

WAITAKERE COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:	44
Principal:	Mark Shanahan
School Address:	42 Rathgar Road, Henderson, Auckland
School Postal Address:	PO Box 21-144, Henderson, Auckland
School Phone:	09 836 7890
School Email:	mark@waitakere-college.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
Cindy Delaney	Parent Rep	Elected	Jun-22
Ina Sufia	Parent Rep	Elected	Jun-22
Jane Coup	Staff Rep	Elected	Jun-22
Joan Thomas	Board Chairperson	Elected	Jun-22
Mark Shanahan	Principal	Appointed	Current
Rebecca Hopkins	Parent Rep	Elected	Jun-22
Sallyanne Taulaga	Student Rep	Elected	Jun-22
Sirjit Anderson	Parent Rep	Co-opted	Jun-22
Steve Bishop	Parent Rep	Elected	Jun-22

Service Provider:

Leading Edge Services (2017) Ltd, PO Box 20496, Glen Eden, Auckland

WAITAKERE COLLEGE

Annual Report - For the year ended 31 December 2020

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Waitakere College

Statement of Responsibility

For the year ended 31 December 2020

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

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the 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 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

JOAN THOMAS

Full Name of Board Chairperson

Signature of Board Chairperson

13/05/21

Date:

MARK PATRICK SHANAHAN

Full Name of Principal

Signature of Principal

13/5/21

Date:

Waitakere College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue				
Government Grants	2	17,586,075	15,552,583	15,819,392
Locally Raised Funds	3	974,115	909,357	1,383,360
Interest income		41,872	60,500	63,196
International Students	4	170,315	212,533	208,622
		<u>18,772,377</u>	<u>16,734,973</u>	<u>17,474,570</u>
Expenses				
Locally Raised Funds	3	435,075	557,421	748,121
International Students	4	152,574	172,988	143,474
Learning Resources	5	12,282,382	11,335,013	11,474,998
Administration	6	758,183	777,204	699,581
Finance		27,750	19,098	19,124
Property	7	4,039,941	3,946,228	3,855,872
Depreciation	8	462,859	424,000	428,124
Loss on Disposal of Property, Plant and Equipment		6,316	-	4,247
		<u>18,165,080</u>	<u>17,231,952</u>	<u>17,373,541</u>
Net Surplus / (Deficit) for the year		607,297	(496,979)	101,029
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>607,297</u></u>	<u><u>(496,979)</u></u>	<u><u>101,029</u></u>

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

Waitakere College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		<u>3,055,417</u>	<u>3,055,417</u>	<u>2,913,303</u>
Total comprehensive revenue and expense for the year		607,297	(496,979)	101,029
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	41,085
Distribution to Ministry of Education		(150,000)		
Equity at 31 December	26	<u>3,512,714</u>	<u>2,558,438</u>	<u>3,055,417</u>
Retained Earnings		3,362,714	2,558,438	3,055,417
Equity at 31 December		<u>3,512,714</u>	<u>2,558,438</u>	<u>3,055,417</u>

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.

Waitakere College

Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	9	240,523	489,962	682,751
Accounts Receivable	10	779,004	649,098	649,099
GST Receivable		30,008	15,492	15,492
Prepayments		20,535	38,268	38,268
Funds due for Capital Works Projects	20	-	14,555	-
Inventories	11	54,383	23,381	23,381
Investments	12	2,302,177	1,656,449	1,656,449
		<u>3,426,630</u>	<u>2,887,205</u>	<u>3,065,440</u>
Current Liabilities				
Accounts Payable	15	958,540	880,900	880,902
Revenue Received in Advance	16	224,290	423,063	423,063
Provision for Cyclical Maintenance	17	66,864	57,431	57,431
Finance Lease Liability - Current Portion	18	143,636	124,759	124,759
Funds held in Trust	19	4,040	24,885	24,884
Funds held for Capital Works Projects	20	32,638	-	16,341
		<u>1,430,008</u>	<u>1,511,038</u>	<u>1,527,380</u>
Working Capital Surplus/(Deficit)		<u>1,996,622</u>	<u>1,376,167</u>	<u>1,538,060</u>
Non-current Assets				
Property, Plant and Equipment	13	2,169,636	1,515,942	1,820,132
Work in Progress		-	182,128	182,128
		<u>2,169,636</u>	<u>1,698,070</u>	<u>2,002,260</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	17	495,453	468,846	468,846
Finance Lease Liability	18	158,089	46,953	46,953
		<u>653,542</u>	<u>515,799</u>	<u>515,799</u>
Net Assets		<u><u>3,512,714</u></u>	<u><u>2,558,438</u></u>	<u><u>3,024,521</u></u>
Equity	26	<u><u>3,512,714</u></u>	<u><u>2,558,438</u></u>	<u><u>3,055,417</u></u>

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

Waitakere College

Statement of Cash Flows

For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		5,860,513	5,417,488	4,850,459
Locally Raised Funds		852,356	1,211,600	1,685,604
International Students		86,696	234,968	231,057
Goods and Services Tax (net)		(14,516)	57,492	57,492
Funds Administered on Behalf of Third Parties		(20,844)	(43,878)	(105,534)
Payments to Employees		(1,061,120)	(1,137,669)	(1,087,084)
Payments to Suppliers		(4,859,166)	(5,326,224)	(5,070,491)
Cyclical Maintenance Payments in the year		(51,218)	(162,140)	(141,710)
Interest Paid		(27,750)	(19,098)	(19,124)
Interest Received		47,892	70,973	73,669
Net cash from/(to) Operating Activities		812,843	303,512	474,338
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment		(6,316)	840	
Purchase of Property Plant & Equipment		(287,600)	(519,081)	(437,421)
Purchase of Investments		(645,728)	357,651	357,651
Net cash from/(to) Investing Activities		(939,644)	(160,590)	(79,770)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	41,085
Finance Lease Payments		(212,621)	(159,597)	(242,208)
Distribution to Ministry		(150,000)	-	
Funds Held for Capital Works Projects		47,193	(43,774)	(30,896)
Net cash from/(to) Financing Activities		(315,428)	(203,371)	(232,019)
Net increase/(decrease) in cash and cash equivalents		(442,229)	(60,449)	162,549
Cash and cash equivalents at the beginning of the year	9	682,751	550,411	520,205
Cash and cash equivalents at the end of the year	9	240,523	489,962	682,751

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.

Waitakere College

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

Waitakere College (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 of Trustees (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 reports have been prepared for the period 1 January 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education 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 expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

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 long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 17.

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 13.

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

Recognition of grants

The 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.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These 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.

Other Grants

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 recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

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

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (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.

i) Inventories

Inventories are consumable items held for sale and comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

j) Investments

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

k) 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 to buildings owned by the Crown 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 to Crown Owned Assets	40 years
Furniture and equipment	10 years
Information and communication technology	4 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

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

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

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

m) 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. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

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

The reversal of an impairment loss is recognised in the surplus or deficit.

n) 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.

o) Employee Entitlements

Short-term employee entitlements

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

p) Revenue Received in Advance

Revenue received in advance relates to fees received from international 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.

q) 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 Revenue and Expense.

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

q) Shared Funds

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

r) 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 for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

s) 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 categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as 'financial liabilities measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

t) 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.

u) Budget Figures

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

v) 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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	3,821,445	3,741,935	3,367,378
Teachers' Salaries Grants	8,389,908	7,408,943	7,830,231
Use of Land and Buildings Grants	3,335,654	3,100,050	3,138,702
Resource Teachers Learning and Behaviour Grants	740,317	596,229	649,075
Other MoE Grants	830,004	252,354	321,651
Other Government Grants	468,747	453,072	512,355
	<u>17,586,075</u>	<u>15,552,583</u>	<u>15,819,392</u>

Other MOE Grants total includes additional COVID-19 funding totalling \$209,418 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	84,759	15,000	149,200
Activities	547,237	569,657	622,781
Trading	211,351	222,200	237,987
Fundraising	130,768	102,500	200,661
Overseas Trips	-	-	172,731
	<u>974,115</u>	<u>909,357</u>	<u>1,383,360</u>
Expenses			
Activities	278,569	386,771	373,170
Trading	156,506	170,650	202,076
Overseas Trips	-	-	172,875
	<u>435,075</u>	<u>557,421</u>	<u>748,121</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>539,040</u>	<u>351,936</u>	<u>635,239</u>

During the year ended 31 December 2019 20 Students and 4 Staff from the school travelled to Samoa at a cost of \$44,219 for immersion in the local culture/language. The travel was funded by the students. (2020: Nil)

During the year ended 31 December 2019 24 Students and 3 Staff from the school travelled to Greece and Italy at a cost of \$128,656 for immersion in the local culture/language. The travel was funded by the students. (2020:Nil)

4. International Student Revenue and Expenses

	2020 Actual Number	2020 Budget (Unaudited) Number	2019 Actual Number
International Student Roll	12	14	14
	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
International Student Fees	170,315	212,533	208,622
Expenses			
Advertising	11,637	24,500	3,600
Commissions	14,695	8,400	16,989
Recruitment	-	-	10,000
International Student Levy	1,990	5,422	7,150
Employee Benefit - Salaries	107,334	113,720	87,547
Other Expenses	16,918	20,946	18,188
	152,574	172,988	143,474
<i>Surplus/ (Deficit) for the year International Students</i>	17,741	39,545	65,148

During the year ended 31 December 2019 Principal travelled to Cambodia at a cost of \$6,500 and the International Students Director travelled to Thailand at a cost of \$3,450 for the purpose of recruiting new students for the school. The travel was funded by the school. (2020: Nil)

5. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	3,310,590	3,184,228	3,003,843
Information and Communication Technology	134,809	144,225	118,642
Library Resources	7,964	10,000	7,937
Employee Benefits - Salaries	8,728,488	7,838,305	8,245,379
Staff Development	100,531	158,255	99,197
	12,282,382	11,335,013	11,474,998

6. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	10,110	9,816	10,566
Board of Trustees Fees	4,720	6,000	4,517
Board of Trustees Expenses	5,797	8,300	8,762
Communication	34,682	41,200	39,356
Consumables	56,614	87,535	24,031
Operating Lease	28,713	-	4,955
Other	64,736	101,699	91,044
Employee Benefits - Salaries	507,745	477,644	472,840
Insurance	15,506	15,550	15,745
Service Providers, Contractors and Consultancy	29,560	29,460	27,765
	758,183	777,204	699,581

7. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	287,744	284,550	283,705
Cyclical Maintenance Provision	87,258	104,625	84,195
Grounds	38,400	36,450	36,648
Rates	14,919	22,200	16,973
Repairs and Maintenance	147,584	246,650	150,331
Use of Land and Buildings	3,335,654	3,100,050	3,138,702
Security	19,965	30,188	29,197
Employee Benefits - Salaries	108,417	121,515	116,121
	<u>4,039,941</u>	<u>3,946,228</u>	<u>3,855,872</u>

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

8. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements - Crown	23,905	21,898	23,905
Furniture and Equipment	118,222	108,297	105,386
Information and Communication Technology	68,947	63,159	36,283
Motor Vehicles	24,526	22,467	12,796
Leased Assets	217,887	199,594	240,592
Library Resources	9,372	8,585	9,162
	<u>462,859</u>	<u>424,000</u>	<u>428,124</u>

9. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	236,452	487,892	680,681
Bank Call Account	4,071	2,070	2,070
Cash and cash equivalents for Statement of Cash Flows	<u>240,523</u>	<u>489,962</u>	<u>682,751</u>

The carrying value of short-term deposits with original maturity dates of 90 days or less approximates their fair value.

Of the \$240,523 Cash and Cash Equivalents, \$32,638 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

10. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	60,369	53,764	53,764
Interest Receivable	5,624	11,644	11,644
Teacher Salaries Grant Receivable	713,011	583,690	583,691
	<u>779,004</u>	<u>649,098</u>	<u>649,099</u>
Receivables from Exchange Transactions	65,993	65,408	65,408
Receivables from Non-Exchange Transactions	713,011	583,690	583,691
	<u>779,004</u>	<u>649,098</u>	<u>649,099</u>

11. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Stationery	741	4,620	4,620
School Uniforms	53,642	18,761	18,761
	<u>54,383</u>	<u>23,381</u>	<u>23,381</u>

12. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	2,302,177	1,656,449	1,656,449
	<u>2,302,177</u>	<u>1,656,449</u>	<u>1,656,449</u>

13. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2020						
Building Improvements	720,981	-	-	-	(23,905)	697,076
Furniture and Equipment	701,300	202,503	-	-	(118,222)	785,581
Information and Communication Technology	88,066	239,328	(4,585)	-	(68,947)	253,862
Motor Vehicles	67,089	39,275	-	-	(24,526)	81,838
Leased Assets	178,560	325,002	-	-	(217,887)	285,675
Library Resources	64,136	12,571	(1,731)	-	(9,372)	65,604
Balance at 31 December 2020	<u>1,820,132</u>	<u>818,679</u>	<u>(6,316)</u>	<u>-</u>	<u>(462,859)</u>	<u>2,169,636</u>

The net carrying value of equipment held under a finance lease is \$285,675 (2019: \$178,560)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2020			
Building Improvements	956,194	(259,118)	697,076
Furniture and Equipment	1,831,663	(1,046,083)	785,581
Information and Communication Technology	881,651	(627,789)	253,862
Motor Vehicles	320,259	(238,422)	81,838
Leased Assets	537,494	(251,819)	285,675
Library Resources	159,431	(93,827)	65,604
Balance at 31 December 2020	4,686,692	(2,517,058)	2,169,636

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2019						
Building Improvements	744,886				(23,905)	720,981
Furniture and Equipment	613,429	193,694	(437)		(105,386)	701,300
Information and Communication Technology	114,716	9,633			(36,283)	88,066
Motor Vehicles	37,319	42,564			(12,796)	67,087
Leased Assets	373,417	47,359	(1,624)		(240,592)	178,560
Library Resources	65,978	11,132	(3,810)		(9,162)	64,138
Balance at 31 December 2019	1,949,745	304,382	(5,871)	-	(428,124)	1,820,132

The net carrying value of equipment held under a finance lease is \$178,560 (2018: \$373,419)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Building Improvements	956,194	(235,213)	720,981
Furniture and Equipment	1,629,160	(927,860)	701,300
Information and Communication Technology	647,563	(559,497)	88,066
Motor Vehicles	280,984	(213,895)	67,088
Leased Assets	680,325	(501,765)	178,560
Library Resources	150,934	(86,798)	64,137
Balance at 31 December 2019	4,345,160	(2,525,028)	1,820,132

15. Accounts Payable

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Operating Creditors	162,916	217,263	217,263
Accruals	33,502	31,793	31,793
Employee Entitlements - Salaries	686,249	558,712	558,714
Employee Entitlements - Leave Accrual	75,873	73,132	73,132
	958,540	880,900	880,902
Payables for Exchange Transactions	958,540	880,900	880,902
	958,540	880,900	880,902

The carrying value of payables approximates their fair value.

16. Revenue Received in Advance

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
International Student Fees	47,174	130,793	130,793
Other	177,116	292,270	292,270
	224,290	423,063	423,063

17. Provision for Cyclical Maintenance

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	526,277	526,277	583,792
Increase/ (decrease) to the Provision During the Year	87,258	104,625	84,195
Use of the Provision During the Year	(51,218)	(104,625)	(141,710)
Provision at the End of the Year	562,317	526,277	526,277
Cyclical Maintenance - Current	66,864	57,431	57,431
Cyclical Maintenance - Term	495,453	468,846	468,846
	562,317	526,277	526,277

18. Finance Lease Liability

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

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	165,021	124,759	133,482
Later than One Year and no Later than Five Years	168,888	46,953	49,318
	333,909	171,712	182,800

19. Funds held in Trust

	2020	2020	2019
	Actual	Budget	Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	4,040	24,885	24,884
	4,040	24,885	24,884

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



20. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Block B Roof,Toilets,Kitchen	<i>in progress</i>	(50,728)	32,753	(3,816)	-	14,382
Learning Support Office	<i>in progress</i>	-	152,250	(133,994)	-	18,256
Totals		(50,728)	185,003	(137,810)	-	32,638

Represented by:	
Funds Held on Behalf of the Ministry of Education	32,638
	(32,638)

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Block B Roof,Toilets,Kitchen	<i>in progress</i>	(50,728)	-	(71,603)	-	(50,728)
Block A Refroofing	<i>in progress</i>	266,020	200,000	(338,766)	-	127,254
Special Needs Modification	<i>in progress</i>	(1,846)	-	(11,032)	-	(12,878)
MLE A & E Block	<i>in progress</i>	-	283,000	(330,307)	-	(47,307)
Block C Drainage	<i>completed</i>	27,280	6,000	(33,280)	-	-
B Block Drainage	<i>completed</i>	-	71,842	(71,842)	-	-
Totals		240,726	560,842	(856,830)	-	16,341

21. 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.



22. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
Board Members		
Remuneration	4,720	4,517
Full-time equivalent members	0.16	0.17
Leadership Team		
Remuneration	935,394	843,190
Full-time equivalent members	7	7
Total key management personnel remuneration	940,114	847,707
Total full-time equivalent personnel	7.16	7.17

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

Principal

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	200-210	180 - 190
Benefits and Other Emoluments	0-6	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 -110	12.00	7.00
110 -120	5.00	2.00
123-130	5.00	0.00
	22.00	9.00

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



23. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, 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:

	2020 Actual	2019 Actual
Total	\$0	-
Number of People	0	-

24. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: nil).

Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2020, a contingent liability for the school may exist.

25. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into contract agreements for capital works as follows:

\$158,731 contract for Learning Support Offices to be completed in 2021, which will be fully funded by the Ministry of Education. \$152,250 has been received of which \$129,448 has been spent on the project to date; and

(Capital commitments at 31 December 2019: \$nil)

26. Managing Capital

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



27. 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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	240,523	489,962	682,751
Receivables	779,004	649,098	649,099
Investments - Term Deposits	2,302,177	1,656,449	1,656,449
Total Financial assets measured at amortised cost	3,321,704	2,795,509	2,988,299

Financial liabilities measured at amortised cost

Payables	958,540	880,900	880,902
Finance Leases	301,725	171,712	171,712
Total Financial Liabilities Measured at Amortised Cost	1,260,265	1,052,612	1,052,614

28. Events After Balance Date

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

29. 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 WAITAKERE COLLEGE'S
FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of Waitakere College (the School). The Auditor-General has appointed me, Paul Lawrence, using the staff and resources of Crowe New Zealand Audit Partnership, 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 20, that comprise the statement of financial position as at 31 December 2020, 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 2020; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with *Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime*

Our audit was completed on 13 May 2021. 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.

The title 'Partner' conveys that the person is a senior member within their respective division, and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is the Crowe Australasia external audit division. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.

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Responsibilities of the Board for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees are responsible for the other information. The other information obtained at the date of our report is the Analysis of Variance and Kiwisport note but does not include the financial statements and our auditor's report thereon.

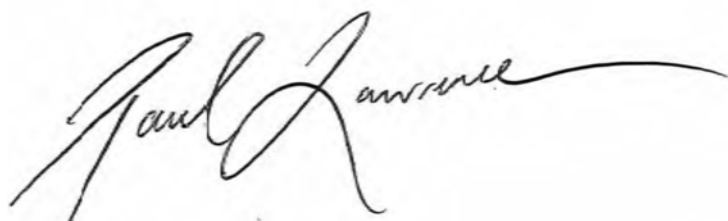
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



Paul Lawrence
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand

Waitākere College

Analysis of Variance for 2020

(Version: February 2021)

1 a) Raising Academic Achievement for all Students - Literacy

Improvement Plan: Domain Learning

School Strategic Learning Goal

To improve the levels of literacy from the beginning of Year 9 to the end of Year 10

Annual Goals

To increase vocabulary and comprehension skills focused on Year 9.

To increase the prominence of literacy in the College

Baseline data PAT Comprehension - Scale Scores

	Year 9				Year 10		
	Lower Quartile	Median	Upper Quartile		Lower Quartile	Median	Upper Quartile
Start of Year 2020	53.9	60.8	67.9		58.2	65.7	72.4
End of Year 2020	57.1	63.6	71.2		65.8	73.5	81.2
Change	+3.2	+2.8	+3.3		+7.6	+7.8	+8.8

Reading Plus Comprehension - Reading age in years of schooling ie 4 = 9 year old

	Year 9 - 234 students of matching data				Year 10 - 204 students of matching data		
	Lower Quartile	Median	Upper Quartile		Lower Quartile	Median	Upper Quartile
Start of Year 2020	1.1	4	6.7		3.3	6	8.9
End of Year 2020	2.7	5.2	8.1		5	8.1	10.2
Change	+1.6	+1.2	+1.4		+1.7	+2.1	+1.3

Actions 2020 <i>New initiatives actions</i>	Outcomes <i>What happened</i>	Variance from target and reasons for variance	Evaluation <i>Where to next?</i>
Literacy focused Teacher-Only-Day and subsequent PL time to support teachers to enhance their teaching of literacy	Teacher Only Day had some positive flow on benefits in teacher practice.	Due to Covid interferences, most PL time was prioritised for preparation for on-line learning.	Relaunch Literacy in 2021.
Multiple smaller scale strategies: Reading Plus, Lexia for ACL, Reading Buddies, Reading baskets, Speaking and Listening Days, Reading and Writing Weeks, SSR	Most initiatives occurred. Reading and Literacy continues to be at the forefront of teachers' minds and students have noticed this. Reading Plus data shows increases in literacy levels. Scale score in PAT tests increased although not at the desired 9.5+ level.	Continued attention was given to supporting teachers to keep literacy as a key focus. Some events didn't happen due to Covid interruptions.	Continue practices that went well and revisit those that could not be accomplished due to Covid. Literacy will again be the Professional Development focus, 2021
Literacy Goal for Performance Review	Teachers are setting their own literacy goals for developing their pedagogy in this area.		Continue with this albeit under the new Professional Growth Cycle model
Literacy Learning Outcomes for every lesson	This is now part of the normal expectation of what happens in lessons..		Continue and share best practice.
Literacy focused observations and coaching by Curriculum Leaders, Literacy leaders, LSC's	This did not occur in 2020.	Covid interference put this out of reach in 2021.	Review whether this is a useful and meaningful process for 2021.
Words of the Week to add 400 words for each Year 9 student	This was trialled and found to be unworkable in the original form.	10 words per week was too many on top of the subject terminology that inevitably requires coverage in every subject.	Revisit how we want to do this with fewer words and other systems in place to support the spread of the words of the week.

1 a) Raising Academic Achievement for all Students - Numeracy

Improvement Plan - Domain: Learning							
Strategic Goal To improve the levels of numeracy from the beginning of Year 9 to the end of Year 10				Annual Goal To raise student engagement, interest, confidence and achievement in Maths by implementation of DMIC Increased Year 9 Stanine 2&3 students to Stanine 4.			
Baseline data							
	Year 9 2020 (2019)				Year 10 2019/2020 (2018/19)		
Stanines	1-3	4-6	7-9		1-3	4-6	7-9
Change %	+5 (+10)	-5(-4)	0 (-5)		-2 (0)	+2 (+10)	0 (-9)

Actions 2020	Outcomes	Variance from target and reasons for variance	Evaluation
<i>New initiatives or significant actions</i>	<i>What happened?</i>	<i>Why did it happen?</i>	<i>Where to next?</i>
Enhance student collaborative problem solving based learning across all classes through teachers working together on task preparation Greater importance and preparation given to PAT assessments through school-wide emphasis Each teacher to identify target students from Year 9 PAT testing	Year 9 PAT (Beginning of year cf End of year) Average Scale Score increased from 53.5 to 57.2. Over the year a 5% downward Stanine shift to Stanines 1-3 from Stanines 4-6; Stanines 7-9 unchanged. Year 10 PAT (B of Y Yr9 cf EOY Yr10) Average Scale Score increased from 58.9 to 75.7. This increase of 17 pts is	Year 9 and 10 Small Stanine progress is seen again in Year 9 but any change in Stanine relative to the reference group is only seen over the two years. The 2% change indicates students moving with the national cohort over this period. Year 11 numeracy increased significantly (9%) due to close tracking of at risk students and additional	Employment of a Maths Support teacher (MST) of 1.0FTE to work in small groups of year 9 and 10 students who are below or well below the expected curriculum level.

	<p>close to the 19pts aimed for over the two years.</p> <p>Over the two years a 2% upward shift from Stanines 1-3 to Stanines 4-6; Stanines 7-9 unchanged.</p> <p>Better outcomes at both Yr 9 and 10 levels than the previous year's cohort.</p> <p>NCEA Level 1 Numeracy</p> <p>Increased NCEA outcome from 77% in 2019 to 86% 2020</p>	<p>workshop support from a dedicated staff member.</p> <p>Due to Covid Lockdowns and reduced time, the focus needed to shift from DMIC's indepth collaborative activities and problem solving to shorter term goals including key skill acquisition and NCEA achievement - particularly with a team of new teachers.</p>	<p>Reemphasise on DMIC learning - collaborative problem solving in authentic contexts - and more logic thinking puzzles.</p>
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1 b Raising Academic Achievement for all Students - NCEA

Improvement Plan - Domain: Learning

Strategic Goal

Increase levels of achievement in NCEA

Annual Goal

Maintain Level 1 NCEA pass rate

Baseline data and Annual Target *Level 1*

	2015	2016	2017	2018	2019 (target)	2020 target	2020 actual
% L1 Pass rate	81	85	77	81	68	80	81

Actions 2020	Outcomes	Variance from target and reasons for variance	Evaluation
<i>New initiatives or significant actions</i>	<i>What happened?</i>	<i>Why did it happen?</i>	<i>Where to next?</i>
<p>Develop effective collaboration and co-management of Year 11 monitoring and mentoring between Achievement leaders, academic mentors and pastoral staff</p> <p>Track and intervene to raise L1 Numeracy.</p> <p>Early identification of most academically-at-risk Year 11 students .</p>	<p>A significant increase in Level 1 NCEA outcomes: All: 68% to <u>81</u>%. Maori: 59- <u>62</u>% Pasifika: 76 to <u>89</u>% (Decile 3 All: 64%; National All 70.2%)</p> <p>The combined number of Merits and Excellences in Level 1 increased - despite the interrupted Covid year. 79 to 86, although % Excellences fell.</p> <p>L1 Numeracy improved to 85%, above the national and decile average. Literacy at 93% sits above the national average.</p>	<p>Increased tracking of numeracy occurred on a student-by-student basis. Regular meetings were held by the academic team with the Maths /numeracy leaders.</p> <p>Target students with particular need were tracked and supported including in Summer School at the end of year.</p>	<p>Continue to develop collaborative work between the Numeracy and achievement teams and deans.</p> <p>Implement a program of working closely with Pasifika parents</p> <p>Continued focus on raising Māori achievement (See later page)</p> <p>Prepare for the changes to NCEA Literacy and Numeracy emanating from the NCEA review.</p>

1 b Raising Academic Achievement for all Students - NCEA

Improvement Plan - Domain: Learning

Strategic Goal				Annual Goal		
Increase levels of achievement in NCEA				Raise University Entrance pass rate		
Baseline data and Annual Target <i>Level 3 /U.E. Participation Based - % of those eligible</i>						
	2015	2016	2017	2018	2019	2020 (target)
% UE Pass rate	57 RB38	43 RB33	49 RB42	55 RB30	72 RB42	65 (60) RB 38

Actions 2020	Outcomes	Variance from target and reasons for variance	Evaluation
<i>New initiatives or significant actions</i>	<i>What happened?</i>	<i>Why did it happen?</i>	<i>Where to next?</i>
<p>Develop collaboration between: Year 13 teachers, HODs and Shine, Medical Science co-ordinators and with careers staff around the most at-risk students.</p> <p>Coordinate Mates mentoring programmes for increased consistency.</p> <p>Formalise the inclusion of those students without UE Lit into EUE classes (From EAA and EAP Standards).</p> <p>Narrow the academic mentoring group to students on the border to make more effective</p>	<p>A very positive outcome with the College's second highest UE pass rate, above the target of 60%. This was for a cohort recognised to be not as strong as the preceding year and with interruptions due to Covid. The pass rate of 38% is equal to the Decile 3 average (37%).</p> <p>It is recognised that most of Year 13 students are not eligible for UE as they are involved in vocational courses that are not UE approved. However, of those eligible for UE 65% attained.</p> <p>The Level 3 attainment of 76% is the highest on our record, exceeds the national average (71%) and Decile average (68%)</p>	<p>Identification and close tracking of and support for UE candidates by the Year 13 dean, the academic team and teachers.</p> <p>Effective use of the MATES, university mentoring resource by careful selection of students.</p> <p>Increased UE literacy support programs so this was not a barrier to attaining the award.</p>	<p>Continue to develop collaboration between the academic team and specialist school programs such as Medical Science Academy and student leadership.</p> <p>Enhanced student leadership of their own learning through study class workshops.</p>

1 c Raising Academic Achievement for all Students - NCEA

Improvement Plan - Domain: Learning	
Strategic Goal Enhanced provision and guidance towards worthwhile vocational pathways	Annual Goal Sustain high level of student engagement through significant changes in staffing and successfully implement a new Building Academy

Actions 2020 <i>New initiatives or significant actions</i>	Outcomes <i>What happened?</i>	Variance from target and reasons for variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
Embedding of the Year 13 Services course (second year) Manage the introduction of the Building academy	<p>The Year 13 Services course developed as a strong pathway for students from the Year 12 Academy with a high retention rate. A new director was able to be successfully grown into the role.</p> <p>The new Building Academy was commenced at Years 12 and 13, both having near full retention and very positive feedback from outside stakeholders, reflecting the high level of student engagement.</p>	<p>Development of a strong collaborative team of teacher around the</p> <p>Employment of an effective builder and teacher, well supported by BCITO and the Vocational Pathways Dept. Authentic building projects that engaged the interests of the academy students.</p>	<p>Further development of the Building Academy by:</p> <ul style="list-style-type: none"> • Doubling of the time the Year 12 students have in the academy. • Provision of an authentic house project for Year 13 students. • Building of a specialist Building Academy shelter and work site

1 e Accelerate the success of Maori students

Improvement Plan - Domain: Learning						
Strategic Goal Accelerate success for Maori students					Annual Goal Improve Māori student engagement Year 9 and 10 Raise <u>Level One</u> Maori NCEA Maintain <u>Level Two</u> outcomes	
Baseline data and Annual Target						
% Pass rate	2015	2016	2017	2018	2019	2020 (target)
Maori NCEA L.1	66.7	76.5	60.7	71.0	58	62 (70.0)
Maori NCEA L.2	81.0	72.1	78.0	54.5	84	79 (70.0)
Maori NCEA L.3	36.4	35.0	52.8	43.6	69	71 (50.0)
U.E % Pass rate	22.7 (PB 43)	17.5 (PB 26)	27.8 (PB 30)	23.1 (PB 57)	30.0 (PB 77)	23 (PB54)
PB :Participation Based results i.e. % of those eligible for U.E.						

Actions 2020 <i>New initiatives or significant actions</i>	Outcomes <i>What happened?</i>	Variance from target and reasons for variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
Increased Year 11 NCEA - See 1 b) NCEA Achievement Enhance whakawhanaungatanga and increased aspiration of Māori students through:	Level 1 Māori results increased slightly to sit above the national mean, although still sitting below the College's outcome for 'all students.' The Level 2 outcome of 79%, while a little lower than 2019, is pleasing sitting above the national mean (71%) for a cohort of	Positive supportive mentoring from the Year 12 Māori mentors, with valuable whanaungatanga. Building of the Māori leadership group Ngā Toa o Mua, developing the	Creation of Year 10 Māori boy mentoring programme with the Graeme Dingle foundation. Increase the number of students in the Rūmaki and grow their presence as leaders of taha Māori in the College. alongside Ngā Toa O Mua.

<ul style="list-style-type: none"> • The introduction of a rūmaki (Year 9 and 10) • Extension of the Māori leadership roopu <p>Numeracy L1 catch-up for Year 12 cohort; monitor and mentoring</p>	<p>students with a low level of success while in Level 1.</p> <p>Level 3 at 71% was well above the target and the highest on record for the College for Māori.</p> <p>Te Tito Rūmaki o Waitākere commenced with as means to support whanau aspirations for a place for Māori tamariki to build their Reo and tikanga and to experience success as Māori. A very positive response to a community aspiration.</p>	<p>confidence to stand tall as Māori and to be role models to other Māori students in the school.</p> <p>Monitoring and close support in numeracy enabled students missing this in Year 11 to attain in 2020, this removing a barrier to achieving Level 2.</p>	<p>Develop an on-line portal for Māori students and whanau to be informed and updated.</p>
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1 f Accelerate the success of Pasifika students

Improvement Plan - Domain: Learning						
Strategic Goal Accelerate success for Pasifika students					Annual Goal: Maintain Pasifika U.E. and L1&2 attainment levels post-Covid	
Baseline data and Annual Target						
% Pass rate	2015	2016	2017	2018	2019 (target)	2020
Pasifika NCEA L.1	77.8	8.6	73.7	85.2	61	76 (80)
Pasifika NCEA L.2	79.2	83.5	82.6	80.0	94	89 (80)
Pasifika NCEA L.3	43.1	46.9	59.8	56.4	66 (60)	79 (70)
U.E % Pass rate	23.6 (33%)	18.5 (28%)	25.6 (30%)	19.2 (25%)	26 PB 49	34 (25)
PB: Participation Based results						

Actions 2020	Outcomes	Variance from target and reasons for variance	Evaluation
<i>New initiatives or significant actions</i>	<i>What happened?</i>	<i>Why did it happen?</i>	<i>Where to next?</i>
<p>Year 13 U.E. candidates to be part of a renewed Tall Poppies programme with two meetings in Term 1 with a focus on NCEA and tertiary pathway goal setting.</p> <p>Regular meetings with Yr 13 Dean to discuss barriers and celebrate milestones.</p> <p>Pasifika senior assemblies.</p>	<p>NCEA outcomes in all levels are well above national means:</p> <p>Level 1 76% (cf 66%) Level 2 89% (cf 76%) Level 3 79% (cf 68%) UE 34% (cf 31%)</p> <p>Of particular significance is the Level 3 outcome, well above any previous result for the College.</p>	<p>Very close academic monitoring of Year 13 students</p> <p>Positive integration of the Maths support teachers with the Wednesday afternoon Tapa programme.</p>	<p>Greater academic monitoring and support of Pasifika students in leadership roles and increased communication and collaboration with the teachers of the Medical Science Academy.</p> <p>Implementation of the new Pasifika initiative involving the expansion of Tama Toa Year 11 mentoring and Tapa, the parent support group.</p>

<p>Regular Termly meetings with Komiti Pasifika - students achievement updates for mentoring and monitoring purposes.</p> <p>Pasifika Celebration - Pasifika prefects having leading.</p> <p>Year 11: Tapa study target group Wednesdays, with parent contact</p> <p>Numeracy L1 catch-up for Year 12 cohort; monitor and mentoring</p>			
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2. Improving Attendance

Improvement Plan - Domain: Learning	
School Strategic Learning Goal <i>To improve levels of attendance as a vital prerequisite of raising student achievement.</i>	School Annual Learning Target Improve attendance to 95% across the school
Baseline data and Target 2016- 85.9% 2017- 85.9% 2018- 88.2% 2019 88.7% 2020 88.6%	

Actions 2020	Outcomes	Variance from target and reasons for variance	Evaluation
<i>New initiatives or significant actions</i>	<i>What happened?</i>	<i>Why did it happen?</i>	<i>Where to next?</i>
Effective new communication from the Pastoral about processes and systems and safety during Covid Level 2	<p>Return rates after lockdowns were pleasing, at 78% and then increasing each day as families were contacted and reassured.</p> <p>Thereafter the school got back to the school's normal attendance rate quickly.</p>	<p>An attendance rate equivalent to the past two years is especially pleasing considering the Covid interrupted year.</p> <p>New communication channels to students and to parents were developed in the Covid environment. Former channels of newsletter, email, video were utilised but also one to one to provide reassurance to families</p>	When lock down occurs in 2021 ensure tracing of students and then focus on further communications to provide reassurance to families who still keep their children at home.

3. Enhancing Teaching

Improvement Plan - Domain: Learning

Strategic Goal

To improve student engagement and outcomes through strengthening Relationships Based Learning and Inquiry in the College

Annual Goal

Train the next wave of Accredited Impact Coaches.

Increase understanding of RbL across the College

Continue to embed Inquiry practices into the College

Actions 2020 <i>New initiatives or significant actions</i>	Outcomes (against strategic goal) <i>What happened 2020?</i>	Variance from target and reasons for variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
Impact Coaching for Culturally Responsive Pedagogy	A further 10 impact coaches were trained and accredited and are now able to train others. 23 teachers were coached in 2020 - with an emphasis on new teachers.	Due to the Covid lockdown not all departments were able to be coached or have staff in the department trained as coaches.	Focus on coaching and training in the following departments: P.E.; Technology, Maths
Inquiry skills	We shifted from formalised Inquiries to Inquiry processes and an Inquiry mindset.	With the STCA Accord taking focus off Inquiry we did not run formal Inquiries.	Continue building staff capacity in working with data, critical thinking, the ladder of inference and other Inquiry processes.

4. Building Student Capacity

Improvement Plan - Domain: Learning

Strategic Goal To build student capacity through voice, leadership and agency	Annual Goal Year 9 and 10 students taking an increased responsibility and leadership in their own learning Develop a Profile of Leadership for Year 11-13 students
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Actions 2020 <i>New initiatives or significant actions</i>	Outcomes <i>What happened?</i>	Variance from target and reasons for variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Yr 13- to strengthen house spirit, assemblies</p> <p>Year 11 Dingle Foundation involvement in mentoring.</p> <p>Yr 12 leadership programme- own name/dream big.</p> <p>Linking TRUSO to the Year 12 leadership group</p> <p>Year 10 Class reps extended from progress made this year with involvement of TRUSO</p> <p>Māori student leadership: To extend the Māori leadership group to include students Years 9-13</p>	<p>Year 10 leadership program was initiated focussing on project based leadership. This took the place of Truso.</p> <p>Ngā Toa O Mua, the Year 13 Māori leadership group took on greater roles organising and fronting whanau events. Noticeable was their growth and increased confidence through these opportunities.</p> <p>Te Reo students planned and facilitated the Te Wiki o Te Reo Māori activities broadening the leadership group.</p>	<p>The Covid Lockdowns and subsequent limitations of events resulted in many House focussed activities not being able to occur as planned.</p> <p>TRUSO was not able to continue due to matters outside of the school. The school-led Year 10 program was successful, focussing specifically on the skills of leadership.</p> <p>Regular meetings of Nga Toa were held with the designated teacher to liaise with them. This led to strong links and good support for the group.</p> <p>Due to Covid and staff sickness, some planned events that students would have led were cancelled.</p>	<p>Further development of the Year 10 leadership program but also start up of Year 11 and 12 groups - being sure to include a representative group of students.</p> <p>Broaden the Māori leadership group to include Te Rito Rūmaki and Te Reo Māori students.</p>

<p>Ensure student leadership of whanau events</p> <p>Pasifika student leadership:</p> <p>Provide opportunities for Pasifika prefects to organise the end of year Celebration.</p> <p>Prefects leading the Language weeks.</p> <p>Continue to provide academic support to our Prefects and future leaders 2020.</p>	<p>As most Pasifika family fono were not able to occur, there was reduced opportunity for Pasifika students to lead these events. However, there role was increased in those events that did occur e.g. Pasifika Awards evening</p>		
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5 b) Connecting with the community - Te Kāhui Ako

Improvement Plan - Domain: Learning

Strategic Goal

To improve student outcomes via enhanced transitions through greater collaboration between all teachers of WC with teachers in other schools of the Kāhui Ako.

Within School Leaders are pedagogical leaders within the school.

Annual Goal

Build connections between Waitakere College, Liston and St Dominics to share best practice teaching and support in Curriculum areas, also with Year 8 teachers.

Within School Leaders are supported to take greater leadership responsibility within the school.

Annual Target

Teachers have increased communication with colleagues from the other College's or HIS.

Increase visibility and role clarity of Within School Lead Teachers.

Actions 2020	Outcomes	Variance from target and reasons for variance	Evaluation
<i>New initiatives or significant actions</i>	<i>What happened?</i>	<i>Why did it happen?</i>	<i>Where to next?</i>
WSL's in PLT	WSL's now form the core of the PLT, however the PL programme was truncated in 2020.	Time normally spent on centralised PLD was instead used in Departments to respond and adapt to the challenges of Covid.	Keep WSL's involved in the PL programme.
Kahui Ako Teacher Only Day	Cancelled in 2020	Part of our response to Covid was to cancel this day to maximise at school learning time for our akonga.	Future CoL events are scheduled.
Teachers are given opportunities to communicate with colleagues at other Colleges and HIS	Planned whole staff events were unable to run. However, the WSL and ASL teachers continued to build connections between the schools in our Kahui Ako.	Covid limited the opportunity for these face to face events.	Maximise the use of Across School Leaders to strengthen these connections.

Waitakere College

2020

Achievement Data

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Introduction

The purpose of this achievement data report is to act as a 'go-to' file on achievement at Waitākere College and as an appendix for the school's 2020 Analysis of Variance. Reference to this data can be found in the Analysis of Variance as it pertains to the 2020 annual school goals.

Enrolment-based data

The NCEA results provided in this file are Enrolment-Based. This is the national measure introduced by the Ministry of Education and NZQA from 2018. It includes in the results the outcome for all students who have been enrolled in the college for 70 days or more, regardless of the time of year they have entered or left the school.

Results included are referenced against the national means for our decile of school, Decile 3.

U.E. and Enrolment based data

Many students in Year 13 have had success while not being eligible for U.E. They were, perhaps reasonably and appropriately, not doing U.E. subjects for their career pathway and in fact, they may have been doing no or very few Level 3 Standards at all. And yet, these students are included in the same NZQA U.E. statistics under the Enrolment-based system. Additionally, Special Education students from the Inclusion Support Centre who would not be attempting any NCEA assessment at all are also included in these results.

This 'rough take' then limits the validity of such U.E. data. Percentage pass rates for U.E. calculated from the number in the whole cohort ignores the fact that from year to year different number of students are eligible for the qualification; the proportion and number of the students taking vocational or trades based courses will vary from year to year. The college has made representation to the Ministry of Education and NZQA about the inadequacies of this means of reporting and how it poorly reports success and misconstrues student achievement, running counter to the Ministry's and NZQA's prerogative of supporting a diversity of learning opportunities and outcomes for students.

Principal's Report

This section, attached to the report, is direct from the NZQA web-site and is based on NZQA results in February. The report is useful in comparing Waitakere College results against national results (all deciles) and against the decile band 1-3. This is a less focussed comparison as we continue to use Decile 3 results as a significant reference point.

Figure 1 (a)

Year 11 Overall Level 1 Pass Rates 2015 -2020 Waitakere College cf Decile 3	
Year	Passed
2015 - Decile 3 National	67.6%
2015 - Waitakere College in Auckland	80.9%
2016 - Decile 3 National	72.0%
2016 - Waitakere College in Auckland	84.6%
2017 - Decile 3 National	72.0%
2017 - Waitakere College in Auckland	77.0%
2018 - Decile 3 National	64.5%
2018 - Waitakere College in Auckland	80.9%
2019 - Decile 3 National	63.8
2019 - Waitakere College in Auckland	67.5
2020 - Decile 3 National	66
2020 - Waitakere College in Auckland	80.8

Figure 1 (b)

Yr11 Overall Level 1 Pass Rates

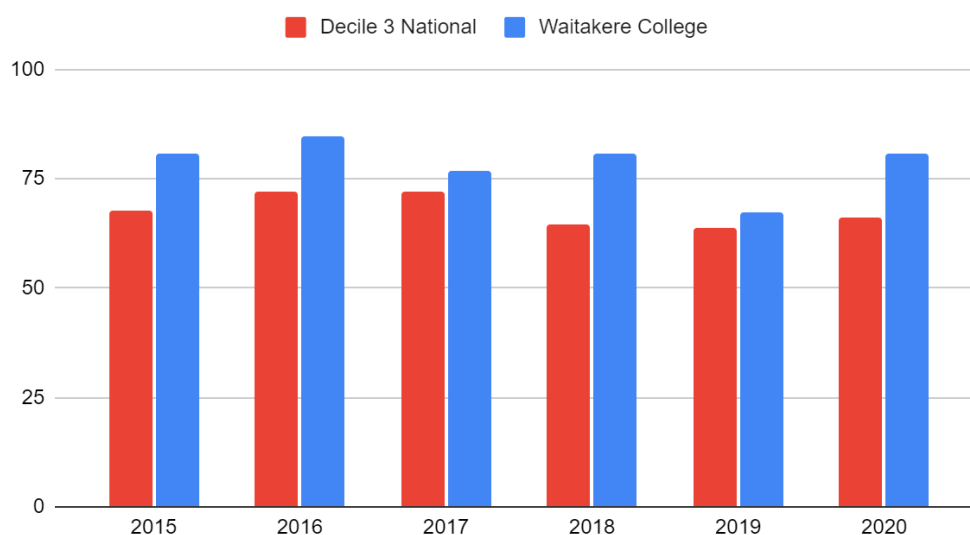


Figure 2(a)

Year 12 Overall Level 2 Pass Rates 2015 -2020 Waitakere College of Decile 3	
Year	PASS
2015 - Decile 3 National	72.0%
2015 - Waitakere College in Auckland	77.9%
2016 - Decile 3 National	76.3%
2016 - Waitakere College in Auckland	83.0%
2017 - Decile 3 National	76.3%
2017 - Waitakere College in Auckland	81.0%
2018 - Decile 3 National	74.2%
2018 - Waitakere College in Auckland	80.2%
2019 - Decile 3 National	76.2%
2019 - Waitakere College in Auckland	88.0%
2020 - Decile 3 National	77.2
2020 - Waitakere College in Auckland	83.5

Figure 2(b)

Yr12 Overall Level 2 Pass Rates

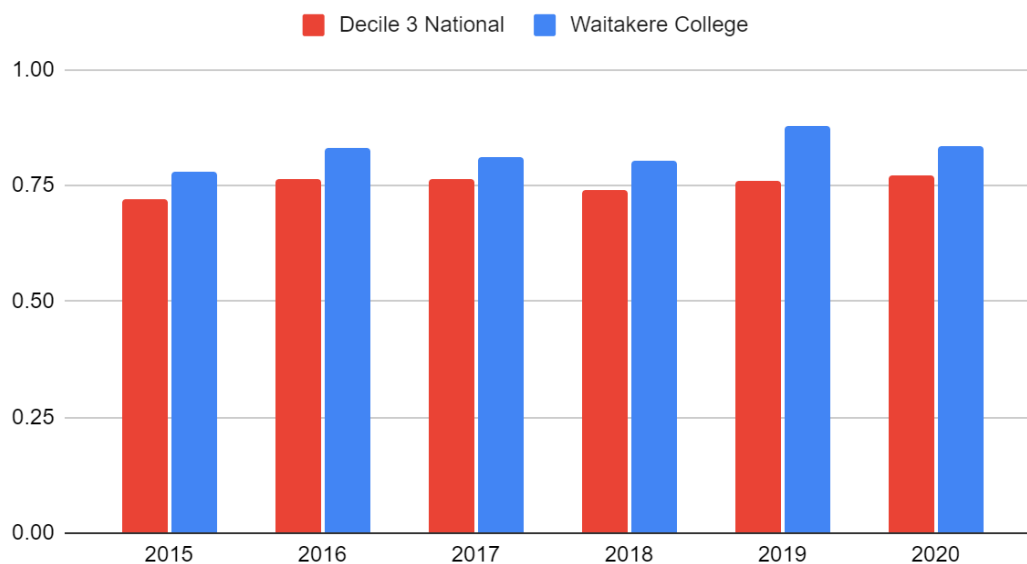


Figure 3(a)

Year 13 NCEA Level 3 Pass Rates 2015 -2020 Waitakere College cf Decile 3	
Year	PASS
2015 - Decile 3 National	53.4%
2015 - Waitakere College in Auckland	50.5%
2016 - Decile 3 National	57.1%
2016 - Waitakere College in Auckland	54.2%
2017 - Decile 3 National	57.4%
2017 - Waitakere College in Auckland	65.6%
2018 - Decile 3 National	57.6%
2018 - Waitakere College in Auckland	56.1%
2019 - Decile 3 National	61.76%
2019 - Waitakere College in Auckland	73.8%
2020 - Decile 3 National	68.7
2020 - Waitakere College in Auckland	75.5

Figure 3(b)

Yr13 Level 3 Overall Pass Rates

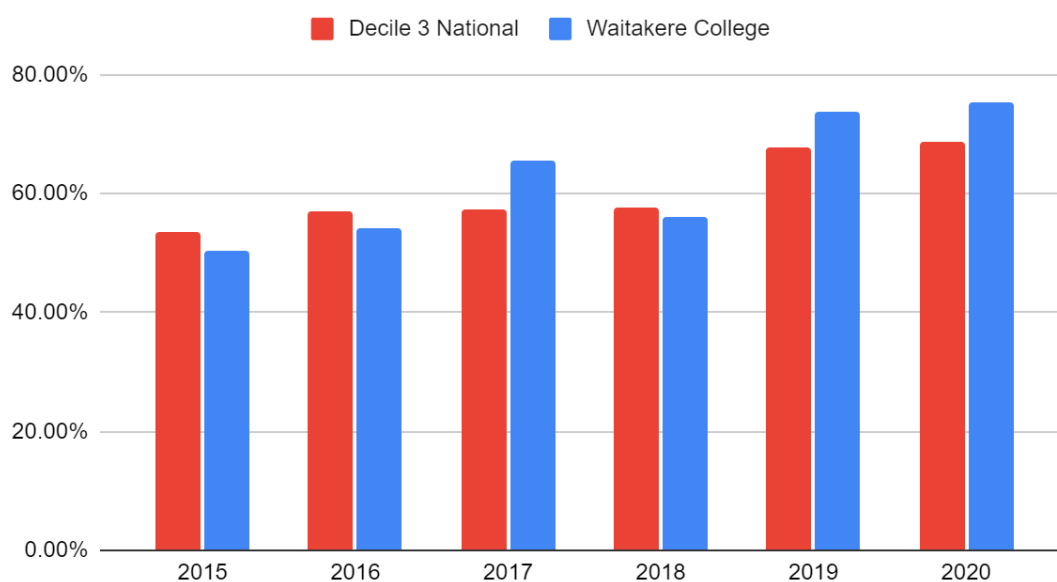


Figure 4(a)

Year 13 Overall <u>UE Pass Rates</u> 2015-2020 Waitakere College cf Decile 3	
Year	Passed
2015 - Decile 3 National	32.3%
2015 - Waitakere College in Auckland	38.4%
2016 - Decile 3 National	33.4%
2016 - Waitakere College in Auckland	32.8%
2017 - Decile 3 National	33.2%
2017 - Waitakere College in Auckland	41.5%
2018 - Decile 3 National	31.4%
2018 - Waitakere College in Auckland	30.4%
2019 - Decile 3 National	34.75%
2019 - Waitakere College in Auckland	41.75%
2020 - Decile 3 National	38.3%
2020 - Waitakere College in Auckland	38%

Figure 4 (b)

UE Pass rate Decile 3 National and Waitakere College

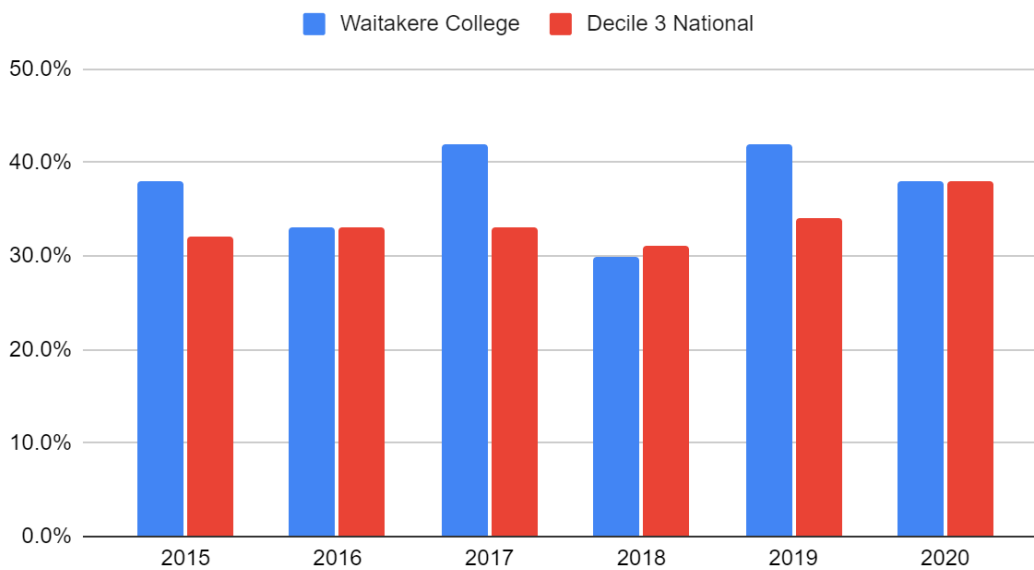


Figure 5(a)

Year 11 2020 NCEA <u>Level 1</u> Pass Rates by ethnicity Waitakere College cf Decile 3	
Ethnicity	Passed
Asian - Decile 3 National	78.9
Asian - Waitakere College in Auckland	89.8
European - Decile 3 National	70.2
European - Waitakere College in Auckland	72.8
MELAA - Decile 3 National	81.4
MELAA - Waitakere College in Auckland	88.9
Māori - Decile 3 National	58.3
Māori - Waitakere College in Auckland	63.4
Other Ethnicity - Decile 3 National	76.0
Other Ethnicity - Waitakere College in Auckland	na
Pacific Peoples - Decile 3 National	63.0
Pacific Peoples - Waitakere College in Auckland	75.5

Figure 5(b)

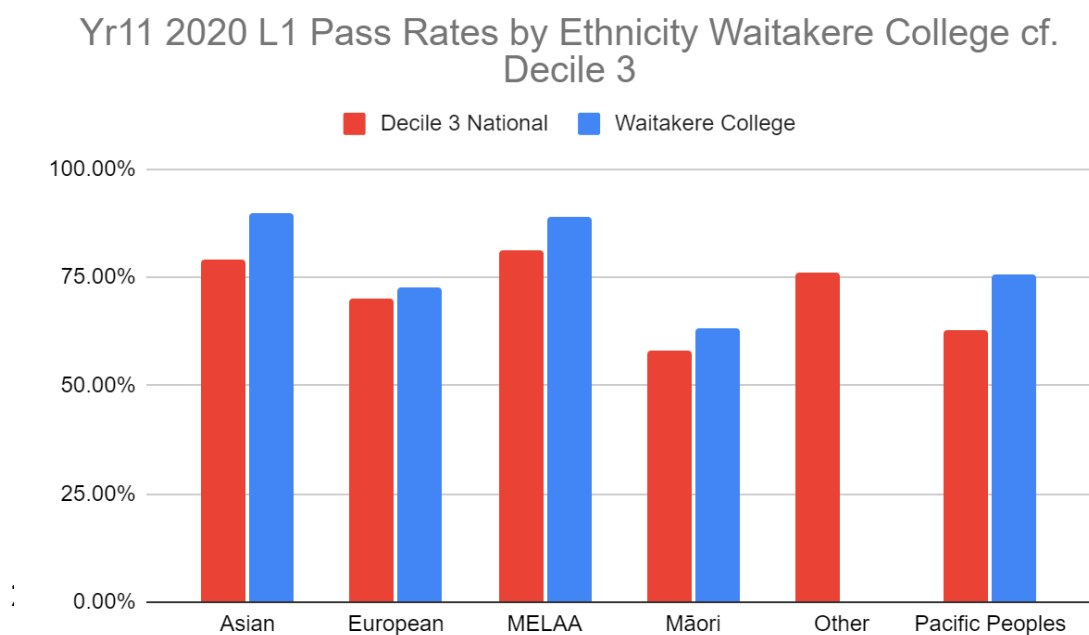


Figure 6(a)

Year 12 2020 NCEA <u>Level 2</u> Pass Rates by ethnicity Waitakere College cf Decile 3	
Ethnicity	Passed
Asian - Decile 3 National	86.1
Asian - Waitakere College in Auckland	85.7
European - Decile 3 National	78.9
European - Waitakere College in Auckland	84.1
MELAA - Decile 3 National	77.4
MELAA - Waitakere College in Auckland	84.6
Māori - Decile 3 National	71.0
Māori - Waitakere College in Auckland	78.6
Other Ethnicity - Decile 3 National	77.3
Pacific Peoples - Decile 3 National	78.6
Pacific Peoples - Waitakere College in Auckland	88.9

Figure 6(b)

Yr12 Level 2 Pass Rates by Ethnicity Waitakere College cf Decile 3

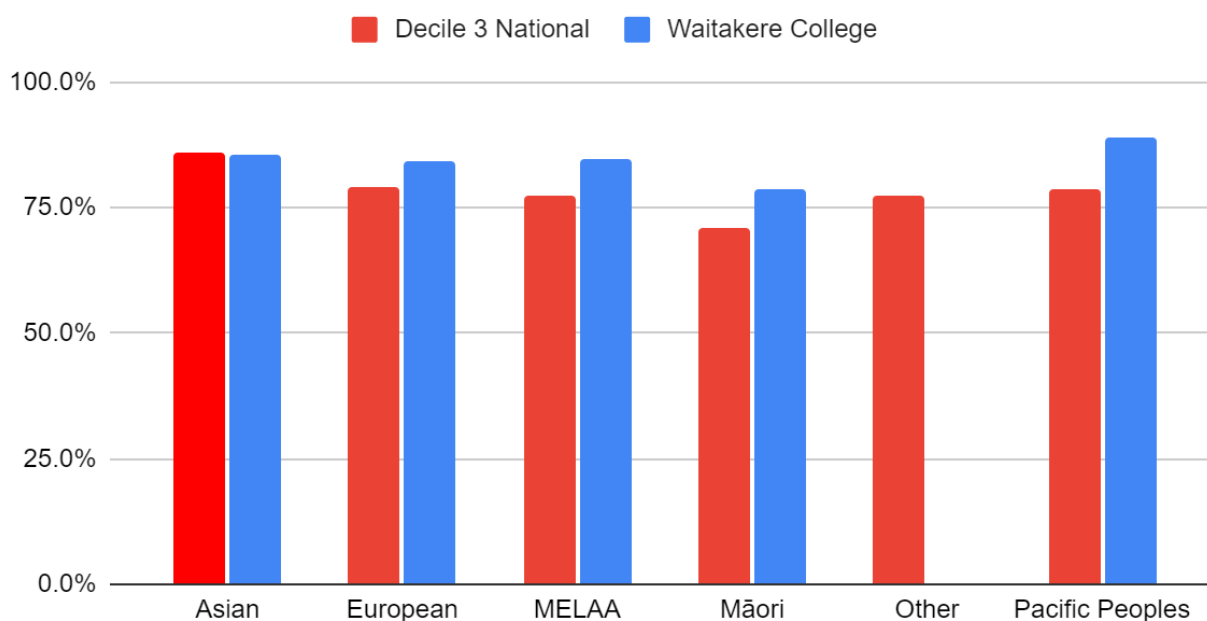


Figure 7(a)

Year 13 2020 NCEA <u>Level 3</u> Pass Rates by ethnicity Waitakere College cf Decile 3	
Ethnicity	PASSED
Asian - Decile 3 National	81.2
Asian - Waitakere College in Auckland	75
European - Decile 3 National	68.3
European - Waitakere College in Auckland	75.9
MELAA - Decile 3 National	75.7
MELAA - Waitakere College in Auckland	62.5
Māori - Decile 3 National	61
Māori - Waitakere College in Auckland	71.4
Other Ethnicity - Decile 3 National	90.3
Other Ethnicities - Waitakere College	100 (1 student)
Pacific Peoples - Decile 3 National	70.1
Pacific Peoples - Waitakere College in Auckland	79.2

Figure 7(b)

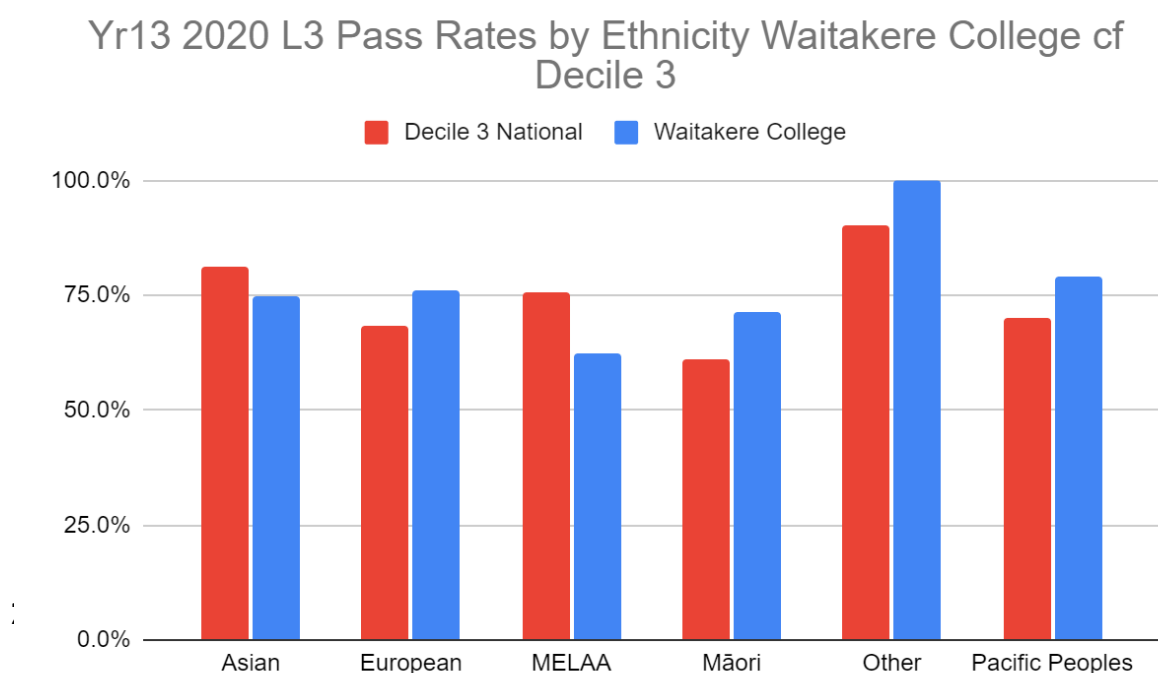


Figure 8(a)

Year 13 2020 UE Pass Rates Waitakere College of Decile 3	
Ethnicity	Passed
Asian - Decile 3 National	54
Asian - Waitakere College in Auckland	37.5
European - Decile 3 National	43.7
European - Waitakere College in Auckland	49.4
MELAA - Decile 3 National	58.6
MELAA - Waitakere College in Auckland	37.5
Māori - Decile 3 National	29.1
Māori - Waitakere College in Auckland	22.9
Other Ethnicity - Decile 3 National	35.5
Pacific Peoples - Decile 3 National	30.8
Pacific Peoples - Waitakere College in Auckland	33.8

Figure 8(b)

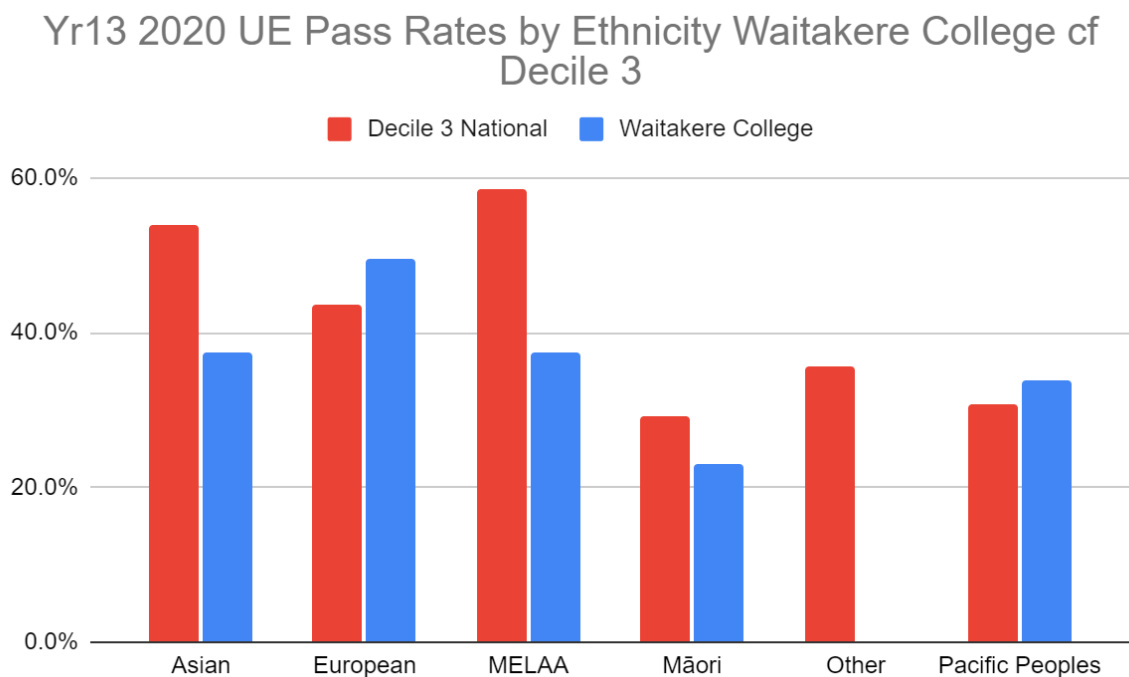
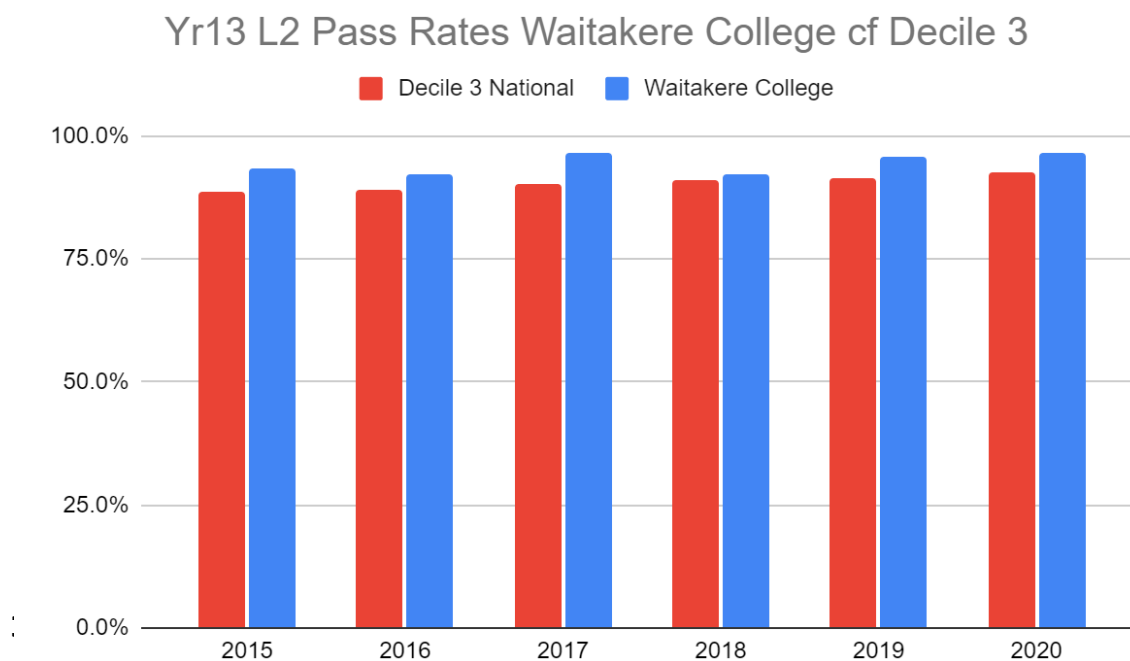


Figure 9(a)

Year 13 2020 <u>Level 2</u> Pass Rate Waitakere College cf Decile 3	
Year	Pass rate
2015 - Decile 3 National	88.7%
2015 - Waitakere College in Auckland	93.5%
2016 - Decile 3 National	89.2%
2016 - Waitakere College in Auckland	92.4%
2017 - Decile 3 National	90.4%
2017 - Waitakere College in Auckland	96.6%
2018 - Decile 3 National	91.1%
2018 - Waitakere College in Auckland	92.4%
2019 - Decile 3 National	91.6%
2019 - Waitakere College in Auckland	95.7%
2020 - Decile 3 National	92.6%
2020 - Waitakere College in Auckland	96.5%

Figure 9(b)



Year 13 Leaver Achievement Level 2+ (Enrolment Based)

Figure 10(a)

Year 13 2020 – enrolment based	Percentage of Year 13 leaving with Level 2+
All	96.56 %
Māori	97.1%
Pasifika	97.47

University Entrance (U.E.) Results (Participation Based)

Participation based data indicates the results of those students eligible for the qualification. This is a truer measure for U.E. as it only includes those students entered for 60+ L3 credits – thus not including students in the ISC or on a successful trades based vocational pathway with ITO standards based mostly at Level 2.

Figures 11 (a) –(c) U.E Participation Pass Rates

All Year 13 students

	U.E. %
2015	57
2016	43
2017	49
2018	55
2019	72
2020	64.5

Māori U.E.

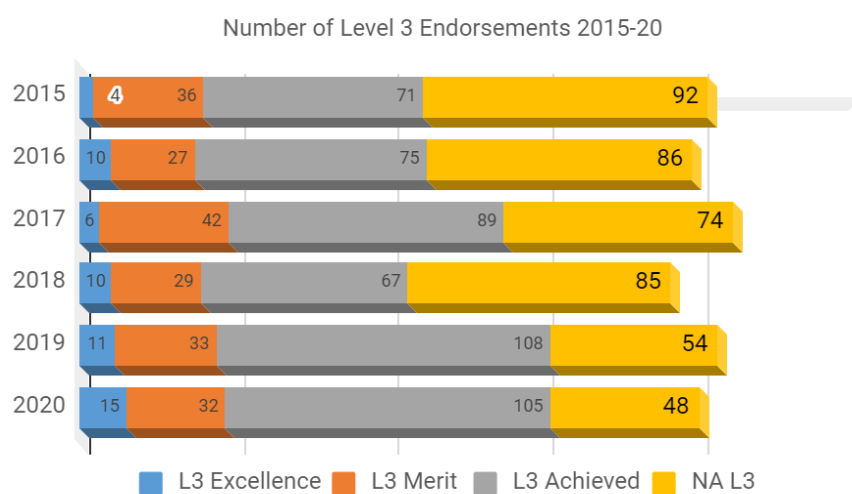
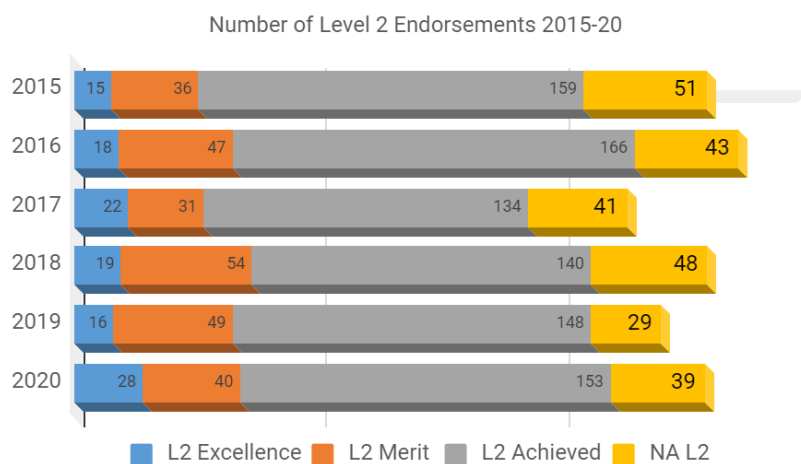
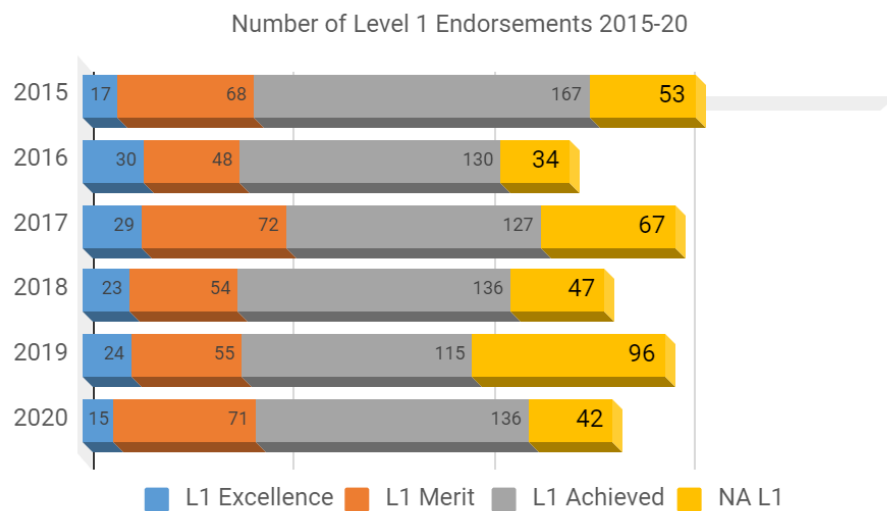
	Passed U.E. %
2015	43
2016	26
2017	30
2018 *	57
2019	77
2020	53.3

Pasifika U.E.

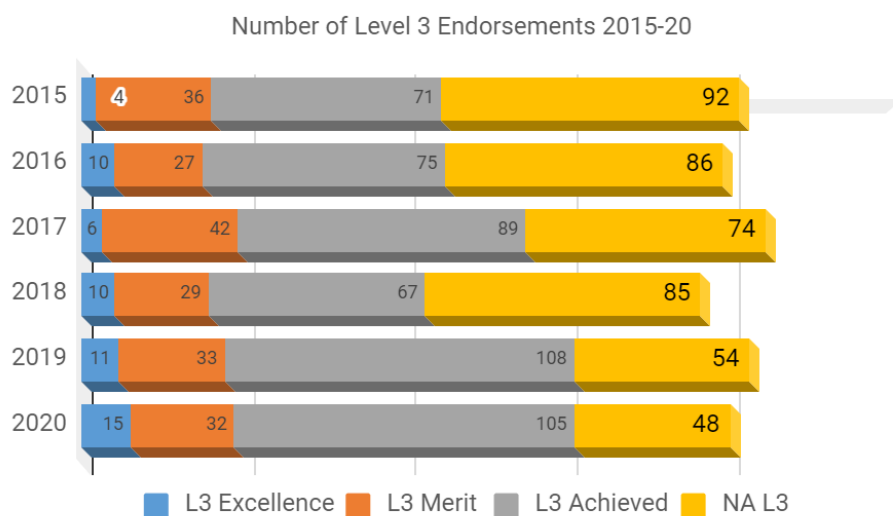
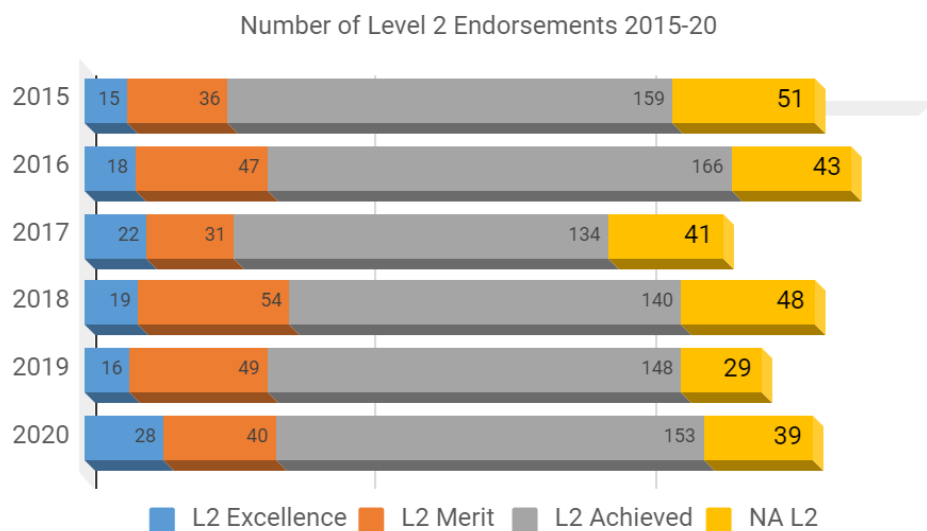
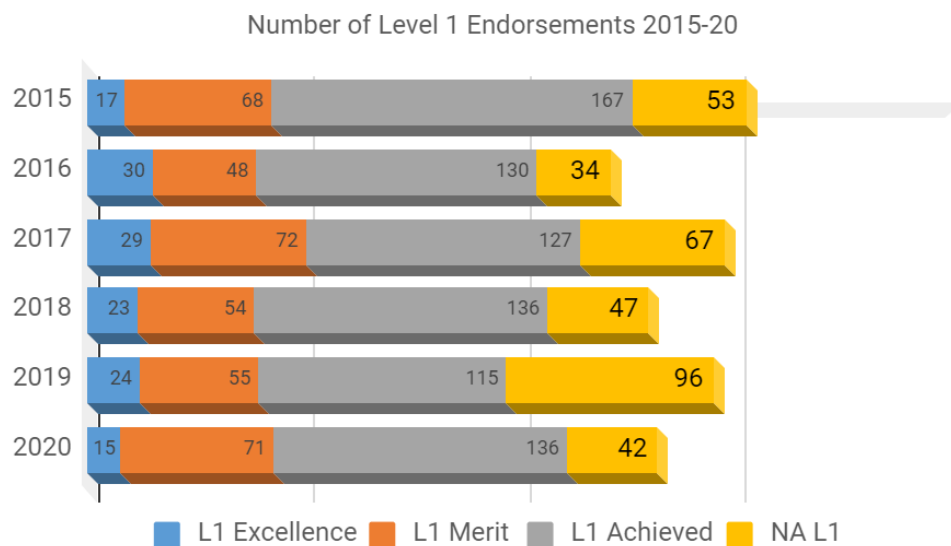
	U.E. %
2015	33
2016	28
2017	30
2018*	25
2019	49
2020	62.2

NCEA Course Endorsements 2020

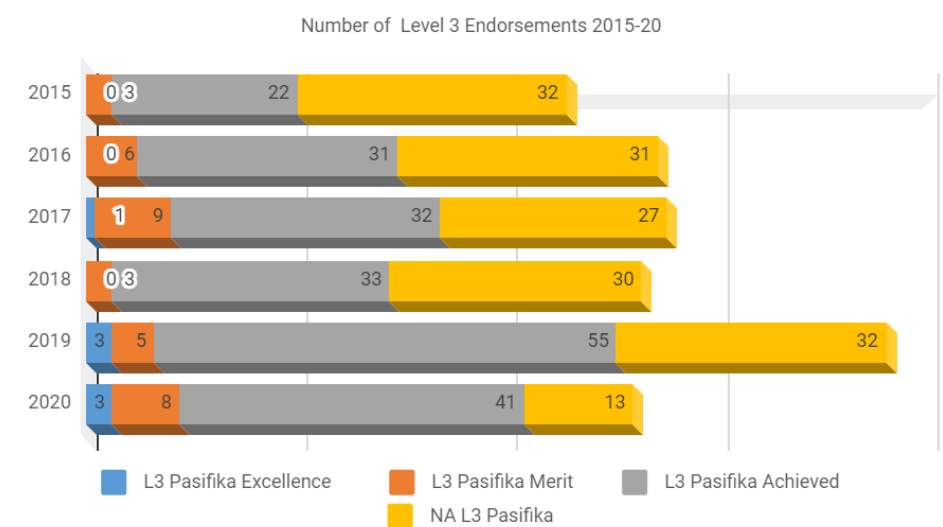
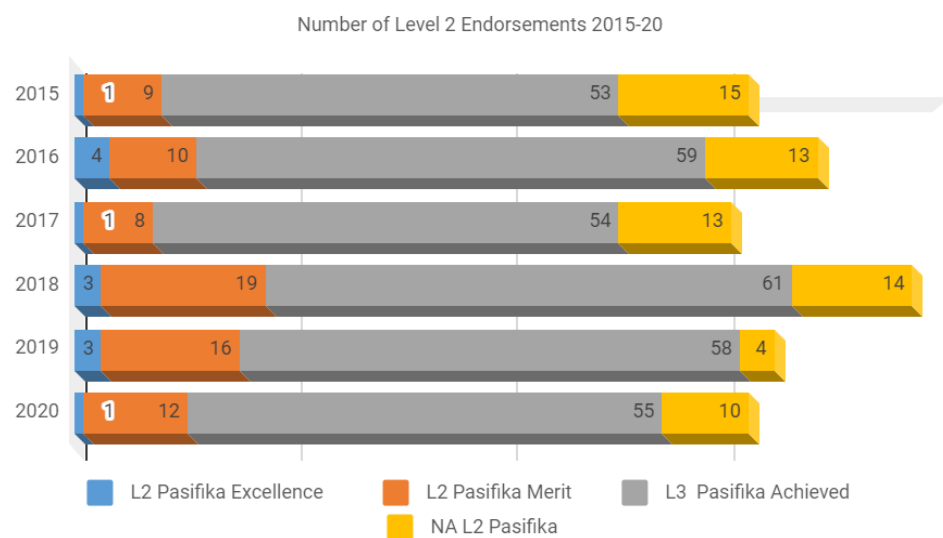
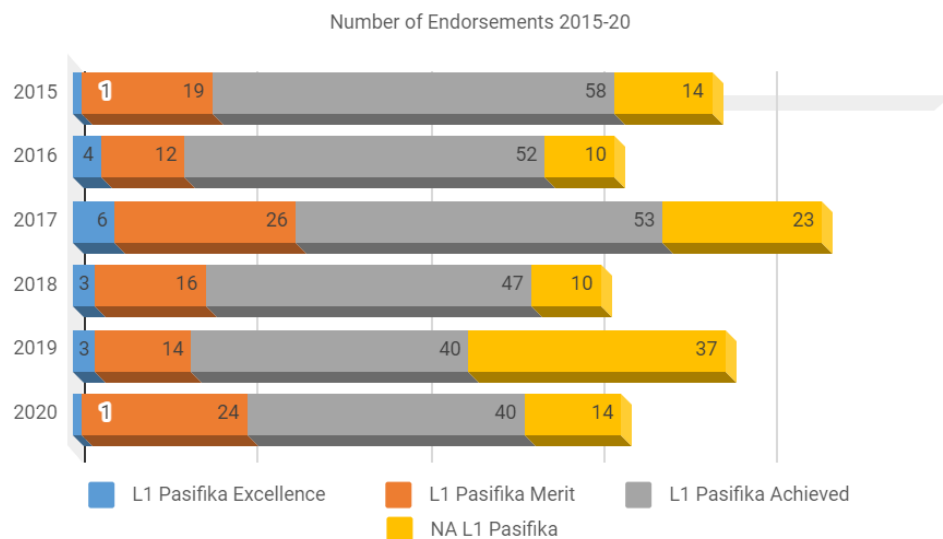
Figures 12 (a)- (c) Levels 1-3 Course Endorsements for All Students



Figures 13 (a)- (c) Levels 1-3 Course Endorsements for Māori students



Figures 14 (a)- (c) Levels 1-3 Course Endorsements for Pasifika students



PRINCIPALS REPORT DATA (as at Feb28 2020)

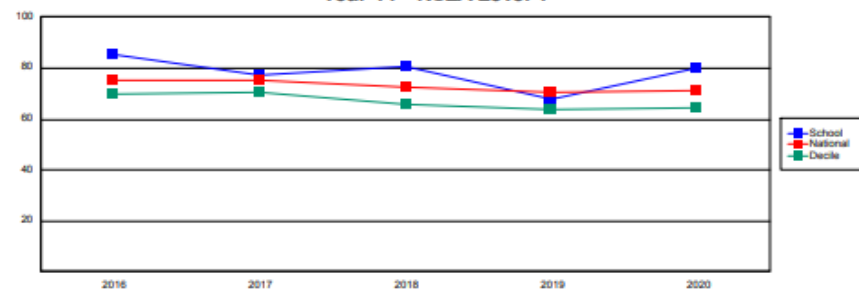
Achievement in NCEA and UE: Waitakere College

Generated 11-Feb-2021

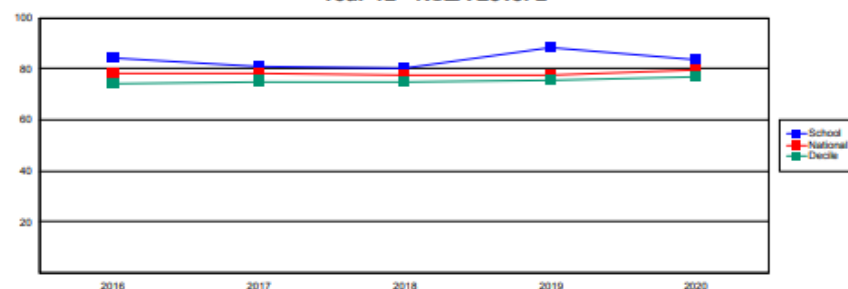
PR2 - Enrolment Based Cumulative Overall Results

Waitakere College					National				Decile 3			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2016	85.1	84.6	54.5	33.0	75.3	78.4	64.2	48.8	69.6	74.5	55.4	32.0
2017	77.5	81.3	66.5	42.1	75.0	78.5	65.5	48.9	70.3	75.3	55.6	31.7
2018	80.6	80.5	56.1	31.6	72.4	77.6	66.1	48.9	65.6	74.8	57.1	31.8
2019	67.9	88.4	73.8	41.7	70.6	77.5	67.3	49.3	63.6	75.4	60.4	34.6
2020	80.2	83.5	75.5	38.0	70.9	79.5	71.7	52.4	64.5	76.7	68.0	37.7

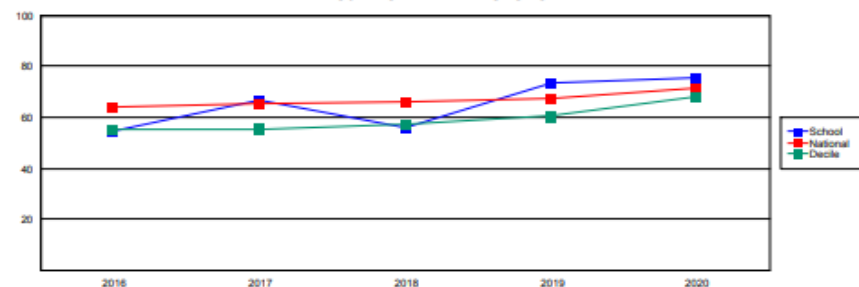
Year 11 - NCEA Level 1



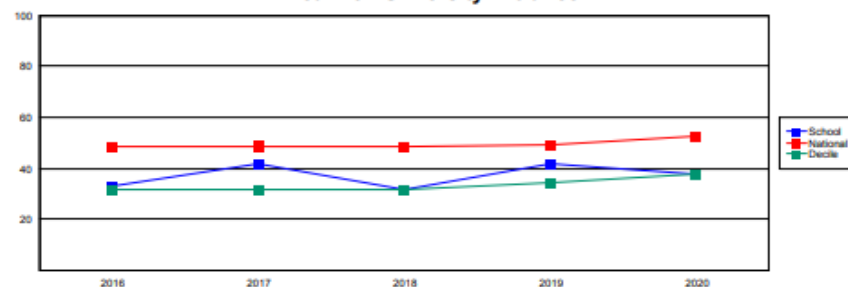
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



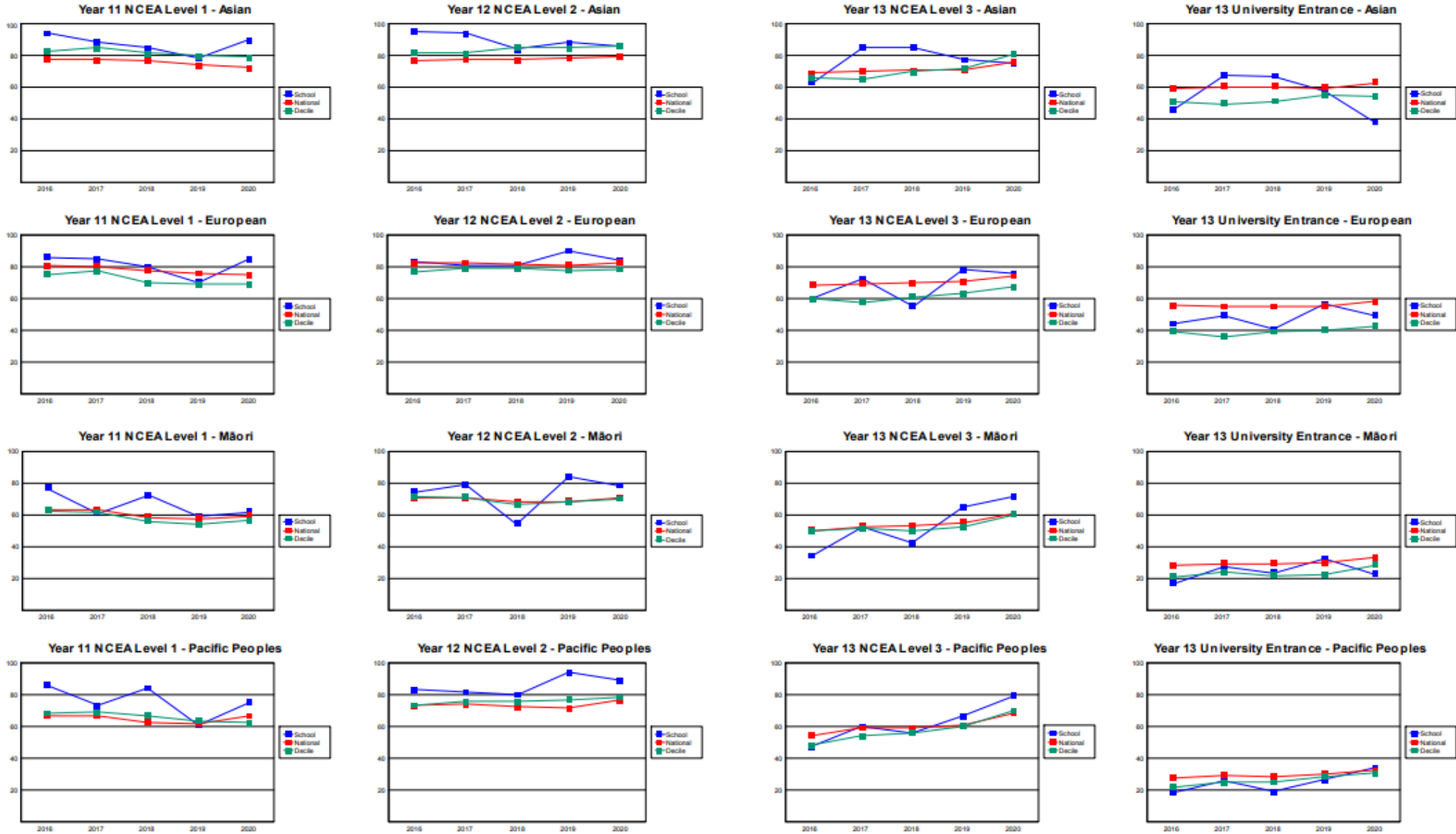
Achievement in NCEA and UE: Waitakere College

Generated 11-Feb-2021

PR2 - Enrolment Based Cumulative Results by Ethnicity

Academic Year	Waitakere College				National				Decile 3			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Asian												
2016	94.3	95.2	62.9	45.7	77.7	76.9	68.9	58.8	82.7	81.8	65.6	50.6
2017	88.6	93.8	85.3	67.6	77.3	77.6	70.2	60.1	85.0	81.2	64.7	49.3
2018	85.0	83.7	85.2	66.7	76.9	77.3	70.5	60.1	81.6	85.0	69.7	50.8
2019	78.6	87.8	77.5	57.5	73.9	78.3	71.3	59.3	80.0	84.7	71.9	54.9
2020	89.8	85.7	75.0	37.5	72.4	79.4	76.1	62.8	78.9	85.9	81.0	53.9
European												
2016	86.1	83.2	59.7	44.2	80.8	82.2	68.6	55.6	75.6	76.9	59.7	39.2
2017	84.8	80.4	72.2	49.4	80.5	82.3	69.2	55.0	77.4	78.8	57.7	36.1
2018	80.2	81.1	55.3	40.8	78.0	81.5	69.9	55.0	69.9	78.8	60.9	39.2
2019	70.5	90.0	78.2	56.3	76.0	81.1	70.8	55.1	69.0	77.4	63.0	40.2
2020	84.8	84.1	75.9	49.4	75.1	82.7	74.2	57.9	69.1	78.3	67.4	42.8
Māori												
2016	76.9	74.6	34.1	17.1	63.2	70.9	50.2	28.1	62.6	71.7	49.5	21.1
2017	60.7	79.2	52.8	27.8	62.9	70.7	52.6	29.3	61.5	71.3	51.5	24.1
2018	72.1	54.5	42.1	23.7	58.4	68.6	52.9	29.3	55.9	66.7	49.8	21.9
2019	58.8	84.3	64.5	32.3	57.7	68.9	55.1	29.9	53.7	68.4	52.3	22.4
2020	61.6	78.6	71.4	22.9	59.3	71.0	60.4	33.3	56.2	70.3	60.3	28.7
Middle Eastern/Latin American/African												
2016	60.0	83.3	25.0	25.0	74.5	76.0	63.8	52.0	72.6	71.6	63.6	51.9
2017	84.6	75.0	41.7	41.7	76.5	76.5	64.6	51.0	71.6	76.6	55.6	44.4
2018	88.9	100.0	60.0	20.0	74.0	78.4	66.5	50.2	70.2	77.6	62.7	45.8
2019	66.7	83.3	90.9	36.4	67.5	75.5	68.3	52.0	68.2	75.3	67.6	42.3
2020	88.9	84.6	62.5	37.5	71.3	76.8	72.5	56.2	81.4	77.4	76.1	57.7
Other Ethnicity												
2016	100.0				76.6	80.4	57.3	45.8	74.4	81.8	48.3	31.0
2017		100.0			73.8	77.5	68.1	52.9	61.9	91.4	64.0	36.0
2018	100.0				72.9	75.9	63.6	50.8	67.7	73.7	45.5	21.2
2019	100.0	100.0			74.4	75.1	67.4	52.9	63.2	70.0	61.1	44.4
2020		100.0	100.0		74.2	80.5	74.7	55.6	70.4	78.3	90.3	35.5
Pacific Peoples												
2016	86.2	83.2	46.9	18.5	66.8	73.3	54.2	27.7	68.4	73.4	47.8	21.8
2017	73.3	81.7	59.8	25.6	67.1	73.9	58.9	29.3	69.1	75.6	53.6	24.7
2018	84.3	80.0	55.7	19.0	62.8	72.1	58.9	28.6	67.1	75.7	55.8	24.9
2019	61.1	93.9	66.3	26.3	61.8	71.3	60.3	30.3	63.7	76.9	59.9	28.5
2020	75.5	88.9	79.2	33.8	66.8	76.3	68.2	32.2	62.2	78.4	69.8	30.6

PR2 CHARTS - Enrolment Based Cumulative Results by Ethnicity: Waitakere College

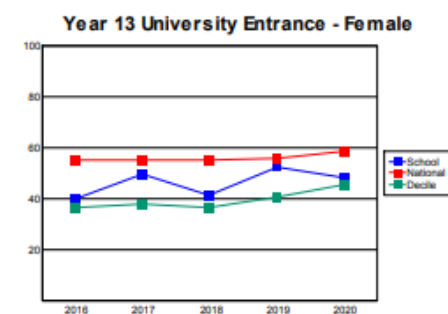
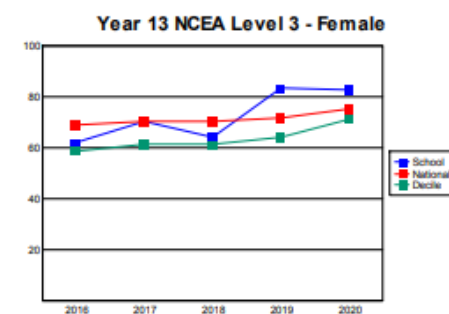
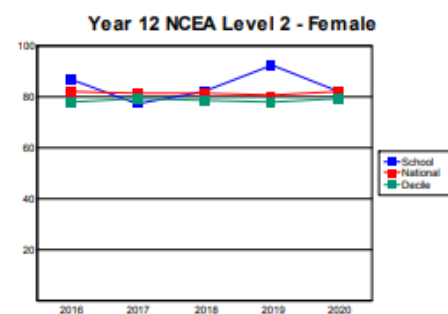
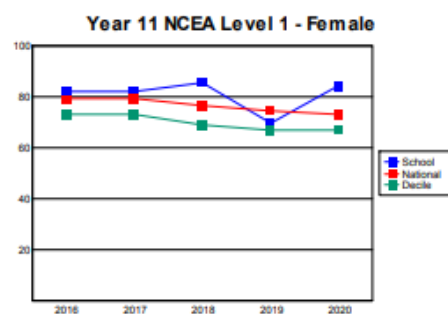
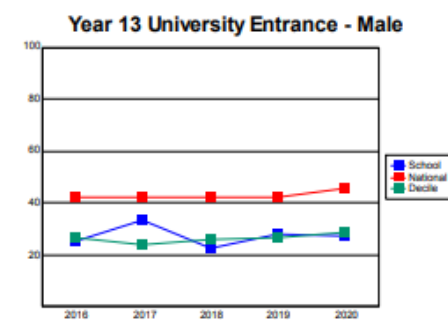
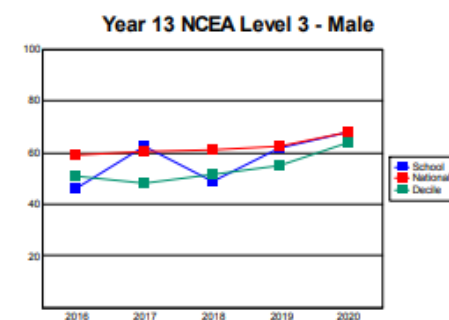
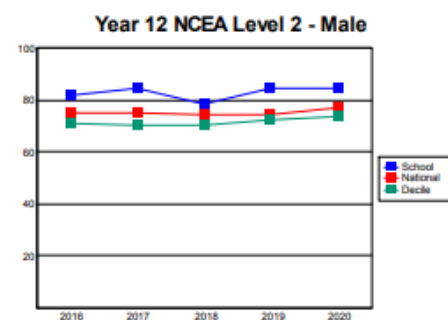
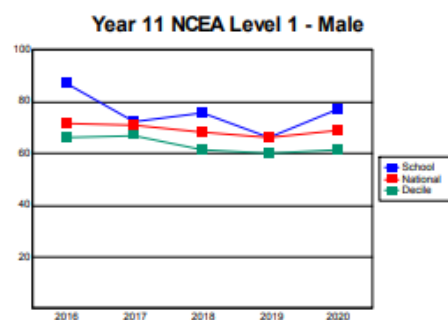


Achievement in NCEA and UE: Waitakere College

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PR2 - Enrolment Based Cumulative Results by Gender

Waitakere College					National				Decile 3			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Male												
2016	87.4	82.3	46.3	25.3	71.6	75.2	58.7	42.2	65.9	71.4	51.0	26.5
2017	72.4	84.7	62.2	33.7	71.0	75.5	60.1	42.1	67.2	70.7	48.3	24.1
2018	75.6	78.7	49.0	22.4	68.2	74.2	61.0	42.4	61.5	70.7	51.7	25.8
2019	66.2	84.7	62.0	28.3	66.5	74.7	62.3	42.2	59.9	72.8	55.2	26.7
2020	77.0	84.9	67.7	27.3	68.7	77.1	67.9	45.6	61.6	73.7	63.6	28.5
Female												
2016	82.5	86.6	61.9	40.0	79.1	81.8	69.2	54.9	73.0	77.5	59.1	36.6
2017	82.4	77.4	70.3	49.5	79.2	81.5	70.5	55.2	73.3	79.3	61.6	38.0
2018	85.9	82.1	64.0	41.6	76.8	81.0	70.7	54.8	69.3	78.6	61.3	36.4
2019	69.7	91.9	83.3	52.6	74.9	80.2	71.9	55.8	67.0	77.7	64.4	40.7
2020	84.3	82.0	83.2	48.5	73.2	81.9	75.3	58.8	67.3	79.4	71.5	45.2



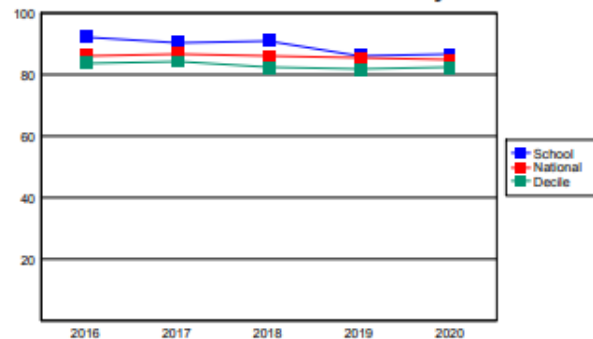
Level 1 Literacy and Numeracy: Waitakere College

Generated 11-Feb-2021

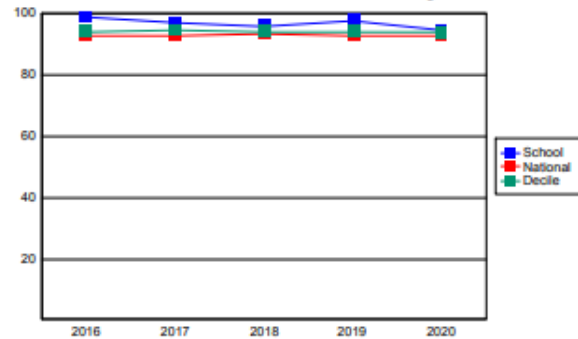
PR 3 - Cumulative Results by Percentage

Waitakere College					National			Decile 3		
Academic Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2016	Literacy	92.5	98.5	97.0	86.5	92.6	93.9	84.0	94.0	96.1
2017	Literacy	90.6	96.5	98.6	87.1	92.8	94.2	84.4	94.3	96.0
2018	Literacy	91.3	95.8	96.8	86.2	93.3	94.4	82.3	94.0	96.2
2019	Literacy	86.3	97.5	98.5	85.5	92.8	94.6	81.9	94.0	96.4
2020	Literacy	86.8	94.1	97.0	84.9	92.6	94.5	82.5	93.5	96.1
2016	Numeracy	92.9	96.7	96.5	85.1	91.8	93.1	81.9	93.2	95.7
2017	Numeracy	88.6	95.7	99.0	85.5	92.0	93.7	82.8	93.3	95.7
2018	Numeracy	87.1	96.2	96.8	84.4	92.4	93.8	79.5	93.7	95.6
2019	Numeracy	77.1	95.0	97.6	83.4	91.8	94.0	79.0	92.7	96.2
2020	Numeracy	85.7	92.5	97.5	83.2	91.5	93.8	79.5	92.8	96.2

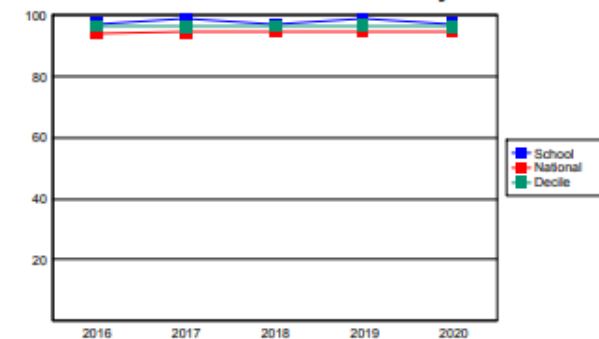
Year 11 Level 1 Literacy



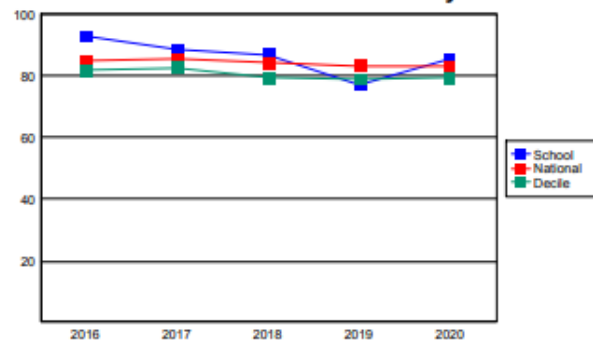
Year 12 Level 1 Literacy



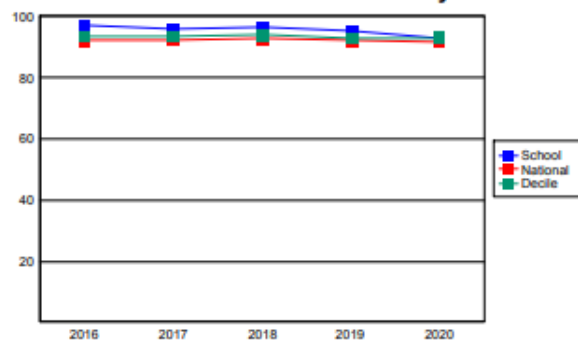
Year 13 Level 1 Literacy



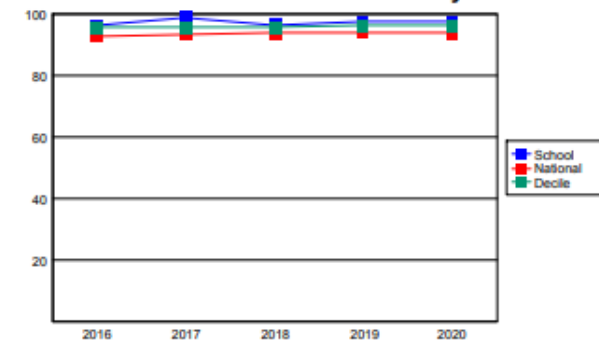
Year 11 Level 1 Numeracy



Year 12 Level 1 Numeracy



Year 13 Level 1 Numeracy



2020 School Attendance Data

Figure 16 (a) Year 9 school attendance 2020 (Justified)

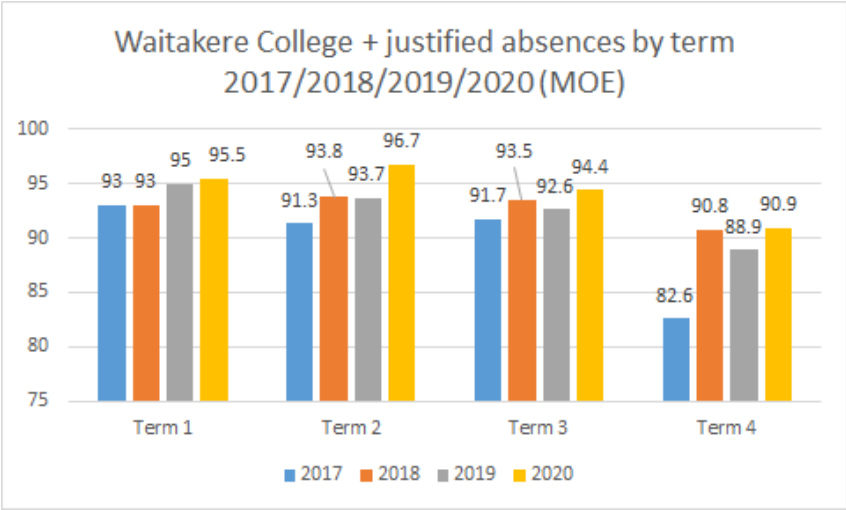


Figure 16 (b) Year 9 school attendance 2020 (Justified)

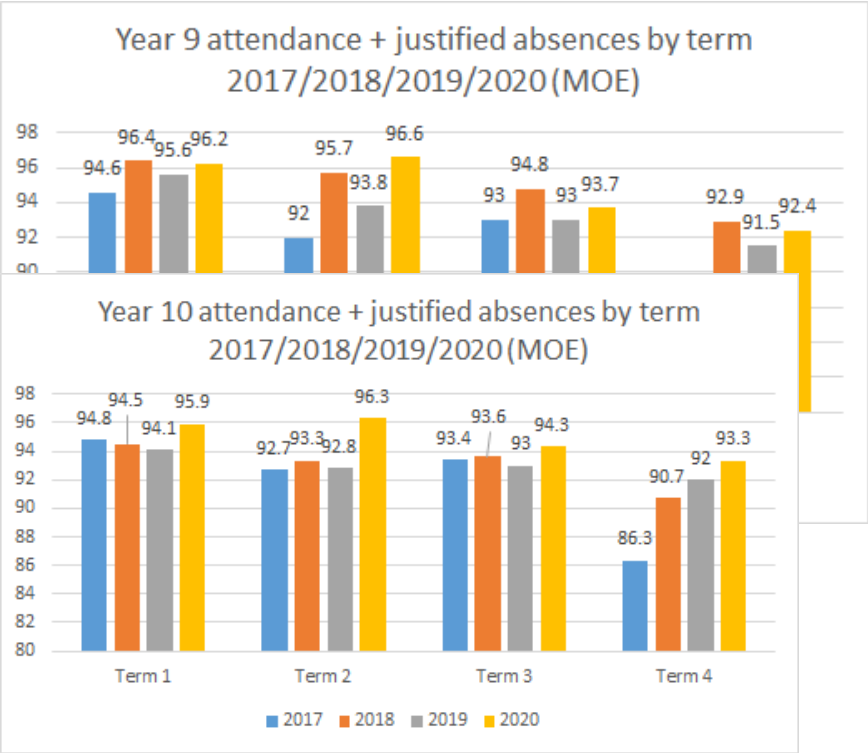


Figure 16 (c) Year 10 school attendance 2020 (Justified)

Figure 16 (d) Year 11 school attendance 2020 (Justified)

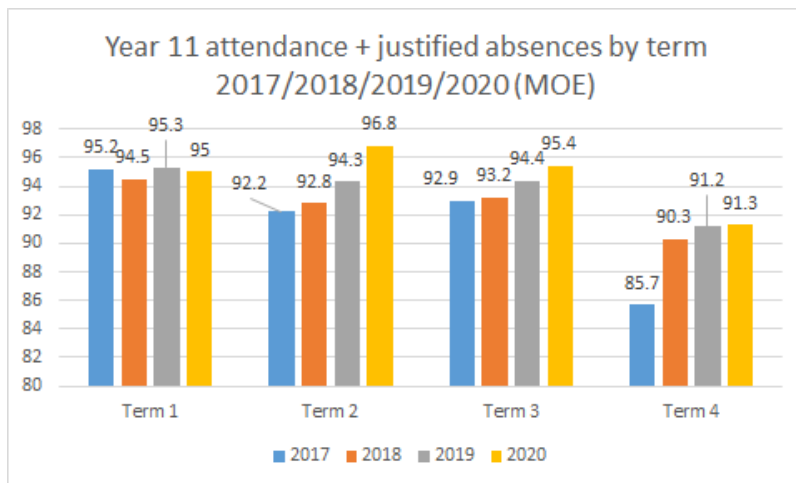


Figure 16 (e) Year 12 school attendance 2020 (Justified)

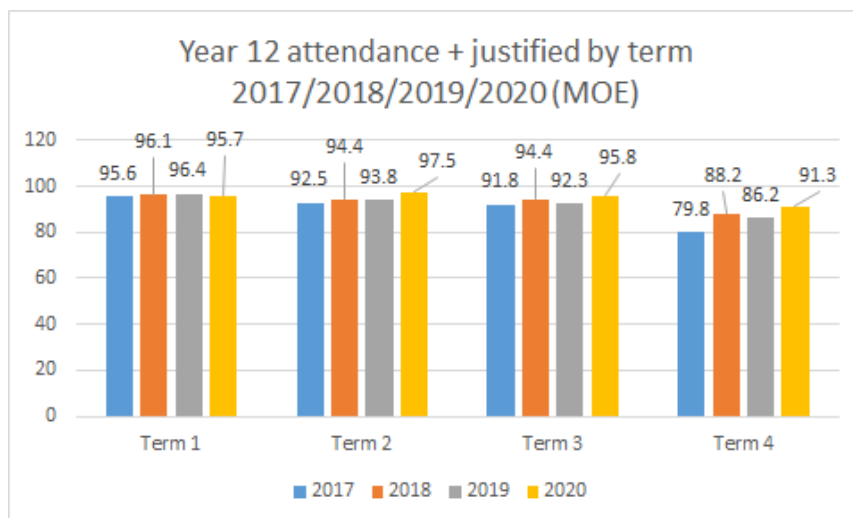


Figure 16 (f) Year 13 school attendance 2020 Justified)

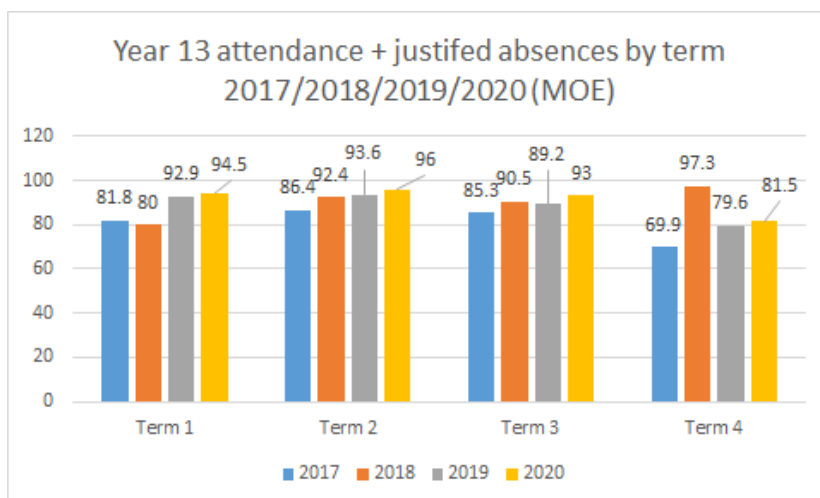
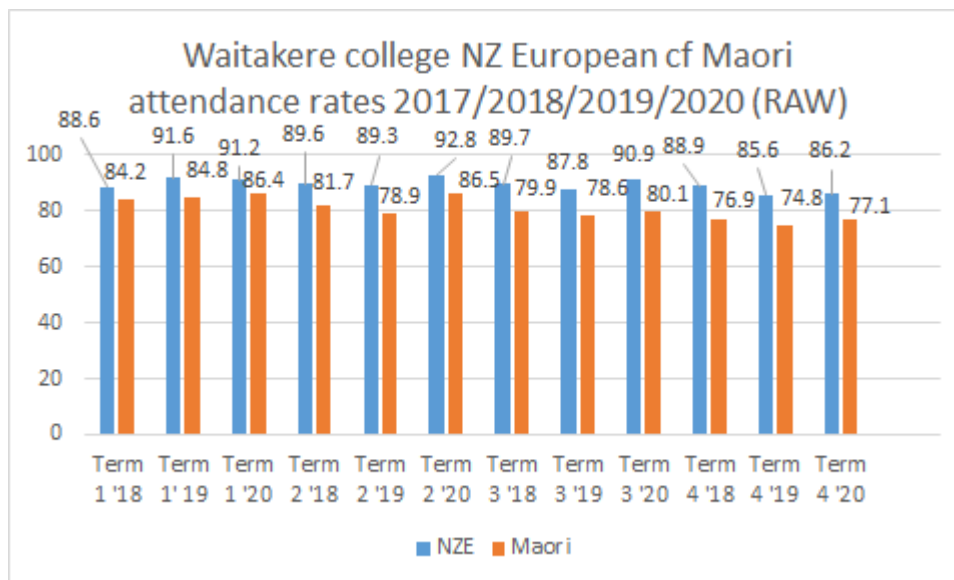


Figure 16 (g) Whole school attendance 2020 NZ European cf Maori



Stand Down and Suspension Data 2020

STAND DOWNS

Figure 17 (a)

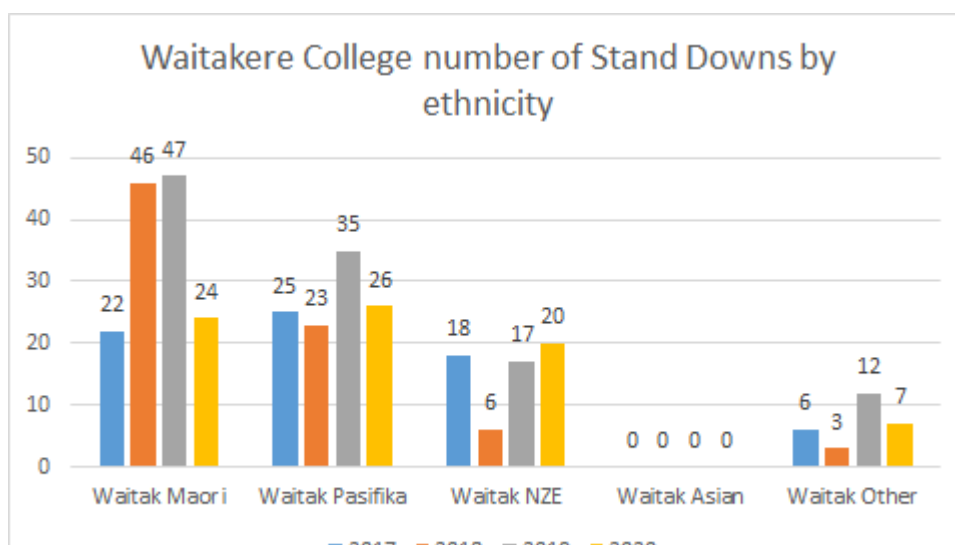
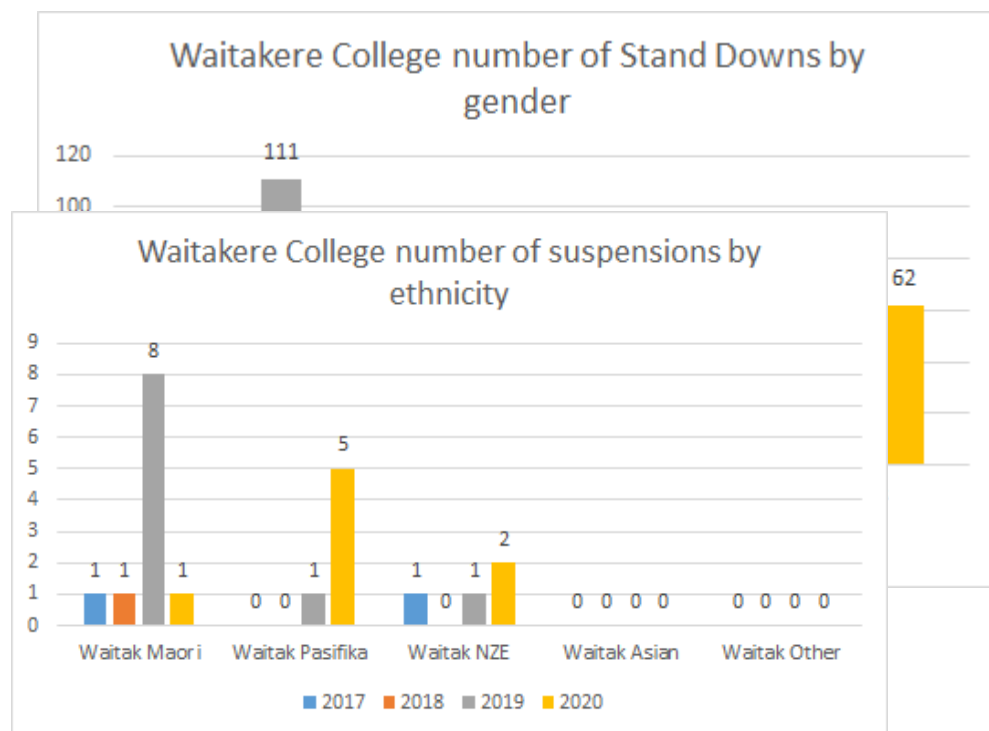
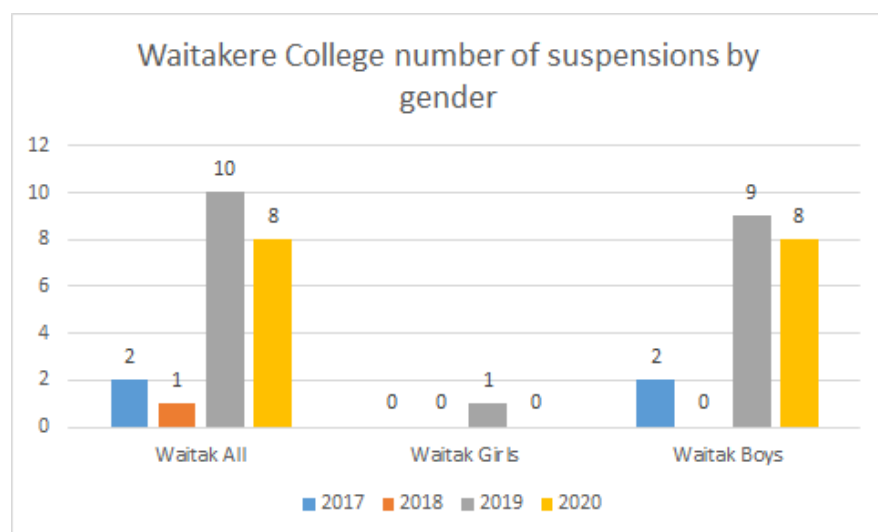


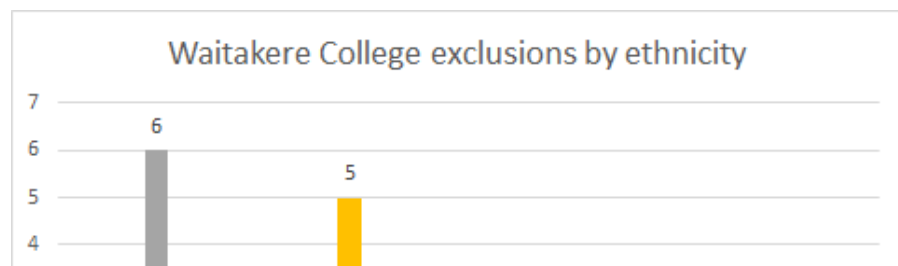
Figure 17 (b)



Suspensions (Figures 18 a-b)



Exclusions (18c)



Māori Student Retention

This data below indicates the number and then proportion of the Year 9 cohort who stayed at school to the beginning of 2020 (March 1st 2020 data).

Figure 19 (a)

Waitakere College Number of Maori retained to
Yr 11,12,13 2011-20

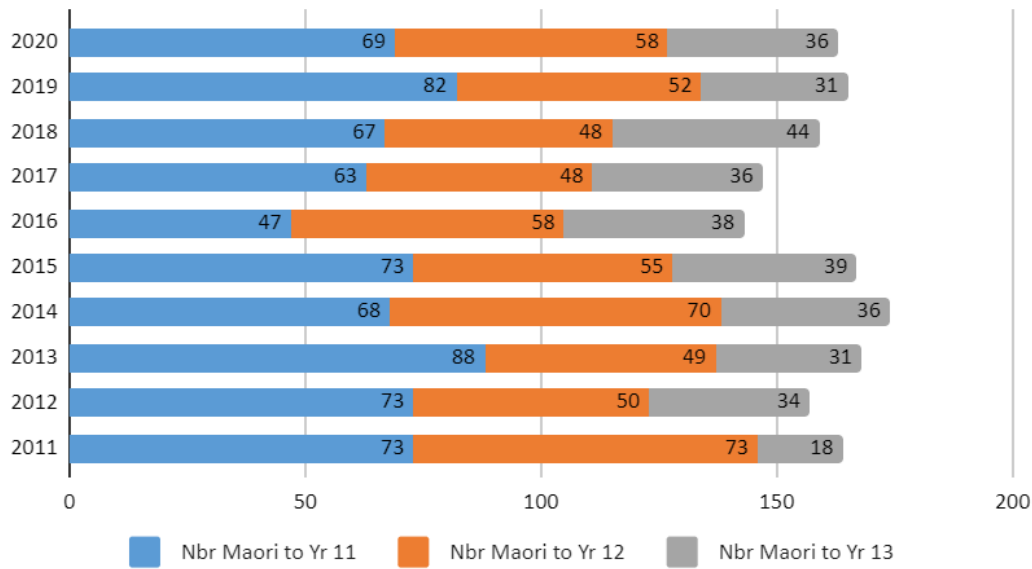
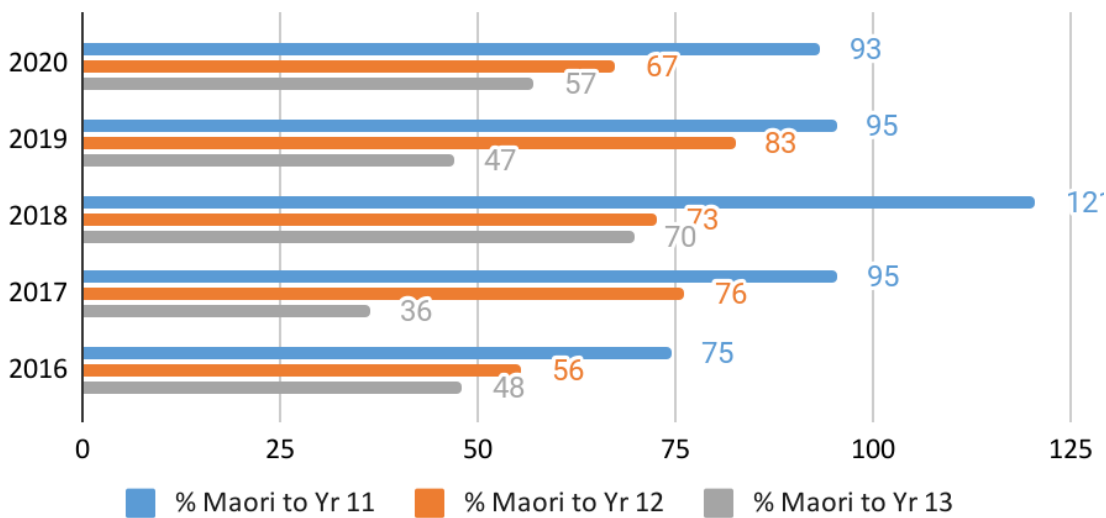


Figure 19 (b)

Waitakere College Percentage of Maori retained to
Yr 11,12,13 2013-2020



KIWISPORT NOTE

Refer to the 2019 Annual report and the note included in the audited accounts. This is a sample only.

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of [\$32,559.74] (excluding GST). The funding was spent on contribution to Sports Activator's wages and sports equipment. The number of students participating in organised sport increased from [43% to 47%] of the school roll.