

# **Waiheke High School**

## **Annual Report for the year ended 31 December 2019**

<b>Ministry Number:</b>	0530
<b>Principal:</b>	Jude Young
<b>School Address:</b>	11 Donald Bruce Road, Waiheke Island
<b>School Postal Address:</b>	11 Donald Bruce Road, Waiheke Island 1081
<b>School Phone:</b>	09 371 9000
<b>School Email:</b>	<a href="mailto:enquiries@waihekehigh.school.nz">enquiries@waihekehigh.school.nz</a>
<b>Service Provider:</b>	Edtech Financial Services Ltd

**Waiheke High School****Members of the Board of Trustees**

For the year ended 31 December 2019

Name	Position	How position on Board gained	Occupation	Term expired/expires
Robyn Woodall	Chairperson	Voted parent rep	Self employed business owner	Jun-22
Gary Wilton	Parent Rep	Voted parent rep	Parks & Walkways Manager	Jun-22
Maree O'Brien	Parent Rep	Voted parent rep	Manager of petrol station	Jun-22
Brent Simpson	Staff Rep	Voted staff rep	Teacher	Jun-22
Grant Duffy	Co-Deputy Chair	Voted parent rep	Worksafe NZ	Jun-22
James Petronelli	Co-Deputy Chair	Voted parent rep	National Business Development Executive for Education.	Jun-22
Jane Scorey	Co-opted Rep	Maori Rep	Puna Reo teacher	Jun-22
Paora Toi Te Rangiuiaia	Co-opted Rep	Maori Rep	Self Employed business owner & Sculptor	Jun-22
Molly Davidson	Student Rep	Voted student rep	Student	Sep-20

# **Waiheke High School**

## **Annual Report**

For the year ended 31 December 2019

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**Waiheke High School**  
**Statement of Responsibility**  
For the year ended 31 December 2019


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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the school.


The School's 2019 financial statements are authorised for issue by the Board.

ROBTN WOODRILL  
Full Name of Board Chairperson

  
Signature of Board Chairperson

16/12/20  
Date:

JUDITH ELIZABETH YOUNG  
Full Name of Principal

  
Signature of Principal

16/12/2020.  
Date:



## Waiheke High School

# Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Revenue</b>				
Government Grants	2	5,583,123	5,123,678	5,148,685
Locally Raised Funds	3	491,017	394,501	550,031
Interest Income		32,383	25,000	32,796
International Students	4	290,710	293,500	366,371
		<hr/>	<hr/>	<hr/>
		6,397,233	5,836,679	6,097,883
<b>Expenses</b>				
Locally Raised Funds	3	302,790	183,584	309,961
International Students	4	159,377	161,381	174,363
Learning Resources	5	4,022,722	3,850,403	3,967,037
Administration	6	398,194	338,888	338,183
Property	7	1,373,497	1,072,336	1,067,501
Depreciation	8	202,088	210,000	182,777
Loss on Disposal of Property, Plant and Equipment		12,813	-	7,511
		<hr/>	<hr/>	<hr/>
		6,471,481	5,816,592	6,047,333
<b>Net Surplus / (Deficit) for the year</b>		(74,248)	20,087	50,550
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		(74,248)	20,087	50,550

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

## Waiheke High School

### Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Balance at 1 January</b>		1,796,539	1,796,539	1,726,780
Total comprehensive revenue and expense for the year		(74,248)	20,087	50,550
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		189,006	-	19,209
<b>Equity at 31 December</b>	24	1,911,297	1,816,626	1,796,539
Retained Earnings		1,911,297	1,816,626	1,796,539
<b>Equity at 31 December</b>		1,911,297	1,816,626	1,796,539

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

# Waiheke High School

## Statement of Financial Position

As at 31 December 2019

		2019	2019	2018
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	9	1,730,706	227,591	1,593,081
Accounts Receivable	10	707,052	340,000	495,751
GST Receivable		-	5,000	-
Prepayments		12,695	15,000	14,230
Inventories	11	73,934	75,000	74,459
Investments	12	200,000	1,200,000	637,049
		<u>2,724,387</u>	<u>1,862,591</u>	<u>2,814,570</u>
<b>Current Liabilities</b>				
GST Payable		26,620	-	28,448
Accounts Payable	14	439,117	336,500	516,943
Revenue Received in Advance	15	390,247	320,000	443,687
Provision for Cyclical Maintenance	16	65,000	158,940	104,453
Finance Lease Liability - Current Portion	17	14,706	20,000	16,333
Funds Held for Capital Works Projects	18	598,494	-	618,885
		<u>1,534,184</u>	<u>835,440</u>	<u>1,728,749</u>
<b>Working Capital Surplus/(Deficit)</b>		<u>1,190,203</u>	<u>1,027,151</u>	<u>1,085,821</u>
<b>Non-current Assets</b>				
Property, Plant and Equipment	13	776,122	869,433	798,186
		<u>776,122</u>	<u>869,433</u>	<u>798,186</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	16	43,137	59,958	71,634
Finance Lease Liability	17	11,891	20,000	15,834
		<u>55,028</u>	<u>79,958</u>	<u>87,468</u>
<b>Net Assets</b>		<u>1,911,297</u>	<u>1,816,626</u>	<u>1,796,539</u>
<b>Equity</b>	24	<u>1,911,297</u>	<u>1,816,626</u>	<u>1,796,539</u>

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

# Waiheke High School

## Statement of Cash Flows

For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,308,953	1,499,511	942,462
Locally Raised Funds		534,473	329,047	827,317
Hostel		(269,348)	85,824	(13,627)
International Students		524,917	263,954	358,696
Goods and Services Tax (net)		(1,828)	(33,448)	4,634
Payments to Employees		(598,785)	(757,499)	(734,146)
Payments to Suppliers		(1,142,467)	(1,153,657)	(1,125,756)
Cyclical Maintenance Payments in the year		(68,247)	-	(14,393)
Interest Paid		-	-	27,412
Interest Received		38,612	27,676	-
Net cash from Operating Activities		326,280	261,408	272,599
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		-	-	(6,070)
Purchase of PPE (and Intangibles)		(149,440)	(340,232)	(144,511)
Purchase of Investments		-	(562,951)	(286,206)
Proceeds from Sale of Investments		437,049	-	-
Net cash from Investing Activities		287,609	(903,183)	(436,787)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		189,000	-	19,209
Finance Lease Payments		(17,799)	(104,830)	(14,860)
Funds Held for Capital Works Projects		(647,465)	(618,885)	729,036
Net cash from Financing Activities		(476,264)	(723,715)	733,385
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>137,625</b>	<b>(1,365,490)</b>	<b>569,197</b>
Cash and cash equivalents at the beginning of the year	9	1,593,081	1,593,081	1,023,884
<b>Cash and cash equivalents at the end of the year</b>	<b>9</b>	<b>1,730,706</b>	<b>227,591</b>	<b>1,593,081</b>

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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

# **Notes to the Financial Statements**

For the year ended 31 December 2019

## **1. Statement of Accounting Policies**

### **Reporting Entity**

Waiheke High School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

### **Basis of Preparation**

#### **Reporting Period**

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

#### **Basis of Preparation**

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

#### **Financial Reporting Standards Applied**

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The School is considered a Public Benefit Entity as it meets the criteria specified as “having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders”.

#### **Standard Early Adopted**

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 27.

#### **PBE Accounting Standards Reduced Disclosure Regime**

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

#### **Measurement Base**

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

#### **Presentation Currency**

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

#### **Specific Accounting Policies**

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

#### **Critical Accounting Estimates And Assumptions**

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

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

#### **Useful lives of property, plant and equipment**

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 13.

## **Notes to the Financial Statements (cont.)**

For the year ended 31 December 2019

### ***Critical Judgements in applying accounting policies***

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

#### ***Classification of leases***

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

#### ***Recognition of grants***

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

### **Revenue Recognition**

#### ***Government Grants***

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

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

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

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

#### ***Other Grants***

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

#### ***Donations, Gifts and Bequests***

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

#### ***Interest Revenue***

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

#### ***Use of Land and Buildings Expense***

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

#### ***Finance Lease Payments***

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

#### ***Cash and Cash Equivalents***

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

## **Notes to the Financial Statements (cont.)**

For the year ended 31 December 2019

### **Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

#### ***Prior Year Policy***

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

### **Inventories**

Inventories are consumable items held for sale and comprise of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

### **Investments**

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

#### ***Prior Year Policy***

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Investments that are shares are categorised as “available for sale” for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the School may incur on sale or other disposal.

### **Property, Plant and Equipment**

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

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

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

Property, plant and equipment acquired with individual values under \$250 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

## **Notes to the Financial Statements (cont.)**

For the year ended 31 December 2019

### ***Finance Leases***

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

### ***Depreciation***

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

The estimated useful lives of the assets are:

Buildings - School	10-40 years
Furniture and equipment	5-10 years
Information and communication technology	5 years
Motor vehicles	10 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

### **Impairment of property, plant, and equipment**

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

#### ***Non cash generating assets***

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

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

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

The reversal of an impairment loss is recognised in the surplus or deficit.

### **Accounts Payable**

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

### **Employee Entitlements**

#### ***Short-term employee entitlements***

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.



## **Notes to the Financial Statements (cont.)**

For the year ended 31 December 2019

### **Revenue Received in Advance**

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

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

### **Provision for Cyclical Maintenance**

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

### **Financial Assets and Liabilities**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

### **Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

### **Budget Figures**

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

### **Services Received In-Kind**

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

## Notes to the Financial Statements (cont.)

## 2 Government Grants

### 3 Locally Raised Funds

#### 4 International Student Revenue and Expenses

International Student Roll

*Surplus/ (Deficit) for the year International Students*



## Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

## 5 Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	296,734	324,199	293,437
Information and Communication Technology	-	-	5,100
Library Resources	2,033	2,524	2,073
Employee Benefits - Salaries	3,677,145	3,480,830	3,606,794
Staff Development	46,810	42,850	59,633
	<u>4,022,722</u>	<u>3,850,403</u>	<u>3,967,037</u>

Overseas Travel: During the year two senior management staff members attended a two day professional development conference in Melbourne Australia. The total costs of the travel was \$2,116.

## 6 Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	10,163	9,910	9,910
Board of Trustees Fees	4,405	4,000	4,209
Board of Trustees Expenses	56,902	8,650	10,310
Communication	18,042	17,050	20,796
Consumables	10,668	5,500	30,446
Operating Lease	2,492	1,072	-
Other	54,080	47,600	22,712
Employee Benefits - Salaries	217,801	222,030	217,235
Insurance	16,765	16,500	16,121
Service Providers, Contractors and Consultancy	6,876	6,576	6,444
	<u>398,194</u>	<u>338,888</u>	<u>338,183</u>

## 7 Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	20,125	18,000	22,140
Consultancy and Contract Services	18,051	10,000	14,478
Cyclical Maintenance Expense	297	33,000	9,913
Grounds	38,096	46,500	68,951
Heat, Light and Water	63,913	53,500	58,214
Repairs and Maintenance	138,804	93,460	132,928
Use of Land and Buildings	929,474	700,000	628,274
Employee Benefits - Salaries	164,737	117,876	132,603
	<u>1,373,497</u>	<u>1,072,336</u>	<u>1,067,501</u>

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nationwide revaluation exercise that is conducted every 30 June for the Ministry of Education's year end reporting purposes.

## 8 Depreciation

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings - School	18,066	16,834	17,514
Furniture and Equipment	88,607	105,622	91,603
Information and Communication Technology	63,910	58,306	47,639
Motor Vehicles	9,850	9,921	6,070
Leased Assets	18,566	15,951	16,554
Library Resources	3,089	3,366	3,397
	<u>202,088</u>	<u>210,000</u>	<u>182,777</u>

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

## 9 Cash and Cash Equivalents

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	450	450	450
Bank Current Account	1,717,747	27,141	1,561,298
Bank Call Account	12,509	-	31,333
Short-term Bank Deposits	-	200,000	-
Cash and cash equivalents for Cash Flow Statement	1,730,706	227,591	1,593,081

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

Of the \$1,730,706 Cash and Cash Equivalents, \$610,994 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

## 10 Accounts Receivable

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	86,936	100,000	42,863
Receivables from the Ministry of Education	353,957	-	212,333
Interest Receivable	1,447	5,000	7,676
Teacher Salaries Grant Receivable	264,712	235,000	232,879
	707,052	340,000	495,751
Receivables from Exchange Transactions	88,383	105,000	50,539
Receivables from Non-Exchange Transactions	618,669	235,000	445,212
	707,052	340,000	495,751

## 11 Inventories

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	1,663	3,000	2,254
School Uniforms	69,442	70,000	70,541
Canteen	2,829	2,000	1,664
	73,934	75,000	74,459

## 12 Investments

The School's investment activities are classified as follows:

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	200,000	1,200,000	637,049
Total Investments	200,000	1,200,000	637,049

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

## 13 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Land	60,000	-	-	-	-	60,000
Buildings	209,477	15,579	-	-	(18,066)	206,990
Furniture and Equipment	338,979	62,599	(9,411)	-	(88,607)	303,560
Information and Communication Technology	108,748	60,290	-	-	(63,910)	105,128
Motor Vehicles	27,782	37,803	-	-	(9,850)	55,735
Leased Assets	29,423	12,230	-	-	(18,566)	23,087
Library Resources	23,777	4,336	(3,402)	-	(3,089)	21,622
<b>Balance at 31 December 2019</b>	<b>798,186</b>	<b>192,837</b>	<b>(12,813)</b>	<b>-</b>	<b>(202,088)</b>	<b>776,122</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Land	60,000	-	60,000
Buildings	415,560	(208,570)	206,990
Furniture and Equipment	952,906	(649,346)	303,560
Information and Communication Technology	316,937	(211,809)	105,128
Motor Vehicles	98,504	(42,769)	55,735
Leased Assets	71,216	(48,129)	23,087
Library Resources	58,773	(37,151)	21,622
<b>Balance at 31 December 2019</b>	<b>1,973,896</b>	<b>(1,197,774)</b>	<b>776,122</b>

The net carrying value of equipment held under a finance lease is \$23,087 (2018: \$29,423).

The net carrying value of motor vehicles held under a finance lease is \$55,735 (2018: \$27,782).

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Land	60,000	-	-	-	-	60,000
Buildings	209,600	17,391	-	-	(17,514)	209,477
Furniture and Equipment	337,677	95,560	-	(2,655)	(91,603)	338,979
Information and Communication Technology	115,629	45,407	-	(4,649)	(47,639)	108,748
Motor Vehicles	33,852	-	-	-	(6,070)	27,782
Leased Assets	20,698	25,279	-	-	(16,554)	29,423
Library Resources	25,158	3,043	-	(1,027)	(3,397)	23,777
<b>Balance at 31 December 2018</b>	<b>802,614</b>	<b>186,680</b>	<b>-</b>	<b>(8,331)</b>	<b>(182,777)</b>	<b>798,186</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Land	60,000	-	60,000
Buildings	399,981	(190,504)	209,477
Furniture and Equipment	1,052,893	(713,914)	338,979
Information and Communication Technology	313,257	(204,509)	108,748
Motor Vehicles	60,700	(32,918)	27,782
Leased Assets	58,985	(29,562)	29,423
Library Resources	63,527	(39,750)	23,777
<b>Balance at 31 December 2018</b>	<b>2,009,343</b>	<b>(1,211,157)</b>	<b>798,186</b>

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

**14 Accounts Payable**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	126,606	50,000	229,312
Accruals	9,463	13,500	13,470
Employee Entitlements - Salaries	303,048	235,000	235,642
Employee Entitlements - Leave Accrual	-	38,000	38,519
	<b>439,117</b>	<b>336,500</b>	<b>516,943</b>
Payables for Exchange Transactions	439,117	336,500	516,943
	<b>439,117</b>	<b>336,500</b>	<b>516,943</b>

The carrying value of payables approximates their fair value.

**15 Revenue Received in Advance**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
International Student Fees	180,112	200,000	229,546
Hostel Fees	146,018	100,000	185,824
Other	64,117	20,000	28,317
	<b>390,247</b>	<b>320,000</b>	<b>443,687</b>

**16 Provision for Cyclical Maintenance**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	176,087	176,087	180,567
Increase/(decrease) to the Provision During the Year	297	33,000	9,913
Use of the Provision During the Year	(68,247)	9,811	(14,393)
Provision at the End of the Year	<b>108,137</b>	<b>218,898</b>	<b>176,087</b>
Cyclical Maintenance - Current	65,000	158,940	104,453
Cyclical Maintenance - Term	43,137	59,958	71,634
	<b>108,137</b>	<b>218,898</b>	<b>176,087</b>

**17 Finance Lease Liability**

The school has entered into a number of finance lease agreements for Tela Laptops.  
Minimum lease payments payable (includes interest portion):

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	16,451	20,000	18,519
Later than One Year and no Later than Five Years	12,644	20,000	16,973
	<b>29,096</b>	<b>40,000</b>	<b>35,492</b>

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

## 18 Funds Held for Capital Works Projects

During the year the school received and applied funding from the Ministry of Education for the following capital works projects:

		BOT Contribution/ (Write-off to R&M)				Closing Balances	
	2019	Opening Balances	Receipts from MoE	Payments			
		\$	\$	\$			\$
Water Sewage	<i>Completed</i>	(2,393)	2,393	(10,950)	-		(10,950)
Spouting	<i>Completed</i>	29,672	-	(20,132)	-		9,540
LPG Boiler	<i>Completed</i>	5,376	9,500	(14,876)	-		-
Block B2/4/6 Refurbishment	<i>in progress</i>	701,288	-	(247,096)	-		454,192
A Block	<i>in progress</i>	(113,905)	523,453	(279,686)	-		129,862
New Block	<i>in progress</i>	(1,153)	37,003	(20,000)	-		15,850
Totals		618,885	572,349	(592,740)	-		598,494

## Represented by:

Funds Held on Behalf of the Ministry of Education

609,444

Funds Due from the Ministry of Education

(10,950)

598,494

		BOT Contribution/ (Write-off to R&M)				Closing Balances	
	2018	Opening Balances	Receipts from MoE	Payments			
		\$	\$	\$			\$
Water Sewage	<i>In progress</i>	-	17,197	(19,590)	-		(2,393)
Caretakers House	<i>Completed</i>	-	-	-	-		-
Spouting	<i>In progress</i>	-	300,875	(271,203)	-		29,672
LPG Boiler	<i>In progress</i>	-	85,500	(80,124)	-		5,376
Block B2/4/6 Refurbishment	<i>In progress</i>	-	719,929	(18,641)	-		701,288
A Block	<i>In progress</i>	-	-	(113,905)	-		(113,905)
New Block	<i>In progress</i>	-	-	(1,153)	-		(1,153)
Totals		-	1,123,501	(504,616)	-		618,885

## 19 Related Party Transactions

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

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

(2018: During the year Infratel Network Ltd has carried out several repairs and maintenance works relating to the roof and gutter work. The total value of all transactions for the year was \$30,443 (2017: \$nil) and no amount is outstanding as at balance date (2017: nil). Board of Trustees chairperson, Ms Robyn Woodall is a shareholder of the company. Ms Robyn Woodall was excluded from all Board discussion surrounding the repair and maintenance related to roofing work. As the total related party transactions were over \$25,000 for the year the contract required Ministry approval under section 103 of the Education Act 1989. The board did not seek Ministry of Education approval for the repair and maintenance work.)

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

**20 Remuneration***Key management personnel compensation*

Key management personnel of the School include all trustees of the Board, Principal, Deputy Principals and Heads of Departments.

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	4,405	4,209
Full-time equivalent members	0.14	0.17
<i>Leadership Team</i>		
Remuneration	438,300	427,531
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	442,705	431,740
Total full-time equivalent personnel	4.14	4.17

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

*Principal*

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	135-145
Benefits and Other Emoluments	1-5	1-5
Termination Benefits	-	-

*Other Employees*

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100-110	2	2
	2	2

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

**21 Compensation and Other Benefits Upon Leaving**

There were no compensation or other benefits paid or payable to persons upon leaving.



## Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

### 22 Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2019.

(Contingent liabilities and assets as at 31 December 2018: nil)

#### Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

### 23 Commitments

#### (a) Capital Commitments

As at 31 December 2019 the Board has entered into no contract agreements for capital works.

(Capital commitments as at 31 December 2018: nil)

#### (b) Operating Commitments

As at 31 December 2019 the Board has entered into the following contracts:

- operating lease of a photocopier

No later than One Year

2019 Actual \$	2018 Actual \$
-	20,488
-	20,488

### 24 Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

**25 Financial Instruments**

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Financial assets measured at amortised cost (2018: Loans and receivables)</b>			
Cash and Cash Equivalents	1,730,706	227,591	1,593,081
Receivables	707,052	340,000	495,751
Investments - Term Deposits	200,000	1,200,000	637,049
Total Financial assets measured at amortised cost	<u>2,637,758</u>	<u>1,767,591</u>	<u>2,725,881</u>
<b>Financial liabilities measured at amortised cost</b>			
Payables	439,117	336,500	516,943
Finance Leases	26,597	40,000	32,167
Total Financial Liabilities Measured at Amortised Cost	<u>465,714</u>	<u>376,500</u>	<u>549,110</u>

**26 Events After Balance Date**

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18th of May 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

**27 Adoption of PBE IFRS 9 Financial Instruments**

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 10 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 12 Investments: Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements

**28 Failure to comply with section 87C of the Education Act 1989**

The Board of Trustees has failed to comply with Section 87C of the Education Act 1989, as the Board were unable to provide their audited financial statements to the Ministry of Education by 31 May 2020. The disruption caused by the COVID-19 restrictions, including the closure of the School, meant that the audit could not progress as planned. This resulted in the School missing the statutory deadline.

## Independent Auditor's Report

### To the readers of Waiheke High School's Financial statements For the year ended 31 December 2019

The Auditor-General is the auditor of Waiheke High School (the School). The Auditor-General has appointed me, Steve Hayes, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

### Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2019; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 19 January 2021. This is the date at which our opinion is expressed.

The basis for our opinion is explained below and we draw your attention to other matters. In addition, we outline the responsibilities of the Board of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

### Emphasis of matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 26 on page 19 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

### Basis of opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

## **Responsibilities of the Board of Trustees for the financial statements**

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board of Trustees' responsibilities arise from the Education Act 1989.

## **Responsibilities of the auditor for the audit of the financial statements**

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board of Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

### Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance and kiwisport report, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

### Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): *Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in Waiheke High School.



**Steve Hayes**  
RSM Hayes Audit  
On behalf of the Auditor-General  
Auckland, New Zealand



**WAIHEKE HIGH SCHOOL**  
**ANNUAL PLAN/ANALYSIS OF VARIANCE**  
**2019**

Established in 1986 Waiheke High School is the only island based High School in New Zealand and caters for students from Years 7-13. In a relatively short time, we have accomplished an enviable academic record, recognising the top overall scholar and top Maori student of New Zealand as just some of our students' outstanding successes.

The community of Waiheke includes a rich diversity of creative and entrepreneurial talent combining independent thinking with a strong sense of island identity. This spirited energy is also reflected in the sporting and cultural achievements of our students. It is within this thriving and vibrant community that Waiheke High School is building a strong tradition of providing enhanced educational opportunities for our students.



## CHARTER 2017 - 2020

*Korowaitia te tamaiti ki te tihi o ngā taumata teitei*  
Strive to reach the highest levels of achievement

### Mission

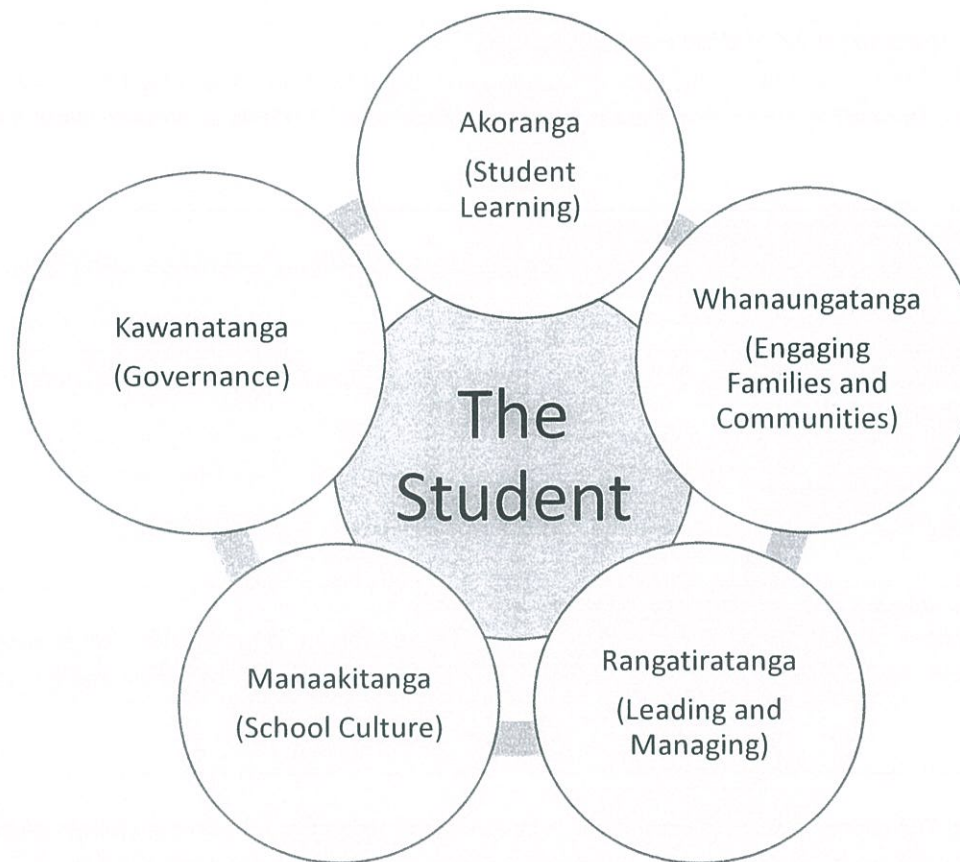
*Waiheke High School is a nurturing and enthusiastic community that inspires lifelong learning and a sense of community for all.*

<p>a) Akoranga : Student Learning (<i>Lifelong learning for all at Waiheke High School</i>)</p> <p>At Waiheke High School students and teachers will maximise their learning by becoming motivated to access a rich range of personalised resources that stimulate collaboration, cooperation, curiosity and creativity. Teachers will have PLD, inquiry, appraisal, pedagogical knowledge, and grow cultural competencies to become better practitioners.</p> <p>Te Reo and Tikanga Maori is available to all.</p>
<p>b) Whanaungatanga : Engaging Families and Community (<i>Relationships</i>)</p> <p>Waiheke High School will provide an inclusive, informative, diverse and welcoming environment to our families and our wider community.</p>
<p>c) Akoranga : Teaching (<i>Practice in the classroom &amp; beyond</i>)</p> <p>Waiheke High School will recruit and develop future focussed excellent teachers through effective Professional Learning and Development (PLD), appraisal, pedagogical knowledge, the Treaty of Waitangi and cultural and inclusive practices.</p>
<p>d) Rangatiratanga : Leading and Managing : (<i>Leadership</i>)</p> <p>At Waiheke High School staff and students have opportunities to participate and then grow and develop their leadership abilities.</p>
<p>e) Manaakitanga : School Culture (<i>Values: integrity, trust, sincerity, equity</i>)</p> <p>Waiheke High School fosters a culture in which students, staff and whanau are supported, cared for and valued. School culture will develop through the bicultural foundations of Aotearoa New Zealand, a positive and safe learning environment, respectful relationships, inclusivity, empathy, integrity, reflection, grit and sustainability and focusing on the present and the future.</p>
<p>f) Kawanatanga : Governance</p> <p>At Waiheke High School the governance or Board of Trustees wishes to make Waiheke High School the secondary school of choice for Waiheke Island. This vision will be embodied in the policies, philosophies and practices of this school which are responsive to evidence, best practice and feedback from students, staff and community.</p>



### Waiheke High Schools guiding principles

The student is at the heart of the decision



## **Academic Strategic Plan 2016-2020**

### **1. Student Learning (Akoranga) by 2020**

#### **a) Improve NCEA results from Years 11-13:**

- *By 2020, at least 95% of Year 13 leavers at Waiheke High School (WHS) will have achieved a minimum qualification of NCEA Level 2 enabling them to access a variety of tertiary education or career pathways of their choice.*
- *By 2020, at least 95% of Maori Year 13 leavers will have achieved a minimum qualification of NCEA Level 2 enabling them to access a variety of tertiary education or career pathways of their choice.*
- *By 2020, at least 85% of Pasifika Year 13 leavers will have achieved a minimum qualification of NCEA level 2 enabling them to access a variety of tertiary education or careers pathways of their choice.*
- *By 2020, at least 85% of those learners with an IEP or who have specialised assessment conditions and are in a full NCEA Level 2 programme will have a minimum qualification of Level 2 as a Year 13 leaver, enabling them to access a variety of tertiary education and career pathways of their choice.*
- *By 2020, to embed effective targeted programmes for Years 9-13 to improve pass rates of numeracy and literacy Level (1-3) and University Entrance.*

#### **b) Improve results from Years 7-10 by 2020:**

- *By 2020, at least 90% of Year 9 and Year 10 students engaged in a full time learning programme at WHS will be achieving at a NQF level 4-6.*
- *By 2020, at least 90% of Year 9 and 10 Maori students engaged in a full time programme at WHS will have achieved at a NQF level 4-6.*
- *By 2020, at least 90% OF Year 9-10 Pasifika students engaged in a full time learning programme at WHS will have achieved at a NQF level 4-6.*
- *By 2020, (year 7 & 8) 95% of Year 7 and 8 students will be working above the “national achievement level” in writing and reading.*
- *By 2020, (Year 7 & 8) 95% of Year 7 and 9 students will be working above the “national achievement” level in numeracy.*
- *By 2020, to embed effective targeted programmes for Years 7-8 students who have not achieved at the National Standards for literacy and numeracy of their year level (WaiCol).*
- *By 2020, to develop and embed COL (Community of Learning 2017-2020) writing, numeracy, special needs for the benefit of all learners Years 7-13.*

#### **c) Strategic Goal – develop and implement a Te Reo, Tikanga Strategic Plan for providing growth in senior Te Reo Maori 2019-2021.**

### **2. Engaging Families and Communities (Whanaungatanga)**

- #### **a)**
- To be more communicative with parents and actively seek opinions with whanau and the wider school community on activities relating to Waiheke High School (Facebook, letters, newsletters, emails).

- b) To develop and grow a Friends of the School group.

### **3. Teaching Practice in the Classroom and beyond (Akoranga)**

- a) Develop a PDL and inquiry programme for increasing achievement in writing from Years 7-13 (WaiCol)
- b) Develop quality of inquiry within appraisal practices (WaiCol) and dialogue with primary schools in best practice.
- c) Develop a culturally responsive programme of Tikanga and Te Reo Maori for staff and students in a bicultural setting.
- d) Develop cultural competencies across the staff and school (Te Reo Maori plan)

### **4. Leading and Managing (Rangitiratanga)**

- a) Growing leadership capability across and in school.

### **5. School Culture (Manaakitanga)**

- a) To increase number of inter House events.
- b) To develop student voice in and across the school and publish student learning across the curriculum

### **6. Governance (Kawangatanga)**

- a) To maintain and develop current BOT policies, procedures and practices
- b) To develop a Waiheke High School Charitable Trust, Waiheke High School Alumni and fundraising plan.
- c) To complete building/refurbishment programme

## **Guiding Principles**

**Success** – achieved through personal endeavour inquiry, curiosity, engagement and creativity in curricular and extra-curricular activities.

**Leadership** – responsibility, self-awareness, participating and contributing respecting others, demonstrating empathy, celebrating cultural diversity, collaborating and self-management.

**Community** – respectful online communication, form class and house participation, school pride, parent forum, community service participation and developing and maintaining partnerships with local businesses and national and international agencies.

**Operational Quality** – improving daily operations to ensure optimum effectiveness and efficiency around school wide systems, sustainability and staff and student safety



## Waiheke High School Annual Plan 2019

Actions to achieve targets:	Lead By	Time Frame	Progress to date	Future Actions in relation to Strategic Goals																								
1. Student Learning : Akoranga ( <i>Practice in the classroom &amp; beyond</i> )																												
<div>To improve or maintain NCEA levels at Levels 1, 2, and 3. (New format based on Enrolment Data (rather than participation data))</div> <table><tr><th colspan="2">2018 WHS Actual</th><th colspan="2">2019 WHS Target</th><th colspan="2">2019 WHS Draft</th></tr><tr><td>L1</td><td>83.15</td><td>L1</td><td>90%</td><td>L1</td><td>86.5%</td></tr><tr><td>L2</td><td>86.7%</td><td>L2</td><td>90%</td><td>L2</td><td>85%</td></tr><tr><td>L3</td><td>75%</td><td>L3</td><td>90%</td><td>L3</td><td>91.3%</td></tr></table>	2018 WHS Actual		2019 WHS Target		2019 WHS Draft		L1	83.15	L1	90%	L1	86.5%	L2	86.7%	L2	90%	L2	85%	L3	75%	L3	90%	L3	91.3%	FLs SLT Teachers Deans	All Year	Monitoring on ASSAY spreadsheet. Opportunity for further study opportunities in school holidays. Credit count letters sent to caregivers throughout the year	To keep the levels of achievement for 2019 the same for 2020. Targets remain same for 2020.
2018 WHS Actual		2019 WHS Target		2019 WHS Draft																								
L1	83.15	L1	90%	L1	86.5%																							
L2	86.7%	L2	90%	L2	85%																							
L3	75%	L3	90%	L3	91.3%																							
To improve or maintain NCEA Endorsements at Levels 1, 2 & 3	FLs, SLT Teachers, Deans	All Year	Monitoring on ASSAY spreadsheet. Opportunity for further study opportunities in school holidays Credit count review end of Terms 2 & 3. Endorsements for Excellence down for Level 3. Two students within 2 points of getting Excellence Endorsement.	Credit count review end of Term 2 and end of Term 3.  Targets remain same for 2020.																								

(New format based on Enrolment Data (rather than participation data))

Endorsed with Merit			
	2018 (Actual)	2019 (Target)	2019 (Draft)
Level 1	25.3%	35%	28.1%
Level 2	55.7%	40%	28.6%
Level 3	23.4%	35%	31%

(New format based on Enrolment Data (rather than participation data))

Endorsed with Excellence			
	2018 (Actual)	2019 (Target)	2018 (Draft)
Level 1	26.8%	25%	32.8%
Level 2	15.3%	25%	14.3%
Level 3	14.8%	25%	4.3%

Level 1 Excellence well above target

Level 2 Excellence – target too high

Level 3 Excellence – 2 students missed out by 2 credits on Excellence endorsement. Target too high.

To increase the number of University Entrances

2018 Actual	2019 Target	2019 Draft
51%	60%	67.4%

SLT  
FLs

All Year

Those that are enrolled in a University Entrance course are on track.  
  
Excellent results for 2019. 16% higher than 2018.

Statistics by early March.  
  
Analysis of Variance completed by 1<sup>st</sup> March in Draft form.



For all students to improve engagement – attendance to 87% across all levels/cohorts (Years 7 -13) for 2018	Attendance officer DP i/c attendance	All year	Some issues around attendance, e.g. holiday makers and absenteeism in Piringakau classes high. Hui on Piringakau attendance 2020	Ongoing monitoring										
<table><tr><th>2017 Target</th><th>2017 Actual</th><th>2018 Actual</th><th>2019 Target</th><th>2019 Actual</th></tr><tr><td>87%</td><td>83%</td><td>83.2%</td><td>85%</td><td>79.3%</td></tr></table>	2017 Target	2017 Actual	2018 Actual	2019 Target	2019 Actual	87%	83%	83.2%	85%	79.3%				
2017 Target	2017 Actual	2018 Actual	2019 Target	2019 Actual										
87%	83%	83.2%	85%	79.3%										
To develop and plan for achievement challenges for WaiCol – writing, special needs	FLs	All Year	Inquiries set up. All inquiries completed but included more than writing.	Completion of inquiries and in Appraisal document – completed.										
To embed literacy (writing) inquiry and best practice across the curriculum following from 2018 inquiry work.	FLs In School & Across School teachers	All Year	Writing still a feature but spiralling into other inquiries. Inquiries completed but still linked to appraisal. More work needed to embed inquiry writing PLD.											
Maori Plan 2019 Please see attached Maori Achievement 2017-2020.	FLs All staff	All year	Tupu Mai extension group. Cultural Competencies staff development – completed 2019.	Kohiko Mai Contract 2020										
Actions to achieve targets:	Lead By	Time Frame	Progress to date	Future Actions in relation to Strategic Goals										
2. Engaging Families and Community : Whanaungatanga (Relationships)														
Continue with parent education – career conversations, parent training through the digital world. More on achievement in newsletters, Facebook and other forms social media, publications.	Friends of WHS Principal SLT	All year	Facebook Newsletters Website Individual Letters	Ongoing, possible communication expert BOT appointed experts NSPR – 1 <sup>st</sup> report completed.										

	Fundraising & Marketing manager		Independent contractor employed by the BOT – NSPR Limited. Brent Simpson to run school communications 2020.	
Careers Semesters/Dreamcatcher – mid-year semester break with parent career providers training.	SLT Careers		Planned for Week 10 Even completed.	
To market our Year 7 and 8 school programme to wider school community – Year 7 Camp at Whakanewha	SLT BOT		Whakanewha Camp (Yr. 7) completed 2019. Year 7&8 shared whanau classes 2019	
To continue to market our Year 9 & 10 programmes to wider school community – Year 9 Tawharanui and Mountain trips, Year 10 Goat Island trip	SLT		Planning well underway for the 2 x Year 9 Mountain Camps/completed. Successful trip to Tawharanui in Term 1 – completed.	
To develop a plan to understand and address issues around the declining School roll.	BOT	All Year	BOT Striving for Success inquiry. Community Engagement and Workshops completed. BOT plan to develop communication, visioning and leadership resources.	
To develop and grow a Friends of the School group – friend raising/fundraising.	Friends of the School		Group now firmly established with committed calendar dates, e.g. Quiz night, Christmas Market.	
<b>Actions to achieve targets:</b>	<b>Lead By</b>	<b>Time Frame</b>	<b>Progress to date</b>	<b>Future Actions in relation to Strategic Goals</b>
<b>3. Teaching : Akoranga (<i>Practice in the classroom &amp; beyond</i>)</b>				
Develop differentiation in classrooms	All Staff	All Year	Through some inquiries	Differentiation – RTL B contract for 2020.



Exploring pedagogy through practice - COL			Completion of inquiries and looking for best practice. Sharing with Kāhui Ako on best practice.	
Develop individualised, personalised programmes for targeted groups – Inquiry, Appraisal	SLT All Staff Maori Faculty	All year	Ongoing Re Appraisal inquiry	
Te Reo, Tikanga for all staff as per Teacher Registration Criteria and Tātaiako and develop a teacher skills sheet based on Cultural Competencies at WHS.	All staff	All Year	Teacher skill sheet completed (part of appraisal) and teacher audit completed.	Continue in 2020 but with WaiCoL. Education Perfect 2020. Te Reo for Teachers course.
Develop cultural competencies and cultural responsive pedagogy across teaching staff (Te Taiako) – Teaching Maori as Maori Treaty of Waitangi	SLT (extended)	All year	Teaching Maori as Maori. Tikanga and Te Reo across the school. Class instructions	Further work on the Treaty of Waitangi in 2020.
Develop BYOD programme across BYOD teachers and wider staff. All Year 7 BYOD in 2019.	eLearning committee	All year	All Year 7 BYOD in 2019 Completed Completed the digital curriculum alignment for 2020.	Continue BYOD plan in 2020. Years 7 & 8 now digitalised.
<b>Actions to achieve targets:</b>	<b>Lead By</b>	<b>Time Frame</b>	<b>Progress to date</b>	<b>Future Actions in relation to Strategic Goals</b>
<b>4. Leading and Managing : Rangatiratanga (Leadership)</b>				
Growing and developing leadership opportunities across the school. Staff scholarship, mentoring, qualifications.	All	Ongoing	Pita Mahaki on Extended Lead team	Continuing growth of staff

				Paul Knighton – Across Schools Teacher 2020 (Kāhui Ako)
Develop learning and teaching pedagogy across curriculum enrichment and develop how the school does this in an holistic, dynamic way Sharing best practice Gifted & Talented	Principal and Across School/in School Teachers	Ongoing	More emphasis on personalised, individualised programmes at Levels 1 & 2.	Sean O'Toole 'In Schools Teacher'. Rebecca Rose on the Extended Senior Lead team
<b>Actions to achieve targets:</b>	<b>Lead By</b>	<b>Time Frame</b>	<b>Progress to date</b>	<b>Future Actions in relation to Strategic Goals</b>
<b>5. School Culture : Manaakitanga (Values: integrity, trust, sincerity, equity)</b>				
To increase the role of Whanau Teachers ACM programme Years 11 & 12.	Deans Whanau teachers	All year	Developed programme for 2019 modelled on MOE School Toolkit, completed.	Reviewed and will run in 2020 as Wairua programme.
To develop the concept of a student council through whanau captains who can articulate student voice, led by Head Boy/Head Girl.	SLT	All year	Uniform changes Toilet etiquette	Need to develop wider scope driven by students for 2020.
To complete an audit of student wellbeing across the curriculum and how and where it is taught (NZCER).	SLT	Term 3	Begun work on this NZCER Wellbeing survey Term 2, completed.	Continue Survey in 2020.
Further development of 5 student led committees with teachers to assist over the 5 committees.	Prefects	All Year	Formal meeting taking place. Need to review this in 2020.	



To develop PB4L (Positive Behaviour for Learning) – Stage II in 2019 – Waiheke WISE.	Deans	All Year	Developing – Waiheke WISE Cards – Stage 1 completed. Stage 2 complete in 2020.	
To develop and empower staff using Restorative Practice and to communicate restorative practice with the wider school community	ELST Deans	All Year	2 newsletters around Restorative Practice – completed. Staff training complete.	
<b>Actions to achieve targets:</b>	<b>Lead By</b>	<b>Time Frame</b>	<b>Progress to date</b>	<b>Future Actions in relation to Strategic Goals</b>
<b>6. Governance: Kawanatanga</b>				
To update and develop through review school charter, strategic plan and annual plan	BOT	Term 1	Annual Plan developed for 2019. 2020 Visioning exercise completed.	To complete by 2020.
To update and develop through review school policies along an annual time line	BOT Principal	Term 1	Completed for 2019 and now using School Docs.	
To develop Health & Safety through Vulnerable Children's Act and new Health & Safety legislation	BOT Principal	Term 1	Ongoing Regular Health & Safety committee – in place.	Ongoing for 2020 with MOE guidance – 5YA & 10YP
A strategic property management plan established with an Annual Plan of Work – 5YA & 10YP	BOT Principal	Term 1 – Term 4	To complete current 5YA by 2020 and 10YPP with MOE completed 2020.	
The BOT considers and develops succession planning for trustees	BOT	Term 1 & 2	Not completed.	

The BOT considers and develops a fund raising strategy for the partial rebuild and other schoolwide priorities.	BOT	Ongoing	Friends of the School Charitable Trust Tim Kay appointed for the year	No money has come in from those events Feb 2020.
Utilise Hautu (Maori Cultural Responsiveness Review Tool) to develop a more collaborative direction for maintaining and developing Maori student achievement further, particularly in Te Reo Maori and Tikanga.  Further development of Te Kahui Kuaka across WaiCol	SLT	Ongoing	New BOT Have used tool in Cultural Competencies.	
NB. Please see attachment of Te Reo Maori Development Plan and Tikanga Strategic Plan 2018-2020 and 2019 Annual Plan.				

Waiheke High School		Other Auckland Schools Decile 7	
2016		2016	
Level 1 86.6%		Level 1 82.2%	
Level 2 87.5%		Level 2 87.4%	
Level 3 78.6%		Level 3 78.1%	
2017		2017	
Level 1 86.3%		Level 1 83.7%	
Level 2 88.2%		Level 2 87.1%	
Level 3 73.2%		Level 3 79.6%	
2018		2018	
Level 1 86.5%		Level 1 81.8%	
Level 2 89%		Level 2 85.3%	
Level 3 77.1%		Level 3 76.5%	
2019 (Provisional results)		2019 (Provisional results)	
Level 1 86.5%		Level 1 73.9%	
Level 2 85%		Level 2 84.6%	
Level 3 91.3%		Level 3 75.7%	
Other Auckland Decile 7 schools include:			
Kaipara College			
Northcote College			
Mount Albert Grammar School			
Marist College			
Pakuranga College			
Sancta Maria College			
UP International College NZ			



# NCEA, NCEA Endorsements, and UE

Reporting Population: NZ Domestic Years 11-13

Cumulative Achievement Totals

Enrolment Based Percentages

Academic Years: 2015, 2016, 2017, 2018, 2019

Data as at: 02/02/2020

Decile: N/A

Student Types: Regular Student, Alternative Education Student

Including Students with Short Enrolments: No

Student Gender: Display Selected as a Single Value

Showing Endorsements

Not Showing Ethnicity

Base School / Region: Waiheke High School in Auckland

Base Decile Range: All

Base Student Types: Regular Student, Alternative Education Student

Base Including Students with Short Enrolments: No

Base School Gender Type: All

Base Student Gender: All

Comparison School / Region: Mt Albert Grammar School in Auckland

Comparison Decile Range: All

Comparison Student Types: Regular Student, Alternative Education Student, Teen Parent Unit Student

Comparison Including Students with Short Enrolments: Yes

Comparison School Gender Type: All

Comparison Student Gender: All

Waiheke High School in Auckland											Mt Albert Grammar School in Auckland										
		2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
		Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate
NCEA (Level 1)																					
Year 11		62	89.9	58	86.6	63	86.3	64	86.5	64	86.5	461	77.7	467	78.2	443	75.5	520	79.1	519	76.4
	Achieved with Excellence	11	17.7	11	19.0	15	23.8	17	26.6	21	32.8	109	23.6	133	28.5	138	31.2	139	26.7	142	27.4
	Achieved with Merit	18	29.0	20	34.5	29	46.0	16	25.0	18	28.1	193	41.9	191	40.9	161	36.3	199	38.3	187	36.0
	No Endorsement	33	53.2	27	46.6	19	30.2	31	48.4	25	39.1	159	34.5	143	30.6	144	32.5	182	35.0	190	36.6
Year 12		60	93.8	58	96.7	51	100.0	58	98.3	62	93.9	495	92.5	492	93.9	536	95.4	521	92.9	556	93.8
	Achieved with Excellence	11	18.3	9	15.5	10	19.6	10	17.2	17	27.4	120	24.2	113	23.0	132	24.6	141	27.1	139	25.0
	Achieved with Merit	25	41.7	17	29.3	19	37.3	29	50.0	18	29.0	185	37.4	200	40.7	206	38.4	167	32.1	201	36.2
	No Endorsement	24	40.0	32	55.2	22	43.1	19	32.8	27	43.5	190	38.4	179	36.4	198	36.9	213	40.9	216	38.8
Year 13		53	94.6	54	96.4	53	94.6	47	97.9	46	100.0	458	97.4	446	99.6	441	98.2	474	98.3	470	98.3
	Achieved with Excellence	9	17.0	11	20.4	8	15.1	11	23.4	9	19.6	117	25.5	117	26.2	107	24.3	130	27.4	138	29.4
	Achieved with Merit	23	43.4	22	40.7	18	34.0	15	31.9	25	54.3	182	39.7	178	39.9	195	44.2	195	41.1	160	34.0
	No Endorsement	21	39.6	21	38.9	27	50.9	21	44.7	12	26.1	159	34.7	151	33.9	139	31.5	149	31.4	172	36.6
NCEA (Level 2)																					
Year 11								1	1.4			25	4.2	32	5.4	23	3.9	8	1.2	17	2.5
	Achieved with Excellence											5	20.0	13	40.6	8	34.8	3	37.5	7	41.2
	Achieved with Merit							1	100.0					4	12.5			1	12.5	8	47.1
	No Endorsement											20	80.0	15	46.9	15	65.2	4	50.0	2	11.8
Year 12		56	87.5	52	86.7	45	88.2	53	89.8	56	84.8	454	84.9	465	88.7	508	90.4	479	85.4	518	87.4
	Achieved with Excellence	6	10.7	10	19.2	10	22.2	9	17.0	8	14.3	85	18.7	96	20.6	98	19.3	108	22.5	122	23.6
	Achieved with Merit	18	32.1	11	21.2	10	22.2	23	43.4	16	28.6	136	30.0	148	31.8	162	31.9	132	27.6	164	31.7
	No Endorsement	32	57.1	31	59.6	25	55.6	21	39.6	32	57.1	233	51.3	221	47.5	248	48.8	239	49.9	232	44.8
Year 13		53	94.6	53	94.6	53	94.6	47	97.9	46	100.0	452	96.2	443	98.9	438	97.6	471	97.7	465	97.3
	Achieved with Excellence	8	15.1	6	11.3	10	18.9	11	23.4	5	10.9	93	20.6	84	19.0	92	21.0	96	20.4	105	22.6
	Achieved with Merit	14	26.4	17	32.1	13	24.5	10	21.3	19	41.3	153	33.8	139	31.4	149	34.0	166	35.2	129	27.7
	No Endorsement	31	58.5	30	56.6	30	56.6	26	55.3	22	47.8	206	45.6	220	49.7	197	45.0	209	44.4	231	49.7
NCEA (Level 3)																					
Year 11												1	0.2	1	0.2			1	0.2	1	0.1
	Achieved with Excellence																			1	100.0
	No Endorsement											1	100.0	1	100.0			1	100.0		
Year 12				1	1.7							18	3.4	3	0.6	21	3.7	7	1.2	7	1.2
	Achieved with Excellence											9	50.0	1	33.3	10	47.6	1	14.3	3	42.9
	Achieved with Merit											1	5.6			1	4.8	2	28.6	3	42.9
	No Endorsement			1	100.0							8	44.4	2	66.7	10	47.6	4	57.1	1	14.3
Year 13		44	78.6	40	71.4	41	73.2	37	77.1	42	91.3	371	78.9	360	80.4	366	81.5	379	78.6	342	71.5
	Achieved with Excellence	3	6.8	7	17.5	9	22.0	7	18.9	2	4.8	69	18.6	72	20.0	72	19.7	62	16.4	70	20.5
	Achieved with Merit	13	29.5	12	30.0	14	34.1	7	18.9	13	31.0	128	34.5	111	30.8	108	29.5	133	35.1	109	31.9
	No Endorsement	28	63.6	21	52.5	18	43.9	23	62.2	27	64.3	174	46.9	177	49.2	186	50.8	184	48.5	163	47.7
University Entrance																					
Year 12												16	3.0	4	0.8	19	3.4	5	0.9	5	0.8

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## NCEA, NCEA Endorsements, and UE

Reporting Population: NZ Domestic Years 11-13

Cumulative Achievement Totals

Enrolment Based Percentages

Academic Years: 2015, 2016, 2017, 2018, 2019

Data as at: 02/02/2020

Decile: N/A

Student Types: Regular Student, Alternative Education Student

Including Students with Short Enrolments: No

Student Gender: Display Selected as a Single Value

Not Showing Endorsements

Not Showing Ethnicity

Base School / Region: Waiheke High School in Auckland

Base Decile Range: All

Base Student Types: Regular Student, Alternative Education Student

Base Including Students with Short Enrolments: No

Base School Gender Type: All

Base Student Gender: All

Comparison School / Region: Mt Albert Grammar School in Auckland

Comparison Decile Range: All

Comparison Student Types: Regular Student, Alternative Education Student, Teen Parent Unit Student

Comparison Including Students with Short Enrolments: Yes

Comparison School Gender Type: All

Comparison Student Gender: All

	Waiheke High School in Auckland										Mt Albert Grammar School in Auckland									
	2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate
NCEA (Level 1)																				
Year 11	62	89.9	59	86.6	63	86.3	64	86.5	64	86.5	461	77.7	467	78.2	443	75.5	520	79.1	519	76.4
Year 12	60	93.0	58	96.7	51	100.0	58	98.3	62	93.9	495	92.5	492	93.9	536	95.4	521	92.9	556	93.8
Year 13	53	94.6	54	96.4	53	94.6	47	97.9	46	100.0	459	97.4	446	99.6	441	99.2	474	99.3	470	99.3
NCEA (Level 2)																				
Year 11							1	1.4			25	4.2	32	5.4	23	3.9	8	1.2	17	2.5
Year 12	56	87.5	52	86.7	45	88.2	53	89.8	56	84.8	454	84.9	465	88.7	508	90.4	479	85.4	518	87.4
Year 13	53	94.6	53	94.6	53	94.6	47	97.9	46	100.0	452	96.2	443	98.9	438	97.6	471	97.7	465	97.3
NCEA (Level 3)																				
Year 11											1	0.2	1	0.2			1	0.2	1	0.1
Year 12			1	1.7							18	3.4	3	0.6	21	3.7	7	1.2	7	1.2
Year 13	44	78.6	40	71.4	41	73.2	37	77.1	42	91.3	371	78.9	360	80.4	366	81.5	379	78.6	342	71.5
University Entrance																				
Year 12											16	3.0	4	0.8	19	3.4	5	0.9	5	0.8
Year 13	31	55.4	25	44.6	32	57.1	26	54.2	31	67.4	302	64.3	284	63.4	288	64.1	305	63.3	274	57.3

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# NCEA, NCEA Endorsements, and UE

Reporting Population: NZ Domestic Years 11-13

Cumulative Achievement Totals

Enrolment Based Percentages

Academic Years: 2015, 2016, 2017, 2018, 2019

Data as at: 02/02/2020

Decile: N/A

Student Types: Regular Student, Alternative Education Student

Including Students with Short Enrolments: No

Student Gender: Display Selected as a Single Value

Not Showing Endorsements

Showing Ethnicity

Base School / Region: Waiheke High School in Auckland

Base Decile Range: All

Base Student Types: Regular Student, Alternative Education Student

Base Including Students with Short Enrolments: No

Base School Gender Type: All

Base Student Gender: All

Comparison School / Region: Mt Albert Grammar School in Auckland

Comparison Decile Range: All

Comparison Student Types: Regular Student, Alternative Education Student, Teen Parent Unit Student

Comparison Including Students with Short Enrolments: Yes

Comparison School Gender Type: All

Comparison Student Gender: All

## Waiheke High School in Auckland

## Mt Albert Grammar School in Auckland

	2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate
<b>NCEA (Level 1)</b>																				
<b>Year 11</b>																				
Māori	10	100.0	7	58.3	9	64.3	14	73.7	9	69.2	60	71.4	68	70.1	60	65.9	72	66.7	59	53.6
European	55	90.2	54	90.0	60	90.9	56	87.5	53	88.3	279	80.2	264	83.8	241	85.2	259	88.1	309	86.6
Pacific Peoples	3	75.0	1	50.0	3	100.0	3	100.0	6	85.7	94	68.6	117	72.7	91	59.9	114	64.8	103	59.9
Asian	3	75.0	4	100.0	1	100.0	1	50.0	1	50.0	86	90.5	96	84.2	85	84.2	105	88.2	111	93.3
Middle Eastern/Latin American/African	2	66.7	1	100.0	3	100.0	3	100.0	4	100.0	17	77.3	19	79.2	21	72.4	20	83.3	16	64.0
Other Ethnicity	1	100.0			1	100.0	1	100.0					5	83.3	23	85.2	54	94.7	13	86.7
<b>Year 12</b>																				
Māori	10	100.0	9	90.0	6	100.0	11	91.7	14	93.3	68	90.7	67	90.5	88	95.7	74	96.1	76	91.6
European	53	96.4	52	100.0	46	100.0	54	98.2	54	94.7	272	94.4	291	95.4	281	97.6	263	95.6	267	96.4
Pacific Peoples	4	100.0	3	100.0	1	100.0	3	100.0	4	100.0	121	91.0	113	93.4	148	94.3	124	89.9	130	90.9
Asian	1	50.0	4	100.0	4	100.0	1	100.0	1	100.0	108	95.6	88	91.7	110	93.2	98	90.7	112	93.3
Middle Eastern/Latin American/African			2	66.7	1	100.0	2	100.0	3	75.0	17	85.0	20	90.9	21	100.0	27	100.0	22	91.7
Other Ethnicity			1	100.0							4	100.0	2	100.0	7	100.0	23	88.5	56	100.0
<b>Year 13</b>																				
Māori	9	100.0	8	100.0	10	90.9	6	100.0	8	100.0	60	98.4	62	100.0	56	98.2	71	100.0	63	100.0
European	46	95.8	48	98.0	47	100.0	42	97.7	44	100.0	265	98.5	233	100.0	258	99.6	250	99.6	229	100.0
Pacific Peoples	6	85.7	3	100.0	1	100.0	1	100.0	2	100.0	96	97.0	113	99.1	98	98.0	120	97.6	124	98.4
Asian	1	100.0	1	50.0	4	80.0	4	100.0	1	100.0	85	96.6	101	100.0	86	97.7	104	97.2	93	96.9
Middle Eastern/Latin American/African			1	100.0	2	66.7	2	100.0	2	100.0	8	80.0	15	100.0	16	84.2	21	95.5	21	87.5
Other Ethnicity					1	100.0					1	100.0	5	83.3	2	100.0	6	100.0	22	100.0
<b>NCEA (Level 2)</b>																				
<b>Year 11</b>																				
Māori							1	1.6			2	2.4	2	2.1	1	1.1	3	2.8		
European											17	4.9	16	5.1	9	3.2	2	0.7	9	2.5
Pacific Peoples											2	1.5			1	0.7		0.6		
Asian											9	9.5	15	13.2	10	9.9	4	3.4	10	8.4
Middle Eastern/Latin American/African															1	3.4				
Other Ethnicity															3	11.1	1	1.8		
<b>Year 12</b>																				
Māori	9	90.0	9	90.0	6	100.0	9	75.0	11	73.3	56	74.7	62	83.8	85	92.4	65	84.4	73	88.0
European	49	89.1	47	90.4	40	87.0	49	89.1	49	86.0	249	86.5	276	90.5	268	93.1	249	90.5	254	91.7
Pacific Peoples	4	100.0	2	66.7	1	100.0	1	33.3	4	100.0	108	81.2	101	83.5	131	83.4	104	75.4	112	78.3
Asian	1	50.0	4	100.0	4	100.0	1	100.0	1	100.0	103	91.2	87	90.6	103	87.3	95	88.0	106	88.3
Middle Eastern/Latin American/African			2	66.7	1	100.0	2	100.0	3	75.0	14	70.0	16	72.7	21	100.0	26	96.3	19	79.2
Other Ethnicity			1	100.0							4	100.0	2	100.0	7	100.0	22	84.6	53	94.6
<b>Year 13</b>																				
Māori	9	100.0	8	100.0	10	90.9	6	100.0	8	100.0	58	95.1	59	95.2	56	98.2	71	100.0	62	98.4
European	46	95.8	47	95.9	47	100.0	42	97.7	44	100.0	264	98.1	232	99.6	258	99.6	250	99.6	228	99.6
Pacific Peoples	6	85.7	3	100.0	1	100.0	1	100.0	2	100.0	93	93.9	113	99.1	97	97.0	118	95.9	122	96.8
Asian	1	100.0	1	50.0	4	80.0	4	100.0	1	100.0	83	94.3	101	100.0	84	95.5	104	97.2	92	95.8
Middle Eastern/Latin American/African			1	100.0	2	66.7	2	100.0	2	100.0	8	80.0	15	100.0	16	84.2	20	90.9	21	87.5



Other Ethnicity					1	100.0			1	100.0	5	83.3	2	100.0	6	100.0	22	100.0		
	<u>2015</u>		<u>2016</u>		<u>2017</u>		<u>2018</u>		<u>2019</u>		<u>2015</u>		<u>2016</u>		<u>2017</u>		<u>2018</u>		<u>2019</u>	
	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate
NCEA (Level 3)																				
Year 11																				
Māori																	1	0.9		
European																			1	0.3
Asian																				
Year 12																				
Māori																				
European			1	1.9																
Pacific Peoples																				
Asian																				
Other Ethnicity																				
Year 13																				
Māori	8	88.9	7	87.5	4	36.4	4	66.7	7	87.5	44	72.1	42	67.7	39	68.4	53	74.6	35	55.6
European	37	77.1	35	71.4	38	80.9	34	79.1	40	90.9	220	81.8	198	85.0	231	89.2	212	84.5	184	80.3
Pacific Peoples	3	42.9	2	66.7	1	100.0	1	100.0	1	50.0	61	61.6	72	63.2	63	63.0	78	63.4	67	53.2
Asian	1	100.0	1	50.0	4	80.0	2	50.0	1	100.0	79	89.8	91	90.1	75	85.2	88	82.2	83	86.5
Middle Eastern/Latin American/African					1	33.3	1	50.0	2	100.0	6	60.0	13	86.7	12	63.2	16	72.7	11	45.8
Other Ethnicity					1	100.0					1	100.0	4	66.7	1	50.0	5	83.3	15	68.2
	<u>2015</u>		<u>2016</u>		<u>2017</u>		<u>2018</u>		<u>2019</u>		<u>2015</u>		<u>2016</u>		<u>2017</u>		<u>2018</u>		<u>2019</u>	
	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate
University Entrance																				
Year 12																				
Māori																	1	1.3	1	1.2
European																			1	0.4
Pacific Peoples																				
Asian																				
Middle Eastern/Latin American/African																				
Other Ethnicity																				
Year 13																				
Māori	4	44.4	5	62.5	1	9.1	2	33.3	5	62.5	29	47.5	25	40.3	29	50.9	37	52.1	20	31.7
European	27	56.3	21	42.9	30	63.8	25	58.1	31	70.5	192	71.4	166	71.2	185	71.4	189	75.3	163	71.2
Pacific Peoples	1	14.3	1	33.3					1	50.0	35	35.4	39	34.2	36	36.0	42	34.1	34	27.0
Asian					4	80.0	1	25.0	1	100.0	71	80.7	83	82.2	68	77.3	76	71.0	71	74.0
Middle Eastern/Latin American/African					1	33.3			2	100.0	5	50.0	12	80.0	8	42.1	13	59.1	9	37.5
Other Ethnicity					1	100.0							4	66.7	1	50.0	4	66.7	14	63.6



## Te Reo Maori Development Plan

### Goal:

- to engage more students in Te Reo Maori at Waiheke High School.

### Rationale:

The ERO report 2018 recommended that Waiheke High School increase the knowledge and opportunities for students to embrace Te Reo Maori.

In 2018 Waiheke High School has:

- grown staff in cultural competencies with Te Reo Maori including classroom instructions, individual pepeha, school waiata (x3), school haka and whakatauki.
- increased the number of students in kapa haka
- purchased a further 12 piupiu for kapa haka
- kapa haka being involved in Polyfest and Te Ahurea competition
- kaka haka in school celebrations
- compulsory Maori in Years 7 & 8 with further availability from Years 9-13
- greater links with Te Huruhi and Waiheke Primary Schools
- a school wide celebration of Matariki
- combined schools' celebration of Matariki
- combined Waiheke kura Marariki Art exhibition
- Maori students attending courses at AUT and Auckland University in Sciences
- two whanau classes – Years 7 – 9 and Years 10 – 13
- full year Te Reo Maori courses made available for Years 9 -10 if our Tamariki choose this

In 2019

- all of the points made for 2018 but no further piupiu purchased
- cultural exchange trip to Hawaii for April 2020 planned
- some staff completed Te Kura Maori programme – very difficult.

## 2019 Annual Plan for Te Reo Maori and Tikanga

Learning Objective 1: Te Reo Maori, tikanga and Te Ao Maori to be included in all junior programmes (Years 7-10) across the curriculum.

Learning Objective	Actions	Responsibility of	Time	Learning Outcome
Across Junior Curriculum (Years 7-10) units of work taught that embed Te Reo, Tikanga and Te Ao Maori	Subject inventory taken of each Junior curriculum subject which looks at Te Reo, Tikanga and Te Ao Maori within subject knowledge and content	Maori Faculty	End of Term 1 Completed	All Junior subject curriculum documents include Te Reo Maori, Tikanga and Te Ao Maori

2020: Complete this exercise again across all curriculum areas.

Learning Objective 2: A Te Reo Maori language extension Tupu Mai to be developed from Tamariki of the 3 kura (Waiheke High School, Waiheke Primary and Te Huruhi Primary) from Years 6-9.

Learning Objective	Actions	Responsibility of	Time	Learning Outcome
To develop and grow Te Reo Maori (reading and writing) through access to an extension language nest for the 3 kura	To work with kura to develop a Te Reo language nest at Waiheke High School (Years 7-9)	Pita Mahaki (1 hour) Te Ao Marama Hau (2 hours)	February – November 2019	1. Seamless transition into WHS 2. To develop and grow reading and writing competencies in Te Reo. 3. Offer kapa haka as further extension.

2020: Tupu Mai to continue this year.



Learning Objective 3: The Year 7 cohort to engage in 1 hour of Tikanga per week with the Head of Maori, Pita Mahaki.

Learning Objective	Actions	Responsibility of	Time	Learning Outcome
To incorporate one hour of Tikanga per week for each Year 7 class and the associated teacher (grow teacher cultural competencies)	To provide and deliver a programme of Tikanga. Develop criteria with the SLT.	Pita Mahaki	February – December 2019	1. Further dedicated classroom time to Tikanga 2. Grow cultural competencies of associated teachers.

This as a difficult learning objective because it went well for Term 1 in 2019 but then time was spent developing across curriculum resources from Years 7-10. These resources will be used in the Junior School in 2020.

Learning Objective 4: To focus on student feedback twice a term to improve existing and emerging programmes of Te Reo Maori and Maori Performing Arts.

Learning Objective	Actions	Responsibility of	Time	Learning Outcome
Student feedback and Student engagement.	Student Voice of programmes Exit interview from courses	Pita Mahaki SLT	Twice per term	To engage with students of Te Reo and develop responsive and flexible programmes.

2020: Student feedback now an integral part of the Maori Department.

Board of Trustees commitment:

The Board of Trustees and the SLT are committed to improve the number of students learning Te Reo Maori at all levels.

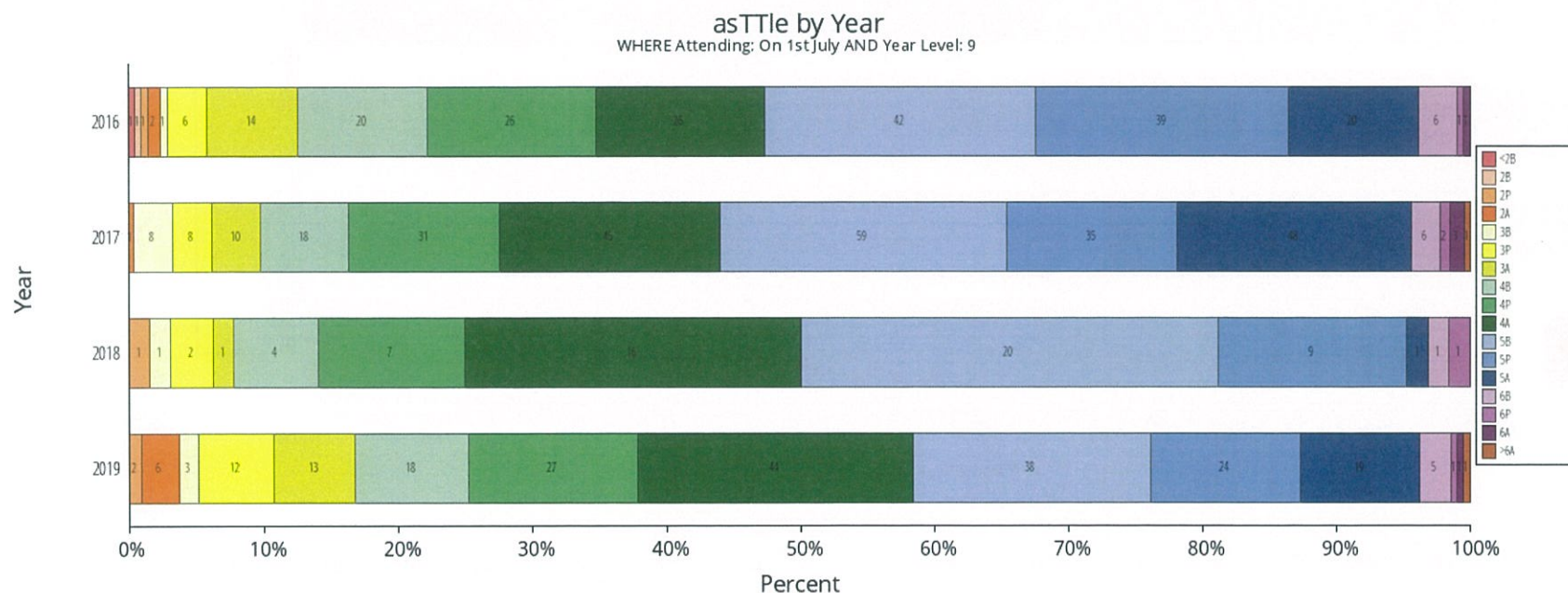
Requests:

Six hours shared between Pita Mahaki and Te Ao Hau. This has been put on each timetable to:

- a) Set up organize and plan the language nest – Year 6 – Year 9 (2 hours Te Ao)
- b) 2 hours Tikanga Social Studies – Pita Mahaki
- c) Cultural Competencies for Staff – Pita & Te Ao
- d) Reporting to the Board twice per term.

## Junior Achievement @ Waiheke High School 2016 - 2019

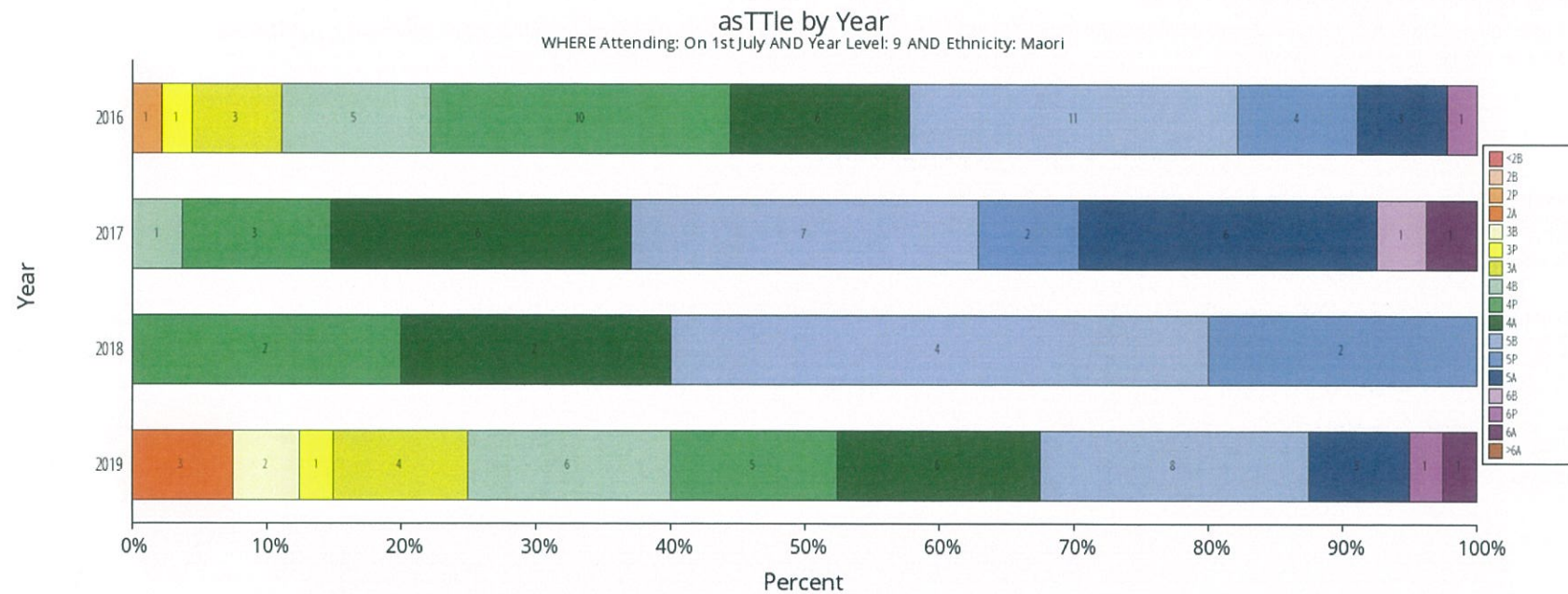
The Year 7 - 10 data is based off asTTle results as an indicator of curriculum level. These results are generated from both reading and mathematics information. asTTle is a standardised test that students complete every year at WHS.



Year	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B	6P	6A	>6A
2016	0.48%	0.48%	0.48%	0.97%	0.48%	2.9%	6.76%	9.66%	12.56%	12.56%	20.29%	18.84%	9.66%	2.9%	0.48%	0.48%	0%
2017	0%	0%	0%	0.36%	2.91%	2.91%	3.64%	6.55%	11.27%	16.36%	21.45%	12.73%	17.45%	2.18%	0.73%	1.09%	0.36%
2018	0%	0%	1.56%	0%	1.56%	3.13%	1.56%	6.25%	10.94%	25%	31.25%	14.06%	1.56%	1.56%	1.56%	0%	0%
2019	0%	0%	0.93%	2.8%	1.4%	5.61%	6.07%	8.41%	12.62%	20.56%	17.76%	11.21%	8.88%	2.34%	0.47%	0.47%	0.47%

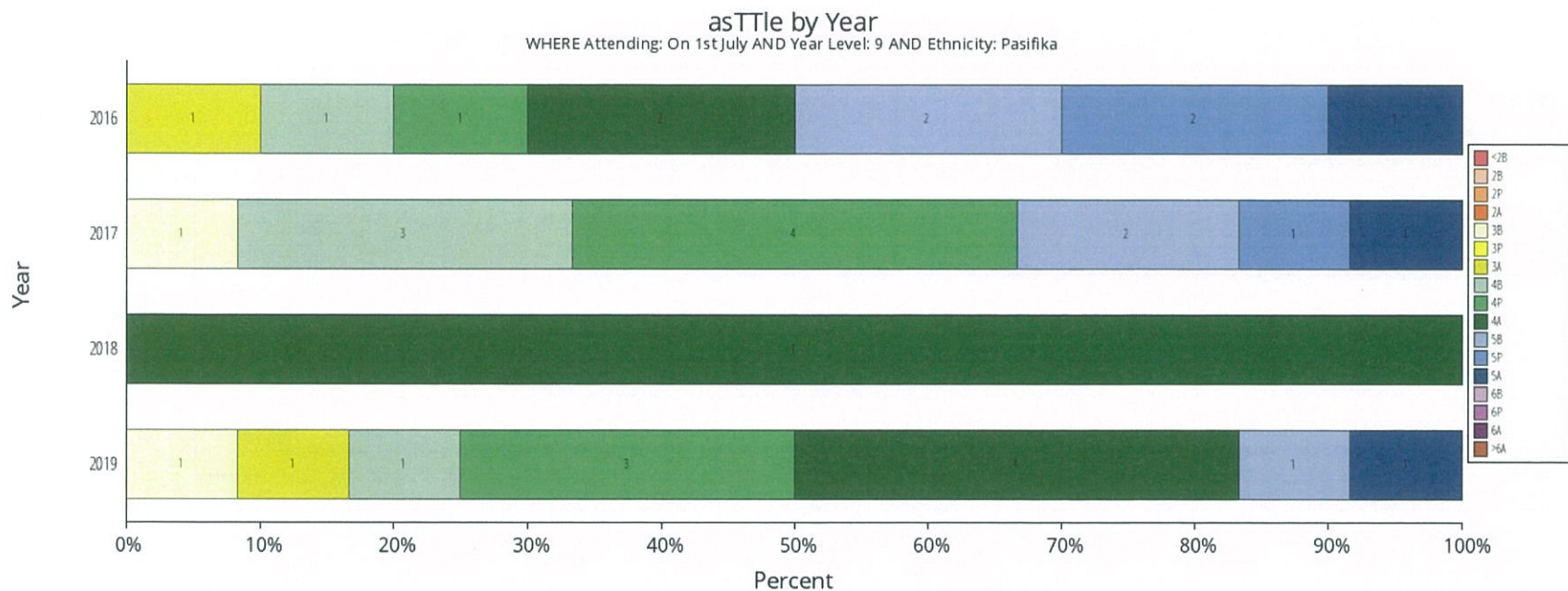
- 2016 - 87.45% of Year 9 cohort operating at Level 4 or higher of NZC framework
- 2017 - 93.09% of Year 9 cohort operating at Level 4 or higher of NZC framework
- 2018 - 92.19% of Year 9 cohort operating at Level 4 or higher of NZC framework
- 2019 - 83.19% of Year 9 cohort operating at Level 4 or higher of NZC framework





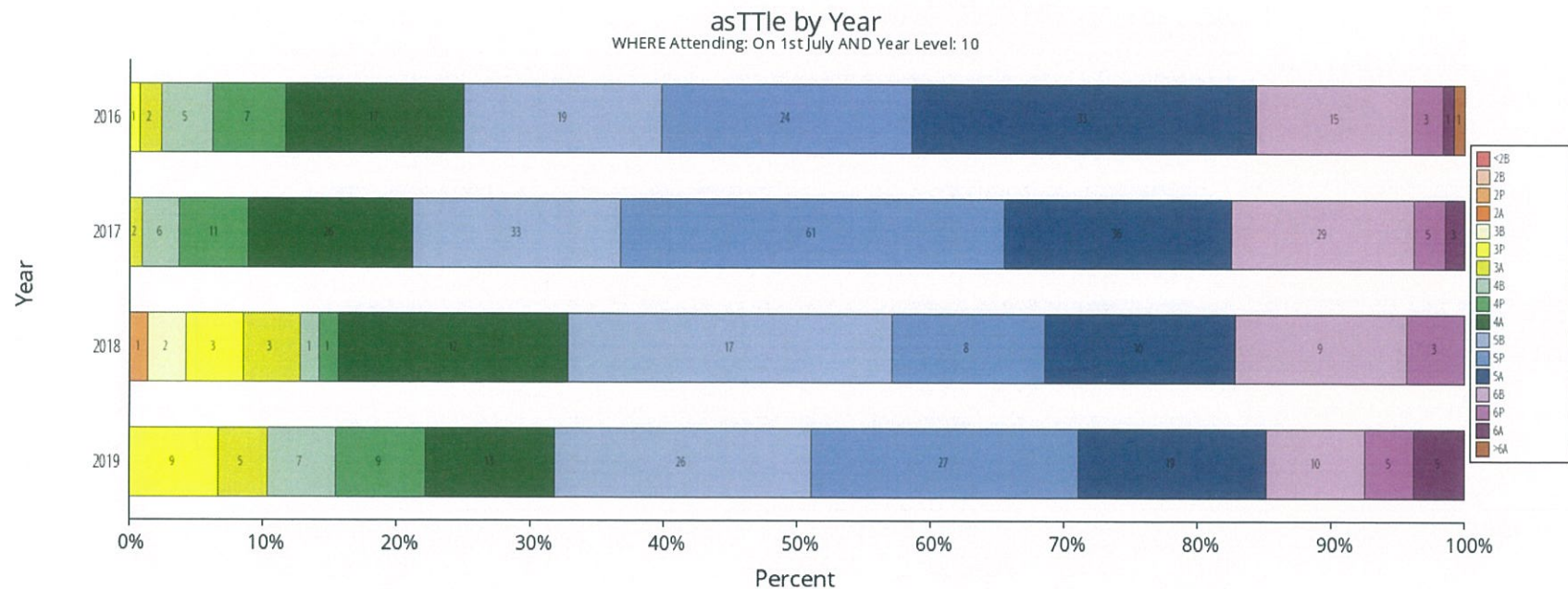
#	Year	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B	6P	6A	>6A
1	2016	0%	0%	2.22%	0%	0%	2.22%	6.67%	11.11%	22.22%	13.33%	24.44%	8.89%	6.67%	0%	2.22%	0%	0%
2	2017	0%	0%	0%	0%	0%	0%	0%	3.7%	11.11%	22.22%	25.93%	7.41%	22.22%	3.7%	0%	3.7%	0%
3	2018	0%	0%	0%	0%	0%	0%	0%	0%	20%	20%	40%	20%	0%	0%	0%	0%	0%
4	2019	0%	0%	0%	7.5%	5%	2.5%	10%	15%	12.5%	15%	20%	0%	7.5%	0%	2.5%	2.5%	0%

- 2016 - 88.89% of Māori students in Year 9 cohort at Level 4 or higher of NZC framework
- 2017 - 100% of Māori students in Year 9 cohort at Level 4 or higher of NZC framework
- 2018 - 100% of Māori students in Year 9 cohort at Level 4 or higher of NZC framework
- 2019 - 75% of Māori students in Year 9 cohort at Level 4 or higher of NZC framework

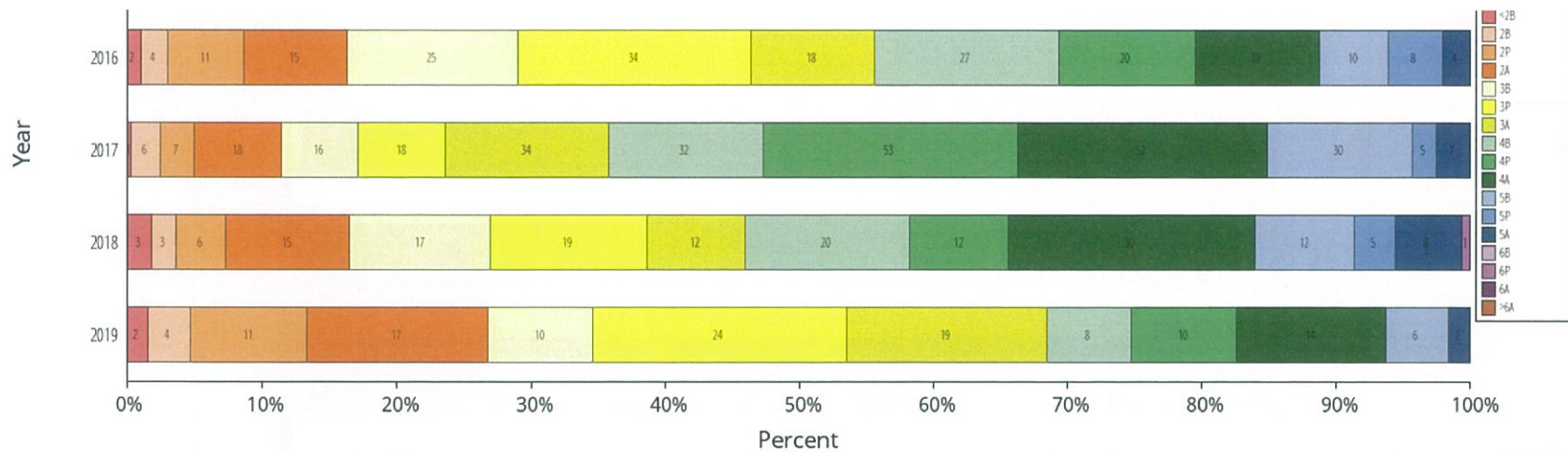


- 2016 - 90% of Pasifika students in Year 9 cohort at Level 4 or higher of NZC framework
- 2017 - 91.67% of Pasifika students in Year 9 cohort at Level 4 or higher of NZC framework
- 2018 - 100% of Pasifika students in Year 9 cohort at Level 4 or higher of NZC framework
- 2019 - 83.34% of Pasifika student in Year 9 cohort at Level 4 or higher of NZC framework





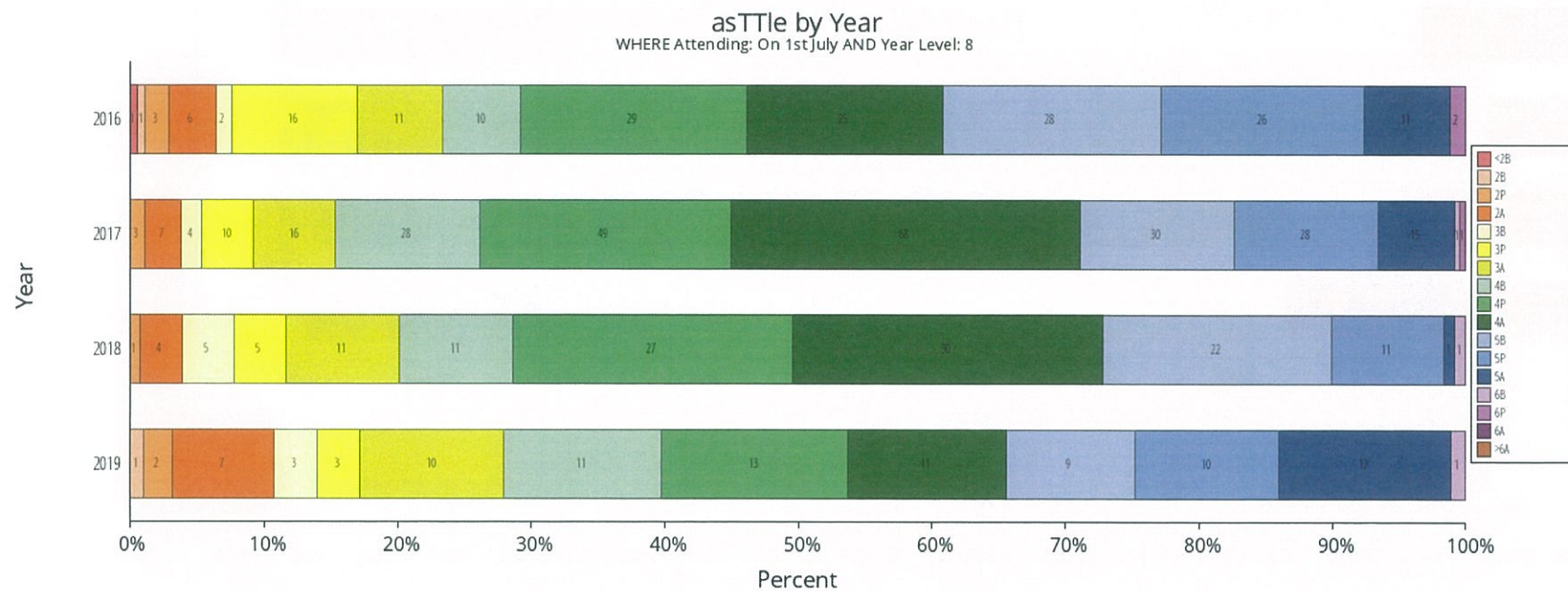
- 2016 - 97.66% of Year 10 cohort at Level 4 or higher of NZC Framework
- 2017 - 99.06% of Year 10 cohort at Level 4 or higher of NZC Framework
- 2018 - 87.13% of Year 10 cohort at Level 4 or higher of NZC Framework
- 2019 - 89.63% of Year 10 cohort at Level 4 or higher of NZC Framework



#	Year	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B	6P	6A	>6A
2	2016	1.02%	2.04%	5.61%	7.65%	12.76%	17.35%	9.18%	13.78%	10.2%	9.18%	5.1%	4.08%	2.04%	0%	0%	0%	0%
3	2017	0.36%	2.15%	2.51%	6.45%	5.73%	6.45%	12.19%	11.47%	19%	18.64%	10.75%	1.79%	2.51%	0%	0%	0%	0%
4	2018	1.84%	1.84%	3.68%	9.2%	10.43%	11.66%	7.36%	12.27%	7.36%	18.4%	7.36%	3.07%	4.91%	0%	0.61%	0%	0%
5	2019	1.57%	3.15%	8.66%	13.39%	7.87%	18.9%	14.96%	6.3%	7.87%	11.02%	4.72%	0%	1.57%	0%	0%	0%	0%

- 2016 - 83.68% of Year 7 cohort operating at Level 3 or higher of NZC Framework
- 2017 - 88.24% of Year 7 cohort operating at Level 3 or higher of NZC Framework
- 2018 - 83.44% of Year 7 cohort operating at Level 3 or higher of NZC Framework
- 2019 - 73.23% of Year 7 cohort operating at Level 3 or higher of NZC Framework



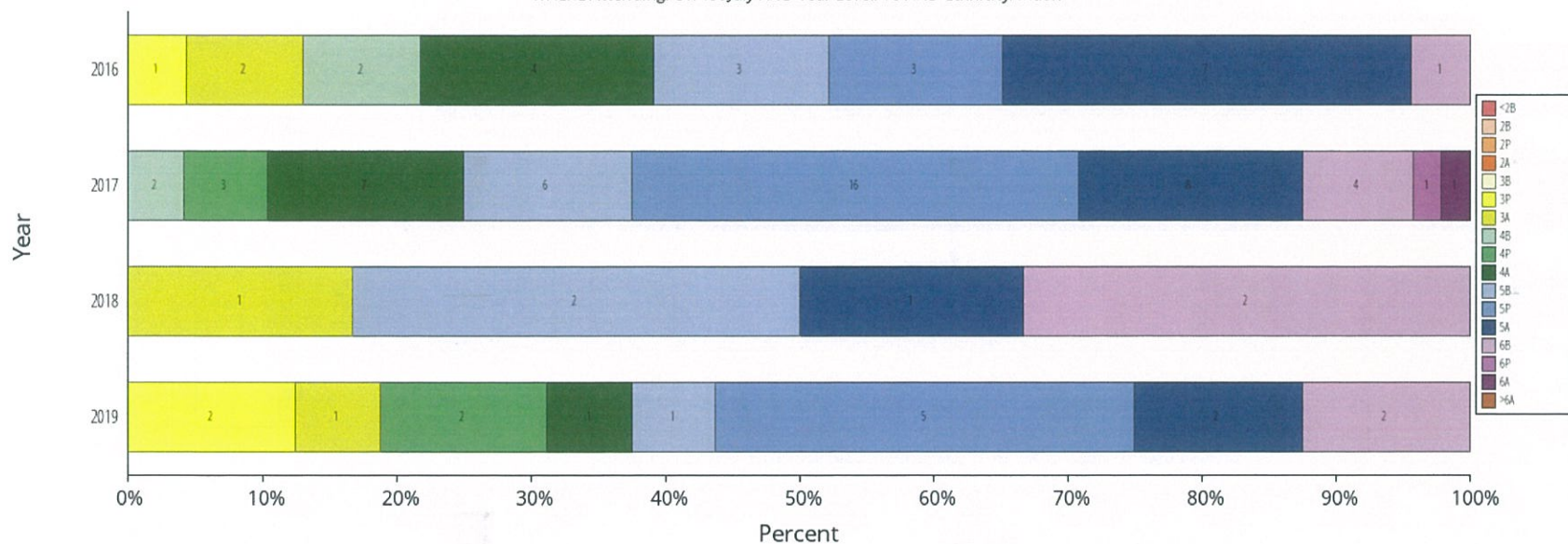


#	Year	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B	6P	6A	>6A
1	2016	0.58%	0.58%	1.75%	3.51%	1.17%	9.36%	6.43%	5.85%	16.96%	14.62%	16.37%	15.2%	6.43%	0%	1.17%	0%	0%
2	2017	0%	0%	1.15%	2.69%	1.54%	3.85%	6.15%	10.77%	18.85%	26.15%	11.54%	10.77%	5.77%	0.38%	0.38%	0%	0%
3	2018	0%	0%	0.78%	3.1%	3.88%	3.88%	8.53%	8.53%	20.93%	23.26%	17.05%	8.53%	0.78%	0.78%	0%	0%	0%
4	2019	0%	1.08%	2.15%	7.53%	3.23%	3.23%	10.75%	11.83%	13.98%	11.83%	9.68%	10.75%	12.9%	1.08%	0%	0%	0%

- 2016 - 93.58% of the Year 8 cohort is at Level 3 or higher of the NZC Framework
- 2017 - 96.16% of the Year 8 cohort is at Level 3 or higher of the NZC Framework
- 2018 - 96.12% of the Year 8 cohort is at Level 3 or higher of the NZC Framework
- 2019 - 89.24% of the Year 8 cohort is at Level 3 or higher of the NZC Framework

# asTTle by Year

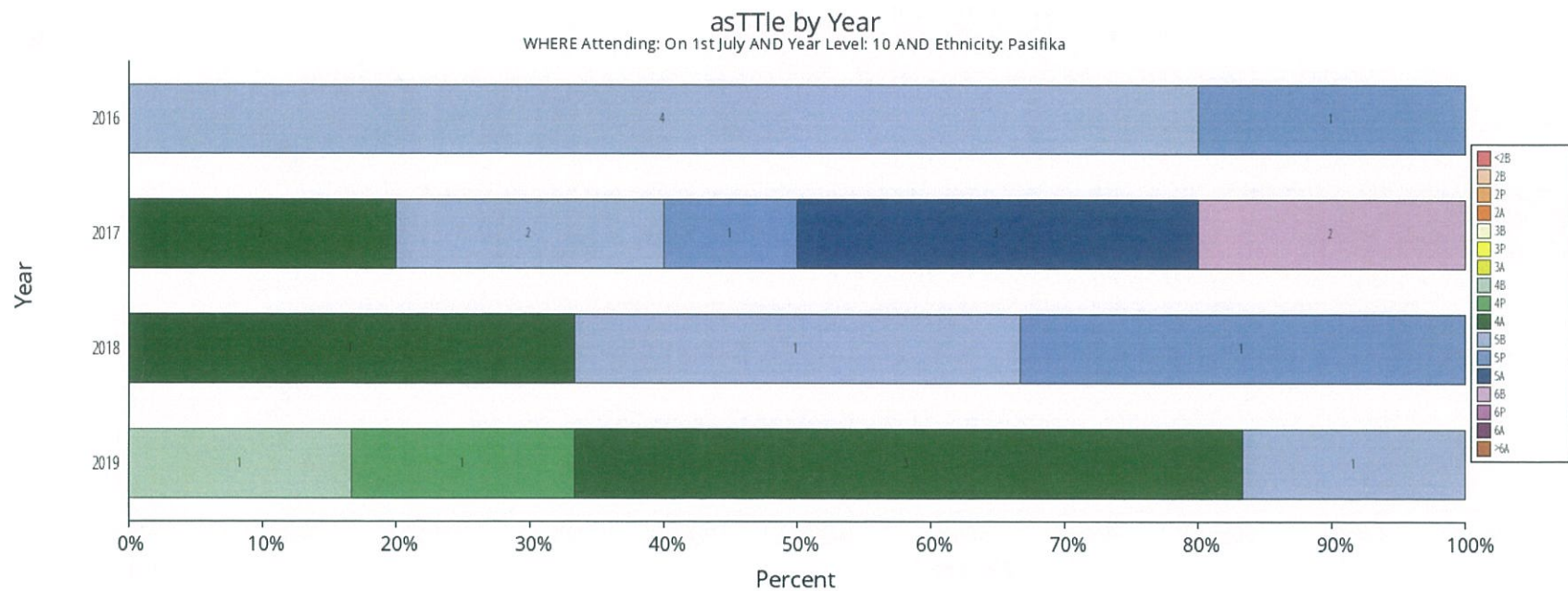
WHERE Attending: On 1st July AND Year Level: 10 AND Ethnicity: Maori



#	Year	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B	6P	6A	>6A
1	2016	0%	0%	0%	0%	0%	4.35%	8.7%	8.7%	0%	17.39%	13.04%	13.04%	30.43%	4.35%	0%	0%	0%
2	2017	0%	0%	0%	0%	0%	0%	0%	4.17%	6.25%	14.58%	12.5%	33.33%	16.67%	8.33%	2.08%	2.08%	0%
3	2018	0%	0%	0%	0%	0%	0%	16.67%	0%	0%	0%	33.33%	0%	16.67%	33.33%	0%	0%	0%
4	2019	0%	0%	0%	0%	0%	12.5%	6.25%	0%	12.5%	6.25%	6.25%	31.25%	12.5%	12.5%	0%	0%	0%

- 2016 - 78.25% of Māori in Year 10 cohort at Level 4 or higher of NZC Framework
- 2017 - 100% of Māori in Year 10 cohort at Level 4 or higher of NZC Framework
- 2018 - 83.33% of Māori in Year 10 cohort at Level 4 or higher of NZC Framework
- 2019 - 81.25% of Māori in Year 10 cohort at Level 4 or higher of NZC Framework





- 2016 - 2019 - 100% of Pasifika students in Year 10 cohorts have been at Level 4 or higher of the NZC Framework.

# PIRINGĀKAU MĀORI ANNUAL PLAN UPDATE V

*“Whaia te pae tawhiti kia tata, ko te pae tata, whakamaua kia tina”*

*“Pursue the distant pathways of your dreams, so they may become your reality”*



B Term 4 - 2019		
	Strategic Statement	Comment
Objective 1	<i>Provide more coverage of Tikanga and Te Reo Maori across all curriculum areas in the Junior School (Years 7 to 10)</i>	<p>Year 10 visit to Piritahi Marae on November 27th had a 97% turnout. The students participated in activities throughout the day and gained Level 1 NCEA credits.</p> <p>Year 10 Māori class were the host for the day and performed the haka powhiri and supporting waiata with kaiako Māori.</p> <p>Social Studies has unit plans updated and streamlined for trial and use in 2020.</p>
Objective 2	<i>Work across schools, Primary and secondary to develop and grow reading and writing in TRM</i>	<p>Tupu Mai had its last gathering with a kaitahi and whakanuia ceremony on Thursday 28 November. Students in Tupu Mai along with both Piringakau Whanau classes were presented with certificates for the dedication and effort throughout the year. Please see last month's report for recommendations for 2020.</p> <p>Tupu Mai also featured in a WaiCol presentation where</p>
Objective 3	<i>Cultural competencies for all staff</i>	Cultural Competency will continue into 2020 with a deeper focus on tikanga Māori.
COMMENT	<p>The focus for 2020 remains similar to 2019 in that the Māori Department will;</p> <ol style="list-style-type: none"> <li>1. Maintain contact with Primary Schools through the Tupu Mai programme but with Year 7 &amp; 8 only. (currently with Year 9)</li> <li>2. Change to Year 7 to 10 TRM programme to allow more education outside of school</li> <li>3. Liaise with another department (eg Science and or Visual Arts) to continue upgrading, updating or developing tikanga into programmes (2019 with Social Science)</li> <li>4. Make Te Reo Maori a compulsory subject at Year 9 and option half-year course at Year 10.</li> <li>5. ASPIRE PROGRAMME - 2020</li> </ol> <p>Each term</p> <ol style="list-style-type: none"> <li>A. A guest speaker invited to speak and share with the whanau classes</li> <li>B. A certificate ceremony will be held at the end of each term identifying values of Rangatira, Kaitiaki, Mana, Wehi, Wairua, Tikanga</li> <li>C. Encourage active participation in kapa haka</li> <li>D. Have an end of year trip to fundraise toward</li> <li>E. Include group in whānau activities, eg rōpū tautoko, at marae, in the community.</li> </ol> <p>Hold Whānau hui every third Wednesday of Term 1,2, &amp; 3</p>	





## MAORI ACHIEVEMENT 2017 – 2019

Each year, Waiheke High School reviews Maori Achievement. This is a review of Maori Achievement over the last three years.

Maori Achievement relates to those students who are enrolled as Maori on our school roll.

### 2017

- Level 1      13 students were enrolled as Maori from 66 students in total  
2 students were endorsed with Excellence  
3 students were endorsed with Merit  
4 students were Achieved  
4 students were Not Achieved

Of the 4 students who did Not Achieve:

- Student A    Did not achieve NCEA in 2017 because put forward a year due to his physicality, passed NCEA in 2018.  
Student B    Left the school during first part of the year, attended another school then returned to WHS but there was not enough time to get the credits required.  
Student C    Came to us from up North with not enough time to gain the credits required. Has since passed Level 2 & 3.  
Student D    Had all necessary capabilities but no aptitude. Other social factors became problematic.

- Level 2      6 students were enrolled as Maori from 43 students in total  
All 6 students passed with Achieved or higher at NCEA Level 2

- Level 3      7 students were enrolled as Maori from 41 students in total  
0 students were endorsed with Excellence  
0 students were endorsed with Merit  
3 students were endorsed with Achieved  
4 students were Not Achieved

Of the 4 students who did Not Achieve:

- Student A    Did not achieve Level 3 but came back and completed Year 14.  
Student B    Left School in Year 12 and returned to gain Numeracy, Literacy and Science credits to gain entry into the Armed Forces.  
Student C    Returned to us midway through the year. Did not have enough credits or time but gained an apprenticeship.  
Student D    Missed Level 3 due to non-completion of work.

### 2018

- Level 1      18 students were enrolled as Maori from 66 students in total.  
0 students were endorsed with Excellence  
3 students were endorsed with Merit  
11 students were Achieved  
4 students were Not Achieved

Of the 4 students who did Not Achieve:

- Student A    Had attendance issues in Years 9 and 10 – very seldom arrived at school. Passed through other agencies but did not stay to earn enough credits.  
Student B    A number of physical and psychological problems.  
Student C    Psychological and wellbeing issues.

Student D    Duel enrolment with Auckland Hospital School. Not enough credits taken.

Level 2       9 students were enrolled as Maori from 51 students in total.  
2 students were endorsed with Excellence  
1 student was endorsed with Merit  
5 students were Achieved  
1 student was Not Achieved

Of the 1 student who did not achieve

Student A    Came as a student in 2017, part way through the year. This year student had to gain compulsory credits at Level 1. This student gained NCEA Level 2 and Level 3 in 2019.

Level 3       5 students were enrolled as Maori from 41 students in total.  
1 student was endorsed with Excellence  
1 student was endorsed with Merit  
1 student was Achieved  
2 students were Not Achieved

Of the 2 students who did Not Achieve

Student A    Commuted from Auckland but had growing anxiety and engagement problems. Had psychological problems from previous school.

Student B    Student had growing anxieties from a disrupted family life and two broken relationships.

## 2019

Level 1       12 students were enrolled as Maori from 63 students in total  
2 students were endorsed with Excellence  
1 student was endorsed with Merit  
7 students were Achieved  
2 students were Not Achieved

Of the 2 students who did Not Achieve

Student A    Left the Island and relatives were unable to get her back home.

Student B    Unable to complete due to time with Youth Justice.

Level 2       14 students were enrolled as Maori from 57 students in total  
0 students were endorsed with Excellence  
2 students were endorsed with Merit  
9 students were Achieved  
3 students were Not Achieved

Of the 3 students who were Not Achieved

Student A    Medical absences and truancy.

Student B    Went to MAINZ in Term 4

Student C    Left the school after 1 term

Level 3       7 students were enrolled as Maori from 40 students in total  
1 student was endorsed with Excellence  
2 students were endorsed with Merit  
3 students were Achieved  
1 student was Not Achieved

Of the 1 student who did Not Achieve

Student A    Pursued a career in International Sport and had too many long term absences.

It is clear that Waiheke High School knows all students very well. It is important to note that, depending on what statistic we look at, 1 student can affect the statistic because 1 student might be worth 20%.

For example, look at the 2018 Maori Year Level pass rate at Year 13, 40% of Maori students failed which constituted just 2 students.

Although our statistics for Maori students are beneath those of New Zealand European students, I believe that Waiheke High School is continuing to be responsive to all our students through personalised and individualised programmes.

Growth across Te Ao Maori at Waiheke High School includes:

- Tupu Mai extension programme for Years 6 – 9
- Kohiko Mai and the Theory of Improvement 2020
- hui around Maori engagement in vertical whanau class and attendance
- hui for Piringakau calendarised each year
- third year for performance at Polyfest
- cultural exchange trip to Hawaii 2019-2020
- cultural competencies in staff development programme of Te Reo and Tikanga
- Year 10 powhiri programme
- Year 7 and 8 compulsory Maori with option Maori at Years 9 – 13
- ongoing growth and development of Matariki
- School-wide deeper understanding of Piritahi Marae and iwi.



# European Year Level Pass - 2017

Year Level	Not Achieved	Achieved	Merit	Excellence
11 (53)	4	11	27	11
12 (37)	5	14	11	7
13 (34)	2	12	12	7

Year Level	Not Achieved	Achieved	Merit	Excellence
11	7.55%	20.75%	50.94%	20.75%
12	13.51%	37.84%	29.73%	18.92%
13	6.06%	36.36%	36.36%	21.21%

# Māori Year Level Pass - 2017

Year Level	Not Achieved	Achieved	Merit	Excellence
11 (13)	4	4	3	2
12 (6)	0	4	0	2
13 (7)	4	3	0	0

Year Level	Not Achieved	Achieved	Merit	Excellence
11	30.77%	30.77%	23.08%	15.38%
12	0%	66.67%	0%	33.33%
13	57.14%	42.86%	0%	0%



# European Year Level Pass 2018

Year Level	Not Achieved	Achieved	Merit	Excellence
11 (48)	5	17	11	15
12 (42)	2	15	21	4
13 (36)	9	16	6	5

Year Level	Not Achieved	Achieved	Merit	Excellence
11	10.42%	35.42%	22.92%	31.25%
12	4.76%	35.71%	50%	9.52%
13	25%	44.44%	16.67%	13.89%

# Māori Year Level Pass 2018

Year Level	Not Achieved	Achieved	Merit	Excellence
11 (18)	4	11	3	0
12 (9)	1	5	1	2
13 (5)	2	1	1	1

Year Level	Not Achieved	Achieved	Merit	Excellence
11	22.22%	61.11%	16.67%	0%
12	11.11%	55.56%	11.11%	22.22%
13	40%	20%	20%	20%

Māori Achievement Data 2017 - 2019 @ Waiheke High School

European Year Level pass - 2019

Year Level	Not Achieved	Achieved	Merit	Excellence
11 (51)	4	14	16	17
12 (43)	5	20	10	8
13 (33)	2	21	10	0

Year Level	Not Achieved	Achieved	Merit	Excellence
11	7.84%	27.45%	31.37%	33.33%
12	11.63%	46.51%	23.26%	18.6%
13	6.06%	63.64%	30.3%	0%

Māori Year Level pass - 2019

Year Level	Not Achieved	Achieved	Merit	Excellence
11 (12)	2	7	1	2
12 (14)	3	9	2	0
13 (7)	1	3	2	1

Year Level	Not Achieved	Achieved	Merit	Excellence
11	16.67%	58.33%	8.33%	16.67%
12	21.43%	64.29%	14.29%	0%
13	14.29%	42.86%	28.57%	14.29%

Faculty Review Plan 2016-2020						
YEAR	2016	2017	2018	2019	2020	2021
<b>FACULTY</b>						
Digital/Coding			Not completed		W7 T3	
ESOL				Not completed	W4 T1	
English & Foreign Languages		Completed			W2 T2	
Learning Diversity			Completed			Due T2
Maori				Not completed	W7 T1	
Mathematics		Completed				Due T1
PE, Health, Outdoor Education & Seasports		Completed			W4 T3	
Performing Arts			Completed			Due T1
Science	Completed				W10 T1	
Senior Curriculum		Completed				
Social Science	Completed				W7 T2	
Technology				Completed		
Visual Arts		Completed				Due T3
Vocational Pathways		Completed			Due T4	

## Kiwisport Disclosure

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2019, the school received total Kiwisport funding of \$9,339.85 (excluding GST).