

WESTERN SPRINGS COLLEGE
PRINCIPAL'S ANNUAL REPORT

2010

This report covers the period 1 January, 2010, to 31 December, 2010, and gives details of:

Student Roll
Academic Achievement / Analysis of Variance
Strategic Plan / Annual Plan Implementation
Personnel: Appointments, Awards & Farewells
Financial Management
Property Management
Co-Curricula Events
Future Directions
Acknowledgements

Student Roll

The school roll on 1 March, 2010, was 1110, with an additional 56 international fee-paying students. The ethnic composition of the student population was Pakeha 65%, Maori 16%, Pacific 10% and Asian 5%. The gender ratio was male students: 56%; female students: 44%. The school has retained its decile 8 rating.

TABLE 1:WSC (1 MARCH) ROLL: 2001 – 2010

2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	(2011)
602	584	633	777	877	911	947	1043	1037	1110	(1214)

TABLE 2: WSC YEAR 9 (1 MARCH) INTAKE: 2001 – 2010

2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	(2011)
126	145	168	239	238	204	211	248	201	244	266

The Board of Trustees has continued to administer the enrolment scheme to reduce the number of out-of-zone students on the roll. The planned intention is to increasingly enable the school to qualify for a level of per capita property funding (used for classroom accommodation) commensurate with its roll size; this funding is denied to out-of-zone students attending a school which has an enrolment scheme.

Accordingly, the Board decided that no out-of-zone students would be enrolled in 2010 and 2011; a recent decision means there will also be no out-of-zone enrolments in 2012. As a consequence there remain only 64 out-of-zone students on the WSC roll in 2011; in the year, 2005, when the Board decided to adopt an enrolment scheme, over 50% of our students lived outside the current zone. It is envisaged that within two years there will be no out-of-zone students on the WSC roll with the exception of some Maori students enrolled in the te reo Maori immersion kura, Nga Puna O Waiorea.

Academic Achievement

Scholarship

In 2010, WSC students achieved a record number of 26 Scholarship passes (2008: 20; 2009: 21). It is notable that 11 Scholarships were gained in the Visual Arts curriculum area.

Scholarships were gained across 15 subjects:

Design	4	Statistics & Modelling	1
Painting	4	Accounting	1
Photography	2	Chemistry	1
Art History	1	Graphics	1
Biology	3	Physical Education	1
English	2	Te Reo Maori	1
History	2	Te Reo Rangatira	1
Calculus	1		

The most outstanding individual achievement was that of **Aretha Jansen** who won the Top Scholar Award in New Zealand for Photography. **Sophie Blazey** gained an outstanding three Scholarships.

The students who gained Scholarships were:

Phoebe Balle(2) – English (*Outstanding*) and History
Sophie Blazey (3) – Painting, Design and Graphics (*Outstanding*)
Rory Clarke(2) –Biology and Chemistry
Allanah Colley – English
Edward Crawshaw - Photography
Catherine Cumming – Painting
Finn Godbolt - Design
Aretha Jansen(2) – Painting and Photography (*Top Scholar*)
Grace Kennedy – Biology
Janine Lawton – Biology
Zoe Marler – Painting
Katie Milne - Design
Liam O’Dwyer(2) – Statistics & Modelling and Calculus
Shaheen Patel– History
Benjamin Pearson – Physical Education
Nicholas Short - Accounting
Tuhoe Tamaiparea(2) – Te Reo Maori & Te Reo Rangatira
Josephine Thomas – Art History
Kenah Trusewich - Design

NCEA Results

Western Springs College gained outstanding NCEA results in 2010, continuing the excellent pass rates achieved during the period 2005-2009.

2010 NCEA Results: National and Same Decile Schools Comparisons Based on Participating Candidates' Data (See www.nzqa.govt.nz)

% Roll Achieving Qualifications	Year 11			Year 12			Year 13		
	WSC	NZ	Decile 8	WSC	NZ	Decile 8	WSC	NZ	Decile 8
Level 1	91.9	75.0	81.4						
Level 2				90.8	80.0	83.9			
Level 3							80.8	74.3	77.3
University Entrance							86.3	66.4	70.4

Findings

- 1. WSC's Level 1 pass rate of 91.9% has exceeded the national average by 16.9%, the same decile school average by 10.5%, and ranks first for all state schools in the Auckland region and first in the country among all decile 8 state secondary schools.**
- 2. WSC's Level 3 University Entrance pass rate of 86.3% has exceeded the national average by 19.9%, the same decile school average by 15.9%, and ranks first for all state schools in the Auckland region and first in New Zealand among all decile 8 state secondary schools.**
- 3. Across all four measures Western Springs College ranks first in New Zealand among all decile 8 state secondary schools.** (Note that this achievement follows after ranking as the top decile 7 state coeducational secondary school in New Zealand for the period 2005-2007, the top decile 8 state secondary school in 2008, and second overall in 2009)*
- 4. Across all four measures Western Springs College ranks second (behind Westlake Girls High School) among all state secondary schools in the Auckland region.***

*These rankings are obtained by averaging the combined rankings for the Level 1-3 pass rates for all 54 Auckland region state secondary schools, and for all 25 NZ state decile 8 secondary schools (single sex and coeducational combined).

Roll-Based Compared to Participation-Based Data

In response to claims expressed in the media that NCEA results calculated from students entered for standards are less reliable than results measured against the number of students on the roll, an analysis of roll-based data was undertaken. This data analysis shows that WSC's ranking is further improved.

**2010 NCEA Results:
National and Same Decile Schools Comparisons
Data Based on the 1 July Roll(See www.nzqa.govt.nz)**

% Roll Achieving Qualifications	Year 11			Year 12			Year 13		
	WSC	NZ	Decile 8	WSC	NZ	Decile 8	WSC	NZ	Decile 8
Level 1	88.4	65.7	77.0						
Level 2				86.9	67.3	77.9			
Level 3							76.4	54.1	65.5

Note: University Entrance data is not available on the NZQA website.

Findings

- 1. WSC's Level 1 pass rate of 88.4%** has exceeded the national average by 22.7%, the same decile school average by 11.4%, and **ranks first for all state schools in the Auckland region and first in the country among all decile 8 state secondary schools.**
- 2. Across all three measures (Levels 1-3) Western Springs College ranks first in New Zealand among all decile 8 state secondary schools.** (Note that this achievement follows after ranking as the top decile 7 state coeducational secondary school in New Zealand for the period 2005-2007, the top decile 8 state secondary school in 2008, and second overall in 2009)*
- 3. Across all three measures Western Springs College ranks first equal (with Westlake Girls High School) among all state secondary schools in the Auckland region.***

*These rankings are obtained by averaging the combined rankings for the Level 1-3 pass rates for all 54 Auckland region state secondary schools, and for all 25 NZ state decile 8 secondary schools (single sex and coeducational combined).

School Leavers' Qualifications Data

In addition to the NZQA participation-based (or entry-based) data and the roll-based data cited above, a third assessment-based category for analysing student achievement is the school leaver qualification statistics provided by the Ministry of Education.

The following data shows, for the past five years, the percentage of students that have left WSC with Year 13 qualifications and the median percentage of school leavers with Year 13 qualifications in schools of the same decile (8).

School Leavers With Year 13 Qualifications				
Year	Decile	% for WSC	% for Same Decile	Difference
2006	7	52.7%	35.0%	17.7%
2007	7	51.7%	34.9%	16.8%
2008	8	61.1%	42.8%	18.3%
2009	8	62.1%	44.0%	18.1%
2010	8	68.2%	51.7%	16.5%

Source: Ministry of Education SchoolSMART

Findings

- The consistently large positive differentials indicate an impressive level of achievement in line with that shown by the two previous sets of data.

As in each of the previous five years, 2005-2009, a **local comparison** with the four adjacent state secondary schools, which historically recruited students from the area now zoned for Western Springs College, shows that overall WSC students continue to outperform their peers in these schools. These achievements have had major significance in terms of the success of WSC's strategic drive to become the first choice secondary school for a large majority of families living in its home zone and to manage the transition to a roll sourced entirely from within the home zone.

Gender Analysis

2010 NCEA: WSC / National Decile 8 Gender Comparisons

Based on Participating Candidates' Data

	WSC Males	NZ Males	WSC Females	NZ Females
Level 1 Certificate	92.1	78.8	91.6	84.5
Level 2 Certificate	89.5	80.7	92.4	88.0
Level 3 Certificate	74.4	72.4	87.7	83.0
University Entrance	81.6	65.6	91.4	76.0

(Pass Rates in Percentages)

Findings

1. While WSC female student pass rates comfortably exceeded those of WSC male students for Level 3 and U.E. as shown below, note that the WSC Level 1 male student pass rate exceeded that of WSC female students, and that the Level 2 margin is much smaller (The national same decile differentials are shown in brackets.)

Gender Differentials

	WSC	(NZ Decile 8)
Level 1:	-0.5%	(5.7%)
Level 2:	2.9%	(7.3%)
Level 3:	13.3%	(10.6%)
U.E.:	9.8%	(10.4%)

2. The WSC gender differential is less than the national decile 8 differential for Level 1, Level 2 and U. E.
3. The WSC male student pass rates exceed the national female pass rates for Level 1 (by 7.6%), Level 2 (by 1.5%), and U. E. (by 5.6%).
4. WSC male students have achieved pass rates which exceed the NZ male student pass rates by a greater percentage margin than WSC female students exceed NZ female student pass rates for Level 1 (M: 13.3%; F: 7.1%), Level 2 (M: 8.8%; F: 4.4%) and University Entrance (M: 16%; F: 15.4%); the differential for Level 3 (M: 2%; F: 4.7%) is the exception.

**2010 NCEA: WSC Female Students / National Decile 8 Girls' Schools Comparisons
Based on Participating Candidates' Data**

(Pass Rates in Percentages)

	WSC Females	NZ (8) Girls' Schools
Level 1	91.6	85.3
Level 2	92.4	89.2
Level 3	87.7	81.4
U. E.	91.4	70.8

Findings

- WSC female student pass rates exceed those of female students from NZ decile 8 girls' schools for all four measures. The differential for U. E. is 20.6%.

**2010 NCEA: WSC Male Students / National Decile 8 Boys' Schools Comparisons
Based on Participating Candidates' Data**

(Pass Rates in Percentages)

	WSC Males	NZ (8) Boys' Schools
Level 1	92.1	82.6
Level 2	89.5	84.2
Level 3	74.4	77.4
U. E.	81.6	69.1

Findings

- WSC male student pass rates exceed those of male students from NZ decile 8 boys' schools for Level 1, Level 2 and U. E.
- The differential for U. E. is 12.5%.

Note that the Analysis of Variance below contains a gender analysis of achievement at the level of *Excellence* and *Merit*.

Ethnic Group Analysis

**WSC: All Ethnic Groups
NCEA Levels 1-3; UE: 2010
(National Decile 8 Pass Rates in Brackets)**

%	Level 1 Pass	Level 2 Pass	Level 3 Pass / UE Pass
All	91.9 (81.4)	90.8 (80.0)	80.8 (74.3) 86.3(66.4)
European	95.9 (84.4)	93.1 (86.4)	88.6 (79.2) 88.7(72.4)
Maori	89.8 (68.9)	90.9 (74.5)	74.3(65.5) 88.6(55.0)
Pasifika	75.0 (62.9)	73.7 (70.6)	50.0(61.3) 66.7(46.9)
Asian	66.7 (82.0)	94.1 (83.7)	64.3 (81.4) 78.6(77.5)

Findings

1. The positive differentials for WSC Maori students' pass rates measured against national decile 8 Maori student rates are consistently high:
Level 1: the WSC Maori pass rate is 20.9% above the national decile 8 average for Maori students;
Level 2: 16.4% above;
Level 3: 8.8% above;
University Entrance: 33.6% above.

2. The WSC Maori Level 2 and U. E. pass rates are higher than those for all students; they are only 2.1% less for Level 1 and 6.5% less for Level 3.
3. There is a 31.1% differential between WSC Pacific Island pass rates for Level 3 and U. E. when compared to the NZ decile 8 Pacific averages, indicating clearly that WSC Pacific students are prioritising U. E. ahead of Level 3 certificate.
Level 3: WSC Pacific students are 11.3% below the NZ decile 8 Pacific average ;
U. E.: WSC Pacific students are 19.8% above.
There is a similar differential (24.8%) for WSC Maori students; the same differential is only 6.9% for WSC European students.
4. The differentials for WSC European students compared to European students nationally are consistently high:
Level 1: 11.5% above the national decile 8 average for European students;
Level 2: 6.7% above
Level 3: 9.4%
U. E.: 16.3%

Note: WSC Asian student numbers are very small and consequently lack statistical significance; they comprise mainly international fee-paying students and very few permanent residents.

Maori School Leavers With Year 13 Qualifications				
Year	Decile	% for WSC	% for Same Decile	Difference
2006	7	39.1%	12.8%	26.3%
2007	7	50.0%	17.5%	32.5%
2008	8	44.4%	23.1%	21.3%
2009	8	42.4%	23.1%	19.3%
2010	8	66.7%	34.5%	32.2%

Source: Ministry of Education SchoolSMART

Findings

- The consistently very large positive differentials indicate an comparatively impressive level of achievement on the part of WSC Maori leavers.
- There is a very small differential (1.5%) between Maori student leavers and WSC leavers as a whole (68.2%) for 2010.

Maori Student Achievement

(Pass rates in Percentages)

Rumaki & Mainstream Maori Students NCEA Results, 2010

Level 1

	Male	Female	Total
Rumaki (N:24)	100%	81.3	87.5
Mainstream Maori(N:25)	93.8	88.9	92.0
All Maori Students (N:49)	95.8	84.2	89.8
All Students	92.1	91.6	91.9

Level 2

	Male	Female	Total
Rumaki (N:10)	100%	75	90.0
Mainstream Maori (N:12)	100	87.5	100
All Maori Students (N:22)	100	83.3	90.9
All Students	89.5	92.4	90.8

Level 3

	Male	Female	Total
Rumaki (N:12)	80.0%	100	91.7
Mainstream Maori (N:23)	46.2	90.0	65.2
All Maori Students (N:35)	55.6	94.1	74.3
All Students	74.4	87.7	80.8

UE Pass Rate

	Male	Female	Total
Rumaki Maori (N:12)	60.0%	85.7	75
Mainstream Maori (N:23)	91.7	100	90.9
All Maori Students (N:35)	82.3	94.4	88.6
All Students	81.6	91.4	86.3

Findings

- The mainstream Maori Level 1 pass rate (92%) matches that for all students (91.9%), while the pass rate for Level 2 and U.E. exceeds that for all students; the exception is the Level 3 pass rate.
- The Rumaki Level 2 pass rate (90%) matches the overall WSC Level 2 pass rate (90.8%), while the pass rate for Level 3 exceeds that for all students; the Level 1 pass rate is less than 5% under that for all students; nine out of 12 Rumaki students gained U.E.
- While mainstream Maori pass rates exceed those for Rumaki students for three out of the four measures – the opposite was the case in 2009 – there is no significant difference overall.

(See Analysis of Variance: Learning Target 4 below, page 10, for further information.)

Pacific Island Student Achievement

(See Analysis of Variance: Learning Target 5 below, pages 10-11.)

Analysis of Variance for the Year Ended 31 December, 2010

Learning Target 1

WSC students will achieve an 85% pass rate in both Level 1 and Level 2.

Rationale

Level 1: the 2009 Year 10 assessment data indicated that this cohort could be expected to improve on the performance of the 2009 Year 11 cohort.

Level 2: the 2009 Level 1 pass rate (81.7%) for this cohort indicated that the Level 2 results were unlikely to match those of the 2009 Year 12 cohort.

Previous WSC Level 1 pass rates
2004: 69.2
2005: 87.0
2006: 77.2
2007: 86.3
2008: 91.3
2009: 81.7

Previous WSC Level 2 pass rates
2004: 70.6
2005: 86.2
2006: 88.2
2007: 87.0
2008: 91.4
2009: 93.2

Outcomes

- The 2010 WSC Level 1 pass rate was 91.9%.; the Level 2 pass rate was 90.8%.

Analysis

As anticipated, the Level 1 outcome amounted to a significant improvement compared to that for 2009. The Level 1 result ranks first for all state schools in the Auckland region, first in New Zealand among all decile 8 state schools, and is the highest Level 1 pass rate achieved to date by WSC.

While, as expected, the Level 2 result did not match that of the previous year, it was 10.8% above the national average for all schools, 6.9% above the NZ decile 8 schools' average, and was ranked second for all NZ decile 8 state schools. It is the third consecutive year in which the WSC Level 2 pass rate has exceeded 90%.

Evaluation

The consistently high Level 2 pass rates achieved during the last five years argue against the need to retain this learning target in the year ahead. However, a Level 1 target will be retained with a view to endeavouring to evaluate the ongoing impact of interventions such as the reintroduction of a term two preliminary examination in selected subjects (Science, Mathematics, Geography and Te Reo Maori), a rigorous approach to monitoring the achievement of literacy standards, and the reduction from 24 to 20 credit Level 1 courses, all of which it is hoped will contribute to consolidating achievement beyond 90% in 2011.

Learning Target 2

WSC students will achieve a 75-80% pass rate in U.E.

Rationale

In retrospect, there was to some extent a superficial (that is, insufficiently evidence-based) consensus among senior staff that this cohort was not quite at the level of its immediate predecessors.

Outcome

- The 2010 WSC U. E. pass rate was 86.3%.

Analysis

For the third consecutive year WSC's U. E. pass rate has exceeded 80%. This result, which exceeds the targeted range by over 6%, ranks first for all state schools in the Auckland region, and first in New Zealand among all decile 8 state schools.

Evaluation

In retrospect, this comparatively conservative target failed to take sufficient account of the evidence that the 2009 Level 2 pass rate for this cohort was the highest ever achieved at WSC (93.2%), and similarly that the combined 2009 Level 2 *Excellence* and *Merit* certificate endorsements (41.1%) were the second highest to be achieved at WSC since 2004.

While the U.E. pass rate will continue to come under close scrutiny, these outstanding results indicate that there would appear to be no compelling reason to retain the U. E. learning target in 2011.

Learning Target 3

WSC students will achieve combined *Excellence and Merit* endorsements at:

Level 1: 40%

Level 2: 33%

Level 3: 30%

Rationale

The average Level 1 combined rate for the previous three years was 36.8%. As indicated above in the Learning Target 1 section, the profile from the junior school years encouraged higher expectations for this cohort.

While the average Level 2 *Excellence* and *Merit* combined rate for 2007-2009 was 39.2%, the performance of this cohort at Level 1 in 2009 suggested that this would be an overly ambitious target.

The Level 3 target took account of the fact that the combined rate was less than 30% for both 2008 and 2009, although the Level 2 performance of this cohort in the previous year (41.1%) was the best since 2005.

Outcomes

- Level 1 Excellence & Merit Combined: 44.7%
- Level 2 Excellence & Merit Combined: 40.6%
- Level 3 Excellence & Merit Combined: 31.1%

Analysis

All three targets have been achieved. However, while the Level 1 result was nearly 5% above the targeted figure, as with the Level 3 result, it was only 1% above the national decile 8 average. The Level 2 result was a pleasing 8.7% above the same average.

Evaluation

There is a very strong case for retaining the grade quality learning target for the foreseeable future. An analysis of WSC *Excellence* and *Merit* results from 2004-2010 indicates a less than strong performance in Level 1 in relation to national averages, although it should be noted that this is not the case at Level 2 where WSC students have performed consistently well. It is also noted that the Level 3 results, while better than for Level 1, have not been sustained at the level of Level 2.

It is expected that, in particular, the introduction of reduced credit courses (for Level 1 in 2011, and for Level 2 in 2012) will result in the enhanced capacity of our students to focus

on grade quality. This development will be reinforced by innovations in the junior school designed to encourage students to aim higher and achieve to their potential.

Learning Target 4

Maori student pass rates will match those for all students at all levels.

Rationale

WSC's position is that there should be not be differentiated pass rate targets for ethnic groups.

Outcomes

- | | |
|----------------------------|-------------------------|
| • WSC Maori Level 1: 89.8% | All WSC students: 91.9% |
| • WSC Maori Level 2: 90.9% | All WSC students: 90.8% |
| • WSC Maori Level 3: 74.3% | All WSC students: 80.8% |
| • WSC Maori U. E.: 88.6% | All WSC students: 86.3% |

Analysis

There is a 2.1% differential between the Level 1 pass rate WSC for all students (91.9%) and that for Maori students (89.8%).

The Level 2 WSC Maori student pass rate (90.9%) was 0.1% above that for all students.

The Level 3 WSC Maori pass rate (74.3%) was 6.5% below that for all students.

The WSC Maori pass rate for U.E. (88.6%) was 2.3% higher than that for all students.

Evaluation

The targets for Level 2 and U.E. have been achieved; there are relatively small differentials for Levels 1 and 3. This learning target will be retained in 2011.

Learning Target 5

- Pacific student pass rates will match those for all students at all levels.

Rationale

As stated in the Learning Target 4 section, WSC does not accept that there should be differentiated pass rate targets for ethnic groups.

Outcomes

- | | |
|--|-------------------------|
| • WSC Pacific student Level 1 pass rate: 75% | All WSC students: 91.9% |
| • WSC Pacific student Level 2 pass rate: 73.7% | All WSC students: 90.8% |
| • WSC Pacific student Level 3 pass rate: 50% | All WSC students: 80.8% |
| • WSC Pacific student U.E. pass rate: 66.7% | All WSC students: 86.3% |

Analysis

There is a 16.9% differential for Level 1 when compared with the overall WSC Level 1 pass rate. It is, however, noteworthy that the WSC Pacific Level 1 pass rate (75%) is 12.1% above the NZ decile 8 average for Pacific students.

There is a 17.1% differential for Level 2. While the WSC Pacific Level 2 pass rate is 3.1% above the NZ same decile rate for Pacific students, it is accepted that the 17% differential does not represent a clearly successful result.

The differential for Level 3 is 30.8%, however, the statistical significance of this is reduced when the small number of Pasifika students is taken into account. Given that there were only six students in toto, an additional two passes would have raised the Pasifika pass rate above that for all students.

The differential for U.E. is 19.6%, however, at 66.7% the pass rate is 20% above the NZ same decile average for Pacific students. This result for U.E. mitigates to some extent against the Level 3 result.

Evaluation

An analysis of the academic records of the 12 Year 13 Pasifika students at WSC in 2010 shows that 7 of these students had failed to gain Level 1 in 2008. Yet by the end of their third year of secondary education four of these 12 students had gained Level 2, six had gained both Level 3 and U.E. and two had gained U.E. only.

Strategic Plan Goals / Annual Plan Objectives:

An Evaluation of Progress in 2010

Goal 1

Attain the highest academic, cultural and sporting standards of student achievement.

Objective 1

Improve academic results at all levels.

The **Scholarship results** are reported on page 2 above. In sum, 26 Scholarships represents an improvement on the number gained in 2008 and 2007 (20), and in 2009 (21) and is the highest number ever achieved at WSC.

For the **Level 1, Level 2, Level 3 and U.E. certification rates and analysis** see the **Academic Achievement** section of this report, pages 2-3 above; see also the **Analysis of Variance** section, Learning Target 1, page 8; and Learning Target 2, pages 8-9. In sum, they indicate an improved result for Level 1 - a 10.2% increase, and a near matching of the record results gained for Level 2, Level 3 and U.E. in 2009.

WSC NCEA Pass Rates: 2009-2010

	2010	2009
Level 1	91.9%	81.7%
Level 2	90.8%	93.2%
Level 3	80.8%	84.2%
U.E.	86.3%	87.6%

For the **Excellence and Merit endorsement results analysis** see the **Analysis of Variance** section, Learning Target 3, pages 9-10. In sum, they indicate improved results compared to the previous year for Levels 1 and 3, and a near matching of the grade quality for Level 2.

WSC NCEA Endorsement Certificate Rates: 2009-2010

	2010	2009
Level 1	44.7%	33.2%
Level 2	40.6%	41.1%
Level 3	31.1%	29.7%

For the **gender differentials** analysis see **Academic Achievement**, pages 4-6. In sum, they show that the target of a less than 5% differential at all levels between male and female student achievement at WSC was attained at Level 1, where the male student pass rate was 0.5% higher than that for female students, and at Level 2 (2.9%), but not at Level 3 (13.3%) and U.E. (9.8%). With regard to the latter there are grounds for viewing this result as an aberration given that the 2009 Level 3 (6.3%) and U.E. (0.7%) differentials were much smaller and that the 2010 Level 1 and Level 2 differentials were above the targeted level.

Overall, these outcomes should be viewed in the context of the highly demanding strategic plan objective – “*Improve academic results at all levels.* – given the outstanding results achieved in both 2008 and 2009.

Objective 2

Improve results at all levels for Maori students.

The 2010 WSC Maori student pass rates improved in comparison with the previous year at all levels. (It should also be noted that the 2009 results for Level 2 (by 2.8%), Level 3 (by 8%) and U.E. (by 14.5%) were all improved compared to the 2008 results.)

	2010	2009
Level 1	89.8%	72.7%
Level 2	90.9%	81.1%
Level 3	74.3%	65.0%
U.E.	88.6%	80.0%

The differentials between the pass rates of Maori students and all students are reported above: see the **Analysis of Variance: Learning Target 4**, page 10; see also the **Ethnic Groups Results**, pages 6-7.

Objective 3

Improve leavers' qualifications for Pacific students.

The 2010 Pacific student pass rates improved in comparison to 2009 for Level 1 (from 57.1% to 75.0%), declined slightly for Level 2 (2010: 73.7%; 2009: 76.9%) and declined by 13.3% for U.E. (2010: 66.7%; 2009: 80.0%). (See also Learning Target 5 above in the *Analysis of Variance* section of this report, pages 10-11.)

Objective 4

Ensure that access to Scholarship is fairly and realistically determined

At the application stage students were required to take account of their achievement to date in the subject under consideration for entry: whether they had achieved any Level 1 or Level 2 endorsements, and the number of external credits achieved at the level of *Merit* or *Excellence*. Additionally, students were asked to consider their overall success levels in the previous and current years. They were also required to consider any difficulties posed by the timetable

sequencing of NCEA Level 3 and Scholarship examinations. Students were interviewed by the Year 13 academic director if they sought to enter for more than two subjects.

After careful consideration of all applications and consultation with teachers fifteen of the 63 students who applied for entry were interviewed; all but one altered their applications in the light of advice and guidance.

Department heads were given the entry list to check for teacher endorsement and allow for further discussions involving students and teachers. These discussions led to both students being asked to reconsider their applications and to submission of late applications.

The process resulted in a very similar number of Scholarship candidates compared to 2009 who entered approximately 20% fewer papers. The most significant change was in the reduction of candidates sitting three papers (from 26 to 9). The same process has been employed by the Year 13 academic director in the current year (2011).

Objective 5

Review and strengthen the careers education provision

In response to feedback from a range of stakeholders – students, parents and staff – concerning the need to strengthen careers education, an additional part-time Careers Teacher position (0.6) was established from the beginning of term two.

During the year there was a notably higher profile given to careers services at assemblies, through the daily notices and in the school newsletter. Access to information was facilitated through use of the school intranet; appointments with the Careers teachers were able to be made by phoning or texting. As a result more students visited the careers centre in Waiora and made use of the excellent careers website.

There was a concerted effort to involve parents alongside students in the development of their career management skills. Families were encouraged to access the WSC intranet and the national careers website and were asked to participate in school activities such as the Year 9 Careers Week. The Year 10 Careers Week was linked directly to option subject choices in the senior school; there was promotion of the WSC course book as a key resource in this regard.

The careers centre teachers prioritised the individual interviewing of Year 13 students, highlighted prerequisites for tertiary, especially university, courses and promoted the information evenings and open days offered by tertiary institutions.

Students at risk of leaving without qualifications or the prospect of a successful transition beyond school were directed into the Unitec mentoring programme and Youth Training and Youth Guarantee courses.

The **Gateway programme**, which provides students with an industry placement for one day per week, has expanded from 30 students in 2007, to 88 in 2009 and 100 in 2010. On average, these students achieved 14 credits from unit standards at Levels 1, 2 & 3, the vast majority of which (90%) were assessed in the work placements which included the following industries: building and construction; hairdressing; hospitality; beauty therapy; administration; computing; health; sports; graphics; plumbing.

Student participation proved again to be an effective way for students to make informed choices in relation to their future study and career plans. In addition to helping student retention and attendance at school – 100% of the Year 11 students and 75% of the Year 12 students returned to school in 2011 - the programme helped a number of students to confirm their chosen career path. Ten Year 12 students sought (electrical, building and construction, auto mechanical) courses relevant to their work placements and were accepted on the Unitec Youth Guarantee programme which offers one year of free tuition. Four of the WSC Performing Arts Technology course Year 13 students who had Gateway placements made a transition to related Unitec courses.

A key element of this extremely successful programme has been parental participation. Parent contacts have played an important role in accessing work placements with employers, most of which are local businesses. Parents are included in the initial application and interviewing process, in the formation of their son's/daughter's Gateway learning plan and have regular ongoing contact with the Gateway coordinator.

Goal 2

To provide quality teaching across all curriculum areas.

Objective 1

Provide learning experiences which enable students to develop the competencies and dispositions of independent, lifelong learners

The decision of the Board of Trustees to support teachers in their implementation of the NZ Curriculum by authorising the introduction of a late start to the teaching timetable on Tuesdays from the beginning of term two for curriculum development work was made in recognition of WSC's commitment to a successful integration of the NZC's principles and values into teaching practice.

Departments were able to build on the scheme development and unit planning initiated in 2009 and earlier for some to the extent that the schemes discussed with the principal in May and June and presented to the Education Review Office reviewers in September were of a uniformly high standard. These curriculum documents reveal a keen awareness of the importance of the NZC's Key Competencies and a willingness to devise learning activities which are oriented towards facilitating students' development as learners.

Objective 2

Use assessment data to inform teaching and learning strategies

In recognition of the precondition for the effective school-wide use of asTTle being a sustained commitment to whole staff professional development the year saw an investment in training led by the Visible Learning Lab at the University of Auckland. Senior managers and department heads participated in a range of workshops at the Epsom campus followed by an on-site teacher-only-day devoted to increasing the knowledge and skills of subject teachers.

In the year ahead it is imperative that this work is consolidated by departments, especially those in the core subject areas, through systematic use of the asTTle data, particularly given the efforts undertaken to improve accessibility.

Objective 3

Improve teaching practice through appraisal processes oriented towards effective pedagogies

Appraisal reports have generally indicated a pleasing focus on the mandatory objective relating to using the Effective Pedagogies of the NZ Curriculum. There is no doubt that the primacy of these pedagogies has been usefully promoted through the status given to them in the appraisal process. The review of appraisal policy and procedures planned for the year ahead is expected to address ways in which this teacher development emphasis can be further enhanced.

Objective 4

Use the language of the key competencies in report writing

Overall, there has been a disappointing lack of progress in this area. In some departments teachers are demonstrating in their report writing authentic, personalised insights into their students' development of the competencies, however, in many instances the recent emphasis on the key competencies in scheme writing and unit planning has yet to be reflected in the writing of report comments or is receiving token acknowledgement in the form of generic and/or superficial statements.

There is a clear need for a coordinated, staff-wide approach to report writing based on agreed guidelines and utilising best practice exemplars. This approach is likely to facilitate strengthening of the key competencies if it is integrated into structures and processes which allow for student reflection and input and parent involvement in academic goal setting and review.

Goal 3

Develop and maintain a safe, inclusive student learning environment.

Objective 1

Provide the training and opportunities to develop student leaders' skills and facilitate their contribution to the school and wider community, and

Objective 2

Strengthen student participation in the ongoing development of a safe and healthy school culture.

The January marae-based student leaders' training camp under the direction of Thea Kilian proved to be a very productive investment in personal and team skills development given the impressive contribution to school life made by the house leaders and portfolio leaders in the months ahead.

Following her participation at the Science department's initiative in the *Make A Difference* Marine Education Young Leaders' Project on Motutapu Island in January with Janine Lawton and Madeleine Trusewich, Phoebe Balle took the lead in March by organising *Sea Week*. The events featured guest speakers on whale hunting, deep sea trawling and climate change; *Tied 4 Tides* which attracted 250 fellow students who participated to raise awareness of marine pollution; and *Motion in the Ocean* which involved 50 volunteers devoting a Sunday to cleaning up Motions Creek. In April, Phoebe travelled to Wellington to participate in the

Sir Peter Blake Youth Environment Forum. (With Allanah Colley she was back in Wellington in July for two days to represent our local politicians in the Youth Parliament.)

Student board representative, Sophie Blazey, took the initiative to lead the student council in two projects which were a direct response to issues raised by students in the *Quality of Service Delivery* survey carried out in term four, 2009. A *Safe School* promotion involved the painting in house colours of a huge head by Year 9 art students which was displayed in the gym to allow students to write and attach individual statements following on from the starter “ *At WSC we take a stand against bullying by...* ” ; the head currently resides in the hall foyer where it represents a striking symbol of our commitment to non-violence. In a timely effort to make lunchtimes more interesting the student leaders organised *Feet Beat* which featured yoga and zumba dance sessions, and sports leaders took on the issue and return of sports gear.

Another initiative which came from the academic leaders (Rory Clarke; Allanah Colley; Rebecca van Dam) involved the production of two video clips on managing the demands of NCEA which was posted on the intranet for the parents of Year 11 students; the leaders also mailed a letter to Year 11 students advising them how to manage their workloads including examinations.

At WSC we have cause to remain grateful for the manner in which senior students respond to the opportunities created for them to work alongside learning centre staff, deans, form teachers and younger students to assist peers with their learning, to help students new to the school find their place, and to support students’ personal and social development.

Student leaders including peer supporters and sports council leaders made a significant contribution to the organisation and management of a large range of sporting and cultural activities such as the Year 9 Beach Days, Junior Swim Day, Athletics Day, Swimming Sports and *Trash to Fash*.

In term four it was decided for the year ahead to establish 8 environment leader positions and to convene student *WISES* panels of year 9-13 students to work alongside the waste wise, health wise, and travel wise leaders in partnership with community organisations such as the University of Auckland research team, Auckland Council and the Auckland District Health Board.

Objective 3

Raise awareness and develop ownership of the WSC Safe School philosophies, policies and practices.

The following developments underlined WSC’s commitment to *Safe School* practices:

- using vertical form class activities to heighten student awareness of what constitutes harassment
- whole staff workshop on dealing with threats to staff safety arising from abuse of social networking media
- a willingness to invest a huge amount of staff time (deputy principal; deans; counsellors) into interventions designed to prevent or stop abuse and harassment via social network media (rather than turning a blind eye).

Goal 4

Provide a learning environment enhanced by up-to-date educational facilities and services.

Objective 1

Provide students and staff with modernised learning facilities.

A considerable amount of time and effort had been invested into consultation with department heads, senior managers and trustees in order to identify and prioritise modernisation projects for the third 5 Year Agreement (2010-2015). Access to 5YA funds from July onwards was thwarted by delays on the part of the consultant in the completion of the concomitant revised long term maintenance programme, the length of time required by the Ministry of Education officials to process these documents, and ultimately by an engineer's report recommending the demolition of the art and technology (E&F) blocks which by November had resulted in the Ministry's decision to freeze all site development funds pending the outcome of investigations into the structural condition of the two double-storey blocks (B&D).

Objective 2

Bring ground conditions up to an acceptable standard.

For most of the year the campus was significantly affected by a long awaited and major site remediation programme involving renovation of the drainage, driveways, footpaths, lawns and fields works. The near completion of the project by year's end – the renovation of the building services systems, the school frontage and the south western field remained to be completed – had resulted in a transformed landscape which has considerably enhanced the attractiveness of the site.

Objective 3

Embed sustainability practices in the school.

The principal has acted on a recommendation from the WSC Sustainability Panel that the school allocate the staffing resources required to enable the embedding of sustainability practices by assigning responsibility for working with the panel and the student environment leaders to a senior manager.

The following aspects of the WSC Travel Plan were actioned by Auckland Council:

- The speed of traffic on Motions Road and Old Mill Road was limited by introducing a 40 km school zone to cover the 30 minutes in the morning and in the afternoon when commuting is at its height.
- The exit from the ACC carpark adjacent to WSC was narrowed to slow down vehicles accessing Motions Road.
- *Slow* signs were erected on Meola Road.

The Board has set the target of a 50% reduction of school waste going to landfill during the next year with the prospect of a potential saving of approximately \$5,000. A key aspect of this development will be the replacement across the campus of the general waste bins by waste stations enabling separate streams for recycling, compost and landfill.

There was a lack of progress in relation to the energy audit and recommendations for energy savings; these targets have been reset in the 2011 annual plan.

Goal 5

Strengthen school-home and school-community partnerships.

Objective 1

Ensure informative and timely school-home communication.

School-home communication was made a routine priority agenda item for the weekly senior managers' meeting in an effort to ensure that a carefully planned and coordinated approach was taken to notifying and informing families about upcoming events in a timely manner.

Arrangements were made to establish a whole school email address data base so that all families are routinely sent an email link to the school newsletter on publication day.

School website front page banners were frequently used to highlight coming events and to provide links to current news stories.

Planning and resourcing was undertaken in order to establish a parent portal on the school intranet to be operational by the end of the first semester in the year ahead.

Objective 2

Work in partnership with parent groups.

The **Parent Action Group (PAG)** has continued to provide parents with a regular monthly forum with direct representation from and links to the board and senior management, providing feedback on such issues as commuting safely to and from school and waste management. The group has once again made a significant contribution to school life, organising or assisting with the organisation of events such as the new families' barbeque, the gardening working bee, the staff end-of-year lunch, the quiz night, and movie evenings. PAG also committed funds raised by the organisation to provide much-needed additional seating to enhance the landscaping developments on campus.

The Rumaki whanau has this year addressed the issue of kura status with a view to identifying the potential resourcing and constitutional advantages such a development might offer. (See the *Property Management* section below.) Monthly hui have been extremely well attended, making possible the further development of close and cooperative ties between kaiako (teachers) and parents. Highpoints included the treasured victory at Polyfest in March, performing with immense credit at the national kapahaka competition in Rotorua, the 21st anniversary celebrations in November, and a wonderful end-of-year prizegiving celebration. Tracey Watkinson gave another dedicated year of highly valued service on the Board of Trustees, including the Board Disciplinary Committee; the whanau wishes to thank Te Hira Henderon who took up the role of the second Rumaki representative on the Board; and Rau Hoskin represented the Nga Puna O Waiorea's interests by contributing his expertise on the Board Property Committee.

The **Mainstream Maori Parents Group**, supported by the teaching staff managers assigned to supporting mainstream Maori student achievement, has worked to establish and maintain links with whanau of mainstream Maori students to encourage attendance at report and careers evenings. There has been close liaison with the Rumaki whanau in relation to the celebration of events such as the Matariki festival. The main focus has been encouraging

student attendance at homework centre, monitoring and guiding student academic progress, and facilitating access to the Careers Centre resources in order to foster a thoughtful and well considered approach to transition from school. The group has continued to be ably represented on the Board of Trustees by Alice Heather.

The Pacific Parents' Fono was convened to support the organisation of events such as parent/teacher interview days and the Po Fia Fia night which once again filled the hall with appreciative parents, extended family members and teachers. Regrettably, the NZPPTA strike after-hours work ban limited the scope of the annual Pasifika prizegiving.

Objective 3

Maintain WSC as the first choice school for a majority of in-zone families.

The Year 8 workshops in term two gave prospective Year 8 students from Pasadena, Ponsonby and Kowhai Intermediates a taste of teaching and learning at WSC.

Student leaders visited the intermediate schools to promote Open Week. Our musicians, actors and dancers made an impressive contribution to Ponsonby Intermediate's *Arts Week*. Matinee productions of the school production *Larry Trotter* received acclaim from Pasadena and Ponsonby Intermediate audiences.

Information outlining the impressive academic achievements of WSC students was featured in the New Zealand Herald and Metro magazine.

The highest number of Year 9 enrolments for two decades (266) was secured for the year ahead.

Objective 4

Secure enrolments among whanau seeking an education in te reo Maori.

The success of Nga Puna O Waiorea te Reo Maori immersion kura in attracting increasing numbers of students is clearly evident in the near doubling of the roll during the period 2008-2011. For the first time Year 9 enrolments during the year have required two classes at this level for 2011.

Clearly, whanau have been attracted by the impressive academic achievement results (See above in the *Academic Achievement* and *Analysis of Variance* sections of this report.) and the high quality cultural and sporting opportunities provided for students. In recent years Nga Puna O Waiorea has established itself as a leading Auckland kapahaka cultural group; moreover, the successful hosting of the Auckland regional te Reo Maori speech competitions (Nga Manu Korero) in 2009 and the success enjoyed by our student orators has further strengthened the growing reputation of the unit. Add to this the impressive sporting achievements of the rugby league and netball teams and it is not difficult to understand the reasons for substantial growth.

Objective 5

Develop international educational and cultural links in the global community.

For the second consecutive year WSC students were given the opportunity to travel to China. On this occasion the Geography department led the tour to Ningbo, Shanghai (and Expo),

Beijing and Mongolia (the Gobi desert). Other highlights included visits to WSC's friendship schools in Baotou and Ningbo. In term three we were able to reciprocate by hosting a brief, two-day visit on the part of teachers and students from Ningbo High School No. 2.

Personnel: Appointments, Awards & Farewells

There was remarkably little staff turnover in the transition from 2009 into 2010: Jasmine Paulcutty replaced Simon Henley in the Mathematics department; Mark Rainey joined us as the Rumaki specialist Mathematics teacher; Jared Hockly took over from Thea Kilian as head of Mathematics as Thea combined the roles of assistant principal and Year 13 academic director.

At the beginning of term two Kay Wallace took up an appointment to the part-time (0.6) position of Careers Education teacher while retaining her role as head of ESOL. Karen Yates made the transition to a full-time position in ESOL and Learning Support, and Jane Tan was appointed to a full-time position in Learning Support.

In August, we were notified of associate principal Linda Dillon's resignation. After a decade of exceptionally fine service to the school Linda made the decision while on leave to extend her contract in the Middle East. Fortunately, we were able to farewell her in the appropriate manner during a return visit to the country. It is difficult to think of a colleague who has made a more significant contribution to the development of WSC during her years of service at the school. (A tribute to Linda is placed on the school website.)

Linda's replacement in the senior management team was former head of English, Shaun Hawthorne, who had distinguished himself with his excellent service at Mount Roskill Grammar School in recent years.

WSC had cause to be extremely grateful to Heather Dikstaal for her impressive performance as acting deputy principal during the time of Linda's leave. We were also fortunate in Heather's replacements: Zoe Lindsey and Emma Dwyer collaborated very effectively as acting co-HODs of Social Studies, while Tania Secker proved to be an extremely capable acting dean of Whenua house.

During term three Ivan Davis relished a well deserved opportunity to take sabbatical leave with his family in Europe.

In term three also head of Physical Education, Jarrod Dunn, was granted leave to travel and work in Asia; Colette Shearer accepted the assignment of acting HOD until the end of the year at which point she resigned to undertake overseas travel following four years of excellent service to the school. Christina Paolini was appointed to cover Jarrod's absence.

The year's end also saw farewells for head of Science, Helen Armstrong, whose departmental colleagues were understandably saddened by the departure of an HOD respected as classroom teacher and appreciated as a manager; Amy McIntosh, a very promising teacher, decided to join her mentor, Helen, at Baradene College, her alma mater. Economics teacher, Rob James, also concluded his teaching service at WSC in December.

In November, our legendary head of History, Graeme Moran, was honoured with the award of a Woolf Fisher Fellowship – a most deserved recognition for an outstanding teacher who has inspired a love of learning in so many of his students.

Financial Management

The 2010 Annual Report has recorded a deficit of \$73,776 thereby exacerbating the school's difficult working capital situation.

It is a matter of some disappointment that the likelihood of a deficit was not foreshadowed for the Board Finance Committee as late as December through the monthly financial reports of our financial services agency. Each month the Finance Committee had monitored reported expenditure in relation to budgets and, according to estimates, was anticipating a performance close to budget. In retrospect, it appears that capital asset expenditure was not sufficiently covered by depreciation funding.

While a revised long term maintenance plan was commissioned and produced during the year, the high degree of uncertainty which prevails concerning the fate of the four main teaching blocks has duly influenced allocations for the year ahead. The consensus is that maintenance spending, which has been fully budgeted, should favour those buildings unaffected by current considerations given to building replacement needs: the library, the gymnasium, S block and the Physical & Health Education block.

Developments which give cause for expecting improved outcomes in the months ahead include the strengthening of the Finance Committee with the election of two trustees who are both accountants, closer liaison with the school's financial services agency, the setting of a surplus budget for 2011, the revision of methods employed which are designed to bring the contribution of donations and the payment of fees to an acceptable level, and the appointment of a school development manager with the brief of generating additional revenue.

The school's auditors have issued an unqualified audit report for the year ended 31 December, 2010. The issues identified in the report which have prompted recommendations for the school's consideration – the working capital deficit, accuracy of budgeting and the updating of the maintenance plan – have been addressed as indicated above.

Property Management

As reported above in the section on implementation of goal four of the annual plan, the year was dominated from May onwards by the site works involved in the long-awaited landscape renovation programme. Despite the regrettable impact on teaching and learning conditions in a number of areas of the school, there has been considerable general satisfaction with the outcomes – in particular, a much safer, more aesthetically pleasing campus. With regard to the visual appeal brought about by the site improvements we have cause to appreciate the contribution of landscape architect, Mark Lockhart.

In August, we welcomed the news from the Ministry of Education about our entitlement to an additional four new classrooms; it should be acknowledged that, in addition to a roll growth entitlement, this allocation was generated equally as a result of the reduction in numbers of students enrolled from out-of-zone. Unfortunately, the timing of this announcement meant that we were forced to accept the interim provision of four relocatables in order to meet the

classroom accommodation needs of the new year. This contingency was reinforced by the Ministry's decision in November to freeze all property development funding, including that for the five year modernisation programme and the south-western field development, pending building replacement arrangements for the four main teaching blocks which had recently been found to pose serious seismic risk concerns.

During the year the Rumaki trustees and managers and the principal furthered consultations with Ministry of Education officials to explore the property, staffing and self management advantages which might accrue from kura status. It should be noted that, in effect, *Nga Puna O Waiorea* is in many ways already a school within a school yet it lacks the resourcing provisions from the Ministry of Education which recognise this reality. Ministry officials have encouraged Rumaki personnel to further articulate whanau aspirations with a view to eventually arriving at a governance and management model which meets Maori needs. Nevertheless it remains the viewpoint of the principal and Board Property Committee trustees that in the interim WSC must address the property development needs of the Rumaki and integrate thee into its planning and decision-making in relation to future school building developments.

Co-Curricula Events / Education Outside The Classroom

This section of the annual report offers a sample of the rich co-curricula experiences available to Springs students outside the classroom, revealing some of the many ways in which students and staff participate in and contribute to our vibrant school community:

2010 Highlights:

- in February, Year 9 students and their Year 13 peer support leaders experienced the **Beach Education programme** at Piha and Muriwai on Auckland's west coast;
- once again the Parent Action Group-organised **New Families' BBQ** drew a large gathering of parents and students new to Springs, taking the opportunity to informally meet form teachers, subject teachers, deans and senior managers;
- also in February, the Year 9 students received their first taste of inter-house rivalry Springs-style at the Junior School Swimming Day courtesy of their deans, the sports council, peer supporters and other student leaders;
- in March, after placing second in 2009, for the first time in its history, **Nga Puna O Waiorea** gained first place overall on the Maori stage at Auckland's *Polyfest*;
- on the day before the excellent performance of the **Niuean Cultural Group**, which gained third placing in its section, drew attention to the impressive leadership of Year 13 tutor, Edward Dean;
- also in March, **Team Westie and Gwen's Girls** took first and third placings at the **Contact Triathlon** with encouragement from Bryony West and Deb Thompson;
- also in March, the **Year 12 Biology** classes ventured off to Leigh Marine Reserve and Tiritiri Matangi Island under the direction of Robert Forster to learn about the importance of land and marine reserves for the protection of ecosystems;
- Molly Hyland and Greta Gregory were awarded the best five minute scene (from *Measure for Measure*) at the Auckland Regional Sheilagh Winn Shakespeare Festival held at TAPAC in April and earned the right to represent Auckland at the National Shakespeare Festival in Wellington in June; while Arlo Gibson was selected to perform in the National Schools Shakespeare Production in Dunedin;
- in term two the student leaders ran yoga and zumba lunchtime **Feetbeat** activities;
- in June, the Ball Committee took pride in *City of Lights*, the upstairs venue at Auckland Museum offering a wonderful panorama of Auckland at night;

- also in the month of June Molly Hyland and Greta Gregory won two prestigious awards at the Sheilagh Winn National Shakespeare Festival in Wellington; while Phoebe Balle won the *Ida Gaskin Shakespeare Essay Award*; later in the year Molly and Arlo Gibson were selected for the Young Shakespeare Company and began planning for a trip to the Globe in London in 2011;
- *Enjoy the essence of Pasifika* was again the catch cry for July's annual **Fia Fia Night**;
- in July, Ivan Davis, Jenny Jones and Joanne Qiao led the Geography students' trip to China visiting the Shanghai *World Expo*, Beijing, and our sister schools in Ningbo and Baotou, Mongolia;
- August saw the two week season of the musical *Larry Trotter*, a TAPAC school production which brought immense enjoyment to the full houses which supported both casts;
- in the same week Connor Magee-Watling received a Project K Outstanding Student award;
- **International Languages Week** in August included different ethnic food each day at the canteen, the annual cultural dress competition with 50 students and 25 teachers participating, and form class quizzes;
- in November came the news that *Earthsong*, a documentary made by Level 3 Media Studies students Zoe Marler, Kenah Trusewich and Dominique McKenzie had been honoured as a winner of the *Outlook for Someday* sustainability film competition;
- in December, Nga Puna O Waiorea celebrated its 21st anniversary which was marked by the launch of a history written by Jenny Lee and Chris Selwyn.

Sports

In 2010, Western Springs College was represented by 65 teams entered into intersecondary sports competitions across a wide range of sports:

Summer – athletics; swimming; triathlon; waka ama; tennis; cricket; touch; softball; volleyball; table tennis; kilikiti; water polo.

Winter - netball; basketball; soccer; rugby; hockey; league; la crosse; badminton; squash.

The **Sports Awards Dinner**, attended by a large gathering of students, coaches, managers and supporters, was yet again a wonderful celebration of the sports programme.

Top Sports Awards

- The Sports Coordinator's Cup for 2010
Kate Livingston & Adam Tapsell
- Sportswoman of the Year
Renata Gottgroy
- Sportsman of the Year
Rhye Jacka
- Top Team Award
Nga Puna O Waiorea Rugby League

Special Events

Senior Prizegiving Ceremony

Special Awards 2010

Community Awards

- Special Award for Services to the Library
Joseph Dillon
- The Board of Trustees Award
in recognition of the outstanding contribution of the student trustee
Sophie Blazey
- The TePaki Whanau Pasifika Excellence Award for all round application
Linda Palavi
- The Ach Lee Fong Memorial Award for Outstanding Contribution to Kapa Haka
Tuhoe Tamaiparea & Norbryn Vaiula
- The Grant-Mackie Caring Award
in recognition of a caring attitude towards other students in the school community:
Rebecca Van Dam
- The Nga Oho Award
Tuhoe Tamaiparea & Norbryn Vaiula
- The Sustainability Award
awarded in collaboration with the University of Auckland in recognition of an
outstanding contribution to the school sustainability project
Phoebe Balle, Molly Hyland, & Liam O'Dwyer

Academic Awards

- The Tuisamoa Cup and The Robertson Martin Award for Outstanding Artistic
Achievement
Sophie Blazey
- The Ara Lodge Award to assist with tertiary study in the arts
Finn Godbolt
- The Boisieux Bulloch Memorial Cup for Achievement in Senior Accounting
Stewart Gifford
- The Western Springs College Cup for Outstanding Achievement in Senior English
Phoebe Balle & Allanah Colley
- The Western Springs College Cup for Outstanding Achievement in Senior History
Phoebe Balle & Nicholas Merrington
- The Western Springs College Cup for Outstanding Achievement in Senior
Mathematics
Grace Kennedy

- The Ruben Mac Mathematics Trophy
for his outstanding achievement in Mathematics and his contribution in co-curricular activities
Liam O’Dwyer
- The Liggins Institute Award for Excellence in Biology / Chemistry
Emily Sedon
- The Jane Hall Cup for All-Round Excellence in Senior Media Studies
Rory Clarke
- The International Student Award for All-Round Academic Excellence
Meeyoun Kang
- The International Student Award for All-Round Application
Emil Pluta
- The Empen Cup for Outstanding Achievement in Instrumental Music
Phoebe Balle
- The Burton Award for Outstanding Contribution to the Performing Arts
Rereaute Tamanui
- The TAPAC Trophy for Outstanding Achievement in Performing Arts Technology
Drew Cohen
- The Massey-Dunn Cup for All-round Excellence in Senior Physical Education
Rory Clarke
- The Western Springs College Award for Outstanding Achievement in Te Reo Maori
Tuhoe Tamaiparea

External Awards

- ASB Scholarships
Phoebe Balle, Allannah Colley, Zoe Marler and Liam O’Dwyer
- The Performing Arts School Scholarship
Ahutoa Lanefale
- AUT Scholarships - awarded to students who show ability, leadership or determination to succeed
- Vice Chancellor’s Scholarship
Sophie Blazey
- Significant Students’ Scholarship
Tuhoe Tamaiparea
- Business and Law Faculty Scholarship
Norbryn Vaiula

- University of Auckland Entry Scholarships
- The University of Auckland Scholarship
Phoebe Balle
- The University of Auckland Chancellor's Award for top Maori Scholar
Rereaute Tamanui
- The University of Auckland Jubilee Award
Sylvia Jeong & Grace Kennedy
- UNITEC Partner School Scholarships
Breena Magee-Watling & Karl Woolley
- The Auckland City Council Study Award
Chrystal Kolo
- The House Cup
Moana House
- The Hindley Scholarship
recognizes the potential of a Year 12 student; assists with study at Year 13 level
Xixi Xian
- The Pt Chevalier Lions Club Prize
for all-round application in Year 13
Grace Kennedy
- The Mission Statement Award for All-Round Excellence
recognises a student who values learning, has developed as a learner, works to their potential, and contributes to the life of the school
Allanah Colley
- The O'Keefe Scholarship (Runner-Up to Dux)
Rory Clarke
- The Hicks Prize for Dux
Phoebe Balle

Other memorable term four events which enabled us to acknowledge academic achievement, student leadership and significant contributions to the school community included the Year 13 Mainstream Maori Students' Farewell, the Rumaki Prizegiving, the Leavers' Dinner and the Junior Prizegiving, all strongly supported by the families and teachers of the students.

The **Rumaki Prizegiving** was a captivating three hour celebration of language and culture which left no doubt about the benefits for students when kaiako and whanau combine forces. The following achievements among many others were highlighted at the ceremony:

Manu Korero

- Auckland Regional Nga Manu Korero Speech Competitions
Uenuku McKree-Pomana was the winner of the Junior English section. Uenuku also placed fifth in the national competition in Dunedin.
Tuhoe Tamaiparea was placed third in the Senior Maori section.

Kapa Haka

- Auckland Secondary Schools Maori Cultural Festival (Polyfest)
Nga Puna O Waiorea – first place
- National Secondary Schools Kapa Haka Competition
Nga Puna O Waiorea – fifth place overall; **Nathaniel Howe** was awarded first place in the Kaitataki Tane (Male Leader) section; Nga Puna O Waiorea – first place in the Whakaeke section.
- Te Ahurea Tino Rangatiratanga Kapa Haka Competition
Nga Puna O Waiorea – second place overall

Sport

- Mahepohepotanga Sports Competition
Nga Puna O Waiorea rugby league and netball teams – first place
Ariia Tainui-McIntyre – top netball player award
Maui Pomare – top rugby league player award

Future Directions

Western Springs College is committed to the challenge of producing graduates whose experience of five years of teaching and learning at the school will see them equipped with the competencies and the qualifications needed in today's world.

The outstanding Education Review Office report which was received by the school in November amounts to a very strong affirmation of the quality of education experienced by our students. Our teachers have been heartened by the review report and encouraged in their dedication to meeting the ongoing curriculum development and professional development demands posed by full implementation of the *New Zealand Curriculum*. The strategic vision of a community school loyally supported by local families has always depended for its fulfilment above all on the quality of the student learning experiences delivered by our teachers.

This strong community support for Western Springs College has recently enabled the Board of Trustees to determine that for the third consecutive year there will be no out-of-zone enrolments in 2012, apart from those students enrolling into the Maori immersion special programme. The ongoing transformation of Western Springs College into a neighbourhood school drawing exclusively on students residing within our zone combined with WSC's simultaneous, steady roll growth have encouraged the Ministry of Education to engage the Board in planning to accommodate the additional new classrooms required on campus.

The coincidental need to plan for the replacement of those existing buildings which do not meet the requisite seismic risk criteria presents no less than an opportunity for the community to build a new school. It is the wish of the Board to seek significant community input into the design of this new school in the months ahead in order to ensure that our classrooms and buildings meet the requirements of a modern learning environment.

Concurrently, the Board of Trustees has initiated a school development process aimed at generating closer connections with the community. These developments will hopefully result in increased funding support, the establishment of an active alumnae and closer relations with community organisations.

Acknowledgements

The Board of Trustees has continued to govern the school with a view to its obligations to the local community. Trustees have demonstrated their commitment to providing our teachers and students with conditions conducive to successful teaching and learning. They hold high aspirations for the quality of education delivered to our young people, repeatedly showing this by their hard work in identifying and addressing strategic issues, reviewing and developing policies, upholding disciplinary standards, and overseeing financial management and property developments.

WSC continues to aspire to be a partnership school, that is, to develop and maintain a school community based on close and active cooperation between staff and parents. This report acknowledges the key role played by parent groups. (See pages 18-19 above.) Student success at WSC depends greatly on this partnership.

Western Springs College depends above all on the expert and dedicated service of teachers who strive to engage their students in creative and authentic learning experiences. They are able to do so to a large extent because of their willingness to submit their teaching practice to self-critical scrutiny and constantly strive to refine their craft.

Finally, I would like to recognise our students. Western Springs College is a wonderful school largely because of the immense reservoir of talent and spirit which thrives in our student body.

Ken Havill
Principal

