2023

Date:

Brian Evans

Full Name of Principal

DocuSigned by:

Brian Evans

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Signature of Principal

01 June 2023

Date:

Wesley College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (unaudited) \$	2021 Actual \$
Revenue				
Government grants	2	5,306,931	4,449,380	5,019,962
Locally raised funds	3	439,904	403,782	390,414
Use of land and buildings integrated		656,937	994,944	656,938
Interest earned		8,056	6,500	2,142
		<u>6,411,827</u>	<u>5,854,606</u>	<u>6,069,455</u>
Expenses				
Locally raised funds	3	204,845	190,654	181,808
Learning resources	4	4,302,950	4,071,176	4,006,558
Administration	5	983,322	397,912	888,135
Finance costs		2,108	1,500	2,270
Property	6	892,640	1,164,944	911,593
Other expenses	7	26,762	28,416	26,477
		<u>6,412,627</u>	<u>5,854,602</u>	<u>6,016,841</u>
Net Surplus / (Deficit)		(799)	4	52,615
Other comprehensive revenue and expenses		-	-	-
Total comprehensive revenue and expense for the year		<u>(799)</u>	<u>4</u>	<u>52,615</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 2022

	2022 Actual \$	2022 Budget (unaudited) \$	2021 Actual \$
Balance at 1 January	<u>1,114,551</u>	<u>1,117,626</u>	<u>1,061,935</u>
Total comprehensive revenue and expense for the year	(799)	4	52,615
Owner transactions			
Equity at 31 December	<u>1,113,751</u>	<u>1,117,630</u>	<u>1,114,551</u>
Accumulated comprehensive revenue and expenses	1,113,751	1,117,630	1,114,551
Reserves	-	-	-
Equity at 31 December	<u>1,113,751</u>	<u>1,117,630</u>	<u>1,114,551</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 2022

	Notes	2022 Actual \$	2022 Budget (unaudited) \$	2021 Actual \$
Current Assets				
Cash and cash equivalents	8	588,841	397,401	479,387
Accounts receivable	9	318,846	75,357	290,176
Investments	10	199,447	195,820	195,820
GST receivable		-	7,000	-
Prepayments		3,689	-	2,900
		<u>1,110,823</u>	<u>675,578</u>	<u>968,285</u>
Current Liabilities				
Accounts payable	14	425,461	173,247	377,283
GST payable		6,941	-	9,892
Revenue received in advance	15	200,058	25,000	126,107
Provision for cyclical maintenance current portion	16	10,200	51,970	31,799
Finance lease liability	17	10,095	7,710	12,723
		<u>652,754</u>	<u>257,927</u>	<u>557,805</u>
Working Capital Surplus or (Deficit)		<u>458,069</u>	<u>417,651</u>	<u>410,480</u>
Non-current Assets				
Property, plant and equipment	11	551,407	576,645	568,001
Intangible assets	12	13,825	13,000	19,152
Equitable leasehold	13	151,319	172,334	172,334
		<u>716,551</u>	<u>761,979</u>	<u>759,487</u>
Non-current Liabilities				
Provision for cyclical maintenance term portion	16	53,660	57,000	44,370
Finance lease liability	17	7,209	5,000	11,047
		<u>60,869</u>	<u>62,000</u>	<u>55,417</u>
Net Assets		<u>1,113,751</u>	<u>1,117,630</u>	<u>1,114,551</u>
Equity		<u>1,113,751</u>	<u>1,117,630</u>	<u>1,114,551</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 2022

	Note	2022 Actual \$	2022 Budget (unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		2,253,777	1,229,790	2,149,258
Locally Raised Funds		503,680	298,451	374,363
International Students		17,061	52,350	33,214
Goods and Services Tax (net)		(2,952)	13,543	25,533
Payments to Employees		(1,239,877)	(691,592)	(1,035,392)
Payments to Suppliers		(1,261,346)	(745,385)	(1,107,996)
Interest Received		6,573	6,504	1,741
Interest Paid		(2,108)	(1,500)	(2,270)
Net cash from / (to) the Operating Activities		274,809	162,161	438,451
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(155,262)	(171,555)	(251,434)
Purchase of investments		(3,627)	(43)	(341)
Net cash from / (to) the Investing Activities		(158,888)	(171,598)	(251,775)
Cash flows from Financing Activities				
Finance lease payments		(6,467)	(12,550)	8,913
Painting contract payments		-	-	-
Net cash from Financing Activities		(6,467)	(12,550)	8,913
Net increase/(decrease) in cash and cash equivalents		109,454	(21,987)	195,589
Cash and cash equivalents at the beginning of the year	9	479,387	479,387	283,798
Cash and cash equivalents at the end of the year	9	588,841	457,400	479,387

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 2022

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 and Training Act 2020. 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 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the 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 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 publicly 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 11.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the college. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

Recognition of grants

The College reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward 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***

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 Ministry Grants for directly funded programs are recorded as revenue when the College has the rights to the funding in the period they relate to. The grants are not received in cash by the College and are paid directly 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 recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

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

d) 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 expected credit losses (uncollectable debts). The college's receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

i) Investments

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

j) Property, Plant and Equipment

Land and buildings owned by the 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.

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 College assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the College is expected to benefit from their use 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	3-5 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 are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

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

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

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

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

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

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

m) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the 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 not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

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

o) Revenue Received in Advance

Revenue received in advance relates to fees received from international students and grants 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 provision is a reasonable estimate, based on the college's best estimate of the cost of painting the college and when the college is required to be painted, based on an assessment of the college's condition.

q) Financial Instruments

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

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

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

	2022 Actual	2022 Budget (unaudited)	2021 Actual
	\$	\$	\$
Government Grants - Ministry of Education	2,062,512	1,385,439	1,970,714
Teachers' salaries grants	3,033,352	3,010,841	2,955,730
Other government grants	211,066	53,100	93,519
	<u>5,306,931</u>	<u>4,449,380</u>	<u>5,019,962</u>

The college has opted into the donations scheme for this year. Total amount received was \$57,000 (2021: \$54,400)

3. Locally Raised Funds

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

	2022 Actual	2022 Budget	2021 Actual
<i>Revenue</i>	\$	\$	\$
Donations and bequests	19,933	5,000	32,864
Fees for extra curricular activities	88,368	61,070	79,027
Fundraising and community grants	314,541	321,072	245,309
International student fees	17,061	16,640	33,214
	<u>439,904</u>	<u>403,782</u>	<u>390,414</u>
<i>Expenses</i>			
Extra curricular activities costs	202,407	188,954	175,081
Fundraising and community grants costs	388	-	1,935
International student other expenses	2,050	1,700	4,792
	<u>204,845</u>	<u>190,654</u>	<u>181,808</u>
<i>Surplus for the year locally raised funds</i>	<u>235,059</u>	<u>213,128</u>	<u>208,604</u>

4. Learning Resources

	2022 Actual	2022 Budget (unaudited)	2021 Actual
	\$	\$	\$
Curricular	139,405	172,206	111,609
Equipment repairs	87	6,000	9,495
Information and communication technology	41,167	40,170	42,234
Library resources	2,585	6,957	1,972
Employee benefits - salaries	3,910,650	3,672,244	3,643,410
Staff development	37,619	15,595	15,494
Depreciation	171,436	158,004	182,344
	<u>4,302,950</u>	<u>4,071,176</u>	<u>4,006,558</u>

5. Administration

	2022 Actual	2022 Budget (unaudited)	2021 Actual
	\$	\$	\$
Audit fee	11,020	11,000	10,695
Board of Trustees fees	2,470	6,500	2,890
Board of Trustees expenses	3,428	2,230	10,591
Communication	6,393	3,500	5,059
Consumables	21,639	20,570	23,083
Healthy Lunches	493,725	-	451,458
Postage	1,180	500	1,033
Other	57,717	20,196	40,353
Employee benefits - salaries	382,592	330,100	339,885
Insurance	3,159	3,316	3,088
	<u>983,322</u>	<u>397,912</u>	<u>888,135</u>

6. Property

	2022 Actual	2022 Budget (unaudited)	2021 Actual
	\$	\$	\$
Caretaking and consumables	1,117	-	1,007
Consultancy and contract services	54,565	37,000	51,129
Cyclical maintenance provision	20,473	6,000	35,789
Grounds	70,169	55,000	68,651
Heat, light and water	62,444	50,000	63,841
Repairs and maintenance	26,935	22,000	34,238
Use of land and buildings integrated	656,938	994,944	656,938
	<u>892,640</u>	<u>1,164,944</u>	<u>911,593</u>

The use of land and buildings figure represents 5% 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.

7. Other Expenses

	2022 Actual	2022 Budget (unaudited)	2021 Actual
	\$	\$	\$
Amortisation of intangible assets	5,327	4,500	4,793
Amortisation of equitable lease	21,015	23,916	21,015
Impairment of property, plant and equipment	420	-	669
	<u>26,762</u>	<u>28,416</u>	<u>26,477</u>

8. Cash and Cash Equivalents

	2022 Actual	2022 Budget (unaudited)	2021 Actual
	\$	\$	\$
Bank accounts	588,841	397,401	479,387
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>588,841</u>	<u>397,401</u>	<u>479,387</u>

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

9. Accounts Receivable

	2022 Actual	2022 Budget (unaudited)	2021 Actual
	\$	\$	\$
Receivables	59,530	7,000	46,616
Interest receivable	2,449	3,000	966
Teacher salaries grant receivable	256,867	65,357	242,595
	<u>318,846</u>	<u>75,357</u>	<u>290,176</u>
Receivables from exchange transactions	61,979	10,000	47,582
Receivables from non-exchange transactions	256,867	65,357	242,595
	<u>318,846</u>	<u>75,357</u>	<u>290,176</u>

10. Investments

The School's investment activities are classified as follows:

	2022	2022 Budget (unaudited)	2021
	Actual \$	\$	Actual \$
Current Asset			
Short term investments	-	-	-
Short-term Bank Deposits	199,447	195,820	195,820

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Audio visual	81,950	17,261	-		(15,510)	83,701
Furniture and equipment	165,395	22,385	-		(29,621)	158,159
Information and communication technology	173,671	102,491	-		(88,813)	187,349
Leased assets	25,827	6,737	-		(14,009)	18,555
Library resources	35,511	3,543	(455)		(4,471)	34,128
Plant and machinery	75,715	-	(419)		(13,454)	61,842
Textbooks	9,933	3,299	-		(5,559)	7,673
Balance at 31 December 2022	568,001	155,716	(874)	-	(171,436)	551,407

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2022			
Audio visual	270,869	(187,168)	83,701
Furniture and equipment	411,212	(253,053)	158,159
Information and communication technology	865,160	(677,811)	187,349
Leased assets	100,683	(82,128)	18,555
Library resources	119,508	(85,380)	34,128
Plant and machinery	293,482	(231,639)	61,844
Textbooks	101,633	(93,961)	7,672
Balance at 31 December 2022	2,162,548	(1,611,141)	551,407

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Audio visual	78,170	19,117	-		(15,337)	81,950
Furniture and equipment	132,117	59,928	-		(26,650)	165,395
Information and communication technology	189,161	87,678	(180)		(102,988)	173,671
Leased assets	8,751	28,851	-		(11,775)	25,827
Library resources	37,085	3,236	(142)		(4,668)	35,511
Motor vehicles	-	-	-		-	-
Plant and machinery	46,803	43,756	(349)		(14,495)	75,715
Textbooks	12,629	3,735	-		(6,431)	9,933
Balance at 31 December 2021	504,715	246,301	(671)	-	(182,344)	568,001

Accumulated Depreciation

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2021			
Audio visual	253,608	(171,658)	81,950
Furniture and equipment	388,827	(223,433)	165,394
Information and communication	762,669	(588,998)	173,670
Leased assets	93,946	(68,119)	25,827
Library resources	116,420	(80,909)	35,511
Motor vehicles	24,459	(24,459)	-
Plant and machinery	294,470	(218,753)	75,717
Textbooks	98,334	(88,402)	9,932
Balance at 31 December 2021	2,032,733	(1,464,731)	568,001

12. Intangible Assets

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

2022	Opening \$	Additions \$	Disposals \$	Impairment \$	Closing \$
Intangible Assets (Cost)	19,152	-	-	-	19,152
Balance at 31 December 2021					-
Accumulated Amortisation	(5,327)	-	-	-	(5,327)
Intangible Assets (Amortisation for the year)	-	-	-	-	-
Balance at 31 December 2022	13,825	-	-	-	13,825
Net Book Value at 31 December 2022					

2021	Opening \$	Additions \$	Disposals \$	Impairment \$	Closing \$
Intangible Assets (Cost)	15,673	8,273	-	-	23,946
Balance at 31 December 2020					-
Accumulated Amortisation	(4,793)	-	-	-	(4,793)
Intangible Assets (Amortisation for the year)	-	-	-	-	-
Balance at 31 December 2021	10,880	8,273	-	-	19,152
Net Book Value at 31 December 2021					

13. 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:

	2022 Actual \$	2022 Budget (unaudited) \$	2021 Actual \$
Cost	468,651	468,651	468,651
Accumulated amortisation	(317,332)	(296,317)	(296,317)
Net book value	151,319	172,334	172,334

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.

14. Accounts Payable

	2022 Actual	2022 Budget (unaudited)	2021 Actual
	\$	\$	\$
Creditors	45,626	15,229	28,430
Accruals	15,176	-	18,480
Employee benefits payable - salaries	256,867	150,000	242,595
Employee benefits payable - leave accrual	107,792	14,559	87,779
	<u>425,461</u>	<u>179,788</u>	<u>377,283</u>
Payables for exchange transactions	425,461	179,788	377,283
Payables for non-exchange transactions - taxes payable (PAYE and Rates)	-	-	-
Payables for non-exchange transactions - other	-	-	-
	<u>425,461</u>	<u>179,788</u>	<u>377,283</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2022 Actual	2022 Budget (unaudited)	2021 Actual
	\$	\$	\$
Grants in advance - Ministry of Education	65,224	-	85,025
International student fees	56,580	28,000	16,382
Other	78,255	-	24,700
	<u>200,058</u>	<u>28,000</u>	<u>126,107</u>

16. Provision for Cyclical Maintenance

	2022 Actual	2022 Budget (unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	76,169	31,890	54,100
Increase to the provision during the year	20,473	6,000	35,789
Adjustment to the provision	-	-	-
Use of the provision during the year	(32,782)	-	(13,720)
Provision at the End of the Year	<u>63,860</u>	<u>37,890</u>	<u>76,169</u>
Cyclical Maintenance - Current	10,200	57,750	31,799
Cyclical Maintenance - Non current	53,660	-	44,370
	<u>63,860</u>	<u>57,750</u>	<u>76,169</u>

17. Finance Lease Liability

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

	2022 Actual	2022 Budget (unaudited)	2021 Actual
	\$	\$	\$
No Later than One Year	10,095	7,710	12,723
Later than One Year and no Later than Five Years	7,209	5,000	11,047
	<u>17,304</u>	<u>12,710</u>	<u>23,770</u>

18. 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 2022 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 2022:

During the year the Board received grants and donations from the WCTB of \$251,306 (2021: \$213,106).
The balance receivable at year end is \$4,278 (2021: \$18,057).

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 \$33,469 (2021: \$14,178).

During the year the Board received Ministry of Education Healthy Lunches funding which was paid over to the WCTB who provided lunches for all students, \$493,802 (2021: \$451,453)

19. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	2,470	2,890
<i>Leadership Team</i>		
Remuneration	681,790	681,516
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	684,260	684,406

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:

	2022 Actual \$000	2021 Actual \$000
Salaries and other short-term employee benefits:		
Salary and other payments	170 - 180	160 - 170
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	2022 FTE Number	2021 FTE Number
100 - 110	6	6
110 - 120	2	2
120 - 130	4	2
140 - 150	1	
	13	8

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

20. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total	-	-
Number of people	-	-

21. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: 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 is on going. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides and support staff employed in 2022. The Ministry is in the process of determining the amount of the final wash up calculation for the year ended 31 December 2022 and the impact of the final calculation on the financial statements is unable to be determined at the date of reporting. The School has therefore not recognised this wash up in its financial statements. The wash up is expected to be completed in July 2023

22. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has no contract agreements for capital works.

(Capital commitments at 31 December 2021: nil)

(b) Operating Commitments

As at 31 December 2022 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

	2022 Actual	2022 Budget (unaudited)	2021 Actual
	\$	\$	\$
Cash and cash equivalents	588,841	397,401	479,387
Investments	199,447	195,820	195,820
Receivables	318,846	75,357	290,176
Total cash and receivables	<u>1,107,134</u>	<u>668,578</u>	<u>965,384</u>

Financial liabilities measured at amortised cost

Payables	425,461	179,788	377,283
Finance Leases	17,304	12,710	23,770
Total financial liabilities measured at amortised cost	<u>442,765</u>	<u>192,498</u>	<u>401,053</u>

25. Events After Balance Date

On the 3rd April 2023, a Limited Statutory Manager was appointed to Wesley College.

Independent Auditor's Report

To the readers of Wesley College's Financial statements For the year ended 31 December 2022

RSM Hayes Audit

PO Box 9588
Newmarket, Auckland 1149
Level 1, 1 Broadway
Newmarket, Auckland 1023

T +64 (9) 367 1656
www.rsmnz.co.nz

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 18, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 1 June 2023. This is the date at which our opinion is expressed.

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

Basis 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 for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board 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 is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

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

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

Independence

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

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



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

Wesley College

School Board Members

For the year ended 31 December 2022

Name	Position	How position gained	Term expires
David McGeorge	Presiding Member Trust Board appointee	Appointed May 2013	
Brian Evans	Principal	Appointed January 2018	
Patisepa Tala'imanu	Trust Board appointee	Appointed May 2006	
Gillian Laird	Trust Board appointee	Appointed July 2015	
Te Aroha Roundtree	Trust Board appointee	Appointed May 2022	
Kuli Fisi'iahi	Parent Rep	Elected May 2022	Jun 2025
Fifita Viria	Parent Rep	Elected May 2022	Jun 2025
Sakeo Buke	Parent Rep	Elected May 2022	Jun 2025
Roland Olago	Parent Rep	Elected May 2022	Jun 2025
Jean Paul Eason	Staff Rep	Elected May 2019	Jun 2025
Lauraly Taia	Student Rep	Elected September 2022	Oct 2023

Wesley College

Kiwisport

For the year ended 31 December 2022

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

In 2022, the college received total Kiwisport funding of \$8,921 (excluding GST). The funding was spent on the sports coordinator's remuneration. The college had a level of 62% sports participation.

Wesley College

Statement of Employment Compliance

For the year ended 31 December 2022

Employment Policy

- a) Has development and implemented personnel policies and procedures frameworks to ensure the fair and proper treatment of employees in all aspects of employment.
- b) Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- c) Is a good employer and complete with the conditions contained in the employment contracts of all employed by the Board.
- d) Ensures all employees and applicants for employment are treated according to their skills, qualifications, and abilities, without bias or discrimination.
- e) Meets all Equal Employment Opportunities requirements

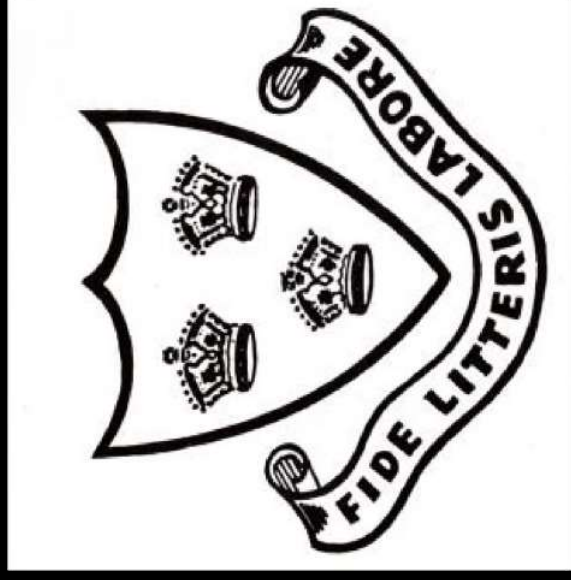
Personnel Provisions Statement in relation to being a good employer

The Education & Training Act 2020 sets out the roles, responsibilities and obligations relating to

- Good and safe working conditions
- An equal employment opportunities programme
- The impartial selection of suitably qualified persons for appointment
- Recognition of the aims and aspirations of Maori and their employment requirements; and recognition of the need for greater involvement of Maori in the education service
- Opportunities for the enhancement of the abilities of individual employees
- Recognition of the aims and aspirations and employment requirements, and the cultural differences, of ethnic or minority groups
- Recognition of the employment of women
- Recognition of the employment requirements of persons with disabilities.

Wesley College operates policies, procedures and processes that comply with the principle of being a good employer, makes these available to its employees and ensures its compliance with the identified policy/ies and reports in its annual report (if any) on the extent of its compliance.

In addition to these requirements, all employees will maintain proper standards of integrity, conduct, and concern for the public interest and the wellbeing of students attending Wesley College.



WESLEY COLLEGE CHARTER AND ANNUAL PLAN 2022

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

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 Taiwi.

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 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

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

2022 Theme

Tōku manaaki tōku toiora

Tōku toiora tōku manaaki

‘When service is my well-being, my well-being is served’

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



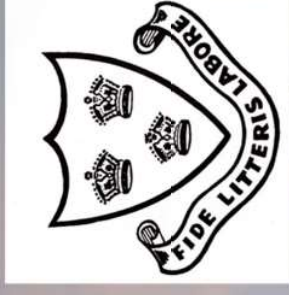
By Hard Work

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.

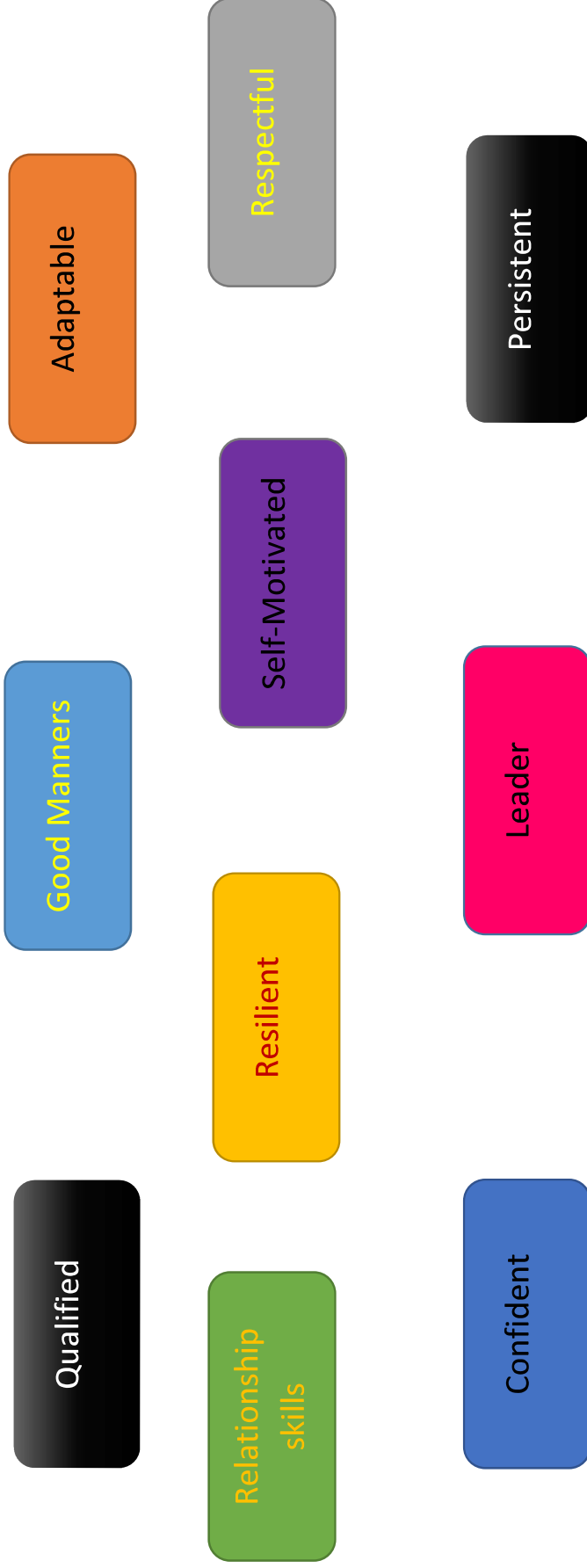
Our Special Character - Our Why!
We are Christian in practice
We are Methodist in ethos
We are Accepted for who we are
We are Called to be God's people
to do God's work
We Belong to the Wesley College family
and the wider family of God



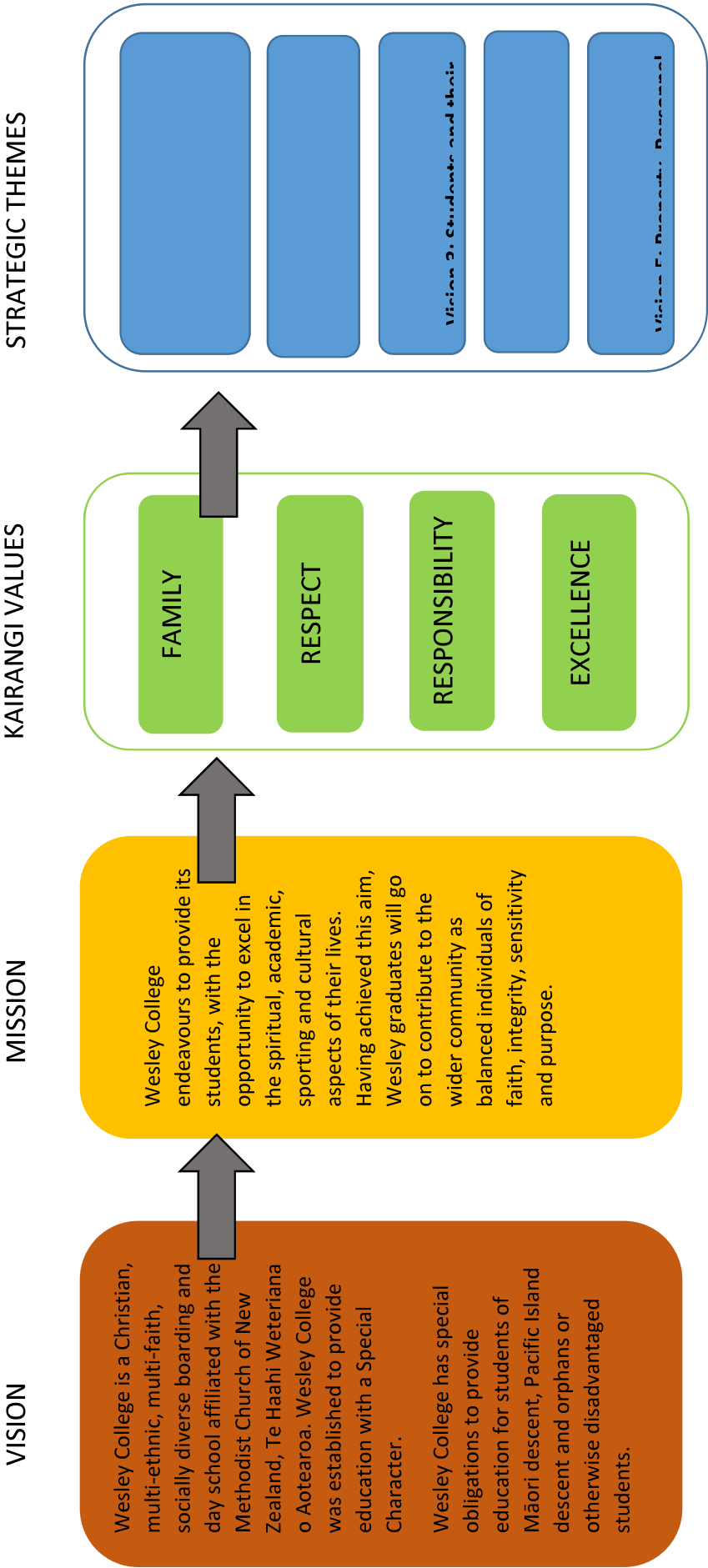
THE METHODIST CHURCH OF NEW ZEALAND
Te Haahi Weteriana O Aotearoa

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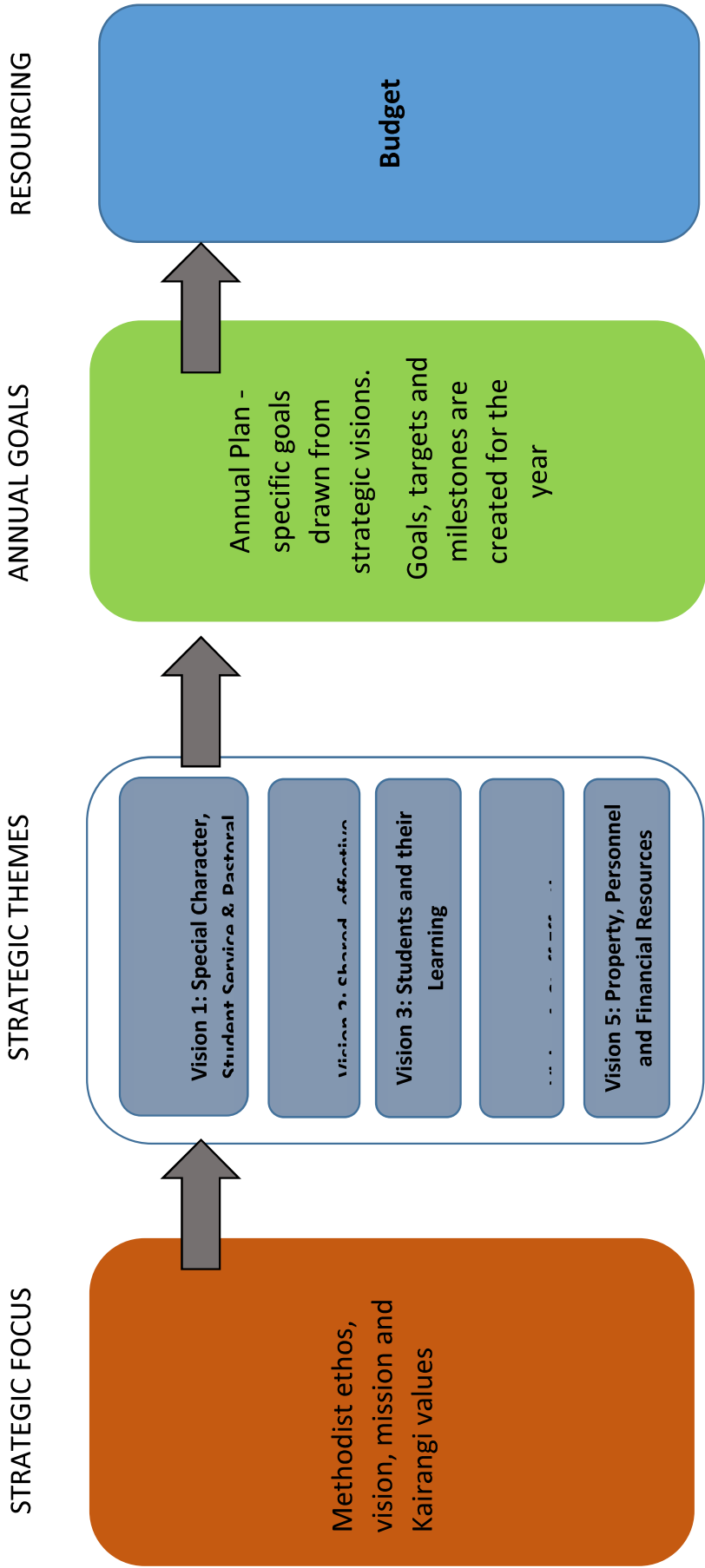
Profile of a Wesley College Graduate
(Developed by staff and students)



The Strategic Plan Structure



The relationship between Strategic Plan and Annual Plan Structure



Wesley College - The Strategic Plan overview 2019 – 2021 (* denotes Annual Goals 2022)

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

2022 Theme

Tōku manaaki tōku toiora

Tōku toiora tōku manaaki

‘When service is my well-being, my well-being is served’

WESLEY COLLEGE ANNUAL PLAN 2022

Vision 1: Special Character, Student Service & Pastoral Care

- Place our Methodist Ethos at the forefront of everyday life

Goal 1.2: To develop from understanding (1.1) a respect for the Chapel as a worship space and place.

TARGET	ACTION	WHO	WHEN	REPORTING
1.2.1 Students will act with reverence in Chapel	● All students lining up and walking in quietly	Superintending Chaplain/Prefects	Ongoing	The disruption to the year with Covid and then the flu meant we were unable to be in Chapel for almost 2 terms. For the new Yr 9s learning around chapel etiquette was non-existent.
	● Enter Chapel quietly and sit quietly until worship begins without instruction / supervision	SLT Prefects	Ongoing	
	● Learning coaches to be present with each AM group.	LCs	Ongoing	The different times around breakfast because of Covid meant that students were not always seated by 8.20am
	● Bible check as students enter chapel	Prefects	Ongoing	Prefects led chapel, well on Thursdays.
	● Make link with all Kairangi (PB4L) values	All staff	Ongoing	Learning for new Yr 9s around chapel and reminding previous Y9s whom we didn't see from August 2021 ... an ongoing work.
	● Students to be seated in chapel by 8.20am	All	Ongoing	
	● Hostel / Prefect's Assembly Wednesday 8:20-9:20am	Prefects / DOB	Ongoing	

Vision 2: Shared, effective team vision

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

Goal 2.3: Job satisfaction - to have enjoyment and fulfilment in our work

TARGET	ACTION	WHO	WHEN	REPORTING
2.3.1 Implement induction process for all staff	<ul style="list-style-type: none"> ● Create clear, concise, documented induction processes for all positions in the college 	CW/SCT	Term 1 2022	Feedback from new staff is a vastly improved experience
2.3.2 Regular recognition of staff and opportunities to participate in school events is available	<ul style="list-style-type: none"> ● BoT Annual Staff dinner ● Recognise and celebrate staff effort and achievement at regular meeting points such as briefing, chapel and PLD. ● Twice termly full staff get together ● Annual full staff hui ● Annual Hostel Parent hui ● Monthly staff Kairangi award ● List of all school activities made available to all staff (Sport, Cultural and Arts) so they feel encouraged to join in ● Establish a dedicated fund to specifically support staff initiatives, further education, co-curricula and innovations 	Principal/BoT Kairangi team Principal/SLT Principal/SLT Principal/SLT DP DP	Term 4 Ongoing Ongoing Ongoing Ongoing Ongoing	Kairangi: Staff were acknowledged for taking part in Kairangi activities and issuing points for Foci weeks. A Kairangi award for staff was awarded at end of year prize-giving. Monthly staff award was stopped at the end of 2020 as we moved to Tier 2. School activities were noted on the KAMAR calendar for all staff to see. Reminders and individual programmes for certain days were also sent out.
2.3.3 All teaching staff have classroom based goals set with a growth coach	<ul style="list-style-type: none"> ● All teaching staff meet three times a term to discuss their professional goals 	Teacher / Growth Coach	Ongoing	Coaching programme is working extremely well and was reviewed positively by BE. Positive response particularly with time allocated to it

2.3.4 Actively role model our Kairangi Values <ul style="list-style-type: none">● Attend all staff briefings● Attend Departmental meetings● Attend Chapel in the mornings	All staff	Ongoing	Another fragmented year and a focus on well being puts this as an expectation for 2023
2.3.5 Every staff member is supported and valued <ul style="list-style-type: none">● Kairangi values (FRRE) are lived in all situations	All staff	Ongoing	Staff were more proactive in displaying and explaining Kairangi values. There were foci weeks in school and hostel. More work and evidence to be done here.

Vision 3: Students and their learning

- Provide the best education for all students

Goal 3.4: To promote & develop active citizenship

TARGET	ACTION	WHO	WHEN	REPORTING
3.4.1 Participation in extracurricular activities	<ul style="list-style-type: none"> • Encourage students to participate in sporting & cultural events provided by the school 	Director of Sport/Cultural leaders	Ongoing	Numbers participating school wide are exceptional, girls in particular very strong
3.4.2 All students experience the special character of the school	<ul style="list-style-type: none"> • Students have the opportunity to lead a Chapel service during the school day or Sunday service 	College Chaplain	Ongoing	Again due to Covid student participation and leadership was minimal. With the winter season and rugby, chapel services were limited to Sunday evenings.
	<ul style="list-style-type: none"> • All students participate in communion 	College Chaplain	Ongoing	Participation welcomed
3.4.3 Create a gifted and talented programme of enrichment activities both in and outside the classroom to extend the educational experience for students (eg EOTC, Duke of Ed Programme)	<ul style="list-style-type: none"> • A common understanding of what gifted and talented is developed • Gifted and talented activities are incorporated into the quality practice template and become available in both classroom and outside of school • Students have an opportunity to experience outdoor activities/class trips 	All teachers / LSC All teachers SLT/CS/Year 10 Dean/LC's	Term 1 Term 1 Term 1 2022	Delayed, purposeful discussions held and set up for 2023 Roll into 2023, not much progress Not all activities took place

	<ul style="list-style-type: none"> Introduce Duke of Ed for all Year 10 students throughs AM groups, led by LC's 			<p>The introduction of Project Week in Term 4 saw this achieved.</p> <p>Duke of Ed Bronze introduced at Yr 10, limited success but underway, difficult during terms 1 and 2</p>
3.4.4 Student Leadership is developed	<ul style="list-style-type: none"> Attend prefect's camp to develop confidence and develop leadership style All students have an opportunity to attend a year level Retreat Student rep on the BOT Student peer mentoring to be developed at each Year level Service committees developed to promote leadership across the college Kairangi values are taught as a fundamental of service/leadership 	<p>DP responsible for the Prefects/College Chaplain</p> <p>Principal</p> <p>Dean</p> <p>DP/Counsellors</p> <p>SLT</p> <p>All Staff</p>	<p>Start of 2022</p> <p>Feb 2022</p> <p>Annually</p> <p>Ongoing</p> <p>Term 2 2022</p> <p>2022</p>	<p>The Prefect's programme/camp was held at the end of the 2021 school year. External providers; BE, AS and CP were present and led various sessions. All students attended this and commented that it was worthwhile and the bonding helped before 2022.</p> <p>Completed each year</p> <p>Student Coaching</p> <p>Student course was a huge success and mentoring was started. A big work on 2023</p> <p>Difficult to achieve in the disruption, model has now been fully established, shared with staff, students and community</p>

3.4.5 Community outreach	<ul style="list-style-type: none"> To support our community or involvement in a selected charity 	College Chaplain /Dean/ Learning Coach /Teacher /Hostel Parent	Ongoing	This year we were able to support the following charities 40 Hour Famine, Ambulance Services, Pink Ribbon Breast Cancer, Movember.
3.4.6 To set academic goals and targets with students/families/caregivers	<ul style="list-style-type: none"> To set and drive student achievement data, supported through a Personalised Pathway Plan (PPP) Target Scholarship success UE to 75% pass rate L3 90% pass rate + Excellence and Merit endorsements improving annually L2 90% pass rate + Excellence and Merit endorsements improving annually L1 95% pass rate + Excellence and Merit endorsements improving annually 100% of Yr 9 attain L4A AsTTle Literacy and Numeracy 100% Yr 10 attain L5A AsTTle Literacy and Numeracy 	SLT/All Campus Staff Level 3 teachers All staff All staff All staff All staff All staff All staff	Annually	<p>TAA document successful and further improvements in 2023 will be to transfer to school point</p> <p>31%</p> <p>71%</p> <p>66%</p> <p>70%</p> <p>Goal not achieved, very pleasing shifts in both though</p>
A localised, relevant and authentic curriculum is developed for years 9 and 11 for 2023.	<ul style="list-style-type: none"> Curriculum is reviewed and an overall vision for future curricula is developed in alignment with RAS, local histories and local curriculum needs 	Year 9 Curriculum Review team, HODs, SLT		<p>Development well underway and ready for implementation 2023</p> <p>In place</p>

	<ul style="list-style-type: none">• Year 11 and year 9 are planned for implementation in 2022/2023			
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Vision 4: Staff effectiveness

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

Goal 4.5: To embed sustained culturally responsive, relational pedagogies and promote tikanga

TARGET	ACTION	WHO	WHEN	REPORTING
4.5.1 All teachers have a common understanding of culturally responsive and relational pedagogy in the classroom and in leadership settings	<ul style="list-style-type: none"> All staff have a common understanding of culturally responsive sustainable practices and are outlined on the quality practice template Sustainable culturally responsive practices are embedded into school culture Use key motivational speakers to enhance confidence in Academic Achievement post high school 	SLT, HODs, Teachers	Ongoing	<p>Regular PLD has been enjoyed by staff and vast improvement in this area.</p> <p>Improved, Mihi, Karakia becoming more evident</p> <p>Limited opportunity</p>
4.5.2 – Promote Maori culture within the college environment	<ul style="list-style-type: none"> Culturally Responsive pedagogy is common practice and Te Reo is used around the college Wesley College is confident for Students & Staff to be involved in the powhiri (Welcome) process Compulsory for all year 9 to take Te Reo Maori 	<p>All staff</p> <p>SLT, HODs</p> <p>SLT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>2022</p>	<p>A real strength, PLD has been exceptional in this area with growth in Staff knowledge in Tikaanga and Te Reo</p> <p>Remains a focus in 2023, to be driven by Vertical Whanau group</p>

	SLT	Term 1 2022	In place
<ul style="list-style-type: none"> ● Senior Maori leadership group to be established to lead Tikanga in the college ● Establish a Waharoa at the college entrance Waharoa: Gateway of entrance and farewell, recognition and celebration ● Inclusiveness of: <ul style="list-style-type: none"> ○ Te Hahi Weteriana o Aotearoa special character ○ Local mana whenua ○ Whanaungatanga: Links & establish a taonga to cherish their uniqueness ○ Assessment standards and credits derived from this Waharoa project ○ Students ○ Uniqueness 	Principal/BM	Term 1 2022	Several Maori leaders identified Still in progress Involved with MM and MN in preparing and delivering the MATAURANGI MAORI PD to staff. Involvement with Ngati Tamaoho carving and weaving courses Waharao project stalled due to Covid but hope for completion mid 2023
4.5.3 – Achieve a place in the Top 3 for aggregate awards in the annual Poly festival A-Division	MM, MN	Ongoing	Limited with Covid, a vertical Whanau mentoring group set up for 2023

4.5.4 – Use Te Reo around the college <ul style="list-style-type: none"> ● Reception/Locations around the college, has Maori/English vocab label's to enhance learning of Te Reo Maori ● Staff Briefing in wananga once a month to establish karakia/waiata 	MM, MN MM, MN	Term 2 2022 Start of 2022	Not achieved, 2023 Regular Te Reo PLD's held in Wananga
4.5.5 – Incorporate local iwi histories into the junior curriculum <ul style="list-style-type: none"> ● Engage with the Kahui Ako workstream '<i>Whanau Engagement & Localised Curriculum and Localised Curriculum and Aotearoa New Zealand Histories</i>' ● Junior curriculum to incorporate Ngati Tamaoho histories and engages with local iwi, mana whenua ● Use mana whenua protocols in day to day school life 	MM, MN, + staff from social studies and history	Term 1 2022 Term 1 2022 Term 1 2022	Excellent connections created with Ngati Tamaoho Students participated in weaving and carving at the Ngati Tamaoho trust on a regular basis Increased use of te reo, hymns in Chapel

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.

Goal 5.5: To ensure resourcing retains our Culture of Excellence in sporting success

TARGET	ACTION	WHO	WHEN	REPORTING
5.5.1 Financial resources are planned and solutions found in regards to the management of sports activity	<ul style="list-style-type: none"> • Seek opportunity for fundraising as part of team funding 	BM	Term 1 2022	Finance procedures handbook on a regular review cycle.
	<ul style="list-style-type: none"> • Establish guidelines across all sports and extra-curricular activities around budgets and fundraising 	BM	Term 1 2022	
5.5.2 The school grounds and facilities reflect the special character of the school	<ul style="list-style-type: none"> • Support the Senior Caretaker to maintain top quality sports fields and indoor sports environments 	Principal/BM/BOT	Ongoing	Resource included in budgets
	<ul style="list-style-type: none"> • Develop plans based on strategic priorities and identify funding requirements and sources to ensure sports at Wesley College remains nationally recognised 	Principal/BM/BOT	Ongoing	Further budget included for sports items and scholarships to retain and attract talent