

WESTERN SPRINGS COLLEGE

PRINCIPAL'S ANNUAL REPORT 2011

This report covers the period 1 January, 2011, to 31 December, 2011, and gives details of:

Student Roll

Academic Achievement / Analysis of Variance

Strategic Plan / Annual Plan Implementation

Personnel: Appointments, Awards & Farewells

Financial Management

Property Management

Sports Awards & Special Prizes

Future Directions

Acknowledgements

Student Roll

The school roll on 1 March, 2011, was 1215, with an additional 58 international fee-paying students. The ethnic composition of the student population was Pakeha 65%, Maori 17%, Pacific 11% and Asian 5%. The gender ratio was male students: 57%; female students: 43%. The school has retained its decile 8 rating.

TABLE 1: WSC (1 MARCH) ROLL: 2002 – 2011

2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	(2012)
584	633	777	877	911	947	1043	1037	1110	1215	(1286)

TABLE 2: WSC YEAR 9 (1 MARCH) INTAKE: 2002 – 2011

2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	(2012)
145	168	239	238	204	211	248	201	244	266	(283)

The Board of Trustees has continued to successfully pursue its strategic goal of increasing community support for the local state secondary school. The success of this strategy can be measured by the doubling of the school roll during the last decade, which has occurred remarkably at the same time as the school's transition from a roll which in 2005 drew more than half of its students from outside the current zone to a student population in 2013 which will be drawn entirely from within the zone, with the exception of some Maori students enrolled into the special programme of the te reo Maori immersion kura, Nga Puna O Waiorea.

The Board's policy of administering the school's enrolment scheme since 2006 to increase the proportion of students on the roll who live locally has resulted in the decision to enrol no out-of-zone students during the four-year period 2010-2013. This policy has had the benefit of increasingly enabling the school to qualify for a level of per capita property funding (used for classroom accommodation) commensurate with its roll size, funding which is denied for out-of-zone students attending a school which has an enrolment scheme.

Academic Achievement

Scholarship

In 2011, WSC students achieved 14 Scholarship passes (2010: 26; 2009: 21; 2008: 20).

The most outstanding individual achievement was that of **Tim Webby** who won the **Top Scholar in New Zealand Award for Photography** - the second consecutive year the Top Scholar in NZ Award for Visual Arts: Photography has gone to a WSC student.

There were four **Outstanding Scholarship awards**:

Asher James: English

Tim Webby: Media Studies and Photography

Hugo Christian-Slane: Art Design

For the second consecutive year **Art Design** gained the most (4) Scholarships:

Sally Bollinger

Tom Shore

Hiroto Takaoka

Hugo Christian-Slane

Biology gained three Scholarships:

Shaheen Patel

George Penlington

Nicholas Short

Scholarships were gained in the following subjects:

Design **4**

Biology **3**

English **2**

Media Studies **2**

Classical Studies **1**

Dance **1**

Photography **1**

The students who gained Scholarships were:

Henrietta Bollinger – Media Studies

Sally Bollinger – Art Design

Hugo Christian-Slane – Art Design

Asher James - English

Shaheen Patel – Biology

George Penlington – Biology and Classical Studies

Tom Shore – Art Design

Nicholas Short – Biology and English

Hiroto Takaoka – Art Design

Alexis Tetenburg - Dance

Tim Webby – Media Studies & Photography

NCEA Results

Western Springs College students again gained outstanding NCEA results in 2011.

2011 NCEA Results National and Same Decile Schools Comparisons Based on Participating Candidates' Data (See www.nzqa.govt.nz)

% Achieving Qualifications	Year 11			Year 12			Year 13		
	WSC	NZ	Decile 8	WSC	NZ	Decile 8	WSC	NZ	Decile 8
2010 Results in Brackets									
Level 1	91.2 (91.9)	77.4 (75.1)	83.0 (81.5)						
Level 2				95.6 (90.8)	82.1 (80.1)	84.0 (84.0)			
Level 3							80.8 (80.8)	75.7 (74.5)	77.3 (77.4)
University Entrance							88.4 (86.3)	67.0 (66.5)	71.0 (70.4)

Findings

1. **WSC's Level 1 pass rate of 91.2%** has exceeded the national average by 13.8%, the same decile school average by 8.2%, **and ranks first in the country among all decile 8 state secondary schools.**
2. **WSC's Level 2 pass rate of 95.6%** has exceeded the national average by 13.5%, the same decile school average by 11.6%, **ranks first for all state schools in the Auckland region, and ranks first in New Zealand among all decile 8 state secondary schools.**
3. **WSC's Level 3 University Entrance pass rate of 88.4%** has exceeded the national average by 21.4%, the same decile school average by 17.4%, **ranks first for all state schools in the Auckland region and first in New Zealand among all decile 8 state secondary schools. It should be noted that WSC has gained the top pass rate for University Entrance among all Auckland region state schools and all NZ decile 8 state schools for the last three years, 2009-2011.**
4. **Across all four measures Western Springs College ranks first in New Zealand among all decile 8 state secondary schools.** (Note that this achievement follows ranking as the top decile 7 state coeducational secondary school in New Zealand for the period 2005-2007 and the top decile 8 state secondary school in 2008 and 2010)*
5. **Across all four measures Western Springs College ranks first among all state secondary schools in the Auckland region regardless of decile.***

*These rankings have been obtained by averaging the combined rankings for the Level 1-3 and U.E. pass rates for all 54 Auckland region state secondary schools, and for all 25 New Zealand state decile 8 secondary schools (single sex and coeducational schools 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 at 1 July has been provided. This roll-based analysis provides strong confirmation of WSC's academic standing.

2011 NCEA Results: National and Same Decile Schools Comparisons Data Based on the 1 July Roll (See www.nzqa.govt.nz)

% 1 July Roll Achieving Qualifications	Year 11			Year 12			Year 13		
	WSC	NZ	Decile 8	WSC	NZ	Decile 8	WSC	NZ	Decile 8
2010 Results in Brackets									
Level 1	87.7 (88.4)	66.0 (65.7)	77.2 (77.0)						
Level 2				90.6 (86.9)	69.8 (67.3)	78.2 (77.9)			
Level 3							76.0 (76.4)	55.6 (54.1)	66.3 (65.5)
University Entrance							83.1	49.3	60.9

Note: University Entrance data for 2010 is not available on the NZQA website.

Findings

1. **WSC's Level 1 pass rate of 87.7%** has exceeded the national average by 21.7%, the same decile school average by 10.5%, and **ranks first in the country among all decile 8 state secondary schools.**
2. **WSC's Level 2 pass rate of 90.6%** has exceeded the national average by 20.8%, the same decile school average by 12.4%, **ranks first in the country among all decile 8 state secondary schools, and second among all state schools in the Auckland region.**
3. **WSC's Level 3 University Entrance pass rate of 83.1%** has exceeded the national average by 34%, the same decile school average by 22.2%, **ranks first for all state schools in the Auckland region and first in New Zealand among all decile 8 state secondary schools.**
4. **Across all four measures Western Springs College ranks first in New Zealand among all decile 8 state secondary schools.**
5. **Across all four measures Western Springs College ranks second (behind Epsom Girls' Grammar School) among all state secondary schools in the Auckland region.**

*As with participation- or entry-based data, 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

Leavers With Year 13 Qualifications

The following data shows the percentage of students that have left WSC with Year 13 qualifications measured against the Year 9 intake enrolled five years previously and the percentage of school leavers with Year 13 qualifications in same decile (8) schools.

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
Note: 2011 data not available at time of publication

Gender Analysis

2011 NCEA: WSC / National Decile 8 Gender Comparisons Based on Participating Candidates' Data

	WSC Males	NZ Males	WSC Females	NZ Females
Level 1 Certificate	89.2 (92.1)	80.2 (78.8)	94.1 (91.6)	86.5 (84.5)
Level 2 Certificate	94.2 (89.5)	80.5 (80.7)	97.3 (92.4)	88.3 (88.0)
Level 3 Certificate	80.9 (74.4)	72.7 (72.4)	80.7 (87.7)	82.3 (83.0)
University Entrance	87.6 (81.6)	65.8 (65.6)	89.2 (91.4)	76.8 (76.0)

Pass Rates in Percentages
2010 Figures in Brackets

Findings

1. While WSC female student pass rates exceeded those of WSC male students for Level 1, Level 2 and U.E. as shown below, note that the WSC Level 3 male student pass rate exceeded that of WSC female students, and that the margins for the other three qualifications are all under 5%.

	<u>Gender Differentials</u>	(National same-decile school differentials in brackets)
	WSC	(NZ Decile 8)
Level 1:	4.9%	(6.3%)
Level 2:	3.1%	(7.8%)
Level 3:	-0.2%	(9.6%)
U.E.:	1.6%	(11%)

2. The WSC gender differential is significantly less than the national decile 8 differential for all four measures.
3. The WSC male student pass rates exceed the national decile 8 female pass rates for Level 1 (by 2.7%), Level 2 (by 5.9%), and U. E. (by 10.8%).
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 all four measures: Level 1 (M: 9%; F: 7.6%), Level 2 (M: 13.7%; F: 9%), Level 3 (M: 8.2%; F: -1.6%), and University Entrance (M: 21.8%; F: 12.4%).

**2011 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	94.1	89.9
Level 2	97.3	88.6
Level 3	80.7	79.2
U. E.	89.2	72.0

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 17.2%.

**2011 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	89.2	84.4
Level 2	94.2	81.5
Level 3	80.9	75.7
U. E.	87.6	67.1

Findings

- WSC male student pass rates exceed those of male students from NZ decile 8 boys' schools for all four qualifications
- The differential for U. E. is 20.5%.

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: 2011
Participating Candidates' Data
(National Decile 8 Pass Rates in Brackets)**

Numbers / Percentages	Level 1 Pass	Level 2 Pass	Level 3 Pass / UE Pass
All	228/ 91.2 (83.0)	240/ 95.6 (84.0)	139/ 80.8 (77.3) 152/ 88.4 (71.0)
European	142/ 95.9 (85.9)	158/ 97.5 (86.0)	98/ 86.0 (79.2) 104/ 91.2 (72.8)
Maori	37/ 88.1 (70.5)	40/ 93.0 (77.0)	17/ 70.8 (63.3) 21/ 87.5 (53.2)
Pasifika	26/ 86.7 (71.5)	18/ 94.7 (71.0)	9/ 60.0 (59.3) 11/ 73.3 (52.1)
Asian	19/ 82.6 (85.4)	17/ 85.0 (83.0)	14/ 77.8 (82.1) 15/ 83.3 (78.9)

Findings

1. There are very small differentials between the WSC Maori pass rates and the pass rates for all WSC students with the exception of the 2011 Level 3 result:
Level 1: 3.1% below (2010: 2.1% below)
Level 2: 2.6% below (2010: 0.1% above)
Level 3: 10% below (2010: 6.5% below)
University Entrance: 0.9% below (2010: 2.3% above).
2. The positive differentials for WSC Maori students' pass rates measured against national decile 8 Maori rates are consistently high, especially for University Entrance:
Level 1: the WSC Maori pass rate is 17.6% above the national decile 8 average for Maori students (2010: 20.9% above)
Level 2: 16% above (2010: 16.4% above)
Level 3: 7.5% above (2010: 8.8%) above)
University Entrance: 34.3% above (2010: 33.6% above).
3. There are small differentials between the WSC Pasifika pass rates and the pass rates for all WSC students for Level 1 and Level 2. The 2011 differentials for all four qualifications compare well with those for the previous year:
Level 1: 4.5% below (2010: 16.9% below)
Level 2: 0.9% below (2010: 17.1% above)
Level 3: 20.8% below (2010: 30.8% below)
University Entrance: 15.1% below (2010: 19.6% above).
4. The pass rates for WSC Pasifika students compared to those for NZ Pasifika same decile students show high positive differentials for Level 1, Level 2, and University Entrance (Level 3):
Level 1: the WSC Pasifika pass rate is 15.2% above the national decile 8 pass rate for Pasifika students.
Level 2: 23.7% above
University Entrance: 21.2% above (2010: 31.1% above).
5. The differentials for WSC European students compared to European students nationally are consistently high:
Level 1: 10% above the NZ decile 8 average (2010: 11.5% above)
Level 2: 11.5% above (2010: 6.7% above)
Level 3: 6.8% above (2010: 9.4% above)
U. E.: 18.4% above (2010: 16.3% above)

Leavers' Qualifications

The following data shows the percentage of Maori students who have left WSC with Year 13 qualifications measured against the Year 9 Maori intake enrolled five years previously and the percentage of Maori school leavers with Year 13 qualifications in same decile (8) schools.

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
Note: 2011 data not available at time of publication

Maori Student Achievement

(Pass rates in Percentages)

Rumaki & Mainstream Maori Students NCEA Results, 2011

Level 1

	Male	Female	Total
Rumaki (N:25)	82.3% (14/17)	100% (8/8)	88% (22/25)
Mainstream Maori (N:16)	100% (8/8)	75% (6/8)	87.5% (14/16)
All Maori Students (N:41)	88% (22/25)	87.5% (14/16)	87.8% (36/41)
All WSC Students (N:250)	89.2% (132/148)	94.1% (96/102)	91.2% (228/250)

Level 2

	Male	Female	Total
Rumaki (N:20)	90% (9/10)	90% (9/10)	90% (18/20)
Mainstream Maori (N:23)	100 (13/13)	90 (9/10)	95.6 (22/23)
All Maori Students (N:43)	95.6 (22/23)	90 (18/20)	93 (40/43)
All WSC Students (N:251)	94.2 (130/138)	97.3 (110/113)	95.6 (240/251)

Level 3

	Male	Female	Total
Rumaki (N:13)	75 (3/4)	66.7 (4/6)	70 (7/10)
Mainstream Maori (N:11)	100 (6/6)	50 (4/8)	71.4 (10/14)
All Maori Students (N:24)	90 (9/10)	57.1 (8/14)	70.8 (17/24)
All WSC Students (N:172)	80.8 (72/89)	80.7 (67/83)	80.8 (139/172)

UE Pass Rate

	Male	Female	Total
Rumaki Maori (N:14)	100 (4/4)	83.3 (5/6)	90 (9/10)
Mainstream Maori (N:10)	100 (6/6)	75 (6/8)	85.7 (12/14)
All Maori Students (N:24)	100 (10/10)	78.6 (11/14)	87.5 (21/24)
All WSC Students (N:172)	87.6 (78/89)	89.1 (74/83)	88.4(152/172)

Findings

Rumaki students

- The Level 1 pass rate (88%) is within 3% of that for all students (91.2%).
- As in 2010, 18 out of 20 (90%) of Rumaki Level 2 students gained their Level 2 Certificate.
- The pass rate for Level 3 (70%) is nearly 11% under that for all students (80.8%);
- Whereas the Rumaki U.E. pass rate (90%) exceeds that for all students (88.4%).

Mainstream Maori Students

- The Level 1 pass rate (87.5%) is less than 4% under that for all students (91.2%);
- The pass rate for Level 2 (95.6%) matches that for all students;
- The U.E. pass rate is within less than 3% of that for all students. Two more students (12/14) gained U.E. than the number (10/14) who gained a Level 3 Certificate.

While Rumaki pass rates exceed those for Mainstream Maori students for Level 1 and U.E., the opposite is the case for Level 2 and Level 3. Historically, there has been no consistent pattern of differences between Maori mainstream and Rumaki immersion students.

(See below - Analysis of Variance: Learning Target 4, page 12, for further data and analysis relating to Maori student achievement.)

Pacific Island Student Achievement

(For further analysis see below - Analysis of Variance: Learning Target 5, page 13; and Strategic Plan Goals / Annual Plan Objectives, page 16)

Analysis of Variance for the Year Ended 31 December, 2011

Learning Target 1

WSC students will achieve a 90% pass rate in both Level 1 and Level 2.

Rationale

Level 1: the 2010 Year 10 assessment data indicated that this cohort could be expected to match the performance of the 2010 Year 11 cohort.

Level 2: given the consistent pattern of higher Level 2 pass rates compared to those for Level 1, the 2010 Level 1 pass rate (91.9%) for this cohort indicated that the Level 2 results could be expected to improve relative to those of the 2010 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
2010: 91.9

Previous WSC Level 2 pass rates

2004: 70.6
2005: 86.2
2006: 88.2
2007: 87.0
2008: 91.4
2009: 93.2
2010: 90.8

Outcomes

- The 2011 WSC Level 1 pass rate was 91.2%.; the Level 2 pass rate was 95.6%.

Analysis

As anticipated, the Level 1 pass rate (91.2%) has matched that achieved by the preceding cohort. The Level 1 result ranks first in New Zealand among all decile 8 state schools, and is the second highest Level 1 pass rate achieved to date by WSC.

The Level 2 pass rate (95.6%) is the highest for all state schools in the Auckland region, and ranks first for all NZ decile 8 state schools. It is the highest Level 2 pass rate achieved to date by WSC and it is the fourth consecutive year in which the WSC Level 2 pass rate has exceeded 90%.

Evaluation

The impressive Level 1 result has occurred in the first year following the strategic decision to reduce assessment loads by delivering courses with a 20 credit ceiling. The success of the planned intention of consolidating achievement above 90% through this change may be better evaluated in two-three years' time.

This outstanding Level 2 result would appear to reflect the relative strength of the cohort evidenced by the highest ever Level 1 pass rate (91.9%) in 2010. This impression of overall strength is reinforced by the pass rates of 93% and higher across all three main ethnic groups - European, Maori and Pasifika. It must be emphasised that key factors behind high achievement at WSC remain the careful identification of students at risk of not passing, the close monitoring of their academic progress and the provision of effective learning support at timely intervention points.

2012 Learning Target

- WSC students will achieve pass rate above 90% in both Level 1 and Level 2.

Learning Target 2

WSC students will achieve an 85% pass rate in U.E.

Rationale

The Level 2 (2010) performance of this cohort – both the pass rate and the grade quality - encouraged expectations that the U.E. pass rate would come close to matching that of the two preceding cohorts.

Outcome

- The 2011 WSC U. E. pass rate was 88.4%.

Analysis

For the fourth consecutive year WSC's U. E. pass rate has exceeded 80%. For the third year in a row the WSC U.E. pass rate has ranked first for all state schools in the Auckland region, and first in New Zealand among all decile 8 state schools. The 2011 result represents the highest U.E. pass rate ever achieved by WSC students.

Evaluation

This outstanding result exceeded expectations. It reflects the calibre of the cohort and the close monitoring of academic progress on the part of teachers, middle managers and senior managers in addition to the teaching effectiveness of subject teachers.

2012 Learning Target

- WSC students will achieve a pass rate over 85% in U.E.

Learning Target 3

WSC students will achieve combined *Excellence and Merit* Certificate Endorsements at the following levels:

Level 1: 40%

Level 2: 35%

Level 3: 30%

Rationale

The Level 1 certificate endorsement rate for Excellence and Merit combined had exceeded 40% only once since 2005; this was in 2010. However, there was optimism that the performance of the 2011 cohort might come close to matching that of their immediate predecessors given the 2010 Year 10 assessment outcomes. (See the rationale for Learning Target 1 above.)

The Level 2 certificate endorsement rate has averaged 35.2% since 2004 against a Level 1 average of 38.1% for the same period, hence the setting of a margin 5% below the Level 1 target.

The Level 3 target took account of the fact that the average combined rate for the period since 2004 has been 31.1%, and that the Level 2 rate has generally been 4% above that for Level 3.

Outcomes

WSC Certificate Endorsements: 2011

%	Excellence		Merit		Excellence/Merit	
	WSC	NZDecile8	WSC	NZDecile 8	WSC	NZDecile8
Level 1	14 (16.9)	15.7 (11.5)	36.8 (27.8)	34.6 (32.2)	50.8 (44.7)	50.3 (43.7)
Level 2	18.3 (10.7)	10.4 (8)	25.4 (29.9)	23.6 (23.8)	43.7 (40.6)	34 (31.8)
Level 3	6.5 (8.9)	10 (6.7)	26.6 (22.2)	26 (23.4)	33.1 (31.1)	36 (30.1)

(Note: 2010 results in brackets)

Analysis

All three targets have been achieved. The Level 1 and Level 2 targets have been exceeded by 9-10%.

The Level 1 result was marginally above the national same decile average; the Level 2 result was almost 10% above the same average; however, the Level 3 result was 3% below.

Evaluation

An analysis of WSC *Excellence* and *Merit* results from 2004-2011 indicates a continuing pattern of less than strong performance at Level 1 in relation to national same decile averages with a contrasting performance at Level 2 where WSC students have performed consistently well above the decile 8 averages. It is also noted that Level 3 results, while better than for Level 1 relative to the same decile school national averages, have not been sustained at the level of the Level 2 results.

It is expected that, in particular, the introduction of reduced credit courses (for Level 1 since 2011, and for Level 2 from 2012) will result in the enhanced capacity of our students to focus on grade quality. It is also planned to reinforce grade quality improvement through developments in the junior school which are designed to foster the growth of an increasingly strong learning culture in Years 9 and 10.

2012 Learning Target

- WSC students will achieve combined *Excellence and Merit* Certificate Endorsements at:
 - Level 1: 50%
 - Level 2: 45%
 - Level 3: 40%

Learning Target 4

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

Rationale

WSC's stance is that differentiated pass rate targets for ethnic groups are inappropriate.

Outcomes

- | | |
|------------------------------------|---------------------------------|
| • WSC Maori Level 1: 88.1% (89.8%) | All WSC students: 91.2% (91.9%) |
| • WSC Maori Level 2: 93.0% (90.9%) | All WSC students: 95.6% (90.8%) |
| • WSC Maori Level 3: 70.8% (74.3%) | All WSC students: 80.8% (80.8%) |
| • WSC Maori U. E.: 87.5% (88.6%) | All WSC students: 88.4% (86.3%) |
- (Note: 2010 results in brackets)

Analysis

There is a 3.1% differential between the WSC Level 1 pass rate for all students (91.2%) and that for Maori students (88.1%). (The 2010 differential was 2.1%.)

The Level 2 WSC Maori student pass rate of 93.0% is 2.6% below that for all students. (The 2010 WSC Maori student Level 2 pass rate was slightly (0.1%) higher than that for all WSC students.)

The Level 3 WSC Maori pass rate (70.8%) was 10% below that for all students. (2010: 6.5%)

The WSC Maori pass rate for U.E. (87.5%) was 0.9% lower than that for all students.

Evaluation

Arguably, the small 2011 differentials for Level 1 (3.1%), Level 2 (2.6%) and U.E. (0.9%) are statistically insignificant and amount collectively to a performance which is very close to

matching that of the previous year. While the Level 3 differential for 2011 is higher (10%) than that for 2010 (6.5%), it is half that for 2009 and 2008.

2012 Learning Target

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

Learning Target 5

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

Rationale

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

Outcomes

- WSC Pasifika Level 1 pass rate: 86.7% (75%) All WSC students: 91.2% (91.9%)
 - WSC Pasifika Level 2 pass rate: 94.7% (73.7%) All WSC students: 95.6% (90.8%)
 - WSC Pasifika Level 3 pass rate: 60.0% (50%) All WSC students: 80.8% (80.8%)
 - WSC Pasifika U.E. pass rate: 73.3% (66.7%) All WSC students: 88.4% (86.3%)
- (Note: 2010 results in brackets)

Analysis

Level 1

There is a 4.5% (2010:16.9%) differential for Level 1 when compared with the overall WSC Level 1 pass rate. It is also notable that the WSC Pasifika Level 1 pass rate (86.7%) is 15.2% above the NZ decile 8 average for Pasifika students (71.5%).

Level 2

The differential for Level 2 is a minimal 0.9% (2010: 17.1%). The WSC Pasifika Level 2 pass rate (94.7%) is 23.4% above the average NZ same decile rate for Pasifika students (71%).

Level 3 / U.E.

While the differential for Level 3 is 20.8% (2010: 30.8%), that for U.E. is lower at 15.1% (2010: 19.6%). Whereas the WSC Pasifika Level 3 pass rate (60%) is only slightly above the same decile average (59.3%), for the higher stakes University Entrance qualification the WSC success rate is 21.2% above the national result (WSC Pasifika: 73.3% - NZ Pasifika: 52.1%).

Evaluation

The results analysis shows significant improvement in WSC Pasifika pass rates for 2011 across all four qualifications compared to the previous year. The Level 1 and Level 2 differences when compared to all WSC students are both small. The Level 3 and U.E. differences represent below target outcomes, however, the shortfall has been considerably reduced compared to 2010.

2012 Learning Targets

- Pasifika student pass rates will match those for all students at all levels.
- Pasifika students will leave school with University Entrance or a Level 2 Certificate.

Learning Target 6

- WSC gender differentials will be under 10% for Excellence and Merit combined at all levels.

Rationale

While the gender gap for WSC pass rates across all NCEA qualifications is under 5% - see page 5 above – the same has not been the case for Excellence and Merit. Female students have outperformed male students in the area of grade quality.

Outcomes

2011 Certificate Endorsements

	WSC	NZ DECILE 8	WSC	NZ DECILE 8
	MALE/FEMALE	MALE/FEMALE	MALE/FEMALE	MALE/FEMALE
	EXCELLENCE	EXCELLENCE	EXC/MERIT	EXC/MERIT
LEVEL 1	11.4 / 17.7	12.4 / 19.5	44.0 / 60.4	42.4 / 58.6
LEVEL 2	10.0 / 28.2	8.0 / 13.1	32.3 / 57.3	28.1 / 40.5
LEVEL 3	8.3 / 4.5	8.9 / 11.1	31.9 / 34.4	31.4 / 40.6

Analysis

- Level 1: WSC female students (60.4%) have exceeded WSC male students (44%) by 16.4% for Excellence and Merit certificates combined. (2010: by 24.2%; 2009: by 14.8%)
- Level 2: WSC female students (57.3%) exceeded WSC male students (32.3%) by 25% for Excellence and Merit certificates combined. (2010: by 18.3%; 2009: by 23.1%)
- Level 3: WSC female students (34.4%) exceeded WSC male students (31.9%) by 2.5% for Excellence and Merit certificates combined. (2010: by 11.6%; 2009: by 0.2%)
- The WSC male student Excellence and Merit combined rates exceed the national same decile rates for male students at all levels; this is not so for Excellence certification.
- WSC female students' results indicate a similar but not identical pattern to that of WSC male students in relation to same decile national averages. The WSC female student Level 2 results far exceed the NZ rates; in contrast, the WSC female Level 3 results do not.

Evaluation

While the 2011 Level 3 difference (2.5%) was well under the targeted ceiling (10%), such was not the case for Level 1 (16.4%) and Level 2 (25%). The comparative data for 2009-2011 indicates that there is a persistent pattern of large differentials at Level 1 (in the range of 15-24%) and at Level 2 (in the range of 18-25%) with smaller differentials occurring at Level 3.

Interventions

It would appear that, given the absence of this school-wide analysis of grade quality as opposed to pass rates to date, it is important to raise school-wide consciousness by firstly sharing this information with teachers, parents and parents. Male students need to be aware that university scholarship awards and course entry decisions are frequently based on Level 2 results where grade quality is critically important.

2012 Target

- WSC gender differentials will be under 10% for Excellence and Merit combined at all levels.

Strategic Plan Goals / Annual Plan Objectives: An Evaluation of Progress in 2011

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, 14 Scholarships represents a decline in the number gained in recent years: 2008 and 2007 (20), 2009 (21) and 2010 (26). Concurrently, the issues of procedures for determining student access to the examination and of support for teachers who tutor Scholarship students are under review.

For the **Level 1, Level 2, Level 3 and U.E. certification rates and analysis** see the **Academic Achievement** section of this report, on pages 3-5 above; see also the **Analysis of Variance** section, Learning Target 1, pages 9-10; and Learning Target 2, pages 10-11. In sum, they indicate improved results for Level 2 (95.6%) and U.E. (88.4%) – the highest results ever achieved at WSC – and Level 1 and Level 3 results matching those for the previous year.

WSC NCEA Pass Rates: 2009-2011

	2011	2010	2009
Level 1	91.2%	91.9%	81.7%
Level 2	95.6%	90.8%	93.2%
Level 3	80.8%	80.8%	84.2%
U.E.	88.4%	86.3%	87.6%

For the **Excellence and Merit endorsement results analysis** see the **Analysis of Variance** section, Learning Target 3, pages 11-12. In sum, they indicate improved results compared to the previous two years for all three levels.

WSC NCEA Endorsement Certificate Rates: 2009-2011

	2011	2010	2009
Level 1	50.8%	44.7%	33.2%
Level 2	43.7%	40.6%	41.1%
Level 3	33.3%	31.1%	29.7%

For the **gender differentials** analysis see **Academic Achievement**, pages 5-6. In sum, they show that the target of a less than 7% differential between male and female student was achieved for all four qualifications.

Overall, these outcomes should be viewed in the context of the highly demanding strategic plan objective – “*Improve academic results at all levels.*” – and should take into account the outstanding WSC results achieved in 2008, 2009 and 2010.

(See www.westernsprings.school.nz / Board of Trustees / Reports / 2008, 2009 and 2010 Principal’s Annual Reports.)

Objective 2

Improve academic results at all levels for Maori students.

WSC Maori Student NCEA Pass Rates				
	2011	2010	2009	2008
Level 1	87.8	89.8%	72.7%	88.6
Level 2	93	90.9%	81.1%	78.3
Level 3	70.8	74.3%	65.0%	57.1
U.E.	87.5	88.6%	80.0%	65.5

The outstanding 2010 WSC Maori student pass rates have been exceeded in 2011 for Level 2 and virtually matched (within a range of 1-2%) for Level 1 and U.E.

The differentials between the pass rates of Maori students and all students are reported above: see the **Analysis of Variance: Learning Target 4**, pages 12-13; see also the **Ethnic Groups Results**, pages 7-8.

Objective 3

Improve academic results at all levels for Pasifika students.

WSC Pasifika Student NCEA Pass Rates				
	2011	2010	2009	2008
Level 1	86.7	75.0	51.0	76.9
Level 2	94.7	73.7	76.9	84.2
Level 3	60.0	50.0	80.0	72.7
U.E.	73.3	66.7	80.0	72.7

The 2011 WSC Pasifika pass rates represent a highpoint for Level 1, Level 2 and U.E. There is no clear pattern of improvement from year to year.

- See www.westernsprings.school.nz / Board of Trustees / Reports / 2008, 2009 and 2010 Principal’s Annual Reports for an analysis of each year’s results.
- The differentials between the pass rates of Pasifika students and all students are reported above: see the **Ethnic Groups Results**, page 7; see also the **Analysis of Variance: Learning Target 5** on page 13.

Objective 4

Improve boys' achievement across all levels.

NCEA Pass Rates: WSC Gender Differentials, 2007-2011

WSC Female Pass Rate Margins

	Level 1	Level 2	Level 3	U.E.
2011	4.9% (6.3)	3.1% (7.8)	-0.2% (9.6)	1.6% (11.0)
2010	-0.5 (5.7)	2.9 (7.3)	13.3 (10.6)	9.8 (10.4)
2009	5.9 (6.0)	5.7 (8.0)	6.3 (13.9)	0.7 (9.7)
2008	4.5 (4.5)	1.1 (7.9)	1.1 (9.4)	2.7 (7.1)
2007	11.3 (9.6)	5.7 (11.3)	16.1 (13.5)	18.8 (11.4)

National Decile 8 Differences in Brackets

Findings

- WSC differentials under 5% across all four measures have been achieved in two years: 2011 and 2008.
- The largest WSC and NZ differentials both occurred in 2007.
- With the exception of 2010 for Level 3 and U.E. since 2008 WSC differentials have been under 6.5% across all four measures.
- Since 2008 WSC differentials have been smaller than the national differences for 15/16 measures.
- Since 2008 the average WSC differential across all four measures is 3.9%; since 2008 the average national difference between the genders is 8.5%.

See also the 2011 pass rates **Gender Analysis**, pages 5-6; and for grade quality differentials, see the **Analysis of Variance: Learning Target 6**, pages 14-15.

Objective 5

Strengthen the academic culture of the junior school.

Teacher feedback has indicated the importance of focusing on developing students as successful learners if we are to obtain a school-wide commitment to striving for excellence. A process involving consultation with departments and exemplary students was followed by further shaping of the emerging junior learner profiles against the Key Competencies at a whole staff meeting.

These developments were enhanced by the contributions of senior students at junior assembly who convincingly identified essential requirements for effective learning based on their own experiences. This work on building consensus about what it means to be a good learner was reinforced at an extended form session and at assembly where outstanding learners from each house received acknowledgements which pinpointed their attributes as learners.

A further significant development has been revision of the junior prize giving structure, again following staff input into awards proposals. It is anticipated that these changes will make a notable impact on student awareness and motivation.

Class Awards – three awards determined by the subject teachers of all full year and half year courses:

- Outstanding Achievement – awarded to the top achieving student in the class, within the particular subject, based on assessment data gathered throughout the course of the year.
- Exceptional Application – one class award is made for each subject, acknowledging students who have shown dedication and commitment, trying their best at all times, and working to their full potential.
- Significant Progress – awarded to one student in the class for each subject in order to acknowledge consistent and continuous improvement, and working towards clear learning goals in a reflective manner.

Attendance Awards - are to be given to students who achieve 100% attendance for the year.

Special Awards

Outstanding Learner Awards (one per house in the junior school to be determined by the dean in consultation with teachers) acknowledge students who embody the Western Springs College vision of an outstanding junior learner:

- intellectually curious, enthusiastic and engaged;
- self-managing and able to relate to others with confidence;
- reflective in their approach and making worthwhile contributions to their learning communities.

Junior Sustainability Award (the recipient is to be determined by the deputy principal in charge of sustainability in consultation with the sustainability panel) acknowledges an in-depth understanding of and passion for sustainable practices. It is awarded to a student who empowers change through action.

Palavi Caring Award (nominated by any staff member and decided by the senior management team) recognises a student who has upheld WSC as a safe school through their caring and supportive attitude towards their fellow students - named after the 2011 senior caring award recipient.

Community Contribution Award (nominated by any staff member and decided by the senior management team) acknowledges proactive, on-going service to our school and/or the wider community.

Sports Awards (2) (determined by the Sports Academy teachers and the head of Physical Education)

Cultural Participation Award (nominated by any staff member and decided by the senior management team) recognises a passion for and committed involvement in cultural activities, performance based and otherwise, in a manner which inspires respect for diversity and individuality.

Objective 6

Cater for the needs of gifted and talented students.

All curriculum areas were required to communicate within-subject provision for gifted and talented (GAT) students in their 2011 annual department report. These reports indicate a sound school-wide level of differentiation in the interests of GAT students. GAT provision has been mainly in the form of extension activities and acceleration programmes/courses beyond the norm for the student's year level.

We await feedback from parents and students in the form of the imminent Quality of Service Delivery school self-review survey to confirm impressions of high satisfaction levels in the school community

Objective 7

Strengthen the organisation of sport in the school.

A **sports contract** has been established to better ensure adherence to a newly developed code of conduct on the part of all players across all WSC sports teams. The contract requires all students to actively inform themselves about all notices communicated in the daily bulletin, to attend punctually all team meetings, training sessions and games, to notify non-availability for any of these, to wear the correct uniform, and to relate respectfully to the coach, manager and fellow team members.

A sports page on the school website has been set up to provide information concerning the sports contract, summer and winter sports programmes, contact information for each code concerning coaches and managers, and information covering practice times and results.

Following submissions from the sports director the decision was made by a board subcommittee to recommend an increase in resourcing for the sports budget in 2012 to enable additional staffing, expanded administration, and improved equipment provision. As a result the board finance subcommittee authorised an increase in the sports/cultural donation from \$75 to \$120 per family, the first such increase since 2008.

Goal 2

To provide quality teaching across all curriculum areas

Objective 1

Establish structures and processes which facilitate staff professional development

A major restructuring of the staff professional development programme in 2011 saw the introduction of topic-based and department-based Professional Learning Communities (PLCs).

The PLC model is premised on the importance of principles such as reflective professional learning, collaborative partnerships and mutual trust and respect.

The twice per term topic-based PLC enables teachers to select from a menu of topics such as formative assessment, literacy, differentiation, ICT tools, inquiry learning, and student engagement. Teachers then form a cross-curricula support network convened by a colleague charged with helping them find ways of enquiring into their teaching practice with a view to learning new and better approaches likely to enhance learning for their students.

Operating on similar principles of sharing ideas and best practice, the department PLCs of same-subject teachers provide time on a regular basis for both individual and collaborative planning of achievement standards and junior school units, and for the moderation of assessments.

In terms of evaluating the effectiveness of these developments, the early signs are that teachers have appreciated and responded positively to the operating principles and engaged in

genuine efforts to refine their teaching practice. It will require an extended period of implementation to gather conclusive evidence of clear impacts on student learning.

Objective 2 Sustain a focus on implementation of the New Zealand Curriculum

During the year a number of **extended vertical form class sessions** were used to explore the school culture in ways which were designed to promote the development of two **Key Competencies**: *Relating to Others; Participating and Contributing*.

One session aimed to develop a shared understanding of the core characteristics of an effective team member at WSC. It was preceded by a junior assembly at which student leaders ably discussed their beliefs from a sporting, cultural and learning perspective. It was established that participating and contributing is about contributing appropriately as a group member, making connections with others and creating opportunities for others in the group.

Another session focused on what it means to be an effective member of our school community in terms of building a safe school environment. It was disclosed that relating to others involves interacting effectively with a diverse range of people in a variety of contexts. It was learned that this competency includes the ability to listen actively, recognise different viewpoints, negotiate, share ideas and be open to new learning.

There has been considerable progress in planning towards the adoption of a **reporting system** which provides regular feedback on students' development of the Key Competencies. Departments have accepted responsibility for creating their own subject-specific comment banks for use in the year ahead. It appears that report comments using the language of the Key Competencies are enabling teachers to report on a wide range of learning priorities. Furthermore, it has become clear that reporting on the Key Competencies does not require direct assessment of them.

Objective 3

Use assessment data to inform teaching and learning strategies

Planning has focused on establishing structures and processes designed to provide teachers with up-to-date assessment data and to equip them with the teaching strategies to use this information to full effect. There is a strong case for providing some additional staffing for the purpose of resourcing the test design work, the marking of the tests and the loading of the data, and thereby better accommodating the revised testing cycle – testing now occurs three times per year.

Simon Ferguson has established a Literacy / Learning Professional Learning Community comprised of representatives from most curriculum areas. The planned intention is to equip these teachers with the teaching and learning strategies to form a lead group capable of helping colleagues in their departments to use assessment data to better differentiate among students' learning needs.

Objective 4

Review appraisal policy and procedures

The review of appraisal carried out in terms two and three identified and affirmed the most effective aspects of current performance management practice and also gave a strong mandate for change towards a greater emphasis on using appraisal as a vehicle for facilitating teacher professional development and improving teacher practice.

Staff identified best appraisal practice as involving the following elements:

- the opportunity for discussions focused on pedagogy
- the occasion for reflection
- the opportunity to receive feedback
- a process for identifying and giving recognition to personal strengths
- the opportunity to set goals aimed at improving teaching practice
- an opportunity to receive support, guidance, help

After obtaining staff feedback on the proposed changes the Staffing Management Committee sent the revised policy draft for further consideration to the Board Policy Committee and, finally, for ratification, to the WSC Board of Trustees.

Key features of the revised approach are facilitating learning conversations concerning appraisal objectives within the operations of the two PLCs (Professional Learning Communities - see above, on page 19) and with mentors as well as department heads before and following classroom observations. An important policy guideline states the expectation that appraisal objectives will continue to be sourced in the NZC (New Zealand Curriculum) *Effective Pedagogies*. (See www.tki.org.nz/NewZealandCurriculumDocument)

Goal 3

Develop and maintain a safe, inclusive student learning environment.

Objective 1

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

An analysis of stand-down and suspension records for the year indicates minimal levels of physical violence involving students at WSC. The student body has been made well aware of the school's low tolerance for violence.

(See www.westernsprings.school.nz/news/BuildingaSafeSchoolCommunity)

However, concerns remain about the incidence of abuse and harassment occurring via social networking sites. Staff continue to liaise closely with expert agencies such as NetSafe in order to refine procedural guidelines.

A source of some disharmony is the issue of the school's jurisdiction over behaviour occurring off site and outside school hours. WSC currently pursues a preventative and interventionist approach in order to promote respectful relationships among students while they are at school. There continue to be some parental challenges to this proactive stance which, however, is appreciated by the majority of families.

The recently reviewed behaviour management system has been well embedded with all departments now able to report that robust procedures are in place to deal with repeated minor misconduct.

Objective 2

Develop student leadership opportunities

The aim of involving more students in leadership roles has been achieved by providing more leadership opportunities across all levels.

A review of the student leadership structure saw the establishment of three waste panels – Travel Wise; Health Wise; Waste Wise – each with three Year 13 leaders and with five students elected from Years 9-12.

The Wises Camp during May enabled these students to interact with guest speakers, engage in team building activities and plan for Wises week. The Wises Week involved a range of activities including a slow bike race, smoothy bikes, bin basketball and car free days and succeeded in widening school support for sustainability events.

The Wises teams were also well supported through WSC's links with external agencies such as Auckland Council (EnviroSchools & Waste Wise) and the University of Auckland (Nikki Harre).

These developments, in addition to the responsibilities assigned to students on the Student Council, the Sports Council, in the peer support programme, as peer mentors and peer tutors, as library monitors, and on the ball and graduation committees, amount in toto to a diverse range of student leadership opportunities.

Goal 4

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

Objective 1

Provide students and staff with new and modernised learning facilities.

The plan to design and build a new four classroom block resourced from the school's roll growth entitlement was shelved at the point when it became clear that the replacement building programme would include not just the art and technology blocks but also the two main double storey teaching blocks. It was agreed by all parties that the roll growth and replacement building plans should be merged and finally determined following a Ministry of Education-commissioned master planning exercise.

For the same reason the Ministry of Education decided to freeze funding of \$1.4m for the new Five Year Modernisation programme which comprised over 20 projects proposed in the main by curriculum area leaders. The exceptions made were for the marae office and storage projects and for building of a relocated grounds compound.

Objective 2

Bring ground conditions up to an acceptable standard.

The delay to completion of the south western field renovation project caused by a very wet winter had the unintended consequence that a decision was able to be made in late spring not to continue with the extensive drainage plans for the new sports field. The reason for revising the field development plan was that by term four the Ministry of Education had decided to commission a master planning exercise designed to determine the best location on site for the replacement buildings. It was decided that because there was a possibility that south western area of the site would be chosen as the location for the new buildings it was not feasible to continue with the field development plans.

Objective 3

Strengthen sustainability practices

In addition to the student leadership initiatives, in particular Wises Week, reported above (page 21), WSC has been able to make significant progress with both the Waste Wise and Travel Wise programmes.

The decision of the Ministry for the Environment to invest a \$55,000 grant in the WSC waste management programme represents a major highlight for the school's sustainability movement and owes much to the inspired collective leadership of the WSC Sustainability Panel and, in particular, in this instance to the hard work and persistence of deputy principal, Thea Kilian.

The grant will resource the employment of expert consultants to guide staff and students concerning initiatives designed to facilitate the reduction of waste to landfill by further promoting recycling and enabling improved compost management.

The heartening commitment of Auckland Council to implementation of the WSC Travel Plan has seen completion of the footpath and foot bridge on the northern side of Old Mill Road. The most recent indications are Auckland Transport's decision to introduce further "traffic calming" measures on Motions Road and to establish traffic lights and a pedestrian crossing at the corner of Motions and Great North Roads.

Goal 5

Strengthen school-home and school-community partnerships.

Objective 1

Increase community support for the school.

The position of school development manager was established in May. As a direct consequence of this appointment the WSC Development Trust has been constituted with charitable trust status for the purpose of generating locally raised funds supplementary to the Ministry of Education budget for the rebuilding of the school.

Another significant development has been the establishment of a WSC alumni organisation for the benefit of former and current students. It is planned to identify the intellectual, commercial and cultural expertise within this network with a view to facilitating links with the school in ways which will enhance students' personal growth and development opportunities.

Other projects are to map and activate the expertise and skills within the parent community for the benefit of the school, and to participate in the local business group which was recently set up to develop links with neighbourhood schools.

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 the senior managers.

The group has continued to honour its middle name by organising or assisting with the organisation of events such as the New Families' Barbeque, Open Week, the Quiz Night, movie evenings at the Bridgeway in March, July and October, working bees, and the staff end-of-year lunch.

The outstandingly successful Quiz Night fundraising effort raised \$23,000 which enabled PAG to support the school ICT upgrade programme with the purchase of two sets of netbooks. Other projects which benefitted during the year from PAG fundraising were the outdoor seating, sports equipment (scrum machine), health equipment (through purchase of a defibrillator), the visiting expert programme (for Media Studies) and funding for the Meola Creek Restoration.

Additionally, during term two PAG organised parenting teenagers seminars in liaison with community mental health and alcohol/drug services agencies.

The PAG TravelWise subcommittee also deserves acknowledgement for its effective lobbying of Auckland Transport in the interests of safer commuting for pedestrians and cyclists travelling to and from school.

The Nga Puna O Waiorea Whanau has further advanced the concept of co-governance through direct dialogue with the Ministry of Education and the WSC Board of Trustees. It is anticipated that significant progress towards implementation will be made during the year ahead. Additionally, there has been a heartening commitment to inclusion of the marae classrooms in Ministry of Education plans for the school rebuild programme.

The kaupapa of active whanau participation in rumaki activities and events continues to be strongly upheld: monthly hui have been very well attended and parent support for kapahaka, korero, wananga and sports events remains strongly evident and a remarkable feature of the strength of this unit.

A highlight in 2011 was the hosting in August of the launch of Minister Pita Sharples's *Tataiako: Cultural Competencies for Teachers of Maori Learners*, attended by officials from the New Zealand Teachers' Council, the Education Review Office, the New Zealand Qualifications Authority and the Ministry of Education. WSC through the principal has made a commitment to a sustained programme of staff professional development aimed at implementation of this programme.

Tracey Watkinson has concluded seven years of dedicated and highly valued service on the Board of Trustees to be replaced by James Watkinson; Rick Leaf has been appointed as the second Rumaki representative on the Board; and Rau Hoskin alongside James continues to represent Nga Puna O Waiorea's interests on the Board Property Committee.

The **Mainstream Maori Parents Group**, ably represented on the Board of Trustees by Alice Heather, and with the sustained and valued input of Robyn Gray, has continued to work with the teaching staff managers assigned to support mainstream Maori student achievement. The parent/teacher group has worked to facilitate links with the whanau of mainstream Maori students in order to encourage parent attendance at report and careers events.

The group's main focus has been on 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 approach to transition from school. The effectiveness of this work may be gauged from the academic results achieved by mainstream Maori students (See page 9 above.)

The Pasifika Parents'/Teachers' Group has promoted the organisation of events such as parent/teacher interview days, the Po Fia Fia Night, and the annual Pasifika Prizegiving which in 2011 once again filled the hall with appreciative family members, friends and teachers.

Objective 3

Ensure informative and timely school-home communication.

Parents are now emailed the school newsletter three times each term. The newsletter is also accessible on the school website.

School website front page banners have been frequently used to highlight coming events, to provide links to breaking news stories and to provide access to public health information.

Routinely, single issue newsletters in hard copy form have been distributed to families through students on an as-needed basis.

The establishment of the Parent Portal for providing direct access to student learning programme information, assessment results and attendance data has been delayed as a result of unresolved operational incompatibilities between the two agencies whose services the Ministry of Education has sought to coordinate.

Objective 4

Encourage community pride in the performance of the local college.

The record size of the consecutive Year 9 intakes for 2011 and 2012 at a time when there has been no out-of-zone enrolments into the mainstream part of the school (See page one above.) provides strong evidence of both sustained and growing local community support for WSC. Links with our contributing intermediate schools continue to be maintained through the annual term two Year 8 workshops and the Open Week tours and public meeting. In recent years student leaders have made a significant contribution to this work.

The success of Nga Puna O Waiorea te Reo Maori immersion kura in attracting increasing numbers of students has continued. In response to this demand, two classes have been established at each level from Years 9-11.

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 the leading Auckland secondary school kapahaka cultural group; moreover, the successful hosting of the Auckland regional te Reo Maori speech competitions (Nga Manu Korero) in two of the last three years 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 this substantial growth.

Objective 5

Develop international educational and cultural links in the global community.

In 2011, student scholarships were established and extended to WSC's friendship schools in Ningbo and Shijiazhuang enabling four students from China to study at our school. In term three we again hosted a brief, two-day visit on the part of teachers and students from Ningbo High School No. 2.

Personnel: Appointments, Awards & Farewells

At the beginning of 2011 we welcomed **May-Lee Allen** (Rumaki English), **Kathryn Jenkin** (Science), **Miriam Kent** (English), **Halley Kondamudi** (Mathematics), **Jessica Walker** (Rumaki Physical Education, Health Education and Technology) and **Tony Wang** (Science) – all beginning teachers commencing their teaching careers at WSC.

Cindy Wynn replaced Helen Armstrong as head of Science, coming from a period of service as an NZQA assessment moderator. **Tim Stubbs** arrived from Wellington to teach Economics. **Maria Moylan** migrated from the United Kingdom to take up a position as our Food Technology specialist. And **Megan Murdoch**, reappointed as assistant head of Physical Education after a break from teaching, returned initially as acting head of the department for the period of Jarrod Dunn's overseas leave.

Belinda Develter (English) and **Damon King** (English & Philosophy) transferred to WSC from North Shore schools. **Elena Turner** joined the Mathematics department, coming from Howick College. By February, **Bridget Fogarty** had joined us on a part-time basis (0.32) to complement our teaching resources in the English department.

During the year we farewelled **Jane Tan** who took maternity leave in mid-March at which point **Jacky Isitt** was assigned to teach in the Learning Support and Social Studies departments until the end of the year. At the same time we also farewelled **Tracey Rogers**: Tracey had served the school outstandingly well as a teacher aide in the Learning Support department for 12 years; she has made the decision to combine being a mother at home with her young child and working in child care. In May, **Peter Bircham** similarly decided to take a break from teaching to spend time at home caring for his children.

Among non-teaching support staff, in April WSC was fortunate to secure the groundsman's services of **Selwyn Watford**, and, also in April, **Celia Fowler**, as assistant to the director of the International Students department. The following month (May) saw the creation of the new role of school development manager, which was filled by **Paula Marx**. Two of Paula's main assignments have been the establishment of an alumni body and the setting up of a WSC Development Trust.

At the mid-year point (June), **Simon Henley** accepted a part-time (0.4) position as the Mathematics and Physics specialist in the Learning Centre.

At the beginning of term three head of Physical Education, **Jarrod Dunn**, returned from three terms of board leave teaching in Asia to resume his teaching duties and middle management responsibilities. Towards the end of term three English and Media Studies teacher **David Burton** was similarly granted leave by the Board of Trustees to travel and teach overseas.

The Art department was very appreciative of the services of **Kate Pirritt** who took over Nici Green's Art History classes from August until November.

Bryony West was elected to replace Nici Green as the board staff representative.

Appointments for the year ahead included **Heather Dikstaal** as head of Classical Studies, **Emma Dwyer** as head of Social Studies, **Ali Geursen** as the Specialist Classroom Teacher, **Simon Ferguson** as head of English, **Belinda Develter** as assistant head of English, **Kay Wallace** as Year 12 Academic Director, **Tim Stubbs** as Atea House dean and **Mel Webber** as the assistant dean of the house.

At year's end we farewelled **Tania Secker**, an exceptionally fine teacher of Classical Studies, History and Social Studies for a period of six years; Tania, who also served with distinction as acting dean of Whenua House, has returned to her home city of Christchurch to be closer to family at a time of need.

Ross Wheaton, our part-time Mathematics teacher and sports coach/manager extraordinaire for the last six years, has retired from teaching after a long and distinguished career in the profession. It was with reluctance that we were forced to accept that Ross had truly earned this respite.

Assistant head of Physical Education, **Megan Murdoch**, took maternity leave for 2012, and assistant head of Drama, **Rita Berridge**, has also been granted leave for the year ahead.

Tumuaki of Nga Puna O Waiorea, Chris Selwyn, has been seconded by NZQA for a year to serve as a moderator of Te Reo Maori.

Our saddest farewell, however, was for **Nici Green**. Nici died in December after a courageous struggle with cancer.

Nici served the Western Springs College community for six years following her appointment in 2006. She was a highly esteemed teacher respected by students and colleagues alike.

Nici taught English, Media Studies and Art History. Her students greatly appreciated her extensive professional knowledge and her active dedication to their learning. They considered it to be their very good fortune to be placed in one of her classes.

Nici's fellow teachers valued her leadership. They took confidence from having her represent them as the staff representative on the board of trustees and on the executive of the branch of the teachers' association (NZPPTA). They did so because of their awareness of her consistently principled stance on all significant issues.

Nici loved teaching at Springs; Springs loved having her. She will not be forgotten.

Financial Management

The 2011 Annual Report has recorded a surplus of \$66,373 and a positive working capital situation, a pleasing reversal of the result reported for 2010.

This considerably improved outcome owes much to the strengthening of the Board Finance Committee with representation on the part of three trustees, two of whom have an accounting background, and whose collective expertise has better ensured more accurate and balanced budget setting, more closely monitored monthly financial reports and a more responsive financial services agency performance. In the area of local fundraising there has been a notable 25% increase in donations payments, to a large extent the result of improved administration.

The school's auditors have signalled their intention of issuing an unqualified audit report for the year ended 31 December, 2011. The issues identified in the 2010 report which prompted recommendations for the school's consideration – the working capital deficit, accuracy of budgeting and the updating of the maintenance plan – have been addressed and do not rate any mention in the 2011 audit report. The 2011 report's Summary of Findings identifies four issues which have all been assigned a low importance rating; at the time of writing one of these issues is being contested by the principal.

Property Management

Further to the annual plan report above (See Goal 4, Objectives 1 & 2 on pages 21-22.), in June, through the auspices of local M.P. Nikki Kaye, Board Property Committee personnel sought a meeting with Auckland Ministry of Education property and demographic officials in order to establish agreement concerning WSC's classroom entitlements as a result of both roll growth and building replacement requirements.

A subsequent Ministry of Education demographic report preceded the MOE's commissioning of the preparation of a works programme with budgets, including remediation of the northern fields, by project manager, Paul Styles, and Arch Hill Architects. The programme received MOE consideration in July (Auckland) and August (Wellington) with Ministry approval in principle given by late October to proceed with a master planning exercise tasked with recommending the site location for the replacement of B, C, D, E and F blocks and with determining whether to replace or repair the administration block, the library and the gymnasium.

In anticipation of Government funding for the rebuilding of the school being given in the year ahead, a team of trustees, senior and middle managers, and students invested time in August, September and October visiting schools newly built in the Auckland and the Bay of Plenty regions.

During the year serious weather-tightness issues became evident, firstly affecting the TAPAC roof, and subsequently concerning the administration block. As a consequence of the preliminary identification of design and construction issues the Ministry of Education commissioned a full programme of "destructive testing" and reporting. The recent emergence of similar problems affecting the library extensions will no doubt have a bearing on decisions to repair or replace the administration block and the library.

In order to meet immediate classroom needs ten relocatable classrooms have been brought onto the site during the last twelve months: four in January/February, 2011, situated between TAPAC and B block, and six at the end of the year (four adjacent to S block, and two on the marae).

Sports Awards & Special Prizes

Sports

In 2011, Western Springs College was represented by nearly 60 teams entered into inter-secondary sports competitions across a wide range of sports:

Summer – athletics; swimming; triathlon; waka ama; tennis; cricket; touch; softball; volleyball; table tennis; 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
Jordan Martin
- Sportswoman of the Year
Ariia Tainui-McIntyre
- Sportsman of the Year
Thomas Robson
- Top Team Award
First Fifteen Rugby Team

(See page 19 above for coverage of other sports developments in 2011.)

Special Events

Senior Prizegiving Ceremony

Special Awards 2011

Community Awards

- Special Award for Services to the Library
Eleanor McKibbin
- The Board of Trustees Award
in recognition of the outstanding contribution of the student trustee
Linda Palavi
- The TePaki Whanau Pasifika Excellence Award for all round application
Linda Palavi
- The Ach Lee Fong Memorial Award for Outstanding Contribution to Kapa Haka
Chaz Brown, Moana Way-Korewha & Nathaniel Howe
- The Grant-Mackie Caring Award
in recognition of a caring attitude towards other students in the school community:
Linda Palavi

- The Nga Oho Award
a special award for outstanding contribution to Nga Puna O Waiorea
Nathaniel Howe

The Tai-Talamaivao Pasifika Award
a special award for outstanding contribution to the Pasifika Unit.
Kakala Lutui

- The Sustainability Award
awarded in collaboration with the University of Auckland in recognition of an outstanding contribution to the school sustainability project
Kieran Wilding.

Special Academic Awards

- The Liggins Institute Award for Excellence in Life Sciences
George Penlington
- The Tuisamoa Cup for Outstanding Artistic Achievement and the Apex Photography tripod for Photographic Excellence
Tiana Gibbons-Campbell
- The Ara Lodge Award to assist with tertiary study in the arts
Tiana Gibbons-Campbell
- The Ruben Mac Mathematics Trophy
awarded to a student who has over the last 5 years shown the utmost commitment and dedication to the subject, achieving well beyond all expectations
Brook Matheson
- The Western Springs College Cup for Outstanding Achievement in Mathematics
Eva Woodward
- The Empen Cup for Outstanding Achievement in Instrumental Music
Eden Roberts & Asako Shimizu.
- The Burton Award for Outstanding Contribution to the Performing Arts
Taylor Groves & Daniel McBride.
- Western Springs College Award for Excellence in Drama
Arlo Gibson
- The TAPAC Trophy for Outstanding Achievement in Performing Arts Technology
Lucy Lever
- The Technology Trophy for Outstanding Achievement in Food Technology
Kate Whitfield

- The Technology Trophy for Outstanding Achievement in Soft Materials Technology
Odette Benoit
- The Technology Trophy for Outstanding Achievement in Hard Materials Technology
Bevan Peace
- The Technology Trophy for Outstanding Achievement in Graphic Design
Sophie Wagener
- The White Cliffs Award for Excellence in Practical Technology
Richard Pedersen
- The Western Springs College Cup for Outstanding Achievement in English
Asher James
Xixi Xian
- The Jane Hall Cup for All Round Excellence in Media Studies
Asher James
- The Western Springs College Cup for Outstanding Achievement in History
Zoe Dunster
James Philpott
- The Woods Shield for Endeavour in Philosophy
Taylor Groves
- The Massey-Dunn Cup for All Round Excellence in Physical Education
Ciaran Milford
- The Boisieux Bullock Memorial Cup for Achievement in Accounting
Alexandria Haynes
- The International Students' Award for All Round Academic Excellence
Nikita Dergunov
- The International Students' Award for All Round Application
Robert Vehlies

External Awards

- ASB Scholarships
Daniel McBride, Eva Woodward, Nicholas Short and Ryan Macallister.
- The Performing Arts School Scholarship
Ahutoa Lanefale
Cuba Haslam
- AUT Scholarships - awarded to students who show ability, leadership or determination to succeed
Vice Chancellor's Scholarship

Tiana Gibbons-Campbell

Significant Students' Scholarships

Nathaniel Howe; Chaz Brown

- University of Auckland Entry Scholarships
The University of Auckland Chancellor's Award for top Maori and Pacific Scholar
Nathaniel Howe

The University of Auckland Alumni Scholarship

Xixi Xian

The University of Auckland Jubilee Award

Harley Adams

- UNITEC Partner School Scholarships
Brook Matheson and Tomoaki Saegusa
- Victoria University Excellence Scholarships
Taylor Groves, Mary Peirse-O'Byrne, Hetty Wheeler-Bowden, Tom Shore, Zoe Dunster, Daniel McBride

Victoria Achiever Scholarship

Henrietta Bollinger

- Sir George Elliot Tertiary Scholarship (\$25,000)
awarded to a student who achieves a balance between academic achievement and contribution to the school and community
Henrietta Bollinger.
- The House Cup
Kapura House
- The Hindley Scholarship
recognizes the potential of a Year 12 student; assists with study at Year 13 level
Lucy Vete
- 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
Xixi Xian
- The O'Keefe Scholarship (Runner-Up to Dux)
Nicholas Short
- The Hicks Prize for Dux
Daniel McBride

Other memorable **term four events** which enabled us to acknowledge academic achievement, student leadership and significant contributions to the school community

included the Sports Awards Dinner, Year 13 Mainstream Maori Students' Farewell, the Rumaki Prizegiving, the Pasifika Prizegiving, the Leavers' Dinner and the Junior Prizegiving, all strongly supported by the families and teachers of the students. Term four is certainly a time for affirmation and celebration at Springs!

Future Directions

Western Springs College is on the threshold of recreating itself. This rare opportunity has been presented by the decision of the Ministry of Education to approve in principle the rebuilding of the school.

The very nature of the process of building a new school is future-oriented. Schools have to last. We are tasked with creating a learning environment which must serve the community for many decades. It is not enough for us to design educational facilities which accommodate today's teaching and learning practices. We need to be mindful of current trends and envisage as best we can the kind of education needed not just now but also in the future.

One theme which is currently commanding increasing attention is the personalisation of learning. The call is for students to be enabled increasingly to take responsibility for directing their own learning and to engage in relevant, authentic learning opportunities. In consequence, learning resources such as learning spaces will need to be deployed more flexibly to facilitate these developments.

Necessarily, therefore, all of this will involve our school community in coming together in order to renew Western Springs College's vision for secondary education. The school development work undertaken during the last twelve months (See page 23 above.) and the success of WSC in recent years mean that the college is well positioned to enlist strong community support as we seek to provide educational facilities we can take great pride in.

I look forward to working with you on this exciting, once-in-a-lifetime project.

Acknowledgements

Western Springs College is blessed with a very able and dedicated Board of Trustees. Our trustees have high aspirations for the quality of education delivered to the local community. They are actively involved in their governance roles, serving on a wide range of committees overseeing planning, policy development, discipline, financial management, property developments, health and safety, and personnel management. WSC is greatly advantaged by their individual and collective expertise and wisdom.

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 23-24 above.) Student success at WSC depends greatly on this partnership.

Western Springs College depends above all on the expert and dedicated service of our teachers who constantly strive to engage their students in relevant and productive learning experiences. They are proud and committed professional educators who continually seek to refine their teaching practice in the interests of their students' growth and development.

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