

# WAITĀKERE COLLEGE



## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2024

#### 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@waitakerecollege.school.nz](mailto:mark@waitakerecollege.school.nz)

**Accountant / Service Provider:** Schooled limited

#### Members of the Board:

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

# WAITĀKERE COLLEGE

Annual Financial Statements - For the year ended 31 December 2024

## Index

Page	Statement
<u>1</u>	Statement of Responsibility
<u>2</u>	Statement of Comprehensive Revenue and Expense
<u>3</u>	Statement of Changes in Net Assets/Equity
<u>4</u>	Statement of Financial Position
<u>5</u>	Statement of Cash Flows
<u>6 - 19</u>	Notes to the Financial Statements
	Independent Auditor's Report
	Analysis of Variance
	Kiwisport
	Good Employer Statement
	Te Tiriti O Waitangi

# Waitākere College

## Statement of Responsibility

For the year ended 31 December 2024

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 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

Ace Kipa

Full Name of Presiding Member



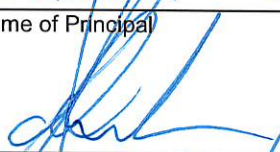
Signature of Presiding Member

20/5/25

Date:

Mark P SHANAHAN

Full Name of Principal



Signature of Principal

20/5/25

Date:

# Waitākere College

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>				
Government Grants	2	26,229,781	20,481,739	23,292,926
Locally Raised Funds	3	1,452,299	1,272,532	1,442,519
Interest		238,727	170,000	190,292
<b>Total Revenue</b>		<b>27,920,807</b>	<b>21,924,271</b>	<b>24,925,737</b>
<b>Expense</b>				
Locally Raised Funds	3	1,087,367	986,220	887,464
Learning Resources	4	18,344,740	16,174,310	16,857,623
Administration	5	3,384,277	999,428	2,529,480
Interest		44,949	37,000	36,550
Property	6	4,652,418	3,937,865	4,398,804
Loss on Disposal of Property, Plant and Equipment		6,050	-	8,735
<b>Total Expense</b>		<b>27,519,801</b>	<b>22,134,823</b>	<b>24,718,656</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>401,006</b>	<b>(210,552)</b>	<b>207,081</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>401,006</b>	<b>(210,552)</b>	<b>207,081</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.



**Waitākere College**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Equity at 1 January</b>		4,451,522	4,497,571	4,244,441
Total comprehensive revenue and expense for the year		401,006	(210,552)	207,081
Distributions to the Ministry of Education		(37,619)	-	-
Contribution - Furniture and Equipment Grant		354,320	-	-
<b>Equity at 31 December</b>		5,169,229	4,287,019	4,451,522
Accumulated comprehensive revenue and expense		5,169,229	4,287,019	4,451,522
<b>Equity at 31 December</b>		5,169,229	4,287,019	4,451,522

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.



# Waitākere College

## Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	2,156,144	1,216,679	1,392,415
Accounts Receivable	8	1,162,670	984,239	984,240
GST Receivable		86,060	163,918	163,918
Prepayments		349,843	303,446	303,446
Inventories	9	65,111	54,404	54,404
Investments	10	2,900,000	2,900,000	2,900,000
Funds Receivable for Capital Works Projects	17	110,870	154,528	154,529
		6,830,698	5,777,214	5,952,952
<b>Current Liabilities</b>				
Accounts Payable	12	1,767,434	1,690,579	1,690,580
Revenue Received in Advance	13	304,347	406,991	453,041
Provision for Cyclical Maintenance	14	179,129	171,802	204,583
Finance Lease Liability	15	237,804	163,692	180,147
Funds held in Trust	16	290,655	122,528	122,528
Funds held for Capital Works Projects	17	189,409	128,713	174,713
		2,968,778	2,684,305	2,825,592
<b>Working Capital Surplus/(Deficit)</b>		3,861,920	3,092,909	3,127,360
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	1,991,714	1,590,146	1,929,703
		1,991,714	1,590,146	1,929,703
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	428,389	352,477	408,569
Finance Lease Liability	15	256,016	43,559	196,971
		684,405	396,036	605,540
<b>Net Assets</b>		5,169,239	4,287,019	4,451,522
<b>Equity</b>		5,169,229	4,287,019	4,451,522

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



**Waitākere College**  
**Statement of Cash Flows**  
For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		8,750,525	8,468,876	7,638,794
Locally Raised Funds		1,140,827	1,020,762	1,131,952
International Students		319,168	186,693	291,541
Goods and Services Tax (net)		77,858	(221,131)	(221,131)
Payments to Employees		(1,761,935)	(1,775,497)	(1,865,188)
Payments to Suppliers		(7,971,109)	(7,350,786)	(6,399,644)
Interest Paid		(44,949)	(37,000)	(36,550)
Interest Received		238,530	147,783	168,075
Net cash from/(to) Operating Activities		748,915	439,700	707,849
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(304,326)	(164,891)	(58,408)
Purchase of Investments		-	(800,000)	(800,000)
Net cash from/(to) Investing Activities		(304,326)	(964,891)	(858,408)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		354,320	-	-
Finance Lease Payments		(224,042)	(220,442)	(216,107)
Funds Administered on Behalf of Other Parties		188,862	(500,772)	(454,772)
Net cash from/(to) Financing Activities		319,140	(721,214)	(670,879)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>763,729</b>	<b>(1,246,405)</b>	<b>(821,438)</b>
Cash and cash equivalents at the beginning of the year	7	1,392,415	2,463,084	2,213,853
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>2,156,144</b>	<b>1,216,679</b>	<b>1,392,415</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.



# Waitākere College

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Waitākere 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 2024 to 31 December 2024 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 with reference to generally accepted accounting practice. The financial statements have been prepared with reference to 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 \$33 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*

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

#### **i) Investments**

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

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 20 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 and finance lease 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 statement 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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	8,194,387	7,578,453	7,039,548
Teachers' Salaries Grants	11,528,325	9,452,107	10,860,249
Use of Land and Buildings Grants	3,504,404	2,760,185	3,264,725
Ka Ora, Ka Ako - Healthy School Lunches Programme	2,340,229	-	1,565,344
Other Government Grants	662,436	690,994	563,060
	<u>26,229,781</u>	<u>20,481,739</u>	<u>23,292,926</u>

## 3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>			
Donations and Bequests	9,154	15,000	16,162
Fees for Extra Curricular Activities	491,348	455,466	552,298
Trading	293,885	300,000	290,427
Fundraising and Community Grants	223,416	154,700	120,022
Other Revenue	147,717	120,003	131,399
International Student Fees	286,779	227,363	332,211
	<u>1,452,299</u>	<u>1,272,532</u>	<u>1,442,519</u>
<b>Expense</b>			
Extra Curricular Activities Costs	574,918	520,815	420,266
Trading	279,755	238,811	233,331
International Student - Overseas Travel Marketing	13,354	18,000	95
International Student - Employee Benefits - Salaries	159,629	143,975	180,912
International Student - Other Expenses	59,711	64,619	52,860
	<u>1,087,367</u>	<u>986,220</u>	<u>887,464</u>
<b>Surplus/ (Deficit) for the year Locally Raised Funds</b>	<u>364,932</u>	<u>286,312</u>	<u>555,055</u>

## 4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	5,174,903	4,947,973	4,150,952
Information and Communication Technology	226,629	248,741	210,439
Employee Benefits - Salaries	12,246,693	10,269,596	11,799,436
Staff Development	106,954	119,000	95,560
Overseas Travel	-	-	10,378
Depreciation	577,009	577,000	584,190
Other Learning Resources	12,552	12,000	6,668
	<u>18,344,740</u>	<u>16,174,310</u>	<u>16,857,623</u>



## 5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	11,653	12,000	11,519
Board Fees and Expenses	31,219	20,500	13,222
Operating Leases	2,721	7,200	7,066
Legal Fees	-	-	7,967
Other Administration Expenses	204,771	190,970	220,435
Employee Benefits - Salaries	720,014	716,208	653,450
Insurance	42,170	21,050	19,886
Service Providers, Contractors and Consultancy	31,500	31,500	30,591
Ka Ora, Ka Ako - Healthy School Lunches Programme	2,340,229	-	1,565,344
	<b>3,384,277</b>	<b>999,428</b>	<b>2,529,480</b>

## 6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cyclical Maintenance	194,786	-	297,973
Rates	23,139	18,250	19,642
Repairs and Maintenance	325,539	470,120	271,237
Use of Land and Buildings	3,504,404	2,760,185	3,264,725
Employee Benefits - Salaries	149,863	142,310	136,125
Other Property Expenses	454,687	547,000	409,102
	<b>4,652,418</b>	<b>3,937,865</b>	<b>4,398,804</b>

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	2,156,144	1,216,679	1,392,415
Cash and cash equivalents for Statement of Cash Flows	<b>2,156,144</b>	<b>1,216,679</b>	<b>1,392,415</b>

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

Of the \$2,156,144 Cash and Cash Equivalents, \$189,409 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 and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$2,156,144 Cash and Cash Equivalents, \$290,655 of Revenue Received in Advance is held by the School, as disclosed in note 16.

Other restrictions on cash that may require disclosure include funds held in trust and international student and hostel fees as disclosed in note 13.



## 8. Accounts Receivable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Receivables	-	21,829	21,829
Interest Receivable	42,199	42,002	42,002
Teacher Salaries Grant Receivable	1,120,471	920,408	920,409
	<u>1,162,670</u>	<u>984,239</u>	<u>984,240</u>
Receivables from Exchange Transactions	42,199	63,831	63,831
Receivables from Non-Exchange Transactions	1,120,471	920,408	920,409
	<u>1,162,670</u>	<u>984,239</u>	<u>984,240</u>

## 9. Inventories

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
School Uniforms	65,111	54,404	54,404
	<u>65,111</u>	<u>54,404</u>	<u>54,404</u>

## 10. Investments

The School's investment activities are classified as follows:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	2,900,000	2,900,000	2,900,000
Total Investments	<u>2,900,000</u>	<u>2,900,000</u>	<u>2,900,000</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	625,362				(23,905)	601,457
Furniture and Equipment	480,608	247,177	(1,457)		(149,668)	576,659
Information and Communication Technology	308,322	44,650			(126,995)	225,976
Motor Vehicles	83,772				(33,256)	50,517
Leased Assets	361,402	340,952	(207)		(233,417)	468,729
Library Resources	70,237	12,500	(4,593)		(9,768)	68,376
	<u>1,929,703</u>	<u>645,279</u>	<u>(6,257)</u>	<u>-</u>	<u>(577,009)</u>	<u>1,991,714</u>

The net carrying value of leased assets held under a finance lease is \$452,066 (2023: \$361,402)

The net carrying value of motor vehicles held under a finance lease is \$16,663 (2023: \$0)

### 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.



	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Building Improvements	956,194	(354,737)	601,457	956,194	(330,832)	625,362
Furniture and Equipment	2,090,697	(1,514,038)	576,659	1,870,863	(1,390,255)	480,608
Information and Communication Technology	1,250,089	(1,024,113)	225,976	1,218,608	(910,286)	308,322
Motor Vehicles	333,217	(282,700)	50,517	333,217	(249,445)	83,772
Leased Assets	832,142	(363,413)	468,729	664,543	(303,141)	361,402
Library Resources	185,672	(117,296)	68,376	185,288	(115,051)	70,237
	<u>5,648,011</u>	<u>(3,656,297)</u>	<u>1,991,714</u>	<u>5,228,713</u>	<u>(3,299,010)</u>	<u>1,929,703</u>

## 12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	390,276	458,828	458,827
Accruals	63,907	60,023	60,023
Banking Staffing Overuse	-	-	44,480
Employee Entitlements - Salaries	1,090,575	914,370	892,130
Employee Entitlements - Leave Accrual	222,676	257,358	235,120
	<u>1,767,434</u>	<u>1,690,579</u>	<u>1,690,580</u>

Payables for Exchange Transactions	1,767,434	1,690,579	1,690,580
	<u>1,767,434</u>	<u>1,690,579</u>	<u>1,690,580</u>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	8,268	142,830	142,829
International Student Fees in Advance	195,650	163,261	163,261
Other revenue in Advance	100,429	100,900	146,951
	<u>304,347</u>	<u>406,991</u>	<u>453,041</u>





#### 14. Provision for Cyclical Maintenance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Provision at the Start of the Year	613,152	322,431	564,979
Increase to the Provision During the Year	194,786	416,568	297,973
Use of the Provision During the Year	(200,420)	(214,720)	(249,800)
Provision at the End of the Year	607,518	524,279	613,152
Cyclical Maintenance - Current	179,129	171,802	204,583
Cyclical Maintenance - Non current	428,389	352,477	408,569
	607,518	524,279	613,152

The School's 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:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
No Later than One Year	273,867	185,954	207,106
Later than One Year and no Later than Five Years	287,231	49,483	209,710
Future Finance Charges	(67,278)	(28,186)	(39,698)
	493,820	207,251	377,118
<b>Represented by</b>			
Finance lease liability - Current	237,804	163,692	180,147
Finance lease liability - Non current	256,016	43,559	196,971
	493,820	207,251	377,118

#### 16. Funds held in Trust

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	290,655	122,528	122,528
	290,655	122,528	122,528

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



## 17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7, and includes retentions on the projects, if applicable.

	2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block F Roof, Toilets, Kitchen	206462	(137,671)	103,173	(3,121)	37,619	-
D Block Rationalisation	218350	1,100	-	(1,100)	-	-
Roof Replace B, C, X, H, J, K, M, T	234913	82,674	43,565	(126,239)	-	-
Lighting & Distribution Boards	234914	(1,491)	-	-	-	(1,491)
Window Joinery & Cladding C, G, T	234919	30,505	3,755	(34,260)	-	-
Blocks A B C E M Flooring	234917	(14,608)	14,471	137	-	-
Flood Damage	242988	35,434	(4,779)	(30,655)	-	-
Gym Block Ceiling Panel Installati	245261	(759)	13,209	(12,450)	-	-
B21 Project Design Phase	234524	25,000	-	-	-	25,000
Block C Walkway Replacement	248451	-	37,594	(37,594)	-	-
Block C Drainage Upgrade	234920	-	40,500	(55,465)	-	(14,965)
Block C, M, X Autex	234918	-	94,892	(98,690)	-	(3,798)
Block A Universal Toilets	246236	-	170,483	(6,314)	-	164,169
LSPM Cane User (Learning Suppr	249346	-	21,968	(21,728)	-	240
Power Management System	-	-	-	(88,338)	-	(88,338)
Block C Cladding	250805	-	47,674	(49,952)	-	(2,278)
Totals		20,184	586,505	(565,769)	37,619	78,539

### Represented by:

Funds Held on Behalf of the Ministry of Education

189,409

Funds Receivable from the Ministry of Education

(110,870)

Block F Roof, Toilets, Kitchen Upgrade costs exceeded Ministry funding, and therefore, the Board provided \$37,619 of funding to complete and close out the project from retained surpluses. The \$37,619 was treated as a donation to the Ministry of Education via a distribution through equity.

	2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block F Roof, Toilets, Kitchen	206462	(106,003)	-	(31,668)	-	(137,671)
D Block Rationalisation	218350	1,100	1,958	(1,958)	-	1,100
Roof Replace B, C, X, H, J, K, M, T	234913	(8,038)	286,555	(195,843)	-	82,674
Lighting & Distribution Boards	234914	2,851	6,619	(10,961)	-	(1,491)
Heating Replacement A, B, C, T	234915	194,636	22,334	(216,970)	-	-
Window Joinery & Cladding C, G, T	234919	(5,095)	528,947	(493,347)	-	30,505
Security System Upgrade	-	(1,509)	-	1,509	-	-
Blocks A B C E M Flooring	234917	353,138	-	(367,746)	-	(14,608)
Flood Damage	242988	-	49,518	(14,084)	-	35,434
Gym Block Ceiling Panel Installati	245261	-	-	(759)	-	(759)
B21 Project Design Phase	234524	-	50,000	(25,000)	-	25,000
Totals		431,080	945,931	(1,356,827)	-	20,184

### Represented by:

Funds Held on Behalf of the Ministry of Education

174,713

Funds Receivable from the Ministry of Education

(154,529)



## 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.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,922	3,825
<i>Leadership Team</i>		
Remuneration	1,230,884	1,113,138
Full-time equivalent members	8	7
Total key management personnel remuneration	1,234,806	1,116,963

There are ten members of the Board excluding the Principal. The Board has held eight full meetings of the Board in the year. The Board also has a Finance (two members) committee 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:

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	270-280	240-250
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	2024 FTE Number	2023 FTE Number
100 - 110	27	30
110 - 120	14	17
120 - 130	8	2
130 - 140	1	4
140 - 150	3	2
150 - 160	2	0
160 - 170	0	1
	55.00	56.00

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 2024 (Contingent liabilities and assets at 31 December 2023: 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.

### Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

## 21. Commitments

### (a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$284,963 (2023:\$223,020) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
	\$
B21 Development Project	25,000
Block A Universal Bathroom	243,710
Power Management System	16,253
<b>Total</b>	<b>284,963</b>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 17.

### (b) Operating Commitments

As at 31 December 2024, the Board has entered into no contracts:

## 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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Cash and Cash Equivalents	2,156,144	1,216,679	1,392,415
Receivables	1,162,670	984,239	984,240
Investments - Term Deposits	2,900,000	2,900,000	2,900,000
<b>Total financial assets measured at amortised cost</b>	<b>6,218,814</b>	<b>5,100,918</b>	<b>5,276,655</b>



**Financial liabilities measured at amortised cost**

Payables	1,767,434	1,690,579	1,690,580
Finance Leases	493,820	207,251	377,118
Total financial liabilities measured at amortised cost	<u>2,261,254</u>	<u>1,897,830</u>	<u>2,067,698</u>

**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 2024

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

#### Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2024, 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:

- a) present fairly, in all material respects:
  - its financial position as at 31 December 2024; and
  - its financial performance and cash flows for the year then ended; and
- b) 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 2025. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

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

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

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

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

*Findex (Aust) Pty Ltd, trading as Crowe Australasia is a member of Crowe Global, a Swiss Verein. Each member firm of Crowe Global is a separate and independent legal entity. Findex (Aust) Pty Ltd and its affiliates are not responsible or liable for any acts or omissions of Crowe Global or any other member of Crowe Global. Crowe Global does not render any professional services and does not have an ownership or partnership interest in Findex (Aust) Pty Ltd.*

*Services are provided by Crowe New Zealand Audit Partnership an affiliate of Findex (Aust) Pty Ltd.*

*© 2024 Findex (Aust) Pty Ltd*

## **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 the Analysis of Variance, Achievement Data, Te Tiriti o Waitangi report, Statement of Compliance with Employment Policy and Kiwisport note, but does not include the financial statements, and our auditor's report thereon.

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

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

### **Independence**

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



Kurt Sherlock  
Crowe New Zealand Audit Partnership  
On behalf of the Auditor-General  
Auckland, New Zealand



## 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)

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

Projects	Action	<u>Summary</u> of indicators of progression and outcomes	Variance and reasons for variance  The WHY both pos/neg	Evaluation <i>Where to next?</i>  Annual Plan for 2025
●Include Mātauranga Māori as a core component of Year 9-11 curricula	<ul style="list-style-type: none"> <li>Continue with the professional development meetings of iwi with individual departments throughout the year.</li> <li>Explore the possibility of incorporating other iwi into the korero of local curriculum</li> </ul>	<p>25 hours of sessions with Mana Kura programme completed. This lead to the integration of local curriculum strongly in several areas, commerce, humanities, ISC and art.</p> <p>School pepeha was developed and approved. Launched to whole staff.</p>	Still a number of departments that need more time with the programme to support targeted integration. Time was a barrier.	<p>Departments have integrated lines of the pepeha into activities in their curriculum</p> <p>TOD with Te Kawerau ā Maki to connect with whenua and school pepeha</p>
●Grow kaiako understanding of the histories of mana whenua	<ul style="list-style-type: none"> <li>Enter third year of 3 Year partnership with Te Kawerau ā maki</li> <li>Te Kawerau ā Maki to meet with whole staff 1-2 times per term with an emphasis on developing a school pepeha.</li> <li>Te Kawerau ā Maki meeting with each department area with goal of embedding local histories.</li> </ul>	<p>Histories curriculum completed. Focus can now be on other areas of the school.</p> <p>Te Kawerau ā Maki's Mana Kura programme met with all departments.</p>	Full integration in all departments needs more time as needs are different.	<p>Complete the 20 hours of PD hours with Te Kawerau ā Maki, which includes a TOD and visit to local area</p> <p>Surveys from teachers and CL about benefit of Te Kawerau ā Maki visits</p> <p>Sharing activities with other curriculum leaders</p>
●Implementation of NCEA Levels 1—3	<ul style="list-style-type: none"> <li>TOD professional development for course and unit development, three times in the year.</li> <li>Provision of Wednesday PLD time for development</li> </ul>	<p>Milestones were introduced and expected to be in use across all Year 11 courses. Central location for all course overviews has been populated by all subjects. Advised subjects to do 3 standards - resulting in average of 10 credits per subject</p> <p>Moderation feedback .....</p>	<p>Small number of subjects did not make best use of milestones</p> <p>New standards need to be worked through more thoroughly to find more success for all 3 standards offered</p>	<p>All senior courses to have a form of milestone/checkpoints that are accessible to the Curriculum Leader and Line manager as required.</p> <p>Any Moderation feedback is being actioned</p>

# GOAL - Learners at the Centre

Learners with their whānau are at the centre of education

## 1 b) Supporting Identity, Language and Culture Strategic Priority- Support identity, language and culture of all learners and whanau to strengthen belonging, engagement and achievement

Projects	Action	Summary of indicators of progression and outcomes	Variance and reasons for variance  The WHY both pos/neg	Evaluation <i>Where to next?</i>  Annual Plan for 2025
<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>	<ul style="list-style-type: none"> <li>Increased inclusion of karakia, haka, whakatauki and Te Reo Māori in class and assemblies</li> <li>Weekly school whakatauki</li> <li>Weekly Te Reo Māori words of the week</li> <li>Work through the renaming of Tutor Classes (for 2025) with Te Kawerau ā maki.</li> </ul>	<ul style="list-style-type: none"> <li>Prefects - leading assemblies and doing the karakia- they feel confident in their ability to do so and have continued with a roster in ensuring this happens throughout the year</li> <li>Senior Rumaki students teaching the school haka</li> <li>Deans teaching the school song</li> <li>School Panui/Kupu of the week - in the panui and 'one stop'</li> <li>Haka Competition on last day of school for house points etc in Term 4. Used to Farewell staff from students</li> </ul>	<p>Good first time we have had haka off house competition since Covid</p>	<p>Give staff confidence to lead Karakia through PD</p> <p>New karakia for end of meetings and also blessing food</p> <p>Karakia at start and end of day in class</p>
<ul style="list-style-type: none"> <li>Continue to embrace Pasifika values and languages</li> </ul>	<ul style="list-style-type: none"> <li>Staff PLD each term</li> </ul>	<ul style="list-style-type: none"> <li>Strong presence of Pasifika teachers.</li> <li>Strong presence of core subject teachers from English, Maths and Science supporting Nu'u Toa every Wednesday.</li> <li>Komiti Pasifika delivered PD to all staff, with an ava ceremony, student voices and a presentation on understanding Pasifika students and tools for engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Overwhelming positive feedback from staff on the pd - informative, heartwarming, engaging, inspiring, all walked away with a little gem of knowledge and understanding for their kete.</li> </ul>	<ul style="list-style-type: none"> <li>PD group created for staff purely to focus on Pasifika pedagogy/strategies to help elevate and accelerate Pasifika success</li> <li>Continue to Celebrate Pasifika language weeks: Flag and Daily vocab/activities for staff.</li> <li>Greater use of Pasifika languages by staff</li> <li>Polyfest groups - with non Pasifika teachers helping and supporting TICs.</li> </ul>
<ul style="list-style-type: none"> <li>Continue to build culture identity and a sense of belonging for our minority groups</li> </ul>	<ul style="list-style-type: none"> <li>National days celebrated, flags flown</li> <li>Language of the week</li> <li>Arts and Culture Week</li> <li>Recognising and responding to the needs of international students</li> </ul>	<ul style="list-style-type: none"> <li>Term 2: Wk.2 - Rotuman Language Wk.5 - Sāmoan Language Arts &amp; Culture: School Pasifika Band 4or2y2ows - Smokefree Tagata Beats, Pasifika PLD and Komiti Pasifika Fono</li> <li>Term 3 Arts &amp; Cultural Week - celebrating of the Arts and culture - food stalls, cultural performances Pasifika Celebration Awards night</li> </ul>	<ul style="list-style-type: none"> <li>Polyfest - Inclusivity; great sense of atmosphere, positive, engaging and responsive to our community of learners. Many students have the opportunity to join a cultural group that was not their own.</li> </ul>	<p>Calendar of national days</p> <p>Bi-annual student feedback from Nu'u Toa.</p> <p>Polyfest participation - Sāmoan, Cook Island, Filipino and Indian groups</p> <p>Open conversations with Athena to include A&amp;C week coordinator (CE) national dress</p>

# GOAL - Learners at the Centre

Learners with their whānau are at the centre of education

## 1 c) Creating an inclusive School Culture Strategic Priority- Create an inclusive school culture where identity and diversity is valued

Projects	Action	Summary of indicators of progression and outcomes	Variance and reasons for variance  The WHY both pos/neg	Evaluation <i>Where to next?</i>  Annual Plan for 2025
<ul style="list-style-type: none"> <li>Continue a programme to establish a school culture of understanding and respect of kaupapa Māori, including Te Reo me ōno tikanga, across the school</li> </ul>	<ul style="list-style-type: none"> <li>Use of common Te Reo Māori phrases across the school</li> <li>Staff PLD on RbL and the Restorative approach. ( The WWay and North-East/ NE corner approach)</li> </ul>	PD to all new staff completed 4 sessions through the year on RJ	Keeping the culture of the school	Continue to upskill and embedded restorative best practice  Continue to develop the confidence in the staff for common maori phrases
<ul style="list-style-type: none"> <li>To further raise the level of attendance</li> </ul>	<ul style="list-style-type: none"> <li>New partnership through AWA.</li> <li>Timely use of Attendance Matters data</li> <li>Accurate monitoring of teacher roll returns</li> </ul>	PAROT emails increased parent communications  More communication from the West Auckland Attendance service and built good relationship with Jordan from AWA  Lates email home and detentions started on wednesday	Attendance rates improved on previous year	<ul style="list-style-type: none"> <li>Develop 7 day absence per term processes with student records and Deans</li> <li>Continue to develop new partnership through AWA and their processes.</li> </ul>
<ul style="list-style-type: none"> <li>Rebuild, post covid the profile of the house systems</li> </ul>	<ul style="list-style-type: none"> <li>House Points at assemblies</li> <li>Culture periods X 5 periods for haka , waiata</li> </ul>	Achieved in terms 1 and 4 for Haka Competition  Waiata practiced in Assemblies	Achieved, just need strengthening and consistency of practice	Book practice times at the start of every term so that it stay consistent



# GOAL - Learners at the Centre

Learners with their whānau are at the centre of education

## 1 d) Identity, Language and Culture

**Strategic Priority- Improving educational outcomes for all students**

Projects	Action	Summary of indicators of progression and outcomes	Variance and reasons for variance  The WHY both pos/neg	Evaluation <i>Where to next?</i>  Annual Plan for 2025
•Raise NCEA achievement, equitably for all groups incl priority learners	<ul style="list-style-type: none"> <li>•Year 11 Māori mentoring group with Dingle Foundation</li> <li>•Continue the successful Nu'u Toa study hub</li> <li>•Forecasting, tracking and student self-monitoring</li> <li>•Continue to embed the Numeracy tracking system with the change of Numeracy and Maths leadership and staffing.</li> <li>•Achievement check-point in Term 2 for Curriculum Area review of progress</li> <li>•Regularly track student progress in NCEA project work on an on-going basis</li> </ul>	<ul style="list-style-type: none"> <li>• Summer school for targeted students on the fringe for credits.</li> <li>• Students finishing Internal Standards after sign-out.</li> <li>• NUM summer school workshop for CAA students</li> <li>• Senior students close to Endorsement offered extra Internal Standards: an opportunity to achieve NCEA with either a Merit or Excellence.</li> </ul>	<ul style="list-style-type: none"> <li>- The net capturing the Summer school students was too wide. Milestones were not consistent across the departments. Staff were time-poor and this placed a ripple-effect on monitoring the targeted students and their progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasis on F.3 target students - monitor for credits and priority for summer school.</li> <li>• Keep an open dialogue with MAT and ENG on the students who failed CAA Term 2 and either (a) absent in Term 3 re-sit, or (b) student feedback was poor and they need a co-requisite package.</li> <li>• Ensure Co-requisite packages are available for summer school: LIT: R.E AS 91916 R.E AS 91917 SCI AS 91920 GEO AS 91932 HIS AS 92025 SOS AS 92048  NUM: MAS AS 91944 MAS AS 91945 COM AS 92028 GEO AS 91933</li> </ul>
•Raise University Entrance pass rates	<ul style="list-style-type: none"> <li>•Mid- year check point with Curriculum Leaders to audit Standards and assessment rds.</li> <li>•UE Literacy intervention in Term 2 and Term 3</li> <li>•EUE students in English 201 to allow for differentiation</li> <li>•SLT study line - Develop a clear program and link further to Vocational Pathways and study skills presentation.</li> <li>•Focus on Pasifika UE year 12 and 13 course achievement success rates using mates and Nu'u Toa programs</li> <li>•</li> </ul>	<p>Summary of UE students</p> <ul style="list-style-type: none"> <li>•G.3 = 18x, G.4 = 41x and G.5+ = 97x</li> <li>•68% with UE Lit (106x)</li> <li>•16x students forecasted not to pass</li> <li>•9x students on the fence</li> <li>•131/227 (cohort) = <b>58% F.1 pass</b> (46% 2023)</li> <li>•Nu'u Toa UE students in their own room every Wed</li> <li>•Implement a MATES-like program. Have a space in A-Block.</li> <li>•SLT Study Lines to monitor UE students, emphasis on Māori and Pasifika,</li> </ul>	<ul style="list-style-type: none"> <li>- The SLT Study was not sustainable as SLT roles differ on a daily basis. Only 2x study classes were closely monitored.</li> <li>- Nu'u Toa UE students showed up each week and supported each other. The group grew as the year went on. Students felt supported (survey)</li> </ul>	<ul style="list-style-type: none"> <li>• Impact team - PA, RG, ML &amp; TA. Regular meetings for planning war-rooms and check and connect (C&amp;C) after each Forecast.</li> <li>• post-Forecast, every UE student is C&amp;C in C.9 to discuss latest forecast and goals. Once a Term.</li> <li>• Introduce new Mentors initiative - UE student chooses their "champion" as a go-to staff member for the year for academic support.</li> </ul>

# GOAL - Learners at the Centre

Learners with their whānau are at the centre of education

## 1 e) Building Partnerships with iwi whanau and families

**Strategic Priority- Partner with family and whanau to build and realize their child's aspirations**

Projects	Action	<u>Summary</u> of indicators of progression and outcomes	Variance and reasons for variance  The WHY both pos/neg	Evaluation <i>Where to next?</i>  Annual Plan for 2025
<ul style="list-style-type: none"> <li>Develop relationships with Mana whenua</li> </ul>	<ul style="list-style-type: none"> <li>Enter third year of the partnership with Te Kawerau ā maki</li> <li>Regular Wednesday morning hui of Te Kawerau ā Maki and staff, department curriculum development of Mātauranga Māori o Te Kawerau ā Maki.</li> </ul>	<p>25 hours of sessions with Mana Kura programme completed. This lead to the integration of local curriculum strongly in several areas, commerce, humanities, ISC and art.</p> <p>School pepeha was developed and approved. Launched to whole staff.</p>	<p>Still a number of departments that need more time with the programme to support targeted integration. Time was a barrier.</p>	<p>Make progress ensuring the relationship is sustainable past the three year contract</p> <p>Ongoing discussions with Te Kawerau ā Maki Mana Kura programme about next steps</p>
<ul style="list-style-type: none"> <li>Increase the collection of whanau/caregiver voice for inclusion in decision making in matters pertaining to their rangatahi</li> </ul>	<ul style="list-style-type: none"> <li>Continue with the Nu'ū Toa and Talanoa Ako parent programs with a focus on the new NCEA implementation and transition.</li> <li>Continue with termly hui and fono providing opportunity for whānau contribution</li> </ul>	<p>Three whanau hui took place through the year to connect with various whanau, Term 1 celebration, Term 2 Rumaki connection, Term 4 Mana Māori celebration</p>	<p>Term 3 hui cancelled due to purpose not being identified</p>	<p>Parent feedback from Talanoa Ako</p> <p>NCEA Lev 1 workshop and refresher on Lev 2, Lev 3 and U.E</p> <p>Refine the hui programme for whanau engagement, Term 1 celebration, Term 2 Rūmaki, Term 4 celebration. New initiative needed for Term 3 hui</p>
<ul style="list-style-type: none"> <li>Support parents and whanau to be able to support their own rangatahi</li> </ul>	<ul style="list-style-type: none"> <li>NCEA evening(s) for parents and whanau.</li> <li>CSI for Year 11 parents and whanau.</li> <li>Continue to ensure parents are kept up-to-date with NCEA changes.</li> <li>Continue Talanoa programme</li> <li>Explore increased focus for Māori whanau on the website, newsletter and social media</li> </ul>	<p>NCEA information presented at a range of different events</p>	<p>Still more connections need to be made as changes to NCEA can be complicated.</p>	<p>NCEA information given out through as many means as possible, parent interviews, reporting, hui/ fono</p> <p>Regular items in the newsletter about NCEA requirements</p> <p>Website has specific information for Māori and Pacific parents</p> <p>Pasifika Fono in Term 2 to cover NCEA changes.</p> <p>Talanoa Ako NCEA workshops</p>
<ul style="list-style-type: none"> <li>Homestay programme to build stronger/ better relationships with community</li> </ul>	<ul style="list-style-type: none"> <li>Ensure strong relationship is built between new International Director and the Home Stay coordinator to maintain the quality of this resource.</li> </ul>	<p>International director now established in the school. Homestay coordinator role disestablished to create a more functional administrator position that could coordinate homestay and other tasks.</p>	<p>Exceeded expectations</p>	<p>Regular meetings with the Director to ensure school is meeting the code for international students and homestays</p>

# GOAL - Learners at the Centre

Learners with their whānau are at the centre of education

## 1 f) Environment and Infrastructure

**Strategic Priority- Develop a learning environment and infrastructure that supports our learning goals**

Projects	Action	Summary of indicators of progression and outcomes	Variance and reasons for variance  The WHY both pos/neg	Evaluation <i>Where to next?</i>  Annual Plan for 2025
●On-going development and implementation of the site plan/building development	<ul style="list-style-type: none"> <li>●Continue to advocate for B21 block with Government to cope with continuing school growth</li> <li>●Include 10 classrooms STRG on field by end of Term 2</li> <li>●Re-leveling of fields to maintain 3 fields as buildings impinge on playing spaces</li> </ul>	<p>First block to be open for business on the 20/5/24</p> <p>Second block was then built over the rest of 2024 opened start of 2025</p>	<p>STRG buildings of 16 classrooms completed</p> <p>B21 still on hold from change in government</p>	
●Provision of devices for e-learning	<ul style="list-style-type: none"> <li>●Chromebook maintenance charged to department budgets to ensure more ownership.</li> <li>●Set-up a partnership with PBTech to establish a "Tech Ninja" programme where students and techs fix devices for free</li> <li>●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.</li> </ul>	<p>Tech Ninjas are fixing desktops devices and moving onto chromebooks</p> <p>Increased total chromebooks across the school by approx 250 in 2024</p>	<p>Increased chromebook in the college and repair of current ones</p>	<p>Continue the "Tech Ninja" programme in school, supported by PBTech, our technology supplier, to restore old or damaged technology for school use or to be gifted to those students who would benefit.</p> <p>Long term loan devices distributed to Y12 and Y13 students in term 1 who are identified by the dean as in need. CI holds the stock. These devices are repaired department or school devices that are no longer in circulation.</p> <p>Chromebook purchases and repairs go through department budgets to manage stock and equity.</p>
●Review and develop the timetable to be able to accommodate roll growth keeping learners at the centre	<ul style="list-style-type: none"> <li>●Implement new Year 9 curriculum to better facilitate the Health curriculum and to continue to offer specialist technology teaching. Creation of a course to ensure students have the basic digital literacy skills in Year 9</li> <li>●Carry out a full timetable review with consideration of both NEW NCEA curriculum &amp; student need and resource provision - for 2025 adjustments to timetable</li> </ul>	<p>Changes to year 9 option curriculum has allowed for use of specialist areas as well as still maintaining varied choice for Year 9 students.</p> <p>Further courses added at Year 10 to ease pressure in specialist areas</p>	<p>Worked well as new rooms and re allocation of subject areas also helped to ease pressure of rooming/staffing for 2025 timetable.</p>	<p>Projection of 2026 ongoing to ensure rooming can remain stable</p>

# GOAL -Equitable Access to Learning

Great education opportunities and outcomes are within reach for every learner

## 2 a) Māori Achievement ( Cj/Fn)

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

Projects	Action	<u>Summary</u> of indicators of progression and outcomes	Variance and reasons for variance  The WHY both pos/neg	Evaluation <i>Where to next?</i>  Annual Plan for 2025
Continue to develop and embed Māori Medium Immersion education (Rūmaki development)	<ul style="list-style-type: none"> <li>•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.</li> <li>•Students will have tracking milestones which are shared with SLT to ensure there is better monitoring of students.</li> </ul>	Rumaki has grown in size to now include Years 9-12 in 2024. Attendance and pastoral care issues still need to be monitored and actioned. Issues with Yr 9 continued throughout the year.	Improvements had been made but not to the level hoped. Staffing issues with key personnel being away meant Term 3 impacted the Rumaki student body.	<p>Continue to try to hold HOD Rumaki and CJ meetings timetabled weekly</p> <p>Report attendance stats to principal</p> <p>Year 11 milestones reported to Principal termly</p> <p>Tauira (students) and whanau feedback</p> <p>Engagement, achievement and attendance data analysed for trends</p>
Continue to build strong pastoral connection and processes to support kaupapa of the Rūmaki	<ul style="list-style-type: none"> <li>•Tutor class teachers are main pastoral roles for each cohort</li> <li>•Clear expectations of roles developed in conjunction with the Rumaki staff</li> <li>•Consult to develop a connected pastoral system between Ruamki and the pastoral team</li> </ul>	Strengthen connections with rumaki via deans being involved in Mana Maori committee	Roles of staff better defined and known	Work on sustainability of these relationships
Develop a Māori Education Plan to identify targets and strategies to further engage those ākonga Māori in the wider school in learning	<ul style="list-style-type: none"> <li>•Mentoring And Nurturing Achievement representative (MANA) in each subject at Level 1 to target and support students to reach milestones.</li> <li>•Create key performance indicators for Māori academic success.</li> <li>•Reestablish a Māori Education Plan linked to the 6 principles of Te Hurihanganui</li> </ul>	<p>Māori Education plan needed by the end of 2025, draft consultation documents created for approval in 2025 and for data to be collected.</p> <p>Mana Advocates programme re-established with varying uptake. Some departments went above and beyond.</p>	<p>Māori Education plan on track.</p> <p>Mana Advocates programme re-established with varying uptake. Some departments went above and beyond.</p>	<p>MANA advocates identified in all departments</p> <p>Investigate different ways to maintain communication between teachers and Mana Mentoring</p> <p>Create a guiding mission statement as a Komiti Māori</p> <p>Investigate making sub-committees in Komiti Māori</p> <p>Create draft Māori Education plan documents and forms for feedback</p>
Continue to develop specialised groups to support meeting the needs of particular Māori students.	<ul style="list-style-type: none"> <li>•Māori Leadership Mentoring moves to Taryn Baker and Kate Bartlett, supported by Brooke ML and Troy TB</li> <li>•Māori Mentoring on Wednesdays to be established. Seek sponsorship (CN) and staffing.</li> </ul>	Mana Mentoring established and went well throughout the year.	Staff struggled with support from others around the school. Despite this, a comprehensive programme of support for Māori ākonga has been established	<p>Student mentoring data tracked in spreadsheet</p> <p>Student feedback</p>



# GOAL -Equitable Access to Learning

Great education opportunities and outcomes are within reach for every learner

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

**Strategic Priority- Ensuring and supporting Pasifika students to have equitable access to thrive and succeed as Pasifika students**

Projects	Action	Summary of indicators of progression and outcomes	Variance and reasons for variance  The WHY both pos/neg	Evaluation <i>Where to next?</i>  Annual Plan for 2025
<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>Wednesday study hub</li> <li>Family hardship support</li> <li>Family tertiary visit (Open Day)</li> </ul>	<ul style="list-style-type: none"> <li>Nu'u Toa numbers steady at approx 80x students</li> <li>Welfare cards - Prezzy and PNS given to families in need</li> <li>Planning for Term 3 UoA visit for yr 12s and 13s</li> <li>NCEA latest on request</li> <li>Med Science as part of Nu'u Toa - supporting our students in this area with FOU delivering scholarship and other workshops</li> </ul>	<ul style="list-style-type: none"> <li>New location in A-block provided the extra space/classrooms to specialise in subject fields.</li> <li>Access to devices from neighbouring departments to supplement the NT 38x chromebooks.</li> <li>Teachers moved between C-block (Mana Māori) and A-block (Nu'u Toa) with ease.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to identify CAA students who need Literacy support for Term exam in Term 3.</li> <li>Identify CAA students who need NUM support for the upcoming exam in Term 3.</li> <li>Manage the classes in cohorts, years 9-11.</li> <li>Years 12 and 13 will be together.</li> </ul>
<ul style="list-style-type: none"> <li>Talanoa Ako for parents/caregiver support</li> </ul>	10 workshops (fono) with parents	<ul style="list-style-type: none"> <li>High number of parent engagement</li> <li>Parent feedback - grown in confidence about their knowledge of school system, understanding reporting and NCEA. Also many have confidence in supporting their children's learning.</li> </ul>	<ul style="list-style-type: none"> <li>Parent voice collected at the start and end. Helps to gauge the attitude in the room and delivery of workshops.</li> <li>Resources - books, bags, highlighters and engaging "talanoa" sessions was the point of difference for the Pasifika parents.</li> </ul>	<ul style="list-style-type: none"> <li>Talanoa Ako Parent workshops will run every Wednesday in Term 1 from 6pm to 7pm; exception is week 8: senior subject evening.</li> </ul>
<ul style="list-style-type: none"> <li>Tu'u Malohi to support students and parents</li> </ul>	11 workshops for parents and students	<ul style="list-style-type: none"> <li>Student Attendance</li> <li>Student Pastoral/wellbeing</li> <li>Parent engagement</li> </ul>	<ul style="list-style-type: none"> <li>Positive - boys were really engaged during the Maths, Eng and Science workshop. Turning up each week with schoolwork.</li> </ul>	<ul style="list-style-type: none"> <li>No longer offered in 2025. Will continue to "watch this space" for similar opportunities.</li> </ul>

# GOAL -Equitable Access to Learning

Great education opportunities and outcomes are within reach for every learner

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

Strategic Priority- - Ensure all learners/ākonga have ongoing opportunities to develop key foundational skills in Literacy and Numeracy

Projects	Action	Summary of indicators of progression and outcomes	Variance and reasons for variance  The WHY both pos/neg	Evaluation <i>Where to next?</i>  Annual Plan for 2025																																																							
Raise student writing capabilities in Years 9 and 10	<ul style="list-style-type: none"><li>Utilise in-house expertise, bringing in expertise as required.</li><li>Build on sustainability of the programme</li><li>Implement the e-learning course to include WTB learning Journey, individual profiles and the development of individual goals for improvement</li><li>We need to be able to capture a screenshot of where our students are for Literacy and Numeracy in a more concise way</li></ul> Looking at <b>PAT tests</b> being done more frequently and timely along with using the data from co-requisites to be able to IEP for year 11 students as required.	<table><tr><th colspan="5">Junior Data collection 2024</th></tr><tr><th>When</th><th>What</th><th>Who</th><th>How</th><th>Who leads</th></tr><tr><td>Term 1 week 5</td><td>PAT- Maths</td><td>Year 9</td><td>Maths classes</td><td>CL</td></tr><tr><td>Term 1 week 5</td><td>PAT- Maths</td><td>Year 9</td><td>Maths classes</td><td>CL</td></tr><tr><td>Term 1 week 7/8</td><td>PAT- Reading</td><td>Year 9</td><td>AeL</td><td>HI/SL/TU</td></tr><tr><td>Term 1 week 7/8</td><td>PAT- Listening</td><td>Year 9</td><td>AeL</td><td>HI/SL/TU</td></tr><tr><td></td><td>PAT- Writing</td><td>Year 9</td><td>AeL</td><td></td></tr><tr><td>Term 1 week 7/8</td><td>PAT- Reading</td><td>Year 10</td><td>English classes</td><td>BA</td></tr><tr><td>Term 3 week 8/9</td><td>Co-requisite - Maths</td><td>Year 10</td><td>Group Assessment in the Hall</td><td>CJ/BA/CL</td></tr><tr><td>Term 3 week 8/9</td><td>Co-requisite - Reading</td><td>Year 10</td><td>Group Assessment in the Hall</td><td>CJ/BA/CL</td></tr><tr><td>Term 3 week 8/9</td><td>Co-requisite - Writing</td><td>Year 10</td><td>Group Assessment in the Hall</td><td>CJ/BA/CL</td></tr></table>	Junior Data collection 2024					When	What	Who	How	Who leads	Term 1 week 5	PAT- Maths	Year 9	Maths classes	CL	Term 1 week 5	PAT- Maths	Year 9	Maths classes	CL	Term 1 week 7/8	PAT- Reading	Year 9	AeL	HI/SL/TU	Term 1 week 7/8	PAT- Listening	Year 9	AeL	HI/SL/TU		PAT- Writing	Year 9	AeL		Term 1 week 7/8	PAT- Reading	Year 10	English classes	BA	Term 3 week 8/9	Co-requisite - Maths	Year 10	Group Assessment in the Hall	CJ/BA/CL	Term 3 week 8/9	Co-requisite - Reading	Year 10	Group Assessment in the Hall	CJ/BA/CL	Term 3 week 8/9	Co-requisite - Writing	Year 10	Group Assessment in the Hall	CJ/BA/CL		Better use of PAT data by staff
Junior Data collection 2024																																																											
When	What	Who	How	Who leads																																																							
Term 1 week 5	PAT- Maths	Year 9	Maths classes	CL																																																							
Term 1 week 5	PAT- Maths	Year 9	Maths classes	CL																																																							
Term 1 week 7/8	PAT- Reading	Year 9	AeL	HI/SL/TU																																																							
Term 1 week 7/8	PAT- Listening	Year 9	AeL	HI/SL/TU																																																							
	PAT- Writing	Year 9	AeL																																																								
Term 1 week 7/8	PAT- Reading	Year 10	English classes	BA																																																							
Term 3 week 8/9	Co-requisite - Maths	Year 10	Group Assessment in the Hall	CJ/BA/CL																																																							
Term 3 week 8/9	Co-requisite - Reading	Year 10	Group Assessment in the Hall	CJ/BA/CL																																																							
Term 3 week 8/9	Co-requisite - Writing	Year 10	Group Assessment in the Hall	CJ/BA/CL																																																							
Implementation of NCEA Literacy and Numeracy	<ul style="list-style-type: none"><li>Ensuring we have robust systems to identify students who do not have Level 1 literacy and numeracy for 2024.</li><li>This can be a collaboration between English, Maths, Principal's Nominee and the SLT who has oversight of student tracking and achievement.</li></ul>	Students across Yr 11, 12 and 13 who did not have literacy/numeracy were tracked through the year. Impact groups established. Results still vary.	Met targets but ongoing action required to life achievement	Appoint within school leads who have oversight of tracking student literacy and numeracy Continue to identify students in Year 11, 12 and 13 who need to sit this assessment Specific teaching of literacy in unit of work across the curriculum to be continued to be refined Continue to increase device numbers so this is not a barrier Take part in evaluate Associates/Ministry of Education initiative to lift achievement																																																							

# GOAL -Equitable Access to Learning

Great education opportunities and outcomes are within reach for every learner

## 2 d) Removing Financial Barriers to Learning

**Strategic Priority- All students have access to learning and resources regardless of financial status**

Projects	Action	Summary of indicators of progression and outcomes	Variance and reasons for variance  The WHY both pos/neg	Evaluation <i>Where to next?</i>  Annual Plan for 2025
<ul style="list-style-type: none"> <li>Increase equitable access to computers for student learning</li> </ul>	<ul style="list-style-type: none"> <li>Chromebook maintenance charged to department budgets to ensure more ownership.</li> <li>Set-up a partnership with PBTech to establish a "Tech Ninja" programme where students and techs fix devices for free</li> <li>Investigate the possibility of a hire purchase scheme where parents can purchase ex-lease devices from the school at approx \$150 instead of \$350</li> </ul>	<p>Tech Ninjas are fixing desktops devices and learning to fix chromebooks as well. This is to support the NewEra technician.</p> <p>Increased total chromebooks across the school by approx 250 in 2024</p>	<p>Increased chromebook in the college and repair of current ones</p>	<p>Continue the "Tech Ninja" programme in school, supported by PBTech, our technology supplier, to restore old or damaged technology for school use or to be gifted to those students who would benefit.</p> <p>Long term loan devices distributed to Y12 and Y13 students in term 1 who are identified by the dean as in need. CI holds the stock. These devices are repaired department or school devices that are no longer in circulation.</p> <p>Chromebook purchases and repairs go through department budgets to manage stock and equity.</p>
<ul style="list-style-type: none"> <li>Hauora Activator to provide external recreational choices for all students to engage in</li> </ul>	<ul style="list-style-type: none"> <li>Sport NZ partnership for employment and resourcing</li> </ul>	<p>Employed 2 staff members one full time and one part time, provided lunchtime activities and holiday program opportunities, increasing non active students</p>	<p>Established systems now and communications of events</p>	<p>Container for storage of sports gear and student council to organise the loan out of sports gear</p> <p>Improved Visibility of our 2 active as co-ordinators</p>
<ul style="list-style-type: none"> <li>Develop a system for identifying students and families in financial need</li> </ul>	<ul style="list-style-type: none"> <li>Continue to build the profiles of these families on the PCT Drive</li> </ul>	<p>Document set up but not as thoroughly used by all PCT staff that support students</p>	<p>Students supported but not developing a wrap around model for future support</p>	<p>Database of families with high levels of financial need</p> <p>Information explicit to PCT and accounts on filling in approved students</p> <p>Improved tracking of shoes and uniform hardship</p>

# GOAL - Quality Teaching & Leadership

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

## 3 a) Supporting culturally responsive teaching

**Strategic Priority- Support teachers/kaiako to become culturally responsive practitioners**

Projects	Action	<u>Summary</u> of indicators of progression and outcomes	Variance and reasons for variance  The WHY both pos/neg	Evaluation <i>Where to next?</i>  Annual Plan for 2025
<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>	<ul style="list-style-type: none"> <li>Continue to develop accredited impact coaches.</li> <li>Use Voices III to shape staff RbL PLD.</li> <li>Expand Iris software use to increase Accredited Coach numbers and capabilities.</li> </ul>	<p>Appointed BA and GN to the roles. BA focus on developing middle leaders. GN is obs new teachers. FD is COLS and voices plus running things here</p> <p>Voices completed feedback term 4</p> <p>Tracking sheet of impact coaches milestones of training developed</p>	<p>Impact coaches stay the same due to staff comings and goings</p> <p>Voices presented to the staff and general improvement from last voices collected</p>	<p>Continue with a tighter plan of the lead RbL accountability of training, using COLS time to consistent train persons</p>
<ul style="list-style-type: none"> <li>Continue to support teachers /kaiako to implement strategies that enable an inclusive learning environment</li> </ul>	<ul style="list-style-type: none"> <li>Introduce new teachers to RbL - how to teach to the 'NE' - and to the observation tool</li> </ul>	Wainaga Hui held in Term 1	Some teachers observed under RbL due to number of impact coaches	Continue with inducting new staff into the rbl kaupapa
Targeted professional learning for new teachers on Restorative Practice.,	<ul style="list-style-type: none"> <li>Term 1 new teacher PLD programme on school restorative processes and expectations plus two additional PD sessions through T2 and T3</li> </ul>	Completed 4 sessions across the year plus one optional refresher	Need one to one opportunities for PD	Set the roster early to enable spread of learning throughout the year
Build capacity to lead RBL / NE meetings, and Voices collection	<ul style="list-style-type: none"> <li>Work with outside providers and across the Kahui Ako</li> <li>Build Capacity of RBL team</li> <li>FD to continue training as 'NE' meetings facilitator.</li> </ul>	<p>Built capacity with lead staff and FD stepping away from this space to management else where.</p> <p>GN/BA taking over</p>	Completed and GN/BA in lead roles	Tight plan for the leads to met agreeable milestones and goals

# GOAL - Quality Teaching & Leadership

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

## 3 b) Kaiako Te Reo Māori and Tikanga

**Strategic Priority- Support kaiako to build their confidence and understanding of Te Reo Māori and tikanga**

Projects	Action	Summary of indicators of progression and outcomes	Variance and reasons for variance  The WHY both pos/neg	Evaluation <i>Where to next?</i>  Annual Plan for 2025
●Raise all teachers capacity to utilize mātauranga Māori as a form of engagement in the classroom	<ul style="list-style-type: none"><li>●Encourage further kaiako to join the Te Ahu Te Reo Māori.</li><li>● Investigate opportunities to support and recognise those involved.</li></ul>	7 staff enrolled in Te Ahu o Te Reo. However, government has now cut funding. Due to auditing reasons we were not able to provide incentives to staff who participated	Met targets but new initiative needed in this area due to lack of government support.	<p>Investigate other providers who offer Te reo where the school could subsidise costs</p> <p>Continue to embed Te Reo Words of the Week</p> <p>Share best practice within the school</p>



# GOAL - Quality Teaching & Leadership

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

## 3 c) Building Capability in Leadership

**Strategic Priority- Identify gaps in teaching capability and invest in opportunities for strengthening teaching, leadership and learning support.**

Projects	Action	<u>Summary</u> of indicators of progression and outcomes	Variance and reasons for variance  The WHY both pos/neg	Evaluation <i>Where to next?</i>  Annual Plan for 2025
●Maintaining a programme of Middle Leader Professional development	<ul style="list-style-type: none"> <li>●Build on more middle leader (ML) capabilities</li> <li>●Introduce OTL to 'new to school' staff</li> </ul>	External professional development offered to middle leaders in having difficult conversations with staff. Three Middle leaders completed these courses	Staff that undertook this PD, were well selected. However, further spread of these skills is needed.	<p>Develop and implement a professional learning community to focus on the development of our curriculum leaders</p> <p>Offer PD to pastoral care middle leaders</p>
●Continue focus on beginning teacher, teacher aide and support staff on RBL and Restorative Practice, consider Karakia and Waiata PD	<ul style="list-style-type: none"> <li>●Provide staff RJ, Karakia and Waiata PLD</li> </ul>	Knowledge and growth of tikanga, karakia, waiata etc focused on. The school consulted and brought in a closing karakia.	These practices are in place but staff confidence still needs support.	<p>Develop and implement a Professional Learning Community to focus on new to school teachers to establish school culture, karakia, waiata etc</p> <p>Have whole school sessions recapping correct tikanga with karakia, waiata etc</p>
●Raise all teachers' capacity to explicitly teach writing	<ul style="list-style-type: none"> <li>●Continue to keep the focus on English, Science, Humanities and Learning Support to effectively utilise the spread of WTB amongst students.</li> <li>●Challenge of access to on-going PLD for WTB.</li> <li>●Regional funding for WTB has been applied for again as was declined in initial applications</li> <li>●WTB learning journey is the focus of new course AeL (once per cycle for Year 9)</li> </ul>	<ul style="list-style-type: none"> <li>●Funding for WTB approved for 50 hours</li> <li>●WTB used successfully in AeL specifically The Learning Journey</li> </ul>		
●Increasing opportunities for Senior Leader professional growth and PLD	<ul style="list-style-type: none"> <li>●SLT continue with inclusion in the Victoria University MSSL programme.</li> <li>●Spread opportunity for ML to do MSSL</li> <li>●AP/DP PLD twice termly attendance at ASDAPA PLD</li> </ul>	Three SLT members on the MSSL course The AP/DP sessions had varying success depending on the group that was attended. Some good connections were made	AP/DP groups not as successful due to timings and varying members of the groups.	Spread the learning from MSSL within PLC groups for our curriculum leaders
●Embed Restorative Practice	<ul style="list-style-type: none"> <li>●Induction day RJ PLD for new teachers to the school</li> </ul>	New teachers had a half day induction to principles and application of restorative practice Throughout the year further RJ training given including any staff starting throughout the year	Staff are more confident in the RJ approach. Any requiring further assistance are given 1-1 training	

# 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

Strategic Priority- Continue to grow and adapt Vocational Pathways programmes and initiatives to support the diverse needs and interests of all students

Projects	Action	Summary of indicators of progression and outcomes	Variance and reasons for variance  The WHY both pos/neg	Evaluation <i>Where to next?</i>  Annual Plan for 2025
●Build staffing capacity and sustainability within the vocational pathways department	<ul style="list-style-type: none"><li>●Meet the TEC goal targets for 2024 Gateway placements (150), Academies STP placements (88)</li><li>●Rebuild Gateway community partnership. Liaise with Matt CN (business liaison) to share resources</li></ul>	<p>Numbers in Gateway and Academies programmes increased from 88 to 90. This covered a range of acaedmies such as automotive, building, engineering, hospitality, mahi-a-toi, mechatronics.</p> <p>Database from Business Liason has started to be formed that shows the relationships and their progress</p>	Met targets	<p>Number of students and equitability in programmes and in Gateway / Academy placements</p> <p>Shared database with CN (Business Liaison) to collaborate with businesses and connect with Gateway</p>

# GOAL - Future of Learning and Work

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

## 4 b) Building Relationships with Business and Industry

**Strategic Priority- Build collaborative partnerships with community groups and industry to improve educational outcomes and opportunities**

Projects	Action	<u>Summary</u> of indicators of progression and outcomes	Variance and reasons for variance  The WHY both pos/neg	Evaluation <i>Where to next?</i>  Annual Plan for 2025
<ul style="list-style-type: none"> <li>Continue to build involvement with Graeme Dingle Foundation Career Navigator</li> </ul>	<ul style="list-style-type: none"> <li>Addition of Year 11 Mentoring group</li> <li>STARs programme</li> <li>Project K</li> </ul>	<p>Project K set for 2025 but no further progress</p> <p>Mentoring program was successful with 80 peer mentors graduating</p>	<p>2 programs didn't happen due to GDF funding or lack there of</p>	<p>Embedding the new project K timeline and plans moving forward</p>
<ul style="list-style-type: none"> <li>Build strong partnerships with local industry</li> </ul>	<ul style="list-style-type: none"> <li>Year 13s will complete their programme at MIT</li> <li>Detsu has lost a number of contracts and is unable to maintain this relationship.</li> <li>Need to source business to replace the one establish with Detsu.</li> </ul>	<p>Database of businesses with established relationships with Waitākere College. Businesses include D&amp;H Steel, The Warehouse, Dentsu and many more.</p>	<p>Targets met</p>	<p>Database of businesses with established relationships with Waitākere College made and shared with those with a vested interest including Gateway</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

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

Projects	Action	Lead	Indicators of progression	Ongoing outcomes	<u>Summary of indicators of progression and outcomes</u>	<b>Variance</b> and reasons for variance  The WHY both pos/neg	<b>Evaluation</b> <i>Where to next?</i>  Annual Plan for 2025
•Implement a study planning programme with Year 13	<ul style="list-style-type: none"> <li>•Establish a study programme to support G5 students</li> <li>•Term 1 NCEA / UE seminars</li> </ul>	PA TA	<ul style="list-style-type: none"> <li>-All Year 13 students having a planner</li> <li>-Tracking and mentoring korero with ML &amp; PA</li> </ul>	<ul style="list-style-type: none"> <li>•Supervised Study class for G5 students Has not gone as expected...</li> <li>•Tracking korero with all UE students using forecast and NCEA latest data <a href="#">PA tracking UE - focus UE Lit</a></li> </ul>			
•Develop a WaitākereCollege Graduate profile	<ul style="list-style-type: none"> <li>•Feedback from students and parents</li> </ul>	FN	Surveying results	<ul style="list-style-type: none"> <li>•Not doing this this year - to be developed as maybe a student project 2025</li> </ul> <p>For year 13 Graduate certificate and celebration by tutor class with their tutor teachers</p>	No progress	No progress	2025

# Waitākere College

## 2024

### Achievement Data

# Contents

<b>Introduction</b>
<b>NCEA Results 2024</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 2024 Analysis of Variance. Reference to this data can be found in the Analysis of Variance as it pertains to the 2024 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

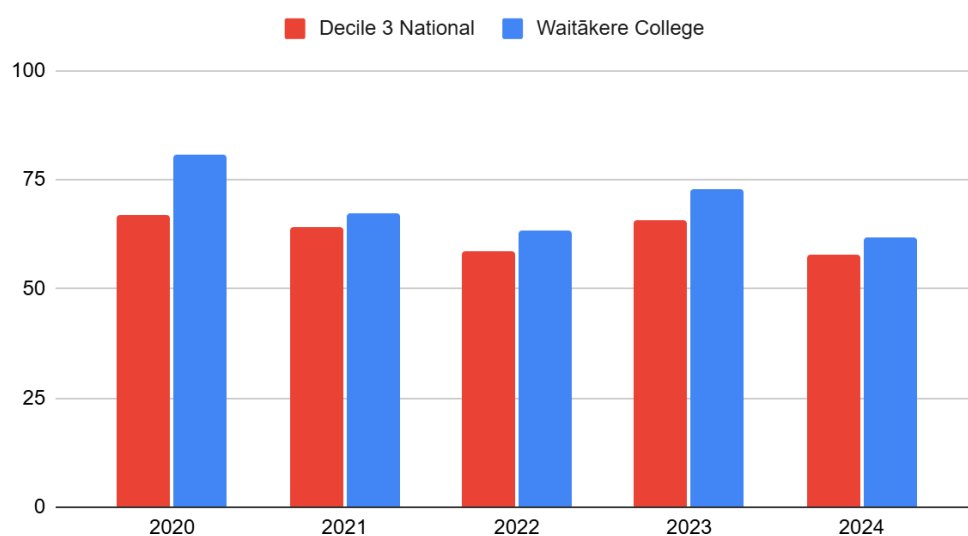
This section, attached to the report, is direct from the NZQA website and is based on NZQA results from March. The report helps compare Waitākere College results against national results and against the S.E.I.B. This is a less focussed comparison as we continue to use S.E.I.B results as a significant reference point.

**Figure 1 (a)**

Year 11 Overall Level 1 Pass Rates 2020 -2024 Waitākere College of S.E.I.B	
Year	Passed
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%
2024 - S.E.I.B National	57.8%
2024 - Waitākere College in Auckland	61.6%

**Figure 1 (b)**

### Yr11 Overall Level 1 Pass Rates

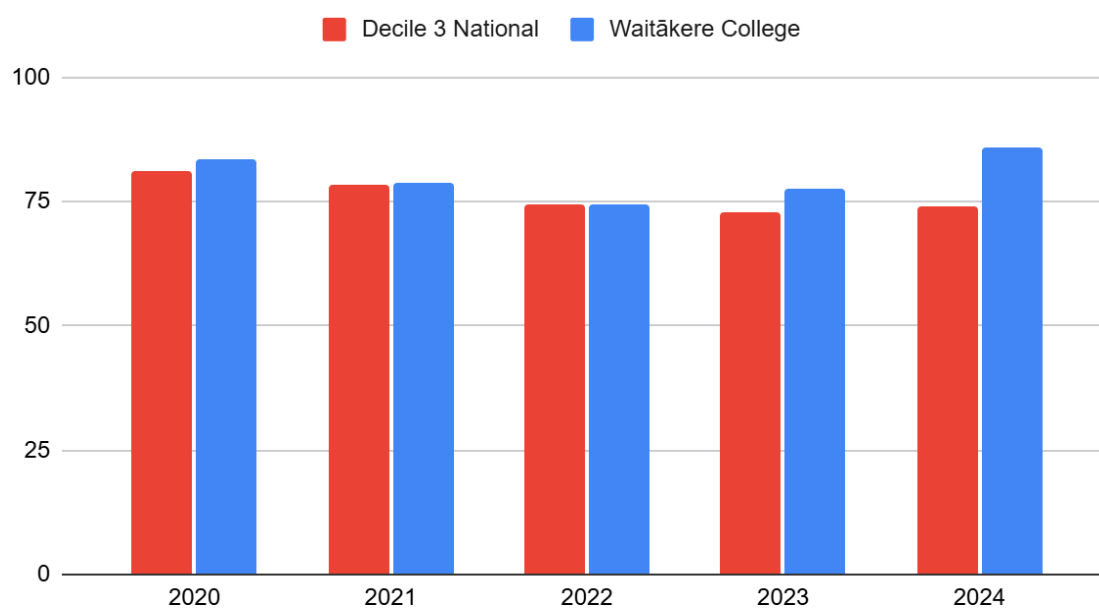


**Figure 2(a)**

<b>Year 12 Overall <u>Level 2</u> Pass Rates 2020-2024</b> <b>Waitākere College of Decile 3</b>	
<b>Year</b>	<b>Passed</b>
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%
2024 - S.E.I.B National	74.1
2024 - Waitākere College in Auckland	85.9

**Figure 2(b)**

### Yr. 12 Overall Level 2 Pass Rates



**Figure 3(a)**

Year 13 NCEA <u>Level 3 Pass Rates</u> 2020 -2024 Waitākere College cf Decile 3	
Year	PASS
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 - S.E.I.B National	64.3%
2023 - Waitākere College in Auckland	77.5%
2024 - S.E.I.B National	89%
2024 - Waitākere College in Auckland	79.50%

**Figure 3(b)**

## Yr. 13 Level 3 Overall Pass Rates

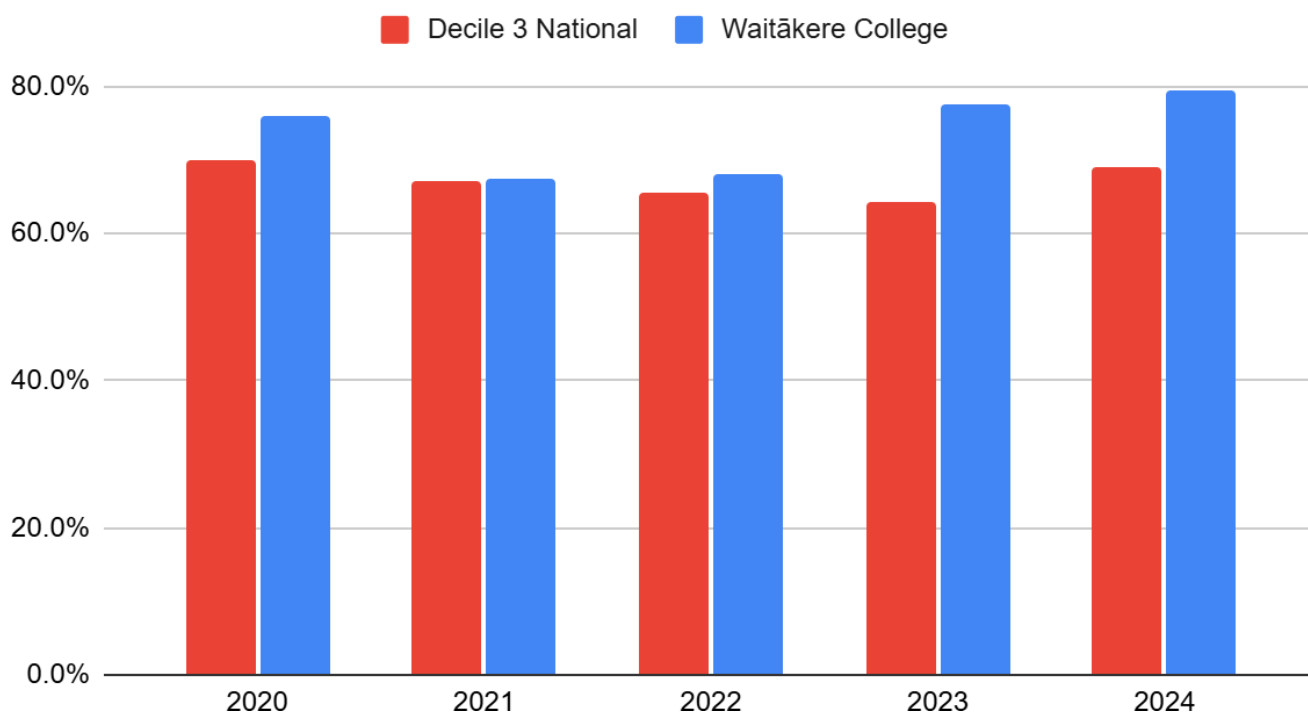


Figure 4(a)

Year 13 Overall <u>UE Pass Rates</u> 2020-2024 Waitākere College cf Decile 3	
Year	Passed
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 - S.E.I.B National	39.2%
2023 - Waitākere College in Auckland	45.0%
2024 - S.E.I.B National	40.6%
2024 - Waitākere College in Auckland	39.1%

Figure 4 (b)

U.E Pass rate Decile 3 National and Waitākere College

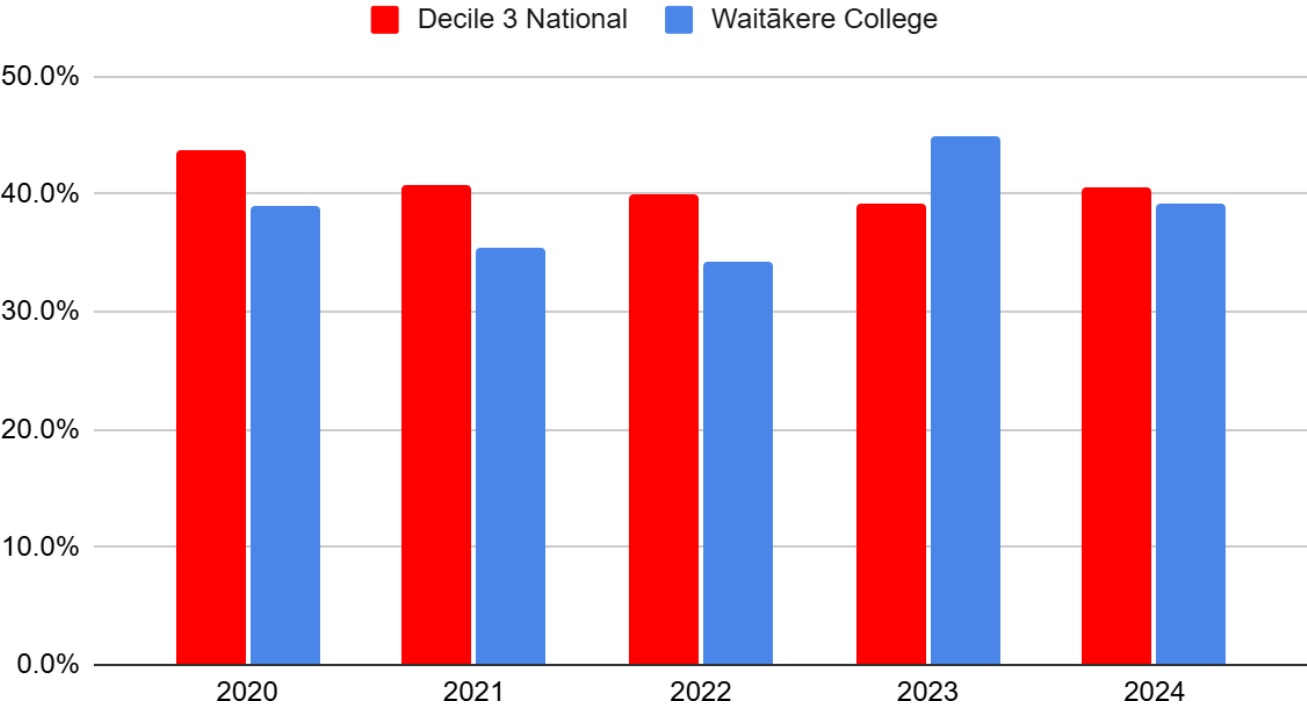




Figure 5(a) Year 11 2024 NCEA Level 1 Pass Rates by ethnicity Waitākere College cf Decile 3

	Asian	European	MELAA	Māori	Pacific Peoples
S.E.I.B National	58.2%	63.30%	67%	49.70%	50%
Waitakere College	73.50%	74.70%	81.80%	50.90%	46%

Figure 5(b)

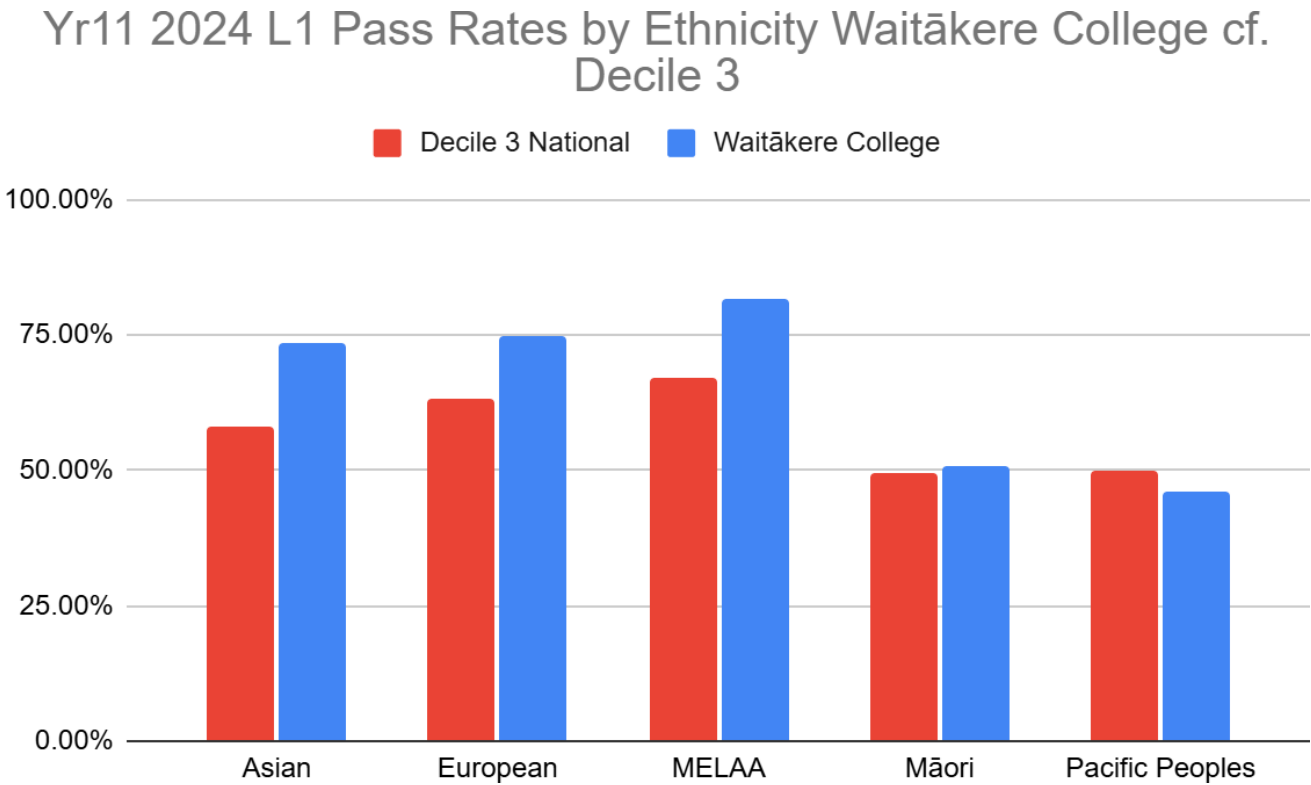


Figure 6(a) Year 12 2024 NCEA Level 2 Pass Rates by ethnicity Waitākere College cf Decile 3

	Asian	European	MELAA	Māori	Pacific Peoples
S.E.I.B National	70.1%	78.2%	70.5%	67.9%	71.6%
Waitakere College	84.9%	89.5%	89.5%	76.3%	89.2%

Figure 6(b)

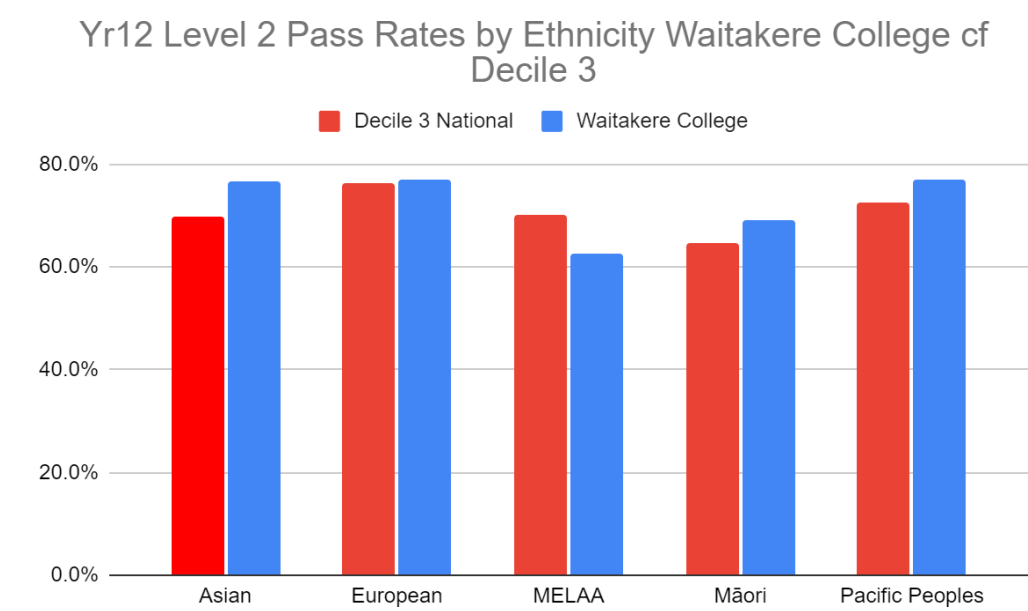


Figure 7(a) Year 13 2024 NCEA Level 3 Pass Rates by ethnicity Waitākere College cf Decile 3

	Asian	European	MELAA	Māori	Pacific Peoples
Decile 3 National	69.7%	69.9%	64.1%	61.6%	72.7%
Waitakere College	77.4%	86.7%	85.7%	71.7%	79.5%

Figure 7(b)

Yr13 2024 L3 Pass Rates by Ethnicity Waitākere College of Decile 3

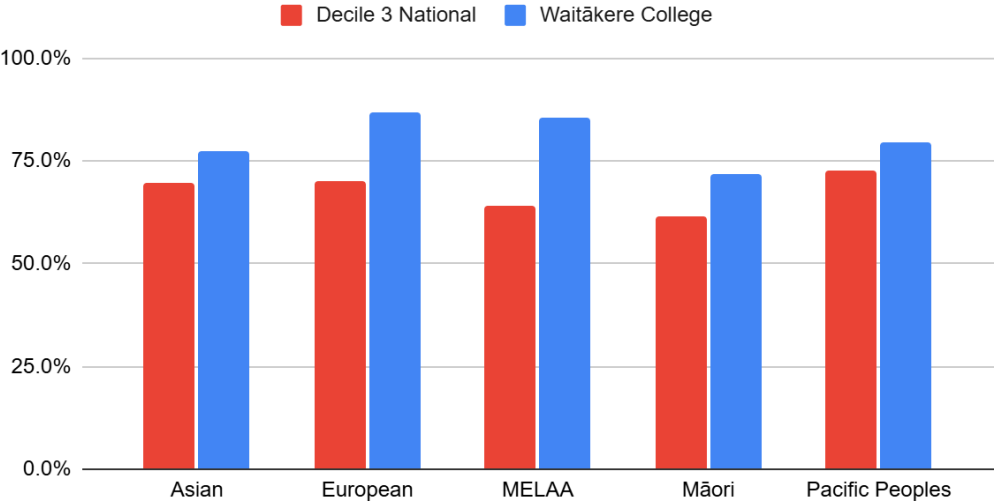
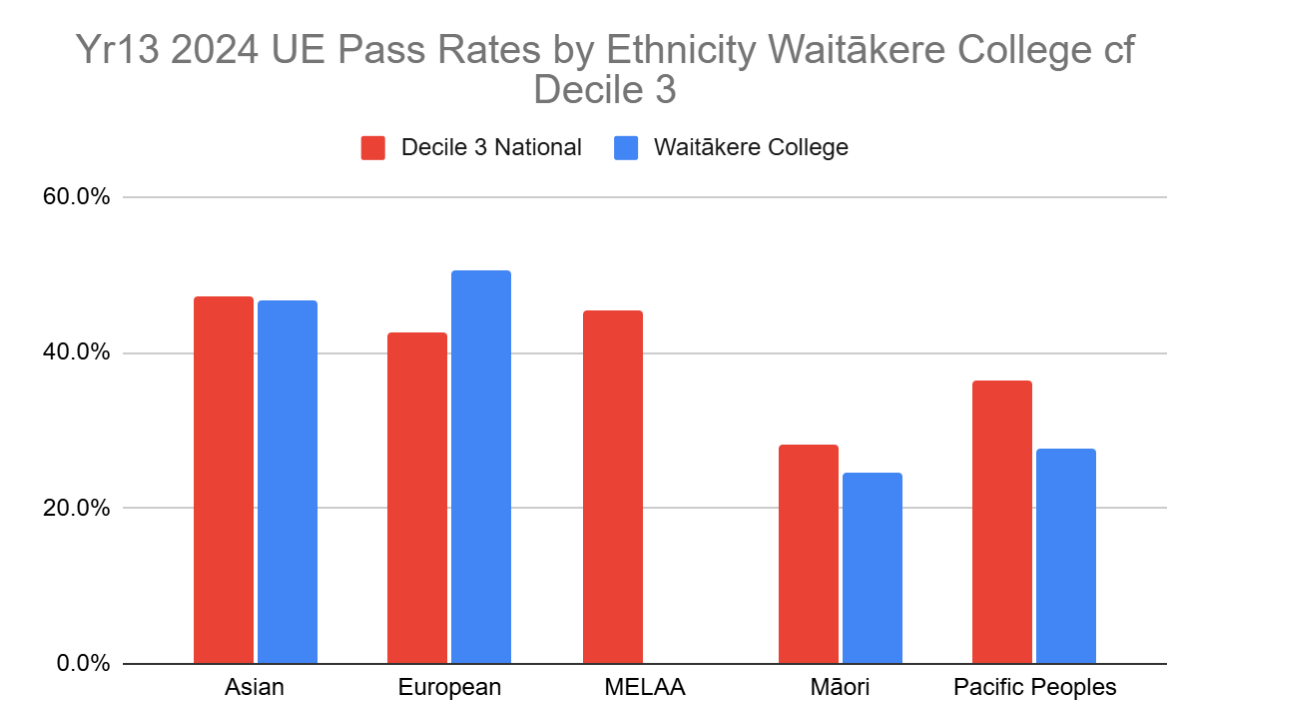


Figure 8(a) Year 13 2024 UE Pass Rates Waitākere College cf Decile 3

	Asian	European	MELAA	Māori	Pacific Peoples
Decile 3 National	47.3%	42.6%	45.5%	28.2%	36.4%
Waitakere College	46.8%	50.60%	n/a	24.5%	27.7%

Figure 8(b)



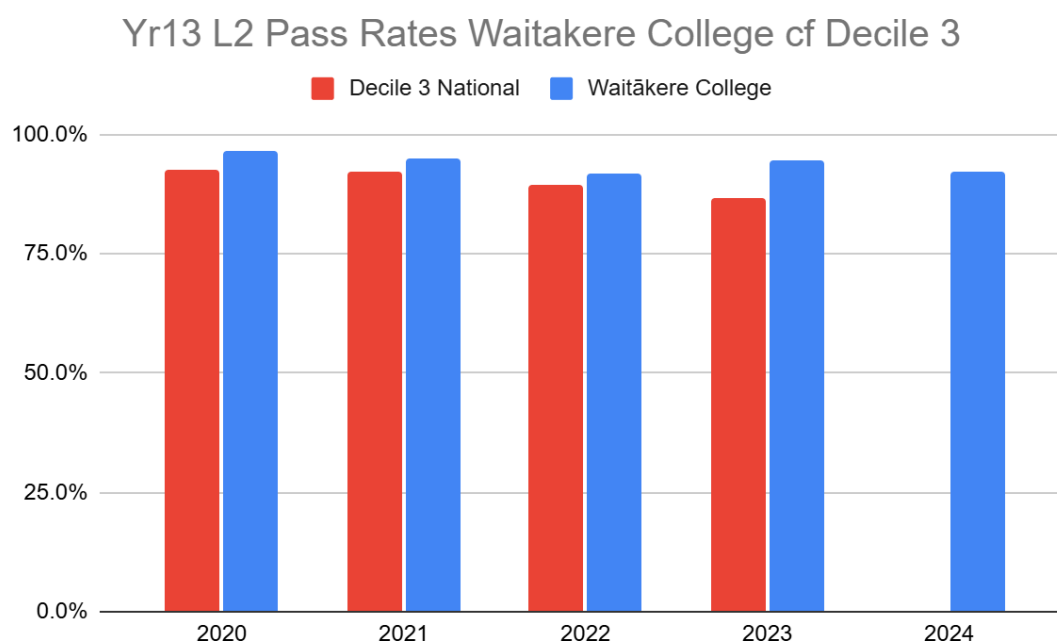
**Figure 9(a)**

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

	2020	2021	2022	2023	2024
<b>Decile 3 National</b>	92.6%	92.30%	89.60%	86.8%	Spoke to MoE data not available 13/3/24
<b>Waitakere College</b>	96.5%	95.10%	91.90%	94.50%	92.3%

**Figure 9(b)**

**Data in Progress for 2024**



## 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)
2024	55 (86/156)

#### Māori U.E.

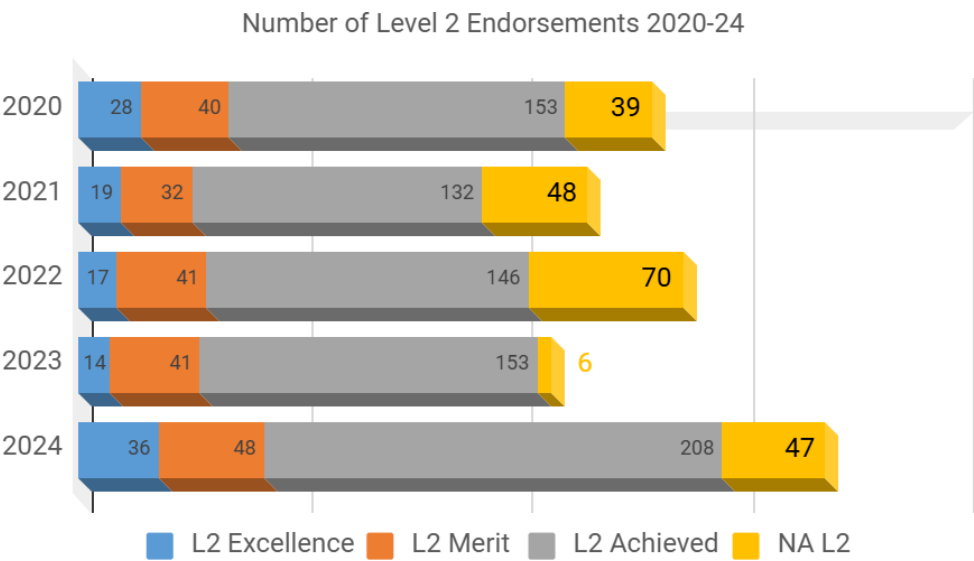
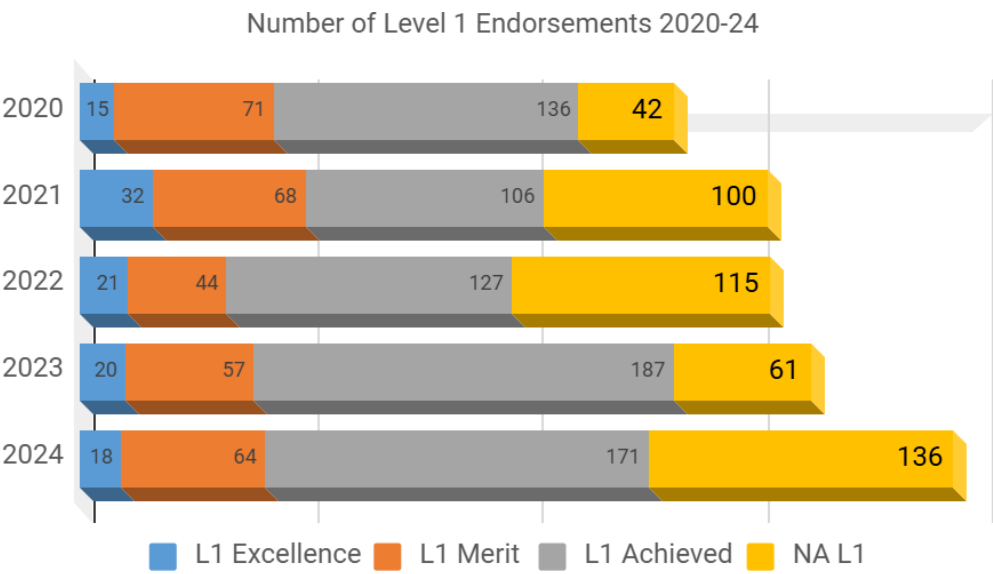
	Passed U.E. %
2019	77
2020	53
2021	82
2022	57
2023	56 (18/32)
2024	Data in Progress

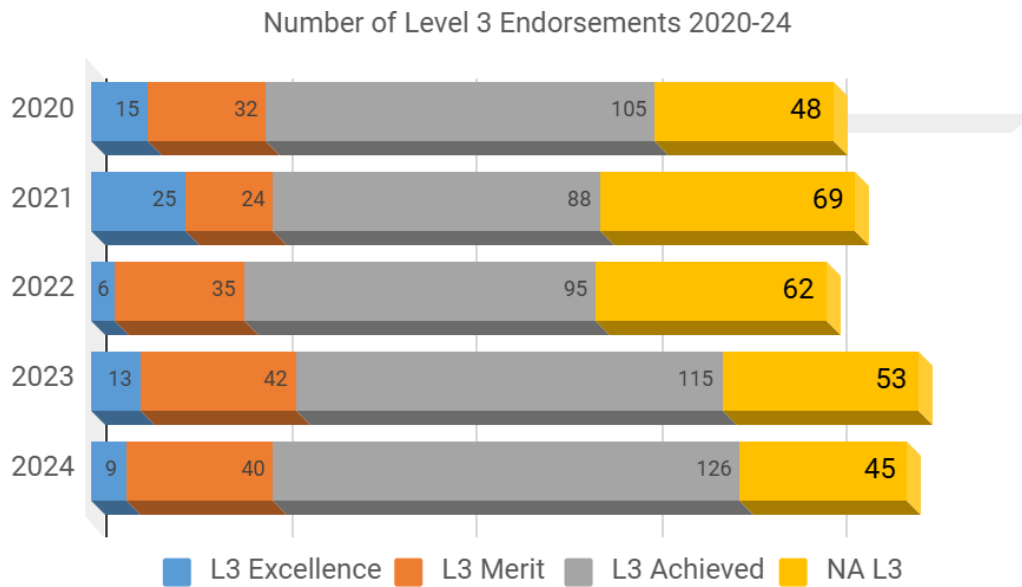
#### Pasifika U.E.

	U.E. %
2019	49
2020	62
2021	60
2022	30
2023	37 (12/32)
2024	Data in Progress

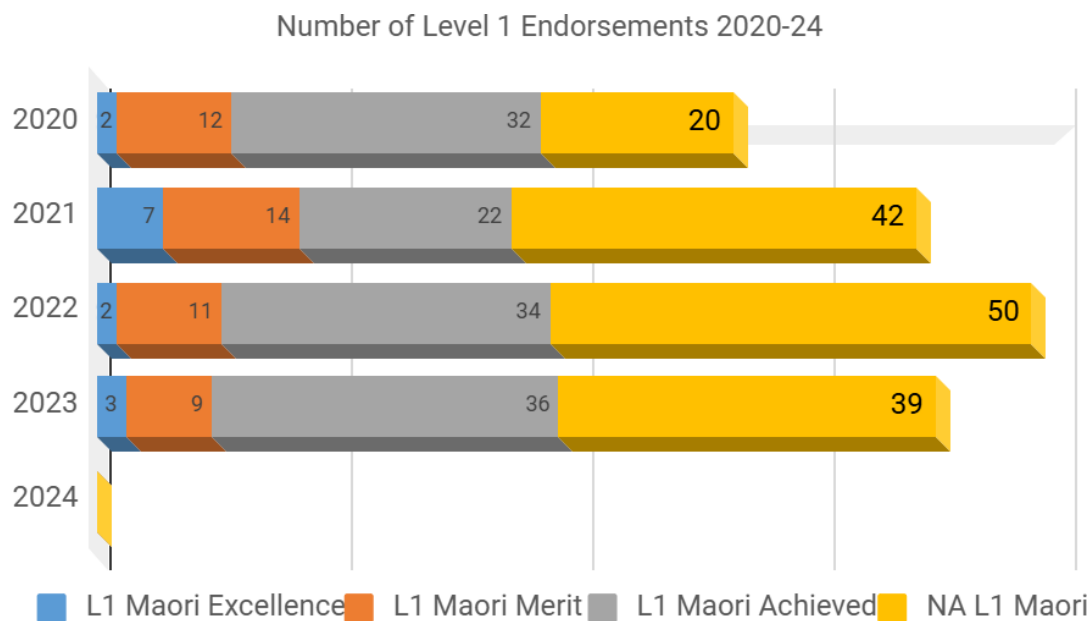
NCEA Course Endorsements 2024

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



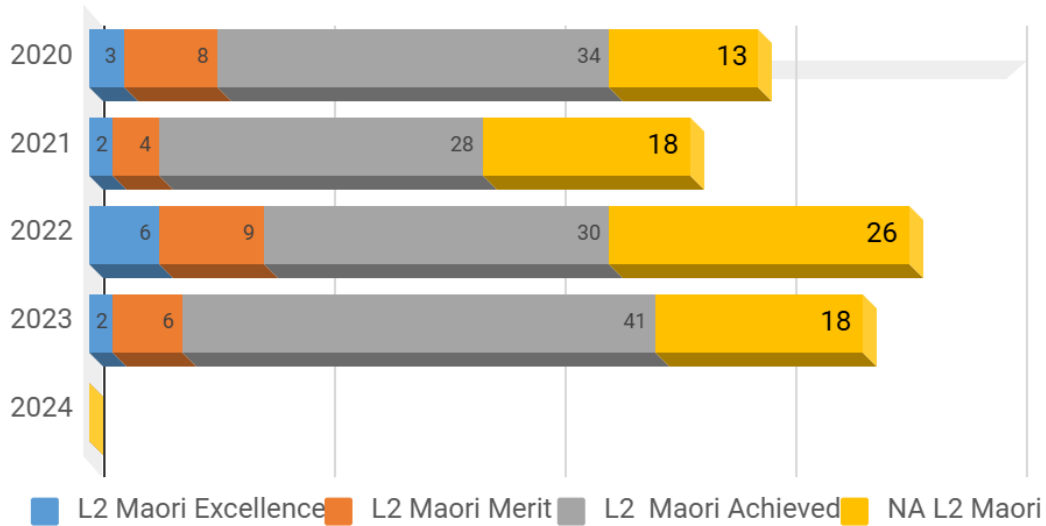


**Figures 13 (a)- (c) Levels 1-3 Course Endorsements for Māori students Data in Progress for 2024**

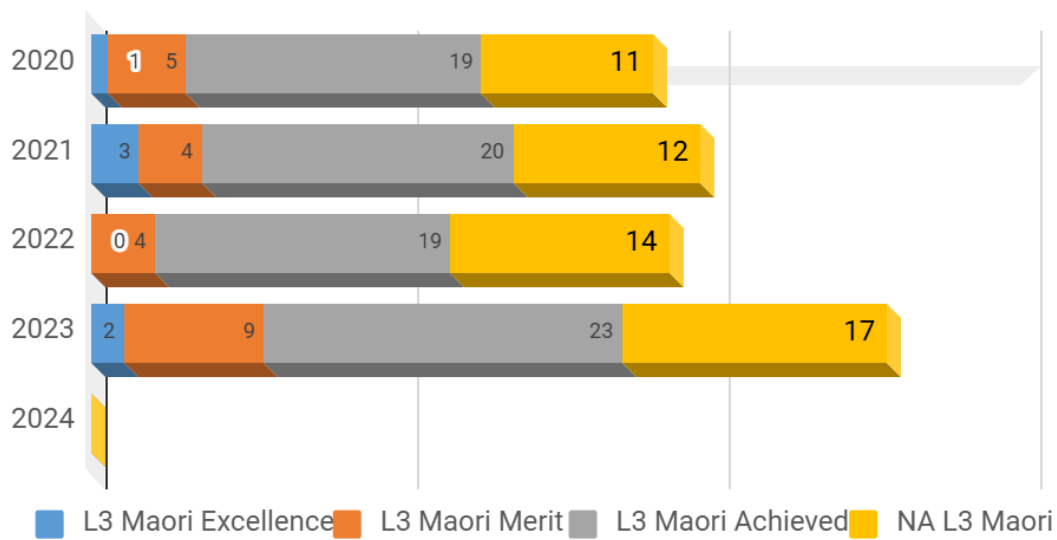




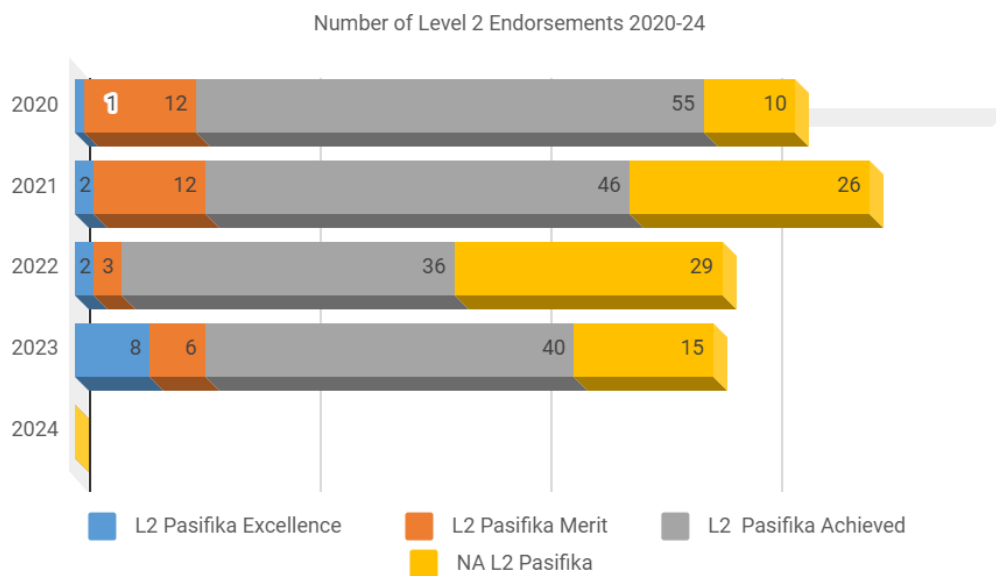
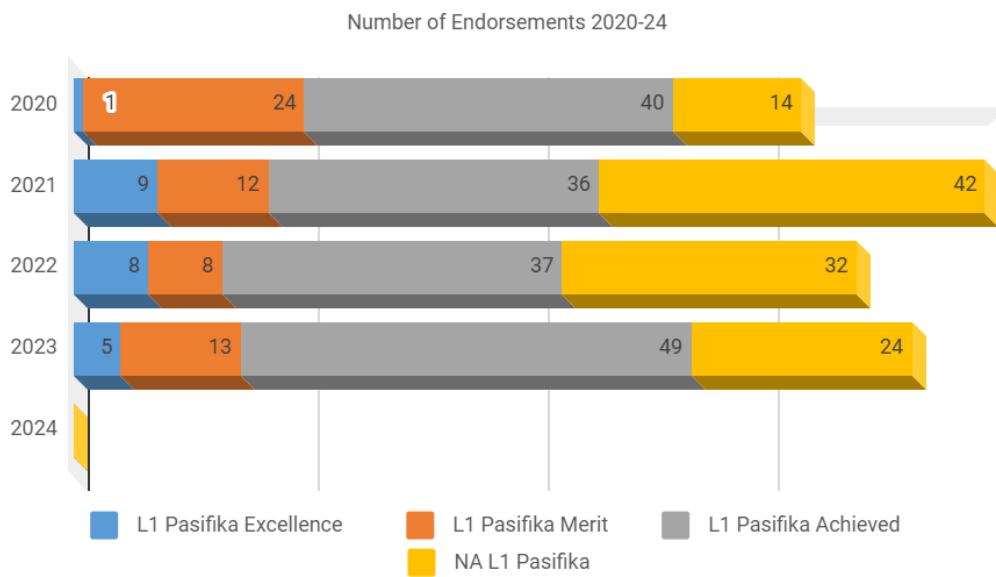
Number of Level 2 Endorsements 2020-24



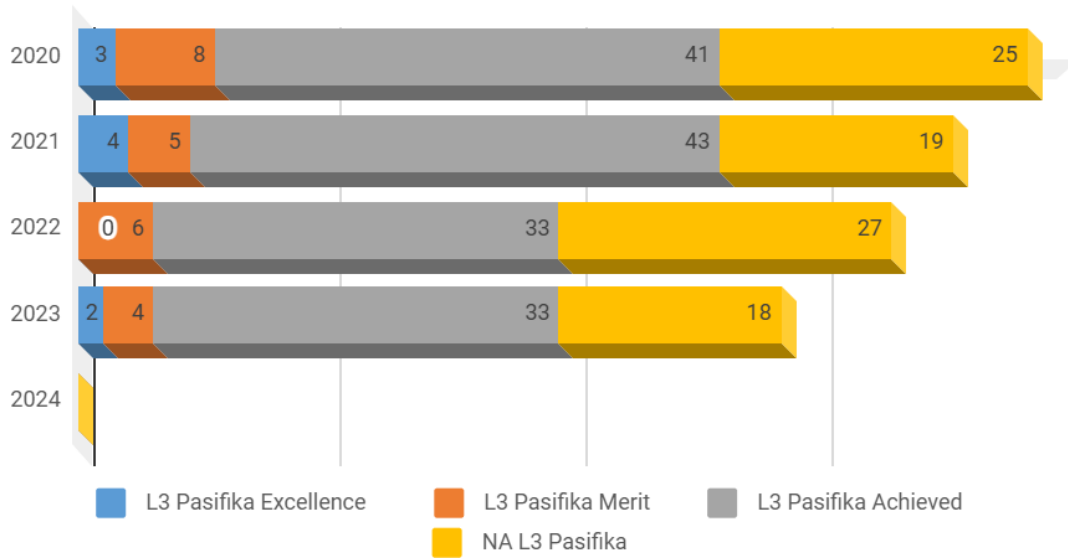
Number of Level 3 Endorsements 2020-24



**Figures 14 (a)- (c) Levels 1-3 Course Endorsements for Pasifika students Data in Progress for 2024**



Number of Level 3 Endorsements 2020-24

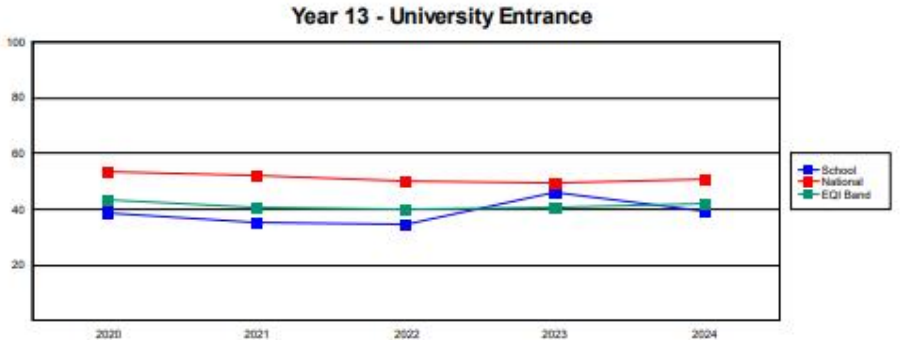
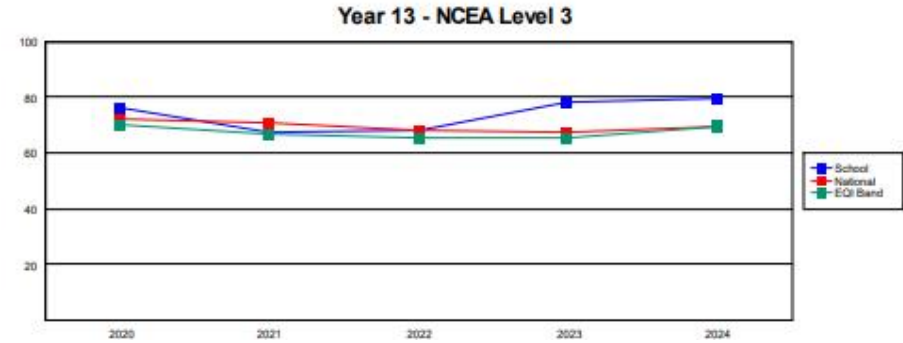
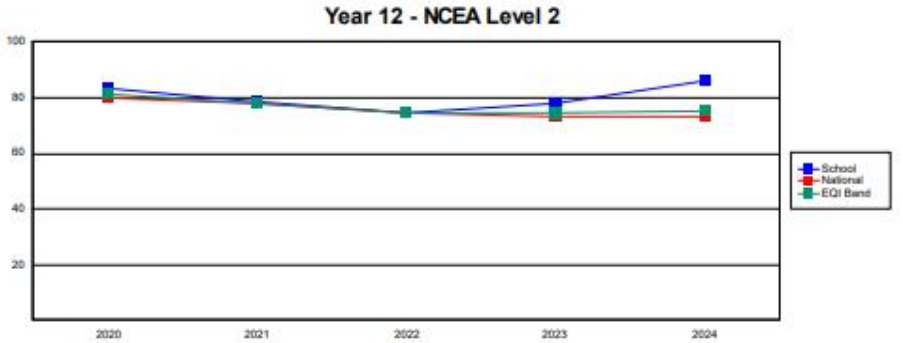
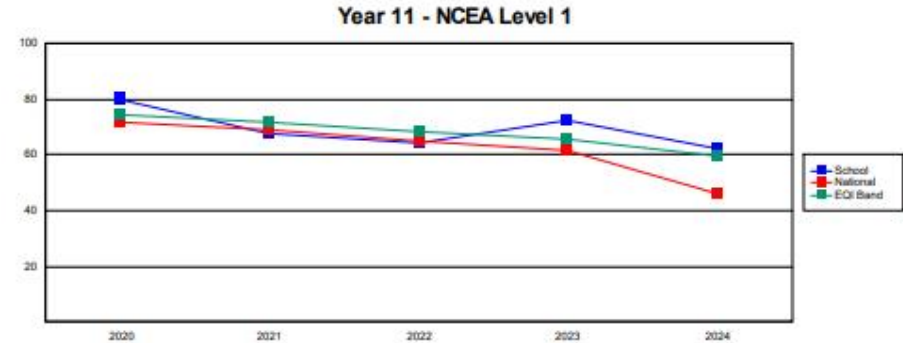


Achievement in NCEA and UE: Waitakere College

Generated 8-Mar-2025

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
2020	80.2	83.5	76.0	39.0	71.8	80.1	72.1	53.4		74.6	81.2	69.9	43.7
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	72.7	78.0	78.0	46.3	61.7	73.2	67.7	49.7		65.8	74.3	65.3	40.5
2024	62.0	85.9	79.5	39.1	45.9	73.6	69.4	50.6		59.6	75.1	69.8	42.2

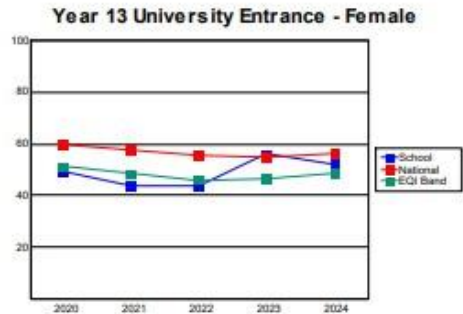
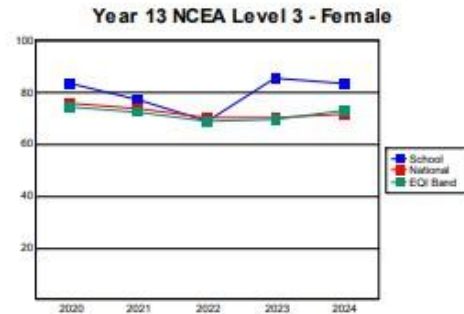
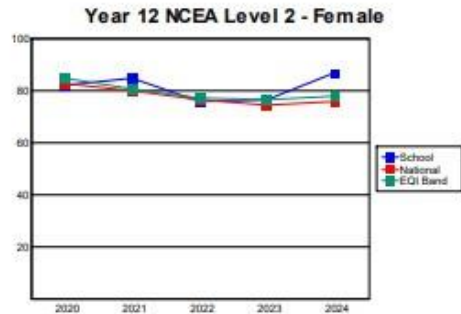
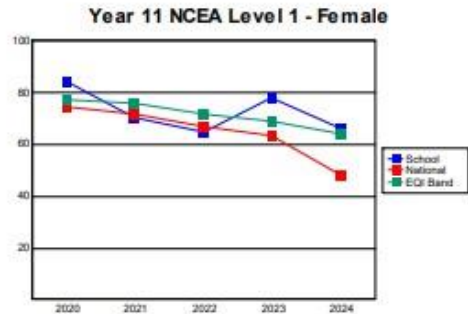
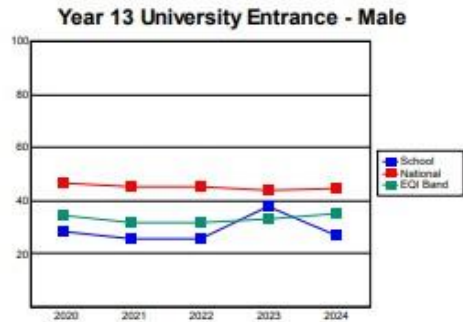
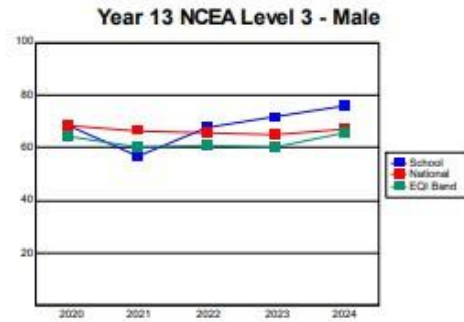
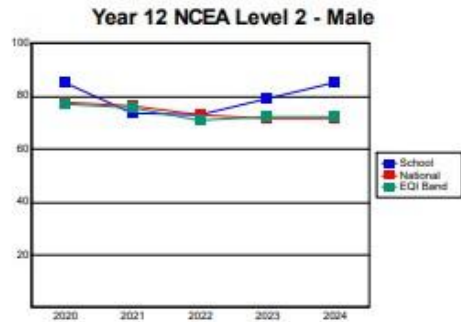
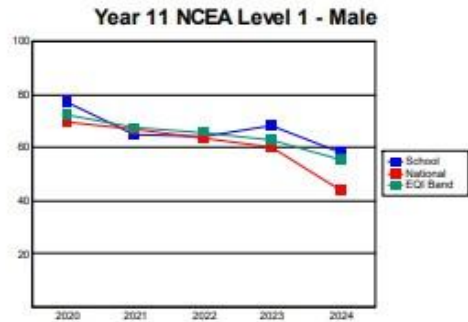


# Achievement in NCEA and UE: Waitakere College

Generated 8-Mar-2025

PR2 - Enrolment Based Cumulative Results by Gender

Academic Year	Waitakere College				National				Above Average Socioeconomic Barriers (School Equity Index Band)			
	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
<b>Male</b>												
2020	77.0	84.9	68.7	28.3	69.6	77.8	68.5	46.8	72.1	77.0	64.1	34.4
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	68.0	79.3	71.6	37.9	60.1	71.8	64.8	44.0	62.7	71.9	60.4	33.1
2024	58.3	85.2	75.9	26.8	44.2	71.7	66.9	44.7	55.1	72.1	66.0	35.1
<b>Female</b>												
2020	84.3	82.0	83.2	49.5	74.1	82.4	75.5	59.6	76.9	85.0	74.5	51.1
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	78.0	76.7	85.3	55.9	63.3	74.7	70.3	54.9	68.7	76.4	69.4	46.7
2024	65.9	86.5	83.3	51.9	47.9	75.6	71.9	56.1	64.2	78.0	73.1	48.5





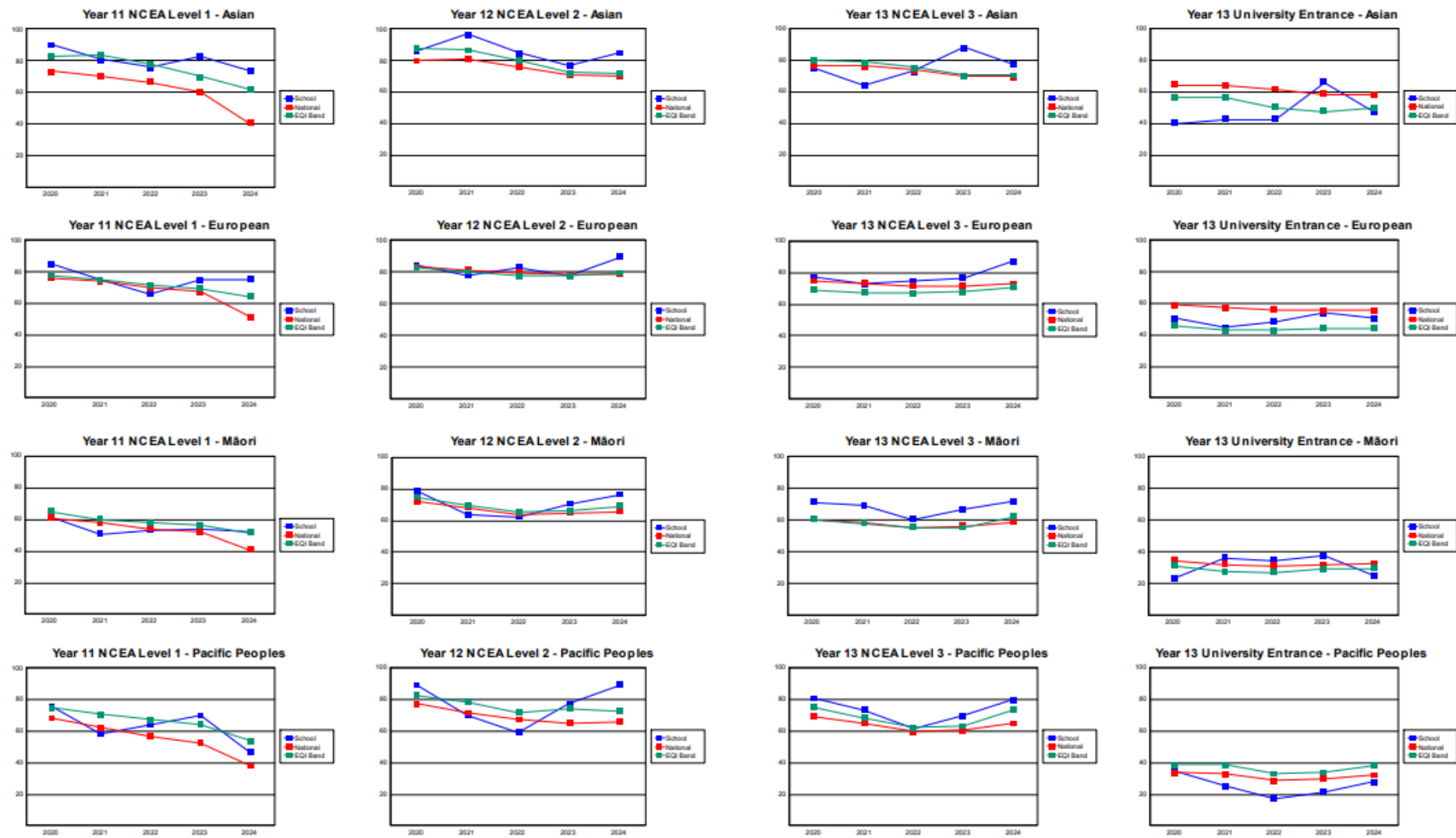
# Achievement in NCEA and UE: Waitakere College

Generated 8-Mar-2025

PR2 - Enrolment Based Cumulative Results by Ethnicity

Academic Year	Waitakere College				National				Above Average Socioeconomic Barriers (School Equity Index Band)			
	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
<b>Asian</b>												
2020	89.8	86.0	75.0	40.0	73.1	80.0	76.5	64.1	82.5	87.9	80.0	56.0
2021	80.3	96.6	63.5	42.3	70.0	81.1	76.2	63.4	83.3	86.6	78.7	56.0
2022	75.5	84.7	72.9	42.4	65.9	76.0	73.6	61.3	77.6	80.2	75.1	50.0
2023	82.7	76.8	87.9	65.5	59.5	70.7	70.1	58.1	69.5	72.2	70.3	47.2
2024	73.5	84.9	77.4	46.8	40.2	70.1	69.6	57.9	61.2	71.8	70.5	49.2
<b>European</b>												
2020	84.7	84.1	77.0	50.6	75.8	83.2	74.6	59.0	77.4	82.5	69.2	45.9
2021	74.6	77.7	72.8	44.4	74.0	81.2	73.2	57.2	74.6	79.9	67.3	42.9
2022	66.0	82.8	74.3	48.6	69.7	79.4	71.6	56.0	71.5	77.1	67.0	43.0
2023	74.7	77.1	76.3	53.8	67.2	78.0	71.4	55.5	69.4	77.2	67.7	44.4
2024	75.3	89.5	86.7	50.6	51.3	78.6	72.8	55.6	64.4	79.1	70.7	44.1
<b>Māori</b>												
2020	61.1	78.6	71.4	22.9	60.8	71.9	60.7	34.1	65.0	74.6	60.8	31.0
2021	50.6	63.5	69.2	35.9	57.7	68.3	58.5	31.7	59.9	69.3	58.2	27.1
2022	53.3	62.5	60.5	34.2	53.9	64.1	55.7	30.9	57.9	65.1	55.6	26.8
2023	53.8	70.4	66.7	37.3	51.9	64.6	56.3	31.2	56.0	66.1	55.3	28.6
2024	51.9	76.3	71.7	24.5	40.9	65.4	59.0	31.9	51.4	69.0	62.1	29.1
<b>Middle Eastern/Latin American/African</b>												
2020	88.9	84.6	62.5	37.5	72.4	77.6	73.2	57.7	84.6	83.5	75.7	52.1
2021	84.2	100.0	54.5	18.2	68.4	78.0	70.3	56.0	80.9	80.5	72.4	51.7
2022	66.7	93.8	100.0	66.7	61.3	73.3	67.4	51.4	68.0	79.4	68.0	44.7
2023	87.5	62.5	84.6	38.5	60.2	69.4	66.9	51.4	69.5	69.3	69.3	47.4
2024	81.8	89.5	85.7		41.0	69.5	67.6	52.9	68.1	72.5	64.1	45.5
<b>Other Ethnicity</b>												
2020		100.0	100.0		74.6	81.0	74.3	56.9	72.7	82.6	79.6	44.4
2021			100.0		73.2	78.5	72.9	55.1	76.5	81.4	66.7	35.7
2022	100.0				65.5	77.0	66.3	53.4	78.5	79.7	56.1	43.9
2023	75.0	100.0			59.6	73.9	65.5	48.7	68.3	84.3	64.3	37.5
2024	66.7	100.0			41.9	74.4	72.3	56.7	70.3	75.2	75.0	47.1
<b>Pacific Peoples</b>												
2020	75.7	89.0	80.5	35.1	68.2	77.1	68.9	33.7	74.6	82.7	74.8	38.5
2021	58.6	69.8	73.2	25.4	62.3	71.5	64.9	33.0	70.4	78.2	68.3	38.6
2022	64.3	59.1	61.3	17.3	56.6	67.3	59.4	28.7	67.2	71.9	61.8	33.1
2023	69.8	76.9	69.6	21.7	52.7	65.0	60.4	29.8	64.2	74.2	63.0	33.8
2024	46.8	89.2	79.5	27.7	38.0	65.8	64.6	32.2	53.6	72.5	73.2	38.4

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



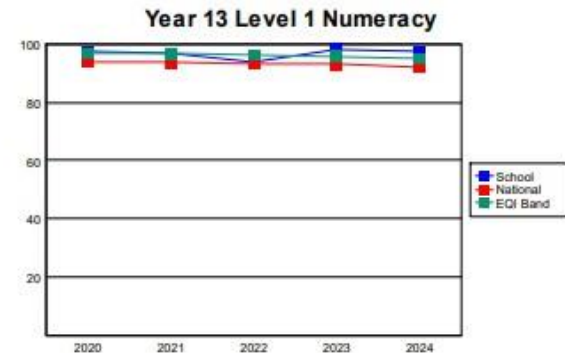
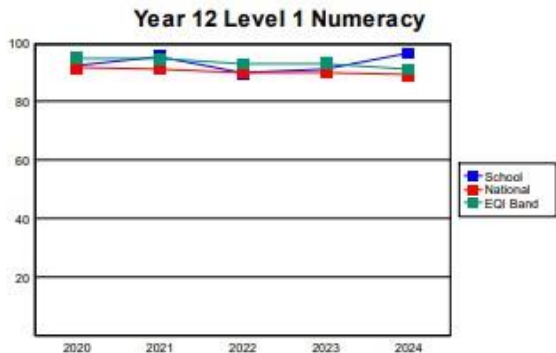
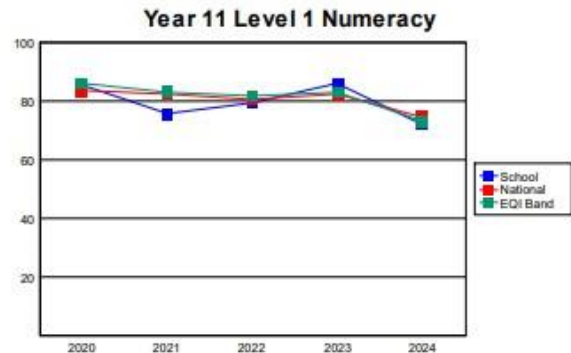
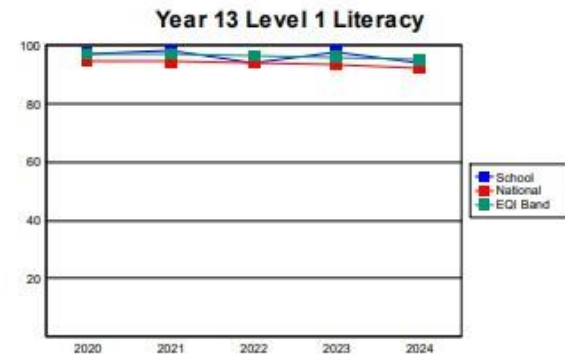
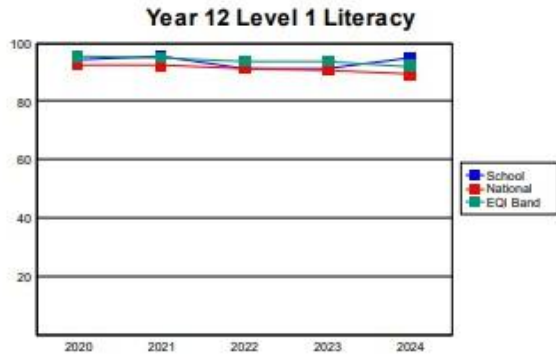
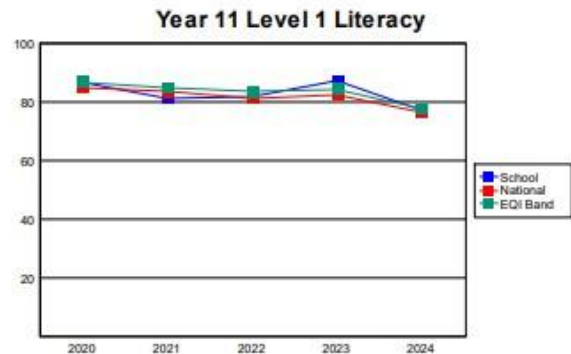


Level 1 Literacy and Numeracy: Waitakere College

Generated 8-Mar-2025

PR 3 - Cumulative Results by Percentage

Waitakere College					National			Above Average Socioeconomic Barriers (School Equity Index Band)		
Academic Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
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	84.6	93.7	95.9
2024	Literacy	77.1	94.7	94.1	76.6	89.1	92.2	77.7	92.1	94.8
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
2024	Numeracy	72.5	96.8	97.3	74.8	89.1	92.2	73.3	91.3	94.9



## 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 three year contract (2023-2025) to work with **Te Kawerau ā Maki**, to provide ongoing Professional Development for the whole school teaching staff / Kaiako in Te Reo Māori, Te Ao Māori and Tikanga Māori.

**Te Kawerau ā Maki** are also onsite throughout the year, working with departments on the development and inclusion of Mātauranga Māori 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.

Our Teacher Only Day (TOD) 2025 is dedicated to Te Kawerau ā Maki site visits to ensure authentic material is in subject departments content and assessment projects for 2025 and 2026.

In addition, this includes the ongoing development and delivery of **Rumaki, our Bi Lingual Immersive Te Reo Māori programme** for 9 - 11 Māori students / akonga. Learning science, social studies in a Te Reo bilingual framework. There are now 89+ students in this Māori 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 Māori. Māori 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.

## 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 2024, the school received total Kiwisport funding of \$47,474.47 (excluding GST). The funding was spent on Sports staff payroll and sports equipment. The number of students participating in organised sport increased from 39% to 40% of the school roll.*