

WELLINGTON HIGH SCHOOL AND COMMUNITY EDUCATION CENTRE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

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	Term Expired/ Expires
Tom Haig	Chair Person	Elected	Jan-20 Resigned Jan 20
Dominic Killalea	Principal	ex Officio	
Annette Atkins	Parent Rep/Board Chair	Elected	Jun-22
Evzen Novak	Parent Rep	Elected	Jun-22
Belinda Rynhart	Parent Rep	Elected	Jun-22
Jo MacDonald	Parent Rep	Elected	Jun-22
Lily Parkin	Student Rep	Elected	Sep-20
Alexander Quinn	Student Rep	Elected	Sep-20
Catherine Hill	Staff Rep	Elected	Jun-22
Wyatt Page	Parent Rep	Elected	Jun-22
Solomon Daniel	Parent Rep	Co-opted	Jun-22

WELLINGTON HIGH SCHOOL AND COMMUNITY EDUCATION CENTRE

Annual Report - For the year ended 31 December 2020

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Wellington High School and Community Education Centre

Statement of Responsibility

For the year ended 31 December 2020

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

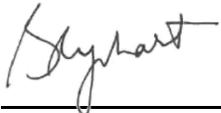
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

Belinda Rynhart

Full Name of Board Chairperson



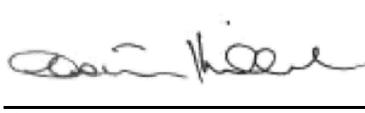
Signature of Board Chairperson

31.05.2021

Date:

Dominic Killalea

Full Name of Principal



Signature of Principal

31.05.2021

Date:

Wellington High School and Community Education Centre

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

		2020	2020 Budget	2019
	Notes	Actual	(Unaudited)	Actual
		\$	\$	\$
Revenue				
Government Grants	2	14,869,647	13,448,982	12,261,535
Locally Raised Funds	3	738,869	1,065,377	1,020,087
Interest income		63,856	70,000	85,387
Gain on Sale of Property, Plant and Equipment		19,510	-	16,141
Community Education	4	934,231	972,387	1,079,418
International Students	5	796,661	769,482	1,062,169
		<hr/> 17,422,773	<hr/> 16,326,228	<hr/> 15,524,736
Expenses				
Locally Raised Funds	3	383,628	730,206	672,509
Community Education	4	713,411	807,900	828,083
International Students	5	581,046	501,036	522,844
Learning Resources	6	9,683,153	9,310,518	8,543,316
Administration	7	982,290	956,486	986,801
Finance		10,537	13,200	18,311
Property	8	4,255,552	3,584,038	3,199,659
Depreciation	9	434,489	418,500	438,225
Loss on Disposal of Property, Plant and Equipment		48,123	-	19,589
		<hr/> 17,092,228	<hr/> 16,321,884	<hr/> 15,229,336
Net Surplus / (Deficit) for the year		330,544	4,344	295,400
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> <hr/> 330,544	<hr/> <hr/> 4,344	<hr/> <hr/> 295,400

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 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Balance at 1 January		<u>4,527,834</u>	<u>4,527,834</u>	<u>4,232,434</u>
Total comprehensive revenue and expense for the year		330,544	4,344	295,400
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		45,655	-	-
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9				
Equity at 31 December	26	<u>4,904,034</u>	<u>4,532,178</u>	<u>4,527,834</u>
Retained Earnings		4,825,548	4,450,642	4,446,298
Reserves		78,486	81,536	81,536
Equity at 31 December		<u>4,904,034</u>	<u>4,532,178</u>	<u>4,527,834</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 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	10	1,297,632	3,283,825	958,515
Accounts Receivable	11	653,084	551,000	548,481
Prepayments		98,996	40,000	172,750
Inventories	12	3,512	3,000	3,512
Investments	13	400,000	-	2,252,165
		<u>2,453,223</u>	<u>3,877,825</u>	<u>3,935,423</u>
Current Liabilities				
GST Payable		42,287	25,000	24,109
Accounts Payable	15	1,045,664	889,298	877,318
Revenue Received in Advance	16	535,636	655,000	878,643
Provision for Cyclical Maintenance	17	35,625	3,703	13,500
Finance Lease Liability - Current Portion	18	42,900	95,000	96,417
Funds held in Trust	19	264,477	555,000	661,969
Funds held for Capital Works Projects	20	377,995	200,000	158,102
		<u>2,344,585</u>	<u>2,423,001</u>	<u>2,710,059</u>
Working Capital Surplus/(Deficit)		108,638	1,454,824	1,225,366
Non-current Assets				
Investments	13	1,593,297	-	-
Property, Plant and Equipment	14	3,496,560	3,396,651	3,626,766
		<u>5,089,857</u>	<u>3,396,651</u>	<u>3,626,766</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	17	285,586	308,000	283,000
Finance Lease Liability	18	8,875	11,297	41,297
		<u>294,461</u>	<u>319,297</u>	<u>324,297</u>
Net Assets		<u>4,904,034</u>	<u>4,532,178</u>	<u>4,527,834</u>
Equity	26	<u>4,904,034</u>	<u>4,532,178</u>	<u>4,527,834</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 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		3,633,160	3,148,982	3,013,021
Locally Raised Funds		537,763	948,051	1,103,335
Hostel		967,859	953,056	1,104,115
International Students		492,737	680,559	1,178,690
Goods and Services Tax (net)		18,178	891	22,392
Funds Administered on Behalf of Third Parties		(389,049)	(106,969)	216,475
Payments to Employees		(2,868,337)	(2,747,958)	(2,681,170)
Payments to Suppliers		(2,196,115)	(2,666,572)	(2,772,404)
Cyclical Maintenance Payments in the year		(19,949)	(14,797)	(30,000)
Interest Paid		(10,537)	(13,200)	(18,311)
Interest Received		11,154	69,005	105,069
Net cash from Operating Activities		176,865	251,048	1,241,212
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		(28,612)	-	(3,448)
Purchase of Property Plant & Equipment (and Intangibles)		(302,751)	(178,384)	(386,298)
Purchase of Investments		(4,152,165)	2,252,165	(2,252,165)
Proceeds from Sale of Investments		4,467,701	-	1,600,000
Net cash from Investing Activities		(15,826)	2,073,780	(1,041,910)
Cash flows from Financing Activities				
Furniture and Equipment Grant		45,655	-	-
Finance Lease Payments		(87,469)	(41,417)	3,384
Painting contract payments		-	-	-
Loans Received/ Repayment of Loans		-	-	-
Funds Held for Capital Works Projects		219,894	41,899	53,892
Net cash from Financing Activities		178,079	482	57,276
Net increase/(decrease) in cash and cash equivalents		339,117	2,325,310	256,578
Cash and cash equivalents at the beginning of the year	10	958,515	958,515	701,937
Cash and cash equivalents at the end of the year	10	1,297,632	3,283,825	958,515

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 2020

1. Statement of Accounting Policies

a) Reporting Entity

Wellington High School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board 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 2020 to 31 December 2020 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 and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical Maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 17.

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2020

Useful lives of property, plant and equipment

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 17.

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.

Grants for the use of land and buildings are also 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 proprietor. Use of land and buildings grants are recorded as income in the period the school uses the land and building.

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2020

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 (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

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.

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2020

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	Term of Lease
Library resources	12.5% Diminishing value

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

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

Non cash generating assets

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

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2020

approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

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

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

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

o) 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.

p) 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.

q) 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.

r) 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).

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2020

s) 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 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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

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

t) 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.

u) Budget Figures

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

v) 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.

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2020

2. Government Grants

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Operational Grants	2,596,769	2,433,120	2,253,732
Teachers' Salaries Grants	7,872,612	7,500,000	6,832,668
Use of Land and Buildings Grants	3,441,268	2,800,000	2,415,846
Resource Teachers Learning and Behaviour Grants	7,495	24,800	28,687
Other MoE Grants	943,624	676,662	695,341
Other Government Grants	7,880	14,400	35,262
	<u>14,869,647</u>	<u>13,448,982</u>	<u>12,261,535</u>

Other MOE Grants total includes additional COVID-19 funding totalling \$150,549 for the year ended 31 December 2020. It also includes \$235,847 received from the Ministry for funding Alternative Education at the Wellington City Mission (re-named Youth Cultures and Community Trust).

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2020

3. Locally Raised Funds

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

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	303,533	255,935	256,906
Overseas Trips	107,145	500,000	331,194
Activities	164,921	125,390	238,304
Trading	3,049	1,500	5,497
Other Revenue	160,220	182,552	188,187
	738,869	1,065,377	1,020,087
Expenses			
Activities	137,188	99,784	197,578
Trading	2,384	1,500	4,084
Overseas Trips	106,908	500,000	330,434
Other Locally Raised Funds Expenditure	137,147	128,922	140,413
	383,628	730,206	672,509
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	355,241	335,171	347,578

There were no trips in 2020 due to the travel restrictions imposed by Covid. **The Classics trip to Europe** was fully paid for before it was called off. Total costs were \$217,300, and \$112,224 was recovered from the Travel Agent, leaving a net cost of \$105,076. We received \$258,700 from students, and reimbursed \$153,624. A trip to **Nepal** was canceled as well. Total cost of the trip was \$33,141.58, and we received \$278,375 back from the travel company, leaving a net cost of \$4,766. Income from students was \$37,020, and they received reimbursements of \$32,016. The **Samoa trip** was also called off. We collected \$7,003 from students, and paid a non-refundable deposit to the travel agent for \$5,300. These amounts are being held in income in advance and prepayments until it is determined whether the deposit paid to the agent will be used for a future trip. The **Dominica Republic trip** was called off. Income from students \$52,430, refunds given \$15,373. Expenses were \$47,101, and we had a refund from the travel agent of \$10,125.

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2020

4. Community Education revenue and Expenses

Community Education Financial Performance

Number of students per annum

2020 Actual Number	2020 Budget (Unaudited) Number	2019 Actual Number
6,232	7,500	7,736

Revenue

Course Fees

TEC Grant Revenue

2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
661,844	700,000	811,846
272,387	272,387	267,572
934,231	972,387	1,079,418

Expenses

Class Materials

Other Expenses

Employee Benefit - Salaries

56,683	50,000	65,963
63,488	111,900	87,431
593,239	646,000	674,688
713,411	807,900	828,083
220,820	164,487	251,335

Surplus/ (Deficit) for the year CEC

There was a significant loss of income due to Covid, and the lockdown. Expenses were down with fewer courses. There were very few enrolments in Term 2 - compared with 1,726 the previous year.

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2020

5. International Student Revenue and Expenses

	2020	2020 Budget	2019
	Actual Number	(Unaudited) Number	Actual Number
International Student Roll	61	65	76
	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
Revenue	\$	\$	\$
International Student Fees	796,661	769,482	1,062,169
Expenses			
Advertising	34,089	30,000	35,475
Commissions	73,481	80,000	117,212
International Student Levy	20,071	10,000	27,270
Employee Benefit - Salaries	386,639	345,236	271,606
Other Expenses	66,766	35,800	71,281
	581,046	501,036	522,844
<i>Surplus/ (Deficit) for the year International Students'</i>	215,615	268,446	539,325

There were 17 students who were refunded fees in 2020 due to Covid, and 16 Applications were not progressed for the same reason.

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2020

6. Learning Resources

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Curricular	410,528	463,066	396,838
Information and Communication Technology	66,060	67,274	73,450
Extra-Curricular Activities	138,967	137,700	141,098
Library Resources	116,018	120,521	113,821
Employee Benefits - Salaries	8,932,312	8,476,957	7,787,163
Staff Development	19,268	45,000	30,946
	<u>9,683,153</u>	<u>9,310,518</u>	<u>8,543,316</u>

7. Administration

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Audit Fee	10,896	10,500	10,578
Board of Trustees Fees	5,155	7,620	7,008
Board of Trustees Expenses	19,549	6,660	13,955
Communication	22,316	21,397	24,636
Consumables	8,009	7,680	9,887
Legal Fees	2,370	2,000	3,174
Other	121,518	119,647	141,026
Employee Benefits - Salaries	548,875	543,958	528,789
Insurance	38,238	38,624	38,325
Service Providers, Contractors and Consultancy	205,366	198,400	209,423
	<u>982,290</u>	<u>956,486</u>	<u>986,801</u>

Service Providers is the amount paid to the Wellington City Mission (renamed Youth Cultures and Community Trust). The school receives a grant from the Tertiary Education Commission for Wellington Alternative Education. The amount of the grant was \$235,847, which is included in other MoE Grants.

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2020

8. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited) \$	\$
Caretaking and Cleaning Consumables	18,276	24,489	19,655
Consultancy and Contract Services	216,179	198,512	207,580
Cyclical Maintenance Provision	44,661	30,000	12,883
Grounds	3,341	5,500	3,803
Heat, Light and Water	106,222	138,000	100,399
Rates	13,569	14,400	13,751
Repairs and Maintenance	106,415	129,884	154,966
Use of Land and Buildings	3,441,268	2,800,000	2,415,846
Security	7,066	6,570	7,319
Employee Benefits - Salaries	298,556	236,683	263,456
	<u>4,255,552</u>	<u>3,584,038</u>	<u>3,199,659</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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited) \$	\$
Buildings - School	74,831	71,000	72,700
Furniture and Equipment	98,101	95,000	100,406
Information and Communication Technology	147,346	150,000	156,513
Motor Vehicles	7,430	4,000	3,857
Leased Assets	90,750	90,500	88,786
Library Resources	16,031	8,000	15,963
	<u>434,489</u>	<u>418,500</u>	<u>438,225</u>

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2020

10. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash on Hand	855	1,120	1,120
Bank Current Account	1,296,777	682,705	957,183
Bank Call Account	-	-	212
Short-term Bank Deposits	-	2,600,000	-
Bank Overdraft	-	-	-
	<u>1,297,632</u>	<u>3,283,825</u>	<u>958,515</u>
Cash and cash equivalents for Cash Flow Statement	<u>1,297,632</u>	<u>3,283,825</u>	<u>958,515</u>

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

Of the **\$1,297,632** Cash and Cash Equivalents, **\$377,996** is held by the School on behalf of the Ministry of Education. These funds are required to be spent in **2021** on Crown owned school buildings under the School's Five Year Property Plan.

11. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	9,712	15,000	13,064
Interest Receivable	1,039	6,000	5,005
Teacher Salaries Grant Receivable	642,332	530,000	530,412
	<u>653,084</u>	<u>551,000</u>	<u>548,481</u>
Receivables from Exchange Transactions	10,751	21,000	18,069
Receivables from Non-Exchange Transactions	642,332	530,000	530,412
	<u>653,084</u>	<u>551,000</u>	<u>548,481</u>

12. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Stationery	685	500	685
School Uniforms	1,053	1,000	1,053
Canteen	1,774	1,500	1,774
	<u>3,512</u>	<u>3,000</u>	<u>3,512</u>

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2020

13. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	400,000	-	2,252,165
Non-current Asset			
Long-term Bank Deposits	1,593,297	-	-
Total Investments	1,993,297	-	2,252,165

14. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2020						
Buildings	2,558,397	-	-	-	(74,831)	2,483,566
Furniture and Equipment	397,394	97,783	(331)	-	(98,101)	396,745
Information and Communication	403,041	146,235	(20,690)	-	(147,346)	381,240
Motor Vehicles	13,653	50,880	-	-	(7,430)	57,103
Work in Progress	21,617	258	-	-	-	21,875
Leased Assets	120,927	14,582	(943)	-	(90,750)	43,816
Library Resources	111,738	26,575	(10,067)	-	(16,031)	112,215
Balance at 31 December 2020	3,626,766	336,314	(32,031)	-	(434,489)	3,496,560

The net carrying value of equipment held under a finance lease is \$43,816 (2019: \$120,927)

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2020			
Land	-	-	-
Buildings	3,295,425	(811,859)	2,483,566
Furniture and Equipment	1,698,468	(1,301,723)	396,745
Information and Communication	1,201,386	(820,146)	381,240
Motor Vehicles	124,495	(67,392)	57,103
Work in Progress	21,875	-	21,875
Leased Assets	365,523	(321,707)	43,816
Library Resources	307,024	(194,809)	112,215
Balance at 31 December 2020	7,014,196	(3,517,636)	3,496,560

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2020

	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 Technology	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
Building Improvements	-	-	-
Furniture and Equipment	1,604,100	(1,206,706)	397,394
Information and Communication Technology	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

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2020

15. Accounts Payable

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operating Creditors	243,837	231,298	211,412
Accruals	63,697	50,000	58,370
Capital Accruals for PPE items	-	-	-
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	642,332	530,000	530,412
Employee Entitlements - Leave Accrual	95,797	78,000	77,124
	<u>1,045,663</u>	<u>889,298</u>	<u>877,318</u>
Payables for Exchange Transactions	1,045,663	889,298	877,318
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>1,045,663</u>	<u>889,298</u>	<u>877,318</u>

The carrying value of payables approximates their fair value.

16. Revenue Received in Advance

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	77,392	-	-
International Student Fees	265,000	480,000	568,923
Community Education Fees	152,959	100,000	119,331
Other	40,285	75,000	190,389
	<u>535,636</u>	<u>655,000</u>	<u>878,643</u>

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2020

17. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	296,500	313,617	313,617
Increase/ (decrease) to the Provision During the Year	44,661	30,000	12,883
Use of the Provision During the Year	(19,950)	(31,914)	(30,000)
Provision at the End of the Year	<u>321,211</u>	<u>311,703</u>	<u>296,500</u>
Cyclical Maintenance - Current	35,625	3,703	13,500
Cyclical Maintenance - Term	285,586	308,000	283,000
	<u>321,211</u>	<u>311,703</u>	<u>296,500</u>

18. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	42,900	95,000	96,417
Later than One Year and no Later than Five Years	8,875	11,297	41,297
Later than Five Years	-	-	-
	<u>51,776</u>	<u>106,297</u>	<u>137,713</u>

19. Funds held in Trust

	2020 Actual \$	2020 Budget \$	2019 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	264,477	555,000	661,969
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>264,477</u>	<u>555,000</u>	<u>661,969</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.

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2020

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:

	2020	Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
		\$	\$	\$		\$
Lift Replacement	<i>in progress</i>	12,467	-	(14,388)	-	(1,921)
Access to Roof	<i>in progress</i>	-	26,397	(28,349)	-	(1,952)
Fire Alarm Upgrade	<i>Completed</i>	(13,517)	13,517	-	-	(0)
Dust Extraction System	<i>in progress</i>	-	96,066	(72,554)	-	23,512
CCTV Extension	<i>In Progress</i>	-	15,994	-	-	15,994
Boundary Fencing	<i>Closed</i>	-	26,786	(26,786)	-	-
Rusty Pipework	<i>in Progress</i>	-	85,752	-	-	85,752
Replace Burst Heating Pipe	<i>in progress</i>	(3,004)	-	(1,118)	-	(4,122)
Replace Carpets	<i>in progress</i>	40,700	-	(53,277)	2,520	(12,577)
Switchboard Protection	<i>In Progress</i>	-	-	(12,790)	720	(12,790)
Tennis Court Refurbishment	<i>In Progress</i>	-	21,500	(5,385)	-	16,115
Key Replacement	<i>in progress</i>	44,990	-	(78,590)	-	(33,600)
Replace Gas Heaters	<i>Closed</i>	8,000	90	(8,090)	-	-
Replace Roof Coverings	<i>in progress</i>	46,465	240,000	(93,317)	7,000	200,149
Refurbish Two Classrooms	<i>in progress</i>	22,000	100,000	(18,565)	-	103,436
Totals		158,102	626,101	(413,207)	10,240	377,996

Represented by:

Funds Held on Behalf of the Ministry of Education

444,958

Funds Due from the Ministry of Education

66,962

377,996

	2019	Opening Balances	Receipts from MoE	Payments	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	597,170	(543,279)	158,102

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2020

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.

	2020	2019
	Actual	Actual
	\$	\$
<i>Board Members</i>		
Remuneration	5,155	7,007
Full-time equivalent members	0.13	0.13
<i>Leadership Team</i>		
Remuneration	726,505	437,055
Full-time equivalent members	5	5
Total key management personnel remuneration	<u>731,660</u>	<u>444,062</u>
Total full-time equivalent personnel	<u>5.13</u>	<u>5.13</u>

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.

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2020

Principal

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

	2020	2019
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180-190	175 - 180
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	2020	2019
\$000	FTE Number	FTE Number
155-160	1.00	0.00
140-145	0.00	1.00
120-130	2.00	0.00
110-120	3.00	1.00
100-110	15.00	1.00
	<hr/> <hr/>	<hr/> <hr/>
	21.00	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:

	2020	2019
	Actual	Actual
Total	-	-
Number of People	-	-

24. Contingencies

There are no contingent liabilities and no contingent assets as at **31 December 2020** (Contingent liabilities and assets at **31 December 2019**: 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's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2020

completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2020, a contingent liability for the school may exist.

25. Commitments

a) Capital Commitments

- (a) **Lift Replacement** - \$159,914 contract for the replacement of the A Block lift was completed in 2019. Fully funded by the Ministry of Education. \$157,992 has been received, and total expenses were \$159,914.
- (b) **Access to Roof** - \$41,396 project to gain access to the Music Block roof was completed in 2020. This was fully funded by the Ministry of Education. \$26,396 has been received, and total expenses were \$28,348
- (c) **Dust Extraction System** - This was a \$113,366 project to replace our dust extractor, fully funded by the Ministry of Education. This was completed in 2020. We have received \$96,066, and expenses were \$72,553.
- (d) **Extend CCTV System** - \$18,334 contract to extend our CCTV system, fully funded by the Ministry of Education. We have received \$15,994. To be completed in 2021.
- (e) **Investigate and Replace Rusty Pipework** - This was a \$98,677 project fully funded by the Ministry of Education. Funds received in 2020 were \$85,572.
- (f) **Replace Floor Coverings AB Link Blocks** - This was a \$128,678 project, funded by the Ministry of Education, and part funded by the Board of Trustees for \$2520. We have received \$113,541, and expenses were \$126,119, Completed in 2020.
- (g) **General Labelling and Switchboard Protection** - This was a \$99,280 project mostly funded by the Ministry of Education, with a contribution by the Board of Trustees of \$720. Expenses to balance date have been \$12,790.
- (h) **Reasphalt/Replace Fencing and Brick Retaining Wall** - This is a \$215,000 project, fully funded by the Ministry of Education. We have received \$21,500, and expenses have been \$5,385.
- (i) **Master Keys and Access Control System** - A \$236,136 project, fully funded by the Ministry of Education. We have received \$199,071, and spent \$232,670.
- (j) **Replace Roof Coverings** - a \$572,742 project, mostly funded by the Ministry of Education, with a contribution from the Board of Trustees of \$7,000. \$289,918 has been received, and expenses have been \$89,769.
- (k) **Refurbish Two Teaching Spaces** - \$276,694 project, fully funded by the Ministry of Education. \$122,000 has been received, and expenses to balance date have been \$18,565.
- (l) **Replace Burst Heating Pipe** - \$51,868 project, fully funded by the Ministry of Education. We have received \$46,681, and expenses have been \$50,803.

b) Operating Commitments

As at 31 December the Board had not entered into any operating commitments (2019: Nil).

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.

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2020

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Cash and Cash Equivalents	1,297,632	3,283,825	958,515
Receivables	653,084	551,000	548,481
Investments - Term Deposits	1,993,297	-	2,252,165
Total Financial assets measured at amortised cost	<u>3,944,012</u>	<u>3,834,825</u>	<u>3,759,161</u>

Financial liabilities measured at amortised cost

Payables	1,045,663	889,298	877,318
Finance Leases	51,776	106,297	137,713
Total Financial Liabilities Measured at Amortised Cost	<u>1,097,439</u>	<u>995,595</u>	<u>1,015,032</u>

28. Events After Balance Date

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

29. Comparatives

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



WELLINGTON HIGH SCHOOL
TE KURA TUARUA O TARAİKA KI PUKEAHU
CHARTER and Analysis of Variance
2021

WELLINGTON HIGH SCHOOL CHARTER

2021-2025

The School Charter and Strategic Plan sets the direction for development for a five year period. The framework for the Strategic Plan is the NEGs, 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 rōpū, 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 - 2021 - 2025

<p>Vision</p> <p>We work collaboratively and inclusively to inspire our community of active, connected, free-thinking learners.</p>	<p>Values</p> <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 	<p>Mission</p> <p>Creating an inclusive, co-educational environment embracing diversity and promoting achievement and mutual respect.</p>
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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.	Prepare 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. Honour our treaty partnership	Strengthen our ability to use culturally relational practice/ pedagogy, including te reo Māori Lift visibility and connections with Te Whānau a Taraika and iwi and build connection and belonging to the school as tūrangawaewae. Implement curriculum, policies and practices that are purposefully developed to promote equity, excellence and belonging for all students		
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 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 within the school community	Model and teach respectful relationships.	2. The school site recognises the complex needs of our community	Continue to work with the ministry on the redevelopment plan for the school's future.

WHS Annual Plan 2021

Priority	Goal	Strategy	Actions	Progress / Outcomes	Who?
Whānau - we are a part of vibrant community of learners	1. To increase engagement of students, whānau and school community	Whakawhanaungatanga	<ul style="list-style-type: none"> • Renew focus on rōpū time, strengthen follow-up processes for missed attendance 		TRS/ MDJ
	2. Honour our treaty partnership	Strengthen our ability to use culturally relational practice/ pedagogy, including te reo Māori	<ul style="list-style-type: none"> • Continue to develop effective teaching that is culturally relational. 		SPK
		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"> • Create an engagement programme • Introduce MPA programme 		SLM
		Implement curriculum, policies and practices that are purposefully developed to promote equity, excellence and belonging for all students	<ul style="list-style-type: none"> • Test / review / implement our graduate profile 		SLM
Excellence - we strive to achieve personal and shared excellence	1. To promote a coherent learner-centred curriculum that celebrates innovation, creativity and rigour.	Prepare for the implementation of the new NCEA programme, with an emphasis on the purpose of Y11.	<ul style="list-style-type: none"> • Support the Accord Days and support with HoFs 		TRS/LSC
		Review purpose and design of Junior curriculum.	<ul style="list-style-type: none"> • Focus on and review 2 hour year 10 projects 		SPK
		Identify and respond to the needs of all learners.	<ul style="list-style-type: none"> • Embed a tracking process 		TRS/MDJ
		Support our staff to be reflective practitioners so they can design inclusive learning at all levels.	<ul style="list-style-type: none"> • Embed professional growth cycle • Work on what inclusive learning / teaching practices - what 'good' teaching - looks like 		SPK
Respect - We work together to create respectful relationships.	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.	<ul style="list-style-type: none"> • Embed student service award 	TRS has registered with SVA	TRS
		Enable student voice and involve students in decision making	<ul style="list-style-type: none"> • Expand the influence of student voice from the student council 		TRS
	2. Build better respectful relationships within the school community	Model and teach respectful relationships	<ul style="list-style-type: none"> • Revisit / strengthen / consolidate restorative practices 	Survey	TRS
Ora - We value our own and others' wellbeing	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"> • Promote cultural and sporting connections • Review education around students wellbeing, relationships and sexual safety • Explore wellbeing amongst potentially marginalised groups 		SLM
	2. The school site recognises the complex needs of our community	Continue to work with the ministry on the redevelopment plan for school 's future	<ul style="list-style-type: none"> • Engage with the future development plan process 		SLM

Analysis of variance 2020

This report contains information related to our actions and outcomes of these actions in 2020. 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 - To increase attendance rates by 5% across each of the year levels.

Outcome

Not achieved but great progress made. This was an ambitious target but it is desirable that attendance at all levels is above 90% and our analysis elsewhere has shown quite clearly that success at NCEA is dependent on good attendance. COVID-19 has obviously affected the attendance rates positively - during lockdown we assessed whether students were engaging with work or not and adjusted attendance accordingly. Post lockdown we adjusted junior and senior timetables to mitigate against large numbers crowding at lunchtimes but this also had an effect on the calculation of attendance during this period.

Wellington High School average student attendance since 2015 by year level.

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%
2020	91.7%	87.5%	87.5%	84.3%	81.7%	87%	+3.3%

In addition to the overall statistics, we surveyed students who were poor attenders to better understand reasons and patterns behind poor attendance. A brief summary of our findings is below:

Attendance Survey Summary (84 responses)

- The most common ways of getting to school are Bus, car and walk
- 59% of the students take between 15 - 45 mins to get to school
- Lateness is indicative of poor attendance - 50.6% are late at least once per week. 23.8% are late 3-4 times per week.
- If late 81% arrive during their first period.
- 35.6% of students surveyed truant classes
- Main reasons for wagging are:
 - Don't like the teacher (36%)
 - Don't like the subject (53%)
- 28% of students feel there should be a response to truancy.
- When students miss school:
 - 53% are spoken to by whānau
 - 50% rōpū teacher
 - 22% nobody.

- The top 5 reasons for missing school are:
 - Medical
 - Transport issues
 - Lack of interest in school
 - School work is difficult
 - Can't wake up.
- The 4 main reasons for coming to school are:
 - Seeing friends
 - Parents/whānau want me to attend school
 - I want to get credits
 - Learning is important

As a result of the survey, and sitting alongside this work, we targetted small groups of poor attending students (approx 5 students) and gave them a mentor - someone that would check in with them and provide extra support.

The mentor's brief was to meet with students to:

- promote a shared understanding of why this is important
- Co-construct improvement pathways for each student
- Create regular check in times for all students on the list
- Target and explore other opportunities for students to gain credits
- Liaise with Deans / SLT

The mentoring was carried out by 5 staff members who were allocated approximately 5 students each. There was a mix of emphasis as both junior students (years 9 to 10) and senior students (years 11 to 13) were engaged in the programme. At a senior level, we targetted Māori and Pasifika students who were disengaged and who had struggled to re-engage post COVID lockdown with funding provided by the Ministry of Education while at a junior level we targetted any students we felt were faring worse post COVID lockdowns.

We see great value in this work continuing in future years with mentor teachers having more time to establish and create successful mentoring partnerships with students.

Māori and Pasifika Learners

28 students across 3 senior year groups were mentored by 3 teachers. Four of the students left during the programme and 5 more at the end of the year (not as part of normal leaving at the end of year 13). Of the 24 students who were a part of the programme for the whole half year, 12 experienced a lift in attendance from the beginning to the end of the mentoring programme and 13 of the students had attendance above 80% over the whole year. The highlights of the programme were:

- Relationship building with students and their respective whanau and fono. This allowed a lot of good reflection time from the students about their behaviour and their study habits and the impact of what they do on their future.
- Teacher mentors connecting all of these students with good opportunities to learn more about future work options and steps required to get to these eg Gateway, work experience, goal setting.
- Some learning support testing for previously undiagnosed learning disabilities.
- Deeper cultural connections built.
- Some basic barriers being addressed and removed ie required numeracy / literacy credits.
- Mentor teachers working together with subject teachers was really helpful, even simply putting these students on their radar, showing them student work (numeracy), and hearing from their teachers about areas students needed help with eg handing things in, organisation. Some subject teachers started reporting back to the mentors regularly on how individual students were doing.
- Almost all of the students on the list appreciated the extra connection that they were able to make with their mentor teacher. Although not all necessarily followed through with their intentions, the strengthened connection should help them in 2021.
- 16 out of the 24 students achieved L1 NCEA by the end of 2020 and 12 out of 24 achieved the level of NCEA aligned with their year level.

- Being answerable and accountable to another person in the school who cares about them had a positive effect on behaviour and academic achievement.

Some other benefits of the programme, at a more individual level were:

- For a number of students, the mentoring was the difference between academic achievement and non-achievement.
- For another student, mentoring led to qualification for SAC and teachers adapting assessments outputs according to communication styles.
- A couple of students found a clearer pathway that has led to Trades Academies places for 2021.

Barriers or issues that arose could be summarised as:

- The mentoring revealed possible flaws in our own course programming eg a number of the students being mentored had achieved very little in a mathematics course, despite having solid maths skills.
- Working out when to meet was challenging - it didn't feel good to pull these kids out of class as this was counterproductive to achievement and attendance.
- Some students didn't want extra help and wanted to be left alone. These students were still closely monitored.
- For a couple of students on the list, the barriers to success were too great to address and the intervention was too late.

Junior students with poor attendance - mentoring scheme

After the COVID lockdowns, the ministry provided good support to schools who had students who were struggling to re-engage with an Urgent Response Fund (URF). We put a case to the ministry to support a group of year 9 and 10 students who were struggling. The deans were asked to nominate students who had a history of chronic poor attendance and would benefit from intensive intervention and support. This support took the form of close monitoring and developing a plan with their whanau to set achievable attendance goals. A whanau hui was held to discuss and overcome current obstacles to good attendance. Once a plan was developed the mentors monitored the plan and worked in close collaboration with all those involved, especially the student.

The deans identified 8 students who they thought could benefit from this approach and each student was discussed with the dean and assigned to the member of staff on the basis of an existing relationship with the student.

Results

- Of the 8 students who were identified, all of which had decreasing attendance in Term 1-3, 3 increased their attendance during the time of mentoring. One of these students increased their attendance from 79% - 91%.
- For 2 of the students there was no engagement from whanau or the students and no contact was made. Both of these students stopped attending in Term 4 and were referred to outside agencies.
- Although attendance with this group continued to decline, the decline slowed during the period of mentoring and monitoring, despite two of the group not attending at all.
 - Decrease in attendance from Term 2 to Term 3 was 22% (from 73% to 51%)
 - Decrease in attendance from Term 3 to Term 4 was 11% (from 51% to 40%)
- For those that engaged in mentoring the attendance rate was 67.5% for Term 4 compared with 57.6% in Term 3.

Summary findings

This approach can increase student attendance, as developing a plan allows the student, whanau and the school to work collaboratively. It is important to choose the students that will respond to this approach as some of the students had issues that could not be solved by mentoring and monitoring. This requires input from a number of key staff at the start of the process. The mentoring and monitoring is of value as the process can discover other factors and barriers to regular attendance, and the relevant outside agencies can be engaged to support the student if they are required.

Target 2 - Trial Te Kupenga Maioha as a measure that Māori have success as Māori

Outcome

This is still a work in progress. Te Kupenga Maioha is the name of the portfolio for "Māori achievement" and in line with this work we are establishing a graduate profile. The graduate profile, shaped by whānau and student voice, has now been shared with a group of key staff who have an interest or strength in cultural competencies. From there staff identified projects that they could develop in term 4 2020 and then trial in Term 1 2021 to support Māori to have success as Māori in our Kura. This has included two year 11 rōpū working together to learn how to be allies for Te Ao Māori (11CKW and 11BLN). This group is also the Tuakana group for the 9Royal Herengatahi. An example of their work in this leadership role so far has been talking about the purakau of the heke in Taraika to the Royal students. This Tuakana group is currently working on altering learning conversations to have a more Māori kaupapa, including having 4 students and their whānau together at an LC, so that the peers can support each other and talk about what they are doing well. We hope this also leads to more input from whānau and creates a more mana enhancing conversation.

The key component of the graduate profile is "Ko wai au?" - Who am I? This means a student knowing their whakapapa through to where they are now and where they are heading. In term one we have a Māori artist working with senior Māori students on kowhaiwhai design as a way of understanding their whakapapa and themselves. From term 2 we have Māori youth mentors running Wananga on Marae with a focus on "Ko wai au?", leadership and connections for when the students leave Kura.

In addition to this work our year 9 Te Ao Māori course at year 9 continued, our Immersion subject line available for year 10 to 13 students continued, our year 10 Te Reo Māori numbers were strong, as were our numbers studying Māori language at senior years, our Te Ao Māori staff PD was ongoing in 2020 and the school became engaged with Poutama Pounamu.

Our numbers studying Te Reo beyond year 9 were as follows:

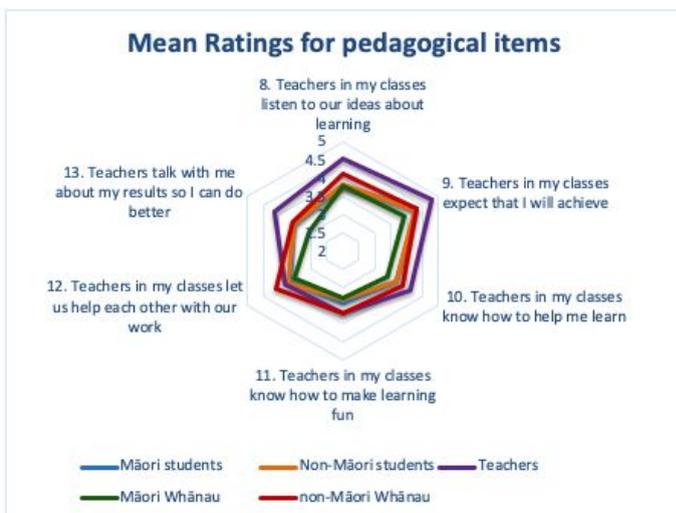
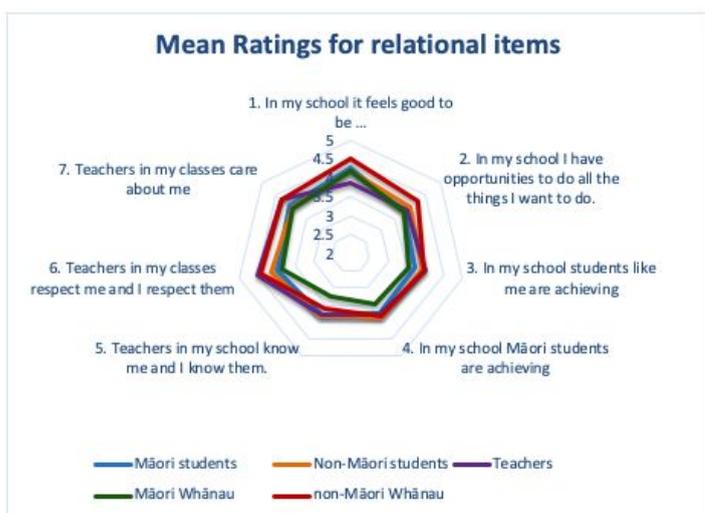
Year	Number of students
10	50
11	29
12	19
13	8
Total	106

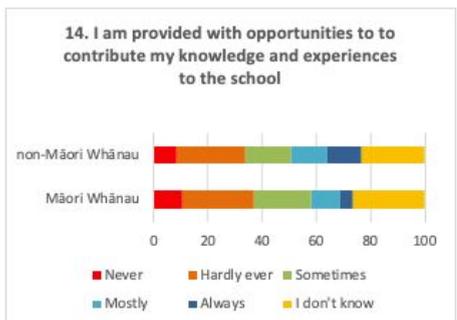
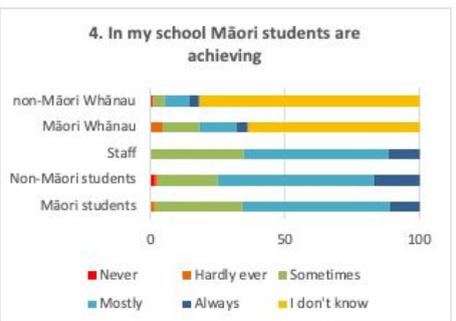
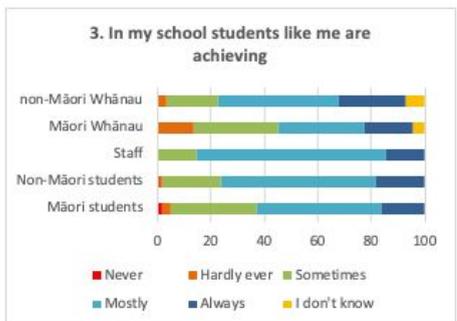
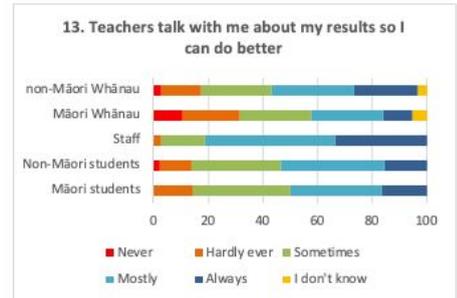
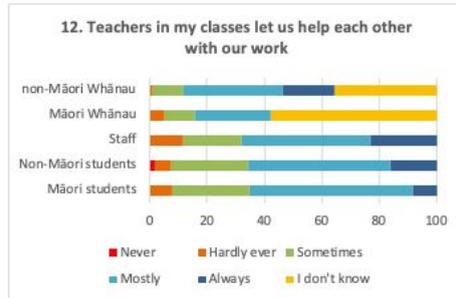
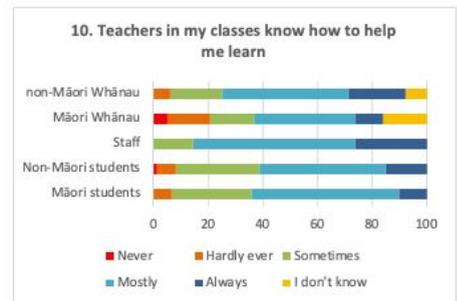
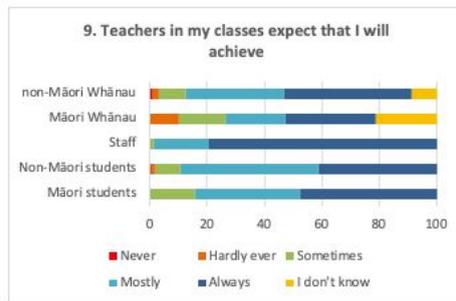
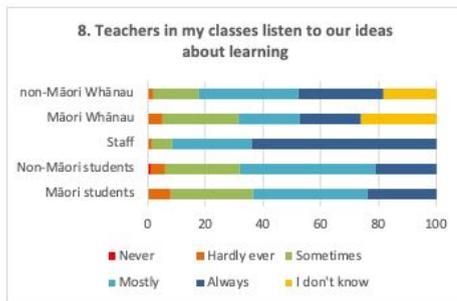
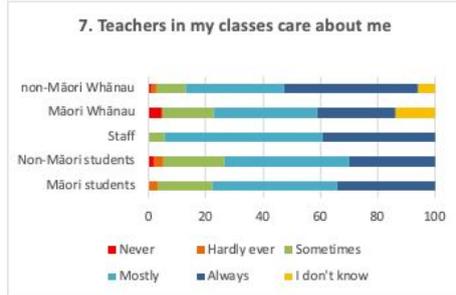
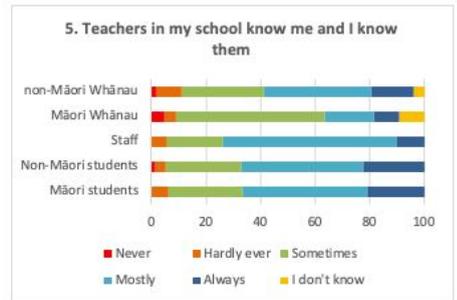
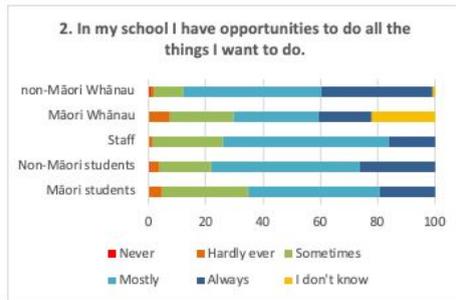
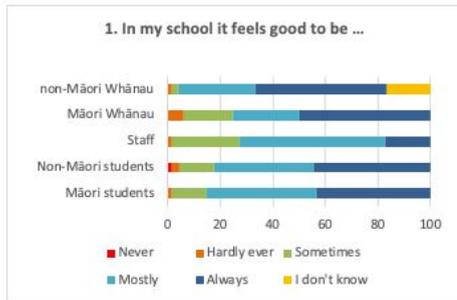
It should be noted that Māori language learning is the most popular choice of the 4 languages on offer at our school (Chinese, Japanese, Spanish, Te Reo Māori) across all year groups.

As part of the Poutama Pounamu work, surveys of staff, students and whānau were undertaken. These surveys were administered with Māori and non-Māori students and parents and staff. These were then analysed with SLT and whole staff to direct the next steps. Some disaggregated findings from the survey are below.

The mean ratings indicate the overall mean response to each survey question from each group and provide an overview for the survey responses. For the whānau responses the "I don't know" answers are not included in these mean ratings, however, these responses are included in the following graphs.

1 = never 2 = hardly ever 3 = sometimes 4 = mostly 5 = always





Strategic Priority 2

Excellence - We strive to achieve personal and shared excellence.

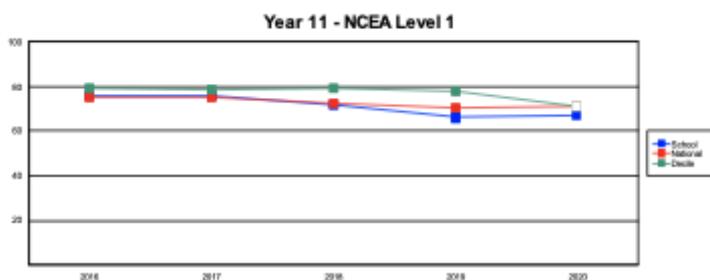
Target 1 - A revised approach for NCEA level 1 has been developed

Outcome

This has not been achieved, yet. This, of course, was affected by COVID-19 as it slowed down the implementation of the new NCEA. There will be more work in 2021 but we were disappointed that our English faculty were not selected to be able to trial the new standards this year. Our first National NCEA day in term 4 last year was useful for teachers to understand the work that has occurred already. There will be a natural momentum with the NCEA days in 2021. Level 1 is essentially a qualification that is a hangover from an old school system that had benchmarks at School Certificate and Bursary. The architects of NCEA wanted a seamless transition from School Certificate to NCEA level 1 so it found its way into the new system. Perhaps the architects thought it would die a natural death or that at least its purpose would be tested and then decisions made at a later stage. In amongst all the talk about workload for teachers and students, the removal of NCEA level 1 would probably solve the majority of workload issues for both groups.

When we surveyed staff, students and our community in 2019 about the relevance and purpose of level 1, staff were in favour of abandoning the qualification, while students and community were greatly in favour of retaining it. This obviously created a dilemma and we have not moved to change. One of the reasons for this was the emerging NCEA review and it was thought that any change could be made in that context.

At this stage our preference would be to offer some level 1 standards at year 11 in the future so that students can experience national assessment but without the burden of so many assessments and the consequent effect on wellbeing for students and staff (and perhaps some parents and caregivers). Such a decision would need to be made with our community's support and this would mean educating both our students and community that such a decision is a good one. Recent trends nationally show a decline in rates of achievement of NCEA level 1, simply because many schools are not offering it. I have posted a graph comparing our achievement to national and decile averages below.



Target 2 - Programme Proposals for test and review at Years 9-10 for 2021 have been developed

Outcome

Achieved. For some time we have needed to look at our junior programme. This has been a focus on-and-off for the Curriculum Focus Group (CFG) for some time now. With the inclusion of a mandatory Digital Technology curriculum we have had to reprioritise our thinking at a junior level. Our structure at year 9 and year 10 in 2020 was:

Year 9		Year 10	
Subject	Hours	Subject	Hours
English	3	English	3
Mathematics	3	Mathematics	3
Science	3	Science	3
Social Studies	3	Social Studies	3
Health and Physical Education	3	Health and Physical Education	3
Te Ao Māori	2	Options	8
Languages	2		
Digital Technology	1	Digital Technology	1
Rōpū (shared time)	1	Rōpū (shared time)	1

The shared rōpū time has enabled some cross curricular work over the years and some other work to occur eg Mates & Dates. It has almost always been delivered by teachers of English, Mathematics, Science or Social Studies and it has been of mixed value in terms of the students' curriculum.

In 2020, we entered our first year of delivering the new mandatory Digital Technology curriculum. We did this through a single period each week for 40 weeks over year 9 and year 10. Although the content and lessons prepared were well organised, teachers found it hard to deliver this work when they would only see the class once a week. Continuity and building relationships became difficult at both years.

In solving this problem, it was considered that most of the balance of hours was correct. The fine tuning involved the hours for rōpū and Digital Technology at both years. Balanced against this was a need to give the front end of the curriculum greater emphasis - specifically in embodying the beliefs about what is important in our local curriculum. It is easy at Wellington High School to speak to our high expectations, our acknowledgement of the Treaty of Waitangi, our cultural diversity, inclusion and our learning to learn. It is harder to find the place of community engagement, coherence and future focus.

We have decided for 2021 to abolish the informal rōpū time at both years and move to full implementation of the mandatory areas of the Digital Technology curriculum for levels 4 and 5 at year 9 for 2 hours per week. This allows us the opportunity to explore the possibilities with a more structured form of rōpū, year 10 projects (also for 2 hours per week) which should involve community engagement, provide coherence across learning areas and future learning areas, with a future focus on areas such as sustainability, citizenship, enterprise and globalisation. We have taken advantage of our timetable structure by grouping the 'project' sessions as doubles at the end of the day which will allow flexibility for students to be both onsite and offsite working on their 'passion projects'.

Target 3 - Level 2 and Level 3 NCEA data are at National Level

Outcome

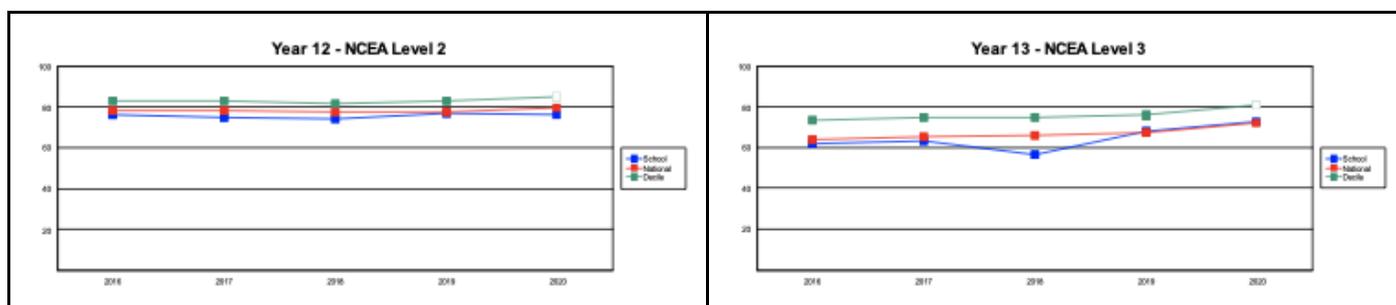
Achieved at level 3 and Not Achieved at level 2.

Level 3 NCEA achievement has been a big improvement over the last 2 years. 72.5% of our year 13 cohort in 2020 achieved level 3 compared with 71.7% nationally. This statistic has risen from a low of 54.5% in 2014 and has continued its rise above the national average over the last 2 years.

Level 2 NCEA achievement declined numerically and relatively in 2020 compared to the national average. Although 75.9% of the year 12 cohort achieved level 2 in 2020 this is short of the 79.5% national average and well short of the 85.2% average for schools that are decile 9.

A summary of results is included below. Note that these are interim results correct as of 1 March 2021.

	WHS	WHS	WHS	WHS	Nat	Nat	Nat	Nat	D9	D9	D9	D9
	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	76.0	62.1	49.8	75.3	78.4	64.2	48.8	79.2	82.7	73.5	64.0
2017	75.9	74.5	63.0	50.6	75.0	78.5	65.5	48.9	78.6	82.7	74.7	64.1
2018	71.4	74.2	56.5	46.0	72.4	77.6	66.1	48.9	79.3	81.8	74.4	63.6
2019	66.0	77.0	67.8	52.5	70.6	77.5	67.3	49.3	78.0	83.0	75.7	64.0
2020	67.2	75.9	72.5	59.0	70.9	79.5	71.7	52.4	71.0	85.2	80.8	68.1



There is a context to both of these results. Historically, our results at level 2 have sat below national reference data and decile 9 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. Unlike many schools who require all of their international students to sit NCEA, we provide a broad range of experiences in our International programme. However, this does have a consequent affect on our achievement statistics. The table below outlines the situation for the 2020 cohort.

NCEA statistics with and without Internationals

	WHS	WHS without Internationals	National	Decile 9
L1	177 / 263 = 67.2%	174 / 246 = 70.7%	70.9%	71.0%
L2	206 / 271 = 75.9%	198 / 242 = 81.8%	79.5%	85.2%
L3	167 / 230 = 72.5%	154 / 199 = 77.4%	71.7%	80.8%

There are other explanations for these statistics that I have commented on in previous AOVs. Wellington High School has a unique profile in Wellington City for taking responsibility of many students who are struggling to engage at other city schools. The table below summarises this data well and exemplifies the challenges in relation to our NCEA achievement statistics.

At level 1 this trend was most pronounced. Students who started with us at year 9 performed better than national and decile 9 norms whereas students who came to us from other schools at a later time struggled at this level. At level 2, students who had been with us for 4 years performed somewhere between the national and decile 9 average while there was a drop in achievement for those students who had arrived later. At level 3, the cohort that had been with us since the start of year 9 performed just under the decile 9 average and well above the national average.

Another interesting statistic here is the numbers that have joined us after the first year of secondary schooling - 202 students at year 11 to year 13 (or approximately 15% of the whole school population).

Although not contained in the table below, at least 79 students moved into Wellington High School at the start of 2020 at years 11 to 13 with varying levels of success. The year before, the figure was 87. As I have previously stated, this is not the experience of the majority of schools and it has a consequent effect on our achievement data.

Educational research has found that students who transition from one school to another can effectively 'fall behind' by up to 6 months.

	# All	% NCEA	Secondary at WHS			Some secondary at WHS			% National	% D9
			# students	# NCEA	% NCEA	# students	# NCEA	% NCEA		
Year 11 NCEA L1	261	66.5	211	158	74.9	50	19	38	70.9	71
Year 12 NCEA L2	267	75.6	181	148	81.8	86	58	67.4	79.5	85.2
Year 13 NCEA L3	227	72.5	161	126	78.3	66	41	62.1	71.7	80.8

Target 4 - All teachers demonstrate reflective practice as per Teaching Standards (via their Annual Review).

Outcome

Achieved. The accord put in place at the settlement of the Secondary Teachers' Collective Agreement (STCA) put a moratorium on Appraisal in 2020. Our own processes for annual review indicate that all teachers are demonstrating reflective practice.

Strategic Priority 3

Respect - We work together to create respectful relationships.

Target 1 - Increased student involvement in leadership levels at school

Outcome

Achieved - much of the focus of the year was on establishing a student council based on the model that had been discussed by the previous student leaders. The student council was established and run by Board reps and representation across all year groups was put in place. This provides leadership opportunities for students across all year groups. The student council is run by the students and Shaun Tavernor, one of our DPs, merely oversees it and has no voting capacity. The challenge will be whether this will continue in 2021 as it needs to be seen as worthwhile by the students and they need to drive it.

In addition to the student council other leadership initiatives undertaken were student led WERO week in week 10 term 3, Te Wiki oTe Reo Māori in week 9 term 3, the re-establishment of Te Aro reading buddies by WERO leaders, the junior dance, Roots and Shoots and Newtown School first language hui buddies.

Further we continue to involve student voice in key staff appointments - for our Head of Social Sciences appointment for 2021, a student representative joined the interviewing panel.

Target 2 - Reduction in pastoral incidents; reduction in level 5 interventions

Outcome

Achieved. 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, although the new version of KAMAR installed towards the end of 2020 has further complicated this. This table contains aggregated data in relation to behavioural incidents reported in KAMAR from 2018 to 2020. Note that all of the incidents reported are specifically those classified in KAMAR as 'Discipline'.

Incident	2018			2019			2020		
	No.	Stand down / suspension	Apology / restorative	No.	Stand down / suspension	Apology / restorative	No.	Stand down / suspension	Apology / restorative
Abuse of staff	9	0	5	13	5	2	13	5	1
Alcohol	11	9	1	1	1	0	5	5	0
Assault	8	2	0	2	0	0	8	3	1
Dangerous behaviour association	18	0	13	4	0	1	12	1	1
Bullying	6	2	3	2	0	0	9	0	1
Computer network misuse	18	0	5	12	0	6	6	0	0
Continual disobedience	31	6	12	45	8	1	11	1	0
Dangerous behaviour	10	0	4	12	3	3	5	2	1
Fighting	25	7	14	23	5	5	13	8	0
Gross misconduct	18	13	5	7	7	0	10	8	0
Marijuana / Drug use	11	8	1	3	3	0	11	8	0
Smoking	26	0	25	54	0	1	43	0	0
Theft	6	1	4	6	0	3	7	4	0
Unacceptable behaviour	61	1	34	75	1	7	39	0	10
Vandalism	3	1	2	3	0	0	3	0	0
Totals	261	50	128	262	33	29	195	45	15

This was a difficult year to compare because of the COVID-19 disruption and one would expect less pastoral incidents for two reasons: firstly, time away from school; secondly, time at school required greater focus than normal because

of less face to face time overall. Despite this, stand downs were in greater numbers last year than the previous year and this is surprising. It would seem from these statistics that restorative interventions are being used less and this is certainly the case when comparing 2020 to 2018. This is related to resourcing (ie not enough staff trained as restorative facilitators) and the school will attempt to address this in 2021. However, this does not mean that there were not a number of informal restorative interventions that occurred. Overall, the goal was achieved because there were less pastoral incidents than the previous two years and less requirement for level 5 intervention.

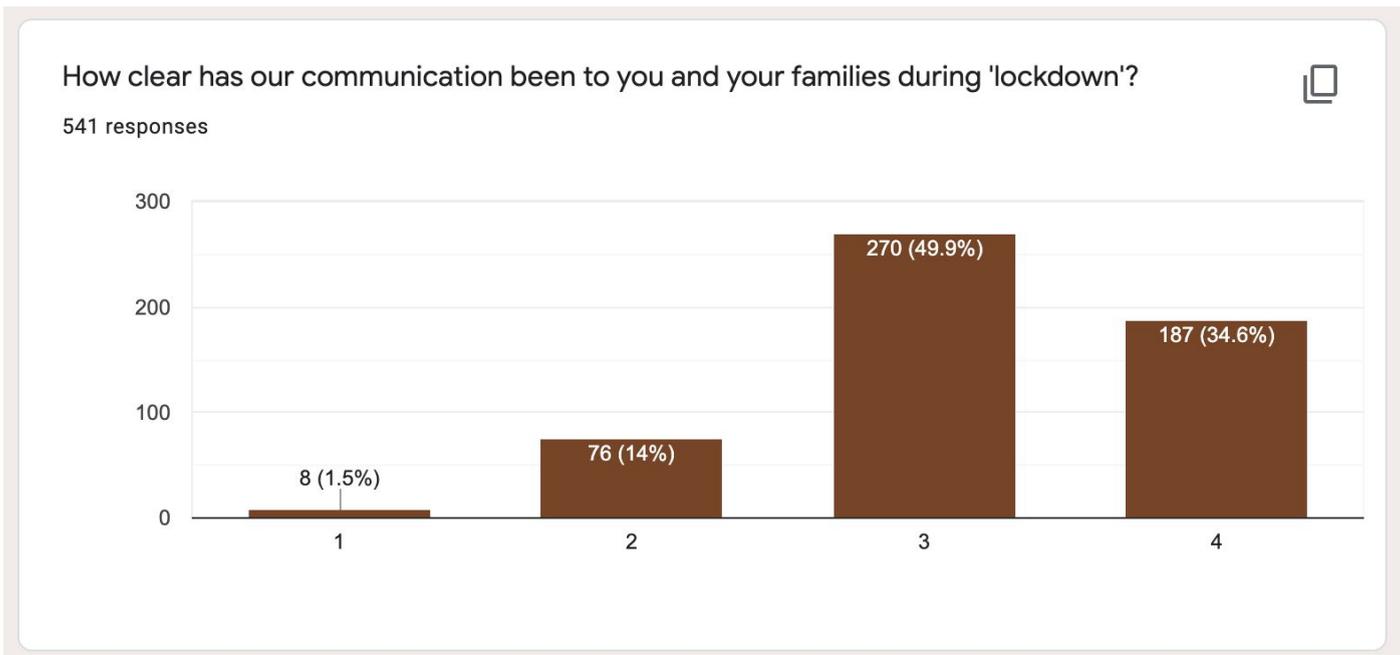
Strategic Priority 4

Ora - We value our own and others' wellbeing

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

Outcome

In 2019, we undertook extensive surveying of staff and students using the Wellbeing @ Schools tools. Although we have established baseline data from the surveying, we did not resurvey using the same tools in 2020 as we are due to resurvey again in term 3, 2021. However, there were other, both informal and formal ways that we were able to talk to our students and the most substantive of these surveys was undertaken during and post lockdown for COVID-19. We received 541 responses to the survey from students out of a total students population of approximately 1350 which is an excellent survey response. Engagement with the survey was relatively even across the year groups with year 9 students (25.9%) being the highest contributors and year 13 students (17.4%) being the lowest contributors. In addition, we invited comment from students about how things could improve. At the end of the findings, these comments are summarised into positives and challenges with some further statements about recommendations for us based on the feedback. These have already been shared with staff.



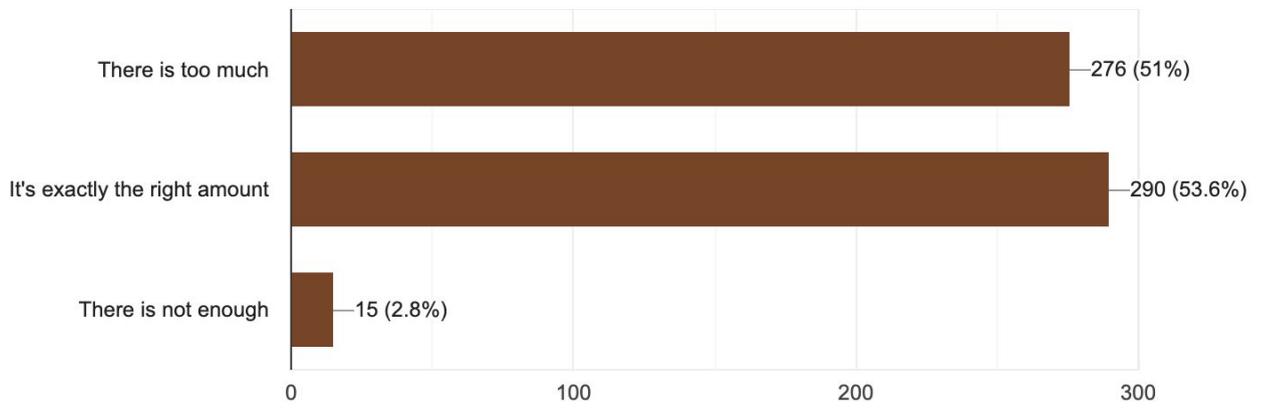
1 2 3 4

Not at all clear - I haven't been sure what is happening Very clear - I have understood the plan

Overall, how manageable is the amount of work being set by your teachers?



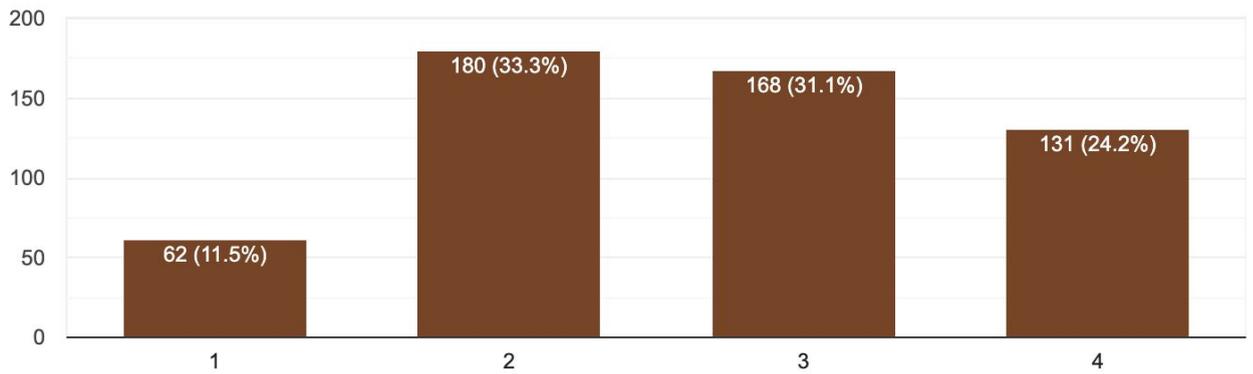
541 responses



Overall, how manageable is the number of emails you are being sent?



541 responses



1 2 3 4

There are too many emails

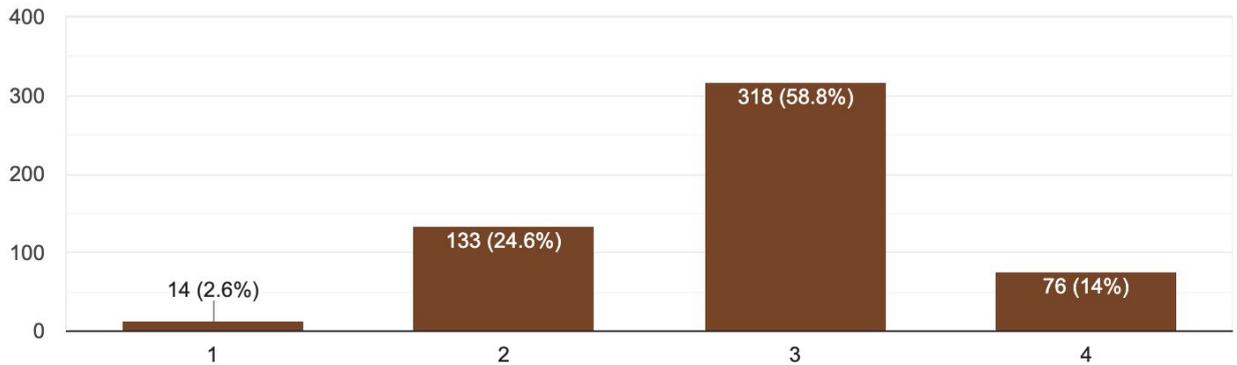


The number of emails is fine

Tasks should be clear enough so you can get started on your own. Overall, how clear are the tasks you are being set?

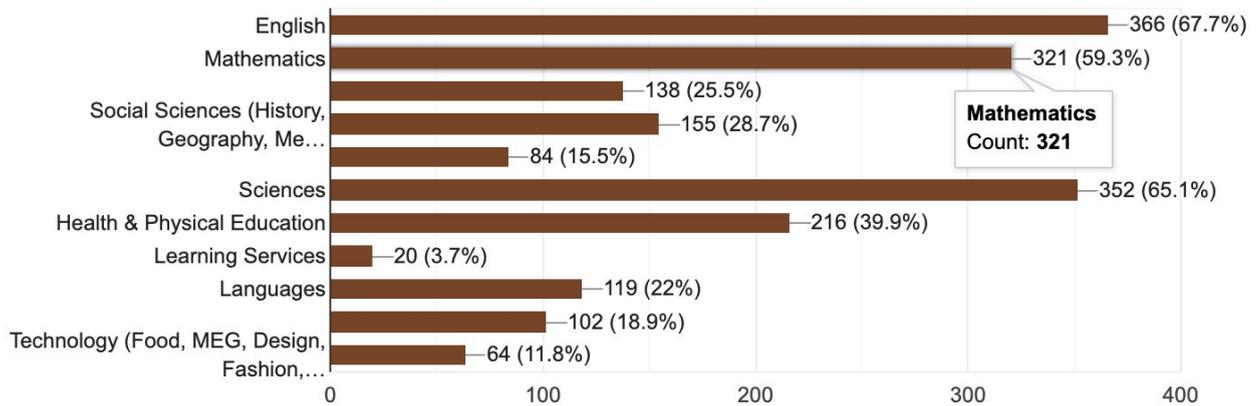


541 responses



Which of your subjects are providing you with manageable tasks and support?

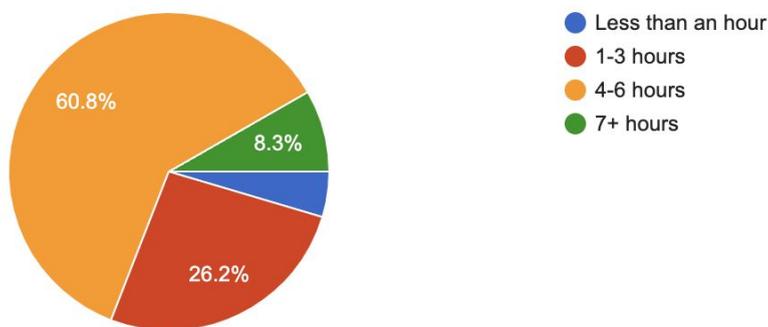
541 responses



Approximately how many hours a day are you spending on school work?



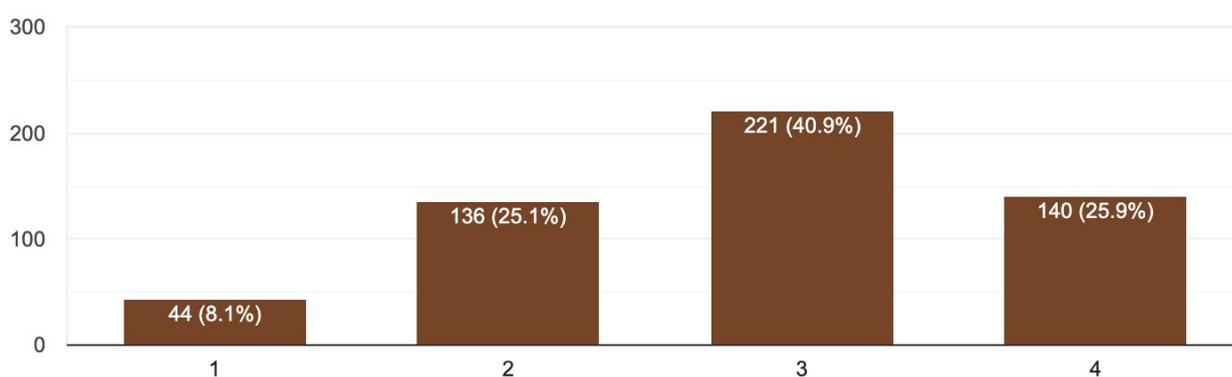
541 responses



Rōpū: How well have your rōpū sessions kept you supported and connected?



541 responses



Students were asked ‘What aspects of remote learning do you enjoy that you would like us to try and keep when we are back in school?’. There were 3 emergent themes from the answers to this question:

- Flexibility in terms of pace, assessment and independence
- Use of tech to rewind learning & have it in accessible formats
- Having a big picture plan for learning

Evaluation

We used this data to report back to our staff on remote learning practices. These were the recommendations from this survey.

There was plenty of encouraging practice and our remote plan worked well. No major changes were needed but Faculties needed to review the list below to improve consistency of approach.

Consider doing the following (if not already):

- **You know your learners** - ask for feedback on workload and clarity for your subject. *Ask: what can I do to make the work easier/more manageable?* Read the students’ ideas in this survey. **Keep routines that are**

working well:)

- **Set your weekly summary plan** at the start of the week
- **Offer ‘must do’/‘could do’ tasks** - with ‘must do’ not exceeding usual lesson time (*including* Google Meets; approx. equivalent to lessons/week/subject max - but check it isn’t taking them longer...). Don’t set ‘homework’, or tasks that rely on the ‘could do’ learning.
- Offer a **flexible approach** in the week e.g. one short Google Meet/opt-in tutorials then students can proceed flexibly if they wish. **Offer a catch-up day** if needed with no **new** work.
- **Emails** - switch off auto-notifications (and show them how) and have **one weekly summary email**. Follow up with individuals as needed.
- **Break down tasks** as much as you can into 15-20 min. activities - **we can never be too clear**. Video and slide-by-slide instructions work well:)

Target 2 - Masterplan for future school development in place

Outcome

Not Achieved for a multitude of reasons. An Education brief has been written and architects have been engaged but their work has been hindered by the following factors:

- Uncertainty over roll growth,
- Uncertainty over structural integrity of current buildings on site,
- Uncertainty of current seismic status of buildings on site,
- Uncertainty of weight bearing status in relation to buildings for different parts of the site,
- Uncertainty of heritage listing in relation to two sites on site,
- Uncertainty in relation to a master plan to cover immediate roll growth v longer term growth projections,
- Uncertainty in relation to other ministry ‘extras’ that may be needed on site eg Kimiora High Needs ORS unit, Technology hub for Primary schools.

A decision was made to halt planning until more information became available. This also meant that WSP OPUS engaged their engineers to do further testing on the site related to seismic factors, building conditions and core samples. At the time of writing this report, most of this work has been completed and we are in a better position to review the factors above with the architectural firm and the Ministry of Education. This target will roll over to 2021.

Kiwisport Report

Kiwisport is a Government funding initiative to support student's participation in organised sport. In 2020 the school received total Kiwisport funding of \$31,629 (2019: \$29,234). Total costs including salaries were \$81,578 (2019: 82,757). 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 2020 was 39% (2019: 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 2020

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 29, which comprise the statement of financial position as at 31 December 2020, 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 2020, 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 31 May 2021. 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.

Responsibilities of the Board of Trustees for the financial statements

The Board 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 is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board 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's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of 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.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board 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.

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 30 to 52, 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: *International 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.

A handwritten signature in black ink that reads 'Michael Rania'.

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