

WELLINGTON HIGH SCHOOL AND COMMUNITY EDUCATION CENTRE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022



Ministry Number:	273
Principal:	Dominic Killalea
School Address:	249 Taranaki Street, Wellington
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Accountant / Service Provider:	Accounting For Schools Ltd

WELLINGTON HIGH SCHOOL AND COMMUNITY EDUCATION CENTRE

Annual Report - For the year ended 31 December 2022

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Wellington High School and Community Education Centre

Statement of Responsibility

For the year ended 31 December 2022

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

David Cooling

Full Name of Presiding Member



Signature of Presiding Member

Dominic Killalea

Full Name of Principal



Signature of Principal

29 May 2023

Date:

29 May 2023

Date:

Wellington High School and Community Education Centre

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	15,254,095	15,166,865	15,346,007
Locally Raised Funds	3	1,024,378	741,722	1,080,910
Interest income		27,379	25,000	24,757
Gain on Sale of Property, Plant and Equipment		4,380	-	-
Community Education	4	1,102,698	1,118,012	1,168,062
		17,412,930	17,051,599	17,619,736
Expenses				
Locally Raised Funds	3	455,328	462,897	461,142
Community Education	4	817,976	812,176	884,854
Learning Resources	5	10,702,303	9,648,470	11,347,051
Administration	6	1,938,706	1,870,252	1,043,947
Finance		21,756	13,000	13,696
Property	7	3,467,421	4,389,920	3,549,010
Loss on Disposal of Property, Plant and Equipment		94	-	-
		17,403,584	17,196,715	17,299,700
Net Surplus for the year		9,346	(145,116)	320,036
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		9,346	(145,116)	320,036

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Balance at 1 January		5,304,249	5,304,249	4,904,034
Total comprehensive revenue and expense for the year		9,346	(145,116)	320,036
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	68,707
Contribution - Movement in Reserves		-	-	-
Prior year adjustment		-	-	11,472
Equity at 31 December		5,313,595	5,159,133	5,304,249
Accumulated comprehensive revenue and expenses		5,228,588	5,159,133	5,224,031
Reserves		85,007	-	80,217
Equity at 31 December		5,313,595	5,159,133	5,304,249

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 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	1,347,053	444,752	503,664
Accounts Receivable	9	791,355	877,256	846,776
Prepayments		305,015	74,999	82,226
Inventories	10	2,039	3,000	1,322
Investments	11	1,649,968	2,199,556	2,393,297
Funds Receivable for Capital Works Projects	18	59,745	-	62,619
		4,155,175	3,599,563	3,889,904
Current Liabilities				
GST Payable		39,401	76,892	36,304
Accounts Payable	13	1,238,408	1,097,019	1,032,733
Revenue Received in Advance	14	548,617	286,251	246,875
Provision for Cyclical Maintenance	15	242,084	225,210	65,750
Finance Lease Liability	16	84,005	70,715	68,783
Funds held in Trust	17	340,087	9,500	103,871
Funds held for Capital Works Projects	18	627,313	155,863	322,177
		3,119,915	1,921,450	1,876,493
Working Capital Surplus/(Deficit)		1,035,259	1,678,113	2,013,412
Non-current Assets				
Property, Plant and Equipment	12	3,730,624	3,691,760	3,732,425
Work in progress - Turf		755,278	-	-
		4,485,902	3,691,760	3,732,425
Non-current Liabilities				
Provision for Cyclical Maintenance	15	112,307	112,305	272,435
Finance Lease Liability	16	95,259	98,435	169,153
		207,566	210,740	441,588
Net Assets		5,313,595	5,159,133	5,304,249
Equity		5,313,595	5,159,133	5,304,249

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 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		3,867,879	3,666,865	3,783,954
Locally Raised Funds		859,821	523,400	579,520
Community Education Centre		1,089,546	1,094,070	1,175,296
International Students		588,830	268,740	193,144
Goods and Services Tax (net)		3,097	40,587	(5,986)
Funds Administered on Behalf of Third Parties		236,216	(94,371)	(160,606)
Payments to Employees		(3,296,957)	(2,888,719)	(2,882,705)
Payments to Suppliers		(2,306,175)	(2,312,994)	(2,583,352)
Interest Paid		(21,756)	(13,000)	(13,696)
Interest Received		7,901	22,500	8,296
Net cash from Operating Activities		1,028,402	307,078	93,865
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		4,999	(10,841)	-
Purchase of Property Plant & Equipment (and Intangibles)		(1,196,274)	(192,213)	(355,253)
Purchase of Investments		(30,000)	193,741	(400,000)
Proceeds from Sale of Investments		800,000	-	-
Net cash from Investing Activities		(421,275)	(9,313)	(755,253)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	68,707
Finance Lease Payments		(71,750)	(252,983)	(82,849)
Funds on behalf of Third Parties		308,012	(103,694)	(118,438)
Net cash from Financing Activities		236,262	(356,677)	(132,580)
Net increase/(decrease) in cash and cash equivalents		843,389	(58,912)	(793,968)
Cash and cash equivalents at the beginning of the year	8	503,664	503,664	1,297,632
Cash and cash equivalents at the end of the year	8	1,347,053	444,752	503,664

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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 2022

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 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 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2022

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. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. 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. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 24b.

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.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

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

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2022

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and 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.

i) Investments

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

j) Property, Plant and Equipment

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

Improvements (funded by the Board) to buildings owned by the Crown or directly by the board 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.

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2022

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

k) Intangible Assets

Software costs

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

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

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

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. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2022

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.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

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) Funds Held for Capital Works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2022

s) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The schools carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

t) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

u) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2022

2. Government Grants

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	3,821,836	3,574,922	3,746,518
Teachers' Salaries Grants	8,886,463	8,000,000	8,815,035
Use of Land and Buildings Grants	2,442,949	3,500,000	2,669,626
Other Government Grants	102,847	91,943	114,828
	15,254,095	15,166,865	15,346,007

3. Locally Raised Funds

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	434,153	346,662	412,552
Fees for Extra Curricular Activities	125,327	25,400	86,798
Trading	6,167	3,570	6,416
Other Revenue	195,136	177,350	187,000
International Student Fees	263,595	188,740	388,144
	1,024,378	741,722	1,080,910
Expenses			
Extra Curricular Activities Costs	154,529	185,700	94,735
Trading	8,147	6,000	8,958
Other Locally Raised Funds Expenditure	29,405	49,000	127,086
International Student - Advertising	22,097	15,957	5,009
International Student - Commissions	35,447	15,652	28,973
International Student - Student Levy	6,743	5,016	5,863
International Student - Employee Benefit - Salaries	172,483	158,833	164,321
International Student - Other Expenses	26,477	26,739	26,197
	455,328	462,897	461,142
Surplus/ (Deficit) for the year Locally raised funds	569,050	278,825	619,768

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2022

4. Community Education revenue and Expenses

	2022 Actual Number	2022 Budget (Unaudited) Number	2021 Actual Number
Community Education Financial Performance			
Number of students per annum	6,459	7,500	7,250
	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Course Fees	734,686	750,000	891,317
TEC Grant Revenue	368,012	368,012	276,745
	1,102,698	1,118,012	1,168,062
Expenses			
Class Materials	70,048	60,000	79,868
Other Expenses	70,125	92,500	97,533
Employee Benefit - Salaries	677,803	659,676	707,453
	817,976	812,176	884,854
Surplus for the year CEC	284,722	305,836	283,208

5. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	488,746	541,879	419,120
Information and Communication Technology	97,611	93,000	98,917
Extra-Curricular Activities	128,343	47,000	232,639
Library Resources	127,081	130,251	145,964
Employee Benefits - Salaries	9,398,242	8,365,924	10,035,421
Staff Development	7,118	42,500	26,593
Depreciation	455,162	427,916	388,397
	10,702,303	9,648,470	11,347,051

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2022

6. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	11,905	12,000	22,781
Board of Trustees Fees	6,215	7,800	4,935
Board of Trustees Expenses	34,272	19,000	5,270
Communication	27,072	20,000	25,094
Consumables	6,827	3,000	6,896
Legal Fees	150	2,000	16,184
Other	133,484	108,300	107,283
Employee Benefits - Salaries	1,665,214	1,434,355	582,936
Insurance	53,567	40,942	39,040
Service Providers, Contractors and Consultancy	-	222,855	233,528
	1,938,706	1,870,252	1,043,947

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 \$76,031, which is included in other Government Grants.

7. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	21,102	20,000	20,125
Consultancy and Contract Services	342,365	314,832	293,871
Cyclical Maintenance Provision	41,046	35,000	59,969
Grounds	4,812	5,000	2,126
Heat, Light and Water	151,486	110,000	102,730
Rates	13,741	15,000	14,770
Repairs and Maintenance	163,966	111,100	151,596
Use of Land and Buildings	2,442,949	3,500,000	2,669,626
Security	8,592	9,000	12,440
Employee Benefits - Salaries	277,362	269,988	221,757
	3,467,421	4,389,920	3,549,010

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2022

8. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash on Hand	200	150	200
Bank Current Account	476,853	444,602	503,464
Bank Call Account	870,000	-	-
Cash and cash equivalents for Cash Flow Statement	1,347,053	444,752	503,664

Of the \$1,347,053 Cash and Cash Equivalents, \$5,000 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned. \$524,836 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

9. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	46,781	112,256	99,356
Interest Receivable	10,307	20,000	17,500
Teacher Salaries Grant Receivable	734,267	745,000	729,920
	791,355	877,256	846,776
Receivables from Exchange Transactions	57,088	132,256	116,856
Receivables from Non-Exchange Transactions	734,267	745,000	729,920
	791,355	877,256	846,776

10. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	1,450	2,000	758
School Uniforms	564	1,000	564
	2,014	3,000	1,322

11. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	1,649,968	2,199,556	2,393,297
Total Investments	1,649,968	2,199,556	2,393,297

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2022

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Buildings	2,410,666	59,436	-	-	(76,816)	2,393,286
Leasehold Improvements	14,697	2,379	-	-	(1,534)	15,542
Furniture and Equipment	480,786	222,671	(93)	-	(120,700)	582,664
Information Technology	388,688	128,568	-	-	(149,829)	367,426
Motor Vehicles	57,750	1,651	(620)	-	(11,910)	46,871
Leased Assets	267,623	13,079	-	-	(80,072)	200,630
Library Resources	112,215	26,291	-	-	(14,301)	124,205
Balance at 31 December	3,732,425	454,075	(713)	-	(455,162)	3,730,624

The net carrying value of equipment held under a finance lease is \$200,630 (2021: \$267,623)

	2022 Cost or Valuation	2022 Accum Depn	2022 Net Book Value	2021 Cost or Valuation	2021 Accum Depn	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	3,356,825	(963,539)	2,393,286	3,297,389	(886,723)	2,410,666
Leasehold Improvements	17,325	(1,783)	15,542	14,946	(249)	14,697
Furniture and Equipment	2,099,353	(1,516,689)	582,664	1,887,591	(1,406,805)	480,786
Information Technology	1,488,571	(1,121,145)	367,426	1,360,003	(971,315)	388,688
Motor Vehicles	100,844	(53,973)	46,871	136,971	(79,221)	57,750
Leased Assets	328,881	(128,251)	200,630	315,803	(48,180)	267,623
Library Resources	333,315	(209,110)	124,205	307,024	(194,809)	112,215
Balance at 31 December	7,725,114	(3,994,490)	3,730,624	7,319,727	(3,587,302)	3,732,425

13. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	351,184	210,519	181,324
Accruals	35,328	31,500	11,544
Employee Entitlements - Salaries	734,267	745,000	729,920
Employee Entitlements - Leave Accrual	117,629	110,000	109,945
	1,238,408	1,097,019	1,032,733
Payables for Exchange Transactions	1,238,408	1,097,019	1,032,733
	1,238,408	1,097,019	1,032,733

The carrying value of payables approximates their fair value.

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2022

14. Revenue Received in Advance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
International Student Fees in Advance	395,235	150,000	70,000
Community Education Fees in Advance	147,041	136,251	160,193
Other Revenue in Advance	6,341	-	16,682
	548,617	286,251	246,875

15. Provision for Cyclical Maintenance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	338,185	338,185	321,211
Increase/ (decrease) to the Provision During the Year	41,046	24,170	44,661
Use of the Provision During the Year	(24,840)	(24,840)	(27,687)
Provision at the End of the Year	354,391	337,515	338,185
Cyclical Maintenance - Current	242,084	225,210	65,750
Cyclical Maintenance - Non current	112,307	112,305	272,435
	354,391	337,515	338,185

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the schools 10 Year Property plan prepared by a Ministry Engaged Consultant.

16. Finance Lease Liability

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	84,005	70,715	68,783
Later than One Year and no Later than Five Years	112,649	98,435	196,233
Future Finance Charges	(17,390)	-	(27,080)
	179,264	169,150	237,937
Represented by			
Finance lease liability - Current	74,975	70,715	68,783
Finance lease liability - Non current	104,289	98,435	169,153
	179,264	169,150	237,936

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2022

17. Funds held in Trust

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	340,087	9,500	103,871
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>340,087</u>	<u>9,500</u>	<u>103,871</u>

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

18. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 8.

2022		Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Access to Roof	<i>In Progress</i>	(23,312)	27,119	(3,807)	-	-
Replace Carpets	<i>In Progress</i>	(2,379)	-	-	2,379	-
Switchboard Protection	<i>In Progress</i>	33,393	20,603	(53,996)	-	-
Tennis Court Refurbishment	<i>In Progress</i>	12,787	46,700	(28,319)	-	31,168
Key Replacement	<i>In Progress</i>	(22,119)	22,119	-	-	-
Replace Roof Coverings	<i>In Progress</i>	4,701	-	(36,369)	-	(31,668)
Refurbish Two Classrooms	<i>In Progress</i>	(14,810)	28,982	(14,173)	-	-
Learning Support Modification	<i>In Progress</i>	8,651	276	(8,927)	-	-
Turf Project	<i>In Progress</i>	250,000	-	(902,801)	755,278	102,477
Window Leak Remediation	<i>In Progress</i>	12,644	-	(13,550)	-	(906)
Block F Refurb Façade	<i>In Progress</i>	-	-	(13,767)	-	(13,767)
Block LM Strengthening Library	<i>In Progress</i>	-	338,300	(42,127)	-	296,173
Blocks A & LM Replace Lifts	<i>In Progress</i>	-	204,100	(8,505)	-	195,595
Level 1 Toilets	<i>In Progress</i>	-	-	(4,677)	-	(4,677)
Emergency Response - Leak	<i>In Progress</i>	-	-	(8,727)	-	(8,727)
Poly High Slip	<i>In Progress</i>	-	13,900	(12,000)	-	1,900
Totals		<u>259,557</u>	<u>702,099</u>	<u>(1,151,745)</u>	<u>757,657</u>	<u>567,569</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	627,313
Funds Receivable from the Ministry of Education	(59,745)
	<u>567,569</u>

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2022

18. Funds Held for Capital Works Projects (cont.)

2021		Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Lift Replacement	<i>Completed</i>	(1,921)	1,921	-	-	-
Access to Roof	<i>In Progress</i>	(1,952)	-	(21,360)	-	(23,312)
Dust Extraction System	<i>Completed</i>	23,512	13,120	(36,632)	-	-
CCTV Extension	<i>Completed</i>	15,994	10,585	(26,579)	-	-
Rusty Pipework	<i>In Progress</i>	85,752	12,925	(98,677)	-	-
Replace Burst Heating Pipe	<i>In Progress</i>	(4,122)	4,122	-	-	-
Replace Carpets	<i>In Progress</i>	(12,577)	12,616	(2,418)	-	(2,379)
Switchboard Protection	<i>In Progress</i>	(12,790)	102,250	(56,067)	-	33,393
Tennis Court Refurbishment	<i>In Progress</i>	16,115	-	(3,328)	-	12,787
Key Replacement	<i>In Progress</i>	(33,600)	-	(3,465)	14,946	(22,119)
Replace Roof Coverings	<i>In Progress</i>	200,149	391,677	(587,125)	-	4,701
Refurbish Two Classrooms	<i>In Progress</i>	103,436	127,025	(245,270)	-	(14,810)
Learning Support Modification	<i>In Progress</i>	-	56,530	(47,879)	-	8,651
Turf Project	<i>In Progress</i>	-	250,000	-	-	250,000
Window Leak Remediation	<i>In Progress</i>	-	12,644	-	-	12,644
Totals		377,996	995,415	(1,128,800)	14,946	259,557

19. Related Party Transactions

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

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.

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2022

20. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	6,215	4,935
<i>Leadership Team</i>		
Remuneration	652,638	756,865
Full-time equivalent members	4.30	5
Total key management personnel remuneration	658,853	761,800
Total full-time equivalent personnel	4.30	5.00

There are 11 members of the Board excluding the Principal. The Board had held 10 full meetings of the Board in the year. The Board also has Finance and Property Committees that meet regularly. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	210 - 220	200 - 210
Benefits and Other Emoluments	5 - 6	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
140 - 150	1	-
130 - 140	-	2
120 - 130	5	1
110 - 120	7	4
100 - 110	20	20
	33	27

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

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2022

21. 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:

	2022 Actual	2021 Actual
Total	-	-
Number of People	-	-

22. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: nil).

In 2022 the Ministry of Education provided additional funding for both the support staff in School's Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is yet to receive a final wash up that adjusts the estimated quarterly installments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is confirmed, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

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 completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

23. Commitments

Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements with the MoE for capital works as follows:

- \$164,444 contract for tennis court refurbishment which is fully funded by the Ministry of Education. \$68,200 has been received and \$37,031 spent to date.
 - \$764,432 to replace the roof coverings, of which \$7,104 will be funded by the Board. \$681,595 has been received and \$713,263 has been spent to date.
 - \$1,037,890 turf project, of which \$755,277 will be funded by the Board. \$250,000 has been received and \$902,801 has been spent to date.
 - \$25,160 contract for window leak remediation which is fully funded by the Ministry of Education. \$12,644 has been received and \$13,550 has been spent to date.
 - \$1,095,329 project for LM strengthening which is fully funded by the Ministry of Education. \$338,300 has been received and \$42,127 has been spent to date.
 - \$561,400 contract to replace lifts which will be fully funded by the Ministry of Education. \$204,100 has been received and \$8,504 has been spent to date.
 - \$30,000 project to refurbish toilets which will be fully funded by the Ministry of Education. \$4,677 has been spent to date.
- (Capital commitments at 31 December 2021: \$919,604)

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2022

24. Financial Instruments

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

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Financial assets measured at amortised cost			
Cash and Cash Equivalents	1,347,053	444,752	503,664
Receivables	791,355	877,256	846,776
Investments - Term Deposits	1,649,968	2,199,556	2,393,297
Total Financial assets measured at amortised cost	3,788,376	3,521,564	3,743,737
Financial liabilities measured at amortised cost			
Payables	1,238,408	1,097,019	1,032,733
Finance Leases	179,264	169,150	237,936
Total Financial Liabilities Measured at Amortised Cost	1,417,672	1,266,169	1,270,669

25. Events After Balance Date

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

26. 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 and Community Education Centre

Members of the Board

For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expired/ Expires
David Cooling	Presiding Member	Elected	August 2025
Dominic Killalea	Principal	ex Officio	
Evžen Novak	Parent Rep	Co-opted	August 2025
Jorah Ramlan-Pointon	Parent Rep	Elected	August 2025
Nick Tramandounas	Parent Rep	Elected	August 2025
Richard Ngatai	Parent Rep	Co-opted	August 2025
Giovanni Tiso	Parent Rep	Elected	August 2025
Hannah Paton-Smith	Staff Rep	Elected	August 2025
Bella Das	Student Rep	Elected	September 2022
Wyatt Page	Parent Rep	Elected	August 2025
Nicky Birch	Parent Rep	Co-opted	August 2025
Nīkau Edmond Smaill	Student Rep	Elected	September 2022
Solomon Daniel	Parent Rep	Elected	August 2022
Belinda Rynhart	Presiding Member	Elected	August 2022
Annette Atkins	Parent Rep	Elected	August 2022
Jo MacDonald	Parent Rep	Elected	August 2022
Bharat Pancha	Parent Rep	Elected	August 2022
Eve Ashby	Student Rep	Elected	August 2022
Theo Melville	Student Rep	Elected	August 2022

Wellington High School and Community Education Centre

Kiwisport / Statement of Compliance with Employment Policy

For the year ended 31 December 2022

Kiwisport is a Government funding initiative to support students participation in organised sport.

In 2022 the School received total Kiwisport funding of \$34,968 (2021: \$33,741).

The funding was put towards the purchase of new sports equipment at a cost of \$45,700 for the year.

Statement of Compliance with Employment Policy

For the year ended 31 December 2022 Wellington High School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contract of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.



WELLINGTON HIGH SCHOOL
TE KURA TUARUA O TARAIKA KI PUKEAHU

Charter and Analysis of Variance

2022

WELLINGTON HIGH SCHOOL CHARTER

2018-2022

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 Kāhano 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 - 2018 - 2022

Vision We work collaboratively and inclusively to inspire our community of active, connected, free-thinking learners.	Values <ul style="list-style-type: none"> Whānau - we are part of a vibrant community of learners Excellence - We strive to achieve personal and shared excellence. Respect - We work together to create respectful relationships Ora - we value our own and others' wellbeing 	Mission Creating an inclusive, co-educational environment embracing diversity and promoting achievement and mutual respect.
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Whānau - we are part of a vibrant community of learners		Excellence - we strive to achieve personal and shared excellence.	
1. To increase engagement of students, whānau and school community	Whakawhanaungatanga	1. To promote a coherent learner-centred curriculum that celebrates innovation, creativity and rigour.	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 2022

Priority	Goal	Strategy	Actions	Target	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"> Continue our focus on attendance and ensure that students have effective, sufficient and equitable opportunities to learn 	Attendance improvements at all levels and tracking processes improved	TRS
	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, culturally responsive pedagogy that supports and promotes student learning 	Embed culturally relational pedagogies	SLM / MHE w/ Kāhui Ako
		Implement curriculum, policies and practices that are purposefully developed to promote equity, excellence and belonging for all students			
		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 connections with local iwi Build connections with our whānau 	Iwi involved in school decision making; whānau voice involved at governance level	MHE / SLM w/ Kāhui Ako
Excellence - we strive to achieve personal and shared excellence	1. To promote a coherent learner-centred curriculum that celebrates innovation, creativity and rigour.	Identify and respond to the needs of all learners.	<ul style="list-style-type: none"> Continue to develop caring, collaborative, inclusive learning communities 	The school is responding to the needs of its learners and Improvements in care are shown through data collected	DWN w/ Kāhui Ako
		Support our staff to be reflective practitioners so they can design inclusive learning at all levels.	<ul style="list-style-type: none"> Continue to embed our Professional Growth Cycle 	Continue to embed our PGC - all teachers engaged and completing the annual summary	DWN
		Prepare for the implementation of the new NCEA programme, with an emphasis on the purpose of Y11.	<ul style="list-style-type: none"> Support further accord days Explore cross curricular opportunities for literacy and numeracy Remove level 1 as a year 11 qual for most 	Preparation for new NCEA is backed up by a coherent, well-organised programme for TODs	TRS / LSC DWN
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"> Continue to grow the influence and opportunities of the student council 	Student council becomes lead student voice for civic opportunities	TRS
		Enable student voice and involve students in decision making			
	2. Build better respectful relationships within the school community	Model and teach respectful relationships	<ul style="list-style-type: none"> Continue to provide support to teachers re restorative practices for the benefit of akonga 	Increased use of restorative practices reflected in KAMAR data	TRS w/ Kāhui Ako
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 Continue to provide good, coherent COVID communications 	'Group' participation rates at approx 80% school wide.	SLM / DWN / MHE
	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"> Continue to develop our school future development plan 	Future plan developed and shared with community	SLM / SPK / TRS

Analysis of variance 2022

This report contains information related to our actions and outcomes of these actions in 2022. 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? (if there is variance)
- 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 - Attendance improvements at all levels and tracking processes improved

Actions

Strategic actions were taken to improve attendance as follows:

1. Extra Deans added to all year levels with the Co-Dean's brief to develop a plan re: monitoring and tracking, particularly in relation to new students.
2. Set up of a home room project for disengaged students with a youth worker employed.
3. Deans build on work from 2021 with weekly attendance checklists
4. Targets set appropriate to the year level - see below

Year	
9	80% in 90-100% attendance <10% below 80% attendance
10	60% in 90-100% attendance <15% below 80%
11	60% in 90-100% attendance <15% below 80%
12	80% > 80% attendance
13	75% > 80% attendance

Outcome

Making any judgements about attendance based on data for the last 3 years is quite fruitless. We know that we are continuing to engage staff in relation to the importance of attendance and its link to achievement. I have included comparative data from terms 1 and 3 over the last 3 years. Although 2020 and 2021 had their own distortions with lockdown periods, the real hit to attendance data occurred in 2022 when Omicron hit.

Term 1 Attendance matters data - 2020 to 2022

		% of students attending (% of days)				
Level	Year	90-100	80-90	70-80	0-70	% students >80%
9	2020	66.7	22.8	7.0	3.5	89.5
	2021	76.0	13.9	5.9	4.2	89.9
	2022	60.8	21.3	9.9	8.0	82.1
10	2020	52.3	24.6	12.9	10.2	76.9
	2021	59.6	28.2	6.3	5.9	87.8
	2022	52.6	23.7	10.4	13.3	76.3
11	2020	46.8	33.8	10.3	9.1	80.6
	2021	54.9	25.5	8.4	11.3	80.4
	2022	47.7	30.3	9.9	12.2	78

12	2020	40.6	27.3	17.1	15.0	67.9
	2021	47.5	25.3	13.0	14.2	72.8
	2022	38.2	29.3	13.2	19.3	67.5
13	2020	39.7	26.1	19.1	15.2	65.8
	2021	35.7	33.6	11.6	19.1	69.3
	2022	28.6	25.4	12.3	33.7	54
All	2020	49.3	26.9	13.2	10.6	76.2
	2021	55.0	25.2	8.9	10.8	80.2
	2022	45.6	26.1	11.1	17.2	71.7

Term 3 Attendance matters data - 2020 to 2022

		% of students attending (% of days)				
Level	Year	90-100	80-90	70-80	0-70	% students >80%
9	2020	68.1	20.0	5.6	6.3	88.1
	2021	68.2	16.3	7.3	8.3	84.5
	2022	46.0	30.0	12.9	11.0	76
10	2020	57.6	23.3	8.9	10.1	80.9
	2021	67.2	16.2	8.3	8.3	83.4
	2022	37.5	37.2	8.5	16.7	74.7
11	2020	59.0	19.4	9.0	12.7	78.4
	2021	54.3	21.7	7.2	16.7	76
	2022	42.7	28.7	11.7	17.0	71.4
12	2020	48.4	28.0	12.2	11.5	76.4
	2021	35.0	28.1	15.6	21.3	63.1
	2022	34.5	21.4	16.4	27.8	55.9
13	2020	39.3	32.6	10.9	17.2	71.9
	2021	23.0	25.7	21.5	29.9	48.7
	2022	16.6	19.4	18.6	45.3	36
All	2020	54.9	24.5	9.3	11.4	79.4
	2021	50.3	21.4	11.7	16.5	71.7
	2022	35.9	27.8	13.4	22.9	63.7

The data below also reflects the Omicron factor with attendance in 2022 being the lowest recorded in the last 8 years.

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%
2021	90.7%	89.4%	86.9%	84.2%	80.2%	86.8%	-0.2%
2022	87.0%	83.7%	83.3%	79.7%	70.7%	80.9%	-5.9%

It seems a little strange to say it but overall, we are pleased with the progress we are making in the area of attendance, despite the less than glowing figures. We hope that a more 'regular' year awaits which will help us to know whether the interventions we are putting in place are working.

Reasons for the variance

As mentioned above, it is impossible to make any comparisons to previous years when COVID had such a profound effect on attendance. What was really pleasing was that changes in our practice meant that remote learning was always possible and students were able to stay engaged with learning, even if they weren't physically at school. The 'Omicron effect' was between 3.6% to 10% across the year levels.

Evaluations - where to next?

We will continue our focus with students, teachers and whānau that the most important ingredient to success (in whatever form that takes) is attendance. This is not to suggest that passive engagement will lead to success but the first step is being in classes as much as possible. And data, year-in year-out, shows this.

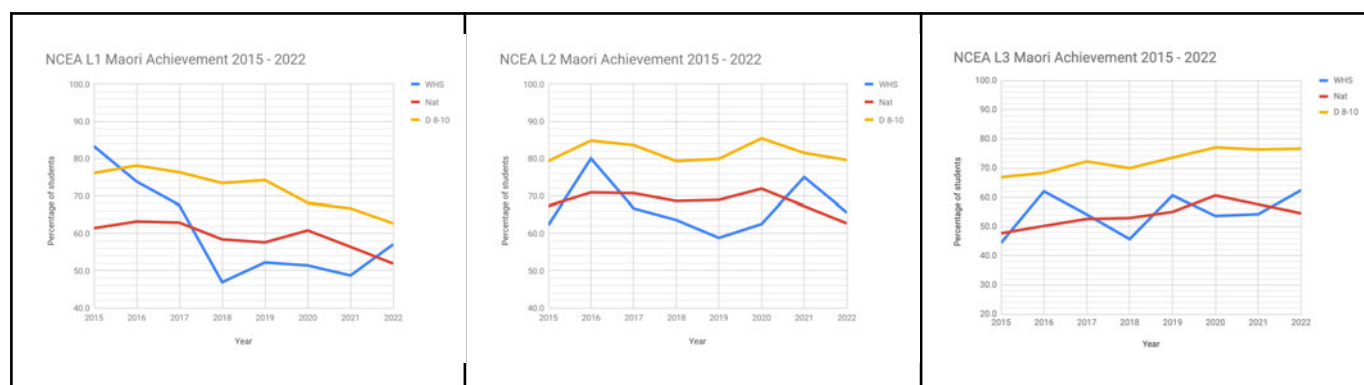
Target 2 - Embed culturally relational pedagogies

Actions

1. Creation and delivery of Aotearoa Studies course (delivering Aotearoa Histories curriculum at year 10)
2. Supporting our HoFs to lead in this space
3. Continued engagement with Poutama Pounamu
4. Continuation of the Ngā manaakitanga programme
5. Continuation of the partnership with BGI and Onslow College to support attendance, engagement and success.
6. Support our Creatives in School project
7. Investigate and create more courses based in Mātauranga Māori
8. Continue to grow Te Reo Māori

Outcome

1. Achieved - this was run for the first time in 2022.
2. Achieved - HoFs were required to show how they were leading in this space and present to their peers in HoFs meetings throughout the year. Specifically, HoFs were tasked with leading culturally responsive pedagogy / inclusion in their respective faculties, considering this in light of the first two capabilities in the [Leadership Framework](#).
3. Not Achieved - this fell away this year as the leadership of Poutama Pounamu completely changed and there seemed to be difficulties in maintaining continuity with previous work.
4. Achieved - this has been a huge success that may not be reflected as much in achievement as in the engagement and success that the students have felt, who have been engaged in the programme. Our overall results data for our Māori students reflects the effect that this initiative has had on academic success. Wellington High School is represented by the blue line, decile 9 is yellow, national is red.



5. Achieved - several successful wananga were run this year, albeit with the constant threat of Omicron.
6. Our project this year was Pūrangiāho - a mentorship based project where students were able to build a stronger understanding of modern Māori performance through theatre.

7. This year we introduced Year 10 Aotearoa Studies, and Māori Studies at a senior level. We also saw greater work in faculties to incorporate more Māori content in an appropriate way.
8. Achieved - we have now reached 5 years with our Te Ao Māori course that we introduced at year 9 in 2018. This means that the majority of students in the school have experienced this course. This has had a resultant effect on numbers choosing to take Te Reo Māori. In 2022, the numbers were as follows:
Year 10 - 55 students
Year 11 - 28 students
Year 12 - 20 students
Year 13 - 15 students
These numbers are higher than the numbers of students studying any other languages (apart from English) that we offer and the numbers reflect a lot of hard work that has been put in by our Māori language teachers.

Evaluations - where to next?

We continue to look for opportunities to increase our understanding of mātauranga Māori, Māori knowledge and incorporate this into our planning. It is pleasing and exciting that some of our senior students are able to immerse themselves in a curriculum that is heavily based in Te Ao Māori and we want to continue to provide more opportunities in this respect.

Target 3 - Iwi involved in school decision making; whānau voice involved at governance level

Actions

1. Co-option at board governance level for greater Māori representation
2. Update the Te Whānau a Taraika webpage on the school website
3. Mana whenua representation at the design table in discussions involving the design of a new school

Outcome

1. Achieved - two members were co-opted onto the new Board that sat for the first time in term 3. This is really positive for the school. Both of the new Board members are active in our Te Whānau rōpū. Te Whānau a Taraika has met at least twice a term this year in online hui. Also, Te Whānau a Taraika were belatedly involved in developing the job description and appointment to a newly created position in 2023 - He Kai Whakapuapua.
2. Achieved
3. Achieved - The Kāhui Ako has been trying to build relationships with mana whenua with some success in 2022. There is now consultation with mana whenua in relation to future school planning.

Evaluations - where to next?

We want to continue to build our whānau rōpū and Whakamarurangi Chadwick has been appointed to a position as He Kaiwhakapuapua to lead this work.

Strategic Priority 2

Excellence - We strive to achieve personal and shared excellence.

Target 1 - The school is responding to the needs of its learners and improvements in care are shown through data collected

Actions

1. Emphasising and building connection by focusing on the 'caring' aspect from Wellbeing@School data - ie teachers getting to know their students, students feeling connected to the school. Note that there is a strong overlap with culturally relational work.
2. PLD organised to strengthen inclusive practice with learning services running the [first meeting of the year on inclusion](#).
3. Performance Growth Cycles (PGC) foci are based around the two key school areas for improvement: culturally sustaining practices and inclusion.
4. A rōpū programme is run to support students better and create better relationships for learning between rōpū teachers and students.

Outcome

1. An important aspect of the connection between home and the school in COVID times has been the strong communications with students and home. This has been much remarked upon by our community. This has also involved shifts in practice, not only to remote and hybrid learning where we think 'online first' as we plan but also to how we can include more of our learners through our planning.
2. Staff meetings in 2022 had an inclusive focus, Shannon Hennig provided staff PLD, and HoF meetings were based around inclusion and culturally sustainable practices. The inclusive focus addressed neurodiversity, gender diversity, anti-racism, class culture and Universal Design for Learning (UDL). Despite the good intentions, there is no doubt that COVID impacted staff more profoundly than previous years and sometimes sessions that were set aside for PD had to be used as 'wellbeing' breaks.
3. HoFs are responsible for making sure teachers in their faculty have a PGC focus (inclusion based) and a clear plan for PD. Teachers discuss plans with their HoF and have at least two meetings per year. Organising this along faculty lines strengthens the work by providing more regular opportunities for faculty members to connect with each other around similar foci. However, allowing staff to choose may have affected the opportunity to embed some practices and this has been addressed for 2023.
4. Time was allocated to a rōpū programme throughout the year including 2 x rōpū hours each term. One of the Deputy Principals oversaw this work and we believe its success is part of what we are seeing in overall results data - see below.

Reasons for the variance

The two biggest factors affecting PLD this year were the Omicron COVID outbreak and teacher choice with PLD and PGC. Omicron meant that plans needed to change as staff absence affected continuity of PLD and staff needed extra time to deal with teaching pressures. As I have previously noted, by giving staff choice in their PGC focus, we may have diluted the effect of being able to embed one or two strong philosophies.

Evaluations - where to next?

We decided at the end of 2022 that all staff PLD in 2023 would be around a singular focus (and that PGC planning would fit into that focus). We have created a better structure to have more staff PLD in 2023 focused on culturally sustainable pedagogies.

Historical NCEA Achievement 2015 - 2022

The historical aggregated data contains some interesting trends, some of which cannot be seen with these numbers. The point of this section is to dig a little deeper into the stories behind the data and further observe some of the trends that we have noticed over time.

On the face of it, level 1 has indicated a remarkable improvement over the last two years. However, this is against a national trend away from assessing against the level 1 qualification. Our own plan remains to move away from the level 1 qualification in 2024.

At level 2, we had our best result in at least 17 years.

At level 3, we continued our improvement although the result was a little down on the previous cohort.

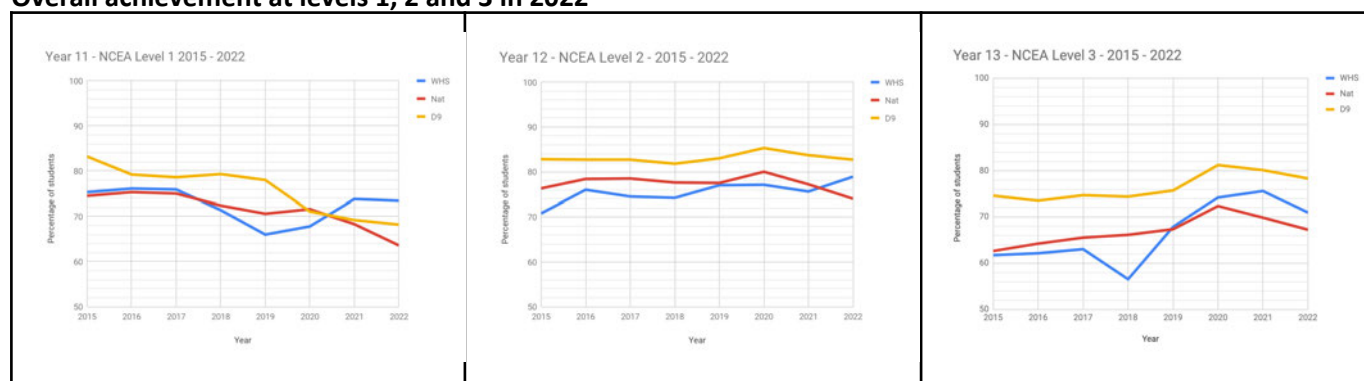
	WHS	WHS	WHS	WHS	Nat	Nat	Nat	Nat	D9	D9	D9	D9
	L1	L2	L3	UE	L1	L2	L3	UE	L1	L2	L3	UE
2015	75.3	70.8	61.7	50.3	74.5	76.3	62.6	48.1	83.2	82.8	74.6	64.9
2016	76.1	76.0	62.1	49.8	75.3	78.4	64.2	48.8	79.2	82.7	73.5	64
2017	75.9	74.5	63.0	50.6	75.0	78.5	65.5	48.9	78.6	82.7	74.7	64.1
2018	71.4	74.2	56.5	46.0	72.4	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	83	75.7	64
2020	67.8	77.1	74.2	60.3	71.6	80	72.3	53.6	71.1	85.3	81.2	69.2
2021	73.8	75.6	75.6	54.3	68.3	77.2	69.8	50.3	69.2	83.7	80.1	67.7
2022	73.4	78.9	70.9	54.3	63.6	74	67.2	48.2	68.2	82.7	78.3	65.2

The blue line below is our school's performance compared to the yellow line (decile 9 schools) and the red line (national data). The last couple of years have seen pleasing improvements related to overall achievement. The

reasons for this are not so clear and could relate to a number of factors. I have listed some of these possible factors below:

- The population of the school is changing, certainly from what it was 10 years ago
- Collective resilience "... is the outcome we achieve when we build schools and communities that enable belonging and inclusion; where people feel safe to contribute, to learn and to make mistakes; where it's safe to challenge, express alternative viewpoints, to innovate and change" (Dr Denise Quinlan - Co-Founder, NZ Institute of Wellbeing and Resilience). Collective resilience has played a part in these results. We build a school of care, we are known for it region-wide and it helps us in difficult times in particular. It is not surprising that we would perform better as a school relative to other schools in the last few years because of the type of school we are. This collective resilience is built through subject classes and rōpū.
- Flexible assessment dates may have been a factor - these are used in Mathematics, English and Social Sciences and allow students to organise their time better so that assessments are not all due at the same time.
- Ngā manaakitanga initiative - this has definitely had an effect in raising the academic achievement for a group of learners which raises overall achievement.
- Literacy and numeracy targeting and tracking - our huge improvements in this area, particularly in the last two years have obviously affected overall achievement, particularly at level 1.
- SAC (Special Assessment Conditions) students performing better - data from 2022 suggests that barriers to assessment have mostly been lifted for a significant group of students in the school. In 2022, there were 219 students across years 11 to 13 who were receiving extra supports for assessment. It is notable that at year 13 in 2022, our SAC students (57) achieved at a higher rate than the whole cohort (78.9% v 70.9%).

Overall achievement at levels 1, 2 and 3 in 2022



Literacy and numeracy at level 1 in 2022

This was an area that was having an effect on our overall achievement in previous years. Our achievement at level 1 had declined in both areas. We put in place an intervention by advertising for a numeracy and literacy coordinator to oversee and track students at risk of not achieving literacy and numeracy and coordinate opportunities for students to achieve in these areas. The intervention was specifically at level 1 as this was where results had declined considerably. We appointed two of our HoFs to this position in 2021 and one of our HoFs continued with this work in 2022. Their work over these two years involved:

- Creating regular lists of students who were most at risk of not achieving the requirements,
- Looking at the relationship between non-achievement of literacy and numeracy and related PATs at year 9 and 10 to better predict our target group
- Regular meetings with the Mathematics and English faculties with relevant data
- Providing extra opportunities throughout the year, if possible, for achievement - in reality this became only possible during our opportunities week in term 4

This work has been successful and this success can be seen in the tables and graphs below. At year 11, level 1 literacy has increased over the last 3 years by 9.5 percentage points; level 1 numeracy has increased by 7 percentage points.

Level 1 literacy and numeracy are currently prerequisites for NCEA levels 1, 2 and 3 and they will be a co-requisite for the new NCEA qualifications (in other words, the credits earned in these areas won't count towards the new qualifications but they will be required for achievement of those qualifications).

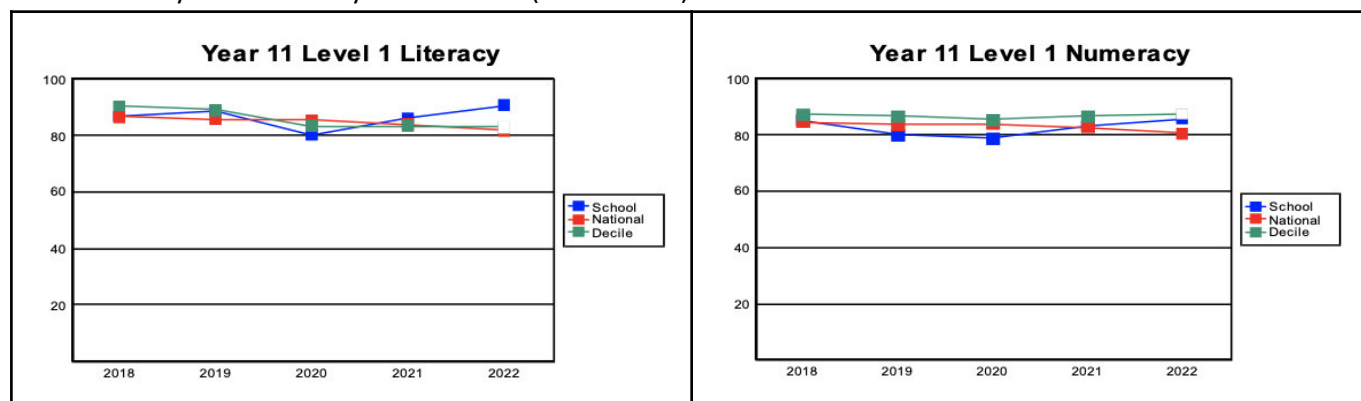
Literacy achievement (2018 - 2022)

	WHS			National			Decile 9		
	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2018	86.5	93.5	97.1	86.2	93.3	94.4	90.1	92.3	91.4
2019	88.3	92	95.5	85.5	92.8	94.6	88.7	93.1	92.8
2020	79.9	93.7	96.1	85.1	92.7	94.4	83.1	92.8	93.7
2021	85.8	92.3	96.9	83.6	92.2	94.2	83.1	92.5	93.2
2022	90.4	93.8	95.3	81.4	91.2	94	82.7	92.3	93.3

Numeracy achievement (2018 - 2022)

	WHS			National			Decile 9		
	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2018	84.9	94.4	96.2	84.4	92.4	93.8	87	90.5	90.4
2019	79.7	94.6	97	83.4	91.8	94	86.5	91.4	91
2020	78.4	92.3	96.5	83.6	91.7	93.7	85.2	91.5	92.2
2021	83	91.2	97.7	82.5	91.3	93.6	86.4	91.6	92.5
2022	85.4	93.1	96.9	80.3	90.1	93.3	87.3	91.9	92.8

Level 1 literacy and numeracy achievement (2018 - 2022)



Target 2 - Continue to embed our Professional Growth Cycle - all teachers engaged in Professional Growth Cycle and completing the annual summary

Actions

1. In term 4 2021, we reviewed [staff feedback](#) in order to plan for 2022
2. In term 1 2022, we set up our PGC Google classroom
3. Run PLD related to the [WHS Quality Practice Template](#) for staff
4. Support HoFs / staff through the year to engage in PLD that supports inquiry and engage with HoFs re next steps

Outcome

1. Our review included confirming the requirements from the Teaching Council and PPTA and developing our annual summary sheet. We drafted a model of professional learning to support: staff working on culturally relational and inclusive practice in the context of their classes, peer coaching, inquiry, and connecting faculties. In addition, it needed to be a light touch, high trust model that supported line managers to attest staff annual summaries with confidence. The model was shared with HoFs and SLT.

2. This was achieved with the Google classroom providing resources, including refined 'running record style' observation and coaching conversation templates.
3. This was achieved and clarified the approach for the year, inviting staff to commit to a focus related to effective teaching.
4. We spent time through the year supporting HoFs by strengthening the systematic approach by: reminding them to meet / check in with their staff and of their obligations to Te Tiriti for their team in this process (T2W1). In addition, we collected [staff need / focus areas](#) and we ran [another staff session](#) with support from SCTs in mid year. In term 3, Shannon Hennig delivered PLD in relation to neurodiverse students, and sessions were devoted to staff being able to further their own PLD needs (as per the focus areas). Our aim for the end of the year documentation was to receive annual reports from 100% of eligible staff. This was not achieved with the real figure being 69 out of 97 (71%) completing appropriate paperwork. This is not to suggest that there are any problems with the staff where there is no paperwork. I can see administrative errors in the results eg 9 staff were not members of the Google classroom where the paperwork was posted.

Reasons for the variance

There is no doubt that 2022 was the most difficult COVID year we have experienced as a staff. This meant that with all the best intentions we weren't able to achieve some of our goals. This was particularly the case in relation to PLD where staff Wednesday morning sessions needed a greater wellbeing focus than we were initially anticipating. When scaling back plans the focus always had to be on the needs of our students and there are difficult decisions to make when PLD is geared towards shifting practice for all staff to address those needs against a need for rest and care. However, COVID has been extraordinary and accommodations have had to be made.

Evaluations - Where to next?

We have set up really good systems for the PGC now. In 2023, it will be just a case of onboarding new staff to what the PGC looks like at WHS. Our new Deputy Principal, Rebecca Rāpira-Davies has this as part of her portfolio.

Target 3 - Preparations for new NCEA is backed up by a coherent, well-organised programme for Teacher Only Days (TODs), level 1 is removed as a qualification for most from 2024

Actions

1. In exploring the new qualification we have also been looking at data in relation to current literacy and numeracy requirements and how this relates to the new co-requisite. In addition, we have been investigating how the literacy numeracy data equates with other data we collect (ie PATs).
2. In 2021, two members of the HoF team were appointed to oversee literacy and numeracy tracking, with further oversight from the Principal, and this was continued in 2022 by one HoF.
3. Teacher only days were organised to enable collaboration across schools and allow for whole school and faculty work. Whole school emphases involved the new literacy and numeracy standards and the weaving of mātauranga māori into planning.
4. The school conducted surveying of parents, students and teachers in relation to the removal of level 1.

Outcome

1. The mathematics faculty spent 2022 using a new tool to identify numeracy and literacy 'readiness' - PaCT. All year 9 and 10 students were linked from KAMAR to PaCT and then to NZQA. The mathematics faculty used the progression framework to place students on the signpost curriculum ready for possible first pilot entry in the April file upload, with first testing in week 9 of term 2. 233 students in year 10 gained the numeracy co-requisite (out of a possible 308). However, after a year of trialling the PaCT tool, it was felt that there were better ways to assess readiness. New numeracy standards were piloted and mathematics teachers met regularly to support each other with the new standards.
2. Literacy and numeracy tracking involved providing regular updates and tracking lists to English and Mathematics faculties, specifically in relation to literacy and numeracy. Follow up meetings were organised with these faculties where students at risk were highlighted and strategies and support were sought to improve results. At the end of the year, during opportunities week, students who were still struggling to achieve literacy and numeracy were given further opportunities to achieve literacy and numeracy.
3. Teacher only days have mixed whole school sessions, faculty sessions and cross school sessions. The time to look at the new materials has been well-received but materials have not always been to the standard that teachers need to prepare well for changes. In addition, there is something wrong with approaching a refresh of assessment before refreshing the curriculum. This is being addressed to a degree with

announcements about curriculum refresh but this type of thinking at the top level makes it difficult for teachers.

4. The decision was made during 2022 to abandon the level 1 qualification when the new qualification is implemented, starting in 2024. This was foreshadowed in communications from the Principal and officially announced at the end of year junior prizegiving and in follow up communications home. Although surveying showed that parents and students were in favour of keeping the qualification, the school's view is that the impact of having 3 levels of NCEA assessment is too great on students and teachers and serves no useful purpose in terms of pathway planning. The school has decided that year 11 in the future will involve some NCEA assessment (so that students can, in a sense, 'try before they buy'). That assessment may be at level 1 or level 2, depending on the subject area.

Evaluations - where to next?

The ministry has allowed schools two more 'NCEA' TODs that can be taken during school terms, to allow for further planning for 2024 and beyond. The school will use these opportunities to establish very clear plans in relation to year 11 in 2024 and planning for year 12 in 2025 and year 13 in 2026.

Strategic Priority 3

Respect - We work together to create respectful relationships.

Target 1 - Student council becomes the lead student voice for civic opportunities

Actions

1. Monthly meeting schedule attached, Deputy Principal overseeing.
2. Student council raise profile by meeting with SLT once a term, introducing themselves at year level assemblies, attending regional hui

Outcome

1. The start of the year is always slightly fraught for the student council as it attempts to navigate the constitution and the rules put in place by the previous version. In 2022 we started to gain traction with the council as a powerful student voice in the school. Leadership was easier and data from Wellbeing at School will be interesting this year in terms of the key question around students having a say in what happens at school. Previously this data had reflected improvements in this area moving from 58% feeling this way in 2019 to 66% in 2021 - see below.



2. Achieved to some degree although the termly meetings with SLT didn't occur. Perhaps there was no need for these as a member of SLT oversees the council and the Principal meets with the Board reps (who are also on the council) monthly anyway. Students introduced themselves to their year levels at assemblies and members enjoyed having regional representation and connecting with students from other schools.

Evaluations - where to next?

We will continue to push the student council as the prime channel of student voice in the school. A number of issues arose last year where it was good to direct to student council and this has been a change from SLT dealing with particular issues.

Target 2 - Increased use of restorative practices is reflected in KAMAR data

Actions

1. Restorative training provided to new teachers (PCTs) and teachers new to the school

Outcome

1. In 2021, we trained more teachers to be able to facilitate larger restorative conferences. This group includes all of our Deans and another eight staff members. In 2022, we were able to draw on this 'resource' to train new staff and staff new to the school. The effect of this ongoing training should be a change to the way that behavioural incidents are dealt with and a lessening of involvement at the senior level.

I have included data collected from KAMAR below. Firstly, the following table gives information in relation to where our pastoral focus needs to be related to year levels. The pastoral items are categorised under broad headings of Attendance, Classroom, Discipline, Guidance and Other. Generally, the Discipline category is the more high level incidents and a total of 203 in a year in a school of 1400 students is a reasonable result. (This data can be found under Reporting > Statistics > Pastoral).

	2021						2022					
Incident type	9	10	11	12	13	Total	9	10	11	12	13	Total
Attendance	157	240	281	200	247	1125	149	289	142	163	214	957
Classroom	571	511	554	387	459	2482	270	438	179	118	115	1120
Discipline	72	66	32	20	13	203	64	116	13	30	6	229
Guidance	66	184	96	42	88	476	91	131	206	88	54	570
Other	466	464	382	362	320	1996	333	575	499	310	178	1895
Totals	1332	1465	1345	1011	1127	6282	907	1550	1039	709	567	4772

The table below gives an indication on how our ways of dealing with incidents are tracking over time. This table contains aggregated data in relation to behavioural incidents reported in KAMAR from 2020 to 2022. Note that all of the incidents reported are specifically those classified in KAMAR as 'Discipline' (this data can be viewed onscreen in the pastoral section of KAMAR - Pastoral - Manage - reasons - Discipline - state the dates)

	2020			2021			2022		
Incident	No.	Stand down / suspension	Apology / restorative	No.	Stand down / suspension	Apology / restorative	No.	Stand down / suspension	Apology / restorative
Abuse of staff	13	5	1	9	4	5	13	2	11
Alcohol	5	5	0	3	1	2	3	0	3
Assault	8	3	1	9	8	1	23	12	11
Dangerous behaviour association	12	1	1	4	0	4	5	0	5
Bullying	9	0	1	7	0	7	3	0	3
Computer network misuse	6	0	0	5	0	5	1	0	1
Continual disobedience	11	1	0	11	1	10	17	9	8
Dangerous behaviour	5	2	1	9	2	7	9	0	9
Fighting	13	8	0	7	6	1	8	0	8
Gross misconduct	10	8	0	8	8	0	9	8	1
Drug use	11	8	0	9	9	0	8	5	3
Out of bounds				44	0	44	70	0	70
Smoking	43	0	0	20	0	20	16	0	16
Theft	7	4	0	4	3	1	4	1	3
Unacceptable behaviour	39	0	10	41	1	40	33	0	33
Vandalism	3	0	0	10	1	9	5	0	5
Totals	195	45	15	203	44	156	227	37	190

Although the number of disciplinary incidents increased in 2022, the number of stand downs and suspensions decreased. The rise in assault figures is disturbing but 23 incidents usually reflect a perpetrator and a victim(s). A decrease in stand downs and suspensions also means that we are dealing with a greater number of incidents using restorative practices. It is also noticeable, particularly from 2020 data, that we are identifying certain behaviours where we feel we need to stand down / suspend and others where we feel a restorative approach is more effective. It should also be noted that in most cases where a stand down or suspension is used, we also try and run restorative return meetings.

Strategic Priority 4

Ora - We value our own and others' wellbeing

Target 1 - Group participation rates are at approximately 80% school-wide

Actions

1. Continue with Aroha Day at the start of the year for initial sign ups, promote sport during assemblies.
2. Implement and consolidate Sporty software for registering students and removing some of the administrative burden associated with running sport in a school.

Outcome

1. We haven't achieved our 80% participation rate for 'group' activities, in fact, we are nowhere near it. Our KAMAR student management system recorded that 755 students out of 1464 (51.6%) were engaged in some co-curricular activity in 2022. However, across all of the time students have been here, 1056 students out of 1464 (72%) have been engaged in some co-curricular activity. This figure is closer to our aim! We continue to promote connection through Aroha Day and other communications. However, the lack of assemblies meant that this was more difficult in a COVID environment. In addition, sport was difficult with cancellations more frequent in competitions with other schools. Although participation in sport had increased modestly between 2019 (37%) and 2021 (41%) we saw a decline in 2022 with only 35% of students participating in sport. At the same time, approximately 20% of our staff are involved in sport and this is reasonably healthy. In addition to sport involvement, our students involve themselves in a number of activities and clubs. Sometimes the recording of this information is not as accurate as it could be and this reflects in a lower than expected participation rate below. There is an interesting connection between connection to a sport/club/cultural endeavour and achievement which is outlined in the table below. I have compared a student's involvement in at least 1 group on our SMS, KAMAR, last year (2022) with their NCEA result (based on initial data published in January 2023). The NCEA result reflects where there has been certificate endorsement.

	Year 11		Year 12		Year 13
Number of students in 1 or more group	139		139		136
Percentage in 1 or more group	45%		46.3%		48.1%
Ave number of groups - students with E	1.7		2.2		3.3
Ave number of groups - students with M	1.7		1.6		2.8
Ave number of groups - students with A	0.6		1.3		1.3
Ave number of groups - students with N	0.5		0.4		0.6
Total number of students	309		300		283
Number of students with Excellence endorsement	49		46		35
Number of E students in 1 or more group	33		33		27
Percentage of E students in 1 or more group	67.3%		71.7%		77.1%
Number of students with Merit endorsement	101		60		52
Number of M students in 1 or more group	62		34		37
Percentage of M students in 1 or more group	61.4%		56.7%		71.2%
Number of students with A result	73		114		102

Number of A students in 1 or more group	21		53		47
Percentage of A students in 1 or more group	28.8%		46.5%		46.1%
Number of students with N result	86		80		94
Number of N students in 1 or more group	23		19		25
Percentage of N students in 1 or more group	26.7%		23.8%		26.6%

There is a clear link between the level of achievement and involvement in cultural and sporting activities. In Year 13 last year, a student who attained level 3 with excellence was also involved in, on average, 3.3 other activities while a student who did not achieve level 3 was involved, on average in 0.6 activities. At the same level, only 25 students out of 94 (or 26.6%) who didn't achieve level 3 in 2022, were involved in a cultural or sporting group compared with 27 out of 35 (77.1%) who achieved Excellence endorsement. The pattern is the same at all 3 levels of NCEA with declining participation in other activities from Excellence to Not Achieved.

Another interesting aspect of these statistics is the growth of the involvement in cultural and sporting activities from year 11 to year 13, particularly in students who achieve at Excellence level. For students who achieved excellence, this goes from an average of 1.7 groups at year 11 to 3.3 groups at year 13.

2. Sporty was launched in 2021 and it immediately improved our sports registrations making it easier for students to get the information they needed and sign up for sports. Sport communications improved in 2021 with the launch of our Sporty site - the ability to do a good deal of the administrative side of sport online.

Reasons for variance

It feels like I am writing the same thing over and over but the COVID Omicron effect cannot be underestimated when looking at these statistics. It is very difficult to compare numbers with previous years when there was a much higher degree of absence

Evaluations - where to next?

We will continue to promote the benefits of sport and cultural involvement to our students and our community. We have injected more staffing into the area of sports coordination in 2023 with two full time staff overseeing an increase in sports registrations. At time of writing, 301 students had registered to be involved in summer sports.

Target 2 - Future plan developed and shared with the community

Actions

1. Continue to develop our school future development plan

Outcome

1. This process is ongoing with regular monthly meetings between the design team from WSP Opus, the ministry and the school. Progress was made to the point that a plan was submitted to the Ministry Design Review Panel (DRP) for approval in July. The DRP has met to review the plans on a number of occasions due to the nature of the site and the difficulties with staging the redevelopment. We reached the end of 2022 without a clear understanding of what staging may look like and uncertainties related to the plan. The only sharing with our community was around the seismic status of our buildings where we provided communications with our community and the opportunity to be able to come to site to speak to engineers who could explain the challenges. I have detailed some of the uncertainties below with updates since last year's report.
 - Uncertainty over roll growth - at the time of writing this report, the school was experiencing roll growth with a year 9 roll of 330 students and a total headcount of 1488 excluding international students.
 - Uncertainty over structural integrity of current buildings on site - extensive testing was done on the buildings and the Board received a report from the architectural team at its meeting in December 2021. The final plan submitted to the DRP would involve all current buildings on site being demolished, except for the upstairs gym.

- Uncertainty of current seismic status of buildings on site - Wellington City Council wanted to red sticker two buildings but the Ministry and WCC have met to discuss the engineer's seismic assessments. Seismic upgrading work commenced on one of the buildings at the end of 2022, due for completion by the end of March 2023.
- Uncertainty of weight bearing status in relation to buildings for different parts of the site - this has been resolved
- Repairs needed for a heritage listed wall - although the old tennis courts are quite detached from the rest of the site, they will provide a space for parking in the future as development occurs. During 2022, a plan was developed to address the subsidence issues associated with the site and plan for the renewal of this area.
- Uncertainty in relation to a master plan to cover immediate roll growth v longer term growth projections - the build roll has been adjusted to 1700 which addresses this issue. The original build roll was 1200 students.
- Uncertainty in relation to other ministry 'extras' that may be needed on site eg Kimiora High Needs ORS unit, Technology hub for Primary schools. There are no plans for a technology hub but the Kimiora High needs unit seems to be certain at some time in the future.

Evaluations - where to next?

We haven't been able to share our planning with our community and it will be exciting to do so in 2023. We have made some progress in the first few months of 2023 with staging and hopefully this will be the year of big announcements!