

Statutory Interventions Scoping Report

Key Intervention Details

Statutory Intervention: Limited Statutory Manager appointed under section 180 of the Education and Training Act 2020

Board: Wesley College Board

Intervention Effective From: 3 April 2023

Name of Limited Statutory Manager: Shane Edwards

Statutory Provider to Date and Sign

Physical signature or printed name: Dr Shane Edwards

Date: April 28, 2023

Note to Statutory Providers: All information produced in this document (and any other document relating to this intervention including emails) may be accessible by the public under the Official Information Act 1982. Personal information about individual employees at the kura/school may also be accessible under the Privacy Act 1993. You may seek advice from New Zealand School Trustees Association [Advisory and Support Centre](#)¹ and/or look at the [Ombudsmen Guidelines](#)² to understand what can be withheld.

Situation Background

Wesley College was established in 1844. Its origins centred on educating and training Maori boys to be able to minister to the 'native' population. It features second on the private School 'rich list.' For the schools context please see appendix #2.

¹ NZSTA Advisory and Support Centre: For governance advice contact 0800 782 435 (option 1) and for employment advice contact 0800 782 435 (option 2).

² Ombudsmen Guidelines: <http://www.ombudsman.parliament.nz/resources-and-publications/guides>.

Private School Rich List



New Zealand's best-resourced schools, ranked

Rank	School name	Location	Roll	Net Assets	Net assets per student
1	Dilworth School for Boys	Epsom, Auckland	517	\$1,016,074,000	\$1,965,327
2	Wesley College	Paerata, Auckland	380	\$192,116,813	\$505,571
3	King's College	Ōtāhuhu, Auckland	1167	\$275,100,652	\$235,733
4	Christ's College	Christchurch Central	680	\$129,074,000	\$189,815
5	Selwyn House School	Merivale, Christchurch	229	\$30,544,878	\$133,384
6	St Andrew's College	Strowan, Christchurch	1590	\$199,056,978	\$125,193
7	Medbury School	Ilam, Christchurch	408	\$45,173,794	\$110,720
8	King's School	Remuera, Auckland	700	\$71,623,748	\$102,320
9	Scots College	Strathmore Park, Wellington	1038	\$88,972,006	\$85,715
10	Marcellin College, Sacred Heart College, St Paul's College	Auckland	2316	\$172,121,716	\$74,319
11	St Oran's College	Lower Hutt, Wellington	503	\$34,145,426	\$67,884
12	Rathkeale College, St Matthew's Collegiate, Hadlow School	Masterton, Wairarapa	783	\$53,118,929	\$67,840
13	Waikato Diocesan School for Girls	Chartwell, Hamilton	672	\$44,697,769	\$66,515
14	Rangi Ruru Girls' School	Merivale, Christchurch	692	\$45,002,398	\$65,032
15	St Kentigern College	Pakuranga, Auckland	2264	\$145,463,000	\$64,250
16	St Paul's Collegiate	Chartwell, Hamilton	819	\$52,017,807	\$63,514
17	Diocesan School for Girls	Epsom, Auckland	1608	\$89,325,244	\$55,551
18	Kristin School	Albany, Auckland	1657	\$91,089,000	\$54,972
19	St Margaret's College	Merivale, Christchurch	817	\$43,053,826	\$52,697
20	St Cuthbert's College	Epsom, Auckland	1470	\$58,616,009	\$39,875

Notes: Financial information from most recent accounts filed to the Charities Register

Herald Network graphic

The Ministry has received a letter of concern from ERO around a number of issues impacting the effecting governance of Wesley College. ERO have indicated a wide range of areas that need substantial improvement. These are in the area of policies and procedures, establishing, providing and sustaining professional learning in health, safety and wellbeing programmes so staff are aware of obligations to students a strengthening governance practices including areas where bullying, wellbeing and inclusion is concerned.

The Evidence for this Scoping

A list of information required was provided to the school and has been provided. This list is attached in appendices. Additionally, the following evidentiary sources and information was received.

Oral conversations:

Principal - multiple conversations.

Presiding member - multiple conversations

Policy Committee Convenor - Sepa.

MoE - SAF

Various current staff who requested time to meet.

Two ex-staff who requested to meet.

3 ex-students who requested to meet.

ERO lead.

NZSTA liaison.

PPTA liaison.

Written sources:

Multiple and various pieces of information/data sets requested via Student Wellbeing DP and Principals PA.

Review reports commissioned by the school.

Past Board meeting minutes.

Staff briefing meeting minutes.

School achievement data.

Strategic plan.

Annual plan.

Identified Strengths

- The presiding member is a strength. Is supportive of the work needs, is communicative and is transparent.
- The Board is supportive and committed to improvements and has the schools interests.
- A number of quality staff are present.

Issues Analysis

The school has challenges. At this point the identified issues are;

- The policy platform needs updating and strengthening, including process.
- Student achievement is poor, equity for vulnerable groups, Maori, Pacific and girls, is not being achieved.
- Target setting is unrealistic and action plans are challenged. Monitoring and reporting is weak.
- Interventions are piece meal and lack alignment, effective impact monitoring and successful outcomes.
- Student feelings of safety and wellbeing is challenged.
- Delineation between Trust Board and School Board and roles and responsibilities needs embedding in thought and practice.
- Board training is required.
- There is some staff dissatisfaction.
- There is minimal alignment between strategy, planning and success. Result are not evident of ongoing strategic success occurring.
- Maori feel least safe and do poorly.
- Relationships with mana whenua exist but are weak.
- Some HR matters 9(2)(a) are in process.
- 9(2)(a)
- On-going media requests, coverage and activity is distracting.

Issues Not Apparent at Outset of Intervention

- The interconnected and inter-operational nature of the Trust Board responsibilities with those of the school Board were not apparent.
- The level of incidents experienced by students in Hostels primarily under the auspices of the Trust Board were not apparent.

- The dual reporting lines and employment relationships of the principal as an employee of the School Board and as employee of the Trust Board was not fully apparent.
- 9(2)(a)
- Employment matters were not apparent.
- OIA request in progress was not apparent.
- Staff concerns were not apparent.

Overall Assessment of Risk Level

The risk level is appropriate as at today as was originally assessed by the Ministry of Education.

Other Governance Activities

The powers of communication have been revoked and delegated to the LSM.

Any Further Comments

I recommend that;

I develop the first draft of the Outcomes plan (upon receipt of the OP template from MoE) for the school with respect to the following;

The Ministry has identified the following (Education Review Office aligned) statements that describe the areas of effective governance that should form the focus of this intervention:

- ensure that a physically and emotionally safe environment is provided for all students.
- have an explicit and relentless focus on student learning, wellbeing, achievement and progress.
- ensure that school policies and procedures are coherent and fit for purpose.
- ensure that human resource management procedures and practices promote and support high quality education outcomes and safety.

With acceptance of this scoping report and with agreement, I recommend that;

Using these statements of effective governance, develop and include a tailored set of measurable and iterative objectives that will be updated during the course of the intervention as part of the OP.

Appendix #1: Information requests

#	Information	Notes/Comments	Area
1	<p>Contact details for all Board members and details of whether each is a new or returning board member.</p> <p>This is required for both the school and Trust Board</p>		<p>Poily</p> <p>Skills and Knowledge</p>
2	ERO	School to confirm, John Collinson is key contact for this school.	School context, identified strengths and areas of need
3	The last 12 months Board meeting minutes and Board reports, including Principals report, and In Committee minutes and papers.	<p>School to confirm the Board meeting minutes are not currently available to community online for meeting held in February this year?</p> <p>School to confirm that Board met only 3 times last year as per minutes https://www.wesley.school.nz/about-us/trust-board-details-policies</p> <p>School to provide In-Committee minutes for these 3 2022 meetings.</p>	Curriculum Policy
4	End 2021, end 2022 educational performance data and the AoV submission/targets for 2023/tracking data, please include the year level of all students as well as those included and not included in your data/reporting.		Curriculum
5	School charter and annual plan or equivalent.	<p>I have the 2023-26 strategic plan, school to confirm is the annual plan online the current one, it is one page.</p> <p>School to provide copy of its charter.</p>	Curriculum Governance
6	School organisation structure and all staff list.		Curriculum Governance

7	Detail the platform you use to hold all school policies and provide access, including the policy review schedule and any contact person responsible for management of the platform.		Policy
8	Copy of any current open complaints, students, PGs, staff, community.	a list of numbers of open student complaints, open current staff complaints and open PGS	Policy Curriculum
9	Details of the local curriculum in delivery.		Curriculum
10	Details of all staff PLD provided in 2022 to staff and PLD plans for staff in 2023 both collectively and individually.		Curriculum
11	Any specific programmes being implemented in the school over 2023, particularly in the area of safety and anti-bullying programmes.		Policy Curriculum
12	The current counselling and guidance support available at the school for students.	and staff who deliver this as well as their current qualifications.	Policy Curriculum
13	The curriculum subject choices available in 2023 years 9-13.		Curriculum
14	Details of any consultation completed in relation to NELPS.		Curriculum Policy
15	Details of any self-review on the quality of teaching and learning.		Curriculum Policy
16	Details of any mentoring/coaching/professional growth cycle systems for staff relevant to curriculum delivery quality.		Curriculum
17	Contact details for the curriculum leads.		Curriculum
18	Contact details of key/primary NZSTA liaison and any training or work done with NZSTA in 2022 and planned for 2023.	9(2)(a) at NZSTA is contact assigned to this school.	Curriculum Governance
19	Confirmed dates, times and venues for Board Meetings for 2023	School to confirm there are only 3 more Board meetings for whole of 2023 as per below? 23 February 2023 (via Zoom) 25 May 2023 24 August 2023 9 November 2023 (via Zoom)	Policy Governance
21	Details of existing relationships with Mana Whenua and who the key contact is.		Curriculum Policy

22	Attendance data for all years for both genders for 2022 and YTD	have not received data for boys v girls whole school and boys v girls ethnicity	Curriculum
23	Any integration/relationship agreements, roles, functions, delegations between the School Board and the Trust Board.		Policy Governance
24	SAF -MoE	Any relationship, work conducted by or with the SAF for the school.	Curriculum
24	Anything else the Board Chair/Principal believes is relevant.		

Released under the Official Information Act 1982

Appendix #2:

Wesley College was founded by members of the Methodist Church in 1844, making it one of the country's oldest schools. Initially located in Grafton and then the Three Kings area of Auckland, it closed in 1868 due to the Land Wars before reopening in 1876 in Three Kings again.

From inception of the school there was an emphasis on educating Maori boys and boys from disadvantaged backgrounds, and the school also played a prominent role in educating students from countries of the South Pacific. In 1924 the school was moved to its current location in Paerata, near Pukekohe. In 1985 it was one of the first boys schools in New Zealand to admit girls at the senior level.

The school hostels have played a major role in the life of the school with the majority of students living on site. This inevitably places a responsibility and high expectations on the hostels to offer a wide range of assistance and mentoring to the students, the majority of whom are boys. These expectations would normally include:

- Support for students' academic and educational aspirations
- Tutoring
- Careers advice and goal setting
- Sports, cultural and life skills programmes
- A whanau-type living environment
- Extra opportunities for social, spiritual and personal development
- Inter-denominational Christian pastoral care
- Quality care, supervision and a safe and secure environment

GOVERNANCE OF WESLEY COLLEGE

The governance of Wesley College is overseen by the Wesley College Trust Board which was established by "The Methodist Charitable and Educational Trust Act", 1911. The Board is the Proprietor (owner) of the Wesley College property.

Under an Integration Agreement signed with the Crown in 1976, the control and management of the school was passed to the Wesley College Board of Trustees. The control and management of the remainder of the Paerata property, including the hostels, remains with the Wesley College Trust Board. The Wesley College Trust Board is appointed annually by the Conference of the Methodist Church of New Zealand - Te Haahi Weteriana o Aotearoa.

The Integration Agreement recognises that the Principal has delegated authority to administer the hostel accommodation and is responsible for the care and custody of the boarders outside of normal school hours. The Trust Board has policies and procedures that guide the Principal in the management of the hostels.

The Trust Board in November 2008 established the Hostel Council that manages the hostel and the Director of Boarding under the general direction of the Principal.

The Hostel Council is responsible for:

- developing policy
- providing strategic direction, planning and budgeting
- reviewing and monitoring risk and progress towards achieving the Hostel purpose and objectives.

The Hostels' Council has established its outcomes to be:

*"The Wesley College Boarding Hostels develop student's spiritual, academic, cultural, social and sporting potential, in a disciplined * environment, that celebrates the special character of the Methodist Church of New Zealand".*

[in this context, disciplined means ordered, structured, safe and family-like"].*

The Hostel Council's intention is to implement five strategic priorities which will contribute to the delivery of the Hostels desired overall outcome:

- Enhance the celebration of the College Special Character
- Improve relationship management and marketing
- Enhance the capability of our people.
- Improve business systems
- Improve management of College property and physical assets.

The school's Board of Trustees is the governing body of the school. The Board has certain obligations to meet as required by the Education Act 1989 and other legislation. Some of these obligations are: responsibility for school property, personnel, financial management and reporting to the school community. The Board of Trustees monitors management practices to ensure effective delivery of the curriculum, establishes goals, develops and reviews policies. The Principal reports to, and is appraised by the Board.

School trustees have a very important role in making sure every child reaches their potential at school. To achieve this goal, the Board:

- Works with the principal and consults with staff, students and the community
- Sets the educational goals and strategic direction of the school
- Monitors progress and lets parents know how the school is progressing against its annual targets and how well students are achieving
- Decides how the school's funding will be spent
- Selects the school's principal and supports the development of all staff
- Oversees the management of staff, property, finances, curriculum and administration.

A hostel is part of the school although falling under the control of the Trust Board, delegated to the Hostel Council and in this context managed by the School Principal who is responsible to the Hostel Council for all hostel matters. He has a dual reporting line and dual employers.

The general rationale for school hostels is clear: boarding schools are twenty-four hour, relational communities created with the student's growth and development at the centre. With a college campus feel, hostels have the responsibility to offer boarders challenging academic programmes, a variety of arts and athletics offerings and a supervised, structured student life experience.

The hostel environment, if performing at its peak, offers so many potential advantages. Time together in a secure, diverse environment enables students to develop an understanding of the ways in which people interact. Boys and girls get to see the good in others, while reflecting on their lives as members of a community teaches them to be slow to judge.

In addition, supervised study routines and academic support from staff invariably leads to improved academic outcomes. Boarding school students quickly learn how to perform many domestic chores and complete school assignments by themselves. They become experts at managing their time, money and resources. These students mature quickly and tend to be very independent and successful in college and life.

Boarding school students generally graduate with exceptional character and demeanour. They reside in a community where traits such as honesty, respect and hard work are valued and emphasized. These pupils have a moral advantage.

The Schools beginnings

PREFACE.

In a few short years the old Trustees of Grafton Road and Three Kings Wesleyan Native Institution properties will have all passed away. It is therefore very important that all reports, letters, and other records relating to same should be collected and printed and kept with the deeds, for the information of those who follow; and it is with this object, and as a contribution to such a collection, that I have collated and printed the information contained in this pamphlet.



The Institution referred to was established by the REV. WALTER LAWRY in 1844. He was then the Superintendent of Wesleyan Missions in New Zealand, and the Rev. Thomas Buddle, who was placed in charge of it, and superintended the erection of the building in Grafton Road, where the Institution was established, made a report at the time to the Foreign Mission Committee in London, a draft of which was found amongst Mr. Buddle's papers. This Report is of special value, conclusively proving, as it does, that the Wesleyan Mission, at the time the grant of Grafton Road property and the original Three Kings grant of 192 acres were made, had no other object in view than the training of Native ministers.

Perhaps it is as well that the question as to the interpretation of the trusts of these grants, and of the subsequent grants made by Sir George Grey, should have arisen while some of those who know the circumstances are still alive. I mean the question as to whether the rents received from the original grants can be legitimately amalgamated with those received from the Sir George Grey grants, which latter grants "extended the operations" of the "Wesleyan Native Institution to wider educational purposes, and as to whether the District Meeting did right, during the time when the Institution was unavoidably closed, in appropriating the rents to the support of the Native Missionaries, which I unhesitatingly say was the right thing to do, and am supported by the legal opinions quoted in this pamphlet.

Various legal opinions have been taken on the interpretation of the Trusts of the Sir George Grey grants, but the administration of the Wesleyan Native Institution grants has never been questioned, and it is not for anyone to wrest the meaning of these grants by endeavouring to show that the trusts have been amalgamated with those of the Grey grants. These later grants were for the purpose of "extending the operations" of the Wesleyan Mission on an educational basis, but can by no means be held to alter the objects of those grants, which are clearly defined to be for Wesleyan purposes only. The Premier, in his place in the House, stated, "That in many cases the purposes for which endowments had been granted were defined to be 'for the use or 'towards the support and maintenance of the said school so long 'as religious education, industrial training and instruction in 'the English language shall be given to youths educated therein 'or maintained thereat,' and it was difficult to say how far those purposes might be considered to be carried out in institutions so diverse in character as the Three Kings, Auckland, which is, in part, at all events, a training college *for theological students*, etc."

Richard Hobbs.

Auckland,

December, 1906.

REPORT, ETC., BY THE REV. THOS. BUDDLE.

The importance of Native agency to assist in carrying out the work of God in the various parts of the Mission field has long been felt by the directors of our Society at Home, and attempts have been made in different places to raise such an agency by means of institutions like this.

In Southern Africa, a similar establishment has been in existence for some time, and the Rev. Wm. Shaw, General Superintendent of our Missions in that part of the world, bears testimony to its utility (see Annual Report, p. 59).

In the Friendly Islands and Feejee this work has also been commenced, and, though in its infancy, promises to be a valuable auxiliary to the few scattered missionaries who are labouring in those numerous and populous islands.

The importance of such an institution has been long and deeply felt by the New Zealand missionaries. Their circuits are generally so extensive, and their people so widely scattered, that they find it impracticable to give to all the various tribes scattered over a distance of 100 or 150 miles, that pastoral attention necessary to their moral and spiritual improvement. And hence they have felt that a few well instructed Native teachers placed at the outposts, in the capacity of teachers and schoolmasters, under the superintendence of the regular missionary, would be invaluable; but the way never properly opened for such an establishment till the arrival of the Rev. W. Lawry as General Superintendent of these missions. He had been long impressed with the importance of such an auxiliary, and had urged the measure on the attention of the Parent Society, who instructed him to take immediate steps toward accomplishing this desirable object.

On reaching the colony, he consulted the senior missionaries, who all agreed that the time was now come to commence such a work, and strongly urged prompt attention to the subject. A public meeting was held, and the following resolutions unanimously passed.

The object the Committee have in view is that of training some of our best Native teachers that they may be employed as schoolmasters, or assistant missionaries, as their talents and piety may dictate.

The plan of instruction will be Scripture reading, catechism, writing, arithmetic, the English language, and a course of lectures on the leading doctrines of Christianity.

The Committee confidently commend their undertaking to the prayers and benevolence of their friends, convinced that by promoting the spread of Scriptural Christianity and enlightened civilization among the natives they will, in a very important and efficient manner, promote the prosperity and happiness of this infant colony.

GRAFTON ROAD AND 192 ACRES, THREE KINGS, AUCKLAND.

(GRANTED BY GOVERNOR FITZROY IN 1844.)

"WESLEYAN NATIVE INSTITUTION."

GRAFTON ROAD PROPERTY, held under Crown Grant from Governor Fitzroy, in 1844, 6 acres 3 roods; and 192 acres at Three Kings in 1844. For the purpose of a "WESLEYAN NATIVE INSTITUTION," and vested in the Superintendent of the Wesleyan Mission in trust "for the general purposes of the aforesaid Wesleyan Native Institution."