WHANGAPARAOA COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number: 6763

Principal: James Thomas

School Address: 15 - 25 Delshaw Avenue, Whangaparaoa

Postal Address: P O Box 775, Whangaparaoa 0943

School Phone: 09 4249177

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CES
Partnering education

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WHANGAPARAOA COLLEGE

Financial Statements - For the year ended 31 December 2018

Index

Whangaparaoa College

Statement of Responsibility

For the year ended 31 December 2018

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 2018 fairly reflects the financial position and operations of the school.

The School's 2018 financial statements are authorised for issue by the Board.

Heidi Natasha Parlane.
Full Name of Board Chairperson

Signature of Board Chairperson

22 May 2019.
Date:

James Frederick THOMAS
Full Name of Principal

Signature of Principal

22 May 2019
Date:

Whangaparaoa College
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2018

	Notes	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Revenue				
Government Grants	2	14,770,307	14,830,165	13,575,319
Locally Raised Funds	3	1,184,987	207,700	1,156,631
Interest Earned		102,937	85,000	99,450
Gain on Sale of Property, Plant and Equipment		5,330	-	-
International Students	4	1,297,575	1,279,554	1,396,380
Other Revenue		-	-	-
		17,361,136	16,402,419	16,227,780
Expenses				
Locally Raised Funds	3	640,612	32,500	570,680
International Students	4	584,803	682,434	710,386
Learning Resources	5	9,236,550	8,838,924	8,686,388
Administration	6	813,794	796,600	755,892
Finance Costs		11,618	-	2,829
Property	7	5,836,657	5,765,768	5,071,974
Depreciation	8	327,507	340,000	321,406
Loss on Disposal of Property, Plant and Equipment		78	10,000	903
		17,451,619	16,466,226	16,120,458
Net Surplus / (Deficit)		(90,483)	(63,807)	107,322
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		(90,483)	(63,807)	107,322

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.

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Whangaparaoa College
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2018

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Balance at 1 January	2,344,707	2,344,707	2,237,385
Total comprehensive revenue and expense for the year	(90,483)	(63,807)	107,322
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	29,072	-	-
Equity at 31 December	2,283,296	2,280,900	2,344,707

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.

Whangaparaoa College
Statement of Financial Position
As at 31 December 2018

	Notes	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Current Assets				
Cash and Cash Equivalents	9	437,125	243,158	415,794
Accounts Receivable	10	905,795	977,856	977,856
Funds due for Capital Works Projects	19	116,043	-	-
GST Receivable		22,030	16,123	16,123
Prepayments		11,989	29,356	29,356
Inventories	11	759	899	899
Investments	12	2,460,330	1,869,466	2,869,466
		3,954,071	3,136,858	4,309,494
Current Liabilities				
Accounts Payable	14	729,598	758,477	794,697
Revenue Received in Advance	15	815,348	696,007	915,087
Provision for Cyclical Maintenance	16	153,796	132,300	146,815
Finance Lease Liability - Current Portion	17	55,556	8,755	14,229
Funds held in Trust	18	693,376	-	696,009
Funds held for Capital Works Projects	19	-	-	140,283
		2,447,674	1,595,539	2,707,120
Working Capital Surplus/(Deficit)		1,506,397	1,541,319	1,602,374
Non-current Assets				
Property, Plant and Equipment	13	1,142,574	894,715	978,522
		1,142,574	894,715	978,522
Non-current Liabilities				
Provision for Cyclical Maintenance	16	209,601	154,388	226,688
Finance Lease Liability	17	156,074	746	9,501
		365,675	155,134	236,189
Net Assets		2,283,296	2,280,900	2,344,707
Equity		2,283,296	2,280,900	2,344,707

The above Statement of Financial Position should be read in conjunction with the accompanying notes.

Whangaparaoa College
Statement of Cash Flows
For the year ended 31 December 2018

	Notes	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Cash flows from Operating Activities				
Government Grants		2,501,215	2,597,293	2,428,411
Locally Raised Funds		1,229,297	248,057	1,222,220
International Students		1,230,865	1,975,561	1,293,532
Goods and Services Tax (net)		(5,907)	50,017	50,017
Payments to Employees		(1,752,428)	(1,724,675)	(1,570,256)
Payments to Suppliers		(3,073,933)	(2,109,226)	(2,997,161)
Payments for Cyclical Maintenance		(79,555)	-	(48,405)
Interest Paid		(11,618)	-	(2,829)
Interest Received		102,553	85,000	97,501
Net cash from / (to) the Operating Activities		140,489	1,122,027	473,030
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		5,330	-	-
Purchase of PPE (and Intangibles)		(268,748)	(356,355)	(276,273)
Purchase of Investments		409,136	(836,001)	(336,001)
Net cash from / (to) the Investing Activities		145,718	(1,192,356)	(612,274)
Cash flows from Financing Activities				
Furniture and Equipment Grant		29,072	-	-
Finance Lease Payments		(34,989)	(8,898)	(12,390)
Funds held for Capital Works Projects		(258,959)	-	126,205
Net cash from Financing Activities		(264,876)	(8,898)	113,815
Net increase/(decrease) in cash and cash equivalents		21,331	(79,227)	(25,429)
Cash and cash equivalents at the beginning of the year	9	415,794	322,385	441,223
Cash and cash equivalents at the end of the year	9	437,125	243,158	415,794

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 omitted.

The above Cash Flow Statement should be read in conjunction with the accompanying notes.

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Whangaparaoa College

Notes to the Financial Statements

1 Statement of Accounting Policies

For the year ended 31 December 2018

a) Reporting Entity
Whangaparaoa College (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.

b) Basis of Preparation
Reporting Period
The financial reports have been prepared for the period 1 January 2018 to 31 December 2018 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".

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.

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.

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

Classification of leases
The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 17.

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

c) 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.

d) 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.

e) Operating Lease Payments
Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

f) 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.

g) 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.

h) Accounts Receivable
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.

i) 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.

j) Investments

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.

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.

The School has met the requirements under Schedule 6, Section 28 of the Education Act 1989 in relation to the acquisition of investment securities.

k) 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 $1,000 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.

Leased Assets

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

Depreciation

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

The estimated useful lives of the assets are:

Building improvements – Crown	25 years
Furniture and equipment	5 - 10 years
Information and communication technology	4–5 years
Textbooks	10 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

l) Impairment of property, plant, and equipment and intangible assets

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 and intangible assets 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.

m) 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.

n) 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.

Long-term employee entitlements
Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

• likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and

• the present value of the estimated future cash flows

o) Revenue Received in Advance
Revenue received in advance relates to fees received from international students and fundraising received 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 international students, should the School be unable to provide the services to which they relate.

p) 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).

q) 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.

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.

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

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

Commitments and contingencies are disclosed exclusive of GST.

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

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

2 Government Grants

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Operational grants	2,270,341	2,343,543	2,215,745
Teachers' salaries grants	7,249,604	7,249,604	6,860,355
Use of Land and Buildings grants	4,983,268	4,983,268	4,247,711
Resource teachers learning and behaviour grants	267,094	253,750	251,508
	14,770,307	14,830,165	13,575,319

3 Locally Raised Funds

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

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Revenue			
Donations	103,489	100,000	92,921
Fundraising	23,826	30,000	37,435
Other revenue	429,458	40,700	445,290
Trading	247,178	37,000	227,364
Activities	264,454	-	353,621
Overseas Travel - Vietnam	116,582	-	-
	1,184,987	207,700	1,156,631
Expenses			
Activities	272,588	2,500	345,604
Overseas Travel - Vietnam	116,207	-	-
Trading	210,434	-	187,245
Fundraising (costs of raising funds)	6,000	-	15,870
Other Locally Raised Funds Expenditure	35,383	30,000	21,961
	640,612	32,500	570,680
Surplus for the year Locally raised funds	544,375	175,200	585,951

The trip to Vietnam was to enhance understanding of themes of the Vietnam war, which is studied by both Year 12 and 13 students in History. Three teachers and thirty-two students travelled to Vietnam, the expenses incurred were for fares, accommodation, transport, guides and educational outcomes. The trip was fully funded by parental payments.

4 International Student Revenue and Expenses

	2018 Actual Number	2018 Budget (Unaudited) Number	2017 Actual Number
International Student Roll	95	90	80

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Revenue			
International student fees	1,297,575	1,279,554	1,396,380
Expenses			
Advertising	97,461	99,875	106,634
Commissions	178,681	194,400	193,467
International student levy	281,536	303,159	278,836
Other Expenses	27,125	85,000	131,449
	584,803	682,434	710,386
Surplus for the year International Students	712,772	597,120	685,994

Of the $97,461 *Advertising* expenses, $64,973 was spent on multiple international marketing trips made during the year.

5 Learning Resources

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Curricular	433,983	138,750	468,127
Information and communication technology	176,178	175,731	168,646
Extra-curricular activities	336,541	286,700	270,879
Library resources	5,439	4,300	4,896
Employee benefits - salaries	8,219,182	8,173,443	7,719,804
Staff development	65,227	60,000	54,036
	9,236,550	8,838,924	8,686,388

6 Administration

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Audit Fee	11,240	11,000	10,520
Board of Trustees Fees	6,525	3,500	5,675
Board of Trustees Expenses	6,232	5,800	7,853
Communication	19,179	19,500	24,917
Consumables	5,093	5,000	5,088
Legal Fees	67	6,000	174
Other	95,982	95,800	86,109
Employee Benefits - Salaries	636,228	621,000	585,159
Insurance	20,663	15,000	18,102
Service Providers, Contractors and Consultancy	12,585	14,000	12,295
	813,794	796,600	755,892

7 Property

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Caretaking and Cleaning Consumables	60,615	64,000	60,125
Consultancy and Contract Services	198,981	192,000	197,000
Cyclical Maintenance Provision	69,449	60,000	62,127
Grounds	58,385	59,600	71,715
Heat, Light and Water	134,892	125,000	116,026
Rates	194	-	-
Repairs and Maintenance	178,527	120,500	173,838
Use of Land and Buildings - Non Integrated	4,983,268	4,983,268	4,247,711
Employee Benefits - Salaries	152,346	161,400	143,432
	5,836,657	5,765,768	5,071,974

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

8 Depreciation

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Building Improvements - Crown	15,347	13,181	12,460
Furniture and Equipment	96,914	100,310	94,824
Information and Communication Technology	136,268	170,284	160,971
Motor Vehicles	2,037	180	170
Textbooks	30,779	35,254	33,326
Leased Assets	40,238	13,892	13,132
Library Resources	5,924	6,900	6,523
	327,507	340,000	321,406

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9 Cash and Cash Equivalents

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Cash on Hand	570	-	570
Bank Current Account	436,555	243,158	415,224
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	437,125	243,158	415,794

10 Accounts Receivable

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Receivables	420,953	515,686	498,292
Interest Receivable	17,778	-	17,394
Teacher Salaries Grant Receivable	467,064	462,170	462,170
	905,795	977,856	977,856
Receivables from Exchange Transactions	438,731	515,686	515,686
Receivables from Non-Exchange Transactions	467,064	462,170	462,170
	905,795	977,856	977,856

11 Inventories

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Canteen	759	899	899
	759	899	899

12 Investments

The School's investment activities are classified as follows:

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Current Asset			
Short-term Bank Deposits	2,460,330	1,869,466	2,869,466
Non-current Asset			
Long-term Bank Deposits	-	-	-

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2018.

13 Property, Plant and Equipment

2018	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Building Improvements	239,819	53,434	-	-	(15,347)	**277,906**
Furniture and Equipment	364,303	135,257	(81)	-	(96,914)	**402,565**
Information and Communication Technology	261,898	67,286	(79)	-	(136,268)	**192,837**
Motor Vehicles	10,017	-	-	-	(2,037)	**7,980**
Textbooks	35,348	15,466	(4,342)	-	(30,779)	**15,693**
Leased Assets	21,475	222,889	-	-	(40,238)	**204,126**
Library Resources	45,662	3,444	(1,715)	-	(5,924)	**41,467**
Balance at 31 December 2018	978,522	497,776	(6,217)	-	(327,507)	**1,142,574**

2018	Cost or Valuation $	Accumulated Depreciation $	Net Book Value $
Land	-	-	-
Buildings	-	-	-
Building Improvements	368,960	(91,054)	**277,906**
Furniture and Equipment	1,878,216	(1,475,651)	**402,565**
Information and Communication Technology	1,810,178	(1,617,341)	**192,837**
Motor Vehicles	10,187	(2,207)	**7,980**
Textbooks	307,789	(292,096)	**15,693**
Leased Assets	264,196	(60,070)	**204,126**
Library Resources	154,735	(113,268)	**41,467**
Balance at 31 December 2018	4,794,261	(3,651,687)	**1,142,574**

The net carrying value of equipment held under a finance lease is $21,475

2017	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Building Improvements	169,189	83,090	-	-	(12,460)	**239,819**
Furniture and Equipment	389,640	70,390	(903)	-	(94,824)	**364,303**
Information and Communication Technology	322,961	99,908	-	-	(160,971)	**261,898**
Motor Vehicles	-	10,187	-		(170)	**10,017**
Textbooks	58,920	13,028	(3,274)	-	(33,326)	**35,348**
Leased Assets	27,851	6,756	-	-	(13,132)	**21,475**
Library Resources	49,241	3,852	(908)	-	(6,523)	**45,662**
Balance at 31 December 2017	1,017,802	287,211	(5,085)	-	(321,406)	**978,522**

2017	Cost or Valuation $	Accumulated Depreciation $	Net Book Value $
Building Improvements	315,526	(75,707)	**239,819**
Furniture and Equipment	1,822,131	(1,457,828)	**364,303**
Information and Communication Technology	1,784,538	(1,522,640)	**261,898**
Textbooks	333,260	(297,912)	**35,348**
Leased Assets	41,307	(19,832)	**21,475**
Library Resources	157,196	(111,534)	**45,662**
Balance at 31 December 2017	4,464,145	(3,485,623)	**978,522**

The net carrying value of equipment held under a finance lease is $27,851

14 Accounts Payable

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Operating creditors	189,763	237,010	228,910
Accruals	7,750	-	8,100
Banking staffing overuse	3,493	-	36,220
Employee Entitlements - salaries	467,064	462,170	462,170
Employee Entitlements - leave accrual	61,528	59,297	59,297
	729,598	758,477	794,697
Payables for Exchange Transactions	729,598	758,477	794,697
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	729,598	758,477	794,697

The carrying value of payables approximates their fair value.

15 Revenue Received in Advance

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
International Student Fees	797,647	696,007	864,357
Other	17,701	-	50,730
	815,348	696,007	915,087

16 Provision for Cyclical Maintenance

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Provision at the Start of the Year	373,503	373,503	359,781
Increase to the Provision During the Year	69,449	60,000	62,127
Use of the Provision During the Year	(79,555)	(146,815)	(48,405)
Provision at the End of the Year	363,397	286,688	373,503
Cyclical Maintenance - Current	153,796	132,300	146,815
Cyclical Maintenance - Term	209,601	154,388	226,688
	363,397	286,688	373,503

17 Finance Lease Liability

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

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
No Later than One Year	55,556	8,755	14,229
Later than One Year and no Later than Five Years	156,074	746	9,501
	211,630	9,501	23,730

18 Funds held in Trust

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Funds Held in Trust on Behalf of Third Parties - Current	693,376	-	696,009
	693,376	-	696,009

These funds are held in trust for Homestay Fees

19 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:

	2018	Opening Balances $	Receipts from MoE $	Payments $	BOT Contribution/ (Write-off to R&M) $	Closing Balances $
MOE Pinboards	*in progress*	(17,031)	-	-	-	(17,031)
MOE MLE Classrooms	*completed*	(500)			500	-
MOE Solar Panel Project	*in progress*	58,827	-	(62,082)	-	(3,255)
MOE Security Project	*in progress*	18,096		-	-	18,096
MOE Void/Cafe Project - Stage 2	*in progress*	(14,822)	-	(8,135)	-	(22,957)
MOE Performing Arts - Carpet	*in progress*	96,707	-	(95,366)	-	1,341
MOE Gym Lining / Insulation	*in progress*	(35,063)	200,000	(202,926)	-	(37,989)
MOE Admin Improvements	*in progress*	(8,927)	27,205	(26,471)	-	(8,193)
MOE STA Gas Install	*in progress*	42,996	35,000	(115,331)	-	(37,335)
MOE Woodwork Fire	*in progress*	-	133,748	(131,346)	-	2,402
MOE J Block Boiler Replacement	*in progress*	-		(5,278)	-	(5,278)
MOE A Block MLE	*in progress*	-	32,870	(32,343)	-	527
MOE B Block MLE	*in progress*	-	32,870	(27,411)	-	5,459
MOE C Block MLE	*in progress*	-	30,131	(25,323)	-	4,808
MOE Gym Block MLE	*in progress*	-	11,217	(6,759)	-	4,458
MOE Gym Acoustic Linings	*in progress*	-	44,000	(60,096)	-	(16,096)
MOE Gym Heating Project	*in progress*	-	44,000	(49,000)	-	(5,000)
Totals		140,283	591,041	(847,867)	500	(116,043)

Represented by:	
Funds Held on Behalf of the Ministry of Education	37,091
Funds Due from the Ministry of Education	(153,134)
	(116,043)

	2017	Opening Balances $	Receipts from MoE $	Payments $	BOT Contribution/ (Write-off to R&M) $	Closing Balances $
MOE Pinboards	*in progress*	-	-	(17,031)	-	(17,031)
MOE Tap Fittings	*completed*	1,676	-	(1,676)	-	-
MOE MLE Classrooms	*in progress*	-	-	(500)	-	(500)
MOE Solar Panel Project	*in progress*	(4,375)	84,238	(21,036)	-	58,827
MOE Security Project	*in progress*	93,620	-	(75,524)	-	18,096
MOE Void/Cafe Project - Stage 1	*completed*	(76,843)	-	76,843	-	-
MOE Void/Cafe Project - Stage 2	*in progress*	-	16,000	(30,822)	-	(14,822)
MOE Performing Arts - Carpet	*in progress*	-	118,000	(21,293)	-	96,707
MOE Gym Lining / Insulation	*in progress*	-	25,000	(60,063)	-	(35,063)
MOE Admin Improvements	*in progress*	-	-	(8,927)	-	(8,927)
MOE STA Gas Install	*in progress*	-	55,000	(12,004)	-	42,996
Totals		14,078	298,238	(172,033)	-	140,283

20 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.

21 Remuneration

Key management personnel compensation

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

	2018 Actual $	2017 Actual $
Board Members		
Remuneration	6,525	5,675
Full-time equivalent members	0.28	0.29
Leadership Team		
Remuneration	732,375	612,245
Full-time equivalent members	6.00	5.00
Total key management personnel remuneration	738,900	617,920
Total full-time equivalent personnel	6.28	5.29

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:

	2018 Actual $000	2017 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	160 - 170
Benefits and Other Emoluments	0 - 10	0 - 10

Other Employees

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

Remuneration $000	2018 FTE Number	2017 FTE Number
100 - 110	4.00	3.00
110 - 120	1.00	-
130 - 140	1.00	1.00
	6.00	4.00

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

22 Compensation and Other Benefits Upon Leaving

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

	2018 Actual	2017 Actual
Total	$0	$0
Number of People	0	0

23 Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2018 (Contingent liabilities and assets at 31 December 2017: 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, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2018, a contingent liability for the school may exist.

24 Commitments

(a) Capital Commitments

As at 31 December 2018 the Board had a $192,785 contract with Vitruvion Group to have the Gym Linings installed as agent for the Ministry of Education. This project is fully funded by the Ministry and $225,000 has been received of which $262,989 has been spent on the project to balance date. This project has been approved by the Ministry..

(Capital commitments at 31 December 2017: nil)

(b) Operating Commitments

As at 31 December 2018 the Board has entered into the following contracts:
(a) three operating leases with Toyota Financial Services for the supply of three Hiace Minibuses

	2018 Actual $	2017 Actual $
No later than One Year	27,540	21,727
Later than One Year and No Later than Five Years	34,930	26,152
	62,470	47,879

25 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.

26 Financial Instruments

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

Loans and receivables

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Cash and Cash Equivalents	437,125	243,158	415,794
Receivables	905,795	977,856	977,856
Investments - Term Deposits	2,460,330	1,869,466	2,869,466
Total Cash and Receivables	3,803,250	3,090,480	4,263,116

Financial liabilities measured at amortised cost

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Payables	729,598	758,477	794,697
Finance Leases	211,630	9,501	23,730
Total Financial Liabilities Measured at Amortised Cost	941,228	767,978	818,427

27 Events After Balance Date

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

28 Breach of Law - Breach of Borrowing Limit

The school had a maximum bank overdraft of $233,568 during the year and such arrangement constitutes borrowing. The combination of the bank overdraft added to current year lease payments has resulted in total repayments of borrowings amounting to 11.7% of the operation grant in 2018. The Board of Trustees are allowed to borrow funds to the extent that their repayments in any financial year do not exceed 10% of the operational grant. The repayments of borrowings in 2018 therefore require Ministerial approval. As the School has not obtained the appropriate Ministerial approval, this represents a breach of Regulation 12 of the Crown Entities Crown Entities (Financial Powers) Regulations 2005 in the 2018 financial year. (2017: No breach of Borrowing Limit).

WHANGAPARAOA COLLEGE

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Whangaparaoa College Charter 2019

About Whangaparaoa College

- Whangaparaoa College opened in 2005 with 850 learners. The roll in 2019 is 1420 (domestic) plus 90 FTE internationals.
- Financially, the Board has continued with good financial practices and the school was in a very strong financial position at the end of the year. The school is exceptionally well resourced and has developed strategies to ensure that this level of resourcing continues.
- Learner achievement has been measured through AsTTle results, NZC Curriculum levels, and NCEA achievement. The general trend has been an improvement, with some concerns in some areas of NCEA that are being investigated. The new reporting by NZQA and poor engagement with externals seem to be important considerations.
- AsTTle testing occurs in Years 7-10. This testing is used to guide class placement and to look at value added in reading and mathematics.
- For learners who wish to study in Te Reo, such requests will be given careful consideration by the Board of Trustees.
- The ERO report (November 2016) reports that, "…Whangaparaoa College promotes high quality learning outcomes." They also said, "Students are highly engaged in learning and school life."
- A culture of self-review is evident at the College.
- Our commitment for 2019 is once again to 'Know and Grow Our Learners' and 'Develop and Support Our Staff'.
- Our four focus areas for 2019 are Academic Counselling, staff and learner wellbeing, a cohesive Years 7-10 curriculum and priority learners.

Strategic Plan 2018 - 2021

Values

At Whangaparaoa College we believe in:

- the importance of **learning**
- the pursuit of **personal excellence**
- **respect** for others, oneself, and the environment.

Vision

Whangaparaoa College will be a lead school in learning, and in achieving excellence in all fields of learner endeavour.

Mission

Whangaparaoa College will challenge all learners, through a range of opportunities, to maximise their potential as outstanding individuals, and as members of the school and the wider community.

Strategic Priorities

Years 7-10: We have the special opportunity to develop, deliver and assess a modern cohesive Year 7-10 curriculum. This will not only move learners forward each year, but will also provide an excellent base from which to embark on NCEA. Teachers will know the knowledge, skills and understandings that their learners will need for the next step; as well as the knowledge, skills and understandings that they can expect their learners to have when they arrive from a lower year level. Greater understanding and collaboration will occur between the different faculties of the school in relation to school wide aspects of the Year 7-10 curriculum and achievement, eg, literacy and numeracy, use of assessment data. Quality pedagogy will be commonplace, and a full range of resources and opportunities will be available for our learners.

Learner Agency: The idea that education is the process through which learners become capable of independent thought which, in turn, forms the basis for autonomous action, has had a profound impact on modern educational theory and practice. One way of thinking of learner agency is when learners have "the power to act"; when they own their own learning. **Academic Counselling** will enhance learner agency, and requires all those who work closely with a learner, ie, subject teachers, Academic Counsellor and dean, to have a positive relationship with the learner, and work with the learner to help ensure they do as well as they are able in all areas of school life and beyond. This will involve knowing the interests, aspirations, challenges, strengths, results, learning style and possible pathways of the learner. Also, contact with the learner's whanau is important.

Priority Learners: The broad definition of Priority Learners refers to learners who are at risk of underachieving. The priority within this group are the ones who are falling through the cracks. We want learners who are capable of gaining NCEA L2 with an Excellence endorsement to achieve their potential. We also want to support a learner who cannot read at a ten year old level to improve their reading. Both are priority learners – the poor reader is the higher priority.

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Improvement Plan 2019

At Whangaparaoa College we will Know and Grow our Learners & Staff; so their Hauora (overall well-being) is developed and enhanced. Our Learners and Staff will be ready, connected, and passionate.

2019-2022 Strategic Focus	2019 Focus Area	2019 Goals	2019 Actions/Strategies	2019 SLT Leadership	2019 Evidence
Learner Agency	Academic Counselling	1. Ensure development of Academic Counsellors so they have a comprehensive understanding and can implement practices showing they know and grow those in their ACG's 2. Ensure the development of school-wide Academic Counselling 3. Introduce a rejuvenated House System 4. As part of our Resilience Programme, identify and support Year 10 'in risk' and 'at risk' learners. 5. Formally introduce two Peer Support Programmes by mid-year	1. ✓ Further develop our skills as ACs – especially the use of time to promote effective Academic Counselling. - Gathering baseline data identifying strengths and PLD needs - Listen to, and act on, learner voice - Familiarity with more subject areas. - Activities that build resilience, trust, confidence between teachers and learners. 2. - Growth Coaching PD for ACs. PLD for subject teachers and others to embed Academic Counselling practices as key to effective teaching. 3. ✓ House System: Have the ACG as the 'place of belonging' in the new House System structure. Have a regular range of House activities. 4. - Resiliency – A community service focus for Year 10 learners to build connectedness within the school community. 5. ✓ Peer Support: Run a Term One programme where Year 13 learners link with Year 7 learners/classes. - Have trained mentors (from Year 12 & 13) work with identified Year 7-10 learners who need support. Other • - Make good use of the Within School Teachers roles that can support this area • ✓ Introduce new name to replace "Academic Councillor"	POC/WHI	A combination of, but not restricted to: • Surveys of teachers • NCEA data • eAsTTle data • Reflective blog • Surveys of learners • Surveys of Academic Counsellors **Key to symbols used in Actions/Strategies** **✓✓ very good progress** **✓ good progress** **- a modest start**

Strategic Focus 2019-2022	2019 Focus Area	2019 Goals	2019 Actions/Strategies	2019 SLT Leadership	2019 Evidence
Curriculum Enhancement	7-10	1. Develop a cohesive and differentiated Year 7-10 curriculum in which learner outcomes are expressed in clear progressions that are shared across curriculum areas. 2. Develop clear progression of key competencies for each year level which are shared with the school community. 3. Review all Year 7-10 assessments and ensure 'evaluations' are for learning in each faculty area. 4. In light of the National NCEA Review, examine how we use L1 NCEA, recommend improvements, and be ready to implement changes for 2020.	1. ✓ Continue discussion and planning relating to a cohesive Year 7-10 curriculum ✓✓ Continue the PLD/planning sessions with Year 7-10 Maths teachers ✓ Use individual, or some group, inquiry to further build understanding about effective teaching and learning across Years 7-10 ✓ Provide differentiated learning PLD 2. ✓ Explore options for the provision of Life skills –financial literacy 3. ✓ Curriculum Forum to discuss what consistent and effective evaluation for learning looks like, and make appropriate changes 4. Curriculum Forum and TALL group to assess NCEA review findings and develop recommendations Other: • ✓ Year 10 Integrated learning camp based around Waitangi • ✓ Revise SAMR Model for PLD. • ✓ Year 11 Project Based Pod • - Make good use of the Within School Teachers roles that can support this area • - TALL group to consider development of Key Competencies in the Year 7-10 environment	SULL	A combination of, but not restricted to: • Curriculum planning documentation • Survey of teachers early Term four • Meeting minutes • asTTle data • Faculty reports **Key to symbols used in Actions/Strategies** ✓✓ very good progress ✓ good progress - a modest start

Strategic Focus 2019-2022	2019 Focus Area	2019 Goals	2019 Actions/Strategies	2019 SLT Lead By	2019 Evidence
Priority Learners	Priority Learners and Maori Success	1. Identify Priority Learners (including: Special Needs, GATE, Maori and Pasifika Learners) and ensure their subject teachers and AC have key information. 2. Increase the feeling of inclusiveness of Priority Learners. 3. Continue to improve transitions for Priority Learners. 4. Continue the practice of some off-site meeting times for Middle and senior leadership groups	1. ✓ Special Needs team prepare info sheet for each AC about the learners, share with teachers. AC's have meeting with the teachers of their ACG to share and discuss the needs of learners 2. - > Staff use appropriate language and cultural understanding when dealing with Maori learners. > We do not have baseline information re feeling of inclusiveness, so we will develop or find a tool to gather this data 3. ✓ Support for those moving to WGP during the year. Kāhui Ako – sharing information / transition data 4. ✓ Look for PLD opportunities for middle leaders Other • ✓ Make good use of the Within School Teachers - roles that can support this area • - PLD for staff on specific Special Needs as these learners are integrated into our classes. • - Establish a central resource bank for specific types of learning challenges • ✓ Engage with whanau	WTE	A combination of, but not restricted to: • Completed inquiry as part of appraisal process • Surveymonkey asking about feeling of inclusiveness • Group of Maori learners could set criteria for Maori Achieving as Maori and then reflect on that • To share our findings from our 'better/deeper understanding' from our individual inquiry as a staff • PLD provided • Report on Taha Maori as part of Principal's Report to BoT • Celebrations occurred • Te Reo used appropriately in a range of settings **Key to symbols used in Actions/Strategies** **✓✓ very good progress** **✓ good progress** **- a modest start**

Strategic Focus 2019-2022	2019 Focus Area	2019 Goals	2019 Actions/Strategies	2019 SLT Leadership	2019 Evidence
Growth Strategy	Planning for roll growth and more teaching spaces	1. Develop and implement a system (by October) to give us accurate information for our projected roll growth numbers up until 2025. 2. To create an integrated building plan (by July) of the proposed extra space required for our roll growth and International Learners; taking into account proposed new Whare Wananga, Learner Support Centre and the plans for future additional classroom spaces required from MoE when our domestic roll is above 1696 3. Further develop our recruitment processes to ensure we are fully staffed with the best possible staff.	1. Gather demographic information, trend data, survey data, regional plans, etc; so we are able to make well-informed decisions ✓ Work with MoE and contributing schools to get accurate predictions of WGP's future roll numbers 2. - Meet with architects regarding potential building projects and commission concept drawings - Ensure staff / learner/ whanau / community consultation 3. - Enhance relationships with Universities. Encourage our best and brightest to pursue a teaching career. Other / Across multiple goals: • Continue meeting with MoE and others to support the development and implementation of our plan. • ✓ Continue to improve transition data via Kāhui Ako. 2010. Have conversations with MoE regarding future growth/infrastructure need.	WILG	A combination of, but not restricted to: • Feasibility studies • Minutes of Property Committee and Board Meetings • Plans Key to symbols used in Actions/Strategies ✓✓ very good progress ✓ good progress - a modest start

Strategic Focus 2019-2022	2019 Focus Area	2019 Goals	2019 Actions/Strategies	2019 SLT Leadership	2019 Evidence
Hauora	Staff well-being	1. Examine and improve as necessary our change management practices 2. Further improve our staff induction practices to ensure a sense of belonging, coaching, support, etc; for those new to the College and those with new positions within the College, eg, new HOL 3. Clutter Buster. Continue to identify and remove/reduce practices that do not add value to teaching and learning 4. James and others (as appropriate) pursue PLD opportunities	A "health check" (audit of staff wellbeing) at appropriate time(s) of the year. https://drive.google.com/open?id=1xFIRDIaD4xTG4mrl7d2-i-Qn3hb7HBcn ✓ Have fun! ✓ Continue to update Staff Handbook, and revitalise HoL Handbook ✓ Reduce the number and size of assessments. - Further study / PLD / school (and other) visits to better understand this area - Regularly gather and welcome 'staff voice' ✓ Celebrate success, and contribution ✓ Work with HoL's to further develop faculty collegiality and support.	THO	A combination of, but not restricted to: • Surveys of staff • Focus groups • Surveys of learners • Report by external 'third party' **Key to symbols used in Actions/Strategies** ✓✓ very good progress ✓ good progress - a modest start
	Learner wellbeing	1. Engage an external third party to work with the Bullying Prevention and Awareness Action Group as per the Terms of Reference	✓ Establish an Action Group to review policy and practices re Bullying Prevention and Awareness	WHI	

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Strategic Thinking 2020 and beyond

At Whangaparaoa College we will Know and Grow our Learners & Staff; so their Hauora is developed and enhanced. Our Learners and Staff will be ready, connected, and passionate.

Learner Agency

Academic Counselling: In the medium term this will become so much part of our culture that it will not need to be a focus area.

Possible next steps – 2020 & beyond:

- Review the Resilience Programme with a view to its expansion
- Expand the Peer Support programme
- Engage external mentors from our community
- Establish an academic support programme where we link Years 8/9/10 with Years 12/13 to get help with their work

Curriculum Enhancement

Years 7-10: We expect a shift towards greater integration and project based learning

Possible next steps – 2020 & beyond:

- Greater importance placed on the development of Key Competencies for each learner
- Implementation of recommendations based on the national review of NCEA
- Investigate and implement pedagogies which enable further improvement of teaching and learning experiences through effective use of devices
- Project Based Pod(s) across Years 11-13
- Use Kāhui Ako connections to implement cohesion across the curriculum Years 6-10
- Move from a numeracy to a literacy focus
- Review and further develop Year 10 Integrated learning adventure based around Waitangi

Growth Strategy

Planning for roll growth and more teaching spaces

Possible next steps – 2020 & beyond:

- Open our Learning Support Centre
- Consider future facility needs that are not teaching spaces

Priority Learners

Priority Learners and Maori Success: In one sense we consider all learners to be our 'priority'. However, those at greatest risk of not achieving to their potential, those not further developing their Key Competencies, and those who – for whatever reason – do not feel fully 'at home' in our school setting, need considerable attention and support.

Possible next steps – 2020 & beyond:

- Further strengthen the working connections between the Learner Support team, and the Deans/HoLs
- Further develop resource bank with particular types of learning challenges in mind
- Consider how to work with the Wairau Valley Special School satellite unit that will be on our site
- Lobby the Ministry for appropriate funding/resourcing for Learners with special learning challenges
- Further develop all aspects of supported transition by effective use of our Kāhui Ako resource
- Continue discussions with KAMAR to further improve the data storage and access aspects re PL's

Hauora

Staff Wellbeing: "Ready, connected and passionate" staff (both teachers and non-teaching staff) are essential if we are to have "ready, connected and passionate" learners. Staff wellbeing has and will continue to be important to us.

Possible next steps/considerations – 2020 & beyond:

- Introduce a practice of a wellbeing check-ins at team meetings i.e. each team member shares 1-10 how am I feeling, why, what support do I need this week, what support am I able to offer to others
- Review of policies eg. do we have a policy of a shutdown period over Christmas so that everyone has to have 3 weeks off and no-one can come into work?
- Explore introducing mindfulness – this could actually be for both learners and staff
- Have a staff member who could run a weekly yoga class for teachers
- Have staff fitness challenges eg. Steptember', step challenge
- Enter staff teams into events like Round the Bays, or the Auckland ½ Marathon, Coastal Challenge, mud run, etc

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Improvement Plan 2018

At Whangaparaoa College we 'Know and Grow our Learners, Develop and Support our Staff'

2018-2021 Strategic Focus	2018 Focus Area	2018 Goals	2018 Actions/Strategies	2018 SLT Leadership	2018 Evidence
Learner Agency	Academic Counselling	• ✓ 90% of learners report that they work with their AC to regularly check progress with their learning and develop goals/reflective strategies for 2018 around achievement, participation and personal development. • ✓✓ Every teacher knows the school position that 'it takes a village to raise a child'; feels more knowledgeable about learner agency, resourced and supported to then support learner achievement. • Roll based NCEA results for L1-L3 will be at or above results for NZ decile 8-10 schools. • ✓ Develop and implement a plan to ensure learners are ready for their post-secondary life. • - To ensure learners are aware of their 'careers' options; and receive timely and accurate information	• Have some Kāhui Ako In-School Teachers form a team with a joint inquiry relating to the further development of our Academic Counselling programme. Develop a year plan - including PLD, unit plans and resources. • Continue to develop resources to support Academic Counselling at all different year levels. • A central database with learner achievement information. • Communicate with staff often about our belief that we are all Academic Counsellors. • Build understanding that effective teachers 'know and grow their learners'. Build this into our appraisal system. • Build teacher knowledge about learner agency. • Careers data re leavers showing the range of pathways relating to Personalised Pathways. • Explore a resilience education programme. • Take account of recommendations from the external review and other ideas and feedback, and implement appropriate changes in the Careers area.	DP: Achievement	A combination of, but not restricted to: • Surveys of teachers • NCEA data • eAsTTle data • Reflective blog • BTL/POC to check info in database and remind ACs to enter data regularly. AC could comment on ability of learner to reflect, set goals, KCs, etc. • Surveys of learners • Surveys of Academic Counsellors **Key to symbols used in 2018 Goals column** **✓✓ very good progress** **✓ good progress** **- a modest start**

Strategic Focus 2018-2021	2018 Focus Area	2018 Goals	2018 Actions/Strategies	2018 SLT Leadership	2018 Evidence
Curriculum Enhancement	7-10	• ✓ Develop and start the implementation of a cohesive Year 7-10 curriculum in which learner outcomes (including Key Competencies) are expressed in clear progressions that can be shared across classrooms with learner and families/whanau. • ✓ Further increase the interaction and opportunities for collaboration for teachers across Years 7-10 within the school and Years 7-10 across our Kāhui Ako. • ✓✓ Complete a basic continuum for Year 7-10 numeracy of concepts, skills, language and behaviours. • ✓ Develop consistency and further effectiveness with assessment for learning. • ✓ Review how we use L1 NCEA and be ready to implement changes for 2019.	• Continue discussion and planning with the In-School Teachers, Curriculum Forum and other groups relating to a cohesive Year 7-10 curriculum. • Continue the PLD/planning sessions with Year 7-10 Maths teachers. • Allocate meeting times to discuss cross-faculty numeracy strategies within the framework of learner outcomes. • Curriculum Forum to discuss what consistent and effective assessment for learning looks like, and move towards appropriate changes. • Use individual, or some group, inquiry to further build understanding about effective teaching and learning across Years 7-10; and build this into our appraisal system. • Pilot integration trials involving some Year 9 classes.	• DP: Teaching and Learning	A combination of, but not restricted to: • Curriculum planning documentation • Survey of teachers early Term four • Meeting minutes • asTTle data • Faculty reports **Key to symbols used in 2018 Goals column** ✓✓ very good progress ✓ good progress - a modest start

Strategic Focus 2018-2021	2018 Focus Area	2018 Goals	2018 Actions/Strategies	2018 SLT Leadership	2018 Evidence
Priority Learners	Priority Learners and Maori Success	• ✓ Embed a Whangaparaoa College understanding of 'priority learners'. • ✓ Increase the awareness among staff of issues affecting participation and achievement of priority learners including Maori learners. • ✓ Develop and implement strategies to reduce the gap between Maori learners at risk of under achievement and the full sample. • Raise the achievement of Maori learners, and therefore all learners. • ✓ Increase the feeling of inclusiveness for our Maori learners. • ✓ Ensure all teachers are aware of the needs of priority learners they teach, - and have strategies in place to support their achievement. • ✓ / - Staff can use appropriate language and cultural understanding when dealing with Maori learners. • ✓ Further improvement in meeting the needs of learners with special educational needs and their family/whanau	• Teachers to complete an inquiry of their choosing that relates to their teaching/involvement of Maori learners and/or priority learners. • Continue with Te Reo PLD sessions. • Maori learner group to meet regularly to discuss issues and suggest strategies. • Arrange Whanau Support Hui. • Teachers to have a goal in their appraisal related to Taha Maori. • Discussions among teachers about strategies to support the achievement of Maori and priority learners; and implement support programmes. • Continue with powhiri for new staff, learners and visitors. Use Te Reo where possible and appropriate. • Kapa Haka to enter Polyfest. • Celebrate diversity. • Increase the teaching resource, support time, and number of Teacher Aides in the 'special needs' area. • Increase the PLD for those involved with learners with special educational needs	Led by: • DPs: Learner Support	A combination of, but not restricted to: • Completed inquiry as part of appraisal process • Surveymonkey asking about feeling of inclusiveness • Group of Maori learners could set criteria for Maori Achieving as Maori and then reflect on that • To share our findings from our 'better/deeper understanding' from our individual inquiry as a staff • PLD provided • Report on Taha Maori as part of Principal's Report to BoT • Celebrations occurred • Te Reo used appropriately in a range of settings **Key to symbols used in 2018 Goals column** **✓✓ very good progress** **✓ good progress** **- a modest start**

Strategic Focus 2018-2021	2018 Focus Area	2018 Goals	2018 Actions/Strategies	2018 SLT Leadership	2018 Evidence
Growth Strategy	Planning for more teaching spaces	• ✓ Have appropriate data and information available that will inform our planning for roll growth. • ✓ Engage appropriate external experts and consultants to contribute to our planning. • ✓✓ Know exactly what can be provided by the MoE for roll growth; and what we must provide for ourselves because of International Student and out-of-zone learner numbers. • ✓ Formulate a strategic plan for our projected roll growth needs up until 2025. • ✓✓ Planning for roll growth.	• Gather demographic information, trend data, survey data, regional plans, etc; so we are able to make well-informed decisions. • Learn from other schools with roll growth challenges about such things as the best consultants to use. • Meeting with MoE and others to support the development and implementation of our plan. • Visit other schools to consider possible types of buildings. • Consult with staff and community. • Develop - by Oct 2018 - a plan for our future property/infrastructure needs. • With anticipated roll growth, the Board need to plan strategically to accommodate domestic and international learners.	• DP: Logistics	A combination of, but not restricted to: • Feasibility studies • Minutes of Property Committee and Board Meetings • Plans **Key to symbols used in 2018 Goals column** ✓✓ **very good progress** ✓ **good progress** - **a modest start**

NCEA report – 2018 results

Results at Years 11, 12, 13

(New NZQA reporting)

The results below are the results at the main level of attainment.

	Level 1	Level 2	Level 3	UE
Whangaparaoa College - 2018	70	78	71	51
Whangaparaoa College - 2017	71	89	88	66
Whangaparaoa College - 2016	85	89	83	61
Whangaparaoa College - 2015	84	93	87	53
Whangaparaoa College - 2014	86	90	82	57
Whangaparaoa College - 2013	91	91	82	64
Rangitoto College – 2018	92	88	84	72
Orewa College – 2018	75	80	61	50
National – 2018	70	74	62	45
Decile 8-10 - 2018	80	83	75	63

Year 11

Participation Based numbers (% based on number who pass)

Level 1	Achieved	Merit	Excellence
Whangaparaoa College - 2017	49	36	15
Whangaparaoa College - 2016	40	45	15
Whangaparaoa College - 2015	33	44	23
Whangaparaoa College – 2014	45	40	15
Whangaparaoa College – 2013	51	36	12
Rangitoto College - 2017	23	38	39
Orewa College – 2017	46	40	14
National – 2017	45	35	20
Decile 8 -10 - 2017	30	41	28

Year 12

Participation Based numbers (% based on number who pass)

Level 2	Achieved	Merit	Excellence
Whangaparaoa College - 2017	45	40	14
Whangaparaoa College - 2016	41	40	19
Whangaparaoa College - 2015	63	24	13
Whangaparaoa College - 2014	65	21	14
Whangaparaoa College - 2013	57	27	15
Rangitoto College - 2017	26	39	35
Orewa College - 2017	51	36	14
National – 2017	51	32	18
Decile 8 – 10 - 2017	36	39	26

Year 13

Participation Based numbers (% based on number who pass)

Level 3	Achieved	Merit	Excellence
Whangaparaoa College - 2017	39	39	22
Whangaparaoa College - 2016	41	44	15
Whangaparaoa College - 2015	69	20	11
Whangaparaoa College - 2014	62	30	8
Whangaparaoa College - 2013	68	21	12
Rangitoto College - 2017	28	40	35
Orewa College - 2017	34	46	20
National – 2017	47	35	19
Decile 8 - 10 – 2017	32	41	28

Gender

Year 11 (New NZQA reporting)

Level 1	Males	Females
Whangaparaoa College - 2018	65	76
Whangaparaoa College - 2017	65	78
Whangaparaoa College - 2016	82	89
Whangaparaoa College - 2015	74	91
Whangaparaoa College - 2014	81	90
Whangaparaoa College - 2013	90	92
National - 2018	66	71
Decile 8 – 10 - 2018	75	80

Year 12 (New NZQA reporting)

Level 2	Males	Females
Whangaparaoa College - 2018	77	79
Whangaparaoa College - 2017	85	94
Whangaparaoa College - 2016	82	92
Whangaparaoa College - 2015	90	95
Whangaparaoa College - 2014	86	94
Whangaparaoa College - 2013	86	95
National - 2018	73	76
Decile 8 – 10 - 2018	79	83

Year 13 (New NZQA reporting)

Level 3	Males	Females
Whangaparaoa College - 2018	65	75
Whangaparaoa College - 2017	79	94
Whangaparaoa College - 2016	75	91
Whangaparaoa College - 2015	86	89
Whangaparaoa College - 2014	70	91
Whangaparaoa College - 2013	74	90
National - 2018	59	67
Decile 8 – 10 - 2018	69	75

UE (New NZQA reporting)

UE	Males	Females
Whangaparaoa College - 2018	46	55
Whangaparaoa College - 2017	54	73
Whangaparaoa College - 2016	43	77
Whangaparaoa College - 2015	48	58
Whangaparaoa College - 2014	44	66
Whangaparaoa College - 2013	51	76
National - 2018	40	47
Decile 8 – 10 - 2018	55	63

Ethnicity

Year 11 (New NZQA reporting)

Level 1	Maori	Pasifika	European	Asian
Whangaparaoa College - 2018	67	67	74	50
Whangaparaoa College - 2017	50	56	77	46
Whangaparaoa College - 2016	61	100	88	73
Whangaparaoa College - 2015	82	100	85	69
Whangaparaoa College - 2014	67	100	89	89
Whangaparaoa College - 2013	80	100	91	100
National – 2018	56	59	77	75
Decile 8 – 10 - 2018	71	72	83	75

Year 12 (New NZQA reporting)

Level 2	Maori	Pasifika	European	Asian
Whangaparaoa College - 2017	79	100	92	80
Whangaparaoa College - 2016	94	100	91	73
Whangaparaoa College - 2015	90	0	94	90
Whangaparaoa College - 2014	77	100	91	83
Whangaparaoa College - 2013	94	100	90	100
National – 2018	84	81	93	89
Decile 8 – 10 - 2018	89	85	94	91

Year 13 (New NZQA reporting)

Level 3	Maori	Pasifika	European	Asian
Whangaparaoa College - 2018	73	100	70	75
Whangaparaoa College - 2017	78	100	90	71
Whangaparaoa College - 2016	100	0	83	82
Whangaparaoa College - 2015	100	50	86	75
Whangaparaoa College - 2014	79	33	82	100
Whangaparaoa College - 2013	75	100	82	100
National – 2018	52	57	68	69
Decile 8 – 10 - 2018	68	65	78	69

UE (New NZQA reporting)

UE	Maori	Pasifika	European	Asian
Whangaparaoa College - 2018	46	50	51	41
Whangaparaoa College - 2017	56	33	75	36
Whangaparaoa College - 2016	71	0	61	73
Whangaparaoa College - 2015	55	0	56	50
Whangaparaoa College - 2014	36	33	58	78
Whangaparaoa College - 2013	67	80	65	75
National – 2018	27	27	53	58
Decile 8 – 10 - 2018	50	44	66	62

Comments regarding 2018 NCEA

Level 1:

- Low overall pass rate

What we are doing:

- Targeting learners who did not pass; and either missed literacy and/or numeracy and ended up with between 71-79 credits. These learners will have the opportunity to gain appropriate credits before the end of March 2019
- Ensuring all learners get 'runs-on-the-board' (ie, early achievement in the form of credits on KAMAR) by the end of March
- Reviewing how we do NCEA at Whangaparaoa College
- Adding further support for learners from subject teachers, Kaiārahi and the Deans

Level 2:

- This cohort improved their NCEA performance by 8% against the National cohort in the last year.
- Still questions about why so many learners do not engage positively with external exams.

What we are doing:

- Ensuring all learners get 'runs-on-the-board' (ie, early achievement in the form of credits on KAMAR) by the end of March
- Reviewing how we do NCEA at Whangaparaoa College
- Adding further support for learners from subject teachers, Kaiārahi and the Deans.

Level 3:

- Results look concerning, but are not too different to nearby similar schools
- UE still appears low, however almost all those who intend to attend university achieved UE.

What we are doing:

- Ensuring all learners get 'runs-on-the-board' (ie, early achievement in the form of credits on KAMAR) by the end of March
- Reviewing how we do NCEA at Whangaparaoa College
- Adding further support for learners from subject teachers, Kaiārahi and the Deans.
- We have contacted all learners who did not achieve UE, but had indicated that they were hoping to attend university in 2019. We have provided the opportunity for these learners – who have now left the College – to do some extra work and gain UE.

Staff will engage in Professional Development which:

- Promotes and develops cultural competency
- Encourages cross Faculty collaboration
- Provides a range of best practice PLD from which staff can chose
- Engages teachers in the school focus areas

Our values are clear and understood. Whangaparaoa College believes in:

- The importance of learning
- Pursuit of personal excellence
- Respect for others, oneself, and the environment.

NCEA Targets for 2019

Given that NZQA have used their new reporting process for the first time with the 2018 results, we need the opportunity to study the comparative data and national data before we set any percentage-type targets.

ASTTLE DATA

The following tables show the comparisons between the mean achievement of learners at Whangaparaoa College in 2018, 2017, 2016, 2015, 2014 and how they compare with the mean achievement of learners throughout New Zealand:

Writing	e-AsTTle 2017 NZ Mean/Expectation 7/8 Q4	WGP College Mean 2018	WGP College Mean 2017	WGP College Mean 2016	WGP College Mean 2015	WGP College Mean 2014
Year 7	1535 3P	1619 4B	1603 4B	1563 3A	1597 4B	1587 3A
Year 8	1566 3A	1603 4B	1617 4B	1620 4B	1663 4P	1660 4P
Reading	**e-AsTTle NZ Mean/Expectation 7/8/9/10 Q4**	**WGP Mean 2018**	**WGP College Mean 2017**	**WGP College Mean 2016**	**WGP College Mean 2015**	**WGP College Mean 2014**
Year 7	1453 4B/4B	1472 4P	1475 4P	1486 4P	1463 4P	1484 4P
Year 8	1494 4P/4P		1507 4A	1511 4A	1527 4A	1504 4A
Year 9	1519 4A/5B		1531 4A	1542 4A	1520, 4A main 1629, 5A streamed	1492, 4P main 1623, 5A streamed
Year 10	1567 5B/5A		1593 5P	1588 5P	1554, 4A main 1635, 5A streamed	1540, 4A main 1622, 5A streamed
Math	**e-AsTTle NZ Mean/Expectation 7/8 Q4 9/10 Q4**	**WGP Mean 2018**	**WGP College Mean 2017**	**WGP College Mean 2016**	**WGP College Mean 2015**	**WGP College Mean 2014**
Year 7	1500 3A/4B	1508 4B	1526 4B	1524 4B	1519 4B	1505 4B
Year 8	1535 4P/4P		1549 4A	1555 4A	1556 4A	1549 4A
Year 9	1554 4A/5B	1559 4A	1567 4A/5B	1557 4P	1566 4A	4A/4P
Year 10	1601 5P/5A	1611 5P	1623 5P	1612 5P	1613 5P	5P

Notes: 1: e-AsTTle writing tool was revised Term 2 2013 – direct comparisons cannot be made with previous e-AsTTle 2. Q3 tested Term 3, Q4 tested Term 4
3: In 2014 we designed a different test for our streamed Year 9 & 10 English classes (two classes are streamed) so there are two groups of data. 4: Year 8-10 Reading and Year 8 Math e-AsTTle not done in 2018.

Interpretation of Data

English

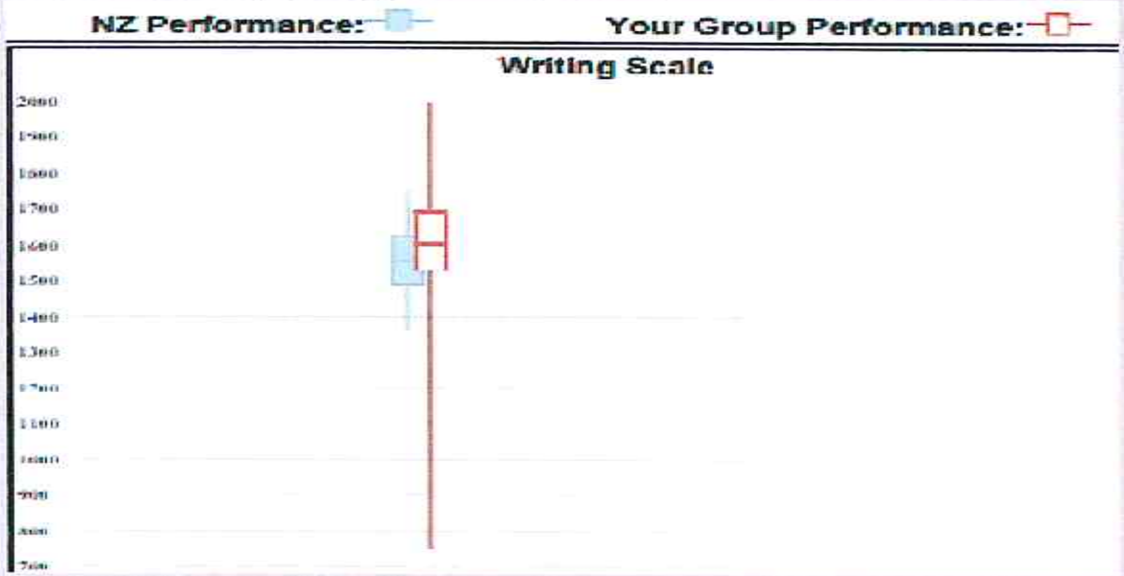
Interpretation of Data

Year 8 Writing 2018 : 1603 4B

Mean Curriculum Level – The average for score for students in that year group at that time of the year. i.e. How students are performing. National mean = **1558 3A**

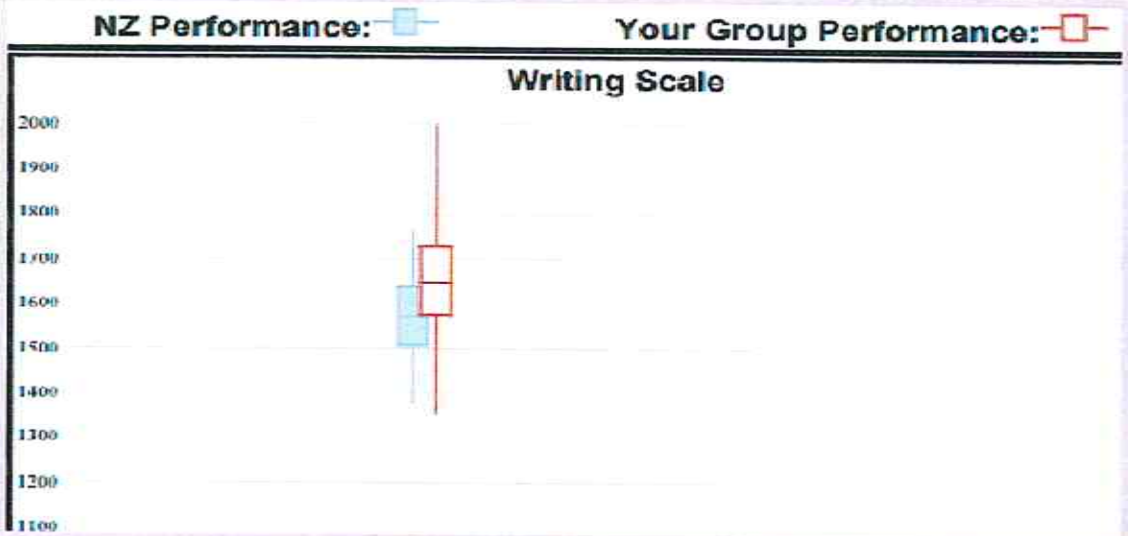
Curriculum Expectation – Indicates how an average student in year 9 should be progressing toward **4P** according to the New Zealand curriculum documents.

All Learners Compared Against National Norms

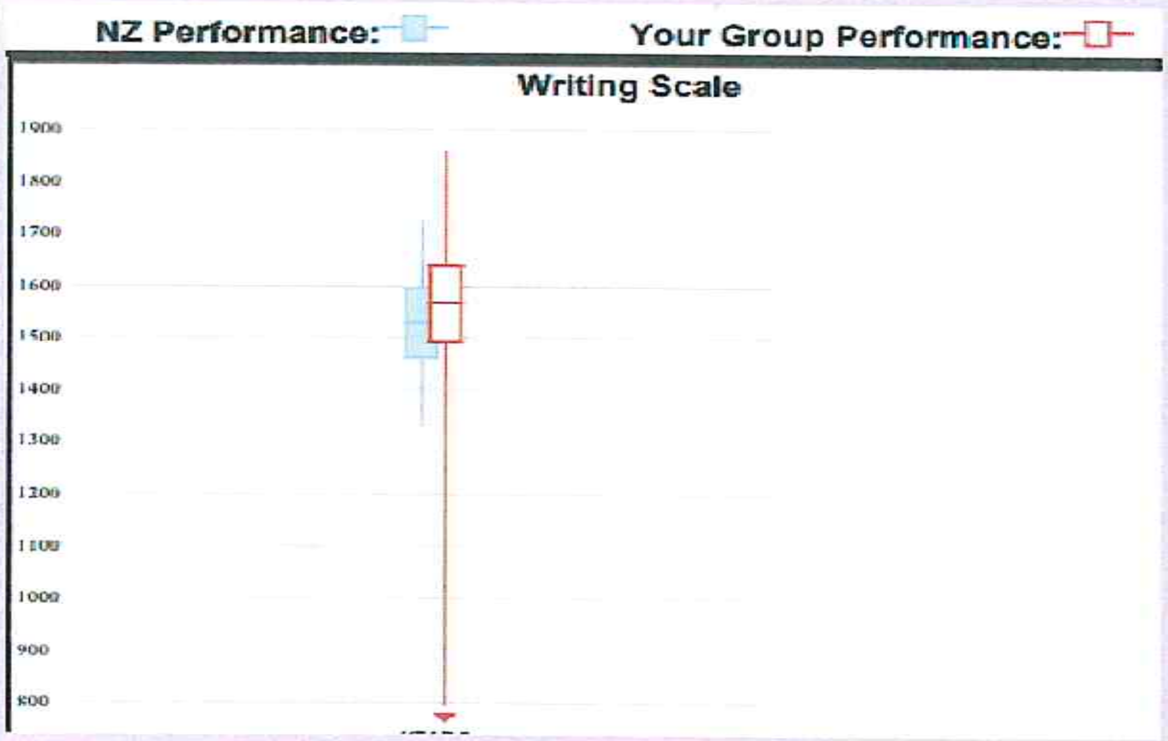


Gender Achievement Year 8

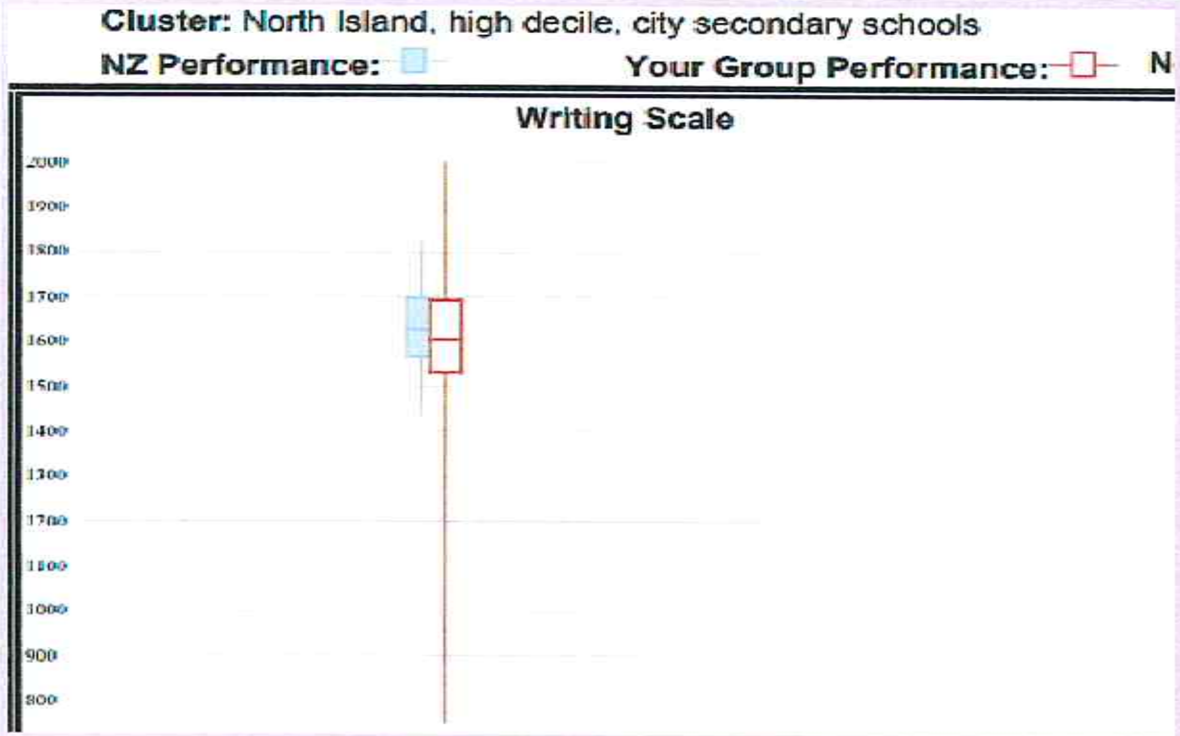
Girls Compared Against National Norms For Girls



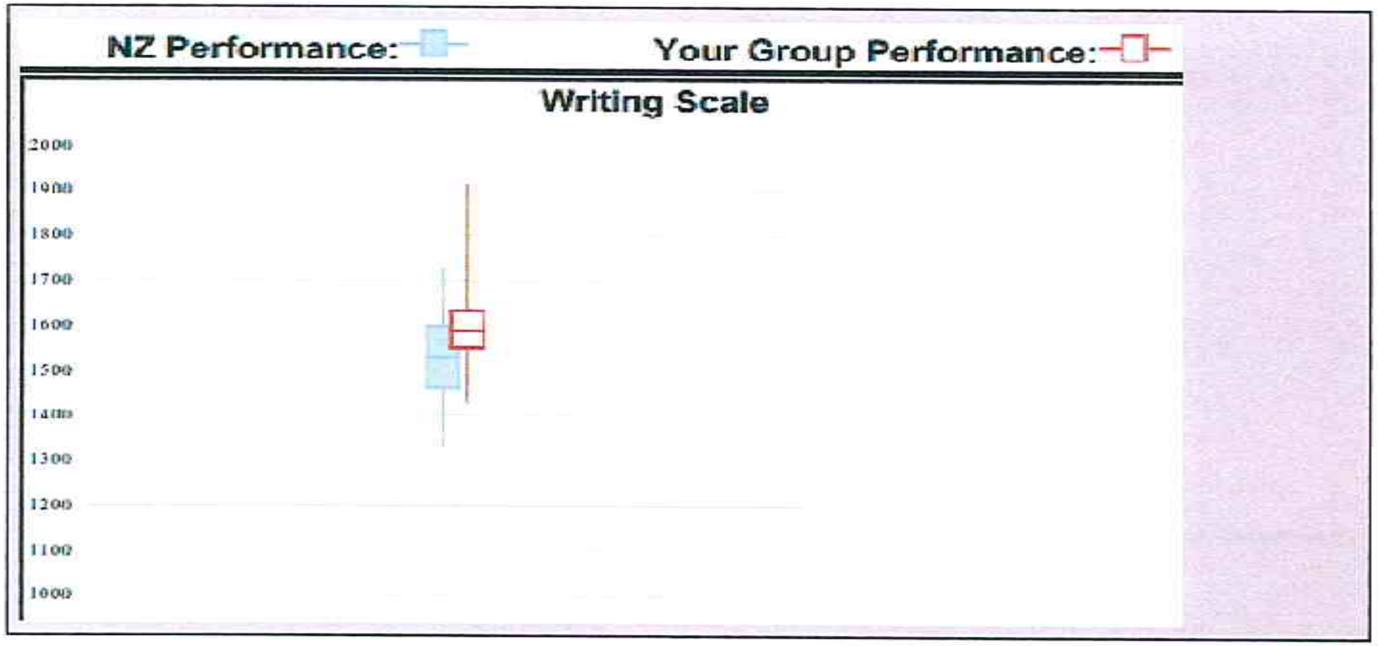
Boys Compared Against National Norms For Boys



Both Genders against High Decile NZ Schools

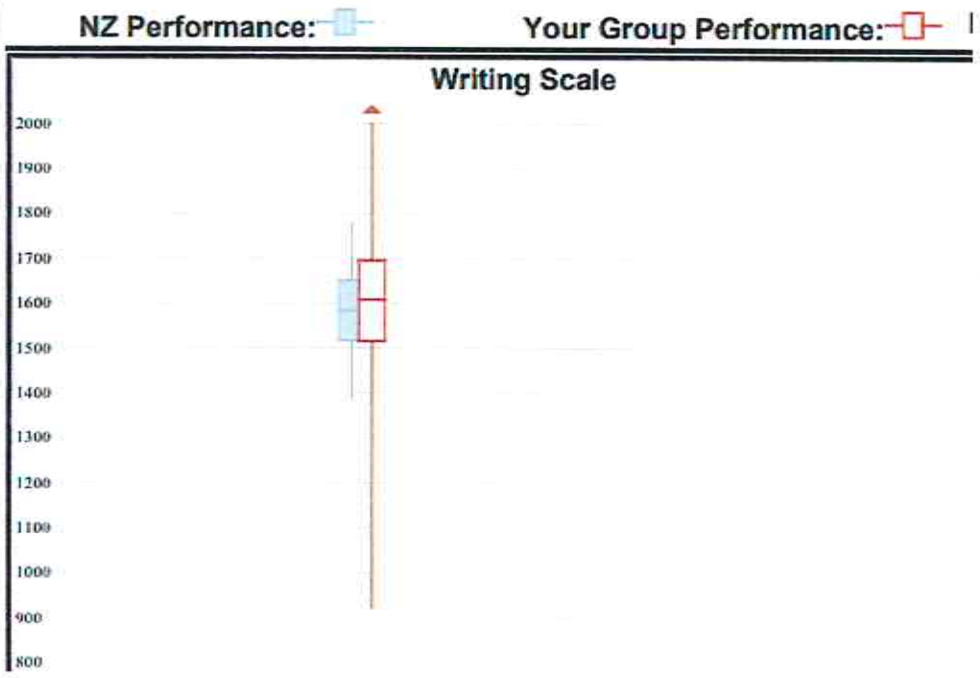


Maori Learners Compared Against National Norms

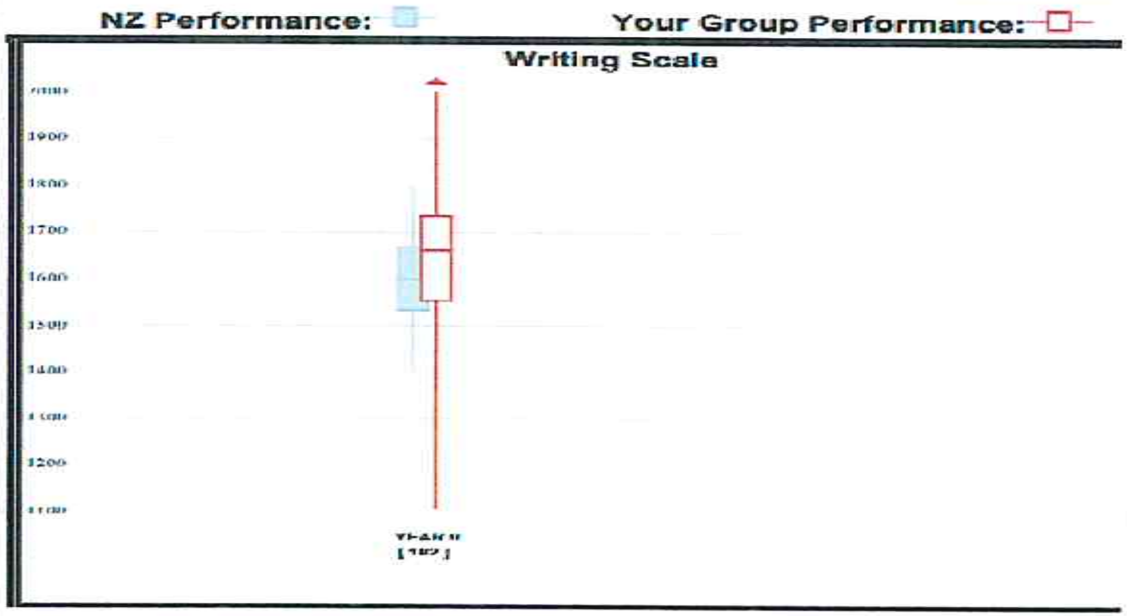


Year 9 Writing 2018 : 1590 4B
Mean Curriculum Level – The average for score for students in that year group at that time of the year. i.e. How students are performing. National mean = **1586 3A**
Curriculum Expectation – Indicates how an average student in year 9 should be progressing toward **4A** according to the New Zealand curriculum documents.

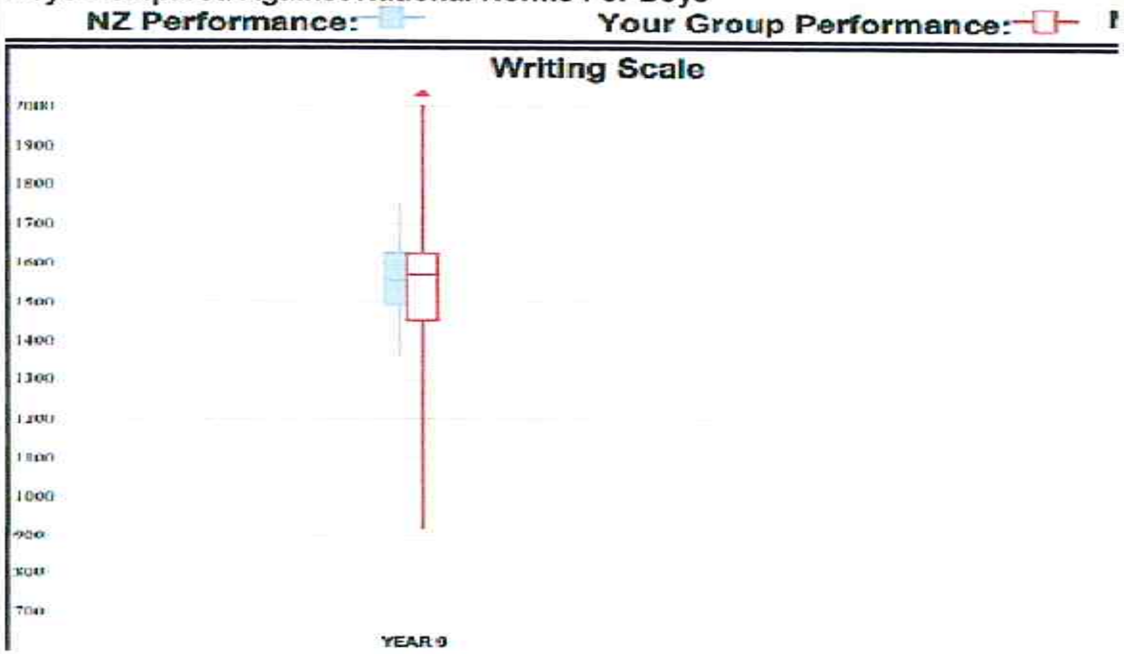
All Learners Compared Against National Norms



Gender Achievement Year 9
Girls Compared Against National Norms For Girls



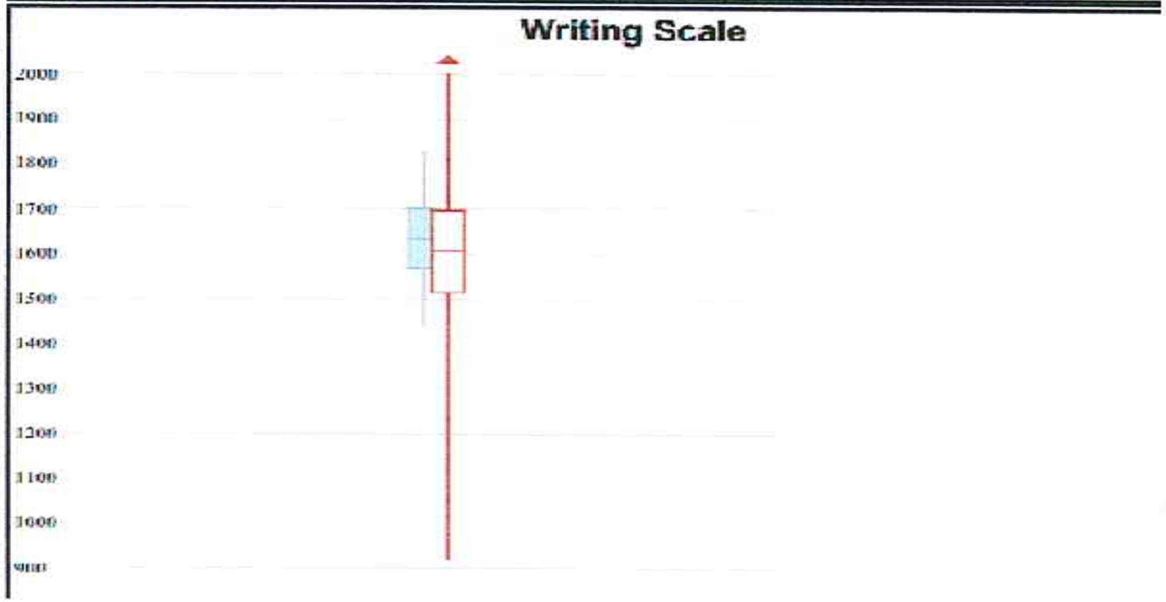
Boys Compared Against National Norms For Boys



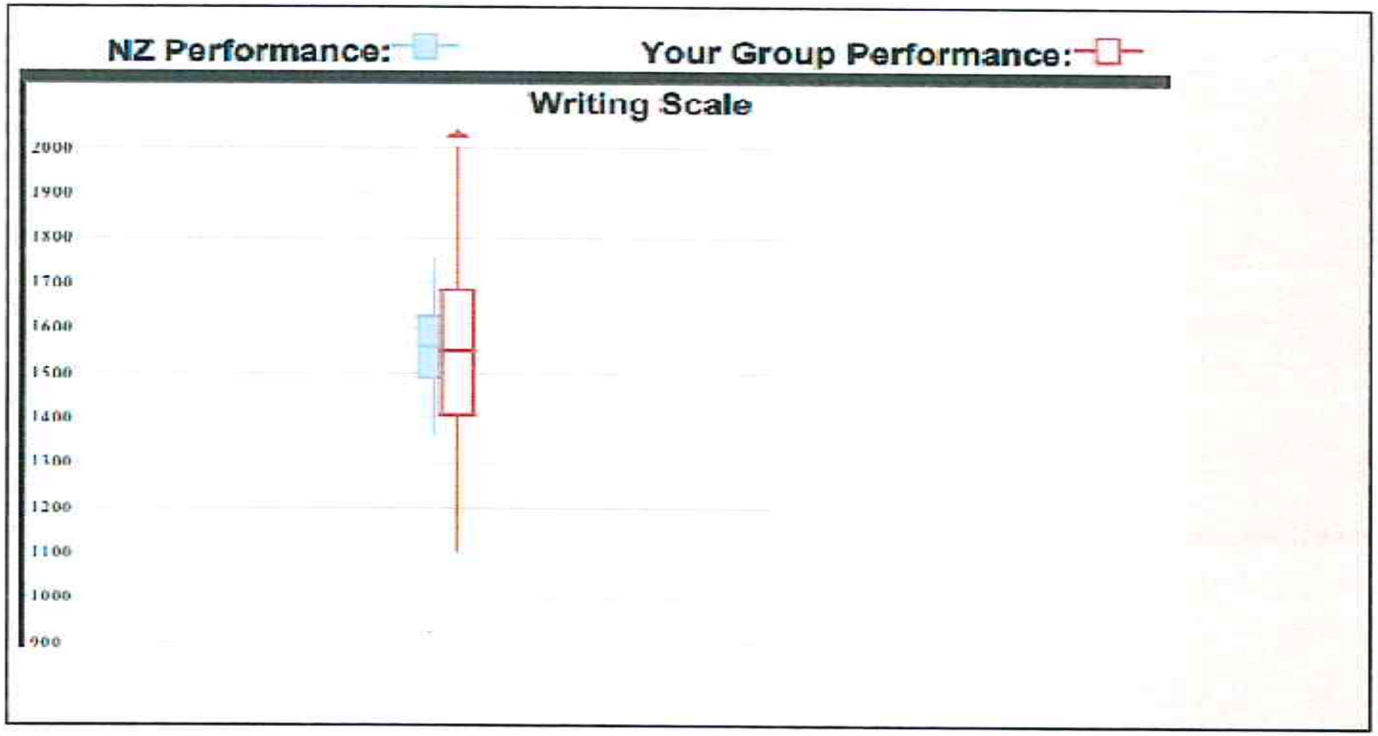
Both Genders against High Decile NZ Schools

Cluster: North Island, high decile, city secondary schools

NZ Performance: **Your Group Performance:**



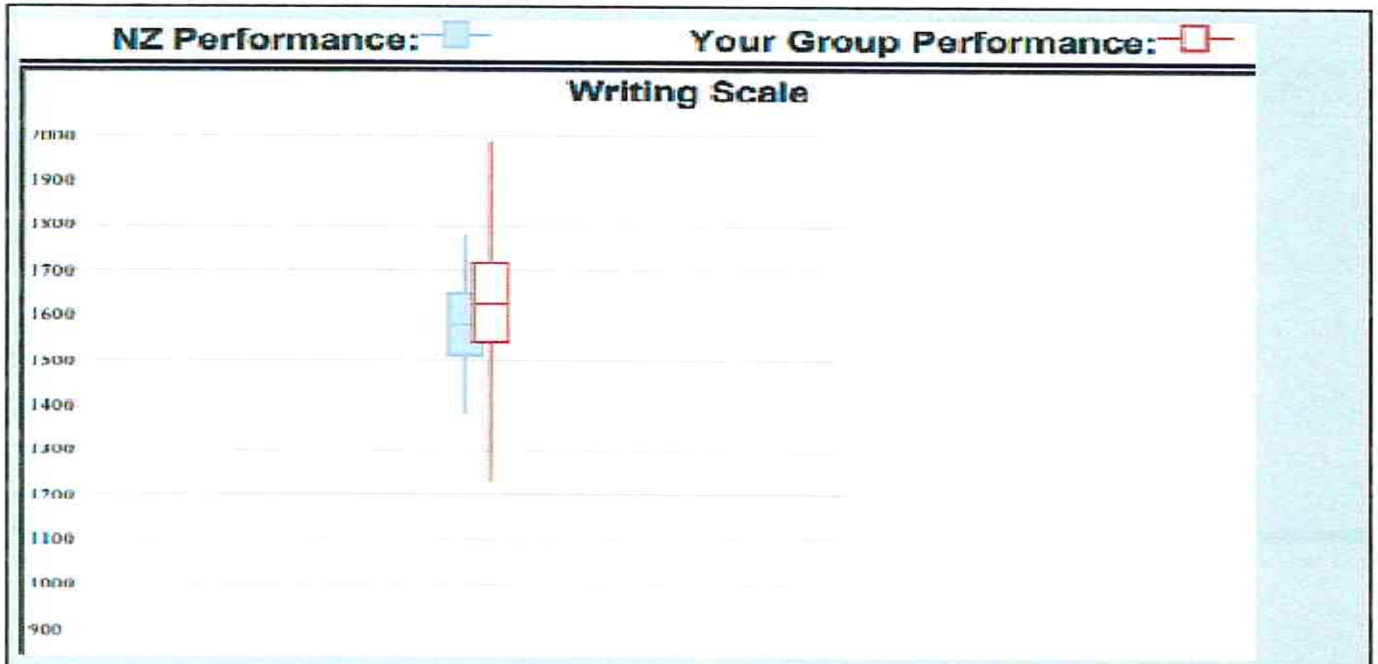
Maori Learners Compared Against National Norms



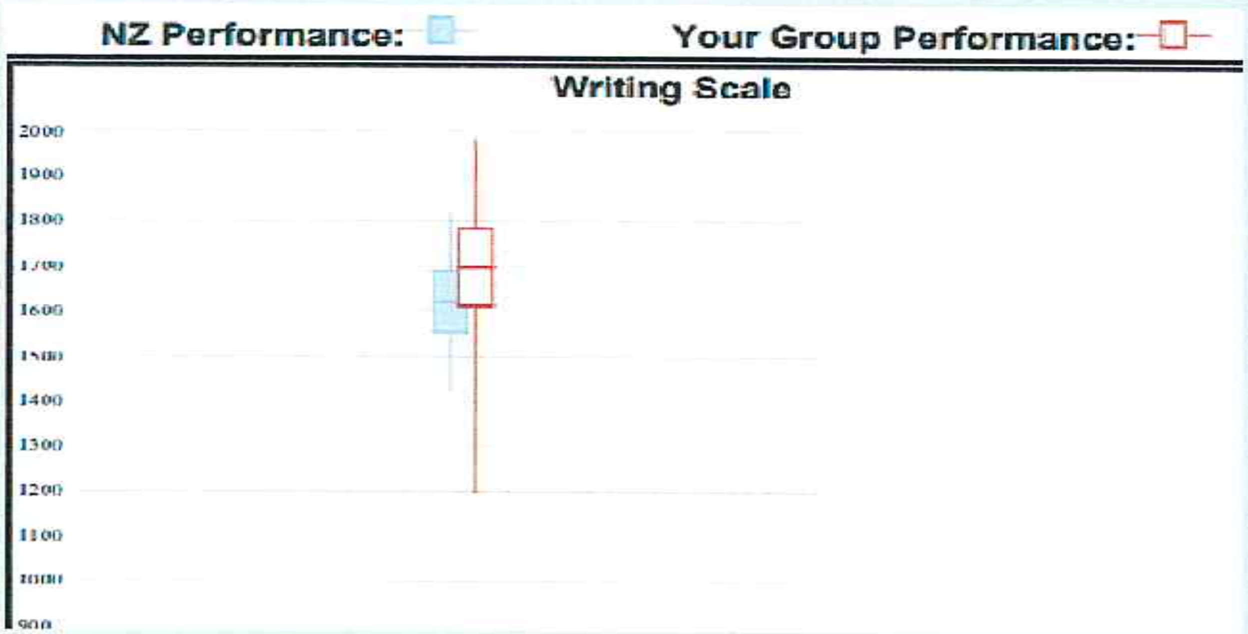
Year 10 Writing 2018: 1669 4A

Mean Curriculum Level – The average for score for students in that year group at that time of the year. i.e. How students are performing. National mean = **1611 4B**
Curriculum Expectation – Indicates how an average student in year 9 should be progressing toward **5P** according to the New Zealand curriculum documents.

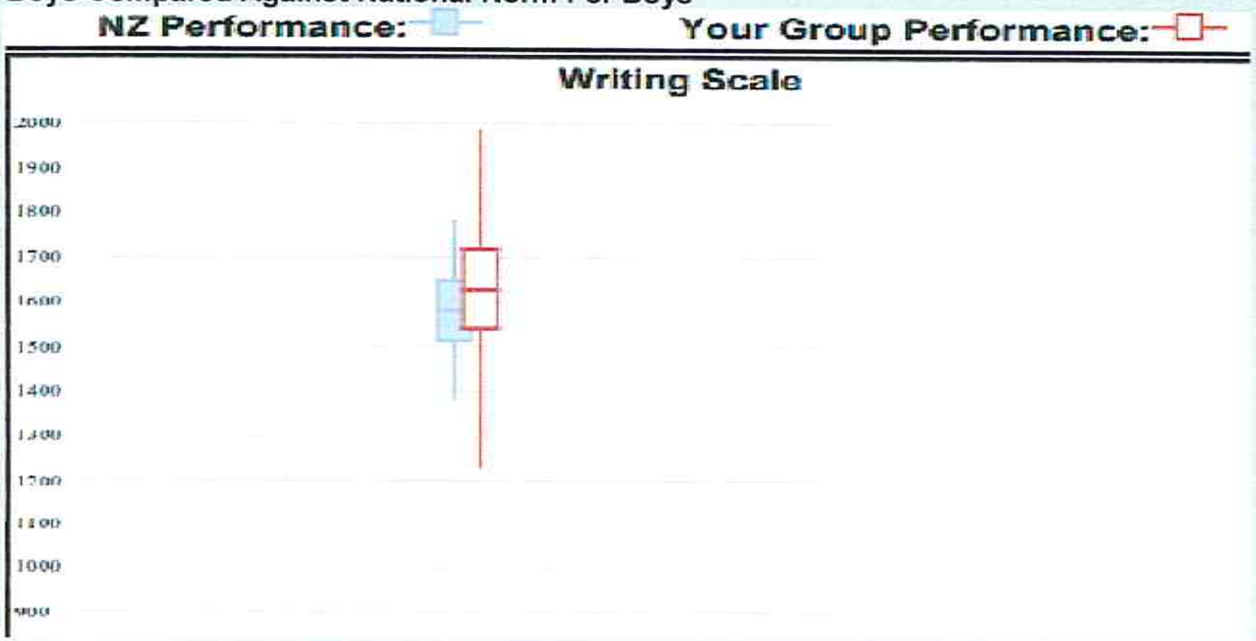
All Learners Compared Against National Norms



Gender Achievement Year 10
Girls Compared Against National Norm for Girls

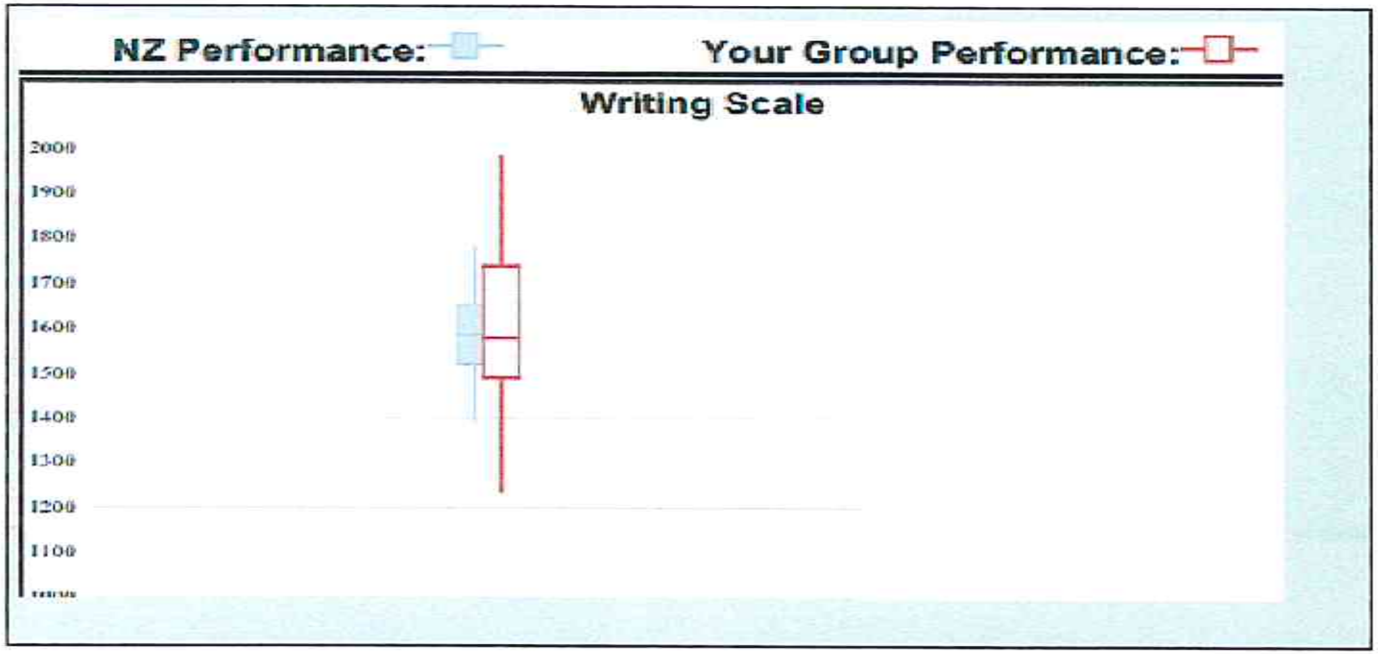


Boys Compared Against National Norm For Boys



All Learners Compared Against High Decile Norm

Maori Learners Compared Against National Normal for Maori



Next Learning Steps:
Perhaps the Year 10's were disproportionately better against all the national norms than the Year 9's due to their exposure to senior school English specialist teaching for a year and a half.
The next step is to improve the Year 9 results. To achieve this, we now have specialist teachers educating these learners in Year 8 as of last year, therefore we may see an improvement with the current Year 9 results in July. It would seem, however, that the Year 9's are a weaker cohort; the Year 8's produced similar results.
Another 'next step' will be to utilise our marking experience from 2018; this will create continuity and consistency. In 2018 our senior school completed eAsTTle writing for the first time.
The Social Sciences department have offered to complete eAsTTle Reading tests for Year 8's, 9's and 10's in 2019, so next year we will have a full data set for reading and writing.
Education Perfect continues to impress with its ability to raise reading percentage scores within its own tests, but whether this translates into eAsTTle Reading improvement, we will have to wait until July to find out.

Mathematics

Year 9: 1559 4A, Year 10: 1611 5P

The Year 10 learners are slightly above the national norm and the Year 9 learners are in line with the national norm. There has been a slight decrease in the mean from 2017 to 2018 for Year 9.

Comparisons:

Gender achievement Learners Year 9 & Year 10

At Year 9 level, the mean for female learners was slightly higher than for males. At Year 10 level, the girls' mean was 14 points higher than the boys.

Maori and Pasifika Learners Year 9 & Year 10

Year 9 Maori and Pasifika learners' mean performance was 15 points lower than that of other Year 9 learners, an 8 point improvement on 2017. At Year 10, the mean for Maori and Pasifika learners was more than 30 points lower than the other learners in Year 10.

Next Learning Steps:

All learners' progress will be tracked and monitored by subject teachers. Curriculum documentation and schemes of work are being updated to improve the cohesion throughout Year 7 – Year 10 mathematics, as well as improving the resources and lesson plans to specifically target learners at both ends of the spectrum. Individualised programmes are being implemented for learners who are working significantly below curriculum level to ensure they keep progressing up the sub levels. Learners will be able to track their own progress using self-reflection on both Algebra and Number.

Report on use of Kiwi Sport Funding

- Operational Funding we received from the MoE in 2018 for KiwiSport was $29,694.60 - breakdown $6,366.16 – Years 7 & 8 and $23,328.44 – Years 9-11.

- The funding was spent on ensuring the cost for learners to participate in organised sport was kept to a minimum. A range of equipment was purchased to enable meaningful practice sessions could occur; especially for netball, football, rugby, basketball, league, lacrosse, hockey, and water polo. We have also been able to provide support for our volunteer coaches.

- The number of learners participating in organised sport in 2018 remained reasonably stable with increases in the number of Year 7 learners involved in sporting activities.

- The Sports Council, that was established in 2014 and has input from parents of the College including two high profile sports achievers (Barbara Kendall windsurfing; Matt Mitchell America's Cup sailing), has helped put structures in place to improve the participation of sport at the College. This group meets at least once a term to look at the big picture of sport at the College.

Mathematics

Year 9: 1559 4A, Year 10: 1611 5P

The Year 10 learners are slightly above the national norm and the Year 9 learners are in line with the national norm. There has been a slight decrease in the mean from 2017 to 2018 for Year 9.

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- The funding was spent on ensuring the cost for learners to participate in organised sport was kept to a minimum. A range of equipment was purchased to enable meaningful practice sessions could occur; especially for netball, football, rugby, basketball, league, lacrosse, hockey, and water polo. We have also been able to provide support for our volunteer coaches.

- The number of learners participating in organised sport in 2018 remained reasonably stable with increases in the number of Year 7 learners involved in sporting activities.

- The Sports Council, that was established in 2014 and has input from parents of the College including two high profile sports achievers (Barbara Kendall windsurfing; Matt Mitchell America's Cup sailing), has helped put structures in place to improve the participation of sport at the College. This group meets at least once a term to look at the big picture of sport at the College.