



**WESTERN
SPRINGS
COLLEGE**



† NGĀ PUNA O
WAIŌREA

**Western Springs College Ngā Puna O Waiōrea
Board Hui Rārangi Take
Mon 26 May 2025 at 5 pm**

This meeting will be held **kanohi ki te kanohi**
Venue: WSC Staffroom

Google Meet Link for members of the public
to join the hui remotely

meet.google.com/mdm-asqe-ugi

Time	Item
5.00pm	Karakia tīmatanga
5.05pm	<p>Present</p> <p>Apologies: None received as at 20 May</p> <p>Declaration of interests</p>
	REQUEST TO SPEAK
	None received
	STRATEGIC REVIEW
5.10pm	<p>Strategic Plan deep dive Just Ākonga achievement</p> <p>The purpose of this item is to receive and discuss a detailed report on progress towards achieving our strategic plan goals for Pou Tāhu - Just.</p> <p>Actions for 2025 including milestones and success measures can be found on page 6 of the Annual Implementation Plan.</p> <p>The board will also receive the final NCEA results for 2024. Note: The board received detailed reporting and analysis at its first two meetings for 2025.</p> <p><i>Recommendation:</i></p> <ul style="list-style-type: none"> • <i>That the Board receives the report.</i>
	CURRICULUM
5.45pm	<p>Art</p> <p>The purpose of this item is for the board to receive a report about this curriculum area.</p> <p>Kirsty Britton-Taylor and Ashley Heelam will attend for this item.</p> <p><i>Recommendation:</i></p> <ul style="list-style-type: none"> • <i>That the Board receives the report.</i>
	REGULAR REVIEW

Time	Item
6.10pm	<p>Regular reports</p> <p>The purpose of this item is to receive management reports, and optional updates from kaimahi and ākonga members.</p> <ul style="list-style-type: none"> Principal's report including assurances (ref last page(s) of report) Tumuaki report Kaiako reports - optional Ākonga reports - optional <p><i>Recommendation:</i></p> <ul style="list-style-type: none"> <i>That the Board receives the report(s).</i>
6.45pm	<p>Board committee work</p> <p>The purpose of this item is to receive and note the minutes of board committee hui that have taken place since our last board meeting.</p> <p>Finance and Business Services Subcommittee - no meeting held since last board meeting. Business Manager has provided a 1-page summary for this meeting.</p> <p>Policy Review Subcommittee - no meeting held since last board meeting.</p> <p>Property Subcommittee - no meeting since 31/3/2025</p>
	ADMINISTRATION
6.50pm	<p>Confirmation of minutes of meeting on 31 March 2025</p> <p><i>Recommendation:</i></p> <ul style="list-style-type: none"> <i>That the Board adopts the minutes of the meeting held on 31 March 2025.</i> <p>Matters arising</p>
6.55pm	<p>Correspondence</p> <p>The purpose of this item is to receive any correspondence sent to or from the Board since the last meeting.</p>
7.00pm	<p>Annual report 2024</p> <p>The purpose of this item is for the board to receive and approve the Annual Report 2024 before it is submitted to the MoE by 31 May 2025.</p> <p><i>Recommendation:</i></p> <ul style="list-style-type: none"> <i>That the Board receives the report and approves for submission to the MoE by 31 May 2025.</i>
7.10pm	<p>Board member interests and conduct</p> <p>The purpose of this item is for Board members to:</p> <ul style="list-style-type: none"> update their annual declaration of interests confirm annual agreement to the board member code of conduct.

Time	Item
	PUBLIC EXCLUDED BUSINESS (PEB)
7.20pm	Confirmation of Public Excluded Business (PEB) minutes <i>Recommendation: That the Board adopts the PEB minutes of the meeting held on 31 March 2025.</i> Matters arising
	Complaints The purpose of this item is for the Board to review concerns, complaints and OIA received by the Principal, Tumuaki and Board.
	Any other business
	Resume public business
	CLOSE
8.00pm	Comments on meeting procedures and outcomes <ul style="list-style-type: none"> • Were we effective? • Was the information provided to the board for this meeting effective? • Was my contribution effective? • How could we improve?
	Karakia whakamutunga
	Meeting run time - approx 3 hours

Board meeting dates 2025

Term 1	Term 2	Term 3	Term 4
Mon 24 Feb Mon 31 Mar	Mon 26 May Mon 23 June	Mon 4 Aug Mon 15 Sept	Mon 20 Oct Mon 1 Dec

WESTERN SPRINGS COLLEGE NGĀ PUNA O WAIŌREA

PUBLIC BUSINESS

STUDENT ACHIEVEMENT : BEYOND THE CURRICULUM

MATTER FOR INFORMATION

26 MAY 2025

HEADS OF DEPARTMENT AND HEADS OF HOUSE AND TUMUAKI TUARUA/ DEPUTY PRINCIPALS

SUMMARY

The purpose of this paper is to receive and discuss a detailed report on progress towards achieving our strategic plan goals for Pou Tāhu - Just. This report provides a broad overview of programmes and interventions offered for WSCW students to support achievement and wellbeing.

Actions for 2025 including milestones and success measures can be found on page 6 of the Annual Implementation Plan.

The board will also receive the final NCEA results for 2024. Note: The board received detailed reporting and analysis at its first two meetings for 2025.

RECOMMENDATION

It is recommended that the Board:

1. Receive the report & attachment.

ATTACHMENTS: n/a

Attachment	Description
A	Student Achievement 2024 Final Results
B	

BACKGROUND & DISCUSSION

What is the background to the report, issue or proposal?

We offer a wide range of student achievement opportunities adjacent to subject classes and beyond the curriculum. This paper provides an overview of those opportunities for WSCW students. It also outlines specific programmes within Waiōrea. This paper also includes mentoring opportunities for more at risk students and how they can be supported by the school.

How does this support delivery of our annual implementation plan and strategic plan?

Opportunities for students to succeed at all levels and extend their learning. Support our Māori students to achieve as Māori in both Waiōrea and in kura auraki. Development of our TAK whānau class in Springs.

STUDENT ACHIEVEMENT : BEYOND THE CURRICULUM

Pou: Just

Akonga achievement: May Board report

Introduction: This is a broad overview of programmes and interventions offered for WSCW students to support achievement and wellbeing.

Attendance:

The attendance monitoring is a heavily collaborative role that focuses most attendance queries toward the attendance officer. It frees up Senior Leaders/ Tumuaki Tuarua to navigate the high level and curly attendance issues among heads of houses and SLT. While the Whanau teachers primarily deal with the period absences, the daily follow up by the attendance officer of student absences slightly alleviates pressure on whānau teachers and Heads of Houses by calling, texting and emailing to caregivers.

Term 1 when extracting the attendance data for period 1 and 2, the students who would be flagged with either a 'T'(Truant) or '?'(Absent) code would be approx 90 Springs students daily and between 15-30 for Waiōrea. Most students would be sick but caregivers hadn't the chance to call/message the school. Whereas Term 2, the amount of students sits at approx 60 students daily showing an increase in student/caregiver communication with the school or students as a cohort are not as sick. Either way, the decrease in student absences that need daily follow up across all 4 Springs houses is promising, and across Waiōrea as well.

The interface with families allows the attendance officer to build a rapport with families especially with students who have had chronic attendance in the past. Persistent communication has been fruitful where a few families are comfortable to reach out directly to the attendance officer. This is where the collaborative effort with Heads of Houses have been successful where in a few instances, setting up support hui with families and being another familiar person to both students and HOHs/SLT. Whilst not shifting overall 90 % attendance data it does mean that the percentage of chronics has decreased.

Waiōrea:

Attendance in Waiōrea is incrementally improving term 2.

Extracurricular activities help improve our attendance rates, as well as ongoing monitoring from both the majority of whānau kaiako and our attendance monitor.

Whānau engagement is key to the success of our students' attendance, one of the on-going things we are trying to improve on is whānau communication with the school to get critical success for accurate stats.

Attendance at karakia needs to improve across all year levels.

Literacy and numeracy: (opportunity to get CAA's)

The Learning Centre has been running workshops during whanau time with TAK seniors students yet to gain the numeracy CAA.

The Literacy and Numeracy team have been running targeted workshops during the Wednesday Homework Centre in Kawakawa and Pohutukawa. These are for Years 11 to 13 who still need one or more of the CAAs in the May window. After that, these will open up to the Year 10s in preparation for the September CAA exams. These workshops involve four teachers and offer a specific focus on different dimensions of the CAAs that challenge our students.

Gateway: (health and safety etc/ work placements)

- Introduced a one day workshop on Health and Safety for Yr 12 and 13, each year group has a different workshop and focus. Yr 12 students gain 10 credits, Yr 13s gain 11. Student feedback has been positive with most recommending it for students next year.
- Currently 93 students are taking Gateway, work placements have been found for 91. Placements mostly happen in terms 2 and 3 while avoiding clashing with Derived Grade exams as much as possible (exams take priority).
- Placements include McDonalds, Woolworths, Forklift licence, Skycity and Cordis hotels, students own sourced placements.
- A new work placement option this year is at a distribution warehouse. This opportunity has come through a Waiōrea parent, (at the beginning of the year whānau were asked if they could provide any Gateway placements).
- Another new placement option this year is at a gaming arcade. This has come through a WSC staff member's connection to the business.
- Strengthening communication channels with home/whānau. Initial letter and consent form sent at beginning of year. All whānau are contacted before their child goes on placement, reminder letters sent via Classroom. A text message was sent home to whānau via Kamar the day before the workshops, this resulted in 25/29 Yr 13 attendance and 57/64 Yr 12 attendance - absences include sickness, travel other obligations etc
- Developing deeper connections with Waiōrea kaiako and ākonga, this is greatly helped and supported by the Gateway admin person who has very strong community connections with Waiōrea.

Waiōrea Special programmes:

- Tokaroa Hikoi; All tauira and is an annual event. The purpose is to visit local landmarks to strengthen the hononga to Ngā Puna o Waiōrea.

- For the first time, we took our tauira out to the Powhiri for the 50th Anniversary of the ASB Polyfest Campaign, as we were also one of the host schools.
- ASB Polyfest Campaign; over 200 tauira across 3 Divisions, including a Non-Competitive roopu. We also had a group of 10 students who were kaimahi across the 4-day Festival.
- Auckland Art Gallery Programme: 4 visits throughout the year. (6-10 tauira) enhancing relationships with AAG. Working and collaborating towards a project through which each ākonga responds to the artworks, artists and/or their contexts in a way that celebrates their identity, knowledge and experiences and includes their whānau.
- Whānau Noho; 9 whānau classes had Marae a Noho in Term 1. The main purpose is to improve relationships within whānau classes and provide the opportunity to sleep in our whare, Ngā Oho.
- Apollo Programme through the University of Auckland Engineering Department in School Holidays; 2 Tauira.
- In Term 2 (week 2), Te Māhepohepotanga Sports Tournie, approximately 50-60 students are going out each day across 5 days. The Sports played were Netball, Turbo Touch, Basketball, League and Kiorahi.
- In Term 2 (week 3), Puni Reo Poitarawhiti (Netball) Tournament; 5 netball teams plus kaimahi. The purpose is to celebrate te reo Māori and empower our beginner learners to speak with confidence.
- Spoken Word Roopu; 10 tauira; weekly lunchtime hui; Tuesdays and Thursdays. 2 teams entered in Frontline Hui.
- Kaitiakitanga Roopu.

Careers:

- [STAR Programmes](#) (off-site) - Holiday times only for 130 student placements so far in 2025.
- Girls in High Vis Trip 6 June for Girls in Infrastructure Omexom Henderson all day.
- [Tertiary Visits every week on Wednesday lunchtimes](#) at WSCW.
- [What We Do In Careers 2024](#)
- Staff accompanied student to UOA Pasifika Health Wayfinder Programme to increase uptake of Pasifika in Health Careers May 14 6 pm 2025.
- Coordinate Whakapiki Ake with Waioera and UOA Medical Whakapiki Ake Events team.
- Regularly keep Year 12 and 13 student/parent community updated on Career Events outside of school via a regular newsletter.
- Matariki Pathways and Subject Choice 17 July 4.30 - 7pm.

Dance:

- Connecting students to tertiary dance degree providers - visits to Unitec Dance Programme, workshops at WSCW with Unitec lecturers and students, communicating directly with UoA and Unitec programme leaders.
- Trips for all students to see a wide range of professional dance shows, e.g. Auckland Arts Festival, Atamira Dance Company, Black Grace, NZDC, Fresh Movement, NZDC.

- Hip Hop crew on Thursday lunchtimes. A place for tauira to learn different styles of street dance movement and choreography, work with dance kaiako, student leaders and guests. Performance opportunities offered. Open to all WSCW learners
- Dance troupe is one afternoon a week 3.10 -4pm offered to junior dance learners wanting to keep developing their dance skills. Opportunity to perform in the Junior Arts Festival in Tapac Theatre.
- YouDance Festival - a non-competitive, collegial dance festival for senior secondary school students to share high-quality performance and choreography.
- The Dance dept develops connections with the dance community to give our tauira a range of experiences and further opportunities. Each year we work with a range of choreographers, companies and performers to give tauira insight into different styles, contexts, ways of working, learning and pathways. Some examples of our amazing guest artists are Otis Herring - African Dance, Tamsin Theron - African, Contemporary and Street Dance, Hadleigh Pouesi - Street Dance, Seidah Tuaoi - Popping and Siva Samoa, Vaine Paniora - Cook Island Dance, Chris Ofanoa - Contemporary and Hip Hop, Bianca Hislop and Tiaki Kerei - Māori Contemporary Dance.
- The dance department has developed relationships with leading Dance companies in Aotearoa such as Black Grace Dance Company, Touch Compass, Footnote, NZDC, Atamira, Freshmans and more. We are able to inform our tauira of student centred events, matinee shows, workshops, auditions, pathways and other opportunities.
- Opportunities for students to perform to Intermediate schools (Arts Tour) and help the dance teachers teach workshops (Pasadena).
- Online Scholarship workshops for students, facilitated by the dance subject association.
- Connecting students with resident artists in Tapac - creating opportunities for tauira to view dance works in progress or hear from choreographers.
- Training tauira to work backstage and usher for shows.

Drama:

- Auckland Regional Secondary Schools Shakespeare Competition - Over 80 (Y9-Y13) students interested, across 21 initial scene group. Six years of students being selected either for National Competition, or for direct entry to the National Secondary Schools Shakespeare Production. Last three years, WSCW students have been selected to attend the exclusive trip to perform onstage at the Globe Theatre in London. In 2025, Costume design entry (Stanley Brown, who created all the costumes for the Y13 show) selected for the National Final.
- Y13 Drama Production an original adaptation, including development of chorus and combat skills for 27 students with personalised roles designed to amplify student success.
- Supplementary to curriculum, EOTC allows for students to be exposed to a broad and diverse range of texts, performance styles and companies.
- Mentoring between senior students and juniors with the Theatresports Troupe.
- 11 Drama partnering with local Theatre Company to develop devised theatre work.
- Full Scale productions at Y11, Y12 and Y13.

Performing Arts Technology:

- As part of classwork load (to meet assessment criteria prescribed by Te Mahi Ako) students engaged in backend production design, operation and manufacture. Students work out of hours to assist Y13 students who run production areas such as lighting, sound, costume, SFX makeup, stage management and marketing.
- At Y13, as part of the class workload, students work out of school hours (attending meetings and rehearsals) to independently manage production areas such as lighting, sound, costume, SFX makeup, stage management and marketing (with supervision). (One of our students created all the costumes for the Y13 show, another the Lighting and Operating the show, and two Stage Managing etc).
- Students who have completed these programmes working out in industry (regardless of grades).
- Students working in industry connecting with alumni and present students to create networks of within creative communities (Ex-student producing Stray Theatre at the University, Ex-student employed currently at TAPAC and the Factory Theatre, working at Kumeu Film Studio, Weta Workshop, South Pacific Pictures).
- In class sessions with industry professionals - supplementary to the curriculum, establishing and building networks with creative communities.
- For students who are pursuing creative arts and industries, mentorship with industry professionals where appropriate.

Mentoring programmes:

- Made a connection with Te Māhurehure Marae who run a weekly program on Thursday's for young Maori men. This occurs on Thursday where students are picked up from home by the Marae, share kai, and spend the day reconnecting with the whenua in various ways (for example, one of the boys who went last week went fishing). The main focus of this course is developing their resilience, confidence, and inner strength as well as learning and understanding Māori cultural values, which are embedded throughout the programme. For more information on what services they provide please see this [link](#).
- Applied to the ministry for funding for an internally run program for junior boys who are struggling with emotional and behaviour regulation at school. Have a private provider coming in and working with them.
- Also Youthtown is providing mentoring and small group prog for our year 11/12s who are starting to be disengaged. This is running over term 2 and 3, with day activities that happened in the term 2 holidays.
- We have 12 students on this weekly programme, 6 Māori males, 4 Māori females and 2 PI female (3 of these tauira are from Waiōrea).
- Mentoring for 1 Waiōrea male from Raise Up (YMCA).
- Mentoring for 3 Waiōrea females from the Kindness Institute.

TAK/ Pacific Students Whānau class:

- Some minor restructuring within TAK modeled on the Waiōrea classes-within-a-whanau structure. This will enable closer whanaungatanga and

monitoring of the 75 students within TAK. 5 teachers across 3 classes (KN & TA 1 day each).

- A new Springs kaiako is joining TAK, which we are excited about.
- We took a successful TAK trip to Point Erin for fun & whakawhanaungatanga. We left at lunchtime and returned after 4pm. We think this would be valuable to do twice a year in terms 1 and 4.

Learning Support has been running target numeracy workshops in TAK whanau time for the senior students needing the numeracy CAA.

WHW/ Māori Students in kura auraki Whānau class:

- 2025 saw the establishment of an MEM Whānau class.
- Two kaiako volunteered to run this. Incoming YR 9 students were invited to join, as were all MEM students at Springs in 2024. Ultimately 32 students joined this class.
- This class aims to create a whānau like atmosphere and increase belonging for MEM students. It was created to bridge the gap for any Māori students entering Springs - but also specifically for students coming to Springs from immersion intermediates.
- The establishment of a MEM whānau class aims to provide - increased academic monitoring and guidance for those students involved.
- Noho Marae planned for whānau class members in Term 2
- MEM prizegiving planned for Term 4 (similar to the Pasifika Prize Giving that currently runs).

Philosophy and Psychology: University Study:

Year 13 Psychology offers the opportunity for students to complete a university course alongside and in addition to school. These courses are funded through STAR through the University of Canterbury distance learning courses and run in semester 1 February-July.

Philosophy: (university paper) 2 students doing this course (One Springs and one Waiōrea)

PHIL139 Ethics, Politics and Justice: This course introduces students to moral and political philosophy by examining ideas and arguments about how we should live our personal, social and political lives

Student voice: Year 13 Waiōrea student

“ Going through the University course has been very beneficial and enlightening. Experiencing University and the magnitude of work has been very hard but the UC course has helped me adapt. But the course subject itself of Philosophy, Ethics and Politics has been so introspective that this has been so introspective that this has been fun to do. I chose this course to gain more knowledge of Philosophy, but coming out of it I have learnt more about society and how influential Ethics and Politics are. This course has allowed me to work at a higher level and gain more knowledge around the subject I love. “

Psychology (university paper) 6 students.

PSYC105 Introductory Psychology: Brain, Behaviour and Cognition. In this course students will receive an introduction to positive psychology; wellbeing; visual perception; research methods; learning and behaviour change; forensic psychology; neuropsychology; drugs and behaviour; memory and cognition; and health psychology.

Student voice: Yr 13 Springs student

"Participating in the Uni STAR course was a really insightful experience and allowed me to get a taste of what university was like. This was very beneficial for me as I am the kind of person that stresses out around uncertainty so getting to experience what university papers expect from you was really helpful and completely doable. It has been a great way to prepare me for uni as well as give me a taste of what studying psychology would be like. The psychology course focuses very heavily on similar topics to what we learnt in year 11-13 with the addition of learning about brain processes and how these psychological approaches and theories work which is very fascinating."

Students are supported by HOD in seminar groups outside teaching time and also support each other through google classroom.

Young Scholars programme: (this is offered to all Year 13 students)

Approx 8-10 students have enrolled in Stage 1 University papers at Auckland University. The papers range from Communications 101 through to Computing and Mathematics papers. Students usually participate in a lecture and tutorial once a week, either face to face or online. The program gives students the opportunity to experience university life while being academically extended. This year the university has covered the cost of the student enrolments as the 'fees-free' scheme is removed.

Feedback from students:

The Young Scholars Program has helped me to feel more prepared for university, especially as someone who is leaving high school early. I have learned how to manage rigorous university level work while still maintaining a partial high school schedule. It feels much less daunting to move into a university environment later this year, as I am familiar with the inner workings of a large school, as well as with the types of resources that will be available to me there. Beyond that, I've also found my course to be quite fun and very different in structure to my high school courses.

SEE BELOW FOR ATTACHMENT #1 - Student Achievement 2024 Final Results:

2024 FINAL NCEA Results

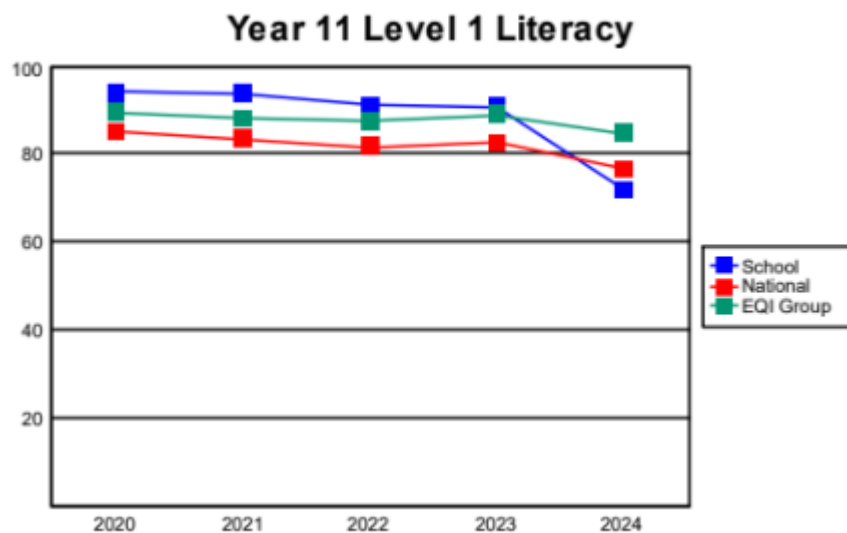
KEY:

↑=WSCW % is higher

↓=WSCW % is lower

- [Literacy And Numeracy](#)
- [Overall Results](#)
- [Certificate Endorsement](#)
- [Gender](#)
- [Ethnicity](#)

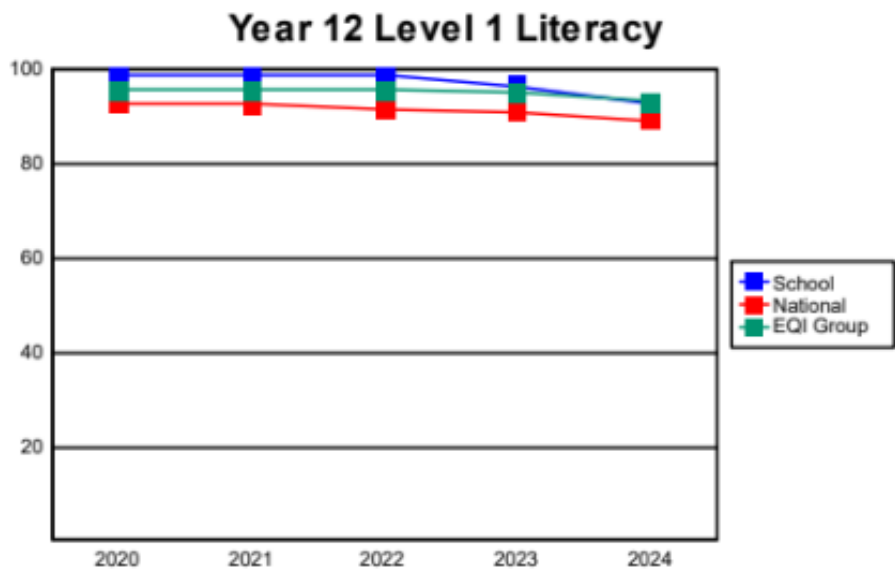
[Literacy and Numeracy](#) WSCW vs National vs EQI (CLICK TO OPEN)



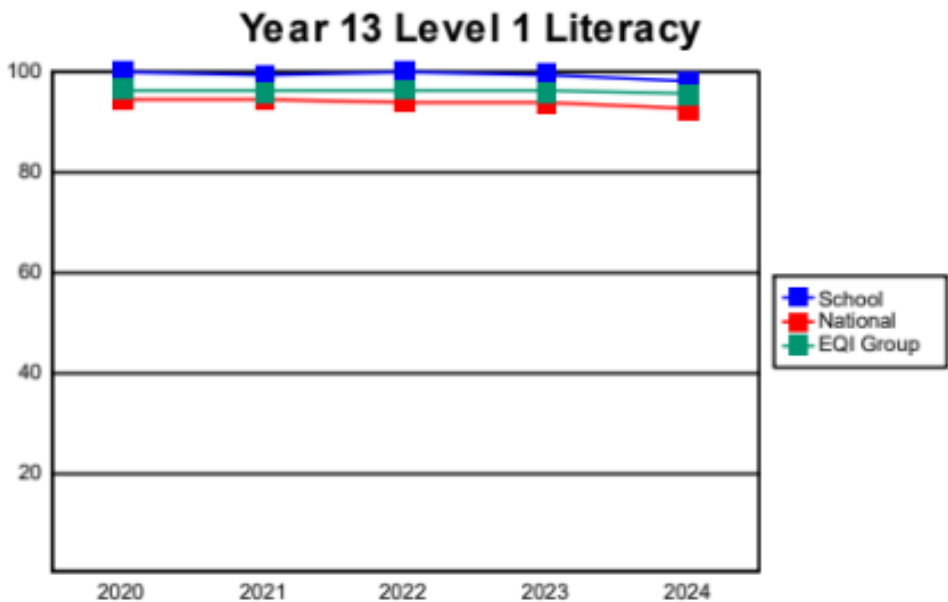
WSCW (71.9%), National (↓76.6%), EQI Band (↓84.7%)

Note students sit this in Year 10 like many higher EQI schools and we do catch up by the end of Year 13. We have a high number of SAC students in Year 10 and upwards.

Also students new to New Zealand and International students who will access their literacy requirements through ESL qualifications and/or their CAA's later in their schooling. This is also divided into reading and writing- the reading results are higher than the writing. To address this we have introduced specific literacy classes (run during YR 9 and 10 English periods) for an hour a week in YR 9 and 10. These sessions provide students with explicit literacy instruction and are directly linked to the CAAs.

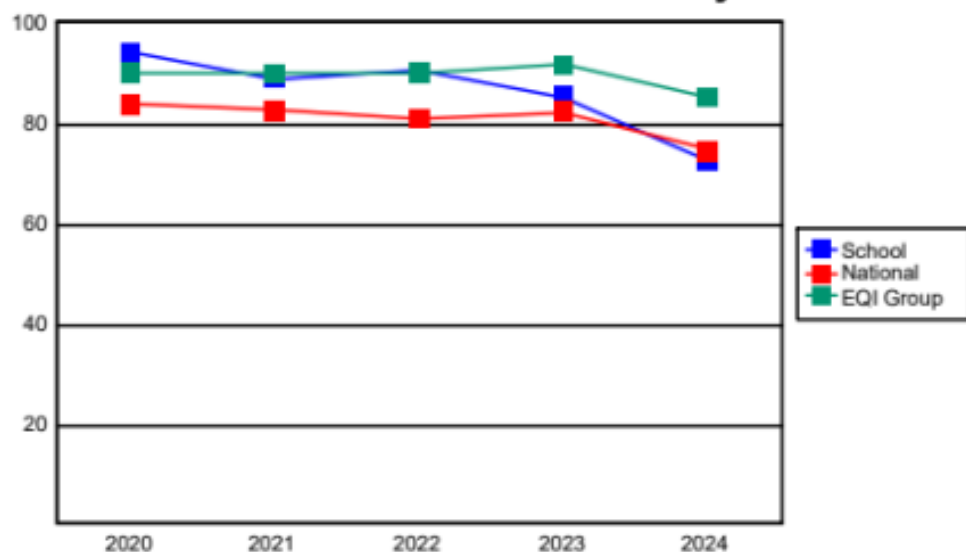


WSCW (92.7%), National (↑89.1%), EQI Band (↓92.9%)



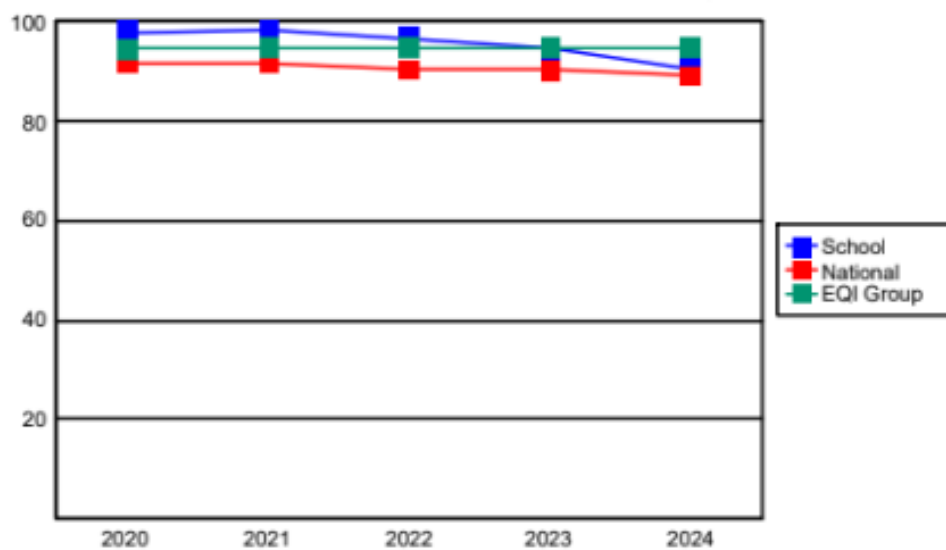
WSCW (97.8%), National (↑92.2%), EQI Band (↑95.4%)

Year 11 Level 1 Numeracy

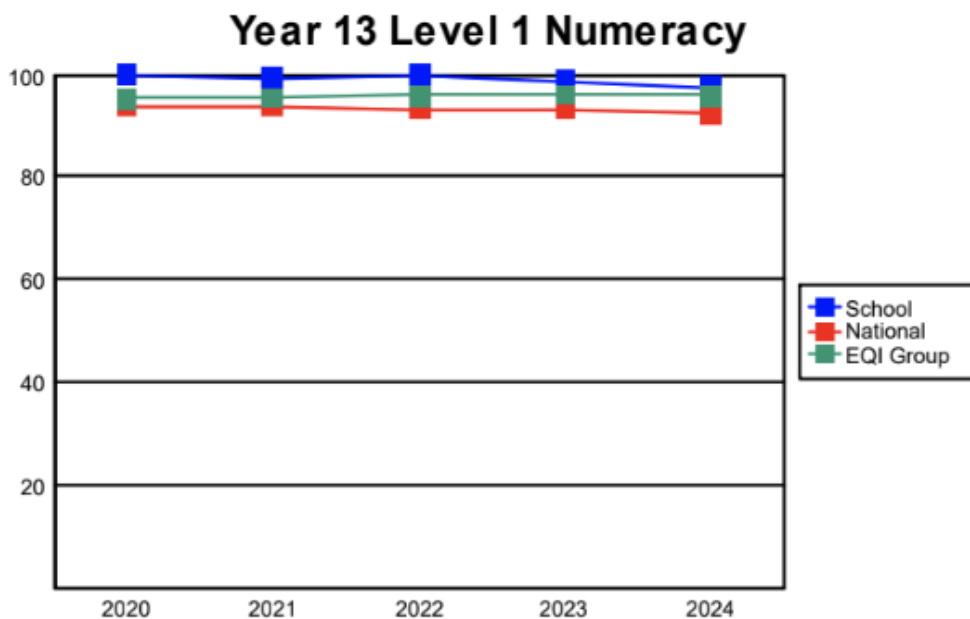


WSCW (72.6%), National (↓74.6%), EQI Band (↓85.2%)

Year 12 Level 1 Numeracy



WSCW (90.4%), National (↑89.1%), EQI Band (↓94.6%)



WSCW (97.5%), National (↑92.2%), EQI Band (↑95.9%)

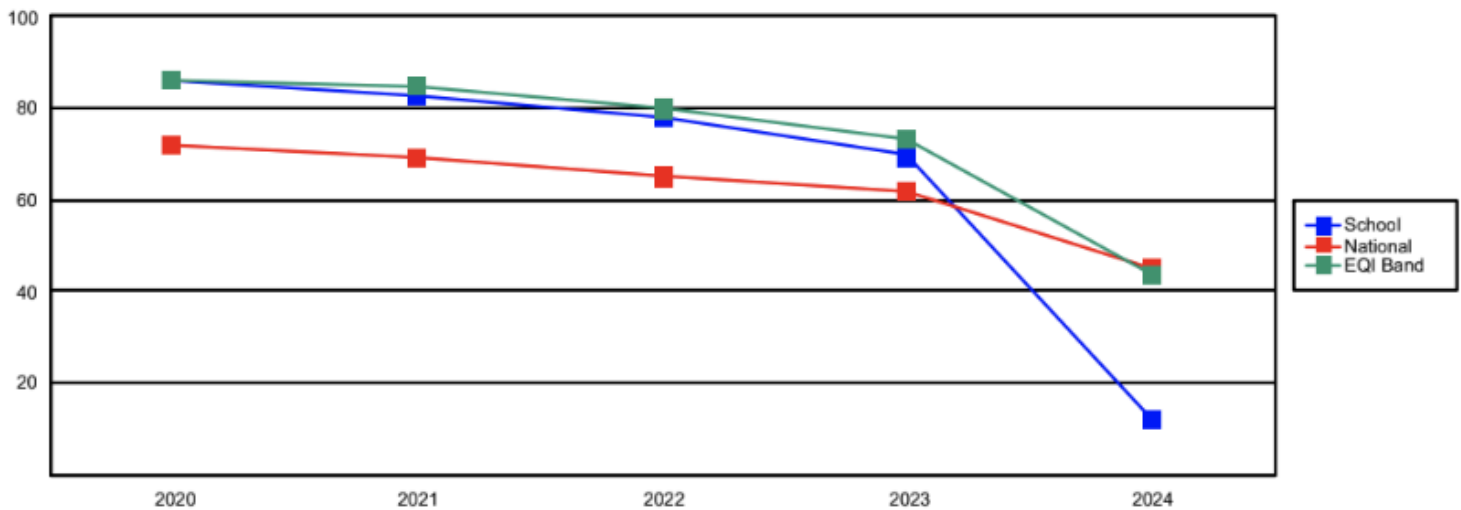
VR: Literacy and Numeracy workshops run after school on Wednesdays. Lit/Num PLD have highlighted ways that all curriculum areas can incorporate specific literacy and numeracy prep in their lesson so it is a school wide initiative. We are currently looking at offering Level 1 Maths and Level 1 English standards for our Y12 and 13 students who have found CAA to be challenging.

Principal's Reports:

"This set of Principals Reports compares your school's last five years of student achievement, with all schools with similar socioeconomic barriers to achievement, and the national figures. The reports use the NZ Domestic Years 11-13 population and provide attainment figures for NCEA Levels 1,2,3 and University Entrance (UE), Literacy and Numeracy, and Certificate Endorsement. The reports are broken down by Student Year Level (Year 11, 12, and 13). The NCEA and UE attainment report is also broken down by Gender and Ethnicity. The data is displayed as numbers, percentages, and graphs. Ethnicity is reported using the Total Response method meaning that students are counted in all the ethnicity groups that they have identified with rather than being prioritised into a single ethnicity. These reports provide cumulative year attainment figures."

[OVERALL RESULTS](#) (CLICK TO OPEN)

Year 11 - NCEA Level 1

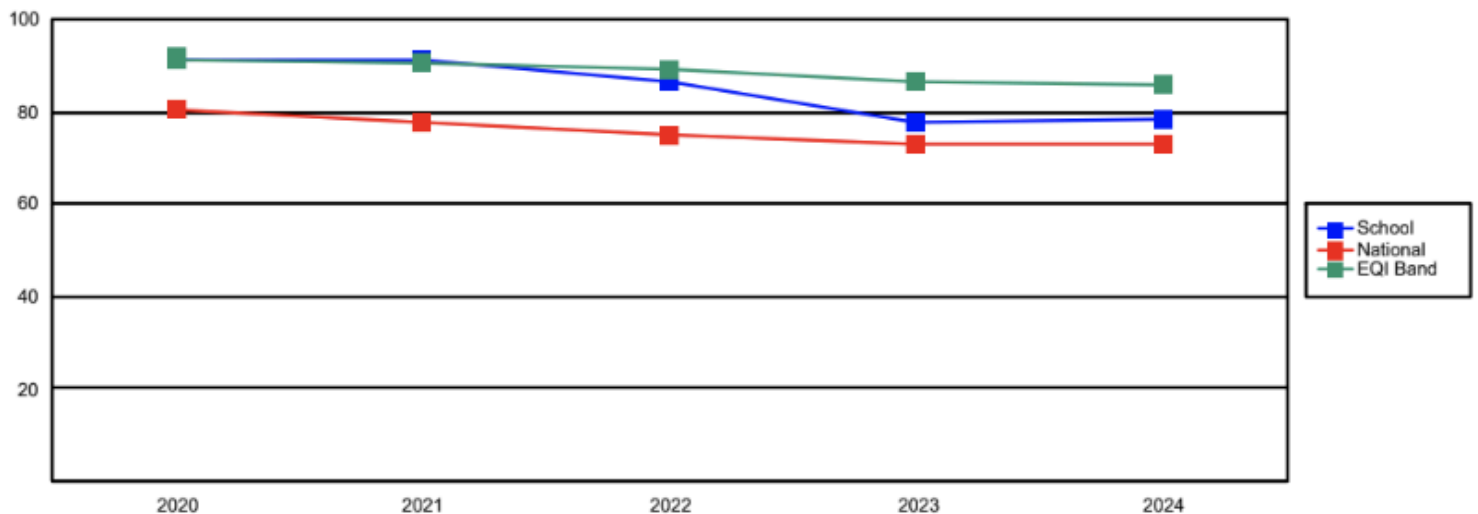


Level 1

WSCW (12.0%) is below the national average (↓45.3%), and below the average for schools in the same EQI (School Equity Index) Band (↓44.0%).

NOTE: Not relevant due to WSC retiring L1 and not able to be disaggregated to show Waiōrea-this is within our school using our individualised data (see Waiōrea report).

Year 12 - NCEA Level 2



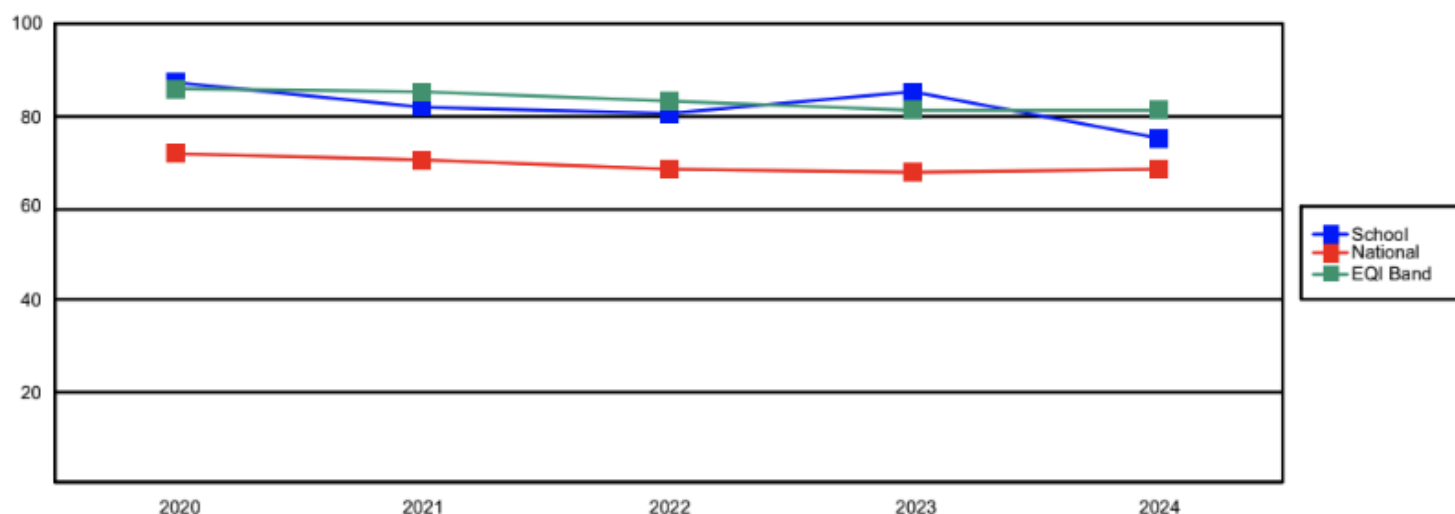
Level 2

WSCW (78.6%) is above the National average (↑73%), but below the EQI Band (↓85.9%)

Context for student achievement over time: (note at all indicators there is a slightly downward trend ie EQI, national and our school.

- All students on the roll count in the data including those that leave during the year ie anytime before the end of Term 1
- Covid Learning recognition credits were used as recently by our Year 10's in their Year 11 year in 2023 to boost their credits (This years Year 13); the last full year of learning recognition credits technically was 2022- that greatly advantaged students who were close to the line and pushed them over into a qualification- this shows in the national data
- Northern Health School enrolments post Covid for our school have between triple and quadruple enrolments post- Covid ie around 15-20 annually pre- Covid and between 40 and 60 annually post- Covid
- Attendance has become a national conversation post- Covid and the downward trend of attendance and hence the new focus of attendance and getting students back into school when they know they can learn online
- Heads of House monitor every student at Year 12 and their progress
- Assurance that we are monitoring attendance and achievement closely and building plans for individual students in consultation with Careers and whānau
- A handful of students are on a 2 year journey to achieve their exit qualification of Level 2 NCEA
- We do a small amount of catch up for a handful of students who were within 4 credits of achieving their NCEA Level 2 in January and February of the next year ie 2025 to make sure they have their exit qualification
- We know we need to work on consistency between subjects- if a student switches off in one or two subjects it makes it much harder to achieve
- The students who are achieving are achieving highly ie endorsement rates
- Need to concentrate on a group of students who need more consistency towards their achievement ie focus on any Springs students in Year 11 who received between zero and ten credits and Heads of House are already doing this
- All schools are concerned about what the CAA's and students missing them will mean long term- we are very mindful on the impact of this on a student's exit qualification
- Heads of Department complete subject based reports for all levels and present these in Term 1 to their SLT and one other SLT person
- Heads of Department tracking very closely Senior students and their subject progress

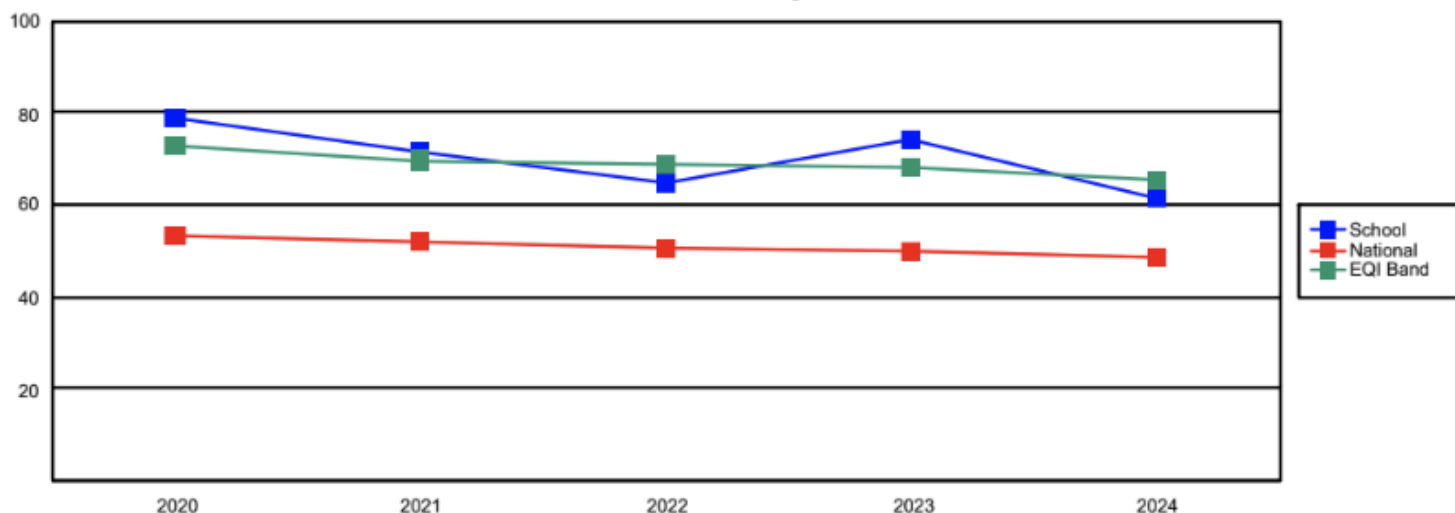
Year 13 - NCEA Level 3



Level 3

WSCW (76.4%) is above the National average (↑68.7%) but below the EQI Band (↓82%)

Year 13 - University Entrance



UE (provisional)

WSCW (63.4%) is above the National average (↑49%) but below the EQI Band (↓66.5%).

UE (Final)

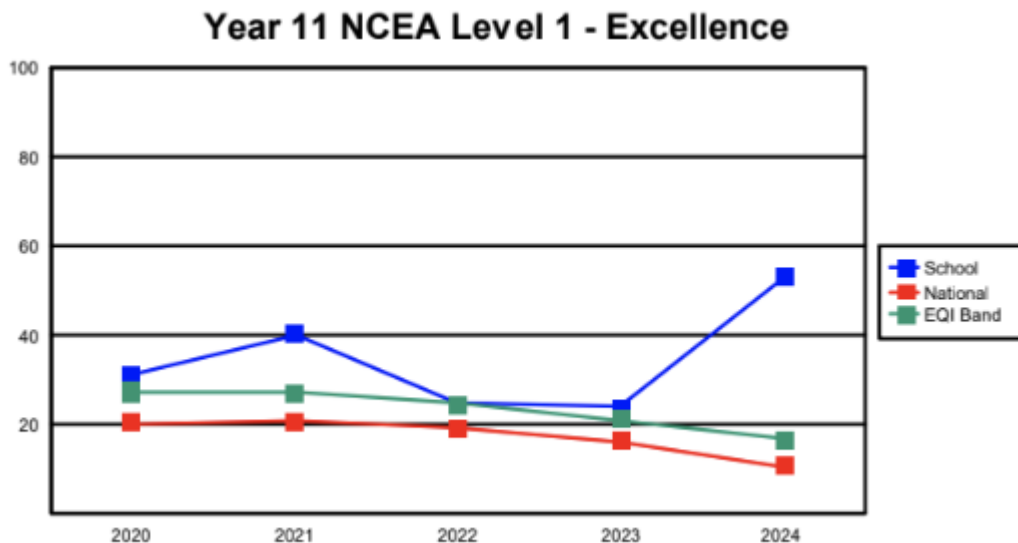
WSCW (61.5%) is above the National average (↑48.2%) but below the EQI Band (↓65.6%).

The Yr 13 Academic Director tracks each student's academic progress in WSC YR 13:

- Establishing a plan at the beginning of the year if they are missing L 1 Lit/Num; UE Lit, Level 2 etc to gain these. For example, if they are missing UE Literacy, can they gain R/W through their timetable or will they need to do an additional std. The change in study lines has impacted the ability to run WLit/RLit classes (which was the policy in previous years). In 2024 students were largely required to attend a homework centre but attendance was low. We are tweaking this system for 2025.

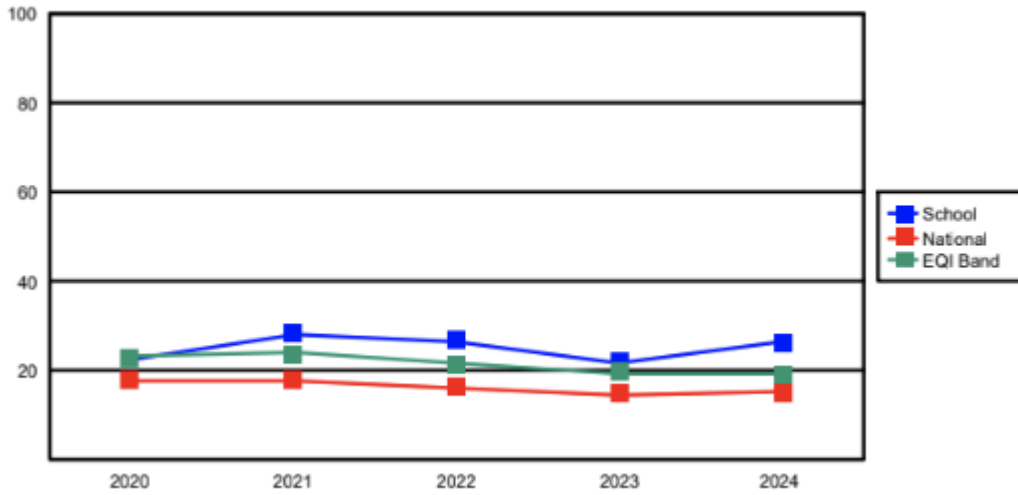
- Using data to establish how each student is tracking (entered results, traffic light reports, progress reports, feedback from teachers, DGE) and devising interventions where needed.
- Working with students and whanau throughout the year to work out the best strategy for achieving individual goals (eg for some students identifying standards to prioritize, manage workload, learning centre support).
- Identify students in danger of not achieving Level 3/UE and give them the opportunity to enrol them in Te Kura Summer School. In 2024, by the time school closed in December we had enrolled 45 students in Te Kura while further students signed up once exam results became available in mid-January.

[Certificate Endorsement](#) (CLICK TO OPEN)



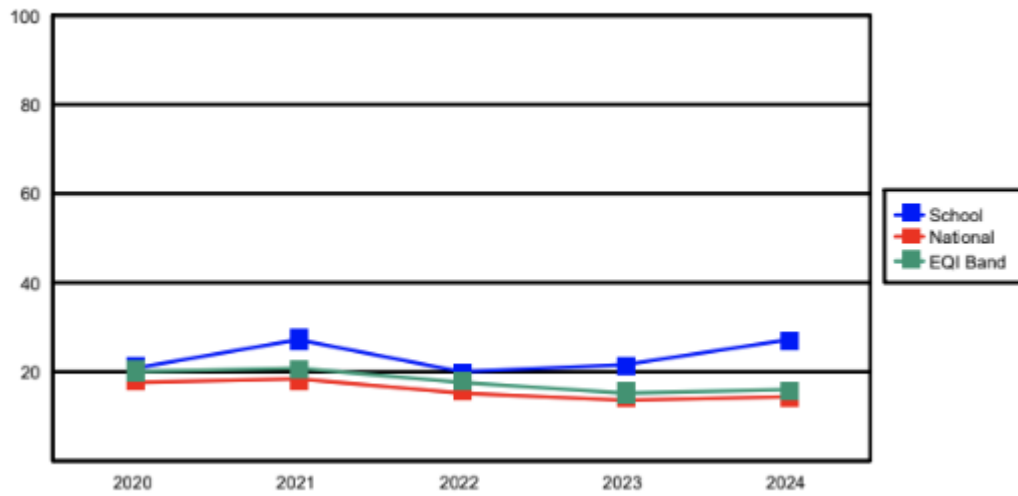
WSCW (53.2%), National (↓11.1%), EQI Band (↓17.1%)

Year 12 NCEA Level 2 - Excellence



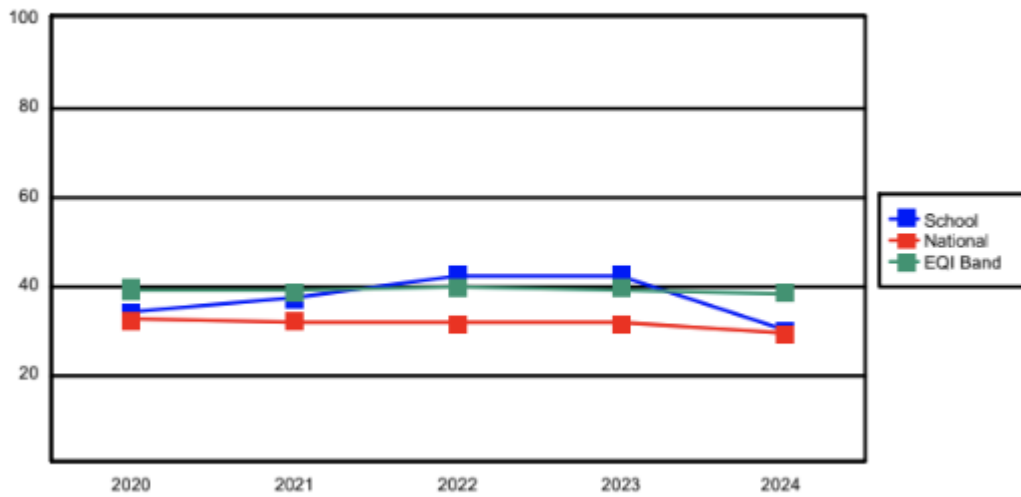
WSCW (26.5%), National (↑15.2%), EQI Band (↑19.3%)

Year 13 NCEA Level 3 - Excellence



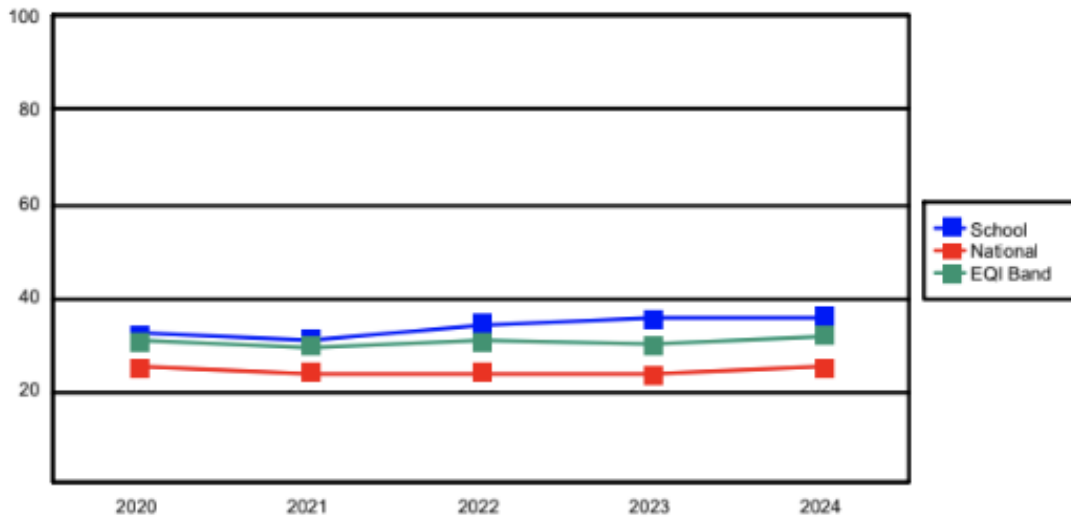
WSCW (26.4%), National (↑14.2%), EQI Band (↑15.6%)

Year 11 NCEA Level 1 - Merit



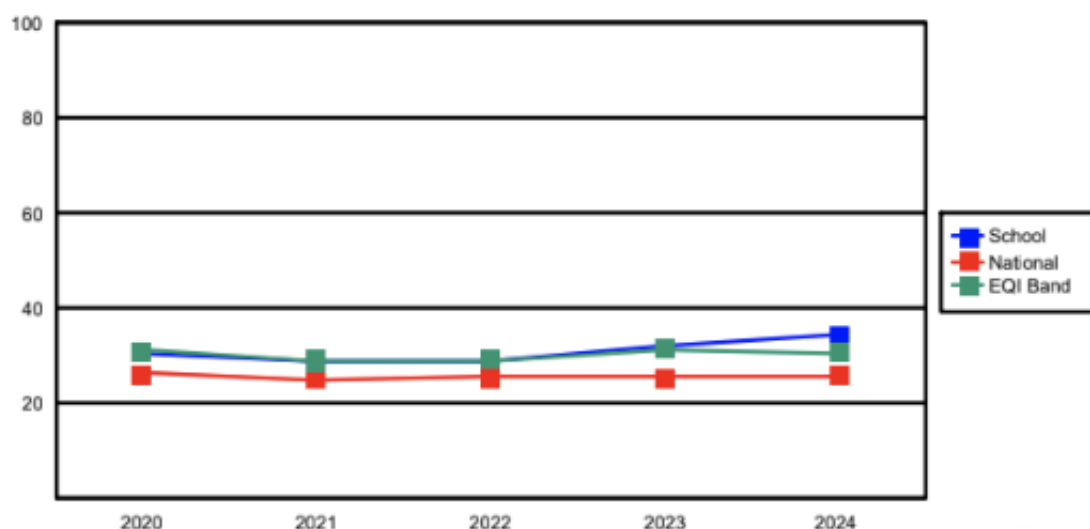
WSCW (29.8%), National (↑28.6%), EQI Band (↓37.9%)

Year 12 NCEA Level 2 - Merit



WSCW (35.8%), National (↑24.9%), EQI Band (↑31.8%)

Year 13 NCEA Level 3 - Merit



WSCW (34.1%), National (↑25.9%), EQI Band (↑30.7%)

Gender

	WSCW				National				EQI			
	L1	L2	L3	UE	L1	L2	L3	UE	L1	L2	L3	UE
Male%	10.7	74.6	69.2	53.4	↓43.5	↓71.0	↑66.1	↑43.2	↓46.9	↓84.6	↓79.0	↓60.3
Female%	13.4	83.4	82.4	71.6	↓47.2	↑75.1	↑71.1	↑54.6	↓40.7	↓87.4	↓85.2	↓72.9

Ethnicity

	WSCW				NATIONAL				EQI			
	L1	L2	L3	UE	L1	L2	L3	UE	L1	L2	L3	UE
ASIAN	5.8	72.1	72.1	62.3	↓39.6	↑69.6	↑68.8	↑55.8	↓36.8	↓82.8	↓82.6	↓70.4
EUROPEAN	4.2	86.3	80.0	72.6	↓50.8	↑78.1	↑72	↑54.1	↓49	↓89.2	↓83.7	↑68.7
MĀORI	39.5	73.7	75	46.4	↓39.9	↑64.7	↑58.3	↑30.9	↓40.5	↓79.7	↑74.5	↓53.3
Middle Eastern/Lat in American/African	6.3	54.5	66.7	41.7	↓40.7	↓68.9	↑66.3	↓50.8	↓30.9	↓76.9	↓74.5	↓60.1
Other Ethnicity		50.0	66.7	66.7	40.9	↓73.8	↓71.3	↑54.5	26.7	↓87.1	↓79	↓65.7
Pacific Peoples	21.1	62.8	67.6	44.1	↓36.7	↓65.1	↑64	↑30.8	↓27.5	↓74.4	↓68.8	↑42.8

Current data (Feb 2025)

Literacy and Numeracy:

- how many **current (2025)** students (11-13) already have lit/num

	Lit Achieved	Num Achieved	UE Lit
Y11	59.6% (227/381)	57.7% (220/381)	
Y12	67.1% (281/419)	70.4% (295/419)	7.86% (33/419)
Y13	90.7% (351/387)	91.7% (355/387)	75.32% (294/387)

Students who already achieved their year level qualification:

- how many (11-13) have Level 1/2/3

	L1	L2	L3
Y11	3.6% (14 Waiōrea Y11s)	3.6% (14 Waiōrea Y11s)	3.6% (14 Waiōrea Y11s)
Y12	12.14% (51/420)	6.43% (27/420)	6.2% (26/420)
Y13	87.8% (328/389)	77.46% (307/389)	5.91% (23/389)

Credit tracking:

Number of Credits	>40	21-39	<20
Y11 (Level 1)	22 (5.73%)	19 (4.9%)	343 (89.32%) (incl new internationals without entries)
Y12 (Level 2)	17 (4.05%)	96 (22.86%)	307 (73.095%) (incl new internationals without entries)
Y13 (Level 3)	17 (4.37%)	40 (10.28%)	332 (85.34%)

Year 13's 2025:

---- Year 13 students

- how many students already have lit/num

	Lit Achieved	Num Achieved	UE Lit
Y13	89.975% (350/389)	90.23% (351/389)	75.32% (293/389)

Comment

Students without Lit/Num or UE Literacy have been identified and a plan outlined for what each student needs to achieve L1 Lit/Num and/or UE Literacy. These include:

- Enrolling all students in CAAs and expecting attendance at Wednesday workshops
- Students who are 1-3 credits away from L1 Numeracy (through additional standards) working with the Learning Centre to achieve these as early as possible
- Majority of students without Numeracy timetabled into a Maths class
- For a significant proportion of students without L1 Literacy, English is not their first language, and have been timetabled into ESL where they will have 8 hours of language support, including having the opportunity to gain L1 Literacy, and 5 Writing credits towards UE literacy
- The remaining students missing L1 Literacy have where possible been timetabled into a Senior English class.
- A significant number of students missing UE literacy require 1 reading credit which for most can be achieved through their current timetabled subjects
- EAP programme for students for whom English is not first language but who have L 1 Lit/Num which offered Reading and Writing credits for UE Literacy
- Where students cannot gain remaining UE literacy credits through their timetable, they will be offered English standards during the study timetable (to be administered by the Academic Director and Learning Centre).

How many year 13 students have Level 1/2/3:

	L1	L2	L3
Y13	87.8% (328/389)	77.46% (307/389)	5.91% (23/389)

How we are tracking :

Number of Credits	>40	21-40	<20
Y13 (Level 3)	17 (4.37%)	40 (10.28%)	332 (85.34%)

Board Report

Māori in English Medium (MEM) End of Year Data 2024

YR 11 (43 students)

No. of L2 Credits	No. of students	Analysis...
0 credits	11	Of these 11 students 6 left during the year 1 is in LS on a differentiated programme. 1 returned to Springs in T4 1 has been referred to truancy for constant non-attendance. 2 are full time NHS and do not attend Springs
1-10	11	Of these 11 students 1 is now full time with the NHS 2 Left during the year 1 arrived at Springs T4 2024 2 have lit and num The others are full time Springs students. SR has met with 5 of the 9 remaining students in 2025. Will meet with the remaining 4 in Week 5.
11-19	13	1 of these students has left (MAGS?) 2 of these students still need Lit and Num The rest are on track
20-29	7	1 with NHS - meeting with whānau next week 1 does not have Lit or Num - SR has met and introduced to LC tutors
30+	1	On track

YR 12 (42 students)

Qualifications	Number of MEM students	percentage	Explanation
Did not gain L2	13/42	30%	Of the 13 students.. 5 left during the year 1 is full time NHS

			<p>2 are with LS - one will achieve L2 this year 1 will get L2 & 3 this year (just needs numeracy)</p> <p>4 may achieve L2 this year. 1 is on a 2 year planned pathway to L2. 1 involved with outside agencies 1 independent youth - SR has met and discussed plan of attack. 1 should have achieved L2. SR had extensive contact with whānau - has referred to YR 13 academic director as student of concern</p>
Gained L2	29/42	69%	All students who gained L2 have their Lit/num requirements and are on track to achieve at L3.
Lit and Num			<p>Of the 2024 students who have returned to Springs in 2025</p> <p>2 still need to achieve Numeracy 1 still need to achieve Literacy 1 needs to achieve Num and Lit</p>

Year 13 (34 students)

Level 3 (34 Students)

	Number of MEM students	percentage	Comments
Did not gain L3	12/34	35%	<p>3 x students left during the year (<i>one left Akl with whānau/one beauticians course/one mechanics apprenticeship</i>) 1 x LS on alt timetable</p> <p>7x students who were in danger of not achieving L3 were contacted by the YR 13 academic director and offered help to enrol in Tekura/summer school. This would have seen them get L3. 4 of these students did not engage/respond. 3 enrolled in Tekura and had until 9th Feb to complete work.</p>

			SR/LC had worked extensively with 6/8 YR 13 full time students.
Gained L3	22/34	65%	
Lit/Num			Only 1 full time LS student did not achieve Lit/Num.
UE	15/32	47%	

Grade Quality

				2024 NCEA L3 Endorsement s				
	Year Level	Total MEM	N	A	M	E	UE	
	13	32	9	13	7	3	15	
			28.1%	40.6%	21.9%	9.4%	46.9%	
				2024 NCEA L2 Endorsement s				
	Year Level	Total MEM	N	A	M	E		
	12	40	12	15	8	5		
			30.0%	37.5%	20.0%	12.5%		

These stats are well under the school's goal to increase endorsement rates at YR 12 and 13 for MEM students to 75%

WESTERN SPRINGS COLLEGE NGĀ PUNA O WAIŌREA

PUBLIC BUSINESS HUI

PAPER NAME:

Ngā Toi | Toi Ataata - Visual Arts presents a department introduction to the Board of Trustees hui

MATTER FOR INFORMATION:

Who we are and what we do in Art and Art History

MEETING DATE: **Monday 26 May 2025**

AUTHORS: Kirsty Britton-Taylor and Ashley Heelam

SUMMARY

The purpose of this paper is to provide the Board of Trustees with an introduction to the Visual Arts at Western Springs College - Nga Punā O Waiōrea

RECOMMENDATION

It is recommended that the Board:

1. Receive the report.

ATTACHMENTS - N/A

Attachment	Description
A Ngā Toi Toi Ataata - Visual Arts Department 2025	Introduction to the Visual Arts and Art History
B	

BACKGROUND & DISCUSSION

What is the background to the report, issue or proposal?

Toi Ataata Visual Arts and Art History would like to introduce the department, kaiako, curriculum and pedagogy to the Board of Trustees hui

How does this support delivery of our annual implementation plan and strategic plan?

Connecting to our curriculum, pedagogy and team - reflective practice.

Connecting to our learners our ākonga, our teachers - our kaiako, family - whānau and whakapapa - our personal history.

We are what we do - departmental and school wide goals are a focus of our evaluation, planning and growth and we strive to make connections and grow as a department.

What does the Board need to be aware of when considering the recommendations? **N/A**

What previous decisions, if any, has the Board made on this issue? **N/A**

TE TIRITI O WAITANGI & CO-GOVERNANCE

Insert comments about how this matter aligns with our Te Tiriti partnership statement.

You can find a copy of the WSCNPOW Strategic Plan that includes our partnership statement [here](#).

Mana Ōrite is embodied in how we foster and encourage self-determination - mana motuhake, equity and belonging - mana tangata, stewardship - mana whakahaere in akonga as leaders in their community of learners and in kaiako as we share in teaching and learning.

FINANCIAL

Insert info about relevant financial considerations **N/A**

RISKS

Insert info about relevant risks, and proposed controls (mitigation, elimination etc)

Include any legal considerations **N/A**

POLICY / LEGISLATION

Include references to relevant school policies, legislation or similar **N/A**

Ngā Toi | Toi Ataata - Visual Arts Department 2025

Te toi whakairo, ka ihiihi, ka wehiwehi, ka aweawe te ao katoa.

Artistic excellence makes the world sit up in wonder.

Introducing our Department: **Kirsty Britton-Taylor**

-Who we are and what we do:

2025 Visual Arts Department - Staffing

Ashley Heelam - Co-HOD Art - teacher of L2 & 3 Painting, Year 11 Art and Junior Art

Kirsty Britton-Taylor - Co-HOD Art - teacher of L2 & 3 Art Design, Year 11 Art and Junior Art

Sophie Bannan - teacher of L2 & 3 combined Art History, L3 & 2 Art Design, Year 11 Art and Junior Art

Danielle Teleiai - teacher of L2 & 3 Photography and Junior Art

Visual Arts and Art Histories: **Kirsty Britton-Taylor**

-*Practical Learning*: how personal identity, whakapapa, story-telling form the foundation of our courses and critical-creative processes in Junior and Senior Art

-*Contextual Learning*: learning through research, mātauranga Māori, ahurea tuakiri and in experiences in and outside of the classroom

-*Supporting Achievement in the Visual Arts*: what we do to support learning in the classroom and at home with formative and summative assessment.

Māori and Pasifika Learners:

Kirsty Britton-Taylor Māori Learners & **Ashley Heelam** - Pasifika Learners

-*Achievement and well-being of Māori and Pasifika learners*: developing whanaungatanga - a sense of belonging in our spaces, and with activity in Toi Ataata.

- Junior Māori Learners

-Toi Ataata - curriculum design for Year 9 Visual Arts

-Mahi Toi with Danielle Teleiai, Linda Dillon and Viniece McIntyre - connecting teaching and learning in Rangitoto / Toi Ataata

- Senior Māori Learners

Celebrating Achievement and growth in curriculum areas.

- Junior Pasifika Learners

- Year 9 unit that encourages students to access their prior knowledge

- Area for growth in the visual arts

- Building honest and meaningful learning relationships during junior years

- Senior Pasifika Learners

-Low number of pasifika learners taking senior visual arts subjects in 2024, increase in 2025

- Authentic contexts - Artist models (EOTC and on-site experiences)

- Changing the after school catch up sessions to Tuesdays (Wednesdays conflicted with Pacific Student/Homework centre)

Spotlight on the development of 11Art and moving forward with Level 2 learning: **Ashley Heelam**

- 11Art Course overview + the advantage of not doing Level 1 Achievement Standards

- Collaborative practice and combining skills for effective pedagogy

- What 11Art assessment looks like right now and how AS91325 (2.5) as a Level 2 Achievement Standard supports/enhances Level 2 learning as an end-point to the course

Western Springs College Ngā Puna o Waiōrea | Principal's Report to the Board

23 May 2025

- Link to the December 2024 Principal's Report - see [here](#)
- Link to the February 2025 Principal's Report - see [here](#)
- Link to the March 2025 Principal's Report - see [here](#)

Strategic Plan dashboard

MANA ŌRITE Mana ōrite is a fundamental tenet of Te Tiriti o Waitangi. It embodies partnership, equity and strength in working together. Mana motuhake actualises mana ōrite for our ākonga, kaiako and whānau in a way that is safe for all				
MANA ŌRITE Ko te mana ōrite te tūāpapa o Te Tiriti o Waitangi. Ka whakaahua tēnei i te rangapū, te tōkeke me te mahi ngātahi. Ko te mana ōrite te whakatinanatanga o te mana motuhake mō ngā ākonga, ngā kaiako me ngā whānau				
Priorities for 2024-25	Ngā Aronga mō ngā tau 2024-25	Key shifts for 2024-25	Ngā tohu whanake mō ngā tau o te 2024-25	Progress [date]
Co-Governance: Co-governance practices are embedded and effective in our way of operating	Mana Ōrite: Ko ngā tikanga mana ōrite kua whakapūmau, ā, kua mana i roto i ngā whakahaerenga.	Strengthen our tangata whenua partnership with Ngāti Whātua Ōrākei	Ka whakakaha i ngā hononga ki te tangata whenua, ki a Ngāti Whātua Ōrākei.	[FROM 2024 REPORTS] Exploring a marae noho
		Develop and implement Mana Ōrite work programme to operationalise our commitment to Te Tiriti principles	Ka whakarite, ka whakaū i tētahi kaupapa mana ōrite hei whakatinana i tō tātou whai i ngā tikanga ārahi o Te Tiriti.	
		Implement initiatives to grow campus-wide culture and collaboration for ākonga, kaiako, kaimahi tautoko and tumuaki	Ka whakatakoto kaupapa kia tupu te ahurea me te mahi ngātahi o ngā ākonga, ngā kaiako, ngā kaimahi tautoko me ngā tumuaki i te kura whānui.	[May 2025] Inter House competitions embedded and sustained. [FROM 2024 REPORTS] PALS program and homework centres May 2024.

		Undertake Board learning and development to improve individual and collective competence and confidence in co-governance	Kia ako, kia whakawhanake te Poari i te mōhiotanga me te māia o te kiritahi, kiritōpū anō hoki, i ngā mahi mana ōrite.	
Tikanga and Te Ao Māori: Meaningfully incorporate Te Ao Māori and Tikanga into everyday life campus wide	Tikanga me Te Ao Māori: Me whakauru i te ao Māori me ngā tikanga ki ngā whakahaerenga o ia rā i te kura whānui.	Complete the proposal for compulsory Y10 Māori Studies in 2024 to provide a pathway for 2025	Whakaoti i te tono i te tau 2024 mō ngā Akoranga Māori Y10 me mātua tutuki hei huarahi mō te tau 2025.	[FROM 2024 REPORTS] Timetable and equity review started May 2024
		Grow Te Reo Māori pathways at Kura Auraki and Waiōrea	Whakawhanake i ngā huarahi ako i te reo Māori i te Kura Auraki me Waiōrea.	[May 2025] Appointment of kaiako as HOD TRM for kura auraki [FROM 2024 REPORTS] I thought I heard Ivan pr Pā (?) say we employing Head of Te Reo to not only look after Waioreas's needs but also Auraki's? Would that go here?
		Strengthen culturally responsive pedagogy for Māori ākonga in English medium	Whakakaha i ngā pūtoi ako rata ahurea mō ngā ākonga Māori i ngā akoranga reo Pākehā.	[FROM 2024 REPORTS] Best practice for CRP - Pedagogy on a page WSLs have been shadow coaching to record data on teaching interactions and code against Pedagogy on a Page. Coaching will begin first with teachers of Kapura core classes, then options with high numbers of Kāpura and Oranga students before widening out to other kaiako. Teachers are learning how to code their own teacher discourse against the PoaP and set goals about their own practice.

Pou Tāhu – JUST

We work for what is right and fair for our ākonga and whānau, kaiako and kaimahi tautoko

Pou Tāhu

Ka aro mātou ki te tika me te tōkeke mō ngā ākonga, mō ngā whānau, mō ngā kaiako, me ngā kaimahi tautoko

Priorities for 2024-25	Ngā Aronga mō ngā tau 2024-25	Key shifts for 2024-25	Ngā tohu whanake mō ngā tau o te 2024-25	Progress [date]
Learner Ākonga Achievement: Every learner ākonga is able to achieve to their highest possible standard	Paetae Ākonga: E āhei ai te ākonga ki te eke ki tōna taumata.	Develop a plan to reduce chronic non-attendance through targeted interventions	Ka whakarite mahere whakaiti i te tamō auau i ngā kura mā ngā rautaki whaihua.	[May 2025] Julie's new consequence system for kids who miss detentions. Weekly PAROT emails help keep track of those in each house with Attendance issues. [FROM 2024 REPORTS] Kāhui Ako attendance and engagement appointment ACES appointment of an engagement advisor who will work with irregular and moderate referrals Continuing work with DP/SLT team to address low attendance and chronic lateness.
		Integrate Central Auckland Specialist School satellite with our campus and inclusive values and pedagogy if and when the satellite is established onsite.	Ka tūhono mai i te kura motuhake o Central Auckland Specialist School ki tō mātou kura, ō mātou mātāpono, me tō mātou pūtoi ako anō hoki, mēnā e tau mai ki te kura	
		Establish an equity advisory group to provide advice and guidance to the Board	Ka whakatū i tētahi rōpū hei hāpai i ngā take tautika ki te Poari	
		Support the progress and achievement of Pacific learners through a prioritised work plan aligned with the Action Plan for Pacific Education	Ka tautokona te whanaketanga me ngā paetae o ngā ākonga Pasifika mā roto i te mahere whakaarotau e hāngai ana ki 'He Mahere Mahi mō te Mātauranga Moana-Nui-a-Kiwa.'	[FROM 2024 REPORTS] Board rep and DP have met (May 2024) Initial actions in place (June 2024)
		Undertake Board learning and development to support improved governance awareness of Pacific learner needs and outcomes	Ka whakapakari te Poari i ō rātou mātauranga kāwanatanga e tūoho ai ki ngā matea ako me ngā hua ako o ngā ākonga Pasifika.	
		Develop a plan to address growing numbers of learners requiring learning support, to include resourcing levels,	Ka whakarite i tētahi mahere hei hāpai i te nui o ngā ākonga me whai tautoko ako. Ko ngā kaupapa matua, ko te nui o	[FROM 2024 REPORTS]

		professional development for all staff, consideration of dedicated services for Waiōrea ākonga, and the role of the Learning Centre.	ngā rauemi, ngā kaupapa whakangungu kaimahi, ngā ratonga e hāngai ana ki ngā ākonga o Waiōrea, ka mutu, te whai take o te Whare Ako.	PLD plan- read write PLD/ Trauma and De-escalation PLD HoHs offered Trauma informed classrooms PLD Comprehensive Literacy and Numeracy plan from Year 9 through to Y13 to address non achievement in CAA. Amanda, Jared led by Jess have seen and gotten approval from SLT for this programme.
		Review careers and gateway services to ensure they are connected with external pathways and aligned with future of work developments.	Ka arotakehia ngā ratonga aramahi me ngā ratonga whai tūranga mahi kia hono atu ki ngā ara ā-waho me ngā whanaketanga o te ao mahi o āpōpō.	[FROM 2024 REPORTS] Expanded Careers course options in term break times
		Explore options to remove barriers to learning for priority learners due to lack of access to appropriate digital devices	Ka tūhuratia ngā kōwhiringa mō ngā ākonga whakaarotau me tō rātou whai wāhi ki ngā rauemi matihiko, hei kaupare i ngā take whakawai i te ako.	[May 2025] - 20 laptops were donated from a collaboration between Fonterra and Quadrant. [FROM 2024 REPORTS] Trial has been set up to gift devices (May 2024)
Curriculum and pedagogy: Topics and methods of teaching are effective to meet learner ākonga needs	Marautanga me te pūtoi ako: E hangai ana ngā kaupapa ako me ngā kawenga ako ki ngā matea ako o te ākonga	Implement Te Mātaiaho the refreshed curriculum as it is developed and released by the Ministry of Education, with well-planned and resourced PLD to support the change	Ka kōkiri i Te Mātaiaho, arā, te whakahoutanga marau nā Te Tāhuhu o Te Mātauranga i whakarite, i whakaputa. Ka mutu, ka āta whakamaheretia, ka āta whakaritea ngā whakangungu hei tautoko.	[FROM 2024 REPORTS] Waiōrea TOD 7th June 2024- very successful. Timetable review update: 8 heads of Department will take a fact-finding trip to Rototuna and Ormiston to look at how curriculum and timetable work together. Semester, rotating days and integrated curriculum (project-based learning) are areas to investigate here. These teachers will be asked to look through the lens of our earlier work with school values.

				<p>Year 10 option choices: 80.5% in by deadline (chasing ahead to get that full picture.)</p> <p>This is the last piece needed before 2025 timetabling begins in earnest. We have a relatively stable picture of the Senior class numbers for HODs to work with (Despite over 200 post-deadline manual entries). The Timetable Committee has met once and will move into liaising with departments about class and space allocation and soon, an 'operational core' (people with timetabling expertise or a willingness to develop it) will gather.</p>
		Implement and monitor the NCEA 2-year pathway for Kura Auraki	<p>Ka kōkiritia, ka tirotiro hoki i te ara 2-tau NCEA mō te Kura Auraki.</p>	<p>[FROM 2024 REPORTS]</p> <p>Final Year 11 Report: This is a new report milestone in 2024 only for Year 11s. All LOs and the one L2 NCEA standard appear on this report as a final summary of their learning in 2024. There is potential to do some quantitative overall data with this and also to look at an individual's year in terms of targets and needs for 2025.</p> <p>To be done: Once all L2 standards are confirmed, the data can be examined in Kura Auraki to reflect on this element of the new structure.</p>
		Further refine and embed our ILE pedagogy	<p>Ka whakapai ake, ā, ka whakatinana i tō mātou pūtoi ako ILE.</p>	<p>[FROM 2024 REPORTS]</p> <p>CRP PLD focus (see below)</p>

		Deepen culturally responsive pedagogy for Māori and Pacific ākonga	Ka whakakaha i ngā pūtoi ako aronui ki te ahurea mō ngā ākonga Māori me ngā ākonga Pasifika	[FROM 2024 REPORTS] CRP PLD focus for 2024 includes 5 CRP coaches and defined pedagogical practice
Learner Ākonga wellbeing: The physical and emotional welfare of learners ākonga is supported of learners ākonga is supported	Oranga Ākonga: Ka tautokona te oranga tinana me te oranga ngākau o ngā ākonga	Develop proactive approaches to address the impact of limited access and capacity issues for ākonga to Auckland Secondary Schools Centre and other alternative education pathways.	Ka whakarite i ngā tukanga tōmua ki te whakatau i ngā pāpātanga ki te ākonga e pā ana ki te whāiti o te āhei me ngā raru raukaha o te Auckland Secondary Schools Centre me ētahi atu ara ako arokē.	[FROM 2024 REPORTS] Managed Moves cluster. Exclusion Cluster absorbed into MM. Exclusions will be handled by MOE for school placements.
		Review pastoral care approaches, with a particular focus on Pacific learner pastoral care and Māori in English medium	Ka arotakehia ngā tukanga manaaki ākonga, inā hoki ka tino arohia ngā ākonga Pasifika me ngā ākonga Māori i te kura auraki.	[FROM 2024 REPORTS] Lead SLT and Lead Board member have met to discuss strategies. A list of success & support strategies has been compiled to help the sub-committee strategise about further steps.
Teacher Kaiako wellbeing: The physical and emotional welfare of teachers kaiako is supported	Oranga kaiako: Ka tautokona te oranga tinana me te oranga ngākau kare ā-roto o ngā kaiako.	Progress work to address class sizes, workload levels and ability to focus	Ka whakawhanake i ngā mahi ki te whakatikatika i ngā take nui, arā, ko te tokomaha ākonga kei ngā akomanga, ko te taumahatanga mahi, me te āhei ki te arotahi	[May 2025] - Work has commenced for the relocatables. [FROM 2024 REPORTS] Te Hōro now can house 4 Waiōrea classes and when timetables settle, some Kura Auraki classes also working in there. Working through timetable to utilise the space. One senior class shifted out of KHCL. Relocatables hoping to be up and running for start of Term 2 2025.
		Develop a plan for improved kaiako spaces (quiet spaces, staffroom) to address pressures while the longer-term master plan is delivered	Ka whakarite i tētahi mahere kia pai ake ngā wāhi kaiako (ngā wāhi ngū, ngā rūma kaiako) ki te whakatau i ngā pēhitanga kia tae rā anō ki te wā e tutuki ai te mahere matua.	

Pou Manawa - SUSTAINABLE We work to ensure our school and kura can endure and thrive over time				
Pou Manawa Aro kia pakari, kia whanake whakamua ngā kura e rua haere ake nei				
Priorities for 2024-25	Ngā Aronga mō ngā tau 2024-25	Key shifts for 2024-25	Ngā tohu whanake mō ngā tau o te 2024-25	Progress [date]
Physical Resources: The physical spaces and resources for teaching and learning meet our current and future needs	Ngā Rauemi ōkiko: E tutuki katoa ana i ngā wāhi me ngā rauemi ngā whakarite mō te whakaako me te ako	Advocate and work with MoE to deliver the master plan to ensure it meets the needs of current and future ākonga and kaiako	Ka āki, ka mahi tahi ki te MoE ki te whakatutuki i te mahere matua e eke katoa ai ngā whakaritenga mō ngā ākonga me ngā kaiako o mohoa, o āpōpō anō hoki	[FROM 2024 REPORTS] Using the agreed masterplan to future proof the site in relation to location of CASS by rescheduling timing of the 4 stage rebuild of the school.
		Develop and deliver a plan to reinstate a Pasifika Fale on campus	Ka whakarite i tētahi mahere ki te whakaara i tētahi Fale Pasifika i te papa o ngā kura	[FROM 2024 REPORTS] Development Trust meeting where this was floated as a possibility.
		Integrate Central Auckland Specialist School satellite with the wider campus (if and when it moves onsite)	Ka tūhono mai i te kura motuhake o Central Auckland Specialist School ki te kura whānui (mēnā rānei e tau mai ai ki te kura)	[May 2025] - no longer applicable. At Mtg 1 (24 Feb 2025), the Board made the decision that after extensive consideration, the Board does not support the proposal to establish a CASS satellite at WSCW. [FROM 2024 REPORTS] MOE proposal to place CASS on site between TAPAC and Waiora Student Services Centre with car parking developed in swale area alongside southern access road. Joint redevelopment project in conjunction with 4 classroom modular relocatables.
		Address current and medium-term pressures on space and resources for specific curriculum areas including	Ka hāpai i ngā take o nāiane me ngā take o āpōpō e hāngai ana ki ngā wāhi me ngā rauemi mō ētahi o ngā marau	[FROM 2024 REPORTS] Te Hōro has been converted into 4 teaching

		studio space for performing arts; and teaching spaces for technology subjects	ako, ko ētahi o aua wāhi ko te taupuni mō ngā mahi ā-rēhia me ngā wāhi ako hangarau	spaces. <i>A number of Waiōrea classes needed to be there and a number of Springs classes in there now - on a preference basis.</i> Area has been fenced for the four modular relocatables scheduled to be used on the first day of term 3 2025.
		Develop a plan to manage competing demands on the new gym as a multi-use facility	Ka whakarite i tētahi mahere whakamahi i te whare hākinakina hou hei whare mahinga rau	<i>[FROM 2024 REPORTS]</i> Have document shared with all stakeholders to try and manage use of the Gym as a way to monitor and manage use. This will enable us to track the pinch points. Pō Fiafia in future to be held in Te Hōro to minimise disruption to PE and SPO classes in the gym and Te Whakamanu.
		Develop a plan to address immediate and future shade, outdoor recreation and quiet space	Ka whakarite i tētahi mahere ki te whakatika ake i ngā marumaru, i ngā papa rēhia me ngā wāhi ngū ināiane, i ngā rā ki tua anō hoki	
Equitable funding: NPOW is fully and equitably funded	Tohanga pūtea: Kia tika, kia whānui, kia hāngai ngā tohanga pūtea mō NPOW	Progress work with MoE on the financial operations review to deliver equitable funding for Waiōrea and Māori ākonga, for implementation in 2025	Ka mahi tahi ki te MoE ki te whakawhanake i ngā kaupapa arotake pūtea ki te tuku pūtea tōkeke ki a Waiōrea me ngā ākonga Māori mō te tau 2025.	<i>[FROM 2024 REPORTS]</i> Project Manager onsite early June 2024 to compile a deep dive into funding. Shifted to July. 11 Nov - Initial kōrero and discovery now complete. MoE analysing findings and will report back in February 2025.
		Evaluate funding for Waiōrea co-curricular and extra-curricular activities to ensure equitable and sustainable delivery	Ka arotakehia te pūtea tautoko mō ngā marautanga motuhake me ngā mahi i tua o te marautanga mō Waiōrea, kia tōkeke, kia tautiaki hoki te kawae.	

		Identify and progress next steps to establish a marae trust for Waiōrea locally-raised funds	Ka tautohu i ngā mahi, ā, ka whakapau kaha ki te whakatū tarahiti marae ki te tiaki i te pūtea kahi tata a Waiōrea	
		Develop and deliver a comprehensive plan to increase locally raised funds (donations, facility hire, international students)	Ka whakarite, ā, ka tuku i tētahi mahere matawhānui ki te whakapiki pūtea kahi tata (koha, whare rīhi, ākonga rāwaho)	[FROM 2024 REPORTS] Development Trust meeting to be held at the beginning of December (10th).
		Work with the WSC Development Trust on its role and strategic investment priorities	Ka mahi tahi ki te tarahiti WSC Development i tana tūranga me ngā whakaarotau o te rautaki haumi	[FROM 2024 REPORTS] Development Trust meeting held at the end of June.
Recruitment and retention	Te rapu me te whakapūmau kaimahi	Develop and deliver a plan to address recruitment and retention for those curriculum areas that are challenging to fill	Ka whakarite, ā, ka whakatinana i tētahi mahere ki te kimi, ki te rapu me te whakapūmau kaiako mō ngā marautanga e uaua ana te whakakakī	[FROM 2024 REPORTS] Have become an AEWV accredited school to allow us to employ teachers looking for work in NZ. Used to fill a Maths vacancy; Junior Science vacancy; PED vacancy. Keep teachers we currently have by utilising their degrees/ skills across departments where possible.
		Develop and deliver a Kura Māori kaiako recruitment and retention plan	Ka whakarite, ā, ka whakatinana i tētahi mahere ki te kimi, ki te rapu me te whakapūmau kaiako Māori	
Community: There is a strong and effective connection with our local community and whānau	Hāpori: He kaha te hononga ki te whānau whānui me te hapori whānui o te kura	Develop and deliver a comprehensive plan to strengthen whānau and wider community engagement, with particular attention on Pacific learners' families, whānau of Māori in Kura Auraki, Waiōrea whānau	Ka whakarite, ā, ka tuku i tētahi mahere matawhānui ki te whakakaha i te whai wāhi mai o ngā whānau me te hapori whānui. Inā hoki, ko te whai wāhi mai o ngā whānau o ngā ākonga Pasifika me ngā ākonga Māori i te Kura Auraki, i Waiōrea anō hoki.	[FROM 2024 REPORTS] Pacific stall at Futures Evening - invitations to Pacific whānau will come from Pacific coordinators. Pō Fiafia week 4
		Develop and strengthen community partnerships (inc. sports clubs)	Ka whakarite, ka whakakaha anō hoki i ngā hono rangapū ki te hapori (tae ana ki ngā karapu hākinakina)	
Co-curricular: A range of co-curricular	Ako i tua o te akomanga: Kia noho pūmau	Develop a plan to sustain co-curricular activities including performing arts,	Ka whakarite i tētahi mahere kia mauroa ai ngā marautanga motuhake i tua o te akomanga pēnei i ngā mahi a te rēhia, i	(March 2025) - See paper here from Ivan re: Annual Implementation Plan - Report back #1

activities remain available and accessible	tonu ngā hōtaka i tua o te akomanga.	sports, music, clubs, kapa haka, competitions, tournaments	te hākinakina, i te puoro, i te kapa haka, i te whakataetae, me ngā tātāwhāinga	[FROM 2024 REPORTS] See Sports Photos schedule and Clubs/groups schedule for the range of co curricular activities running at WSCW. 2025 initiative to boost teacher involvement.
Environment: We do everything we can to care for and sustain the environment	Taiao: Kia noho tātou hei kaitiaki mō tō tātou taiao.	Develop campus-wide policies and a plan underpinned by kaitiaki principles and mātauranga Māori, with appropriate resourcing, to support environmental sustainability initiatives, for example kai gardens, transport, energy, green spaces, food waste	Ka whakarite i ngā kaupapa here mō te kura whānui, ka whakarite hoki i tētahi mahere, ko te kaitiakitanga me te mātauranga Māori te tūāpapa. Kia hāngai ngā rauemi hei tautoko i ngā kaupapa toitū taiao, hei tauira, ngā māra kai, te tūnuku, te pūngao, ngā wāhi kaupapa kākārīki, me te para kai	[FROM 2024 REPORTS] Sustainability Coordinator is organising Green Jam with Wastewise students and some practical workshops will be running that day. Enhance and Repair workshops at lunchtimes open to all students who want to bring their jackets and other clothes to mend and re-use. Coordinator is maintaining a warm relationship with Waiōrea Recycling Centre on Great North Road and promoting their events. Is looking at promoting our activities on our school website to raise the profile further.

Snapshot

	Ākonga - Total	Ākonga - Auraki	Ākonga - Foreign Fee Paying	Ākonga - Out of Zone	Ākonga - Waiōrea	Kaimahi - total	
	WSCW - total	Auraki - total	FFP - total	OOZ - total	Waiōrea - total	Current	Vacancies
As at May 2025	1835	1525	110	0	310	130	0
Last report - Mar 2025	1830	1515	104	0	315	127 teachers 52 support staff	3 2
February 2025	1826	1509	103	0	317	130 teachers 52 support staff	1
							1

Snapshot commentary

What is notable about enrolment and staffing numbers?

Enrolments arriving regularly each week - including Ministry directions.

What are the impacts, including opportunities, issues, risks of any changes?

Classes in Year 10 are bigger than our target of 26 students per class - an 'endeavour to meet' between staff and management to support our commitment to mixed-ability teaching.

Compensatory time for teachers with large classes needs to be scheduled.

Normally school rolls decline throughout the school year - ours tends to grow.

Cancellation of kahui ako initiative in budget will mean significant surplus staffing hours to redeploy for 2026.

Ākonga update

Commentary on progress, celebrations or concerns since last board report.

	Auraki	Waiōrea																							
Attendance and engagement	<p>Term 1 2025 saw 57% of students with over 90% attendance across WSCW.</p> <p>The key reason for absences at 58% was illness/ medical absences. We have managed to shift the chronic and moderates by a total of 3%. This has shifted these students into the irregular band which is actually promising as they are attending school more.</p>																								
Progress and achievement	<p><u>Auraki</u></p> <table><tr><td rowspan="3">Y11</td><td>332 Students</td></tr><tr><td>• 200 students have Numeracy (60.2%)</td></tr><tr><td>• 192 students have Literacy (57.8%)</td></tr><tr><td rowspan="3">Y12</td><td>343 Students</td></tr><tr><td>• 244 students have Numeracy (71.1%)</td></tr><tr><td>• 218 students have Literacy (63.6%)</td></tr></table>	Y11	332 Students	• 200 students have Numeracy (60.2%)	• 192 students have Literacy (57.8%)	Y12	343 Students	• 244 students have Numeracy (71.1%)	• 218 students have Literacy (63.6%)	<p><u>Waiōrea</u></p> <table><tr><td rowspan="5">Y11</td><td>66 Students</td></tr><tr><td>• 24 students have Numeracy (36.4%)</td></tr><tr><td>• 40 students have Literacy (60.6%)</td></tr><tr><td colspan="2">L1 Credits</td></tr><tr><td><table><tr><th>Credits</th><th>Number (percentage) of students</th></tr><tr><td>>60</td><td>14 (48.5%)</td></tr><tr><td>50-59</td><td>5 (7.6%)</td></tr><tr><td>40-</td><td>3 (4.5%)</td></tr></table></td></tr></table>	Y11	66 Students	• 24 students have Numeracy (36.4%)	• 40 students have Literacy (60.6%)	L1 Credits		<table><tr><th>Credits</th><th>Number (percentage) of students</th></tr><tr><td>>60</td><td>14 (48.5%)</td></tr><tr><td>50-59</td><td>5 (7.6%)</td></tr><tr><td>40-</td><td>3 (4.5%)</td></tr></table>	Credits	Number (percentage) of students	>60	14 (48.5%)	50-59	5 (7.6%)	40-	3 (4.5%)
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49																			
30-39	1 (1.5%)																		
20-29	5 (7.6%)																		
<20	20 (30.3%)																		
	<p>NCEA Level 1</p> <ul style="list-style-type: none">• 14 students have Level 1 (21.2%)• 18 are just missing lit / num (27.3%)• 5 students need 1-10 credits (7.6%)• 3 students need 11-20 credits (4.5%)• 1 students need 21-30 credits (1.5%)• 5 students need 31-40 credits (7.6%)• 20 students need 41+ credits (30.3%)																		
Y12	<table><tr><td colspan="2">71 Students</td></tr><tr><td colspan="2">• 28 students have UE Literacy (39.4%)</td></tr><tr><td colspan="2">• 60 students have Numeracy (84.5%)</td></tr><tr><td colspan="2">• 67 students have Literacy (94.4%)</td></tr><tr><th colspan="2">L2 Credits</th></tr><tr><th>Cre dits</th><th>Number (percentage) of students</th></tr><tr><td>>60</td><td>32 (57.7%)</td></tr><tr><td>50-59</td><td>2 (2.8%)</td></tr><tr><td>40-</td><td>4 (5.6%)</td></tr></table>	71 Students		• 28 students have UE Literacy (39.4%)		• 60 students have Numeracy (84.5%)		• 67 students have Literacy (94.4%)		L2 Credits		Cre dits	Number (percentage) of students	>60	32 (57.7%)	50-59	2 (2.8%)	40-	4 (5.6%)
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40-	4 (5.6%)																		

They are prioritised in the order of 1. Māori, 2. Pacific, 3. Asian, 4. MELAA, 5. Other groups except European/ Pākehā.	50-59	0 (0%)
	40-49	0 (0%)
	30-39	4 (14.8%)
	20-29	8 (29.6%)
	<20	15 (55.6%)
	NCEA Level 2	
	• 0 students have Level 2 (0%) • 0 are just missing lit / num (0%) • 0 students need 1-10 credits (0%) • 0 students need 11-20 credits (0%) • 4 students need 21-30 credits (14.8%) • 8 students need 31-40 credits (29.6%) • 15 students need 41+ credits (55.6%)	
Pasifika Y13		
Y13	30 Students	
	• 22 students have UE Literacy (73.3%)	
	• 26 students have Numeracy (86.7%)	

	40-49	1 (2%)
	30-39	9 (17.6%)
	20-29	6 (11.8%)
	<20	7 (13.7%)
	NCEA Level 3	
• 24 students have Level 3 (47.1%) • 2 are just missing lit / num (3.9%) • 2 students need 1-10 credits (3.9%) • 1 students need 11-20 credits (2%) • 9 students need 21-30 credits (17.6%) • 6 students need 31-40 credits (11.8%) • 7 students need 41+ credits (13.7%)		

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MEM (Māori English Medium) Y12

Y12	32 Students	
	• 3 students have UE Literacy (9.4%)	
	• 21 students have Numeracy (65.6%)	
	• 21 students have Literacy (65.6%)	
	L2 Credits	
	Cre dits	Number (percentage) of students
	>60	0 (0%)
	50-59	0 (0%)
	40-49	1 (3.1%)
	30-39	4 (12.5%)
	20-29	13 (40.6%)
	<20	14 (43.8%)
	NCEA Level 2	
	• 0 students have Level 2 (0%)	

- 0 are just missing lit / num (0%)
- 0 students need 1-10 credits (0%)
- 1 students need 11-20 credits (3.1%)
- 4 students need 21-30 credits (12.5%)
- 13 students need 31-40 credits (40.6%)
- 14 students need 41+ credits (43.8%)

MEM Y13

Y13	64 Students	
	• 29 students have UE Literacy (45.3%)	
	• 52 students have Numeracy (81.3%)	
	• 51 students have Literacy (79.7%)	
	L3 Credits	
	Cre dits	Number (percentage) of students
	>60	0 (0%)
	50-59	0 (0%)
	40-49	1 (1.6%)
	30-39	3 (4.7%)

		20-29	2 (3.1%)
		<20	58 (90.6%)
		NCEA Level 3 <ul style="list-style-type: none">• 0 students have Level 3 (0%)• 0 are just missing lit / num (0%)• 0 students need 1-10 credits (0%)• 1 students need 11-20 credits (1.6%)• 3 students need 21-30 credits (4.7%)• 2 students need 31-40 credits (3.1%)• 58 students need 41+ credits (90.6%)	
International Y12			
Y12	40 Students		
	• 0 students have UE Literacy (0%)		
	• 14 students have Numeracy (35%)		
	• 4 students have Literacy (10%)		
	L2 Credits		
	Credits	Number (percentage) of students	
	>60	0 (0%)	

		50-59	1 (2.5%)
		40-49	2 (5%)
		30-39	3 (7.5%)
		20-29	8 (20%)
		<20	26 (65%)
	NCEA Level 2		
<ul style="list-style-type: none">• 0 students have Level 2 (0%)• 0 are just missing lit / num (0%)• 1 students need 1-10 credits (2.5%)• 2 students need 11-20 credits (5%)• 3 students need 21-30 credits (7.5%)• 8 students need 31-40 credits (20%)• 26 students need 41+ credits (65%)			
International Y13			
Y13	21 Students		
	<ul style="list-style-type: none">• 4 students have UE Literacy (19%)		
	<ul style="list-style-type: none">• 18 students have Numeracy (85.7%)		
	<ul style="list-style-type: none">• 9 students have Literacy (42.9%)		

	<table><tr><td></td><td><table><tr><td colspan="2">L3 Credits</td></tr><tr><td>Credits</td><td>Number (percentage) of students</td></tr><tr><td>>60</td><td>0 (0%)</td></tr><tr><td>50-59</td><td>0 (0%)</td></tr><tr><td>40-49</td><td>0 (0%)</td></tr><tr><td>30-39</td><td>1 (4.8%)</td></tr><tr><td>20-29</td><td>2 (9.5%)</td></tr><tr><td><20</td><td>18 (85.7%)</td></tr></table></td></tr><tr><td></td><td><p>NCEA Level 3</p><ul style="list-style-type: none">• 0 students have Level 3 (0%)• 0 are just missing lit / num (0%)• 0 students need 1-10 credits (0%)• 0 students need 11-20 credits (0%)• 1 students need 21-30 credits (4.8%)• 2 students need 31-40 credits (9.5%)• 18 students need 41+ credits (85.7%)</td></tr></table>		<table><tr><td colspan="2">L3 Credits</td></tr><tr><td>Credits</td><td>Number (percentage) of students</td></tr><tr><td>>60</td><td>0 (0%)</td></tr><tr><td>50-59</td><td>0 (0%)</td></tr><tr><td>40-49</td><td>0 (0%)</td></tr><tr><td>30-39</td><td>1 (4.8%)</td></tr><tr><td>20-29</td><td>2 (9.5%)</td></tr><tr><td><20</td><td>18 (85.7%)</td></tr></table>	L3 Credits		Credits	Number (percentage) of students	>60	0 (0%)	50-59	0 (0%)	40-49	0 (0%)	30-39	1 (4.8%)	20-29	2 (9.5%)	<20	18 (85.7%)		<p>NCEA Level 3</p> <ul style="list-style-type: none">• 0 students have Level 3 (0%)• 0 are just missing lit / num (0%)• 0 students need 1-10 credits (0%)• 0 students need 11-20 credits (0%)• 1 students need 21-30 credits (4.8%)• 2 students need 31-40 credits (9.5%)• 18 students need 41+ credits (85.7%)	
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Wellbeing	<p>Year 12 health promotion is focusing on Social Media addiction and nicotine products. These are student wellbeing issues identified by the student wellbeing survey.</p> <p>Use of Waiora services remains high, particularly the post-vention work from last term's tragedy.</p>																					

Student behaviour	<p>Number of stand downs: 5 <i>[updated 23/5/25]</i></p> <ul style="list-style-type: none"> • Gross misconduct x3 <ul style="list-style-type: none"> - Physical assault on other student (x2); - Vandalism; - Other harmful or dangerous behaviour (he again confronted a student in an intimidating manner despite an agreement that he would not do this). • Continual disobedience x1 <p>Number of suspensions: 1 [Board decision was to reinstate with conditions]</p>	<p>Number of stand downs: 2 <i>[updated 23/5/25]</i></p> <ul style="list-style-type: none"> • Likely to cause serious harm (Other harmful or dangerous behaviour). • Gross misconduct <p>Number of suspensions: 0</p>
ASSC	<p>Currently there are 19 students at Auckland Secondary Schools' Centre (ASSC) with a maximum capacity of 20. There is a waiting list which will be filled as students reintegrate to their enrolling school.</p> <p>Currently there are a number of high needs students being referred by outside agencies after either exclusions from other schools or other interventions.</p> <p>Every student from WSC at ASSC has an Interim Response Fund (IRF) application made on their behalf. This funding is paid to WSC then forwarded to ASSC.</p>	

Highlights:

- Principal wishes to note the careful consideration board members in the Behavioural Management sub-committee give to each suspension case, noting in particular the desire to see the students involved continuing with their education.

Operations | Auraki and Waiōrea

	Comments, progress, evidence, issues or concerns	Decisions needed from the board
Curriculum	<p>The removal of the draft Te Mātaiaho document from consultation and the change in direction signalled by the MoE (under Government direction) is a significant development to navigate. Core structures from the earlier version remain (Know-Do-Understand) but the sections for learning areas are much longer with 'how to teach' guidance for subjects. At the moment, Maths and English are out for consultation.</p> <p>There is an implementation timeline that sets out when learning area drafts are due and when feedback is open. The mandated date for all schools to be using that part of the curriculum is stepped through to the start of 2027. At that point, the overall frameworks for the New Zealand Curriculum and Te Marautanga o Aotearoa are enacted. See the timeline here.</p> <p>The English learning area has caused some public comment around what is seen by many in the sector as a regressive and overly prescriptive document. It is 76 pages. The prescriptive aspect is not the problem in itself; what is being prescribed is. The idea of 'quality' is a subjective, and in this case, politically driven addition with the promise of lists of 'approved' texts. The feedback process is crucial for individuals and departments to highlight what through their experience is problematic or missing. Good curriculum needs the input of subject specialists (teachers) who are on the ground delivering it. The English/Te Reo Pākehā department is coordinating a response. AATEL, the Auckland English Association ran a coordinated feedback workshop in the KHCL on May 20.</p>	

	<p>Financial Literacy has been announced as compulsory content taught within the Social Sciences area. This has implications to junior programmes and also for timetabling.</p> <p>The imperative for WSCW is to actively engage with the draft material as it is released and ensure that the feedback we provide is pointed and based on what is best for all learners. Once a part of the curriculum goes 'live', we will be designing programmes and teaching in line with whatever it outlines.</p> <p>There are strong signals that NCEA will be undergoing further significant structural changes beyond those already. A Principals group is working with that. Against this uncertainty, the timetable review currently underway has been put on hold because curriculum and assessment structures will have a significant bearing on any shape the timetable ultimately takes.</p>	
Assessment, monitoring and reporting	<p>Term 1 Junior reports were checked and sent on 5 May after the 30 April teacher completion deadline. These gave grades in each subject for Engagement, Conduct and Organisation as well as up to three Learning Outcomes.</p> <p>Teacher/Whānau/Student interviews (informed by these reports) were held on 13 May.</p> <p>For Years 11 to 13, the second NCEA Milestone reports ('Traffic Lights') are due on 11 June (Week 7 of Term 2).</p>	
Personnel and employment	<p><u>Current vacancies</u> 0</p> <p><u>New Appointments</u></p> <ol style="list-style-type: none"> 1. Dance, Drama & PAT Technician (Fixed term for 2025). 2. Guidance Counsellor (2 days/week, fixed term until Dec 2025). 3. ESOL ILA/TA (permanent, part-time). 4. PE/OED/Health teacher - (full-time, fixed term for parental leave. Starting 14 Jul 2025 and ending at the 	

	<p>end of Term 4, 2026 (no later than 18 Dec 2026).</p> <p>5. Board Secretary & EA Support (timesheet position for T2 & T3 2025).</p> <p>6. PE/OED/Health teacher (permanent, full-time) - starting T1, 2026.</p> <p><u>Planning for 2026</u></p> <ul style="list-style-type: none"> • Learning Support (LS) teacher/coordinator (see budget announcement; the plan is to advertise for a full-time, permanent LS teacher from the start of 2026). 	
Property, finance and assets	<ul style="list-style-type: none"> • New Food Tech room was completed at the start of the school year • The new Gateway classroom (including furniture) was completed during the term break and is being used now • The Marae flooring and roofing has been completed • The Nga oho toilet refurbishment will start in term 3 • Work has commenced for the relocatables. IT equipment and furniture will have to be scoped and purchased 	
Health and safety	<p>Education Outside the Classroom - EOTC - There have been a total of 143 2025 EOTC events to date. Teachers in charge of high-risk day trips and all overnight trips are prompted by DP in charge of EOTC to fill in an event review form to report any issues.</p> <p>Out of the 40 trips that fall in the above category, 11 reported student injuries which have all been followed up and a change in programme due to weather conditions.</p>	
Policies and processes	<p>Policy Review Committee meeting in second half of Term2, 2025.</p>	

Principal's Tasks - checklist Term 2, 2025 tasks (listed)	Letters of Offer for Employment	covered in the March 2025 Principal's Report.
	Progression for Support Staff, Kaiārahi i te Reo and Therapists	Confirmed - pay clerk monitors this
	Recruitment of overseas teachers	We are an accredited employer - AEWV scheme
	Annual Report	In progress
	Physical Restraint - Updated Requirements & New Resources	On-line training module
	Student Achievement	see separate report
	Fixed Term Employment Agreements	covered in the March 2025 Principal's Report here
	Learning and Development Opportunities	

Physical restraint

Record instances of physical constraint in the last period and provide policy and process assurance.

14/5/25 - a student was gently stopped from leaving Waiora before the ambulance came. She was held by the shoulders and guided into a sick bay. Report written and submitted to the Principal.

Term tasks checklist and assurance

This section draws on the term task lists provided by MoE and SchoolDocs to ensure the Principal, Tumuaki and the Board are meeting their assurance expectations.

Term	Tasks	Status	Comments
1			
	Principal Task Checklist - Term 1, 2025		See the Operations section for the specific term task updates
2			
	Principal Task Checklist - Term 2, 2025		See the Operations section for the specific term task updates

[Link to the term review schedule](#)

2025 Board Assurances

The principal assures the board through regular board reporting that the school complies with key legislative and regulatory requirements, relevant policies are up to date, and appropriate actions have been taken. Two assurances of the top apply **every term**. Other assurances apply to one term only. Policies with an asterisk may not apply to all schools.

EVERY TERM		POLICIES	ACTIONS
TERM 1	EVERY TERM	Risk Management	Assure the board that identified hazards are being monitored/controlled and that measures are being re-evaluated to check their adequacy. This includes sun protection and EOTC activities.
		Planning and Preparing for Emergencies, Disasters, and Crises	Assure the board that there are emergency plans in place that provide emergency and evacuation procedures. Confirm that planning and procedures are up to date and in hand copy, and emergency supplies are checked and up to date. Assure the board that fire evacuations have been completed every term.
TERM 1	TERM 1	School Planning and Reporting	Assure the board that the current strategic plan has been submitted to the Ministry of Education and published online; the annual implementation plan has been published online by 31 March each year; financial statements have been submitted to the school auditor by 31 March each year; and the annual report (including audited financial statements) has been submitted to the Ministry of Education by 31 May and published online each year.
		Learning Support	Assure the board that teachers of students with learning support needs have a strong understanding of student needs, and systems are in place to support these students.
		Health Education	Assure the board that at least once every two years, a consultation with the school community has occurred, and a statement on the delivery of the health curriculum has been adopted.
		Safety Management System and Worker Engagement, Participation, and Representation	Assure the board that the safety management system aligns with board duties under the Health and Safety at Work Act 2015, including ensuring the safety of workers, providing a safe environment for workers and other people on the school, and managing risks to health and safety. Assure the board that workers have had the opportunity to participate in improving workplace health and safety.
		Healthcare (also see subtopic)	Assure the board that policies and procedures relating to first aid, recording and notification of accidents, and managing, administering, and recording medication are up to date and implemented correctly.
		Digital Technology and Online Safety	Assure the board that digital technology and online safety policies to promote internet safety and prevent bullying are being implemented correctly. Report on any breaches in digital safety.
		Boarding House / Hostel Policies*	Assure the board that the boarding house/hosts provide a safe emotional and physical environment that supports the learning of boarders enrolled at the school.
TERM 2	TERM 2	Safety Checking and Police Visiting	Assure the board that all children's workers employed or engaged by the school have been safety checked before appointment. Confirm that children's workers have been safety checked as required within 3 years of the previous check. Assume that any non-teaching staff (who are not registered teachers or hold a limited authority to teach) are police vetted, and any contractors and their employees have been police vetted if they may have unsupervised access to students during normal school hours. Confirm that police visits have been completed every 3 years.
		Teaching Staff	Assure the board that all teachers employed at the school are registered with the Teaching Council and hold a current practising certificate, or have a limited Authority to Teach.
		Performance Management	Assure the board that the school manages the performance of staff according to employment agreement requirements. Confirm that the board complies with mandatory reporting requirements to the Teaching Council.
		Appointment Policy, Staff Conduct, and Professional Development	Assure the board that procedures for staff selection and appointment are being implemented correctly, including identity and registration checks, and any board delegation of appointment responsibilities. Confirm that supporting policies for induction, staff conduct, and professional development are being implemented.
		Employment Policy and Equal Employment Opportunities	Assure the board that the school operates an employment policy that complies with the principle of being a good employer, that the policy (including an equal employment opportunities programme) is available to staff, and that a report on compliance is included in the annual report.
		Child Protection and Abuse Recognition and Reporting	Assure the board that the Child Protection policy is in use, is being implemented correctly, and is publicly available. Assume the policy that staff are engaged with the Abuse Recognition and Reporting policy, including indicators of abuse and procedures for reporting abuse.
		Curriculum and Student Achievement Policy	Assure the board that teaching and learning programmes give effect to foundation curriculum policy statements and national curriculum statements. Assume the board that the school complies with government requirements to teach on average of one hour per day of the following subjects: reading, writing, and maths; or pānui, tuhuhu, and pāngarau.
		Cellphones and Other Personal Digital Devices	Assure the board that the school does not allow students to use cellphones during school hours, including break times, unless students have been granted an exemption.
		Student Attendance	Assure the board that student absences are correctly recorded, monitored, and followed up.
		Reporting about Student Progress and Achievement	Assure the board that teachers have used good quality assessment information or observational information to report to each student and their parents/carers at least twice a year on student progress and achievement.
TERM 3	TERM 3	Searches, Surrender, and Retention of Property	Assure the board that all procedures relating to search, surrender, and retention have been followed. Confirm that a written record has been kept of all surrenders and searches, and retention of any property held for more than 2 nights. Assume the board that authorisation of non-teaching staff is specified in writing, and that staff members receive a copy and acknowledge the receipt in writing.
		Minimising Physical Restraint	Assure the board that all procedures relating to physical restraint have been followed, and that requirements to notify, monitor, and report have been met. Confirm that any non-teaching staff have been authorised in writing. Assume the board that staff authorised to apply restraint receive appropriate training and support.
		Stand-down, Suspension, and Exclusion	Assure the board that the school complies with the current procedures and reporting requirements relating to stand-down, suspension, and exclusion/expulsion.
		School Records Retention and Disposal	Assure the board that the school has complied with the Public Records Act 2005 in relation to the retention and disposal of school records.
		Safety and Welfare for Students on Work Experience*	Assure the board that work-based learning and work experience solutions for students meet the required welfare and safety conditions.
TERM 4	TERM 4	Food and Nutrition	Assure the board that the school promotes healthy food and nutrition for all students.
		School Year, Terms, and Holidays	Assure the board that the school has been open for the statutory number of half-days and hours per day in the current year. Inform the board of the dates and number of half-days for instruction for the next year.
		Managing Income and Expenditure and Expenditure	Assure the board that the school has complied with section 155 of the Education and Training Act 2020, and appropriate provisions of the Crown Entities Act 2014 relating to borrowing. A nominated board member assures the board that they have completed three randomly timed checks of the processes and authorisations used to make payments to staff members, particularly the payments made to the principal (income related to the principal, and others in the school with payroll responsibilities).
		School Donations and Student Activity Payments* (Government schemes only)	Assure the board that if the school has opted in to the government donation scheme, this has been decided in consultation with the school community, and the community has been notified of this decision. If the school has opted in to the scheme, assure the board that the school has not asked for donations, except for overnight camps.
		Gifts	Assure the board that all financial gifts can be properly accounted for, and the nature of gifts given is reasonable and proportionate to the reason they are given.
		Protected Disclosure	Assure the board that the school has internal procedures that meet the requirements of the Protected Disclosures (Protection of Whistleblowers) Act 2012 (s 20) and the information is shared with staff members, contractors, board members, and volunteer workers.
		School Swimming Pool*	See School Swimming Pool on your SchoolDocs site for the assurances relevant to your swimming pool.
		Daily School Bus*	See Daily School Bus on your SchoolDocs site for the assurance relevant to your school bus.
		International Learners Review*	Assure the board that the school has completed a self-review of how it is meeting Code of Practice requirements and that the self-review statement will be submitted by the due date (1 December) each year.

JANUARY 2025

Staff Rep Board Report 22 May

The only issue I wish to report on is the ongoing one of the Staff Meeting Cycle. As I said in my last report this was being reviewed as SLT had been approached about real concerns from the staff.

Ivan is working on structural changes to the meeting cycle on the basis of the feedback from the staff questionnaire. After sharing some thoughts at last week HoD meeting it is clear that more work needs to be done. Ivan has thanked those HoDs who shared their perspectives, which will be used to inform further development of the meeting cycle.

WESTERN SPRINGS COLLEGE NGA PUNA O WAIOREA
FINANCE SUMMARY
FINANCIALS AS AT 30TH APRIL 2025

Reporting Line	April YTD	Year End 2024	Variance	Comments
Working Capital	\$2,539m	\$2,602m	Down \$63k	investment into facilities and timing with activities and events i.e. full costs incurred and waiting on funding.

Reporting Line	April YTD	Budget 2025	Variances	Comments
Government Grants	\$1,570m	\$1,700m	Down \$130k	Replaced Special Reasons Grant with extra teaching staff.
Locally Raised Funds	\$498k	\$634k	Down \$136k	Donations down 15% versus the same time last year. School signed with KINDO in May. An easier payment system which other schools have seen improved in Donations received.
Interest Earned	\$57k	\$67k	Down \$10k	Invested \$6m in various term deposits which have not yet matured.
Total Funds Received	\$2,125m	\$2,401m	Down \$276k	
Learning Resources	\$1,070m	\$1,185m	Saving \$115k	Savings in Course costs and Relief costs
Administration	\$360k	\$433k	Saving \$73k	Savings across the board especially in Auditing, Board and Staff Expenses
Property Costs	\$678k	\$623k	Down \$55k	Additional cleaning costs also repairs and investment into new facilities.
Depreciation	\$242k	\$242k		
Total Costs Incurred	\$2,350m	\$2,481m	Saving \$133k	
Operating Deficit	(\$225k)	(\$80k)	Down \$145k	



**Western Springs College-Ngā Puna O Waiōrea
Board Hui Minutes, 31 March 2025
in WSC Staffroom**

DRAFT

This meeting was also available via Google Meet for the public.

Item
The hui commenced at 5.03pm Karakia tīmatanga & mihi - Tamati Patuwai
Present (Board Members): Louise Gardiner (Presiding Member, Co-Chair, WSC parent-elected member) Tamati Patuwai (Co-Chair; co-opted Board member) Ivan Davis (Principal) Sarah Tizard (WSC parent-elected member) Jackie Floyd (WSC parent-elected member) Robert Pollock (WSC kaiako/kaimahi tautoko-elected member) Jojo Lewis (WSC taura-elected member) Rewa Worley (NPoW kaimahi tautoko-selected member) - <i>left the meeting at 6:36pm</i> Brent Reihana (NPoW whānau-selected member) Kat Poi (NPoW whānau-selected member) Josie Wall (NPoW whānau-selected member) - <i>arrived 5:05pm</i> Joseph McCready (WSC parent-elected member) - <i>arrived 5:10pm</i> Pā Chris Selwyn (Tumuaki) - <i>arrived 6:24pm, left the meeting at 7:14pm</i>
Present (non-Board members): Asha Vaidya (Board Secretary) Julie Debreceeny (Associate Principal) Anna Witten-Sage (Deputy Principal) Tupe Tai (Pasifika kaiako; Kāhui Ako o Waitematā - Across School Leader) Naomi Cusack (Tumuaki Tuarua; NPoW) Jessica Sinclair (HOD - Learning Centre; presenting tonight for MEM)
Apologies: Kyra TuiSamoa (NPoW taura-selected member) Alicia Murray (WSC parent-elected member)
Declaration of interests: None

REQUEST TO SPEAK

None received

STRATEGIC REVIEW

Student progress and achievement

(5:12pm)

The Board received and discussed final 2024 NCEA results with analysis breakdown for priority learners, and literacy & numeracy achievement data and analysis.

Whaea Naomi Cusack presented the NPoW report.

[NPoW 2024 Report](#)

Main Discussion Points for NPoW student achievement (NCEA):

- The attendance challenges for both staff and students during 2024 were acknowledged. Senior ākonga were the hardest to engage. Having a stable, consolidated group of NPoW kaiako over the last 3 years has been difficult, to be present, and to be able to follow-up with ākonga. NPoW is now pretty stable in terms of staff.
- An attendance rate of at least 80% is required to compete in the Kapa Haka campaigns. The influence of kapa haka on attendance should never be underestimated. Kapa haka credits are offered from Y10, and these can be weighted through to Y13.
- NPoW endorsement rates are okay. Nationally, we are tracking with most other kura - and slightly above in some cases.
- Scholarships were achieved in Dance (x1), Te Reo Māori (x5) and Te Reo Rangatira (x1).
- 63% of students achieved their literacy credits, and 37% achieved their numeracy credits. Ākonga tend to achieve these credits more via Te Reo Māori, versus Te Reo Rangatira; this is a possible pathway for our NPoW ākonga.
- The Literacy and/or Numeracy Common Assessment Activities (CAAs) will take place early next term (May 2025). Kaiako will be targeting the Y12s + Y13s (plus any outliers) who don't have their literacy/numeracy credits to get them over the line.
- One of NPoW's 2025 goals was to hire an Attendance Officer (Keri Gardner) who has been phenomenal. Our HOHs have been working consistently, and a more stable group of kaiako has had an effect on our attendance rates.
- In terms of staffing, NPoW has been resourced with a Head of Te Reo Māori and Head of Faculty (Matua Tom Alesana), and we have advertised for a NPoW Y12 + Y13 Academic Director.
- NPoW's focus for Term 2 is to work with HODs to raise grade quality. NCEA Level 1 is beneficial to NPoW.
- Having Linda Dillon as a mentor for NPoW SLT has been phenomenal - she encourages the team but also challenges them.
- Attendance support has made a huge difference this year. We need to look at ways to sustain attendance after kapa haka campaigns. The school Ball will help for a while (high attendance rates

are a requirement this year).

- The Waka Ama campaign was successful this year. Getting students involved in various activities (especially for the House Cup) can keep them engaged and attending school - which hopefully translates into success in their learning.

The Board thanked Whaea Naomi for her report.

(5:31pm - Naomi Cusack left the meeting)

(5:32pm)

Tupe Tai thanked the Board and Tamati for the warm welcome, and for creating a safe space for kōrero.

Tupe then presented the Pasifika report.

[Pasifika report for BOT - Mar 2025](#)

Main Discussion Points for WSC Pasifika student achievement (NCEA):

- The Pasifika cohort is awesome, and the thirty Y13 students are amazing! The Y13s are leaders and passionate; we want to keep encouraging them.
- Some students in this cohort find it difficult to attend school consistently. Attendance is important for us, and we want to increase the percentage of students with high attendance.
- Many Pasifika students are achieving Merit & Excellence endorsements.
- A NCEA Parent Information Evening was held recently, with a focus on the CAAs. Almost half the parents wanted to stay behind and discuss. We have a huge cohort of Māori in English Medium (MEM) and Pasifika students. We need to try to engage them more in the process. We have a significant number of students not achieving NCEA L1. We want to encourage them and let them know the importance.
- Simon from the Learning Centre comes into the Pasifika TAK whānau class and identifies and works with students for additional learning support.
- We're planning a Pasifika whānau meeting in Term 2.
- Tupe thanked Anna Witten-Sage (DP in charge of Pasifika), and acknowledged the huge loss of Tetoki Tepaki (who couldn't be here tonight) and will be irreplaceable.
- The TAK whānau class has 75 students, and is growing. Is a lot of administration to get through in whānau time. We're growing whakawhanaungatanga; the TAK whānau class went to Pt Erin Pools recently.
- While the Wero and Tinana classrooms have been good for TAK, space is now becoming an issue as their numbers increase.
- Our Pasifika Y11 + Y12 cohorts are mostly young males. Attendance is a concern, and achievement is linked to lack of attendance. We don't want them to be disengaged.
- We used to run a Y11 mentoring programme. We also use kaiako & reach out to ex-students, and engage via the homework centre.
- Laurayne Tafa's work with culturally responsive pedagogies has influenced Tupe's teaching practice. Laurayne works closely with Russell Bishop. Anna also noted that this teaching method shifts the problem solving from the student to the teacher's model. There is lots of evidence

about what pedagogies work.

Tupe thanked the Board for their support.

POINTS TO CONSIDER

- A dedicated space for the Pasifika students and whānau is a clear part of the Annual Plan.
- Mentoring programmes for these students may need to be reconsidered; these students need direct support.

(5:53pm - Tupe Tai and Anna Witten-Sage left the meeting)

Attendance

(5:53pm)

The purpose of this item is to review attendance for Term 1 2025 and the early impacts of the new Attendance Officer roles.

[Attendance item to go in this week's newsletter - March 2025](#)

Julie Debreceeny provided a verbal update. See also attendance data in the Principal's report.

Main Discussion Points:

- Attendance continues to be a focus, and consistency across all subjects needs to occur. If attendance drops off in two or more subjects, it can be difficult to change.
- In 2022, the Y11-Y13 cohorts had access to the Covid credits. Our Y10s had learning recognition credits that were used in 2023.
- For the cohorts coming through, some students have been out of school since 2021/2022 - these Covid-affected students were of primary age. We'll experience this effect.
- In 2020, we had 15 students enrolled in Northern Health School (NHS). In 2025, we have 40-60 such students enrolled in WSCW - most of which are anxiety-related. These NHS students are only at school part-time, and we are mindful of this when it comes to our attendance rates.
- We are starting to make some in-roads into the 85-90% attendance rate bracket. Thursdays are the most common non-attendance day.
- Students get sent a weekly summary of their attendance. NPoW has started to send these attendance summaries to their whānau. We can do this for certain groups. This needs to be considered further before sending out to the whole WSC community.
- Our Attendance Officers - Jordan Leota and Whaea Keri Gardner - have been amazing! They are getting good results with our chronic non-attenders.
- Attendance Services has now hired someone; they do home visits and are more social worker-trained. We still need to build some more protocols before we send our Attendance Officers out to homes

(6:06pm) - Dinner break

Karakia mō te kai - Tamati Patuwai

(6:24pm - Pā Chris Selwyn arrived)

(6:36pm - Rewa Worley offered apologies; went home due to sickness)

(6:38pm) - Meeting resumed

STRATEGIC REVIEW - (continued)

Student progress and achievement - (continued)

(6:38pm)

Jessica (Jess) Sinclair presented the Māori in English Medium (MEM) report.

[2025 MEM Board Report/Action Plan \(from Jess Sinclair\)](#)

Main Discussion Points:

- The attendance rates are low.
- We'll be tracking the impact of the WSC Attendance Officer and if the Principal's Nominee's spreadsheet helps.
- The biggest issue for the MEM cohort is achieving their literacy/numeracy (lit/num) credits (CAAs). 50% of the Y12 cohort have yet to achieve this. Under the old system, the MEM cohort would have had 100% by the end of Y11. CAAs are hard for our whānau.
- We are encouraging students to attend workshops, but the turnout is still poor. Workshops are run very well, and students are receiving quality help. We have 70 seniors signed up to the PALS programme this year. Jess has discussed the issues with Pā Chris, and their focus is on getting students to pass or with University Entrance (UE).
- For seniors who don't get their CAAs, they will then lose up to 20 of their NCEA L2 credits - this could have a huge impact on L2 achievement rates.
- The Maths HOD thought that some of the L2 standards were easier than the L1 standards. There is lots of maths-anxiety. Some students have refused to take the L2 Maths standards and are relying on their CAAs. The more often students sit the CAAs, then the less likely they are to pass. This might need to be made clearer in the Course Books on the school website.
- The current group is at risk of not achieving their CAAs. Explicit teaching will make a difference.
- Literacy lessons at Y9 + Y10 are being looked at by the English Department. This is a whole-school issue, but it helps when some departments are doing their part (such as Social Studies). Lit/Num is not just the responsibility of the English and Maths Departments. Achieving CAAs is an adaptation of the 2-year NCEA journey.
- There was a big turnout for the NCEA Māori and Pasifika evening on 17 March, with great engagement. The workshop of lit/num CAAs was also well received.
- The establishment of the MEM whānau class has been successful. Jess thanked Pā Chris, Julie, Ivan, SLT and two amazing mums for their support of this. The MEM whānau class has approximately 30+ students, and Amanda Asher and Ian Whaley are running it.

- Gifted devices (14 in 2024, 11 in 2025 so far) have been well received and cared for. A newsletter appeal has brought in \$1200 in donations.
- Under the current government, we are likely to see some major changes to the NCEA system. NCEA Level 1 is likely to be abandoned and replaced with a foundation certificate. This could have major implications, particularly for our priority learners.
- The timing of the CAAs has been changed for 2025 (now Period 2 to allow students to be more organised). The no-show rates were high in 2024. There is no limit for the CAAs - students take as long as they need.

The Board thanked Jess for her report.

(7:07pm - Jessica Sinclair left the meeting)

Annual Plan 2025

The purpose of this item is for the board to adopt the Annual Plan for 2025.

The Annual Plan is the management plan that sets out how our Strategic Plan will be delivered in 2025.

(7:07pm)

The Board received the draft 2025 Annual Implementation Plan & an additional paper on this topic from the Principal.

[Board Copy - DRAFT Annual Implementation Plan 2025](#)

[Additional paper from Ivan re: Annual Implementation Plan](#)

Main Discussion Points:

- Changes have been made following the Board's request for the success measures to be stretch targets, rather than aspirational. This could be made clear in a footnote.

DECISION - The Board adopted the 2025 Annual Implementation Plan.

REGULAR REVIEW

Regular reports

(7:10pm)

The Board received management reports, and optional updates from kaimahi and ākonga members. The reports were taken as read.

Principal's Report

[Principal's Report - March 2025](#)

Tumuaki Report *(received by email on 31/03/25 at 5:38pm)*

[March 2025 Tumuaki report for BOT](#)

(7:14pm - Pā Chris Selwyn asked to be excused to be with the kapa haka groups & left the meeting)

Student reports

[Jojo Lewis Board report - Mar 2025](#)

- The recent passing of one of our students has had a big impact on students.
- Students are excited about the upcoming Ball.
- Y12s have found the step-up in workload challenging; this is part of understanding how to manage their workload. Many assessments tend to pile up at the end of Term 1.

Staff reports

- Robert highlighted the health and wellbeing of our staff; 11-week terms always feel hard and lots of things happen during this time.
- Biggest change for teachers/kaiako is the change to the meeting cycle. Jess has discussed with Carmel about putting a survey together to assess if changes need to be made.

Health and Safety

(7:23pm)

The Board received the H&S report for March 2025. Taken as read.

[H&S Board report - March 2025](#)

REGULAR REVIEW

Board committee work

(7:23pm)

The Board **received** and **noted** the minutes of Board committee hui that have taken place since our last board meeting. Taken as read.

Finance and Business Services Subcommittee - meeting on 25 Mar 2025.

[Feb 2025 report for the Board](#)

[Feb 2025 Summarised Finance Report](#)

[Feb 2025 Detailed Finance Report](#)

[Draft Finance Committee minutes - 25 March 2025](#)

Policy Review Subcommittee - meeting on 24 Mar 2025.

[PRC Report, T1 2025](#)

Property Subcommittee - meeting on 27 Mar 2025.

[Draft Property Committee minutes - 27 March 2025](#)

[Link to WSCW Property Subcommittee Tracking Sheet \(live doc\)](#) - updated 28/03/25

Louise thanked all of the members who convened the above subcommittees.

POINTS TO CONSIDER

- Board members should look at the policies in the review cycle. This term, Health & Safety (H&S) is up for review - this is an important assurance role collectively for the Board. The Board should consider devoting some time into its H&S responsibilities on the back of the policy review. There are some governance-level changes that were suggested.
- The EOTC Committee is a heavy load in the first half of the year; Louise and Josie are the only two dealing with these, but more members to come on and learn the review process would be good. High-risk, overnight trips, day trips with water activity, etc. WorkSafe reviews have focussed on the Board's responsibility. Board members should also be involved when the H&S committees take place.
ACTION - Louise will send an email to the Board re: joining the EOTC Subcommittee.
- Police-vetting of parent helpers was discussed. Is there an element of risk that needs to be considered when we have many whānau onsite with our students who may not have been police vetted? This could be discussed further with Gerry Victor (SLT in charge of EOTC). Board members do not need to be police vetted.
- Ivan would like the Board to formally acknowledge the work that Gerry puts in the EOTC mahi.

ADMINISTRATION

Confirmation of minutes of meeting on 9 December 2024 (Mtg 8) + 24 February 2025 (Mtg 1) (7:37pm)

[W](#) DRAFT Public 20241209 (Mtg 8) WSC-NPoW Board meeting minutes.docx

[W](#) DRAFT Public 20250224 (Mtg 1) WSC-NPoW Board meeting minutes.docx

[Board Decisions & Actions Register](#) - (updated 30 Mar 2025)

There were no matters arising from these minutes. Louise noted that the minutes were not accepted at the previous meeting as she had not reviewed them before they were linked into the agenda.

DECISION - The Board adopted the minutes of the meetings on 9 Dec 2024 and 24 February 2025.

Correspondence (7:38pm)

[Correspondence folder for 2025/02/24 \(Mtg 1\)](#)

The Board received the correspondence sent to, or from, the Board since the last meeting (24 February 2025; Mtg 1).

PUBLIC EXCLUDED BUSINESS (PEB)

In accordance with Section 48 of the Local Government Official Information and Meetings Act 1987, the public were excluded from this part of the meeting between 7.39pm and 7.40pm to discuss confidential matters. The resolution was passed by consensus.

Resumed public business - 7:40pm

Comments on meeting procedures and outcomes

- Were we effective?
- Was the information provided to the board for this meeting effective?
- Was my contribution effective?
- How could we improve?

(7:40pm)

Main Discussion Points:

- Ivan praised our representative experts from NPoW, Pasifika & MEM - it's valuable to get what is happening at the cold face. We saw their passion, concerns, agonies, and challenges. Every person was solid gold - Jess, Tupe, Anna - we are lucky to have such experts. It's a good model to follow.
- There is a strong Māori community within WSC. TOA would look at both WSC and NPoW. Is there a way to contact MEM whānau (approx 200 students) and how do we make this work? Tamati is available to facilitate this.
- We need to think about the upcoming Board elections/selections for 2025. We could do some succession planning, and have some targeted skills. NPoW has started this kōrero with whānau, and with TOA. Is it possible for WSC Board members to attend whānau hui? This might help to break down any barriers between whānau and the Board.

(7:49pm)

Karakia whakamutunga - Tamati Patuwai

CLOSE

Meeting closed - 7:49pm

These minutes were confirmed by the Board at its meeting on Monday 26 May 2025 (Mtg 3, 2025).

These minutes are a true and accurate record of the meeting held on Monday 31 March 2025.

Louise Gardiner (Presiding Member)

WESTERN SPRINGS COLLEGE NGĀ PUNA O WAIŌREA

PUBLIC BUSINESS

DRAFT ANNUAL REPORT 2024

MATTER FOR APPROVAL

26 May 2025

AUTHOR: Solution Services

SUMMARY

The purpose of this paper is for the Board to receive and approve the Annual Report 2024 before it is submitted to the MoE by 31 May 2025.

RECOMMENDATION

It is recommended that the Board:

1. *Receives the report and approves for submission to the MoE by 31 May 2025.*

ATTACHMENTS

Attachment	Description
A	Draft Annual Report YE 31/12/24 by Solutions Services
B	

BACKGROUND & DISCUSSION

What is the background to the report, issue or proposal?

How does this support delivery of our annual implementation plan and strategic plan?

What does the Board need to be aware of when considering the recommendations?

What previous decisions, if any, has the Board made on this issue?

TE TIRITI O WAITANGI & CO-GOVERNANCE

Insert comments about how this matter aligns with our Te Tiriti partnership statement.

You can find a copy of the WSCNPOW Strategic Plan that includes our partnership statement [here](#).

FINANCIAL

Insert info about relevant financial considerations

RISKS

Insert info about relevant risks, and proposed controls (mitigation, elimination etc)

Include any legal considerations

POLICY / LEGISLATION

Include references to relevant school policies, legislation or similar



**WESTERN
SPRINGS
COLLEGE**

WHAIA TE MĀTAURANGA

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	48
Principal:	Ivan Robert Davis
School Address:	100 Motions Road, Western Springs, Auckland
School Phone:	09 815 6730
School Email:	admin@wsc.school.nz

Accountant / Service Provider:

Solutions & Services
Collaborative School Administration

WESTERN SPRINGS COLLEGE-NGĀ PUNA O WAIŌREA

Annual Financial Statements - For the year ended 31 December 2024

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Western Springs College-Ngā Puna o Waiōrea

Statement of Responsibility

For the year ended 31 December 2024

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the School.

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

Full Name of Presiding Member

Full Name of Principal

Signature of Presiding Member

Signature of Principal

Date:

Date:

Western Springs College-Ngā Puna o Waiōrea

Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expired/ Expires
Louise Gardiner	Co-Presiding Member	Elected	May 2025
Tamati Patuwai	Co-Presiding Member	Co-opted	May 2025
Ivan Davis	Principal	ex Officio	
Chris Selwyn	Waiorea Tumaki Representative	Selected	May 2025
Alicia Murray	Parent Representative	Elected	May 2025
Jackie Floyd	Parent Representative	Elected	May 2025
Jospeh McCready	Parent Representative	Elected	May 2025
Sarah Tizard	Parent Representative	Elected	May 2025
Keri Gardner	Waiorea Whanau Representative	Selected	Mar 2024
Katherine Poi	Waiorea Whanau Representative	Selected	May 2025
Brent Reihana	Waiorea Whanau Representative	Selected	May 2025
Josie Wall	Waiorea Whanau Representative	Selected	May 2025
Robert Pollock	Staff Representative	Elected	May 2025
Kyra Tuisamoa	Waiorea Student Representative	Elected	Oct 2024
Hugo Russell	Student Representative	Elected	Oct 2024
In Attendance: Asha Vaidya	Secretary		

Western Springs College-Ngā Puna o Waiōrea

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	24,989,926	23,514,158	24,028,189
Locally Raised Funds	3	3,266,839	2,828,200	2,613,115
Interest		223,149	125,000	143,033
Gain on Sale of Property, Plant and Equipment		1,009	-	-
Other Revenue		3,304	25,000	24,332
Total Revenue		28,484,227	26,492,358	26,808,669
Expense				
Locally Raised Funds	3	1,392,544	1,148,850	1,112,507
Learning Resources	4	16,933,156	14,590,658	16,562,872
Administration	5	1,154,283	1,060,250	959,199
Interest		10,633	-	11,025
Property	6	9,021,115	10,030,583	8,254,163
Loss on Disposal of Property, Plant and Equipment		-	-	137
Total Expense		28,511,731	26,830,341	26,899,903
Net (Deficit) for the year		(27,504)	(337,983)	(91,234)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(27,504)	(337,983)	(91,234)

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

Western Springs College-Ngā Puna o Waiōrea

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		4,442,742	4,442,742	4,457,495
Total comprehensive revenue and expense for the year		(27,504)	(337,983)	(91,234)
Contribution - Furniture and Equipment Grant		39,000	-	76,481
Equity at 31 December		4,454,238	4,104,759	4,442,742
Accumulated comprehensive revenue and expense		4,454,238	4,104,759	4,442,742
Equity at 31 December		4,454,238	4,104,759	4,442,742

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

Western Springs College-Ngā Puna o Waiōrea

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	3,886,021	3,121,711	2,663,459
Accounts Receivable	8	1,422,386	1,399,172	1,498,836
GST Receivable		-	32,274	32,274
Prepayments		116,278	36,893	36,893
Investments	9	3,000,000	2,500,000	2,500,000
Funds Receivable for Capital Works Projects	15	13,603	149,277	149,277
		8,438,288	7,239,327	6,880,739
Current Liabilities				
GST Payable		54,067	-	-
Accounts Payable	11	2,172,112	1,809,626	1,811,970
Revenue Received in Advance	12	3,074,104	2,343,144	2,399,229
Provision for Cyclical Maintenance	13	233,235	80,415	80,415
Finance Lease Liability	14	92,867	100,924	100,924
Funds held for Capital Works Projects	15	218,378	186,901	186,901
		5,844,763	4,521,010	4,579,439
Working Capital Surplus		2,593,525	2,718,317	2,301,300
Non-current Assets				
Investments	9	45,150	43,248	43,248
Property, Plant and Equipment	10	2,150,398	1,916,870	2,571,870
		2,195,548	1,960,118	2,615,118
Non-current Liabilities				
Provision for Cyclical Maintenance	13	255,224	486,425	386,425
Finance Lease Liability	14	79,611	87,251	87,251
		334,835	573,676	473,676
Net Assets		4,454,238	4,104,759	4,442,742
Equity		4,454,238	4,104,759	4,442,742

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

Western Springs College-Ngā Puna o Waiōrea

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		5,020,247	4,945,974	4,903,033
Locally Raised Funds		1,550,880	1,272,814	1,385,166
International Students		2,647,746	1,524,301	2,193,761
Goods and Services Tax (net)		86,341	-	36,558
Payments to Employees		(3,950,265)	(3,648,321)	(3,405,151)
Payments to Suppliers		(3,989,800)	(3,716,516)	(3,370,046)
Interest Paid		(10,633)	-	(11,025)
Interest Received		218,154	125,000	113,512
Net cash from Operating Activities		1,572,670	503,252	1,845,808
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(113,586)	(45,000)	(119,979)
Purchase of Investments		(501,902)	-	(2,502,299)
Net cash (to) Investing Activities		(615,488)	(45,000)	(2,622,278)
Cash flows from Financing Activities				
Furniture and Equipment Grant		39,000	-	76,481
Finance Lease Payments		(74,487)	-	(22,804)
Funds Administered on Behalf of Other Parties		300,867	-	(506,122)
Net cash from/(to) Financing Activities		265,380	-	(452,445)
Net increase/(decrease) in cash and cash equivalents		1,222,562	458,252	(1,228,915)
Cash and cash equivalents at the beginning of the year	7	2,663,459	2,663,459	3,892,374
Cash and cash equivalents at the end of the year	7	3,886,021	3,121,711	2,663,459

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

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

Western Springs College-Ngā Puna o Waiōrea

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

1.1. Reporting Entity

Western Springs College-Ngā Puna o Waiōrea (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

1.2. Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical Maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20b.

Recognition of grants

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

1.3. Revenue Recognition**Government Grants**

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4. Finance Lease Payments

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

1.5. Cash and Cash Equivalents

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

1.6. Accounts Receivable

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

1.7. Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

1.8. Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10 years
Furniture and equipment	10-15 years
Motor vehicles	10 years
ICT FFE	4-5 years
Leased assets	Term of Lease
Library resources	12.5% Diminishing value

1.9. Impairment of property, plant and equipment

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

Non cash generating assets

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information.

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

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

1.10. Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

1.11. Employee Entitlements*Short-term employee entitlements*

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned by non teaching staff, but not yet taken at balance date.

Long-term employee entitlements

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

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

1.12. Revenue Received in Advance

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

1.13. Funds held for Capital Works

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

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

1.14. Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a variety of periods in accordance with the conditional assessment of each area of the school. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

1.15. Financial Instruments

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

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

1.16. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.17. Budget Figures

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

1.18. Services received in-kind

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

2. Government Grants

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	5,023,442	4,730,911	4,834,556
Teachers' Salaries Grants	12,533,381	10,294,921	12,399,352
Use of Land and Buildings Grants	7,279,669	8,370,583	6,682,145
Other Government Grants	153,434	117,743	112,136
	<u>24,989,926</u>	<u>23,514,158</u>	<u>24,028,189</u>

3. Locally Raised Funds

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

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations and Bequests	517,110	506,950	481,370
Fees for Extra Curricular Activities	825,816	670,250	264,539
Other Revenue	62,112	98,500	522,530
International Student Fees	1,861,801	1,552,500	1,344,676
	<u>3,266,839</u>	<u>2,828,200</u>	<u>2,613,115</u>
Expenses			
Extra Curricular Activities Costs	560,539	418,350	464,497
Other Locally Raised Funds Expenditure	68,006	60,500	52,664
International Student - Employee Benefit - Salaries	370,324	340,000	276,878
International Student - Other Expenses	393,675	330,000	318,468
	<u>1,392,544</u>	<u>1,148,850</u>	<u>1,112,507</u>
<i>Surplus for the year Locally raised funds</i>	<u>1,874,295</u>	<u>1,679,350</u>	<u>1,500,608</u>

During the year ended December 2024, the Director of International Students travelled to Vietnam and China at a cost of \$6,261 for the purpose of recruiting new students for the school. The travel was funded from the net surplus from international student fees revenue.

4. Learning Resources

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	941,924	1,055,366	940,947
Information and Communication Technology	167,624	185,300	131,764
Employee Benefits - Salaries	15,138,726	12,613,242	14,781,990
Other Learning Resources	-	-	1,750
Staff Development	54,396	36,750	34,795
Depreciation	630,486	700,000	671,626
	<u>16,933,156</u>	<u>14,590,658</u>	<u>16,562,872</u>

5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	47,567	12,500	19,139
Board Fees and Expenses	33,608	15,000	23,752
Legal Fees	12,589	27,500	27,633
Other Administration Expenses	162,774	236,750	163,981
Employee Benefits - Salaries	848,739	720,000	676,704
Insurance	38,675	35,000	34,793
Service Providers, Contractors and Consultancy	10,331	13,500	13,197
	<u>1,154,283</u>	<u>1,060,250</u>	<u>959,199</u>

6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cyclical Maintenance	80,047	100,000	60,162
Adjustment to the Provision- Other Adjustments	(47,509)	-	-
Heat, Light and Water	223,858	202,500	194,555
Repairs and Maintenance	294,530	236,500	271,498
Use of Land and Buildings	7,279,669	8,370,583	6,682,145
Other Property Expenses	874,761	851,000	826,097
Employee Benefits - Salaries	315,759	270,000	219,706
	<u>9,021,115</u>	<u>10,030,583</u>	<u>8,254,163</u>

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

7. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	886,021	1,621,711	2,663,459
Short-term Bank Deposits	3,000,000	1,500,000	-
Cash and Cash Equivalents for Statement of Cash Flows	<u>3,886,021</u>	<u>3,121,711</u>	<u>2,663,459</u>

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

Of the \$3,886,021 Cash and Cash Equivalents, \$352,094 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and includes retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$3,886,021 Cash and Cash Equivalents, \$20,000 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

Of the \$3,886,021 Cash and Cash Equivalents, \$81,401 of Other Revenue in Advance is held by the School, as disclosed in note 12.

Of the \$3,886,021 Cash and Cash Equivalents, \$2,972,703 of International Student Fees in advance is held by the School, as disclosed in note 12.

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	80,318	310,580	310,580
Receivables from the Ministry of Education	43,824	-	99,664
Interest Receivable	34,516	29,521	29,521
Teacher Salaries Grant Receivable	1,263,728	1,059,071	1,059,071
	<u>1,422,386</u>	<u>1,399,172</u>	<u>1,498,836</u>
Receivables from Exchange Transactions	114,834	340,101	340,101
Receivables from Non-Exchange Transactions	1,307,552	1,059,071	1,158,735
	<u>1,422,386</u>	<u>1,399,172</u>	<u>1,498,836</u>

9. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	3,000,000	2,500,000	2,500,000
Non-current Asset			
Long-term Bank Deposits	45,150	43,248	43,248
Total Investments	<u>3,045,150</u>	<u>2,543,248</u>	<u>2,543,248</u>

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Building Improvements	136,078	-	-	-	(21,203)	114,875
Furniture and Equipment	1,983,096	82,840	-	-	(331,458)	1,734,478
Information and Communication Technology	120,350	19,701	-	-	(133,720)	6,331
Motor Vehicles	110,582	-	-	-	(28,712)	81,870
Leased Assets	192,402	94,419	-	-	(110,216)	176,605
Library Resources	29,362	12,144	(90)	-	(5,177)	36,239
Balance at 31 December 2024	<u>2,571,870</u>	<u>209,104</u>	<u>(90)</u>	<u>-</u>	<u>(630,486)</u>	<u>2,150,398</u>

The net carrying value of furniture and equipment held under a finance lease is \$176,605 (2023: \$192,402)

Restrictions

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

	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Building Improvements	412,627	(297,752)	114,875	412,627	(276,549)	136,078
Furniture and Equipment	4,730,939	(2,996,461)	1,734,478	4,638,024	(2,654,928)	1,983,096
Information and Communication Technology	1,035,772	(1,029,441)	6,331	1,027,966	(907,616)	120,350
Motor Vehicles	355,184	(273,314)	81,870	355,184	(244,602)	110,582
Leased Assets	345,404	(168,799)	176,605	394,328	(201,926)	192,402
Library Resources	151,724	(115,485)	36,239	140,011	(110,649)	29,362
Balance at 31 December	<u>7,031,650</u>	<u>(4,881,252)</u>	<u>2,150,398</u>	<u>6,968,140</u>	<u>(4,396,270)</u>	<u>2,571,870</u>

11. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	395,538	222,206	222,206
Accruals	87,158	143,903	143,903
Banking Staffing Overuse	7,015	-	2,344
Employee Entitlements - Salaries	1,483,932	1,267,249	1,267,249
Employee Entitlements - Leave Accrual	198,469	176,268	176,268
	<u>2,172,112</u>	<u>1,809,626</u>	<u>1,811,970</u>
Payables for Exchange Transactions	2,172,112	1,809,626	1,811,970
	<u>2,172,112</u>	<u>1,809,626</u>	<u>1,811,970</u>

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	20,000	43,346	43,346
International Student Fees in Advance	2,972,703	2,158,559	2,186,758
Other Revenue in Advance	81,401	141,239	169,125
	<u>3,074,104</u>	<u>2,343,144</u>	<u>2,399,229</u>

13. Provision for Cyclical Maintenance

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	466,840	466,840	406,678
Increase to the Provision During the Year	80,047	100,000	80,673
Use of the Provision During the Year	(10,919)	-	-
Other Adjustments	(47,509)	-	(20,511)
Provision at the End of the Year	<u>488,459</u>	<u>566,840</u>	<u>466,840</u>
Cyclical Maintenance - Current	233,235	80,415	80,415
Cyclical Maintenance - Non current	255,224	486,425	386,425
	<u>488,459</u>	<u>566,840</u>	<u>466,840</u>

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

14. Finance Lease Liability

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

	2024	2024 Budget (Unaudited)	2023
	Actual		Actual
	\$	\$	\$
No Later than One Year	102,400	108,637	108,637
Later than One Year	87,940	90,816	90,816
Future Finance Charges	(17,862)	(11,278)	(11,278)
	172,478	188,175	188,175
Represented by:			
Finance lease liability - Current	92,867	100,924	100,924
Finance lease liability - Non-current	79,611	87,251	87,251
	172,478	188,175	188,175

15. Funds Held for Capital Works Projects

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

2024	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
SIP Cricket Nets & Marae (225603)	158,867	-	-	-	158,867
Hall Reconfiguration (229770)	(120,561)	162,816	(42,255)	-	-
New Food Tech Room (237185)	(16,457)	450,000	(405,511)	-	28,032
Nga Oho Upgrade and Structural work (237184)	28,034	26,063	(22,618)	-	31,479
Field Drainage (237182)	(11,176)	-	(699)	-	(11,875)
Security Fencing	(1,083)	-	(645)	-	(1,728)
Totals	37,624	638,879	(471,728)	-	204,775

Represented by:

Funds Held on Behalf of the Ministry of Education	218,378
Funds Receivable from the Ministry of Education	(13,603)

2023	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Roll Growth Block 5	38,770	-	-	(38,770)	-
Building Redevelopment Fund	27,590	-	-	(27,590)	-
F&E New Build Project	(101,481)	-	-	101,481	-
5YA General Maintenance	(1,937)	-	-	1,937	-
Ak Council Sports Centre	(1,020)	-	-	1,020	-
SIP Cricket Nets & Marae (225603)	204,700	500	(46,333)	-	158,867
SIP Shades (232965)	(700)	700	-	-	-
Hall Reconfiguration (229770)	35,064	-	(155,625)	-	(120,561)
New Food Tech Room (237185)	-	-	(16,457)	-	(16,457)
Nga Oho Upgrade and Structural work (237184)	-	51,937	(23,903)	-	28,034
Field Drainage (237182)	-	-	(11,176)	-	(11,176)
Security Fencing	-	-	(1,083)	-	(1,083)
Totals	200,986	53,137	(254,577)	38,078	37,624

Represented by:

Funds Held on Behalf of the Ministry of Education	186,901
Funds Receivable from the Ministry of Education	(149,277)

16. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the School. The School enters into transactions with other entities also controlled by the Crown, such as: government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the School would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies for example, Government departments and Crown entities are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

17. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, Principal, Tumuaki, Associate Principal, Deputy Principals, Tumuaki Tuaruas and the Business Manager.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	9,061	9,529
<i>Leadership Team</i>		
Remuneration	1,367,347	1,328,052
Full-time equivalent members	9.00	9.00
Total key management personnel remuneration	1,376,408	1,337,581

There are 11 members of the Board excluding the Principal. The Board had held 7 full meetings of the Board in the year. . As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	220 - 230	220 - 230
Benefits and Other Emoluments	0 - 0	0 - 0
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	26.00	24.00
110 - 120	20.00	21.00
120 - 130	10.00	9.00
130 - 140	5.00	6.00
140 - 150	2.00	1.00
160 - 170	-	1.00
170 - 180	1.00	-
	64.00	62.00

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

18. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and the number of persons to whom all or part of that total was payable was as follows:

	2024 Actual \$	2023 Actual \$
Total	-	-
Number of People	-	-

19. Contingencies

There are no contingent liabilities and no contingent assets except as noted below as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: nil).

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity Settlement Wash Up amounts

In 2024 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

20. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$333,378 (2023:\$225,671) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
	\$
SIP Cricket Nets & Marae (225603)	158,867
Nga Oho Upgard and Structural work (237184)	31,479
New Food Tech Room (237185)	143,032
Total	333,378

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 15.

(b) Operating Commitments

As at 31 December 2024 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2023: nil)

21. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	3,886,021	3,121,711	2,663,459
Receivables	1,422,386	1,399,172	1,498,836
Investments - Term Deposits	3,045,150	2,543,248	2,543,248
Total Financial assets measured at amortised cost	8,353,557	7,064,131	6,705,543

Financial liabilities measured at amortised cost

Payables	2,172,112	1,809,626	1,811,970
Finance Leases	172,478	188,175	188,175
Total Financial liabilities measured at amortised Cost	2,344,590	1,997,801	2,000,145

22. Events After Balance Date

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

23. Comparatives

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