

WAITAKERE COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

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 | Sep-22 |
| Ina Sufia | Parent Rep | Elected | Sep-22 |
| Jane Coup | Staff Rep | Elected | Sep-22 |
| Joan Thomas | Board Chairperson | Elected | Sep-22 |
| Mark Shanahan | Principal | Appointed | Current |
| Rebecca Hopkins | Parent Rep | Elected | Sep-22 |
| Sallyanne Taulaga | Student Rep | Elected | Sep-22 |
| Sirjit Anderson | Parent Rep | Co-opted | Sep-22 |
| Steve Bishop | Parent Rep | Elected | Sep-22 |

Service Provider:

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

WAITAKERE COLLEGE

Annual Report - For the year ended 31 December 2021

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Waitakere College

Statement of Responsibility

For the year ended 31 December 2021

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

BRAND BISHOP
Full Name of Presiding Member

[Signature]
Signature of Presiding Member

18 MAY 2022
Date:

MARIE PATRICK SHAWAHAN
Full Name of Principal

[Signature]
Signature of Principal

18/5/22
Date:

Waitakere College
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2021

| | Notes | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|-------------------------------------------------------------|-------|----------------------|-------------------------------------|-----------------------|
| Revenue | | | | |
| Government Grants | 2 | 18,006,555 | 16,634,560 | 17,586,075 |
| Locally Raised Funds | 3 | 977,547 | 931,408 | 974,115 |
| Interest Income | | 20,537 | 32,000 | 41,872 |
| International Students | 4 | 75,653 | 69,500 | 170,315 |
| | | <u>19,080,292</u> | <u>17,667,468</u> | <u>18,772,377</u> |
| Expenses | | | | |
| Locally Raised Funds | 3 | 453,684 | 520,760 | 435,075 |
| International Students | 4 | 109,085 | 69,500 | 152,574 |
| Learning Resources | 5 | 13,736,610 | 12,184,626 | 12,282,382 |
| Administration | 6 | 812,834 | 806,068 | 758,183 |
| Finance | | 31,445 | 28,300 | 27,750 |
| Property | 7 | 3,410,976 | 3,896,322 | 4,039,941 |
| Depreciation | 12 | 471,791 | 432,000 | 462,859 |
| Loss on Disposal of Property, Plant and Equipment | | - | - | 6,316 |
| | | <u>19,026,425</u> | <u>17,937,576</u> | <u>18,165,080</u> |
| Net Surplus / (Deficit) for the year | | 53,867 | (270,108) | 607,297 |
| Other Comprehensive Revenue and Expense | | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | <u><u>53,867</u></u> | <u><u>(270,108)</u></u> | <u><u>607,297</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 Financial Position
As at 31 December 2021

| | Notes | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|------------------------------------------|-------|----------------------|-------------------------------------|----------------------|
| Current Assets | | | | |
| Cash and Cash Equivalents | 8 | 1,493,009 | 321,664 | 240,523 |
| Accounts Receivable | 9 | 836,775 | 779,004 | 779,004 |
| GST Receivable | | 13,507 | 30,008 | 30,008 |
| Prepayments | | 123,521 | 20,535 | 20,535 |
| Inventories | 10 | 34,383 | 54,383 | 54,383 |
| Investments | 11 | 1,600,000 | 2,302,177 | 2,302,177 |
| | | 4,101,195 | 3,507,771 | 3,426,630 |
| Current Liabilities | | | | |
| Accounts Payable | 13 | 1,283,744 | 959,289 | 958,540 |
| Revenue Received in Advance | 14 | 186,236 | 224,290 | 224,290 |
| Provision for Cyclical Maintenance | 15 | 490,746 | 66,864 | 66,864 |
| Finance Lease Liability | 16 | 179,096 | 143,636 | 143,636 |
| Funds held in Trust | 17 | - | 4,040 | 4,040 |
| Funds held for Capital Works Projects | 19 | 139,243 | 32,638 | 32,638 |
| | | 2,279,065 | 1,430,757 | 1,430,008 |
| Working Capital Surplus/(Deficit) | | 1,822,130 | 2,077,014 | 1,996,622 |
| Non-current Assets | | | | |
| Property, Plant and Equipment | 12 | 2,132,012 | 1,819,134 | 2,169,636 |
| Work in Progress | | 23,940 | - | - |
| | | 2,155,952 | 1,819,134 | 2,169,636 |
| Non-current Liabilities | | | | |
| Provision for Cyclical Maintenance | 15 | 154,975 | 495,453 | 495,453 |
| Finance Lease Liability | 16 | 114,808 | 158,089 | 158,089 |
| | | 269,783 | 653,542 | 653,542 |
| Net Assets | | 3,708,300 | 3,242,606 | 3,512,714 |
| Equity | | 3,708,300 | 3,242,606 | 3,512,714 |

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 Changes in Net Assets/Equity

For the year ended 31 December 2021

| | Notes | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|------------------------------------------------------|-------|----------------------|-------------------------------------|----------------------|
| Equity at 1 January | | 3,512,714 | 3,512,714 | 3,055,417 |
| Total comprehensive revenue and expense for the year | | 53,867 | (270,108) | 607,297 |
| Capital Contributions from the Ministry of Education | | | | |
| Contribution - Furniture and Equipment Grant | | 141,719 | - | - |
| Distribution to Ministry of Education | | - | - | (150,000) |
| Equity at 31 December | | 3,708,300 | 3,242,606 | 3,512,714 |
| Retained Earnings | | 3,708,300 | 3,242,606 | 3,512,714 |
| Equity at 31 December | | 3,708,300 | 3,242,606 | 3,512,714 |

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 Cash Flows
For the year ended 31 December 2021

| | Note | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|--------------------------------------------------------------------|------|----------------------|-------------------------------------|----------------------|
| Cash flows from Operating Activities | | | | |
| Government Grants | | 6,305,110 | 6,619,903 | 5,860,513 |
| Locally Raised Funds | | 937,917 | 809,649 | 852,356 |
| International Students | | 40,653 | (14,119) | 86,696 |
| Goods and Services Tax (net) | | 16,501 | (14,516) | (14,516) |
| Payments to Employees | | (1,215,529) | (1,285,499) | (1,061,120) |
| Payments to Suppliers | | (5,303,234) | (5,251,005) | (4,859,166) |
| Interest Paid | | (31,445) | (28,300) | (27,750) |
| Interest Received | | 23,531 | 38,020 | 47,892 |
| Net cash from/(to) Operating Activities | | 773,504 | 874,133 | 884,905 |
| Cash flows from Investing Activities | | | | |
| Proceeds from Sale of Property Plant & Equipment (and Intangibles) | | - | 2,060 | (6,316) |
| Purchase of Property Plant & Equipment (and Intangibles) | | (276,660) | (235,111) | (287,600) |
| Sale/(Purchase) of Investments | | 702,177 | (645,728) | (645,728) |
| Net cash from/(to) Investing Activities | | 425,517 | (878,779) | (939,644) |
| Cash flows from Financing Activities | | | | |
| Furniture and Equipment Grant | | 141,719 | - | (150,000) |
| Finance Lease Payments | | (190,818) | (190,000) | (212,621) |
| Painting contract payments | | - | - | (51,218) |
| Funds Administered on Behalf of Third Parties | | 102,564 | 26,348 | 26,349 |
| Net cash from/(to) Financing Activities | | 53,465 | (163,652) | (387,490) |
| Net increase/(decrease) in cash and cash equivalents | | 1,252,486 | (168,298) | (442,229) |
| Cash and cash equivalents at the beginning of the year | 8 | 240,523 | 489,962 | 682,751 |
| Cash and cash equivalents at the end of the year | 8 | 1,493,009 | 321,664 | 240,523 |

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 2021

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 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 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the 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 15.

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 12.

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.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. 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. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

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

Other Grants

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) 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.

e) 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.

f) 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.

g) 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.



h) 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.

i) Investments

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

j) Property, Plant and Equipment

Land and buildings owned by the 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 |
| Textbooks | 3-5 years |
| Leased assets held under a Finance Lease | Term of Lease |
| Library resources | 12.5% Diminishing value |

l) 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.



m) 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.

n) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows

o) Revenue Received in Advance

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

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

p) 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.

p) 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.

q) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

r) 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.

s) Borrowings

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

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.



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.

u) 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

| | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|----------------------------------|----------------------|-------------------------------------|----------------------|
| Operational Grants | 4,046,704 | 3,921,643 | 3,821,445 |
| Teachers' Salaries Grants | 9,149,291 | 7,830,231 | 8,389,908 |
| Use of Land and Buildings Grants | 2,552,154 | 3,138,702 | 3,335,654 |
| Other MoE Grants | 1,876,310 | 1,210,250 | 1,570,321 |
| Other Government Grants | 382,096 | 533,734 | 468,747 |
| | <u>18,006,555</u> | <u>16,634,560</u> | <u>17,586,075</u> |

The school has opted in to the donations scheme for this year. Total amount received was \$217,800.

3. Locally Raised Funds

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

| | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|----------------------------------------------------------------|----------------------|-------------------------------------|----------------------|
| Revenue | | | |
| Donations & Bequests | 16,098 | 5,000 | 84,759 |
| Curriculum related Activities - Purchase of goods and services | 60,106 | 59,605 | 80,818 |
| Fees for Extra Curricular Activities | 417,856 | 387,600 | 388,359 |
| Trading | 205,285 | 191,000 | 211,351 |
| Fundraising & Community Grants | 179,074 | 219,500 | 130,768 |
| Other Revenue | 99,128 | 68,703 | 78,060 |
| | <u>977,547</u> | <u>931,408</u> | <u>974,115</u> |
| Expenses | | | |
| Extra Curricular Activities Costs | 266,772 | 349,110 | 278,569 |
| Trading | 186,912 | 171,650 | 156,506 |
| | <u>453,684</u> | <u>520,760</u> | <u>435,075</u> |
| <i>Surplus/ (Deficit) for the year Locally raised funds</i> | <u>523,863</u> | <u>410,648</u> | <u>539,040</u> |

4. International Student Revenue and Expenses

| | 2021 Actual Number | 2021 Budget (Unaudited) Number | 2020 Actual Number |
|---------------------------------------------------------------|--------------------------|-----------------------------------------|--------------------------|
| International Student Roll | 5 | 5 | 12 |
| | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
| Revenue | | | |
| International Student Fees | 75,653 | 69,500 | 170,315 |
| Expenses | | | |
| Student Recruitment | 16,348 | 3,800 | 28,322 |
| Employee Benefit - Salaries | 85,360 | 63,650 | 107,334 |
| Other Expenses | 7,377 | 2,050 | 16,918 |
| | <u>109,085</u> | <u>69,500</u> | <u>152,574</u> |
| <i>Surplus/ (Deficit) for the year International Students</i> | <u>(33,432)</u> | <u>-</u> | <u>17,741</u> |

5. Learning Resources

| | 2021 Actual | 2021 Budget (Unaudited) | 2020 Actual |
|------------------------------------------|-------------------|-------------------------------|-------------------|
| | \$ | \$ | \$ |
| Curricular | 3,764,645 | 3,481,145 | 3,310,590 |
| Information and Communication Technology | 143,811 | 160,320 | 134,809 |
| Library Resources | 6,429 | 10,000 | 7,964 |
| Employee Benefits - Salaries | 9,745,163 | 8,394,661 | 8,728,488 |
| Staff Development | 76,562 | 138,500 | 100,531 |
| | <u>13,736,610</u> | <u>12,184,626</u> | <u>12,282,382</u> |

6. Administration

| | 2021 Actual | 2021 Budget (Unaudited) | 2020 Actual |
|------------------------------------------------|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Audit Fee | 10,717 | 9,900 | 10,110 |
| Board Fees | 4,705 | 6,000 | 4,720 |
| Board Expenses | 9,947 | 10,300 | 5,797 |
| Communication | 38,540 | 41,200 | 34,678 |
| Consumables | 52,811 | 66,000 | 56,618 |
| Operating Lease | 30,556 | 15,500 | 28,713 |
| Other | 55,235 | 94,864 | 64,736 |
| Employee Benefits - Salaries | 564,409 | 518,614 | 507,745 |
| Insurance | 16,348 | 16,050 | 15,506 |
| Service Providers, Contractors and Consultancy | 29,566 | 27,640 | 29,560 |
| | <u>812,834</u> | <u>806,068</u> | <u>758,183</u> |

7. Property

| | 2021 Actual | 2021 Budget (Unaudited) | 2020 Actual |
|-------------------------------------|------------------|-------------------------------|------------------|
| | \$ | \$ | \$ |
| Caretaking and Cleaning Consumables | 289,727 | 291,350 | 287,744 |
| Cyclical Maintenance Provision | 134,404 | 73,708 | 87,258 |
| Grounds | 41,497 | 40,450 | 38,400 |
| Rates | 20,754 | 20,200 | 14,919 |
| Repairs and Maintenance | 222,657 | 167,150 | 147,584 |
| Use of Land and Buildings | 2,552,154 | 3,138,702 | 3,335,654 |
| Security | 18,722 | 25,000 | 19,965 |
| Employee Benefits - Salaries | 131,061 | 139,762 | 108,417 |
| | <u>3,410,976</u> | <u>3,896,322</u> | <u>4,039,941</u> |

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

8. Cash and Cash Equivalents

| | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|-------------------------------------------------------|----------------------|-------------------------------------|----------------------|
| Bank Accounts | 1,493,009 | 321,664 | 240,523 |
| Cash and cash equivalents for Statement of Cash Flows | <u>1,493,009</u> | <u>321,664</u> | <u>240,523</u> |

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

Of the \$1,493,009 Cash and Cash Equivalents, \$201,631 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2021 on Crown owned school buildings.

9. Accounts Receivable

| | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|--------------------------------------------|----------------------|-------------------------------------|----------------------|
| Receivables | 96,945 | 60,369 | 60,369 |
| Interest Receivable | 2,630 | 5,624 | 5,624 |
| Teacher Salaries Grant Receivable | 737,200 | 713,011 | 713,011 |
| | <u>836,775</u> | <u>779,004</u> | <u>779,004</u> |
| Receivables from Exchange Transactions | 99,575 | 65,993 | 65,993 |
| Receivables from Non-Exchange Transactions | 737,200 | 713,011 | 713,011 |
| | <u>836,775</u> | <u>779,004</u> | <u>779,004</u> |

10. Inventories

| | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|-----------------|----------------------|-------------------------------------|----------------------|
| Stationery | - | 741 | 741 |
| School Uniforms | 34,383 | 53,642 | 53,642 |
| | <u>34,383</u> | <u>54,383</u> | <u>54,383</u> |

11. Investments

The School's investment activities are classified as follows:

| | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|--------------------------|----------------------|-------------------------------------|----------------------|
| Current Asset | | | |
| Short-term Bank Deposits | 1,600,000 | 2,302,177 | 2,302,177 |
| Total Investments | <u>1,600,000</u> | <u>2,302,177</u> | <u>2,302,177</u> |

12. Property, Plant and Equipment

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|---------------------------------------------|-----------------------------|----------------|-----------|------------|------------------|------------------|
| 2021 | \$ | \$ | \$ | \$ | \$ | \$ |
| Building Improvements | 697,076 | - | - | - | (23,905) | 673,171 |
| Furniture and Equipment | 785,581 | 83,233 | - | - | (139,321) | 729,494 |
| Information and Communication Technology | 253,862 | 160,010 | - | - | (90,827) | 323,045 |
| Motor Vehicles | 81,838 | - | - | - | (26,153) | 55,684 |
| Leased Assets | 285,675 | 173,291 | - | - | (181,180) | 277,786 |
| Library Resources | 65,604 | 17,633 | - | - | (10,405) | 72,832 |
| Balance at 31 December 2021 | 2,169,636 | 434,167 | - | - | (471,791) | 2,132,012 |

The net carrying value of equipment held under a finance lease is \$277,786 (2020: \$285,675)

| | 2021 | 2021 | 2021 | 2020 | 2020 | 2020 |
|---------------------------------|----------------------|-----------------------------|-------------------|----------------------|-----------------------------|-------------------|
| | Cost or Valuation | Accumulated Depreciation | Net Book Value | Cost or Valuation | Accumulated Depreciation | Net Book Value |
| | \$ | \$ | \$ | \$ | \$ | \$ |
| Building Improvements | 956,194 | (283,023) | 673,171 | 956,194 | (259,118) | 697,076 |
| Furniture and Equipment | 1,914,897 | (1,185,403) | 729,494 | 1,831,663 | (1,046,083) | 785,581 |
| Information and Communication T | 1,041,661 | (718,616) | 323,045 | 881,651 | (627,789) | 253,862 |
| Motor Vehicles | 320,259 | (264,575) | 55,684 | 320,259 | (238,422) | 81,838 |
| Leased Assets | 545,652 | (267,866) | 277,786 | 537,494 | (251,819) | 285,675 |
| Library Resources | 177,064 | (104,232) | 72,832 | 159,431 | (93,827) | 65,604 |
| Balance at 31 December | 4,955,727 | (2,823,715) | 2,132,012 | 4,686,692 | (2,517,058) | 2,169,636 |

13. Accounts Payable

| | 2021 Actual | 2021 Budget (Unaudited) | 2020 Actual |
|---------------------------------------|------------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Creditors | 299,928 | 163,665 | 162,916 |
| Accruals | 36,332 | 33,502 | 33,502 |
| Banking Staffing Overuse | 2,415 | - | - |
| Employee Entitlements - Salaries | 708,008 | 686,249 | 686,249 |
| Employee Entitlements - Leave Accrual | 237,061 | 75,873 | 75,873 |
| | 1,283,744 | 959,289 | 958,540 |
| Payables for Exchange Transactions | 1,283,744 | 959,289 | 958,540 |
| | 1,283,744 | 959,289 | 958,540 |

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

| | 2021 Actual | 2021 Budget (Unaudited) | 2020 Actual |
|---------------------------------------|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| International Student Fees in Advance | 12,174 | 47,174 | 47,174 |
| Other revenue in Advance | 174,062 | 177,116 | 177,116 |
| | <u>186,236</u> | <u>224,290</u> | <u>224,290</u> |

15. Provision for Cyclical Maintenance

| | 2021 Actual | 2021 Budget (Unaudited) | 2020 Actual |
|-------------------------------------------------------|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Provision at the Start of the Year | 562,317 | 562,317 | 526,277 |
| Increase/ (decrease) to the Provision During the Year | 134,404 | 73,708 | 87,258 |
| Use of the Provision During the Year | (51,000) | (73,708) | (51,218) |
| Provision at the End of the Year | <u>645,721</u> | <u>562,317</u> | <u>562,317</u> |
| Cyclical Maintenance - Current | 490,746 | 66,864 | 66,864 |
| Cyclical Maintenance - Term | 154,975 | 495,453 | 495,453 |
| | <u>645,721</u> | <u>562,317</u> | <u>562,317</u> |

16. Finance Lease Liability

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

| | 2021 Actual | 2021 Budget (Unaudited) | 2020 Actual |
|--------------------------------------------------|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| No Later than One Year | 198,891 | 143,636 | 165,021 |
| Later than One Year and no Later than Five Years | 120,919 | 158,089 | 168,888 |
| Future Finance Charges | (25,905) | - | (32,184) |
| | <u>293,905</u> | <u>301,725</u> | <u>301,725</u> |
| Represented by | | | |
| Finance lease liability - Current | 179,096 | 143,636 | 143,636 |
| Finance lease liability - Term | 114,808 | 158,089 | 158,089 |
| | <u>293,904</u> | <u>301,725</u> | <u>301,725</u> |

17. Funds held in Trust

| | 2021 Actual | 2021 Budget (Unaudited) | 2020 Actual |
|----------------------------------------------------------|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Funds Held in Trust on Behalf of Third Parties - Current | - | 4,040 | 4,040 |
| | <u>-</u> | <u>4,040</u> | <u>4,040</u> |

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.

18. 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.

| | 2021 | Opening Balances | Receipts from MoE | Payments | Board Contributions | Closing Balances |
|--------------------------------|--------------------|------------------|-------------------|------------------|---------------------|------------------|
| | | \$ | \$ | \$ | \$ | \$ |
| Block F Roof, Toilets, Kitchen | <i>in progress</i> | 14,382 | - | (76,770) | | (62,388) |
| LSC Office | <i>in progress</i> | 18,256 | 12,083 | (22,377) | | 7,962 |
| D Block Rationalisation | <i>in progress</i> | - | 196,684 | (3,015) | | 193,669 |
| Totals | | 32,638 | 208,767 | (102,162) | - | 139,243 |

Represented by:

| | |
|---------------------------------------------------|----------------|
| Funds Held on Behalf of the Ministry of Education | 201,631 |
| Funds Due from the Ministry of Education | (62,388) |
| Totals | 139,243 |

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

20. 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.

21. Remuneration

Key management personnel compensation

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

| | 2021 Actual | 2020 Actual |
|----------------------------------------------------|----------------|----------------|
| | \$ | \$ |
| <i>Board Members</i> | | |
| Remuneration | 4,705 | 4,720 |
| <i>Leadership Team</i> | | |
| Remuneration | 974,035 | 935,394 |
| Full-time equivalent members | 7 | 7 |
| Total key management personnel remuneration | 978,740 | 940,114 |

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

Principal

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

| | 2021 | 2020 |
|--------------------------------------------------|---------------|---------------|
| | Actual | Actual |
| | \$000 | \$000 |
| Salaries and Other Short-term Employee Benefits: | | |
| Salary and Other Payments | 200-210 | 200-210 |
| Benefits and Other Emoluments | 0-6 | 0-6 |
| Termination Benefits | - | - |

Other Employees

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

| | 2021 | 2020 |
|---------------------|-------------------|-------------------|
| Remuneration | FTE Number | FTE Number |
| \$000 | | |
| 100-110 | 14.00 | 12.00 |
| 110-120 | 6.00 | 5.00 |
| 120-130 | 2.00 | 5.00 |
| 130-140 | 3.00 | 0.00 |
| | <u>25.00</u> | <u>22.00</u> |

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

22. Compensation and Other Benefits Upon Leaving

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

| | 2021 | 2020 |
|------------------|---------------|---------------|
| | Actual | Actual |
| Total | \$0 | - |
| Number of People | 0 | - |

23. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. 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 2021, a contingent liability for the school may exist.



24. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into contract agreements for capital works as follows:

(a) \$158,731 contract for Learning Support Offices as agent for the Ministry of Education. This project is funded by the Ministry. \$164,334 has been received from the Ministry and \$156,372 has been spent on the project to balance date. \$nil is yet to be received. This project has been approved by the Ministry.

(Capital commitments at 31 December 2020: \$158,731)

25. 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

| | 2021 Actual | 2021 Budget (Unaudited) | 2020 Actual |
|---------------------------------------------------|------------------|-------------------------------|------------------|
| | \$ | \$ | \$ |
| Cash and Cash Equivalents | 1,493,009 | 321,664 | 240,523 |
| Receivables | 836,775 | 779,004 | 779,004 |
| Investments - Term Deposits | 1,600,000 | 2,302,177 | 2,302,177 |
| Total Financial assets measured at amortised cost | <u>3,929,784</u> | <u>3,402,845</u> | <u>3,321,704</u> |

Financial liabilities measured at amortised cost

| | | | |
|--------------------------------------------------------|------------------|------------------|------------------|
| Payables | 1,283,744 | 959,289 | 958,540 |
| Finance Leases | 293,904 | 301,725 | 301,725 |
| Total Financial Liabilities Measured at Amortised Cost | <u>1,577,648</u> | <u>1,261,014</u> | <u>1,260,265</u> |

26. Events After Balance Date

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

27. Comparatives

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

28. COVID 19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

Reduction in International students

Under alert levels 4, 3, 2, and 1 International travel is heavily restricted. The school has been unable to welcome and enrol prospective international students which has resulted in a reduction in revenue from student fees & charges from International students and/or Board of Trustee operated boarding facilities.



INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF WAITAKERE COLLEGE'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2021

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 19, that comprise the statement of financial position as at 31 December 2021, 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 2021; 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 20 May 2022. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities, 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 school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Analysis of Variance and the Kiwi Sport 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.

A handwritten signature in blue ink, appearing to read "Paul Lawrence".

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

Waitākere College

Analysis of Variance for 2021

(Version: March 202

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 writing, vocabulary and comprehension skills focused on Year 9. To increase the prominence of literacy in the College. To explore and prepare for new NCEA Literacy Standards |
|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Actions 2021 <i>New initiatives actions</i> | Outcomes <i>What happened</i> | Variance from target and reasons for variance | Evaluation <i>Where to next?</i> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Literacy focused Teacher Only Day and subsequent PL time to support teachers to enhance their teaching of literacy (language for learning)</p> <p>Multiple smaller scale strategies: Reading Plus, Lexia for ACL, Reading Buddies, Writer's Toolbox, Increasing staff understanding of the PaCT Tool (Not being used by feeder schools so not using it) , External provider support for ACL teachers Words of the Week added to lockscreens</p> | <p>The TOD did not proceed due to the Term 1 Auckland Lockdown. Literacy was one of the main foci of Wednesday morning PLD time for the first half of the year.</p> <p>Reading Plus: In the beginning of the year, we benchmarked 307 Y9 and 10 students, 62% of whom were reading 5 years behind their expected level or worse.</p> <p>*By November we had 570 active students.</p> <p>*At March 1st, 7% were reading at or above the expected level but by Nov 1st, this had increased to 23% in the silent reading fluency target range.</p> <p>*Words Read</p> <ul style="list-style-type: none"> -Total Y9/Y10: 18,384,000 words -Average per student: 32,000 words <p>*Reading Plus gains</p> <ul style="list-style-type: none"> -Average speed gain: 22wpm - Average Level Gain: 1 level | <p>Due to the Covid disruption and low numbers of students returning to school in Term 4, further assessment of Reading by PATS could not be held at the end of 2021. This has been delayed to Term 1 2022 (in progress)</p> <p>Lexia: Students found Lexia frustrating due to British accents and students feeling marginalised. The lack of linguistic diversity meant students heard words differently to the way they would be said in an NZ setting. The content is very good but the delivery is not aimed at our students.</p> | <p>Reading Plus continues to provide us with excellent data and works well in tandem with Writer's Toolbox.</p> <p>Lexia has proved problematic because of its lack of cultural sensitivity. Its use has been discontinued and replaced with Writer's Toolbox and Reading Plus in ACL.</p> |

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.

| Actions 2021 <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> |
|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Develop student self motivation and efficacy through use of shared 'can do lists' | Can Do Lists were shared on all Google Classrooms for all courses Y9-13. | This was a new initiative and with the Lockdowns it was difficult to establish as a student habit as hoped. | Encourage the regular use of the lists in junior school prior to topic tests during in-class revision periods as a self-management skill. Teachers to continually refer to the lists while going through a topic so students use during revision. Make "next steps" clear for unticked skills for direction for online study . Use the lists as Do Nows or homework throughout the topic. |
| Raise students English literacy for Maths by use of vocabulary lists for each topic. | Some students used to good effect to study for topic tests or externals. Others never did not utilise or only if the teacher directed them Vocabulary lists: These were shared on all Google Classrooms for all courses Y9-13. Some students used and filled in definitions as a homework activity. | Intermittent use was due to a fractured year with lockdowns. Group work was not encouraged due to health and safety considerations. Additionally, due to time out of the class, a longer time was needed to build the relationships with students and develop classroom norms required for these activities - priority was also given on catching up on skills | *Build the bank of low floor to high ceiling, authentic, culturally responsive, contextual tasks at all levels. In junior school, tasks per topic. In senior school, problem solving tasks for each standard. These are written with a culturally responsive lens. |
| Develop a range of problem solving resources and activities that support culturally responsive pedagogy | Limited application of collaborative DMIC style activities. | | *More dept Numeracy PD time. *All teachers are to encourage mixed ability group work to raise levels of achievement. |
| | | | *RBL - 3 teachers training as Impact coaches. |

| | | | |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <p>Employ a Mathematics Support teacher to work with target students.</p> | <p>The MST programme was established. Of the students in the supported group there was noticeable improvement in disposition and shifts in Curriculum Levels. Fewer students were able to be included than planned due to lockdown and staff health.</p> | <p>Strong relationships were built with students but building stronger connections between the MST and teachers of maths is an important next step.</p> | <p>Rework the MST programme to co-ordinate with the DMIC / RBL activities.</p> |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|

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 <i>Level 1</i> | | | | | | | | |
| | 2015 | 2016 | 2017 | 2018 | 2019 (target) | 2020 actual | 2021 target | 2021 actual |
| % L1 Pass rate | 81 | 85 | 77 | 81 | 68 | 81 | 80 | 67.4 |

| Actions 2021 <i>New initiatives or significant actions</i> | Outcomes <i>What happened?</i> | Variance from target <i>Why did it happen?</i> | Evaluation <i>Where to next?</i> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Form a Level 1 Achievement Team to enable collaboration and co-management of Year 11 monitoring and mentoring between Achievement leaders, numeracy coordinators, academic mentors and pastoral staff | <p>Significant drop in Level 1 pass rate to 67.4% when including NZQA LRCs and UEGs. This is despite additional school initiatives during Covid-19.</p> <p>Decrease in outcomes for all ethnic groups particularly for Pasifika (17%). Including decreases relative to National and Decile outcomes that fell.</p> <p>Numeracy and Literacy dropped by 10% and 5% respectively.</p> | <p>Engagement on-line during lockdowns ranged from 40-50% during despite provision of learning on-line and devices to students.</p> <p>A reduced number of students returned for Term 4 after the Sept/ October lockdown. Those who did return had support through school workshop interventions and achieved.</p> <p>Failure of students to achieve Level 1 Numeracy requirements impacted the achievement of a group of students (20).</p> | <p>See 2022 Action Plan</p> <p>*Hold mid-year workshops for numeracy 'at risk'.</p> <p>*Establish regular team meetings of the Achievement, Pastoral and Numeracy staff to monitor student progress.</p> <p>* Maths 102 programme adjusted to allow for earlier identification of students not attaining and allowing for intervention .</p> <p>*The MAP203 classes in 2022 will be composed entirely of those without numeracy so as to allow greater focus on this goal.</p> <p>*Provide dedicated regular times for student NCEA self-monitoring.</p> <p>*Extend communications to parents and whānau to encourage faster return to school in a Covid environment *Examine increased opportunities for numeracy across the curriculum.</p> |
| Track and intervene with L1 Numeracy wby way of regular Level 1 Numeracy meetings | | | |
| Early identification of most academically-at-risk Year 11 students . | | | |
| Mentoring groups established Provision of a dedicated Maori academic mentor for Years 11 and 12 | | | |

1 b Raising Academic Achievement for all Students - NCEA

| Improvement Plan - Domain: Learning | | | | | | | |
|------------------------------------------------------------------------------------------------|----------|----------|----------|----------------------------------------------------|----------|------------|--------------|
| Strategic Goal Increase levels of achievement in NCEA | | | | Annual Goal 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 | 2021 |
| % UE Pass rate | 57% RB38 | 43% RB33 | 49% RB42 | 55 % RB30 | 72% RB42 | 65 % RB 38 | 73 % RB 35.4 |

| Actions 2020 <i>New initiatives or significant actions</i> | Outcomes <i>What happened?</i> | Variance from target <i>Why did it happen?</i> | Evaluation <i>Where to next?</i> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Coordinate Mates mentoring programmes for increased consistency.</p> <p>Formalise the inclusion of those students without UE Lit into EUE (From EAA and EAP Standards).</p> <p>Narrow the academic mentoring group to students on the border to make more effective</p> <p>Grow student independence in learning through a study skill programme delivered through study periods</p> | <p>A pleasing 8% increase in U.E. participation based achievement from 65% to 73% .</p> <p>The highest outcome in recent years.</p> <p>The Role Based outcome was lower reflecting a greater proportion of students engaged in Vocational / Industry courses that offer only up to Level 2.</p> <p>NZQA Scholarships: Eight were achieved in 2021 an all-time high for the college and well beyond the outcomes for Decile 3 schools. It was pleasing to see these ranging across the curriculum areas.</p> | <p>*The LRC and UEGs played an important part with learning from online during Covid 19 lockdown.</p> <p>*Most UE Students responded well by returning to additional Term 4 workshops. The timetable was extended by two weeks and workshops and tutorials held to allow students longer to learn and catch up and prepare for external exams.</p> <p>*NZQA Scholarships: The results reflect that despite a significant focus on the lower quartiles of the school, the higher achieving students are also being given opportunities to be extended.</p> <p>*Teachers' capacity to teach scholarship has grown and</p> | <p>Create increased opportunities for students to enter EAP and EUE classes to gain their UE Lit.</p> <p>Monitor the students who are in G.3 and G.4 UE groups by tracking their forecasts to ensure they are above the 14cr minimum.</p> |

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| | | scholarship workshops were offered for students outside of class time. | |
|--|--|------------------------------------------------------------------------|--|

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 2021 <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> |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Continue to manage transition of leadership of the Vocational Pathways | The number of Vocational and tertiary placements reduced. | Term 3: The time of the main lockdown coincided with when most industry placements were booked. However, when tertiary reopened its doors many students were able to re-engage. Academy dates were extended to allow for this. | The goal in 2022 is to get students out to placements as early as possible, starting in Term 1. |
| Develop house project for 2021 and commence plan for Academy Workshop | The house project was mostly completed. BCITO requirements were met and students gained experience in an authentic building task. | BCITO worked closely with the Building academy to see students fulfilled the industry requirements despite the time out with lockdowns | The construction of the purpose built, Board funded, Building Academy workshop to be completed. |

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 Level One Maori NCEA

Maintain Level Two outcomes

Baseline data and Annual Target

| % Pass rate | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 (actual) |
|-----------------|--------------|--------------|--------------|--------------|--------------|-----------|---------------|
| Maori NCEA L.1 | 66.7 | 76.5 | 60.7 | 71.0 | 58 | 62 | 50.6 |
| Maori NCEA L.2 | 81.0 | 72.1 | 78.0 | 54.5 | 84 | 79 | 64.2 |
| Maori NCEA L.3 | 36.4 | 35.0 | 52.8 | 43.6 | 69 | 71 | 69.2 |
| 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 (PB53) | 35.9 (82) |

PB :Participation Based results i.e. % of those eligible for U.E.

| Actions 2021 <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>Enhance whakawhanaungatanga and increased aspiration of Māori students through:</p> <ul style="list-style-type: none"> • Māori student hui (assemblies) • The introduction of a rūmaki (Year 9 and 10) • Extension of the Māori leadership roopu | <p>The Rūmaki, in its second year, extended out to Year 9 and 10 with an increased number of students in this second intake.</p> <p>The Māori leadership roopu (Ngā toa of mua) led a number of initiatives throughout the year albeit with a Covid interrupted Term 3. Student leaders grew in their confidence as leaders of initiatives and hui.</p> <p>Study in the whare: Both Tama Toa and both</p> | <p>Positive connections were made with the immersion unit at Henderson Intermediate by student visits to our whare, providing whānau and akonga with an understanding of the nature and strength of Waitākere's Rūmaki Reo.</p> <p>There is a recognised need to encourage an</p> | <p>In 2022, extend the Rūmaki to a third year (Years 9-11). Provide immersion in Te Reo at Years 9 and 10, including Tikanga Iwi. thus moving to Immersion Level 3. Provide Te Reo Māori speaking teachers of Maths and English for Year 9.</p> <p>Study:</p> |

| | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Instigate 'Study in the whare' as a culturally safe environment for Maori students to study after school with a tuakana-teina kaupapa</p> | <p>Year 11 Māori mentoring groups were based in B Block in welcoming spaces.</p> | <p>increased achievement focus in these mentoring groups and with locations near where wider kiāko support is available - while also maintaining a sense of identity.</p> | <p>* Ngā Toa o Mua Māori student leaders to mentor and tutor Year 11 Māori at the Wednesday hub. Also grow student leadership and decision making through a student -promoted initiative.</p> |
| <p>Increased Year 11 NCEA - See 1 b) NCEA Achievement</p> | <p>NCEA Year 11 Māori achievement dropped by 10%, greater than the 3% drop of L1 Māori nationally and the Decile average..</p> | <p>Some of this fall was due to students not engaging on-line despite devices being delivered to them and due to students not returning from lockdown. However, students not attaining Level 1 numeracy was a barrier to some student success.</p> | <p>Year 11 Māori mentoring group to also be based around the hub.</p> |
| <p>Establish Numeracy L1 catch-up for Year 12 cohort; monitor & mentoring</p> | <p>The MAP203 cohort, those without L1 Maths from 2020, were given support as planned at Nu'u Tua on Wednesday's with support from Maths teachers and the Year 12 dean</p> | | <p>Increased contact with whānau during any lockdown and swapping of whānau hui to on-line to maintain connections and continuity.</p> <p>Establish a team of Achievement, Pastoral and Maths staff to monitor and intervene to ensure numeracy requirements are met.</p> <p>Adjust the Maths 102 programme to allow for earlier identification of students not attaining and allowing for intervention before the end-of-year and to better support evidence gathering for those absent.</p> <p>The MAP203 classes in 2022 will be composed entirely of those without numeracy so as to allow greater focus on this goal and to enable numeracy to be achieved in-class.</p> |

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 | 2020 | 2021 (covid target) | 2021 (actual) |
| Pasifika NCEA L.1 | 77.8 | 8.6 | 73.7 | 85.2 | 61 | 76 | 75 | 58.6 |
| Pasifika NCEA L.2 | 79.2 | 83.5 | 82.6 | 80.0 | 94 | 89 | 75 | 69.8 |
| Pasifika NCEA L.3 | 43.1 | 46.9 | 59.8 | 56.4 | 66 (60) | 79 | 75 | 73.2 |
| U.E % Pass rate | 23.6 | 18.5 | 25.6 | 19.2 | 26 (PB 49) | 34 (PB 62) | 30 | 25.4 (PB 60) |

| Actions 2021 | 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> |
| 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. | A disappointing decrease of 17% and 19% in NCEA Level 1 and Level 2 respectively relative to 2022. | Results highlighted the struggles our Pasifika families and their students had over the Covid 19 lockdown. | Nu'u Toa mentoring programme to start early this year in week 8, Term 1. Target 100 students from Years 11 - 13. NCEA Latest updates every week collected from Nu'u Toa sessions. |
| Regular meetings with Yr 13 Dean to discuss barriers and celebrate milestones, for eg UE Lit. | A decrease of 13% in the U.E. Actual participation based achievement had 62.5% (15 from 24 eligible candidates) achieved U.E. A lower outcome, below recent results. The | The Pasifika students were amongst the least engaged online learners. Low morale, motivation, family obligation/responsibilities and work commitments contributed to the | Hold online (zoom) Parent NCEA workshops in Terms 2 and 3. |

| | | | |
|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Regular termly meetings of Komiti Pasifika - students achievement updates for mentoring and monitoring purposes.</p> | <p>Enrolment Based outcome is lower by 10-11%, compared to National decline of 2% and Decile 3 decline by 3%.</p> | <p>non-engagement in online learning. Sporadic attendance for Term 4 workshops because barriers outside of school, i.e. contractual employment picked up during the Covid 19 lockdown.</p> | <p>Close monitoring of the Pasifika U.E students using data from Forecast and weekly workshops / tutorials (Nu'u Toa Wednesday). Regular mentoring sessions with G.4 students. A designated Pasifika mentor will be in place for check-in, i.e student planner.</p> |
| <p>Proceed with the Year 11: Tapa study target group Wednesdays, parent contact</p> | | <p>A proportion of the students did not achieve U.E. due to a 3rd subject with insufficient credits (12 credits minimum for Auckland).</p> | |
| <p>Develop a Pasifika student leadership group</p> | | | |

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% 2021 89.5 % | |

| Actions 2021 <i>New initiatives or significant actions</i> | Outcomes <i>What happened?</i> | Variance from target <i>Why did it happen?</i> | Evaluation <i>Where to next?</i> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Continue to reinforce consistency in using the processes.</p> <p>Goal setting and reward systems with Deans' target students.</p> <p>Deans Three weekly strategic meeting in PCT</p> <p>Deans ensuring follow up meeting or contact set after attendance meetings with parents.</p> | <p>The 89.5% figure for 2021 is not a true representation of attendance as the figure is inflated by the Covid code 'F'</p> <p>Student actual engagement on-line was variable between levels and stages of the lockdown but ranged from 40-60% across the levels and Lockdown weeks.</p> <p>Students were slow to return from the Term 4 lockdown as Auckland was still in Covid Level 3.</p> | <p>*Annual summary attendance data is not available as per usual due to codes marking 100% of the school present.</p> <p>*Devices were obtained from the Ministry of Education and personally delivered to families during Lockdown.</p> <p>*With this barrier removed, engagement in learning on-line was still lower than expected. Response: A Weekly Report was sent to parents indicating student involvement in learning, a target list was developed and Deans & Senior Leaders phoned parents & whānau to encourage engagement. Parents were sent a 'Week Ahead' document to show what learning activities were to be posted.</p> <p>*Anxiety existed amongst parents reluctant to return their children to school under Covid Level 3. Up to 50% of Year 13 students were in work during and after the Term 3 / 4 Lockdown, frequently as essential workers supporting family. This continued for some through Term 4.</p> | <p>Continue reinforcing and reviewing systems with Tutor Class staff on attendance tracking</p> <p>Make Māori attendance in the senior school a focus</p> <p>Continue to ake contact with whānau to encourage attendance when students are in isolation or locked down.</p> |

3. Enhancing Teaching

Improvement Plan - Domain: Learning

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| Strategic Goal To improve student engagement and outcomes through strengthening Relationships Based Learning and Inquiry in the College | Annual Goal Continue the embedding of effective Relationship Based Learning across the College Develop teachers' skills in the teaching of literacy across the curriculum Develop teachers' pedagogy for student independent learning Develop teachers' readiness for changes associated with the NCEA review |
|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Actions 2021 <i>New initiatives or significant actions</i> | Outcomes (against strategic goal) <i>What happened 2021?</i> | Variance from target <i>Why did it happen?</i> | Evaluation <i>Where to next?</i> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Observation and coaching of new teachers | *Curriculum Leaders of Humanities, Art, English, Dance and Drama used the RbL model for teacher appraisal. | Impact coaching training required classroom learning which was, due to the Lockdowns, limited to certain leaders only. | *Appointment of a dedicated in-school Relationship Based Learning leader (FD). |
| Extend the spread of Impact Coaches. | | | *Continue to spread Impact Coaching - |
| Voices II | *Six new Impact Coaches accredited. *Training of Cognition facilitators on hold | Due to the prolonged Auckland lockdown the school prioritised teacher investing their time providing work on line for students and developing skills associated with this. Post-Lockdown it was important to maintain a hybrid learning model to provide learning activities for those attending and those at home. Teacher PL time was also importantly shifted, in Term 4, to assessment for NZQA Unexpected Event Grades (UEGs). | - Including all Kahui Ako in-school leaders - To other departments, targeting key leaders in the school, PE, Maths, Technology. |
| Train OM, FD, CM as Cognition core class meeting facilitators. Once trained, run meetings for core classes using Me and My Schools data to identify. | *The Voices - the voices of Māori akonga and whanau were collected pre-lockdown with qualitative data being summarised and presented to the Senior Leadership team. | | *Present the Voices to staff in Term 1 2022 with the goal of providing teachers with a greater understanding of Māori student experience in school. |
| | *After an early focus on literacy, the professional learning programme pivoted to a focus on on-line learning and Google Classroom. Literacy strategies continued to promoted and developed in Learning Areas, included in Learning Objectives. | | *Professional Learning 2022 will tightly focus around: |
| Support teachers via the Literacy booklet and PL to enhance their teaching of Literacy | Accord Professional Learning days included a focus on inclusion of Mātauranga Māori in Year 11 courses and subject specific development towards the NCEA review | | <ul style="list-style-type: none"> ● Literacy development through the Writers' Toolbox / Write that Essay ● Relationship based Learning ● NCEA development |
| Sharing of best practice and provision of PL opportunities for staff focused on student independent learning Provision of Accord professional learning days and | | | *The initial Teacher Professional Learning Day will centre on teachers upskilling on the Writers' Toolbox and the application of this within their learning areas. |

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| preparation for piloting new NCEA Standards in 2022. | | | |
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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

| Actions 2021 | 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>Yr 13- to strengthen house spirit, assemblies</p> <p>Year 11 Combined year 11 and 12 leadership group.</p> <p>Yr 12 Combined year 11 and 12 leadership group.</p> <p>Linking Year 12 leadership group with prefects</p> <p>Year 10 Class reps</p> <p>Year 9 Class reps</p> | <p>Most events for prefects and Year 13 leadership were limited due to lockdowns.</p> <p>The combined leadership group for Years 11 and 12 met on Wednesday mornings, developing resources. 15 sessions were run across the year working on team building, leadership styles and characteristics, problem solving. All students in this group grew in confidence, with the majority of students from this group applying to be prefects in 2022.</p> <p>The students leading as part of Ngā Toa O Mua had the opportunity to lead at hui.</p> <p>More student voice, all online and incorporated staff but student leader</p> | <p>Events were planned for the time of Covid lockdown</p> <p>More emphasis was given to direct teaching of skills through activities, meaningful and of value to leaders.</p> <p>Lockdown did provide an opportunity for different approach and was done so in a positive way, it gave our leaders the platform to raise to the challenge and also embrace and help their hauora</p> <p>The Te Wiki o Te Reo Māori celebration was cancelled and the Mana Māori awards moved on-line removing some opportunity for the Māori leaders</p> | <p>Commence House initiatives with the 2022 prefect team leading</p> <p>Continue to develop the program and resources for Years 11 & 12 leadership, enabling new deans at these levels to pick up this successful programme.</p> <p>Also - extend the successful Levels leadership model to Year 9 and 10 also.</p> <p>Provide increased opportunity for Māori leaders to contribute in tangible ways to further support Māori within the school through Year 11 tutoring, Year 13 Initiative, Assembly leadership.</p> <p>Continue with online fono which are student lead as picking this up as Covid is still impacting our abilities to meet in person</p> |
| <p>Māori student leadership:</p> <p>To extend the Māori leadership group to include students Years 9-13</p> <p>Ensure student leadership of whanau events</p> | | | |
| <p>Develop Pasifika student leadership to lead events, fono and the Language weeks.</p> | | | |

| | | | |
|--|--------------------------------------------------|--|--|
| | with wide variety of activities lead by students | | |
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5 b) Connecting with the community - Te Kāhui Ako

Improvement Plan - Domain: Learning

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| <p>Strategic Goal</p> <p>To improve student outcomes via enhanced transitions through greater collaboration between all teachers of WC with teachers in other schools of the Kāhui Ako.</p> <p>Within School Leaders are pedagogical leaders within the school.</p> | <p>Annual Goal</p> <p>Build connections between Waitakere College, Liston and St Dominics to share best practice teaching and support in Curriculum areas, also with Year 8 teachers.</p> <p>Within School Leaders are supported to take greater leadership responsibility within the school.</p> |
| <p>Annual Target</p> <p>Teachers have increased communication with colleagues from the other College's or HIS.</p> <p>Increase visibility and role clarity of Within School Lead Teachers.</p> | |

| Actions 2021 | 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 teachers work as part of the PLT contributing to Professional Learning in the College | <p>WSL contributed to their portfolios within the school: RBL, numeracy, NCEA Achievement</p> <p>The Kahui Ako teacher-only-day was cancelled</p> <p>Interaction with other Kahu Ako limited as</p> | <p>The Kahui Ako TOD was cancelled due to the number of Accord days and the necessity of maximising the time students were in school learning</p> <p>Covid levels did not allow movement between schools and the focus became on in-school learning and Waitākere strategic goals and NCEA development given the Accord days and the loss of learning time due to Covid in Terms 3 and 4.</p> | <p>Two meetings per term with the “new” WSL Team to discuss what is hot and how we can support each other.</p> <p>Focus:</p> <p>Literacy - Writers' Toolbox</p> <p>Numeracy - Level One</p> <p>RBL - training</p> <p>NCEA Level 2+ and Maori Retention - mentoring and workshops. (RH, Deans and Nu'u Toa)</p> <p>The WSL will all be trained on Writers' Toolbox and will have this and RBL as their primary areas of focus.</p> |
| Kahui Ako Teacher Only Day | | | |
| Teachers are given opportunities to communicate with colleagues at other Colleges and HIS | | | |
| | | | |

Waitakere College

2021

Achievement Data

March 2022

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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 2021 Analysis of Variance. Reference to this data can be found in the Analysis of Variance as it pertains to the 2021 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 March. 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 2016 -2021 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 |
| 2021 - Decile 3 National | 63.5 |
| 2021 - Waitakere College in Auckland | 67.4 |

Figure 1 (b)

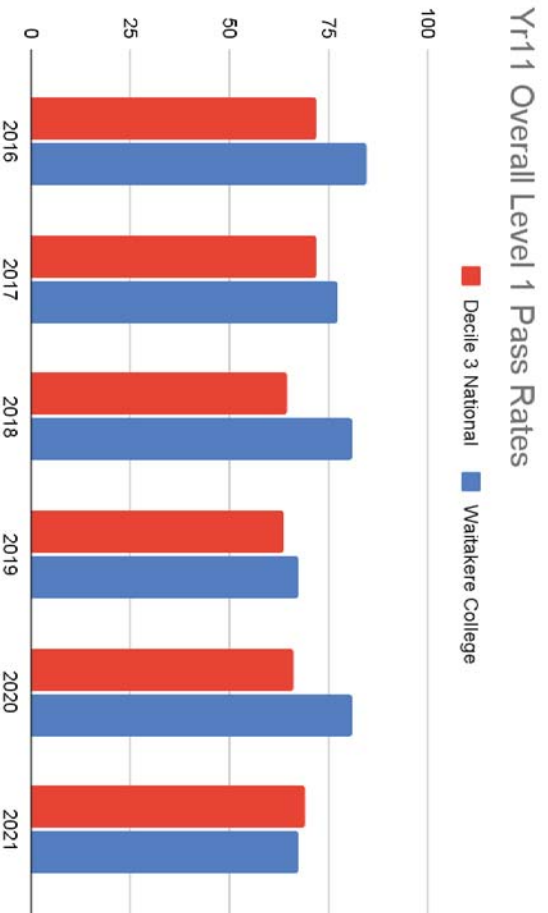


Figure 2(a)

| 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 | 80.1 |
| 2021 - Decile 3 National | 74.8 |
| 2021 - Waitakere College in Auckland | 78.9 |

Figure 2(b)

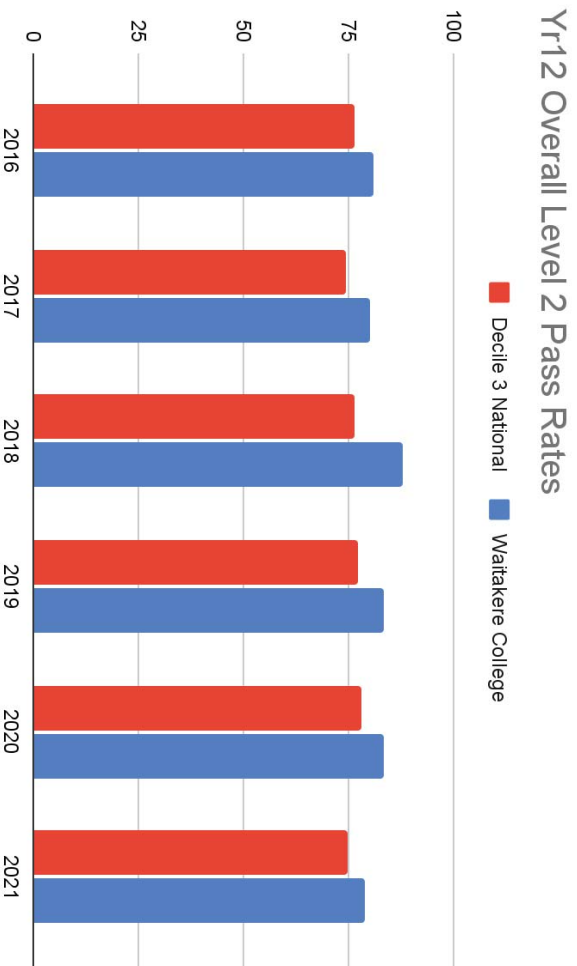


Figure 3(a)

| Year | Decile 3 National | Waitakere College of Decile 3 |
|--------------------------------------|-------------------|-------------------------------|
| 2015 - Decile 3 National | | PASS |
| 2015 - Waitakere College in Auckland | 53.4% | |
| 2016 - Decile 3 National | | PASS |
| 2016 - Waitakere College in Auckland | 50.5% | |
| 2017 - Decile 3 National | | PASS |
| 2017 - Waitakere College in Auckland | 57.1% | |
| 2018 - Decile 3 National | | PASS |
| 2018 - Waitakere College in Auckland | 54.2% | |
| 2019 - Decile 3 National | | PASS |
| 2019 - Waitakere College in Auckland | 57.4% | |
| 2020 - Decile 3 National | | PASS |
| 2020 - Waitakere College in Auckland | 65.6% | |
| 2021 - Decile 3 National | | PASS |
| 2021 - Waitakere College in Auckland | 65.5% | |
| 2019 - Waitakere College in Auckland | | 61.76% |
| 2020 - Decile 3 National | | 73.8% |
| 2020 - Waitakere College in Auckland | | 68.7 |
| 2021 - Decile 3 National | | 75.5 |
| 2021 - Waitakere College in Auckland | | 65.5 |
| 2021 - Waitakere College in Auckland | | 67.5 |

Figure 3(b)

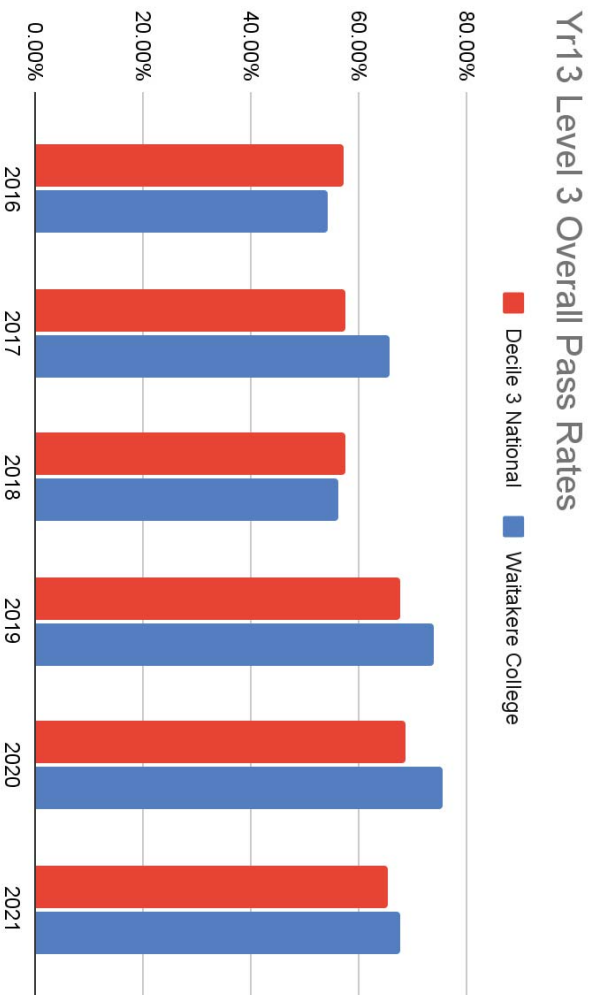


Figure 4(a)

| Year 13 Overall UE Pass Rates 2016-2021 | | Waitakere College of 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% |
| 2021 - Decile 3 National | | 36.2% |
| 2021 - Waitakere College in Auckland | | 35.4% |

Figure 4 (b)

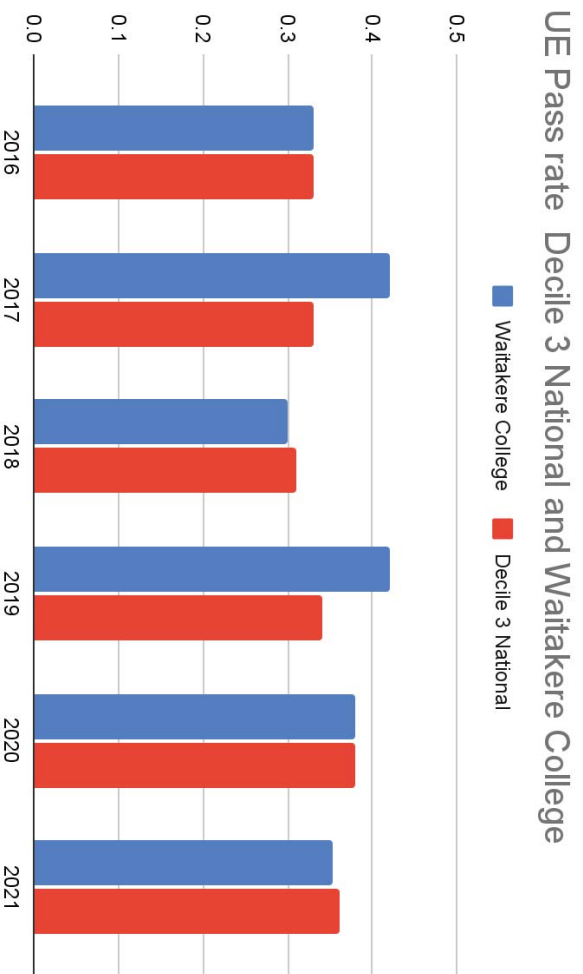


Figure 5(a) Year 11 2021 NCEA Level 1 Pass Rates by ethnicity Waitakere College of Decile 3

| | Asian | European | MELAA | Māori | Pacific Peoples |
|--------------------------|--------|----------|--------|--------|-----------------|
| Decile 3 National | 81.60% | 67.30% | 75.60% | 54.70% | 64% |
| Waitakere College | 80.30% | 74.60% | 84.20% | 50.60% | 58.60% |

Figure 5(b)

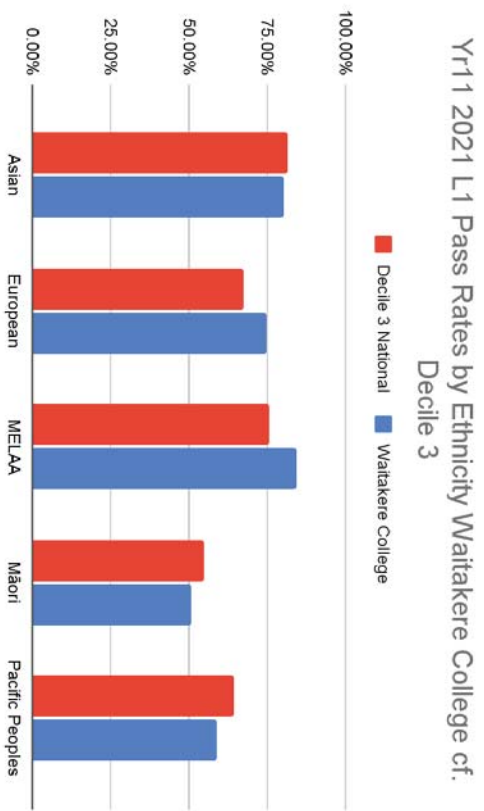


Figure 6(a) Year 12 2021 NCEA Level 2 Pass Rates by ethnicity Waitakere College of Decile 3

| | Asian | European | MELAA | Māori | Pacific Peoples |
|--------------------------|-------|----------|--------|-------|-----------------|
| Decile 3 National | 88.9% | 77.9% | 72.5% | 67.1% | 70.9% |
| Waitakere College | 96.6% | 77.7% | 100.0% | 64.2% | 69.8% |

Figure 6(b)

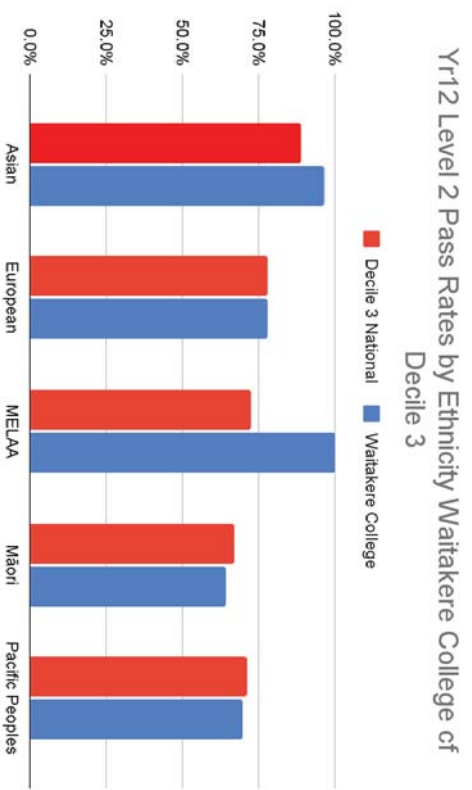


Figure 7(a) Year 13 2021 NCEA Level 3 Pass Rates by ethnicity Waitakere College of Decile 3

| | Asian | European | MELAA | Māori | Pacific Peoples |
|--------------------------|-------|----------|-------|-------|-----------------|
| Decile 3 National | 78.9% | 65.8% | 63.3% | 58.1% | 65.7% |
| Waitakere College | 63.5% | 72.8% | 54.5% | 69.2% | 73.2% |

Figure 7(b)

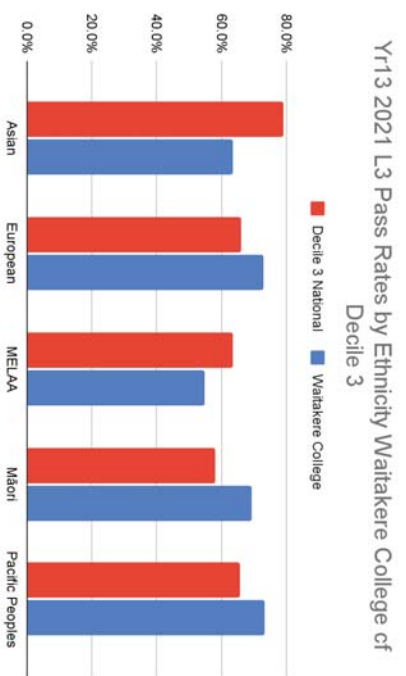


Figure 8(a) Year 13 2021 UE Pass Rates Waitakere College of Decile 3

| | Asian | European | MELAA | Māori | Pacific Peoples |
|--------------------------|-------|----------|-------|-------|-----------------|
| Decile 3 National | 57.6% | 38.7% | 43.0% | 26.1% | 29.4% |
| Waitakere College | 42.3% | 44.40% | 18.2% | 35.9% | 25.4% |

Figure 8(b)

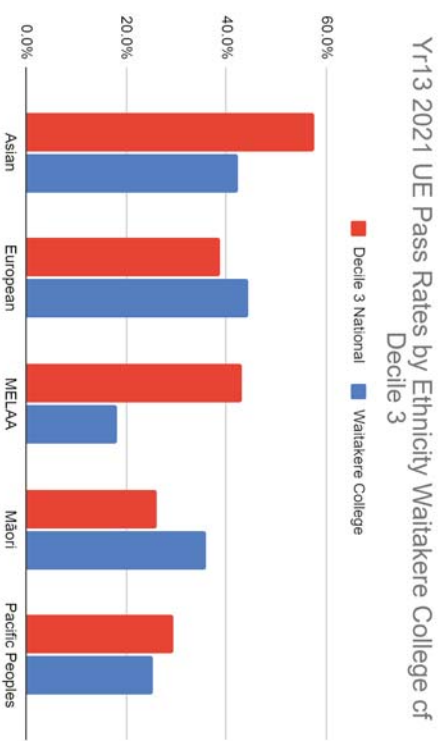
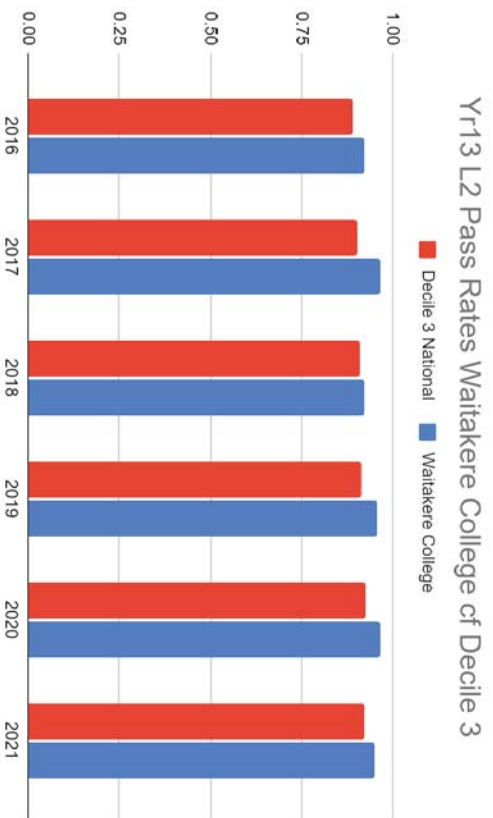


Figure 9(a)

Year 13 2021 Level 2 Pass Rate Waitakere College of Decile 3

| | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|--------------------------|--------|-------|-------|-------|-------|--------|
| Decile 3 National | 89.2% | 90.4% | 91.1% | 91.6% | 92.6% | 92.30% |
| Waitakere College | 92.40% | 96.6% | 92.4% | 95.7% | 96.5% | 95.10% |

Figure 9(b)



Year 13 Leaver Achievement Level 2+ (Enrolment Based)

Figure 10(a)

| Year 13 2021 – enrolment based | Percentage of Year 13 leaving with Level 2+ |
|--------------------------------|---------------------------------------------|
| All | 95.1 % |
| Māori | 92.3% |
| Pasifika | 98.6% |

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 TIO standards based mostly at Level 2.

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

All Year 13 students

| | U.E. % |
|------|--------|
| 2016 | 43 |
| 2017 | 49 |
| 2018 | 55 |
| 2019 | 72 |
| 2020 | 64.5 |
| 2021 | 73 |

Māori U.E.

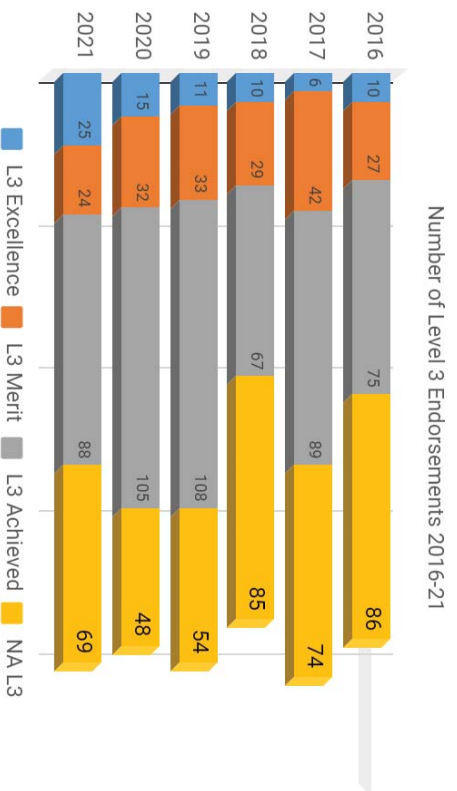
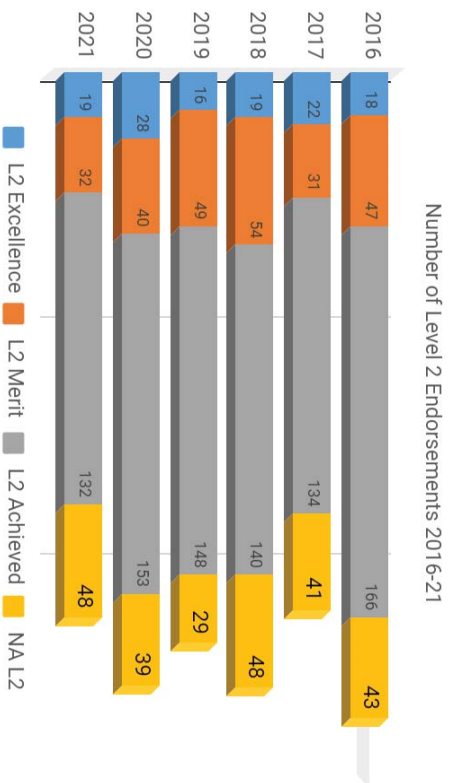
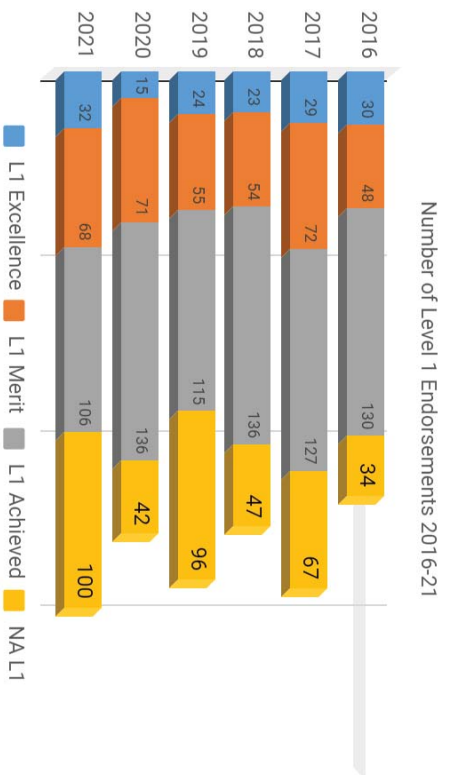
| | Passed U.E. % |
|--------|---------------|
| 2016 | 26 |
| 2017 | 30 |
| 2018 * | 57 |
| 2019 | 77 |
| 2020 | 53 |
| 2021 | 82 |

Pasifika U.E.

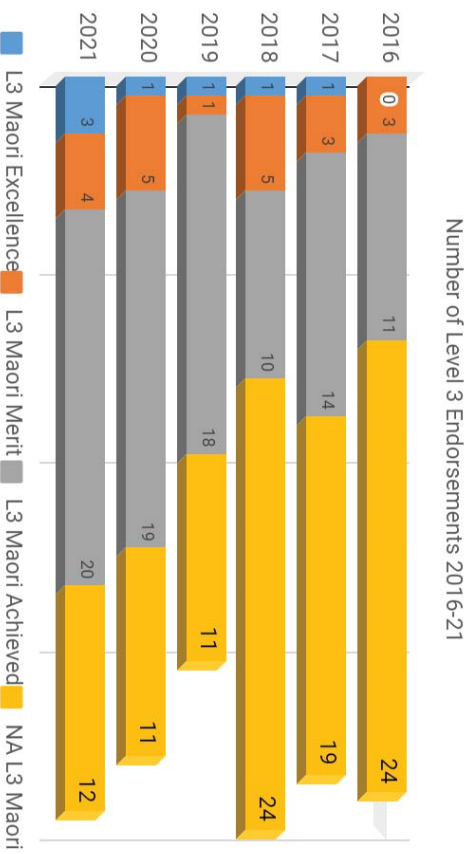
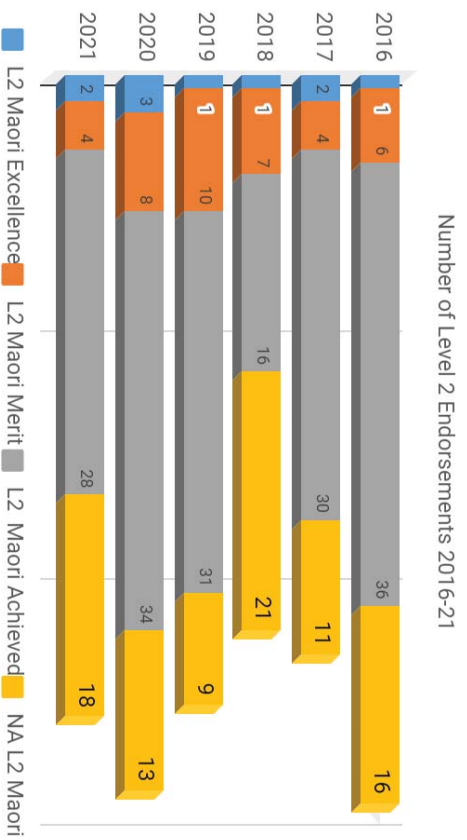
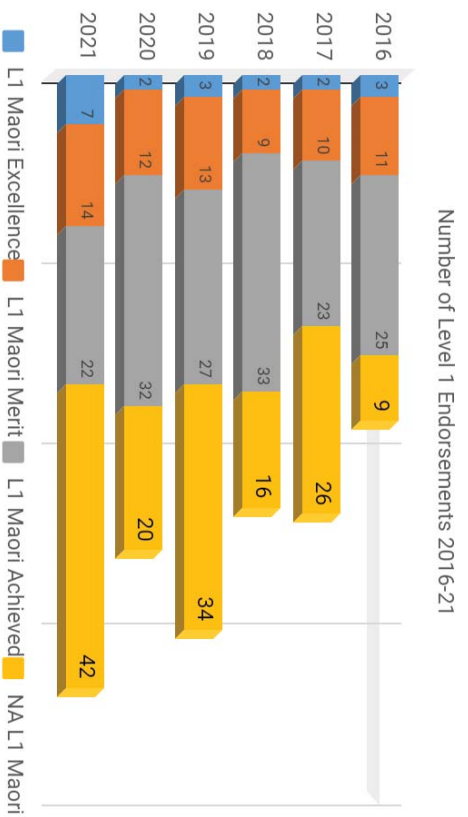
| | U.E. % |
|-------|--------|
| 2016 | 28 |
| 2017 | 30 |
| 2018* | 25 |
| 2019 | 49 |
| 2020 | 62 |
| 2021 | 60 |

NCEA Course Endorsements 2021

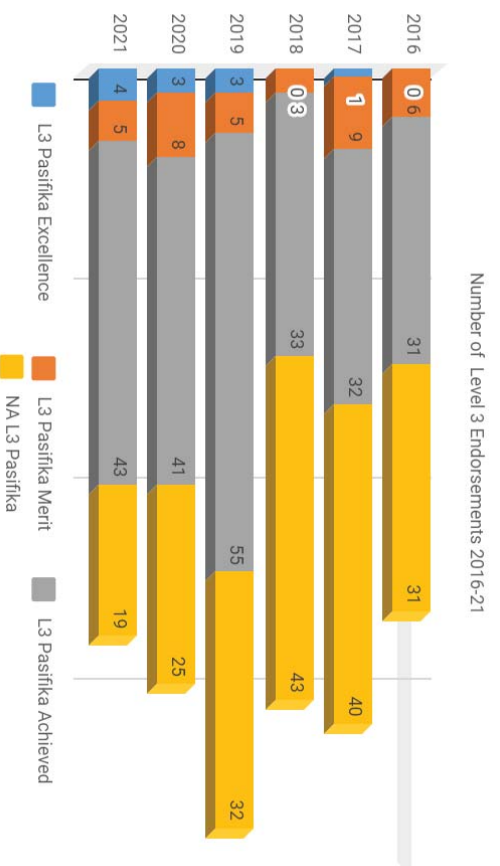
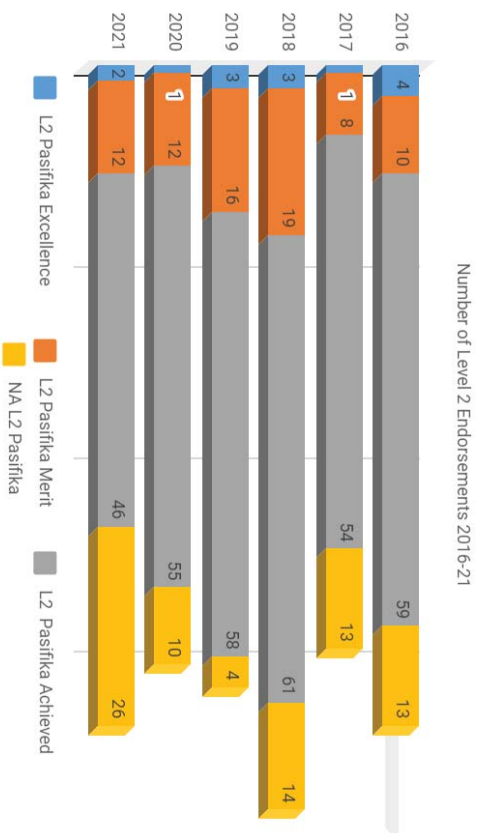
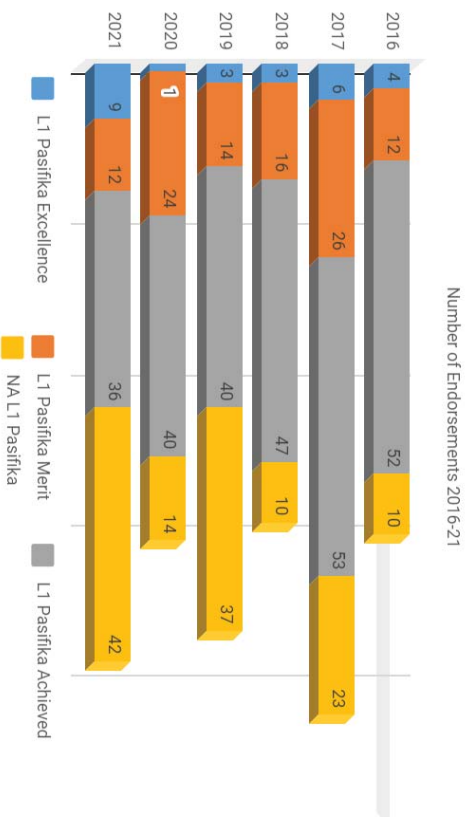
Figures 12 (a) - (c) Levels 1-3 Course Endorsements for All Students



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



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



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 2022 (March 1st 2022 data).

Figure 19 (a)

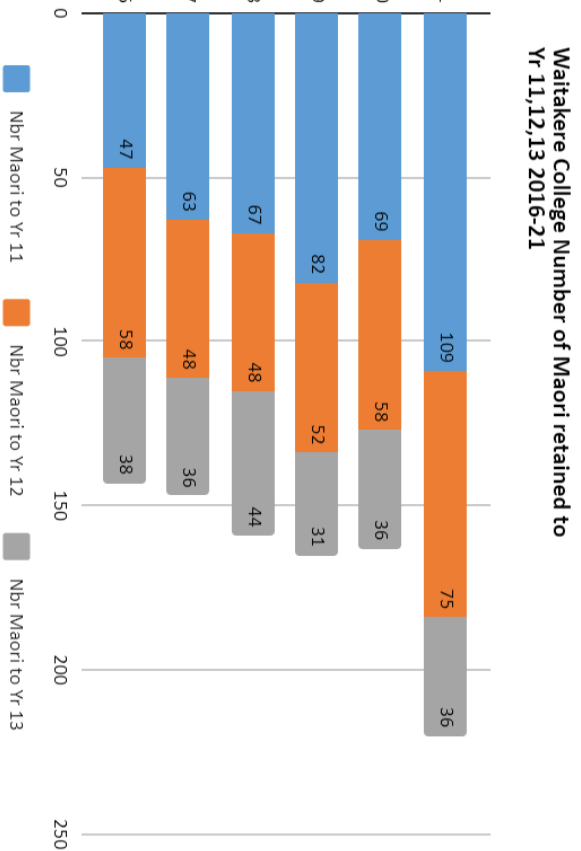
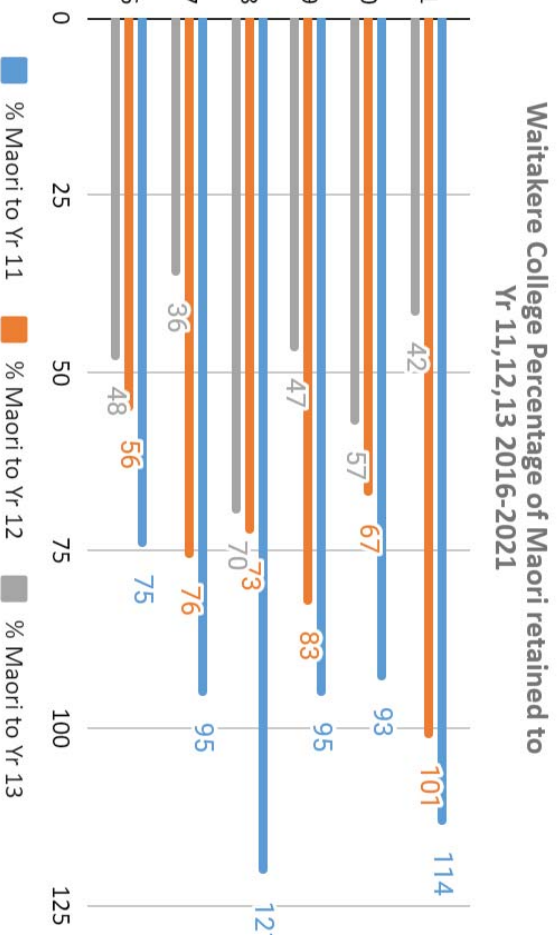


Figure 19 (b)



| Year 13 Students | Maori Students | | | Pacific Students | | | Other Students | | |
|--------------------------------------|----------------|--------------|--------------|------------------|--------------|--------------|----------------|--------------|--------------|
| | Total # | Successful # | Successful % | Total # | Successful # | Successful % | Total # | Successful # | Successful % |
| Achieved One or More STEM Subjects | | | | | | | | | |
| 2017 | 36 | 10 | 27.8% | 82 | 29 | 35.4% | 123 | 73 | 59.3% |
| 2018 | 38 | 9 | 23.7% | 79 | 25 | 31.6% | 108 | 57 | 52.8% |
| 2019 | 31 | 10 | 32.3% | 95 | 39 | 41.1% | 135 | 75 | 55.6% |
| 2020 | 35 | 6 | 17.1% | 77 | 18 | 23.4% | 133 | 58 | 43.6% |
| 2021 | 39 | 15 | 38.5% | 71 | 13 | 18.3% | 142 | 57 | 40.1% |
| Achieved Two or More STEM Subjects | | | | | | | | | |
| 2017 | 36 | 3 | 8.3% | 82 | 12 | 14.6% | 123 | 35 | 28.5% |
| 2018 | 38 | 4 | 10.5% | 79 | 13 | 16.5% | 108 | 34 | 31.5% |
| 2019 | 31 | 3 | 9.7% | 95 | 18 | 18.9% | 135 | 44 | 32.6% |
| 2020 | 35 | 2 | 5.7% | 77 | 7 | 9.1% | 133 | 25 | 18.8% |
| 2021 | 39 | 4 | 10.3% | 71 | 7 | 9.9% | 142 | 29 | 20.4% |
| Achieved Three or More STEM Subjects | | | | | | | | | |
| 2017 | 36 | 1 | 2.8% | 82 | 6 | 7.3% | 123 | 18 | 14.6% |
| 2018 | 38 | 2 | 5.3% | 79 | 3 | 3.8% | 108 | 24 | 22.2% |
| 2019 | 31 | 2 | 6.5% | 95 | 10 | 10.5% | 135 | 22 | 16.3% |
| 2020 | 35 | 1 | 2.9% | 77 | 2 | 2.6% | 133 | 11 | 8.3% |
| 2021 | 39 | 3 | 7.7% | 71 | 1 | 1.4% | 142 | 15 | 10.6% |

PRINCIPALS REPORT DATA (as at March 9 2022)

Achievement in NCEA and UE: Waitakere College

Generated 9-Mar-2022

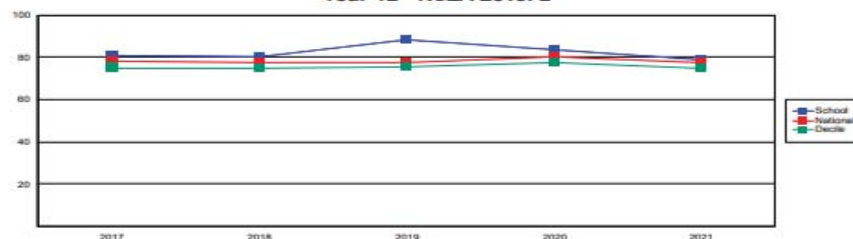
PR2 - Enrolment Based Cumulative Overall Results

| 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 |
| 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 | 76.0 | 39.0 | 71.8 | 80.1 | 72.1 | 53.4 | 66.9 | 77.9 | 69.1 | 38.6 |
| 2021 | 67.4 | 78.9 | 67.5 | 35.4 | 69.0 | 77.8 | 70.4 | 51.8 | 63.5 | 74.9 | 65.5 | 36.2 |

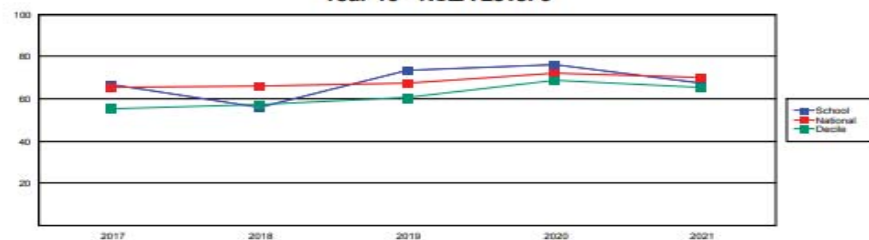
Year 11 - NCEA Level 1



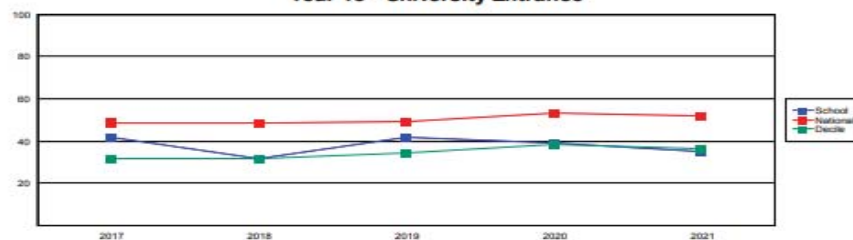
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



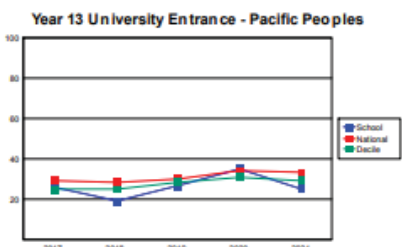
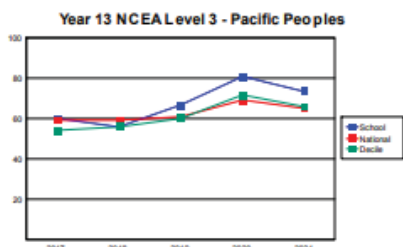
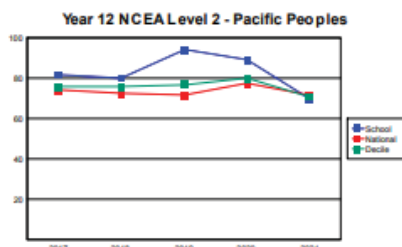
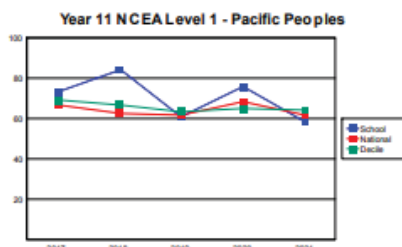
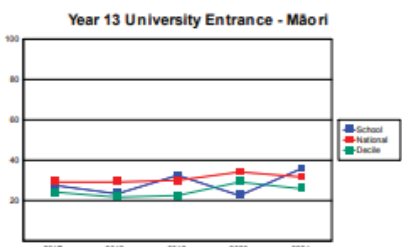
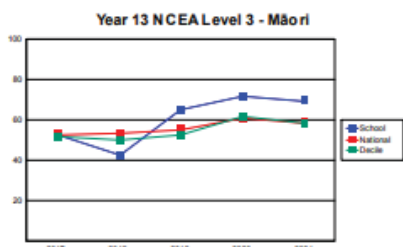
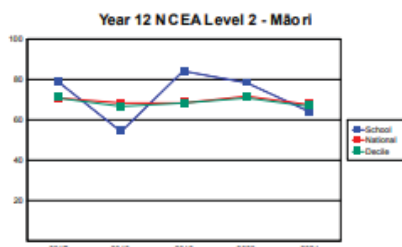
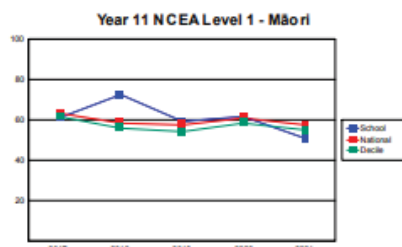
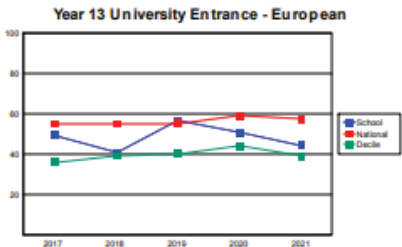
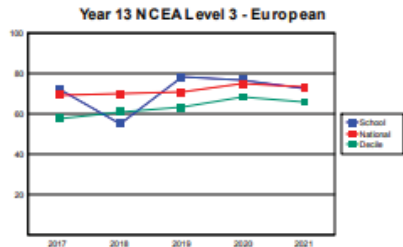
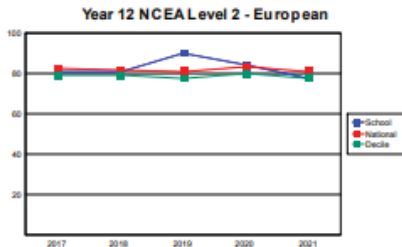
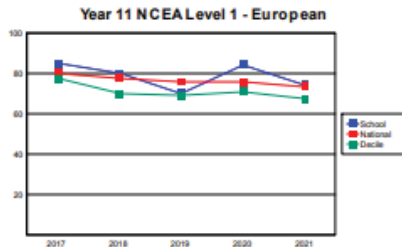
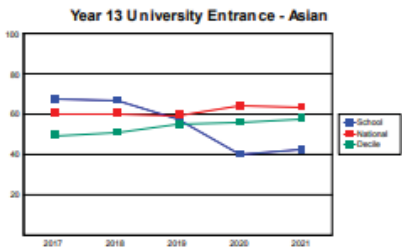
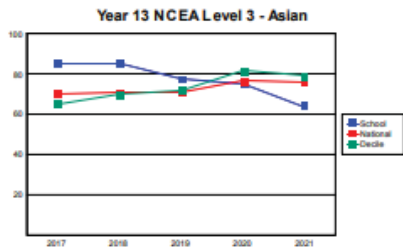
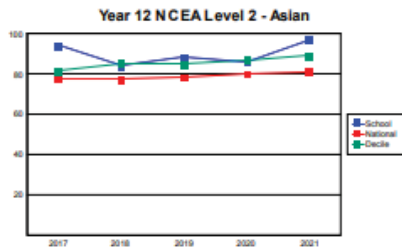
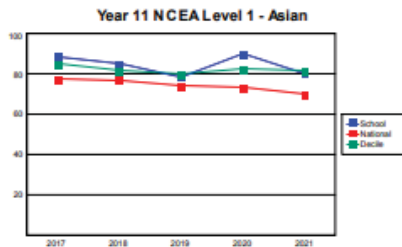
Achievement in NCEA and UE: Waitakere College

Generated 9-Mar-2022

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 | | | | | | | | | | | | |
| 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 | 86.0 | 75.0 | 40.0 | 73.1 | 80.0 | 76.5 | 64.1 | 82.2 | 86.9 | 81.5 | 55.9 |
| 2021 | 80.3 | 96.6 | 63.5 | 42.3 | 70.0 | 81.1 | 76.1 | 63.4 | 81.6 | 88.9 | 78.9 | 57.6 |
| European | | | | | | | | | | | | |
| 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 | 84.7 | 84.1 | 77.0 | 50.6 | 75.8 | 83.2 | 74.6 | 59.0 | 71.2 | 79.6 | 68.3 | 43.8 |
| 2021 | 74.6 | 77.7 | 72.8 | 44.4 | 73.9 | 81.1 | 73.1 | 57.2 | 67.3 | 77.9 | 65.8 | 38.7 |
| Māori | | | | | | | | | | | | |
| 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 | 61.1 | 78.6 | 71.4 | 22.9 | 60.8 | 71.9 | 60.7 | 34.1 | 58.4 | 71.5 | 61.5 | 29.3 |
| 2021 | 50.6 | 64.2 | 69.2 | 35.9 | 57.4 | 68.1 | 58.4 | 31.7 | 54.7 | 67.1 | 58.1 | 26.1 |
| Middle Eastern/Latin American/African | | | | | | | | | | | | |
| 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 | 72.4 | 77.6 | 73.2 | 57.7 | 84.9 | 79.5 | 77.5 | 57.7 |
| 2021 | 84.2 | 100.0 | 54.5 | 18.2 | 68.5 | 77.8 | 70.2 | 55.9 | 75.6 | 72.5 | 63.3 | 43.0 |
| Other Ethnicity | | | | | | | | | | | | |
| 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 | | 74.6 | 81.0 | 74.3 | 56.9 | 70.4 | 79.2 | 90.3 | 38.7 |
| 2021 | | | 100.0 | | 73.2 | 78.6 | 72.9 | 54.9 | 74.3 | 92.6 | 59.1 | 13.6 |
| Pacific Peoples | | | | | | | | | | | | |
| 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 | 75.7 | 89.0 | 80.5 | 35.1 | 68.2 | 77.1 | 68.9 | 33.7 | 64.8 | 79.8 | 71.1 | 31.1 |
| 2021 | 58.6 | 69.8 | 73.2 | 25.4 | 62.0 | 71.4 | 64.7 | 32.9 | 64.3 | 70.9 | 65.7 | 29.4 |

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

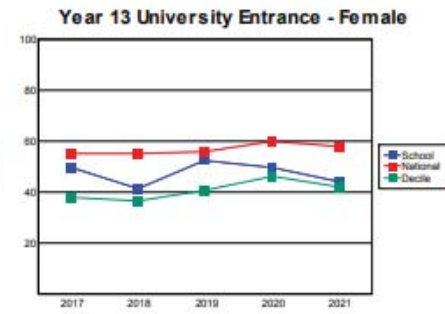
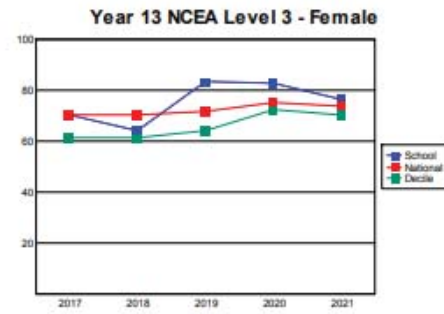
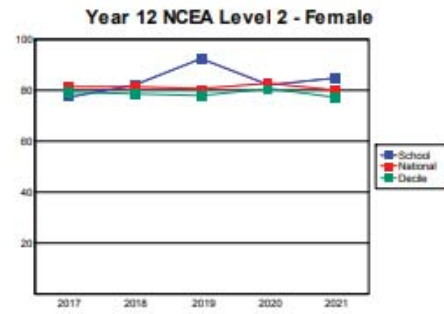
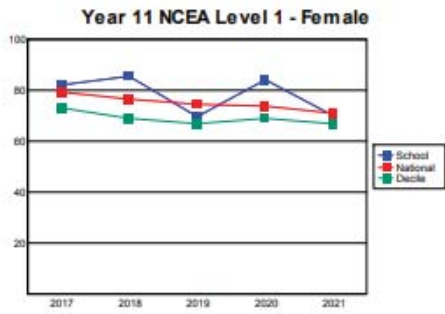
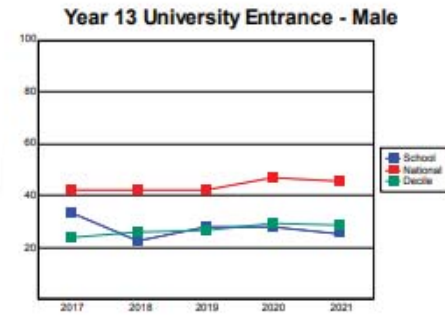
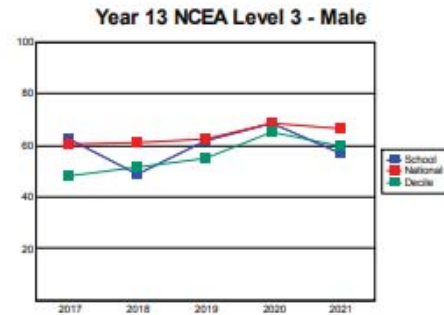
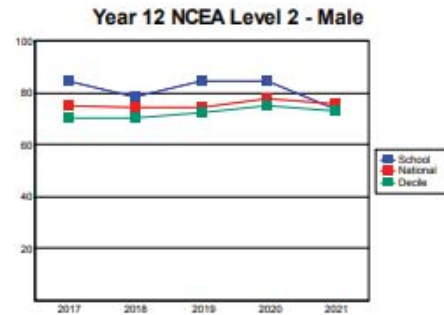
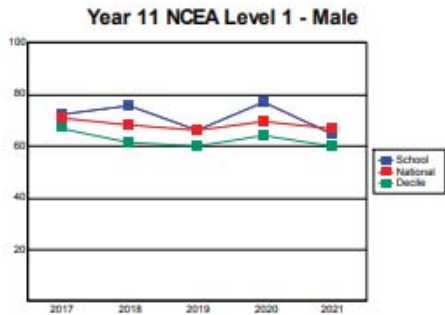


Achievement in NCEA and UE: Waitakere College

Generated 9-Mar-2022

PR2 - Enrolment Based Cumulative Results by Gender

| 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 | |
| Male | | | | | | | | | | | | | |
| 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 | 68.7 | 28.3 | 69.6 | 77.8 | 68.5 | 46.8 | 64.4 | 75.4 | 65.1 | 29.5 | |
| 2021 | 65.1 | 73.8 | 56.7 | 25.8 | 66.8 | 75.9 | 66.6 | 45.4 | 60.2 | 73.0 | 59.6 | 28.6 | |
| Female | | | | | | | | | | | | | |
| 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 | 49.5 | 74.1 | 82.4 | 75.5 | 59.6 | 69.4 | 80.2 | 72.3 | 46.0 | |
| 2021 | 70.4 | 84.5 | 77.1 | 44.0 | 71.4 | 79.7 | 73.9 | 57.7 | 67.0 | 76.8 | 70.3 | 42.3 | |

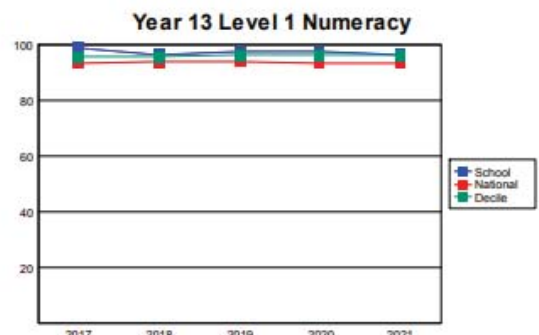
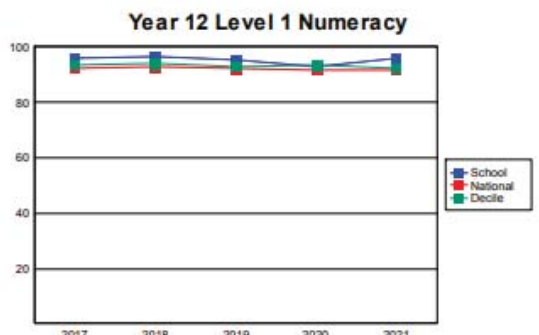
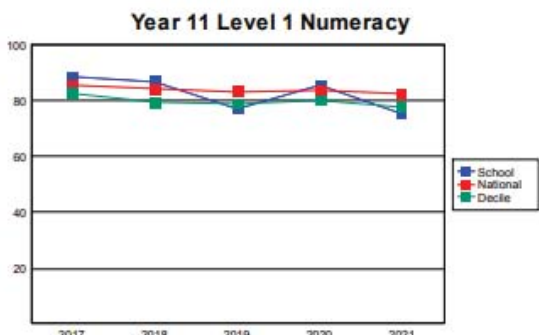
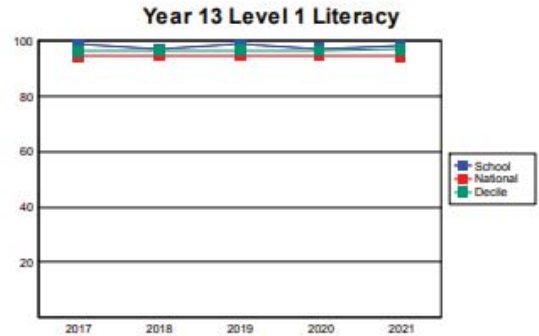
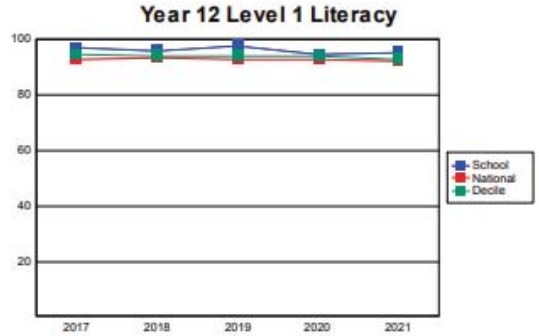
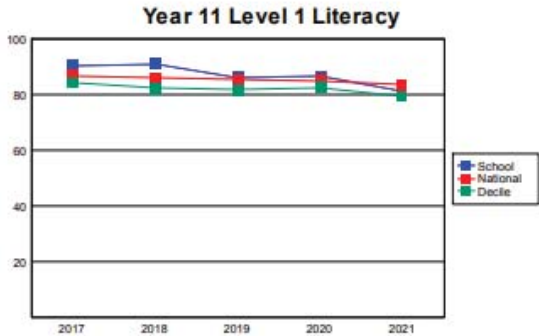


Level 1 Literacy and Numeracy: Waitakere College

Generated 9-Mar-2022

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 |
| 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 | 85.1 | 92.7 | 94.4 | 82.8 | 93.7 | 96.1 |
| 2021 | Literacy | 81.4 | 95.3 | 98.1 | 83.6 | 92.2 | 94.2 | 79.6 | 92.8 | 96.6 |
| 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 | 83.6 | 91.7 | 93.7 | 80.2 | 93.1 | 96.2 |
| 2021 | Numeracy | 75.6 | 95.7 | 96.6 | 82.4 | 91.3 | 93.5 | 78.1 | 92.1 | 96.4 |



School

Waitakere College

KIWISPORT NOTE

Refer to the 2020 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 2021, the school received total Kiwisport funding of \$34,584 (excluding GST). The funding was spent on Sports Director payroll. The number of students participating in organised sport decreased from 47% to 39% of the school roll. (due to lockdown / restrictions in Term 4).