

# WAITAKERE COLLEGE

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2023

#### School Directory

**Ministry Number:** 44

**Principal:** Mark Shanahan

**School Address:** 42 Rathgar Road, Henderson, Auckland

**School Postal Address:** PO Box 21-144, Henderson, Auckland

**School Phone:** 09 836 7890

**School Email:** mark@waitakere-college.school.nz

#### Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Ace Kipa	Presiding Member	Elected	Sep 2025
Mark Shanahan	Principal ex Officio	Appointed	Current
Ina Sufia	Parent Representative	Elected	Sep 2025
Rebecca Hopkins	Parent Representative	Elected	Sep 2025
Lalomilo Tausa	Parent Representative	Elected	Sep 2025
Tara Boreham	Parent Representative	Elected	Sep 2025
Raj Maharajan	Parent Representative	Elected	Sep 2025
Errol Caron	Parent Representative	Co-opted	Sep 2025
Anna Pham	Student Representative	Elected	Sep 2024
Joanne Catchpole	Staff Representative	Elected	Sep 2024
Steve Bishop	Presiding Member	Elected	Sep 2023
Sarah Opetaia	Student Representative	Elected	Sep 2023

#### Accountant / Service Provider:

Canterbury Education Services  
Unit 10, 18 Moselle Ave, Auckland 0610



# WAITAKERE COLLEGE

Annual Financial Statements - For the year ended 31 December 2023

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# Waitakere College

## Statement of Responsibility

For the year ended 31 December 2023

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the school.

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

Ace Kip9

Full Name of Presiding Member

*[Signature]*

Signature of Presiding Member

20/5/24

Date:

MARK SHAWAHAN

Full Name of Principal

*[Signature]*

Signature of Principal

20/5/24

Date:

# Waitakere College

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>				
Government Grants	2	23,292,926	19,164,760	19,265,088
Locally Raised Funds	3	1,442,519	1,454,855	1,126,470
Interest		190,292	55,000	52,073
<b>Total Revenue</b>		<b>24,925,737</b>	<b>20,674,615</b>	<b>20,445,370</b>
<b>Expense</b>				
Locally Raised Funds	3	887,464	997,527	748,676
Learning Resources	4	16,857,623	14,925,752	14,772,695
Administration	5	2,529,480	885,516	956,582
Interest		36,550	22,575	23,329
Property	6	4,398,804	3,630,599	3,509,644
Loss on Disposal of Property, Plant and Equipment		8,735	-	15,962
<b>Total Expense</b>		<b>24,718,656</b>	<b>20,461,969</b>	<b>20,026,888</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>207,081</b>	<b>212,646</b>	<b>418,482</b>
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>207,081</b>	<b>212,646</b>	<b>418,482</b>

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Equity at 1 January</b>		4,244,441	4,113,808	3,708,300
Total comprehensive revenue and expense for the year		207,081	212,646	418,482
Contribution - Furniture and Equipment Grant		-	-	117,659
<b>Equity at 31 December</b>		4,451,522	4,326,454	4,244,441
Accumulated comprehensive revenue and expense		4,451,522	4,326,454	4,244,441
<b>Equity at 31 December</b>		4,451,522	4,326,454	4,244,441

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	1,392,415	2,463,084	2,213,853
Accounts Receivable	8	984,240	907,612	907,612
GST Receivable		163,918	(57,213)	(57,213)
Prepayments		303,446	132,372	132,372
Inventories	9	54,404	30,043	30,043
Investments	10	2,900,000	2,100,000	2,100,000
Funds Receivable for Capital Works Projects	17	154,529	120,645	120,645
		5,952,952	5,696,543	5,447,312
<b>Current Liabilities</b>				
Accounts Payable	12	1,690,580	1,299,126	1,286,151
Revenue Received in Advance	13	453,041	529,737	529,737
Provision for Cyclical Maintenance	14	204,583	75,227	249,800
Finance Lease Liability	15	180,147	170,496	128,095
Funds held in Trust	16	122,528	166,405	166,405
Funds held for Capital Works Projects	17	174,713	551,725	551,725
		2,825,592	2,792,716	2,911,913
<b>Working Capital Surplus/(Deficit)</b>		3,127,360	2,903,827	2,535,399
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	1,929,703	1,983,169	2,072,482
Capital Work in Progress		-	26,731	26,731
		1,929,703	2,009,900	2,099,213
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	408,569	322,431	315,179
Finance Lease Liability	15	196,971	264,842	74,992
		605,540	587,273	390,171
<b>Net Assets</b>		4,451,522	4,326,454	4,244,441
<b>Equity</b>		4,451,522	4,326,454	4,244,441

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 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		7,638,794	7,671,300	7,130,457
Locally Raised Funds		1,131,952	992,714	1,029,409
International Students		291,541	565,302	315,179
Goods and Services Tax (net)		(221,131)	70,720	70,720
Payments to Employees		(1,865,188)	(1,838,998)	(1,579,013)
Payments to Suppliers		(6,399,644)	(6,628,806)	(5,830,237)
Interest Paid		(36,550)	(22,575)	(23,329)
Interest Received		168,075	37,845	34,918
Net cash from/(to) Operating Activities		707,849	847,502	1,148,104
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	1,739
Purchase of Property Plant & Equipment (and Intangibles)		(58,408)	(128,291)	(195,613)
Purchase of Investments		(800,000)	(500,000)	(500,000)
Net cash from/(to) Investing Activities		(858,408)	(628,291)	(693,874)
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(216,107)	(128,095)	(191,628)
Funds Administered on Behalf of Other Parties		(454,772)	158,115	458,243
Net cash from/(to) Financing Activities		(670,879)	30,020	266,615
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(821,438)</b>	<b>249,231</b>	<b>720,845</b>
Cash and cash equivalents at the beginning of the year	7	2,213,853	2,213,853	1,493,009
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>1,392,415</b>	<b>2,463,084</b>	<b>2,213,853</b>

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items 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 2023

#### 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 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

###### **Basis of Preparation**

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

###### **Financial Reporting Standards Applied**

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

###### **PBE Accounting Standards Reduced Disclosure Regime**

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

###### **Critical Accounting Estimates And Assumptions**

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

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

###### **Cyclical maintenance**

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

###### **Useful lives of property, plant and equipment**

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 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 21.

#### **Recognition of grants**

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

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

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

#### **Other Grants where conditions exist**

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

#### **Donations, Gifts and Bequests**

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

#### **Interest Revenue**

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

### **d) Operating Lease Payments**

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

### **e) Finance Lease Payments**

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

#### **f) Cash and Cash Equivalents**

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

#### **g) Accounts Receivable**

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

#### **h) Inventories**

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

#### **i) Investments**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

#### **j) Property, Plant and Equipment**

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

Improvements (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	40 years
Board Owned Buildings	40 years
Furniture and equipment	10 years
Information and communication technology	4 years
Motor vehicles	5 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.

**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 and annual leave earned, by non teaching staff, but not yet taken at balance date.

*Long-term employee entitlements*

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

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

**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 or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are 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 in Trust**

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

**p) Funds held for Capital works**

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

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

**q) Provision for Cyclical Maintenance**

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

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

The School carries out painting maintenance of the whole school over a 7 to 19 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.

**r) Financial Instruments**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are 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.

**s) Goods and Services Tax (GST)**

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

**t) Budget Figures**

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

**u) Services received in-kind**

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

## 2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	8,604,892	6,751,554	6,467,230
Teachers' Salaries Grants	10,860,249	9,149,291	9,452,107
Use of Land and Buildings Grants	3,264,725	2,552,154	2,760,185
Other Government Grants	563,060	711,761	585,566
	<u>23,292,926</u>	<u>19,164,760</u>	<u>19,265,088</u>

The school has opted in to the donations scheme for this year. Total amount received was \$248,595.

## 3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>			
Donations & Bequests	16,162	9,000	12,537
Curriculum related Activities - Purchase of goods and services	86,756	71,000	46,461
Fees for Extra Curricular Activities	552,298	504,550	440,816
Trading	290,427	250,000	244,094
Fundraising & Community Grants	120,022	202,500	227,090
Other Revenue	44,643	44,260	32,050
International Student Fees	332,211	373,545	123,422
	<u>1,442,519</u>	<u>1,454,855</u>	<u>1,126,470</u>
<b>Expense</b>			
Extra Curricular Activities Costs	420,266	395,301	342,205
Trading	233,331	257,875	226,063
Overseas Travel Expenses	95	30,000	10,455
International Student - Student Recruitment	28,104	80,517	27,259
International Student - Employee Benefits - Salaries	180,912	200,884	133,810
International Student - Other Expenses	24,756	32,950	8,884
	<u>887,464</u>	<u>997,527</u>	<u>748,676</u>
<b>Surplus/ (Deficit) for the year Locally Raised Funds</b>	<u>555,055</u>	<u>457,328</u>	<u>377,794</u>

During the year, the School hosted 20 International students (2022:7)

#### 4. Learning Resources

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Curricular	4,150,952	4,506,531	3,918,079
Information and Communication Technology	210,439	170,713	180,234
Library Resources	6,668	12,000	11,428
Employee Benefits - Salaries	11,799,436	9,633,008	10,111,645
Staff Development	95,560	139,000	80,260
Overseas Student Trips	10,378	7,000	-
Depreciation	584,190	457,500	471,049
	<u>16,857,623</u>	<u>14,925,752</u>	<u>14,772,695</u>

During the year ended December 2023, Waitakere College Classics Students undertook a history tour to Europe at a cost of \$10,378, which included visits to significant cultural, historical and natural attractions. It enabled the students to experience a completely different culture and food, enabling understanding of urban patterns and transport and seeing cultural displays.

#### 5. Administration

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Audit Fees	11,519	11,058	11,038
Board Fees	3,825	6,000	3,495
Board Expenses	9,397	12,000	15,442
Healthy Lunch Scheme	1,565,344	-	-
Communication	32,998	36,500	36,855
Consumables	107,737	76,000	84,909
Operating Leases	7,066	-	10,438
Legal Fees	7,967	-	-
Other	79,700	79,100	76,422
Employee Benefits - Salaries	653,450	614,878	655,523
Insurance	19,886	20,280	32,465
Service Providers, Contractors and Consultancy	30,591	29,700	29,995
	<u>2,529,480</u>	<u>885,516</u>	<u>956,582</u>

#### 6. Property

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	338,995	377,000	344,346
Cyclical Maintenance	297,973	280,350	165
Grounds	38,840	48,120	46,205
Rates	19,642	18,250	17,589
Repairs and Maintenance	271,237	191,000	184,107
Use of Land and Buildings	3,264,725	2,552,154	2,760,185
Security	31,267	35,000	25,659
Employee Benefits - Salaries	136,125	128,725	131,388
	<u>4,398,804</u>	<u>3,630,599</u>	<u>3,509,644</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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Bank Accounts	1,392,415	2,463,084	2,213,853
Cash and cash equivalents for Statement of Cash Flows	<u>1,392,415</u>	<u>2,463,084</u>	<u>2,213,853</u>

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

Of the \$1,392,415 Cash and Cash Equivalents, \$174,713 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 2024 on Crown owned school buildings.

Of the \$1,392,415 Cash and Cash Equivalents, \$142,829 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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Receivables	21,829	123,065	123,065
Interest Receivable	42,002	19,785	19,785
Teacher Salaries Grant Receivable	920,409	764,762	764,762
	<u>984,240</u>	<u>907,612</u>	<u>907,612</u>
Receivables from Exchange Transactions	63,831	142,850	142,850
Receivables from Non-Exchange Transactions	920,409	764,762	764,762
	<u>984,240</u>	<u>907,612</u>	<u>907,612</u>

## 9. Inventories

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
School Uniforms	54,404	30,043	30,043
	<u>54,404</u>	<u>30,043</u>	<u>30,043</u>

## 10. Investments

The School's investment activities are classified as follows:

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	2,900,000	2,100,000	2,100,000
Total Investments	<u>2,900,000</u>	<u>2,100,000</u>	<u>2,100,000</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Building Improvements	649,267	-	-	-	(23,905)	625,362
Furniture and Equipment	609,540	15,529	(4,128)	-	(140,332)	480,608
Information and Communication Technology	433,622	31,794	(455)	-	(156,639)	308,322
Motor Vehicles	117,027	-	-	-	(33,256)	83,772
Leased Assets	191,288	390,411	(273)	-	(220,024)	361,402
Library Resources	71,738	12,685	(4,152)	-	(10,034)	70,237
<b>Balance at 31 December 2023</b>	<b>2,072,482</b>	<b>450,419</b>	<b>(9,008)</b>	<b>-</b>	<b>(584,190)</b>	<b>1,929,703</b>

The net carrying value of furniture and equipment held under a finance lease is \$361,402 (2022: \$191,288)

The net carrying value of motor vehicles held under a finance lease is \$000 (2022: \$5,389)

### Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	956,194	(330,832)	625,362	956,194	(306,927)	649,267
Furniture and Equipment	1,870,863	(1,390,255)	480,608	1,910,262	(1,300,722)	609,540
Information and Communication Technology	1,218,608	(910,286)	308,322	1,215,394	(781,772)	433,622
Motor Vehicles	333,217	(249,445)	83,772	352,066	(235,039)	117,027
Leased Assets	664,543	(303,141)	361,402	599,104	(407,816)	191,288
Library Resources	185,288	(115,051)	70,237	183,206	(111,468)	71,738
<b>Balance at 31 December 2023</b>	<b>5,228,713</b>	<b>(3,299,010)</b>	<b>1,929,703</b>	<b>5,216,226</b>	<b>(3,143,744)</b>	<b>2,072,482</b>

## 12. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	458,827	253,240	253,240
Accruals	60,023	59,034	59,034
Banking Staffing Overuse	44,480	15,255	2,280
Employee Entitlements - Salaries	892,130	734,604	734,604
Employee Entitlements - Leave Accrual	235,120	236,993	236,993
	<b>1,690,580</b>	<b>1,299,126</b>	<b>1,286,151</b>
Payables for Exchange Transactions	1,690,580	1,299,126	1,286,151
	<b>1,690,580</b>	<b>1,299,126</b>	<b>1,286,151</b>

The carrying value of payables approximates their fair value.



### 13. Revenue Received in Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	142,829	99,263	99,263
International Student Fees in Advance	163,261	203,931	203,931
Other revenue in Advance	146,951	226,543	226,543
	<u>453,041</u>	<u>529,737</u>	<u>529,737</u>

### 14. Provision for Cyclical Maintenance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Provision at the Start of the Year	564,979	564,979	645,721
Increase to the Provision During the Year	297,973	280,350	165
Use of the Provision During the Year	(249,800)	(447,671)	(80,907)
Provision at the End of the Year	<u>613,152</u>	<u>397,658</u>	<u>564,979</u>
Cyclical Maintenance - Current	204,583	75,227	249,800
Cyclical Maintenance - Non current	408,569	322,431	315,179
	<u>613,152</u>	<u>397,658</u>	<u>564,979</u>

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
No Later than One Year	207,106	140,485	140,485
Later than One Year and no Later than Five Years	209,710	80,023	80,023
Future Finance Charges	(39,698)	(17,421)	(17,421)
	<u>377,118</u>	<u>203,087</u>	<u>203,087</u>
<b>Represented by</b>			
Finance lease liability - Current	180,147	128,095	128,095
Finance lease liability - Non current	196,971	74,992	74,992
	<u>377,118</u>	<u>203,087</u>	<u>203,087</u>

## 16. Funds held in Trust

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	122,528	166,405	166,405
	<u>122,528</u>	<u>166,405</u>	<u>166,405</u>

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

## 17. 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 9.

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block F Roof, Toilets, Kitchen	(106,003)	-	(31,668)	-	(137,671)
D Block Rationalisation	1,100	1,958	(1,958)	-	1,100
Roof Replace B,C,X,H,J,K,M,T	(8,038)	286,555	(195,843)	-	82,674
Lighting & Distribution Boards	2,851	6,619	(10,961)	-	(1,491)
Heating Replacement A,B,C,T	194,636	22,334	(216,970)	-	-
Window Joinery & Cladding C,G,T	(5,095)	528,947	(493,347)	-	30,505
Security System Upgrade	(1,509)	-	1,509	-	-
Blocks A B C E M Flooring	353,138	-	(367,746)	-	(14,608)
Flood Damage	-	49,518	(14,084)	-	35,434
Gym Block Ceiling Panel Installation	-	-	(759)	-	(759)
B21 Project Design Phase	-	50,000	(25,000)	-	25,000
Totals	<u>431,080</u>	<u>945,931</u>	<u>(1,356,827)</u>	<u>-</u>	<u>20,184</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	174,713
Funds Receivable from the Ministry of Education	(154,529)

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	<u>139,243</u>	<u>1,714,472</u>	<u>(1,422,635)</u>	<u>-</u>	<u>431,080</u>

### Represented by:

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

## 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.

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	3,825	3,495
<i>Leadership Team</i>		
Remuneration	1,113,138	1,013,397
Full-time equivalent members	7	7
Total key management personnel remuneration	1,116,963	1,016,892

There are 10 members of the Board excluding the Principal. The Board has held 9 full meetings of the Board in the year. The Board also has Finance (2 members) that meet monthly, except term breaks. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### *Principal*

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	240-250	220-230
Benefits and Other Emoluments	5-10	5-10

### *Other Employees*

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	30.00	15.00
110 - 120	17.00	5.00
120 - 130	2.00	4.00
130 - 140	4.00	2.00
140 - 150	2.00	1.00
160 - 170	1.00	0.00
	56.00	27.00

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

## 20. Contingencies

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

### Holidays Act Compliance – schools payroll

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

The Ministry continues to review the schools sector payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such this is expected to resolve the liability for school boards.

In 2023 the Ministry of Education provided additional funding for no-teaching collective and pay equity agreements. The school is yet to receive a final wash-up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash-up payments or receipts for the year ended 31 December 2023. However, as at the reporting date, this amount has not been calculated and therefore is not recorded in these financial statements.

## 21. Commitments

### (a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$223,020 (2022: \$0) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Block F Roof, Toilets, Kitchen	1,043,886	940,609	103,277
Window Joinery & Cladding	587,719	498,422	89,297
Blocks A B C E M Flooring Replacement	447,165	416,719	30,446
<b>Total</b>	<b>2,078,770</b>	<b>1,855,750</b>	<b>223,020</b>

### (b) Operating Commitments

As at 31 December 2023, the Board has entered into the no contracts (2022: \$0).

## 22. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

### Financial assets measured at amortised cost

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Cash and Cash Equivalents	1,392,415	2,463,084	2,213,853
Receivables	984,240	907,612	907,612
Investments - Term Deposits	2,900,000	2,100,000	2,100,000
<b>Total financial assets measured at amortised cost</b>	<b>5,276,655</b>	<b>5,470,696</b>	<b>5,221,465</b>

### Financial liabilities measured at amortised cost

Payables	1,690,580	1,299,126	1,286,151
Finance Leases	377,118	435,338	203,087
<b>Total financial liabilities measured at amortised cost</b>	<b>2,067,698</b>	<b>1,734,464</b>	<b>1,489,238</b>

### **23. Events After Balance Date**

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

### **24. Comparatives**

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

**INDEPENDENT AUDITOR'S REPORT  
TO THE READERS OF WAITAKERE COLLEGE'S  
FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023**

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 1 to 19, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2023; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 20 May 2024. This is the date at which our opinion is expressed.

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

**Basis for our opinion**

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

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

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

### **Responsibilities of the Board for the financial statements**

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

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

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

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

### Other information

The Board is responsible for the other information. The other information comprises of Statement of Variance, Achievement Data, Te Tiriti o Waitangi Report, Statement of compliance with good employer policy and Kiwisport report, but does not include the financial statements, and our auditor's report thereon.

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

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

### Independence

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

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



Brendan Lyon  
Partner<sup>1</sup>  
Crowe New Zealand Audit Partnership  
On behalf of the Auditor-General  
Auckland, New Zealand

<sup>1</sup> 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.



## Learners at the Centre

Learners with their whānau are at the centre of education

**1a - Develop and deliver learning programmes that are engaging and relevant to ākonga and are inclusive and respectful of students' backgrounds, cultures and prior learning**

**1b - Support identity, language and culture of all learners and whanau to strengthen belonging, engagement and achievement**

**1c - Create an inclusive school culture where identity and diversity is valued**

**1d - Improving educational outcomes for all students**

**1e - Partner with family and whanau to build and realize their child's aspirations**

**1f - Develop a learning environment and infrastructure that supports our learning goals**

## Equitable Access to Learning

**Great education opportunities and outcomes are within reach for every learner**

**2a - Support Māori ākonga to enjoy and achieve educational success as Māori**

**2b - Ensuring and supporting Pasifika students to have equitable access to thrive and succeed as Pasifika students**

**2c - Ensure all learners/ākonga have ongoing opportunities to develop key foundational skills in Literacy and Numeracy**

**2d - All students have access to learning and resources regardless of financial status**

## Quality Teaching & Leadership

Quality teaching and leadership make the difference for learners and their whānu

**3a - Support teachers/kaiako to become culturally responsive practitioners**

**3b - Support kaiako to build their confidence and understanding of Te Reo Māori and tikanga**

**3c - Identify gaps in teaching capability and invest in opportunities for strengthening teaching, leadership and learning support**

## Future of Learning and Work

Learning that is relevant to the lives of New Zealanders today and throughout their lives

**4a - Continue to grow and adapt Vocational Pathways programmes and initiatives to support the diverse needs and interests of all students**

**4b - Build collaborative partnerships with community groups and industry to improve educational outcomes and opportunities**

**4c - Build student capacity to confidently take on opportunities outside of the school in the present and future**

## The WaitākereWay

**Caring** - We all care for each other

**Learning** - We are all here to learn

**Respect** - We treat everyone with respect

# GOAL - Learners at the Centre

Learners with their whānau are at the centre of education

## 1 a) Engaging relevant learning programmes (N1,N2) (TA, CJ)

Strategic Priorities	Projects	Outcomes <i>What happened</i>	Variance and reasons for variance	Evaluation <i>Where to next?</i>
<b>1a - Develop and deliver learning programmes that are engaging and relevant to ākonga and are inclusive and respectful of students' backgrounds, cultures and prior learning</b>	<ul style="list-style-type: none"> <li>●Include Mātauranga Māori as a core component of Year 9-11 curricula</li> </ul>	<p>Mātauranga Māori continues to be incorporated into curriculum in all year levels. Departments are working on their own priorities</p> <p>Te Kawerau ā Maki met with each department area in 2023.</p> <p>In 2024, we have booked Te Kawerau ā Maki in twice each term for whole school PD and three times a term to visit departments to work on departmental local curriculum.</p>	Progressing as per goals.	<p>Continue with the professional development meetings of iwi with individual departments throughout the year. (@ 25 Hrs contact PD)</p> <p>Explore the possibility of incorporating other iwi into the korero of local curriculum</p>
	<ul style="list-style-type: none"> <li>●Grow kaiako understanding of the histories of mana whenua</li> </ul>	<p>Te Kawerau ā Maki:</p> <ul style="list-style-type: none"> <li>- Presented to staff</li> <li>- Signed three year agreement to support.</li> <li>- Met with most department areas in 2023</li> <li>- All departments have scheduled meetings in 2024</li> </ul>	Very good foundation laid to build the relationship with iwi so as to further develop strongly next year.	<p>Te Kawerau ā Maki to work with the school over the year to develop a school pepeha and sharing of the stories of the main tipuna.</p> <p>Continue with individual departments throughout the year, unpacking their stories.</p>
	<ul style="list-style-type: none"> <li>●Implementation of NCEA Levels 1 -3</li> </ul>	<p>Teacher only days and PLD time given over to Curriculum Leaders for the planning for new NCEA. Planning and tracking sheets created to be able to see standards planned to be delivered across the school consistently.</p> <p>PLD given on universal design for learning and the focus on 'quality not quantity' for credits.</p>	Good progress made. Curriculum areas have confidence for starting with new Level 1	<p>Teacher-only-Day at the start of year.</p> <p>Two further 'Accord' days in Terms 2 and 4 (TBC)</p> <p>Provision of Wednesday morning PLD time (twice per term) and Mondays - and time for specific departments as needed</p>

# GOAL - Learners at the Centre

Learners with their whānau are at the centre of education

## 1 b) Supporting Identity, Language and Culture (TA/ CJ/ PA)

Strategic Priorities	Projects	Outcomes <i>What happened</i>	Variance and reasons for variance	Evaluation <i>Where to next?</i>
<b>1b - Support identity, language and culture of all learners and whanau to strengthen belonging, engagement and achievement</b>	<ul style="list-style-type: none"> <li>Actively use tikanga and Te Reo Māori across the whole school so ākonga can actively participate in te ao Māori, Aotearoa and the wider world</li> </ul>	<p>An outside expert from PPTA come in to teach staff Te Reo Māori.</p> <p>Growing list of Te Reo words being used.</p> <p>Te Reo Maori Word of the week Whakatauki of the week.</p>	<p>PPTA provision stopped mid-year.</p> <p>Need to increase use of school waiata and haka as frequent use has dropped through and since covid.</p> <p>Tikanga a kura programme was not able to be staffed 2023 due to increased Te Reo Māori language needs.</p>	<p>Using in house expertise to work with staff on different levels.</p> <p>Continue with Te Reo Māori Words of the Week and Whakatauki with more emphasis given in assemblies/classrooms through adding into the student planner.</p> <p>Seek further knowledge and expertise from Te Kawerau ā Maki</p> <p>Grow staff and student understanding on the meaning and significance of school haka and waiata.</p> <p>Development of a school pepeha.</p> <p>Work through the renaming of Tutor Classes (for 2025) by working with Te Kawerau a maki.</p>
	<ul style="list-style-type: none"> <li>Continue to embrace Pasifika values and languages</li> </ul>	<p>Pasifika Language weeks celebrated during the school year in accordance with the Ministry of Pacific Peoples calendar dates.</p>	<p>Literature reviews 2023 in advance of even further expansion 2024.</p>	<p><a href="#">Staff PLD about Pasifika values - each term</a></p>
	<ul style="list-style-type: none"> <li>Continue to build culture identity and a sense of belonging for our minority groups</li> </ul>	<p>All pasifika language weeks celebrated</p> <p>Arts and Culture week held to celebrate the diverse minority groups through performances, dance and food stalls.</p> <p>Arts and culture groups performed at fifa night.</p>	<p>Change of staff in international department meant focus on continuation of care for our international students.</p>	<p><a href="#">Continue to celebrate the cultural values of all our students through these events including Diversity group presence at Polyfest.</a></p>

# GOAL - Learners at the Centre

Learners with their whānau are at the centre of education

## 1 c) Creating an inclusive School Culture (FN)

Strategic Priorities	Projects	Outcomes <i>What happened</i>	Variance and reasons for variance	Evaluation <i>Where to next?</i>
<b>1c - Create an inclusive school culture where identity and diversity is valued</b>	<ul style="list-style-type: none"> <li>Create a school culture of understanding and respect of kaupapa Māori, including Te Reo me ōno tikanga, across the school</li> </ul>	<p>Staff supported completing Te Ahu o Te Reo Māori course and via Te Wananga Course</p> <p>Staff PLD held on RBL, restorative practice and rejecting deficit thinking.</p> <p>(New Staff PD sessions and Full staff PD)</p>	Free funding for the 10 staff. Funding for the staff wide PPTA Te Reo Māori programme stopped.	Te Kawerau ā Maki to meet with whole staff 1-2 times per term with an emphasis on developing a school pepeha.
	<ul style="list-style-type: none"> <li>To further raise the level of attendance,</li> </ul>	<p>PAROT email to staff for their individual tutor class</p> <p>Also Email to parents on the weekly, plus with NCEA update for credits added for</p> <p>Formally Relationship established, feedback given with AWAS</p>	In some areas improvement has been seen, e.g. in the junior school overall, however, some areas have stagnated e.g. junior Māori attendance.	Continue to use everyday Attendance Matters data on a termly basis. Establish attendance report in weekly reports via PAROT
	<ul style="list-style-type: none"> <li>Rebuild, post covid the profile of the house systems</li> </ul>	<p>House Points at assembly have been running all term with input from Weekly Reports, Class of the Week, extra-curricular involvement.</p> <p>New Reward system initiated by the pastoral team Called values in action</p> <p>Haka with junior school in T4</p>	Still more work to do due to multiple interruptions outside of our control (floods, industrial action). House points system continued to recognise all other engagement with the school.	Continue the good and look at School Culture celebrations e.g. Haka, Waiata.  Haka yr 12/13/9



# GOAL - Learners at the Centre

Learners with their whānau are at the centre of education

## 1 d) Identity, Language and Culture (TA)

Strategic Priorities	Projects	Outcomes <i>What happened</i>	Variance and reasons for variance	Evaluation <i>Where to next?</i>
<b>1d - Improving educational outcomes for all students</b>	<ul style="list-style-type: none"> <li>Raise NCEA achievement, equitably for all groups incl priority learners</li> </ul>	<p>Level 1 Numeracy Committee tracked NCEA numeracy</p> <p>Nu'u Toa continues to grow in numbers. Noteworthy progress has been achieved through the commendable support of teachers from the Science, Maths, Humanities, and English departments.</p> <p>Numeracy students picked up in Summer School but earlier intervention required.</p> <p>Progressing as per Nu'u Toa goals.</p> <p>Māori students encouraged to join Nu'u Toa in A Block instead of in the whare so as to access specialist teacher support</p>	<p>SMR SCH: The focus was on Literacy and Numeracy credits. A total of 44x Yr 11 students and 16x Yr 12/13 students attended SMR SCH workshops. They achieved an aggregate total of 332 credits to support their current NCEA Latest credits.</p> <p>NZQA 2023 Results: all above National and School Equity Index Band (SEIB)</p> <p><b>Year 11: overall 71.1%</b> National 60.0% and SEIB 63.1%</p> <p><b>Year 12: overall 77.6%</b> National 72.2% and SEIB 72.6%</p> <p><b>Year 13: 77.5%</b> National 66.2% and SEIB 63.6%</p>	<p>Continue Numeracy Committee meeting twice per Term in close consultation and leadership from the NUM WSL.</p> <p>Nu'u Toa programme expansion in A-Block, consider using B-block for specialised rooms.</p> <p>Collaborate with senior Deans to identify students early in Term 1 who need NUM support and correspond with whānau.</p>
	<ul style="list-style-type: none"> <li>Raise University Entrance pass rates</li> </ul>	<p>Year 13 students without UE literacy tracked and provided pathways to this qualification</p> <p>A Programme was set out for the Year 13 study lines with SLT. once per cycle not possible with relief class needs</p> <p>We maintain our collaboration with the Vocational Pathways program, providing students the opportunity to obtain a Customer Service certification, which offers 10 Level 3 credits.</p> <p>Catch-up UE literacy workshop was required and successful so that 80 students had attained; war-room in Term 2 and 3.</p> <p>Study programme was discontinued as SLT needed to cover high demand on relief.</p>	<p>UE Literacy intervention in Term 2 and Term 3 with the war-room provided space and opportunity for students to complete tasks in the Library and have teacher support on a one-to-one basis.</p> <p>2 year decline in Pasifika UE achievement</p>	<p>Collapse the EUE classes in 2024 and create ECM13AU with a focus on US 22750 for UE Literacy. Student IEP throughout the year to enter only capable students in the Externals. Extra Internals to maintain the 14 credits opportunity.</p> <p>Study lines are now resourced with a member of the SLT for support and guidance throughout the year.</p> <p>Study line only offered to Year 13 students who have 5x 13A subjects or by Dean's discretion.</p> <p>Focus on Pasifika UE year 12 and 13 course achievement success rates using mates and Nu'u Toa programs</p>

# GOAL - Learners at the Centre

Learners with their whānau are at the centre of education

## 1 e) Building Partnerships with iwi whanau and families (CJ/TA)

Strategic Priorities	Projects	Outcomes <i>What happened</i>	Variance and reasons for variance	Evaluation <i>Where to next?</i>
<b>1e - Partner with family and whanau to build and realize their child's aspirations</b>	• Develop relationships with Mana whenua	Strong relationships are being developed with Te Kawerau ā Maki with a three year agreement (MOU) signed. This was reinforced with hui between the school and their Educational Lead, Josie Wall.	Progress on this outcome is meeting expectations.	Regular Wednesday morning hui of Te Kawerau ā Maki and staff, department curriculum development of Mātauranga Māori o Te Kawerau ā Maki.
	• Increase the collection of whanau/caregiver voice for inclusion in decision making in matters pertaining to their rangatahi	Input gathered each term from Pasifika students through the Nu'u Toa, Tu'u Mālohi and Talanoa Ako programs, with the aim of enhancing our approaches. This collected data allows refining upcoming term's programs, enhancing our ability to provide effective support for our students' learning journeys.  Whanau voice collected at hui of Rūmaki whanau and wider whanau	New student well-being program Tu'u Mālohi was introduced for both students and parents.  Voice collection and surveys were conducted to inform best practice moving forward.	Continue with the Nu'u Toa students and Talanoa Ako parent programs with a focus on the new NCEA implementation and transition.  Continue with termly hui and fono providing opportunity for whānau contribution
	• Support parents and whanau to be able to support their own rangatahi	Subject Parent evenings well attended at the end of Term 2  Course Selection Interviews held with whanau of all Year 11 students.  Talanoa Ako - providing support to parents with NCEA tips and regular updates on student progress.	Need to expand the opportunity for whanau to learn about NCEA.  Increase Continue to prioritise whanau engagement and support their academic journey.	NCEA evening for parents and whānau.  CSI for Year 11 parents and whānau.  Continue to support the kaupapa in ensuring parents are kept up-to-date with NCEA changes.
	• Homestay programme to build stronger/ better relationships with community	All homestay parents are trained and have experience caring for Waitākere College international students	Some families are moving to other schools as they are paid more	Ensure strong relationship is built between new International director and the Home Stay coordinator to maintain the quality of this resource.

# GOAL - Learners at the Centre

Learners with their whānau are at the centre of education

## 1 f) Environment and Infrastructure (CJ/HI)

Strategic Priorities	Projects	Outcomes <i>What happened</i>	Variance and reasons for variance	Evaluation <i>Where to next?</i>
<b>1f - Develop a learning environment and infrastructure that supports our learning goals</b>	• On-going development and implementation of the site plan/building development	Meetings held with the Ministry and Architects over the design of B21  Location for relocatables finalised.	On hold with new Govt. Disappointedly no turf was turned despite the significant thought and design invested and the growing school roll.  6 STRG buildings to be delivered T2 2024.	Continue to advocate that the B21 block will be approved by Government asap to cope with continuing school growth  In progress
	• Provision of devices for e-learning	200 devices distributed during 2023. Further 44 devices distributed to Vocational Pathways, Maths and Nu'u Toa  Departments devices being stocked up.	Continued short falls in the number of devices needed as computers reach end of life and BYOD limited.  Students continue to not bring devices during to sharing, breakages and being too heavy.  Chromebooks still too expensive or many families  A further 210 were approved by the BoT at the end of 2023 for Maths and English. This brings the total of devices in departments to approx 600.	Chromebook maintenance charged to department budgets to ensure more ownership.  Set-up a partnership with PBTech to establish a "Tech Ninja" programme where students and techs fix devices for free
	• Review and develop the timetable to be able to accommodate roll growth keeping learners at the centre	The new Year 9 curriculum has been designed for 2024 implementation to better facilitate the Health curriculum and to continue to offer as much specialist technology teaching as possible. Creation of an academic computer skills course to ensure students have the basic digital literacy skills in Year 9  Full timetable review underway looking at the structure vs balance of curriculum needs in a changing world  Changed timings of the day after student voice feedback	New Year 9 options curriculum is in practice and feedback so far is positive from teachers and students. New Academic e- Learning course is up and running with combined classes focusing on e- learning skills development, Literacy/Numeracy and a place for PAT tests and other Common Assessment Tests.  Staff and student voice ongoing for timetable review - this year was the most tricky for class sizes and rooming than ever before (this was helped slightly by the change in curriculum at year 9) Need to see what the new NCEA curriculum brings with its challenges	Will look at further adjustments to junior option/core allocations to also ease pressure - but also to look at the year 10 health curriculum in the same way  Review of timetable for 2025 implementation - this will be adjustments to the current as feedback suggested we need the new NCEA curriculum to be embedded to be able to review the TT with the lens of the curriculum before the functionality New classrooms should ease some pressure for 2025

# GOAL -Equitable Access to Learning

Great education opportunities and outcomes are within reach for every learner

## 2 a) Māori Achievement (CJ)

Strategic Priorities	Projects	Outcomes <i>What happened</i>	Variance and reasons for variance	Evaluation <i>Where to next?</i>
<b>2a - Support Māori ākonga to enjoy and achieve educational success as Māori</b>	<ul style="list-style-type: none"> <li>Continue to develop and embed Māori Medium Immersion education (Rūmaki development)</li> </ul>	<p>An additional teacher of Te Reo Maori was employed (LAT) bolstering the department to four kaiako</p> <p>Putaiiao and Te Reo Rangatira programmes further developed as these have been extended into Year 11 this year. Additional PLD support provided.</p>	<p>Staffing changes towards the end of Term 3, meant that a number of Year 11 students were behind in their assessments in this class. Extra support was put in place to ensure they passed L1.</p> <p>2 TFNZ teachers of Te reo fully employed for 2024 and beyond</p>	<p>The job description of the Head of the Rūmaki has been created with a number of key performance indicators. Regular meetings will be held with the HoD to ensure those indicators are met.</p> <p>Students will have tracking milestones which are shared with SLT to ensure there is better monitoring of students.</p>
	<ul style="list-style-type: none"> <li>Continue to build strong pastoral connection and processes to support kaupapa of the rumaki</li> </ul>	<p>Meetings held between pastoral and Rumaki staff - important to continue to have and build this connection and clarity around roles.</p>	<p>Built staff capacity by hiring two new Te reo Māori teachers who work in that space</p>	<p>Tutor class teachers are main pastoral roles for each cohort</p> <p>Clear expectations of roles developed in conjunction with the Rumaki staff</p> <p>Consult to develop a connected pastoral system between Ruamki and the pastoral team</p>
	<ul style="list-style-type: none"> <li>Develop a Māori Education Plan to identify targets and strategies to further engage those ākonga Māori in the wider school in learning</li> </ul>	<p>Goals incorporated into the annual plan instead</p>	<p>Goals not achieved due to staff personnel changes. Maternity leave, etc</p>	<p>Mentoring And Nurturing Achievement (MANA) in each subject at Level 1 to target and support students to reach milestones.</p> <p>Create key performance indicators for Māori academic success.</p>
	<ul style="list-style-type: none"> <li>Continue to develop specialised groups to support meeting the needs of particular Māori students.</li> </ul>	<p>Year 11 Mentoring group - 12 Year 11 Maori boys involved in mentoring, having visitors in and trips out to broaden their 'vocational world' and to develop personal skills.</p> <p>Students included Nu'ua Toa Wednesdays</p> <p>Pūhoro programme not able to be supported in 2023. To be continued 2024.</p>	<p>Mentoring group occurred with June Tai Tin</p> <p>Year 11 Vocational trips for Year 11 boys occurred</p> <p>Students came to Nu'u toa but the effect was not as cohesive. Students lost their identity.</p>	<p>Māori Leadership Mentoring moves to Taryn Baker and Kate Bartlett, supported by Brooke ML and Troy TB</p> <p>Māori Mentoring on Wednesdays to be established. Seek sponsorship and staffing.</p>



# GOAL -Equitable Access to Learning

Great education opportunities and outcomes are within reach for every learner

## 2 b) Pasifika Achievement (TA, PA)

Strategic Priorities	Projects	Outcomes <i>What happened</i>	Variance and reasons for variance	Evaluation <i>Where to next?</i>
<b>2b -Ensuring and supporting Pasifika students to have equitable access to thrive and succeed as Pasifika students</b>	<ul style="list-style-type: none"> <li>Nu'u Toa mentoring and tutoring programme for students and families</li> </ul>	<ul style="list-style-type: none"> <li>Growth in numbers (80-110)</li> <li>Open to all levels and ethnic groups.</li> <li>Continue to support families with everyday necessities</li> </ul>	Demand in students wanting a space to study and access to teaching staff. Moved from C Block to A Block due to increase in numbers.	Purchase new COW and a further 20 chromebooks. Continue to grow the staff capacity to cater for the increased numbers.
	<ul style="list-style-type: none"> <li>Talanoa Ako for parents/caregiver support</li> </ul>	<ul style="list-style-type: none"> <li>Term 1 - end of Group 1</li> <li>Term 3 - start of new group. 20 families from years 9-13</li> </ul>	Progressing as per Ministry goals of 20 - 25 parents.	Create resources for the new NCEA changes implemented in Level 1. Continue to deliver NCEA workshops in alignment with school calendar events
	<ul style="list-style-type: none"> <li>Tu'u Mālohi to support students and parents</li> </ul>	<ul style="list-style-type: none"> <li>Terms 1 - 2: 30x Year 10-13 students</li> <li>Terms 2 - 3: 30x Years 9 - 12 students</li> </ul>	Progressed well as per Ministry goals of 25 - 30 students and caregivers.	The 2 year Tu'u Mālohi programme is complete. Both workshops were delivered in 2023 to avoid interruptions with the new NCEA programme.
	<ul style="list-style-type: none"> <li>PLSP - Pasifika Learners Support Programme. <b>Focus:</b> Academic and Cultural.</li> </ul>	<ul style="list-style-type: none"> <li>Wednesday afternoons</li> <li>Term 1 - start wk.10</li> <li>Term 2 - wk 2 to wk wk 6</li> </ul>	Progressed well as per Ministry goals of up to 20 students.	The short programme was delivered in the first semester, 2023. Its purpose was to support student's NCEA journey at the start of the year.

# GOAL -Equitable Access to Learning

Great education opportunities and outcomes are within reach for every learner

## 2 c) Raising Levels of Literacy and Numeracy (CJ, TA, FN)

Strategic Priorities	Projects	Outcomes <i>What happened</i>	Variance and reasons for variance	Evaluation <i>Where to next?</i>															
2c - Ensure all learners/ākonga have ongoing opportunities to develop key foundational skills in Literacy and Numeracy	<ul style="list-style-type: none"><li>Raise student writing capabilities in Years 9 and 10</li></ul>	<p>2022 spread the expertise widely - teachers in all departments have attended WTB PLD.</p> <p>2023 is focusing on teachers in Humanities, English and Science. Teachers have attended PLD on expansion and paragraph writing. Selected teachers in each department are undergoing paragraph in-class coaching.</p>	Targeted PLD for specific departments and teachers.	<p>With regionally allocated funding hours not available, will utilise in house expertise and bringing in expertise as required. Apple in second round for RAFH, hoping for positive outcome. Working on sustainability of the programme using in house and exterior expertise.</p> <p>In new course Academic E- learning - once per cycle students will work on their WTB learning Journey individual profiles and develop individual goals for improvement</p>															
	<ul style="list-style-type: none"><li>Pilot and implementation of NCEA Literacy and numeracy</li></ul>	<p>Results (Term 4 2023 results only include Year 10 so are not comparable)</p> <table><tr><td></td><td>Term 4 2023</td><td>Term 2 2023</td><td>Term 3 2022</td></tr><tr><td>Reading</td><td>47.5</td><td>50</td><td>57</td></tr><tr><td>Writing</td><td>63</td><td>48</td><td>45</td></tr><tr><td>Numeracy</td><td>51.5</td><td>68</td><td>75</td></tr></table> <p>Assessment strategy devised for these standards to focus on high expectations, not over assessing, while streamlining the admin side of the assessments. Year 10s assessed only at the end of Year 10. The first assessment opportunity in Term 2 is for Year 11, 12 and 13 students.</p> <p>Whole school PD implemented where departments created their own CAAs</p>		Term 4 2023	Term 2 2023	Term 3 2022	Reading	47.5	50	57	Writing	63	48	45	Numeracy	51.5	68	75	The implementation of delivering the assessment has gone well. Systems are becoming embedded.
	Term 4 2023	Term 2 2023	Term 3 2022																
Reading	47.5	50	57																
Writing	63	48	45																
Numeracy	51.5	68	75																

# GOAL -Equitable Access to Learning

Great education opportunities and outcomes are within reach for every learner

## 2 d) Removing Financial Barriers to Learning (FN/PA/ CJ)

Strategic Priorities	Projects	Outcomes <i>What happened</i>	Variance and reasons for variance	Evaluation <i>Where to next?</i>
<b>2d - All students have access to learning and resources regardless of financial status</b>	<ul style="list-style-type: none"><li>• Increase equitable access to computers for student learning</li></ul>	<p>200 devices distributed during 2023. Further 44 devices distributed to Vocational Pathways, Maths and Nu’u Toa</p> <p>Departments devices being stocked up.</p> <p>A further 210 were approved by the BoT at the end of 2023 for Maths and English. This brings the total of devices in departments to approx 600.</p>	<p>Continued short falls in the number of devices needed as computers reach end of life and BYOD limited.</p> <p>Students continue to not bring devices during to sharing, breakages and being too heavy.</p> <p>Chromebooks still too expensive for many families</p>	<p>Chromebook maintenance charged to department budgets to ensure more ownership.</p> <p>Set-up a partnership with PBTech to establish a “Tech Ninja” programme where students and techs fix devices for free</p>
	<ul style="list-style-type: none"><li>• Develop a system for identifying students and families in financial need</li></ul>	<p>Support Drop-offs were provided once a term to our known families.</p> <p>Needs tracked and kept list</p>		<p>Continue to build these profiles on the PCT Drive</p>

# GOAL - Quality Teaching & Leadership

Quality teaching and leadership make the difference for learners and their whānau

## 3 a) Supporting culturally responsive teaching (CJ/HI/FN)

Strategic Priorities	Projects	Outcomes <i>What happened</i>	Variance and reasons for variance	Evaluation <i>Where to next?</i>
<b>3a - Support teachers/kaiako to become culturally responsive practitioners</b>	<ul style="list-style-type: none"> <li>Continue to develop relationship based pedagogy with all teachers (North-East corner, High expectations - High level of care)</li> <li>Continue to support teachers /kaiako to implement strategies that enable an inclusive learning environment</li> <li>Increase the spread of impact coaching across curriculum areas</li> </ul>	<p>12 staff were accredited as impact coaches, 3 more being very close. Student, staff and whanau voice (Voices III) was collected</p> <p>New Iris software and camera implemented for observations.</p> <p>FD was accredited as a Voices collector.</p>	Opportunity arose for the school to purchase and engage new Iris software	<p>Continue to develop accredited impact coaches.</p> <p>Use Voices III to shape staff RbL PLD.</p> <p>Expand Iris software use to increase Accredited Coach numbers and capabilities.</p>
	<ul style="list-style-type: none"> <li>Continue to support teachers /kaiako to implement strategies that enable an inclusive learning environment</li> </ul>	Two whole-staff PLD sessions were held on RbL plus the wananga for teachers new to the school . Two Impact coach meetings on the new Iris software.	More than we planned for.	Continue to take 'new to school' teachers through the RbL/PLD cycle
	Targeted professional learning for new teachers on Restorative Practice.	Four Sessions were held with 'new to school' staff plus two whole staff PD to re culture	Two more sessions than planned	Continue to supply the 'new to school staff' this PD minimum of 3 of session
	Build capacity to lead RBL / NE meetings	FD became accredited voices collector and training as a 'NE' meeting facilitator.	Increased opportunities for voice collection training across the kahui ako.	FD to continue training as 'NE' meetings facilitator.

# GOAL - Quality Teaching & Leadership

Quality teaching and leadership make the difference for learners and their whānau

## 3 b) Kaiako Te Reo Māori and Tikanga (CJ/FN)

Strategic Priorities	Projects	Outcomes <i>What happened</i>	Variance and reasons for variance	Evaluation <i>Where to next?</i>
<b>3b - Support kaiako to build their confidence and understanding of Te Reo Māori and tikanga</b>	<ul style="list-style-type: none"><li>Raise all teachers capacity to utilize mātauranga Māori as a form of engagement in the classroom</li></ul>	<p>Te Reo wananga held at start of year for all staff</p> <p>Seven staff involved and completing Te Ahu Te Reo (Takatu) in Term 3</p> <p>PLD session run by inhouse experts for staff wishing to develop their Te reo Māori</p>	<p>PPTA resource ceased as Koka moved on</p>	<p>Encourage further kaiako to join the Te Ahu Te Reo.</p> <p>Investigate opportunities to support and recognise those involved.</p>

# GOAL - Quality Teaching & Leadership

Quality teaching and leadership make the difference for learners and their whānau

## 3 c) Building Capability in Leadership (CJ/HI)

Strategic Priorities	Projects	Outcomes <i>What happened</i>	Variance and reasons for variance	Evaluation <i>Where to next?</i>
<b>3c - Identify gaps in teaching capability and invest in opportunities for strengthening teaching, leadership and learning support.</b>	<ul style="list-style-type: none"> <li>Develop a programme of Middle Leader Professional development</li> </ul>	<p>One Open to Learning PLD held with Middle Leaders.</p> <p>Courageous Conversation sessions held twice over with Middle Leaders</p>	Better than planned for due to staff capacity	<p>Build on more ML capabilities</p> <p>Introduce OTL to new to school staff</p>
	<ul style="list-style-type: none"> <li>Renewed focus on beginning teacher, teacher aide and support staff on RBL and Restorative Practice</li> </ul>	<p>TA have had PLD inhouse x2</p> <p>No PD done with Support staff for RJ</p>	<p>PD timetabled and done</p> <p>Support staff have had other needs meet with Staff PD</p>	<p>Plan for support staff RJ PD and consider Karakia and Waiata PD</p>
	<ul style="list-style-type: none"> <li>Raise all teachers' capacity to explicitly teach writing</li> </ul>	<p>OM, BA and GN attending 2-day literacy summit hosted by WTB September 2023.</p> <p>Link to a student's progress in one term.  <a href="https://docs.google.com/presentation/d/1QNysMaZhv-Vg9pjis-26j7BYXf4JrA4QUADggQMR150/edit#slide=id.g1b696840ea2_0_4">https://docs.google.com/presentation/d/1QNysMaZhv-Vg9pjis-26j7BYXf4JrA4QUADggQMR150/edit#slide=id.g1b696840ea2_0_4</a>            Link to 2023 WTB progress  <a href="https://docs.google.com/presentation/d/1WxlpOerrbR45W7hI-ZKAv5zPgKtMLAuh8FWMjkkxlmxY/edit#slide=id.g22ba0da0155_0_1">https://docs.google.com/presentation/d/1WxlpOerrbR45W7hI-ZKAv5zPgKtMLAuh8FWMjkkxlmxY/edit#slide=id.g22ba0da0155_0_1</a>            Link to 2023 teacher voice  <a href="https://docs.google.com/forms/d/1DbZ9j_52piDgKOFwx3N0zGW0TQDDE1Yh3D3ZOBz80wc/edit#responses">https://docs.google.com/forms/d/1DbZ9j_52piDgKOFwx3N0zGW0TQDDE1Yh3D3ZOBz80wc/edit#responses</a></p>	<p>Regional funding for WTB has been applied for again as was declined in initial applications</p>	<p>Continue to keep the focus on English, Science, Humanities and Learning Support to effectively utilise the spread of WTB amongst students.</p> <p>Challenge of access to on-going PLD for WTB. Regional funding for WTB has been applied for again as was declined in initial applications</p> <p>WTB learning journey is the focus of new course AeL (once per cycle for Year 9)</p>
	<ul style="list-style-type: none"> <li>Increasing opportunities for Senior Leader professional growth and PLD</li> </ul>	<p>Three sLT involved in MSSSL (in place of NASDAP conference)</p> <p>SLT members involved coordinated and collaborative AP/DP PLD</p>	<p>Funding applied for and approved as well as willing participants. Fisher Trust</p> <p>New learnings and networking to support SLT portfolios</p>	<p>More Senior leader opportunities sought after for 2024</p> <p>New SLT members joined the DP/AP inter school groups</p> <p>Continue to seek the program to continue through Principal support of program</p>
	<ul style="list-style-type: none"> <li>Embed Restorative Practice</li> </ul>	<p>Completed New orientation day expectations, have done 4 RJ for new teachers on tuesday</p> <p>1 whole staff refresher plus additional session for those whom wanted more</p> <p>RJ PD for HOD's in curriculum leaders around strategies for hold them as the impartial person.</p>	Planned for and implemented	As outlined in 3A

# GOAL - Future of Learning and Work

Learning that is relevant to the lives of New Zealanders today and throughout their lives

## 4 a) Vocational Pathway Programmes (CJ)

Strategic Priorities	Projects	Outcomes <i>What happened</i>	Variance and reasons for variance	Evaluation <i>Where to next?</i>
<b>4a - Continue to grow and adapt Vocational Pathways programmes and initiatives to support the diverse needs and interests of all students</b>	<ul style="list-style-type: none"><li>Build staffing capacity and sustainability within the vocational pathways department</li></ul>	<p>Term 1 - New assistant to HOD VP appointed for 2023.</p> <p>Term 4 - replacement for Karen Carter advertised</p> <p>UNITEC not able to facilitate. Exploitation of collaboration with NZMA for Year 13 2024 underway.</p> <p>New engineering academy teacher appointed for 2024.</p> <p>Retained Engineering Automotive teacher and given more of a lead role to help build Academies</p> <p>Analysis of access to be completed.</p>	<p>Target achieved. Now appointed new HoD of Vocational Pathways and 2iC of Vocational Pathways - in charge of Gateway</p> <p>Building Academy with NZMA in 2024</p>	<p>Meet the TEC goal targets for 2024 Gateway placements (150), Academies STP placements (88)</p> <p>Rebuild Gateway community partnership. Liaise with Matt CN (business liaison) to share resources</p>



# GOAL - Future of Learning and Work

Learning that is relevant to the lives of New Zealanders today and throughout their lives

## 4 c) Building Student Capacity (PA, TA, FN, CJ)

Strategic Priorities	Projects	Outcomes <i>What happened</i>	Variance and reasons for variance	Evaluation <i>Where to next?</i>
<b>4c - Build student capacity to confidently take on opportunities outside of the school in the present and future</b>	<ul style="list-style-type: none"> <li>Implement a study planning programme with Year 13</li> </ul>	<p>All yr13 have a planner and have dedicated planning information and guidance for exam revision.</p> <p>Target groups have been monitored, using the data from each Forecast.</p>	<p>Pilot year: Initiated in Term 2 but was limited thereafter due to staffing resourcing</p> <p>The classes where there were a supervisor for part of the time seemed to be help with students focus and work ethic</p>	<p>Supervised study being added to SLT timetables to be able to help UE students and Vocational students to better organise and plan their own time.</p> <p>Year 12/13 designed their own planner and this is now in use.</p> <p>Establish a plan to support G5 students</p>
	<ul style="list-style-type: none"> <li>Develop a WaitākereCollege Graduate profile</li> </ul>	<p>Adjusted to a graduation certificates to start- Had a graduation ceremony to ensure all students get their chance to walks across the stage.</p> <p>Talked about creating an graduate profile using the Waitakere Way ,industry and University feedback</p>	<p>Researching how this is done across other school in Auckland/west Auckland.</p>	<p>Designing a graduate profile for 2024 with new Yr13 Dean</p>
	<ul style="list-style-type: none"> <li>Redevelop Kiwi buddies programme to improve global citizenship of our domestic students</li> </ul>	<p>At the end of 2023, we have 43 kiwi buddies in the programme. This is a large increase since it's dormancy during Covid</p>	<p>Redevelopment going to plan</p>	<p>Continue with successful programme</p>



# Waitākere College

## 2023

### Achievement Data

# Contents

<b>Introduction</b>
<b>NCEA Results 2023</b>
- NCEA Comparisons with School Equity Index Band
- Year 13 Leaver data (L2+)
- School Level 3 and UE participation data
- Merit and Excellence Certificate endorsements
-
<b>Equity in STEM subjects</b>
<b>Māori Student Retention</b>
<b>Principal's Reports Data</b>

# Introduction

This achievement data report aims to act as a 'go-to' file on achievement at Waitākere College and as an appendix for the school's 2023 Analysis of Variance. Reference to this data can be found in the Analysis of Variance as it pertains to the 2023 annual school goals.

## Enrolment-based data

The NCEA results provided in this file are Enrollment-based. This is the national measure introduced by the Ministry of Education and NZQA in 2018. The results include the outcome for all students enrolled in the college for 70 days or more, regardless of the time of year they entered or left the school.

The results are referenced against the national means for our School Equity Index Band (S.E.I.B), previously 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. They may have been doing no or very few Level 3 Standards. And yet, these students are included in the same NZQA U.E. statistics under the Enrollment-based system. Additionally, Special Education students from the Inclusion Support Centre who would not be attempting any NCEA assessment are included in these results.

This 'rough take' then limits the validity of such U.E. data. Percentage pass rates for the U.E. calculated from the number in the whole cohort ignore the fact that from year to year, different numbers 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 website and is based on NZQA results from March. The report helps compare Waitākere College results against national results and against the S.E.I.B. This is a less focussed comparison as we continue to use S.E.I.B results as a significant reference point.

**Figure 1 (a)**

Year 11 Overall Level 1 Pass Rates 2019 -2023 Waitākere College cf S.E.I.B	
Year	Passed
2019 - Decile 3 National	71.2%
2019 - Waitākere College in Auckland	67.9%
2020 - Decile 3 National	74.5%
2020 - Waitākere College in Auckland	80.2%
2021 - Decile 3 National	71.5%
2021 - Waitākere College in Auckland	67.4%
2022 - Decile 3 National	68.7%
2022 - Waitākere College in Auckland	64.2%
2023 - S.E.I.B National	63.8%
2023 - Waitākere College in Auckland	71.4%

**Figure 1 (b)**

### Yr. 11 Overall Level 1 Pass Rates

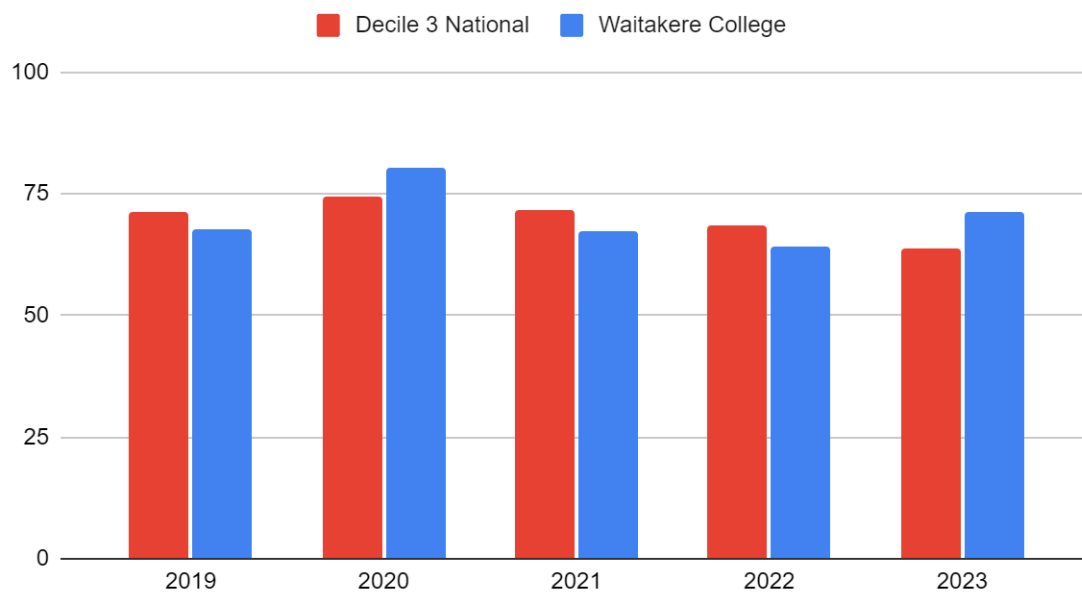
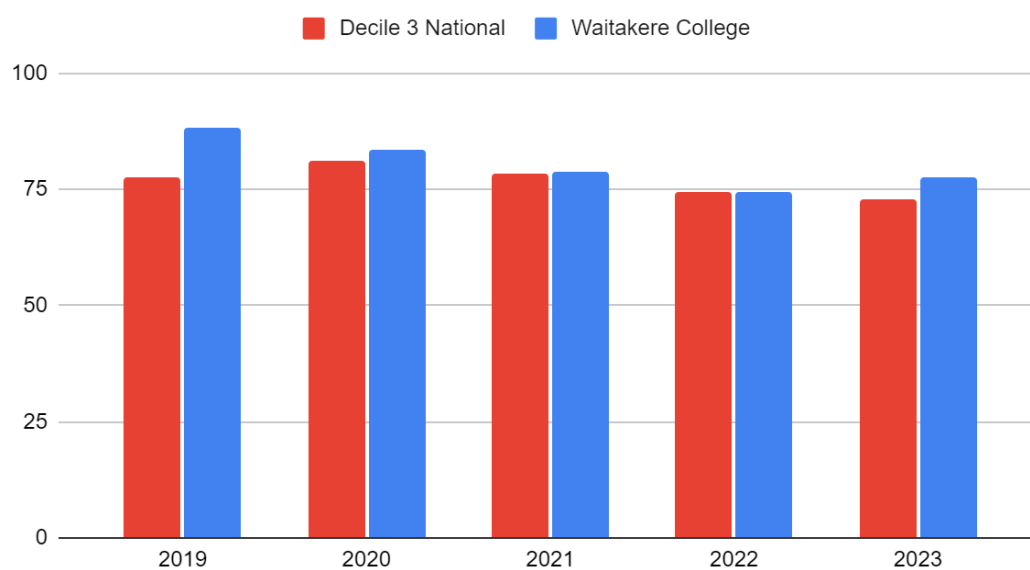


Figure 2(a)

Year 12 Overall Level 2 Pass Rates 2017 -2023 Waitākere College cf Decile 3	
Year	Passed
2019 - Decile 3 National	77.5%
2019 - Waitākere College in Auckland	88.4%
2020 - Decile 3 National	81.2%
2020 - Waitākere College in Auckland	83.5%
2021 - Decile 3 National	78.2%
2021 - Waitākere College in Auckland	78.9%
2022 - Decile 3 National	74.4%
2022 - Waitākere College in Auckland	74.4%
2023 - S.E.I.B National	73.0%
2023 - Waitākere College in Auckland	77.6%

Figure 2(b)

### Yr. 12 Overall Level 2 Pass Rates

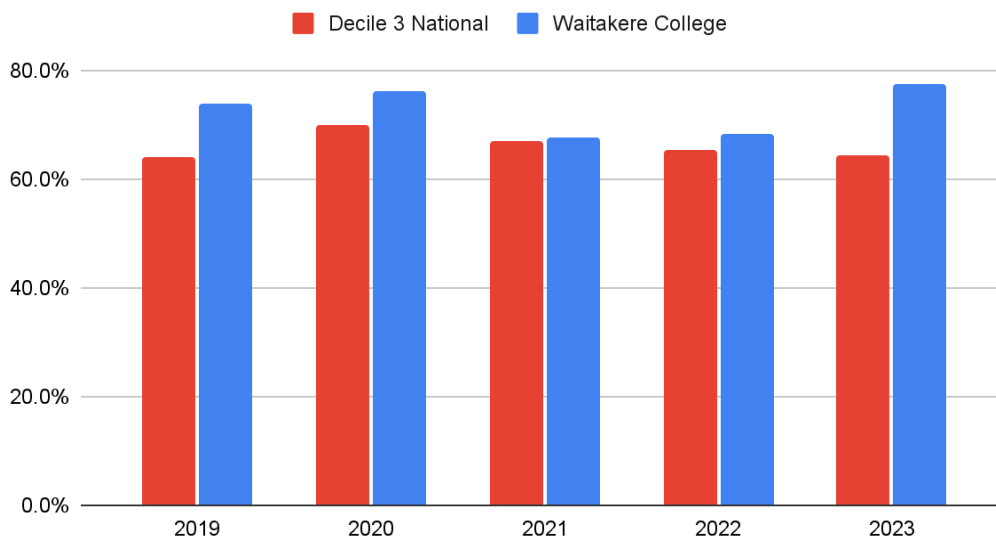


**Figure 3(a)**

Year 13 NCEA <u>Level 3</u> Pass Rates 2017 -2023 Waitākere College cf Decile 3	
Year	PASS
2019 - Decile 3 National	63.9%
2019 - Waitākere College in Auckland	73.8%
2020 - Decile 3 National	69.9%
2020 - Waitākere College in Auckland	76.0%
2021 - Decile 3 National	67.0%
2021 - Waitākere College in Auckland	67.5%
2022 - Decile 3 National	65.4%
2022 - Waitākere College in Auckland	68.2%
2023 - Decile 3 National	64.3%
2023 - Waitākere College in Auckland	77.5%

**Figure 3(b)**

### Yr. 13 Level 3 Overall Pass Rates



**Figure 4(a)**

Year 13 Overall <u>UE</u> Pass Rates 2019-2023 Waitākere College cf Decile 3	
Year	Passed
2019 - Decile 3 National	39.6%
2019 - Waitākere College in Auckland	41.7%
2020 - Decile 3 National	43.7%
2020 - Waitākere College in Auckland	39.0%
2021 - Decile 3 National	40.8%
2021 - Waitākere College in Auckland	35.4%
2022 - Decile 3 National	39.9%
2022 - Waitākere College in Auckland	34.3%
2023 - Decile 3 National	39.2%
2023 - Waitākere College in Auckland	45.0%

**Figure 4 (b)**

### U.E Pass rate Decile 3 National and Waitākere College

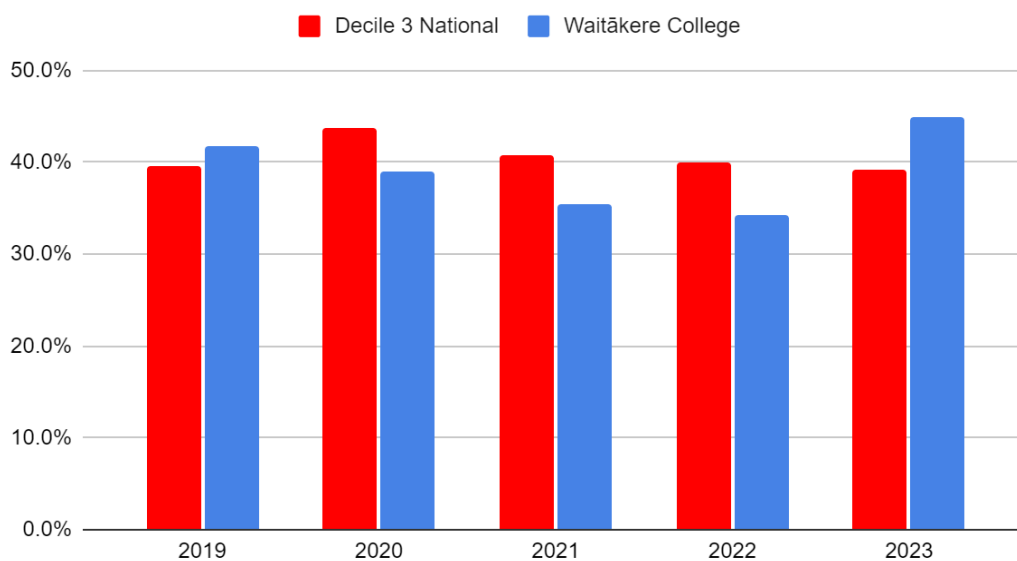


Figure 5(a) Year 11 2023 NCEA Level 1 Pass Rates by ethnicity Waitākere College cf Decile 3

	Asian	European	MELAA	Māori	Pacific Peoples
<b>Decile 3 National</b>	66.2%	68.20%	67.70%	54.30%	60%
<b>Waitakere College</b>	82.70%	73.30%	87.50%	52.70%	67.20%

Figure 5(b)

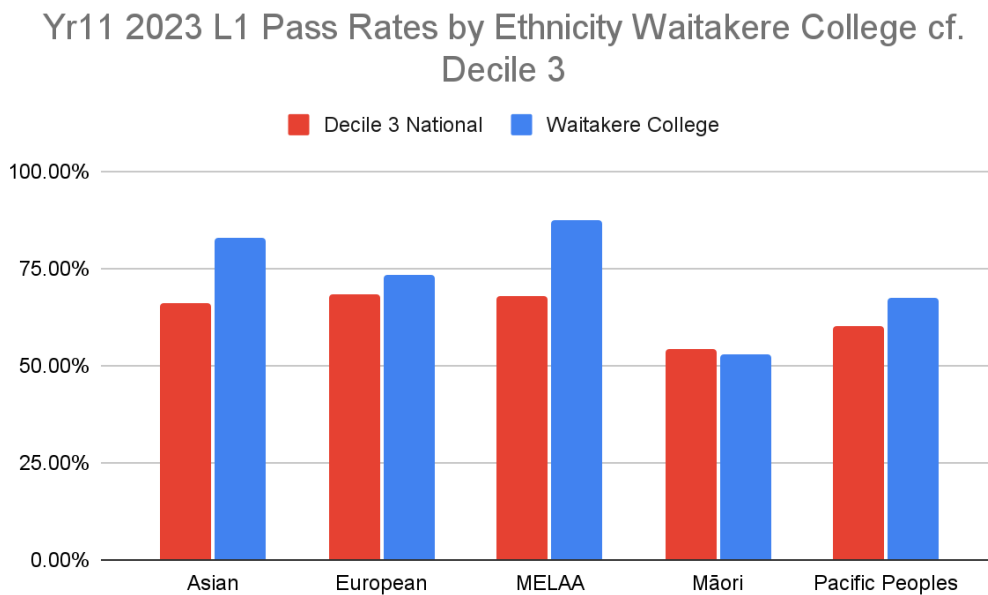


Figure 6(a) Year 12 2023 NCEA Level 2 Pass Rates by ethnicity Waitākere College cf Decile 3

	Asian	European	MELAA	Māori	Pacific Peoples
<b>Decile 3 National</b>	69.8%	76.2%	70.1%	64.8%	72.6%
<b>Waitakere College</b>	76.8%	77.1%	62.5%	69.0%	76.9%



Figure 6(b)

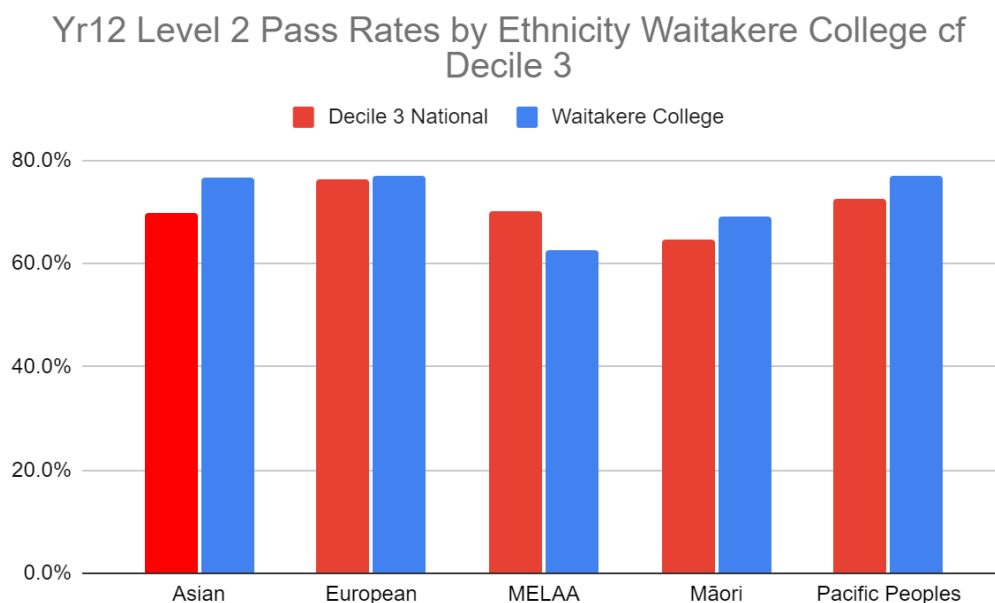
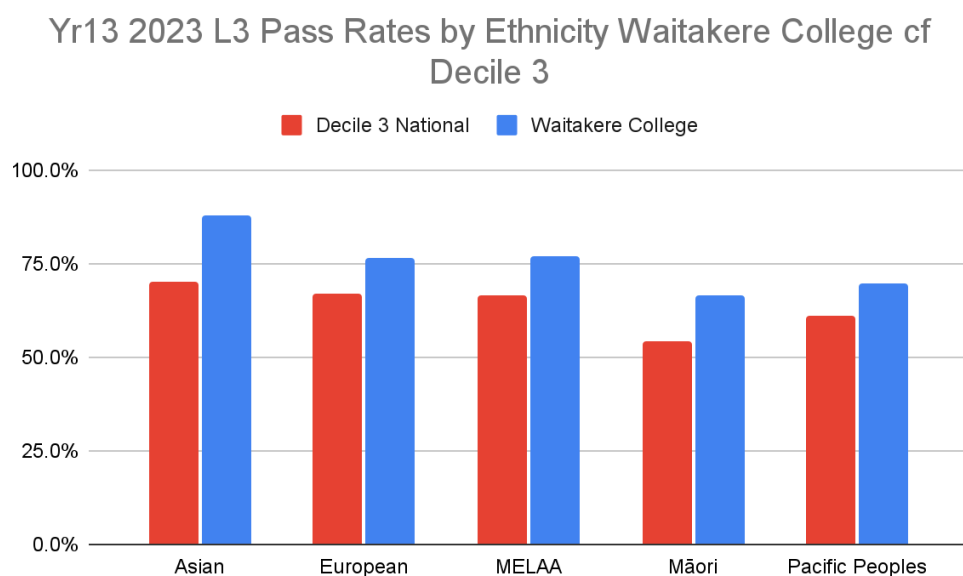


Figure 7(a) Year 13 2023 NCEA Level 3 Pass Rates by ethnicity Waitākere College cf Decile 3

	Asian	European	MELAA	Māori	Pacific Peoples
Decile 3 National	70.0%	66.9%	66.7%	54.4%	61.1%
Waitakere College	87.9%	76.3%	76.9%	66.7%	69.6%

Figure 7(b)



**Figure 8(a) Year 13 2023 UE Pass Rates Waitākere College cf Decile 3**

	Asian	European	MELAA	Māori	Pacific Peoples
<b>Decile 3 National</b>	45.5%	43.1%	44.9%	27.4%	32.6%
<b>Waitakere College</b>	63.8%	52.70%	30.8%	35.3%	30.3%

**Figure 8(b)**

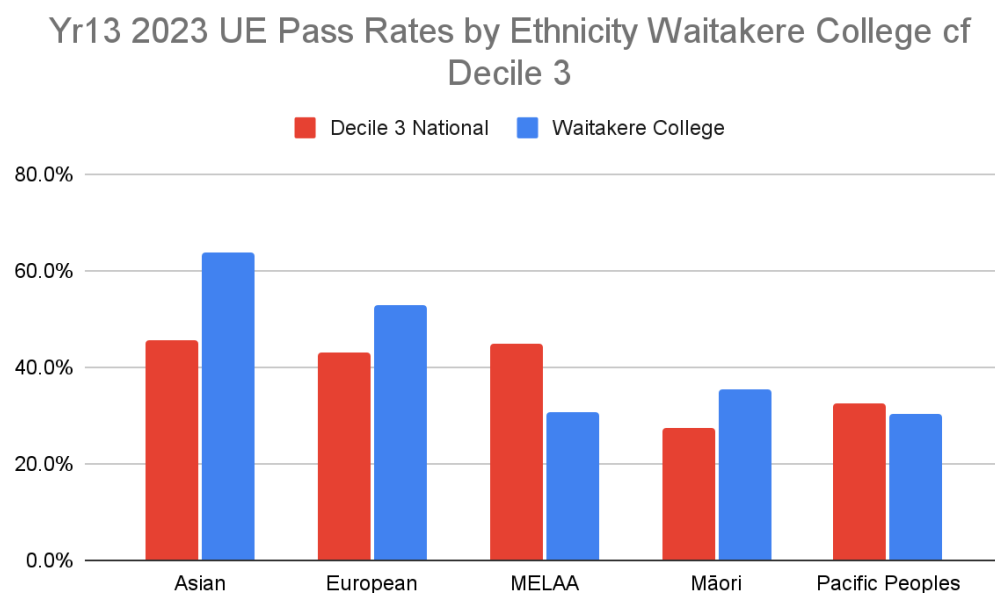
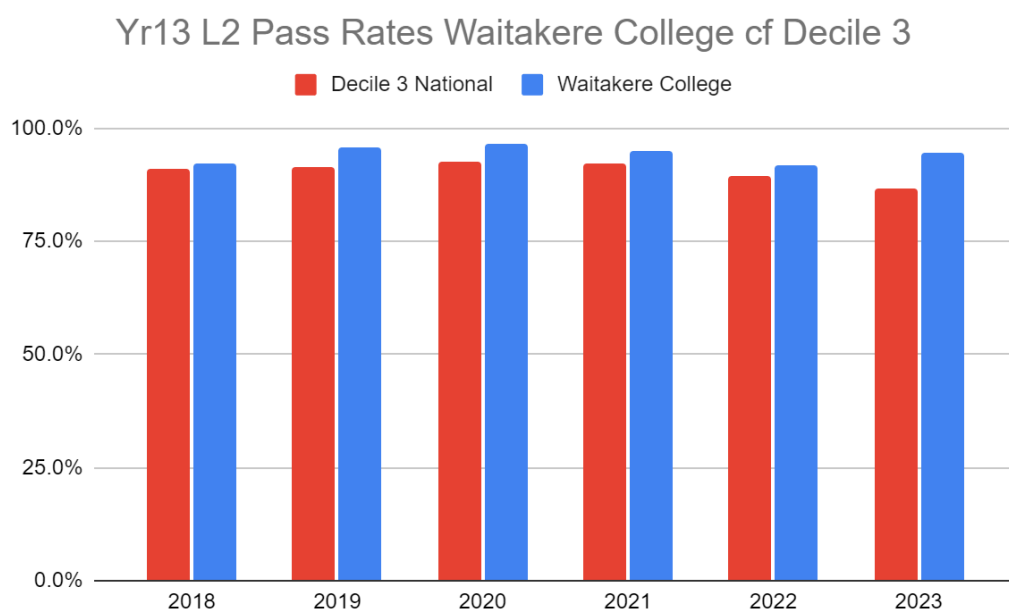


Figure 9(a)

**Year 13 2023 Level 2 Pass Rate Waitākere College cf Decile 3**

	2018	2019	2020	2021	2022	2023
<b>Decile 3 National</b>	91.1%	91.6%	92.6%	92.30%	89.60%	86.8
<b>Waitakere College</b>	92.4%	95.7%	96.5%	95.10%	91.90%	94.50%

Figure 9(b)



**Year 13 Leaver Achievement Level 2+ (Enrolment Based)**

Figure 10(a)

Year 13 2023 – 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. %
2019	72
2020	64.5
2021	73
2022	50
2023	61 (99/162)

### Māori U.E.

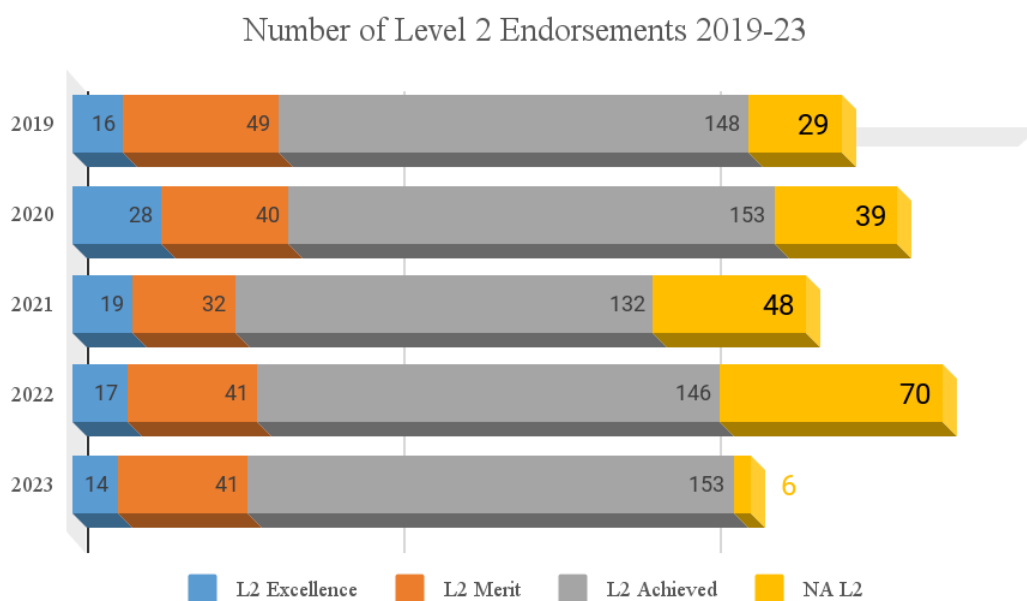
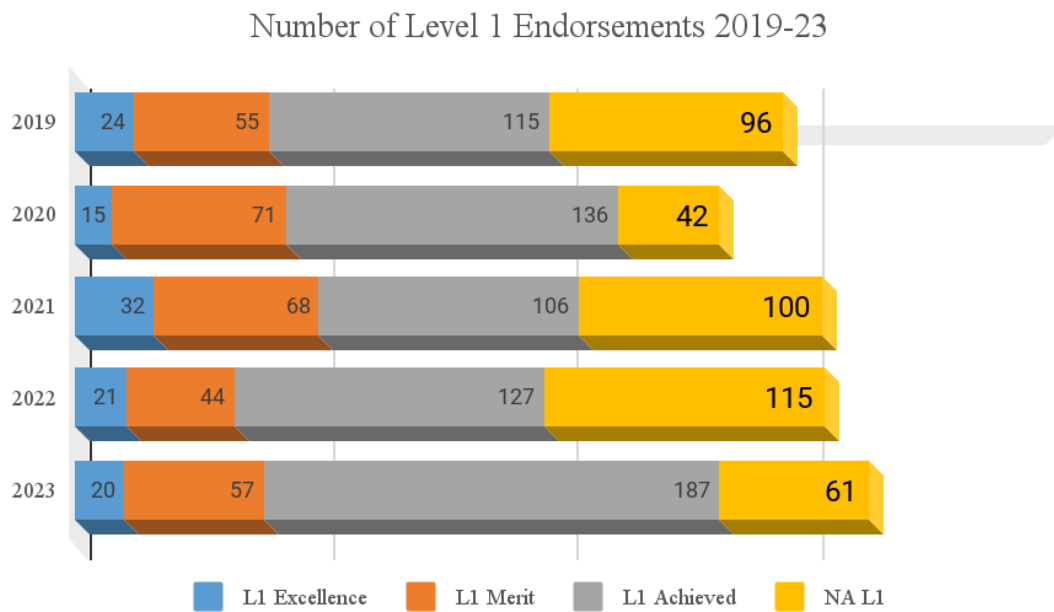
	Passed U.E. %
2019	77
2020	53
2021	82
2022	57
2023	56 (18/32)

### Pasifika U.E.

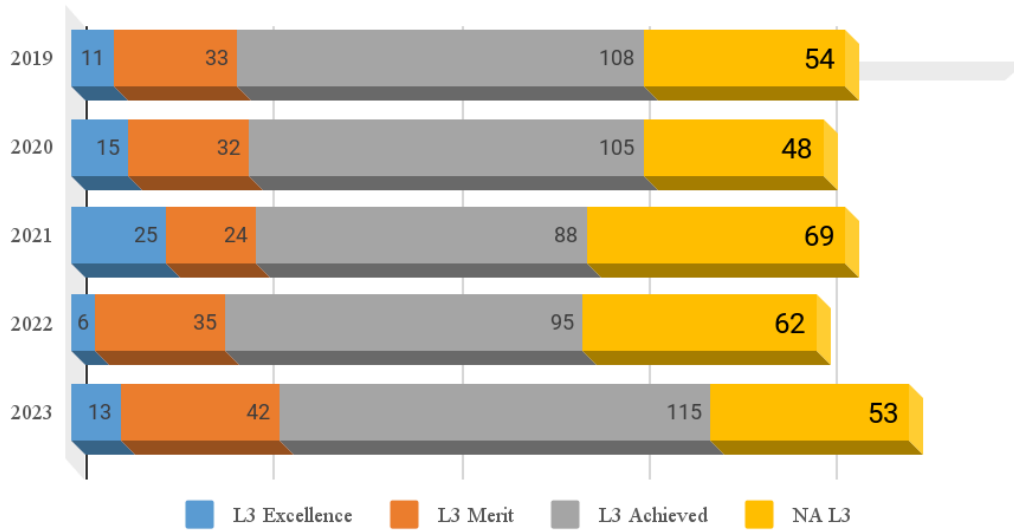
	U.E. %
2019	49
2020	62
2021	60
2022	30
2023	37 (12/32)

## NCEA Course Endorsements 2023

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

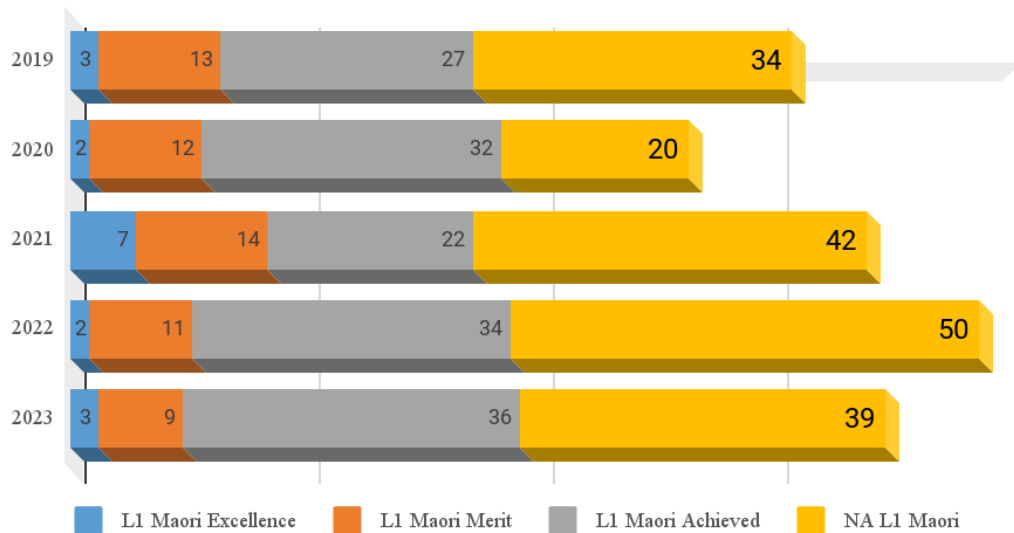


Number of Level 3 Endorsements 2019-23

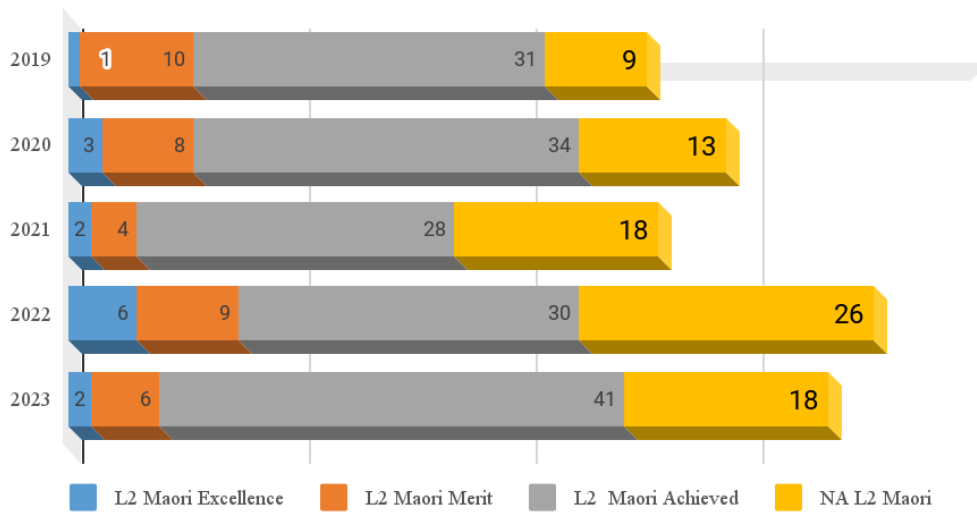


Figures 13 (a)- (c) Levels 1-3 Course Endorsements for Māori students

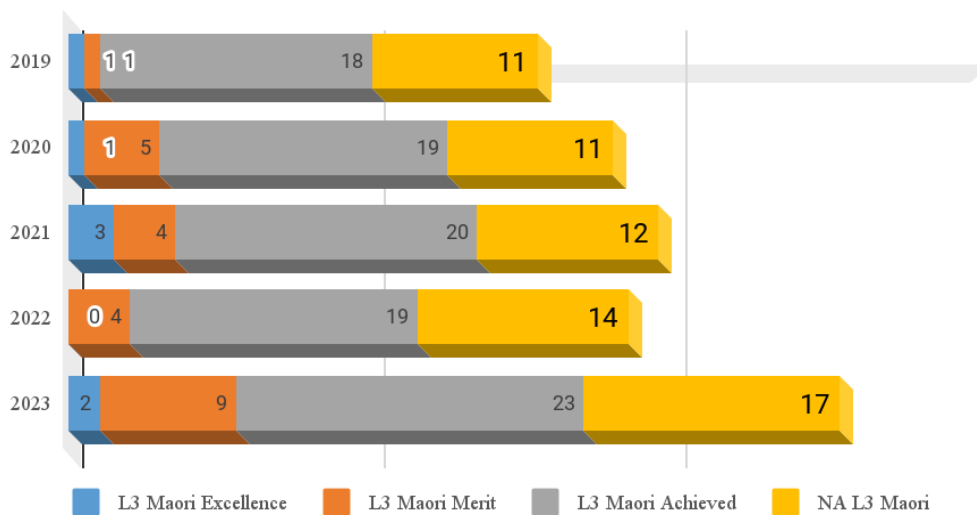
Number of Level 1 Endorsements 2019-23



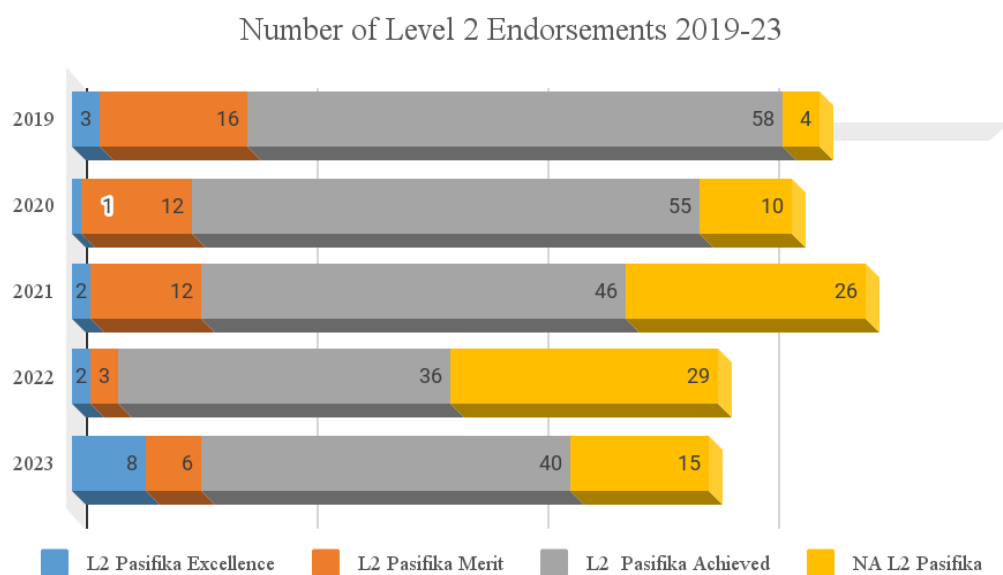
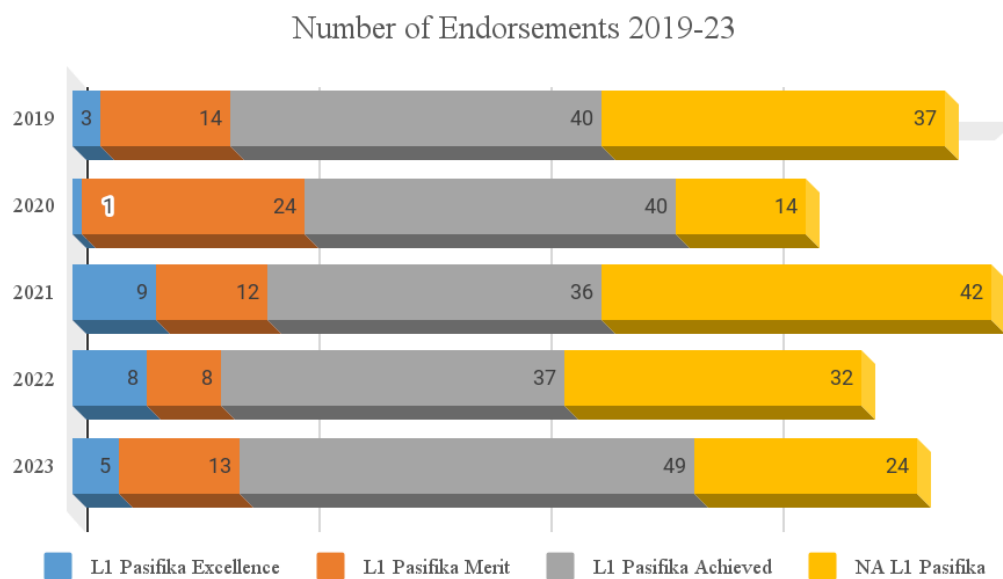
Number of Level 2 Endorsements 2019-23



Number of Level 3 Endorsements 2019-23

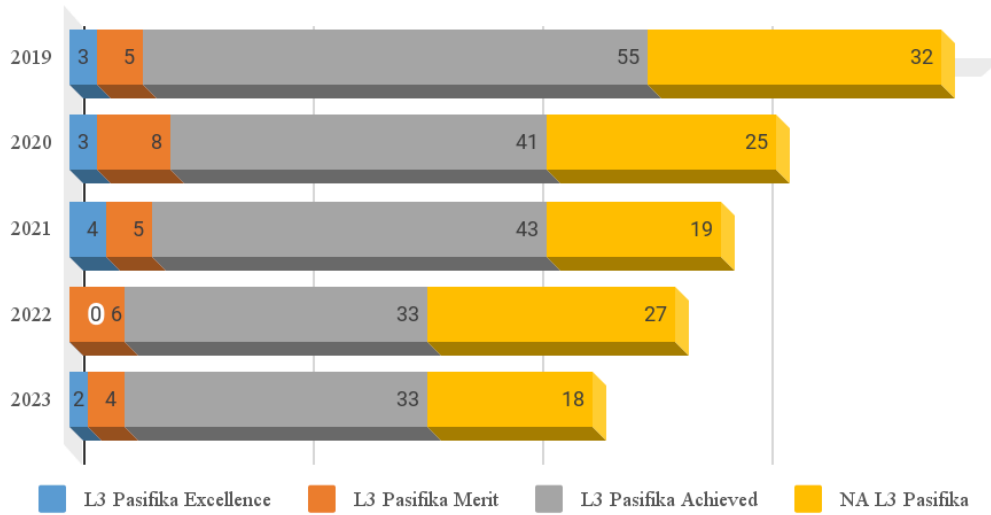


**Figures 14 (a)- (c) Levels 1-3 Course Endorsements for Pasifika students**





Number of Level 3 Endorsements 2019-23



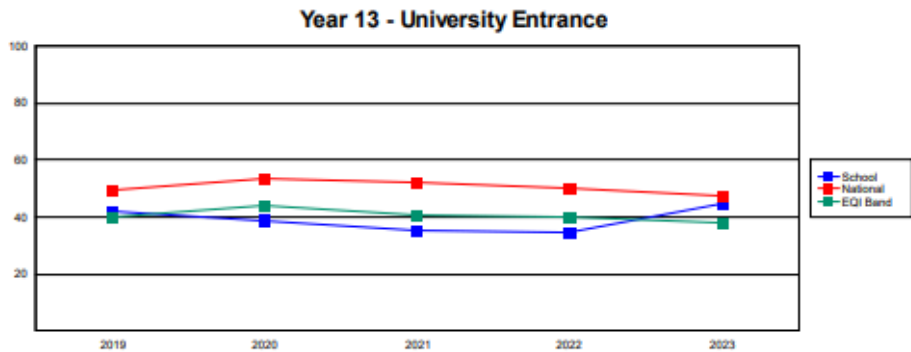
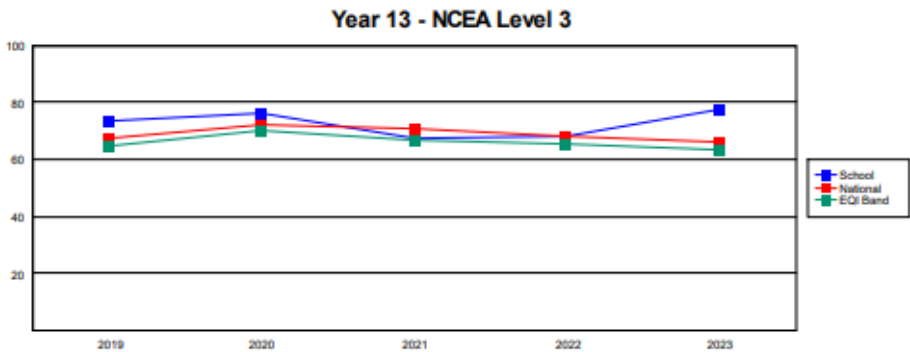
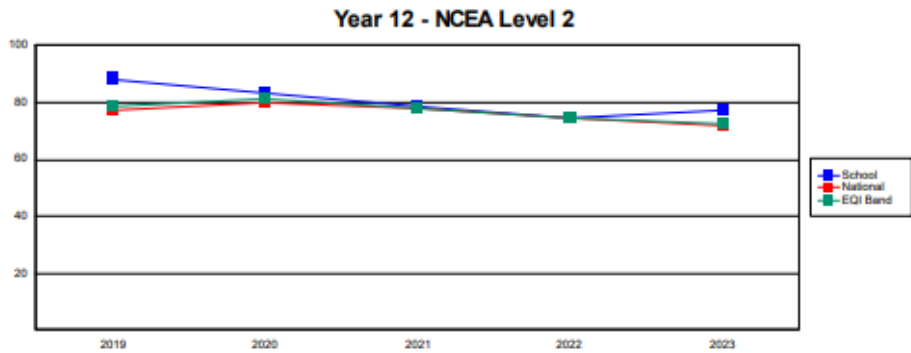
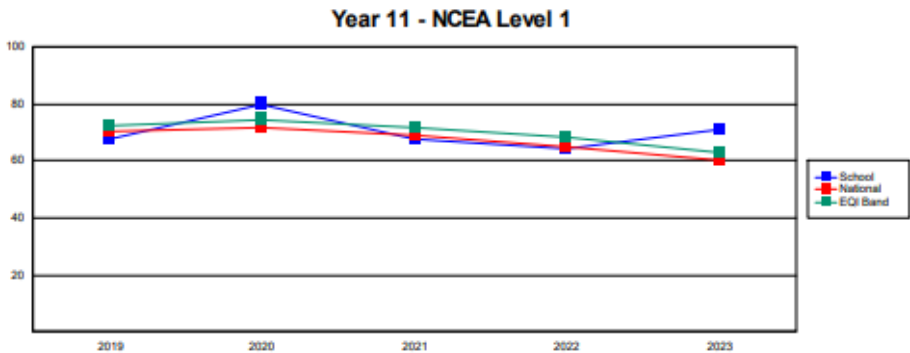
PRINCIPALS REPORT DATA (as at February 4 2024)

Achievement in NCEA and UE: Waitakere College

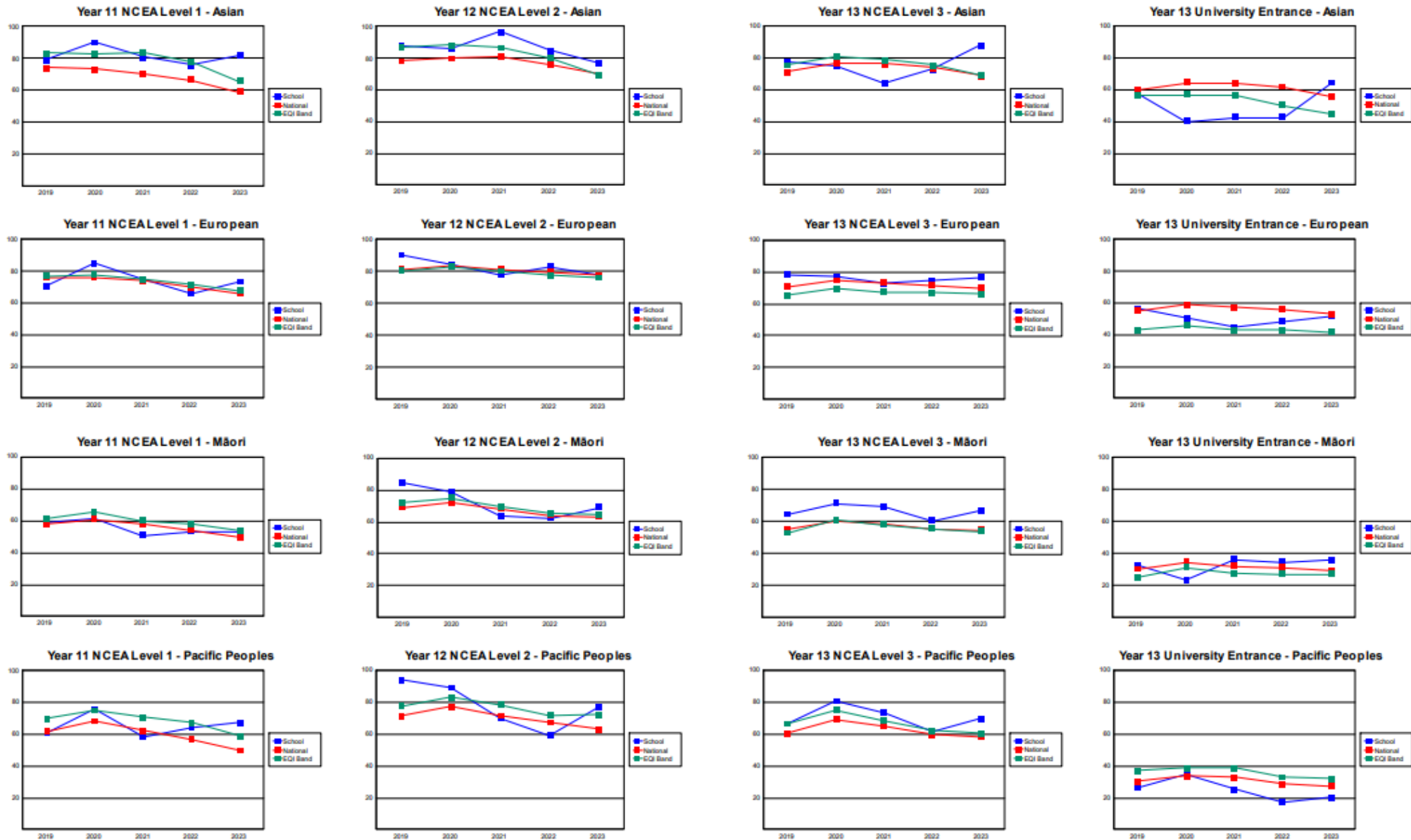
Generated 16-Jan-2024

PR2 - Enrolment Based Cumulative Overall Results

Waitakere College					National				Above Average Socioeconomic Barriers (School Equity Index Band)			
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
2019	67.9	88.4	73.8	41.7	70.6	77.5	67.3	49.3	72.4	78.6	64.5	40.2
2020	80.2	83.5	76.0	39.0	71.8	80.1	72.1	53.4	74.8	81.5	70.2	43.9
2021	67.4	78.9	67.5	35.4	69.2	77.9	70.5	51.9	71.5	78.2	67.0	40.8
2022	64.2	74.4	68.2	34.3	64.9	74.9	68.2	50.3	68.7	74.4	65.4	39.9
2023	71.1	77.6	77.5	44.5	60.0	72.2	66.2	47.2	63.1	72.6	63.6	38.2



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

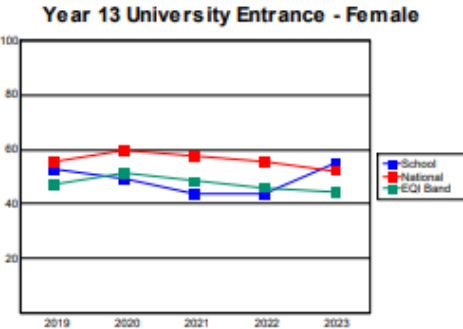
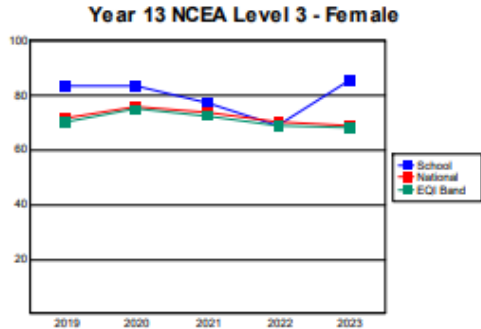
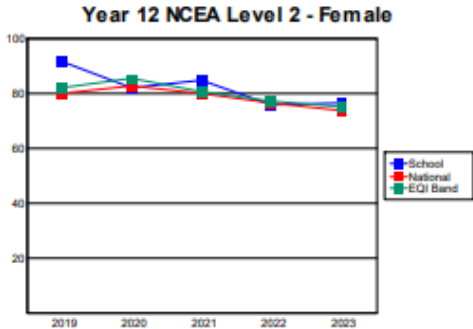
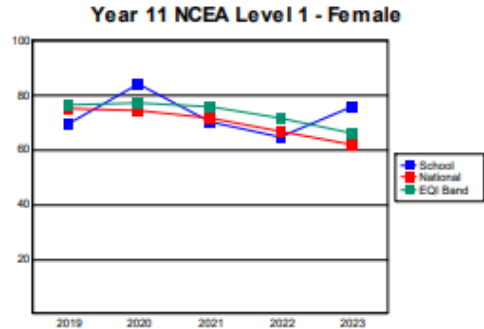
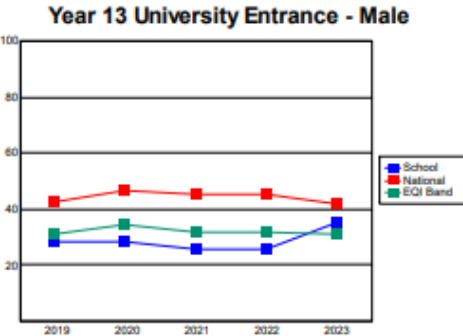
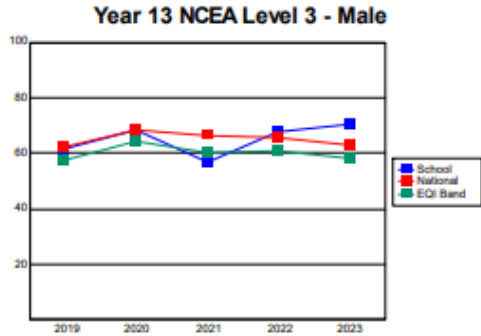
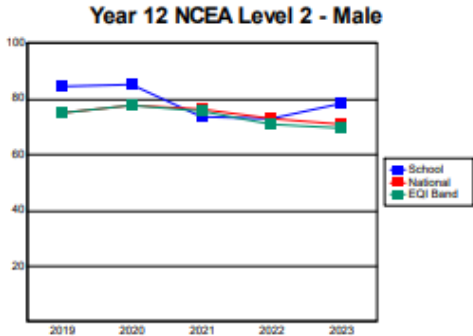
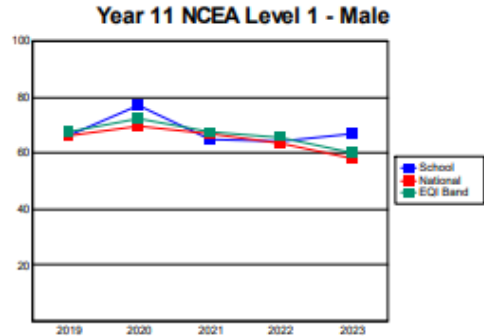


Achievement in NCEA and UE: Waitakere College

Generated 16-Jan-2024

PR2 - Enrolment Based Cumulative Results by Gender

Waitakere College					National				Above Average Socioeconomic Barriers (School Equity Index Band)			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Male												
2019	66.2	84.7	62.0	28.3	66.5	74.7	62.3	42.2	67.8	74.8	57.3	31.1
2020	77.0	84.9	68.7	28.3	69.6	77.8	68.5	46.8	72.4	77.5	64.6	34.6
2021	65.1	73.8	56.7	25.8	67.0	76.0	66.8	45.5	67.2	75.4	60.0	31.7
2022	64.1	73.2	67.7	25.3	63.4	73.3	65.6	44.9	65.9	71.0	61.0	31.9
2023	67.0	78.5	70.7	35.3	58.3	70.6	63.2	41.5	59.8	69.8	58.2	31.0
Female												
2019	69.7	91.9	83.3	52.6	74.9	80.2	71.9	55.8	76.5	82.0	70.2	47.2
2020	84.3	82.0	83.2	49.5	74.1	82.4	75.5	59.6	77.1	85.2	74.7	51.2
2021	70.4	84.5	77.1	44.0	71.5	79.8	74.0	57.7	75.7	80.9	72.6	48.3
2022	64.4	75.8	68.7	43.4	66.5	76.6	70.5	55.3	71.5	77.5	68.8	46.2
2023	75.7	76.7	85.3	54.9	61.9	73.8	68.9	52.4	66.2	75.1	68.0	44.2

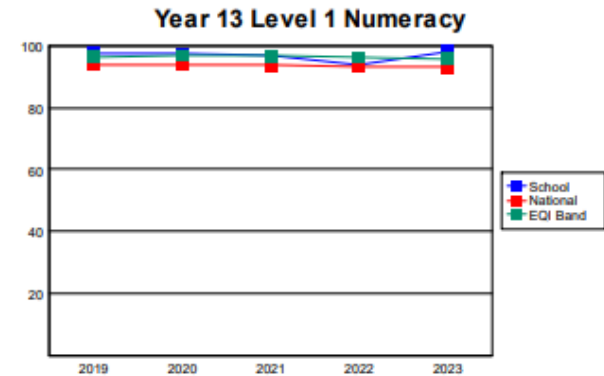
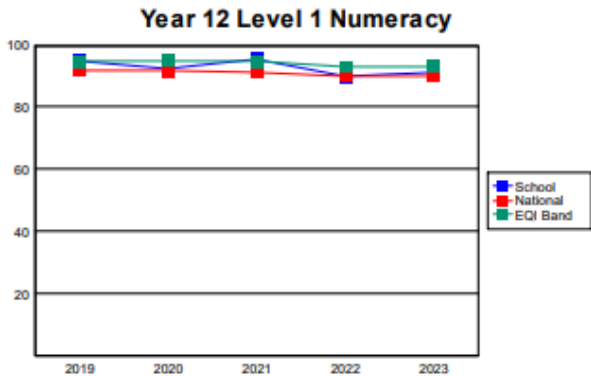
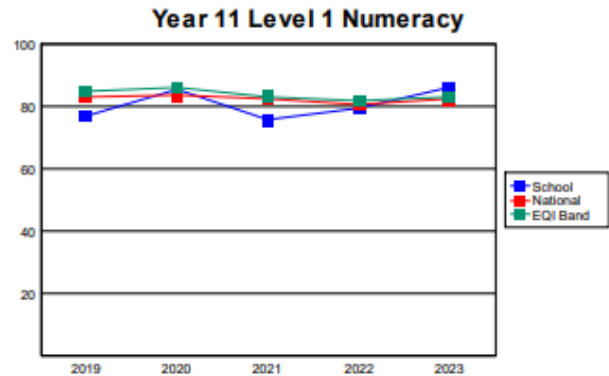
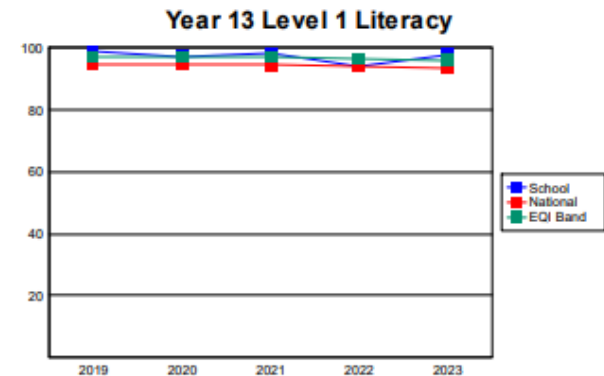
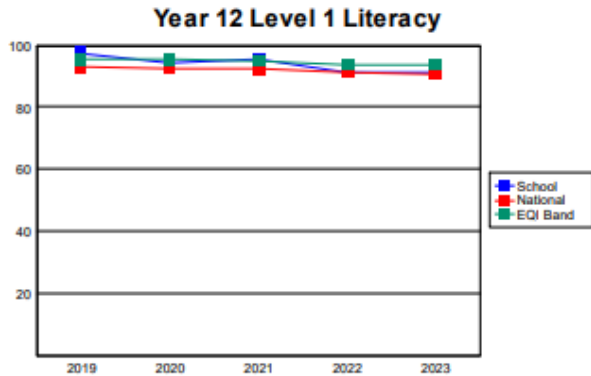
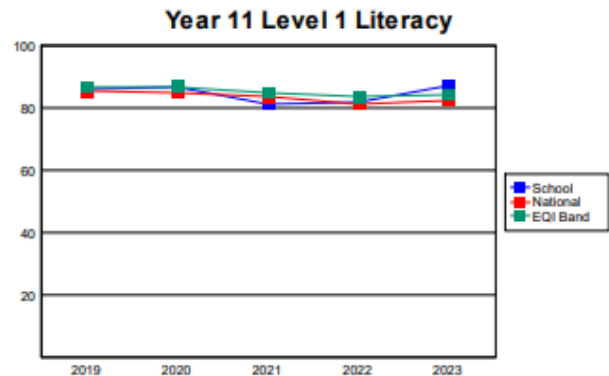


Level 1 Literacy and Numeracy: Waitakere College

Generated 10-Mar-2024

PR 3 - Cumulative Results by Percentage

Waitakere College					National			Above Average Socioeconomic Barriers (School Equity Index Band)		
Academic	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2019	Literacy	86.3	97.5	98.5	85.5	92.8	94.6	86.9	95.2	96.8
2020	Literacy	86.8	94.1	97.0	85.1	92.7	94.4	87.0	95.3	96.9
2021	Literacy	81.4	95.3	98.1	83.6	92.2	94.2	85.1	94.8	96.8
2022	Literacy	81.8	91.2	93.9	81.6	91.2	93.9	83.6	93.7	96.2
2023	Literacy	87.6	91.4	97.7	82.8	90.8	93.5	84.5	93.7	95.8
2019	Numeracy	77.1	95.0	97.6	83.4	91.8	94.0	84.9	94.7	96.5
2020	Numeracy	85.7	92.5	97.5	83.6	91.7	93.7	86.1	95.0	96.8
2021	Numeracy	75.6	95.7	96.6	82.5	91.3	93.6	83.4	94.6	96.6
2022	Numeracy	79.8	89.7	93.9	80.8	90.2	93.3	81.8	92.9	96.2
2023	Numeracy	86.2	91.0	98.2	82.3	90.0	93.0	83.1	93.2	95.7



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

As of 31<sup>st</sup> December 2023, 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.

**School**

**Waitakere College**

**KIWISPORT NOTE**

*Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$40,413 (excluding GST). The funding was spent on Sport Director wages and Sports Equipment. The number of students participating in organised sport decreased from 44% to 39% of the school roll.*

## Te Tiriti o Waitangi

Giving effect to *Te Tiriti o Waitangi* is one of the Board's primary objectives. Section 127(1)(d) of the Education and Training Act 2020 defines how schools must give effect to Te Tiriti o Waitangi.

To that purpose the Board of Trustees have signed a 3-year contract (2023-2025) to work with **Te Kawerau a Maki**, to provide ongoing Professional Development for the whole school teaching staff / Kaiako in Te Reo Maori, Te ao Maori and Tikanga Maori.

**Te Kawerau a Maki** are also onsite throughout the year, working with departments on the development and inclusion of Maturanga Maori as a core component of the Year 9-11 curriculum, and in particular working with Curriculum Leaders for planning the new NCEA levels 1-3.

In addition, this includes the ongoing development and delivery of **Rumaki, our Bi Lingual Immersive Te Reo Maori programme** for 9 - 11 Maori students / akonga. Learning science, social studies in a Te Reo bilingual framework. There are now 33+ students in this Maori Medium Immersion (MMI) programme which has been running for 3 + years.

These developments have resulted in an increase in student achievement; in particular for Level 2 and 3 Maori. Maori academic results are reported in the Analysis of Variance (AoV)

We have recruited two fluent speakers of Te Reo from within our community who are now training on site as part of an Initial Teacher Education (ITE) programme offered at the College

We have also recruited a teacher of Te Reo and Science to grow our MMI Rumaki programme.

Each assembly, prizegiving and meeting begins with a Karakia and in addition we have a College Waiata and Haka embedded into our school culture.