



Western Springs College Ngā Puna O Waiōrea

Board Hui | Rārangi Take

Mon 4 August 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/jxg-gtha-yvu

Item
Karakia tīmatanga
Present
Apologies: None received as of 29 July
Declaration of interests
REQUEST TO SPEAK
Turama Meha, Waiōrea parent
STRATEGIC REVIEW
<p>Strategic Plan deep dive - Pou Tāhi - Curriculum and Pedagogy</p> <p>The purpose of this item is to:</p> <ul style="list-style-type: none"> review progress in implementing the actions in the annual plan in Pou Tāhi - Curriculum and Pedagogy discuss the national curriculum changes and what it means for teaching and learning <p>Phil Douglas, Deputy Principal, will present this item.</p> <p><i>Recommendation:</i></p> <ul style="list-style-type: none"> <i>That the Board receives the report.</i>
REGULAR REVIEW
<p>Student Progress and Achievement - Mid-year review</p> <p>The purpose of this item is to receive data and analysis of student achievement at the mid-year point.</p> <p>Whaea Naomi will present for Waiōrea, and Julie Debrecey will present for Springs.</p> <p><i>Recommendation:</i></p> <ul style="list-style-type: none"> <i>That the Board receives the report.</i>
<p>Student Progress and Achievement - NCEA 2-year pathway (WSC)</p> <p>The purpose of this item is to receive data and analysis about the NCEA 2-year pathway for Y11 and 12 at Springs.</p> <p>Phil Douglas, Deputy Principal, will present this item.</p> <p><i>Recommendation:</i></p> <ul style="list-style-type: none"> <i>That the Board receives the report.</i>

Item
<p>Regular reports</p> <p>The purpose of this item is to receive management reports, and optional updates from kaimahi and ākonga members.</p> <ul style="list-style-type: none"> • Management report including assurances (ref last page(s) of report) • Tumuaki report • Kaiako reports - optional • Ākonga reports - optional <p><i>Recommendation:</i></p> <ul style="list-style-type: none"> • <i>That the Board receives the report(s).</i>
<p>Board committee work</p> <p>The purpose of this item is to receive and note the minutes of board committee hui that have taken place since our last board meeting.</p> <p>Property Subcommittee - No meeting held since last board meeting.</p> <p>Finance and Business Services Subcommittee - meeting held on 29 July 2025.</p> <p>Policy Review Subcommittee - No meeting held since last board meeting.</p>
<p>Delegations Scheme</p> <p>The purpose of this item is a report back from the subcommittee established to further develop our delegations policy and next steps.</p>
ADMINISTRATION
<p>Confirmation of minutes of meeting on 23 June 2025</p> <p><i>Recommendation:</i></p> <ul style="list-style-type: none"> • <i>That the Board adopts the minutes of the meeting held on 23 June 2025.</i> <p>Matters arising</p>
<p>Correspondence</p> <p>The purpose of this item is to receive any correspondence sent to or from the Board since the last meeting.</p>

Item
<p>Term dates for 2026</p> <p>The purpose of this item is to confirm the term dates for 2026.</p> <p>Proposed 2026 term dates</p> <p><u>Term 1</u>: Mon 26 Jan to Fri 3 Apr [46 full days]; Teacher Only Day - Tues 27 Jan 26</p> <p><u>Term 2</u>: Mon 20 Apr to Fri 3 Jul [53 full days]</p> <p><u>Term 3</u>: Mon 20 Jul to Fri 25 Sep [50 full days]</p> <p><u>Term 4</u>: Mon 12 Oct to Tues 8 Dec [41 full days]</p> <p>46+53+50+41 = 190 full days (380 half days)</p> <p><i>Recommendation:</i></p> <ul style="list-style-type: none"> • That the board approves the 2026 term dates.
<p>PUBLIC EXCLUDED BUSINESS (PEB)</p>
<p>Confirmation of minutes of Public Excluded Business (PEB) on 23 June 2025</p> <p><i>Recommendation:</i></p> <ul style="list-style-type: none"> • That the Board adopts the PEB minutes of the meeting held on 23 June 2025. <p>Matters arising</p>
<p>Complaints</p> <p>The purpose of this item is for the Board to review concerns, complaints and OIA received by the Principal, Tumuaki and Board.</p>
<p>Health and Safety</p> <p>The purpose of this item is to receive the July H&S report, following the H & S meeting held on 17 July 2025 and discuss any matters of significance in it.</p> <p><i>Recommendation:</i></p> <ul style="list-style-type: none"> • That the Board receives the report.
<p>Any other business</p>
<p>Resume public business</p>
<p>CLOSE</p>
<p>Comments on meeting procedures and outcomes</p> <ul style="list-style-type: none"> • Were we effective? • Was the information provided to the board for this meeting effective? • Was my contribution effective? • How could we improve?

Item
Karakia whakamutunga

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

PAPER NAME: Curriculum Developments: A summary for the Board August 2025

MATTER FOR: Information

MEETING DATE: 4 August 2025

AUTHOR: Phil Douglas

SUMMARY

The purpose of this paper is to:

- review progress in implementing the actions in the annual plan in Pou Tāhi - Curriculum and Pedagogy
- discuss the national curriculum changes and what it means for teaching and learning

RECOMMENDATION

It is recommended that the Board receive the report.

BACKGROUND & DISCUSSION

What is the background/discussion to the report? How does this support delivery of our annual implementation plan and strategic plan?

The report considers that there will be significant structural and philosophical changes to the current NCEA assessment programme. Further detail of the changes are yet to be announced. Following the release of materials so far, there has been substantial public comment and is viewed by many as being regressive and overly prescriptive.

Feedback to the changes is crucial to highlighting what is problematic and/or missing. There are good coordinated response groups in place, with some consultation already closed (WSCW made submissions) and more consultation areas to go live next term. It is imperative for WSCW to engage quickly, as draft material is released, to give feedback based on what is best for all learners, especially with timeframes becoming shorter.

The timetable review has been paused due to the shifting landscape as a ‘big picture’ change may work against signaled assessment changes. Once a part of the curriculum goes ‘live’, we will be designing programmes and teaching in line with whatever it outlines.

Actively engaging in the changes and providing effective feedback strongly supports delivery of our annual implementation plan and strategic plan.

TE TIRITI O WAITANGI & CO-GOVERNANCE

This aligns with our Te Mahere Rautaki Strategic Plan and *Te Tiriti o Waitangi partnership*.

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



Curriculum Developments: A summary for the Board August 2025

Shifting sands

Note: At the time of writing this report, a signaled announcement about NCEA assessment had yet to be officially made. The indications are that there will be significant structural and indeed, philosophical changes.

The removal of the draft Te Mātaiaho document from consultation and the change in direction signalled by the MoE (under Government direction) is a significant development to navigate. That document was out for consultation in March 2023 and did emphasise 'foundational skills' and a 'knowledge-rich' approach in learning areas. Kura Auraki had significant engagement with this document, especially in shaping Year 11 programmes from the start of 2024

Core structures from this earlier version remain (e.g. Know-Do-Understand) but the sections for learning areas are much longer with 'how to teach' guidance for subjects. As an indication, the two English sections come in at 115 pages (Y 0-6) and 77 pages (Y7-13). The draft teaching guidance is very broad and generic rather than specific to teaching English, for instance, it made repeated points that student 'cognitive overload' needs to be avoided.

The broader NZC is being refreshed in phases, with the intention for schools to be using the fully refreshed curriculum from the beginning of 2026 (though some learning areas are being implemented earlier). There is an implementation timeline that sets out when learning area drafts are due and when feedback is open. The mandated date for all schools to be using that part of the curriculum is stepped through to the start of 2027. At that point, the overall frameworks for the New Zealand Curriculum and Te Marautanga o Aotearoa are enacted. English Y7-13 and Mathematics Y7-13 consultation has closed (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.

The learning areas are progression-focused: moving from an outcomes-focused to a progression-focused approach, with five phases of learning (Years 1-3, 4-6, 7-8, 9-10, and 11-13). The sections promise to provide clarity on the 'learning that matters,' specifying subject knowledge, competencies, and skills.

Ideological impetus

The whole move to pull the Te Mātaiaho draft and reshape the Curriculum is politically-driven -the broad justifications come from the Beehive before the announcements from the Ministry. It can be seen in the

materials released so far. The English learning area has caused some public comment around what is seen by many in the sector as a regressive and overly prescriptive document. The prescriptive aspect is not the problem in itself; what is being prescribed is. The idea of 'quality' is a subjective, and in this case, politically-driven addition with the promise of lists of 'approved' texts. The feedback process is crucial for individuals and departments to highlight what through their experience is problematic or missing. Good curriculum needs the input of subject specialists (teachers) who are on the ground delivering it. The English/Te Reo Pākehā department coordinated a response. AATEL, the Auckland English Association ran a coordinated feedback workshop in the KHCL on May 20 to engage and provide feedback. The time that drafts are out for consultation is becoming shorter, in the case of English, a little over six weeks.

The imperative for WSCW is to actively engage with the draft material as it is released and ensure that the feedback we provide is pointed and based on what is best for all learners. Once a part of the curriculum goes 'live', we will be designing programmes and teaching in line with whatever it outlines. If we provide our insights, we have to hope they are legitimately considered.

Two thrusts to the changes: Curriculum and Assessment

It is now clear that NCEA will be undergoing further significant structural changes beyond those already. A Principals group is working with that. Against this uncertainty, the timetable review currently underway has been put on hold because curriculum and assessment structures will have a significant bearing on any shape the timetable ultimately takes.

This assessment change is happening before the curriculum changes are confirmed.

Additional educational announcements

Financial Literacy has been announced as compulsory content taught within the Social Sciences area. This has implications to junior programmes and also for timetabling.

Structured Literacy: A major push for primary schools to use a 'structured literacy' approach to teaching reading, emphasising explicit instruction in phonics, phonemic awareness, and other foundational skills.

An announcement has been made about making reporting and tracking consistent across the country. 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.

A new core skills assessment platform will operate for all levels up to Year 10 from 2026. It will be the required method for tracking progress and reporting that to the Ministry. It is called SMART (Student Monitoring, Assessment and Reporting Tool) and essentially replaces e-Asttle. The contract to create this has been given to an Australian company.

Specific Kura Auraki curriculum developments

It is the national curriculum and assessment flux that has made change at the school level problematic. The 'steer' that is being given over NCEA assessment content and structures means that we have been reluctant to consider changes to our courses that may have worked against what will ultimately be asked

for. The review of timetable which was underway has been paused because of the shifting landscape. A 'big picture' change like formalised cross-curricular courses may work against one of the signaled assessment changes: the emphasis on overall subject achievement.

At Year 9, the 'Option' structure for 2026 will have a small change with Philosophy opting to again begin only in Year 10. This means that instead of choosing four subjects from a list of six, now enrolling Year 9s will order the remaining five (Dance, Drama, Media, Music, Visual Arts) in terms of preference. This is a first step towards providing coverage for the Arts learning area at Year 9.

Useful links:

[Curriculum updates and announcements](#)

[Curriculum change detailed timeline](#)

[Current NZC documents](#)

[Te Marautanga o Aotearoa](#)

[NCEA](#)

WESTERN SPRINGS COLLEGE NGĀ PUNA O WAIŌREA

PUBLIC BUSINESS

REPORT NAME: Ngā Puna o Waiōrea Term 3 - Student Achievement Report 2025

MATTER FOR: Information

MEETING DATE: 4 August 2025

AUTHOR: Naomi Cusack

SUMMARY

The purpose of this paper is to receive data and analysis of student achievement for Ngā Puna o Waiōrea at the mid-year point.

RECOMMENDATION

It is recommended that the Board receive the report.

BACKGROUND & DISCUSSION

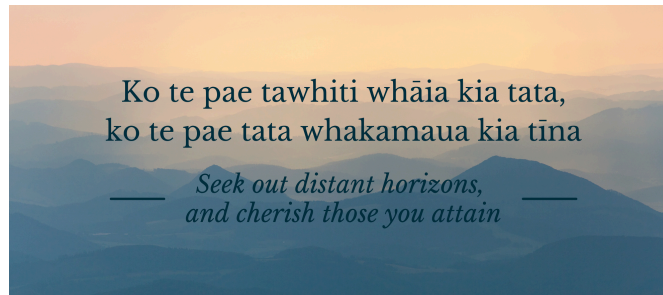
What is the background to the report, issue or proposal? How does this support delivery of our annual implementation plan and strategic plan?

The report shows notable improvements in attendance, engagement and achievement - supporting delivery of our annual implementation plan and strategic plan.

TE TIRITI O WAITANGI & CO-GOVERNANCE

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

Ngā Puna o Waiōrea Term 3 Student Achievement Report 2025



E ngā mana, e ngā reo, e ngā karangatanga maha, tēnā koutou katoa. E tangi ana te ngākau ki ngā mate huhua o te wā. Kua wehe atu koutou ki tua, kua haumūmū ō koutou reo, kua piki atu ki te pae o maumahara. Haere atu koutou ki Paerau, koutou kua whetūrangitia moe mai rā, whakaoti atu. Kei āku hoa mahi, e ringa tōhau nui ki tēnei mahi mutunga kore, ka nui taku mihi ki a koutou katoa. Kua whakarewaina ēnei kohikohinga hei āwhina, hei whāngai, i a tātou katoa, otirā hei whakariterite i ngā mahi kei mua i a tātou.

In comparing the 2024 and 2025 data, student data across Years 10–13 shows notable improvements in attendance, numeracy, and Level 1 achievement. Attendance has significantly improved across all senior year levels. Year 13 attendance rates more than doubled for students attending more than 80%, increasing from 17% in 2024 to 43% in 2025. Similar gains were seen in Years 11 and 12, suggesting stronger student engagement and improved school culture or attendance strategies. Attendance continues to remain a high priority within Ngā Puna o Waiōrea, our Pouhono Kura is vigilant in her follow-up of staff, whānau and students. Attendance data provides us with critical insight into engagement and the overall educational outcomes for our students, both academic and holistic. The role of kaiako is critical within Waiōrea, particularly that of the whānau teacher whose role is to actively encourage student engagement, whether this is with their subject teachers, peers and as an active member of the Waiōrea whānau and wider kura life.

2025 has seen the consolidation of staff that has led to a more reliable and invested teaching workforce, with a strong focus on classroom practice. Ongoing PLD, effective student tracking, and consistent follow-up are contributing to clear shifts in teaching approaches and planning. Curriculum leaders and HODs are stepping confidently into their roles, running purposeful department meetings that build leadership and strengthen management capacity. These meetings focus on aligning teaching programmes, curriculum planning, and student learning outcomes. The result is a collaborative and future-focused staff culture where professional growth is linked directly to improving student success and ensuring teaching remains responsive and effective.

Literacy achievement remains high across the senior school, with Year 11 increasing from 78% to 83%. A small number of Years 12 and 13 students are currently working closely with their kaiako to gain the remaining literacy credits. A second CAA in Week 8 will provide an additional

opportunity for these students. The focus for 2025 is for all Year 12 and 13 students to achieve literacy, alongside the majority of Year 11s. Literacy leads will use the remainder of 2025 to embed effective literacy strategies into curriculum planning, supported by targeted PLD and collaborative department hui.

Numeracy achievement has shown strong improvement, particularly in Year 11, where results rose from 37% in 2024 to 55% in 2025, an 18% gain. This growth reflects targeted intervention and improved curriculum alignment in junior mathematics. Individualised Education Plans (IEPs) have been instrumental in supporting students who struggle, providing tailored strategies to meet diverse learning needs. Pāngarau kaiako are working collaboratively with the Learning Centre to ensure students are on track to achieve their numeracy co-requisites. This joined-up approach is strengthening outcomes, creating a more inclusive and responsive learning environment that supports student success in foundational numeracy skills.

	Akonga as @ 29/7/25	Attendance			Literacy	Numeracy	UE Literacy	Level 1	Level 2	Level 3
		> 80%	71-79%	< 70%						
Year 10	56	40 (72%)	12 (21%)	4 (7%)	24 (43%)	25 (45%)	-	-	-	-
Year 11	64	52 (81%)	10 (16%)	2 (3%)	53 (83%)	35 (55%)	-	27 (42%)	25 (39%)	25 (39%)
Year 12	69	45 (65%)	17 (25%)	7 (10%)	65 (94%)	60 (87%)	19 (28%)	53 (77%)	37 (54%)	32 (46%)
Year 13	49	21 (43%)	15 (31%)	13 (26%)	48 (98%)	48 (98%)	48 (98%)	47 (96%)	47 (96%)	28 (57%)

Waiōrea students consistently achieve better when learning through te reo Māori. This was clearly seen in the first round of Reo Matatini Co-Requisite assessments. Our Year 10 ākonga from 10OH and 10OR, alongside Year 11 students, participated in these assessments. In *Torohū* (reading), 83.33% of the 30 students achieved, just below the national average of 83.9%. In *Whakaputa* (writing), 80.48% of 41 students achieved, surpassing the national average of 77.4%. These results reflect five key factors: cultural and linguistic identity, reo Māori immersion, kaiako expertise, targeted selection of ākonga, and focused support. Moving forward, planning should include: earlier identification of capable ākonga, alignment of literacy strategies across the curriculum in both Te Reo Māori and Te Reo Pākehā, PLD focused on Reo Matatini, integration of literacy progress tracking into whānau reports, and wānanga-based interventions prior to assessment rounds.

A number of support measures are planned from Term 3 through to Term 4, grounded in the values of whanaungatanga, ako, and manaakitanga. These include:

- Ongoing learning conversations between Heads of House (HoH) and Year 11 and 12 students to monitor progress and identify support needs.
- One-on-one meetings with the Academic Director and supported by the Tūmuaki Tuarua as needed, and the majority of Year 13 students, prioritising those most at risk.
- Support strategies for at-risk students, including:
 - Targeted study wānanga
 - Small group study sessions within Waiōrea
 - Referrals to the Learning Centre
 - Referral and encouragement to do Mauri Tauira for Level 2 students
 - Contact home and whānau engagement
- Over 50% of Year 13 students have already achieved NCEA Level 3. The focus now shifts to ensuring they achieve their three University Entrance subjects.
- Student progress tracking will continue via Heads of House and the Tūmuaki Tuarua, with a focus on:
 - Academic learning
 - Attendance
 - Student-led identification of what support they need in Term 3
- Whānau meetings will be held with the families of students whose attendance is below 80%, to discuss how to best support learning and wellbeing.
- Referrals to the Learning Centre for students who are struggling or who have not yet achieved in specific learning areas to be discussed during learning conversations.
- Individual Education Plans (IEPs) to be developed by HoD/HoH/SLT for students needing extra support, such as during term break workshops.
- Study wānanga for targeted students, including those aiming to shift from Merit to Excellence.
- Whānau hui to strengthen relationships with caregivers, emphasise the importance of attendance, and explore its impact on achievement, engagement, and relationships with peers and kaiako.

PUBLIC BUSINESS

PAPER NAME: Western Springs College - Half Year Student Achievement report 2025

MATTER FOR: Information

MEETING DATE: 4 August 2025

AUTHOR: Julie Debreceeny, Damon King

SUMMARY

The purpose of this paper is to receive data and analysis of student achievement for Western Springs College at the mid-year point.

RECOMMENDATION

It is recommended that the Board receive the report.

BACKGROUND & DISCUSSION

What is the background to the report, issue or proposal? How does this support delivery of our annual implementation plan and strategic plan?

The report shows detailed achievement data on literacy and numeracy, level 1-3 credits, Māori in English Medium (MEM) data and Pasifika data and the initiatives and resourcing available where support is needed.

The vast majority of students are on track to achieve their relevant level credits; including pass rates as follows:

- All students: 90%
- Year 12: 88%
- Year 13: 90%
- Māori: 92%
- Pasifika: 89%

This supports delivery of our annual implementation plan and strategic plan.

TE TIRITI O WAITANGI & CO-GOVERNANCE

This aligns with our Te Mahere Rautaki Strategic Plan and *Te Tiriti o Waitangi partnership*.

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

Half Year Student Achievement report 2025.

This report represents where we are currently at at the beginning of Term 3. Almost 50% of the data is officially recorded for the year for Years 11-13.

Table below shows the Internal Assessment pass rate with 43% of Internal grades published

How did we go in 2025 against our targets?							
	Target%	Met?	PR %		Target%	Met?	PR %
All	85	Yes	90				
Females	85	Yes	93	European	85	Yes	94
Males	85	Yes	88	Maori	85	Yes	92
Year 10	85	Yes	100	Pasfika	85	Yes	89
Year 11	85	Yes	88	Asian	85	No	81
Year 12	85	Yes	88	MELAA	85	No	76
Year 13	85	Yes	90	Other	85	Yes	100

Literacy and Numeracy:

- The CAA numeracy and writing co-requisites in particular need a range of strategies and interventions (many are already in place) to ensure students are able to access their qualifications at all levels. Some of the strategies include the structured literacy programme, literacy and numeracy workshops after school, targeted teaching across Year levels, alternative methods of assessing literacy. Interventions include
 - Three workshops run each Wednesday afternoon. Reading, Writing and Numeracy. These are staffed by a number of Kaiako and also a significant number of YR 13s. This allows students who come along to have a significant amount of one on one support each week. Kaiako from the Maths and English departments have contacted their YR 10 whānau to promote these workshops and attendance has significantly increased from this time last year.

- PALS tutors have been made available to senior students who are resitting the CAA exams. These tutors are available to work with students one on one each Wednesday afternoon at HWC. Students are referred through their Heads of House.
- All YR 10 English students receive one hour a week of specific literacy teaching. This teaching is based on content covered in the CAA exams.
- Structured literacy classes have continued this year. Two classes (totalling 4 sessions a week) run. These involve approximately 10 x YR 9-12 students. These classes provide back to basics teaching via a structured literacy approach (using the IDEAL platform). This provides WSCW with a way of plugging gaps for students who may have missed out on a significant amount of schooling during primary - who would otherwise have no way of catching up on this content. For 2026 discussion is taking place about a more appropriate way to timetable these classes. Students are currently withdrawn from random subjects (often Maths, SST and English). This causes disruption to the learning of students who can least afford it. In 2026 these classes may be run during option blocks to minimise this disruption.

Literacy and Numeracy:

- how many students (11-13) already have lit/num (as at 29/07/2025)

	Lit Achieved (R/W)	Num Achieved	UE Lit
Y11- CAA	• 305 students have Literacy (72.8%)	• 308 students have Numeracy (73.5%)	0 students have UE Literacy (0%)
Y12	• 331 students have Literacy (81.5%)	• 342 students have Numeracy (84.2%)	• 29 students have UE Literacy (7.1%)
Y13	• 348 students have Literacy (93%)	• 362 students have Numeracy (96.8%)	• 303 students have UE Literacy (81%)
Overall	• 984 students have Literacy (82.1%)	• 1012 students have Numeracy (84.4%)	• 332 students have UE Literacy (27.7%)

Students who already achieved their year level qualification:

- how many (12-13's) have Level 1/2/3

	L1	L2	L3
Y11		• 25 students have Level 2 (6%) (All Waiōrea)	• 25 students have Level 2 (6%) (All Waiōrea)
Y12	• 86 students have Level	• 51 students have Level	• 32 students have Level

	1 (21.2%)	2 (12.6%)	3 (7.9%)
Y13	• 338 students have Level 1 (90.4%)	• 332 students have Level 2 (88.8%)	• 32 students have Level 3 (8.6%)

Credit tracking:

Auraki Y11	L2 Credits	Number (percentage) of students
	>60	17 (10.2%)
	50-59	0 (0%)
	40-49	0 (0%)
	30-39	3 (0.7%)
	20-29	1 (0.2%)
	<20	356 (88.8%)

See detailed [two-year Level 2 NCEA report](#).

Y12 Whole school	L2 Credits	Number (percentage) of students
	>60	37 (12%)
	50-59	14 (3.4%)
	40-49	71 (17.4%)

	30-39	127 (31.1%)
	20-29	74 (18.1%)
	<20	74 (18.1%)

Y13 Whole School	Credits	Number (percentage) of students
	>60	31 (9%)
	50-59	2 (0.5%)
	40-49	12 (3.2%)
	30-39	38 (10.1%)
	20-29	101 (26.7%)
	<20	191 (50.5%)

Endorsement rates so far (with 43% of Internal standards complete):

	Not Achieved %	Achieved %	Merit %	Excellence %	Pass Rate %	Merit/Excellence %.	% Standards Completed
All Students	10	35	20	35	90	55	43
Males	12	39	19	30	88	49	43
Females	7	31	22	40	93	62	43
Year 10	1	16	16	68	100	84	81
Year 11	12	40	17	31	88	48	38
Year 12	12	40	21	27	88	48	42
Year 13	10	31	22	37	90	59	40
European	6	32	25	37	94	62	39
Maori	7	33	16	43	92	59	47
Pasifika	11	52	22	15	89	37	43
Asian	20	37	20	24	81	44	45
MELAA	24	37	19	20	76	39	43
Other	0	56	13	31	100	44	41

Year 13 (additional data and commentary:

378 Year 13 students

- how many students already have lit/num

	Lit Achieved	Num Achieved	UE Lit
Y13	• 348 students have Literacy (93%)	• 362 students have Numeracy (96.8%)	• 303 students have UE Literacy (81%)

Comment

Students who do not have either level 1 literacy or numeracy

- Identified 7 students without Literacy who will be offered either additional workshops during Derived Grade Exams for Literacy using Level 1 English and History standards, or Level 2 English standards where appropriate.
- Identified 11 students who can be offered additional standards for Numeracy. Four Level 1 Math standards are available, and for each student, the most appropriate ones have been selected. Students will be offered this in the Derived Grade Exam week and in Term 4. Where capacity allows, some Year 12s have been identified and will be invited to attend.
- The majority of Year 13 students without Level 1 Literacy are currently doing 13ESL where EAP standards are being offered (Level 1 Literacy stds). This is their best opportunity to gain Level 1 Literacy. Students who have either gained enough credits for a Level 1 or 2 qualification, or those who are likely to gain level 2 or 3 this year, will have additional plans in place.
- All students are being enrolled in the September CAAs and encouraged to attend the Literacy/Numeracy workshops but we recognise that the best opportunity for them to gain Level 1 Literacy and Numeracy is through the additional standards.

- Small group of students who have already gained Literacy/Numeracy through additional standards but are being encouraged to sit CAAs as this will return vital NCEA credits for either Level 2 or 3.

UE literacy

- Identified students at the start of the year who did not have UE Literacy. We worked out those who could achieve it through their Level 3 subjects.
- Students continue to work through internal assessment for Reading and Writing standards. Those who need Writing and who are doing 13English have until end of this term to complete writing portfolio. Those students doing 13ESL or 13EAP will continue to work on those through to Term 4 (this is their best opportunity to gain UE R/W).
- Those students without the opportunity to gain UE R/W through internals are working on additional credits with RY.
- We encourage students to gain UE Literacy through internals but there are opportunities to gain UE R/W through externals. In addition, we will offer students the opportunity to enrol in Te Kura Summer School credits at the end of November/beginning of December to gain these.

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

	L1	L2	L3
Y13	• 338 students have Level 1 (90.4%)	• 332 students have Level 2 (88.8%)	• 32 students have Level 3 (8.6%)

How we are tracking :

Y13 Whole School	Credits	Number (percentage) of students
	>60	31 (9%)
	50-59	2 (0.5%)
	40-49	12 (3.2%)
	30-39	38 (10.1%)
	20-29	101 (26.7%)
	<20	191 (50.5%)

Comment

- 40% of Level 3 standards complete (at the time of this report)
- Ongoing tracking of each student including how they are tracking in each subject and progress towards UE, with appropriate interventions where at risk of not gaining Level 3/UE.
- A significant number of subjects where credits will only be available towards second half of the year : However, progress for these students is being monitored throughout the year as they work through their portfolios through checkpoints, formative standards, and interventions applied where they are at risk of failing.
 - Portfolio subjects (such as arts and technology subjects)
 - 13ESL/EAP where students are more likely to achieve towards the end of the year
 - Music,
 - Gateway. Some students do not have placements until Term 3 holidays
 -
- Some externally-heavy subjects - Physics and Calculus (16/17 credits per subject). Derived grade exam results will be important in indicating those students at risk. Some students working on ILPs, working towards gaining Level 2 rather than Level 3
- HODs have been made aware of the importance of grades being entered as soon as moderation/verification allows so that we can intervene with students who are at risk

% of credits passed at L3	Not Achieved	Achieved	Merit	Excellence	Pass Rate	Merit/Excellence
Y13	10%	31%	22%	37%	90%	59%

Board Report Māori in English Medium (MEM) Data Half Year 2025

YR 11

There are **currently 42 MEM** students in YR 11.

No. of L2 Credits	No. of students (31)	Analysis...
0 credits	16	Of these 16... 8 have 0 NA credits at L2 so would still be considered ON TRACK 8 have 4NA credits (failed the Science internal)
1-5 credits	23	These students are considered ON TRACK.

6-10 credits	3	These students are considered ON TRACK.
Over 10 credits	1	This student is considered ON TRACK.

Literacy and Numeracy: MEM students

2025 has seen a significant improvement in the lit and num results of YR 11 MEM students.

Numeracy

At this time last year 50% of MEM students did not have numeracy.

Following the results of the May CAAs 66.7% of YR 11MEM students have numeracy.

33% (14 students) still need to gain numeracy.

Of these 14 students 5 did not attend the numeracy CAA.

Literacy (Reading and writing CAA)

At this stage in 2024 21/42 (50%) students did not have literacy.

2025 stats show that 71.4% of our MEM YR 11 students now have literacy.

12 students (28.6%), still need to achieve Literacy.

4 Students did not attend either the reading or writing exam.

In preparation for these students to resit these exams in September.

- We will contact each whānau to promote the CAA workshops.
- YR 13 PALS tutors will be offered to students who would benefit from 1:1 help

Level 2

There are **30 MEM** students in YR 12. The vast majority are on track to achieve L2 this year.

No. of L2 Credits	No. of students	Analysis...
Under 10	2	Of these students 2 are on alternative pathways
11-20	3	There is regular contact with these students their HoHs and whānau
21-30	3	There is regular contact with these students and their HoHs. Students in this group access additional support. 1 student has 0 NA credits and is on track to achieve L2
31-40	8	On track for Level 2
41 plus	14	On track for Level 2

Literacy and Numeracy:

4 students are still yet to Achieve Literacy and/or numeracy. All these students have a plan for them to achieve literacy and/or numeracy this year. Students have expressed interest in additional workshops and assessment opportunities. These will take place during DGE week and at the end of the year.

Level 3

At Level 3 we have 33 MEM students.

No. of Credits	No. of students (33)	Analysis...
Under 20	17	<i>Of these students A couple of students are on an NCEA Level 2 2 year pathway. The vast majority of MEM students in the kura auraki are on track to achieve L3/UE</i>
20-30	9	On track
30-40	4	On track
40-50	3	On track
50-60		

Literacy and Numeracy:

94% of YR 13 MEM students have literacy. Only 2 students still need to achieve it. Both these students are aiming to achieve L2 NCEA by the end of the year. 100% of YR 13 MEM students have numeracy.

UE

84% of these students have UE literacy. 5 students are still to achieve it and most are on track to achieve it.

WSC Pacific Students half Year Student Achievement:

Pasifika Y12 - 37 students

7 students have specified needs and each has a plan: <ul style="list-style-type: none"> - a 2-year journey for 1 student: - 1 student is on a reduced timetable, - another working with their HoH to work through a specialist program. - Another student has aspirations to work but whānau have attended sessions to support their learning and HoH and subject teachers are aware and program has changed to address needs and gain credits 	37 Students
	• 0 students have UE Literacy (0%)
	• 28 students have Numeracy (75.7%)
	• 30 students have Literacy (81.1%)
	L2 Credits

<ul style="list-style-type: none"> - 1 student has been at NHS - returned this year - <p>The 9 students without Numeracy:</p> <ul style="list-style-type: none"> - have a number of opportunities to achieve this. - Simon from LS visits whānau time to offer workshops for the bulk of students in TAK whānau time. - The workshops every Wednesday are an ideal opportunity. The challenge is for students to attend. - 4 students are working with their subject teachers to achieve this - HoH and whānau teachers are promoting and following up <p>The 7 students without Lit:</p> <ul style="list-style-type: none"> - They will gain this through other subjects and if not, - Individual plans for each of the students to achieve their Lit credits 		
	Credits	Number (percentage) of students
	>60	1 (2.7%)
	50-59	5 (13.5%)
	40-49	6 (16.2%)
	30-39	14 (37.8%)
	20-29	3 (8.1%)
	<20	8 (21.6%)
<ul style="list-style-type: none"> • 1 students have Level 2 (2.7%) 		

Pasifika Y13 35 students

<p>5 students in danger of not achieving L 3 are on track. One has been on a two-year journey to achieve L2 and is on track for this. Absences are an issue with 2 students, 1 has been in NHS for most of last year but has enormous support to achieve L3, 1 student who is consistently absent is still completing work from home and on track to pass L3</p> <ul style="list-style-type: none"> - Of the 8 students without UE literacy, there is an individual plan for each. Working with the Y13 Academic Director with support from SR. - There is a plan for the 2 students without Num and they should achieve this - 2 students should achieve Literacy this year - Most on track to achieve L3/UE 	35 Students	
	• 27 students have UE Literacy (77.1%)	
	• 33 students have Numeracy (94.3%)	
	• 33 students have Literacy (94.3%)	
	L3 Credits	
	Credits	Number (percentage) of students
	>60	1 (2.9%)
	50-59	1 (2.9%)
	40-49	3 (8.6%)
	30-39	8 (22.9%)
	20-29	7 (20%)
	<20	15 (42.9%)
<ul style="list-style-type: none"> • 1 students have Level 3 (2.9%) 		

General Observations:

Reading and Writing - Literacy (CAA)

For many students, the tests are not easily accessible, and this has the potential to disadvantage some of them. What has changed in 2025 are the initiatives and resourcing that have been consistent and sustained.

Some observations:

- Some students will sit it for the first time in September. Lots of support has been put in place to make this as successful as possible. LC (like Simon) is visiting whānau every week to run workshops
- **Pasifika new arrivals. (CAA - reading/writing).** Their experiences of the test conditions, the range of text types and multiple questions are **limited**. All the aforementioned students are studious and eager to succeed. Many have parents who are academics and conduct research in NZ.
- **Catch-up/Practice tests:** Early in the year, the LC offered to run CAA practice sessions for TAK during `whānau time. Students are also encouraged to use the Homework Centre to address some of these issues with specific subject teachers
- **Homework sessions** - Thank you to the LC for organising the large number of kaiako (Math/Eng/Science/Social sciences) offering their services. A small number of students have been able to take advantage of these sessions.
- **Text type tests can be challenging.** Students require knowledge of the **conventions** of these texts.
- **Writing** - requires a range of interventions which we have put in place across multiple subject areas
- **Absenteeism/ attendance** has a significant impact on achievement and consistent access to learning. There has been good engagement with the Springs Attendance officer this year.
- A possible solution might be to offer some **Level 1 literacy standards to identified students** while the standards still exist as a way to provide a pathway to literacy.



PAPER NAME: NCEA 2-year pathway - year 11 and 12 (WSC)
MATTER FOR: Information
MEETING DATE: 4 August 2025
AUTHOR: Phil Douglas

SUMMARY

The purpose of this paper is to receive data and analysis about the NCEA 2-year pathway for Y11 and 12 at Springs.

RECOMMENDATION

It is recommended that the Board receive the report.

BACKGROUND & DISCUSSION

What is the background to the report, issue or proposal? How does this support delivery of our annual implementation plan and strategic plan?

The report looks at data for the cohort of current year 12 students (year 11s in 2024) in particular how those students performed in their Level 2 Standards as year 11s and how they are now performing in their year 12 programme, so far.

This supports delivery of our annual implementation plan and strategic plan.

TE TIRITI O WAITANGI & CO-GOVERNANCE

This aligns with our Te Mahere Rautaki Strategic Plan and *Te Tiriti o Waitangi partnership*.

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



Two-Year NCEA Level 2 Programme: Mid-Year Reflection

2024/2025 Cohort

This report looks at data for the students who were in Year 11 in 2024.

Wāiōrea students worked primarily towards a Level 1 certificate with their four 'core' subjects all assessing formally at that level and two 'options' in Kura Auraki assessing one Level 2 standard only.

Kura Auraki students were assessed against one Level 2 standard in most of their subjects.

Previous Mid-Year Report: [2024](#)

The June 2024 report did not focus on Level 2 NCEA achievement because very little had been completed by that stage. It used student Traffic Light report data alongside Head of department, teacher and student reflections to give a picture of how the changes were tracking at that moment. Two departments, Science/Pūtaiao and History, provided detailed internal reviews which added greatly to the data. This report outlined the rationale behind the two-year journey and looked at it through that lens.

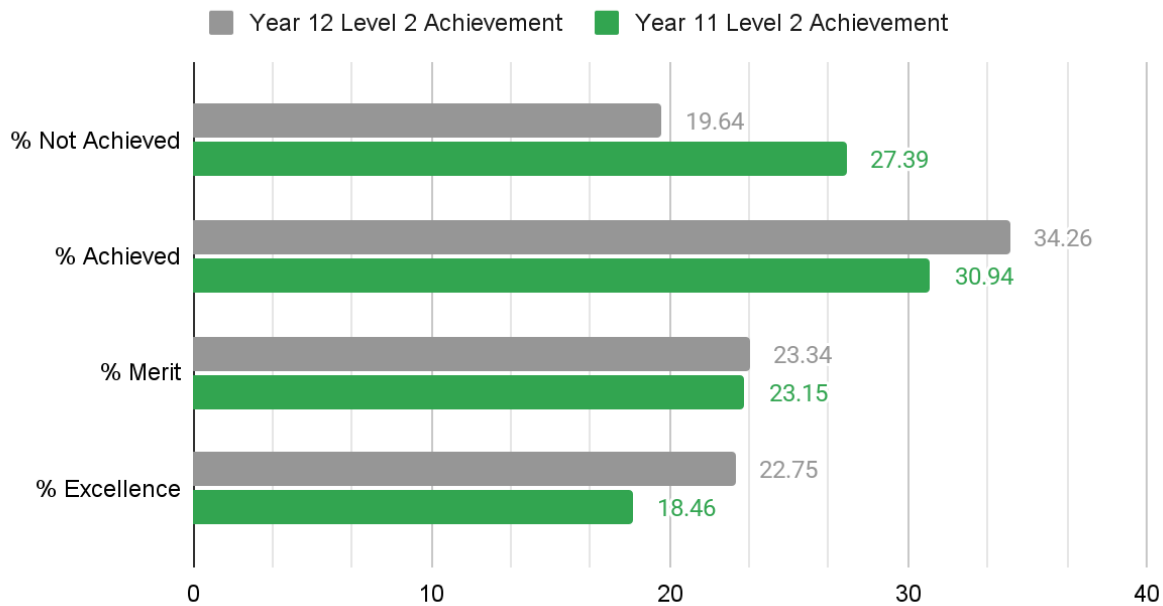
The primary aim of the change was improved outcomes for students at Level 2: wellbeing, learning and achievement. Now that we have the NCEA data from the Level 2 standards completed in 2024, we can look at that alongside the current progress of those same students as Year 12s. Two things are key here:

1. How the students performed in their Level 2 standards as Year 11s
2. How those students are performing so far in their Year 12 programme

Global data

The first graph compares how the Year 11s fared in their one (per subject) Level 2 standard against the Level 2 NCEA performance of the 12s in full Level 2 programmes. The Not Achieved rate is higher and the Excellence rate is lower for the 11s but not to a large degree. Refinement of practice at department level will be key to improving those numbers in 2025.

2024 NCEA Level 2 Results

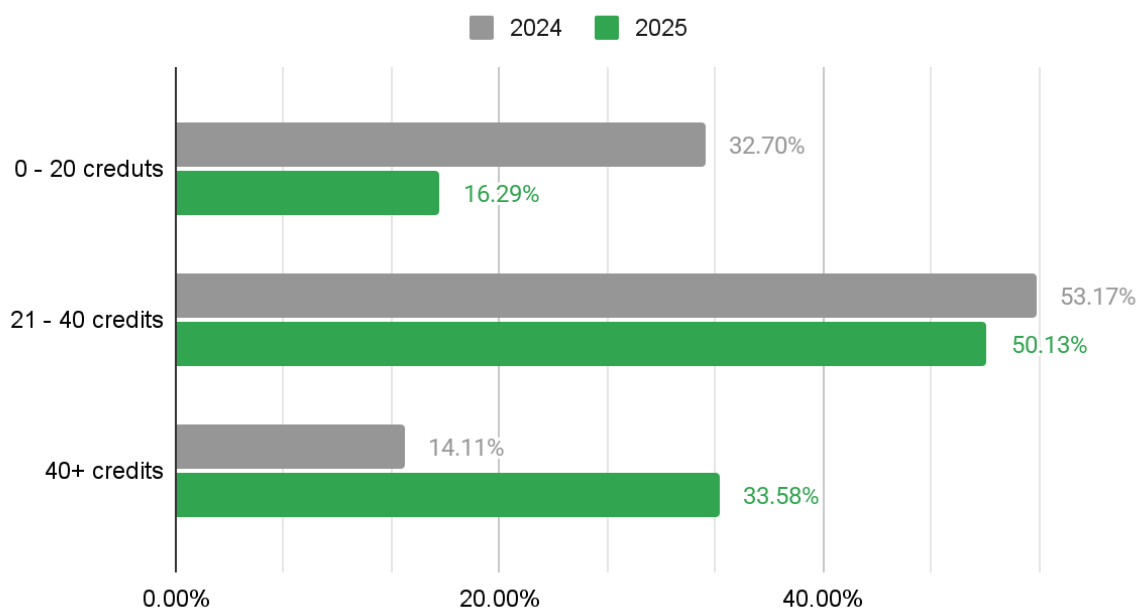


Total achievement rate Level 2 at Year 11: 72.61% vs. 80.36%

Mid-year snapshot

How the 2025 Year 12 cohort is performing is the real gauge of the two-year journey. The credits that our students gained as Year 11s have helped shift these numbers significantly. This is one of the drivers in the change: to take some pressure off students working towards Level 2 in Year 12. The journey towards the 60 credits needed is a lot further on for most students in 2025.

Year 12 progress towards Level 2 at mid-year 2024 and 2025



Cohort PAT Data as Year 10s

	PAT Maths Mean Stanine	PAT Comprehension Mean Stanine
2024 Year 11s	5.0	4.9
2024 Year 12s	5.1	5.4

Subject cases

Achievement of internal Level 2 standards in 2024: Courses

Over 80% Achievement	70 - 80% Achievement	Under 70% Achievement
English	Design Technology	Business Studies
Art	Science	Media Studies
Chinese	Geography	Music
Classics	Philosophy	Physical Education
Dance	Health	Digital Technology
Drama*	Sports Academy	Textiles Technology
History		TVC (Visual Communication)
Maths		
Food Technology		

* Drama had very strong achievement rates but not the levels of Merit and Excellence they would have liked. In 2025, Drama will not be offering a Level 2 standard at Year 11 but will give a further assessment opportunity for those same students who have taken Year 12 Drama. Students selecting any subject that chooses not to assess a Level 2 standard can see this through the course guide.

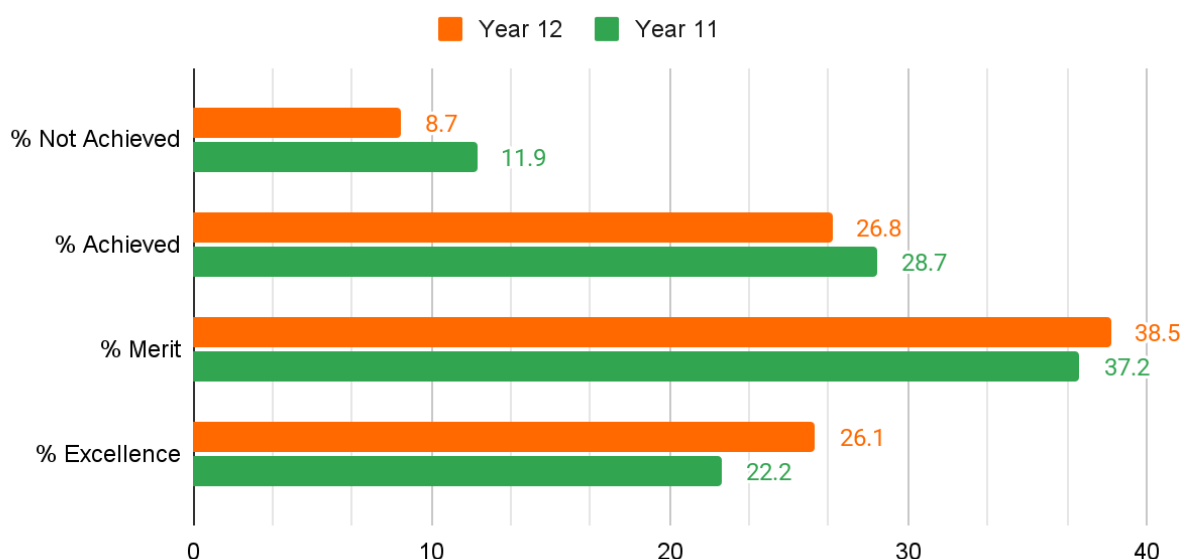
In data reflection, Digital Technology felt that the standard it chose to assess may not have suited students at Year 11 and will run a different one in 2025. All departments are more informed about their Year 11 programmes as a whole and in particular the position of the one NCEA standard. The reflection on the experience enables refinement of practice.

English

As a compulsory subject, we can look at a large data set. The first is to look at how the 2024 Year 11s did in their one Achievement Standard compared with the same standard(s) completed by the Year 12s (note: this could only happen in the first year of this change as the standard(s) will not be offered again in the 2025 Year 12 programme.) In both the Year 11 and 12 programmes, students choose between two three-credit standards: Oral or Visual presentation. The performance of the Year 11s, whilst showing a slightly higher Not-Achieved rate and slightly lower Excellence rate, does align reassuringly with the

overall expected achievement profile. The English Department reflected positively on this and will go into 2025's Year 11 NCEA assessment confidently.

2024 combined English AS91102/AS900134 Year 12 and Year 11 comparison

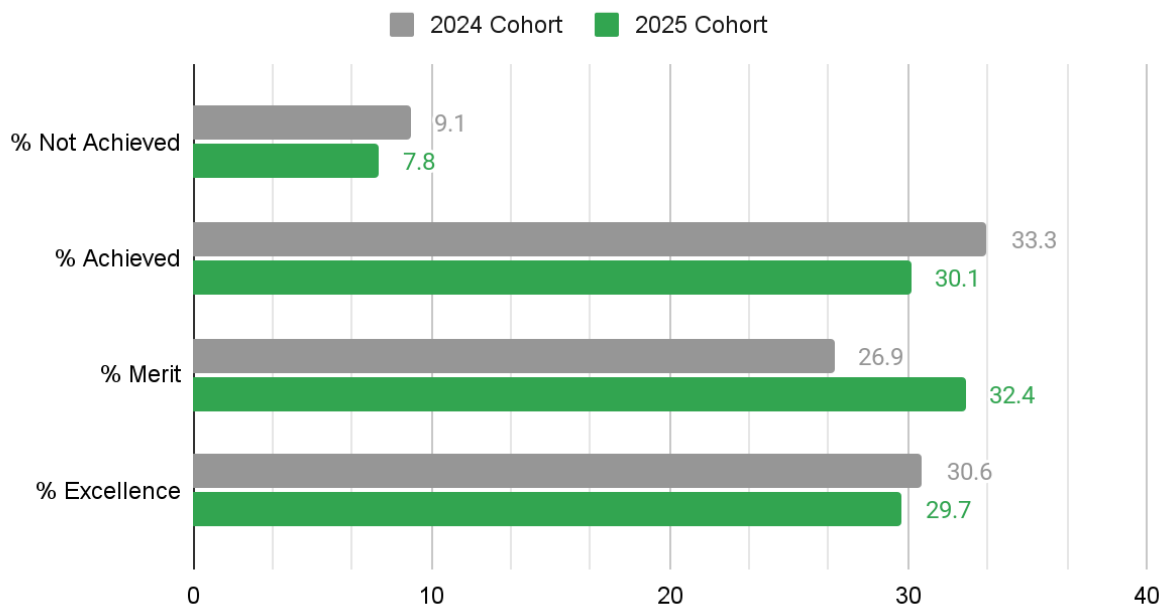


The first completed standard as Year 12s

Achievement Standard 91106 (2.9) Form developed personal responses to independently read texts

The English Department has just completed this standard so it makes it possible to compare how the students who began their Level 2 journey as Year 11s perform as Year 12s. This standard is completed by all Year 12 English students. It is worth four U.E. Reading Literacy credits. This graph shows the comparison of the 2024 Year 12 cohort with the 2025 group who did one Level 2 standard as Year 11s. In such an 'important' standard, the very low Not Achieved rate is pleasing as is the number of students gaining Merit results. For this standard in particular, it is worth looking at the cohort performance in PAT Reading Comprehension. This standard can be a slog for many students (it certainly is for teachers) and it is possible that going into it fresher without a full load of a Level 1 programme the year before helped their motivation and willingness to endgame meaningfully. Certainly, it speaks of a Year 11 English programme that prepared them for Level 2 NCEA.

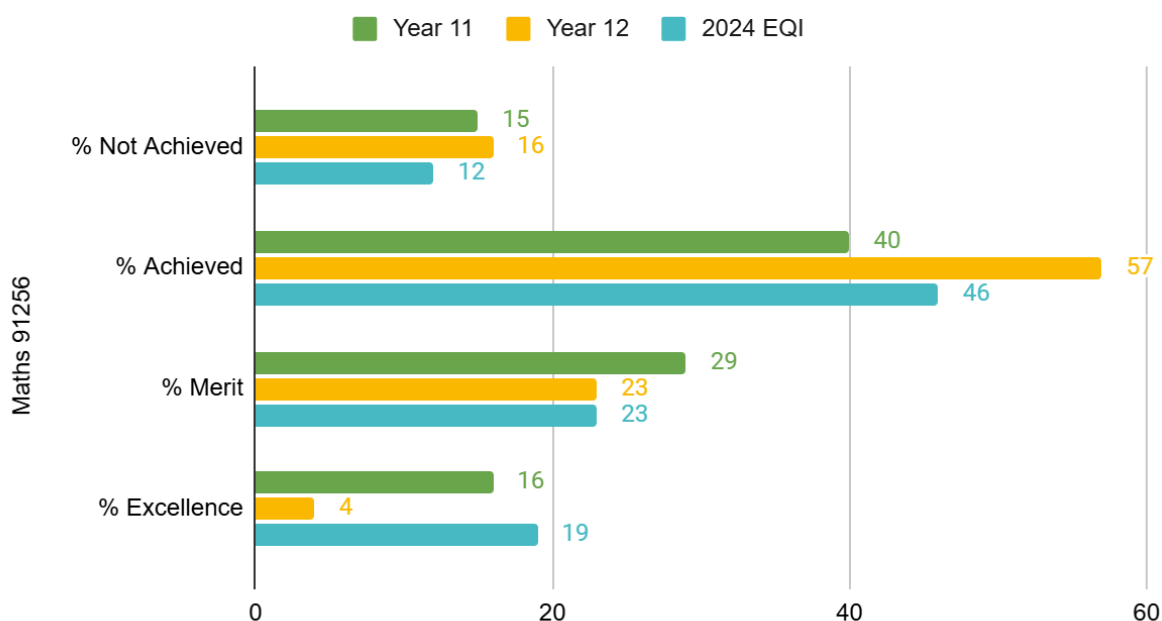
2024 Cohort vs. 2025 Cohort AS91106



Maths

In 2024, Maths assessed the coordinate geometry standard AS91256 with all Year 11 students and the Year 12 students in the 12MTG General Maths course. It does compare favourably with the Year 12s but it is worth noting that the Year 12s doing 12MTG are a smaller group (not a whole cohort) and that many 'stronger' Maths students will be in the Calculus and Statistics courses. Still, the performance of these Year 11s against the EQI figures is reassuring. The EQI figures will be based mainly on Year 12 students nationally.

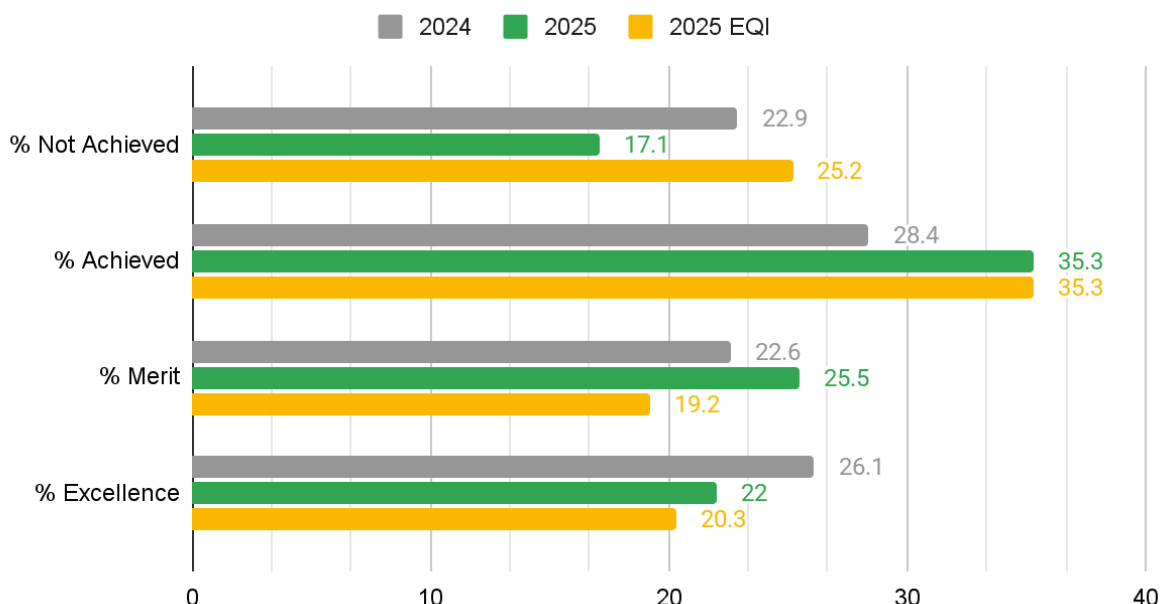
Maths 91256 Coordinate Year 11 and Year 12 2024



Science

The following chart shows the student performance in the Level 2 standard included in the Science programme: Investigate geological processes in a New Zealand locality.

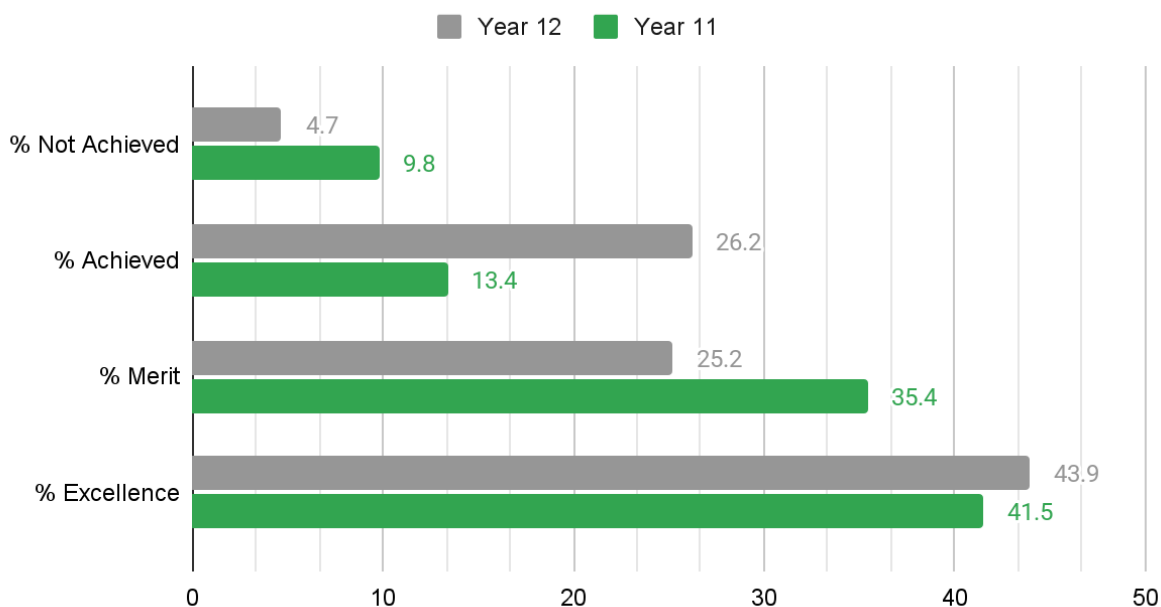
Earth and Space Science 91189: 2024 and 2025



History

History is an optional subject and includes students in Waiōrea. This graph shows a standard completed by Year 11s and Year 12s in the same year (again, this can only be compared for this first introductory year for the two-year journey.)

History 2024 AS91229 2024 Year 12 and Year 11



The History Department was very happy with these results. The pass rate and Excellence rate are higher than the EQI and comparable to the Year 12 cohort who did the same standard. This reflects the level of engagement that the students had with the task and the quality of the teacher support that was offered. These statistics give confidence that the students are prepared to begin their NCEA Level 2 journey in Year 11. Student and teacher voice that was gathered on the new Year 11 course also affirm that these changes have been valuable and have improved the learning at Year 11.

The status of Level 1 and the decision overall

One question was whether Level 1 NCEA carried significance as a qualification for the majority of our students. An anticipated decision nationally to effectively discard Level 1 in its current form ultimately affirms that but also makes the decision to change the shape of Year 11 in Kura Auraki a positive step for having our students well prepared for Level 2. For Waiōrea, Level 1 served distinct purposes for their ākonga and the shape of their Year 11 'core' subjects in future will require significant thought.

The other question was whether a Year 11 programme that did not offer an NCEA Level 1 qualification would adequately prepare our students for Level 2. At the three-quarter mark of the two-year journey we can be confident that our learners have been well set-up.

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.

01 Aug 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](#)
- Link to June 2025 Management Report - see [here](#)

Strategic Plan dashboard

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

			tautoko me ngā tumuaki i te kura whānui.	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.	
		Complete the proposal for compulsory Y10 Māori Studies in 2024 to provide a pathway for 2025	Whakaoti i te tono i te tau 2024 mō ngā Akoranga Māori Y10 me mātua tutuki hei huarahi mō te tau 2025.	[FROM 2024 REPORTS] Timetable and equity review started May 2024 Financial Literacy initiative to be included in curriculum. Announcement by government provides another challenge to crowded curriculum.
Tikanga and Te Ao Māori: Meaningfully incorporate Te Ao Māori and Tikanga into everyday life campus wide	Tikanga me Te Ao Māori: Me whakauru i te ao Māori me ngā tikanga ki ngā whakahaerenga o ia rā i te kura whānui.			
		Grow Te Reo Māori pathways at Kura Auraki and Waiōrea	Whakawhanake i ngā huarahi ako i te reo Māori i te Kura Auraki me Waiōrea.	[May 2025] Appointment of kaiako as HOD TRM for kura auraki. 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.
		Strengthen culturally responsive pedagogy for Māori ākonga in English medium	Whakakaha i ngā pūtoi ako rata ahurea mō ngā ākonga Māori i ngā akoranga reo Pākehā.	[FROM 2024 REPORTS] Best practice for CRP - Pedagogy on a page WSLs have been shadow coaching to record data on teaching interactions and code against Pedagogy on a Page. Coaching will begin first with teachers of Kapura core classes, then options with high numbers of Kāpura and Oranga students before widening out to other kaiako. Teachers are learning how to code their own teacher discourse against the PoaP and set goals about their own practice.

Pou Tāhu – JUST We work for what is right and fair for our ākonga and whānau, kaiako and kaimahi tautoko				
Pou Tāhu Ka aro mātou ki te tika me te tōkeke mō ngā ākonga, mō ngā whānau, mō ngā kaiako, me ngā kaimahi tautoko				
Priorities for 2024-25	Ngā Aronga mō ngā tau 2024-25	Key shifts for 2024-25	Ngā tohu whanake mō ngā tau o te 2024-25	Progress [date]
Learner Ākonga Achievement: Every learner ākonga is able to achieve to their highest possible standard	Paetae Ākonga: E āhei ai te ākonga ki te eke ki tōna taumata.	Develop a plan to reduce chronic non-attendance through targeted interventions	Ka whakarite mahere whakaiti i te tamō auau i ngā kura mā ngā rautaki whaihua.	[May 2025] Julie's new consequence system for kids who miss detentions. Weekly P.A.R.O.T emails help keep track of those in each house with Attendance issues. [FROM 2024 REPORTS] Kāhui Ako attendance and engagement appointment ACES appointment of an engagement advisor who will work with irregular and moderate referrals Continuing work with DP/SLT team to address low attendance and chronic lateness.
		Integrate Central Auckland Specialist School satellite with our campus and inclusive values and pedagogy if and when the satellite is established onsite.	Ka tūhono mai i te kura motuhake o Central Auckland Specialist School ki tō mātou kura, ō mātou mātāpono, me tō mātou pūtoi ako anō hoki, mēnā e tau mai ki te kura	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.'	[FROM 2024 REPORTS] Board rep and DP have met (May 2024) Initial actions in place (June 2024)
		Undertake Board learning and development to support improved governance awareness of Pacific learner needs and outcomes	Ka whakapakari te Poari i ō rātou mātauranga kāwanatanga e tūoho ai ki ngā matea ako me ngā hua ako o ngā ākonga Pasifika.	
		Develop a plan to address growing numbers of learners requiring learning support, to include resourcing levels, 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.	[FROM 2024 REPORTS] PLD plan- read write PLD/ Trauma and De-escalation PLD HoHs offered Trauma informed classrooms PLD Comprehensive Literacy and Numeracy plan from Year 9 through to Y13 to address non achievement in CAA. Amanda, Jared led by Jess have seen and gotten approval from SLT for this programme.
		Review careers and gateway services to ensure they are connected with external pathways and aligned with future of work developments.	Ka arotakehia ngā ratonga aramahi me ngā ratonga whai tūranga mahi kia hono atu ki ngā ara ā-waho me ngā whanaketanga o te ao mahi o āpōpō.	[FROM 2024 REPORTS] Expanded Careers course options in term break times
		Explore options to remove barriers to learning for priority learners due to lack of access to appropriate digital devices	Ka tūhuratia ngā kōwhiringa mō ngā ākonga whakaarotau me tō rātou whai wāhi ki ngā rauemi matihiko, hei kaupare i ngā take whakawai i te ako.	[May 2025] - 20 laptops were donated from a collaboration between Fonterra and Quadrant. [FROM 2024 REPORTS] Trial has been set up to gift devices (May 2024)

Curriculum and pedagogy: Topics and methods of teaching are effective to meet learner ākongā needs	Mātauranga me te pūtoi ako: 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>[FROM 2024 REPORTS] 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>[FROM 2024 REPORTS] 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.	[FROM 2024 REPORTS] 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	[FROM 2024 REPORTS] CRP PLD focus for 2024 includes 5 CRP coaches and defined pedagogical practice
Learner Ākonga wellbeing: The physical and emotional welfare of learners ākonga is supported of learners ākonga is supported	Oranga Ākonga: Ka tautokona te oranga tinana me te oranga ngākau o ngā ākonga	Develop proactive approaches to address the impact of limited access and capacity issues for ākonga to Auckland Secondary Schools Centre and other alternative education pathways.	Ka whakarite i ngā tukanga tōmua ki te whakatau i ngā pāpātanga ki te ākonga e pā ana ki te whāiti o te āhei me ngā raru raukaha o te Auckland Secondary Schools Centre me ētahi atu ara ako arokē.	[FROM 2024 REPORTS] Managed Moves cluster. Exclusion Cluster absorbed into MM. Exclusions will be handled by MOE for school placements.
		Review pastoral care approaches, with a particular focus on Pacific learner pastoral care and Māori in English medium	Ka arotakehia ngā tukanga manaaki ākonga, inā hoki ka tino arohia ngā ākonga Pasifika me ngā ākonga Māori i te kura auraki.	[FROM 2024 REPORTS] Lead SLT and Lead Board member have met to discuss strategies. A list of success & support strategies has been compiled to help the sub-committee strategise about further steps.
Teacher Kaiako wellbeing: The physical and emotional welfare of teachers	Oranga kaiako: 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	[May 2025] - Work has commenced for the relocatables. [FROM 2024 REPORTS] 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.	

Pou Manawa - SUSTAINABLE We work to ensure our school and kura can endure and thrive over time				
Pou Manawa Aro kia pakari, kia whanake whakamua ngā kura e rua haere ake nei				
Priorities for 2024-25	Ngā Aronga mō ngā tau 2024-25	Key shifts for 2024-25	Ngā tohu whanake mō ngā tau o te 2024-25	Progress [date]
Physical Resources: The physical spaces and resources for teaching and learning meet our current and future needs	Ngā Rauemi ōkiko: E tutuki katoa ana i ngā wāhi me ngā rauemi ngā whakarite mō te whakaako me te ako	Advocate and work with MoE to deliver the master plan to ensure it meets the needs of current and future ākonga and kaiako	Ka āki, ka mahi tahi ki te MoE ki te whakatutuki i te mahere matua e eke katoa ai ngā whakaritenga mō ngā ākonga me ngā kaiako o mohoa, o āpōpō anō hoki	[FROM 2024 REPORTS] Using the agreed masterplan to future proof the site in relation to location of CASS by rescheduling timing of the 4 stage rebuild of the school.
		Develop and deliver a plan to reinstate a Pasifika Fale on campus	Ka whakarite i tētahi mahere ki te whakaara i tētahi Fale Pasifika i te papa o ngā kura	[FROM 2024 REPORTS] Development Trust meeting where this was floated as a possibility.
		Integrate Central Auckland Specialist School satellite with the wider campus (if and when it moves onsite)	Ka tūhono mai i te kura motuhake o Central Auckland Specialist School ki te kura whānui (mēnā rānei e tau mai ai ki te kura)	[May 2025] - no longer applicable. At Mtg 1 (24 Feb 2025), the Board made the decision that after extensive consideration, the Board does not currently support the proposal to

				<p>establish a CASS satellite at WSCW.</p> <p>[FROM 2024 REPORTS] MOE proposal to place CASS on site between TAPAC and Waiora Student Services Centre with car parking developed in swale area alongside southern access road. Joint redevelopment project in conjunction with 4 classroom modular relocatables.</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>[FROM 2024 REPORTS] Te Hōro has been converted into 5 teaching spaces. A number of Waiōrea classes needed to be there and a number of Springs classes in there now - on a preference basis. 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>[FROM 2024 REPORTS] 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>	

Equitable funding: NPOW is fully and equitably funded	Tohanga pūtea: Kia tika, kia whānui, kia hāngai ngā tohanga pūtea mō NPOW	Progress work with MoE on the financial operations review to deliver equitable funding for Waiōrea and Māori ākonga, for implementation in 2025	Ka mahi tahi ki te MoE ki te whakawhanake i ngā kaupapa arotake pūtea ki te tuku pūtea tōkeke ki a Waiōrea me ngā ākonga Māori mō te tau 2025.	[FROM 2024 REPORTS] 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)	[FROM 2024 REPORTS] Development Trust meeting to be held at the beginning of December (10th).
		Work with the WSC Development Trust on its role and strategic investment priorities	Ka mahi tahi ki te tarahiti WSC Development i tana tūranga me ngā whakaarotau o te rautaki haumi	[FROM 2024 REPORTS] Development Trust meeting held at the end of June.
Recruitment and retention	Te rapu me te whakapūmau kaimahi	Develop and deliver a plan to address recruitment and retention for those curriculum areas that are challenging to fill	Ka whakarite, ā, ka whakatinana i tētahi mahere ki te kimi, ki te rapu me te whakapūmau kaiako mō ngā marautanga e uua ana te whakakakī	[FROM 2024 REPORTS] 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	
Community: There is a strong and effective connection with our local community and whānau	Hāpori: He kaha te hononga ki te whānau whānui me te hapori whānui o te kura	Develop and deliver a comprehensive plan to strengthen whānau and wider community engagement, with particular attention on Pacific learners' families, whānau of Māori in Kura Auraki, Waiōrea whānau	Ka whakarite, ā, ka tuku i tētahi mahere matawhānui ki te whakakaha i te whai wāhi mai o ngā whānau me te hapori whānui. Inā hoki, ko te whai wāhi mai o ngā whānau o ngā ākonga Pasifika me ngā ākonga Māori i te Kura Auraki, i Waiōrea anō hoki.	[FROM 2024 REPORTS] Pacific stall at Futures Evening - invitations to Pacific whānau will come from Pacific coordinators. Pō Fiafia week 4
		Develop and strengthen community partnerships (inc. sports clubs)	Ka whakarite, ka whakakaha anō hoki i ngā hono rangapū ki te hapori (tae ana ki ngā karapu hākinakina)	
Co-curricular: A range of co-curricular activities remain available and accessible	Ako i tua o te akomanga: 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 here from Ivan re: Annual Implementation Plan - Report back #1 [FROM 2024 REPORTS] See Sports Photos schedule and Clubs/groups schedule for the range of co curricular activities running at WSCW. 2025 initiative to boost teacher involvement.
Environment: We do everything we can to care for and sustain the environment	Taiao: Kia noho tātou hei kaitiaki mō tō tātou taiao.	Develop campus-wide policies and a plan underpinned by kaitiaki principles and mātauranga Māori, with appropriate resourcing, to support environmental sustainability initiatives, for example kai gardens, transport, energy, green spaces, food waste	Ka whakarite i ngā kaupapa here mō te kura whānui, ka whakarite hoki i tētahi mahere, ko te kaitiakitanga me te mātauranga Māori te tūāpapa. Kia hāngai ngā rauemi hei tautoko i ngā kaupapa toitū taiao, hei tauira, ngā māra kai, te tūnuku, te pūngao, ngā wāhi kaupapa kākāriki, me te para kai	[FROM 2024 REPORTS] Sustainability Coordinator is organising Green Jam with Wastewise students and some practical workshops will be running that day. Enhance and Repair workshops at lunchtimes open to all students who want to bring their jackets and other clothes to mend and re-use. Coordinator is maintaining a warm relationship with Waiōrea Recycling Centre on Great North Road and promoting their

				events. Is looking at promoting our activities on our school website to raise the profile further.
--	--	--	--	---

Snapshot

	Ākonga - Total	Ākonga - Auraki	Ākonga - Foreign Fee Paying	Ākonga - Out of Zone	Ākonga - Waiōrea	Kaimahi - total	
	WSCW - total	Auraki - total	FFP - total	OOZ - total	Waiōrea - total	Current	Vacancies
Current - July	1865	1555	129	0	310	146 (121 FTTE) 86 support staff	1
Last report - June 2025	1837	1523	111	0	314	138	0
Last report - May 2025	1835	1525	110	0	310	137	0
March 2025	1830	1515	104	0	315	137 teachers 52 support staff	3 2
February 2025	1826	1509	103	0	317	130 teachers 52 support staff	1
							1

Snapshot commentary

What is notable about enrolment numbers?

Roll continues to increase as the school year progresses - roll higher now than it has been all year when we would expect the reverse to apply.

What is notable about staffing numbers?

The total number of teaching staff employed by the school is 146. Not all of these staff members are full-time appointments. When all staff hours are calculated the number of full-time teacher equivalents (FTTE) is 121.36.

Our staffing entitlement currently sits at 119.81(boosted by 2.95 FTTE special reasons grant SRG) so we are now only 1.55 staff members over entitlement.

Note: 1 (0.4 - 10 hours) staff position currently vacant. If successfully filled this will take us to 1.95 staff members over entitlement.

'Banking' staffing is a tool schools use to manage their annual staffing entitlement. Underused staffing (for example: during the time a position is vacant) is stored up as credit; overuse is when we need extra staffing and use up this stored credit, or dip into our operations grant to cover a shortfall.

To maximise our banked staffing credit we pay our most expensive teachers out of TS (teacher salaries) and our least expensive (early career) teachers out of BG (bulk grant).

Our on-site payroll manager is meticulous in her record keeping of banked staffing - maximising the benefit for the school.

Ākonga update

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

	Auraki	Waiōrea															
Attendance and engagement	<p>The attendance system we have in place seems to have been fruitful for Term 2. The daily attendance follow up count decreased from 80-100 students in term 1 down to on average 60 students.</p> <p>During Term 2, the collaboration between the SLT, HOHs, Waiora, admin team and the attendance officers has been in full effect. Any sensitive information disclosed by caregivers is passed on to the relevant team members. Where appropriate, attendance officers have informed the relevant school parties about high-risk students on safety plans.</p> <p>The winter months as we expected have caused a dip in attendance across the school, however, caregivers have been more proactive with communication about absences.</p> <p>Teachers across the whole kura receive daily attendance notices, highlighting any unusual attendance for any given student. Very few discrepancies have been found and the response by teachers has been positive.</p> <p>Waiōrea: In Waiorea we now send weekly attendance reports home to all year levels to boost whanau engagement. Engagement and communications are improving steadily. This positive trend appears to be students' increased awareness of the emphasis being placed on regular attendance, as well as a clearer understanding of the potential consequences for unexcused absences.</p> <table border="1"> <tr> <td>Y9</td><td>Term 2 87.0% (28/4/25 - 27/6/25)</td><td>Term 3 88.2% (As at 29/7/2205)</td></tr> <tr> <td>Y10</td><td>Term 2 86.0%</td><td>Term 3 85.5%</td></tr> <tr> <td>Y11</td><td>Term 2 85.2%</td><td>Term 3 86.6%</td></tr> <tr> <td>Y12</td><td>Term 2 83.1%</td><td>Term 3 82.2%</td></tr> <tr> <td>Y13</td><td>Term 2 82.2%</td><td>Term 3 78.7%</td></tr> </table>		Y9	Term 2 87.0% (28/4/25 - 27/6/25)	Term 3 88.2% (As at 29/7/2205)	Y10	Term 2 86.0%	Term 3 85.5%	Y11	Term 2 85.2%	Term 3 86.6%	Y12	Term 2 83.1%	Term 3 82.2%	Y13	Term 2 82.2%	Term 3 78.7%
Y9	Term 2 87.0% (28/4/25 - 27/6/25)	Term 3 88.2% (As at 29/7/2205)															
Y10	Term 2 86.0%	Term 3 85.5%															
Y11	Term 2 85.2%	Term 3 86.6%															
Y12	Term 2 83.1%	Term 3 82.2%															
Y13	Term 2 82.2%	Term 3 78.7%															

<p>Progress and achievement</p> <p>(updated 22/07/25)</p> <p>Note: This data is for CURRENTLY ENROLLED STUDENTS IN 2025.</p> <p>Note: There is more data for Waiōrea Y11 because they are doing L1</p>	<u>Auraki</u>		<u>Waiōrea</u>	
	Y11	355 Students	Y11	64 Students
		• 273 students have Numeracy (76.9%)		• 35 students have Numeracy (54.7%)
		• 254 students have Literacy (71.5%)		• 49 students have Literacy (76.6%)
			</	

		<table><tr><th>Credits</th><th>Number (percentage) of students</th></tr><tr><td>>60</td><td>4 (1.2%)</td></tr><tr><td>50-59</td><td>41 (12.2%)</td></tr><tr><td>40-49</td><td>101 (30%)</td></tr><tr><td>30-39</td><td>92 (27.3%)</td></tr><tr><td>20-29</td><td>41 (12.2%)</td></tr><tr><td><20</td><td>58 (17.2%)</td></tr></table>	Credits	Number (percentage) of students	>60	4 (1.2%)	50-59	41 (12.2%)	40-49	101 (30%)	30-39	92 (27.3%)	20-29	41 (12.2%)	<20	58 (17.2%)		<table><tr><th>Credits</th><th>Number (percentage) of students</th></tr><tr><td>>60</td><td>36 (66.7%)</td></tr><tr><td>50-59</td><td>3 (4.3%)</td></tr><tr><td>40-49</td><td>5 (7.2%)</td></tr><tr><td>30-39</td><td>7 (10.1%)</td></tr><tr><td>20-29</td><td>2 (2.9%)</td></tr><tr><td><20</td><td>6 (8.7%)</td></tr></table>	Credits	Number (percentage) of students	>60	36 (66.7%)	50-59	3 (4.3%)	40-49	5 (7.2%)	30-39	7 (10.1%)	20-29	2 (2.9%)	<20	6 (8.7%)
		Credits	Number (percentage) of students																													
		>60	4 (1.2%)																													
		50-59	41 (12.2%)																													
		40-49	101 (30%)																													
		30-39	92 (27.3%)																													
		20-29	41 (12.2%)																													
		<20	58 (17.2%)																													
	Credits	Number (percentage) of students																														
	>60	36 (66.7%)																														
50-59	3 (4.3%)																															
40-49	5 (7.2%)																															
30-39	7 (10.1%)																															
20-29	2 (2.9%)																															
<20	6 (8.7%)																															
• 4 students have Level 2 (1.2%)		• 36 students have Level 2 (52.2%)																														
Y13	325 Students		Y13	49 Students																												
	• 257 students have UE Literacy (79.1%)			• 46 students have UE Literacy (93.9%)																												
	• 314 students have Numeracy (96.6%)			• 48 students have Numeracy (98%)																												
	• 300 students have Literacy (92.3%)			• 48 students have Literacy (98%)																												
	L3 Credits			L3 Credits																												
	<table><tr><th>Credits</th><th>Number (percentage) of students</th></tr><tr><td>>60</td><td>2 (0.6%)</td></tr><tr><td>50-59</td><td>5 (1.5%)</td></tr><tr><td>40-49</td><td>16 (4.9%)</td></tr><tr><td>30-39</td><td>45 (13.8%)</td></tr><tr><td>20-29</td><td>117 (36%)</td></tr></table>	Credits		Number (percentage) of students	>60	2 (0.6%)	50-59	5 (1.5%)	40-49	16 (4.9%)	30-39	45 (13.8%)	20-29	117 (36%)	<table><tr><th>Credits</th><th>Number (percentage) of students</th></tr><tr><td>>60</td><td>30 (65.3%)</td></tr><tr><td>50-59</td><td>1 (2%)</td></tr><tr><td>40-49</td><td>5 (10.2%)</td></tr><tr><td>30-39</td><td>3 (6.1%)</td></tr><tr><td>20-29</td><td>4 (8.2%)</td></tr><tr><td><20</td><td>4 (8.2%)</td></tr></table>	Credits	Number (percentage) of students	>60	30 (65.3%)	50-59	1 (2%)	40-49	5 (10.2%)	30-39	3 (6.1%)	20-29	4 (8.2%)	<20	4 (8.2%)			
	Credits	Number (percentage) of students																														
>60	2 (0.6%)																															
50-59	5 (1.5%)																															
40-49	16 (4.9%)																															
30-39	45 (13.8%)																															
20-29	117 (36%)																															
Credits	Number (percentage) of students																															
>60	30 (65.3%)																															
50-59	1 (2%)																															
40-49	5 (10.2%)																															
30-39	3 (6.1%)																															
20-29	4 (8.2%)																															
<20	4 (8.2%)																															

		<table><tr><td><20</td><td>140 (43.1%)</td></tr></table>	<20	140 (43.1%)
		<20	140 (43.1%)	
• 2 students have Level 3 (0.6%)				
Pasifika Y12				
Y12	37 Students			
	• 0 students have UE Literacy (0%)			
	• 28 students have Numeracy (75.7%)			
	• 30 students have Literacy (81.1%)			
	L2 Credits			
	Credits	Number (percentage) of students		
	>60	1 (2.7%)		
	50-59	5 (13.5%)		
	40-49	6 (16.2%)		
	30-39	14 (37.8%)		
20-29	3 (8.1%)			
<20	8 (21.6%)			

	• 30 students have Level 3 (61.2%)

	<div><div></div><div>• 1 students have Level 2 (2.7%)</div></div>															
Pasifika Y13																
Y13	35 Students															
	• 27 students have UE Literacy (77.1%)															
	• 33 students have Numeracy (94.3%)															
	• 33 students have Literacy (94.3%)															
	L3 Credits															
	<table><tr><th>Credits</th><th>Number (percentage) of students</th></tr><tr><td>>60</td><td>1 (2.9%)</td></tr><tr><td>50-59</td><td>1 (2.9%)</td></tr><tr><td>40-49</td><td>3 (8.6%)</td></tr><tr><td>30-39</td><td>8 (22.9%)</td></tr><tr><td>20-29</td><td>7 (20%)</td></tr><tr><td><20</td><td>15 (42.9%)</td></tr></table>	Credits	Number (percentage) of students	>60	1 (2.9%)	50-59	1 (2.9%)	40-49	3 (8.6%)	30-39	8 (22.9%)	20-29	7 (20%)	<20	15 (42.9%)	
	Credits	Number (percentage) of students														
	>60	1 (2.9%)														
	50-59	1 (2.9%)														
	40-49	3 (8.6%)														
30-39	8 (22.9%)															
20-29	7 (20%)															
<20	15 (42.9%)															
• 1 students have Level 3 (2.9%)																

MEM (Māori English Medium) Y12

Y12	29 Students	
	• 2 students have UE Literacy (6.9%)	
	• 25 students have Numeracy (86.2%)	
	• 24 students have Literacy (82.8%)	
	L2 Credits	
	Credits	Number (percentage) of students
	>60	0 (0%)
	50-59	4 (13.8%)
	40-49	7 (24.1%)
	30-39	10 (34.5%)
	20-29	4 (13.8%)
	<20	4 (13.8%)
	• 0 students have Level 2 (0%)	

MEM Y13

Y13	33 Students	
	• 28 students have UE Literacy (84.8%)	
	• 32 students have Numeracy (97%)	
	• 31 students have Literacy (93.9%)	
	L3 Credits	
	Credits	Number (percentage) of students
	>60	0 (0%)
	50-59	0 (0%)
	40-49	3 (9.1%)
	30-39	4 (12.1%)
	20-29	9 (27.3%)
	<20	17 (51.5%)
	• 30 students have Level 2 (90.9%)	
	• 0 students have Level 3 (0%)	

International Y12

Y12

40 Students

- 0 students have UE Literacy (0%)

- 24 students have Numeracy (60%)

- 12 students have Literacy (30%)

L2 Credits

Credits	Number (percentage) of students
>60	2 (5%)
50-59	2 (5%)
40-49	4 (10%)
30-39	9 (22.5%)
20-29	3 (7.5%)
<20	20 (50%)

- 2 students have Level 2 (5%)

International Y13		
Y13	20 Students	
	• 4 students have UE Literacy (20%)	
	• 20 students have Numeracy (100%)	
	• 11 students have Literacy (55%)	
	L3 Credits	
	Credits	Number (percentage) of students
	>60	0 (0%)
	50-59	0 (0%)
	40-49	3 (15%)
	30-39	1 (5%)
20-29	11 (55%)	
<20	5 (25%)	
• 0 students have Level 3 (0%)		

Wellbeing	<p>Nursing: Waioira has had an exceptionally busy year.</p> <p><i>February 704 appointments made.</i> <i>March 806 appointments made.</i> <i>April 430 appointments made (school holidays)</i> <i>May 931 appointments made</i></p> <p>Guidance:</p>	
Student behaviour	<p>Number of stand downs: 7 <i>[updated 1/8/25]</i></p> <ul style="list-style-type: none"> • Gross misconduct (x6); 5 of these were for “physical assault on other students”. • Continual disobedience (x1) <p>Number of suspensions: 1 [Board decision following hearing on Tues 22 Jul 2025 - Lift the suspension with conditions]</p>	<p>Number of stand downs: 0 <i>[updated 30/7/25]</i></p> <p>Number of suspensions: 0</p>
ASSC	<p>ASSC continues to be extremely busy with more than a term's wait time for a place and more than 10 students on the waiting list for a space.</p> <p>We are increasingly needing to hold students at WSCW who previously would have been candidates for ASSC, due to the lack of space. Equally, ASSC are seeing more challenging students than previously. Further work on staffing allocations could be valuable.</p> <p>ASSC currently have a PST which is helpful.</p>	

PAG	<p>PAG is planning a car boot sale event for Term 1 of next year. This is to raise money for more outdoor seating across the campus.</p> <p>Their movie nights have had increased success with sell out events and a new raffle with prizes donated by the school community. This money goes to registration for playing school sports for students across WSCW who are identified as needing support to pay participation fees. This donation is \$1000.00</p> <p>PAG is also planning Beats Bingo for Term 3 of next year. This will be a major fundraiser to start the reinstatement of a Pacific Fale.</p>
------------	--

Operations | Auraki and Waiōrea

	Comments, progress, evidence, issues or concerns	Decisions needed from the board
Curriculum	See brief report to the Board . This is a distillation of recent developments in the national curriculum and assessment landscape.	
Assessment, monitoring and reporting	<p>Junior reports for Term 2's learning were sent home on July 18. These had subject grades for Engagement, Conduct and Organisation as well as any learning outcomes assessed in Term 2.</p> <p>Upcoming:</p> <p>Senior progress reports will open for writing on August 4 with the deadline of 13 August. This report will have subject grades for Engagement, Conduct and Organisation. It will show all entered internal NCEA standards (grades and yet-to-be assessed.)</p> <p>Final Traffic Light report for Years 11 to 13 due 25 August.</p>	

Personnel and employment	<p><u>Current vacancies</u></p> <ul style="list-style-type: none"> • School Nurse (permanent, part-time, 5 days/week, term time only). • Te Reo Māori (part-time/10h per week; fixed term), starting ASAP (to cover medical leave). <p><u>New Appointments</u></p> <ul style="list-style-type: none"> • Sports Admin Assistant - permanent, part-time (15 hours per week), commenced Weds 23 July 2025. • Sports Admin Assistant - permanent, part-time (20 hours per week), commenced Mon 21 July 2025. • Relief Soft Fabrics Assistant - fixed term, part-time, commenced 12 May 2025 AND Waiora Receptionist - permanent, part-time (12.5 hours per week on Tuesdays + Thursdays), commenced Thurs 17 July 2025. • Relief Soft Fabrics Technician (covering sick leave) - fixed term, part-time (13h 20m per week), commenced Fri 18 Jul 2025 • Strength & Conditioning Coach - permanent, timesheet, commenced Mon 21 July 2025. <p><u>Planning for 2026</u></p> <ul style="list-style-type: none"> • 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). <p><u>Staff wellbeing survey</u> To be established after taking advice for NZSBA and principals' advisory group. Aim: a) to provide regular feedback to the board b) regular/timed surveying to track trends c) incorporate as a key role in an SLT member's job description.</p>	
Property, finance and assets	<ul style="list-style-type: none"> • SEPE(School Evaluation and Physical Environment) • Establishment of 4 new relocatable classrooms 	(see separate paper) Reprioritisation of MOE budgets has resulted in

	<ul style="list-style-type: none"> • Solar panel summary - link here • Marae complex refurbishment to be completed in August 	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.
Health and safety	<ul style="list-style-type: none"> • A new Google form for reporting incidents has been introduced. • Work completed on the campus for visually impaired students. • Sewage odour continues in Waioteao, MoE has reopened this issue with MoE's Engineering Consultant, Maurice Harris and Downer NZ employee Aaron MacDonald. <p>EOTC - since the last Board report there have been no safety concerns during overnight and high risk day trips.</p>	
Policies and processes	Completed for the second meeting of Term 3.	
Principal's Tasks - checklist Term 3, 2025 tasks (listed)		
	Provisional Staffing Notice	
	Kāhui Ako Disestablishment	
	Resource Teachers Literacy and Māori Disestablishment	
	Learning Support Coordinators	
	Learning and Development Opportunities	

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	Term 1, 2025 - Board Assurances		Doc to come - 1 Aug 2025
2			
	Term 2, 2025 - Board Assurances		presented at Mtg 4 - 23 Jun 2025
3			
	Term 3, 2025 - Board Assurances		Doc to come - 1 Aug 2025

[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 at 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
Risk Management			Assure the board that identified hazards are being monitored/controlled and that measures are being re-evaluated to check their adequacy. This includes risk prediction and DfC activities.
Planning and Preparing for Emergencies, Disasters, and Crises			Assure the board that there are emergency plans in place that provide emergency and evacuation procedures. Confirm that planning and procedures are up to date and in hard copy, and emergency supplies are checked and up to date. Assure the board that drills/exercises have been completed every term.
TERM 1		POLICIES	ACTIONS
School Planning and Reporting			Assure the board that the current strategic plan has been submitted to the Ministry of Education and published online; the annual implementation plan has been published online by 31 March each year; financial statements have been submitted to the school auditor by 31 March each year; and the annual report (including audited financial statements) has been submitted to the Ministry of Education by 30 May and published online each year.
Learning Support			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.
Health Education			Assure the board that at least once every two years, a consultation with the school community has occurred, and a statement on the delivery of the health curriculum has been adopted.
Safety Management System and Worker Engagement, Participation, and Representation			Assure the board that the safety management system aligns with board duties under the Health and Safety at Work Act 2015, including ensuring the safety of workers, providing a safe environment for workers and other people at the school, and maintaining risk to health and safety. Assure the board that workers have had the opportunity to participate in improving workplace health and safety.
Healthcare (also see subtopic)			Assure the board that policies and procedures relating to first aid, recording and notification of accidents, and managing, administering, and recording medication are up to date and implemented correctly.
Digital Technology and Online Safety			Assure the board that Digital Technology and Online Safety policies to promote internet safety and prevent bullying are being implemented correctly. Report on any breaches in digital safety.
Boarding House / Hostel Policies *			Assure the board that the boarding house/ hostel provides a safe emotional and physical environment that supports the learning of boarders enrolled at the school.
TERM 2		POLICIES	ACTIONS
Safety Checking and Police Vetting			Assure the board that all children's workers employed or engaged by the school have been safely checked before appointment. Confirm that children's workers have been safely checked as required within 3 years of the previous check. Assure that any non-teaching staff (who are not registered teachers or hold a limited authority to teach) are police vetted, and any contractors and their employees have been police vetted if they may have unsupervised access to students during normal school hours. Confirm that police vets have been completed every 3 years.
Teaching Staff			Assure the board that all teachers employed at the school are regulated with the Teaching Council and hold a current practising certificate, or have a limited Authority to Teach.
Performance Management			Assure the board that the school manages the performance of staff according to employment agreement requirements. Confirm that the board complies with mandatory reporting requirements to the Teaching Council.
Appointment Policy, Staff Conduct, or Professional Development			Assure the board that procedures for staff selection and appointment are being implemented correctly, including identity and registration checks, and any board delegation of appointment responsibilities. Confirm that supporting policies for induction, staff conduct, and professional development are being implemented.
Employment Policy and Equal Employment Opportunities			Assure the board that the school operates an employment policy that complies with the principle of being a good employer, that the policy (including any equal employment opportunities programme) is available to staff, and that a request on compliance is included in the annual report.
Child Protection and Abuse Recognition and Reporting			Assure the board that the Child Protection policy is in use, is being implemented correctly, and is publicly available. Assure the board that staff are engaged with the Abuse Recognition and Reporting policy, including indicators of abuse and procedures for reporting abuse.
Curriculum and Student Achievement Policy			Assure the board that teaching and learning programmes give effect to foundation curriculum policy statements and national curriculum statements. Assure the board that the school complies with government requirements to teach an overview of one hour per day of the following subjects: reading, writing, and maths or physical activity, and citizenship.
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.
TERM 3		POLICIES	ACTIONS
Student Attendance			Assure the board that student absences are correctly recorded, monitored, and followed up.
Reporting about Student Progress and Achievement			Assure the board that teachers have used good quality assessment information or observational information to report to each student and their parents/carers at least twice a year on student progress and achievement.
Searches, Surrender, and Retention of Property			Assure the board that all procedures relating to search, surrender, and retention have been followed. Confirm that a written record has been kept of all searches and searches, and retention of any property held for more than 24 hours. Assure the board that authorisation of non-teaching staff is specified in writing, and that staff members receive a copy and a dated copy of the receipt in writing.
Minimising Physical Restraint			Assure the board that all procedures relating to physical restraint have been followed, and that requirements to notify, monitor, and report have been met. Confirm that any non-teaching staff have been authorised in writing. Assure the board that staff authorised to apply restraint receive appropriate training and support.
Stand-down, Suspension, and Exclusion			Assure the board that the school complies with the correct procedures and reporting requirements relating to stand-down, suspension, and exclusion/exclusion.
School Records Retention and Disposal			Assure the board that the school has complied with the Public Records Act 2005 in relation to the retention and disposal of school records.
Safety and Welfare for Students on Work Experience *			Assure the board that work-based learning and work experience solutions for students meet the required welfare and safety conditions.
Food and Nutrition			Assure the board that the school promotes healthy food and nutrition for all students.
TERM 4		POLICIES	ACTIONS
School Year, Terms, and Holidays			Assure the board that the school has been open for the statutory number of half-days and hours per day in the current year. Inform the board of the dates and number of half-day for instruction for the next year.
Managing Income and Expenditure and Expenditure			Assure the board that the school has complied with section 159 of the Education and Training Act 2020, and appropriate provisions of the Crown Entities Act 2013 relating to borrowing. A nominated board member assures the board that they have completed three recently 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.
School Donations and Student Activity Payments *			Assure the board that if the school has opted in to the government donation scheme, this has been decided in consultation with the school community, and the community has been notified of this decision. If the school has opted in to the scheme, assure the board that the school has not asked for donations, except for overnight camps.
Gifts			Assure the board that all financial gifts can be properly accounted for, and the nature of gifts given is reasonable and proportionate to the reason they are given.
Protected Disclosure			Assure the board that the school has internal procedures that meet the requirements of the Protected Disclosures (Protection of Whistleblowers) Act 2012 (2013) and the information is shared with staff members, contractors, board members, and volunteer workers.
School Swimming Pool *			See School Swimming Pool on your SchoolDocs site for the assurances relevant to your swimming pool.
Daily School Bus *			See Daily School Bus on your SchoolDocs site for the assurance relevant to your school bus.
International Learners Review *			Assure the board that the school has completed a self-review of how it is meeting Code of Practice requirements and that the self-review discussion will be submitted by the due date (1 December) each year.

JANUARY 2025

Jojo Lewis - Student Board Representative Report: Meeting 5!

What's on top:

- **Preparing for Exams (Seniors)**

For Year 12 and 13 students, we're heading towards the business end of the school year. Derived Grade exams are getting closer and the November final exams feel just on the horizon. For the year 12 student cohort, this exam season is a particularly daunting prospect. Being the first year group to have skipped the year 11 exams we are heading into the end of this year without any real experience.

- **Subject and Senior pathways choices**

Term 3 means option choices and future career planning for Springs students, and the Matariki pathways evening on Thursday night of week one was a great way to kick it off. Lots of students came along and found the opportunity to talk with their teachers about next year's courses and engage with the tertiary education providers really rewarding. Discussions I've had with other students in whanau time have been very centred around option choices and it's been awesome to give my advice.

- **\$2.50 Fried Bread at the tuck shop**

No explanation needed - phenomenal stuff

Any queries/ issues raised by students:

No specific issues raised to me to be brought before the board.

Positives/ achievements I would like to highlight for the Board:

- **CAA workshops**

The common assessment activities workshops on Wednesdays after school continue to be effective and relevant this term. Many students who passed the exams in the last round of assessment have relayed that they found the workshops very helpful and even asked for more separate tutoring outside the workshops to ensure they were ready. In accordance with this, we have had large turnouts at the workshops over the past few weeks. With the next round of assessments in just four weeks time I hope they can make the most of the time to do well.

- **Arrival of prefab classrooms**

Many of us are excited about the arrival of the classes and the extra learning areas. According to some students I talked to, some spaces within the KHCL building have become quite crowded, particularly on the second floor. Hopefully the new classrooms will help to alleviate some of the roll pressures.

- **Uptake in fundraisers and new incentives from students**

Lots of student events including peace week in week 1 and the digiwise week last week have been really awesome. Students are engaging in the activities, painting faces, wearing their cultural clothes and answering online safety quizzes. It's cool to see the student-led events are being appreciated.

- **School ball (know it was a while ago)**

Event was a huge success from student perspective. Great music, pretty good food and loads of fun times all round. I did not expect to have so much fun at the actual ball and didn't stop to get as many photos as I would have liked but there's always next year.

**WESTERN SPRINGS COLLEGE NGA PUNA O WAIOREA
FINANCIAL REPORT MEETING FOR BOARD 4TH AUGUST 2025**

FINANCIALS AS AT 30TH JUNE 2025

Balance Sheet

Working capital is down \$60k from the 2024 Year End from \$2,602m to \$2,542m but up \$41k on the same time as last year. Further analysis on this decrease is in this report.

Cash and Investments are down \$975k from the 2024 Year End to \$5,898m, 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 \$729k to \$693k, this is related to the 2024 year end payroll journals reversed in 2025.

Accounts Payable has decreased by \$1,721m to \$493k, this is again related to 2024 year end payroll journals including holiday pay and long service leave liability.

Other Current Liabilities contains TELA laptops liability of \$50k, Italy Food Tech trip \$49k and \$20k for Waiorea Sports Fundraising.

WESTERN SPRINGS COLLEGE NGA PUNA O WAIOREA
FINANCIAL REPORT FOR JUNE 2025

BALANCE SHEET AND WORKING CAPITAL MOVEMENT

	Current Month June 2025	Year End December 2024	\$ Variance
CURRENT ASSETS			
Cash and Investments	5,898,068	6,873,532	(975,464)
Accounts Receivable & Other Accruals	693,109	1,422,387	(729,278)
Prepayments	42,318	116,278	(73,960)
Other Current Assets	45,150	45,150	0
	6,678,645	8,457,347	(1,778,702)
CURRENT LIABILITIES			
Accounts Payable	493,131	2,214,877	1,721,746
International Students Funds	2,820,748	2,972,703	151,955
Sundry Accruals	0	0	0
GST	0	0	0
Cyclical Maintenance Provision	291,236	237,236	(54,000)
Lease Liability	75,478	75,478	0
<i>Revenue Received in Advance</i>			0
Income Received in Advance	44,724	46,539	1,815
School Fees in Advance	0	0	0
Grants in Advance	0	0	0
<i>Funds Held on Behalf</i>			0
Capital Works Project	278,563	204,775	(73,788)
Other Current Liabilities	132,674	103,848	(28,826)
	4,136,554	5,855,456	1,718,902
WORKING CAPITAL	2,542,091	2,601,891	(59,800)

WESTERN SPRINGS COLLEGE NGA PUNA O WAIOREA
FINANCIAL REPORT FOR JUNE 2025

PROFIT VARIANCE REPORT

Percentage of financial year to date: 50%

	Actual YTD	Budget YTD	\$ Var	Annual Budget	% Ann Budget	Last Year YTD	\$ Var YTD
Income							
Government Grants	2,382,744	2,428,422	(45,678)	4,856,843	49%	2,446,318	(63,574)
Locally Raised Funds Income	887,384	951,486	(64,102)	1,902,971	47%	820,233	67,151
Interest Earned	73,889	100,000	(26,111)	200,000	37%	79,396	(5,507)
Other Revenue	0	0	0	0	0%	0	0
Total Income	3,344,017	3,479,907	(135,890)	6,959,814	48%	3,345,947	(1,930)
Expenditure							
Learning Resources	1,826,071	1,776,247	(49,825)	3,552,493	51%	1,569,068	(257,003)
Administration	580,803	649,932	69,129	1,299,864	45%	671,661	90,858
Property	945,755	935,175	(10,581)	1,870,349	51%	847,185	(98,570)
Depreciation	362,500	362,500	0	725,000	50%	316,667	(45,833)
Other Expenses	1,607	(3,310)	(4,917)	(6,620)	0%	(1,526)	(3,133)
Total Expenditure	3,716,736	3,720,543	3,807	7,441,086	50%	3,403,055	(313,681)
Operating Surplus / (Deficit)	(372,719)	(240,636)	(132,083)	(481,272)		(57,108)	(315,611)

Main variances to June YTD budget as follows:

- Government Grants are \$46k lower than budget, the budget has been updated to include the revised Special Reasons Grant (SRG), which is now \$30k as well as three Full-Time Teaching Equivalent (FTTE). The SRG of \$30k was received in July. Government Grants are based on student numbers and we've 30 students less than last year.
- As highlighted in previous reports Locally Raised Funds Income or Donations are a concern. YTD Donations totals \$293k and is down \$35k 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 commence training in mid August. Other schools that are using KINDO have seen a higher increase in donations paid % due to the ease of payment.
- June YTD Net International result (student fees less expenses) is \$528k, \$148k lower than budget but \$71k higher than last year. The net result is lower than budget due to two reasons:
 - International Fees are \$77k lower than budget due to a timing error, we had 44 new students start in term 3, which will increase our international fee income by approximately \$350k
 - International Marketing costs are \$78k over budget as staff have attended conferences in Asia and Australia, we have also used agents to attend overseas conferences on our behalf. These conferences are attended by agents and families looking to send students to NZ to study.
 -

We have Learning Resources is \$50k higher than budget, this is due to:

- We are \$137k over the Bulk Grant due to 3 teachers over our entitlement, this allows us to maintain our class sizes at 26.
- Waioerea Salaries are \$74k under budget as we're currently without two roles.
- Gateway is \$50k 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. Gateway is a program that allows our senior students to gain structured workplace learning experiences while studying for NCEA.
- Science is \$22k under budget, the budget was increased for removal costs of old chemicals, we're planning to remove these in term 4
- STAR costs \$22k over budget due to timing as we have paid the full budget entitlement for Outdoor Education (camp) and Waioerea (Kapa Haka tutors and student's travel costs).
- Sports are \$19k over budget due to fee collection, these are being followed up by the Sports Department. We're expecting a higher collection of fees and further costs to be incurred in August for winter tournament week.
- School Ball is currently showing a gain of \$17k as we are waiting further costs to be paid and the gain is always used for the Leaver's events.
- Extra Curricular Kaupapa are over budget in three areas: 1.Waioerea Student Sports Uniforms expenses are \$6k with \$137 received in income. 2.ASB Polyfest has a deficit of \$13k (income \$70k and costs of \$84k), this was \$25k over budget last month and 3. Waka Ama has a deficit of \$8k (income \$6k and costs of \$14k), Waka Ama was over budget by \$9k last month..
- Admin costs are \$69k below budget, this is due to:
 - Admin Minor Fixed Assets is \$18k over budget due to furniture purchases for the Gateway classroom and ESOL staff room. Window treatments for staff offices, science lab, classrooms and Ahi Kaa.
 - IT costs were \$12k 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 \$11k 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 \$39k 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 2024 Audit Update:

We're currently working on the Auditor's requests which we should complete in August.

Working Capital Reduction and what's caused the Net Loss

This is repeated from last month's report with some updates.

As noted above the Working Capital has reduced by \$60k compared to the end of 2024 and we've made a loss of \$373k at the end of June, 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 \$293k in 2025 which is down \$35k or 11% at the same time last year. By the end of June 2024 we've received 79% of our total Donations, we'll receive approximately \$371k in donations if we follow the same trend as 2024 which will be down \$43k 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	292,616
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 in 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 have been 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. Funds have been 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

Further investment into Facilities:

The Admin Block requires carpeting, painting and window treatment which is planned for year end, there will also be decanting costs.

We are looking at scheduling the painting of the external hall.

Note that we have provided for the painting costs in our financial statements via cyclical maintenance but the payment to the contractor will still be from our bank account.

Furniture and landscaping is also required for the Relocatables.

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 \$13k, whanau funding and fundraising totals \$71k and the costs totals \$84k. 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 \$8k, whanau funding totals \$6k and the costs totals \$14k, costs are for kai, accommodation and hoodies

- Water Polo has a deficit of \$7k, funds received \$11k and costs incurred was \$18k. Sports are 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 this project is expected to be completed by the 3rd August and the defect meeting has been booked for Thursday 7th August. The payment to B3 Builders will be made at the end of August.

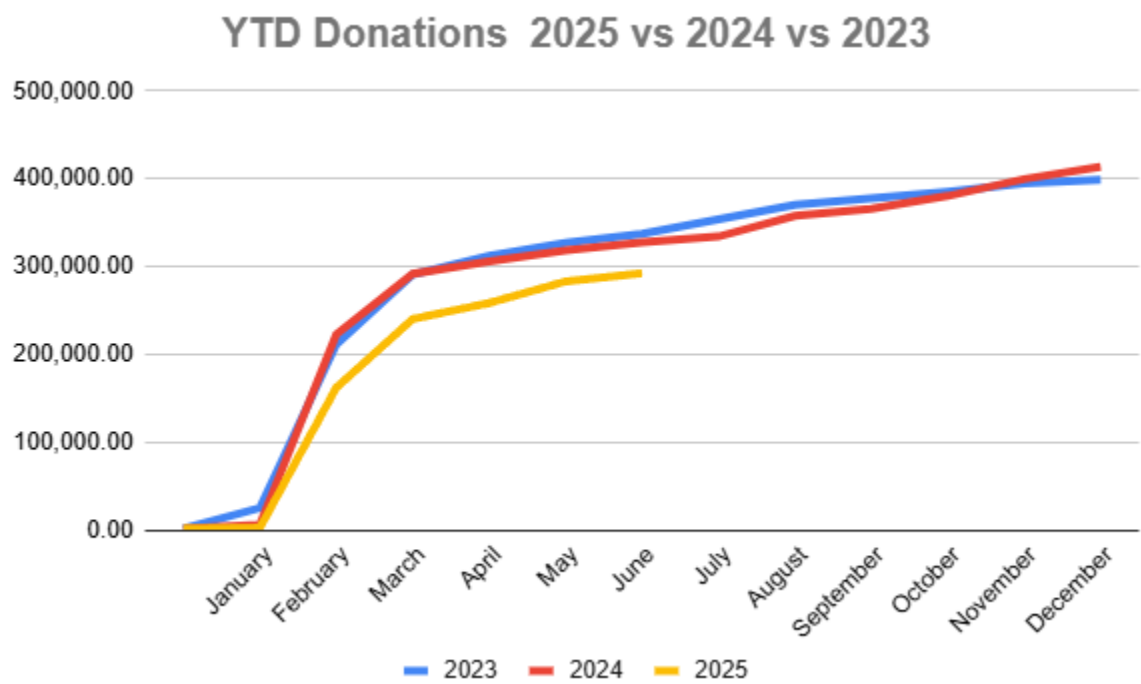
Te Whakamanu Refurbishment and Turf Upgrade initial drawings have been completed for the changing rooms, ventilation, ceiling and external walls. Roller doors will also be installed opening towards the covered turf. Work will start in 2026.

Fencing beside fields waiting for MOTAT to sign off on their share of the costs as temporary fencing has been erected. The fence will be 1.8m high with a mowing strip and will be the same fence as the marae.

HVac in Level 2 was never installed in the weights room and two classes on level 2. Quotes have been received and next steps still to be discussed

Relocatables the reprioritisation of MOE budgets has resulted in the original (and signed off) plan of four 10 metre * 12 metre interlinked open learning 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.

Appendix:



WESTERN SPRINGS COLLEGE NGĀ PUNA O WAIŌREA

PUBLIC BUSINESS

HEALTH & SAFETY BOARD REPORT - JULY 2025

MATTER FOR INFORMATION

28 July 2025

AUTHOR: Paula Marx

SUMMARY

The purpose of this paper is for the Board to receive the July H & S Report following the H & S meeting held on 17 July 2025 and to discuss any matters of significance.

RECOMMENDATION

It is recommended that the Board:

1. Receive the report.

BACKGROUND & DISCUSSION

What is the background to the report, issue or proposal? - Reports on current Health and safety issues at WSCNPOW and how these are being mitigated.

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

- *By considering the physical and emotional safety and welfare of the students, staff and visitors as well considering the Board's legislative requirements.*

TE TIRITI O WAITANGI & CO-GOVERNANCE

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

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

FINANCIAL

No financial considerations

RISKS

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

Include any legal considerations

POLICY / LEGISLATION

Include references to relevant school policies, legislation or similar

[Health and Safety at Work Act 2015](#) and the [Education and Training Act 2020](#)

Health and Safety Board Report

July 2025

Summary of Health and Safety meeting, 17th July

- The new Health & Safety google reporting form is now being used without any issues and we're receiving positive comments about the ease in completing incident reporting.
- Acknowledgement of improvements made at school over the break including work done around the school to assist visually impaired students.
- All incidents for the period were reviewed and discussed.

Summary of incidents that have occurred from June to present time - *Incidents Summary Report moved to PEB*