



WHANGAPARAOA COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

Ministry Number: 6763

School Address: 15 - 25 Delshaw Avenue, Whangaparaoa

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WHANGAPARAOA COLLEGE

Annual Report - For the year ended 31 December 2021

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Whangaparaoa College

Statement of Responsibility

For the year ended 31 December 2021

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

IAN LINDSAY MACLEOD
Full Name of Presiding Member

[Signature]
Signature of Presiding Member

Date:

31/5/2022

STEVE MCCracken
Full Name of Principal

[Signature]
Signature of Principal

Date:

31/5/2022

Whangaparaoa College

Members of the Board of Trustees

For the year ended 31 December 2021

| Name | Position | How Position Gained | Term Expires |
|-------------------|------------------------|------------------------|--------------------|
| Ian MacLeod | Presiding Member | Elected May 2019 | September 2022 |
| Heidi Parlane | Parent Representative | Re-elected May 2019 | September 2022 |
| James Thomas | Principal | ex Officio April 2012 | Resigned July 2021 |
| Stephen McCracken | Principal | ex Officio July 2021 | |
| Craig Caminos | Parent Representative | Re-elected May 2019 | September 2022 |
| Ben Creevey | Parent Representative | Re-elected May 2019 | September 2022 |
| Charlotte Jones | Parent Representative | Elected May 2019 | September 2022 |
| Tim Davies | Parent Representative | Re-elected Jun 2019 | September 2022 |
| Marina Vaha | Parent Representative | Re-elected Jun 2019 | September 2022 |
| Bobbie-Jo Wilson | Parent Representative | Re-elected Jun 2019 | September 2022 |
| Derek Middleton | Staff Representative | Re-elected May 2019 | September 2022 |
| Rose Risbook | Learner Representative | Elected September 2020 | September 2021 |
| Jessica Washer | Learner Representative | Elected September 2021 | September 2022 |

Whangaparaoa College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

| | Notes | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|---|-------|----------------------|-------------------------------------|----------------------|
| Revenue | | | | |
| Government Grants | 2 | 16,082,331 | 3,148,527 | 16,524,916 |
| Locally Raised Funds | 3 | 765,879 | 179,000 | 1,038,623 |
| Interest Income | | 20,893 | 26,000 | 49,928 |
| Gain on Sale of Property, Plant and Equipment | | - | - | 2,290 |
| International Students | 4 | 268,660 | 259,773 | 842,609 |
| | | 17,137,763 | 3,613,300 | 18,458,366 |
| Expenses | | | | |
| Locally Raised Funds | 3 | 347,933 | 20,100 | 478,236 |
| International Students | 4 | 160,622 | 178,000 | 397,407 |
| Learning Resources | 5 | 11,424,387 | 1,786,037 | 10,515,410 |
| Administration | 6 | 872,516 | 902,436 | 844,214 |
| Finance | | 12,518 | - | 12,584 |
| Property | 7 | 4,100,110 | 802,945 | 5,776,640 |
| Depreciation | 12 | 241,157 | 237,000 | 263,787 |
| Loss on Disposal of Property, Plant and Equipment | | 3,073 | 1,500 | - |
| | | 17,162,316 | 3,928,018 | 18,288,278 |
| Net Surplus / (Deficit) for the year | | (24,553) | (314,718) | 170,088 |
| Other Comprehensive Revenue and Expense | | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | (24,553) | (314,718) | 170,088 |

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



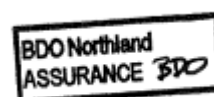
Whangaparaoa College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

| | Notes | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|--|-------|----------------------|-------------------------------------|----------------------|
| Equity at 1 January | | 2,487,302 | 2,487,302 | 2,287,084 |
| Total comprehensive revenue and expense for the year | | (24,553) | (314,718) | 170,088 |
| Capital Contributions from the Ministry of Education | | | | |
| Contribution - Furniture and Equipment Grant | | - | - | 30,130 |
| Equity at 31 December | | 2,462,749 | 2,172,584 | 2,487,302 |
| Retained Earnings | | 2,462,749 | 2,172,584 | 2,487,302 |
| Equity at 31 December | | 2,462,749 | 2,172,584 | 2,487,302 |

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.



Whangaparaoa College

Statement of Financial Position

As at 31 December 2021

| | Notes | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|--|-------|----------------------|-------------------------------------|----------------------|
| Current Assets | | | | |
| Cash and Cash Equivalents | 8 | 213,281 | 134,574 | 611,158 |
| Accounts Receivable | 9 | 1,141,060 | 1,335,600 | 1,335,600 |
| Prepayments | | 7,837 | 11,389 | 11,389 |
| Inventories | 10 | 1,397 | 453 | 453 |
| Investments | 11 | 2,084,095 | 1,361,202 | 2,061,202 |
| | | 3,447,670 | 2,843,218 | 4,019,802 |
| Current Liabilities | | | | |
| GST Payable | | (288) | 11,382 | 11,382 |
| Accounts Payable | 13 | 1,039,478 | 902,932 | 1,023,675 |
| Revenue Received in Advance | 14 | 159,376 | - | 208,434 |
| Provision for Cyclical Maintenance | 15 | 220,681 | 8,100 | 233,445 |
| Finance Lease Liability | 16 | 70,189 | 18,171 | 62,171 |
| Funds held in Trust | 17 | 47,582 | 208,434 | 176,003 |
| Funds held for Capital Works Projects | 18 | 190,026 | 176,003 | 571,657 |
| | | 1,727,044 | 1,325,022 | 2,286,767 |
| Working Capital Surplus/(Deficit) | | 1,720,626 | 1,518,196 | 1,733,035 |
| Non-current Assets | | | | |
| Property, Plant and Equipment | 12 | 981,680 | 965,736 | 972,810 |
| | | 981,680 | 965,736 | 972,810 |
| Non-current Liabilities | | | | |
| Provision for Cyclical Maintenance | 15 | 177,707 | 200,356 | 148,456 |
| Finance Lease Liability | 16 | 61,850 | 110,992 | 70,087 |
| | | 239,557 | 311,348 | 218,543 |
| Net Assets | | 2,462,749 | 2,172,584 | 2,487,302 |
| Equity | | 2,462,749 | 2,172,584 | 2,487,302 |

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



Whangaparaoa College

Statement of Cash Flows

For the year ended 31 December 2021

| | Note | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|---|----------|----------------------|-------------------------------------|----------------------|
| Cash flows from Operating Activities | | | | |
| Government Grants | | 3,498,489 | 2,906,837 | 3,257,132 |
| Locally Raised Funds | | 794,727 | 535,624 | 737,557 |
| International Students | | 150,371 | 259,773 | 182,092 |
| Goods and Services Tax (net) | | (11,670) | 12,172 | 12,172 |
| Payments to Employees | | (2,007,145) | (2,074,055) | (2,101,431) |
| Payments to Suppliers | | (2,039,157) | (1,772,843) | (2,633,407) |
| Interest Paid | | (12,518) | - | (12,584) |
| Interest Received | | 23,670 | 16,083 | 56,458 |
| Net cash from/(to) Operating Activities | | 396,767 | (116,409) | (502,011) |
| Cash flows from Investing Activities | | | | |
| Proceeds from Sale of Property Plant & Equipment | | 60 | (1,500) | 4,091 |
| Purchase of Property Plant & Equipment | | (179,842) | (291,173) | (235,548) |
| Purchase of Investments | | (22,893) | 158,574 | (49,448) |
| Net cash from/(to) Investing Activities | | (202,675) | (134,099) | (280,905) |
| Cash flows from Financing Activities | | | | |
| Furniture and Equipment Grant | | - | - | 32,169 |
| Finance Lease Payments | | (81,917) | 3,218 | (23,770) |
| Funds Administered on Behalf of Third Parties | | (510,052) | 248,103 | 258,314 |
| Net cash from/(to) Financing Activities | | (591,969) | 251,321 | 266,713 |
| Net increase/(decrease) in cash and cash equivalents | | (397,877) | 813 | (516,203) |
| Cash and cash equivalents at the beginning of the year | 8 | 611,158 | 133,761 | 1,127,361 |
| Cash and cash equivalents at the end of the year | 8 | 213,281 | 134,574 | 611,158 |

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



Whangaparaoa College

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

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 and Training Act 2020. 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 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$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.

Cyclical maintenance

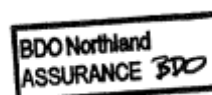
A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

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 12.

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.

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.

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

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

Other Grants

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) 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.

e) 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.

f) 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.

g) Accounts Receivable

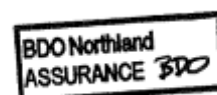
Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables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

h) Inventories

Inventories are consumable items held for sale and comprised of canteen consumables. 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.

i) 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.



j) 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.

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

| | |
|---|-------------------------|
| Building improvements to Crown Owned Assets | 10-25 years |
| Furniture and equipment | 4-10 years |
| Information and communication technology | 5-10 years |
| Motor vehicles | 5 years |
| Textbooks | 10 years |
| Leased assets held under a Finance Lease | Term of Lease |
| Library resources | 12.5% Diminishing value |

k) 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.

l) 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.

m) Employee Entitlements

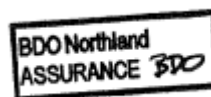
Short-term employee entitlements

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

n) Revenue Received in Advance

Revenue received in advance relates to fees received from international and domestic students, 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.



o) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense.

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

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 is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

q) Financial Instruments

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

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract 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.

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

| | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|----------------------------------|----------------------|-------------------------------------|----------------------|
| Operational Grants | 2,903,878 | 2,673,324 | 2,760,166 |
| Teachers' Salaries Grants | 9,501,917 | - | 8,445,630 |
| Use of Land and Buildings Grants | 3,303,236 | - | 4,905,431 |
| Other MoE Grants | 373,300 | 475,203 | 413,689 |
| | 16,082,331 | 3,148,527 | 16,524,916 |

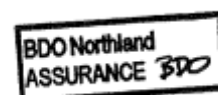
3. Locally Raised Funds

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

| | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Revenue | | | |
| Donations & Bequests | 73,070 | 101,000 | 68,677 |
| Fees for Extra Curricular Activities | 168,066 | - | 239,513 |
| Trading | 176,393 | 48,000 | 232,344 |
| Fundraising & Community Grants | - | 15,000 | 24,422 |
| Other Revenue | 348,350 | 15,000 | 473,667 |
| | 765,879 | 179,000 | 1,038,623 |
| Expenses | | | |
| Extra Curricular Activities Costs | 169,422 | 6,100 | 249,087 |
| Trading | 164,994 | 14,000 | 198,539 |
| Other Locally Raised Funds Expenditure | 13,517 | - | 30,610 |
| | 347,933 | 20,100 | 478,236 |
| <i>Surplus/ (Deficit) for the year Locally raised funds</i> | 417,946 | 158,900 | 560,387 |

4. International Student Revenue and Expenses

| | 2021 Actual Number | 2021 Budget (Unaudited) Number | 2020 Actual Number |
|---|--------------------------|---|--------------------------|
| International Student Roll | 20 | 20 | 65 |
| | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
| Revenue | | | |
| International Student Fees | 268,660 | 259,773 | 842,609 |
| Expenses | | | |
| Student Recruitment | 32,492 | 40,000 | 51,300 |
| Other Expenses | 128,130 | 138,000 | 346,107 |
| | 160,622 | 178,000 | 397,407 |
| <i>Surplus/ (Deficit) for the year International Students</i> | 108,038 | 81,773 | 445,202 |



5. Learning Resources

| | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Curricular | 338,078 | 107,250 | 380,212 |
| Equipment Repairs | 176,500 | 185,136 | 134,460 |
| Information and Communication Technology | 249,767 | 263,690 | 275,109 |
| Library Resources | 3,502 | 4,233 | 4,092 |
| Employee Benefits - Salaries | 10,622,379 | 1,161,728 | 9,678,446 |
| Staff Development | 34,161 | 64,000 | 43,091 |
| | 11,424,387 | 1,786,037 | 10,515,410 |

6. Administration

| | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Audit Fee | 12,419 | 11,000 | 14,580 |
| Board Fees | 6,525 | 7,000 | 5,725 |
| Board Expenses | 2,503 | 6,300 | 1,794 |
| Communication | 13,129 | 17,000 | 13,742 |
| Consumables | 3,462 | 4,000 | 5,086 |
| Other | 94,839 | 101,036 | 87,400 |
| Employee Benefits - Salaries | 709,721 | 722,000 | 680,360 |
| Insurance | 18,077 | 21,500 | 22,925 |
| Service Providers, Contractors and Consultancy | 11,841 | 12,600 | 12,602 |
| | 872,516 | 902,436 | 844,214 |

7. Property

| | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|-------------------------------------|----------------------|-------------------------------------|----------------------|
| Caretaking and Cleaning Consumables | 58,119 | 66,050 | 65,553 |
| Consultancy and Contract Services | 218,441 | 219,500 | 218,602 |
| Cyclical Maintenance Provision | 46,137 | 60,000 | 48,352 |
| Grounds | 54,494 | 52,988 | 59,933 |
| Heat, Light and Water | 114,197 | 105,000 | 112,991 |
| Rates | - | - | 123 |
| Repairs and Maintenance | 115,424 | 104,976 | 146,850 |
| Use of Land and Buildings | 3,303,236 | - | 4,905,431 |
| Security | 35,624 | 30,000 | 31,576 |
| Employee Benefits - Salaries | 154,438 | 164,431 | 187,229 |
| | 4,100,110 | 802,945 | 5,776,640 |

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of the land and buildings used by the schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.



8. Cash and Cash Equivalents

| | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Bank Accounts | 213,281 | 134,574 | 611,158 |
| Cash and cash equivalents for Statement of Cash Flows | 213,281 | 134,574 | 611,158 |

Of the \$213,281 Cash and Cash Equivalents, \$190,026 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2022 on Crown owned school buildings.

9. Accounts Receivable

| | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Receivables | 72,499 | 19,250 | 19,250 |
| Receivables from the Ministry of Education | 291,508 | 646,428 | 646,428 |
| Interest Receivable | 7,140 | 9,917 | 9,917 |
| Teacher Salaries Grant Receivable | 769,912 | 660,005 | 660,005 |
| | 1,141,059 | 1,335,600 | 1,335,600 |
| Receivables from Exchange Transactions | 79,639 | 29,167 | 29,167 |
| Receivables from Non-Exchange Transactions | 1,061,420 | 1,306,433 | 1,306,433 |
| | 1,141,059 | 1,335,600 | 1,335,600 |

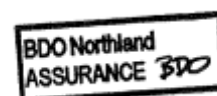
10. Inventories

| | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|---------|----------------------|-------------------------------------|----------------------|
| Canteen | 1,397 | 453 | 453 |
| | 1,397 | 453 | 453 |

11. Investments

The School's investment activities are classified as follows:

| | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|--------------------------|----------------------|-------------------------------------|----------------------|
| Current Asset | | | |
| Short-term Bank Deposits | 2,084,095 | 1,361,202 | 2,061,202 |
| Total Investments | 2,084,095 | 1,361,202 | 2,061,202 |



12. Property, Plant and Equipment

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|---|--------------------------|----------------|----------------|------------|------------------|----------------|
| 2021 | \$ | \$ | \$ | \$ | \$ | \$ |
| Building Improvements | 260,603 | 2,217 | - | | (15,558) | 247,262 |
| Furniture and Equipment | 419,811 | 87,568 | - | - | (92,265) | 415,114 |
| Information and Communication Technology | 136,920 | 35,534 | - | - | (55,790) | 116,664 |
| Motor Vehicles | 3,905 | 53,850 | | - | (8,319) | 49,436 |
| Leased Assets | 117,403 | 70,387 | (59) | - | (64,888) | 122,843 |
| Library Resources | 34,168 | 3,603 | (3,074) | | (4,337) | 30,360 |
| Balance at 31 December 2021 | 972,810 | 253,159 | (3,133) | - | (241,157) | 981,679 |

The net carrying value of equipment held under a finance lease is **\$122,843 (2020: \$117,403)**

| | 2021 Cost or Valuation | 2021 Accumulated Depreciation | 2021 Net Book Value | 2020 Cost or Valuation | 2020 Accumulated Depreciation | 2020 Net Book Value |
|---|------------------------------|-------------------------------------|---------------------------|------------------------------|-------------------------------------|---------------------------|
| | \$ | \$ | \$ | \$ | \$ | \$ |
| Building Improvements | 385,659 | (138,397) | 247,262 | 383,442 | (122,839) | 260,603 |
| Furniture and Equipment | 2,072,075 | (1,656,960) | 415,115 | 2,008,363 | (1,588,552) | 419,811 |
| Information and Communication Technology | 1,435,239 | (1,318,575) | 116,664 | 1,808,759 | (1,671,839) | 136,920 |
| Motor Vehicles | 64,037 | (14,601) | 49,436 | 10,187 | (6,282) | 3,905 |
| Textbooks | 324,231 | (324,231) | - | 324,231 | (324,231) | - |
| Leased Assets | 280,514 | (157,671) | 122,843 | 269,203 | (151,800) | 117,403 |
| Library Resources | 136,902 | (106,542) | 30,360 | 146,474 | (112,306) | 34,168 |
| Balance at 31 December | 4,698,657 | (3,716,977) | 981,680 | 4,950,659 | (3,977,849) | 972,810 |

13. Accounts Payable

| | 2021 Actual | 2021 Budget (Unaudited) | 2020 Actual |
|---------------------------------------|------------------|-------------------------------|------------------|
| | \$ | \$ | \$ |
| Creditors | 206,504 | 158,470 | 158,470 |
| Accruals | 12,419 | 11,290 | 11,290 |
| Banking Staffing Overuse | - | - | 120,743 |
| Employee Entitlements - Salaries | 769,912 | 660,005 | 660,005 |
| Employee Entitlements - Leave Accrual | 50,643 | 73,167 | 73,167 |
| | 1,039,478 | 902,932 | 1,023,675 |
| Payables for Exchange Transactions | 1,039,478 | 902,932 | 1,023,675 |
| | 1,039,478 | 902,932 | 1,023,675 |

The carrying value of payables approximates their fair value.



14. Revenue Received in Advance

| | 2021 Actual | 2021 Budget (Unaudited) | 2020 Actual |
|---|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Grants in Advance - Ministry of Education | - | - | 12,866 |
| International Student Fees in Advance | 32,747 | - | 151,036 |
| Other revenue in Advance | 126,629 | - | 44,532 |
| | <u>159,376</u> | <u>-</u> | <u>208,434</u> |

15. Provision for Cyclical Maintenance

| | 2021 Actual | 2021 Budget (Unaudited) | 2020 Actual |
|---|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Provision at the Start of the Year | 381,901 | 381,901 | 403,349 |
| Increase/ (decrease) to the Provision During the Year | 46,137 | 60,000 | 48,352 |
| Use of the Provision During the Year | (29,650) | (233,445) | (69,800) |
| Provision at the End of the Year | <u>398,388</u> | <u>208,456</u> | <u>381,901</u> |
| Cyclical Maintenance - Current | 220,681 | 8,100 | 233,445 |
| Cyclical Maintenance - Term | 177,707 | 200,356 | 148,456 |
| | <u>398,388</u> | <u>208,456</u> | <u>381,901</u> |

16. Finance Lease Liability

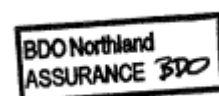
The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

| | 2021 Actual | 2021 Budget (Unaudited) | 2020 Actual |
|--|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| No Later than One Year | 79,883 | 18,171 | 72,092 |
| Later than One Year and no Later than Five Years | 66,095 | 110,992 | 75,290 |
| Future Finance Charges | (13,939) | - | (15,124) |
| | <u>132,039</u> | <u>129,163</u> | <u>132,258</u> |
| Represented by | | | |
| Finance lease liability - Current | 70,189 | 18,171 | 62,171 |
| Finance lease liability - Term | 61,850 | 110,992 | 70,087 |
| | <u>132,039</u> | <u>129,163</u> | <u>132,258</u> |

17. Funds held in Trust

| | 2021 Actual | 2021 Budget (Unaudited) | 2020 Actual |
|--|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Funds Held in Trust on Behalf of Third Parties - Current | 47,582 | 208,434 | 176,003 |
| | <u>47,582</u> | <u>208,434</u> | <u>176,003</u> |

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.



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.

| 2021 | Opening Balances \$ | Receipts from MoE \$ | Payments \$ | Board Contributions \$ | Closing Balances \$ |
|---------------------------------|---------------------------|----------------------------|----------------|------------------------------|---------------------------|
| MLE Classrooms | 2,395 | - | - | - | 2,395 |
| Gym Lining / Insulation | (4,133) | - | - | - | (4,133) |
| Admin Improvements | (3,513) | - | - | - | (3,513) |
| STA Gas Install | (25,950) | - | - | - | (25,950) |
| Drainage | (7,026) | - | - | - | (7,026) |
| AMS ICT Interior Design | 256,165 | 598,355 | (889,234) | - | (34,714) |
| SIP Site Field Drainage | 245,095 | - | (275,109) | - | (30,014) |
| Accessway Handrails | 31,543 | - | (26,196) | - | 5,347 |
| Switchboard Replacement | 79,806 | - | (40,639) | - | 39,167 |
| Block A, B, C Heat Pumps | (2,725) | - | - | - | (2,725) |
| Dividing Wall and Kitchen Bench | - | 23,076 | (25,220) | - | (2,144) |
| Office space upstairs Gym | - | 20,700 | (19,120) | - | 1,580 |
| SIP 10/11 Workspace Creation | - | 19,800 | (12,375) | - | 7,425 |
| SIP Seats and Shading | - | 39,131 | - | - | 39,131 |
| Roof Replacement and Repairs | - | 205,200 | - | - | 205,200 |
| Totals | 571,657 | 906,262 | (1,287,893) | - | 190,026 |

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Due from the Ministry of Education

300,245
(110,219)

190,026

| 2020 | Opening Balances \$ | Receipts from MoE \$ | Payments \$ | Board Contributions \$ | Closing Balances \$ |
|--------------------------|---------------------------|----------------------------|----------------|------------------------------|---------------------------|
| MLE Classrooms | (72,527) | 90,916 | (15,994) | - | 2,395 |
| Security Project | 16,710 | - | (16,710) | - | - |
| Void/Café - Stage 2 | (28,613) | 165,173 | (136,560) | - | - |
| Performing Arts - Carpet | 1,341 | 8,696 | (10,037) | - | - |
| Gym Lining / Insulation | 31,175 | 33,356 | - | (68,664) | (4,133) |
| Admin Improvements | (5,592) | 2,079 | - | - | (3,513) |
| STA Gas Install | (37,335) | 11,385 | - | - | (25,950) |
| Woodwork Fire | 2,402 | - | (2,402) | - | - |
| Gym Heating Project | (74,164) | - | - | 74,164 | - |
| Gym Entry Doors | 23,853 | 56,108 | (79,961) | - | - |
| Smoke Alarms | (7,962) | 26,000 | (18,038) | - | - |
| Door Project | (39,854) | 39,854 | - | - | - |
| Heat Pumps | 3,011 | 5,750 | (3,261) | (5,500) | - |
| Smoke Alarms 2019 | (2,405) | 2,405 | - | - | - |
| Gym Ventilation | 3,147 | - | (3,147) | - | - |
| STA Smoke & Security | (1,725) | 1,725 | - | - | - |
| Drainage | (7,026) | - | - | - | (7,026) |
| AMS ICT Interior Design | - | 334,793 | (78,628) | - | 256,165 |
| SIP Site Field Drainage | - | 255,169 | (10,074) | - | 245,095 |
| Accessway Handrails | - | 39,174 | (7,631) | - | 31,543 |
| Switchboard Replacement | - | 164,049 | (84,243) | - | 79,806 |
| Block A, B, C Heat Pumps | - | 92,930 | (95,655) | - | (2,725) |
| Totals | (195,564) | 1,329,562 | (562,341) | - | 571,657 |



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.

20. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, Principal and Deputy Principals.

| | 2021 Actual \$ | 2020 Actual \$ |
|---|----------------------|----------------------|
| <i>Board Members</i> | | |
| Remuneration | 6,525 | 5,725 |
| <i>Leadership Team</i> | | |
| Remuneration | 888,972 | 1,028,292 |
| Full-time equivalent members | 6.00 | 9.00 |
| Total key management personnel remuneration | 895,497 | 1,034,017 |

There are 9 members of the Board excluding the Principal. The Board had held 10 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Note: In prior years the leadership team included some Heads of Departments. For simplicity this has been reverted to Principals and Deputy Principals in 2021.

Principal 1

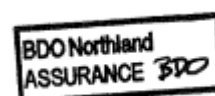
The total value of remuneration paid or payable to the Principal was in the following bands:

| | 2021 Actual \$000 | 2020 Actual \$000 |
|--|-------------------------|-------------------------|
| Salaries and Other Short-term Employee Benefits: | | |
| Salary and Other Payments | 190-200 | 200-210 |
| Benefits and Other Emoluments | 0-10 | 0-10 |
| Termination Benefits | - | - |

Principal 2

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

| | 2021 Actual \$000 | 2020 Actual \$000 |
|--|-------------------------|-------------------------|
| Salaries and Other Short-term Employee Benefits: | | |
| Salary and Other Payments | 50-60 | - |
| Benefits and Other Emoluments | 0-10 | - |
| Termination Benefits | - | - |



Other Employees

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

| Remuneration \$000 | 2021 FTE Number | 2020 FTE Number |
|-----------------------|--------------------|--------------------|
| 100-110 | 19.00 | 12.00 |
| 110-120 | 6.00 | - |
| 120-130 | 4.00 | 3.00 |
| 130-140 | 1.00 | 0.00 |
| 140-150 | - | 1.00 |
| | 30.00 | 16.00 |

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

21. Compensation and Other Benefits Upon Leaving

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

| | 2021 Actual | 2020 Actual |
|------------------|----------------|----------------|
| Total | - | - |
| Number of People | - | - |

22. Contingencies

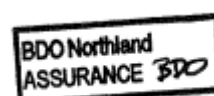
There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.



23. Commitments

(a) Capital Commitments

As at 31 December 2021 (with the exception of the commitments disclosed in Note 18 - Funds Held for Capital Works) the Board has not entered into any further contract agreements.

(Capital commitments at 31 December 2020: \$Nil)

(b) Operating Commitments

As at 31 December 2021 the Board has entered into the following contracts:

(a) three operating leases with Toyota Financial Services for the supply of three Hiace Minibuses;

| | 2021 Actual \$ | 2020 Actual \$ |
|--|----------------------|----------------------|
| No later than One Year | 9,079 | 15,297 |
| Later than One Year and No Later than Five Years | - | 9,079 |
| | <u>9,079</u> | <u>24,376</u> |

24. Financial Instruments

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

Financial assets measured at amortised cost

| | 2021 Actual \$ | 2021 Budget (Unaudited) \$ | 2020 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Cash and Cash Equivalents | 213,281 | 134,574 | 611,158 |
| Receivables | 1,141,059 | 1,335,600 | 1,335,600 |
| Investments - Term Deposits | 2,084,095 | 1,361,202 | 2,061,202 |
| Total Financial assets measured at amortised cost | <u>3,438,435</u> | <u>2,831,376</u> | <u>4,007,960</u> |

Financial liabilities measured at amortised cost

| | | | |
|--|------------------|------------------|------------------|
| Payables | 1,039,478 | 902,932 | 1,023,675 |
| Finance Leases | 132,039 | 129,163 | 132,258 |
| Total Financial Liabilities Measured at Amortised Cost | <u>1,171,517</u> | <u>1,032,095</u> | <u>1,155,933</u> |

25. Events After Balance Date

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

26. COVID 19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.





WHANGAPARĀOA COLLEGE

Together Believe Achieve Ngātahi Whakapono Tutuki

About Whangaparāoa College

- Whangaparāoa College opened in 2005 with 850 learners. The roll as of 2 February 2022 is 1702 learners.
- 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 well resourced and has developed strategies to ensure that this level of resourcing continues.
- Learner achievement has been measured through AsTTle results, NZ Curriculum levels, and NCEA achievement. The general trend has been an improvement, with pleasing progress in areas of NCEA that were a concern.
- 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.
- The last ERO report reports that, "...Whangaparāoa 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.
- At Whangaparāoa College we will Know and Grow our Learners and Staff; so their Hauora is developed and enhanced. Our Learners and Staff will be ready, connected and passionate.
- A huge opportunity going forward is that the College will grow to 2500+ learners in the next 5-7 years.



WHANGAPARAOA COLLEGE

2021 Improvement Plan

Ngatahi
Whakapono
Tutuki

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

| Strategic Focus | Desired Outcomes | Actions | Timing | Progress | Leadership | Evidence: Tools and Measures |
|---|---|---|---|----------|------------|---|
| Te Tiriti o Waitangi: Cultural Competency | Growth in staff understanding of Te Tiriti o Waitangi principles and their application and awareness & reduction of unconscious biases. | Targeted differentiated PLD. | T2 | | CLL | Tools: Staff Survey, Feedback from PLD. Measure: 20% of staff report improved ability to recognise and reduce their unconscious biases. |
| Inclusiveness: Whanau Engagement (with families of current learners) | Our whānau whanui (all families of current learners) feel welcome and that the school is inclusive of, and caters to learners with, differing needs. | 1. Hold Whānau Hui in Term 1 & Term 3. 2. Embed regularity of engagement with priority groups. 3. Identify groups/families who are not engaged and explore mechanisms to connect with them. | T1 & T3 T1 & ongoing T2 & ongoing | | WILG | Tools: Attendee feedback. Measure:1. 80% of Hui attendees report that they experience the school as inclusive in the way staff listened and responded to identified ways the College can better cater for learners with differing needs. 2. Regular schedule of engagement which priority group families are aware of. 3. Mechanisms identified and new practices in place eg: social media. |
| Safety: Online Behaviour | Our learners feel safe when interacting with each other online. | All learners participate in an age-appropriate online safety programme. | T1 & ongoing | | SULL | Tools: Focus group feedback; BPRAG survey; Learner Survey Measure: By October 2021, 20% of learners report improving safety in the online environment with WGP learners. |
| Hauora: | With both systemic measures and individual agency; staff and learners are well, resilient, and ready to give their best for themselves, their whanau, and their work/ learning /activities. | Staff Hauora Work with NZIWR to implement practices that improve identified targeted areas. | T1 & ongoing | | THO/MCR | Tools: Staff Survey Measure: By October 2021, 20% of staff indicate improvement in agreed targeted area of staff hauora. |
| | | Learner Hauora 1. Plan and implement a mindfulness pilot programme, for all Year 7's and an option programme for Year 8-13. 2. Evaluate the programme. | T1 & ongoing T4 | | THO/MCR | Tools: Pilot programme. Measure: 40% of participating learners report improvement in their sense of calm, focus and readiness to engage. |
| Achievement: NCEA Results | Our Year 12 & 13 learners achieve to their potential | 1. Teachers as Kaiārahi programme. 2. Review Covid lockdown practices re teaching and learning. 3. Track progress to address specific needs. | T1 & ongoing T1 T2 & ongoing | | WTE | Tools: NCEA results, KAMAR data. Measures (with cohort recognition where possible): At least a 2% increase in L2 pass rates. At least a 4% increase in L3 pass rates. At least a 5% increase in UE pass rates. At least a 5% increase in pass rate of Māori Boys |
| Vision 2026 | WGP has a strategic plan that positions the College to maximise opportunities (curriculum, cultural & sporting) for learners of increased role size by 2026, and enables a smooth transition towards 2500 learners. | 1. Board PLD on NELP's. 2. Community engagement. 3. Strategic Plan 2022-2026 aligned to Education Act 2020. | | | POC | Strategic plan approved by BOT by 31 December 2021. |

Analysis of Variance

Te Tiriti o Waitangi:

Actions (*What did we do?*)

We kickstarted our Cultural Competency Journey with a full staff PLD session with Anton Blank. He was chosen as a speaker to ignite our unconscious bias and get discussions going. Following this, we completed three further PLD sessions, one discussing and diving deeper into the thought that the Anton Blank presentation inspired and then a further session to upskill and help staff on their journey to teaching with Māori at the centre of the planning. We also had PLD delivered to our staff from our Māori learners, the learners presented the challenges they face in education and how best to work with them to inspire and get the best from them as learners.

Over the course of 2021, a number of local hui were held with whānau Māori. This was in Terms 1 and 2, before COVID-19 lockdowns. The purpose of the hui was to establish relationships with whānau. During the second half of the year, our staff were welcomed to our local marae and were able to experience being on a marae, a first for many. We also engaged with our marae on a personal level, specifically with the kaumatua. The purpose was to support two-way Kaupapa Māori for our community as we enter a new phase in our school.

We engaged, as a wider community, with numerous facilitators for targeted PLD specifically for this objective. Learners presented to staff on their dreams and aspirations, and also what it is like to be Māori in our school.

Outcomes (*What happened?*)

Staff recognised and understood the need to create deep connections and relationships with learners. Staff have a simple toolkit of strategies to use to assist with planning, teaching and connecting with Māori learners. Staff felt an increase in confidence with respect to cultural competency.

Engagement with whānau Māori was low in attendance. The kaupapa needed to be constructed to ensure we were meeting the needs of our community.

The PLD kickstarted the korero to be more responsive moving forward for our learners and ensure our curriculum represents the local needs of Māori.

Reasons for the variance (*Why did it happen?*)

No initial (and hence final) measure of competency of Kaupapa Māori was completed. Anecdotally, from the staff marae visit and PLD, staff 'feel' more connected to the Kaupapa.

Evaluation (*Where to next?*)

We have begun to lead our community of schools in working with the marae to achieve better outcomes for our wider community.

We have also made this aspect of our strategy a key priority for 2022-2027. Please see attached strategic plan.

Inclusiveness:

Actions (*What did we do?*)

Similar to the previous priority, we were able to hold one whānau hui last year before lockdown. During lockdown, we were able to be part of a Pasifika talanoa with members of our community to discuss COVID -19 and the return to school.

Outcomes (*What happened?*)

The outcomes of the two hui were positive but not sustained.

Reasons for the variance (*Why did it happen?*)

The focus of the hui were not sustained from both an internal and external perspective. The focus needed to be reinvigorated regularly to ensure the momentum continued and voices were heard, and actions put in place.

Evaluation (*Where to next?*)

We need to maintain engagement with whānau on a more regular basis. Initially we need to identify the priority/target groups, work with them and identify their needs.

Safety:

Actions (*What did we do?*)

Throughout 2021 all learners were part of a Digital Safety programme. This was led by Kaiārahi in whānau hui time. The programme on the whole was successful as it brought the issues relevant to learners in a digital world to the forefront.

Outcomes (*What happened?*)

As a result of the Digital Safety programme and learner/staff voice, we have reinvigorated the BPRAG (Bullying Prevention Response Action Group).

A 2022 Digital Safety programme, based on learner feedback, is constructed to continue this focus

Reasons for the variance (*Why did it happen?*)

No feedback was sought in this aspect due to lockdown.

Evaluation (*Where to next?*)

We have introduced an 'App' that will be able to facilitate and strengthen the immediate response and gather longer term trends of behaviour and responses.

Hauora:

Actions (*What did we do?*)

The NZIWR survey did not occur as the service was not able to be supplied to our school.

The Year 7 Mindfulness programme was fully established in 2021 with every learner being 'taught' this. No formal measure of the programme was completed through the review process.

Outcomes (*What happened?*)

A review of the programme was completed in Term 4 with recommendations made for improvement and whole school 'roll-out' in 2022.

Reasons for the variance (*Why did it happen?*)

The programme was deemed successful. This, along with the revised strategy, will continue to see Hauora be a significant part of how we do things at our school.

Evaluation (*Where to next?*)

We will complete the Wellbeing in Schools survey early in Term 2 to ascertain the 'tone' of our school. We have also advertised for a position at Senior Leadership level overseeing Hauora/ Wellbeing across the school.

The Mindfulness programme will continue to be a significant part of our strategy moving forward. This will be coordinated by the new position.

Achievement:

Actions (*What did we do?*)

- Wānanga for Y11-13 Māori and Pasifika boys (a couple of Year 10 boys were also included). (URF funding paid for this).
- One-to-one tutoring for Māori and Pasifika boys (URF funding paid for this)
- UE Literacy Catchup Programme.
- Credit Catchup Courses – Advanced Customer Service; Life Skills – almost all learners passed these courses and gained their qualification.
- Individual catchup credits – Deans/DPs liaised with individual learners who needed a couple of credits to get “over the line”.
- SLT mentoring learners – learners at risk of not quite achieving what they needed were allocated to an SLT member to meet with them and make a plan to get what they needed. This was in addition to the learner’s kaiārahi, and in most cases were learners that the kaiārahi needed assistance with.
- Estimated Credits – learners and subject teachers estimate credits that each learner will gain; kaiārahi has oversight and ongoing conversations/encouragement.
- Predicted Credits and identifying learners at risk of not achieving what they needed (from KAMAR export and formulae based on prior achievement of each learner).
- Year 11 learners expected to gain only 20 credits in literacy and numeracy, to ensure more time spent on foundation/preparation learning to enable the best Level 2 results for those learners in the following year.
- Due to lockdowns, teachers were challenged to make the most of the flexibility that NCEA offers, meaning that evidence for achievement was collected in a variety of ways, rather than mostly tests, exams or assignments. This has meant better grades, including more Merit and Excellence grades for external assessments.

Outcomes (*What happened?*)

- Increased confidence and self-belief for our Māori and Pasifika boys.
- We expect to see an increase in learners gaining UE Literacy and UE.
- Learners who were looking likely to get 70-79 credits, managed to get 80 – will know numbers when we get accurate data.
- More Merit and Excellence grades for externals – will know numbers when get accurate data.

Reasons for the variance (*Why did it happen?*)

See above, under Actions.

Evaluation (*Where to next?*)

- Detailed analysis of final NCEA results (delayed due to UEGs, LRCs and communication import/export issue with NZQA).
- Work with learners who missed out on gaining the credits they needed – those that only need a few we can assist to get these before the end of Feb to count in 2021 results. Others we will assist with other pathways. Will know names/numbers when we get accurate data.
- Continue with Actions from 2021 listed above but evaluate/re-think changes needed and/or additional actions.

Vision 2026:**Actions** *(What did we do?)*

Throughout 2021 the appointment of a new Principal was completed by the BOT. This is significant as the revisional process was begun. We held a number of face-to-face hui as a BOT and SLT to draft key priorities. The priorities were taken to our community, widely, as a significant consultation process was held. We had over 400 responses to the consultation.

Outcomes *(What happened?)*

The revised strategy was adopted for implementation in 2022.

Reasons for the variance *(Why did it happen?)*

NA

Evaluation *(Where to next?)*

The next step is to align the SLT with the strategy and their specific portfolios of work. This will begin early in 2022 to begin the full implementation process (see annual plan below).

Whangaparāoa College – 2022 Action Plan

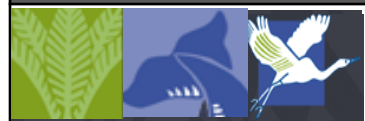


Strategic Objective – Ensure Te Tiriti O Waitangi Is Central To Everything We Do

Success is: In 5 years, Māori tikanga, reo and mātauranga will be integrated and normalised at Whangaparāoa College, with Māori whānau, staff and learners engaged and reaching their potential with our kura

| How will we achieve? Priorities to achieve our Strategic Objective | What will we do? Specific actions to achieve our Priorities - we will: | Who? Is responsible for implementing | Resourcing Requirements | Key Metrics / Measures | Status |
|---|---|---|--|---|--------|
| Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement | <ol style="list-style-type: none"> Staff professional development is focussed on cultural competencies through our Kāhui Ako – at least 2 sessions per term <ul style="list-style-type: none"> Gather baseline and end of year data Assembly for whole school focussed on Te Reo Māori – 1 per term <ul style="list-style-type: none"> Gather baseline and end of year data | | <ul style="list-style-type: none"> Baseline and end of year language surveys Professional learning time MOE Professional learning money Time – 2 hours per term Orah App survey | <ol style="list-style-type: none"> By end of year every member of WGP: <ul style="list-style-type: none"> can outline the importance of correct pronunciation Has 2 opportunities to learn te reo Māori By end of year, a 50% increase in knowledge from learners on Tikanga | |
| Seek advice from our Māori community on how best to include tikanga Māori in values, practices and organisational culture | <ol style="list-style-type: none"> Meet with Te Herenga Waka o Orewa in Term 1 to ascertain needs At least 1 hui per term with Māori whānau Establish a Māori whānau leadership rōpū consisting of parents, community and learners | | <ul style="list-style-type: none"> Time – 6 hours Principal and DP time Venue Money for hui and kai (TBC) Time – 20 hours DP time | <ol style="list-style-type: none"> By end of Term 1, meeting has been held and framework drafted for implementation Meetings are held and voice collected to be used by SLT to inform practise Whānau leadership rōpū established by end of 2022 | |
| Update plans, policies, and curriculum to integrate our local tikanga Māori and mātauranga Māori | <ol style="list-style-type: none"> All school policies are placed on a review cycle to have this lens place on them | | <ul style="list-style-type: none"> Time – 20 hours Policy committee | <ol style="list-style-type: none"> Every policy is reviewed and reflects Te Tiriti o Waitangi by end of 2022 | |

Whangaparāoa College – 2022 Action Plan



Strategic Objective – Co-ordinate Our Approach To Hauora

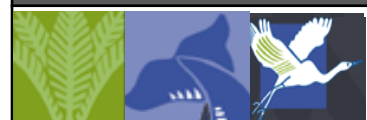
Success is: Every learner and all staff feel safe, comfortable, and free from discrimination or harmful behaviour within the school. There is no place for bullying (physical/emotional or online) and our culture means it does not take hold at Whangaparāoa College or in our school community. Mindfulness is normalised within the school, and all these factors result in increased achievement and well being

| How will we achieve? Priorities to achieve our Strategic Objective | What will we do? Specific actions to achieve our Priorities - we will: | Who? Is responsible for implementing | Resourcing Requirements | Key Metrics / Measures | Status |
|---|--|---|---|--|--------|
| All learners feel safe at break times | <ol style="list-style-type: none"> 1. Baseline and end of year surveys on safety at break times 2. Staff 'duties' will be checked for compliance 3. 'Hotspots' identified through Orah App 4. 'Hotspots' monitored by SLT | | <ul style="list-style-type: none"> • Survey tool through Orah App • Time – 1 hour per day DP time • Time – 2 hours per week DP time • Orah App • Time - 1 hour per day DP time | <ol style="list-style-type: none"> 1. A 30% reduction in learners who feel unsafe by end of year – surveys completed Term 1 and 4 2. All staff are compliant to duty requirements by end of Term 1 - 'Hotspot' areas are reduced or are hard to identify by end of year 3. | |
| Truancy is minimised | <ol style="list-style-type: none"> 1. Send text message to whānau every time an unexplained absence is recorded 2. Termly follow-up with learners who have unexplained absences recorded | | <ul style="list-style-type: none"> • Text message fees • Time – 2 hours per day Attendance Office • Time – 1 hours per week with Kaiārahi | <ol style="list-style-type: none"> 1. Every absence has been explained (Intermittent absences = 0) 2. Every absence has been explained 3. Schoolwide attendance exceeds 85% | |
| Learners have an avenue to report bullying | <ol style="list-style-type: none"> 1. Orah App professional development is given to all staff 2. Orah App is presented to all learners through assemblies and whānau time | | <ul style="list-style-type: none"> • Professional development time – 10 hours DP time, 3 hours staff time • Assembly time – 5 hours Principal • Whānau time – 3 hours per term | <ol style="list-style-type: none"> 1. All staff have some knowledge of Orah App by end of Term 1 2. Orah App used by all learners by end of Term 1 3. Survey in Term 1 and 4 to measure positive change | |
| Establish a Hauora Champion who will lead our Hauora transformation | <ol style="list-style-type: none"> 1. Design job description for Assistant Principal with responsibility for Hauora 2. Appoint to this position | | <ul style="list-style-type: none"> • \$80k • Time – 20 hours Principal | <ol style="list-style-type: none"> 1. Start of Term 3 2. Term 4 for 2023 start | |
| Mindfulness is part of every learner's day | <ol style="list-style-type: none"> 1. Mindfulness programme for whānau time developed by start of Term 1 2. Mindfulness professional development given to all staff twice per term 3. Mindfulness expectations part of Professional Growth Cycle for teachers 4. Survey learners to gauge effectiveness of Mindfulness | | <ul style="list-style-type: none"> • Time - 10 hours DP time • Time – 3 hours per term for all staff • Time – 2 hours per term for all staff • Orah App • Time - 5 hours DP time | <ol style="list-style-type: none"> 1. Mindfulness programme presented to staff at start of Term 1 2. Professional learning opportunities given 2 times per term 3. Every teacher has Professional Growth Cycle reflections on mindfulness 4. Learners report an improved Hauora due to Mindfulness | |
| School expectations are clear and known | <ol style="list-style-type: none"> 1. School expectations (rules) are reviewed by BPRAG 2. Current procedures are realigned to updated expectations 3. School expectations are communicated to learners, staff and community | | <ul style="list-style-type: none"> • Time - 10 hours DP time • Time - 10 hours DP time • Time - 10 hours DP time • Communications 3 hours Principal time | <ol style="list-style-type: none"> 1. School expectations are reviewed by end of term 1 2. Current procedures are reviewed by end of Term 2 3. School expectations are communicated by start of Term 3 | |
| Evaluate Year 7 pilot – scale-embed mindfulness programme throughout the school | <ol style="list-style-type: none"> 1. Evaluate Year 7 programme with learner feedback 2. Plan 2022 Delivery for Years 8-13 3. Deliver required PD for staff and learners | | <ul style="list-style-type: none"> • 10 hours DP time • 20 hours DP time • 25 hours PD time | <ol style="list-style-type: none"> 1. Programme for Years 8-13 reflects learner voice 2. Year 8-13 programme evaluated termly and shows improved performance in achievement | |

Whangaparāoa College – 2022 Action Plan

Strategic Objective – Harness Innovation & Technology to Create Connectedness

Success is: Whangaparāoa College is recognised for using technology safely and effectively to enhance learning and personal development



| How will we achieve? Priorities to achieve our Strategic Objective | What will we do? Specific actions to achieve our Priorities - we will: | Who? Is responsible for implementing | Resourcing Requirements | Key Metrics / Measures | Status |
|--|--|---|--|--|--------|
| Phones are only used when appropriate (During class time, phones will only be used to enhance teaching and learning) | <ol style="list-style-type: none"> 1. Review implementation of device/phone policy in classrooms and around school by end of Term 1 2. Communicate policy to all at start of each term 3. Enforce policy by start of Term 2 | | <ul style="list-style-type: none"> • Time – 15 hours DP time • Communication tools • Time – 3 hours Principal time • Time – 15 hours DP time | <ol style="list-style-type: none"> 1. Policy implementation reviewed by end of Term 1 2. Learners know policy and adhere to it – reported through Orah App | |
| School expectations are clear and known | <ol style="list-style-type: none"> 1. Communicate policy to all at start of each term 2. Reinforce expectations at school wide assemblies 3. Survey every learner at start and end of year to measure progress | | <ul style="list-style-type: none"> • Time– 5 hours DP time • Time – 3 hours Principal time • Orah App • Time– 5 hours DP time | <ol style="list-style-type: none"> 1. Policy implementation reviewed by end of Term 1 2. Learners know policy and adhere to it – reported through Orah App | |
| A specific role to enhance technology is created | <ol style="list-style-type: none"> 1. Design job description for Assistant Principal with oversight of Innovation and Technology 2. Appoint to this position 3. Position reviews technology use and provides recommendation to Principal for 2023 | | <ul style="list-style-type: none"> • \$60k • Time – 20 hours Principal • 100 hours – AP (I&T) position | <ol style="list-style-type: none"> 1. Completed by start of Term 1 2. Start of Term 2 3. End of year | |
| Learner voice informs decision making | <ol style="list-style-type: none"> 1. School expectations (rules) are reviewed by BPRAG 2. Recommendations made to SLT 3. Current procedures are realigned to updated expectations 4. School expectations are communicated to learners, staff and community | | <ul style="list-style-type: none"> • Time – 10 hours DP time • Time – 3 hours SLT time • Communication tools • Time – 5 hours Principal time | <ol style="list-style-type: none"> 1. By end of Term 1 2. Term 2 3. Term 2 4. Every Term | |
| Review application across the school, systems used and how they are used. Identify the best tools for the job | <ol style="list-style-type: none"> 1. Move to Google as main platform at start of 2022 2. Survey success during Term 1 3. Identify 'gaps' for learners and staff to rectify in Term 2 4. Repeat surveys above every term 5. Ensure all staff are proficient for full implementation in 2023 | | <ul style="list-style-type: none"> • Time – 30 hours DP time • Professional knowledge/skill • Time – 5 hours SLT time • Time – 5 hours SLT time • Time - 5 hours SLT time • PLD – 400 hours staff time (total) | <ol style="list-style-type: none"> 1. Start of Term 1 2. End of Term 1 3. 'Gaps' reduced every term 4. All staff feel prepared for 2023 | |

Whangaparāoa College – 2022 Action Plan

Strategic Objective – Deliver a Wide Range of Learning Pathways That Enhance Learner Achievement

Success is: All Learners have a clear and achievable pathway goal and Whangaparāoa College is in the top 10 schools in NZ for learners achieving their goals

| How will we achieve? Priorities to achieve our Strategic Objective | What will we do? Specific actions to achieve our Priorities - we will: | Who? Is responsible for implementing | Resourcing Requirements | Key Metrics / Measures | Status |
|---|---|---|---|---|--------|
| Have clear targets for our senior learners and their academic results | <ol style="list-style-type: none"> 1. Every senior learner has a 'goals' conversation with their Kaiārahi, 2. Goals are recorded in a system accessible to all relevant teaching staff, 3. Systematic records results of monitoring meetings which are held twice per term 4. Academic targets set for school | | <ul style="list-style-type: none"> • Time – 4 hours per term per kaiārahi • Time - 4 hours per term per kaiārahi • Digital platform (KAMAR) • Time - 4 hours per term per kaiārahi • Time – 5 hours SLT time | <ol style="list-style-type: none"> 1. Completed by end of Term 1 2. Completed by end of Term 1 3. Academic meetings are recorded in KAMAR for every learner (2 per term) 4. Targets are ambitious and set by end of Term 1 – 5. Reported to BOT every Term | |
| Connect with local business and tertiary providers for support | <ol style="list-style-type: none"> 1. Meet WGP Business associations in Term 1 2. Ascertain need/desire to engage with WGP College 3. Meet with Massey and Auckland Universities and AUT 4. Ascertain need/desire to engage with WGP College | | <ul style="list-style-type: none"> • Time – 10 hours Principal time • Time – 5 hours Principal time • Time – 10 hours SLT time • Time – 5 hours SLT time | <ol style="list-style-type: none"> 1. Meeting held Term 1 2. Report presented to BOT early Term 2 3. Meeting held in Term 1 4. Report presented to BOT early Term 2 | |
| Review and develop Gateway and Careers programmes | <ol style="list-style-type: none"> 1. Gain learner voice on success of Careers and Gateway 2. Use findings to review current practise against 3. Make recommendation to BOT for 2023 | | <ul style="list-style-type: none"> • Time - 10 hours DP time • Time - 10 hours DP time • Time - 10 hours DP time | <ol style="list-style-type: none"> 1. By start of Term 2, learner voice collected 2. Review completed Term 2 3. Recommendations to BOT in Term 3 | |
| Establish a scholarship programme for the most able learners | <ol style="list-style-type: none"> 1. Identify need/desire from learners 2. Ascertain staff specialities to support learners 3. Plan programme to support staff and learners 4. Implement planned programme | | <ul style="list-style-type: none"> • Time - 20 hours DP time • Time - 20 hours DP time • Time - 25 hours DP time • Time – 5 hours per week DP time | <ol style="list-style-type: none"> 1. All learners wanting to complete scholarship exams are identified 2. Teaching implemented for said learners 3. Scholarship success rate increases to 10 | |
| Improve University Entrance pass rates | <ol style="list-style-type: none"> 1. Every senior learner has a 'goals' conversation with their Kaiārahi, 2. Goals are recorded in a system accessible to all relevant teaching staff, 3. Systematic records results of monitoring meetings which are held twice per term 4. Academic targets set for school | | <ul style="list-style-type: none"> • Time • Time • Digital platform (KAMAR) • Time • Time | <ol style="list-style-type: none"> 1. Completed by end of Term 1 2. Completed by end of Term 1 3. Academic meetings are recorded in KAMAR for every learner (2 per term) 4. Targets are ambitious and set by end of Term 1 – 5. Reported to BOT every Term | |

Whangaparāoa College – 2022 Action Plan



Strategic Objective – Whangaparāoa College Unique Character

Success is: Whangaparāoa College has a clear and unique character that represents our local environment and community and uses our surroundings to further enhance and deliver our curriculum

| How will we achieve? Priorities to achieve our Strategic Objective | What will we do? Specific actions to achieve our Priorities - we will: | Who? Is responsible for implementing | Resourcing Requirements | Key Metrics / Measures | Status |
|---|---|---|---|--|--------|
| Contact and connect with Shakespear Regional Park | <ol style="list-style-type: none"> 1. Contact SOSSI, ARC, DOC to discuss options 2. Establish agreement on how we will work together | | <ul style="list-style-type: none"> • Time – 10 hours DP time • Time - 20 hours DP time | <ol style="list-style-type: none"> 1. Contact made by end of Term 1 2. Agreement confirmed by end of Term 2 | |
| Develop community projects for the end of year for our junior learners - community clean-up/volunteer day | <ol style="list-style-type: none"> 1. Learners survey community needs 2. Develop Action Plan to support community 3. Implement action plans into project | | <ul style="list-style-type: none"> • Time – 30 hours staff time • Time – 20 hours SLT and staff time • Time – 5 days per term • Money – budget to support community | <ol style="list-style-type: none"> 1. Completed and reported by end of Term 1 2. Action plans confirmed by start of Term 2 3. Junior learners complete project by end of year | |
| Develop a sustainability programme that connects our learners to the community | <ol style="list-style-type: none"> 1. Learners survey community needs 2. Develop Action Plan to support community 3. Implement action plans 4. Review school wide sustainability programme to minimise environmental footprint and regenerate our environment 5. Implement school wide sustainability programme to minimise environmental footprint and regenerate our environment | | <ul style="list-style-type: none"> • Time – 10 hours staff time • Money • Time – 30 hours staff time • Time – 40 hours staff time • Time – 20 hours staff time • Time – 50 hours staff time • Money – budget dependant on need | <ol style="list-style-type: none"> 1. Needs ascertained by end of Term 1 2. Action Plan written in Term 2 3. Term 2 implementation 4. Term 2 review 5. Sustainability programme is implemented by the start of 2023 based on the review above | |
| Promote extracurricular activities | <ol style="list-style-type: none"> 1. Survey learners and community to determine extracurricular activities that are desired. 2. Develop framework to deliver activities, partnering with local groups where possible | | <ul style="list-style-type: none"> • Time – 15 hours SLT time • Time – 15 hours SLT time | <ol style="list-style-type: none"> 1. Extra curriculum activities offered represent the needs/desires of the community 2. WGP College supports learners through local organisations by partnering with them. | |

Whangaparāoa College – 2022 Action Plan



Strategic Objective – Enhanced Curriculum Funding

Success is: Whangaparāoa College delivers a high-quality curriculum using sustainable funding streams and financial support

| How will we achieve? Priorities to achieve our Strategic Objective | What will we do? Specific actions to achieve our Priorities - we will: | Who? Is responsible for implementing | Resourcing Requirements | Key Metrics / Measures | Status |
|--|---|---|--|--|--------|
| Raise awareness of the importance and use of donations | <ol style="list-style-type: none"> Educate the community on the importance of donations, what they are used for, what cannot be provided without them Make paying donations as easy as possible for families through Kindo Provide greater clarity of learner account status with regular statements to whānau | | <ul style="list-style-type: none"> Time – 20 hours staff time Kindo - ~\$25K Time - 20 hours staff PD Time – 30 hours staff time | 1. Donations are increased by \$50k | |
| Host events to communicate our funding deficit and open the floor for ideas | <ol style="list-style-type: none"> In Term 1, host an 'open event' to discuss funding models with community Develop a funding direction group to assist BOT | | <ul style="list-style-type: none"> Time – 15 hours BOT time Time – 20 hours BOT and Principal time | 1. Donations are increased by \$50k | |
| Rent our fields and facilities to select organisations and for select uses | <ol style="list-style-type: none"> Contact local organisations about forming partnerships for facility use Develop formal partnerships for facility hire and use | | <ul style="list-style-type: none"> Time – 25 hours Principal time Time – 30 hours Principal time | 1. Facility hireage net profit increases by \$30k | |
| Develop a cohesive business plan regarding alumni and sponsorship opportunities. | <ol style="list-style-type: none"> Key priorities are identified by Alumni organisation Financial and engagement plan developed Sustainability and future proof plan prepared | | <ul style="list-style-type: none"> Time – 25 hours DP time Time – 40 hours Foundation time Time – 50 hours Foundation time | <ol style="list-style-type: none"> By end of Term 2 business, financial and engagement plan presented to BOT Sustainability plan presented to BOT by end of year | |
| Develop a cohesive business plan around international students as a sustainable revenue source | <ol style="list-style-type: none"> Business plan presented to BOT by March 2022 and ratified | | <ul style="list-style-type: none"> Time – DP time 100 hours plus marketing and travel expenses | <ol style="list-style-type: none"> Business plan adopted and implemented International learners are at 20FTE by year end providing \$10k net profit | |



Whangaparāoa College

Statement of Kiwi Sport for the year ending 31 December 2021

Kiwi Sport is a Government funding initiative to support students' participation in organised sport. In 2021, the school received a total of \$33,580 (excluding GST): \$7705.11 for Years 7 & 8 and \$25,875.06 for Years 9-11 as a component of the Operations Grant. The funding was spent on equipment and coaching in various sports and a contribution towards two sports co-ordinators and a sports director.

Steve McCracken
Principal