

# WHANGANUI COLLEGIATE SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2024

#### School Directory

**Ministry Number:** 192

**Principal:** Mr Wayne Brown

**School Address:** 132 Liverpool Street, Whanganui 4500

**School Postal Address:** Private Bag 3002, Whanganui 4540

**School Phone:** 06 349 0210

**School Email:** accounts@collegiate.school.nz

**Accountant / Service Provider:** Belton, Smith & Associates Limited

#### Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Sara Ross	Presiding Member	Elected	2028
Wayne Brown	Headmaster/Trustee	Headmaster	
Tash Bullock	Staff Rep	Teacher	2028
Nick Walker	Trustee	Elected	2028
Rhys McKinlay	Trustee	Elected	2028
Josh Keenan	Student Rep	Student	2028
Chris Shenton	Trustee	Elected	2026
Angus Marks	Trustee	Elected	2026
Jason Bowie	Proprietor Rep	Appointed	
Charles Bolt	Proprietor Rep	Appointed	



# WHANGANUI COLLEGIATE SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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# Whanganui Collegiate School

## Statement of Responsibility

For the year ended 31 December 2024

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

Sara Ross

Full Name of Presiding Member



Signature of Presiding Member

12/12/2025

Date:

Wayne Brown

Full Name of Principal



Signature of Principal

12/12/2025

Date:



# Whanganui Collegiate School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>				
Government Grants	2	5,384,803	5,288,850	5,400,941
Locally Raised Funds	3	2,772,311	2,764,621	2,285,363
Interest		43,117	38,914	38,914
Use of Proprietor's Land and Buildings		571,970	571,970	571,970
Use of Proprietor's Fixed Assets		86,208	86,208	87,865
<b>Total Revenue</b>		8,858,409	8,750,563	8,385,053
<b>Expense</b>				
Locally Raised Funds	3	1,403,525	1,434,434	1,195,218
Learning Resources	4	5,436,633	5,407,475	5,400,777
Administration	5	859,044	882,836	831,660
Interest		1,784	1,448	3,875
Property	6	415,166	366,119	368,101
Use of Proprietor's Land and Buildings		571,970	571,970	571,970
Use of Proprietor's Fixed Assets		86,208	86,208	87,865
<b>Total Expense</b>		8,774,330	8,750,490	8,459,466
<b>Net Surplus / (Deficit) for the year</b>		84,079	73	(74,413)
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		84,079	73	(74,413)

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

# Whanganui Collegiate School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Equity at 1 January</b>		228,810	228,810	209,133
Total comprehensive revenue and expense for the year		84,079	73	(74,413)
Contribution - Furniture and Equipment Grant		76,103	76,103	94,091
<b>Equity at 31 December</b>		388,992	304,986	228,810
Accumulated comprehensive revenue and expense		388,992	304,986	228,810
<b>Equity at 31 December</b>		388,992	304,986	228,810

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

# Whanganui Collegiate School

## Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	3,321,520	3,321,520	2,291,778
Accounts Receivable	8	600,645	945,673	506,811
Prepayments		79,037	59,998	67,809
		4,001,202	4,327,191	2,866,398
<b>Current Liabilities</b>				
GST Payable		2,341	-	(2,496)
Accounts Payable	10	1,004,359	1,380,000	968,832
Revenue Received in Advance	11	1,472,325	1,499,000	1,124,393
Provision for Cyclical Maintenance	12	93,385	-	-
Finance Lease Liability	13	19,923	20,000	20,295
Funds held in Trust	14	1,027,273	1,001,000	481,866
		3,619,606	3,900,000	2,592,890
<b>Working Capital Surplus/(Deficit)</b>		381,594	427,191	273,508
<b>Non-current Assets</b>				
Property, Plant and Equipment	9	345,736	310,000	319,618
		345,736	310,000	319,618
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	12	321,624	417,203	347,600
Finance Lease Liability	13	16,714	15,000	16,715
		338,338	432,204	364,315
<b>Net Assets</b>		388,992	304,986	228,810
<b>Equity</b>		388,992	304,986	228,810

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.

# Whanganui Collegiate School

## Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,114,203	1,290,922	1,174,972
Locally Raised Funds		2,175,010	1,937,692	1,418,666
International Students		898,955	940,334	691,606
Goods and Services Tax (net)		4,837	2,497	779
Payments to Employees		(1,491,997)	(1,763,343)	(1,576,276)
Payments to Suppliers		(2,173,855)	(1,759,141)	(1,697,002)
Interest Paid		(1,784)	(1,448)	(3,875)
Interest Received		43,117	38,914	38,914
Net cash from/(to) Operating Activities		568,486	686,427	47,782
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(125,574)	(66,313)	(124,524)
Net cash from/(to) Investing Activities		(125,574)	(66,313)	(124,524)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		76,103	170,194	94,091
Finance Lease Payments		(34,682)	(21,595)	(8,143)
Funds Administered on Behalf of Other Parties		545,407	519,134	(43,888)
Net cash from/(to) Financing Activities		586,828	667,733	42,060
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>1,029,740</b>	<b>1,287,847</b>	<b>(34,682)</b>
Cash and cash equivalents at the beginning of the year	7	2,291,778	2,291,778	2,326,460
<b>Cash and cash equivalents at the end of the year</b>	7	<b>3,321,518</b>	<b>3,579,625</b>	<b>2,291,778</b>

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

The above Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.

# Whanganui Collegiate School

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Whanganui Collegiate School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a School as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

##### b) Basis of Preparation

###### *Reporting Period*

The financial statements have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

###### **Basis of Preparation**

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

###### **Financial Reporting Standards Applied**

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements with reference to generally accepted accounting practice. The financial statements have been prepared with reference to generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The School is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

###### **PBE Accounting Standards Reduced Disclosure Regime**

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

###### **Critical Accounting Estimates And Assumptions**

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

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

###### **Cyclical maintenance**

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 12.

###### **Useful lives of property, plant and equipment**

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 9.

## **Critical Judgements in applying accounting policies**

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

### **Classification of leases**

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 13. Future operating lease commitments are disclosed in note 19.

### **Recognition of grants**

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

### **c) Revenue Recognition**

#### **Government Grants**

The School receives funding from the Ministry of Education. The following are the main types of funding that the School receives:

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

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

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

#### **Other Grants where conditions exist**

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

#### **Donations, Gifts and Bequests**

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met, funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

#### **Interest Revenue**

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

### **d) 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.

### **e) Cash and Cash Equivalents**

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

### **f) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The School'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.

### **g) 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.

### **Finance Leases**

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the School will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

### **Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	10–75 years
Board-owned Buildings	10–75 years
Furniture and Equipment	10–15 years
Information and Communication Technology	3–5 years
Intangible Assets	3 years
Motor Vehicles	5 years
Textbooks	3 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

### **h) Impairment of property, plant, and equipment**

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

#### *Non cash generating assets*

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on **[details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)]**.

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

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

### **i) Accounts Payable**

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

**j) Employee Entitlements***Short-term employee entitlements*

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date and annual leave earned, by non teaching staff, but not yet taken at balance date.

*Long-term employee entitlements*

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

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

**k) Revenue Received in Advance**

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

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

**l) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

**m) Funds held for Capital works**

The School directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

**n) Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

**o) Provision for Cyclical Maintenance**

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

Cyclical maintenance, which involves painting the interior and exterior of the school, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the School's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

**p) Financial Instruments**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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

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

**q) Borrowings**

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

**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 financing activities, is classified as a net operating cash flow in the statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

**s) Budget Figures**

The budget figures are extracted from the School budget that was approved by the Board.

**t) Services received in-kind**

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

## 2. Government Grants

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Government Grants - Ministry of Education	1,336,276	1,238,391	1,352,367
Teachers' Salaries Grants	4,039,369	4,039,369	4,037,484
Other Government Grants	9,158	11,090	11,090
	<b>5,384,803</b>	<b>5,288,850</b>	<b>5,400,941</b>

## 3. Locally Raised Funds

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
<b>Revenue</b>			
Donations and Bequests	740,925	720,000	704,346
Fees for Extra Curricular Activities	820,141	850,000	665,855
Fundraising and Community Grants	20,425	18,000	16,863
Other Revenue	334,789	331,711	224,149
International Student Fees	856,031	844,910	674,150
	<b>2,772,311</b>	<b>2,764,621</b>	<b>2,285,363</b>
<b>Expense</b>			
Extra Curricular Activities Costs	872,839	913,357	730,659
Fundraising and Community Grant Costs	17,539	18,000	19,019
International Student - Employee Benefits - Salaries	333,063	324,171	308,734
International Student - Other Expenses	180,084	178,906	136,806
	<b>1,403,525</b>	<b>1,434,434</b>	<b>1,195,218</b>
<b>Surplus/ (Deficit) for the year Locally Raised Funds</b>			
	<b>1,368,786</b>	<b>1,330,187</b>	<b>1,090,145</b>

The Proprietor paid a donation to the school of \$720,000 in 2024 (2023: \$699,996).

## 4. Learning Resources

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
<b>Curricular</b>			
Information and Communication Technology	483,921	485,000	347,330
Employee Benefits - Salaries	81,100	84,367	83,687
Staff Development	4,704,334	4,700,867	4,825,028
Depreciation	30,352	40,000	22,940
Other Learning Resources	135,765	95,515	122,350
	<b>1,161</b>	<b>1,726</b>	<b>(558)</b>
	<b>5,436,633</b>	<b>5,407,475</b>	<b>5,400,777</b>

## 5. Administration

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Audit Fees	14,560	17,097	12,213
Board Fees and Expenses	1,294	7,672	7,306
Legal Fees	30	1,774	1,774
Other Administration Expenses	184,403	165,447	170,428
Employee Benefits - Salaries	653,541	685,630	634,668
Insurance	5,216	5,216	5,271
	<b>859,044</b>	<b>882,836</b>	<b>831,660</b>

## 6. Property

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Consultancy and Contract Services	14,706	17,399	16,260
Cyclical Maintenance	78,864	69,603	65,050
Heat, Light and Water	57,556	46,849	50,843
Rates	9,480	10,144	9,480
Repairs and Maintenance	118,248	97,261	105,709
Employee Benefits - Salaries	90,064	92,126	86,099
Other Property Expenses	46,248	32,737	34,661
	<b>415,166</b>	<b>366,119</b>	<b>368,102</b>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## 7. Cash and Cash Equivalents

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Bank Accounts	3,321,520	3,321,520	2,291,778
Cash and cash equivalents for Statement of Cash Flows	<b>3,321,520</b>	<b>3,321,520</b>	<b>2,291,778</b>

## 8. Accounts Receivable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Receivables	196,987	542,015	150,709
Teacher Salaries Grant Receivable	403,658	403,658	356,102
	<b>600,645</b>	<b>945,673</b>	<b>506,811</b>
Receivables from Exchange Transactions	196,987	542,015	150,709
Receivables from Non-Exchange Transactions	403,658	403,658	356,102
	<b>600,645</b>	<b>945,673</b>	<b>506,811</b>



## 9. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Furniture and Equipment	236,287	16,272		(57,295)		195,264
Information and Communication Technology	63,389	53,569		(54,509)		62,449
Motor Vehicles	-	57,732		(5,773)		51,959
Leased Assets	19,942	34,310		(18,188)		36,064
	<b>319,618</b>	<b>161,884</b>	<b>-</b>	<b>(135,765)</b>		<b>345,736</b>

The net carrying value of furniture and equipment held under a finance lease is \$40,767 (2023: \$33,400)

The net carrying value of motor vehicles held under a finance lease is \$000 (2023: \$000)

### Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	570,426	(375,162)	<b>195,264</b>	554,153	(317,866)	<b>236,287</b>
Information and Communication Technology	366,404	(303,954)	<b>62,450</b>	312,834	(249,445)	<b>63,389</b>
Intangible Assets	50,284	(50,284)	-	50,284	(50,284)	-
Motor Vehicles	150,693	(98,734)	<b>51,959</b>	92,961	(92,961)	-
Leased Assets	142,459	(106,396)	<b>36,063</b>	108,150	(88,208)	<b>19,942</b>
	<b>1,280,266</b>	<b>(934,530)</b>	<b>345,736</b>	<b>1,118,382</b>	<b>(798,764)</b>	<b>319,618</b>

## 10. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	190,855	861,342	175,232
Accruals	55,292	(243,000)	101,349
Banking Staffing Overuse	225,928	253,000	231,231
Employee Entitlements - Salaries	403,658	403,658	356,102
Employee Entitlements - Leave Accrual	128,626	105,000	104,918
	<b>1,004,359</b>	<b>1,380,000</b>	<b>968,832</b>

Payables for Exchange Transactions	1,004,359	1,380,000	968,832
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			

**1,004,359** **1,380,000** **968,832**

The carrying value of payables approximates their fair value.

## 11. Revenue Received in Advance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
International Student Fees in Advance	766,500	819,000	723,576
Other revenue in Advance	705,825	680,000	400,817
	<b>1,472,325</b>	<b>1,499,000</b>	<b>1,124,393</b>

## 12. Provision for Cyclical Maintenance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Provision at the Start of the Year	347,600	347,600	282,550
Increase to the Provision During the Year	78,864	89,603	65,050
Use of the Provision During the Year	(11,455)	(20,000)	-
Provision at the End of the Year	<b>415,009</b>	<b>417,203</b>	<b>347,600</b>
Cyclical Maintenance - Current	93,385	-	-
Cyclical Maintenance - Non current	321,624	417,203	347,600
	<b>415,009</b>	<b>417,203</b>	<b>347,600</b>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. This plan is based on the schools 10 Year Property plan.

## 13. Finance Lease Liability

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
No Later than One Year	19,923	20,000	20,295
Later than One Year and no Later than Five Years	16,714	15,000	16,715
	<b>36,637</b>	<b>35,000</b>	<b>37,010</b>
<b>Represented by</b>			
Finance lease liability - Current	19,923	20,000	20,295
Finance lease liability - Non current	16,714	15,000	16,715
	<b>36,637</b>	<b>35,000</b>	<b>37,010</b>

## 14. Funds held in Trust

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	1,027,273	1,001,000	481,866
	<b>1,027,273</b>	<b>1,001,000</b>	<b>481,866</b>

## 15. Related Party Transactions

The Proprietor of the School (Whanganui College Board of Trustees) is a related party of the School Board because the Proprietor appoints representatives to the School Board, giving the Proprietor significant influence over the School Board. Any services or contributions between the School Board and Proprietor have been disclosed appropriately. If the Proprietor collects fund on behalf of the school (or vice versa), the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the School Board. The estimated value of this use during the current period of \$571,970 is included in the Statement of Comprehensive Revenue and Expense as 'Use of Land and Buildings'. In addition, a charge of \$86,208 (2023 \$87,865) is also included in the Statement of Comprehensive Revenue and Expense for the use of the Proprietor's fixed assets.

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues, boarding fees, and other fees and charges collected by the Proprietor. The amounts collected in total were \$9,134,570 (2023: \$8,808,863). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are \$1,027,273, (2023: \$481,866) – see note 14.

Administration and support staff employed by the Proprietor were paid \$978,692 (2022: \$949,945) through the school's payroll and the school was reimbursed by the Proprietor. This included five teachers employed by the school board who were paid by the Proprietor for additional duties as Housemasters, at a total cost of \$95,400. There were no amounts owing at the year end.

In addition, there were the following transactions between the school board and the Proprietor during the year:

- The Proprietor paid a donation to the school of \$720,000 in 2024 (2023: \$699,996) – see note 3.
- The school board has entered into a Service Level Agreement with the Proprietor for the provision of services for property maintenance, information technology and health, for the amount of \$647,309 GST exclusive (2023: \$629,324)
- The school board paid \$3,563 on behalf of the Proprietor for St Georges School. This has been reimbursed by the Proprietor.
- The Proprietor paid \$320,043 of costs on behalf of the school board and the school board paid \$541,978 on behalf of the Proprietor. The school board owes the Proprietor \$28,355 at 31 December, all other amounts had been settled. – see note 10

The Proprietor provides hostel services that are used by some of the students at the School in accordance with a contract between the Board and the Proprietor. Also, the Proprietor pays the Chaplains Salary for services performed by both the school board and the Proprietor.

## 16. Remuneration

### *Key management personnel compensation*

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

	2024 Actual	2023 Actual
<i>Board Members</i>		
Remuneration		
<i>Leadership Team</i>		
Remuneration	2,251,175	2,229,404
Full-time equivalent members	19	19
Total key management personnel remuneration	2,251,175	2,229,404

There are eight members of the Board excluding the Principal. The Board has held eight full meetings of the Board in the year. The Board also has Finance (seven members) and Property (eight members) committees that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

## Principal 1

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

	2024 Actual	2023 Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	160 - 170
Benefits and Other Emoluments	5-6	-
Termination Benefits	4-5	4-5

### *Other Employees*

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	14.00	10.00
110 - 120	6.00	10.00
120 - 130	6.00	4.00
130 - 140	0.00	1.00
	26.00	25.00

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

## 17. 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:

	2024 Actual	2023 Actual
Total	\$0	\$0
Number of People	0	0

## 18. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: nil).

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

In 2024 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. At the date of signing the financial statements, the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

## 19. Commitments

### (a) Capital Commitments

At 31 December 2024 the Board had no capital commitments (Capital Commitments as at 31 December 2023: Nil)

### (b) Operating Commitments

As at 31 December 2024, the Board has entered into the following contracts:

(a) operating lease of Hockey Turf;

	2024 Actual	2023 Actual
No later than One Year	\$ 37,000	\$ 37,000
	<hr/> <hr/>	<hr/> <hr/>
	37,000	37,000

## 20. Financial Instruments

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

### Financial assets measured at amortised cost

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Cash and Cash Equivalents	\$ 3,321,520	\$ 3,321,520	\$ 2,291,778
Receivables	600,645	945,673	506,811
Total financial assets measured at amortised cost	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
	3,922,165	4,267,193	2,798,589

### Financial liabilities measured at amortised cost

Payables	1,004,359	1,380,000	968,832
Finance Leases	36,637	35,000	37,010
Total financial liabilities measured at amortised cost	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
	1,040,996	1,415,000	1,005,842

## 21. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF WHANGANUI COLLEGIATE SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Whanganui Collegiate School. The Auditor-General has appointed me, Cameron Town using the staff and resources of Silks Audit Chartered Accountants Limited, 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 02 to 17, that comprise the *statement of financial position* as at 31 December 2024, 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 2024; 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 Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 12 December 2025. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

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

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

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

### **Responsibilities of the Board for the financial statements**

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

#### **Other information**

The Board is responsible for the other information. The other information comprises the information included on pages 1, 22 to 31 ,but does not include the financial statements, and our auditor's report thereon.

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

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

#### **Independence**

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

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

*Cameron Town*

**Cameron Town**  
**Silks Audit Chartered Accountants Limited**  
**On behalf of the Auditor-General**  
**Whanganui, New Zealand**



# WHANGANUI COLLEGIATE SCHOOL

## Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024.

The following questions address key aspects of compliance with a good employer policy:

<b>Reporting on the principles of being a Good Employer</b>	
How have you met your obligations to provide good and safe working conditions?	The Board takes all steps, so far as is reasonably practicable, to meet its primary duty of care obligations to ensure good and safe working conditions for employees and responds to all reasonable concerns and requests made by employees. In addition we have undertaken an audit of our HSW systems and processes within the last 12 months to ensure we maintain ongoing compliance.
What is in your equal employment opportunities programme?  How have you been fulfilling this programme?	The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities and aptitudes, without bias or discrimination. To achieve this, the board: <ul style="list-style-type: none"><li>• appoints a member to be the EEO officer – this role may be taken by the headmaster</li><li>• shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development</li><li>• selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude.</li><li>• recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups.</li><li>• ensures that employment and personnel practices are fair and free of any bias.</li></ul>

<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>At Whanganui Collegiate School, we advertise positions in good faith and according to the terms of the relevant employment agreement, in a way that enables suitably qualified people to apply for the position. Positions at the school are advertised in accordance with our Equal Employment Opportunities policy.</p> <p>All vacancies are advertised with applications going to Human Resources. The applications are reviewed by a selection panel and interviews scheduled. This process involves several staff and at times a recruitment agency to ensure unbiased selection.</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> <li>– The aims and aspirations of Maori,</li> <li>– The employment requirements of Maori, and</li> <li>– Greater involvement of Maori in the Education service?</li> </ul>	<p>Te Tiriti o Waitangi is one of Aotearoa New Zealand's founding documents and represents the binding contract between Māori and the Crown. Whanganui Collegiate School recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi.</p> <p>Under the Education and Training Act 2020, a primary objective of the Whanganui Collegiate School board is giving effect to te Tiriti o Waitangi. We do this by:</p> <ul style="list-style-type: none"> <li>• working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori</li> <li>• taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori</li> <li>• achieving equitable outcomes for Māori students</li> <li>• providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori.</li> </ul> <p>Whanganui Collegiate School works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>Performance management at Whanganui Collegiate School is operational, fair, and consistent. It is a system based on professional trust and consists of a cycle of appraisal or professional growth and may include an annual summary report. The purpose of performance management is to develop staff skills,</p>

	<p>knowledge, and training to support improved student outcomes and staff professional growth. With effective performance management, staff are supported in their performance and professional development, and the board can have confidence that all staff are meeting the needs of students and the goals of the school.</p> <p>Performance management ensures that all staff:</p> <ul style="list-style-type: none"> <li>• receive clear direction on their expected performance.</li> <li>• set professional goals consistent with the strategic goals/objectives set by the board and headmaster.</li> <li>• receive support to perform successfully.</li> <li>• receive feedback on their performance and recognition for their achievements.</li> <li>• have responsibility for their own learning and professional development.</li> </ul>
How are you recognising the employment requirements of women?	Please see answer regarding equal employment opportunities.
How are you recognising the employment requirements of persons with disabilities?	Please see answer regarding equal employment opportunities.

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	

Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	



# WANGANUI COLLEGIATE SCHOOL

## Kiwisport Statement

The total amount of funding received for Kiwisport Y9 - Y13 during the year ended 31 December 2024 was \$10,972.01 (excl GST).

This was used for replacement sporting equipment, team travel and uniforms across all of the codes that the School participates in.

# Analysis of Variance Reporting



<b>School Name:</b>	Whanganui Collegiate School	<b>School Number:</b>	192
<b>Strategic Aim:</b>	Sustaining Student Achievement		
<b>Annual Aim:</b>	Whanganui Collegiate School's documented curriculum is broad, balanced and sequenced to promote student progression.		
<b>Target:</b>	Introduce and implement the IGCSE Cambridge Curriculum. Continual focus on sustaining NCEA results to at or above the national average for similar equity index schools including merit and excellence endorsements. Academic achievement for all students with a focus on sustaining the academic effort, engagement and achievement of boys, sustaining the achievement of girls and continual focus on Māori and Pacific Island students who can develop and fulfil their educational aspirations.		
<b>Baseline Date</b>	Please see attached report – NCEA performance of Whanganui Collegiate School Students 2024		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>Introduced and implemented the IGCSE Cambridge Curriculum.</li> <li>Continual focus on sustaining NCEA results to at or above the national average for similar equity index secondary schools, including merit and excellence endorsements.</li> <li>Academic achievement for all students with a focus on sustaining the academic effort, engagement, and achievement of boys, sustaining the achievement of girls and continual focus on Māori and Pacific Island students who can develop and fulfil their educational aspirations.</li> <li>Review career guidance and develop further opportunities and programmes to enable all students to confidently transition into their career of choice.</li> <li>Continuation of Junior School Review enhanced by our Five Pillars and Round Square Discovery Framework.</li> <li>Continual development of Schoolbox and PowerBI to connect student/teacher/ parent and formulates continuous feedback and data analytics to improve student outcomes.</li> <li>Investigate, review and develop processes in response to AI.</li> <li>Review Prep program resources to improve student outcomes.</li> <li>Review and evaluate the current curriculum offering at all year levels.</li> <li>To develop a curriculum that is current and relevant to our students and societal needs.</li> </ul>	<ul style="list-style-type: none"> <li>IGCSE results reflected above what was expected in its inaugural year (see report attached).</li> <li>NCEA Level 2 pass rate was improved to 94% from 91%</li> <li>NCEA Level 3 pass rate was improved to 87% from 85%</li> <li>University Entrance pass rate was 68%, down from 76% the previous year</li> <li>Sustained academic effort, engagement and achievement of boys to 91% from 90%.</li> <li>Improved academic effort, engagement and achievement of boys to 97% from 91%</li> <li>Sustained academic effort, engagement and achievement of Maori of 86%</li> <li>Improved academic effort, engagement and achievement of Pasifika students to 100% from 75%</li> <li>Appointment of GMU as Career and Transition Teacher to focus and assist the transition of students from school to their chosen pathway</li> <li>Improved use and refinement of SchoolBox to communicate with student and parent, and of PowerBI to collate data for analysis for informed decision making</li> <li>Revamp of Year 10 course programme.</li> <li>EduTech team has developed an AI Policy for students and staff - communicated to all.</li> <li>Prep programme review is still in progress</li> </ul>	<ul style="list-style-type: none"> <li>Our preparation of both students and staff was key. Clear communication with both meant we understood the challenge before us and were responsive to any need as we progressed.</li> <li>For IGCSE and NCEA results - please see the analysis document.</li> <li>For Careers and guidance, we saw the need for a specific person to lead this and someone who could work closely with our Year 12 and 13 students in particular to improve the opportunity for leaving students to move into the best possible pathway for them.</li> <li>SchoolBox continues to be an extremely useful platform that connects school with home.</li> <li>PowerBI has provided for us a level of detail to data that we did not have access to previously. This data has been an invaluable resource to inform our decisions in nearly every aspect of school life from, student engagement to subject choices and a myriad of other things related to school life. The data gives us great understanding to make informed choices that are best for our students.</li> <li>AI has become an important focus for us as we try to ride the crest of the avalanche that it is. There are many implications for us as a school and we are doing the best we can to inform ourselves, to harness its strengths and to mitigate the problems it presents - particularly around authenticity of student work.</li> <li>Our Prep programme continues to be a work on for us - there is much opportunity to continue to make a</li> </ul>	<ul style="list-style-type: none"> <li>Continue to refine and review our IGCSE offering.</li> <li>Open a Dual Pathway at Year 12 for Cambridge A Levels</li> <li>Use of our Te Ao Maori School Board subcommittee to assist in Matauranga Maori to help sustain the learning outcomes for Maori to learn as Maori.</li> <li>Work more closely alongside of our Pasifika Community to assist in helping us to sustain learning outcomes for Pasifika students to learn as Pasifika.</li> <li>Strengthen the Career and Transition position to enable more viable pathways for students leaving our school.</li> <li>Look for opportunity to use SchoolBox to its fullest capacity.</li> <li>Continue to use PowerBI as a source of powerful information to inform decision making</li> <li>Try to keep abreast of AI and how it effects Teaching and Learning and continue to refine our process around it with our EduTech team and teaching staff. Best practice for staff in regard to authenticity will be key.</li> <li>Opportunity for improvement presents itself with our Prep programme.</li> </ul>

- Develop the sequence of curriculum from Year 9 and 10 to IGCSE to senior courses.
- Review of curriculum offerings is a constant conversation in preparation for our move to a dual pathway at Year 12. We are continuing to finalise the right pathways in subjects from Year 9 - 13 in regard to both Cambridge and NCEA
- Focus on Authenticity of Student Work 'AI' continues to be discussed as we navigate the tsunami of AI. We have gained insight and best practice from NZQA, Cambridge and AI conferences and courses, to find that the technology is moving so fast that what worked yesterday - may not work today - it is something that we are continually discussing and up skilling ourselves in.
- a programme that adds value to what is already happening in the classroom but also in the Boarding Houses
  - A Future focused curriculum is always front centre for us as a school. We have an evolving society and continue shifts in dynamics within that society and so the curriculum we teach, while still bound within the requirements of the NZ Curriculum Framework, must reflect those who sit before us in a much wider sense. Who are our people and what do they require of use will always drive this discussion and decision at all levels of our learning programmes.
  - Year 10 programme of learning was refined to meet the needs of our Year 10 students moving into IGCSE in Year 11
- A future focused curriculum that meets the needs of all of our students remains a focus with a particular spotlight on our Junior Programme and the Dual Pathway moving forward

### Planning for next year:

- Across 2025 as stated in our Strategic Plan targets are: IGCSE continue to improve on results from 2024:
- Investigate pathway options that allow students to achieve highest NCEA and IGCSE results preparing them for any pathways into future career opportunities, including a dual pathway at Year 12
- NCEA Level 2 continue to 95% and above.
- NCEA Level 3 continue to 90% and above
- University Entrance improve to 70% and above similar to similar Equity Index schools that aspire to UE.
- Whanganui Collegiate School's documented curriculum is broad, balanced and sequenced to promote student progression. It is supported by the mission of the School and develops academic engagement, effort and achievement through quality teaching. High academic achievement for all students with a focus on sustaining the achievement of boys, sustaining the achievement of girls and with a continued focus on Maori and Pacific Island students to develop and fulfil their educational aspirations.
- Continual refinement and development of SchoolBox & PowerBI to assist Teaching and Learning and data analytics.
- Refinement of our Prep programme
- Focus on developing the programme of learning for Year 9

- Use relational and culturally responsive pedagogy and inclusive practice approaches for all students.
- Adopt and support a universal design for learning approach



# WHANGANUI COLLEGIATE SCHOOL

## Treaty of Waitangi

Te Tiriti o Waitangi is one of Aotearoa New Zealand's founding documents and represents the binding contract between Māori and the Crown. Whanganui Collegiate School recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi. Under the Education and Training Act 2020, a primary objective of the Whanganui Collegiate School board is giving effect to te Tiriti o Waitangi.

We do this by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, Matauranga Māori, and Te Ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and Te Reo Māori
- achieving and sustaining equitable outcomes for Māori students
- providing opportunities for learners to appreciate the importance of Te Tiriti o Waitangi and Te Reo Māori.
- Supporting staff with further higher learning in Te Reo and in Te Ao Māori
- A newly created Te Ao Māori subcommittee of the School Board of Trustees tasked with strategic oversight of supporting the school to continue to be future focused in this space.
- Contracting in Māori tikanga teachers to support the school with Tikanga practice and protocol
- Using outside providers as a source of expertise and knowledge in the Te Ao Māori space.
- Supported teaching to staff to participate in local Kahui Ako as Within School Leads with a focus on transition, Māori Achievement and Transition.

Whanganui Collegiate School works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.

Whanganui Collegiate School is a multi-cultural school which values the contributions made by all students, staff and community members from all ethnic and cultural backgrounds. The school recognises the unique position of the tangata whenua and the obligations the school shares under Te Tiriti o Waitangi. Every endeavour is made to reflect New Zealand's cultural diversity and the unique position of the Māori culture in a way that is in harmony with the School's Special Character