

WHANGANUI COLLEGIATE SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

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

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Jason Bowie	Presiding Member	Elected	2025
Wayne Brown	Headmaster/Trustee	Headmaster	
Tash Bullock	Staff Rep	Teacher	2024
Sara Ross	Trustee	Elected	2025
Rhys McKinlay	Trustee	Elected	2025
Sam Cranstone	Student Rep	Student	2024
Chris Shenton	Trustee	Elected	2026
Angus Marks	Trustee	Elected	2026
Paul Bayly	Proprietor Rep	Appointed	

Accountant / Service Provider: Mr Gareth Edlin



WHANGANUI COLLEGIATE SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

Index

Page	Statement
<u>1</u>	Statement of Responsibility
<u>2</u>	Statement of Comprehensive Revenue and Expense
<u>3</u>	Statement of Changes in Net Assets/Equity
<u>4</u>	Statement of Financial Position
<u>5</u>	Statement of Cash Flows
<u>6 - 23</u>	Notes to the Financial Statements
	Independent Auditor's Report

Whanganui Collegiate School

Statement of Responsibility

For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Jason Bowie
Full Name of Presiding Member



Signature of Presiding Member

31 May 2024
Date:

Wayne Brown
Full Name of Principal



Signature of Principal

31 May 2024
Date:

Whanganui Collegiate School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	5,400,941	5,338,655	5,061,958
Locally Raised Funds	3	2,285,363	2,212,123	1,595,807
Interest Income		38,914	10,200	10,650
Gain on Sale of Property, Plant and Equipment		-	-	-
Use of Proprietor's Land and Buildings		571,970	571,970	571,970
Use of Proprietor's Fixed Assets		87,865	87,865	100,316
Total Revenue		8,385,053	8,220,813	7,340,699
Expense				
Locally Raised Funds	3	1,195,218	1,195,962	947,892
Learning Resources	4	5,400,777	5,268,168	4,689,731
Administration	5	831,660	879,117	735,948
Finance		3,875	5,026	4,409
Property	6	368,101	354,992	402,456
Other Expense	7	-	-	5,624
Use of Proprietor's Land and Buildings		571,970	571,970	571,970
Use of Proprietor's Fixed Assets		87,865	87,865	100,316
Total Expense		8,459,466	8,363,100	7,458,348
Net Surplus / (Deficit) for the year		(74,413)	(142,287)	(117,649)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(74,413)	(142,287)	(117,649)

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		209,133	209,133	307,041
Total comprehensive revenue and expense for the year		(74,413)	(142,287)	(117,649)
Contributions from the Ministry of Education		-	-	-
Contribution - Furniture and Equipment Grant		94,091	94,091	19,741
Equity at 31 December		228,810	160,937	209,133
Accumulated comprehensive revenue and expense		228,810	160,937	209,133
Equity at 31 December		228,810	160,937	209,133

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	8	2,291,778	2,400,000	2,326,460
Accounts Receivable	9	506,811	456,102	375,229
Prepayments		67,810	80,000	96,234
		<u>2,866,398</u>	<u>2,936,102</u>	<u>2,797,922</u>
Current Liabilities				
GST Payable		(2,497)	-	(3,277)
Accounts Payable	12	968,832	958,460	863,126
Revenue Received in Advance	13	1,624,157	1,750,000	1,692,690
Finance Lease Liability	15	20,295	20,000	23,032
Funds held in Trust	16	(17,899)	-	25,989
		<u>2,592,889</u>	<u>2,728,460</u>	<u>2,601,561</u>
Working Capital Surplus/(Deficit)		273,509	207,642	196,360
Non-current Assets				
Property, Plant and Equipment	10	319,618	310,000	312,037
		<u>319,618</u>	<u>310,000</u>	<u>312,037</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	347,600	341,706	282,550
Finance Lease Liability	15	16,715	15,000	16,714
		<u>364,316</u>	<u>356,705</u>	<u>299,264</u>
Net Assets		<u>228,810</u>	<u>160,937</u>	<u>209,133</u>
Equity		<u>228,810</u>	<u>160,937</u>	<u>209,133</u>

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 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		1,174,972	1,015,099	1,036,676
Locally Raised Funds		1,418,666	1,369,766	1,448,570
International Students		691,606	843,818	702,385
Goods and Services Tax (net)		779	3,276	2,574
Payments to Employees		(1,576,276)	(1,429,425)	(1,227,615)
Payments to Suppliers		(1,697,002)	(1,714,849)	(1,380,241)
Interest Paid		(3,875)	(5,026)	(4,409)
Interest Received		38,914	10,200	10,650
Net cash from/(to) Operating Activities		47,782	92,858	588,593
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	(5,797)	-
Purchase of Property Plant & Equipment (and Intangibles)		(124,524)	(74,725)	499
Net cash from/(to) Investing Activities		(124,524)	(80,522)	499
Cash flows from Financing Activities				
Furniture and Equipment Grant		94,091	94,091	19,741
Finance Lease Payments		(8,143)	(6,898)	(22,781)
Funds Administered on Behalf of Other Parties		(43,888)	(25,989)	25,989
Net cash from/(to) Financing Activities		42,060	61,204	22,950
Net increase/(decrease) in cash and cash equivalents		(34,682)	73,540	612,042
Cash and cash equivalents at the beginning of the year	8	2,326,460	2,326,460	1,714,418
Cash and cash equivalents at the end of the year	8	2,291,778	2,400,000	2,326,460

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense 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 2023

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 2023 to 31 December 2023 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 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 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 \$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.

Cyclical maintenance

A 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 14.

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 10.

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 15. Future operating lease commitments are disclosed in note 21.

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

Improvements (funded by the Board) to buildings owned by the Crown or directly by the board 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	4–5 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) Intangible Assets

Software costs

Computer software acquired by the School 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.

i) Impairment of property, plant, and equipment and intangible assets

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.

j) 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.

k) 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.

l) Revenue Received in Advance

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

The School 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.

m) 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.

n) 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.

o) 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.

p) Provision for Cyclical Maintenance

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

q) 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.

r) 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.

s) 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 statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

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

x) 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	1,352,367	1,192,791	1,279,650
Teachers' Salaries Grants	4,037,484	4,135,071	3,769,385
Other Government Grants	11,090	10,793	12,923
	<u>5,400,941</u>	<u>5,338,655</u>	<u>5,061,958</u>

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	704,346	700,000	521,572
Fees for Extra Curricular Activities	665,855	650,000	346,779
Fundraising & Community Grants	16,863	12,421	19,977
Other Revenue	224,149	200,000	177,905
International Student Fees	674,150	649,702	529,574
	<u>2,285,363</u>	<u>2,212,123</u>	<u>1,595,807</u>
Expense			
Extra Curricular Activities Costs	730,659	717,200	558,546
Fundraising and Community Grant Costs	19,019	8,282	15,412
Other Locally Raised Funds Expenditure	-	-	870
International Student - Employee Benefits - Salaries	308,734	311,825	302,245
International Student - Other Expenses	136,806	158,655	70,819
	<u>1,195,218</u>	<u>1,195,962</u>	<u>947,892</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>1,090,145</u>	<u>1,016,161</u>	<u>647,915</u>

The Proprietor paid a donation to the school of \$699,996 in 2023 (2022: \$521,572).

During the year, the School hosted 44 International students (2022:35)

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	347,330	340,000	249,825
Information and Communication Technology	83,687	83,205	86,139
Library Resources	(558)	3,600	787
Employee Benefits - Salaries	4,825,028	4,716,652	4,238,157
Staff Development	22,940	40,000	22,686
Depreciation	122,350	84,711	92,137
	<u>5,400,777</u>	<u>5,268,168</u>	<u>4,689,731</u>

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	12,213	12,510	12,400
Board Expenses	7,306	7,279	4,343
Communication	11,665	24,368	20,486
Consumables	35,898	36,938	35,555
Legal Fees	1,774	600	157
Other	122,865	126,554	95,735
Employee Benefits - Salaries	634,668	666,898	563,524
Insurance	5,271	3,970	3,748
	<u>831,660</u>	<u>879,117</u>	<u>735,948</u>

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	16,260	7,130	15,943
Cyclical Maintenance	65,050	59,156	84,133
Grounds	30,189	33,210	38,650
Heat, Light and Water	60,323	62,148	53,814
Repairs and Maintenance	105,709	99,915	95,387
Security	4,471	4,692	7,349
Employee Benefits - Salaries	86,099	88,741	107,180
	<u>368,101</u>	<u>354,992</u>	<u>402,456</u>

The use of land and buildings figure represents 5% of the school's total property value. This is used as a 'proxy' for the market rental of the property.

7. Other Expense

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Amortisation of Intangible Assets	-	-	5,624
	<u>-</u>	<u>-</u>	<u>5,624</u>

8. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	2,291,778	2,400,000	2,326,460
Cash and cash equivalents for Statement of Cash Flows	<u>2,291,778</u>	<u>2,400,000</u>	<u>2,326,460</u>

The schools holds a Business Mastercard Facility with a limit of \$55,000 with Westpac New Zealand Limited

Other restrictions on cash that may require disclosure include funds held in trust and international student and hostel fees as disclosed in note 13.

9. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	150,709	100,000	44,151
Teacher Salaries Grant Receivable	356,102	356,102	331,078
	<u>506,811</u>	<u>456,102</u>	<u>375,229</u>
Receivables from Exchange Transactions	150,709	100,000	44,151
Receivables from Non-Exchange Transactions	356,102	356,102	331,078
	<u>506,811</u>	<u>456,102</u>	<u>375,229</u>

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2023						
Furniture and Equipment	247,305	41,294			(52,312)	236,286
Information and Communication Technology	26,947	83,230			(46,788)	63,389
Leased Assets	37,785	5,407			(23,250)	19,942
Balance at 31 December 2023	<u>312,037</u>	<u>129,931</u>	<u>-</u>	<u>-</u>	<u>(122,350)</u>	<u>319,618</u>

The following note can be used for each class of asset that are held under a finance lease:

The net carrying value of furniture and equipment held under a finance lease is \$40,767 (2022: \$33,400)

Restrictions

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.

	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$
Furniture and Equipment	554,153	(317,866)	236,287	512,859	(265,554)	247,305
Information and Communication Technology	312,834	(249,445)	63,389	229,604	(202,657)	26,947
Motor Vehicles	92,961	(92,961)	-	92,961	(92,961)	-
Leased Assets	108,150	(88,208)	19,942	102,743	(64,958)	37,785
Balance at 31 December 2023	<u>1,068,098</u>	<u>(748,480)</u>	<u>319,618</u>	<u>938,167</u>	<u>(626,130)</u>	<u>312,037</u>

11. Intangible Assets

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

	Acquired software	Internally generated software	Total \$
Cost			
Balance at 1 January 2022	50,284	-	50,284
Additions	-	-	-
Disposals	-	-	-
Balance at 31 December 2022/ 1 January 2023	50,284	-	50,284
Additions	-	-	-
Disposals	-	-	-
Balance at 31 December 2023	50,284	-	50,284
Accumulated Amortisation and impairment losses			
Balance at 1 January 2022	50,284	-	50,284
Amortisation expense	-	-	-
Disposals	-	-	-
Impairment losses	-	-	-
Balance at 31 December 2022 / 1 January 2023	50,284	-	50,284
Amortisation expense	-	-	-
Disposals	-	-	-
Impairment losses	-	-	-
Balance at 31 December 2023	50,284	-	50,284
Carrying amounts			
At 1 January 2022	-	-	-
At 31 December 2022 / 1 January 2023	-	-	-
At 31 December 2023	-	-	-

Restrictions

There are no restrictions over the title of the school's intangible assets, nor are any intangible assets pledged as security for liabilities.

Capital commitments

The amount of contractual commitments for the acquisition of intangible assets is \$nil (2022: \$nil)

12. Accounts Payable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	175,232	177,358	166,373
Accruals	101,349	110,000	81,807
Banking Staffing Overuse	231,231	210,000	188,485
Employee Entitlements - Salaries	356,102	356,102	331,078
Employee Entitlements - Leave Accrual	104,918	105,000	95,380
	<u>968,832</u>	<u>958,460</u>	<u>863,123</u>
Payables for Exchange Transactions	968,832	958,460	863,123
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	<u>968,832</u>	<u>958,460</u>	<u>863,123</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
International Student Fees in Advance	1,223,340	1,400,000	1,205,884
Other revenue in Advance	400,817	350,000	486,806
	<u>1,624,157</u>	<u>1,750,000</u>	<u>1,692,690</u>

14. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	282,550	282,550	198,417
Increase to the Provision During the Year	65,050	59,156	84,133
Provision at the End of the Year	<u>347,600</u>	<u>341,706</u>	<u>282,550</u>
Cyclical Maintenance - Non current	347,600	341,706	282,550
	<u>347,600</u>	<u>341,706</u>	<u>282,550</u>

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2024. This plan is based on the schools 10 Year Property plan / consultation with paint contractor

15. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	20,295	20,000	23,032
Later than One Year and no Later than Five Years	16,715	15,000	16,714
	<u>37,009</u>	<u>35,000</u>	<u>39,746</u>
Represented by			
Finance lease liability - Current	20,295	20,000	23,032
Finance lease liability - Non current	16,715	15,000	16,714
	<u>37,009</u>	<u>35,000</u>	<u>39,746</u>

16. Funds held in Trust

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	(17,899)	-	25,989
	<u>(17,899)</u>	<u>-</u>	<u>25,989</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

17. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school 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 the school 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 paid a donation to the school of \$699,996 in 2023 (2022: \$521,572).

The School has entered into a Service Level Agreement with the Proprietor of the School (Whanganui College BOT) for the provision of services for the amount of \$629,324 GST exclusive (2022: \$559,056).

The School holds funds held in advance for 2023 Proprietors Boarding Fees at year end of \$499,765 (2022: \$671,285).

The School paid \$37,000 to the Whanganui Collegiate Foundation for the annual rental of the Hockey Turf (2022: \$37,000).

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.

Administration and Support Staff wages paid on behalf of the Proprietor \$978,692 (2022: \$949,945).

The Chaplains Salary was paid by the Proprietor for services performed by both Boards.

Six teachers were also employed by the Proprietor as Housemasters.

	Actual	Budget	Actual
	\$	\$	\$
From the Proprietor to the School Board of Trustees			
Occupancy Grant	571,970	571,970	571,970
Use of Proprietor Assets Grant	87,865	87,865	100,316
Recovery of Payroll Costs	-		-
Recovery of Costs paid on behalf of St Georges School	1,832		1,988
Recovery of the year end SLA payable by the School Board of Trustees			
	<hr/> 661,667	<hr/> 659,835	<hr/> 674,273
From the School Board of Trustees to the Proprietor			
Occupancy Cost	571,970	571,970	571,970
Use of Proprietor Asset Cost	87,865	87,865	100,316
Recovery of Costs paid on behalf of School Board Trustees	21,419		79,630
College Fees received by the School Board of Trustees	24,332		10,089
	<hr/> 705,586	<hr/> 659,835	<hr/> 762,005
The year end balance owing from the School to the Proprietor	<hr/> 43,919	<hr/> -	<hr/> 87,731

18. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i> Remuneration		
<i>Leadership Team</i> Remuneration Full-time equivalent members	2,229,404 19	2,063,355 19
Total key management personnel remuneration	<u>2,229,404</u>	<u>2,063,355</u>

There are eight members of the Board excluding the Principal. The Board had held seven full meetings of the Board in the year. The Board also has Finance (seven members) and Property (seven members) 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:

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments		
Benefits and Other Emoluments	160 - 170	150 - 160
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	2023 FTE Number	2022 FTE Number
100 - 110	10.00	8.00
110 - 120	10.00	5.00
120 - 130	4.00	
130 - 140	1.00	
	<u>25.00</u>	<u>13.00</u>

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

19. 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:

	2023 Actual	2022 Actual
Total	\$0	\$0
Number of People	0	0

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The school is yet to receive a final wash-up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash-up payments or receipts for the year ended 31 December 2023. However, as at the reporting date, this amount had not been calculated and therefore is not recorded in these financial statements

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 of specific individuals, as such, this is expected to resolve the liability for school boards.

21. Commitments

(a) Capital Commitments

There are no Capital Commitments as at 31 December 2023 (Capital Commitments as at 31 December 2022: Nil)

(b) Operating Commitments

As at 31 December 2023, the Board has entered into the following contracts:

(a) operating lease of a Hockey Turf;

	2023 Actual	2022 Actual
	\$	\$
No later than One Year	37,000	37,000

22. 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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Cash and Cash Equivalents	2,291,778	2,400,000	2,326,460
Receivables	506,811	456,102	375,229
Total financial assets measured at amortised cost	<u>2,798,589</u>	<u>2,856,102</u>	<u>2,701,689</u>

Financial liabilities measured at amortised cost

Payables	968,832	958,460	863,123
Finance Leases	37,010	35,000	39,746
Total financial liabilities measured at amortised cost	<u>1,005,842</u>	<u>993,460</u>	<u>902,869</u>

23. Events After Balance Date

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

24. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF WHANGANUI COLLEGIATE SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Whanganui Collegiate School (the School). The Auditor-General has appointed me, David Fraser, 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 2 to 19, that comprise the statement of financial position as at 31 December 2023, 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 2023; 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 31 May 2024. 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, 24 to 56, 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.

David Fraser

David Fraser
Silks Audit Chartered Accountants Limited
On behalf of the Auditor-General
Whanganui, New Zealand



WANGANUI COLLEGIATE SCHOOL

Kiwisport Statement

The total amount of funding received for Kiwisport Y9 - Y13 during the year ended 31 December 2023 was \$10,759.01 (excl GST).

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



WHANGANUI COLLEGIATE SCHOOL

Report on the NCEA Performance of Whanganui Collegiate School Students 2023

Introduction

This report looks at the performance of Whanganui Collegiate School students in obtaining their NCEA qualifications.

To do this it uses statistics provided by NZQA. NZQA calculates percentages based on the domestic students enrolled at each school for 70 days.

NZQA states “the main reporting population is New Zealand Domestic Students in Years 11 ,12 or 13. This is referred to as the Common Student Population and is the population that is used by both the MoE and NZQA as the default reporting population”. These statistics count all domestic students who are enrolled at the school for 70 calendar days or more. International students are excluded from these statistics.

When using the statistics from NZQA, the performance of Whanganui Collegiate School students is compared against the performance of students in other similar Equity Index Groups (this replaces the decile groupings of previous years). The groups are “Fewer” (schools that receive less equity index funding because the students come from better economic backgrounds), “Moderate”, and “More” (schools that receive more equity index funding because the students come from poorer economic backgrounds). Comparisons are also made between gender and ethnic groups.

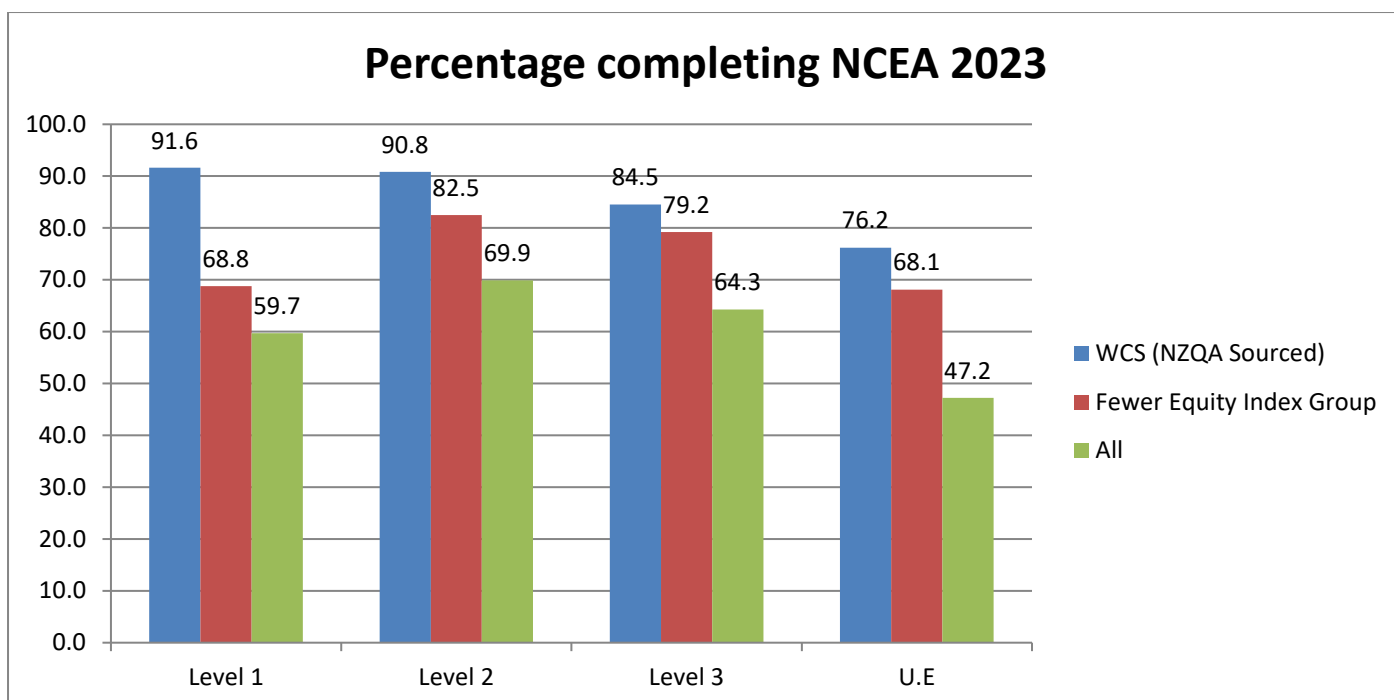
This report also compares the performance of Whanganui Collegiate students against competitor schools. It does this by first comparing how both genders of Collegiate students performed against students at competitor co-ed schools, secondly by comparing how female Collegiate students performed against competitor girls’ schools, and finally by comparing male Collegiate students against competitor boys’ schools.

The purpose of this report is to provide information so areas of strength and concern can be identified, and initiatives developed.

Overall Performance

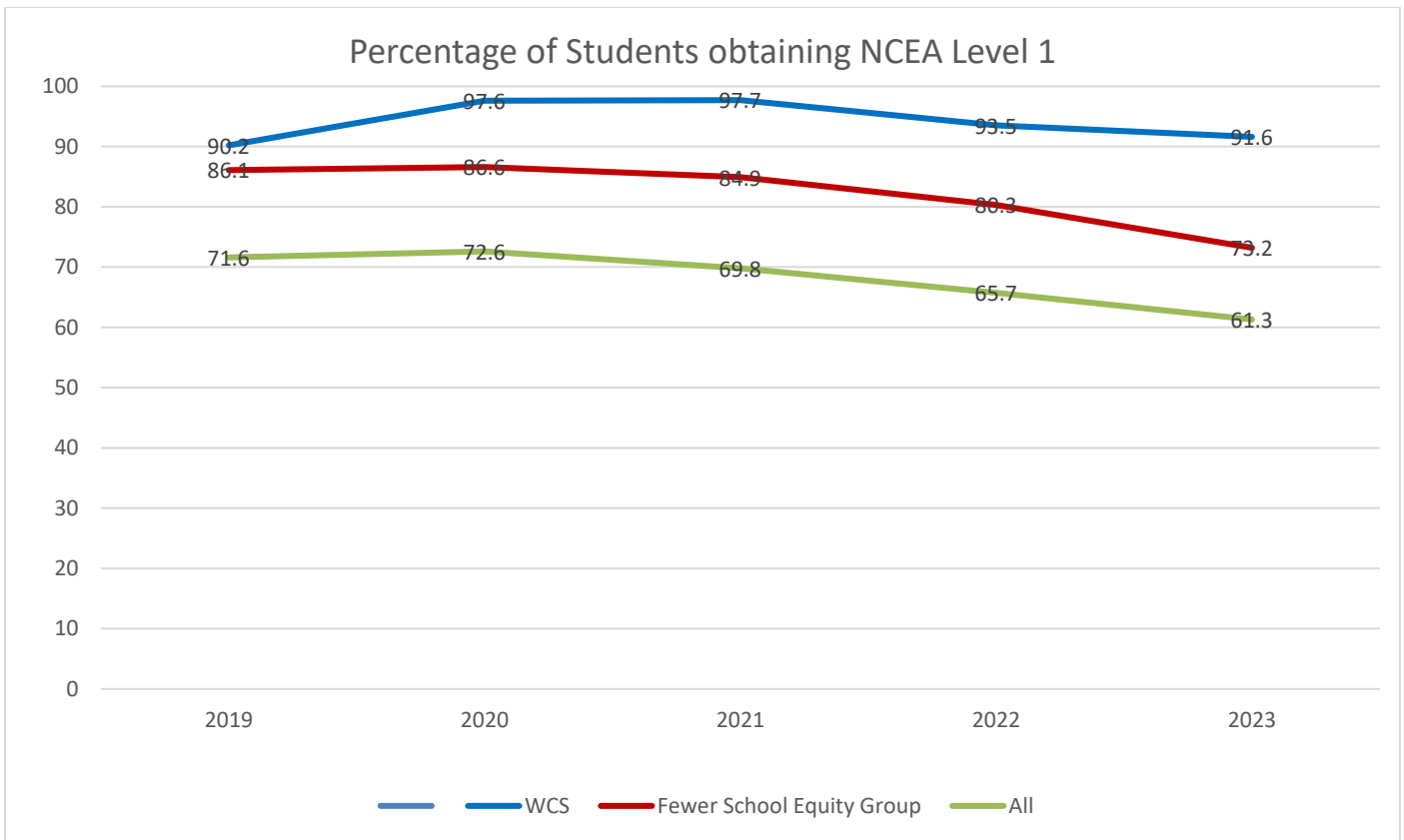
% of roll achieving NQF Qualifications at the end of 2023				
	WCS (NZQA Sourced)	% Completing Year (Kamar Sourced)	Fewer Equity Index Group	All
Level 1	91.6	93.3	68.8	59.7
Level 2	90.8	97.5	82.5	69.9
Level 3	84.5	95.3	79.2	64.3
U.E	76.2	83.5	68.1	47.2

The table above shows the difference between the official NZQA figures (domestic students only who completed 70 days or more at the school) and the percentage of domestic and international students who completed the whole year at Collegiate and achieved the qualification as calculated using the school's student management system (KAMAR). This report will use the official NZQA statistic as this allows comparison to national statistics and other schools.

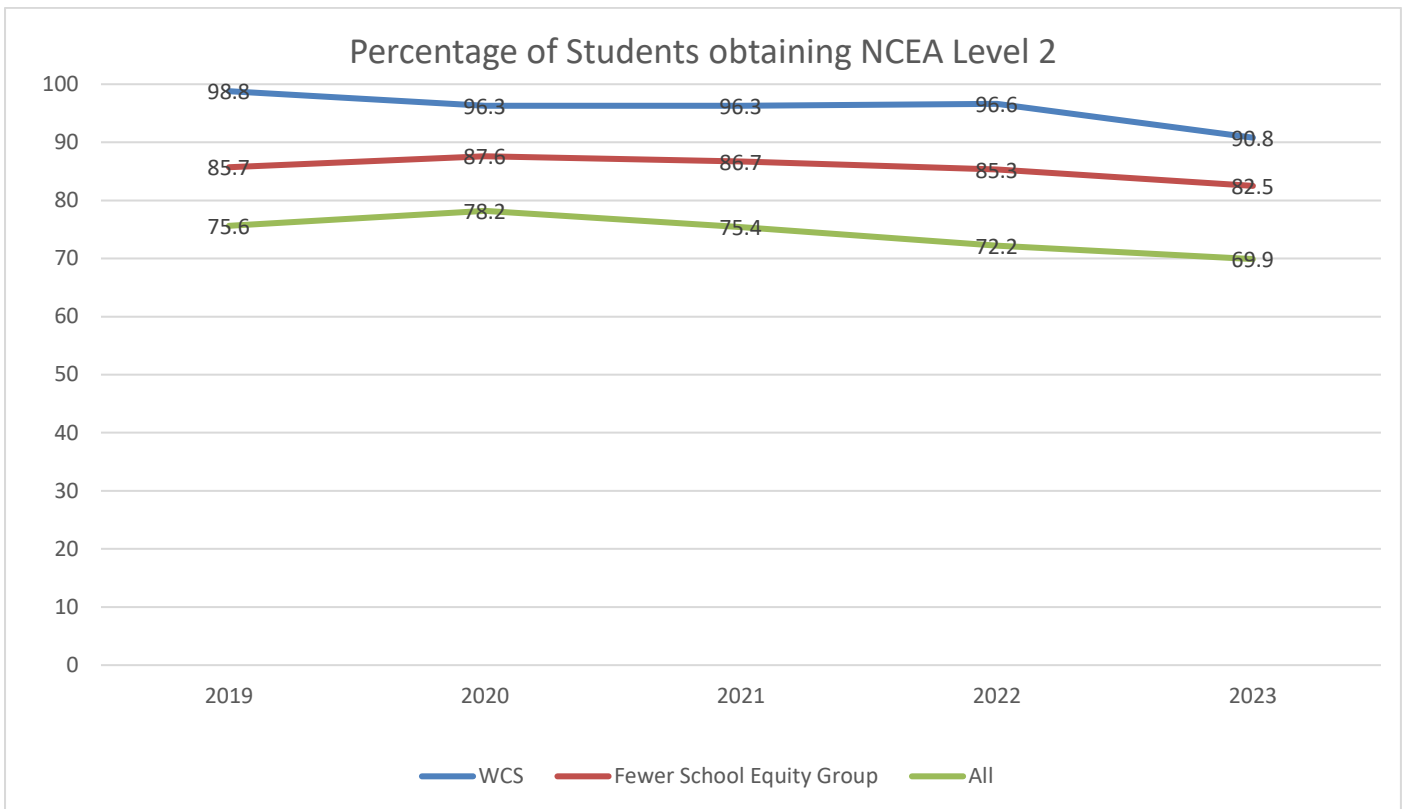


In 2023 Collegiate students out-performed students at other schools that were in the Fewer Equity Index Group.

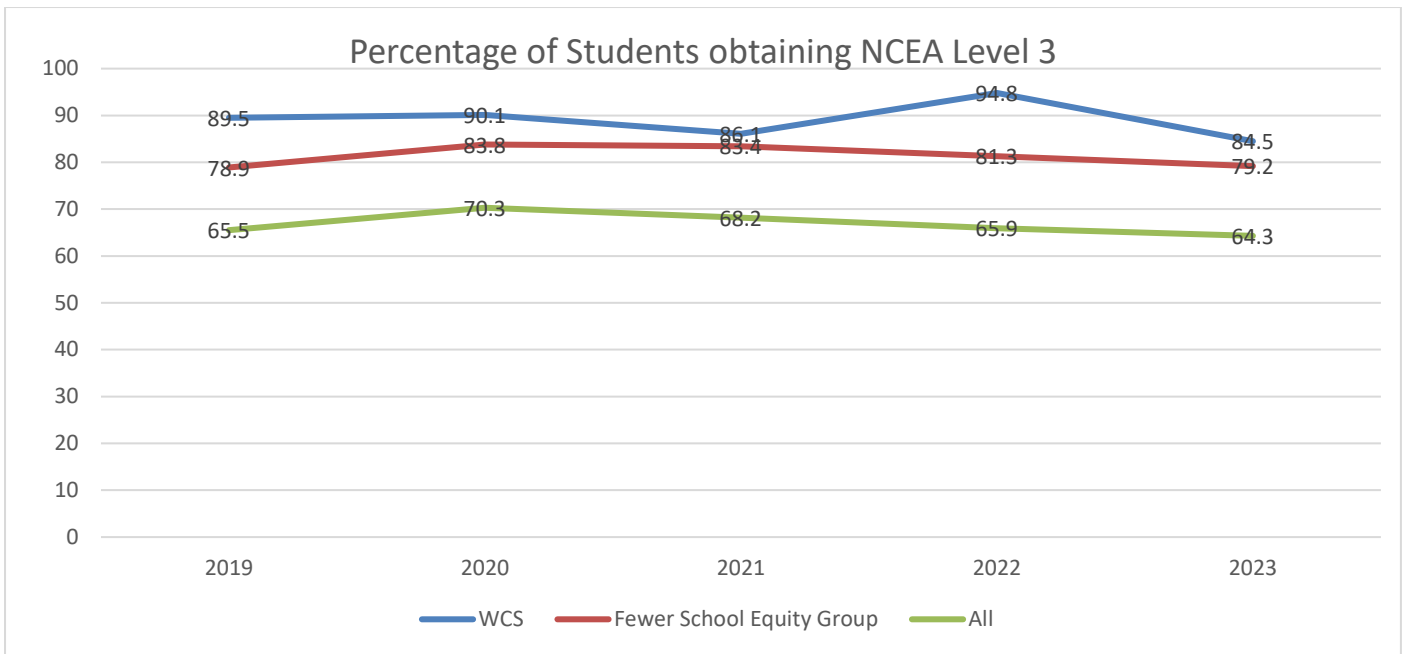
The graphs below show the trends over the last five years in the percentage of Collegiate students gaining different levels of NCEA qualification versus students of schools in the Fewer Equity Index Group.



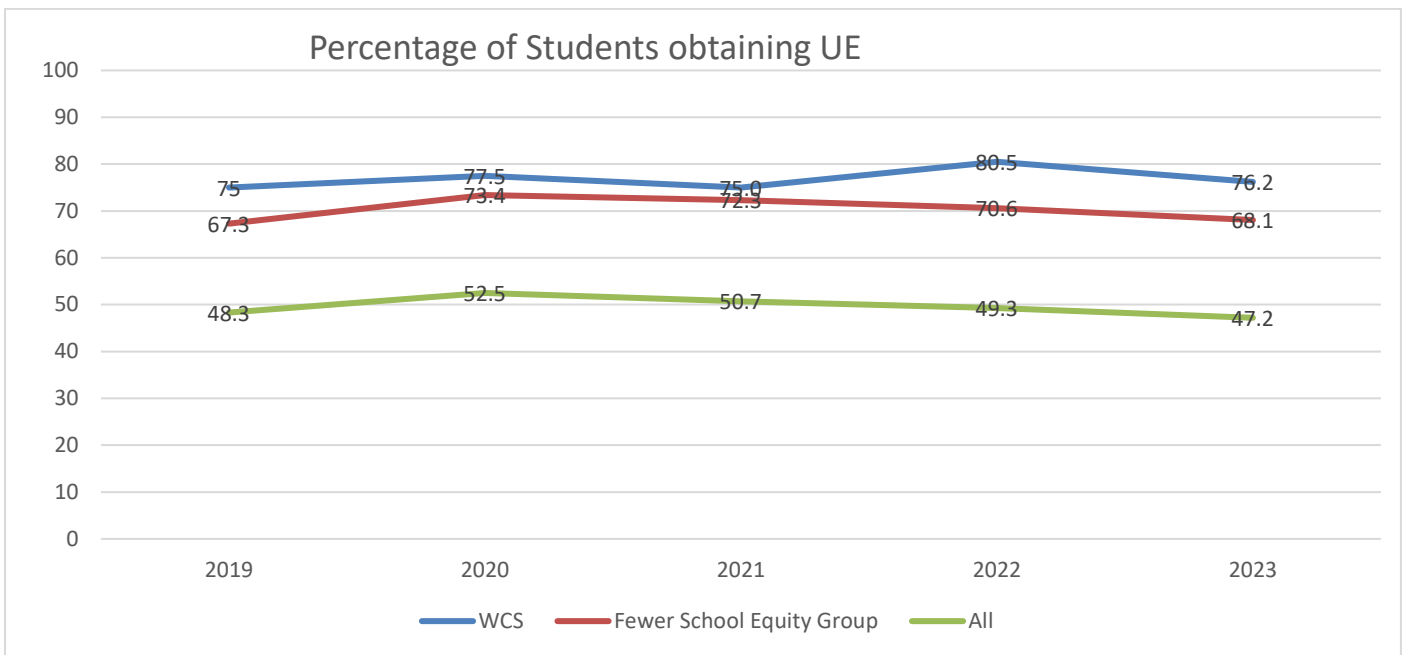
Collegiate students have consistently outperformed other students in the Fewer Equity Index Group schools in obtaining NCEA Level 1. There is a downward trend in the performance of students since 2020 across the country. 2023 is the last year Collegiate students work towards NCEA Level 1 as Collegiate has discarded the revised NCEA Level 1 qualification in favour of Cambridge IGCSE.



At Level 2, Collegiate students also have an advantage over students at schools in the Fewer Equity Index Group. 2023 saw a slight drop in the percentage of students at Collegiate obtaining NCEA Level 2 from 96.6% to 91%.



In 2023 the percentage of Collegiate students obtaining NCEA Level 3 dropped 10 percentage points from a high in 2022. The 2022 result of 94.8% obtaining NCEA Level 3 was the best result in eight years. When Year 13 students who left before the end of the year to enter employment or apprenticeships are removed, and the international students are included, the percentage of Year 13 students who completed the year and obtained NCEA Level 3 is 95.3% for 2023 (see table at the beginning of the report).

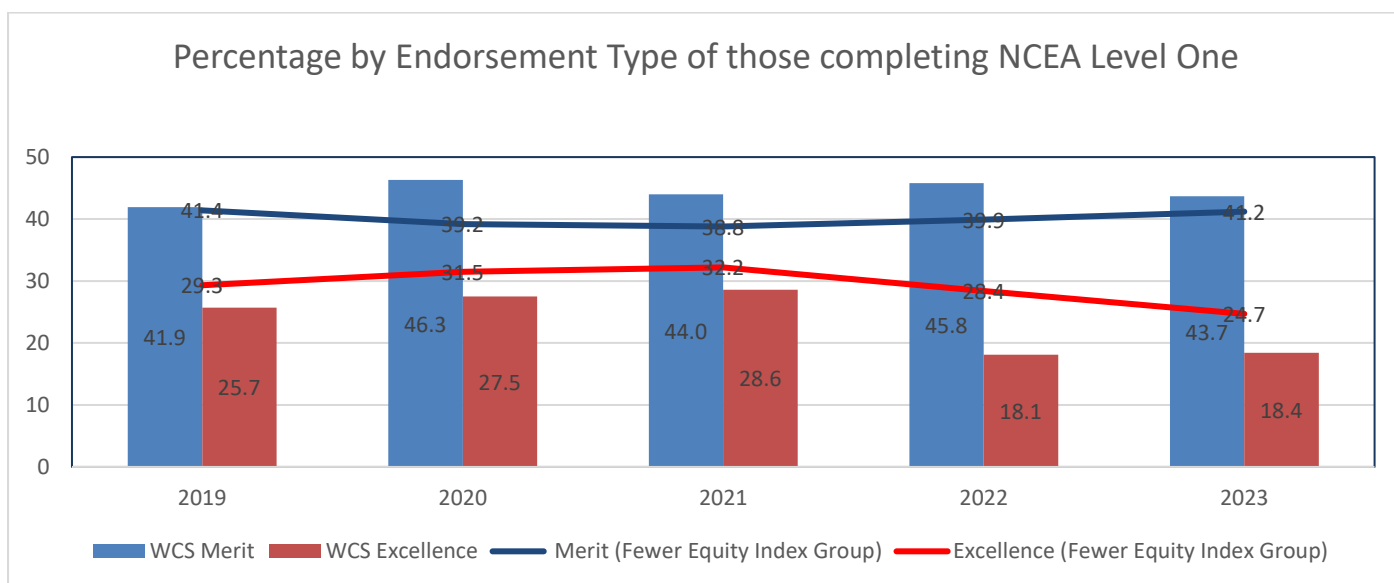


After an increase in the percentage of Collegiate students obtaining University Entrance (UE) in 2022, the percentage has returned to previous years' values of approximately 76%. Collegiate students have outperformed their counterparts in other Fewer Equity Index Group schools and are well above the national percentage obtaining UE.

Endorsement Performance

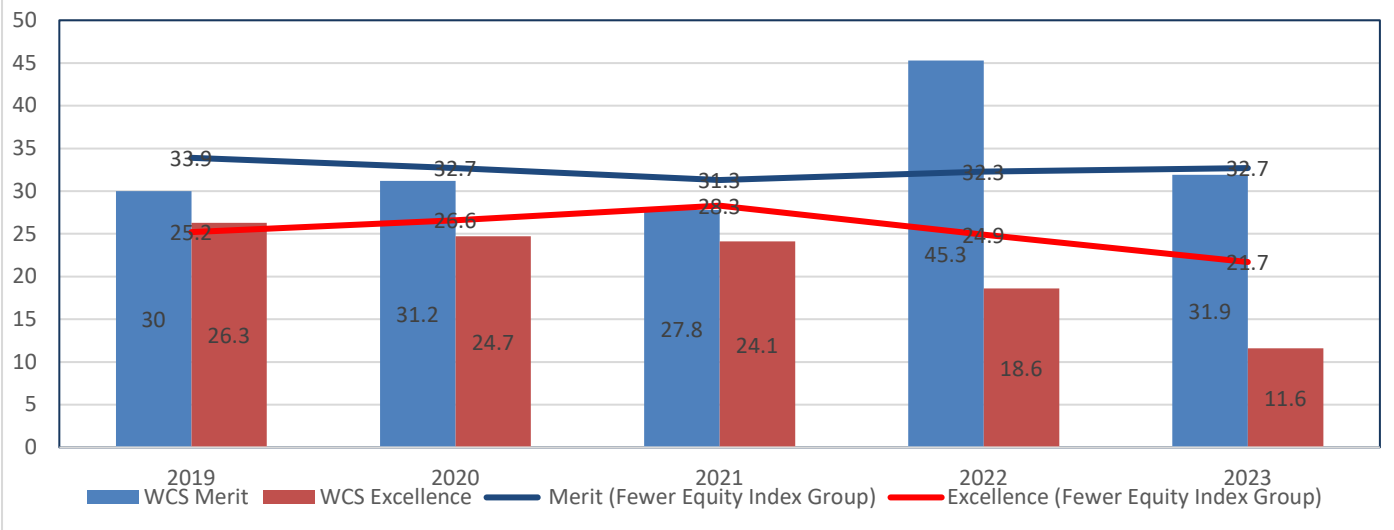
In the Fewer Equity Index Group over half the students have their qualification endorsed with Merit or Excellence. Looking at these endorsements is a good indicator of the quality of the students' performance. To obtain an Endorsement in 2023 students needed 50 credits at either Merit or higher for a Merit Endorsement, or 50 credits at Excellence for an Excellence Endorsement.

The endorsement percentage in these charts is the percentage of those who passed, it is not as a percentage of those students enrolled for more than 70 days. An implication of this is that if a school is successful at getting more students to pass NCEA this will increase the divisor and therefore could lower the percentage of those with Merit and Excellence Endorsements.

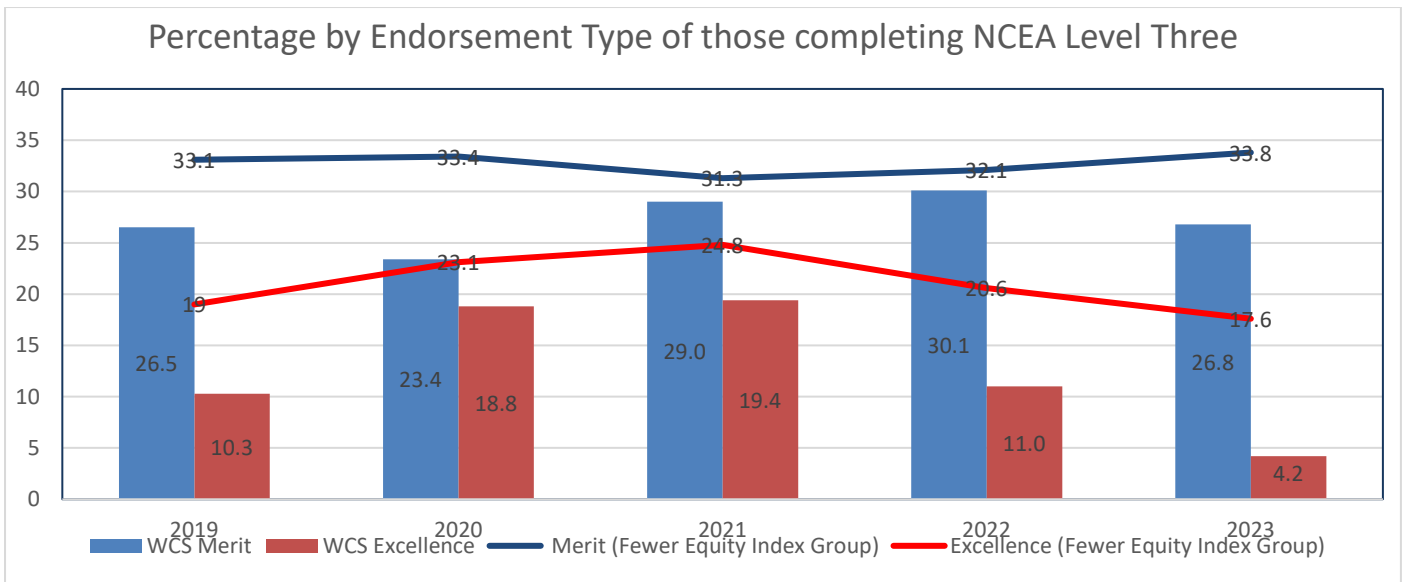


Since 2019 the percentage of students at Collegiate getting a Merit Endorsement at Level 1 has remained steady around 40%. This is a little above the percentage of students getting a Merit Endorsement at other schools in the Fewer Equity Index Group. However, the percentage of Collegiate students obtaining an Excellence Endorsement at Level 1 has been lower than that of students in other Fewer Equity Index Group schools. There is a drop in the percentage of Collegiate students getting an Excellence Endorsement in the last two years, from an average of 27.2% ((2019 to 2021) to an average of 18.25% (2022 and 2023). There has also been a lesser drop over this same period in the percentage of students getting a Level 1 Excellence Endorsement in schools in the Fewer Equity Index Group.

Percentage by Endorsement Type of those completing NCEA Level Two



In 2023 the percentage of Merit Endorsements at Level 2 for Collegiate students dropped to just below that of other students in the Fewer Equity Index Group. From 2021 to 2023, the percentage of students obtaining an Excellence Endorsement in Fewer Equity Index Group schools has dropped by 6.6-percentage points. Over the same period at Collegiate, the decline in Excellence Endorsements has been 12.5-percentage points. This is less than half of the percentage of students who got Excellence Endorsements in 2019, 2020 and 2021.



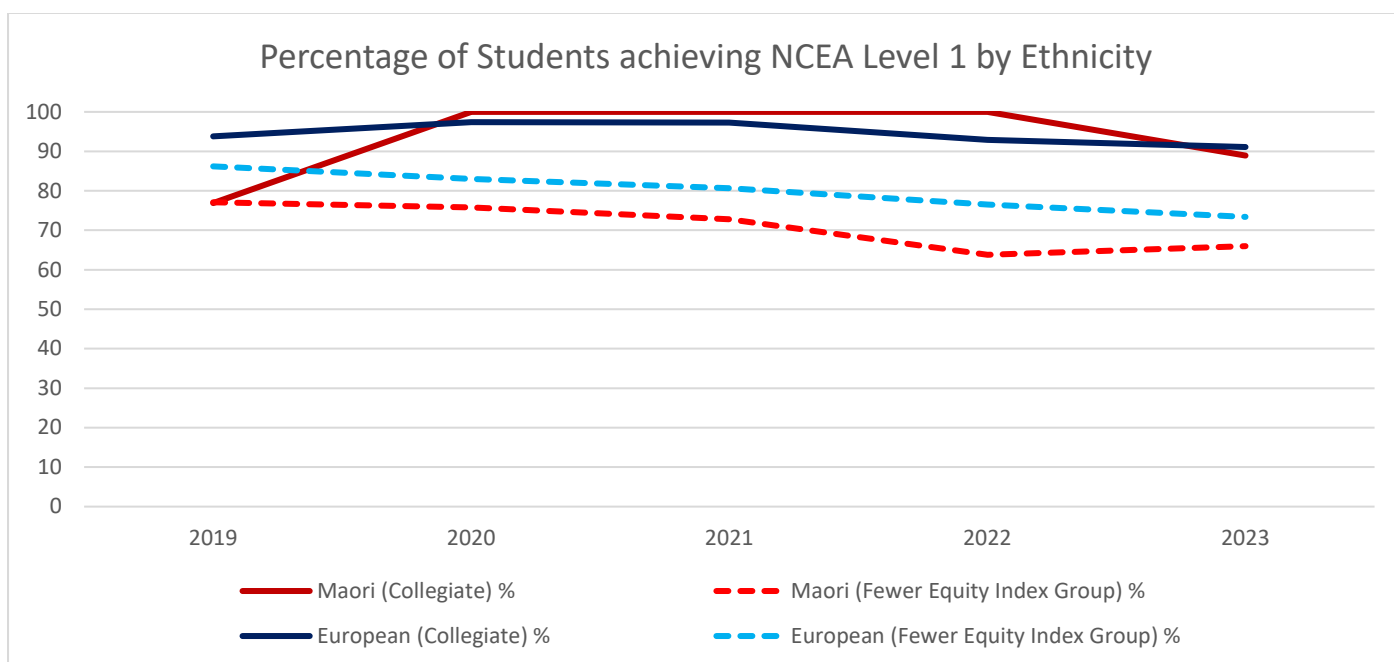
At Level 3 the percentage of Collegiate students getting Merit or Excellence Endorsements is below that of students in other Fewer Equity Index Group schools. As also noted at Level 2, there has been a decrease in the percentage of Collegiate students getting an Excellence Endorsement (to 4.2%). The table below shows the percentage of Excellence Endorsements at Level 3 since 2015 for Whanganui Collegiate.

Year	WCS Excellence
2015	20.0
2016	13.6
2017	18.2
2018	11.9
2019	10.3
2020	18.8
2021	19.4
2022	11.0
2023	4.2

Further examination on Endorsements will be done in the section of the report that considers gender performance in NCEA.

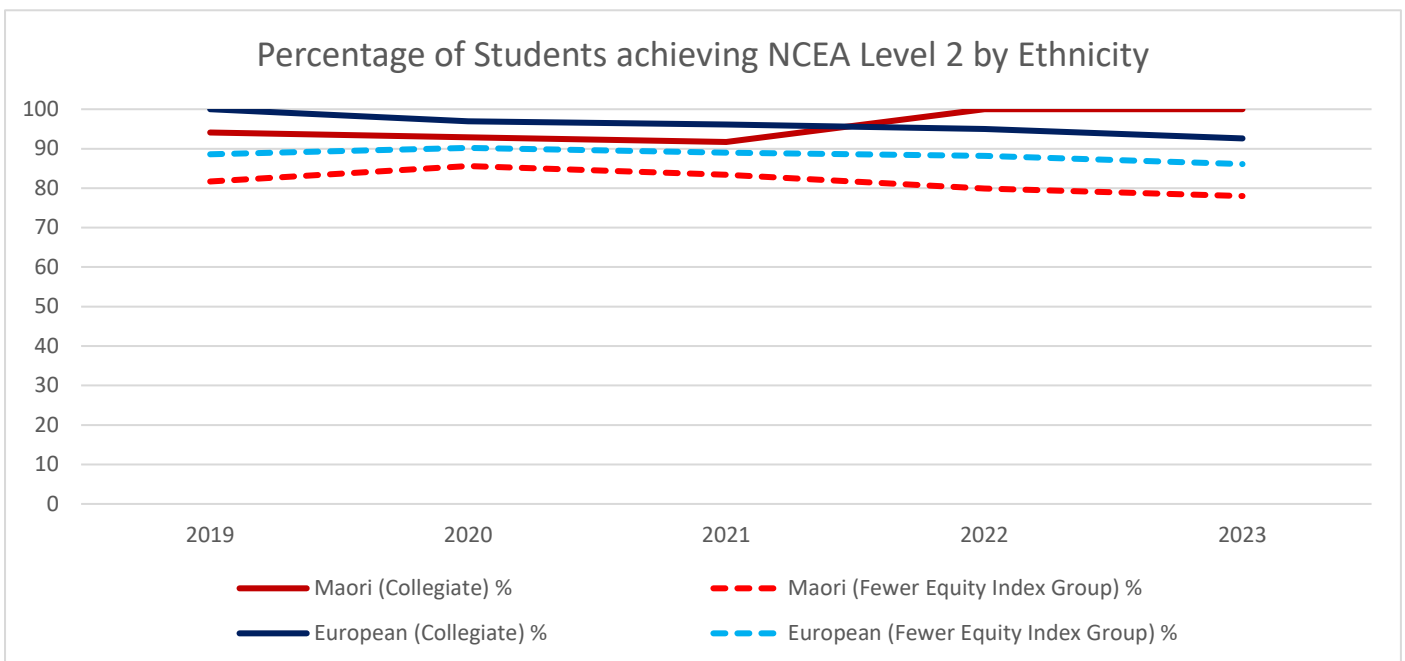
Student Performance by Ethnicity

Percentage of students achieving Qualification	2019	2020	2021	2022	2023
NCEA Level 1					
Maori Collegiate Quantity	10	14	10	8	8
Maori (Collegiate) %	76.9	100	100	100	88.9
Maori (Fewer Equity Index Group) %	77.1	75.8	72.8	63.8	66
European (Collegiate) %	93.8	97.4	97.3	92.9	91.1
European (Fewer Equity Index Group) %	86.2	83	80.7	76.5	73.4
<i>Pacific Peoples Collegiate Quantity</i>		2	3	3	3
<i>Pacific Peoples Collegiate (%)</i>		100	100	100	100



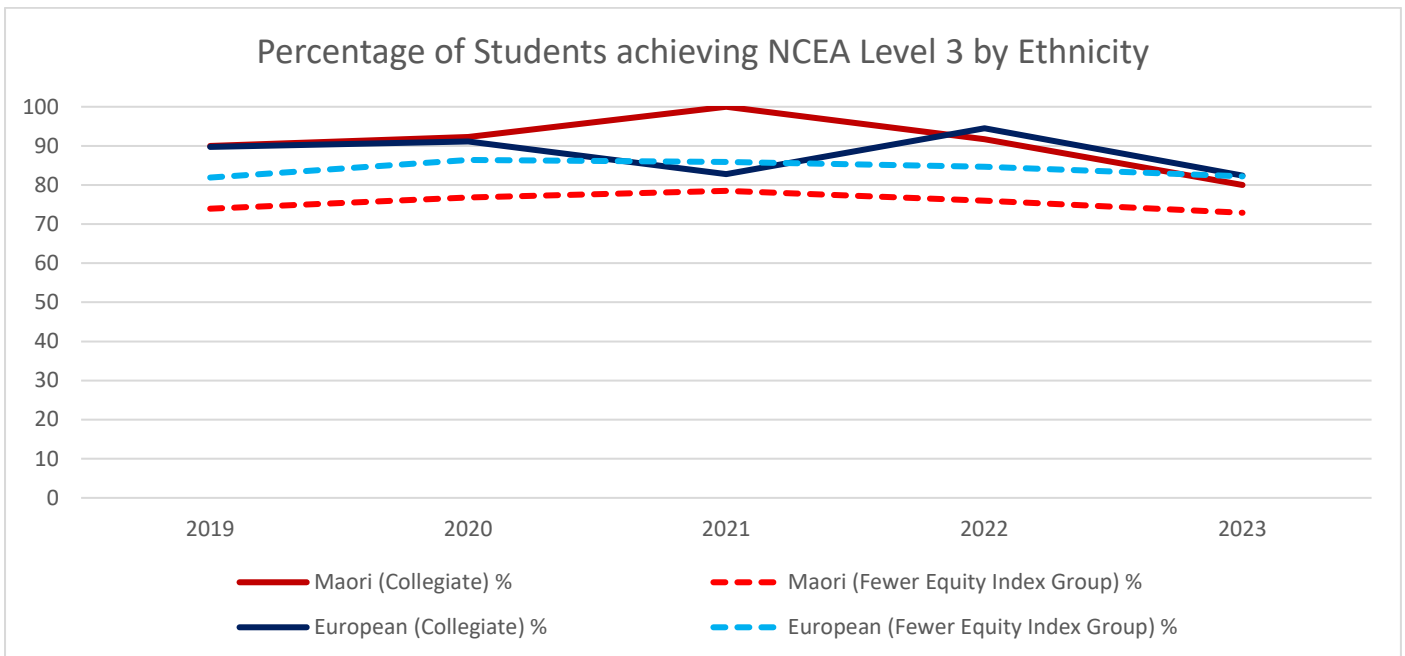
In the last four years Māori students have performed better or at a similar level to NZ European students at Collegiate in obtaining their NCEA Level 1 qualification. They have also outperformed Māori students at other Fewer Equity Index Group schools. They have a greater advantage over their Māori counterparts at other schools than NZ European students do.

Percentage of students achieving Qualification	2019	2020	2021	2022	2023
NCEA Level 2					
Maori Collegiate Quantity	16	13	11	10	8
Maori (Collegiate) %	94.1	92.9	91.7	100	100
Maori (Fewer Equity Index Group) %	81.7	85.6	83.4	79.9	78
European (Collegiate) %	100	96.9	96.1	95	92.6
European (Fewer Equity Index Group) %	88.6	90.2	89	88.2	86.1
<i>Pacific Peoples Collegiate Quantity</i>	3		1	4	3
<i>Pacific Peoples Collegiate (%)</i>	100		50	100	75



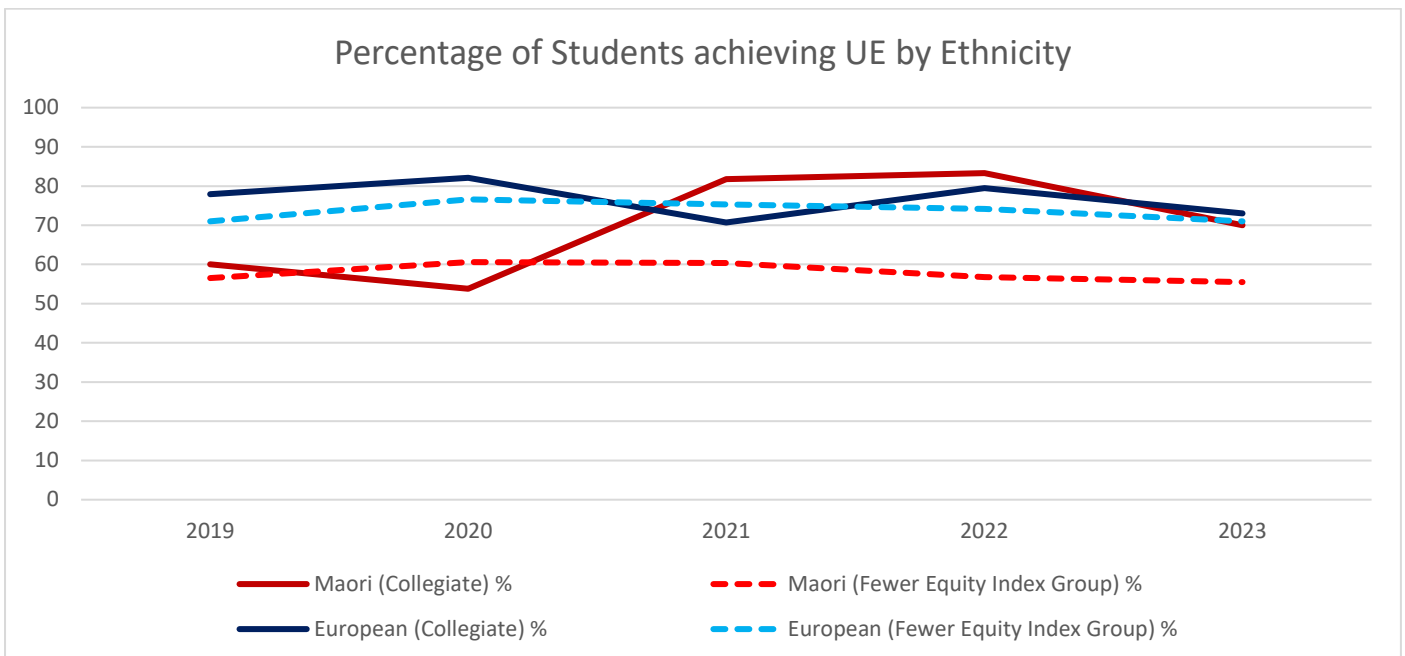
In 2022 and in 2023 100% of Māori students obtained NCEA Level 2. Māori students at Collegiate perform better than European students at Collegiate and also better than Māori students at other Fewer Equity Index Group schools in obtaining NCEA Level 2.

Percentage of students achieving Qualification	2019	2020	2021	2022	2023
NCEA Level 3					
Maori Collegiate Quantity	9	12	11	11	8
Maori (Collegiate) %	90	92.3	100	91.7	80
Maori (Fewer Equity Index Group) %	73.9	76.8	78.5	76	72.9
European (Collegiate) %	89.7	91.1	82.8	94.5	82.4
European (Fewer Equity Index Group) %	81.9	86.4	85.9	84.7	82.2
<i>Pacific Peoples Collegiate Quantity</i>	3	3		1	4
<i>Pacific Peoples Collegiate (%)</i>	100	100		50	66.7



The performance of Māori at NCEA Level 3, like the other levels, continues to be better than Māori students at other Fewer Equity Index schools. Though like NZ European students at Collegiate, there has been a decline in the percentage of students obtaining NCEA Level 3 in 2023. In 2023, NZ European students at Collegiate had a similar percentage obtaining the qualification as other NZ European students in other Fewer Equity Index Group schools.

Percentage of students achieving Qualification	2019	2020	2021	2022	2023
NCEA UE					
Maori Collegiate Quantity	6	7	9	10	7
Maori (Collegiate) %	60	53.8	81.8	83.3	70
Maori (Fewer Equity Index Group) %	56.5	60.6	60.4	56.8	55.5
European (Collegiate) %	77.9	82.1	70.7	79.5	73
European (Fewer Equity Index Group) %	71	76.6	75.3	74.2	71
<i>Pacific Peoples Collegiate Quantity</i>	2	2		1	2
<i>Pacific Peoples Collegiate (%)</i>	66.7	66.7		50	33.3



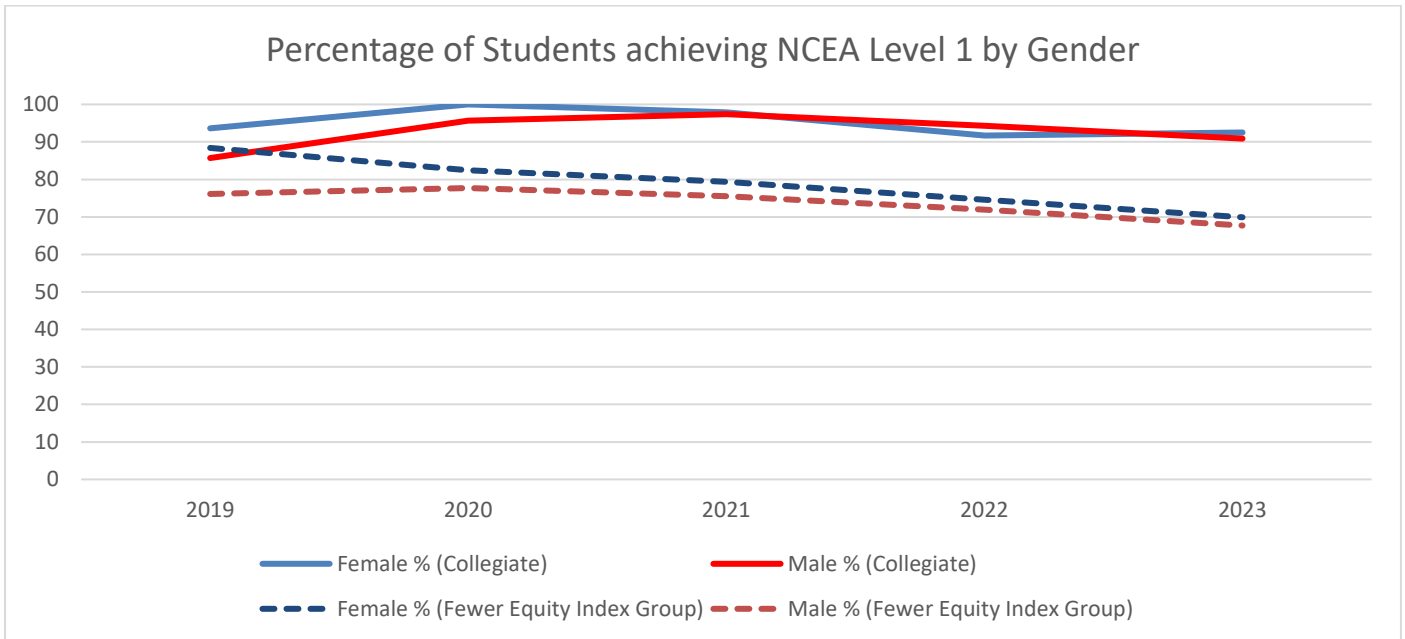
There was a significant improvement in the performance of Māori students at Collegiate in obtaining UE in 2021 and 2022, it declined a little in 2023 but was at a similar level to that of NZ European students. Māori students at Collegiate had a 14.5-percentage point advantage over Māori students at other Fewer Equity Index schools in obtaining UE. Collegiate NZ European students had a 2-percentage point advantage over their counterparts at similar equity index schools.

In summary, Māori students at Collegiate outperformed other Māori students at Fewer Equity Index Group schools in achieving qualifications. Māori students at Collegiate perform at a level that is similar (or better) to NZ European students at Collegiate. NZ European students at Collegiate perform at a level that is similar to other NZ European students in Fewer Equity Groups schools.

A reminder these statistics are only domestic students who are enrolled in the school for 70 days or more. At Collegiate other ethnic groups enrolled as domestic students are too small in number to for a meaningful analysis.

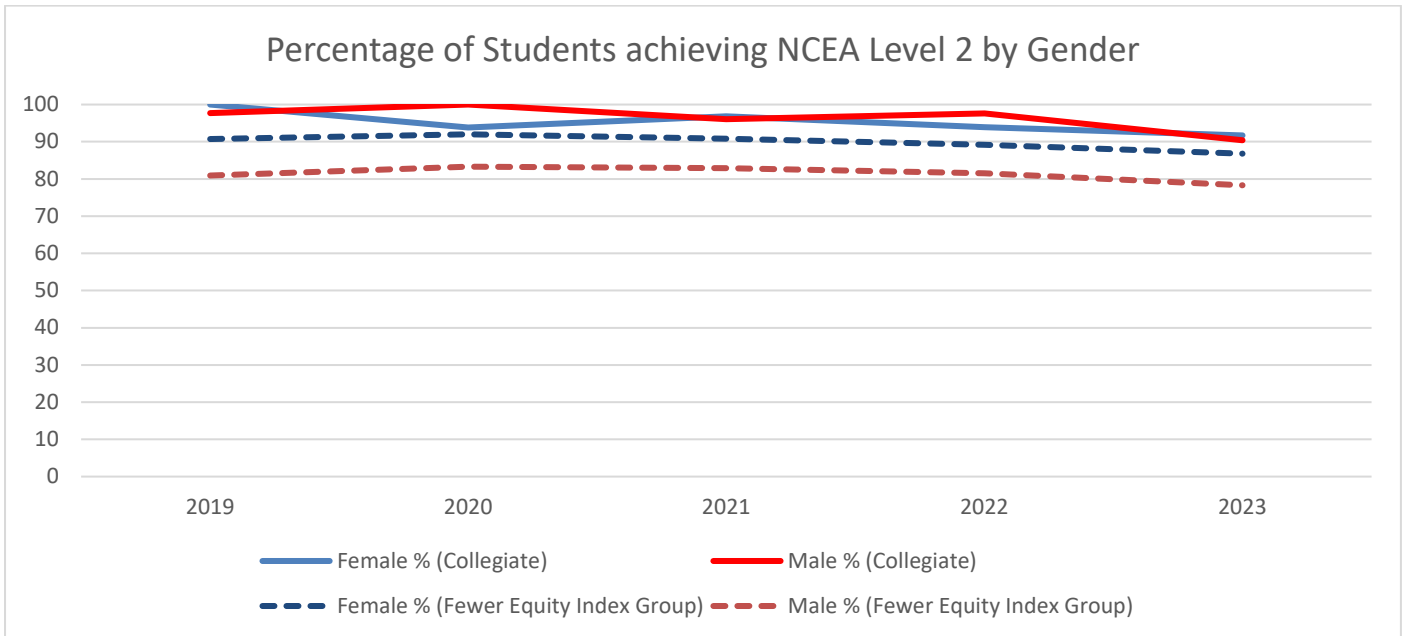
Student Performance by Gender

NCEA Level 1	2019	2020	2021	2022	2023
Female % (Collegiate)	93.6	100	97.9	91.7	92.5
Male % (Collegiate)	85.7	95.7	97.4	94.3	90.9
Female % (Fewer Equity Index Group)	88.4	82.4	79.4	74.6	69.9
Male % (Fewer Equity Index Group)	76.1	77.7	75.5	71.9	67.7



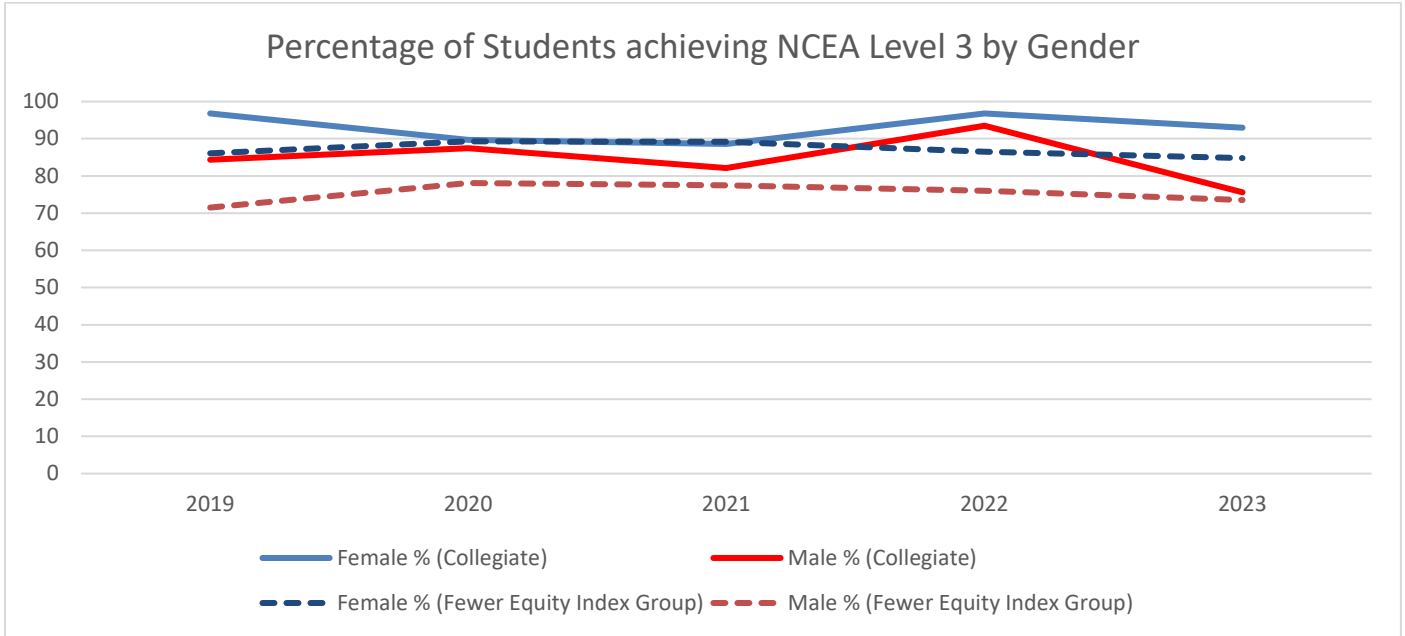
The percentage of male students at Collegiate who obtained NCEA Level 1 has been similar to the percentage of female students who obtain NCEA Level 1 since 2021. In 2023, female students at Collegiate had a 23-percentage point advantage over female students at other Fewer Equity Index Group schools. Male students at Collegiate also had a 23-percentage point advantage over male students at other Fewer Equity Index Group schools.

NCEA Level 2					
	2019	2020	2021	2022	2023
Female % (Collegiate)	100	93.8	96.8	93.9	91.7
Male % (Collegiate)	97.7	100	96.1	97.6	90.4
Female % (Fewer Equity Index Group)	90.7	92	90.8	89.2	86.8
Male % (Fewer Equity Index Group)	80.9	83.3	82.9	81.5	78.3



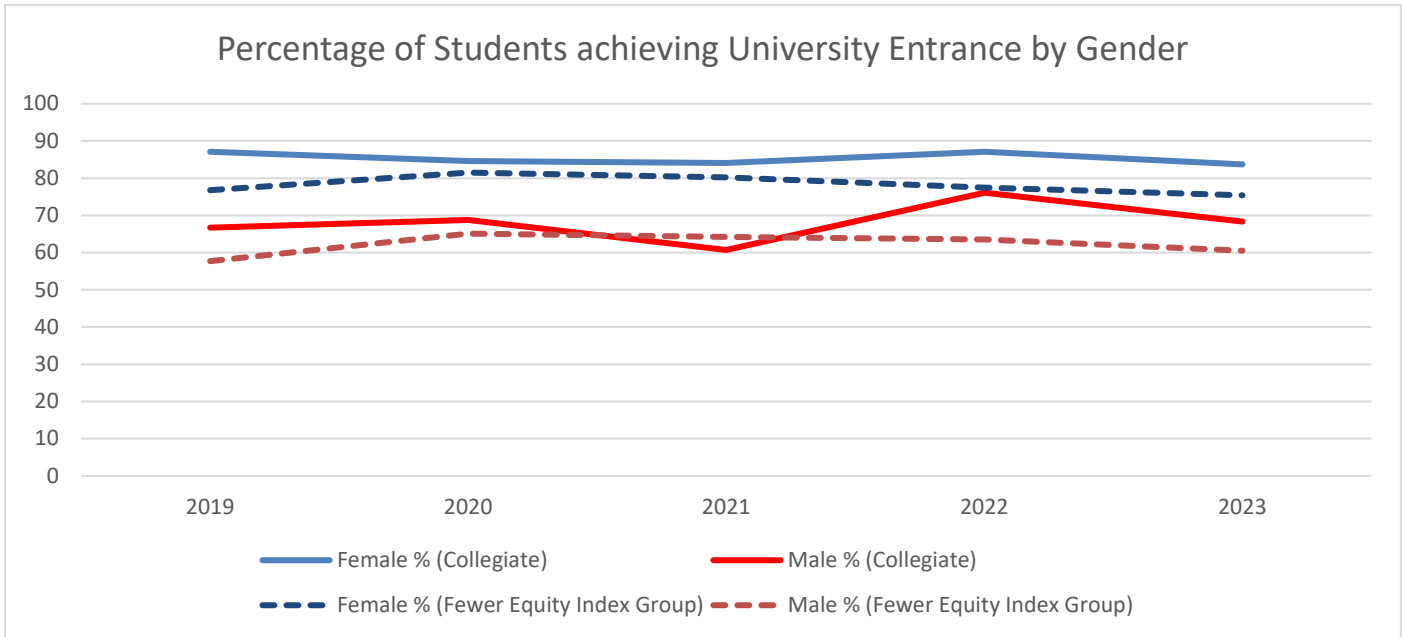
In 2023, Collegiate male students perform at a similar level to female students in obtaining NCEA Level 2. Collegiate male students have a 12-percentage point advantage over male students at other Fewer Equity Index Group schools. Female students at Collegiate have a 5-percentage point advantage over female students at other Fewer Equity Index Group schools.

NCEA Level 3					
	2019	2020	2021	2022	2023
Female % (Collegiate)	96.8	89.7	88.6	96.8	93
Male % (Collegiate)	84.4	87.5	82.1	93.5	75.6
Female % (Fewer Equity Index Group)	86.1	89.3	89.2	86.5	84.8
Male % (Fewer Equity Index Group)	71.5	78.1	77.5	76	73.5



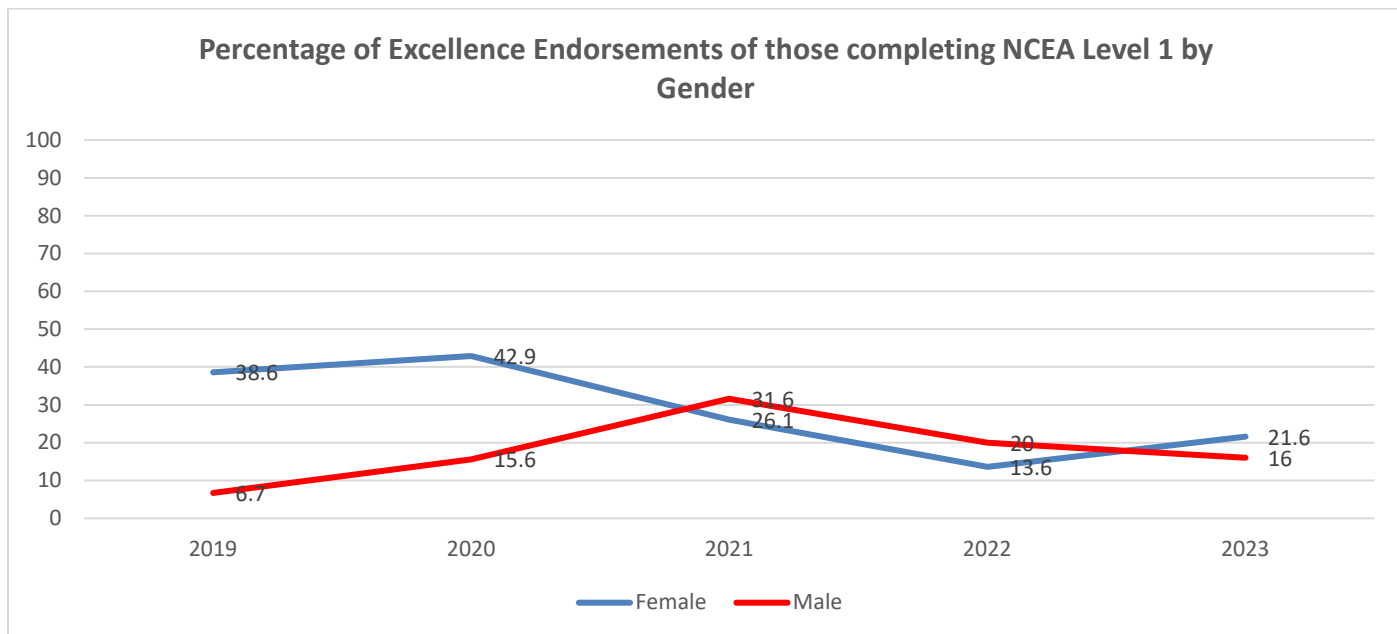
In 2023 there was a decline in the percentage of Collegiate males obtaining NCEA Level 3 from 93.5% to 75.6%. This is now at a similar level to what male students at other Fewer Equity Index Group schools obtain. Female students at Collegiate maintained their advantage over their counterparts at other Fewer Equity Index Group schools in obtaining NCEA Level 3.

UE	2019	2020	2021	2022	2023
Female % (Collegiate)	87.1	84.6	84.1	87.1	83.7
Male % (Collegiate)	66.7	68.8	60.7	76.1	68.3
Female % (Fewer Equity Index Group)	76.8	81.5	80.2	77.5	75.4
Male % (Fewer Equity Index Group)	57.7	65.1	64.2	63.5	60.5

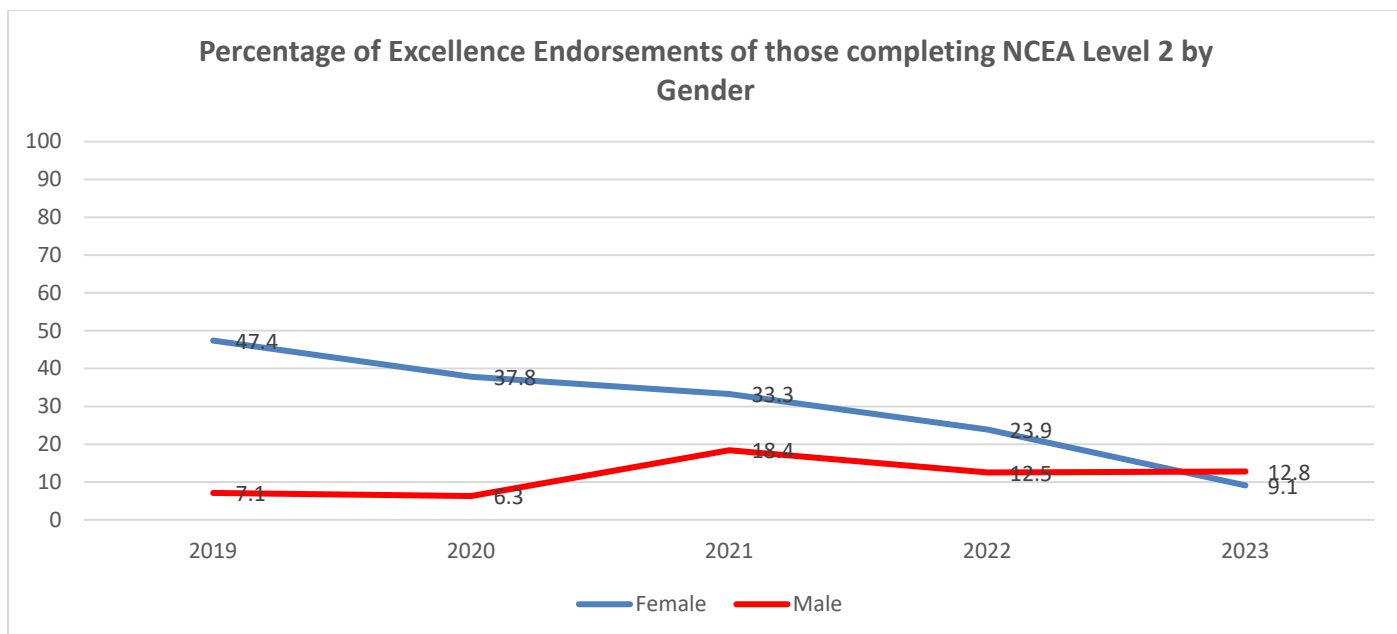


Both female and male students at Collegiate perform better than their counterparts at other Fewer Equity Index Group schools in obtaining UE. While at Level 1 and Level 2 the percentage of male Collegiate students and female Collegiate students obtaining the qualification was similar, at Level 3 and UE there is a gap in performance. The female Collegiate students outperformed the male Collegiate students by 15-percentage points. This is similar to the gap in performance that is seen in all other Fewer Equity Index Group schools.

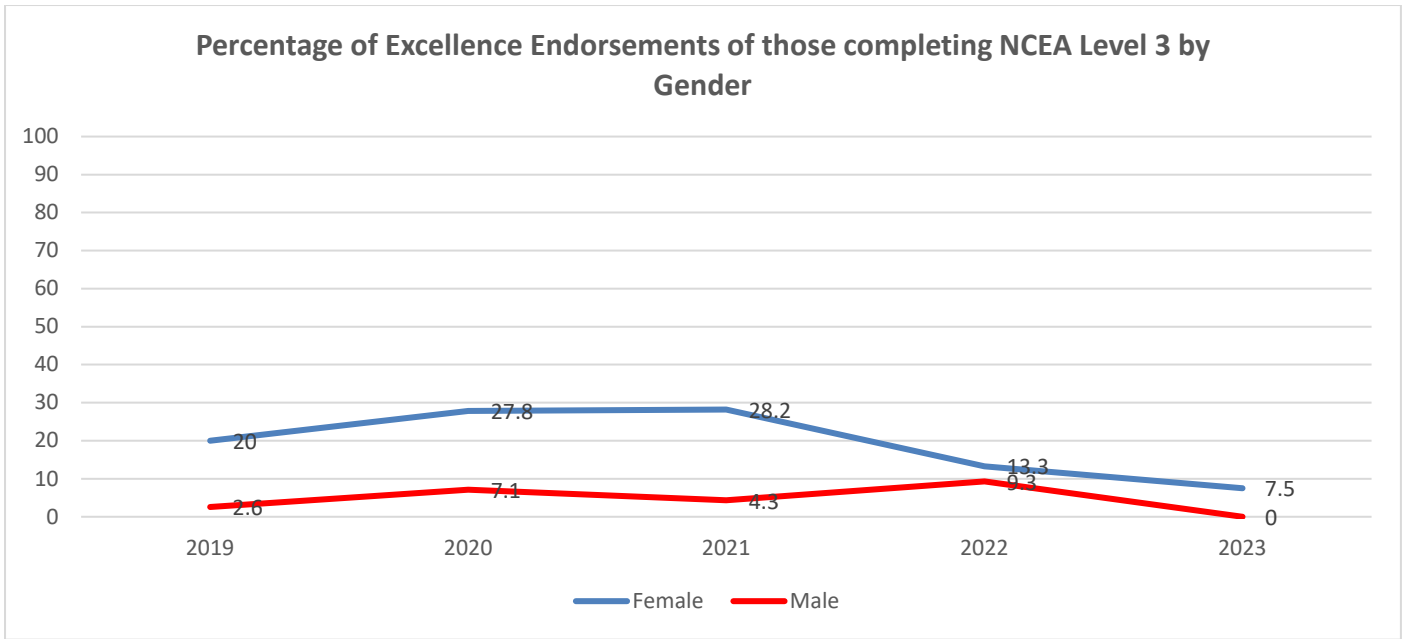
The following graphs consider the quality of the qualification by examining the percentage of each gender who achieved an Excellence Endorsement. The previous graphs demonstrated that a higher percentage of Collegiate students got their NCEA qualifications than their counterparts at other schools, these graphs will show the trends in obtaining an Excellence Endorsement. The percentage is a percentage of those who obtained the qualification, not a percentage of students enrolled.



While it was pleasing to note the upward trend in the percentage of males getting an Excellence Endorsement at Level 1 to 31.6% in 2021, this has dropped to 16% in 2023. The percentage of female students getting an Excellence Endorsement has declined from 42.9% in 2020 to 21.6% in 2023.



There has been a steady decline in the percentage of female students at Collegiate obtaining Excellence Endorsement at Level 2 from 47.4% in 2019 to 9.1% in 2023. While the percentage of male students at Collegiate obtaining Excellence Endorsement at Level 2 increased in 2021 to 18.4%, this declined in 2022 to 12.5% and was steady at 12.8% in 2023.

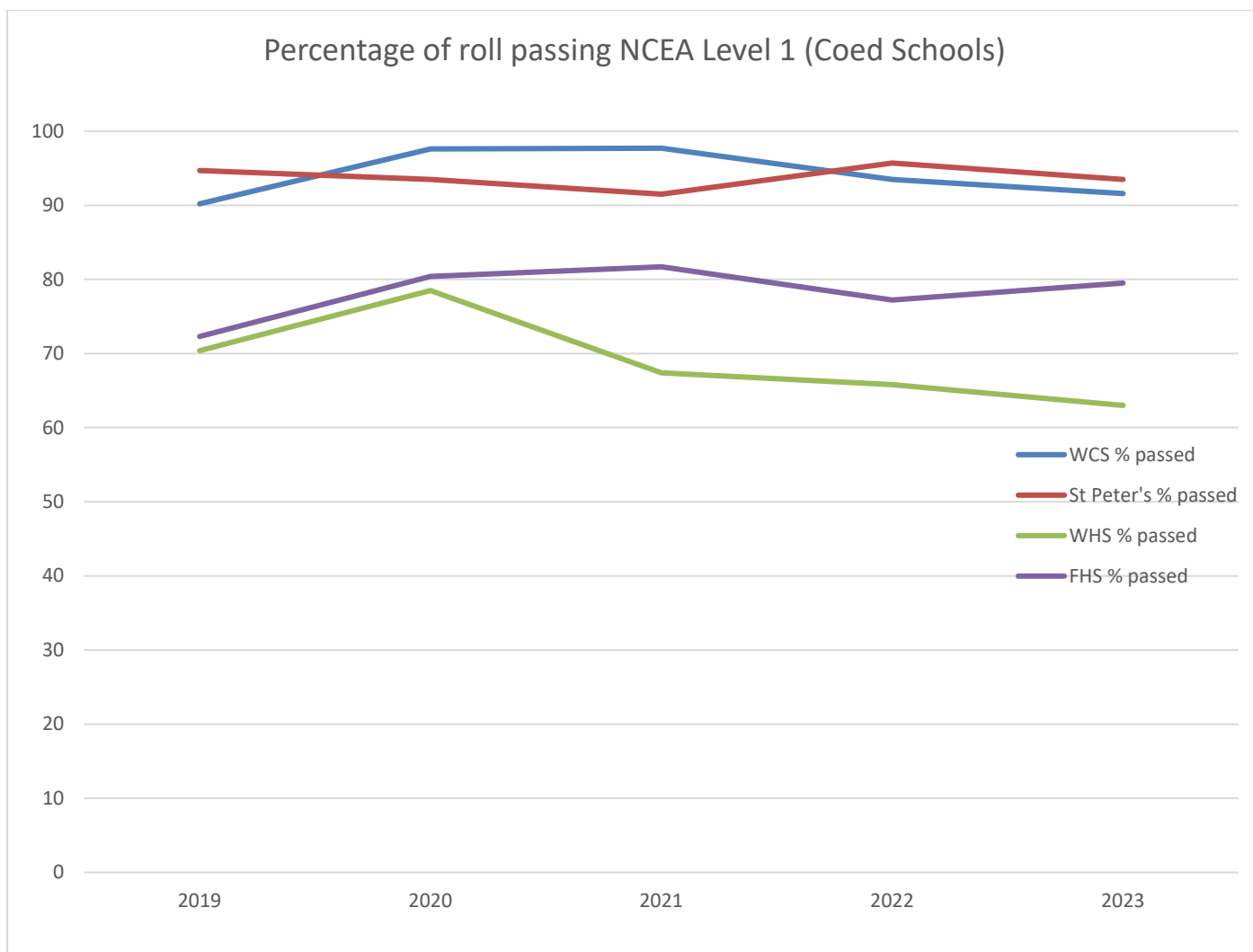


At Level 3, the decline in the performance of female students at Collegiate getting an Excellence Endorsement of their qualification can be seen again. 7.5% of female students at Collegiate had their Level 3 endorsed with Excellence. In 2023 no domestic male students at Collegiate had their qualification endorsed with Excellence at Level 3 (although there were two international male students who got an Excellence Endorsement, but these students do not appear in the NZQA official figures).

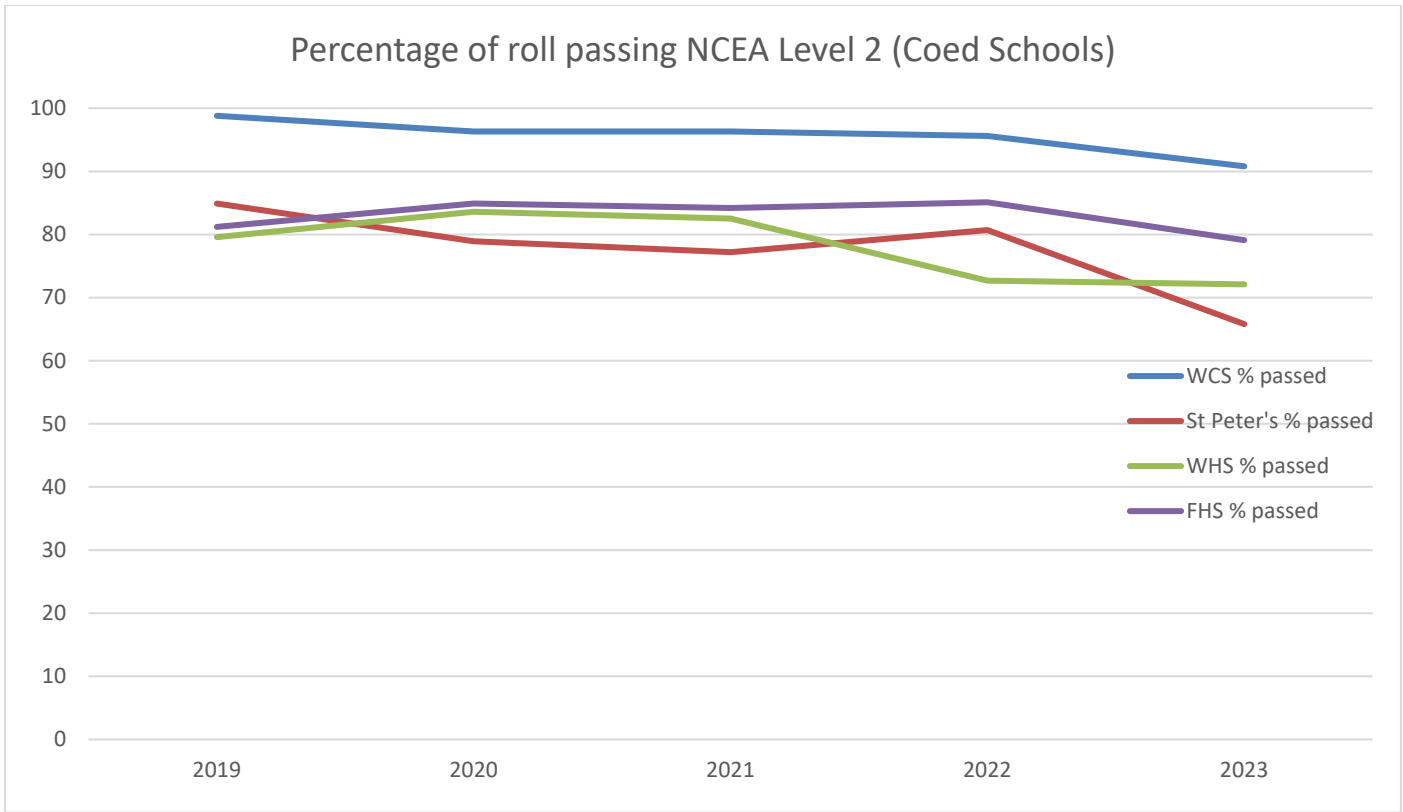
Comparisons with competitor schools

These comparisons only look at the percentage of domestic students who were enrolled for 70 days or more and obtained the NCEA qualification. The comparisons do not include international students, nor do they consider Merit or Excellence Endorsements. The sections above describe the trends in Merit and Excellence Endorsements at Collegiate compared to other similar equity index schools.

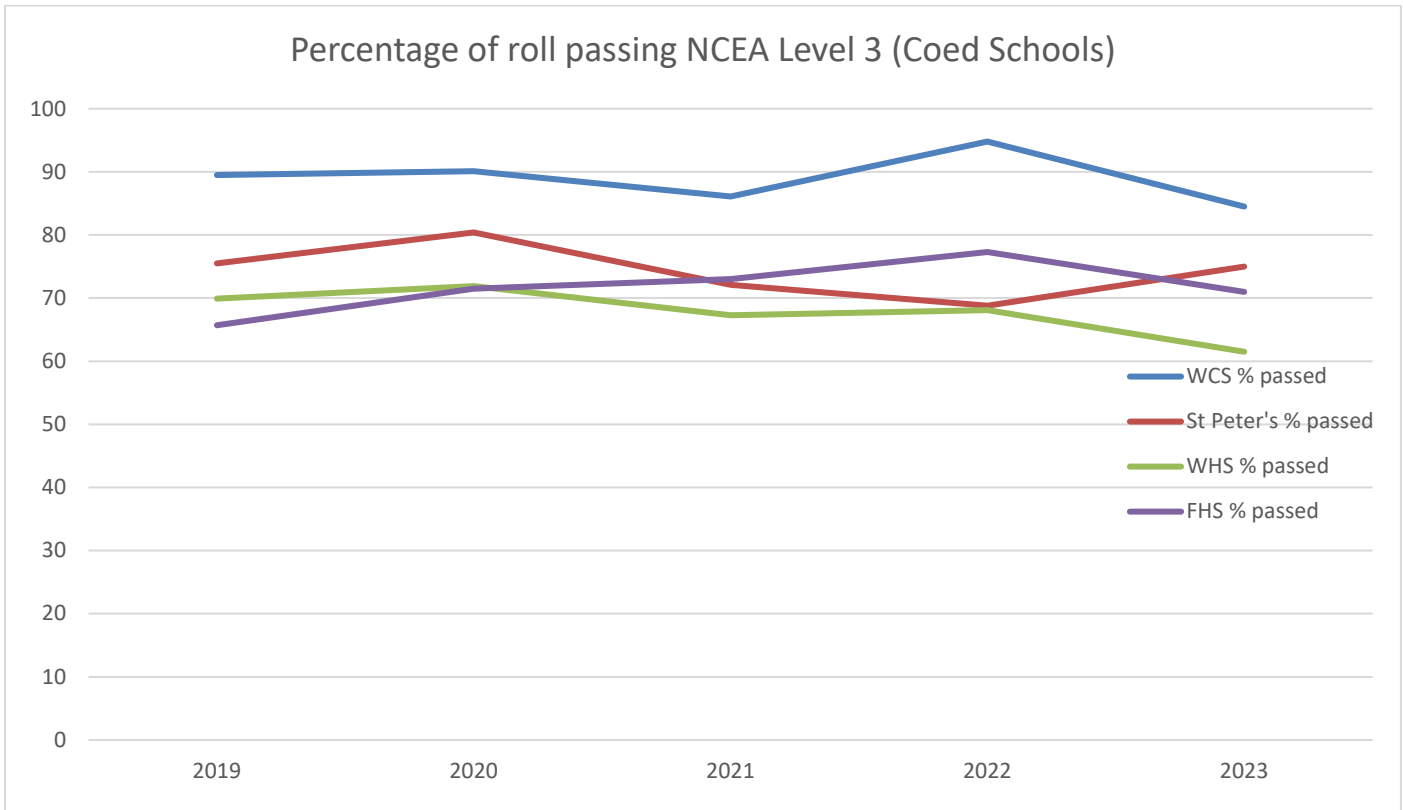
Academic performance compared to other competitor co-ed schools



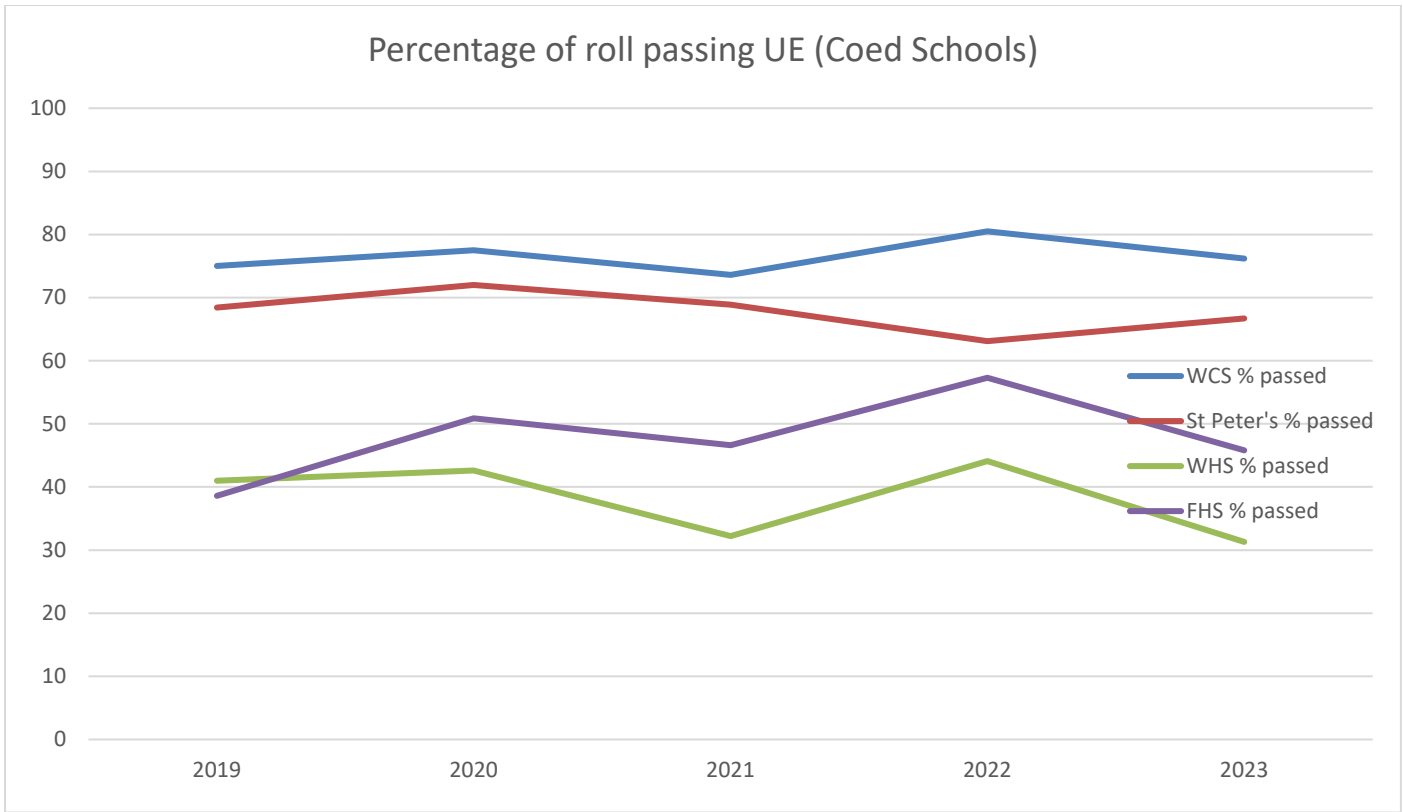
At Level 1, Whanganui Collegiate school students have performed similarly to the students at St Peter's (Cambridge). Both schools have an advantage over Whanganui High School and Feilding High School. The results from 2023 are the final year of Collegiate students obtaining NCEA as in 2024 students are working towards Cambridge IGCSE.



At Level 2, Whanganui Collegiate students perform considerably better than the students at St Peter's, Whanganui High School and Feilding High School. It should be noted that in 2023 St Peter's (Cambridge) students performed worse than both Whanganui High School and Feilding High School with only 65.8% obtaining NCEA Level 2.

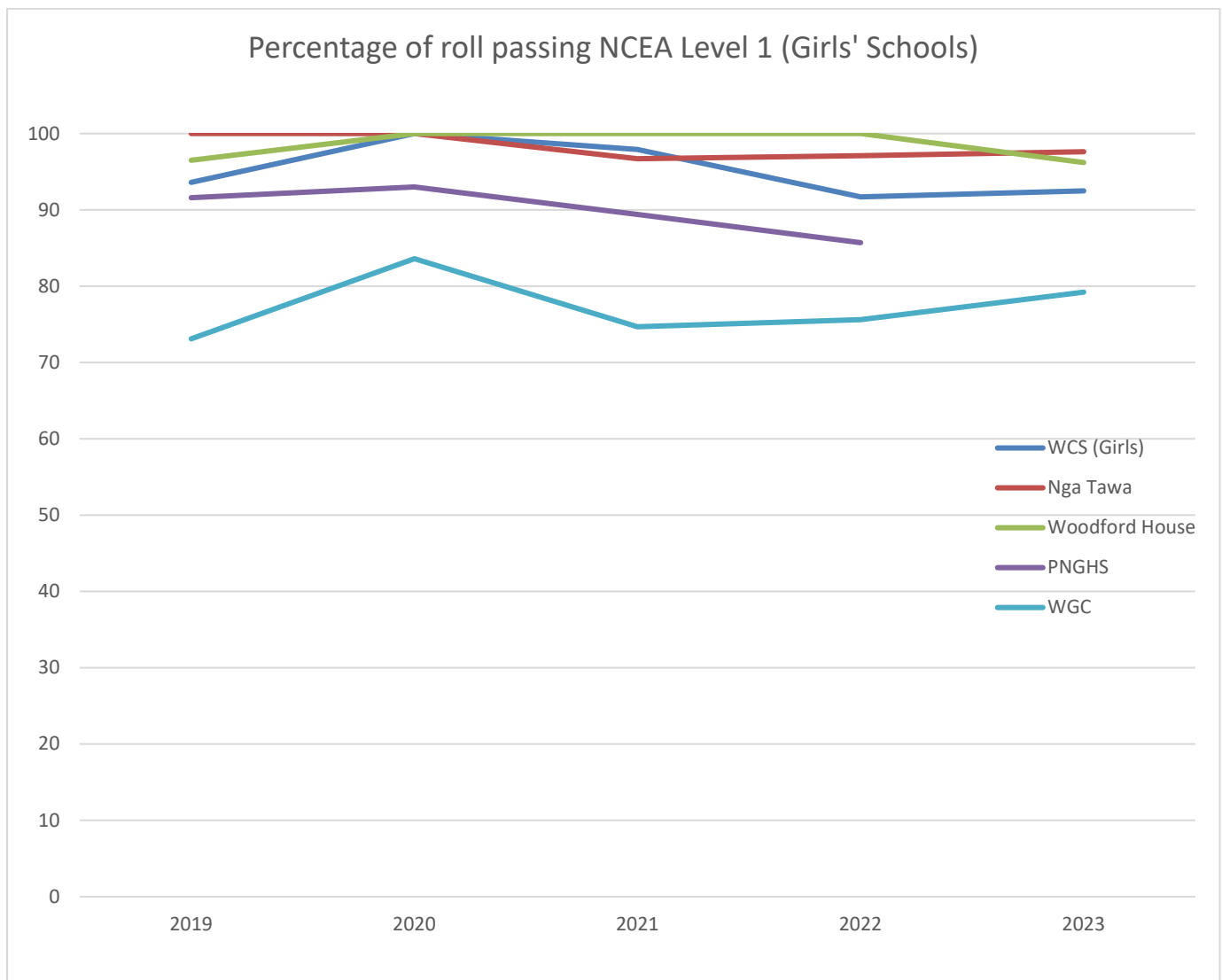


At Level 3, Collegiate students performed better than competitor co-ed schools in 2023. Collegiate has maintained this advantage since 2015.

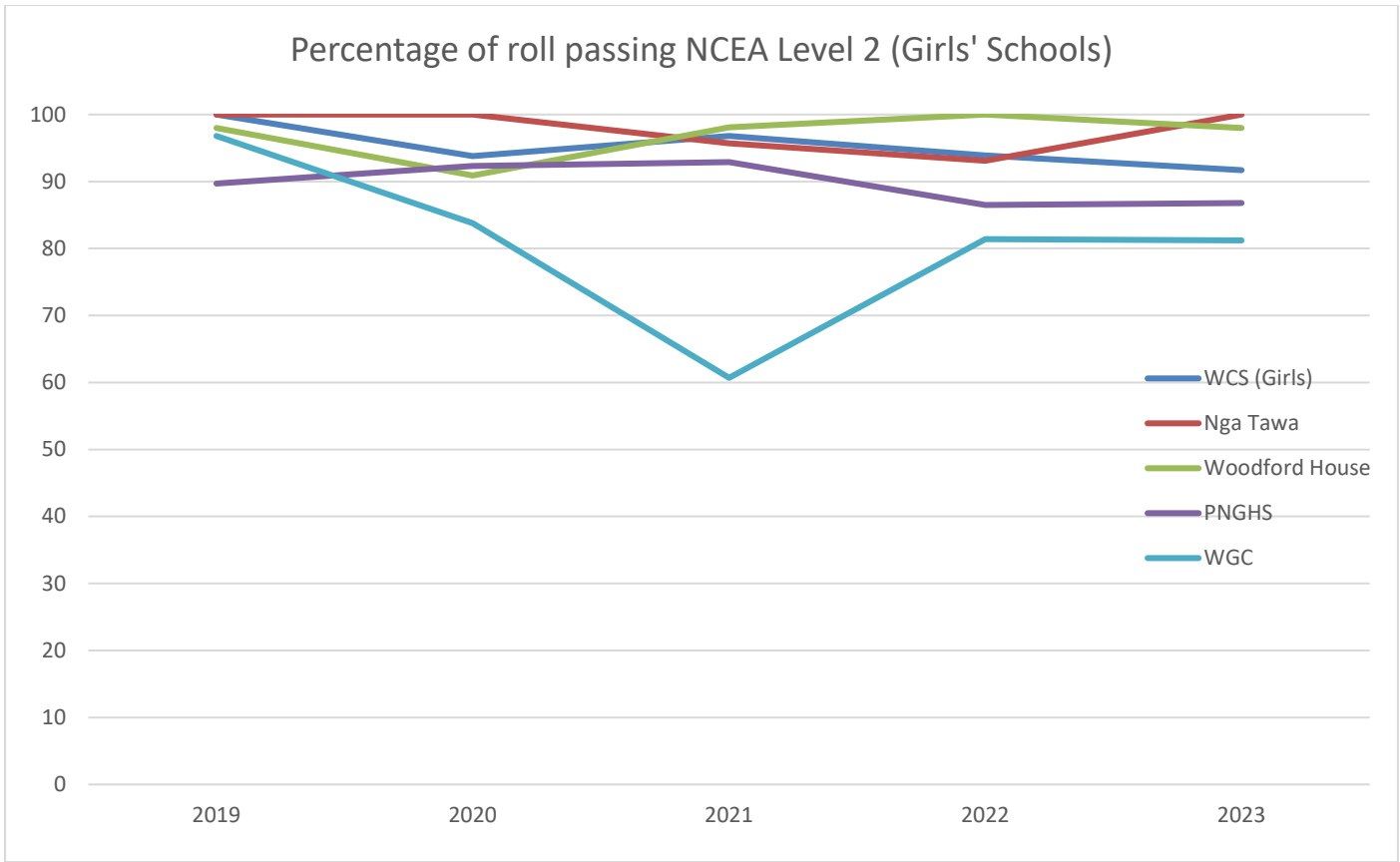


With regards to the UE qualification, both St Peter's and Collegiate demonstrate an advantage over Whanganui High School and Feilding High School. Collegiate students have consistently outperformed St Peter's in obtaining the University Entrance qualification.

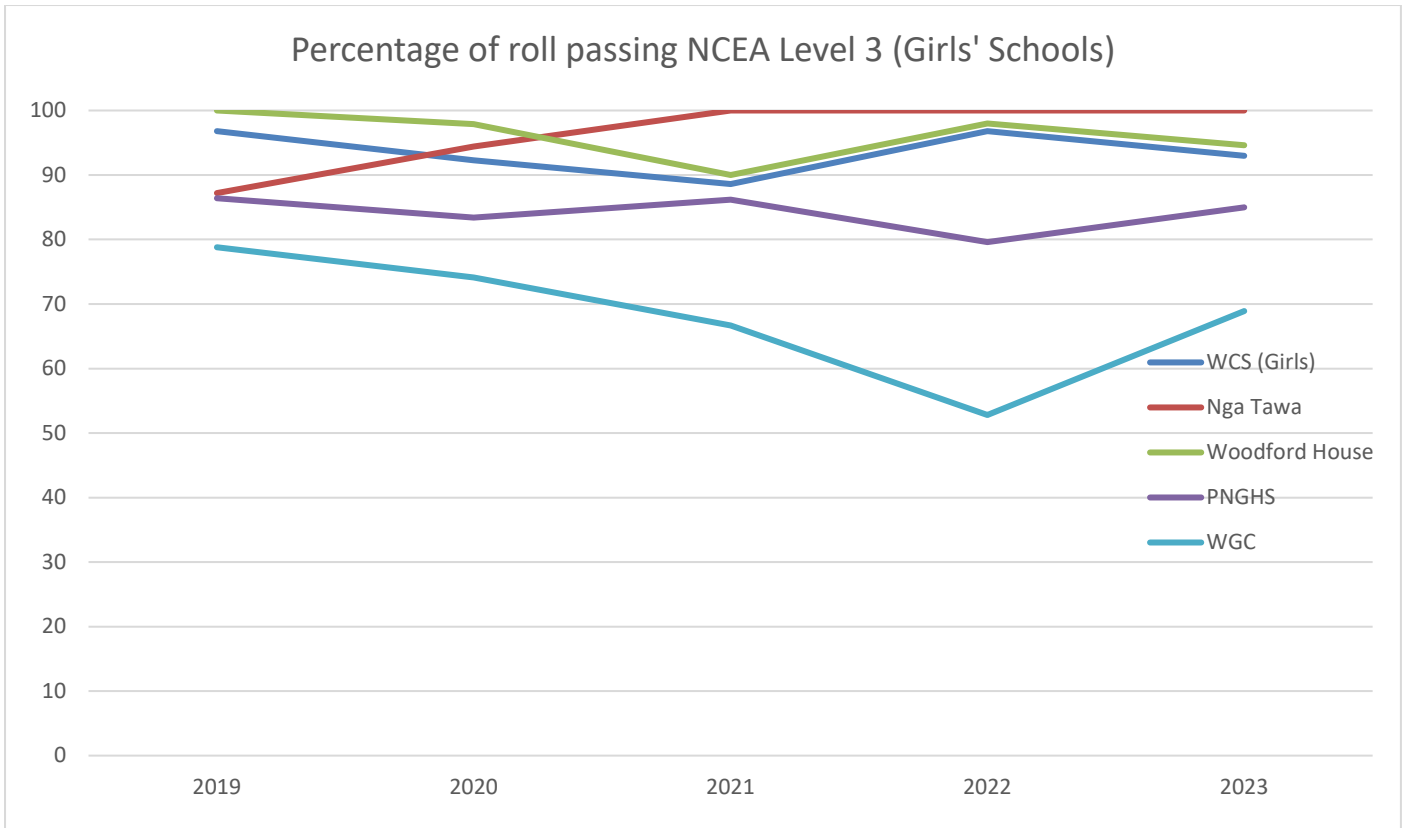
Academic performance of Collegiate girls compared to other competitor girls' schools.



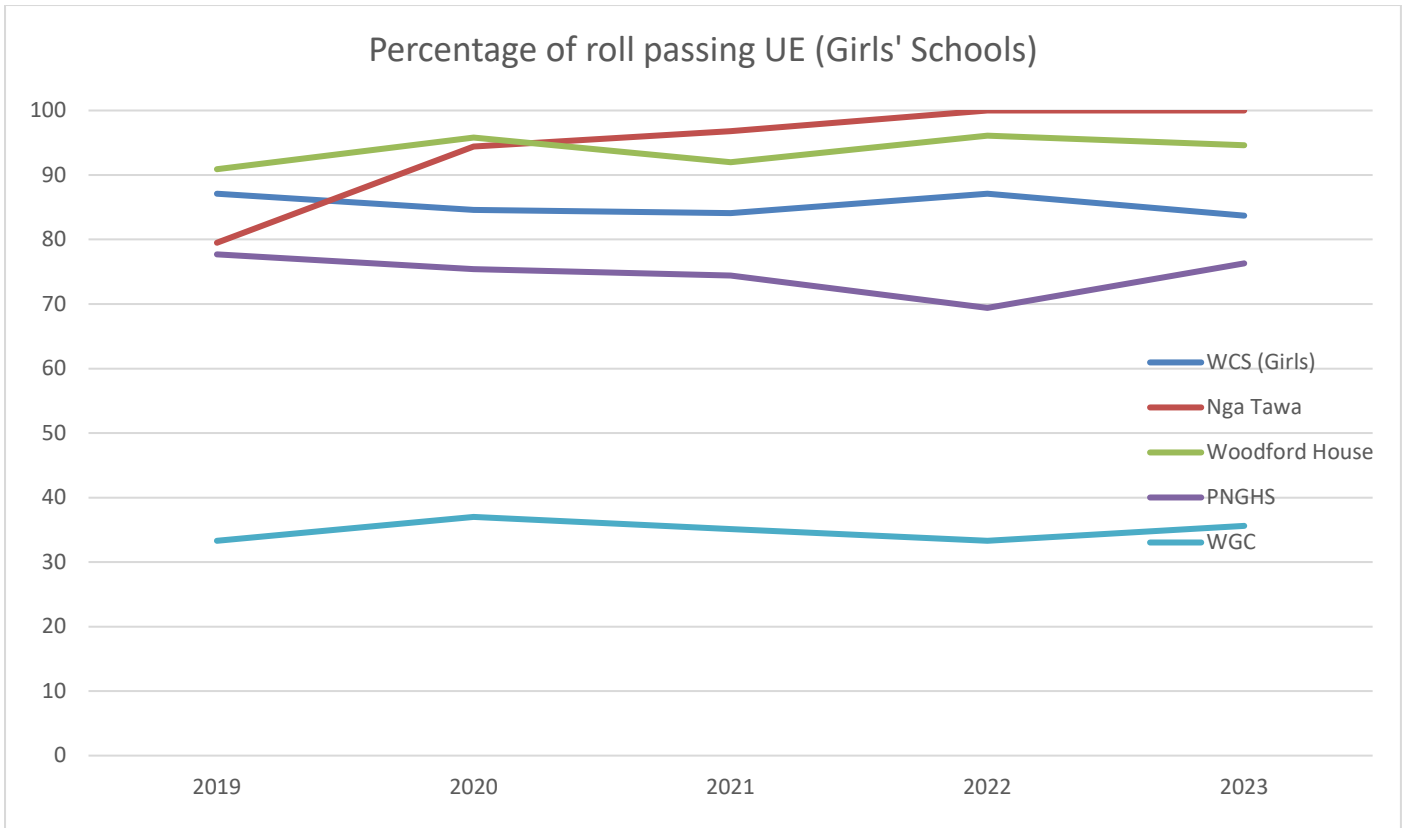
At Level 1 the performance of female students at Collegiate, Nga Tawa and Woodford House is similar, with consistently over 90% of the female students enrolled achieving the qualification.



At level 2 the female students at Collegiate have performed similarly to the competitor girls' schools in obtaining their NCEA Level 2. It should be noted though, that earlier in the report, it showed that the percentage of female students at Collegiate having their qualification Endorsed with Excellence at Level 2 decreased from 47.4% in 2019 to 9.1% in 2023.

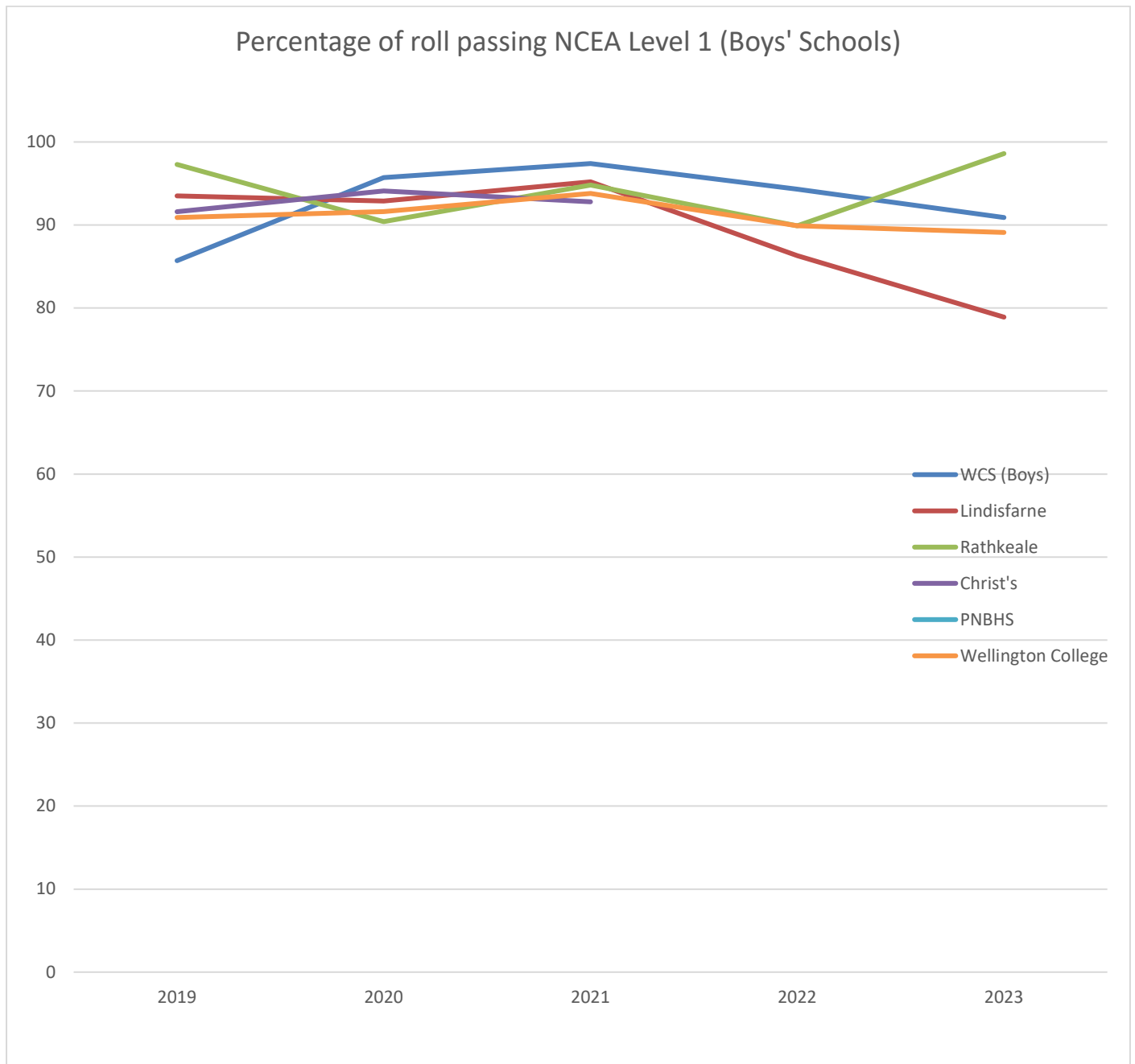


Nga Tawa had 100% of its Year 13 students obtain NCEA Level 3 for the previous three years. The percentage of Collegiate girls obtaining NCEA Level 3 is similar to the percentage of Woodford House girls for the previous three years. As mentioned in the Level 2 comment above and earlier in the report, the percentage of female students at Collegiate who had their Level 3 Endorsed with Excellence has declined, from 28.2% in 2021 to 7.5%.

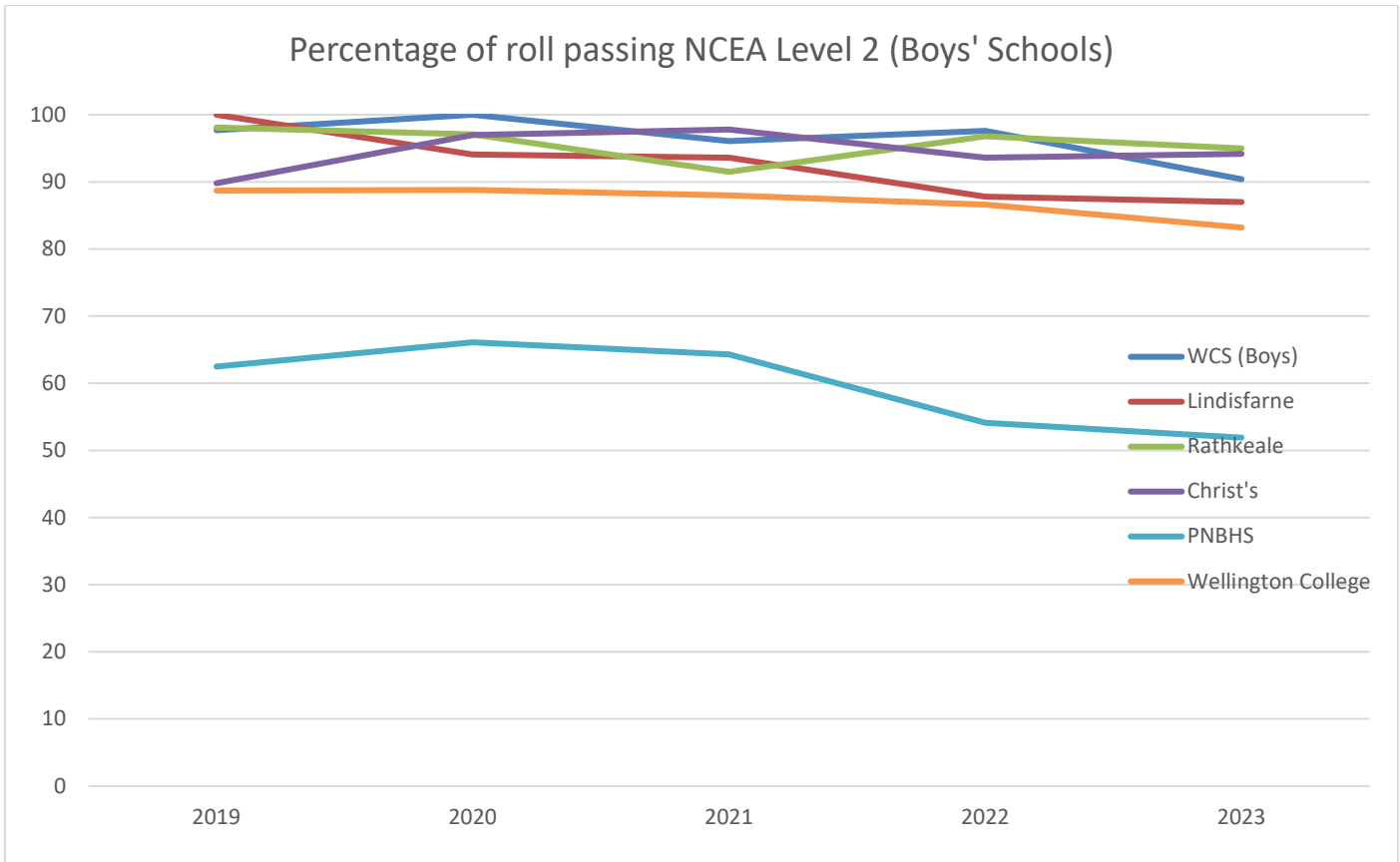


At Level 1, Level 2 and Level 3 the percentage of female students at Collegiate, Woodford House and Nga Tawa who obtained the qualification was above 90%. With regards to UE, there is an 11-point percentage gap between the performance of female students at Collegiate (83.7%) and those at Woodford House (94.6%). For the last two years 100% of students at Nga Tawa obtained University Entrance.

Academic performance of Collegiate boys compared to other competitor boys' schools.

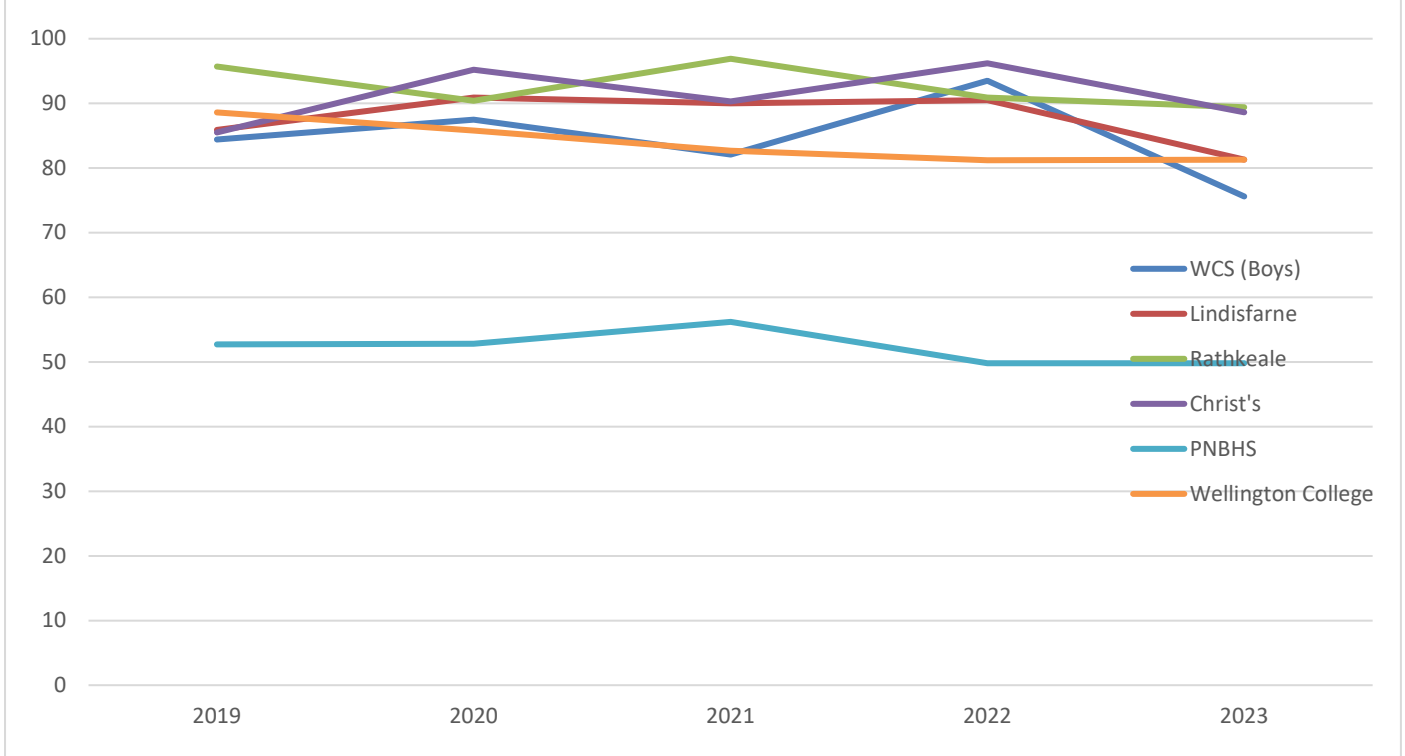


At Level 1 in 2023, the percentage of male students at Collegiate obtaining NCEA Level 1 decreased from 94.3% to 90.9% and was surpassed by the percentage at Rathkeale (98.6%). Lindisfarne had a drop in the percentage of students obtaining NCEA Level 1, from 86.3% to 78.9%.



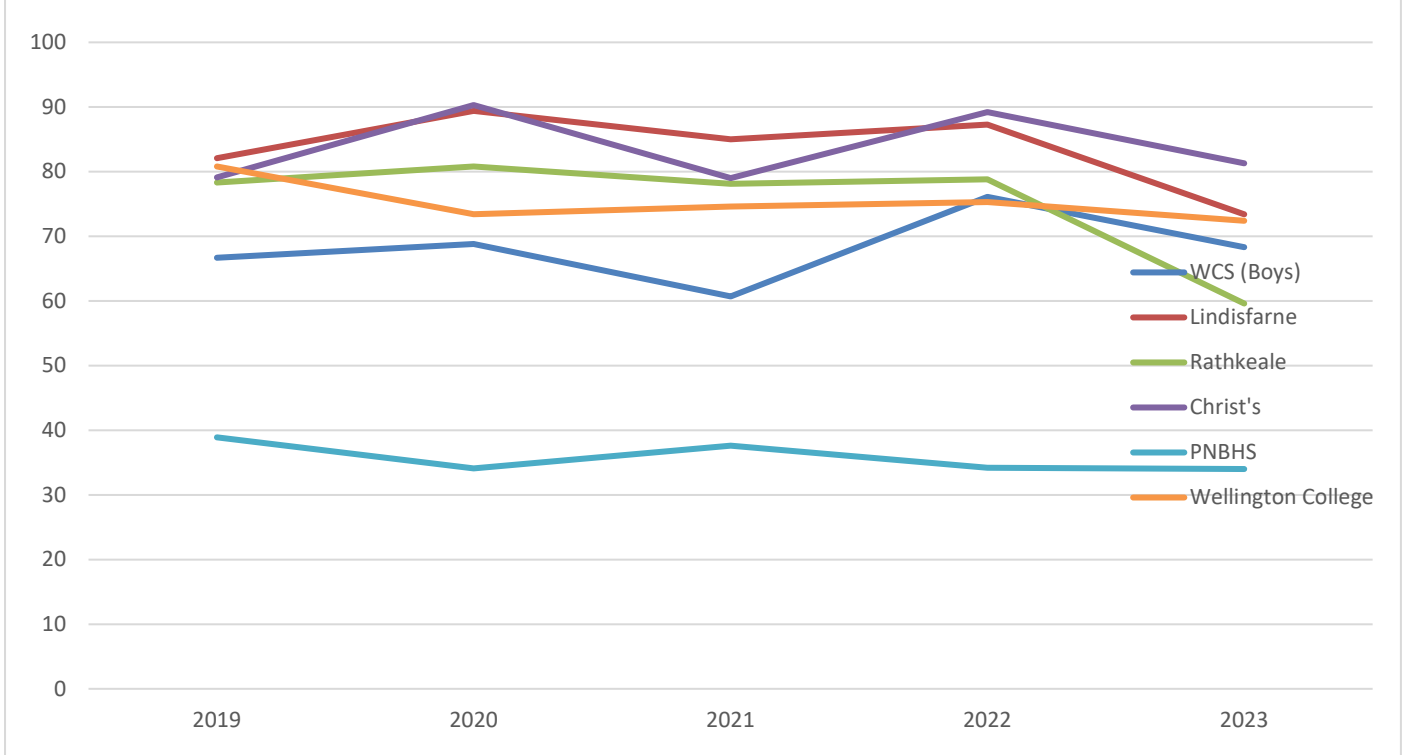
The percentage of boys at Collegiate, Christ's, and Rathkeale achieving NCEA Level 2 has remained above 90% since 2019. It should be noted that Lindisfarne had an approximately 10 percentage point drop from 2021 to 2023. At Palmerston North Boys' High School the percentage of boys obtaining NCEA Level 2 has been trending downwards since 2020.

Percentage of roll passing NCEA Level 3 (Boys' Schools)



In 2023 the percentage of male students at Collegiate obtaining NCEA Level 3 dropped to 75.6%. This was lower than the percentage of students who obtained Level 3 at Rathkeale, Lindisfarne, Christ's and Wellington College. It was also noted earlier in the report, that no domestic male student at Collegiate got an Excellence Endorsement in 2023.

Percentage of roll passing UE (Boys' Schools)



In 2023 there was a decrease in the percentage of male students at Collegiate obtaining University Entrance from 76.1 % in 2022 to 68.3% in 2023. This is similar to results for male students at Collegiate in 2019 and 2020, which were 66.7% and 68.8% respectively. At Rathkeale the percentage of students obtaining University Entrance dropped from 78.8% to 59.6%.



WHANGANUI COLLEGIATE SCHOOL

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023.

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

Reporting on the principles of being a Good Employer	
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.
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>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:</p> <ul style="list-style-type: none"> • appoints a member to be the EEO officer – this role may be taken by the headmaster • shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development • selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude. • 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. • ensures that employment and personnel practices are fair and free of any bias.

<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 the HR officer. The applications are reviewed by a selection panel and interviews scheduled. This process involves several staff and at time a recruitment agency to ensure unbiased selection.</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> – The aims and aspirations of Maori, – The employment requirements of Maori, and – Greater involvement of Maori in the Education service? 	<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"> • working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori • taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori • achieving equitable outcomes for Māori students • providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori. <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"> • receive clear direction on their expected performance. • set professional goals consistent with the strategic goals/objectives set by the board and headmaster. • receive support to perform successfully. • receive feedback on their performance and recognition for their achievements. • have responsibility for their own learning and professional development.
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	