

WELLINGTON HIGH SCHOOL AND COMMUNITY EDUCATION CENTRE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number: 273

Principal: Dominic Killalea

School Address: 249 Taranaki Street, Wellington

School Postal Address: PO Box 4035, Wellington 6140

School Phone: (04) 3858911

School Email: admin@whs.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expired/ Expires
Tom Haig	Chair Person	Elected	Education	Jun-22
Dominic Killalea	Principal ex Officio			
Annette Atkins	Parent Rep	Elected	Market Research	Jun-22
Evzen Novak	Parent Rep	Elected	Architect	Jun-22
Belinda Rynhart	Parent Rep	Elected	Lawyer	Jun-22
Jo MacDonald	Parent Rep	Elected	Senior Researcher	Jun-22
Gala Baumfield	Student Rep	Elected		Sep-20
Reza Zarein-Jahromi	Student Rep	Elected		Sep-20
Catherine Hill	Staff Rep	Elected	Teacher	Jun-22

WELLINGTON HIGH SCHOOL AND COMMUNITY EDUCATION CENTRE

Annual Report - For the year ended 31 December 2019

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Wellington High School and Community Education Centre

Statement of Responsibility

For the year ended 31 December 2019

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

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

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

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

Annette Atkins

Full Name of Board Chairperson



Signature of Board Chairperson

29 May 2020

Date:

Dominic Killalea

Full Name of Principal



Signature of Principal

29.5.2020

Date:

Wellington High School and Community Education Centre

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	12,261,535	11,697,255	11,555,662
Locally Raised Funds	3	1,020,087	913,533	1,119,068
Interest income		85,387	75,000	78,172
Gain on Sale of Property, Plant and Equipment		16,141		
Community Education	4	1,079,418	952,572	1,008,267
International Students	5	1,062,169	852,000	920,640
		<hr/>	<hr/>	<hr/>
		15,524,736	14,490,360	14,681,809
Expenses				
Locally Raised Funds	3	672,509	587,967	754,158
Community Education	4	828,083	787,876	744,798
International Students	5	522,844	410,195	420,076
Learning Resources	6	8,543,316	8,111,463	7,977,445
Administration	7	986,801	980,828	894,730
Finance		18,311	24,439	24,099
Property	8	3,199,659	3,198,582	3,388,428
Depreciation	9	438,225	375,500	437,982
Loss on Disposal of Property, Plant and Equipment		19,589	-	23,463
		<hr/>	<hr/>	<hr/>
		15,229,336	14,476,850	14,665,181
Net Surplus / (Deficit) for the year		295,400	13,510	16,628
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		295,400	13,510	16,628

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

Wellington High School and Community Education Centre

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	Actual	Budget (Unaudited)	Actual
		2019 \$	2019 \$	2018 \$
Balance at 1 January		<u>4,232,434</u>	<u>4,232,433</u>	<u>4,167,859</u>
Total comprehensive revenue and expense for the year		295,400	13,510	16,628
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	47,947
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9				
Equity at 31 December	26	<u>4,527,834</u>	<u>4,245,943</u>	<u>4,232,434</u>
Retained Earnings		4,446,298	4,356,076	4,170,247
Reserves		81,536	110,133	62,186
Equity at 31 December		<u>4,527,834</u>	<u>4,245,943</u>	<u>4,232,434</u>

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.

Wellington High School and Community Education Centre

Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	10	958,515	1,121,176	701,937
Accounts Receivable	11	548,481	507,001	509,141
Prepayments		172,750	110,000	108,825
Inventories	12	3,512	5,000	5,532
Investments	13	2,252,165	1,500,000	1,600,000
		<u>3,935,423</u>	<u>3,243,177</u>	<u>2,925,435</u>
Current Liabilities				
GST Payable		24,109	2,000	1,717
Accounts Payable	15	877,318	765,102	713,863
Revenue Received in Advance	16	878,643	625,978	658,463
Provision for Cyclical Maintenance	17	13,500	33,021	33,021
Finance Lease Liability - Current Portion	18	96,417	183,238	86,838
Funds held in Trust	19	661,969	573,000	445,494
Funds held for Capital Works Projects	20	158,102	106,000	104,209
		<u>2,710,059</u>	<u>2,288,339</u>	<u>2,043,607</u>
Working Capital Surplus/(Deficit)		1,225,365	954,838	881,828
Non-current Assets				
Investments	13	-	-	-
Property, Plant and Equipment	14	3,626,766	3,612,405	3,754,403
		<u>-</u>	<u>-</u>	<u>-</u>
		<u>3,626,766</u>	<u>3,612,405</u>	<u>3,754,403</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	17	283,000	280,000	280,596
Finance Lease Liability	18	41,297	41,300	123,201
Funds held in Trust	19	-	-	-
		<u>324,297</u>	<u>321,300</u>	<u>403,797</u>
Net Assets		<u>4,527,834</u>	<u>4,245,943</u>	<u>4,232,434</u>
Equity	26	<u>4,527,834</u>	<u>4,245,943</u>	<u>4,232,434</u>

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

Wellington High School and Community Education Centre

Statement of Cash Flows

For the year ended 31 December 2019

	Note	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash flows from Operating Activities				
Government Grants		3,013,021	2,785,365	2,740,664
Locally Raised Funds		1,103,335	816,710	1,045,284
Hostel		1,104,115	1,042,572	1,102,900
International Students		1,178,690	897,800	988,752
Goods and Services Tax (net)		22,392	(3,000)	7,004
Payments to Employees		(2,681,170)	(2,549,654)	(2,030,655)
Payments to Suppliers		(2,772,404)	(2,534,655)	(3,227,745)
Cyclical Maintenance Payments in the year		(30,000)	59,472	(49,191)
Interest Paid		(18,311)	(24,439)	(24,099)
Interest Received		105,069	65,000	71,511
Net cash from Operating Activities		1,024,738	555,171	624,426
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		(3,448)	105	(18,464)
Purchase of PPE (and Intangibles)		(386,298)	(298,371)	(232,448)
Purchase of Investments		(2,252,165)	-	(1,600,000)
Proceeds from Sale of Investments		1,600,000	-	-
Net cash from Investing Activities		(1,041,910)	(298,266)	(1,850,911)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	47,947
Finance Lease Payments		3,384	80,837	(86,681)
Painting contract payments		-	-	-
Loans Received/ Repayment of Loans		-	-	-
Funds Administered on Behalf of Third Parties		216,475	133,000	7,225
Funds Held for Capital Works Projects		53,892	66,000	151,218
Net cash from Financing Activities		273,751	279,837	119,710
Net increase/(decrease) in cash and cash equivalents		256,578	536,742	(1,106,775)
Cash and cash equivalents at the beginning of the year	10	701,937	2,084,434	1,808,713
Cash and cash equivalents at the end of the year	10	958,515	2,621,176	701,938

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

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

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 36.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 14.

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 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

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

Prior Year Policy

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

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

Prior Year Policy

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

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

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

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.

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 are depreciated over their estimated useful lives on a diminishing value basis except for leased assets and Building Improvements which are depreciated on a straight line 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	10–75 years
Furniture and equipment	20% to 30% diminishing value
Information and communication technology	25% to 33% diminishing value
Motor vehicles	20% diminishing value
Leased assets held under a Finance Lease	4 years
Library resources	12.5% Diminishing value

l) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

m) 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.

n) 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.

o) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

p) Revenue Received in Advance

Revenue received in advance relates to fees received from [international, and Community Education fees 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.

q) 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.

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts 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.

s) 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).

t) Financial Assets and Liabilities

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

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

The School's financial liabilities comprise accounts payable, 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.

u) 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.

v) Budget Figures

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

w) 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

	2019 Actual	2019 Budget (Unaudited)	2018 Actual
	\$	\$	\$
Operational Grants	2,253,732	2,197,432	2,123,866
Teachers' Salaries Grants	6,832,668	6,500,000	6,321,151
Use of Land and Buildings Grants	2,415,846	2,420,000	2,463,753
Resource Teachers Learning and Behaviour Grants	28,687	12,000	14,538
Other MoE Grants	695,341	537,823	629,754
Other Government Grants	35,262	30,000	2,600
	12,261,535	11,697,255	11,555,662

3. Locally Raised Funds

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

	2019 Actual	2019 Budget (Unaudited)	2018 Actual
Revenue	\$	\$	\$
Donations	256,906	233,000	270,714
Overseas Trips	331,194	300,000	361,271
Activities	238,304	131,010	159,032
Trading	5,497	5,500	52,417
Other Revenue	188,187	244,023	275,634
	1,020,087	913,533	1,119,068
Expenses			
Activities	197,578	100,700	168,122
Trading	4,084	4,500	42,517
Overseas Trips	330,434	300,000	352,772
Other Locally Raised Funds Expenditure	140,413	182,767	190,747
	672,509	587,967	754,158
Surplus/ (Deficit) for the year Locally raised funds	347,578	325,566	364,909

Included in "other revenue" is a grant from the WF Anderson Trust of \$5,000. This money was used to help families with financial assistance.

There were four overseas trips in 2019. **China** - there is a Mandarin Chinese course that has a bi-annual trip since 2017. The Board makes no contribution, this is paid for by students and parents. There were three staff and 18 students for this trip. They visited Shanghai, Beijing, Chengdu and Xian. The purpose of the trip is to provide language and cultural opportunities. Cost of trip - \$88,160. **Japan** - 13 students and 2 teachers travelled to Japan in April 2019. The trip contributed to the educational achievement of students by enabling them to have an immersive experience in Japan, including through a week at a homestay sister school, Hokkai Gakuen, in Sapporo. No fundraising was done, although a grant of \$1000 was received from the Sasakawa Fund for Japanese Language Education. The trip was paid for by parents. Cost of trip \$37,020. **Nepal** - this was for a 10 day trek the Annapurna region in Nepal. Total time away was 18 days. There were two staff members, and 18 students. The cost of the trip was \$68,170. There was no Board contribution. Students get a learning experience of self management, fitness, awareness and completion of two of the requirements of Duke of Edinburgh Gold Award. **Samoa** - Outdoor Education runs an annual trip to Samoa. This year they took 4 staff and 41 students. The idea of the trip is that students are heavily involved in the planning and budgeting. Most of the time is spent at the beach where they snorkel, surf, stand up paddle boarding and scuba diving. They learn about Samoan culture by visiting schools, churches, villages and plantations, plus tourist attractions such as lava fields, waterfalls, blow holes, caves and swimming with turtles. Cost of trip \$72,276.

Community Education Financial Performance

Revenue

TEC Grant Revenue

Class Materials

Other Expenses

Employee Benefit - Salaries

5. International Student Revenue and Expenses

International Student Roll

International Student Fees

Advertising

Advertising Commission

International Student Levy

Employee Benefit - Salaries

Other Expenses

Surplus/ (Deficit) for the year International Students'

Curricular
Information and Communication Technology
Extra-Curricular Activities
Library Resources
Employee Benefits - Salaries
Staff Development

7. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	10,578	10,500	9,865
Other Services Provided by the Auditor	-	-	3,400
Board of Trustees Fees	7,008	5,500	5,275
Board of Trustees Expenses	13,955	12,000	8,591
Communication	24,636	16,800	25,756
Consumables	9,887	8,000	20,320
Legal Fees	3,174	3,000	-
Other	141,026	345,000	115,505
Employee Benefits - Salaries	528,789	339,808	482,658
Insurance	38,325	34,200	32,883
Service Providers, Contractors and Consultancy	209,423	206,020	190,476
	<u>986,801</u>	<u>980,828</u>	<u>894,730</u>

Service Providers is the amount paid to the Wellington City Mission. The school receives a grant from the Tertiary Education Commission for Wellington Alternative Education. The amount of the grant is \$239,531.

8. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	19,655	15,000	16,316
Consultancy and Contract Services	207,580	198,800	202,633
Cyclical Maintenance Provision	12,883	30,000	119,258
Grounds	3,803	5,500	4,607
Heat, Light and Water	100,399	118,000	111,963
Rates	13,751	14,500	13,922
Repairs and Maintenance	154,966	155,500	229,082
Use of Land and Buildings	2,415,846	2,420,000	2,463,753
Security	7,319	14,500	6,712
Employee Benefits - Salaries	263,456	226,782	220,182
	<u>3,199,659</u>	<u>3,198,582</u>	<u>3,388,428</u>

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

9. Depreciation

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Buildings - School	72,700	62,000	68,445
Building Improvements - Crown	-	-	-
Furniture and Equipment	100,406	120,000	108,825
Information and Communication Technology	156,513	90,000	156,929
Motor Vehicles	3,857	5,000	4,970
Leased Assets	88,786	90,500	89,846
Library Resources	15,963	8,000	8,967
	<u>438,225</u>	<u>375,500</u>	<u>437,982</u>

10. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	1,120	1,120	1,120
Bank Current Account	957,183	520,056	500,605
Bank Call Account	212	-	212
Short-term Bank Deposits	-	600,000	200,000
Bank Overdraft	-	-	-
Cash and cash equivalents for Cash Flow Statement	958,515	1,121,176	701,937

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

Of the **\$1,658,515** Cash and Cash Equivalents, **\$99,455** is held by the School on behalf of the Ministry of Education. These funds are required to be spent in **2020** on Crown owned school buildings under the School's Five Year Property Plan.

11. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	13,064	15,001	17,350
Interest Receivable	5,005	25,000	24,688
Teacher Salaries Grant Receivable	530,412	467,000	467,103
	548,481	507,001	509,141
Receivables from Exchange Transactions	18,069	40,001	42,038
Receivables from Non-Exchange Transactions	530,412	467,000	467,103
	548,481	507,001	509,141

12. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	685	2,000	2,334
School Uniforms	1,053	1,000	1,053
Canteen	1,774	2,000	2,145
	3,512	5,000	5,532

13. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	2,252,165	1,500,000	1,600,000
Non-current Asset			
Long-term Bank Deposits	-	-	-
Total Investments	2,252,165	1,500,000	1,600,000

14. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Buildings	2,591,753	39,343	-	-	(72,700)	2,558,397
Furniture and Equipment	435,229	64,703	(2,133)	-	(100,406)	397,394
Information and Communication	408,344	152,512	(1,302)	-	(156,513)	403,041
Motor Vehicles	17,510	-	-	-	(3,857)	13,653
Work in Progress	-	21,617	-	-	-	21,617
Leased Assets	190,426	18,342	946	-	(88,786)	120,927
Library Resources	111,140	23,719	(7,160)	-	(15,963)	111,738
Balance at 31 December 2019	3,754,403	320,236	(9,648)	-	(438,225)	3,626,766

The net carrying value of equipment held under a finance lease is **\$120,927 (2018: \$190,426)**

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Land	-	-	-
Buildings	3,295,425	(737,028)	2,558,397
Furniture and Equipment	1,604,100	(1,206,706)	397,394
Information and Communication	1,258,967	(855,926)	403,041
Motor Vehicles	73,615	(59,962)	13,653
Work in Progress	21,617	-	21,617
Leased Assets	363,992	(243,064)	120,927
Library Resources	308,219	(196,481)	111,738
Balance at 31 December 2019	6,925,934	(3,299,168)	3,626,766

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Buildings	2,647,600	14,708	(2,109)	-	(68,445)	2,591,753
Furniture and Equipment	490,794	56,556	(3,296)	-	(108,825)	435,229
Information and Communication					(156,929)	408,344
Technology	422,763	160,569	(18,058)	-		
Motor Vehicles	22,480	-	-	-	(4,970)	17,510
Leased Assets	192,867	87,405	-	-	(89,846)	190,426
Library Resources	101,029	24,802	(512)	-	(14,179)	111,140
Balance at 31 December 2018	3,877,533	344,040	(23,975)	-	(443,194)	3,754,402

The net carrying value of equipment held under a finance lease is **\$120,927 (2018: \$190,426)**

2018

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Land	-	-	-
Buildings	3,256,082	(664,328)	2,591,753
Building Improvements	-	-	-
Furniture and Equipment	1,544,613	(1,109,383)	435,229
Information and Communication Technology	1,109,319	(700,974)	408,344
Motor Vehicles	73,615	(56,105)	17,510
Textbooks	-	-	-
Leased Assets	439,701	(249,276)	190,426
Library Resources	304,089	(192,948)	111,140
Balance at 31 December 2018	6,727,418	(2,973,015)	3,754,403

15. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	211,412	133,003	131,663
Accruals	58,370	99,839	49,838
Capital Accruals for PPE items	-	-	-
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	530,412	467,000	467,103
Employee Entitlements - Leave Accrual	77,124	65,260	65,259
	877,318	765,102	713,863
Payables for Exchange Transactions	877,318	765,102	713,863
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	877,318	765,102	713,863

The carrying value of payables approximates their fair value.

16. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Grants in Advance - Ministry of Education	-	-	-
International Student Fees	568,923	453,800	452,402
Community Education Fees	119,331	90,000	94,633
Other	190,389	82,178	111,428
	878,643	625,978	658,463

17. Provision for Cyclical Maintenance

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	313,617	313,617	243,549
Increase/ (decrease) to the Provision During the Year	12,883	30,000	119,258
Use of the Provision During the Year	(30,000)	(30,596)	(49,191)
Provision at the End of the Year	<u>296,500</u>	<u>313,021</u>	<u>313,617</u>
Cyclical Maintenance - Current	13,500	33,021	33,021
Cyclical Maintenance - Term	283,000	280,000	280,596
	<u>296,500</u>	<u>313,021</u>	<u>313,617</u>

18. Finance Lease Liability

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	96,417	183,238	86,838
Later than One Year and no Later than Five Years	41,297	41,300	123,201
Later than Five Years	-	-	-
	<u>137,713</u>	<u>224,538</u>	<u>210,039</u>

19. Funds held in Trust

	2019	2019	2018
	Actual	Budget	Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	661,969	573,000	445,494
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>661,969</u>	<u>573,000</u>	<u>445,494</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.

20. 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:

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Lift Replacement	<i>in progress</i>	121,724	-	(109,257)	-	12,467
Earthquake	<i>Completed</i>	13,838	-	(13,838)	-	-
Fire Alarm Upgrade	<i>in progress</i>	35,061	40,380	(88,957)	-	(13,517)
Concrete Spalling	<i>completed</i>	(74,772)	93,021	(18,250)	-	0
Warm Water to Levels	<i>completed</i>	3,465		(3,465)	-	(0)
Carpark Resurfacing	<i>Completed</i>	4,895		(4,895)	-	-
Replace Burst Heating Pipe	<i>in progress</i>	-	46,681	(49,685)	-	(3,004)
Replace Carpets	<i>in progress</i>	-	113,542	(72,842)	-	40,700
Remove Roof Tiles	<i>Completed</i>		24,557	(24,557)		-
Key Replacement	<i>in progress</i>		199,071	(154,081)		44,990
Replace Gas Heaters	<i>in progress</i>		8,000	-		8,000
Replace Roof Coverings	<i>in progress</i>		49,918	(3,453)		46,465
Refurbish Two Classrooms	<i>in progress</i>		22,000			22,000
Totals		104,210	303,546	(182,091)	-	158,102

Represented by:

Funds Held on Behalf of the Ministry of Education	99,455
Funds Due from the Ministry of Education	-

99,455

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$		Closing Balances \$
Pavilion Repair	<i>completed</i>	-	17,807	(17,807)	-	-
Lift Replacement	<i>in progress</i>		157,992	(36,268)	-	121,724
Boiler Upgrade	<i>completed</i>		9,734	(9,734)	-	-
Floor Coverings	<i>Completed</i>	1,299	2,155	(3,455)	-	(1)
Earthquake	<i>in progress</i>	(4,888)	34,280	(15,555)	-	13,838
Carpark Resurfacing	<i>completed</i>	-	81,950	(77,055)	-	4,895
Fire Alarm System	<i>in progress</i>	(2,850)	299,338	(261,428)	-	35,061
Concrete Spalling	<i>in progress</i>	(40,569)	-	(34,203)	-	(74,772)
Warm Water to Levels	<i>in progress</i>	-	36,018	(32,553)	-	3,465
Totals		(47,008)	639,274	(488,057)	-	104,209

21. 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.

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 conditions no more or less favourable than those 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.

22. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	7,007	5,276
Full-time equivalent members	0.13	0.14
<i>Leadership Team</i>		
Remuneration	1,469,162	1,340,953
Full-time equivalent members	13	13
Total key management personnel remuneration	1,476,169	1,346,229
Total full-time equivalent personnel	13.13	13.14

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	175-180	170-175
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
140-145	1.00	
110-120	1.00	3.00
100-110	1.00	
	3.00	3.00

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

23. 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:

	2019 Actual	2018 Actual
Total	-	-
Number of People	-	-

24. Contingencies

There are no contingent liabilities and no contingent assets as at **31 December 2019** (Contingent liabilities and assets at **31 December 2018**: nil).

Holidays Act Compliance – schools payroll

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

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

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

25. Commitments

Capital Commitments

As at 31 December 2019 the Board has entered into contract agreements with the MoE for capital works as follows:

AMS Block A Refurbish two teaching spaces. This is out to design. Project value \$220,000, received \$22,000.

Technical Block - Replace Dust Extraction System. Project value \$100,000. This is currently out to tender.

Blocks A and E - investigate and replace rusty gas pipework. Project value \$120,000, currently in design.

Replace fencing and retaining wall on the tennis courts in Hanson Street. Project value \$215,000, currently in design.

(Capital commitments at 31 December 2018: \$0)

26. 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.

27. 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 (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	958,515	2,621,176	701,937
Receivables	548,481	507,001	509,141
Investments - Term Deposits	2,252,165	-	1,600,000
Total Financial assets measured at amortised cost	<u>3,759,161</u>	<u>3,128,177</u>	<u>2,811,078</u>

Financial liabilities measured at amortised cost

Payables	877,318	765,102	713,863
Borrowings - Loans	-	-	-
Finance Leases	137,713	224,538	210,039
Total Financial Liabilities Measured at Amortised Cost	<u>1,015,032</u>	<u>989,640</u>	<u>923,902</u>

28. Events After Balance Date

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

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

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

29. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

30. Adoption of PBE IFRS 9 Financial Instruments

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

- Note 8 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 9 Investments:
Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

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



WELLINGTON HIGH SCHOOL
TE KURA TUARUA O TARAIAKI PUKEAHU
CHARTER and Analysis of Variance
2020

WELLINGTON HIGH SCHOOL CHARTER

2020-2024

The School Charter and Strategic Plan sets the direction for development for a five year period. The framework for the Strategic Plan is the NEG, the NAGs and the New Zealand Curriculum. The school community has worked together through a series of consultation meetings, including targeted opportunities to consult with our Māori community, and has developed an agreed vision and driving philosophies. As a result of this community consultation and taking into account the views of the professional staff and the Board of Trustees, this plan was developed. It seeks to meet the needs of the school as it changes and develops.

1. MISSION STATEMENT: Creating an inclusive, co-educational environment embracing diversity and promoting achievement and mutual respect.

2. SCHOOL PHILOSOPHY and VISION

We work collaboratively and inclusively to inspire our community of active, connected, free-thinking learners.

In realising this vision, the school supports and promotes

- Academic achievement
- Effective learning and teaching
- A holistic view of the achievement of excellence
- Mutual respect between teachers and students
- Gender equality
- Te Tiriti o Waitangi
- Tikanga Māori
- Ethnic diversity and respect for others
- The uniqueness of individual students and their ability to express their personalities
- Effective social development of its students to become confident, contributing adults
- Open and honest relationships between parents, teachers and students
- A friendly, well disciplined learning environment.

SCHOOL VALUES

Working within the school's philosophical framework to realise the school vision, the school values

- Whānau - we are a vibrant learning community
- Excellence - we strive to achieve personal and shared excellence
- Respect - we work together to create respectful relationships
- Ora - we value our own and others' wellbeing

3. DESCRIPTION OF WELLINGTON HIGH SCHOOL

Wellington High School is a co-educational, non-uniform, state secondary school. It serves a cross section of metropolitan Wellington with a large adult education programme. The school has a proud history of innovation, which continues.

4. REFLECTING DIVERSITY

Wellington High School aims to fulfill the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage and to work with Māori communities to plan, set targets and achieve better learning outcomes for Māori students.

To recognise the cultural diversity of Wellington High School, the school will affirm and celebrate difference and will affirm the role of Tangata Whenua in the society of Aotearoa New Zealand, the school will:

- have resources and programmes that support Māori student learning in Te Reo Māori and all curriculum areas through targeted delivery of Te Reo Māori and Māori Performing Arts.
- develop Māori protocols as a focal point for school processes and celebrations
- encourage staff, students and parents to participate in hui and pōwhiri, as an integral part of school life
- offer Māori and other students the opportunity to be taught Māori language and culture within the curriculum.
- develop strategies to raise levels of Māori achievement, particularly in line with He Kākano strategies
- encourage all subject areas to reflect Māori perspectives within their courses
- endeavour to ensure that staffing within the school reflects the cultural make up of the students
- facilitate the development of staff competencies in Te Reo Māori and Tikanga Māori.
- present research findings of Māori student achievement to inform school planning processes
- recognise Māori values in the provision of resources and facilities within the school
- consult with iwi and the Māori Whānau group about Māori achievement
- promote school values as a strategy to engage Māori students in learning
- develop a clear teacher learning programme to raise levels of Māori achievement
- develop a programme for the implementation of teacher strategies to improve achievement
- offer opportunities for its staff and Board members to be instructed in Māori values and culture
- promote Māori achievement in school publications
- provide Wellington High School with positive Māori role models to raise levels of success
- support kapa haka and Māori performing Arts in the school
- support special events that focus on Māori aspects of school culture
- provide appropriate support for Māori students and their families.

To support the success of Pasifika Learners, the school will:

- encourage all subject areas to reflect Pasific Nations perspectives within their courses
- endeavour to ensure that staffing within the school reflects the cultural make up of the students
- consult with Pasifika families regarding their youngster's achievement
- promote school values as a strategy to engage Pasifika students in learning
- develop a clear teacher learning programme to raise levels of Pasifika achievement
- offer opportunities for the staff and Board members to be instructed in cross cultural values and culture
- provide Wellington High School with positive Pasifika role models to raise levels of success
- support the development of Pasifika Performing Arts in the school

- support special events that focus on Pasifika aspects of school culture
- provide appropriate support for Pasifika students and their families.

To support the achievement of students with special learning needs, the school will:

- remain committed to inclusive practice that sees all students being placed in a social and learning context that allows them to access the curriculum and enjoy learning success
- provide specialist support for ORS funded students, students with learning challenges, literacy needs along with social and behavioural needs
- provide special assessment conditions through reader/writers
- maintain a special needs register that identifies student needs and communicates this to staff. The creation of this register identifies and addresses potential barriers to learning for individual students and encourages collaborative problem solving

5. NATIONAL EDUCATION PRIORITIES:

The National Education Priorities provide a set of criteria to which schools should give attention for the purposes of future planning. Wellington High School will give attention to:

5.1.Success for All

All students will be given the opportunity to succeed and develop the knowledge and understandings, skills, attitudes and values of the National Curriculum as expressed in relevant curriculum statements.

Wellington High School will:

- Adopt a holistic approach to success {academic, sporting, cultural, social, personal and leadership development}
- Provide a range of opportunities for students to succeed across a range of activities
- Celebrate a wide range of student achievements
- Proactively seek opportunities for students to access success outside of the formal classroom setting
- Structure the curriculum and the timetable to provide students with access to learning success and the formal recognition of achievement
- Ensure school philosophy, policy and practice supports achievement and success

5.2. A Safe Learning Environment

Schools will provide a safe physical and emotional environment for all students.

Wellington High School will:

- Provide high quality Pastoral Care processes and structures through rūpū, year level organisation, support, guidance and mentoring programmes.
- Focus on developing respectful, positive and productive relationships between students and staff.
- Utilise outside agencies, where appropriate, to provide expert support
- Develop the use of restorative practices that provide affirming and culturally safe solutions
- Promote an open door policy that provides access to effective communication for all stakeholders
- Develop peer mentoring and goal setting strategies along with academic mentoring functions
- Maintain effective communication and consultation practices with all school community members
- Develop strategies to encourage student voice and student participation, including junior students

5.3 Improving Literacy and Numeracy

Schools will place priority on improving student achievement in literacy and numeracy, especially for those whose further education or training may be at risk through under-achievement in this area.

Wellington High School will:

- Engage in data gathering and analysis to determine the strengths and weaknesses of individual students and cohorts of students in literacy and numeracy
- Maintain a focus on school wide academic success by providing a range of targeted programmes to address a range of learner needs
- Further develop models of differentiated curriculum delivery
- Provide staff PD with a focus of effective pedagogy

5.4 Develop the use of Student Achievement Information

Schools will gather sufficiently comprehensive assessment evidence to evaluate the progress and achievement of students and to inform future practice

Wellington High School will:

- Maintain quality processes to gather, record and analyse achievement data both school wide and in subject areas
- Provide training in the use of achievement data to better inform practice
- Further develop processes of providing effective feedback and feed-forward to students
- Refine processes of reporting achievement. Develop a Reporting Schedule for the Board of Trustees
- Engage in consultative processes across all stakeholders; professionals, parents, students and community to set annual achievement targets and to report on progress
- Support subject leaders to develop evaluation processes that lead to evidence based decision making

5.5 Improving outcomes for Students at Risk

Schools will improve outcomes for students who are not achieving, are at risk of not achieving or have special needs.

Wellington High School will

- Provide curriculum content and structure to engage “at risk” students in their learning; including differentiated delivery of the curriculum, short term intensive remediation, literacy and numeracy support
- Strengthen and widen existing mentoring system and support structures through deans network and rōpū teachers.
- Continue with innovative programmes like Herengatahi aimed at engaging students in their learning
- Maintain a focus on building relationships and maintaining positive interactions with students.

5.6 Improving Māori Achievement

Schools will work with their Māori communities to plan, set targets for and achieve better outcomes for Māori students

Wellington High School will:

- Engage with iwi and whānau, set appropriate goals and create an environment where Māori can continue to achieve as Māori at Wellington High School
- Promulgate school values and philosophies that reflect school values and a Māori perspective
- Maintain existing curriculum enrichments that target Māori participation in Kapa Haka, marae visits and programmes as well as maintaining Te Reo Māori programmes. Investigate the development of a Māori Performing Arts curriculum.
- Continue to make school observances reflect and celebrate Māori protocols and practices
- Take a proactive role in modelling Māori learning success through employment policies
- Provide student leadership opportunities for Māori and consult with Māori students
- Consult our Māori stakeholders, both formally and informally.

5.7. Providing Career Guidance

Schools will provide career guidance with special emphasis on guidance for at risk students who are unprepared for further study or the workplace.

Wellington High School will:

- Continue to offer quality career advice to all students and will proactively use the careers self review tool to evaluate progress
- Be active in providing advice to all students so that effective stair-casing is in place for their future learning and work through goal setting, course counselling and mentoring strategies
- Maintain effective programmes for students planning to enter the workforce at the end of their time at school, to explore options
- Provide all students with access to regular Career Expos and provide opportunities for students to access a wide range of specialist advice.
- Continue to offer off site career and further learning exposure visits to universities, polytechnics and other providers, and involvement with specialist career services.

5.8 Reporting

Schools will report to all students and their families on the achievement of individual students and to the school's community on the achievement of students as a whole.

Wellington High School will:

- Generate quality reports on internal operations for the Board of Trustees in a range of key indicator areas
- Report annually to the community
- Report to the BoT on school wide achievement and subject department performance following a prescribed Reporting Schedule
- Meet all compliance requirements to outside agencies in a timely and accurate manner
- Report on student achievement regularly, in formal written format to all parents and caregivers
- Maintain commitment to the Learner Conversation methodology of reporting and goal setting
- Develop internal achievement monitoring processes for reporting on curriculum related key competencies.

Wellington High School Strategic Plan - 2020 - 2024

Vision We work collaboratively and inclusively to inspire our community of active, connected, free-thinking learners.	Values <ul style="list-style-type: none"> • Whānau - we are part of a vibrant community of learners • Excellence - We strive to achieve personal and shared excellence. • Respect - We work together to create respectful relationships • Ora - we value our own and others' wellbeing 	Mission Creating an inclusive, co-educational environment embracing diversity and promoting achievement and mutual respect.
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Whānau - we are part of a vibrant community of learners		Excellence - we strive to achieve personal and shared excellence.	
1. To increase engagement of students, whānau and school community	Whakawhanaungatanga	1. To promote a coherent learner-centred curriculum that celebrates innovation, creativity and rigour.	Preparation for the implementation of the new NCEA programme, with an emphasis on the purpose of year 11. Review purpose and design of the junior curriculum. Identify and respond to the needs of all learners. Support our staff to be reflective practitioners so they can design inclusive learning at all levels.
2. Strengthen Māori identity to enable Māori students at the school to enjoy success as Māori and continue to engage the school community in cultural learning	Raise the profile and mana of te reo Māori Lift visibility and connections with Te Whānau a Taraika and iwi and build connection and belonging to the school as tūrangawaewae.		
Respect - we work together to create respectful relationships		Ora - we value our own and others' wellbeing	
1. Foster opportunities for students to be active in the civic life of the school.	Promote and encourage civic awareness through opportunities for meaningful action in the wider community. Enable student voice and involve students in key strategic stages of decision making.	1. Develop structures and supports to address student and staff wellbeing	Identify and address health, safety and wellbeing issues for staff and students.

2. Build better respectful relationships between staff and students, staff and staff, students and students.	Model and teach what good respectful relationships look like.	2. The school site recognises the complex needs of our community	Continue to work with the ministry on the redevelopment plan for the school and the masterplan for the future.
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WHS Annual Plan 2020

Whānau - We are a vibrant learning community who acknowledge the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand			
Goals	Strategy	Actions	Desired Outcomes
1. To increase engagement of students, whānau and school community	Whakawhanaungatanga	<ul style="list-style-type: none"> Continue to embed culturally responsive pedagogy in the school (aligned to Kāhui Ako Ach Challenge 1) Develop our professional learning programme focused on culturally responsive practice including connecting and participating in PD with our Kāhui Ako with <i>Poutama Pounamu</i> (University of Waikato) Tuakana teina and student voice in action - Create and implement a peer mediation model Continue rebranding and comms work with support from Manawhenua WSLs to support the building of effective class culture SMT Collective inquiry for 2020: What are the contributing factors to poor attendance and what would be effective interventions / incentives to address this? 	To increase attendance rates by 5% across each of the year levels.
2. Strengthen Māori identity to enable Māori students at the school to enjoy success as Māori and continue to engage the school community in cultural learning	Raise the profile and mana of te reo Māori Lift visibility and connections with Te Whānau a Taraika and iwi and build connection and belonging to the school as tūrangawaewae.	<ul style="list-style-type: none"> Grow the knowledge of staff in the local history of our Maunga Pukeahu Continue to support the work of Te Kupenga Maioha Collaboratively work with Te Whānau a Taraika to identify where they could contribute for the benefit of all students, with a particular emphasis for 2020 on the "Graduate Profile" Strengthen our relationship with Manawhenua 	Māori have success as Māori - [reflected in Māori engagement, and students/whānau stories of impact?] Connections established between te whānau and local iwi representatives

Excellence - We strive to achieve personal and shared excellence.			
Goals	Strategy	Action	Desired Outcomes
1. To promote a coherent learner-centred curriculum that celebrates innovation, creativity and rigour.	Preparation for the implementation of the new NCEA programme, with an emphasis on the purpose of Year 11.	<ul style="list-style-type: none"> Support staff to attend National PD days on changes and other relevant PD to support implementation/revision. 	Have developed a revised Year 11 approach
	Review purpose and design of Junior curriculum.	<ul style="list-style-type: none"> Continue to lead a review via CFG/Faculties and with Kāhui Ako with a focus on strengthening the future vision for juniors (incl. the use of SOLO through learning habits (aligned with Kāhui Ako Ach Challenge 3)) 	Have developed programme proposals for test and review at Years 9-10 for 2021
	Identify and respond to the needs of all learners.	<ul style="list-style-type: none"> Identify target groups to track and support - Former Refugees, Māori, Arotahi, students at risk of not achieving UE literacy, new students into junior school and juniors who had a 10%+ decrease in attendance from term 1 to term 2. Advance the digital strategic plan to sustain current provision for learning services and plan for future trends. 	Level 2 and Level 3 NCEA data are at National Level
	Support our staff to be reflective practitioners so they can design inclusive learning at all levels.	<ul style="list-style-type: none"> Teachers engage with teaching as inquiry - supported through the PLD Programme for 2020 	All teachers demonstrate reflective practice as per Teaching Standards (via their Annual Review)

Respect - We work together to create respectful relationships.			
Goals	Strategy	Actions	Outcomes
Foster opportunities for students to be active in the civic life of the school.	<p>Promote and encourage civic awareness through opportunities for meaningful action in the wider community.</p> <p>Enable student voice and involve students in key strategic stages of decision making</p>	<ul style="list-style-type: none"> Investigate what being an active citizen means to students today and current opportunities within our programmes Develop a greater understanding of the students' experiences as signalled by the Wellbeing@School survey 2019 <ul style="list-style-type: none"> Explore how we deliberately foster pro-social behaviour (managing self, relating to others...) in learning – incorporating learning habits and work across the Kāhui Ako. Strengthening student voice – eg student council, teach in ways that are more dialogic/consultative, peer mediation and problem solving. Within School Leaders to work with staff in modelling effective class culture Strengthen the WERO Leadership structure and provide further opportunities for leadership at all levels of the school 	Increased student involvement in leadership levels at school [Track via Kamar 'Leadership' Groups?]

Build better respectful relationships between staff and students, staff and staff, students and students	Model and teach what good respectful relationships look like	<ul style="list-style-type: none"> Workshop major and minor incidents of behaviour to clarify the appropriate and effective interventions (responding to Wellbeing@School) - (also Kāhui Ako Ach Challenge 2) <ul style="list-style-type: none"> E.g. Run restorative PLD 	Reduction in pastoral incidents; reduction in level 5 interventions
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Ora - We value our own and others' wellbeing

Goals	Strategies	Actions	Outcomes
1. Develop structures and supports to address staff and student wellbeing	Identify and address health, safety and wellbeing issues for staff and students.	<ul style="list-style-type: none"> Review and respond to staff and student wellbeing surveys (aligned to Kāhui Ako Ach Challenge 2) 	Staff and students express improving wellbeing through surveying tools
2. The school site recognises the complex needs of our community	Continue to work with the ministry on the redevelopment plan for school and the masterplan for future	<ul style="list-style-type: none"> Complete a masterplan for redeveloping the school, considering the complex nature of an urban, coeducational environment 	

Analysis of variance 2019

This report contains information related to our actions and outcomes of these actions in 2019. Specifically, I have asked the following questions in relation to our strategic priorities:

- Actions - what did we do?
- Outcomes - what happened?
- Reasons for the variance - why did it happen?
- Evaluation - where to next?

Strategic Priority 1

Whānau - We are a vibrant learning community who acknowledge the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand

Target 1 - A representative sample (at least 20%) of parents and caregivers engage with the school satisfaction survey.

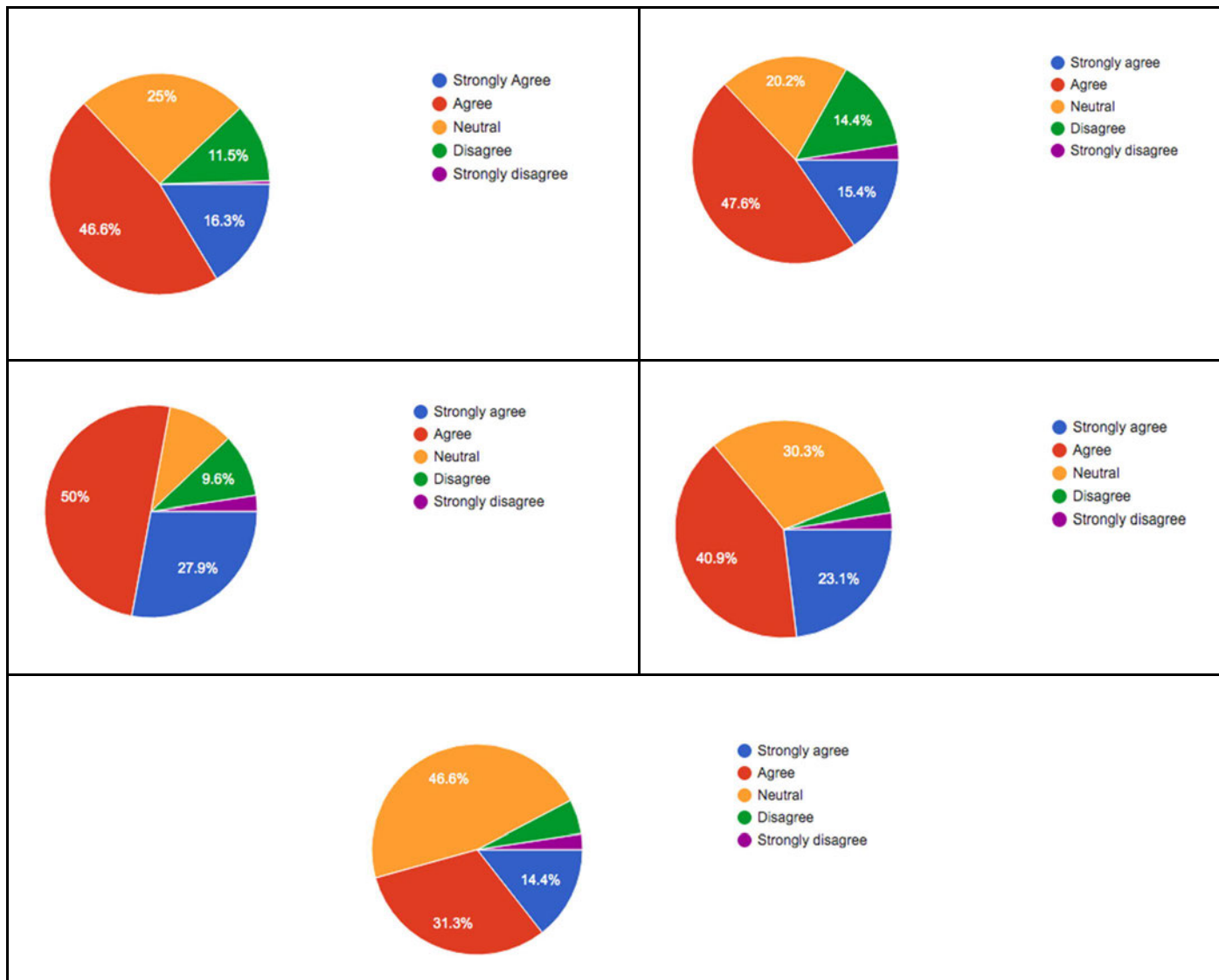
Outcome: With a school domestic population of 1183 students on 1 July 2019, we had 208 respondents to our survey, not quite 20% but not too far off and certainly enough to gauge opinion on our strategic decision making. 85% of those who responded described their students' ethnicity as European with only 5.8% describing their ethnicity as Māori. 38% of respondents said that their student was new to WHS in 2019. We asked questions about enrolment, communication, support and culture framed under our priority areas of Whanau, Excellence, Respect and Ora.

There was very high satisfaction with the enrolment process with 92.4% of respondents saying it was straightforward and easy to follow. Only 2.6% (2) of respondents felt that the enrolment interview was not beneficial for enrolment whilst all respondents bar one felt that the induction process helped their student settle into WHS.

93.3% of respondents either agreed or were neutral that we communicate well with home, 89.9% find information about the school easy to access, and the most common channel for communications are the school website, followed by the weekly wrap up and the school app. 95.7% either agreed or were neutral to the statement that "WHS offers effective support for all families and whānau".

96.6% of respondents either agreed or were neutral in relation to the statement that "the Parent Portal provides useful information relating to my student's learning" and 10.5% of respondents found information in reports difficult to understand. The following table indicates the responses to these statements:

1. I understand what is expected of my child with regards to their learning
2. I am satisfied with my student's preparation for learning (this includes homework, understanding what is needed for classes)
3. I am satisfied that my student is making progress in their learning
4. The school celebrates student success well
5. Good support is available for students who require additional support for learning



For the first four of these statements the affirmative statements indicate satisfaction by more than 60% of respondents and indifference / neutral ranging from 10% to 30%. The responses to the final question probably indicate that approximately 46.6% of parents who responded did not have students with additional needs. 16 respondents out of 208 disagreed or strongly disagreed that good support was available for students who required additional support. We asked for suggestions on how we could strengthen our pastoral approach and more than a quarter of respondents had suggestions but most of these were to do with communication.

The final areas of Respect and Ora indicate to us that we are on the right track, with the majority of respondents agreeing with statements related to good community culture and an effective rōpū system. Under Ora, 92.3% of respondents agree or strongly agree that the school provides a safe environment for their student with another 4.3% remaining neutral. 7 of the respondents disagreed with this statement. 90.4% of respondents affirmed that their student is happy at WHS (with another 7.2% neutral). The full survey results can be found here - [whānau survey](#) - link for collaborators only.

Target 2 - 85% of parents / caregivers attend learning conversations

Outcome: This was not achieved in terms of overall attendance. 890 students (out of 1183 domestic students) attended learning conversations in term 1 which represented 75.2%, a pretty good turn out. Perhaps our expectations in relation to attendance are too high and we should be celebrating that ¾ of our parent body to attend meaningful conversations about student learning. When these figures are broken down into junior (Y9-10) and senior (Y11-13) students, 416 junior students out of 494 (84.2%) attended the first learning conversation and 474 senior students out of 689 (68.8%) attended. The first learning conversation is a day-long goal setting exercise and clearly there has been less buy-in from senior students. The second learning conversation occurs in term 3 and attendance at this event was poorer. Only 368 junior students and 379 senior students attended these conversations but this was an improvement on 2018. For the 2nd learning conversation only 69 parents of year 13 students attended. We have some work to do here. Comparing with other parent evening data, learning conversations have a higher rate of engagement.

Event	Attendance 2018	Attendance 2019
Learning Conversations 1 (9-10)	404 / 458 = 88.2%	416 / 494 = 84.2%
Learning Conversations 1 (11-13)	517 / 713 = 72.5%	474 / 689 = 68.8%
Parent evening 1 (9-10)	230 / 458 = 50.2%	299 / 494 = 60.5%
Parent evening 1 (11-13)	306 / 713 = 42.9%	368 / 689 = 53.4%
Parent evening 2 (11-13)	241 / 713 = 33.8%	292 / 689 = 42.4%
Learning Conversations 2 (9-10)	310 / 458 = 67.7%	368 / 494 = 74.5%
Learning Conversations 2 (11-13)	313 / 713 = 43.9%	379 / 689 = 55.0%

Apart from the first learning conversations event, attendance was vastly improved on 2018 so this should be considered a success.

Target 3 - Average rates of attendance at all levels to be above 90%

Outcome: Although we would like all attendance to be above 90%, we have not been able to achieve this and we have seen a decline in attendance at 4 out of 5 year levels from 2018. This is not through lack of work and against a national decline in attendance of 11% from 2015 to 2019, our figures don't look as bad.

We have an early notification system for notifying parents and caregivers if their student is not in class. However, this is only sent once a day (to contain the expense) and may not always pick up absences depending on the time it is sent. The texting system is not supported by all parents and caregivers and some of them have been very vocal in expressing their lack of support for this because it puts the onus back on them but attendance at school needs to be in partnership. In addition, roll marking is done electronically and HoFs are given weekly print outs to monitor the practice of their staff. Deans meet with rōpū teachers weekly and attendance is a focus of these discussions and emails are sent home where necessary. Actions are escalated to DP level if attendance is a great concern and truancy services are involved if attendance is below 65%.

Despite our actions, our aspirational levels for attendance were not achieved at any level. The most concern here is the sharp drop off in attendance at year 9 and year 10 last year. We are already working on this for the current year. Another interesting observation to make is that we thought that if we changed the timetable, attendance at senior level may improve but it has had no effect.

Year	Y9	Y10	Y11	Y12	Y13+	Whole School	Change
2015	89.0%	86.0%	87.8%	81.2%	78.9%	85.0%	-3%
2016	89.2%	86.0%	86.2%	83.8%	79%	85.2%	+0.2%
2017	88.3%	87.9%	88.5%	82.1%	77.8%	85.1%	-0.1%
2018	89.3%	87.1%	88.3%	81.7%	75.8%	84.8%	-0.3%
2019	85.7%	84.1%	87.6%	81.6%	77.1%	83.7%	-1.1%

Target 4 - Māori have success as Māori

Outcome: In 2018, we introduced a te ao māori course at year 9 which was compulsory and this continued in 2019. This course involves 2 hours of study per week for the whole year for every student. We have 2 māori language teachers who take a group of up to 60 students, generally in the marae for cultural and language learning. In addition, we continued to run te reo Māori PD for staff for a good portion of the year in our designated PD slot on Wednesday mornings and staff also participated in a staff kai and korero rūpū each Wednesday at lunchtime. Both were a wonderful chance for staff to get together to learn karakia, sing waiata, and learn a little te reo. Finally, we have continued our immersion course for 4 hours a week which allows students across years 10 to 13 to come into a course and use their te reo knowledge to engage in not only te reo māori but other curriculum areas.

In 2020 the school is again supporting 2 year 10 māori language classes with 55 students electing to continue studying te reo māori at year 10 in 2020. 150 students in year 10 are taking a language and more students are studying te reo māori than any other language. The following table reflects some of the aggregated data for student responses. Each question was asked with a 1 - 10 response with 1 being a most negative response and 10 a most positive response.

Question	6-10 rating %	Median
Do you feel like you have grown in your understanding of Te Reo Māori this year?	71.3%	7
How confident do you feel with your pronunciation of Te Reo, compared to the beginning of the year?	61.5%	6
Most of my subject teachers have good pronunciation of Te Reo	70.1%	7
My other subject teachers include Māori perspectives, stories and thought in lessons	53.6%	6
I feel like my own culture is understood and appreciated in our school	58.7%	7
I think learning Te Reo Māori and about Te Ao Māori is valuable	75.3%	8
I enjoy coming to Māori classes	54.2%	6

In 2019, we continued to talk to our whānau rūpū about what success looks like for māori. The common themes from these discussions are around connectedness and achieving standards they set themselves (as opposed to being set by others). In 2019, our strategic actions in relation to māori having success as māori were to:

- Strengthen our te ao māori course at year 9,
- Strengthen our māori immersion course with students from years 10-13 eligible to join,

- Enhance the mana and profile of te ao māori through te wiki o te reo māori
- Continue to run our whakanuia (our māori prizegiving with a range of awards including student awards for staff/community/other students)
- Continue targeted and differentiated te reo māori PD for all staff as a centrepiece of our staff PD
- Continue to build waka ama as a sporting option
- Support our kapahaka rōpū at national championships
- Continue to build on the legacy work and support of te whānau a taraika
- Launch te kupenga maioha working towards establishing a graduate profile (see target 5)
- Rebrand our school in consultation with mana whenua and te whanau a taraika so that WHS has a more 'visible' maori perspective

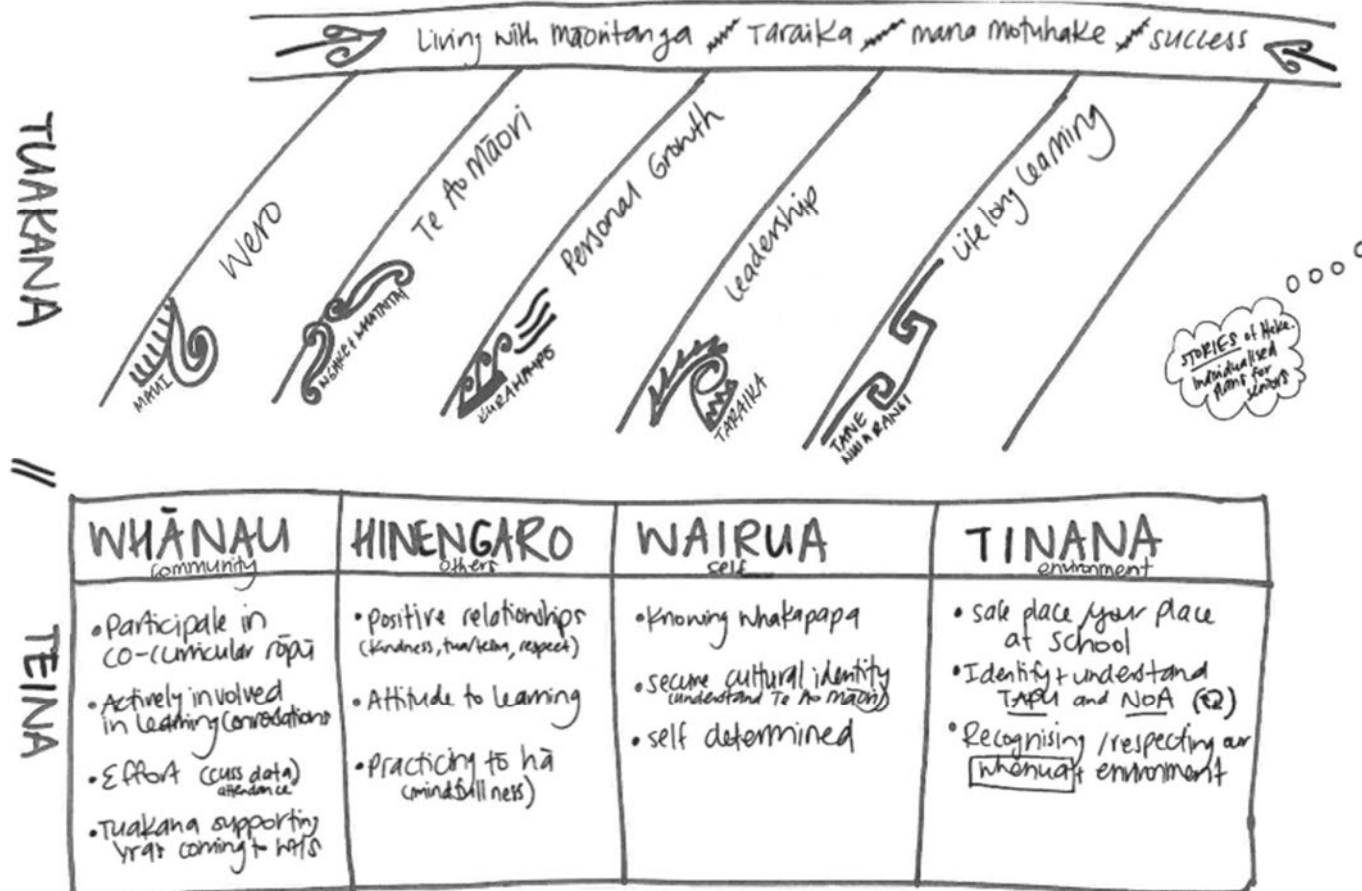
We have continued to build momentum in each of the above aspects in the school. We hope that we will emerge from 2020 with a graduate profile that works for for all of our learners (see target 5).

Alongside this week, we continued to run staff PD as a priority of our PD programme. Staff engaged in language learning, karakia, waiata, as well as treaty learnings and historical learnings. Staff were surveyed about their attitudes to the PD that has been run over the year to support their learning of te ao māori. This was an initiative started in 2018 and it seems to be highly valued by staff. I have included comparative statistics from 2018. There is not much difference between 2018 and 2019 survey results. On the 2nd and 3rd questions about learning te reo being a good use of PD time and a valuable part of teaching practice, there has been a slight upward shift. We will continue with this whole staff PD in 2020.

Question	Min/Max value (2018)	Median (2018)	Min/Max value (2019)	Median (2019)
I have enjoyed Te Reo PD sessions	5, 10	9	3, 10	9
Learning Te Reo has been a good use of PD time	3, 10	9	5, 10	10
Learning Te Reo is a valuable part of my teaching practice	3, 10	9	5, 10	10
I have used Te Reo more in my classroom in Term 3 and 4	1, 10	7.5	2, 10	7
Looking at values, tikanga and things like Te Tiriti o Waitangi have made me question some of my perspectives	N/A	N/A	2, 10	8
The content has been pitched at the right level for me	4, 10	9	2, 10	8
I am interested in continuing to learn Te Reo	2, 10	10	4, 10	10

Target 5 - Connections established between te whānau and local iwi representatives

Outcome: In 2019, we undertook a number of initiatives to reposition ourselves in the Wellington community. Firstly, we embarked on a rebranding exercise which is still in progress with cultural motifs to be incorporated into a new school design and branding. Connections to mana whenua have been established and design work will continue into 2020. Secondly, we spent time with our te whanau ropu discussing and breathing life into the concept of success as māori which has led to the development of work based around a graduate profile. DP Megan Southwell is leading this area of work and it is called Te Kupenga Maioha. It is based on work at Hutt Valley High school and Kia Aroha College and over term 3 and 4 of 2019 we have consulted Te Whanau and the students around success as Māori within our Kura and have almost completed a proposal to take back to them. A version of the model proposed is below. The base (Teina) of this is based around the Mason Durie concept of Te Whare Tapa Wha and the top (Tuakana) is based around the heke in the marae and the attributes from the stories that the heke are based around.



Strategic Priority 2

Excellence - We strive to achieve personal and shared excellence.

Target 1 - Build on NCEA Course Review undertaken in 2018 and interpret and implement national findings

Outcome: This target was affected by the wider review of NCEA and our work became a part of feeding into the national conversation. The findings of the NCEA review will be a focus for discussion, experimentation and implementation in 2020 and 2021.

Target 2 - Investigate best measures for reporting learning habit progress

Outcome: In 2019, one of our acting DPs, Caitlin Reilly, worked on making clearer links between our learning habits, learning profiles and learning conversations. Our learning profiles occur in terms 1, 2 and 3 for junior students with a summative report at the end of term 4. Seniors receive learning profiles in terms 1 and 2 with a summative report following in term 3. The learning profile should be a gauge of how students are developing their learning habits in the broader areas of preparing for learning, engaging with learning and persevering with learning. This is best summarised in the following diagram.

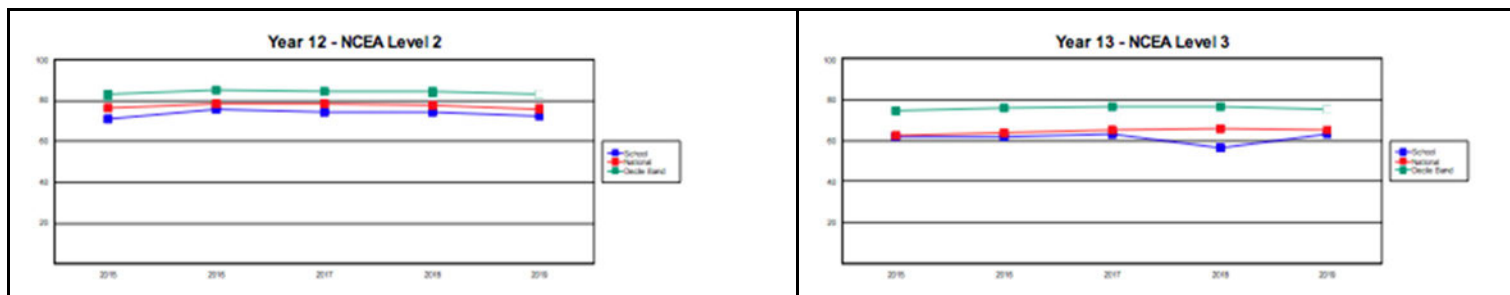
PREPARES FOR LEARNING	ENGAGES WITH LEARNING	PERSEVERES WITH LEARNING
Listen	Learn independently	Review
Plan	Learn collaboratively	Persevere
Reflect	Concentrate	Try different ways
Question	Create	Imagine
	Make links	
	Analyse	

The student's progress against these broader areas and their progress on the learning habits themselves is then the subject of the learning conversation. I believe we were successful in 2019 of making this clearer to our teachers, students and community.

Target 3 - Improvements in results at level 2 NCEA and substantial improvement at level 3 NCEA

Outcome: This was not achieved at level 2 NCEA but it was achieved at level 3 NCEA.

	WHS	WHS	WHS	WHS	Nat	Nat	Nat	Nat	D8-10	D8-10	D8-10	D8-10
	L1	L2	L3	UE	L1	L2	L3	UE	L1	L2	L3	UE
2014	76.2	75.7	54.5	46.5	72.4	75.1	59.6	45.7	80.7	81.9	71.2	61.4
2015	75.3	70.8	61.7	50.3	74.5	76.3	62.6	48.1	83.2	82.8	74.6	64.9
2016	76.1	76	62.1	49.8	75.3	78.4	64.2	48.8	83.2	85	75.8	66.4
2017	75.9	74.5	63	50.6	75	78.5	65.5	48.9	81.9	84.7	76.4	66.2
2018	71.4	74.2	56.5	46	72.4	77.6	66.1	48.9	81	84.2	76.5	65.3
2019	62.1	72.4	63.4	49	68.6	76.1	65.5	46.8	77.6	83.4	75.3	62.4



There is a context to both of these results. Historically, our results at level 2 have sat below national reference data and decile 8-10 reference data. We have run a very successful international programme with the majority of students joining us in the final two years of schooling - year 12 and year 13. The table below outlines the situation for the 2019 cohort.

NCEA statistics with and without Internationals

	WHS	WHS without Internationals	National	Decile 8-10
Year 11 - L1	159/256 = 62.1%	151 / 222 = 68.0%	68.6%	77.6%
Year 12 - L2	189/261 = 72.4%	176 / 211 = 83.4%	76.1%	83.4%
Year 13 - L3	128 / 202 = 63.4%	117 / 176 = 66.5%	65.5%	75.3%

Target 4 - Teachers engaging with teaching as enquiry

Outcome: This became an industrial issue as the year proceeded and appraisal and references to enquiry were a part of the new accord between the ministry and the PPTA and the teaching council leading to the removal of appraisal as an accountability instrument. However, teachers at our school engaged in a wide range of enquiries in 2019 most of which were faculty based or classroom based.

Strategic Priority 3

Respect - We work together to create respectful relationships.

Target 1 - Restorative and relational practices have a demonstrable positive impact on the behaviour of students and incidences of recidivist behaviour decrease.

Outcome: 2018 was a benchmark year for statistics related to behaviour of students as we had not reported any statistics related to student behaviour in previous years. We are now in a position to compare statistics from one year to the next. This table contains aggregated data in relation to behavioural incidents reported in KAMAR in 2018 and 2019. Note that all of the incidents reported are specifically those classified in KAMAR as 'Discipline'.

	2018			2019		
Incident	Number	Stand down / suspension	Apology / restorative	Number	Stand down / suspension	Apology / restorative
Abuse of staff	9	0	5	13	5	2
Alcohol	11	9	1	1	1	0
Assault	8	2	0	2	0	0
Associated with dangerous behaviour	18	0	13	4	0	1
Bullying	6	2	3	2	0	0
Computer network misuse	18	0	5	12	0	6
Continual disobedience	31	6	12	45	8	1
Dangerous behaviour	10	0	4	12	3	3
Fighting	25	7	14	23	5	5
Gross misconduct	18	13	5	7	7	0
Marijuana - drug use	11	8	1	3	3	0
Smoking	26	0	25	54	0	1
Theft	6	1	4	6	0	3
Unacceptable behaviour	61	1	34	75	1	7
Vandalism	3	1	2	3	0	0
Totals	261	50	128	262	33	29

Our challenge was to increase the number of restorative meetings being used and therefore see a decrease in recidivist behaviour. It is interesting to note that almost exactly the same number of pastoral incidents have been reported between the two years but the number of stand downs has reduced and the number of restoratives / apologies has decreased substantially. This will need to be investigated further..

Target 2 - Increased student involvement in leadership levels at school

Outcome: This did not change much for 2019 but a decision was made to expand the number of student WERO leaders and sports leaders for the 2020 year. In addition, more opportunities for leadership are to be sought.

Strategic Priority 4

Ora - We value our own and others' wellbeing

Target 1 - Staff and students express improving wellbeing shown through surveying tools

Outcome: In 2019, we surveyed staff and students as a part of the Wellbeing @ School survey. This data forms baseline data in the work of the Capital City Kahui Ako. In addition, we surveyed staff in our own Staff Wellbeing survey. At a student level we have conducted the wellbeing@school survey for the last 3 years after also conducting it in 2014. Analysis of this data shows that the school scores very low for aggressive school culture and is relatively high for pro-social student culture and strategies with most students never experiencing any aggressive student behaviour. The school rates highly positive for overall school wide practices and climate with most students acknowledging a sense of inclusiveness, safety and belonging and acceptance of differences. In discussions about this aspect it has been noted that there is a community-wide momentum of a WHS perspective that encouraged it.

In relation to teaching and learning, in all items in 2018, this cohort were either matched with the national reference data or performing better. In 2019, there are six items performing lower than the national reference data, in particular those that describe teacher modelling of respectful behaviour and those that detail specific teaching and learning of social competencies. Students still feel a sense of inclusion and a reliance that teachers are interested in student emotional wellbeing. This is an area for some work in 2020.

Another interesting area for comparison is prosocial student culture and strategies which showed the most dramatic difference between 2018 – 2019 data. Almost 50% of students don't feel other students demonstrate good pro-social strategies or respectful behaviour to teachers. Students have also become less positive about their own strategies to cope with dis-respectful behaviour and 40% don't feel they would ask teachers for help.

Teachers have strong expectations of providing an inclusive environment, though they are divided in their observation of both SLT and each others' practices feeling there is an inconsistency regarding the implementation of behaviour management systems. Teachers do feel students are consulted and part of decision making and yet 50% of students don't feel that way. With regard to their part in building students' social competencies, teachers seem positive re their intentions to support student wellbeing but less confident that they are providing explicit learning programmes to target it. They are divided, also, about whether classrooms offer a supportive and positive environment. Interestingly teachers are not as positive about the home-school partnership as students are and it begs a question as to what both parties believe a respectful relationship that supports learning looks like.

Teachers echo students' opinions of the level of pro-social behaviour and the strategies individual students have, and with regard to aggressive behaviour some teachers are seeing it and some are not.

In relation to the staff wellbeing survey, I have included a table of survey results below. Most teachers feel that WHS is an inclusive environment that cares about the wellbeing of staff.

Question	Disagree	Neutral	Agree
Our senior management team supports staff wellbeing	5.6%	14.1%	80.3%
WHS is inclusive and respects the staff's diversity	5.6%	25.4%	69%
Our staff room is a happy place	7%	16.9%	76.1%
I feel like I belong and am connected to my WHS department	4.2%	14.1%	81.7%
I feel like I belong and am connected to the wider WHS staff	15.5%	12.7%	71.8%
I feel safe and secure at WHS	7%	9.9%	83.1%
I feel supported in my own identity	5.7%	14.3%	80%

I feel like I have the skills to be resilient	1.5%	15.9%	82.6%
I feel I know who I can turn to for help	3.1%	5.4%	91.3%
I feel I am supported to improve my practice	8.5%	15.5%	76%

Target 2 - Previous 5YA projects completed, new 10YPP implemented and planned.

Outcome: Planning for the new 10YPP was completed in 2019 and a new 5YA (from 1 July 2019) was put in place. Work has begun on property works in the new 5YA in addition to maintenance projects and other special property projects. The ministry has also advised us of a capital works project and master planning project which links necessary upgrades in facilities and roll growth planning. Progress on 5YA works and other works below:

- Fire alarm upgrade - completed
- Seismic repairs - completed
- Replace lifts - completed
- Block I - replacement of 2 gas heaters in prefabs - completed
- Central heating repairs for blocks D & E - completed
- Boiler repairs in T block - completed
- Keys / security upgrade - in progress, to be completed by end of term 1 2020
- Roofing repairs - planned for 2020
- AMS (Accelerated Modernisation Scheme) funding - planned for 2020
- Blocks A, B link carpets - completed for start of 2020
- Block LM safe access to roof - planned for 2020
- Block P - Reclad East Elevation Exterior Wall Linings - postponed
- Blocks A-P General labelling and switchboard protection - planned for 2020
- Blocks A and E - investigate and replace rusty gas pipework - planned for 2020
- Site - Re-asphalt / replace fencing and brick retaining wall - planned for 2020
- Dust extraction - planned for 2020
- Extra \$400,000 - planning underway

Master planning process

- Prefab installation - term 1 holidays, we seem to be on track with this timeline at the moment
- MP appointed at end of 2019

Target 3 - Increased student engagement in cultural and sporting activities

Outcome: In 2018, 476 students represented the school in sport out of a school roll of 1263 (37.7%) while in 2019, 480 students represented the school in sport out of a school roll of 1290 (37.2%) which means proportionately, slightly fewer students were involved in sport in 2019. Over the last 3 years there has been growth in football, floorball, underwater hockey, waka ama and cricket and there has been a decline in badminton and volleyball with consistent numbers in netball, basketball, hockey and dragon boating (I think the dragon boat figures are incorrect as you need 20 for a boat and we have fielded a boatload for a number of years now).

Key Sports and Participation Numbers

	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>Incr/Decr 2017-19</u>
Football (Outdoor)	62	74	82	32%
Badminton	109	96	79	-28%
Futsal	87	81	78	-10%
Netball (Outdoor)	61	64	59	-3%
Floorball	38	40	51	34%
Basketball	55	47	48	-13%
Underwater Hockey	29	29	44	52%
Waka Ama	20	20	32	60%
Volleyball	62	31	31	-50%
Athletics	21	24	30	43%
Sport Climbing	11	18	25	127%
Hockey (Outdoor)	23	28	25	9%
Ultimate Frisbee	31	17	24	-23%
Cricket (Outdoor)	9	10	19	111%
Dragon Boats	21	11	14	-33%

In terms of cultural participation, statistics were kept for the first time in 2018 so it is possible to compare the last two years. In 2018, the number of students who were involved in at least one KAMAR group was 808 out of a total school roll of 1360 (59.4%). This figure obviously includes students who arrived and left during the year so the total roll size is higher than the regular school roll of 1250 for 2018. Note also that this figure includes sporting groups.

In 2019, the number of students who were involved in at least one KAMAR group was 863 out of a total school roll of 1398 (61.7%). This is a minor increase on the 2018 figure and compares favourably with the College Sport Wellington regional figure of 58% being involved in sport. I have disaggregated this data a little for the 2019 statistics to account for gender participation and year level participation. These numbers will be comparable in future years. The gender table shows very little difference in participation. The year level data shows an increased participation at year 9 in 2019. One would also expect to see increased participation over time and 88% of year 13 students had been involved in some cultural or sporting activity at some time in their time at WHS.

Gender	Number of students >= 1 group	Percentage of students >= 1 group
Male (M)	475 / 775	61.3%
Female (F)	384 / 617	62.2%
Diverse (D)	4 / 6	66.7%

Year	Number of students >= 1 group (2019)	Percentage of students >= 1 group (2019)	Number of students >= 1 group (2015-2019)	Percentage of students >= 1 group (2015-2019)
9	184 / 254	72.4%	184 / 254	72.4%
10	160 / 271	59%	194 / 271	71.6%

11	157 / 286	54.9%	230 / 286	80.4%
12	189 / 320	59.1%	266 / 320	83.1%
13	182 / 267	68.2%	235 / 267	88%

Kiwisport Report

Kiwisport is a Government funding initiative to support student's participation in organised sport. In 2019 the school received total Kiwisport funding of \$29,234 (2018: \$28,120). Total costs including salaries were \$82,757 (2018: 83,037). The funding contributed towards extra equipment, salaries, the maintenance of existing established sports and the extension of newer sports. The percentage of students participating in organised sport in 2019 was 38% (2018: 38%) of the school roll.

Independent auditor's report

To the readers of the financial statements of Wellington High School for the year ended 31 December 2019

The Auditor-General is the auditor of Wellington High School (the School). The Auditor-General has appointed me, Michael Rania, using the staff and resources of Moore Markhams Wellington Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 4 to 24, which comprise the statement of financial position as at 31 December 2019, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, the financial statements of the School:

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

Our audit was completed on 29 May 2020. This is the date at which our opinion is expressed.

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

Basis for Opinion

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

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

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

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 28 on page 24 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.
- We communicate with the Board of Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on pages 25 onwards but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Michael Rania | **Moore Markhams Wellington Audit**
On behalf of the Auditor-General | Wellington, New Zealand