

WAITAKERE COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

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

Accountant / Service Provider:
Canterbury Education Services Society Limited

WAITAKERE COLLEGE

Annual Report - For the year ended 31 December 2022

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Waitakere College

Members of the Board

For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expired/ Expires
Steve Bishop	Presiding Member	Elected	Sep 2025
Mark Shanahan	Principal ex Officio	Appointed	Current
Ace Kipa	Parent Representative	Elected	Sep 2025
Ina Sufia	Parent Representative	Elected	Sep 2025
Rebecca Hopkins	Parent Representative	Elected	Sep 2025
Milo Tausa	Parent Representative	Elected	Sep 2025
Tara Boreham	Parent Representative	Elected	Sep 2025
Raj Maharajan	Parent Representative	Elected	Sep 2025
Sarah Opetaiia	Student Representative	Elected	Sep 2023
Joanne Catchpole	Staff Representative	Elected	Sep 2023
Sirjit Anderson	Parent Representative	Co-opted	Sep 2022
Joan Thomas	Presiding Member	Elected	Sep 2022
Jane Coup	Staff Representative	Elected	Sep 2022
Cindy Delaney	Parent Representative	Elected	Sep 2022
Sallyanne Taulaga	Student Representative	Elected	Sep 2022

Waitakere College

Statement of Responsibility

For the year ended 31 December 2022

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 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

STEPHEN BISHOP

Full Name of Presiding Member

[Signature]

Signature of Presiding Member

18/05/2023

Date:

Olivia Fugmann

Full Name of Principal

[Signature]

Signature of Principal

18/05/2023

Date:

Waitakere College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	19,265,088	17,984,538	18,006,555
Locally Raised Funds	3	1,126,470	977,958	1,053,200
Interest Income		52,073	23,000	20,537
Gain on Sale of Property, Plant and Equipment		1,739	-	-
Total Revenue		20,445,370	18,985,496	19,080,292
Expenses				
Locally Raised Funds	3	748,676	634,573	562,769
Learning Resources	4	14,772,695	13,693,388	14,208,401
Administration	5	956,582	825,608	812,834
Finance		23,329	31,100	31,445
Property	6	3,509,644	4,161,376	3,410,976
Loss on Disposal of Property, Plant and Equipment		15,962	-	-
		20,026,888	19,346,045	19,026,425
Net Surplus / (Deficit) for the year		418,482	(360,549)	53,867
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		418,482	(360,549)	53,867



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

Waitakere College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		3,708,300	3,632,163	3,512,714
Total comprehensive revenue and expense for the year		418,482	(360,549)	53,867
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		117,659	-	141,719
Equity at 31 December		4,244,441	3,271,614	3,708,300
Accumulated comprehensive revenue and expense		4,244,441	3,271,614	3,708,300
Equity at 31 December		4,244,441	3,271,614	3,708,300



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

Waitakere College

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	2,213,853	1,518,959	1,493,009
Accounts Receivable	8	907,612	801,303	836,775
GST Receivable		-	13,507	13,507
Prepayments		132,372	123,521	123,521
Inventories	9	30,043	34,383	34,383
Investments	10	2,100,000	1,600,000	1,600,000
Funds Receivable for Capital Works Projects	17	120,645	62,388	62,388
		5,504,525	4,154,061	4,163,583
Current Liabilities				
GST Payable		57,213	-	-
Accounts Payable	12	1,286,151	1,244,923	1,283,744
Revenue Received in Advance	13	529,737	265,721	186,236
Provision for Cyclical Maintenance	14	249,800	490,746	490,746
Finance Lease Liability	15	128,095	179,096	179,096
Funds held in Trust	16	166,405	-	-
Funds held for Capital Works Projects	17	551,725	201,631	201,631
		2,969,126	2,382,117	2,341,453
Working Capital Surplus/(Deficit)		2,535,399	1,771,944	1,822,130
Non-current Assets				
Property, Plant and Equipment	11	2,072,482	1,745,512	2,132,012
Capital Work in Progress		26,731	23,940	23,940
		2,099,213	1,769,452	2,155,952
Non-current Liabilities				
Provision for Cyclical Maintenance	14	315,179	154,975	154,975
Finance Lease Liability	15	74,992	114,807	114,808
		390,171	269,782	269,783
Net Assets		4,244,441	3,271,614	3,708,300
Equity		4,244,441	3,271,614	3,708,300



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

Waitakere College

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		7,130,457	6,648,533	6,305,110
Locally Raised Funds		1,029,409	1,024,487	937,917
International Students		315,179	(6,202)	40,653
Goods and Services Tax (net)		70,720	16,501	16,501
Payments to Employees		(1,579,013)	(1,147,772)	(1,215,529)
Payments to Suppliers		(5,830,237)	(5,846,968)	(5,303,234)
Interest Paid		(23,329)	(31,100)	(31,445)
Interest Received		34,918	25,994	23,531
Net cash from/(to) Operating Activities		1,148,104	683,473	773,504
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		1,739	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(195,613)	(94,940)	(276,660)
Purchase of Investments		(500,000)	702,177	702,177
Net cash from/(to) Investing Activities		(693,874)	607,237	425,517
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	141,719
Finance Lease Payments		(191,628)	(195,980)	(190,818)
Funds Administered on Behalf of Third Parties		458,243	102,565	102,564
Net cash from/(to) Financing Activities		266,615	(93,415)	53,465
Net increase/(decrease) in cash and cash equivalents		720,845	1,197,295	1,252,486
Cash and cash equivalents at the beginning of the year	7	1,493,009	321,664	240,523
Cash and cash equivalents at the end of the year	7	2,213,853	1,518,959	1,493,009

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 2022

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 statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

g) 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.

h) 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.

i) Property, Plant and Equipment

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

Improvements (funded by the Board) to buildings owned by the Crown or directly by the board are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10–75 years
Board Owned Buildings	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

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

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

Non cash generating assets

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

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

of information.

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

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

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

l) 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.

m) 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 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

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

n) 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.

o) Funds held for Capital works

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

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

p) Provision for Cyclical Maintenance

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

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

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

q) Financial Instruments

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

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

r) 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.

s) Budget Figures

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

t) Services received in-kind

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

2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	6,467,230	5,700,000	5,923,014
Teachers' Salaries Grants	9,452,107	8,389,908	9,149,291
Use of Land and Buildings Grants	2,760,185	3,335,654	2,552,154
Other Government Grants	585,566	558,976	382,096
	<u>19,265,088</u>	<u>17,984,538</u>	<u>18,006,555</u>

The school has opted in to the donations scheme for this year. Total amount received was \$233,100.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	12,537	-	16,098
Curriculum related Activities - Purchase of goods and services	46,461	66,000	60,106
Fees for Extra Curricular Activities	440,816	420,400	417,856
Trading	244,094	202,000	205,285
Fundraising & Community Grants	227,090	219,500	179,074
Other Revenue	32,050	41,260	99,128
International Student Fees	123,422	28,798	75,653
	<u>1,126,470</u>	<u>977,958</u>	<u>1,053,200</u>
Expenses			
Extra Curricular Activities Costs	342,205	349,625	266,772
Trading	226,063	186,150	186,912
Overseas Travel Expenses	10,455	-	-
International Student - Student Recruitment	27,259	-	16,348
International Student - Employee Benefit - Salaries	133,810	79,715	85,360
International Student - Other Expenses	8,884	19,083	7,377
	<u>748,676</u>	<u>634,573</u>	<u>562,769</u>
Surplus/ (Deficit) for the year Locally raised funds	<u>377,794</u>	<u>343,385</u>	<u>490,431</u>

During the year the School hosted 7 International students (2021:5)

During the year ended 31 December 2022 the International Students Director travelled to Cambodia, Vietnam and Singapore at a cost of \$10,455 for the purpose of recruiting new students for the school. The travel was funded from the net surplus from international student fees income.

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	3,918,079	3,979,756	3,764,645
Information and Communication Technology	180,234	183,416	143,811
Library Resources	11,428	11,000	6,429
Employee Benefits - Salaries	10,111,645	8,923,216	9,745,163
Staff Development	80,260	138,500	76,562
Depreciation	471,049	457,500	471,791
	<u>14,772,695</u>	<u>13,693,388</u>	<u>14,208,401</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	11,038	11,038	10,717
Board Fees	3,495	6,000	4,705
Board Expenses	15,442	15,300	9,947
Communication	36,855	38,000	38,540
Consumables	84,909	61,000	52,811
Operating Lease	10,438	30,000	30,556
Other	76,422	75,070	55,235
Employee Benefits - Salaries	655,523	543,000	564,409
Insurance	32,465	16,500	16,348
Service Providers, Contractors and Consultancy	29,995	29,700	29,566
	<u>956,582</u>	<u>825,608</u>	<u>812,834</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	344,346	289,350	289,727
Cyclical Maintenance Provision	165	133,772	134,404
Grounds	46,205	40,250	41,497
Rates	17,589	15,250	20,754
Repairs and Maintenance	184,107	208,000	222,657
Use of Land and Buildings	2,760,185	3,335,654	2,552,154
Security	25,659	25,000	18,722
Employee Benefits - Salaries	131,388	114,100	131,061
	<u>3,509,644</u>	<u>4,161,376</u>	<u>3,410,976</u>

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

7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	2,213,853	1,518,959	1,493,009
Cash and cash equivalents for Statement of Cash Flows	<u>2,213,853</u>	<u>1,518,959</u>	<u>1,493,009</u>

Of the \$2,213,853 Cash and Cash Equivalents, \$551,725 is held by the School on behalf of the Ministry of Education. These funds have been provided by 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 2023 on Crown owned school buildings.

Of the \$2,213,853 Cash and Cash Equivalents, \$99,263 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	123,065	61,473	96,945
Interest Receivable	19,785	2,630	2,630
Teacher Salaries Grant Receivable	764,762	737,200	737,200
	<u>907,612</u>	<u>801,303</u>	<u>836,775</u>
Receivables from Exchange Transactions	142,850	64,103	99,575
Receivables from Non-Exchange Transactions	764,762	737,200	737,200
	<u>907,612</u>	<u>801,303</u>	<u>836,775</u>

9. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
School Uniforms	30,043	34,383	34,383
	<u>30,043</u>	<u>34,383</u>	<u>34,383</u>

10. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset Short-term Bank Deposits	2,100,000	1,600,000	1,600,000
Total Investments	<u>2,100,000</u>	<u>1,600,000</u>	<u>1,600,000</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	673,171	-	-	-	(23,905)	649,267
Furniture and Equipment	729,494	29,435	(8,988)	-	(140,400)	609,540
Information and Communication Technology	323,045	201,537	(1,506)	-	(89,454)	433,622
Motor Vehicles	55,684	84,439	(3,363)	-	(19,733)	117,027
Leased Assets	277,786	101,901	(1,091)	-	(187,309)	191,288
Library Resources	72,832	11,258	(2,105)	-	(10,248)	71,738
Balance at 31 December 2022	2,132,012	428,570	(17,053)	-	(471,049)	2,072,482

The net carrying value of furniture and equipment held under a finance lease is \$185,899 (2021: \$266,520)

The net carrying value of motor vehicles held under a finance lease is \$5,389 (2021: \$11,266)

Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	956,194	(306,927)	649,267	956,194	(283,023)	673,171
Furniture and Equipment	1,910,262	(1,300,722)	609,540	1,914,897	(1,185,403)	729,494
Information and Communication T	1,215,394	(781,772)	433,622	1,041,661	(718,616)	323,045
Motor Vehicles	352,066	(235,039)	117,027	320,259	(264,575)	55,684
Leased Assets	599,104	(407,816)	191,288	545,652	(267,866)	277,786
Library Resources	183,206	(111,468)	71,738	177,064	(104,232)	72,832
Balance at 31 December	5,216,226	(3,143,744)	2,072,482	4,955,727	(2,823,715)	2,132,012

12. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	253,240	299,928	299,928
Accruals	59,034	36,333	36,332
Banking Staffing Overuse	2,280	38,578	2,415
Employee Entitlements - Salaries	734,604	708,008	708,008
Employee Entitlements - Leave Accrual	236,993	162,076	237,061
	1,286,151	1,244,923	1,283,744
Payables for Exchange Transactions	1,286,151	1,244,923	1,283,744
	1,286,151	1,244,923	1,283,744

The carrying value of payables approximates their fair value.



13. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Grants in Advance - Ministry of Education	99,263	-	-
International Student Fees in Advance	203,931	12,174	12,174
Other revenue in Advance	226,543	253,547	174,062
	<u>529,737</u>	<u>265,721</u>	<u>186,236</u>

14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	645,721	645,721	562,317
Increase to the Provision During the Year	165	-	134,404
Use of the Provision During the Year	(80,907)	-	(51,000)
Provision at the End of the Year	<u>564,979</u>	<u>645,721</u>	<u>645,721</u>
Cyclical Maintenance - Current	249,800	490,746	490,746
Cyclical Maintenance - Non current	315,179	154,975	154,975
	<u>564,979</u>	<u>645,721</u>	<u>645,721</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Plan.

15. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	140,485	198,891	198,891
Later than One Year and no Later than Five Years	80,023	120,919	120,919
Future Finance Charges	(17,421)	(25,907)	(25,905)
	<u>203,087</u>	<u>293,903</u>	<u>293,905</u>
Represented by			
Finance lease liability - Current	128,095	179,096	179,096
Finance lease liability - Non current	74,992	114,807	114,808
	<u>203,087</u>	<u>293,903</u>	<u>293,904</u>

16. Funds held in Trust

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	166,405	-	-
	166,405	-	-

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

17. 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. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block F Roof, Toilets, Kitchen	(62,388)	865,326	(908,941)	-	(106,003)
LSC Office	7,962	-	(7,962)	-	-
D Block Rationalisation	193,669	683	(193,252)	-	1,100
Roof Replace B, C, X, H, J, K, M, T	-	-	(8,038)	-	(8,038)
Lighting & Distribution Boards	-	225,745	(222,894)	-	2,851
Heating Replacement A, B, C, T	-	204,760	(10,124)	-	194,636
Window Joinery & Cladding C, G, T	-	-	(5,095)	-	(5,095)
Security System Upgrade	-	15,847	(17,356)	-	(1,509)
Blocks A B C E M Flooring	-	402,111	(48,973)	-	353,138
Totals	139,243	1,714,472	(1,422,635)	-	431,080

Represented by:

Funds Held on Behalf of the Ministry of Education	551,725
Funds Receivable from the Ministry of Education	120,645

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block F Roof, Toilets, Kitchen	14,382	-	(76,770)	-	(62,388)
LSC Office	18,256	12,083	(22,377)	-	7,962
D Block Rationalisation	-	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 Receivable from the Ministry of Education	62,388

18. 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.

19. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i> Remuneration	3,495	4,705
<i>Leadership Team</i> Remuneration Full-time equivalent members	1,013,397 7	974,035 7
Total key management personnel remuneration	1,016,892	978,740

There are 10 members of the Board excluding the Principal. The Board had held 11 full meetings of the Board in the year. The Board also has a Finance committee (4 members) that meet monthly. 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 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	220-230	200-210
Benefits and Other Emoluments	5-10	0-6
Termination Benefits	-	-

Other Employees

No other employees received remuneration greater than \$100,000.

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	15.00	14.00
110-120	5.00	6.00
120-130	4.00	2.00
130-140	2.00	3.00
140-150	1.00	0.00
	27.00	25.00

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



20. 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:

	2022 Actual	2021 Actual
Total	-	-
Number of People	-	-

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: 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 2022, a contingent liability for the school may exist.

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

22. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into no contract agreements for capital works .

(Capital commitments at 31 December 2021: \$158,731)

(b) Operating Commitments

As at 31 December 2022 the Board has entered into no contracts.

The total lease payments incurred during the period were \$0 (2021: \$0).

23. 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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	2,213,853	1,518,959	1,493,009
Receivables	907,612	801,303	836,775
Investments - Term Deposits	2,100,000	1,600,000	1,600,000
Total Financial assets measured at amortised cost	<u>5,221,465</u>	<u>3,920,262</u>	<u>3,929,784</u>

Financial liabilities measured at amortised cost

Payables	1,286,151	1,244,923	1,283,744
Finance Leases	203,087	293,903	293,904
Total Financial Liabilities Measured at Amortised Cost	<u>1,489,238</u>	<u>1,538,826</u>	<u>1,577,648</u>

24. Events After Balance Date

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

25. Comparatives

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

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF WAITAKERE COLLEGE'S FINANCIAL
STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022**

The Auditor-General is the auditor of Waitakere College (the School). The Auditor-General has appointed me, Brendan Lyon, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2022, 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 2022; 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 18 May 2023. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

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

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Responsibilities of the Board for the financial statements

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

The Board 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 arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Analysis of Variance, Kiwi Sport Note and Statement of Compliance with Employment Policy, 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.



Brendan Lyon
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand

Waitākere College

Analysis of Variance for 2022

(Version: March 2023)

Te Tiriti o Waitangi

Improvement Plan - Domain: Learning

Strategic Goal

To ensure that the school has guidelines for the ways in which the articles of the Treaty will be applied.

Annual Goal

To increase the engagement of Māori students and whanau within the college.

Actions 2022 <i>New initiatives actions</i>	Outcomes <i>What happened</i>	Variance from target and reasons for variance	Evaluation <i>Where to next?</i>
Kāwanatanga - Honourable Governance <ul style="list-style-type: none"> - Co-opt a A Māori parent onto the Board of Trustees for 2022 - Include whanau input into decision making 	<p>A Māori parent was appointed to the Board of Trustees</p> <p>Whanau and akonga voice on the school direction, nature and provision of curriculum was taken at hui and in surveys contributing to the new Strategic and Annual Plans.</p>	<p>Parent feedback asked for greater links with the governance of the kura</p> <p>Staff found the Te Tatau ki Waitakere PLD engaging and useful, despite interruptions and delay of some sessions due to Covid.</p>	<p>Strengthen link between the Board of Trustees and Māori whanau by way of dedicated korero at whanau hui</p> <p>Continue with Te Tatau ki Waitakere in 2023, at least once per term; encourage and support staff to enrol in the Takatu Te Reo Māori course.</p>
Rangatiratanga - Agency <ul style="list-style-type: none"> - Year 13 Māori student are given leadership and decision making roles - Teachers are given professional development in extending their Te Reo Māori 	<p>Ngā Toa o Mua students lead in the planning, organisation and presentation of whanau hui and Mana Maori celebrations and events.</p> <p>Staff development in the use of Te Reo Māori was encouraged by way of the dedicated PLD sessions (Te Tatau ki Waitakere), Waitākere common phrases, weekly whakatauki</p>	<p>The Māori Education plan continues to be developed after consultation with whanau and kaiako. The framework is developed and main suggestions are included in the Annual Plan.</p>	<p>2023 The college has employed a further Te Reo Māori kaiako to allow for increased student numbers in Te Reo, the growth of the rūmaki and the provision of the Tikanga a Kura programme across the mainstream.</p>
Ōritetanga - Equity <ul style="list-style-type: none"> - Te Reo is offered to more students through a term-by-term option - Immersion Te Reo and Rūmaki is extended out to another year level - Matauranga Māori begins to be included in the development of 	<p>The number of kaiako delivering Te Reo Māori was increased to three for added provision of Te Reo Māori</p>		<p>The Māori Education plan will be finalised and put forward for further consultation and ratification in the first half of 2023.</p>

<p>revised curriculum Years 9-11</p> <ul style="list-style-type: none"> - Develop a local history curriculum including that of manu whenua in collaboration with the Kahui Ako cluster. 	<p>The Rūmaki gained Ministry of Education recognition at Level 2 and 3 of the Māori Immersion framework.</p> <p>Consultation was held on the Māori Education plan</p>		
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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 2022 <i>New initiatives actions</i>	Outcomes <i>What happened</i>	Variance from target and reasons for variance	Evaluation <i>Where to next?</i>
Development of school wide approach to teaching Writing using Writers Toolbox (WT)	Increased awareness across the school of the importance of teaching literacy across subjects.	A new, additional initiative was the school-wide literacy matrix and specific teaching of literacy strategies into schemes of work across Humanities, English and Science - these were a natural progression from the school-wide PLD on Writer's Toolbox.	Continue with Actions; specific focus on upskilling 29 new teachers with Writer's Toolbox. Specific teaching of literacy strategies to be trialled across Humanities, English and Science.
800 minutes - Year 9 Reading in Tutor Time	Positive uptake from staff of Writer's Toolbox. Staff in all departments had WT PLD. Feedback included a feeling of empowerment at being able to confidently teach writing.		
Pilot new Level 1 Literacy Standards	Reading promoted in tutor class and at assemblies, e.g. with house points.		
Word of the Week - Monday Word Day	School-wide literacy matrix was developed to describe what students will be able to do at the end of Year 10 students. Specific teaching of literacy strategies built into schemes of work across Humanities, English and Science.		

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, confidence and achievement in Maths by implementation of culturally responsive pedagogies To explore and prepare for new NCEA Numeracy Standards
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Actions 2022 <i>New initiatives actions</i>	Outcomes <i>What happened</i>	Variance from target and reasons for variance	Evaluation <i>Where to next?</i>
Develop a range of problem solving resources and activities that support culturally responsive pedagogy (collaboration, student talk, building relationships, power sharing).	Mathematics teachers created common 'Do Now' activities for junior classes to enhance student problem solving	There was limited time for development of tasks with all teachers due to time lost through Covid. Emphasis was given to core concepts, narrowing the curriculum that was taught.	Spend time with new staff to introduce them to these 'Do Now' activities.
Develop the Mathematics Support role to work with target students and to support DMIC tasks	Year 10 students participated in the Level 1 NCEA Numeracy pilot. Entered were Year 10s with PAT Level 4+ (58% of cohort). Year 10 80% passed	It proved very worthwhile to be part of the pilot so as to learn of the expected levels in the new Standards, to measure student achievement and progress and to have a 'dry run' at the considerable logistics of having 200 students sit a national assessment on-line at one time.	The new Year 9 Kahui Ako leader to work with Maths teachers to enhance strategies / grow dispositions.
Pilot new Level 1 Numeracy Standards	A small sample of Year 11 102 students were entered. 3/18 passed.		A large focus for Year 10 using the Numeracy books Year 11 - to ensure 90% get numeracy via the current AS and US in 2023 Enter in the pilot (transition) Year 10 - 1st test Lvl4+ -

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
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Actions 2022 <i>New initiatives actions</i>	Outcomes <i>What happened</i>	Variance from target and reasons for variance	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 and pastoral staff	<p>In a very positive step up, NCEA Numeracy rose to 80% and thus was not a barrier to overall L1 NCEA success.</p> <p>NCEA results overall fell to 64%, the same as the national average and ahead of the Decile 3 average of 59%. These other reference points also showed significant and similar falls in Level 1 outcomes.</p>	Increased numeracy outcomes were due to the development of a tracking system, focussed monitoring by Curriculum and Senior leaders and regular meetings.	Continue to embed the Numeracy tracking system with the change of Numeracy and Maths leadership and staffing.
Track and intervene with L1 Numeracy by way of regular Level 1 Numeracy meetings		Workshops were held for targeted students in Term 3 and 4 supported student success	
Maths program adjusted for earlier assessment		In Terms 1 and 2 considerably large numbers of students were absent - in rotation. School computers were issued widely and with urgency to enable learning at home. Despite this hybrid system, student engagement in on-line learning was low.	Students to track their own progress by way of regular goal setting and NCEA latest.
Hold mid-year workshops for students identified as being at risk of not achieving numeracy.		There was lower than expected attendance at end-of-year summer school due to reduced manawanui.	Regular assembly presentations on NCEA and planning towards success
Introduce students to practices of independent learning in readiness for At Home Learning			Achievement check-point in Term 2 for Curriculum Area review of progress per subject

1 b Raising Academic Achievement for all Students - NCEA

Improvement Plan - Domain: Learning

Strategic Goal Increase levels of achievement in NCEA	Annual Goal Maintain University Entrance pass rate
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Actions 2022 <i>New initiatives actions</i>	Outcomes <i>What happened</i>	Variance from target and reasons for variance	Evaluation <i>Where to next?</i>
Increased tracking of Year 13 students for their 14-14-14 achievement	<p>The U.E. Roll Based outcome for 2022 was similar to the 2021 level, (-1.6%). This was a drop similar to the national outcome while being significantly above the Decile 3 result. The result was disappointing for Pasifika students with a significant drop.</p> <p>U.E. Literacy, although still one of a number of factors, was not the predominant barrier it has been in the past due to a robust monitoring programme and additional tutoring in EAA/EAP.</p>	<p>Students fell short mostly missing out due to their third subject i.e. not achieving the 12 credits.</p> <p>Year 13 Student attendance fell off in Term 3 / 4 with some students leaving for work.</p> <p>Student aspirations wrt tertiary study has changed, with work being a draw card for students and their families.</p>	<p>Mid- year check point with Curriculum Leaders to audit Standards and assessment and to look at alternative Standards.</p> <p>Study line programme for self-awareness and understanding of UE</p> <p>A UE Writing/ Reading Standards added to all English 202 courses in 2023</p>
Formalise the inclusion of identified NESB students from Year 12 and 13 into EAA and EAP Standards.			
Grow student independence in learning through a study skill programme delivered through study periods			
Monitoring and supporting academic progress of student school leaders (Sports, Arts, Prefects)			

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 by extending the Engineering and Building Academies.

Actions 2022 <i>New initiatives actions</i>	Outcomes <i>What happened</i>	Variance from target and reasons for variance	Evaluation <i>Where to next?</i>
Continue to manage transition of leadership of the Vocational Pathways	A Business Liaison manager was appointed and strong new and active links were made with Deloitte, Dentsu International and D&H Steel. The relationship with the Dingle Foundation Career Navigator programme was extended and enhanced.	Staff transition saw a leadership change in the Vocational Pathways team.	Employ further into this area to ensure sustainability and growth in the vocational pathways area of the school.
Develop the plan for the extension of the Engineering and Building Academies Business Liaison Manager appointed		Future sustainability of the trade academies proved difficult due to a lack of applicants from industry.	Redevelopment of the vision and profile of Vocational to include a broader range and greater number of students. An MOU is being developed with D&H Steel that would see students training on-site at D&H Engineering.

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

Actions 2022 <i>New initiatives actions</i>	Outcomes <i>What happened</i>	Variance from target and reasons for variance	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) • Extension of the Rūmaki (Year 9, 10,11) • Extension of the Māori leadership roopu • Year 9 Tikanga programme 	<p>Whakawhanaungatanga was encouraged through the Haerenga for Te Rito Rūmaki and Te Reo students and the extension of the Rūmaki through Years 9-11.</p> <p>The Tikanga a Kura programme gave students outside of Te Reo classes an introduction to tikanga.</p>	<p>Due to staff movement and sickness the Tikanga a Kura programme was limited to two terms.</p>	<p>Study in the Whare With modification in C block, in 2023 the Study in Whare for Māori akonga can be based in a Māori space in C1 and yet can integrate easily with tutor when useful.</p> <p>Student Tracking: At risk Māori akonga will be tracked and supported</p>
<p>Māori leadership to encourage Maori students to Wednesday Hub</p> <p>Establish Year 11 Māori student mentoring group for most at risk students</p> <p>Establish monthly meeting of Year 11-13 Academic and Pastoral team to identify most at risk students and means of supporting</p> <p>Prioritize devices for M&P Level 1</p>	<p>The mentoring group of Year 10 students, (instead of Year 11) proved very successful as a means to motivate akonga by allowing them insight into vocations from construction to the media. The relationship with The Dingle Foundation was important in the facilitation of this.</p>	<p>The Wednesday study hub spread tutoring resources too thinly and so tutoring for Māori akonga was included in the C Block Hub.</p> <p>A focus on Year 10 was aimed at capturing student interest early, and thus retaining students in school.</p>	
<p>Increased Year 11 NCEA - See 1 b) NCEA Achievement</p>	<p>Māori NCEA results rose slightly at Level 1, were marginally down in Level 2 and UE and dropped more significantly in L3. These outcomes were still above both the national and Decile 3 averages and showed less of a decrease in attainment than national counterparts / reference groups</p>	<p>The Academic- Pastoral link proved difficult to initiate but will be instituted in 2023</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

Actions 2022 <i>New initiatives actions</i>	Outcomes <i>What happened</i>	Variance from target and reasons for variance	Evaluation <i>Where to next?</i>
Regular weekly mentoring and Tutoring (Nuu Toa) Years 9-13	Target groups: <ul style="list-style-type: none"> - all Medical Science students - Year 11 boys - Year 12 with no Numeracy - Year 13 UE pathway (Uni of AKL MATES program) 	The Pasifika results for Year 11 had the biggest increase across all ethnic groups.	For growth in the Nu'u Toa roll, we need to look at expanding into other classrooms in C block. Target group: all seniors.
Develop a Pasifika student leadership group	Attendance was good at the start for all year levels. As the year progressed, the Year 13 students struggled to balance work commitments. The younger siblings of the seniors were also attending each week, encompassing a whakawhaungatanga model. This included siblings from St Doms, Liston boys, and one from Rutherford college.	As a result of poor MATES attendance, UE results were down. This is due to many factors, including a shift in priorities at home and the pressure to provide for the family and to succeed in school.	The MATES program this year is suspended until 2024. Targeted and capable Year 13s will tutor the junior students. All UE parents/caregivers will be contacted regarding their child's journey this year and what this would look like and mean for their family in the long term.
Further development of Talanoa Ako and Nuu Toa partnerships with parents	Leadership group - Pasifika Prefects met once a Term. Talanoa: Community engagement was consistent and has proven a worthwhile program for parents to learn about NCEA and Waitākere College values and goals.	The leadership was not as effective as planned due to students' other commitments and responsibilities at school. The compatible partnerships of the Talanoa Ako parents and the Nu'u Toa students allowed for extra support in our Pasifika community, especially post-covid, where the needs of our Aiga were sensitive. The cohesiveness of the programmes empowered both parents and students to excel in their learning and relationship with the school.	Assign a staff member to look after the Leadership team. Oversee their academics and balance their outside commitments, extracurriculars, and Prefect responsibilities. Continue with the Talanoa Ako parents program - invite new parents.

2. Improving Attendance


Improvement Plan - Domain: Learning

School Strategic Learning Goal

To improve levels of attendance as a vital prerequisite of raising student achievement.

School Annual Learning Target

Improve attendance to 95% across the school

Actions 2022 <i>New initiatives actions</i>	Outcomes <i>What happened</i>	Variance from target and reasons for variance	Evaluation <i>Where to next?</i>
<p>Inducting new deans and junior assistants into the processes and systems for monitoring attendance</p> <p>Main focus on Term one Maori attendance related to non returns and statistic caused by covid effect</p> <p> Maori Students by Year Level & Attendance...</p> <p>Introducing new staff to the school to processes for maintaining and increasing attendance</p> <p>Implementation of a goal setting and reward systems with Deans' target students.</p>	<p>At the start of 2022, two PD sessions were held on monitoring attendance and the processes in use to identify and target at risk groups</p> <p>Attendance rates compared to 2021 for Term 1 Maori was down by 6% in 2022</p> <p>PD held in Term 1 and orientation days for new staff throughout the year</p> <p>Deans of two levels achieved this in Term 2 and 3</p>	<p>Systems and processes taught and followed</p> <p>Covid continued to impact the attendance of the college as a whole and this represents the same drop across other ethnicities</p> <p>Most targeted students' attendance remained constant at the percentage they were when picked up on the Deans targeted group, meaning no further deterioration in attendance but limited increase also.</p>	<p>Continue to induct new deans and teachers to processes, via tutor meetings</p> <p>Continue to involve youth workers, outside agencies on re-engagement and in the senior school following up on external links and courses after school</p> <p>Continue to ensure all new staff throughout the year are orientated to the processes and systems</p> <p>Start Target Deans students earlier, towards the end of Term one when patterns have developed</p>

3. Enhancing Teaching

Improvement Plan - Domain: Learning

Strategic Goal

To improve student engagement and outcomes through strengthening Relationships Based Learning and explicit teaching of literacy 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

Actions 2022 <i>New initiatives actions</i>	Outcomes <i>What happened</i>	Variance from target and reasons for variance	Evaluation <i>Where to next?</i>
RbL: Voice II findings presented to staff	Student Voices II were presented to staff for reflection and planning and two Wednesday PLD sessions were devoted to Relationship Based Learning (RbL). New teachers were taken through the RbL cycle and two PLD sessions were devoted to Mātauranga Māori.	The spread of Impact Coaches was stalled with two teachers moving on from the college at the end of their training.	29 new staff to be taken through the RbL cycle in 2023. To be done by completing Impact Coaching training with five Curriculum Leaders. OM and FD to work with the curriculum leaders to achieve this. Collect Voices III. FD to work with St. Doms to achieve this. Feedback to staff for reflection and planning.
RbL: Observation and coaching of new teachers			
RbL: Extend the spread of Impact Coaches.			
DMIC blend with RbL			
Support teachers via PLD to enhance their teaching of Literacy			
PLD supporting new NCEA including Matauranga Maori			

4(a). 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 2022 <i>New initiatives actions</i>	Outcomes <i>What happened</i>	Variance from target and reasons for variance	Evaluation <i>Where to next?</i>
Yr 13- to strengthen house spirit, assemblies Further develop combined Year 11 and 12 leadership group. Initiate Year 10 Class representatives - with an emphasis on male leadership Linking Year 12 leadership group with prefects	Student leadership groups Year 10,11,12 did not occur, opportunities for leadership in these levels were offered and leaders identified	Assemblies were not able to be held for much of the year due to hall reconstruction and health protocols due to Covid. A number of events not held.	Develop leadership groups to be held at Years 10, 11, 12
Māori student leadership: To extend the Māori leadership group to include students Years 9-13 Ensure student leadership of whanau events Assign a student led project	Ngā Toa o Mua led whanau hui, celebrations and school events based around the Māori calendar.		Year 13 Māori and Pasifika leaders to meet more regularly in the first half of the year before assessments take priority.
Develop Pasifika student leadership to lead events, fono and the Language weeks. Invite to Komiti planning meetings. Assign projects and goals.	The Pasifika student leadership team met with the Komiti once a term, to plan fono and cultural language weeks	Not as effective as planned because of students' prefect and extra curricular responsibilities.	

4 (b). Building Student Capacity for Independent Learning

Improvement Plan - Domain: Learning

Strategic Goal To build student capacity for independent learning	Annual Goals For students to grow in their capacity to independently plan, monitor and evaluate their learning and academic progress That students develop the digital competencies to better learn off-site
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Actions 2022 <i>New initiatives actions</i>	Outcomes <i>What happened</i>	Variance from target and reasons for variance	Evaluation <i>Where to next?</i>
Initiate senior student study skill programs for Years 13	Senior students were supported in being able to readily access emails and Google Classroom.	The planned senior student study skills programme was not rolled out in full due to the significant Omicron interruption to learning and the school calendar in Terms 1&2 particularly.	Reinstitute study skills programme
Provide opportunities for students to familiarise themselves and practise working in Lockdown mode. Google Classroom, emails and other platforms	School devices were urgently issued ahead of the Omicron outbreak to all students needing this provision, allowing students access to learning from home.		
Introduction of new planner to help students organise themselves and take responsibility for their own planning	The planner was redesigned to make it more student centred thus encouraging greater student planning. The planner was issued free in 2022 and was provided to all levels including Year 13.		

5 b) Connecting with the community - Te Kāhui Ako

Improvement Plan - Domain: Learning

Strategic Goal

To improve student outcomes via enhanced transitions through improved alignment of curriculum and common language with our feeder schools

Annual Goal

Build connections between Waitakere College and our feeder schools to align curriculum and establish common language for learning.

Actions 2022 <i>New initiatives actions</i>	Outcomes <i>What happened</i>	Variance from target and reasons for variance	Evaluation <i>Where to next?</i>
Within School Leaders (WSL) work with feeder schools and Waitakere College staff to align language and curriculum initially in teaching of writing.	Developed an across-school end of Year 10 Writer's Profile.	The first step only was possible in creating the profile achieved.	Work with feeder schools to blend the Writer's Profile with their schemes of work.
WSL leaders meet once a month for strategic feedback on their Portfolios.	<p>Meetings were held after school for Within School Leaders to give feedback to the team on their progressions and to collaborate and support the kaupapa of:</p> <ul style="list-style-type: none"> • RBL (Relationship Based Learning) • Literacy • Numeracy • NCEA Level 2+ and Māori retention <p>Humanities Curriculum Leaders joined the Kāhui Ako group exploring local curriculum and implementing the NZ Histories curriculum</p> <p>A relationship was established with mana whenua, Te Kawerau a Maki and an MOU signed.</p>	<p>These meetings were fantastic platform to see how other WSLs are making changes in our school and are contributing to the wider Kāhui Ako schools.</p>	<p>Welcome the three new Numeracy WSLs - a whole new team with a focus on:</p> <ul style="list-style-type: none"> - Transition Years 8 - 10 - Numeracy tracking Year 11 - Numeracy across the curriculum. <p>Continue with the monthly WSL meetings. Encourage WSL to grow their teams.</p> <p>Continue to develop the relationship and understanding with Te Kawerau a Maki and with other Kāhui Ako schools build the school's knowledge and engagement with local curriculum.</p>

Waitakere College

2022

Achievement Data

March 2023

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Māori Student Retention
Principal's Reports Data

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 2022 Analysis of Variance. Reference to this data can be found in the Analysis of Variance as it pertains to the 2022 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 2017 -2022 Waitakere College cf Decile 3	
Year	Passed
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
2022 - Decile 3 National	58.5
2022 - Waitakere College in Auckland	63.6

Figure 1 (b)

Yr11 Overall Level 1 Pass Rates

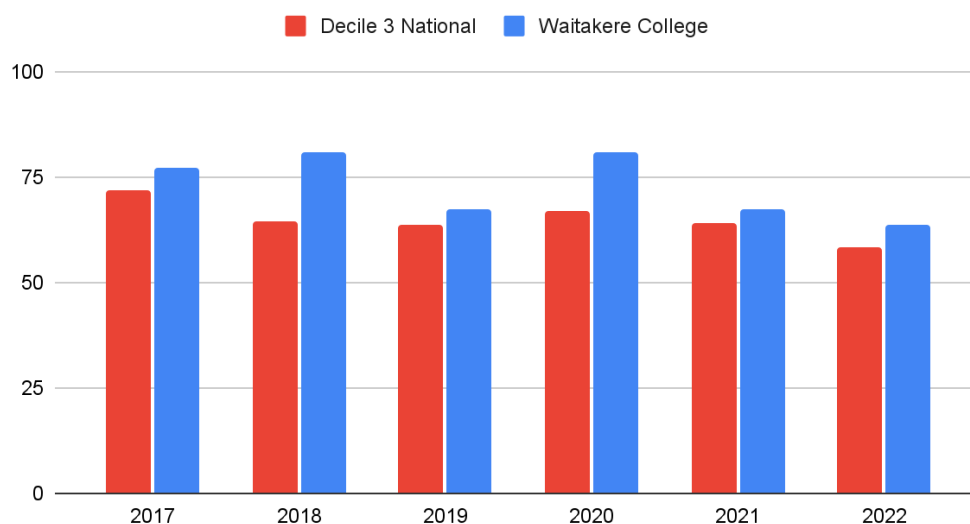


Figure 2(a)

Year 12 Overall Level 2 Pass Rates 2017 -2022 Waitakere College of Decile 3	
Year	PASS
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
2022 - Decile 3 National	67.9
2022 - Waitakere College in Auckland	74.4

Figure 2(b)

Yr12 Overall Level 2 Pass Rates

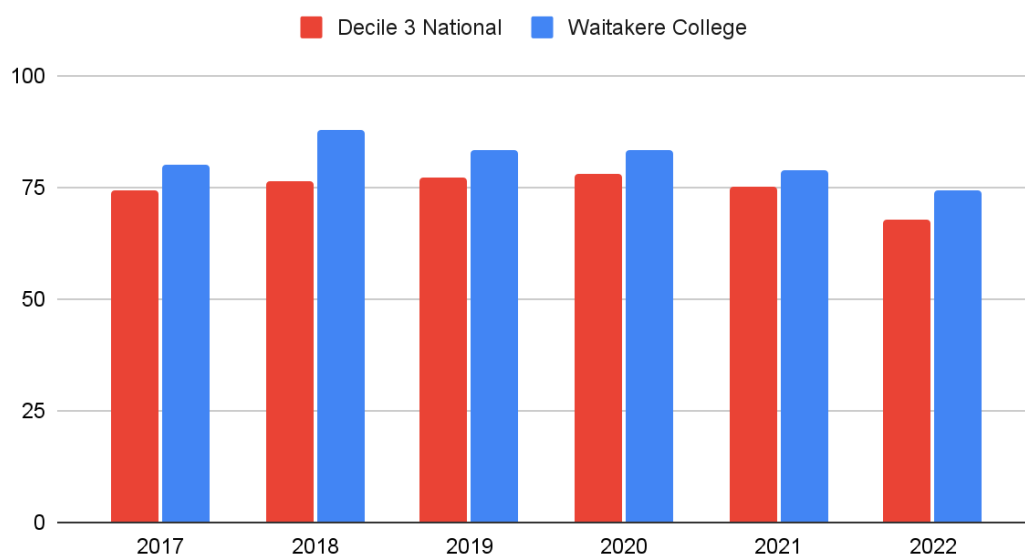


Figure 3(a)

Year 13 NCEA Level 3 Pass Rates 2017 -2022 Waitakere College cf Decile 3	
Year	PASS
2017 - Decile 3 National	57.4%
2017 - Waitakere College in Auckland	65.6%
2018 - Decile 3 National	57.6%
2018 - Waitakere College in Auckland	56.1%
2019 - Decile 3 National	61.76%
2019 - Waitakere College in Auckland	73.8%
2020 - Decile 3 National	68.7
2020 - Waitakere College in Auckland	75.5
2021 - Decile 3 National	65.5
2021 - Waitakere College in Auckland	67.5
2022 - Decile 3 National	60.1
2022 - Waitakere College in Auckland	67.7

Figure 3(b)

Yr13 Level 3 Overall Pass Rates

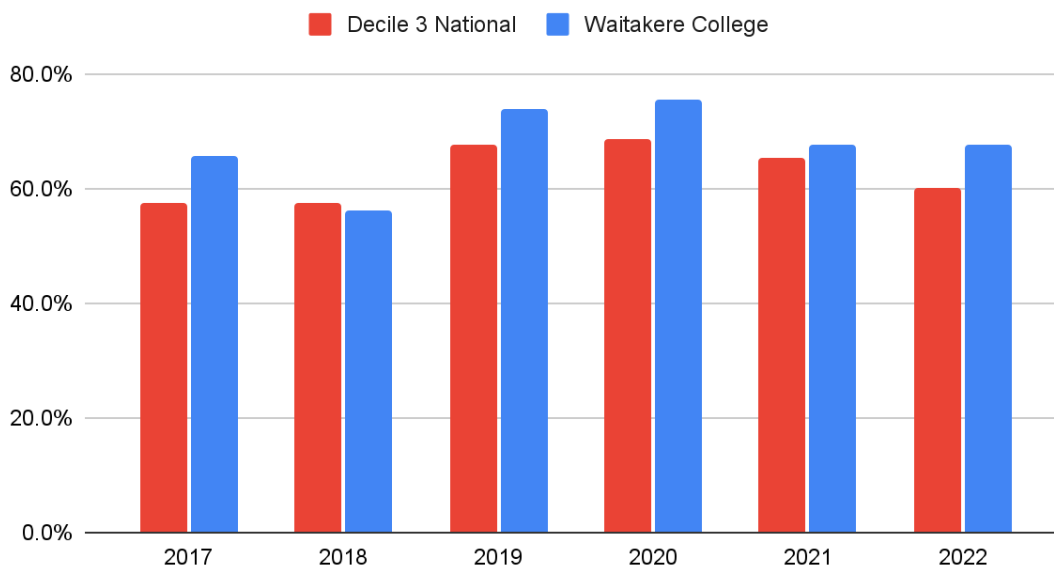


Figure 4(a)

Year 13 Overall <u>UE Pass Rates</u> 2017-2022 Waitakere College cf Decile 3	
Year	Passed
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	38.6%
2020 - Waitakere College in Auckland	39%
2021 - Decile 3 National	36.3%
2021 - Waitakere College in Auckland	35.4%
2022 - Decile 3 National	30.4%
2022 - Waitakere College in Auckland	33.3%

Figure 4 (b)

UE Pass rate Decile 3 National and Waitakere College

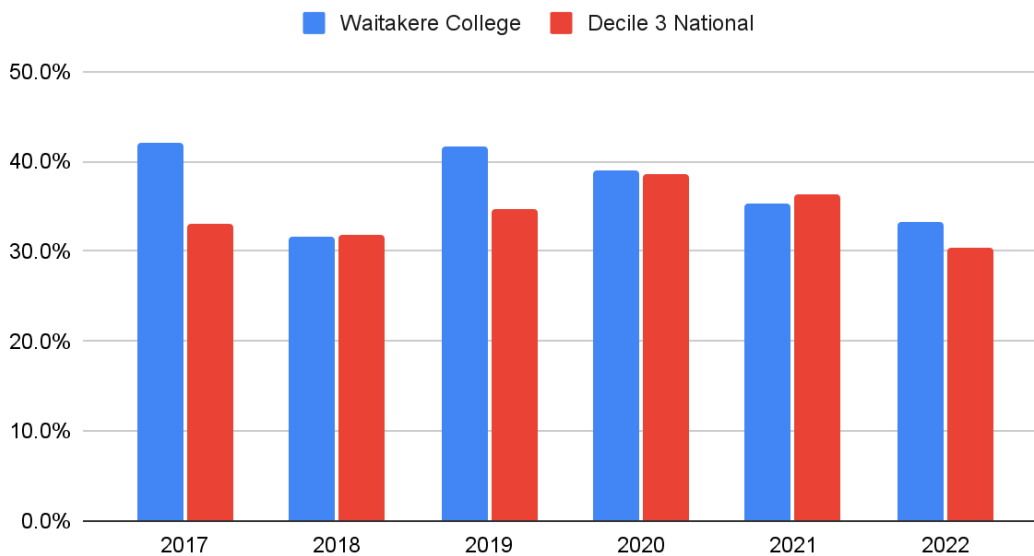


Figure 5(a) Year 11 2022 NCEA Level 1 Pass Rates by ethnicity Waitakere College cf Decile 3

	Asian	European	MELAA	Māori	Pacific Peoples
Decile 3 National	72.4%	63.40%	60.90%	49.90%	58%
Waitakere College	75.50%	66.00%	66.70%	52.20%	63.40%

Figure 5(b)

Yr11 2022 L1 Pass Rates by Ethnicity Waitakere College cf.
Decile 3

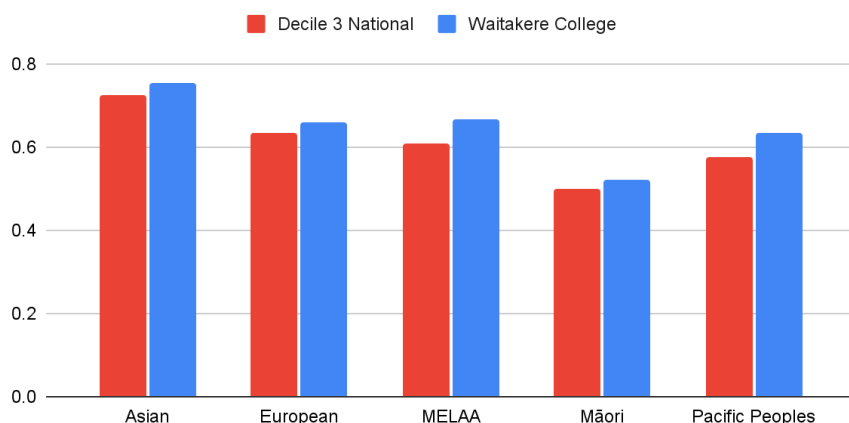


Figure 6(a) Year 12 2022 NCEA Level 2 Pass Rates by ethnicity Waitakere College cf Decile 3

	Asian	European	MELAA	Māori	Pacific Peoples
Decile 3 National	77.9%	71.6%	79.7%	60.8%	65.7%
Waitakere College	84.7%	82.2%	93.8%	62.5%	59.1%

Figure 6(b)

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

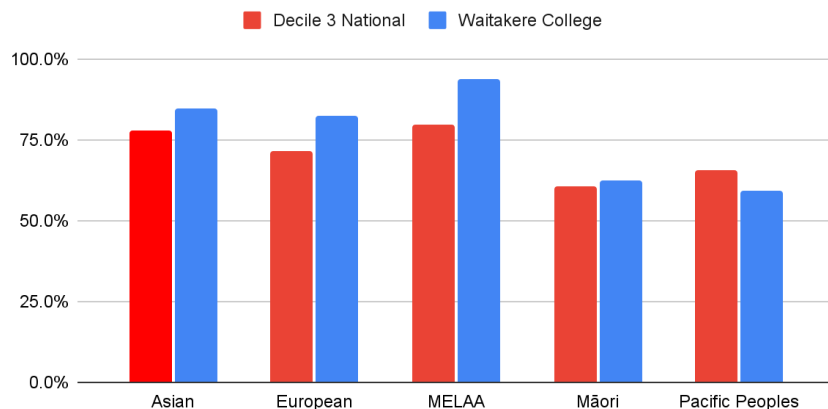


Figure 7(a) Year 13 2022 NCEA Level 3 Pass Rates by ethnicity Waitakere College cf Decile 3

	Asian	European	MELAA	Māori	Pacific Peoples
Decile 3 National	72.5%	61.0%	68.9%	51.1%	58.4%
Waitakere College	72.9%	72.9%	100.0%	60.5%	61.3%

Figure 7(b)

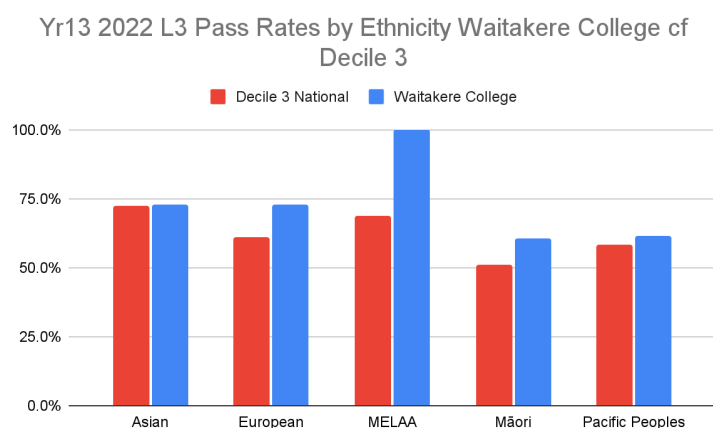


Figure 8(a) Year 13 2021 UE Pass Rates Waitakere College cf Decile 3

	Asian	European	MELAA	Māori	Pacific Peoples
Decile 3 National	45.8%	35.2%	45.9%	21.1%	21.9%
Waitakere College	42.4%	45.70%	66.7%	31.6%	16.0%

Figure 8(b)

Yr13 2022 UE Pass Rates by Ethnicity Waitakere College of Decile 3

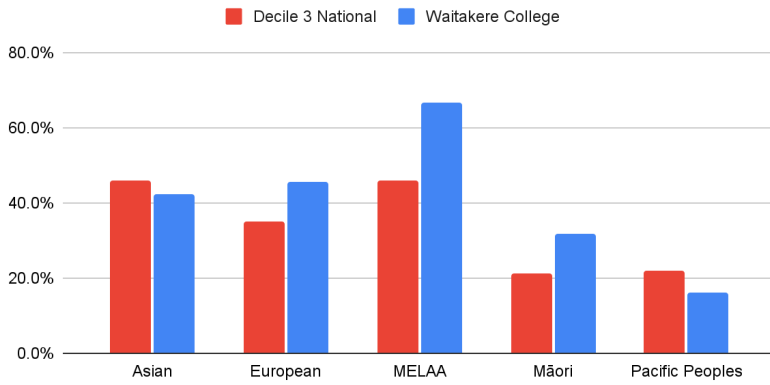


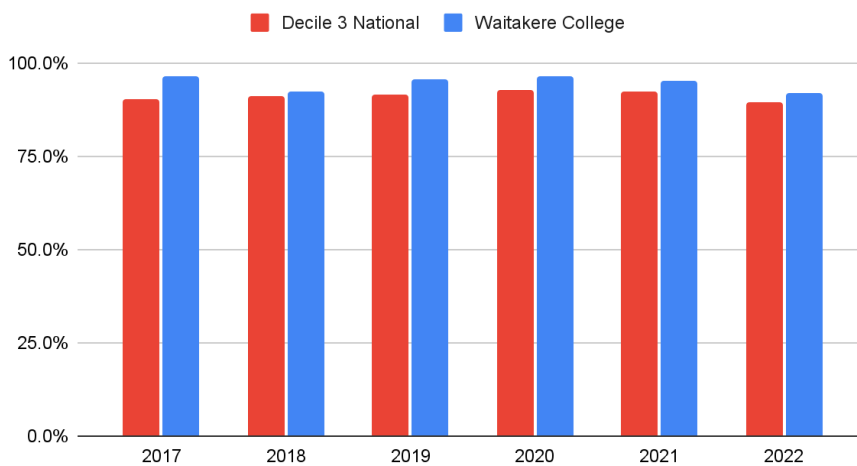
Figure 9(a)

Year 13 2022 Level 2 Pass Rate Waitakere College of Decile 3

	2017	2018	2019	2020	2021	2022
Decile 3 National	90.4%	91.1%	91.6%	92.6%	92.30%	89.6%
Waitakere College	96.6%	92.4%	95.7%	96.5%	95.10%	91.9%

Figure 9(b)

Yr13 L2 Pass Rates Waitakere College of Decile 3



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	91.9 %
Māori	81.6%
Pasifika	93.3%

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

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

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

All Year 13 students

	U.E. %
2016	43
2017	49
2018	55
2019	72
2020	64.5
2021	73
2022	50

Māori U.E.

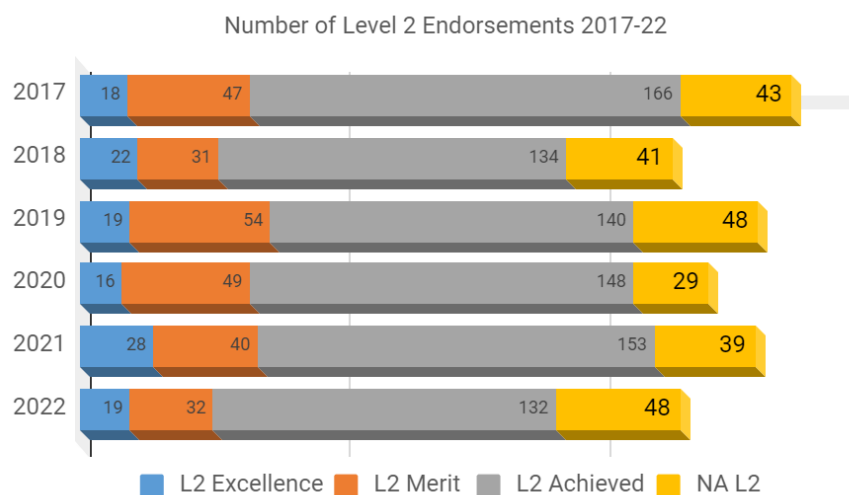
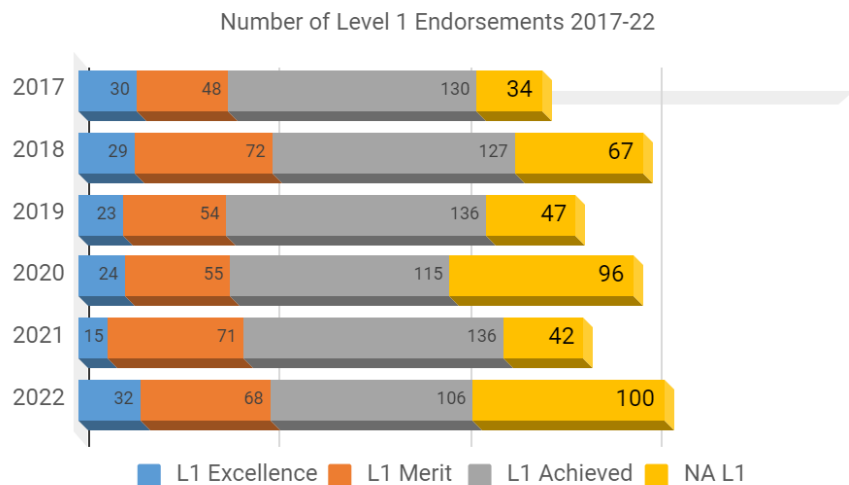
	Passed U.E. %
2016	26
2017	30
2018 *	57
2019	77
2020	53
2021	82
2022	57

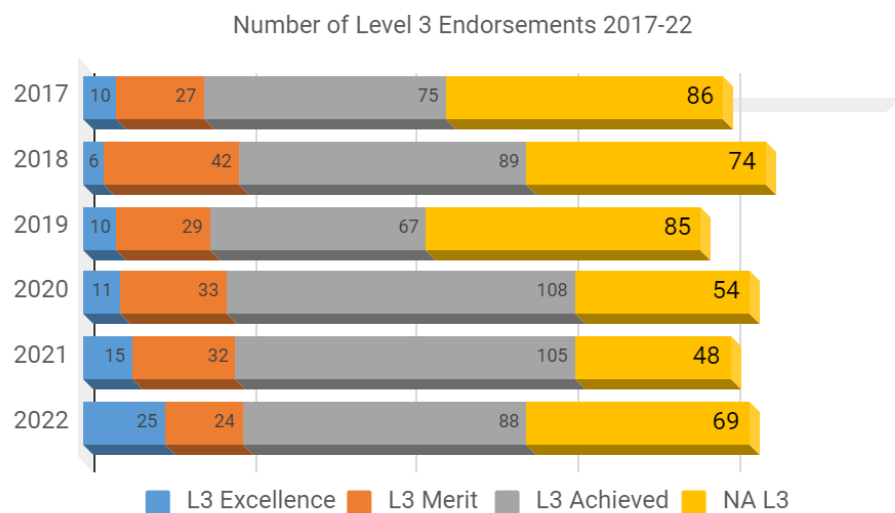
Pasifika U.E.

	U.E. %
2016	28
2017	30
2018*	25
2019	49
2020	62
2021	60
2022	30

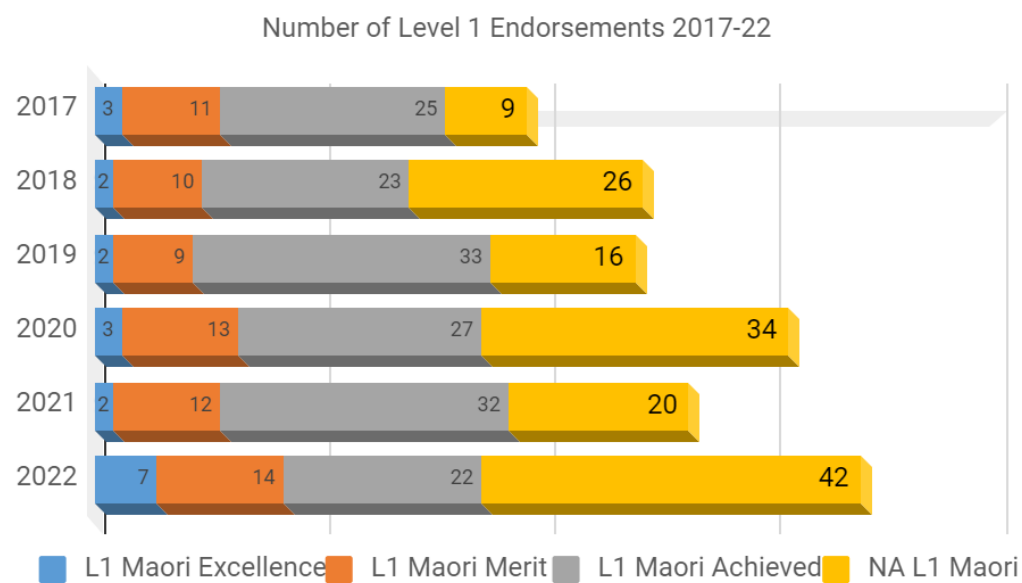
NCEA Course Endorsements 2022

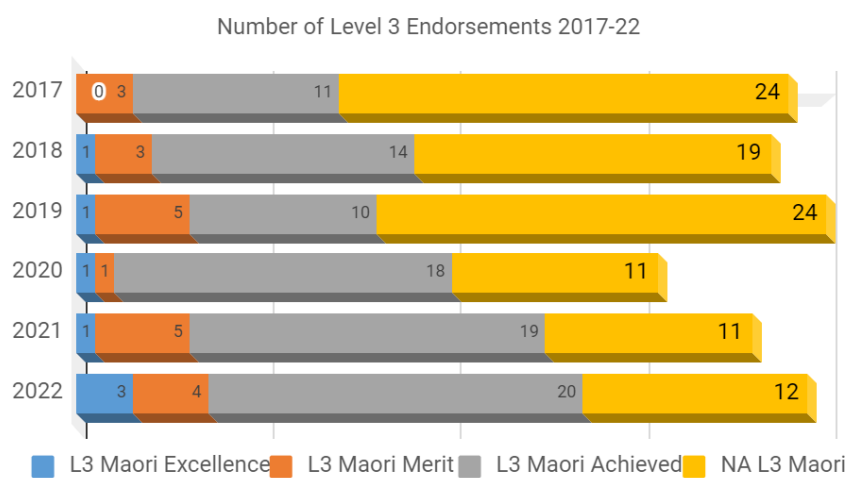
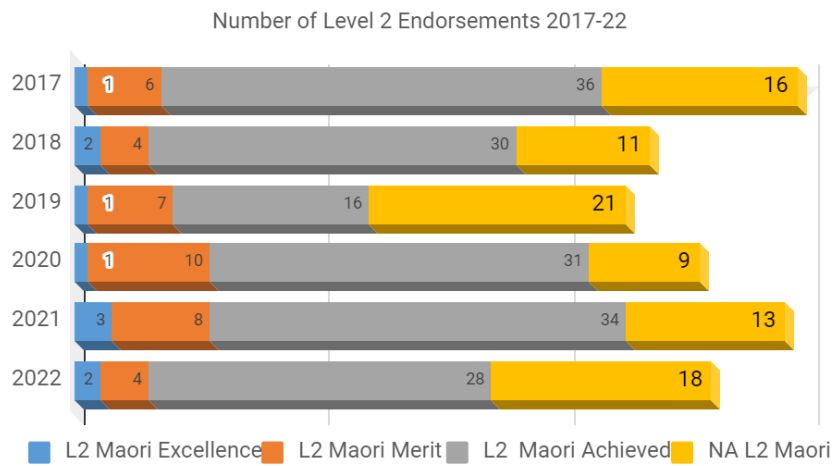
Figures 12 (a)- (c) Levels 1-3 Course Endorsements for All Students



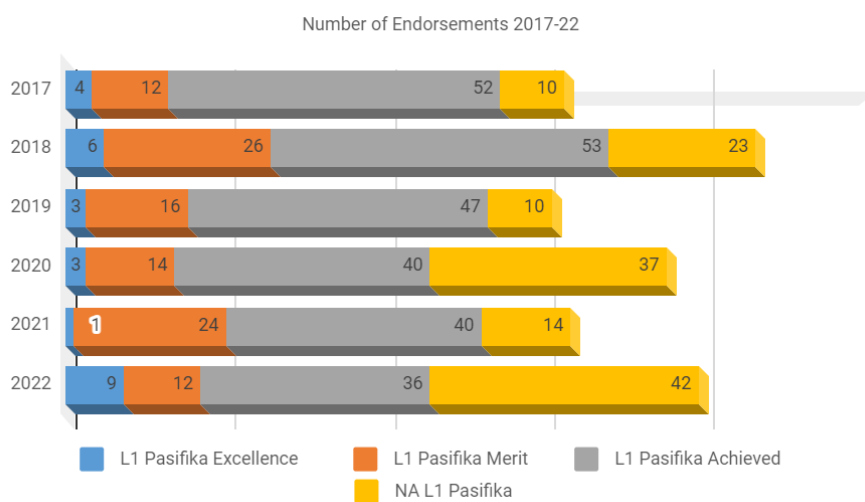


Figures 13 (a)- (c) Levels 1-3 Course Endorsements for Māori students

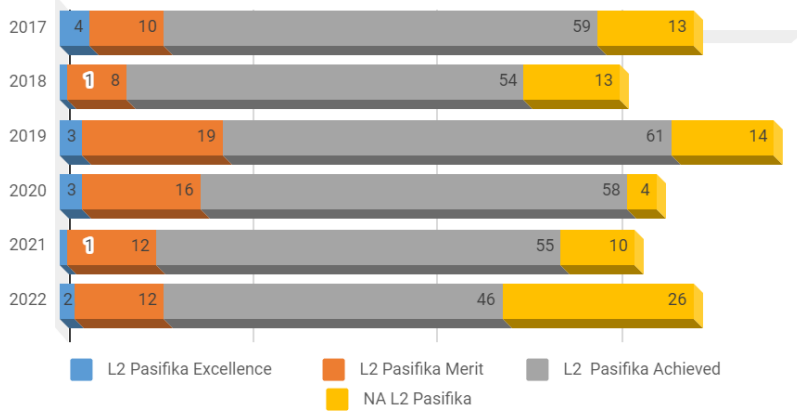




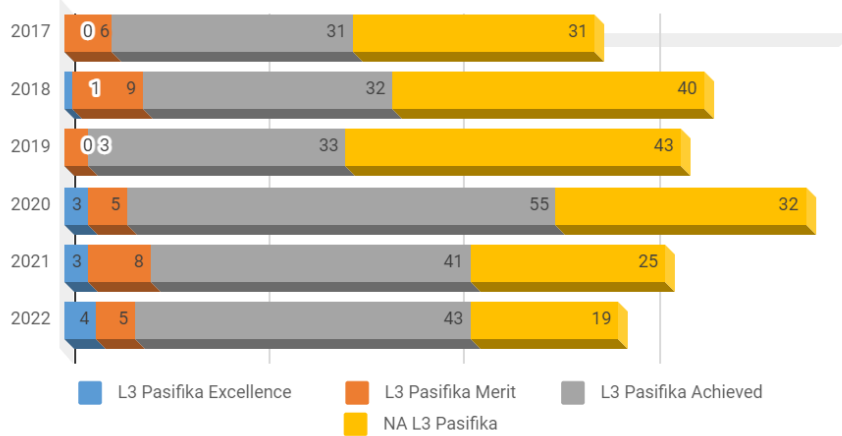
Figures 14 (a)- (c) Levels 1-3 Course Endorsements for Pasifika students



Number of Level 2 Endorsements 2017-22



Number of Level 3 Endorsements 2017-22



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)

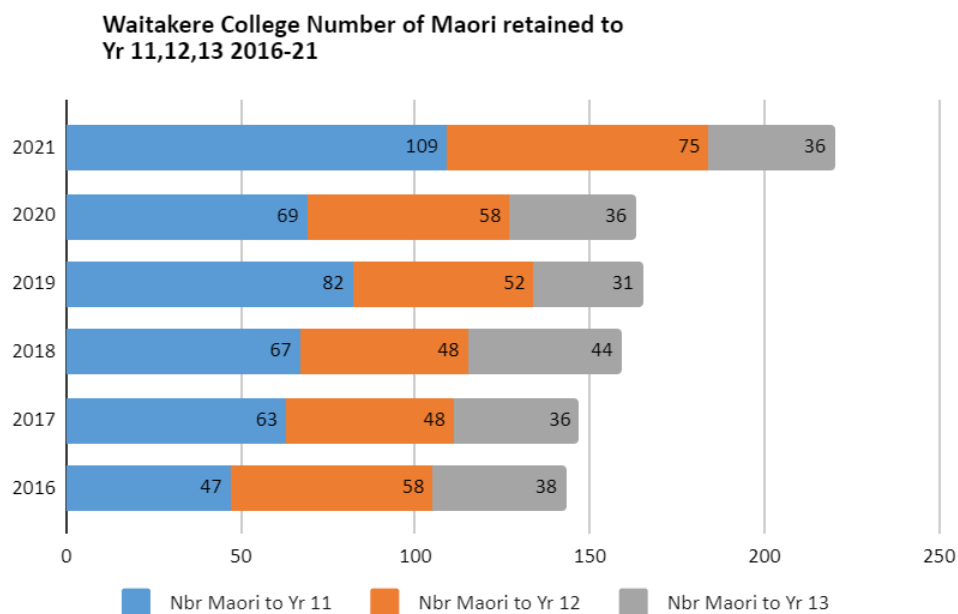


Figure 19 (b)

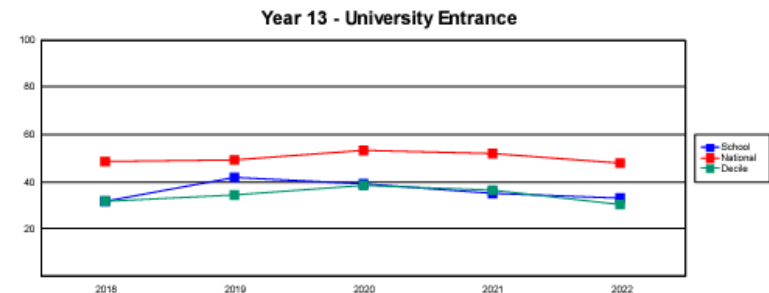
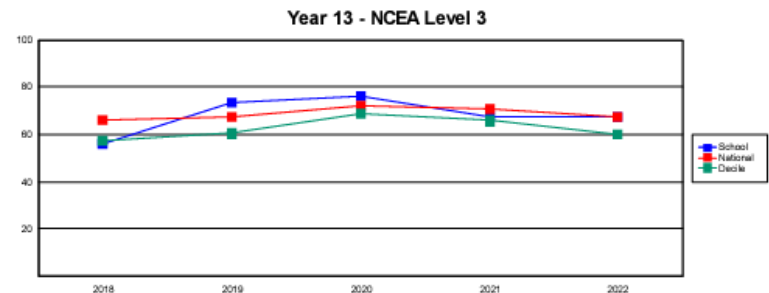
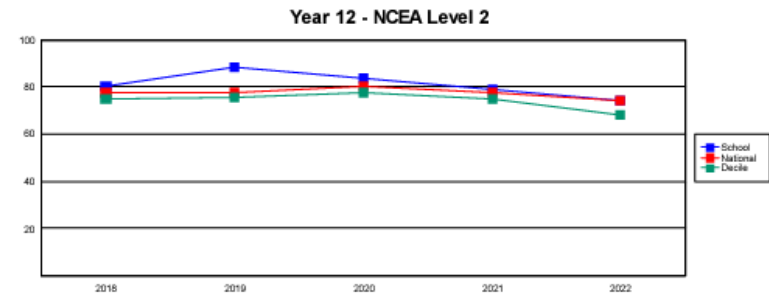
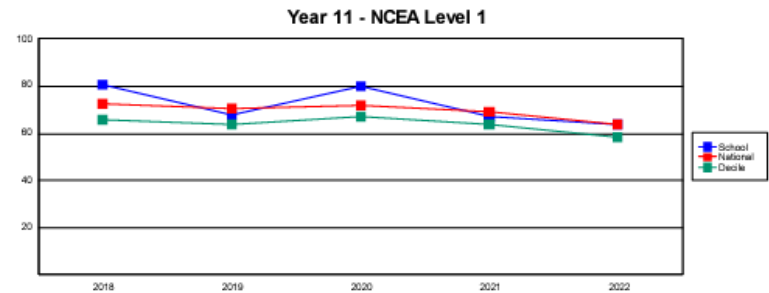
PRINCIPALS REPORT DATA (as at February 4 2023)

Achievement in NCEA and UE: Waitakere College

Generated 20-Jan-2023

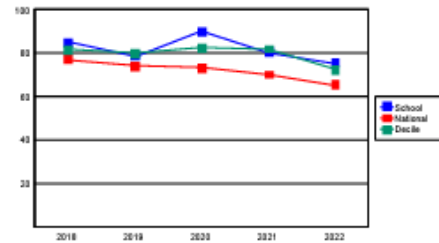
PR2 - Enrolment Based Cumulative Overall Results

Waitakere College					National				Decile 3			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
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	69.2	77.9	70.5	51.9	64.0	75.1	65.7	36.3
2022	63.6	74.4	67.7	33.3	63.6	74.0	67.2	48.2	58.5	67.9	60.1	30.4

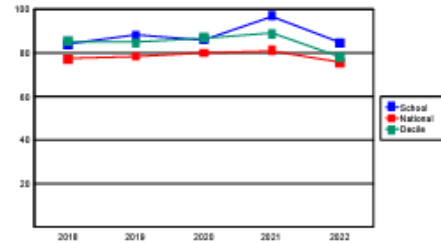


PR2 CHARTS - Enrolment Based Cumulative Results by Ethnicity: Waitakere College

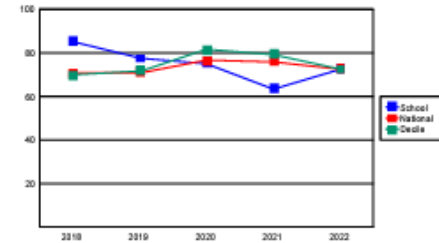
Year 11 NCEA Level 1 - Asian



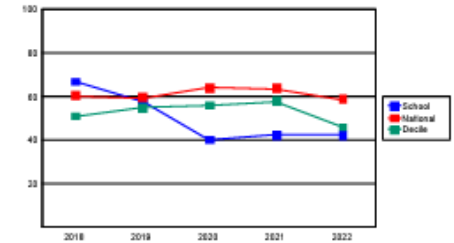
Year 12 NCEA Level 2 - Asian



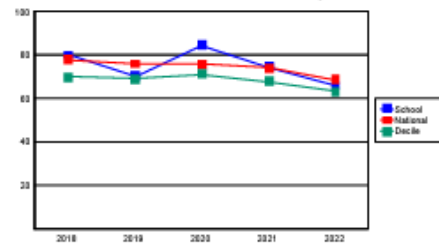
Year 13 NCEA Level 3 - Asian



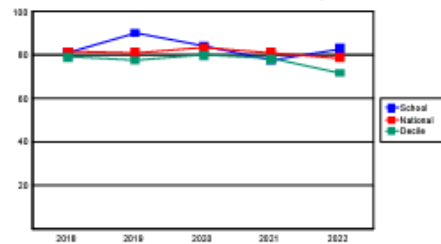
Year 13 University Entrance - Asian



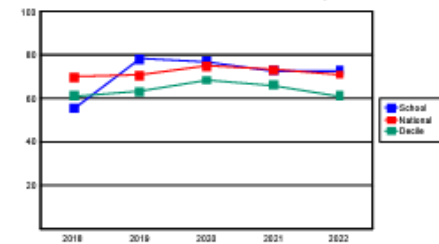
Year 11 NCEA Level 1 - European



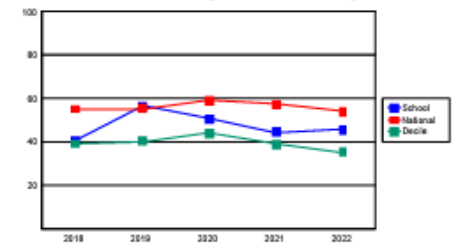
Year 12 NCEA Level 2 - European



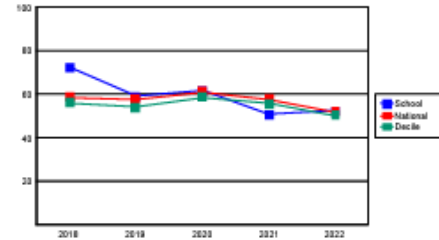
Year 13 NCEA Level 3 - European



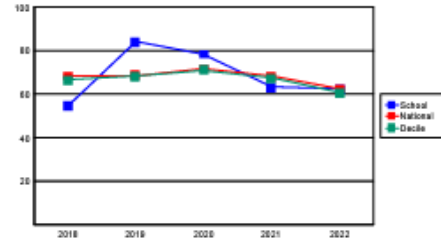
Year 13 University Entrance - European



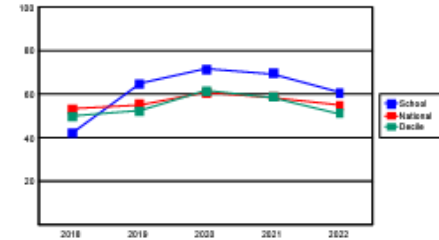
Year 11 NCEA Level 1 - Māori



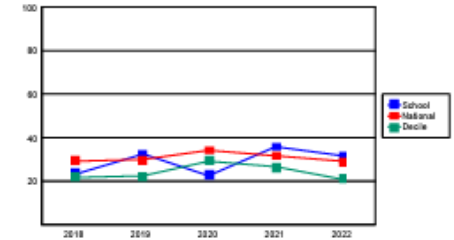
Year 12 NCEA Level 2 - Māori



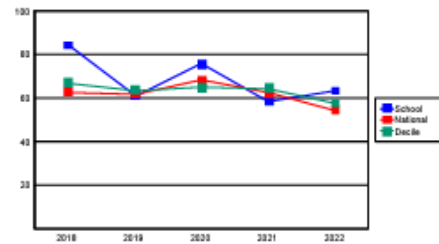
Year 13 NCEA Level 3 - Māori



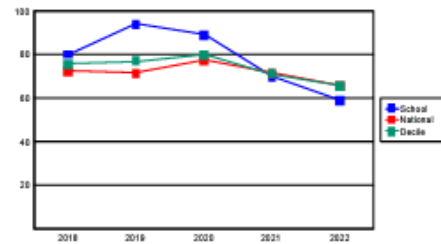
Year 13 University Entrance - Māori



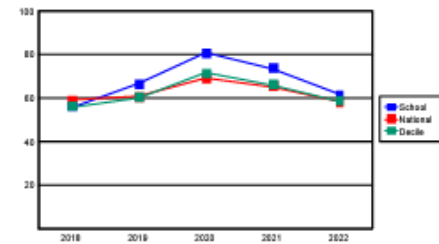
Year 11 NCEA Level 1 - Pacific Peoples



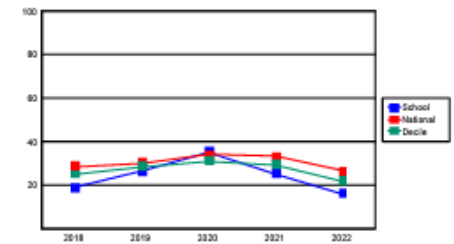
Year 12 NCEA Level 2 - Pacific Peoples



Year 13 NCEA Level 3 - Pacific Peoples



Year 13 University Entrance - Pacific Peoples



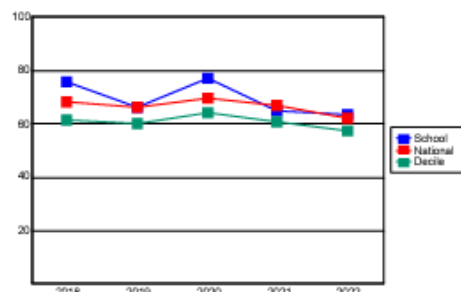
Achievement in NCEA and UE: Waitakere College

Generated 20-Jan-2023

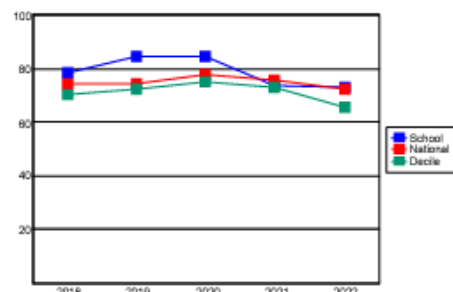
PR2 - Enrolment Based Cumulative Results by Gender

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												
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	67.0	76.0	66.8	45.5	60.8	73.2	60.0	28.7
2022	63.5	73.2	66.7	23.2	62.1	72.2	64.5	42.7	57.3	65.5	60.6	24.3
Female												
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	71.5	79.8	74.0	57.7	67.3	77.0	70.4	42.5
2022	63.7	75.8	68.7	43.4	65.2	75.7	69.7	53.3	59.8	70.5	59.8	35.6

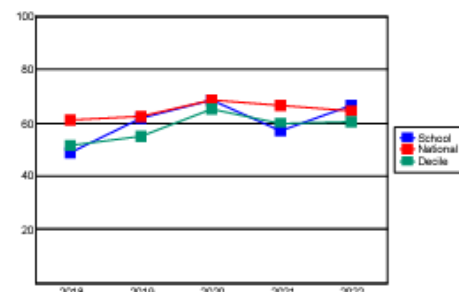
Year 11 NCEA Level 1 - Male



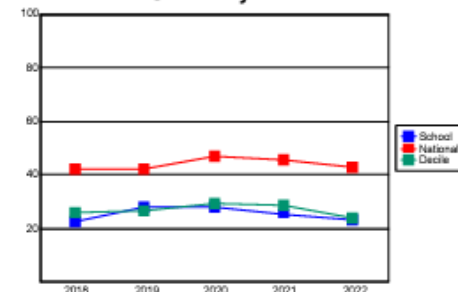
Year 12 NCEA Level 2 - Male



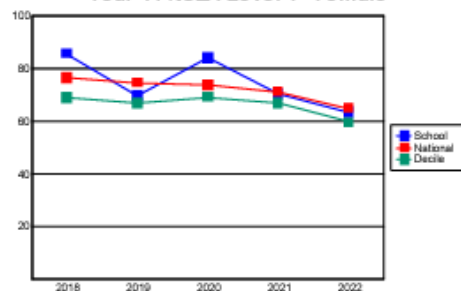
Year 13 NCEA Level 3 - Male



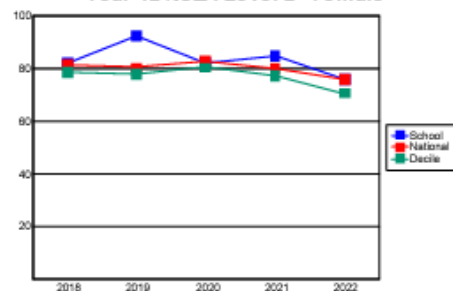
Year 13 University Entrance - Male



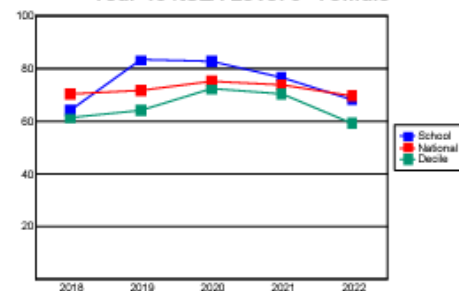
Year 11 NCEA Level 1 - Female



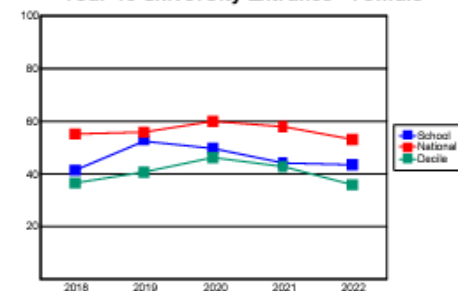
Year 12 NCEA Level 2 - Female



Year 13 NCEA Level 3 - Female



Year 13 University Entrance - Female



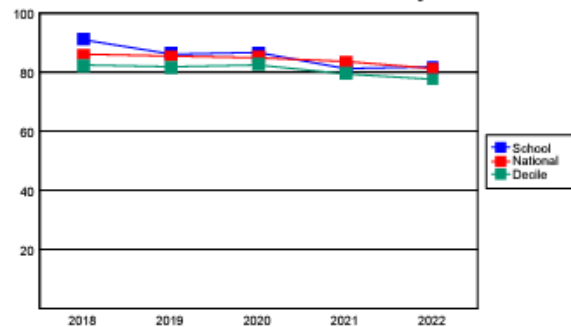
Level 1 Literacy and Numeracy: Waitakere College

Generated 20-Jan-2023

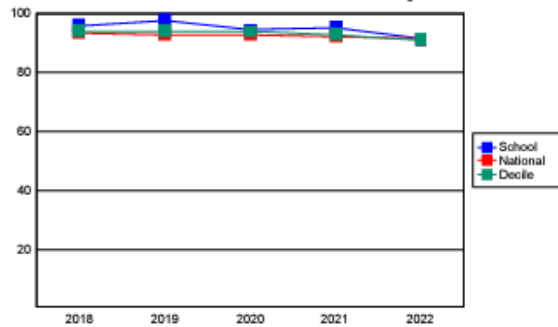
PR 3 - Cumulative Results by Percentage

		Waitakere College			National			Decile 3		
Academic	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
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	79.7	92.7	96.6
2022	Literacy	81.8	91.2	93.9	81.4	91.2	94.0	77.7	90.9	95.5
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	82.5	91.3	93.6	78.2	92.1	96.4
2022	Numeracy	79.8	89.7	93.9	80.3	90.1	93.3	74.8	90.0	94.9

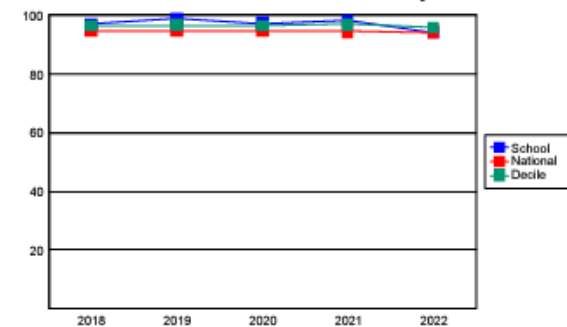
Year 11 Level 1 Literacy



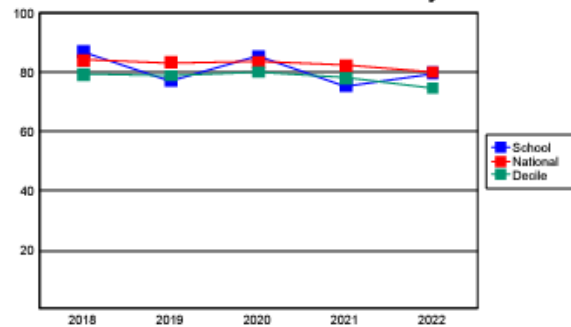
Year 12 Level 1 Literacy



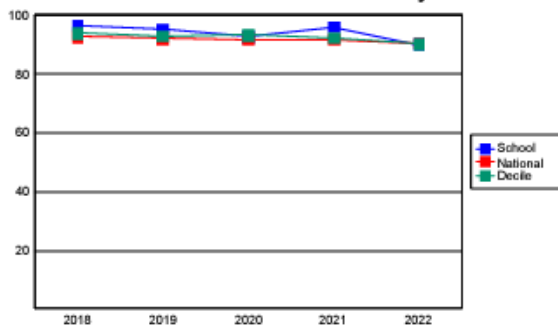
Year 13 Level 1 Literacy



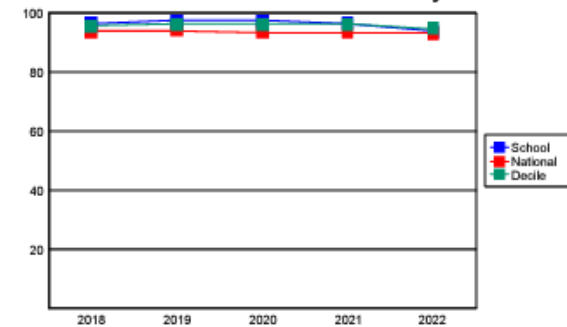
Year 11 Level 1 Numeracy



Year 12 Level 1 Numeracy



Year 13 Level 1 Numeracy



KIWISPORT NOTE

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of [\$36,121] (excluding GST). The funding was spent on [Sport Director wages and Sports Equipment.] The number of students participating in organised sport increased from [39% to 44%] of the school roll.

Waitakere College Board of Trustees – Statement of Compliance with Employment Policy

As of 31st December 2022, the Waitakere College Board of Trustees has ensured the fair and proper treatment of its employees in all aspects of employment by:

- Confirming that policies and procedures relating to personnel have been reviewed
- Confirming that it meets the requirements identified as best practice
- Confirming that at all times it aims to be a good employer, complying with the conditions stated in all employee contracts
- Confirming that all employees are treated fairly according to the skill, abilities and qualifications they bring without bias
- Confirming that it meets all its Equal Employment Opportunities requirements