



**WESTERN  
SPRINGS  
COLLEGE**

↑ NGĀ PUNA O  
**WAIŌREA**

**Western Springs College Ngā Puna O Waiōrea  
Board Hui Rārangi Take  
Mon 23 June 2025 at 5pm**

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/drm-netr-bop](https://meet.google.com/drm-netr-bop)

Time	Item
5.00pm	Karakia tīmatanga
5.05pm	Present  [Quorum of 8 required]  Apologies: Robert Pollock, Jojo Lewis  Declaration of interests
	<b>REQUEST TO SPEAK</b>
	None received
	<b>CURRICULUM</b>
5.10pm	<b>Te Reo Māori, te Reo Rangatira</b> The purpose of this item is for the board to receive a report about the Te Reo Māori and Te Reo Rangatira curriculum areas.  Matua Tom and Matua Thomas will attend for this item.  <i>Recommendation:</i> <ul style="list-style-type: none"> <li>• <i>That the Board receives the report.</i></li> </ul>

Time	Item
	<b>STRATEGIC REVIEW</b>
5.45pm	<p><b>Strategic Plan deep dive</b>  <b>Pou Manawa - Sustainable   Physical resources</b></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 Manawa - Sustainable.</p> <p>Actions for 2025 including milestones and success measures can be found on page 9 of the Annual Implementation Plan:</p> <p><i>Recommendation:</i></p> <ul style="list-style-type: none"> <li>• <i>That the Board receives the report.</i></li> </ul>
	<b>REGULAR REVIEW</b>
6.15pm	<p><b>Student Progress and Achievement - Learning Support</b></p> <p>The purpose of this item is to receive an update about provision of learning support to ākonga at WSCW.</p> <p><i>Recommendation:</i></p> <ul style="list-style-type: none"> <li>• <i>That the Board receives the report.</i></li> </ul>
6.30pm	<p><b>Budget mid-year review</b></p> <p>The purpose of this item is to undertake a mid-year review of the operating budget.</p> <p><i>Recommendation:</i></p> <ul style="list-style-type: none"> <li>• <i>That the Board receives the report.</i></li> </ul>
6.45pm	<p><b>Delegations Scheme - Proposal to Delegate Authority to Tumuaki</b></p> <p>The purpose of this item is to consider a proposal to form a subcommittee to develop changes to the WSCW Delegations Policy and Schedule to delegate authority from the board to the Tumuaki.</p> <p><i>Recommendations:</i></p> <ul style="list-style-type: none"> <li>• <i>That the board forms a subcommittee to develop changes to the WSCW Delegations Policy and Schedule to delegate authority from the Board to the Tumuaki.</i></li> <li>• <i>The the subcommittee proposes changes to the policy and register in time for the next board meeting on Mon 4 August</i></li> </ul>
7.00pm	<p><b>Enrolment Scheme</b></p> <p>The purpose of this item is to consider a proposal from the Principal to accept out of zone enrolments for Kura Auraki in 2026, capped at 30 places in Year 9 and 30 places in year 10.</p> <p><i>Recommendations:</i></p> <ul style="list-style-type: none"> <li>• <i>That for 2026 Western Springs College Kura Auraki will accept enrolments for students in Year 9 or Year 10 who are living out of zone (zone defined by the Western Springs College Enrolment Scheme) according to out of zone priorities 2 -5.</i></li> <li>• <i>That for 2026 this will be capped at 30 out of zone places at each of Year 9 and Year 10.</i></li> </ul>

Time	Item
7.15pm	<p><b>Regular reports</b></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"> <li>• Management report including assurances (ref last page(s) of report)</li> <li>• Tumuaki report</li> <li>• Kaiako reports - optional</li> <li>• Ākonga reports - optional</li> </ul> <p><i>Recommendation:</i></p> <ul style="list-style-type: none"> <li>• <i>That the Board receives the report(s).</i></li> </ul>
7.30pm	<p><b>Board committee work</b></p> <p>The purpose of this item is to <b>receive</b> and <b>note</b> the minutes of board committee hui that have taken place since our last board meeting.</p> <p><b>Property Subcommittee</b> - minutes of the meeting held on 19 June 2025</p> <p><b>Finance and Business Services Subcommittee</b> - meeting held on 17 June 2025. Draft minutes not yet available. NB The committee received the mid-year budget report, linked above in Mid-Year Budget Review agenda item.</p> <p><b>Policy Review Subcommittee</b> - No meeting held since last board meeting</p>
	<b>ADMINISTRATION</b>
7.40pm	<p><b>Confirmation of minutes of meeting on 26 May 2025</b></p> <p><i>Recommendation:</i></p> <ul style="list-style-type: none"> <li>• <i>That the Board adopts the minutes of the meeting held on 26 May 2025.</i></li> </ul> <p>Matters arising</p>
7.45pm	<p><b>Annual Report 2024</b></p> <p>The purpose of this item is for the Board to approve the submission of the 2024 Annual Report.</p> <p><i>Recommendation:</i></p> <ul style="list-style-type: none"> <li>• <i>That the Board approves the finalisation and submission of the 2024 Annual Report.</i></li> </ul>
7.50pm	<p><b>Correspondence</b></p> <p>The purpose of this item is to receive any correspondence sent to or from the Board since the last meeting.</p> <p><i>Recommendation:</i></p> <ul style="list-style-type: none"> <li>• <i>That the Board receives the correspondence.</i></li> </ul>
7.55pm	<p><b>NZSBA AGM Delegate</b></p> <p>The purpose of this item is to appoint a delegate for the 2025 NZSBA AGM.</p>

Time	Item
	<b>PUBLIC EXCLUDED BUSINESS (PEB)</b>
8.00pm	<b>Confirmation of Public Excluded Business (PEB) minutes</b>  <i>Recommendation:</i> <ul style="list-style-type: none"> <li>That the Board adopts the PEB minutes of the meeting held on 26 May 2025.</li> </ul> Matters arising
8.05pm	<b>Complaints</b> The purpose of this item is for the Board to review concerns, complaints and OIA received by the Principal, Tumuaki and Board.
8.15pm	<b>Health and Safety</b>  The purpose of this item is to <b>receive</b> the June H&S report, and discuss any matters of significance in it. No H&S meeting since the last board meeting.  <i>Recommendation:</i> <ul style="list-style-type: none"> <li>That the Board receives the report.</li> </ul>
	<b>Any other business</b>
	<b>Resume public business</b>
	<b>CLOSE</b>
8.30pm	Comments on meeting procedures and outcomes <ul style="list-style-type: none"> <li>Were we effective?</li> <li>Was the information provided to the board for this meeting effective?</li> <li>Was my contribution effective?</li> <li>How could we improve?</li> </ul>
	Karakia whakamutunga
	<b>Meeting run time</b> - approx 3.5 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

# Te Reo Māori Faculty

**Board Report 23 June 2025**

Tom Alesana and Thomas Murray

# Te Reo Māori Faculty - introduction

Te Reo Māori Faculty encompasses three distinct curriculum areas:

- Te Reo Rangatira
- Te Reo Māori - Ngā Puna o Waiōrea
- Te Reo Māori Studies - Western Springs

The curriculum areas include students from year 9 to 13, and students from both Ngā Puna o Waiōrea and Western Springs. Across all three curriculum areas there are 9 kaiako, with multiple kaiako teaching across two curriculum areas.

Te Reo Māori student numbers:

- Year 9: 68 Waiōrea students - 25 Te Reo Māori students / 43 Te Reo Rangatira students
- Year 10: 59 Waiōrea students - 30 Te Reo Māori students / 29 Te Reo Rangatira students
- Year 11: 65 Waiōrea students - 34 Te Reo Māori students / 31 Te Reo Rangatira students
- Year 12: 71 Waiōrea students - 39 Te Reo Māori students / 32 Te Reo Rangatira students
- Year 13: 50 Waiōrea students - 19 Te Reo Māori students / 31 Te Reo Rangatira students

Māori Studies student numbers:

- Year 9: 231 Western Springs students

# Te Reo Māori Faculty - overview

## Strengths

- Large number of students learning te reo Māori through the three curriculum areas - 543 students in total
- Strong team of dedicated kaiako who are passionate about their particular curriculum areas
- Engagement in the pilot programme and implementation of new achievement standards for Te Reo Māori NCEA Level 1
- Collaboration between Te Reo Pākeha and Pāngarau to create a Literacy and Numeracy team for Waiōrea
- Full teaching team and leadership team within the Faculty
- Clear goals for 2025

## Changes

- A number of personnel changes:
  - Three new HoD appointments
  - New HoF appointment
  - Two kaiako resignations and two kaiako appointments
  - One further appointment - 23rd June

# Te Reo Māori Faculty - overview continued

## Goals for 2025

- Strengthen te reo Māori - everyday classroom routines, instructions, and interactions to make it a lived language, not just an assessed one
- Replace high-stakes one-off assessments with ongoing feedback and clear success criteria for oral tasks
- Scaffold language learning to suit different proficiency levels, especially for male and Pasifika students, who are underperforming
- Create regular opportunities for informal, low-pressure speaking tasks to develop fluency, confidence, and familiarity with language structures
- Incorporate the iwi/hapū knowledge, local dialects, culturally relevant themes of ākonga
- Ākonga co-design tasks, choose themes, or decide between oral, visual, or digital formats to demonstrate understanding

## Goals beyond 2025:

- Complete Te Reo Māori curriculum development that is reflective of the aspirations of our students, their whānau, our hāpori, and iwi mana whenua
- Revisit key documentation within Ngā Puna o Waiōrea eg marau-a-kura, graduate profile, whakaritenga, and build upon the success of these kaupapa
- Develop a strategic plan for te reo Māori across Ngā Puna o Waiōrea that is sustainable and will enhance the naturalisation of te reo Māori across the kura
- Develop a strategic plan for te reo Māori across Western Springs that supports good second language acquisition and contributes to the revitalisation of te reo Māori



# Te Reo Māori Faculty - Links to the Annual Plan

- Level 1 curriculum development and assessment frameworks were started but not completed
- Unit planning was a key area of development and will continue to be an area of development for 2025
- Pedagogical understanding has been a focus in professional learning meetings and continues to be a goal for the department there are varied experiences across the department and further collaboration is required
- There has been some good collaboration in terms of team teaching, teachers working to their strengths to support the learning of their students

# Te Reo Māori Faculty - Achievement Data

The following statements are reflective of the achievement data for 2024:

- Internal assessments for kōrero were the least attempted and had the lowest achievement rate across all year levels
- There was a higher pass rate of internal assessments than external assessments
- Females outperform males in both Te Reo Māori and Te Reo Rangatira in certain standards, especially in achieving Excellence
- Across most standards, those majorit of those who achieve the standards are achieving either Merit or Excellence
- In general, there was significant shift from Not Achieved to Achieved in Te Reo Māori and Te Reo Rangatira across all year levels
- There was a significant positive shift in Year 13 Te Reo Māori and Te Reo Rangatira achievement data
- There was a negative shift in Year 12 Te Reo Māori achievement data

We understand that there are groups within this cohort who have been significantly impacted by staff absence, and this is reflected in this data. These cohorts include Year 11 and Year 12 Te Reo Māori who will require ongoing support to ensure they are able to achieve all achievement standards moving forward.

# Te Reo Māori Faculty - Challenges

There are a number of challenges that the Te Reo Māori Faculty are facing:

- New HoD's understanding their roles and responsibilities
- Student attendance at times has a major impact on student progress and achievement
- Lack of resourcing to ensure that the department can work effectively
- Te Reo Māori Faculty working in isolation of other departments within Ngā Puna o Waiōrea and limited time for collaboration
- Key personnel moved on during 2024 and there was a lack of documentation left
- Absent departmental leadership has led to kaiako working in silos and minimal cross pollination of ideas within the department
- Staff morale has been low

# Te Reo Māori Faculty - Budget

## 2025 Budgets

Each curriculum area have identified their projected budget for 2025:

- Te Reo Rangatira projected budget: \$13,450 gst exclusive
- Te Reo Māori projected budget: \$13893 gst exclusive
- Māori Studies projected budget: \$2400 gst exclusive

***Total budget for the Te Reo Māori Faculty: \$29,743***

## It is important to note the following:

- There is no differentiation between CapEx and OpEx
- There are some professional development costs included in these budget projections, but do not cover the full needs of the Faculty
- This does not reflect the complete needs and aspirations of the Faculty
- This funding does not take into account the Māori Language Programme Funding (MLP) as neither HoF or HoD's have an understanding of the current use of these funds
- Additional staffing requirements have not been included as the Special Reasoning Staffing Allowance (SRSA) should cover this

## Future budget allocation:

- The Te Reo Māori Faculty would like to visit kura who have successful programmes for Te Reo Māori and investigate what makes them successful, what can be applied in Ngā Puna o Waiōrea, and how we can continue to be sector leading
- Further time allocation for HOD's within Te Reo Māori Faculty and TiC of Learning Areas in Waiōrea to collaborate and develop stronger curriculum links
- In order for the Faculty to make informed decisions about budgets, a better understanding of the use of the MLP and SRSA will be needed

# Te Reo Māori Faculty - Links to full reports

Te Reo Māori: [https://docs.google.com/document/d/1JsIbbHi7JMVnJXI\\_J7Wib4NUnNz2E7hzM6Gr1YnBj7o/edit?usp=sharing](https://docs.google.com/document/d/1JsIbbHi7JMVnJXI_J7Wib4NUnNz2E7hzM6Gr1YnBj7o/edit?usp=sharing)

Te Reo Rangatira: <https://docs.google.com/document/d/1ZsCF4u4A2BL4W9jirVFqubn9FP9HfcyLZwh32CZW6K0/edit?usp=sharing>

# Ngā Puna o Waiōrea Western Springs College



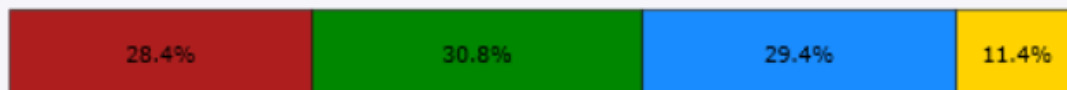
## Te Reo Māori Department Report

For the 2024 Academic Year

Due: Friday, March 21



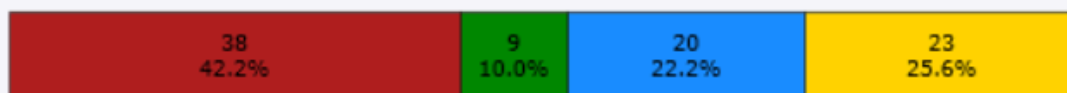
2023  
National  
Statistics



National  
Statistics  
Equity 404  
to 428

No National Statistics Available

11TRM  
Results  
2024



11TRM  
Results  
2022



Not Achieved Achieved Merit Excellence Scholarship

#### What is revealed?

- **Overall Achievement:** Across 47 ākonga, only 57.8% of possible credits were earned. The average per ākonga is 5.5 credits, which is below the typical standard for a full course (12–20 credits expected).
- **Gender Disparity:** Female ākonga significantly outperformed males:
  - Females earned 65.2% of their attempted credits vs males at 50.0%.
  - Females earned 150 total credits, including 85 at Excellence.
  - Males earned 110 credits, with only 30 at Excellence.
- **Ethnic Groups:**
  - Māori make up the vast majority (44 of 47 ākonga) and performed similarly to the overall averages—58.3% credit attainment, averaging 5.6 credits/student.

#### What factors may have contributed to these results?

- The lower overall average credits suggest issues with course design, assessment timing, or attendance/engagement.
- A large number of ākonga did not achieve achievement standards due to kaiako readiness, curriculum knowledge, and assessment knowledge.

#### What needs to be our priority?

- Lifting credit acquisition across the board.
- Ensuring ākonga are completing more assessments and are adequately prepared to achieve.
- Reducing the gap between attempted and earned credits—this indicates ākonga may be attempting work they are not ready for or disengaging before completion.

#### What actions or thinking have we already done for this?

- The strong results in 2023 suggest that there was an effective approach in place previously. Kaiako have discussed working through kaiako strengths, scaffolded learning, and internal department support systems.
- Changes in curriculum delivery, staffing, or classroom dynamics have not been working for this cohort of students and there were particular challenges specific to this group that were underestimated.

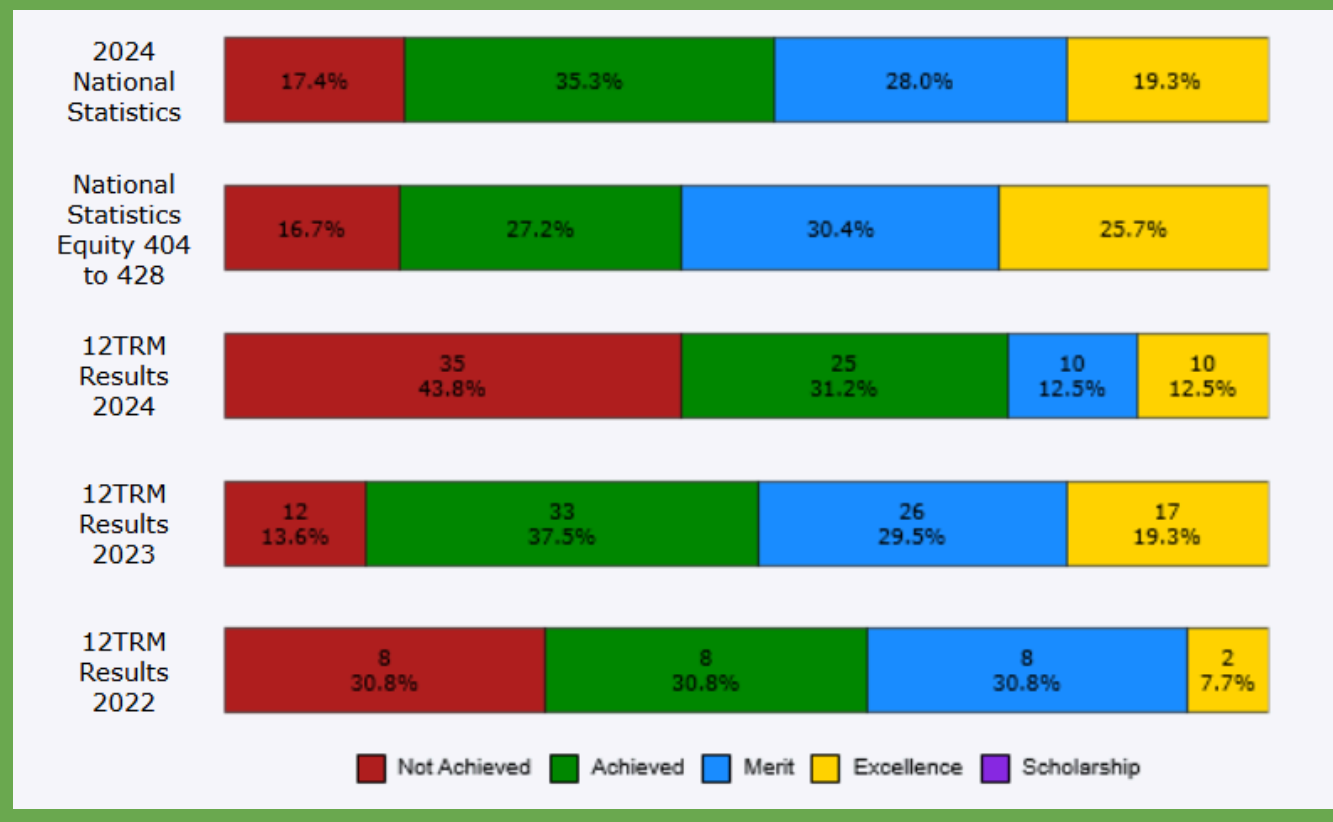
#### What will be doing in 2024 and beyond?

- Possible diagnostic testing early in Year 11 to establish reo proficiency and learning needs.
- More structured assessment planning to ensure all students are on track to complete and pass a minimum number of standards.
- Focus on raising the floor, not just the ceiling—while some students are thriving, many are not even close to achieving.
- Refining internal assessment delivery to ensure tasks are achievable, relevant, and well-supported.



## Big Picture: 12 Te Reo Māori

	Number Students	Number Results	Credits Achieved	Credits Merit	Credits Excellence	Total Credits	Possible Credits	Percentage Earned / Attempted	Average Credits / Student
Total	28	80	134	56	52	242	436	55.5	8.6
Male	14	37	76	26	6	108	202	53.5	7.7
Female	14	43	58	30	46	134	234	57.3	9.6
European	1	4	12		10	22	22	100.0	22.0
Māori	27	76	122	56	42	220	414	53.1	8.1
Pasifika									
Asian									
Other									



### What is revealed?

- In 2024, Not Achieved data shows 43.8%, a sharp rise from 13.6% in 2023 and 30.8% in 2022.
- The proportion of students achieving Merit and Excellence dropped dramatically:
  - Merit: from 29.5% in 2023 to just 12.5% in 2024.
  - Excellence: from 19.3% in 2023 to 12.5% in 2024.
- Compared to national equity stats (16.7% Not Achieved), the 2024 12TRM performance is far below expectations.
- The number of students achieving *at any level* has dropped; fewer students are progressing into Merit or Excellence

### What factors may have contributed to these results?

- Staffing or structural changes: There was a significant impact due to teacher absence and a late teacher change, and students were left with a reliever for long periods of time.
- Assessment difficulty or timing: Internal assessment readiness and support was limited due to teacher absence.

### What needs to be our priority?

- Urgently address the high Not Achieved rate. A 43.8% failure rate signals both a wellbeing and learning crisis.
- Rebuild foundational language and literacy confidence—many students may be struggling with both comprehension and expression.
- Understand the cohort context more deeply—why did this happen now? Was this anticipated? Was support asked for but not available?

### What actions or thinking have we already done for this?

- The strong results in 2023 suggest that there was an effective approach in place previously. Kaiako have discussed working through kaiako strengths, scaffolded learning, and internal department support systems.
- Changes in curriculum delivery, staffing, or classroom dynamics have not been working for this cohort of students and there were particular challenges specific to this group that were underestimated.

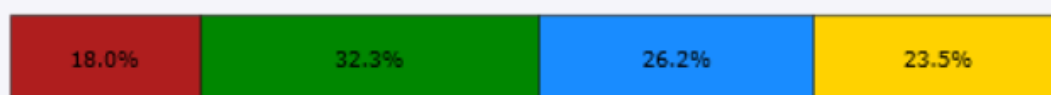
### What will be doing in 2024 and beyond?

- Intensive wānanga to focus on te reo Māori, that accelerates the learning of all ākonga.
- Revise and strengthen internal assessment preparation, particularly focusing on clarity, exemplars, and scaffolded supports.
- Plan for further continuity between Y11–Y13 so ākongasee their reo journey as progressive, supported, and worthwhile.

## Big Picture: 13 Te Reo Māori

	Number Students	Number Results	Credits Achieved	Credits Merit	Credits Excellence	Total Credits	Possible Credits	Percentage Earned / Attempted	Average Credits / Student
Total	25	91	154	110	100	364	496	73.4	14.6
Male	12	43	76	46	40	162	234	69.2	13.5
Female	13	48	78	64	60	202	262	77.1	15.5
European									
Maori	25	91	154	110	100	364	496	73.4	14.6
Pasifika									
Asian									
Other									

### 2024 National Statistics



### National Statistics Equity 404 to 428



### 13TRM Results 2024



### 13TRM Results 2023



### 13TRM Results 2022



Not Achieved Achieved Merit Excellence Scholarship

### What is revealed?

- Dramatic improvement in 2024: The most striking finding is the significant shift in 2024 results, where the percentage of students *not achieving* dropped to 25.3% from 54.7% in 2023 and 46.8% in 2022.
- The number of students gaining *Excellence* and *Merit* also increased markedly. In 2024, 22.0% achieved Merit and 20.9% achieved Excellence, compared to only 4.0% each for those levels in 2023.
- While still slightly below national averages, 13TRM 2024 results now closely track with national equity stats, suggesting that whatever changes were implemented had a real, measurable impact.

### What factors may have contributed to these results?

- Cohort dynamics may be a factor to this improvement, but the scale of improvement suggests systemic changes rather than just cohort variability.

### What needs to be our priority?

- Sustain and strengthen the 2024 gains.
- Reduce the still-high "Not Achieved" group (25.3%) further—aiming to bring this closer to or below national levels (18%).
- Continue lifting students from Achieved to Merit/Excellence levels, with attention to those hovering just below

threshold levels who can be accelerated with the right support.

#### What actions or thinking have we already done for this?

- Clearly, a step-change in teaching and learning occurred between 2023 and 2024.
- Possibly, the department engaged in:
  - Collaborative planning and moderation.
  - Use of Te Ao Māori principles and culturally sustaining pedagogy.
  - Earlier and clearer preparation for internal and external assessments.
  - Tailored mentoring or tutoring for at-risk students.

#### What will be doing in 2024 and beyond?

- Consolidate gains by identifying which strategies made the difference—was it curriculum changes, teacher PLD, whānau engagement, or assessment preparation?
- Build learner agency – continue giving students voice and choice in learning pathways.
- Invest in tracking individual progress throughout the year so that interventions can be timely.
- Deepen kaupapa Māori pedagogy to keep the learning deeply relevant and connected.

### Spotlight on AS 92092 Te Reo Māori

92092 Te Reo Māori 1.1 - Te kōrerorero i ngā parongo, i ngā āria me ngā whakaaro													
Label	Total	Not Achieved			Achieved			Merit			Excellence		
		School	NS	EQI	School	NS	EQI	School	NS	EQI	School	NS	EQI
Male	22	40.9	19.6	-	18.2	46.5	-	22.7	20.5	-	18.2	13.4	-
Female	23	39.1	14.6	-	4.3	39.6	-	21.7	25.6	-	34.8	20.2	-
European	1	0	19	-	0	43.1	-	100	24.3	-	0	13.6	-
Māori	42	38.1	16.7	-	11.9	43.7	-	21.4	22.5	-	28.6	17	-
Pasifika	2	100	20.7	-	0	39.6	-	0	22.9	-	0	16.6	-
GR	25	32	0	-	8	0	-	36	0	-	24	0	-
PU	20	50	0	-	15	0	-	5	0	-	30	0	-
<b>Total</b>	<b>45</b>	<b>40</b>	<b>16.6</b>	<b>-</b>	<b>11.1</b>	<b>42.8</b>	<b>-</b>	<b>22.2</b>	<b>23.5</b>	<b>-</b>	<b>26.7</b>	<b>17.2</b>	<b>-</b>

• All National Stats (NS) and Equity Index (EQI range 404 to 428) stats for

This Year 11 Te Reo Māori achievement data for Standard 92092: Te kōrerorero i ngā pārongo, i ngā āria me ngā whakaaro (the speaking standard) provides a detailed insight into performance patterns across ākonga enrolled in this particular achievement standard. It's a focused view that adds to our understanding of Year 11 achievement challenges.

#### Overall performance:

- 40% of ākonga did not achieve this speaking standard (compared to 16.6% nationally), a significant concern.
- Only 26.7% achieved Excellence, and 22.2% achieved Merit, putting the school slightly ahead of national averages in higher bands, but only for a minority of students.

#### There is a clear disparity between male and females:

- Males: 40.9% Not Achieved; Females: 39.1% — similarly high.
- However, females outperformed males significantly in the top bands:
  - 34.8% of females achieved Excellence vs just 18.2% of males.
  - Suggests that males are less likely to reach higher levels, and more concentrated in Achieved or below.

#### Speaking assessments often amplify existing inequities, especially where:

- Confidence and fluency are low.
- Whakamā (embarrassment/shyness) interferes with performance.
- Preparation is uneven—students may lack scaffolding or exemplars for oral tasks.

#### Priorities moving forward:

- Drastically reducing the Not Achieved rate—40% is too high for a standard that is foundational and identity-affirming.
- Supporting oral language confidence and performance through regular, low-stakes practice before assessments.
- Targeting at risk ākonga for additional, tailored support to access and succeed in speaking tasks.

#### Next steps:

- Intensify scaffolding and modelling for speaking tasks: sentence starters, scripts, role plays, peer rehearsal.
- Introduce more frequent practice in safe, relational settings to build confidence.
- Use tuakana-teina structures (e.g., strong Y12/13 students as kaiāwhina) to build support networks.
- Collaborate with students to identify barriers to success—what's holding them back in these assessments?

## Department Processes

Consider the following areas that were a focus for the kura in 2024. What progress did your department make?

- Level 1 curriculum development and assessment framework
- Unit planning
- Effective pedagogies including Mātauranga Māori
- Collaboration

- Level 1 curriculum development and assessment frameworks were started, however with the change of personnel this work was not completed. What was completed was utilised by the majority of staff, building on student prior knowledge about their own iwi and the significance of that language.
- Unit planning was a key area of development and will continue to be an area of development for 2025. Kaiako are varied in their experience with Unit Planning, requiring some targeted professional development moving forward.
- Pedagogical understanding has been a focus in professional learning meetings and continues to be a goal for the department. As above, there are varied experiences across the department and further collaboration is required to ensure that teaching practice and pedagogical understanding is shared across the department more effectively.
- There has been some good collaboration in terms of team teaching, teachers working to their strengths to support the learning of their students. This is ongoing to ensure that the teaching and learning collaboration is reflected in the planning and kaiako aren't working in silos. Collaborative planning, moderation, and observations are logical next steps whilst also building better collaboration through team teaching.

## Department Processes

Explain what the goals are, and why. How do they relate to the school's annual goals and/or meet department needs?  
Training needs required for each department member?

1. Strengthen te reo Māori - everyday classroom routines, instructions, and interactions to make it a lived language, not just an assessed one.
2. Replace high-stakes one-off assessments with ongoing feedback and clear success criteria for oral tasks.
3. Scaffold language learning to suit different proficiency levels, especially for male and Pasifika students, who are underperforming.
4. Create regular opportunities for informal, low-pressure speaking tasks to develop fluency, confidence, and familiarity with language structures.
5. Incorporate the iwi/hapū knowledge, local dialects, culturally relevant themes of ākonga.
6. Ākonga co-design tasks, choose themes, or decide between oral, visual, or digital formats to demonstrate understanding.

## Western Springs College/ Ngā Puna o Waiōrea

### ANNUAL DEPARTMENTAL REPORT - 2024

#### DEPARTMENT: TE REO RANGATIRA

(due by March 21, 2025)

#### Guidelines

The purpose of the report is to describe and evaluate the work of the department over the last year. This reflective document will form the basis of a meeting between SLT and HOD/TIC, and inform goal setting and priorities for 2025.

#### Overview

(Describe your department – staff/students/classes/programmes offered/co-curricular/EOTC)

Within the Te Reo Rangatira department, there are two classes per year level. They are co-taught in year 10, 11 & 12. 2024's staffing is as follows:

- 9TRR
  - SM
  - AN
- 10TRR
  - SM
  - AA
- 11TRR
  - SM
  - MY
- 12TRR
  - AN
  - GR
- 13TRR
  - AN
  - MY

In our 10TRR class, they are enrolled in the L1 TRM standards.

- This means in year 10 the students will attempt 4 NCEA standards, and the co-reg exams.  
4 TRM

In our 11TRR class, they are enrolled in the L2 TRM standards.

- This means in year 11 the students will attempt 9 NCEA standards. 5 TRM / 4 TRR

In our 12TRR class, they are enrolled in the L3 TRM standards.

- This means in year 12 the students will attempt 10 NCEA standards. 5 TRM / 5 TRR

Class	9TRR	10TRR	11TRR	12TRR	13TRR	Total
No. of Students	37	43	35	37	28	180

### Comments (what went well/challenges and why?)

Overall 2024 was an industrious year. For Te Reo Rangatira there was, largely, a good consistency of kaiako, tauira, and mahi. The Te Reo Matatini Co-Requisite CAA was successfully carried out for the first time at WSCW, and the results are very encouraging for the literacy co-requisite requirements when our students are assessed in Te Reo, compared to the English equivalent.

2024 presented a new challenge as this was the first year of introduction, and implementation of the new L1 NCEA standards. Overall we feel that the new standards are an improvement over the old standards, and allow the facilitation of a more in-depth program, with the hope of developing a deeper understanding of reo mātauranga within the students. Guidance and support from NCEA/NZQA in relation to the new standards was insufficient, as specifics and examples were late, and indefinite of the requirements in the TAPā.


There was a change in the management of the department, as the HOF/HOD moved kura at the end of Term 3. This presented a range of challenges, as responsibilities were delegated to specific members of the staff.

## Big Picture

### a. Senior student achievement

(subject/year level data from Kamar)

(Look at **overall trends**/comparisons – for example internal/external performance; number of credits gained, achieve vs merit vs excellence vs endorsements; scholarship; co-curricular)

Data
 2024 Te Reo Rangatira - NCEA Results

Level 1:	Total	Not Achieved	Achieved	Merit	Excellence	% Not Achieved	% Achieved	% Merit	% Excellence
Te Reo Māori									
Whaka-rongo	34	7	10	8	9	20.6	29.4	23.5	26.5
Kōrero	32	11	9	7	5	34.4	28.1	21.9	15.6
Tuhi	33	4	4	10	15	12.1	12.1	30.3	45.5
Pānui (Ex)	30	1	6	17	6	3.3	20	56.7	20
Tuhi (Ex)	31	1	8	16	6	3.2	25.8	51.6	19.4
Te Reo Rangatira									
1.1	33	11	10	6	6	33.3	30.3	18.2	18.2
1.2	33	18	8	4	3	54.5	24.2	12.1	9.1

Rautaki Reo (Ex)	30	6	14	6	4	20	46.7	20	13.3
Āhuatanga motuhake (Ex)	32	24	7	1	0	75	21.9	3.1	0

Level 2:	Total	Not Achieved	Achieved	Merit	Excellence	% Not Achieved	% Achieved	% Merit	% Excellence
Te Reo Māori									
Whaka- rongo	35	13	5	2	15	37.1	14.3	5.7	42.9
Kōrero	36	19	1	2	14	52.8	2.8	5.6	38.9
Tuhi	36	11	3	4	18	30.6	8.3	11.1	50
Pānui (Ex)	21	6	12	2	1	28.6	57.1	9.5	4.8
Tuhi (Ex)	21	2	11	5	3	9.5	52.4	23.8	14.3
Te Reo Rangatira									
Tuhinga Roa	36	20	5	1	10	55.6	13.9	2.8	27.8
Kōrero	36	24	1	1	10	66.7	2.8	2.8	27.8
Reo Peha	34	10	8	4	12	29.4	23.5	11.8	35.3
Pānui (Ex)	25	5	12	5	3	20	48	20	12
Tuhi (Ex)	26	0	7	15	4	0	26.9	57.7	15.4

Level 3:	Total	Not Achieved	Achieved	Merit	Excellence	% Not Achieved	% Achieved	% Merit	% Excellence
Tuhinga	26	15	3	2	6	57.7	11.5	7.7	23.1
Whai- kōrero	28	15	6	7	0	53.6	21.4	25	0
Tuhinga	26	5	12	5	4	19.2	46.2	19.2	15.4
Whanake Reo	25	19	3	2	1	76	12	8	4
(Ex) Ahunga o TR	13	2	2	4	5	15.4	15.4	30.8	38.5
(Ex) Raupeka	2	0	0	0	2	0	0	0	100

Comment on the trends
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### 1. Performance Variability Across Standards:

- **Higher Excellence Rates in Some Standards:** Standards like **91286**, **91288**, **91650**, and **91654** show relatively high percentages of students achieving **Excellence** (up to 50%), indicating that for these standards, a significant proportion of students are excelling.
- **Lower Achievement Rates in Some Standards:** On the other hand, **91285**, **91651**, and **91284** show a higher percentage of students with **Not Achieved** grades, which may suggest these standards are more challenging for students or that there is a gap in preparation or understanding.

### 2. General Student Success Distribution:

- Across most of the standards, the **Merit** and **Excellence** grades combined often make up around **50% or more** of the total students in a given standard. This indicates that students are achieving at higher levels, though the distribution can vary significantly depending on the specific standard.
- In **some standards**, the **Not Achieved** rate is notably high, such as in **91651** (52.8%) and **91285** (34.4%). This could point to difficulties with these specific standards, whether due to their complexity or a need for more targeted teaching or study support.

### 3. Gender Performance:

- **Females Tend to Achieve Higher Grades:** In several of the standards, females have a notably higher percentage of **Excellence** grades compared to males. For example, in **91284**, **91288**, and **91654**, the **Excellence** rate for females is consistently higher, suggesting that females may be more successful in these areas.
- **Males May Struggle More with Certain Standards:** Males tend to have higher **Not Achieved** percentages in many of the standards, such as in **91284** (28.6% for males vs. 15% for females), indicating they may struggle more in certain areas.

### 4. Standard-Specific Gender Differences:

- In **91650** and **91651**, there are clear gender differences in performance. Males in **91650** (43.8%) and **91651** (50%) have higher **Not Achieved** rates compared to females, who seem to fare better overall in terms of achieving higher grades, especially **Excellence**. This highlights that certain standards might be more challenging for males overall, possibly reflecting differences in engagement or teaching methods.
- On the contrary, in **91286** and **91288**, females significantly outperform males in the **Excellence** category, which may point to differences in how these standards are approached or understood by each gender.

### 5. Merit Achievement:

- **Merit** grades are relatively consistent across standards but seem to be more common in **91286**, **91287**, and **91288**, where a large percentage of students fall into this category,



particularly in **91286**, where over **50%** of students achieved **Merit**. This suggests that these standards might be appropriately challenging but still accessible to a large portion of the student group.

## 6. Success in Teacher Groups:

- Teacher-focused support may also play a role in standards where performance is notably low for a certain gender, which could mean that the teaching approach might need to be adjusted to help all students achieve better.

## 7. Inconsistencies Between Standards:

- Standards like **91284** and **91285** show a clear discrepancy between the number of students achieving high marks and those who did not achieve. In contrast, **91286**, **91287**, and **91288** show a more consistent pattern with students achieving **Merit** or **Excellence** grades, pointing toward differences in difficulty or the ability to meet the learning outcomes for each standard.

## Key Takeaways:

- Overall Achievement:** Most students are achieving **Merit** or **Excellence** in at least half of the standards, indicating that the majority are capable of achieving these higher grades, although some standards show a notable challenge with a larger number of students in the **Not Achieved** category.
- Gender Disparities:** There is a consistent trend where females outperform males in certain standards, especially in the **Excellence** category. Males, conversely, seem to struggle more in terms of **Not Achieved** grades.

## Spotlight (focus area)

(Choose smaller ranges for **more detailed inspection** – for example individual standards/non submission rates/attendance)

### Data

Level 3	Ref	Label	Total	Not Achieved	Achieved	Merit	Excellence
Whaikōrero	Total	Total	28	15	6	7	0
91807	Gender	Male	8	4	3	1	0
91807	Gender	Female	20	11	3	6	0
91807	Teacher	AN	13	8	4	1	0
91807	Teacher	MY	15	7	2	6	0

Level 2	Ref	Label	Total	Not Achieved	Achieved	Merit	Excellence
Kōrero	Total	Total	36	19	1	2	14
91651	Gender	Male	16	8	1	2	5
91651	Gender	Female	20	11	0	0	9
91651	Teacher	AN	19	11	1	1	6
91651	Teacher	GR	17	8	0	1	8
Level 1	Ref	Label	Total	Not Achieved	Achieved	Merit	Excellence
1.1	Total	Total	33	11	10	6	6
92073	Gender	Male	14	6	6	0	2
92073	Gender	Female	19	5	4	6	4
92073	Teacher	MY	14	3	4	2	5
92073	Teacher	SM	19	8	6	4	1
1.2	Total	Total	33	18	8	4	3
92074	Gender	Male	13	7	5	1	0
92074	Gender	Female	20	11	3	3	3
92074	Teacher	MY	14	8	1	2	3
92074	Teacher	SM	19	10	7	2	0

#### Comment on the focus area

There is a pattern of students not attempting the kōrero standards, this pattern is widespread across year levels in the senior years, and has been prevalent for years. Across all year levels students are given the choice to learn their kōrero and record themselves at home in order to produce sufficient evidence for a standard. With so much student agency, students are not completing this task and thus are not achieving these kōrero specific standards. Students are also 'credit counting', due to the cross-curricular assessment approach to the course (Te Reo Rangatira + Te Reo Māori standards) students are choosing to apply themselves to alternate standards, instead of kōrero. A potential solution to this, which we all agreed on, is to not assess the whakarongo standard from the Te Reo Māori course. This will enable a dedicated focus, across the department, on Te Reo Whakaputa, on productive language. It is said, there is only one way for the language to survive and that is by speaking it. Another strategy we are going to implement in the following year is the introduction of a Manu kōrero whakataetae-ā-akomanga, and then only the best (top 3) will stand at the whakataetae-ā-kura. This will help build confidence for the students to produce spoken pieces of work within the classroom, that are eligible pieces of evidence to use for assessment purposes.

## **b. Junior learning/achievement**

Consider the following points to **provide a summary** that describes programmes of learning and achievement outcomes in Years 9-10

- Are the programmes successful in engaging students? How do you know?
- How is the junior programme building capacity for senior student success?
- How do the programmes cater for mixed ability teaching/learning?
- Are the learning/achievement objectives fit for purpose?
- How are the co-requisites incorporated into these programmes?

Reflection on the programmes of learning and achievement outcomes in the junior school

The aim of the junior school is to effectively equip all of our students with the necessary devices in order to succeed within the senior program. Students are to learn the required, and transdisciplinary skills that will most greatly benefit them throughout their time in education throughout the kura. The biggest focus for the junior school is the attainment and implementation of language features throughout all work done by the students. This involves, and is exhibited throughout their tuhi and kōrero.

✚ 2024 - CAA/TAPA Results 10OR/10OH

✚ 2024 - 10TRR & 11TRM L1TRM Ext Results

The year 10 course is more that of a senior course due to the fact that the NCEA L1 TRM standards are taught and assessed during the year. This means that the course does have a heavy assessment load due to the facilitation of the Te Reo Matatini Co-requisite exam during this course as well.

This year was the first year we successfully facilitated the Te Reo Matatini Co-requisite exams, our students were able to show that their fluency in Māori exceeds their fluency in English. Torohū: 75.7% Whakaputa: 64.9%, compared to the English equivalent, Reading: 37.8% Writing: 18.9%.

One of the challenges of the year 10 course is that it is comparably under-resourced, as the year 10 course is only allocated 3 hours per week.

I would seek to increase the allocated time for the Year 10 Te Reo Rangatira/Te Reo Māori course from 3 hours to 4 hours per week. The rationale for this increase stems from the heightened demands of the Te Reo Matatini co-requisite and the need to ensure equity across core subjects. Currently, Te Reo Pākehā, Pūtaiao and Pāngarau receive 4 hours per week, and it is imperative that Te Reo Rangatira/Te Reo Māori receives the same level of support to maintain parity and enhance student outcomes.

### **Rationale for the Increase**

#### **1. Increased Demands from Te Reo Matatini**

- The **Te Reo Matatini** co-requisite has introduced additional literacy expectations that require more in-depth instruction and practice within Te Reo Rangatira/Te Reo Māori.
- To ensure students successfully develop the necessary language and literacy skills, additional instructional time is necessary.

#### **2. Equity Across Core Subjects**

- Currently, **Te Reo Pākehā, Pūtaiao** and **Pāngarau** are allocated 4 hours per week, whereas **Te Reo Rangatira/Te Reo Māori** is only given 3.
- Providing equitable instructional hours will ensure that **Te Reo Rangatira/Te Reo Māori** students receive comparable time to deepen their proficiency in their language.

### 3. Sustained Growth and Achievement

- Increased contact hours will allow for a more structured approach to teaching, including greater opportunities for differentiation, extended learning, and student support. This will also result in an increase in achievement in **Level 1 NCEA statistics (Y10 TRR - L1 TRM), (Y10TRM better prepared for L1 TRM)**
- With the rising emphasis on **kaupapa reo** initiatives, additional time will allow for the integration of more cultural and language immersion activities.

## Departmental processes

Consider the **effectiveness of departmental processes** that support teaching and learning eg planning /meetings/ moderation/ communication)

Comment on how relevant processes worked

 **Te Hīnaki Waharua o Waiorea (4) (1).pdf**

There were a number of departmental PD days executed throughout the year, these resulted in the collaboration across our department in order to create, facilitate and implement into our courses. This allowed the department to collectively agree on key philosophies that wove together our Hīnaki Waharua o Waiōrea.

There was a lack of moderation throughout the year, and this meant that work could not be uploaded until the end of the year.

It is unfortunate the circumstances that bestowed upon the HOF/HOD last year, as this affected the departmental practices and different times throughout the year. E aroha ana.

## Department goals - review

Consider the following areas that were a focus for the kura in 2024. What progress did your department make?

- Level 1 curriculum development and assessment framework
- Unit planning
- Effective pedagogies including Mātauranga Māori
- Collaboration

Comment on department wide achievement of the annual goals

We made a solid foundation of work for our Level 1 curriculum development. We chose to build on the student's (prior) knowledge about reo-ā-iwi, with the hope of developing the student's proficiency in their own iwi history. This unit was based in teaching from mātauranga stemming from the local mana whenua of Ngāti Whātua ki Ōrakei. From external-moderation we know that we can be confident in how we marked the student's grades. Collaboration was a benefit for the Y11 course this year, as the two classes were co-taught.

The creation, implementation, and contribution of unit planning is a goal that needs development and is one that will carry over to the next calendar year, as we look to create a successive program for the department.

### **Department goals 2025**

Explain what the goals are, and why. How do they relate to the school's annual goals and/or meet department needs? Training needs required for each department member?

Describe departmental goals

There is a need to create a certain program for each year level. This will help to facilitate the placement of teachers into teaching new cohorts.

There is a need for recurring moderation hui, where every member of the department is expected to be present. This will allow for a better overview of the department, and allow for more targeted teaching areas across the department.

There is a need for the department to develop a junior program that aligns itself to the needs/requirements of the co-requisite exams.

Further PLD/information is required to ensure a failsafe program for the new NCEA Level 1 standards, with the anticipation of new NCEA Level 2 standards in the near future.

There is a need to form a better cross-curricular relationship with the English department as the skills learnt lean to complimenting each other, and would allow for a deeper understanding of language functions and techniques within the students.

## Checklists

Assessment		Yes	No
1	Assessment tasks and marking schedules have been verified and all internal assessments moderated.		
2	Random samples have been produced and stored		
3	Moderation feedback has been received and acted upon		
Comment			

Professional Learning & Development		Yes	No
1	PGC meetings occurred with all staff in department and reports have been written and sent to the SLT		
2	Meeting cycle set up		
3	ID PLD requirements - especially curriculum & assessment - for individual kaiako		
Comment			

Curriculum Development		Yes	No
1	PGC meetings occurred with all staff in department and reports have been written and sent to the SLT		
2	Scheme		
Comment			

Departmental goals		Yes	No
1	Shared with department		
2	In PGC document		
Comment			

Data Management		Yes	No
1	Data process across department is transparent		
2	Training needs for karakia identified		
Comment			

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Budget & resource management		Yes	No
1	Budget developed & presented & expenditure tracked within guidelines that support student learning - comment on outcome		
2	Resources managed effectively, including digital resources		
Comment			

# WESTERN SPRINGS COLLEGE NGĀ PUNA O WAIŌREA

## PUBLIC BUSINESS

### POU MANAWA - SUSTAINABLE / PHYSICAL RESOURCES

MATTER FOR INFORMATION

MONDAY 23 JUNE 2025

AUTHOR: Sailesh Vaidya

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#### SUMMARY

The purpose of this paper is to receive and discuss a detailed report on progress towards achieving our strategic plan goals for Pou Manawa - Sustainable. This will update the board regarding property related matters contained in the Annual Report.

#### RECOMMENDATION

It is recommended that the Board receive the report.

#### ATTACHMENTS

Attachment	Description
A	School Evaluation of the Physical Environment (SEPE) which focuses on the fitness of MOE owned buildings

#### BACKGROUND & DISCUSSION

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

An update on the Property related projects in the annual plan

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

This report is an update on the annual implementation plan



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

No recommendations are required

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

The Board has made the decision to no longer support the location of a CASS satellite on the campus in the current circumstances.

## **TE TIRITI O WAITANGI & CO-GOVERNANCE**

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

This report covers all property projects and the SEPE report contains all MOE owned buildings.

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

## **FINANCIAL**

No financial considerations

## **RISKS**

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

No risks.

## **POLICY / LEGISLATION**

Update relating to the Annual implementation plan

## **Actions/ Milestones and Successes:**

**Ngā Oho roofing:** Replacement of clearlite (completed).

**Ngā Oho wharepaku:** B3 building successful tenderer and will start work for toilet replacement during the upcoming term break.

**Ngā Oho flooring:** carpet and vinyl replacement plan

**Relocatables:** Reprioritisation of MOE budgets has resulted in the original (and signed off) plan of four 10 metre x 12 metre interlinked open learning environment relocatable units being replaced by four ‘Tui’ relocatable classrooms. To support our collaborative co-teaching pedagogies work is proceeding to link the relocatables in a two by two format. Relocatables are due to be up and running for Term 3 2025.

**Pasifika Fale:** Development Trust meeting where this was floated as a possibility for involvement in the development of the fale. Jasmax architects proposed as design consultants.

**CASS:** At its first meeting of the 2025 year, the school board made the decision to no longer support the location of a CASS satellite on the campus in the current circumstances. The board is very open to revisiting this decision should the MOE be in a position to progress the option of reordering the masterplan sequence, as set out above, to enable an integrated, long term solution for specialist education in our area

**TAPAC:** The Tapac Board spent a full day of strategic planning on the 8th of June. The challenge of increasing demand for space by the school during the school day conflicting with the community hireage and income generated for TAPAC by hiring out Studio 1 to be addressed. Work proceeding at MOE level on a POD (Property Occupancy Document) for TAPAC and incorporating the maintenance requirements into our 10 Year Property Plan as MOE now confirmed as owners of the building.

**Gym as a multipurpose facility:** Document shared with all stakeholders to manage the use of the Gym, this will enable us to foresee any pinch points. Pō Fiafia to be held in Te Hōro to minimise disruption to PE and SPO classes and sporting matches.


**Shade/ seating and quiet space:** We have installed 6 new sets of seating around KHCL at the cost of \$8,000. PAG would like to run a large fundraiser in 2026 to provide more seating and shade sails for the campus. When the relocatables are installed there will also be covered space for students to sit under at break times.

**POU MANAWA - SUSTAINABLE**

We work to ensure our school and kura can endure and thrive over time.

Physical Resources	The physical spaces and resources for teaching and learning meet our current and future needs			
Key shifts [goals]	Lead	Actions for 2025 <i>SMART actions to cause this shift to come about</i>	Milestones <i>Key milestones for our actions</i>	Success measures <i>Evidence will we gather of progress towards achieving our goal?</i>
Advocate and work with MoE to deliver the master plan to ensure it meets the	Board	Establish roll growth relocatables south of Cafeteria to preserve the planned expansion space for KHCL Stage 2.	Four modular relocatable classroom spaces ready for	Overcrowding pressure points in KHCL reduced/eliminated.

needs of current and future ākonga and kaiako			occupation by beginning of Term 3 2025	
Develop and deliver a plan to reinstate a Pasifika Fale on campus	SLT/ Board/ Property	Choose an appropriate site on the campus for the location of the fale. Work with Jasmax on the design of the fale, given their experience in establishing the University of Auckland fale.	End of Term 3 2025 End of 2025	Concept design and preferred location providing impetus for fundraising drive.
Integrate Central Auckland Specialist School satellite with the wider campus (if and when it moves onsite)	SLT	Principal recommendation to the Board - Feb meeting.	Feb 2025	Board decision on CASS proposal.
Address current and medium-term pressures on space and resources for specific curriculum areas including studio space for performing arts; and teaching spaces for technology subjects	SLT	Integrate the TAPAC facility into the school's 10 year Property Plan (10YPP). Revisit earlier architectural design work to open north facing walls of studios 3 and 4. Initiate further discussion with MOE property team in relation to the building of the planned Studio 5 New Food Tech classroom onstream by beginning of Term 1 2025.	Mid-year 2025 Term 1 and 2 2025 Term 2 2025 Completed	TAPAC facility modernised for current demand  Advancing Studio 5 further up the MOE's priority list. The MOE has a priority list for developments. Confirmation that studio 5 is on the list.
Develop a plan to manage competing demands on the new gym as a multi-use facility	SLT	Carefully plan the 2025 school wide calendar and use other venues (Te Whakamanu; Te Horo; Te Rehu) where feasible.  Te Whakamanu development linking outdoor shelter via opening of Northern end of the building feasibility project underway.	Term 1 2025	Utilisation of multiple venues to limit impact on gym and PED programmes.
Develop a plan to address immediate and future shade, outdoor seating and quiet space	Property	Develop/build outdoor seating options around the perimeter of selected ornamental lawns. Build (in-house) more boxed seating options for east side of KHCL	Summer break 2024/25 Term 1 2025	Students using the facilities established.

				
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[School Evaluation of the Physical Environment \(SEPE\)](#)

[illegible]

**STUDENT SUPPORT: LEARNING SUPPORT AND THE LEARNING CENTRE**

MATTER FOR INFORMATION

MEETING DATE: 23 JUNE 2025

ASSOCIATE PRINCIPAL, DEPUTY PRINCIPALS, HOD of learning Support and Learning Centre Staff

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**SUMMARY**

The purpose of this paper is to receive and discuss a detailed report on the Student Support at WSCW. This report provides a broad overview of the Learning Support and the Learning Centre programmes offered for WSCW students to help support achievement.

**RECOMMENDATION**

It is recommended that the Board receive the report.

**BACKGROUND & DISCUSSION**

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

To provide an overview and demonstrate the significance of the support services in place for WSCW students. These services uphold the values of inclusion and always maintain a student's dignity and mana. These services include:

- **Learning Support Department**
  - 11 Inclusive Learning Assistants (ILAs) - (including 3 Fluent Te Reo speakers and a fluent Samoan speaker)
  - Positive intervention and assistance
  - Significant communication with whanau, students, departments, HoH and ILAs.
- **The Learning Centre**
  - PALS
  - Structured literacy
  - Homework Centre

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

Support for students to achieve at all levels and extend their learning. Support our Māori students to achieve as Māori in both Waiōrea and in kura auraki in their use of both the Learning Centre and Learning Support.

Development of our TAK and MEM whānau class in Springs and the kaupapa of Homework Centre which is already well established in Waiōrea.

**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](#).

Our student services provide inclusive and culturally responsive support for students to help them achieve. This aligns with our overarching strategic priorities - partnership, equity and strength in working together and ensuring our school/kura can endure and thrive.

**Student Support: Learning Support and the Learning Centre (June 2025)**

Learning Support:	Learning Centre:
<p><b>Overview:</b></p> <p>The Learning Support Department is an integral part of the school - it is located on Level one in the heart of the school.</p> <p>The team comprises a diverse, talented group of people including eleven Inclusive Learning Assistants - ILAs (three are fluent Te Reo speakers and another ILA is a fluent speaker of Samoan). Four of the ILAs regularly work in Waiōrea (averages around 30% of the ILA resource regularly deployed in Ngā Puna O Waiōrea). The Learning Support Department works with a number of stakeholders that include whānau and other liaison providers. Appropriate information is provided to support whānau with understanding the kaupapa of the Learning Support (updated link to the school website - <a href="#">Link to the WSC Learning Support Page (updated 2024)</a>)</p> <p>The department staff work in a variety of ways, always demonstrating a nuanced and skilled approach with identified students (including those with hauora plans (individual education plans) safety plans, behavioural needs, emotional dysregulation and identified students with learning needs such as dyslexia, dyscalculia, FASD, Autism. The Special Assessment Condition (SAC) students are a large group where the school makes</p>	<p><b>Initiatives:</b></p> <p>PALS students This year we have 86 YR 13 PALS tutors. As with last year we have expanded the programme to include Maths and English tutors. We also have 3 senior science tutors who are working with senior students to give them a hand in Science. Around 55 of these tutors work out of the Homework Centre on a Wednesday afternoon. The rest are tutoring students during their study periods. Students working during the day come out of Maths/English or a few out of SST. 18 of the YR 13 PALs are buddied with Waiōrea students.</p> <p>Learning Centre was also involved in establishing the first scholarship morning tea - invited students from 2024 who had achieved scholarships back for a celebratory morning tea to acknowledge their achievements. Hoping this will continue next year.</p> <p>Structured Literacy Currently have two classes (4 periods) running. 14 students are involved. Referrals continue to be sent through by HoH regularly. Classes are going well BUT definite issues with regard to timetable. Next year we may need to get identified students timetabled in during an option block - this would mean they do not miss out on English/Maths periods which put them further behind. Would need to fit this in with teacher timetables.</p>

Both the Kura and department kaupapa uphold the values of inclusion and this is consistently demonstrated in ILA practice; identified students' dignity and mana is always maintained. ILAs are highly skilled and trained in establishing relationships with akōnga alongside their understanding of curriculum, to support and differentiate as appropriate, and to create learning opportunities and outcomes for moderate and complex needs students'. Students' learning needs are captured on the [2025 Register of Identified Students, SAC and ESO](#)- informing Kaiako and ILA practice. Students' progress is captured in daily notes; hui are held each day as the Learning Support body works cohesively to discuss funded students (ACC, ORS, ICS and identified learning needs students) to support each other, so this can be fed into other embedded hui to ensure positive interventions for students. Information flow between departments, HoHs, ILAs, whānau etc is integral to ensuring a professional and culturally responsive delivery model of support.

The Special Assessment Conditions (SAC) Derived Grade Exams is a yearly production, and was accommodated in 2024, by providing Reader/Writers/Computer Use, Extra Time, Separate Accommodation (SAC) for 185 students. This event relies on the generosity and whanaungatanga of the school community. (It is always well supported by community volunteers).

**This is what has been covered so far this half year with regard to student support:**

- a) IEPs (twice a year - 8 ORS students - a lot of preparation goes into these meetings and follow up writeups). 16 hours in total (five to six hours of preparation)
- b) SENCo attends a significant number of hui with HoH to discuss psych assessments / diagnoses / complex students (59 hui with outside professionals (eg. MoE Physio, OT, psych, whānau, discussion of reports)
- c) Summarising of reports (21 ed psych/neuropsych reports).
- d) Special Assessment Conditions (SAC) - LS staff captures the information of students (161) entered in for subjects. SENCo makes SAC attachments for each subject towards the end of term 2 early term 3.
- e) SAC internal requests (Isolated Accommodation, Reader, Writer, ET) 142 requests for support as at 16th June.

Homework Centre  
LC tutors attend HWC regularly. Science specialist also regularly attends the Waiōrea  
Science Homework Centre held on a Wednesday in KHCL.

Average session length (hours):		1.06
Average sessions per student:		2.82
Average total time per student (hours):		3.00

Overall Learning Centre Stats for 2025:								
	# of Different Students Seen		# of Student Sessions		# of Student Hours		Total Cohort (as at start of 2025)	#Diff student s as % of cohort
Total	326		919		977.3		2008	16.2%
By School:								
Western Springs	266	81.6%	772	84.0%	806.67	82.5%	1671	15.9%
Ngā Puna o Waiōrea	60	18.4%	147	16.0%	170.67	17.5%	337	17.8%
By House:								
Atea	73	22.4%	220	23.9%	223.42	22.9%	469	15.6%
Kapura	72	22.1%	244	26.6%	255.42	26.1%	410	17.6%
Moana	62	19.0%	150	16.3%	157.08	16.1%	386	16.1%



- f) Significant time spent in discussion with whanau/agencies/teachers for transitions for year 9.
- g) Testing - (per student it takes around 3 hours plus the write up. 3.5 hours in total) (15 students in total tested so far)
- h) Number of identified students in LS for term 2 (80 students). These include reduced programme (61), ORS, NHS etc.
- i) One full time teacher and 2 part time (in total 11 hours). LS teacher dedicates their non-contact hour for the line in LS.
- j) Timetabling - (3 to 4 hours per week) adjusting timetables based on constant requests etc. ILA manages this (requests from kaiako, SLT, HoHs)
- k) LS is involved with very complex students and navigates students and the fine line of emotional regulation.
- l) LS is involved with very complex students (working closely with HoHs) and navigates students' support with compassion and confidentiality.
- m) Wrap huis (each house twice a month). 10 huis (10 hours) a month.
- n) Being attuned to safety plans for high and complex students and informing key staff if something needs to be reported on.
- o) CAAs are closely supported by staff and students are tutored in LS to sit the exams.

**WESTERN SPRINGS COLLEGE NGA PUNA O WAIOREA  
FINANCIAL REPORT MEETING 17TH JUNE 2025**

**FINANCIALS AS AT 31ST MAY 2025**

**Balance Sheet**

Working capital is down \$48k from the 2024 Year End from \$2,602m to \$2,553m and down \$8k on the same time as last year. Further analysis on this decrease is in this report.

Cash and Investments are down \$271k from the 2024 Year End to \$6,602m, we've invested \$5.5m into term deposits, at the end of 2024 we'd invested \$6.0m.

Accounts Receivable & Other Accruals and Prepayments have decreased by \$1,073m to \$349k, this is related to the 2024 year end payroll journals reversed in 2025.

Accounts Payable has decreased by \$1,553m to \$662k, this is again related to 2024 year end payroll journals including holiday pay and long service leave liability.

Income Received in Advance is the June portion of the MOE Operational Funding (we receive funding every three months), this is \$346k. This amount will be transferred to Income in June.

Other Current Liabilities contains TELA laptops liability of \$50k, Italy Food Tech trip \$40k and \$20k for Waiorea Sports Fundraising.

**WESTERN SPRINGS COLLEGE NGA PUNA O WAIOREA**  
**FINANCIAL REPORT FOR MAY 2025**

**BALANCE SHEET AND WORKING CAPITAL MOVEMENT**

	Current Month May 2025	Year End December 2024	\$ Variance
<b>CURRENT ASSETS</b>			
Cash and Investments	6,602,264	6,873,532	(271,268)
Accounts Receivable & Other Accruals	349,193	1,422,387	(1,073,194)
Prepayments	49,687	116,278	(66,591)
Other Current Assets	45,150	45,150	0
	<b>7,046,294</b>	<b>8,457,347</b>	<b>(1,411,053)</b>
<b>CURRENT LIABILITIES</b>			
Accounts Payable	662,373	2,214,877	1,552,504
International Students Funds	3,043,796	2,972,703	(71,093)
Sundry Accruals	0	0	0
GST	0	0	0
Cyclical Maintenance Provision	282,236	237,236	(45,000)
Lease Liability	75,478	75,478	0
<i>Revenue Received in Advance</i>			0
Income Received in Advance	388,574	46,539	(342,035)
School Fees in Advance	0	0	0
Grants in Advance	0	0	0
<i>Funds Held on Behalf</i>			0
Capital Works Project	(92,932)	204,775	297,707
Other Current Liabilities	133,275	103,848	(29,427)
	<b>4,492,800</b>	<b>5,855,456</b>	<b>1,362,656</b>
<b>WORKING CAPITAL</b>	<b>2,553,494</b>	<b>2,601,891</b>	<b>(48,397)</b>

**WESTERN SPRINGS COLLEGE NGA PUNA O WAIOREA**  
**FINANCIAL REPORT FOR MAY 2025**

**PROFIT VARIANCE REPORT**

*Percentage of financial year to date: 42%*

	Actual YTD	Budget YTD	\$ Var	Annual Budget	% Ann Budget	Last Year YTD	\$ Var YTD
<b>Income</b>							
Government Grants	1,983,788	2,141,934	(158,146)	5,099,843	39%	2,030,905	(47,117)
Locally Raised Funds Income	720,230	799,248	(79,018)	1,902,971	38%	719,878	352
Interest Earned	63,610	84,000	(20,390)	200,000	32%	70,305	(6,695)
Other Revenue	0	0	0	0	0%	0	0
<b>Total Income</b>	<b>2,767,628</b>	<b>3,025,182</b>	<b>(257,554)</b>	<b>7,202,814</b>	<b>38%</b>	<b>2,821,088</b>	<b>(53,460)</b>
<b>Expenditure</b>							
Learning Resources	1,419,460	1,493,307	73,847	3,555,493	40%	1,186,278	(233,182)
Administration	478,353	545,943	67,590	1,299,864	37%	585,951	107,598
Property	819,801	785,547	(34,254)	1,870,349	44%	747,452	(72,349)
Depreciation	302,083	304,500	2,417	725,000	42%	270,833	(31,250)
Other Expenses	1,859	(2,780)	(4,639)	(6,620)	0%	(860)	(2,719)
<b>Total Expenditure</b>	<b>3,021,556</b>	<b>3,126,516</b>	<b>104,960</b>	<b>7,444,086</b>	<b>41%</b>	<b>2,789,654</b>	<b>(231,902)</b>
<b>Operating Surplus / (Deficit)</b>	<b>(253,928)</b>	<b>(101,334)</b>	<b>(152,594)</b>	<b>(241,272)</b>		<b>31,434</b>	<b>(285,362)</b>

Main variances to May YTD budget as follows:

- Government Grants are \$158k lower than budget as we're not receiving the Special Reasons Grant (SRG), we had budgeted for \$273k or \$115k up to May YTD. The SRG has been replaced with extra teachers. **I propose that we remove the Special Reasons Grant budget for 2025 and the revised budgeted loss for 2025 will be \$514k.** Government Grants are based on student numbers and we've 30 students less than last year. The first half of the ESOL grant will be received in June, this will be an extra \$16k.
- As highlighted in previous reports Locally Raised Funds Income or Donations are a concern. YTD Donations totals \$283k and is down \$36k on the same time last year. We've followed the same processes (e.g. sent statements) as last year. We've now registered with KINDO and will be going live in mid August. Other schools that are using KINDO have seen a higher increase in donations paid % due to the ease of payment.
- Learning Resources is \$74k lower than budget, this is due to:
  - We're 12 teachers over our entitlement which is why we're \$110k over budget and \$20k higher than last year. Also the SRG was replaced by increasing the teaching entitlement by 3. We have 117.3 full time teachers and 115.8 full time teachers last year. We expect this deficit to be the same \$ total as last year where we ended up at \$404k, \$16k below budget.
  - Gateway is \$45k over budget, \$22k was repaid to the Tertiary Education Commission (TEC) as TEC had overcalculated our number of Gateway students. TEC had funded us for 102 students but we only have 90 to 93 students. This year we've spent nearly \$18k on Health & Safety workshops for 83 students.
  - Science is \$20k under budget, the budget was increased for removal costs of old chemicals, we're planning to remove these in term 4
  - Extra Curricular costs are \$47k below budget as not all ball costs have been incurred. We'd received \$81k income but only \$5k in costs, by mid June we've spent \$58k on ball costs.
  - Extra Curricular Kaupapa are \$32k over budget, this is in three areas: 1.Waiorea Student Sports Uniforms expenses are \$6k with \$137 received in income. 2.ASB Polyfest has a deficit of \$25k (income \$21k and costs of \$46k) and 3. Waka Ama has a deficit of \$9k (income \$5k and costs of \$14k).
- Admin costs are \$68k below budget, this is due to:
  - Reversal of 2025 payroll accruals for the 2024 year, reducing 2025 cost by \$61k.
  - IT costs were \$20k above budget due to 26 laptops purchased from Cyclone with PAG funding. These laptops are used for short term loans costing \$17k.
- Property costs are \$35k above budget due to:
  - Annual Property Expenses are \$32k over budget due to phasing of costs and budget. The major cleaning costs occur at the start and at the end of the year.
  - R&M Minor Capital Works are \$38k over budget due to repairs to Ahi ka totalling \$19k in 2025 (In addition to \$12k spent in 2024), alterations for the Gateway classroom totalling \$22k and six outdoor bench seats costing \$8k.

### **WSC 2021 - 2023 Audit Update:**

The only outstanding items from these audits are:

- We're waiting on the final 2021 report for final sign off
- 2022 Fraud Questionnaire (this questionnaire has been previously completed and sent) and
- A report on how we've implemented Te Tiriti o Waitangi for 2023. This report is a new requirement as part of the subsidiary reports.

The fraud questionnaire will be completed this week and Te Tiriti o Waitangi by the end of this term, the Board is to give effect to Te Tiriti o Waitangi by:

- working to ensure their plans, policies and local curriculum reflect local tikanga Maori, matauranga Maori and te ao Maori
- Taking all reasonable steps to make instruction available in tikanga Maori and te reo Maori and
- Achieving equitable outcomes for Maori students.

### **Working Capital Reduction and what's caused the Net Loss**

As noted above the Working Capital has reduced by \$63k compared to the end of 2024 and we've made a loss of \$254k at the end of May, they are reasons for this:

#### **1. Kindo - Donations, Course Costs and Extra Curricular Fees:**

Donations are down compared to previous years, we've only received \$283k in 2025 which is down \$35k or 11% at the same time last year. By the end of May 2024 we've received 77% of our total Donations, we'll receive approximately \$370k in donations if we follow the same trend as 2024 which will be down \$44k versus 2024.

Year to Date Cumulative Donations Received			
	2023	2024	2025
January	25,599	6,660	2,980
February	211,684	223,114	162,415
March	291,274	292,015	240,579
April	312,520	306,134	258,751
May	327,263	318,648	283,251
June	337,294	327,794	
July	354,116	334,466	
August	370,524	358,044	
September	377,922	365,920	
October	385,550	380,542	
November	395,002	399,788	
December	398,720	413,828	

The reduction in donations could be the economic climate that we're in, especially the increasing unemployment and the number of businesses closing. We've signed an agreement with Kindo and training for our staff will commence on the 4th August 2025.

Kindo is an online school payment system which makes it easier for parents etc to pay donations, course costs and extracurricular fees. Kindo also reduces administrative workload. The top 100 schools registered with Kindo have achieved a 71% donation fulfilment rate (we're currently at 55%). An increase of

- 2% will result in breakeven
- 8% will increase our net funds by \$78k
- 16% will increase our net funds by \$136k, this will be the same % as the top 100 schools.

## 2. Investment into Facilities:

We were reluctant to spend funds on our old buildings as they were going to be demolished for our Stage 2 Rebuild, the rebuild has been delayed. Therefore funds were spent on:

- Window furnishings for classrooms and offices in the old blocks and venetians in the Ahi kaa totaling \$12k
- Gateway classroom and tables totaling \$30k
- Carpeting Hall Foyer, Admin Corridor and vinyl in the Staffroom costing \$24k

We've also spent \$15k on Ahi kaa repairs to make it liveable, the funds were spent on fencing, carpet, wall cladding, locks and painting

Additional outdoor seating was built for \$10k

### **3. Activities and Events (possible timing differences):**

We've had several events where we have paid for accommodation, travel, food etc but we're still waiting for payments or fundraising, these events are:

- ASB Polyfest participation has a deficit of \$25k, whanau funding and fundraising totals \$21k and the costs totals \$46k. Buses and Tutor costs have been transferred to STAR funding as Kapa Haka is curriculum and students receive NCEA credits for this performance.
- Year 9 Surf Beach Day has a deficit of \$9k, funds received \$7k and costs incurred was \$16k. Surf Beach Day is a curriculum cost, therefore it's a donation.
- Waka Ama has a deficit of \$9k, whanau funding totals \$5k and the costs totals \$14k, costs are for kai, accommodation and hoodies
- Water Polo has a deficit of \$7k, funds received \$10k and costs incurred was \$17k. Sports is extra curricular and all participants are expected to pay./
- Waiorea Student Sports Uniforms has a deficit of \$6k, costs are \$6k with \$137 received in income.

### **Property Update (Funded):**

**Nga Oho Bathrooms, Laundry, Kitchen, Corridor and Flooring** B3 Builders were the successful bidders and building is expected to start in the term break. This project is expected to take six to eight weeks.

**Te Whakamanu Refurbishment and Turf Upgrade** initial drawings have been completed for the changing rooms, ventilation and external walls. Roller doors will also be installed opening towards the covered turf. Work will start in 2026.

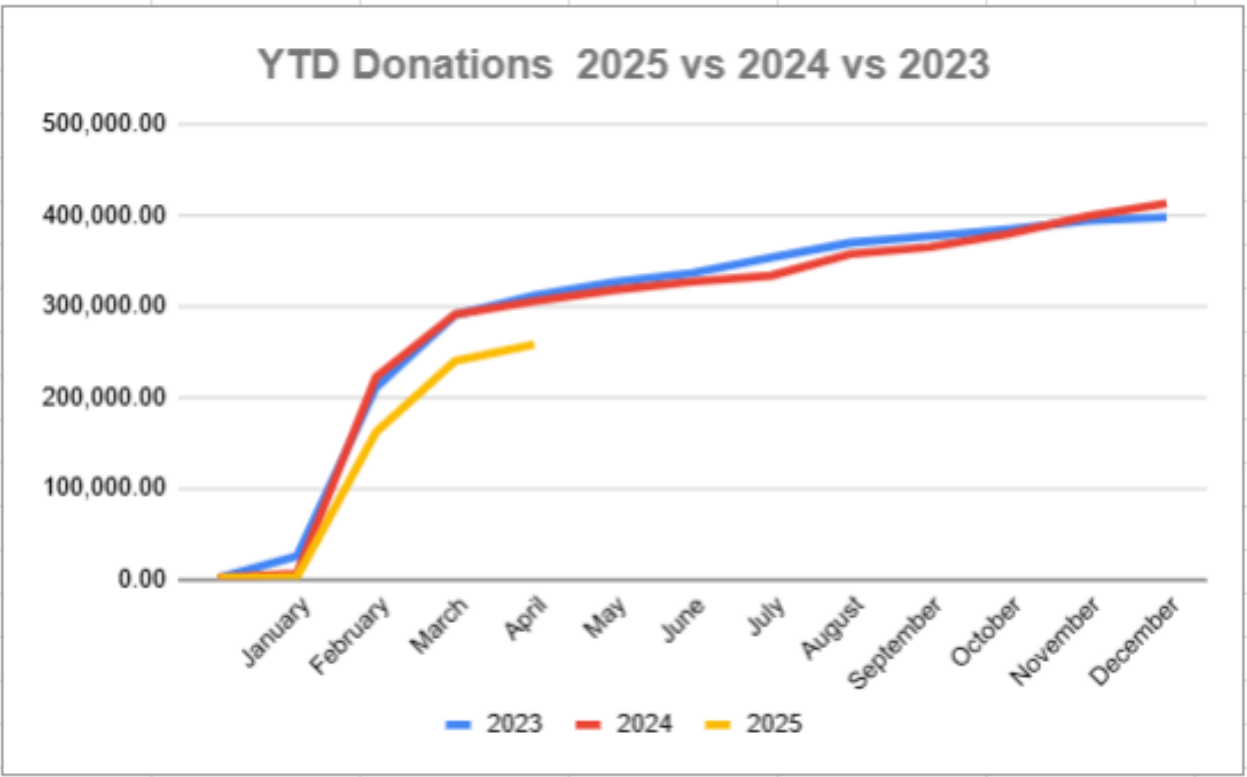
**Fencing beside fields** next steps will be discussed on Wednesday including MOTAT's share of costs and the fencing type.

**HVac in Level 2** was never installed in the weights room and two classes on level 2. Quotes have been received and next steps will be discussed at Wednesday's meeting.

**Relocatables** the amendment for new classes has been lodged with the council on the 13th June and expected to be signed off by the start of term 3.



Appendix:





## WESTERN SPRINGS COLLEGE NGĀ PUNA O WAIŌREA | SCHEDULE OF DELEGATIONS

### Date of adoption

This schedule of delegations was approved by the board at its meeting on 18 Sept 2023 and became effective at this date.

### Introduction

1. The schedule sets out those responsibilities that can only be exercised by the board (and in some cases by a co-chair on behalf of the board), the responsibilities delegated to the chief executive (the principal), and those responsibilities that the principal can delegate to specified staff positions.
2. These responsibilities are in addition to those specified in Acts and regulations by which the Board is bound.
3. The purpose of the schedule is to ensure that the effectiveness of the governance and management of Western Springs College Ngā Puna O Waiōrea (WSCNPoW) is maintained, to provide an agreed basis by which WSCNPoW executive management can exercise its responsibilities, and to enable the responsibilities delegated to be monitored. It is the board's expectation that delegations made will be properly exercised and the persons who hold such delegations will be held accountable (includes cash handling). If these principles are observed then the board can be certain its responsibilities under the Education and Training Act 2020, the Crown Entities Act 2004 and the Financial Reporting Act 1993 will have been properly fulfilled.
4. If persons who exercise responsibilities on behalf of the board have any doubts or concerns in the execution of a specific action, the expectation is that they will check with the person or group who set the delegation in the first place. The intention of this expectation is that, should doubt arise in the exercise of a delegated responsibility, it is preferable to verify the bona fides of the intended action rather than make an error of judgement and be held accountable for this.
5. This schedule does not in itself provide the right to executive management and staff to exercise the responsibilities delegated. The right to exercise these responsibilities must be set out in a memorandum of delegations which sets out the delegations and is signed by the parties involved. An outline example is set out at the end of this schedule.
6. The principal shall ensure that a copy of each memorandum of delegations is safely retained and shall be made available to the board, WSCNPoW auditors and officers of any court hearing a case related to the school's finances.

### Review

This schedule of delegations is reviewed annually at the start of each year, or as noted for specific delegations.

## Approval

1. When the board approved this schedule, it agreed that no variations of this schedule or amendments to it can be made except by the approval of the board.
2. As part of its approval, the board requires the principal to circulate this schedule to all staff and for a copy to be included in the school policy manual (copies of which shall be available to all staff). The school policy manual shall also be made available to ākonga and whānau at their request.
3. The board requests that the principal arrange for all new staff to be made familiar with this policy and other policies approved by the board.

Presiding Member: Louise Gardiner

Signature: 

On behalf of, and with the authority of, the board on: 18 Sept 2023

Version	Date	Author	Action
0.1	11 Sept 2023	Louise Gardiner	Sent to Evelyn, Tamati, Jackie, Sailesh and Hasina for feedback
0.2	16 Sept 2023	Louise Gardiner	Incorporates feedback from Jackie, Sailesh, and Hasina
1.0	18 Sept 2023	Louise Gardiner	Approved by board on 18 Sept 2023

## DELEGATIONS REGISTER

Date of minuted delegation	Type	Delegated authority	Personnel	Term of delegation
<ul style="list-style-type: none"><li>Date delegation was approved</li><li>Board or principal</li></ul>		<i>Description and parameters of the delegation</i> <i>For committees, see individual committee terms of reference for details.</i>	<i>Delegations can be to a person or a committee. Committees must have a minimum of 2 persons, at least one of whom must be a board member (BM)</i>	<i>Delegation ceases at the date below or by earlier resolution of the board or, if no date, is ongoing.</i>
18 September 2023	General	<b>Day-to-day management of WSCNPoW</b>  The day-to-day curriculum, ākonga and resource management of WSCNPoW and the achievement of the Government’s National Education and Learning Priorities and requirements as specified in official educational policy documents.  The implementation of any other requirements specified by Act of Parliament, the Secretary of Education, any other head of a Government department and for individual and collective employment contracts.  Notes: Resource management includes finance, personnel, and property. It includes expectations of risk management and board assurances relating to those resources. Specific expectations or parameters relating to this general delegation are set out below. These responsibilities complement those responsibilities and achievements specified in the principal’s annual performance agreement with the Board.	Principal	
18 September 2023	General	<b>Absence of the principal for more than five days</b> During any absence of the principal from the school for more than five days, these delegations shall be exercised by the acting principal with the separate and prior approval of a co-chair. In such an absence, the acting principal shall sign a copy of this schedule.	Acting Principal	Ongoing
18 September 2023	Finance	<b>Budgets and amendments to budgets</b> Approval of all operating, capital, cashflow and property maintenance budgets and amendments to these budgets.  The board cannot delegate this authority to the principal or any member of staff.	Board	Ongoing
18 September 2023	Finance	<b>Commitment of unbudgeted operating expenses in excess of \$10,000</b> Commitment of operating expenditure for any purchase in excess of \$10,000, which is unbudgeted or is over a board approved budget.  Any approval for unbudgeted operating expenses in excess of \$10,000 must be approved by a Co-Chair and reported to the board at the next meeting of the board.	Co-Chair	At the end of the co-chair’s tenure
18 September 2023	Finance	<b>Commitment of capital expenditure</b> Commitment or purchase of capital expenditure not already budgeted and approved.  Any approval for unbudgeted capital expenses must be approved by a Co-Chair and reported to the board at the next meeting of the board.  For clarity – the principal cannot commit capital expenditure that is not already budgeted and approved by the board, or a co-chair.	Co-Chair	At the end of the co-chair’s tenure
18 September 2023	Finance	<b>Commitment of unbudgeted operating expenses</b> Commitment of unbudgeted operating expenses or over a board approved budget between \$5000 and under \$10,000 must be approved by the Principal.  The principal cannot delegate this authority to another member of staff.	Principal	Ongoing for the duration of the Principal’s contract
18 September 2023	Finance	<b>Budgeted operating expenses</b> Commitment of budgeted operating and expenses up to \$10,000.  For clarity – the principal cannot commit operating expenditure that is not already budgeted and approved by the board, or the chair, in excess of \$10,000.	Principal	Ongoing for the duration of the Principal’s contract
18 September 2023	Finance	<b>Fixed assets</b> Any disposal of fixed assets with a book value of more than \$2,000.	Principal	Ongoing for the duration of the Principal’s contract

18 September 2023	<b>Student behaviour</b>	<b>Student suspension committee</b> That all current board members except the principal are delegated authority to be members of the board’s student suspension committee acting under the terms of reference for this committee.	<b>Student Suspension Committee</b> All current board members except the principal and tumuaki	Ongoing
18 September 2023	<b>Personnel</b>	<b>Appointment of permanent school staff</b> Appointment of any permanent member of staff whose salary and terms and conditions of employment are in excess of positions funded by the Ministry of Education salaries grants.	<b>Board</b>	Ongoing
18 September 2023	<b>Personnel</b>	<b>Appointment of permanent school staff funded by salaries grant</b> Appointment of any permanent member of staff whose salary and terms and conditions of employment are within the positions funded by the Ministry of Education salaries grants.  For clarity, positions that are not funded by the salaries grants must be part of the annual operating budget process, with approval as part of that process.	<b>Principal</b>	Ongoing for the duration of the Principal’s contract
18 September 2023	<b>Personnel</b>	<b>Appointment of relieving and casual staff</b> The appointment of relieving and casual staff provided such appointment is within the board approved budget allocation for this particular person and provided this delegation is not given to any other staff member.	<b>Principal</b>	Ongoing for the duration of the Principal’s contract
18 September 2023	<b>Personnel</b>	<b>Termination of employment</b> The termination of employment of any paid employee.	<b>Board</b>	Ongoing
18 September 2023	<b>Personnel</b>	<b>Appointment of senior leaders</b> A co-chair or a delegate of the co-chairs participates in the recruitment panel for senior leaders.	<b>Co-Chair</b>	At the end of the co-chair’s tenure
18 September 2023	<b>Personnel</b>	<b>Delegations of authorities for staff</b> The principal may delegate authority to members of staff.  Authorities that cannot be delegated by the principal to members of staff are noted in the relevant delegated authority.	<b>Principal</b>	Ongoing for the duration of the Principal’s contract
18 September 2023	<b>Communication</b>	<b>Formal communication and agreements</b> Formal communication and agreements with the Minister of Education and any other Minister of the Crown or Member of Parliament	<b>Co-Chair</b>	At the end of the co-chair’s tenure
18 September 2023	<b>Communication</b>	<b>Communication addressed to the board or board co-chair(s)</b> Responses to the Secretary of Education or any other permanent head of a Government department which was initiated by a report, written communication, request for information or required declaration received from such persons and addressed to the Board or Board Co-Chair(s).	<b>Co-Chair</b>	At the end of the co-chair’s tenure
18 September 2023	<b>Communication</b>	<b>Communication to whānau and others not listed above</b> Communication with whānau, officials, representatives of educational organisations and other firms and organisations with whom the Principal deals as part of their curriculum and resource management responsibilities.	<b>Principal</b>	Ongoing for the duration of the Principal’s contract
18 September 2023	<b>Media</b>	<b>Media interviews and communications</b> Interviews with the media and the distribution of media releases on any matter which involves WSCNPoW.	<b>Co-Chair/Principal/Tumuaki</b>	At the end of the co-chair’s tenure Ongoing for the duration of the Principal’s contract
18 September 2023	<b>Legal</b>	<b>Legal action</b> The initiation of any legal actions and any communications in relation to these actions.	<b>Board</b>	Ongoing
18 September 2023	<b>Legal</b>	<b>Legal agreements</b> Signature of any formal or legal agreement which is in the name of WSCNPoW and must involve the Board.	<b>Co-Chair</b>	At the end of the co-chair’s tenure
18 September 2023	<b>Board appointments</b>	<b>Representatives/members on other boards with decision-making powers</b> A register of board appointments to other boards will be keep with this schedule.	<b>Board</b>	At the end of the appointee’s tenure

## Memorandum of Delegation – Principal

I have read and understood this Schedule of Delegations.

I accept responsibility for the proper execution of the delegations assigned to me as principal and I will exercise these in terms of the requirements set out in the board's Schedule of Delegations.

Principal name: \_\_\_\_\_ Signature: \_\_\_\_\_

Dated: \_\_\_\_\_

### Principal's delegations to specified positions

With the board's delegation to me as principal and with the board's approval for me to delegate to a specified staff position, I delegate to the position of [name of position] the following responsibilities:

1. Approval of any orders for goods and services up to the value of [\$\$X] and provided such an order will not exceed the Board approved budget allocation for [name of budget item or sub-budget item].
2. [List here any other responsibility within the principal's delegation]

These delegations are to be exercised in terms of the board's Schedule of Delegations.

Principal name: \_\_\_\_\_ Signature: \_\_\_\_\_

Dated: \_\_\_\_\_

I accept responsibility for the proper execution of the delegations assigned to me as [name of position] and I will exercise these in terms of the requirements set out in the board's Schedule of Delegations. I acknowledge that I cannot further delegate those powers delegated to me by the principal.

Signed by

Name and position: \_\_\_\_\_ Signature: \_\_\_\_\_

Dated: \_\_\_\_\_



## ENROLMENT SCHEME PROPOSAL

### How we have managed our Enrolment Scheme for WSC:

Each year since 2007, when our enrolment scheme was established, the board has determined that we will not offer places at WSC to out of zone students.

I propose in the following resolution to vary this approach, for the benefit of families and their children who are already enrolled here\* but for a variety of reasons do not live in our zone.

I propose that we do this via making a small number of places available for 2026 using the out of zone priority order 2-5 as defined in our Enrolment Scheme Description (see attached).

I propose that the board revisit this resolution annually in a term 2 meeting and ahead of the enrolment season in Term 3.

### Resolution:

That for 2026 Western Springs College will accept enrolments for students in Year 9 or Year 10 who are living out of zone (zone defined by the Western Springs College Enrolment Scheme) according to out of zone priorities 2 -5. (For 2026 this can be capped at 30 out of zone places at each of the two year levels).

2. siblings of current students
3. siblings of former students
4. children of former students
5. children of board employees and board members

### Rationale:

- Bulge of enrolments have passed through the school – capacity available.
- School currently staffed for that roll size
- Additional staffing released from Kāhui Ako dissolution
- Per student funding supported by MOE but not property funding

### Notes :\*

- Ministry Directed Enrolments
- Change of residence since initial enrolment  
Moving Zones - from MOE website
- WSCW Enrolment Scheme (2007)
- Year 9 Class sizes 2025



From MOE Website:

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## **Moving zones**

If you move out of a zone after your child is enrolled at a school, they are entitled to remain at the school. You can also choose to enrol your child at the new local school they are in zone for.

- You cannot temporarily move into a zone in order to get your child into a school.

## Ministry Directed Enrolments

A ministry directed enrolment means the Ministry of Education NZ can direct a school to enrol a student, even if they are out of the school's designated zone. This occurs in exceptional circumstances, such as when a student is significantly disadvantaged if not enrolled at that specific school.

Here's a more detailed explanation:

- **Enrolment Schemes:**

Many schools in New Zealand operate under enrolment schemes, which define a "home zone" for students who have a right to be enrolled.

- **Directed Enrolments:**

The Ministry of Education NZ has the power to override these schemes and direct a school to enrol a student if certain conditions are met.

- **Circumstances for Directed Enrolment:**

The Ministry of Education NZ may direct a school to enrol a student if:

- The school mistakenly thought the student was out of zone when they actually lived in the zone.
- The student would be significantly disadvantaged if not enrolled at that specific school (exceptional circumstances only).
- Oranga Tamariki recommends the direction.

- **How it Works:**

If a direction is made, the student can be enrolled and attend that school immediately.

- **Application Process:**

Parents or guardians may need to apply to the Ministry of Education for a directed enrolment, providing evidence to support their application.

# Enrolment Scheme Description

Effective from 11 May 2007

The guidelines for development and operation of enrolment schemes are issued under section 11G (3) of the Education Act 1989 for the purpose of describing the basis on which the Secretary's powers in relation to enrolment schemes will be exercised.

## Home Zone

**All students who live within the home zone described below and shown on the attached map shall be entitled to enrol at the school.**

The boundary starts at the North Western motorway/Pt Chevalier on ramp and travelling north following the coastline towards the container terminal to the inlet between Freyberg Wharf and Fergusson Wharf. Then travelling across to the intersection of Tamaki Drive and The Strand (Northern side only) and along The Strand (northern side only) to the intersection of Parnell Rise and Stanley Street (not including Stanley Street).

From the intersection of Parnell Rise and Stanley Street (west side only) to Alten Road (north side only) through to the intersection of Waterloo Quadrant (north side only) and Kitchener Street.

Then travelling along Bowden Avenue (north side only) to Victoria Street (north side), up along Queen Street, to Upper Queen Street, then the boundary leaves Upper Queen Street travelling across the motorway via to Exmouth Street, Newton Gully to New North Road then follows the railway line through to St Lukes Road, travels along St Lukes Road to the North West motorway then back to the Pt Chevalier on Ramp.

## Special Programmes

The school operates the following special programme: **Nga Puna O Waiorea Rumaki te reo Maori immersion**, years 9 – 13.

Students who live within the school's home zone and meet the criteria for enrolment in the special programme will be enrolled ahead of out of zone students.

The criteria for acceptance into the programme are as follows:

1. The student must have a demonstrable commitment to the learning of te reo Maori and tikanga Maori.
2. The student's family must make a commitment to full participation in the affairs of the immersion Kura.

## Out of Zone Enrolments

Applications for enrolments will be processed in the following order of priority:

- **First Priority:** will be given to students who have been accepted for enrolment in the special programme run by the school and approved by the Secretary of Education:  
**Nga Puna O Waiorea Rumaki Te Reo Maori immersion Kura, years 9 – 13.**
- **Second Priority:** will be given to applicants who are siblings of current students.
- **Third Priority:** will be given to applicants who are siblings of former students.
- **Fourth Priority:** will be given to any applicant who is a child of a former student of the school.
- **Fifth Priority:** will be given to any applicant who is either a child of an employee of the board of the school or a child of a member of the board of the school.
- **Sixth Priority:** will be given to all other applicants.

If there are more applicants in the second, third, fourth or fifth priority groups than there are places available, selection within the priority group will be by a ballot conducted in accordance with instructions by the Secretary under Section 11G(1) of the Education Act 1989. Parents will be informed of the date of any ballot by notice in a daily or community newspaper circulating in the area served by the school.

**Applicants seeking second or third priority status will be required to give proof of a sibling relationship.**

## **Western Springs College (only)**

### **Year 9 Class sizes – 2025:**

(we aim for class sizes of 26 in the junior school – Years 9 & 10)

<b>9 AA</b>	21	(5) places available
<b>9 AE</b>	22	(4)
<b>9 KA</b>	25	(1)
<b>9 KP</b>	25	(1)
<b>9 MA</b>	24	(2)
<b>9 MN</b>	21	(5)
<b>9 MO</b>	21	(5)
<b>9 WA</b>	24	(2)
<b>9 WE</b>	23	(3)
<b>9 WU</b>	22	(4)
(32) PLACES AVAILABLE		

## Western Springs College Ngā Puna o Waiōrea | Management Report to the Board

*NOTE: The WSCNPoW board and senior leaders are working together to improve reporting to the board and our school community. The Principal's Report will now become a Management Report, acknowledging that WSCNPoW is a campus including Ngā Puna o Waiōrea and Kura Auraki. This report should be read together with the Tumuaki Report that is prepared for Te Ohonga Ake and received by the WSCNPoW board.*

**18 June 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](#)
- Link to May 2025 Principal's Report - see [here](#)

### Strategic Plan dashboard

<b>MANA ŌRITE</b> 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				
<b>MANA ŌRITE</b> 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]
<b>Co-Governance:</b> Co-governance practices are embedded and effective in our way of operating	<b>Mana Ōrite:</b> 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.	<b>[FROM 2024 REPORTS]</b> 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.	<a href="#">[May 2025] Inter House competitions embedded and sustained.</a>  <b>[FROM 2024 REPORTS]</b> 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.	
<b>Tikanga and Te Ao Māori:</b> Meaningfully incorporate Te Ao Māori and Tikanga into everyday life campus wide	<b>Tikanga me Te Ao Māori:</b> 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.	<b>[FROM 2024 REPORTS]</b> Timetable and equity review started May 2024 Financial Literacy initiative to be included in curriculum. Announcement by government provides another challenge to crowded curriculum.
		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.	<a href="#">[May 2025] Appointment of kaiako as HOD TRM for kura auraki. Official confirmation of permanent appointment to the position of Head of Department Te Reo Māori/Kura Auraki with the aim of rationalising the responsibility for leading the development of the Māori language within Western Springs College.</a>
		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.	<b>[FROM 2024 REPORTS]</b> 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.

<b>Pou Tāhu – JUST</b> We work for what is right and fair for our ākonga and whānau, kaiako and kaimahi tautoko				
<b>Pou Tāhu</b> 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]
<b>Learner   Ākonga Achievement:</b> Every learner  ākonga is able to achieve to their highest possible standard	<b>Paetae Ākonga:</b> 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.	<a href="#">[May 2025] Julie's new consequence system for kids who miss detentions.</a> <a href="#">Weekly P.A.R.O.T emails help keep track of those in each house with Attendance issues.</a>  <b>[FROM 2024 REPORTS]</b> 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	At its first meeting of the 2025 year, the school board made the decision to no longer support the location of a CASS satellite on the campus in the current circumstances. The board is very open to revisiting this decision should the MOE be in a position to progress the option of reordering the masterplan sequence, as set out above, to enable an integrated, long term solution for specialist education in our area.
		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.'	<b>[FROM 2024 REPORTS]</b> 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, professional development for all staff, consideration of dedicated services for Waiōrea ākonga, and the role of the Learning Centre.	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 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.	<b>[FROM 2024 REPORTS]</b> 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.	<b>[FROM 2024 REPORTS]</b> 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.	<a href="#">[May 2025] - 20 laptops were donated from a collaboration between Fonterra and Quadrant.</a>  <b>[FROM 2024 REPORTS]</b> Trial has been set up to gift devices (May 2024)

<b>Curriculum and pedagogy:</b> Topics and methods of teaching are effective to meet learner   ākongā needs	<b>Marautanga me te pūtoi ako:</b> E hangai ana ngā kaupapa ako me ngā kawenga ako ki ngā matea ako o te ākongā	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.	<p><b>[FROM 2024 REPORTS]</b>  Waiōrea TOD 7th June 2024- very successful.</p> <p>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> <p>Year 10 option choices: 80.5% in by deadline (chasing ahead to get that full picture.) 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	Ka kōkiritia, ka tiroiro hoki i te ara 2-tau NCEA mō te Kura Auraki.	<p><b>[FROM 2024 REPORTS]</b>  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</p>

				quantitative overall data with this and also to look at an individual's year in terms of targets and needs for 2025.  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.
		Further refine and embed our ILE pedagogy	Ka whakapai ake, ā, ka whakatinana i tō mātou pūtoi ako ILE.	<b>[FROM 2024 REPORTS]</b> CRP PLD focus (see below)
		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	<b>[FROM 2024 REPORTS]</b> CRP PLD focus for 2024 includes 5 CRP coaches and defined pedagogical practice
<b>Learner   Ākonga wellbeing:</b> The physical and emotional welfare of learners   ākonga is supported of learners   ākonga is supported	<b>Oranga Ākonga:</b> 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.	<b>[FROM 2024 REPORTS]</b> 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.	<b>[FROM 2024 REPORTS]</b> Lead SLT and Lead Board member have met to discuss strategies. A list of <a href="#">success &amp; support strategies</a> has been compiled to help the sub-committee strategise about further steps.
<b>Teacher   Kaiako wellbeing:</b> The physical and emotional welfare of teachers	<b>Oranga kaiako:</b> Ka tautokona te oranga tinana me te oranga ngākau kare	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	<a href="#">[May 2025] - Work has commenced for the relocatables.</a>  <b>[FROM 2024 REPORTS]</b> Te Hōro now can house 4 Waiōrea classes

kaiako is supported	ā-roto o ngā kaiako.			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 3 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.	

<b>Pou Manawa - SUSTAINABLE</b> We work to ensure our school and kura can endure and thrive over time				
<b>Pou Manawa</b> 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]
<b>Physical Resources:</b> The physical spaces and resources for teaching and learning meet our current and future needs	<b>Ngā Rauemi ōkiko:</b> 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	<b>[FROM 2024 REPORTS]</b> 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	<b>[FROM 2024 REPORTS]</b> 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)	<a href="#">[May 2025] - no longer applicable. At Mtg 1 (24 Feb 2025), the Board made the decision that after extensive consideration, the Board does not currently support the proposal to</a>

				<p>establish a CASS satellite at WSCW.</p> <p><b>[FROM 2024 REPORTS]</b> 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.</p>
		Address current and medium-term pressures on space and resources for specific curriculum areas including studio space for performing arts; and teaching spaces for technology subjects	<p>Ka hāpai i ngā take o nāianeī me ngā take o āpōpō e hāngai ana ki ngā wāhi me ngā rauemi mō ētahi o ngā marau ako, ko ētahi o aua wāhi ko te taupuni mō ngā mahi ā-rēhia me ngā wāhi ako hangarau</p>	<p><b>[FROM 2024 REPORTS]</b> Te Hōro has been converted into 5 teaching spaces. <b>A number of Waiōrea classes needed to be there and a number of Springs classes in there now - on a preference basis.</b> Area has been fenced for the four modular relocatables scheduled to be used on the first day of term 3 2025.</p>
		Develop a plan to manage competing demands on the new gym as a multi-use facility	<p>Ka whakarite i tētahi mahere whakamahi i te whare hākinakina hou hei whare mahinga rau</p>	<p><b>[FROM 2024 REPORTS]</b> 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.</p> <p>Pō Fiafia in future to be held in Te Hōro to minimise disruption to PE and SPO classes in the gym and Te Whakamanu.</p>
		Develop a plan to address immediate and future shade, outdoor recreation and quiet space	<p>Ka whakarite i tētahi mahere ki te whakatika ake i ngā marumaru, i ngā papa rēhia me ngā wāhi ngū ināianeī, i ngā rā ki tua anō hoki</p>	

<b>Equitable funding:</b> NPOW is fully and equitably funded	<b>Tohanga pūtea:</b> 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.	<b>[FROM 2024 REPORTS]</b> 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 kawē.	
		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 kōhi 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 kōhi tata (koha, whare rīhi, ākonga rāwaho)	<b>[FROM 2024 REPORTS]</b> 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	<b>[FROM 2024 REPORTS]</b> Development Trust meeting held at the end of June.
<b>Recruitment and retention</b>	<b>Te rapu me te whakapūmau kaimahi</b>	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 uua ana te whakakakī	<b>[FROM 2024 REPORTS]</b> Have become an Accredited Employer Work Visa (AEVW) accredited school to allow us to employ teachers from overseas 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	
<b>Community:</b> There is a strong and effective connection with our local community and whānau	<b>Hāpori:</b> 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.	<b>[FROM 2024 REPORTS]</b> 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)	
<b>Co-curricular:</b> A range of co-curricular activities remain available and accessible	<b>Ako i tua o te akomanga:</b> Kia noho pūmau tonu ngā hōtaka i tua o te akomanga.	Develop a plan to sustain co-curricular activities including performing arts, sports, music, clubs, kapa haka, competitions, tournaments	Ka whakarite i tētahi mahere kia mauroa ai ngā marautanga motuhake i tua o te akomanga pēnei i ngā mahi a te rēhia, i te hākinakina, i te puoro, i te kapa haka, i te whakataetae, me ngā tātāwhāinga	(March 2025) - See paper <a href="#">here</a> from Ivan re: Annual Implementation Plan - Report back #1  <b>[FROM 2024 REPORTS]</b> See <a href="#">Sports Photos schedule</a> and <a href="#">Clubs/groups schedule</a> for the range of co curricular activities running at WSCW. 2025 initiative to boost teacher involvement.
<b>Environment:</b> We do everything we can to care for and sustain the environment	<b>Taiao:</b> 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 kākāriki, me te para kai	<b>[FROM 2024 REPORTS]</b> 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.
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## 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
June 2025	1837	1523	111	0	314	128	0
Last report - May 2025	1835	1525	110	0	310	127	0
March 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
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## Snapshot commentary

*What is notable about enrolment and staffing numbers?*

Student enrolments are growing throughout the year rather than the usual decline as the year progresses. In zone enrolments scheduled each week for associate principal interviews and placement. Directed enrolment applications also coming through for 2026 enrolment season. Particularly high demand on ESOL resources hence employment of another teacher (fixed term).

Currently 12 staff over entitlement - generally in line with staffing levels at similar schools.

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

Bulge of big enrolments now working its way through senior school. Smaller Year 9 enrolment for 2025 reflecting decline in feeder intermediate and primary school rolls (affordability of housing cited as a reason) means we do have capacity to operate the priority schedule of our enrolment scheme (see separate paper - see [link](#)).

Cessation of kahui ako initiative will impact salaries of Within School Leaders (11 positions at Springs/Waiorea) and 1 Across School Leader. (See separate paper). Impact = more/surplus staffing to allocate.

## Ākonga update

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

	Auraki		Waiōrea	
Attendance and engagement	WSCW 28/4/25 to 16/6/25			
	Y9	87.8% (296 students)		
	Y10	86.8% (346 students)		
	Y11	85.9% (400 students)		
	Y12	84.6% (411 students)		
	Y13	84.3% (378 students)		
	<p>More awareness by families in contacting the school re absences. Multi layered approach in relation to following up on unexplained absences. Shift of chronic absences into moderate and irregular. Prompt and thorough follow up from the Auckland City Attendance Services to support student attendance. Lateness blitzes by SLT have helped with lates and there have been lots of supportive comments from families. Across Tamaki Makaurau there has been a 4% shift in attendance from Term 1 last year. We meet regularly with the MOE attendance adviser and understand that incremental shifts are hard won.</p> <p>Waiōrea specific: 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.</p>			
Progress and achievement	<u>Auraki</u>		<u>Waiōrea</u>	
	Y11	336 Students	Y11	65 Students

updated 03/06/25)

**Note: This data is for CURRENTLY ENROLLED STUDENTS IN 2025.**

	• 200 students have Numeracy (59.5%)														
	• 192 students have Literacy (57.1%)														
Y12	340 Students														
	• 3 students have UE Literacy (0.9%)														
	• 245 students have Numeracy (72.1%)														
	L2 Credits														
	<table><tr><th>Credits</th><th>Number (percentage) of students</th></tr><tr><td>&gt;60</td><td>0 (0.3%)</td></tr><tr><td>50-59</td><td>2 (0.6%)</td></tr><tr><td>40-49</td><td>16 (4.7%)</td></tr><tr><td>30-39</td><td>88 (25.9%)</td></tr><tr><td>20-29</td><td>120 (35.3%)</td></tr><tr><td>&lt;20</td><td>113 (33.2%)</td></tr></table>	Credits	Number (percentage) of students	>60	0 (0.3%)	50-59	2 (0.6%)	40-49	16 (4.7%)	30-39	88 (25.9%)	20-29	120 (35.3%)	<20	113 (33.2%)
	Credits	Number (percentage) of students													
	>60	0 (0.3%)													
	50-59	2 (0.6%)													
	40-49	16 (4.7%)													
	30-39	88 (25.9%)													
20-29	120 (35.3%)														
<20	113 (33.2%)														
Y13	327 Students														
	• 256 students have UE Literacy (78.3%)														
	• 310 students have Numeracy (94.8%)														

	• 24 students have Numeracy (36.9%)	
	• 41 students have Literacy (63.1%)	
	L1 Credits	
	Credits	Number (percentage) of students
	>60	17 (64.6%)
	50-59	3 (4.6%)
	40-49	3 (4.6%)
	30-39	1 (1.5%)
	20-29	1 (1.5%)
	<20	15 (23.1%)
	NCEA Level 1	
	• 17 students have Level 1 (26.2%)	
	• 25 are just missing lit / num (38.5%)	
	• 3 students need 1-10 credits (4.6%)	
	• 3 students need 11-20 credits (4.6%)	
	• 1 students need 21-30 credits (1.5%)	
	• 1 students need 31-40 credits (1.5%)	
	• 15 students need 41+ credits (23.1%)	
Y12	71 Students	
	• 28 students have UE Literacy (39.4%)	
	• 60 students have Numeracy (84.5%)	

		• 295 students have Literacy (90.2%)														
	L3 Credits															
	<table><tr><th>Credits</th><th>Number (percentage) of students</th></tr><tr><td>&gt;60</td><td>1 (0.3%)</td></tr><tr><td>50-59</td><td>2 (0.6%)</td></tr><tr><td>40-49</td><td>6 (1.8%)</td></tr><tr><td>30-39</td><td>17 (5.2%)</td></tr><tr><td>20-29</td><td>61 (18.7%)</td></tr><tr><td>&lt;20</td><td>240 (73.4%)</td></tr></table>	Credits	Number (percentage) of students	>60	1 (0.3%)	50-59	2 (0.6%)	40-49	6 (1.8%)	30-39	17 (5.2%)	20-29	61 (18.7%)	<20	240 (73.4%)	
Credits	Number (percentage) of students															
>60	1 (0.3%)															
50-59	2 (0.6%)															
40-49	6 (1.8%)															
30-39	17 (5.2%)															
20-29	61 (18.7%)															
<20	240 (73.4%)															
		NCEA Level 3														
		• 1 students have Level 3 (0.3%)														
		• 0 are just missing lit / num (0%)														
		• 2 students need 1-10 credits (0.6%)														
		• 6 students need 11-20 credits (1.8%)														
		• 17 students need 21-30 credits (5.2%)														
		• 61 students need 31-40 credits (18.7%)														
		• 240 students need 41+ credits (73.4%)														
Pasifika Y12																
Y12	37 Students															
			• 0 students have UE Literacy (0%)													

		• 67 students have Literacy (94.4%)														
	L2 Credits															
	<table><tr><th>Credits</th><th>Number (percentage) of students</th></tr><tr><td>&gt;60</td><td>35 (63.4%)</td></tr><tr><td>50-59</td><td>2 (2.8%)</td></tr><tr><td>40-49</td><td>3 (4.2%)</td></tr><tr><td>30-39</td><td>7 (9.9%)</td></tr><tr><td>20-29</td><td>6 (8.5%)</td></tr><tr><td>&lt;20</td><td>8 (11.3%)</td></tr></table>	Credits	Number (percentage) of students	>60	35 (63.4%)	50-59	2 (2.8%)	40-49	3 (4.2%)	30-39	7 (9.9%)	20-29	6 (8.5%)	<20	8 (11.3%)	
Credits	Number (percentage) of students															
>60	35 (63.4%)															
50-59	2 (2.8%)															
40-49	3 (4.2%)															
30-39	7 (9.9%)															
20-29	6 (8.5%)															
<20	8 (11.3%)															
		NCEA Level 2														
		• 35 students have Level 2 (49.3%)														
		• 10 are just missing lit / num (14.1%)														
		• 2 students need 1-10 credits (2.8%)														
		• 3 students need 11-20 credits (4.2%)														
		• 7 students need 21-30 credits (9.9%)														
		• 6 students need 31-40 credits (8.5%)														
		• 8 students need 41+ credits (11.3%)														
Y13	51 Students															
			• 48 students have UE Literacy (94.1%)													
			• 49 students have Numeracy (96.1%)													
			• 50 students have Literacy (98%)													
		L3 Credits														

	<ul style="list-style-type: none"><li>• 20 students have Numeracy (54.1%)</li></ul>															
	<ul style="list-style-type: none"><li>• 22 students have Literacy (59.5%)</li></ul>															
	L2 Credits															
	<table><tr><th>Cre dits</th><th>Number (percentage) of students</th></tr><tr><td>&gt;60</td><td>0 (0%)</td></tr><tr><td>50-59</td><td>0 (0%)</td></tr><tr><td>40-49</td><td>2 (5.4%)</td></tr><tr><td>30-39</td><td>11 (29.7%)</td></tr><tr><td>20-29</td><td>9 (24.3%)</td></tr><tr><td>&lt;20</td><td>15 (40.5%)</td></tr></table>	Cre dits	Number (percentage) of students	>60	0 (0%)	50-59	0 (0%)	40-49	2 (5.4%)	30-39	11 (29.7%)	20-29	9 (24.3%)	<20	15 (40.5%)	
	Cre dits	Number (percentage) of students														
	>60	0 (0%)														
	50-59	0 (0%)														
	40-49	2 (5.4%)														
	30-39	11 (29.7%)														
	20-29	9 (24.3%)														
<20	15 (40.5%)															
NCEA Level 2																
<ul style="list-style-type: none"><li>• 0 students have Level 2 (0%)</li><li>• 0 are just missing lit / num (0%)</li><li>• 0 students need 1-10 credits (0%)</li><li>• 2 students need 11-20 credits (5.4%)</li><li>• 11 students need 21-30 credits (29.7%)</li><li>• 9 students need 31-40 credits (24.3%)</li><li>• 15 students need 41+ credits (40.5%)</li></ul>																

	<table><tr><th>Credits</th><th>Number (percentage) of students</th></tr><tr><td>&gt;60</td><td>28 (60.8%)</td></tr><tr><td>50-59</td><td>1 (2%)</td></tr><tr><td>40-49</td><td>2 (3.9%)</td></tr><tr><td>30-39</td><td>7 (13.7%)</td></tr><tr><td>20-29</td><td>5 (9.8%)</td></tr><tr><td>&lt;20</td><td>5 (9.8%)</td></tr></table>	Credits	Number (percentage) of students	>60	28 (60.8%)	50-59	1 (2%)	40-49	2 (3.9%)	30-39	7 (13.7%)	20-29	5 (9.8%)	<20	5 (9.8%)
	Credits	Number (percentage) of students													
	>60	28 (60.8%)													
	50-59	1 (2%)													
	40-49	2 (3.9%)													
	30-39	7 (13.7%)													
	20-29	5 (9.8%)													
	<20	5 (9.8%)													
	NCEA Level 3														
	<ul style="list-style-type: none"><li>• 28 students have Level 3 (54.9%)</li><li>• 3 are just missing lit / num (5.9%)</li><li>• 1 students need 1-10 credits (2%)</li><li>• 2 students need 11-20 credits (3.9%)</li><li>• 7 students need 21-30 credits (13.7%)</li><li>• 5 students need 31-40 credits (9.8%)</li><li>• 5 students need 41+ credits (9.8%)</li></ul>														

Pasifika Y13

Y13	35 Students														
	• 27 students have UE Literacy (77.1%)														
	• 31 students have Numeracy (88.6%)														
	• 33 students have Literacy (94.3%)														
	L3 Credits														
	<table><tr><th>Credits</th><th>Number (percentage) of students</th></tr><tr><td>&gt;60</td><td>0 (0%)</td></tr><tr><td>50-59</td><td>1 (2.9%)</td></tr><tr><td>40-49</td><td>2 (5.7%)</td></tr><tr><td>30-39</td><td>5 (14.3%)</td></tr><tr><td>20-29</td><td>5 (14.3%)</td></tr><tr><td>&lt;20</td><td>22(62.9%)</td></tr></table>	Credits	Number (percentage) of students	>60	0 (0%)	50-59	1 (2.9%)	40-49	2 (5.7%)	30-39	5 (14.3%)	20-29	5 (14.3%)	<20	22(62.9%)
	Credits	Number (percentage) of students													
	>60	0 (0%)													
	50-59	1 (2.9%)													
	40-49	2 (5.7%)													
30-39	5 (14.3%)														
20-29	5 (14.3%)														
<20	22(62.9%)														
NCEA Level 3															
• 1 students have Level 3 (2.9%)															
• 0 are just missing lit / num (0%)															
• 0 students need 1-10 credits (0%)															
• 2 students need 11-20 credits (5.7%)															
• 5 students need 21-30 credits (14.3%)															
• 5 students need 31-40 credits (14.3%)															
• 22 students need 41+ credits (62.9%)															

MEM (Māori English Medium) Y12

Y12	31 Students	
	• 3 students have UE Literacy (9.7%)	
	• 21 students have Numeracy (67.7%)	
	• 21 students have Literacy (67.7%)	
	L2 Credits	
	<b>Credits</b>	<b>Number (percentage) of students</b>
	>60	0 (0%)
	50-59	0 (0%)
	40-49	1 (3.2%)
	30-39	6 (19.4%)
	20-29	13 (41.9%)
	<20	11 (35.5%)
	NCEA Level 2	

	<ul style="list-style-type: none"><li>• 0 students have Level 2 (0%)</li><li>• 0 are just missing lit / num (0%)</li><li>• 0 students need 1-10 credits (0%)</li><li>• 1 students need 11-20 credits (3.2%)</li><li>• 6 students need 21-30 credits (19.4%)</li><li>• 13 students need 31-40 credits (41.9%)</li><li>• 11 students need 41+ credits (35.5%)</li></ul>													
MEM Y13														
Y13	32 Students													
	<ul style="list-style-type: none"><li>• 27 students have UE Literacy (84.4%)</li></ul>													
	<ul style="list-style-type: none"><li>• 32 students have Numeracy (100%)</li></ul>													
	<ul style="list-style-type: none"><li>• 30 students have Literacy (93.8%)</li></ul>													
	L3 Credits													
	<table><tr><th>Credits</th><th>Number (percentage) of students</th></tr><tr><td>&gt;60</td><td>0 (0%)</td></tr><tr><td>50-59</td><td>0 (0%)</td></tr><tr><td>40-49</td><td>1 (3.1%)</td></tr><tr><td>30-39</td><td>3 (9.4%)</td></tr><tr><td>20-29</td><td>3 (9.4%)</td></tr></table>	Credits	Number (percentage) of students	>60	0 (0%)	50-59	0 (0%)	40-49	1 (3.1%)	30-39	3 (9.4%)	20-29	3 (9.4%)	
	Credits	Number (percentage) of students												
>60	0 (0%)													
50-59	0 (0%)													
40-49	1 (3.1%)													
30-39	3 (9.4%)													
20-29	3 (9.4%)													



		<table><tr><td>&lt;20</td><td>25 (78.1%)</td></tr></table>	<20	25 (78.1%)				
	<20	25 (78.1%)						
	<p>NCEA Level 3</p> <ul style="list-style-type: none"><li>• 0 students have Level 3 (0%)</li><li>• 0 are just missing lit / num (0%)</li><li>• 0 students need 1-10 credits (0%)</li><li>• 1 students need 11-20 credits (3.1%)</li><li>• 3 students need 21-30 credits (9.4%)</li><li>• 3 students need 31-40 credits (9.4%)</li><li>• 25 students need 41+ credits (78.1%)</li></ul>							
<u>International Y12</u>								
	Y12	38 Students						
		<ul style="list-style-type: none"><li>• 0 students have UE Literacy (0%)</li></ul>						
		<ul style="list-style-type: none"><li>• 14 students have Numeracy (36.8%)</li></ul>						
		<ul style="list-style-type: none"><li>• 4 students have Literacy (10.5%)</li></ul>						
		<p>L2 Credits</p> <table><tr><td>Credits</td><td>Number (percentage) of students</td></tr><tr><td>&gt;60</td><td>0 (0%)</td></tr><tr><td>50-59</td><td>1 (2.6%)</td></tr></table>	Credits	Number (percentage) of students	>60	0 (0%)	50-59	1 (2.6%)
	Credits	Number (percentage) of students						
>60	0 (0%)							
50-59	1 (2.6%)							

	40-49	4 (10.5%)
	30-39	3 (7.9%)
	20-29	11 (28.9%)
	<20	19 (50%)
	NCEA Level 2	
	• 0 students have Level 2 (0%)	
	• 0 are just missing lit / num (0%)	
	• 1 students need 1-10 credits (2.6%)	
	• 4 students need 11-20 credits (10.5%)	
	• 3 students need 21-30 credits (7.9%)	
	• 11 students need 31-40 credits (28.9%)	
	• 19 students need 41+ credits (50%)	
<u>International Y13</u>		
Y13	21 Students	
	• 4 students have UE Literacy (19%)	
	• 20 students have Numeracy (95.2%)	
	• 9 students have Literacy (42.9%)	

	<table><tr><td></td><td>L3 Credits</td></tr><tr><td>Credits</td><td>Number (percentage) of students</td></tr><tr><td>&gt;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>2 (9.5%)</td></tr><tr><td>20-29</td><td>1 (4.8%)</td></tr><tr><td>&lt;20</td><td>18 (85.7%)</td></tr></table> <table><tr><td>NCEA Level 3</td></tr><tr><td>• 0 students have Level 3 (0%)</td></tr><tr><td>• 0 are just missing lit / num (0%)</td></tr><tr><td>• 0 students need 1-10 credits (0%)</td></tr><tr><td>• 0 students need 11-20 credits (0%)</td></tr><tr><td>• 2 students need 21-30 credits (9.5%)</td></tr><tr><td>• 1 students need 31-40 credits (4.8%)</td></tr><tr><td>• 18 students need 41+ credits (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	2 (9.5%)	20-29	1 (4.8%)	<20	18 (85.7%)	NCEA Level 3	• 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%)	• 2 students need 21-30 credits (9.5%)	• 1 students need 31-40 credits (4.8%)	• 18 students need 41+ credits (85.7%)	
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Wellbeing	<p><b>Nursing:</b> Waiora has had an exceptionally busy year. February 704 appointments made. March 806 appointments made. April 430 appointments made (school holidays) May 931 appointments made</p> <p>An increasing number of students are presenting with not eating during the school day. This is partly a food poverty issue,</p>																									

	<p>students choosing to not bring food from home for reasons that are not transparent and a rise in disordered eating.</p> <p><b>Guidance:</b>  The counsellors have seen 490 individual students so far this year. From those seen there have been 2774 interventions. 21% of students seen were from Waiōrea. Interventions include follow up whānau, teachers, Heads of House, SLT, GP's etc.  Referrals to outside agencies include:  11 refs to Kari Centre  2 refs to Marinoto  5 reports of concern to OT  2 refs to Altered High (CADS)  1 ref to Crisis Response MOE  That is not including the multiple refs to GPs, external community student support services, Educational Psychologists.</p>	
<b>Student behaviour</b>	<p>Number of stand downs: <b>1</b> <i>[updated 17/6/25]</i></p> <ul style="list-style-type: none"> <li>• <b>Continual disobedience (x1)</b></li> </ul> <p>Number of suspensions: 0</p>	<p>Number of stand downs: <b>2</b> <i>[updated 17/6/25]</i></p> <ul style="list-style-type: none"> <li>• <b>Gross misconduct (x2)</b></li> </ul> <p>Number of suspensions: <b>0</b></p>
<b>ASSC</b>	<p>19 students are currently attending.  5 on the waiting list, no space until mid-term 3 or later.</p>	

*Highlights:*

- School Ball was again a wonderful event. 643 attendees
- House Activities continue to invigorate lunchtimes
- Blood Drive was fully booked
- Manu Korero held successfully on 13/06/25
- Winter sports season in full flight

**Operations | Auraki and Waiōrea**

	<b>Comments, progress, evidence, issues or concerns</b>	<b>Decisions needed from the board</b>
<b>Curriculum</b>	National Curriculum implementation timeline: English Y7 -13 consultation closes (WSCW have made submissions on the draft.) Next term, a significant number of learning area drafts will go live for consultation: Technology, Putaio me te Hangarau, Science, Social Science, Te ao Māori, The Arts, Toi Ihihi, Health and Physical Education, Waiora, Learning Languages, Te Reo Pākehā, Ngā Reo. The Curriculum Committee will liaise with people responsible for these areas to engage in the consultation.	
<b>Assessment, monitoring and reporting</b>	<p>Traffic Light progress reports for Years 11 to 13 were sent out to whānau on Friday 13 June. The data from these reports forms a useful mechanism for Heads of House to see at a glance students with patterns that warrant interventions. Most HOHs are now using spreadsheets of this data for the year levels they look after. This was one of the key drivers for having a more regular and broad snapshot of student progress and it is pleasing to see it making an impact.</p> <p>Junior progress reports for Term 2 will open for teachers in the</p>	

	<p>last week of term to be due in the first week of Term 3. They will be sent to whānau as soon as the checking process is complete.</p> <p>A draft proposal for 'consistent reporting descriptors' has been published by the MoE. This is to give indications of student progress against descriptors. It does focus on Years 1 to 8 and references Maths and English prominently, but we will be engaging with it (initially through the HOD group) because it will be shaping what is mandated for Years 9 to 13.</p> <p>Detailed guidance for the NCEA Literacy and Numeracy assessments (CAAs) was sent to all Year 10 students and their Whānau on June 9. The assessments will take place on September 1, 2 and 3. Workshops to support student preparation and confidence begin again on Wednesday 18th June and will run in that afternoon slot until the assessments. Whānau teachers are working to ensure their Year 10s can access the materials and gain some familiarity with the format and demands of the assessments.</p> <p>We will soon have the results for our Year 11 -13 students who sat the CAAs in May. These students were missing one or more of the assessments, either through failing last year or because they are new enrolments in 2025. It is important to get as many of these through the assessments as possible to allow them to achieve their overall NCEA certificate, especially Year 13. Any Year 13s who were unsuccessful in May will be entered along with the Year 10s in September. Year 13s currently without Literacy or Numeracy are being monitored by the Year 13 Academic Director who is checking the availability of other pathways (e.g. through a very limited number of subject credits) and engaging support from the Learning Centre.</p>	
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<b>Personnel and employment</b>	<p><u>Current vacancies</u></p> <ul style="list-style-type: none"> <li>School Nurse (permanent, part-time, 5 days/week, term time only); closes Mon 23 Jun (4pm)</li> </ul> <p><u>New Appointments</u></p> <ol style="list-style-type: none"> <li>ESOL Teacher (0.6 FTTE) - for incoming International students in Terms 3 &amp; 4 2025.</li> </ol> <p><u>Planning for 2026</u></p> <ul style="list-style-type: none"> <li>Learning Support (LS) teacher/coordinator (see budget announcement relating to ongoing resource scheme (ORS); the plan is to advertise for a full-time, permanent LS teacher from the start of 2026).</li> </ul>	
<b>Property, finance and assets</b>	<ul style="list-style-type: none"> <li><a href="#">SEPE(School Evaluation and Physical Environment)</a></li> <li>Establishment of 4 new relocatable classrooms</li> </ul>	<p>(see separate paper)</p> <p>Reprioritisation of MOE budgets has resulted in the original (and signed off) plan of four 10 metre x 12 metre interlinked open learning environment relocatable units being replaced by four 'Tui' relocatable classrooms. To support our collaborative co-teaching pedagogies work is proceeding to link the relocatables in a two by two format.</p>
<b>Health and safety</b>	EOTC - since the last Board report there have been 6 high risk one day trips and overnight camps. No physical injuries; some resolved student misbehaviour issues.	
<b>Policies and processes</b>	<a href="#">Policy assurance for Term 2 has been completed</a>	
<b>Principal's Tasks - checklist</b>	Letters of Offer for Employment	covered in the March 2025 Principal's Report.

Term 2, 2025 tasks (listed)		
	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	Board Member's tenure dates have been amended and the financial report is currently being audited by Audit NZ.
	Physical Restraint - Updated Requirements & New Resources	On-line training module monitored by SLT
	Student Achievement	August Board meeting focus
	Fixed Term Employment Agreements	covered in the March 2025 Principal's Report <a href="#">here</a>
	Learning and Development Opportunities	Principals PGC - WSC/WGHS/TGS/Glenfield/Birkenhead Member of Secondary Principals' Council

## Physical restraint

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

Zero.



## Term tasks checklist and assurance

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

Term	Tasks	Status	Comments
1			
	<a href="#">Principal Task Checklist - Term 1, 2025</a>	Completed	See the Operations section for the specific term task updates
2			
	<a href="#">Principal Task Checklist - Term 2, 2025</a>	Completed- see page 28 of this report.	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
		<b>Risk Management</b>	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.
		<b>Planning and Preparing for Emergencies, Disasters, and Crises</b>	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 2	POLICIES	ACTIONS
		<b>School Planning and Reporting</b>	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.
		<b>Learning Support</b>	Assure the board that teachers of students with learning support needs have a sound understanding of student needs, and systems are in place to support these students.
		<b>Health Education</b>	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.
		<b>Safety Management System and Worker Engagement, Participation, and Representation</b>	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 at 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.
		<b>Healthcare (also see subtopic)</b>	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.
		<b>Digital Technology and Online Safety</b>	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.
		<b>Boarding House / Hostel Policies *</b>	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 3	TERM 4	POLICIES	ACTIONS
		<b>Student Attendance</b>	Assure the board that student absences are correctly recorded, monitored, and followed up.
		<b>Reporting about Student Progress and Achievement</b>	Assure the board that teachers have used good quality measurement information or observational information to report to each student and their parents/carers at least twice a year on student progress and achievement.
		<b>Searches, Surrender, and Retention of Property</b>	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. Assure 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.
		<b>Minimising Physical Restraint</b>	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. Assure the board that staff authorised to apply restraint receive appropriate training and support.
		<b>Stand-down, Suspension, and Exclusion</b>	Assure the board that the school complies with the current procedures and reporting requirements relating to stand-down, suspension, and exclusion/expulsion.
		<b>School Records Retention and Disposal</b>	Assure the board that the school has complied with the Public Records Act 2003 in relation to the retention and disposal of school records.
		<b>Safety and Welfare for Students on Work Experience *</b>	Assure the board that work-based learning and work experience solutions for students meet the required welfare and safety conditions.
		<b>Food and Nutrition</b>	Assure the board that the school promotes healthy food and nutrition for all students.
		<b>School Year, Terms, and Holidays</b>	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.
		<b>Managing Income and Expenditure and Expenditure</b>	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, anyone related to the principal, and others in the school with payroll responsibilities.
		<b>School Donations and Student Activity Payments*</b> (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.
		<b>Gifts</b>	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.
		<b>Protected Disclosure</b>	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 this information is shared with staff members, contractors, board members, and volunteer workers.
		<b>School Swimming Pool*</b>	See <b>School Swimming Pool</b> on your SchoolDocs site for the assurances relevant to your swimming pool.
		<b>Daily School Bus *</b>	See <b>Daily School Bus</b> on your SchoolDocs site for the assurance relevant to your school bus.
		<b>International Learners Review*</b>	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 attestation will be submitted by the due date (1 December) each year.

JANUARY 2025

Term 2, 2025 Board Assurances:

Board Assurance Topic:	Board Assurance actions:	Evidence to support the action:
<p>Safety Checking <u>and</u> Police Vetting</p>	<p>Assure the board that all children's workers employed or engaged by the school have been safety checked before their appointment.</p> <p>Confirm that children's workers have been safety checked as required within 3 years of the previous check. Assure that any non-teaching staff (who are not registered teachers or holders of 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.</p> <p>Confirm that police vets have been completed every 3 years.</p>	<p><b>Police Vetting</b> and <b>Safety Checking</b> policies are in SchoolDocs which covers all staff, contractors and volunteers (including Board candidates). We also police vet all homestay and designated caregivers.</p> <p>We complete safety checks and police vets within three years after the date of the last safety check and we also maintain a record of all safety checks and police vets.</p> <p>Safety checks are completed for:</p> <ul style="list-style-type: none"> <li>• Wai ō rea tutors by Tracy Watford</li> <li>• Homestay adults by Yuki Tsukihara</li> <li>• All other staff by Val Stephenson</li> </ul> <p>Here is the <a href="#">Police Vetting policy</a> in SchoolDocs.</p> <p>Here is the <a href="#">Police Vetting form</a> in the google format, this is sent as a word document.</p>
<p>Teaching Staff</p>	<p>Assure the board that all teachers employed at the school are registered with the Teaching Council and hold a current practicing certificate, or have a limited authority to teach.</p>	<p>All teacher registrations are entered into KAMAR,.</p> <p>The Principal's EA prints off <a href="#">Teacher Listing</a> in KAMAR and reviews any registrations that are expiring in the current year. Our EA emails any teachers that are in this category, who are then responsible for renewing their practicing certificate before it's expired. Teachers also receive daily reminder emails when their licenses are expiring within one month, these reminders are automatically generated by KAMAR.</p>

		<p>Teachers send their approvals to our EA who enters these details into KAMAR.. The Principal will submit a character reference if the practicing certification application is declined.</p> <p>Here is the <a href="#">Teacher Registration and Certification policy</a> in SchoolDocs</p>
Performance Management	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>As per union direction there are no formal reviews of teachers, we have a Professional Learning Cycle (PLC) where there is evidence of reflection. This must be completed annually and shared with the HOD and the SLT line manager.</p> <p>Kahui Ako WSLs are involved in coaching and the SCT mentors teachers to ensure continuous improvement towards the consistent implementation of the <a href="#">Springs pedagogies</a>.</p> <p>Wai ō rea PLC focus is led by one of the Tumuaki Tuarua to ensure rigor of Wai ō rea curriculum and pedagogy.</p> <p>Here is the <a href="#">Performance Management policy</a> in SchoolDocs</p>
Appointment procedure, Staff conduct and Professional Development	<ul style="list-style-type: none"> <li>Assure the board that procedures for staff selection and appointment are being implemented correctly, including identity and registration checks, and any board delegation for appointment responsibilities. Confirm that supporting policies for induction, staff conduct, and professional development are being implemented.</li> </ul>	<p>Before every vacancy is advertised Here is the <a href="#">Appointment Procedure policy</a>, <a href="#">Staff Conduct policy</a> and <a href="#">Professional Development policy</a>. These policies are all in SchoolDocs.</p> <p>SLT completes induction through the year for new staff and at the beginning of the year. Extensive programme in place with an online Google Classroom and tasks to complete across the term/ year depending on when kaiako start.</p>
Employment Policy and Equal Employment Opportunities	<ul style="list-style-type: none"> <li>Assure the board that the school operates with the Equal Employment Opportunities (EEO)</li> </ul>	<p>Here is the <a href="#">Equal Employment Opportunities policy</a> in SchoolDocs.</p>

	policy and that the policy (including our EEO programme) is available to staff, and that a report on compliance is included in the annual report (including any issues from the previous year).	
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. Assure the board that staff are engaged with the Abuse Recognition and Reporting policy, including indicators of abuse and procedures for reporting abuse.	<p>Here is the <a href="#">Child Protection policy</a> in SchoolDocs</p> <p><a href="#">Best Practice document</a></p> <p>We follow the mandatory reporting consistently through our Heads of House/ SLT and Guidance teams. We also have a best practice document that we train all staff on.</p>
Curriculum and Student Achievement Policy	<ul style="list-style-type: none"> <li>Assure the board that teaching and learning programmes give effect to foundation curriculum policy statements and national curriculum statements. Assure the board that the school complies with government requirements to teach an average of one hour per day of the following subjects: reading, writing, and maths; or pānui, tuhituhi, and pāngarau.</li> </ul>	<p>Course outlines, KAMAR markbooks and reporting descriptors provide evidence that curriculum statements are being consistently adhered to. We run a Curriculum Committee that meets twice a term and it has wide representation.</p> <p>Here is the <a href="#">Curriculum, and Student Achievement policy</a> in SchoolDocs</p>
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.	<p>Here is the <a href="#">Cellphones and Other Personal Digital Devices policy</a> in SchoolDocs</p> <p>An exemption list has been set up.</p> <p>We continue to have a small number of phones handed in each day that have been confiscated. Our staff work consistently to remind students about our phones away policy and refer to HOH/ SLT where necessary. Families are generally supportive of the phones away policy.</p>

## Kāhui Ako (Community of Learning) and resource teacher disestablishment process

Effective **28 January 2026**, all Kāhui Ako (Communities of Learning) will be formally disestablished. This means after **31 December 2025**, schools will no longer receive Kāhui Ako maintenance allowances, travel grants, or networking and induction funding for Kāhui Ako roles. After **27 January 2026**, schools will no longer receive resourcing for the operation of Kāhui Ako.

The additional staffing to the school for time allowances for staff in Kāhui Ako roles (Within School Teachers and Across School Teachers) and the salary payments for these roles will no longer be funded by the Ministry.

This does not mean teachers will lose their jobs. A teacher holding a Kāhui Ako role remains employed in the school in the role they held and the hours they taught before being appointed to their Kāhui Ako role. Teachers will just move back to their previous teaching load.

In relation to the salary payments for the disestablished Kāhui Ako roles there are three scenarios:

- A teacher in a permanent Kāhui Ako role will continue to be paid their salary allowance until the end of 2026 (but will lose their time allowance).
- A teacher in a fixed term role ending part way through 2026 will retain their salary payment until the date in 2026 that the role was due to end.
- A teacher in a fixed term Kāhui Ako position that is due to end this year will have no extension to their Kāhui Ako salary allowance.

With the removal of the additional staffing that supported the time allowances for Kāhui Ako roles we will need to be vigilant in relation to staffing adjustments and appointments for 2026. This will be managed through normal end of year staffing movements, not renewing fixed term positions and reducing fixed term hours of part-time teachers if necessary.

I have sent the letter below to each of our Kāhui Ako teachers:

### To all holders of Kāhui Ako positions



Fri, May 23,  
2:42 PM

**Ivan Davis** <davisi@wsc.school.nz>

Kia ora Team,

The budget announcements of May 22nd have confirmed that Kāhui Ako roles are to be disestablished from 27 January 2026. The additional staffing to the school for the time allowances for the roles and the salary payments for the roles will no longer be funded by the MOE.

As a teacher holding a Kāhui Ako role, you of course remain employed here at Springs/Waiōrea in the role you held before being appointed to your Kāhui Ako role. You will simply move back to your previous teaching load. Your additional salary may continue for up to a year because the STCA ensures that when a role is disestablished the surplus staffing income protection provisions apply - see below:

**4.23.12** The salary protection provisions of subsection 3.9.9(a) will apply to teachers whose Kāhui Ako Teacher (across community) role is disestablished. If a teacher returns to, or is subsequently appointed to, a position of equal or higher remuneration than they received in the Kāhui Ako Teacher (across community) role, the salary protection no longer applies

**4.24.14** The salary protection provisions of 3.9.8(b) or 3.9.9(a) will apply as appropriate to teachers whose Kāhui Ako Teacher (within school) role is disestablished. If a teacher returns to, or is subsequently appointed to, a position of equal or higher remuneration than they received in the Kāhui Ako Teacher (within school) role, the salary protection no longer applies.

**There are three scenarios as PPTA sees it:**

- A teacher in a permanent role or in a fixed term role that was due to finish at the end of next year or later will continue to be paid their salary allowance until the end of 2026.
- A teacher in a fixed term role otherwise ending part way through 2026 will have the salary payment until the date their role was due to end.
- A teacher in a fixed term Kāhui Ako that is due to end this year will have no extension to their Kāhui Ako salary allowance.

I am required to give each of you written notice of the end of your Kāhui Ako role by November 27 2025. I will do this much sooner than that which will give you clarity around when your Kāhui Ako payments will end.

I hope this gives you some assurance,  
Ivan

Ivan Davis  
Principal  
Western Springs College

**DRAFT WSCW Board Property Subcommittee Meeting Notes**

**- Thurs 19 June 2025 Admin Meeting Room**

**Present:**

Joseph McCready (WSCW Board Member; Convener & Meeting Chairperson)

Sailesh Vaidya (WSCW Business Manager)

Richard Taylor (WSCW Network Manager)

Selwyn Watford (Groundsman)

Brent Reihana (WSCW Board Member; NPoW whānau & Te Ohonga Ake)

Pā Chris Selwyn (Tumuaki) - *arrived 11:40am*

Francine Cameron (WSCW Board Secretary Support)

**Apologies:**

Ivan Davis (Principal) - Away in Wellington

Robert Pollock (WSCW Board Member, HOD Drama)

Asha Vaidya (WSCW Board Secretary) - away in Wellington for EA conference

Clive Vaiula (WSCW Property Team)

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***Meeting started: 11:16 am***

All items on tracking sheet were reviewed and updated as required.

**Four additional learning spaces** - Change to buildings and likely time frame delay. Structures will no longer be prebuilt.

**NPoW smells** - Improvement post extension of pipe work but subtle smell still occurring at times. To continue logging and follow up with phone call.

**Leaks** - including Level 1 (silicon repair) and canteen. Canteen - no “Umbrella hat” on the 800mm pipe - damage to the ceiling tiles. Relief valve alone not sufficient - requires lid.

**Te Whakamanu** - upgrading to commence in 2026

Field drainage/subsidence/undulation - Review of options/proposed solutions once available.



**Network** - Considering options - will continue gathering info/options then put to board.

**Nga Oho project** - moving towards last phase of the project.

**TAPAC** - Considering usage and cost

### **ACTIONS**

1. Monitoring of smells in NPoW to continue to be logged and follow up with phone calls.
2. **Joe** - to draft letter for MoE re outstanding issues (priority items not all) for review/finalising by Louise/Ivan.
3. **Sailesh** - to provide list of outstanding items to go in letter (Action 2 above) - including Gym roof
4. **Sailesh** - to follow up MoE on various reimbursements - also provide list for Joe's MoE letter.
5. **Joe** - to create live tracking for list of items for MoE - keep amending list and use this for finalising items for MoE letter.

***Meeting ended: 12:10pm***

**Western Springs College-Ngā Puna O Waiōrea  
Board Hui Minutes, 26 May 2025  
in WSC Staffroom**

**DRAFT**

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

Item
<p><b>The hui commenced at 5.03pm. Quorum achieved at 5:20pm.</b> Karakia tīmatanga &amp; mihi - Tamati Patuwai</p>
<p><b>Present (Board Members):</b>            Tamati Patuwai (Co-Chair; co-opted Board member)            Ivan Davis (Principal)            Pā Chris Selwyn (Tumuaki)            Josie Wall (NPoW whānau-selected member)            Jackie Floyd (WSC parent-elected member)            Jojo Lewis (WSC taura-elected member)            Rewa Worley (NPoW kaimahi tautoko-selected member) - <i>arrived 5:12pm</i>            Joseph McCready (WSC parent-elected member) - <i>arrived 5:20pm</i>            Kyra TuiSamoa (NPoW taura-elected member) - <i>arrived 5:22pm</i></p> <p><b>Present (non-Board members):</b>            Asha Vaidya (Board Secretary)            Julie Debreceeny (Associate Principal)            Kirsty Britton-Taylor (Co-HoD - Art / TIC Art Design / Teacher of Visual Arts)            Ashley Heelam (Co-HoD - Visual Arts &amp; Painting and Visual Arts Teacher)            Francine Cameron (Board Secretary Support; Minute Secretary)            Whānau/student members from WSC (x3) and NPoW whānau (x2)</p> <p><b>Apologies:</b>            Louise Gardiner (Presiding Member, Co-Chair, WSC parent-elected member)            Sarah Tizard (WSC parent-elected member)            Brent Reihana (NPoW whānau-selected member)            Robert Pollock (WSC kaiako/kaimahi tautoko-elected member)            Kat Poi (NPoW whānau-selected member)            Alicia Murray (WSC parent-elected member)</p> <p><b>Declaration of interests:</b> None</p> <p><b>5.05pm - Mihi and introductions</b></p>

REQUEST TO SPEAK
None received
CURRICULUM ITEM
<p><b>Art</b></p> <p>Purpose - for the board to receive a report about this curriculum area - Art Dept Report for BOT - May 2025</p> <p><b>Kirsty Britton-Taylor and Ashley Heelam gave a presentation - Introduction to the Visual Arts at Western Springs College - Nga Punā O Waiōrea</b></p> <p>Highlights:</p> <ul style="list-style-type: none"> <li>● Kirsty and Ashley spoke about the students' authentic learners/portfolios - the students are story tellers - draw on their roots, whakapapa. Establishes a culture of care.</li> <li>● Focus: building Pacifica learner numbers, retaining students from yr 9 &amp; 10</li> <li>● 2025 is the second year of the new Yr 11 programme - A visual diary and “means to craft a story”. The methodical approach supports the students well to progress into Level 2 NCEA.</li> <li>● Ivan noted that the art department is very important to many students - their “safe space” and asked for their “secret”. Response: “The students love of learning, they love what they do and they tell their stories through art”. <ul style="list-style-type: none"> <li>- Members noted: <ul style="list-style-type: none"> <li>- Kaiako who love learning and ooze passion in the way that the art department does.</li> <li>- Thanked the art department for their mahi and the mutual trust &amp; respect.</li> </ul> </li> </ul> </li> </ul> <p><i>Art presentation finished 5:41pm</i></p> <p><i>The meeting did not have a quorum when the art presentation began, however quorum was achieved at 5:20m, during the presentation.</i></p>
STRATEGIC REVIEW
<p><b>Strategic Plan deep dive   Just   Ākonga achievement - (5:42pm)</b></p> <p>Purpose - 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 - page 6 of Annual Implementation Plan.</p> <p>Noting:</p> <ul style="list-style-type: none"> <li>● Student Achievement - Final 2024 NCEA results.</li> <li>● Overview of wide range of achievement opportunities, specific programmes, mentoring opportunities and support for more at risk students.</li> <li>● Acknowledgment of effort going into attendance - strong link between attendance and achievement</li> <li>● Every day, approximately 92% students are in attendance across WSCNPoW.</li> </ul>

- Concern across Aotearoa re Common Assessment Activities (CAAs; numeracy and literacy) - We are working hard at this. We are well above the national average - refer graph in Principal's report.
- Our students are leaving with superb level of qualification. At least 90% leave with at least NCEA L2.
- WSCNPoW well above the national average.
- WSCNPoW very proactive - doing CAAs in year 10
- Every student in year 10 has a structured literacy lesson at least once a week.
- 260 students on our SAC register.
- Julie has full confidence that every HoH can tell the story for each senior student.
- Major Student incentive: - the learning and growth that comes from interacting face to face with real people/teachers, inspirational and enthusiastic staff.

### **Beyond the Curriculum**

#### **Julie Debreceeny**

(5:55pm)

Noting:

- Importance of attendance. Thanked Jordan and Whaea Keri for doing a great job.
- "Chronic absences" are a problem to shift - once solved, achievement rises.
- Gateway programme is doing well, great attendance - quality learning programmes.
- PAT - connections are huge - students also picking up work from it.
- Support & programmes in place to help some Year 9 students struggling to adapt to a big school.
- Big challenges for WSC with some directed enrolments due to agencies being too full - directives to enrol students who haven't been in school for months - big challenge to be successful.
- Supportive feedback from OT - acknowledging our huge challenge with limited options, directives and lack of resourcing.

*Report received unanimously 6:09pm*

### **REGULAR REVIEW**

#### **Regular reports**

(6:09pm)

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

#### **Principal's Report - May 2025**

Noting:

- Normally secondary school roles tend to decline over the year - ours always increases.

- Te Reo Māori (TRM) appointments have been filled. Matua Tom Alesana (NPoW - HOD TRM and Head of Faculty) will be presenting at the next board meeting.
- Student behaviour - Ivan acknowledged the massive amount of consideration and care of colleagues and board members where it's necessary to consider consequences for student behaviour.
- English curriculum discussion - government suspending the document - not well received across schools - changes may come up for consultation in June/July. Significant impacts to secondary schools. WSCW putting our timetable review on hold.
- The amount/specifics of curriculum prescription is concerning the profession. Ivan says the MoE are listening - seeking robust feedback. Some school(s) refusing to teach the proposed changes.
- Josie expressed support for our Kaiako as experts in their respective area(s).

*Report received unanimously 6:22pm*

### **Tumuaki Report - May 2025**

Noting:

- Hui re professional growth cycle focus - for review.
- Looking at gaps within pastoral system.
- Jonathan Whaikawa starting in week 8 - will free up opportunity in Waiorea.
- NPoW Sports Coordinator and Kai Urungi positions - looking at filling internally by end of term.
- Thank you to Whaea Anahera for the two tournaments last week.
- Highlight: Marae Komiti Whakahaere - Tamati thanked Pā Chris.
- Discussion re relationship with emerging group - To be on the Trust, must be part of Marae Komiti - TOA = Whanau selected Board members - being well represented.
- Rewa - Whaea Alice, a past coach at Waiorea put together a wonderful book. This could be used to encourage future WSCNPoW poets.

*Report received unanimously 6:39pm*

### **Kura Auraki Staff Report**

Noting:

- Staff meeting cycle - big challenge corralling all the different perspectives.
- Responsible pedagogy, priority learners - significant time commitment.
- Big impact on other roles. SLT focusing on this - how we can fit all of the needs of the school into the lives of our kaiako without interrupting the other mahi we do.

*Report received unanimously 6:09pm*

### **Student reports**

**Jojo Lewis**

Noting:

- Weekly attendance reports have been useful - positive incentive.
- Positive student involvement - clubs, sports teams, extra-curricular etc - heartwarming!
- CAAs - acknowledged the amount of work at all levels, including targeted programmes.
- Pink Shirt Day was awesome!

*Accepted unanimously 18:41*

**Kyra TuiSamoa**

Noting:

- Students are very excited for the Ball. Not full consensus on some details, mostly the music playlist. Anna (DP in charge of the Ball) is meeting with student Events Leaders this week to work through any issues. Julie & Tamati also offered to assist. Tamati acknowledged the importance of music.
- ASB Polyfest - NPoW had 4 groups perform - Division 2 hosted in our Whare Tapere - Beautiful!! Amazing day! NPoW came 2nd in each division. Whakamihi!
- Year 13 Macbeth performance was amazing! A surprise for Mr Pollock - students presented him with a pounamu and singing (practised at lunchtime). Lots of tears!
- Kyra has been doing a Digital Toi & whakairo course through Te Wananga o Aotearoa Course in Henderson campus - digital art or carving, through Maori design etc. Lots of fun and receive credits.

*Accepted unanimously 6:54pm*

**(6:55pm) - Dinner break**

Karakia mō te kai - Rewa Worley

**(7:20pm) - Meeting resumed****REGULAR REVIEW****Board committee work**

*(7:20pm)*

**Finance and Business Services Subcommittee** - No meeting held since last board meeting. The Business Manager provided a one page summary.

*Summary accepted unanimously 7:20pm*

**Budget**

Highlight:

- Taken on KINDO - our new platform for school donations. Most feeder schools gave good feedback - should increase donations/returns.

*Report accepted unanimously 7:23pm*

**Property subcommittee** - updated on live WSCW Property Tracking Sheet.  
Taken as read

## ADMINISTRATION

### Confirmation of minutes of meeting on 31 March 2025 (Mtg 2) (7:25pm)

**DECISION** - The Board unanimously adopted the minutes of the meetings on 31 March 2025.

#### Board Decisions & Actions Register

- Board members should be checking the register and updating as they complete actions - otherwise contact Asha or Francine.

#### Correspondence (7:26pm)

*Taken as read - unanimously accepted 7:26pm*

#### Annual report 2024 (7:26pm)

Purpose: for the Board to receive and approve the Annual Report 2024 in order to be submitted to the MoE by the due date of 31 May 2025.

Noted:

- Requirement to submit the draft by 31 May - Ivan acknowledged Sailesh has done a lot of work on this.
- Dates noted for some member's tenure are incorrect in the report - should be an easy fix for the accountants.
- Query re terminology of the phrase "budget unaudited" (all "unaudited" until accepted) and which accounts are yet to be audited.
- Process: goes on website, auditor inspects the accounts in June - generally a straightforward process.
- Auditing challenges due to fixtures and fittings from the new build (KHCL).

#### ACTIONS:

- Sailesh/Accountants: - Report to be amended to show correct tenure for board members
- Sailesh: - To provide update re status of audits for 2020 - 2023
- ACTION/DECISION: WHOLE BOARD: - After amendment and clarification with the Business Manager, the board to endorse online so report can be submitted to MoE as soon as possible.

7:35pm

<b>PUBLIC EXCLUDED BUSINESS (PEB)</b>
<b>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 7.37pm and 8.11pm to discuss confidential matters. The resolution was passed by consensus.</b>
<b>Resumed public business - 8:12pm</b>
Comments on meeting procedures and outcomes <ul style="list-style-type: none"> <li>• Were we effective?</li> <li>• Was the information provided to the board for this meeting effective?</li> <li>• Was my contribution effective?</li> <li>• How could we improve?</li> </ul>
(8:13pm) Karakia whakamutunga - Tamati Patuwai
<b>CLOSE</b>
<b>Meeting closed - 8:13pm</b>

**These minutes were confirmed by the Board at its meeting on Monday 23 June 2025 (Mtg 4, 2025).**

*These minutes are a true and accurate record of the meeting held on Monday 26 May 2025.*

\_\_\_\_\_  
Louise Gardiner (Presiding Member)





**WESTERN  
SPRINGS  
COLLEGE**

WHAIA TE MĀTAURANGA

## **ANNUAL FINANCIAL STATEMENTS**

### **FOR THE YEAR ENDED 31 DECEMBER 2024**

**School Directory**

<b>Ministry Number:</b>	48
<b>Principal:</b>	Ivan Robert Davis
<b>School Address:</b>	100 Motions Road, Western Springs, Auckland
<b>School Phone:</b>	09 815 6730
<b>School Email:</b>	<a href="mailto:admin@wsc.school.nz">admin@wsc.school.nz</a>

**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

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Louise Gardiner	Co-Presiding Member	Elected	Oct 2026
Tamati Patuwai	Co-Presiding Member	Co-opted	Dec 2025
Ivan Davis	WSC Principal	ex Officio	
Chris Selwyn	NPoW Tumaki	ex Officio	
Jackie Floyd	WSC Parent Representative	Elected	Sep 2025
Jospeh McCready	WSC Parent Representative	Elected	Sep 2025
Alicia Murray	WSC Parent Representative	Elected	Oct 2026
Sarah Tizard	WSC Parent Representative	Elected	Sep 2025
Robert Pollock	WSC Staff Representative	Elected	Sep 2025
Jojo Lewis	WSC Student Representative	Elected	Sep 2025
Hugo Russell	WSC Student Representative	Elected	Sep 2024
Tracey Bell	NPoW Whanau Representative	Selected	Feb 2024
Keri Gardner	NPoW Whanau Representative	Selected	Mar 2024
Katherine Poi	NPoW Whanau Representative	Selected	Sep 2025
Brent Reihana	NPoW Whanau Representative	Selected	Sep 2025
Josie Wall	NPoW Whanau Representative	Selected	Oct 2026
Emma Mapihi Campbell	NPoW Kaiako-Kaimahi Tautoko Representative	Selected	Feb 2024
Rewa Worley	NPoW Kaiako-Kaimahi Tautoko Representative	Elected	Sep 2025
Kyra Tuisamoa	NPoW Taura Representative	Elected	Sep 2025
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)	\$
			\$	
<b>Revenue</b>				
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
<b>Total Revenue</b>		28,484,227	26,492,358	26,808,669
<b>Expense</b>				
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
<b>Total Expense</b>		28,511,731	26,830,341	26,899,903
<b>Net (Deficit) for the year</b>		(27,504)	(337,983)	(91,234)
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		(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 \$
<b>Equity at 1 January</b>		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
<b>Equity at 31 December</b>		4,454,238	4,104,759	4,442,742
Accumulated comprehensive revenue and expense		4,454,238	4,104,759	4,442,742
<b>Equity at 31 December</b>		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)	\$
			\$	
<b>Current Assets</b>				
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
<b>Current Liabilities</b>				
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
<b>Working Capital Surplus</b>		2,593,525	2,718,317	2,301,300
<b>Non-current Assets</b>				
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
<b>Non-current Liabilities</b>				
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
<b>Net Assets</b>		4,454,238	4,104,759	4,442,742
<b>Equity</b>		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)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
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
<b>Cash flows from Investing Activities</b>				
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)
<b>Cash flows from Financing Activities</b>				
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)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>1,222,562</b>	<b>458,252</b>	<b>(1,228,915)</b>
Cash and cash equivalents at the beginning of the year	7	2,663,459	2,663,459	3,892,374
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>3,886,021</b>	<b>3,121,711</b>	<b>2,663,459</b>

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

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



# 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 (Unaudited)	Actual
	\$	\$	\$
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 (Unaudited)	Actual
	\$	\$	\$
<b>Revenue</b>			
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>
<b>Expenses</b>			
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 (Unaudited)	Actual
	\$	\$	\$
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**

	<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
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**

	<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
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**

	<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
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) \$
<b>2024</b>						
Building Improvements	136,078	-	-	-	(21,203)	<b>114,875</b>
Furniture and Equipment	1,983,096	82,840	-	-	(331,458)	<b>1,734,478</b>
Information and Communication Technology	120,350	19,701	-	-	(133,720)	<b>6,331</b>
Motor Vehicles	110,582	-	-	-	(28,712)	<b>81,870</b>
Leased Assets	192,402	94,419	-	-	(110,216)	<b>176,605</b>
Library Resources	29,362	12,144	(90)	-	(5,177)	<b>36,239</b>
<b>Balance at 31 December 2024</b>	<u>2,571,870</u>	<u>209,104</u>	<u>(90)</u>	<u>-</u>	<u>(630,486)</u>	<u><b>2,150,398</b></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)	<b>114,875</b>	412,627	(276,549)	<b>136,078</b>
Furniture and Equipment	4,730,939	(2,996,461)	<b>1,734,478</b>	4,638,024	(2,654,928)	<b>1,983,096</b>
Information and Communication Technology	1,035,772	(1,029,441)	<b>6,331</b>	1,027,966	(907,616)	<b>120,350</b>
Motor Vehicles	355,184	(273,314)	<b>81,870</b>	355,184	(244,602)	<b>110,582</b>
Leased Assets	345,404	(168,799)	<b>176,605</b>	394,328	(201,926)	<b>192,402</b>
Library Resources	151,724	(115,485)	<b>36,239</b>	140,011	(110,649)	<b>29,362</b>
<b>Balance at 31 December</b>	<u>7,031,650</u>	<u>(4,881,252)</u>	<u><b>2,150,398</b></u>	<u>6,968,140</u>	<u>(4,396,270)</u>	<u><b>2,571,870</b></u>



**11. Accounts Payable**

	<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
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**

	<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
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**

	<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
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
<b>Represented by:</b>			
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
<b>Total</b>	<b>333,378</b>

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
<b>Total Financial assets measured at amortised cost</b>	<b>8,353,557</b>	<b>7,064,131</b>	<b>6,705,543</b>

### Financial liabilities measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Payables	2,172,112	1,809,626	1,811,970
Finance Leases	172,478	188,175	188,175
<b>Total Financial liabilities measured at amortised Cost</b>	<b>2,344,590</b>	<b>1,997,801</b>	<b>2,000,145</b>

**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.