

WELLINGTON HIGH SCHOOL AND COMMUNITY EDUCATION CENTRE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023



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 Financial Statements - For the year ended 31 December 2023

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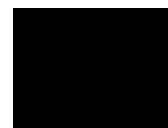
Wellington High School and Community Education Centre
Statement of Responsibility
For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Wyatt Page
Full Name of Presiding Member

Signature of Presiding Member

31 May 2024
Date:

Dominic Killalea
Full Name of Principal

Signature of Principal

31 May 2024
Date:

Wellington High School and Community Education Centre

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	18,196,094	16,149,441	15,254,095
Locally Raised Funds	3	1,659,645	1,208,717	1,024,378
Interest		135,955	107,243	27,379
Gain on Sale of Property, Plant and Equipment		-	-	4,380
Community Education	4	1,074,419	1,028,132	1,102,698
		<u>21,066,113</u>	<u>18,493,533</u>	<u>17,412,930</u>
Expenses				
Locally Raised Funds	3	1,012,611	610,276	455,328
Community Education	4	785,563	814,257	817,976
Learning Resources	5	12,698,134	10,976,194	10,702,303
Administration	6	2,243,394	1,763,741	1,938,706
Interest		19,743	36,786	21,756
Property	7	4,424,270	4,233,858	3,467,421
Loss on Disposal of Property, Plant and Equipment		3,096	-	94
Total Expense		<u>21,186,811</u>	<u>18,435,112</u>	<u>17,403,584</u>
Net Surplus/(Deficit) for the year		(120,698)	58,421	9,346
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(120,698)</u>	<u>58,421</u>	<u>9,346</u>

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Balance at 1 January		5,313,595	5,313,595	5,304,249
Total comprehensive revenue and expense for the year		(120,698)	58,421	9,346
Contributions from / (Distributions to) the Ministry of Education				
Contribution - Furniture and Equipment Grant		252,704	-	-
Contribution - Movement in Reserves		-	-	-
Equity at 31 December		5,445,601	5,372,016	5,313,595
Accumulated comprehensive revenue and expenses		5,358,162	5,287,009	5,228,588
Reserves		87,439	85,007	85,007
Equity at 31 December		5,445,601	5,372,016	5,313,595

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	8	661,591	1,100,200	1,347,053
Accounts Receivable	9	1,131,837	750,000	791,355
GST Receivable		60,678	-	-
Prepayments		326,197	321,853	305,015
Inventories	10	1,641	2,000	2,039
Investments	11	1,696,398	1,967,537	1,649,968
Funds Receivable for Capital Works Projects	18	116,949	-	59,745
		3,995,291	4,141,590	4,155,175
Current Liabilities				
GST Payable		-	35,000	39,401
Accounts Payable	13	1,455,627	1,050,000	1,238,408
Revenue Received in Advance	14	652,617	450,000	548,617
Provision for Cyclical Maintenance	15	305,000	200,000	242,084
Finance Lease Liability	16	64,967	65,000	84,005
Funds held in Trust	17	451,656	235,000	340,087
Funds held for Capital Works Projects	18	187,526	-	627,313
		3,117,393	2,035,000	3,119,915
Working Capital Surplus/(Deficit)		877,898	2,106,590	1,035,259
Non-current Assets				
Property, Plant and Equipment	12	4,065,537	3,580,426	3,730,624
Work in progress - Turf		667,507	-	755,278
		4,733,044	3,580,426	4,485,902
Non-current Liabilities				
Provision for Cyclical Maintenance	15	87,720	150,000	112,307
Finance Lease Liability	16	77,621	165,000	95,259
		165,341	315,000	207,566
Net Assets		5,445,601	5,372,016	5,313,595
Equity		5,445,601	5,372,016	5,313,595

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 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		4,579,092	3,943,441	3,867,879
Locally Raised Funds		980,176	616,571	859,821
Community Education Centre		1,059,854	1,028,132	1,089,546
International Students		837,392	455,895	588,830
Goods and Services Tax (net)		(100,055)	(45,000)	3,097
Payments to Employees		(4,005,691)	(3,108,543)	(3,296,957)
Payments to Suppliers		(3,014,181)	(2,901,330)	(2,306,175)
Interest Paid		(19,743)	(36,786)	(21,756)
Interest Received		57,798	127,243	7,901
Net cash from Operating Activities		374,642	79,623	792,186
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		(3,096)	(91,937)	4,999
Purchase of Property Plant & Equipment (and Intangibles)		(932,017)	(104,050)	(1,196,274)
Purchase of Investments		41,341	232,019	(30,000)
Proceeds from Sale of Investments		-	-	800,000
Net cash from Investing Activities		(893,772)	36,032	(421,275)
Cash flows from Financing Activities				
Furniture and Equipment Grant		252,704	-	-
Finance Lease Payments		(33,612)	(139,150)	(71,750)
Funds on behalf of Third Parties		(385,424)	(223,358)	544,228
Net cash from Financing Activities		(166,332)	(362,508)	472,478
Net increase/(decrease) in cash and cash equivalents		(685,462)	(246,853)	843,389
Cash and cash equivalents at the beginning of the year	8	1,347,053	1,347,053	503,664
Cash and cash equivalents at the end of the year	8	661,591	1,100,200	1,347,053

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items 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 2023

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 2023 to 31 December 2023 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.

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2023

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. 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.

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2023

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.

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.

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2023

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.

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.

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2023

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.

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.

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2023

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.

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.

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2023

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 2023

2. Government Grants

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	4,513,803	3,850,943	3,821,836
Teachers' Salaries Grants	10,289,335	9,006,000	8,886,463
Use of Land and Buildings Grants	3,270,863	3,200,000	2,442,949
Other Government Grants	122,093	92,498	102,847
	18,196,094	16,149,441	15,254,095

3. Locally Raised Funds

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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	463,021	436,748	434,153
Fees for Extra Curricular Activities	190,002	100,724	125,327
Trading	14,437	7,800	6,167
Other Revenue	237,728	207,550	195,136
International Student Fees	754,457	455,895	263,595
	1,659,645	1,208,717	1,024,378
Expenses			
Extra Curricular Activities Costs	313,687	169,875	154,529
Trading	16,575	9,000	8,147
Other Locally Raised Funds Expenditure	205,133	23,000	29,405
International Student - Advertising	83,041	56,100	22,097
International Student - Commissions	83,737	54,218	35,447
International Student - Student Levy	11,291	40,400	6,743
International Student - Employee Benefit - Salaries	239,992	205,009	172,483
International Student - Other Expenses	59,155	52,674	26,477
	1,012,611	610,276	455,328
Surplus/ (Deficit) for the year Locally raised funds	647,034	598,441	569,050

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2023

4. Community Education revenue and Expenses

	2023 Actual Number	2023 Budget (Unaudited) Number	2022 Actual Number
Community Education Financial Performance			
Number of students per annum	6,176	7,500	6,459
	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Course Fees	738,073	650,000	734,686
TEC Grant Revenue	336,346	378,132	368,012
	1,074,419	1,028,132	1,102,698
Expenses			
Class Materials	83,883	60,000	70,048
Other Expenses	67,481	86,000	70,125
Employee Benefit - Salaries	634,199	668,257	677,803
	785,563	814,257	817,976
Surplus for the year CEC	288,856	213,875	284,722

5. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	565,359	661,337	488,746
Information and Communication Technology	101,009	105,000	97,611
Extra-Curricular Activities	117,047	103,700	128,343
Library Resources	159,392	116,384	127,081
Employee Benefits - Salaries	11,115,767	9,436,952	9,398,242
Staff Development	45,520	45,500	7,118
Depreciation	594,040	507,321	455,162
	12,698,134	10,976,194	10,702,303

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2023

6. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	12,263	11,550	11,905
Board of Trustees Fees	6,380	6,500	6,215
Board of Trustees Expenses	10,515	17,500	34,272
Communication	30,543	24,500	27,072
Consumables	11,420	7,000	6,827
Legal Fees	2,920	2,000	150
Other	137,605	136,200	133,484
Employee Benefits - Salaries	1,967,450	1,506,067	1,665,214
Insurance	64,298	52,424	53,567
	2,243,394	1,763,741	1,938,706

7. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	21,677	20,600	21,102
Consultancy and Contract Services	372,169	336,000	342,365
Cyclical Maintenance Provision	80,507	35,000	41,046
Grounds	2,445	5,000	4,812
Heat, Light and Water	172,162	128,500	151,486
Rates	14,876	15,000	13,741
Repairs and Maintenance	130,355	148,000	163,966
Use of Land and Buildings	3,270,863	3,200,000	2,442,949
Security	24,265	7,500	8,592
Employee Benefits - Salaries	334,951	338,258	277,362
	4,424,270	4,233,858	3,467,421

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 2023

8. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash on Hand	200	200	200
Bank Current Account	461,391	500,000	476,853
Bank Call Account	200,000	600,000	870,000
Cash and cash equivalents for Cash Flow Statement	661,591	1,100,200	1,347,053

Of the \$661,591 Cash and Cash Equivalents, \$242,684 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 2024 on Crown owned school buildings.

9. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	64,227	-	46,781
Interest Receivable	88,464	-	10,307
Teacher Salaries Grant Receivable	979,146	750,000	734,267
	1,131,837	750,000	791,355
Receivables from Exchange Transactions	152,691	-	57,088
Receivables from Non-Exchange Transactions	979,146	750,000	734,267
	1,131,837	750,000	791,355

10. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Stationery	1,077	2,000	1,450
School Uniforms	564	-	564
	1,641	2,000	2,014

11. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	1,696,398	1,967,537	1,649,968
Total Investments	1,696,398	1,967,537	1,649,968

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2023

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings	2,393,286	146,987	-	-	(90,683)	2,449,590
Leasehold Improvements	15,542	7,104	-	-	(1,910)	20,736
Furniture and Equipment	582,664	337,002	(4)	-	(152,707)	766,955
Information Technology	367,426	327,529	(3,093)	-	(196,580)	495,282
Motor Vehicles	46,871	44,774	-	-	(15,614)	76,031
Leased Assets	200,630	43,730	-	-	(120,761)	123,599
Library Resources	124,205	24,924	-	-	(15,785)	133,344
Balance at 31 December	3,730,624	932,050	(3,097)	-	(594,040)	4,065,537

The net carrying value of equipment held under a finance lease is \$123,599 (2022: \$200,630)

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2023 Cost or Valuation	2023 Accum Depn	2023 Net Book Value	2022 Cost or Valuation	2022 Accum Depn	2022 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	3,503,812	(1,054,222)	2,449,590	3,356,825	(963,539)	2,393,286
Leasehold Improvements	24,429	(3,693)	20,736	17,325	(1,783)	15,542
Furniture and Equipment	2,435,390	(1,668,435)	766,955	2,099,353	(1,516,689)	582,664
Information Technology	1,684,975	(1,189,693)	495,282	1,488,571	(1,121,145)	367,426
Motor Vehicles	145,618	(69,587)	76,031	100,844	(53,973)	46,871
Leased Assets	325,817	(202,218)	123,599	328,881	(128,251)	200,630
Library Resources	358,239	(224,895)	133,344	333,315	(209,110)	124,205
Balance at 31 December	8,478,280	(4,412,743)	4,065,537	7,725,114	(3,994,490)	3,730,624

13. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	299,858	150,000	351,184
Accruals	61,661	-	35,328
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	979,146	900,000	734,267
Employee Entitlements - Leave Accrual	114,962	-	117,629
	1,455,627	1,050,000	1,238,408
Payables for Exchange Transactions	1,455,627	1,050,000	1,238,408
	1,455,627	1,050,000	1,238,408

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 2023

14. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	31,361	-	-
International Student Fees in Advance	478,170	300,000	395,235
Community Education Fees in Advance	132,476	150,000	147,041
Other Revenue in Advance	10,610	-	6,341
	652,617	450,000	548,617

15. Provision for Cyclical Maintenance

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	354,391	354,391	338,185
Increase/ (decrease) to the Provision During the Year	57,057	35,000	41,046
Use of the Provision During the Year	(18,728)	(39,391)	(24,840)
Provision at the End of the Year	392,720	350,000	354,391
Cyclical Maintenance - Current	305,000	200,000	242,084
Cyclical Maintenance - Non current	87,720	150,000	112,307
	392,720	350,000	354,391

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2024. 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:

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	73,528	65,000	84,005
Later than One Year and no Later than Five Years	82,448	165,000	112,649
Future Finance Charges	(13,388)	-	(17,390)
	142,588	230,000	179,264
Represented by			
Finance lease liability - Current	64,967	65,000	74,975
Finance lease liability - Non current	77,621	165,000	104,289
	142,588	230,000	179,264

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2023

17. Funds held in Trust

	2023 Actual \$	2023 Budget \$	2022 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	451,656	235,000	340,087
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>451,656</u>	<u>235,000</u>	<u>340,087</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.

2023		Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Block F Refurb Façade	<i>In Progress</i>	(13,767)	-	(18,381)	-	(32,148)
Block LM Strengthening Library	<i>In Progress</i>	296,173	649,359	(980,468)	-	(34,936)
Blocks A & LM Replace Lifts	<i>In Progress</i>	195,595	-	(16,559)	-	179,036
Emergency Response - Leak	<i>Completed</i>	(8,727)	-	(660)	9,387	-
Emergency Response - Music Rc	<i>In Progress</i>	-	11,882	(3,392)	-	8,490
Level 1 Toilets	<i>Completed</i>	(4,677)	37,356	(32,679)	-	-
LSM Access 2	<i>In Progress</i>	-	20,553	(21,115)	-	(562)
Poly High Slip	<i>In Progress</i>	1,900	54,870	(69,808)	-	(13,038)
Replace Roof Coverings	<i>In Progress</i>	(31,668)	76,827	(52,263)	7,104	-
Tennis Court Refurbishment	<i>In Progress</i>	31,168	14,763	(48,677)	-	(2,746)
Turf Project	<i>In Progress</i>	102,477	-	(135,090)	-	(32,613)
Window Leak Remediation	<i>In Progress</i>	(906)	-	-	-	(906)
Totals		<u>567,568</u>	<u>865,610</u>	<u>(1,379,092)</u>	<u>16,491</u>	<u>70,577</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	187,526
Funds Receivable from the Ministry of Education	(116,949)
	<u>70,577</u>

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2023

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

2022		Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Access to Roof	<i>Completed</i>	(23,312)	27,119	(3,807)	-	-
Replace Carpets	<i>Completed</i>	(2,379)	-	-	2,379	-
Switchboard Protection	<i>Completed</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>Completed</i>	(22,119)	22,119	-	-	-
Replace Roof Coverings	<i>In Progress</i>	4,701	-	(36,369)	-	(31,668)
Refurbish Two Classrooms	<i>Completed</i>	(14,810)	28,982	(14,173)	-	-
Learning Support Modification	<i>Completed</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		259,557	702,099	(1,151,745)	757,657	567,569

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 2023

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.

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	6,380	6,215
<i>Leadership Team</i>		
Remuneration	756,851	652,638
Full-time equivalent members	4.78	4.30
Total key management personnel remuneration	763,231	658,853
Total full-time equivalent personnel	4.78	4.30

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:

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	220 - 230	210 - 220
Benefits and Other Emoluments	5 - 6	5 - 6
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
140 - 150	2	1
130 - 140	1	-
120 - 130	4	5
110 - 120	19	7
100 - 110	20	20
	46	33

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 2023

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:

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-

22. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

Holidays Act Compliance – Schools Payroll

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

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such, this is expected to resolve the liability for school boards.

23. Commitments

Capital Commitments

At 31 December 2023, the Board had capital commitments of \$2,858,243 as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Tennis Court Refurbishment	164,444	85,708	78,736
Turf Project	1,037,890	950,120	87,770
Window Leak Remediation	25,160	13,550	11,610
Block F Refurb Façade	683,400	32,148	651,252
Block LM Strengthening Library	1,095,329	1,022,595	72,734
Blocks A & LM Replace Lifts	561,400	25,063	536,337
Poly High Slip	204,715	81,808	122,907
LSM Access 2	22,836	21,115	1,721
Emergency Response - Music Room Leaks	8,608	3,393	5,215
Total	3,639,338	2,149,792	1,489,546

Wellington High School and Community Education Centre

Notes to the Financial Statements

For the year ended 31 December 2023

24. Financial Instruments

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

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Financial assets measured at amortised cost			
Cash and Cash Equivalents	661,591	1,100,200	1,347,053
Receivables	1,131,837	750,000	791,355
Investments - Term Deposits	1,696,398	1,967,537	1,649,968
Total Financial assets measured at amortised cost	3,489,826	3,817,737	3,788,376
Financial liabilities measured at amortised cost			
Payables	1,455,627	1,050,000	1,238,408
Finance Leases	142,588	230,000	179,264
Total Financial Liabilities Measured at Amortised Cost	1,598,215	1,280,000	1,417,672

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.

Independent auditor's report

To the readers of the financial statements of Wellington High School and Community Education Centre for the year ended 31 December 2023

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

Opinion

We have audited the financial statements of the School on pages 2 to 23, which comprise the statement of financial position as at 31 December 2023, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2023, and
 - its financial performance and its cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity Standards Reduced Disclosure Regime (Public Sector PBE Standards RDR)

Our audit was completed on 31 May 2024. This is the date at which our opinion is expressed.

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

Basis for Opinion

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

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

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

Responsibilities of the Board for the financial statements

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on page 1 and pages 24 to 105 but does not include the financial statements, and our auditor's report thereon.

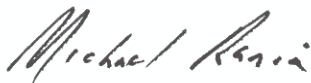
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



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

Wellington High School and Community Education Centre

Members of the Board

For the year ended 31 December 2023

Name	Position	How Position Gained	Term Expired/ Expires
David Cooling	Presiding Member	Elected	August 2025
Dominic Killalea	Principal	ex Officio	
Evzen 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	September 2023
Edward Meredith	Staff Rep	Elected	September 2024
Wyatt Page	Parent Rep	Elected	August 2025
Nicky Birch	Parent Rep	Co-opted	August 2025
Nīkau Edmond Smail	Student Rep	Elected	September 2023
Bella Das	Student Rep	Elected	September 2023
Maaike Day	Student Rep	Elected	September 2024
Nina Martin-Edgar	Student Rep	Elected	September 2024
Tahaawai James-Kanara	Maori Student Rep	Elected	September 2024

Wellington High School and Community Education Centre

Kiwisport / Statement of Compliance with Employment Policy

For the year ended 31 December 2023

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

In 2023 the School received total Kiwisport funding of \$38,259 (2022: \$34,968).

The funding was put towards employing two staff - a Sports Director and a Sports Co-ordinator.

Statement of Compliance with Employment Policy

For the year ended 31 December 2023 the 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 aspect 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 employments are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.



Kiwi sport Report

Kiwi sport is a Government funding initiative to support student's participation in organised sport. In 2023 the school received total Kiwi sport funding of \$38,259 (2022: \$34,967).

This funding was put towards employing two staff – a Sports Director and a Sports Co-ordinator.

Student Progress and Achievement 2023

Junior Summary Data Review

This review focuses on Years 9 and 10 in 2023 and asks:

- After two years of learning, what does the data suggest about how ready Year 10 students are for the challenge of Year 11 (NCEA Level 1, Level 6 of the curriculum). This will have a different complexion in 2024 when each course will only offer 1 NCEA assessment.
- What might this suggest about the value we have added to the learner?

Background

- DPs and Junior Deans meet to discuss students at risk. This normally means identifying students who have concerning attendance, achievement or effort results and who may require additional support (CAMHS, RTLB, Learning Services, attendance service, etc or extension (e.g. GATE)
- Students with needs are often identified before arrival. Deans collect excellent information from feeder schools and put supports/interventions in place ready for the start of the academic year.

Key Terms

- **PAT** (Progressive Achievement Test) - Reading Comprehension assesses how well Year 4 to 10 students understand the text they are reading. The test is chosen that is most appropriate for the student.
- **Stanine** (STANDARD NINE) is a method of scaling test scores on a nine-point standard scale with a mean of five (5) and a standard deviation of two (2). Test scores are scaled to stanine scores using the following process:
 1. Rank results from lowest to highest
 2. Give the lowest 4% a stanine of 1, the next 7% a stanine of 2, etc., according to the following table:

Calculating Stanines									
Result Ranking	4%	7%	12%	17%	20%	17%	12%	7%	4%
Stanine	1	2	3	4	5	6	7	8	9

- **SOLO Taxonomy** is a taxonomy that classifies how students' thinking levels fall into five categories:
 - pre-structural,
 - unistructural,
 - multistructural,
 - relational, and
 - extended abstract.

To make a broad judgement of the two questions posed at the start of this analysis, we look at the following markers:

- The proportion of students moving **beyond** Multistructural so they are ready for the demands of the Level 6 of the curriculum.
- The proportion of students making progress at SOLO in ways that correlates with their reading comprehension e.g. sustain or extend their PAT stanine, and hold/extend their position in SOLO across the year levels.
- The number of students with regular attendance (90%+) from Year 9 to Year 10.

SOLO and PATs - notes and findings from previous reports

- Stanine 1-3 *tend* to perform at Unistructural/Multistructural.
- Stanine 4-5 *tend* to perform at Multistructural.
- Stanine 6+ *tend* to perform at Relational/Extended abstract

Correlation between SOLO averages across Year 9-10 and NCEA average in Y11

- **Gained average Merit+ if they were are Relational+ in Year 9-10** (*able to generalise, reflect, compare, analyse, explain* etc)
- **Gained Achieved if they were averaging increasingly complex Multistructural/Relational** at Year 10 (*able to describe, classify, narrate* etc. - gaining 4+ regularly, for example).
- Long-term analysis suggests that Multistructural is not sufficient to be prepared for NCEA Level 1 (see

Appendix).

- Students who were already dropping in Multistructural towards Unistructural from Y9-10 usually did not Achieve

2023 Data (Year 9 and 10) Overview and discussion

We focus here on the class who **completed Year 10 in 2023**, after two years of junior study at WHS.

Readiness

Below shows the percentage of students moving beyond Multistructural by the end of Year 10 so they are ready for the demands of Level 6 of the curriculum [Source: SOLO Junior Assessments - Assay as of Feb 2024]

Reading Comp PATs at the start of Year 9 (March 2022)	SOLO Junior Assessments (2022) at the end of Year 9	Reading Comp PATs at the start of Year 10 (March 2023)	SOLO Junior Assessments at the end of Year 10 (2023)
Stanine 1-3 11.65% (23%)	Uni/pre 8.34% (23%)	Stanine 1-3 11.22%	Uni/pre 8.43%
Stanine 4-5 20.48% (37%)	Multi 24.14% (37%)	Stanine 4-5 32.18%	Multi 22.69%
Stanine 6+ 67.88% (40%)	Relational/Ext Abstract 67.51% (40%)	Stanine 6+ 56.6%	Relational/Ext Abstract 68.9%

* For comparison, figures in brackets indicate national scaling percentages

Note:

- The number of students Stanine 6+ decreased between Year 9 and Year 10 by 11%. The figure of 56.6% is significantly lower than previous reading comprehension results.
- There was an increase in students gaining stanine 4 and 5 from Years 9 to 10.
- The Proportion of students achieving Relational/Ext Abstract is high in comparison to other years (see table below). This shows that teaching is supporting the learners to move from Multistructural to relational/Ext Abstract.
- The cohort of students who arrived at the school had significantly higher stanines than the national average.
- The number of students at Uni/Pre was higher than in the previous two years.

SOLO Grade summary 2017 - 2023

2017	2018	2019	2020	2021	2022	2023
Uni/pre 5.5%	Uni/pre 7.6%	Uni/pre 8.5%	Uni/pre 8.98%	Uni/pre 3.76%	Uni/pre 3.76%	Uni/pre 8.43%
Multi 28.8%	Multi 32.1%	Multi 35.9%	Multi 25.12%	Multi 23.56%	Multi 23.56%	Multi 22.69%
Relational/Ex Abstract 65.8%	Relational/ExA bstract 60.3%	Relational/ExA bstract 55.5%	Relational/ExA bstract 66%	Relational/ExA bstract 66.68%	Relational/ExA bstract 70.31	Relational/ExA bstract 68.9%

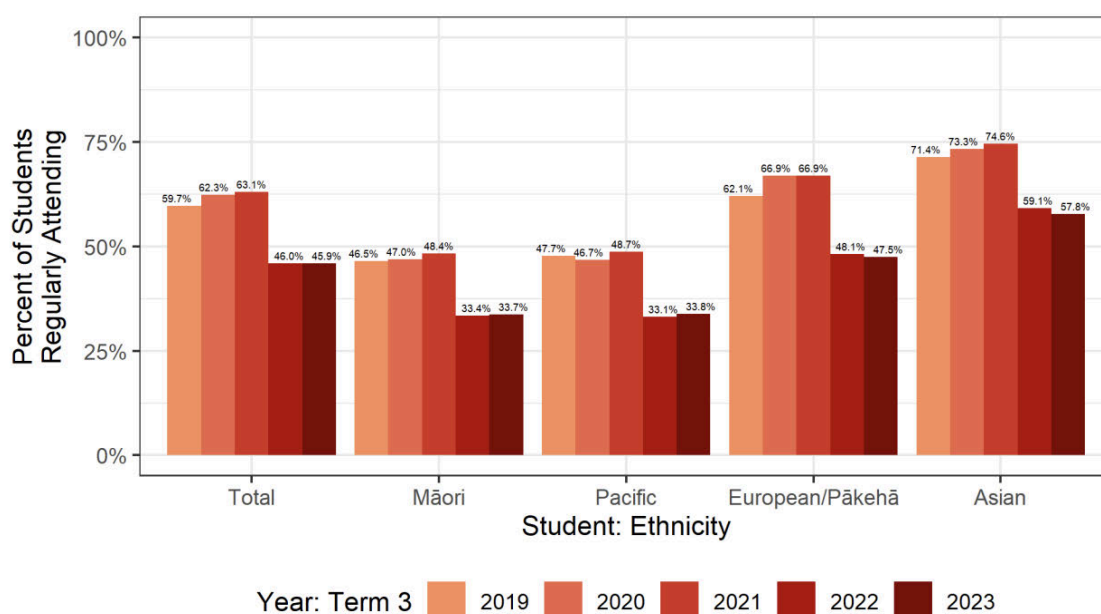
Attendance

The attendance figures below reflect the performance of the 2023 Year 10 cohort across their two years at WHS (source: Every Day Matters MoE reports)

This cohort	90% - 100%	80 - 90%	70% - 80%	0 - 70%
In Year 9 2022	49.5	27.3	11.45	10.05
In Year 10 2023	49.5	27.67	12.25	10.58

To give this some context, below is the MoE data on the number of students who regularly attend school 2019 - 2023. Regular attendance is defined as a student who has attendance above 90% and has missed less than 16 days of school per year.

Figure 3: Regular attendance across all ethnicities in Term 3 from 2019-2023



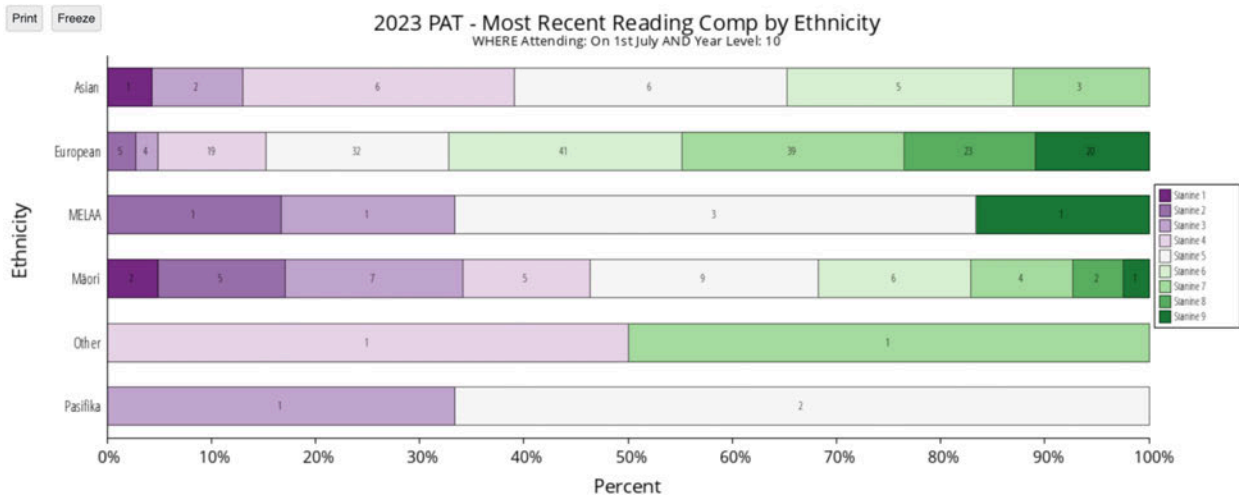
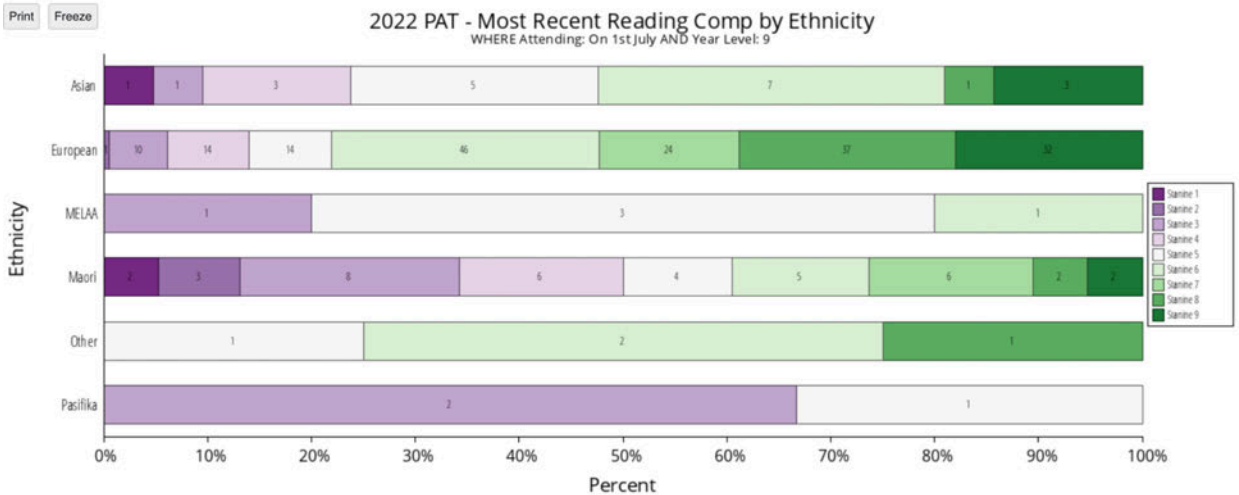
Note that:

- There is a strong correlation between attendance and achievement.
- Year 9 and 10 students are above the national average for regular attendance (around 46%).
- We have maintained regular attendance at a consistent level from Year 9 to Year 10, which goes against the usual trend of a decrease in regular attendance between these years - the previous cohort decreased by 7% from Years 9 to 10.

By Ethnicity

By disaggregating the SOLO and PAT data by ethnicity, we can see an interesting comparison for the cohort at Year 10, taking into account the possible unreliability of the SOLO data.

PAT Reading comprehension Comparison 2022 - 2023



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2022 PAT - Most Recent Reading Comp by Ethnicity
Where Attending: On 1st July and Year Level: 9
[Export Table to CSV](#)

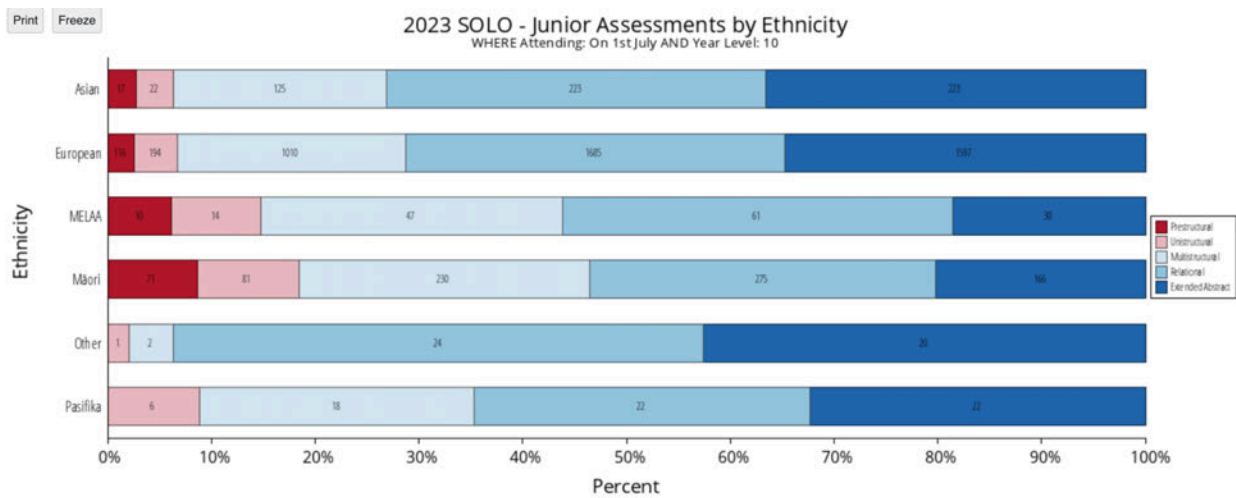
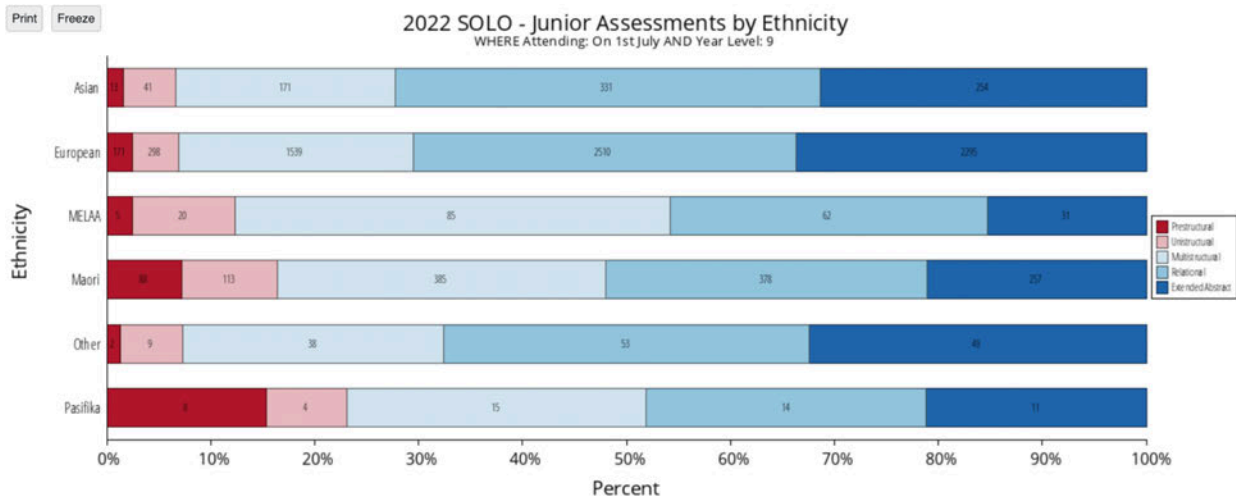
#	Ethnicity	Stanine 1	Stanine 2	Stanine 3	Stanine 4	Stanine 5	Stanine 6	Stanine 7	Stanine 8	Stanine 9
1	Asian	4.76%	0%	4.76%	14.29%	23.81%	33.33%	0%	4.76%	14.29%
2	European	0%	0.56%	5.62%	7.87%	7.87%	25.84%	13.48%	20.79%	17.98%
3	MELAA	0%	0%	20%	0%	60%	20%	0%	0%	0%
4	Maori	5.26%	7.89%	21.05%	15.79%	10.53%	13.16%	15.79%	5.26%	5.26%
5	Other	0%	0%	0%	0%	25%	50%	0%	25%	0%
6	Pasifika	0%	0%	66.67%	0%	33.33%	0%	0%	0%	0%

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2023 PAT - Most Recent Reading Comp by Ethnicity
Where Attending: On 1st July and Year Level: 10
[Export Table to CSV](#)

#	Ethnicity	Stanine 1	Stanine 2	Stanine 3	Stanine 4	Stanine 5	Stanine 6	Stanine 7	Stanine 8	Stanine 9
1	Asian	4.35%	0%	8.7%	26.09%	26.09%	21.74%	13.04%	0%	0%
2	European	0%	2.73%	2.19%	10.38%	17.49%	22.4%	21.31%	12.57%	10.93%
3	MELAA	0%	16.67%	16.67%	0%	50%	0%	0%	0%	16.67%
4	Māori	4.88%	12.2%	17.07%	12.2%	21.95%	14.63%	9.76%	4.88%	2.44%
5	Other	0%	0%	0%	50%	0%	0%	50%	0%	0%
6	Pasifika	0%	0%	33.33%	0%	66.67%	0%	0%	0%	0%

Solo Assessment comparison 2022 - 2023



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2022 SOLO - Junior Assessments by Ethnicity
Where Attending: On 1st July and Year Level: 9
[Export Table to CSV](#)

#	Ethnicity	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract
1	Asian	1.6%	5.06%	21.11%	40.86%	31.36%
2	European	2.51%	4.37%	22.59%	36.84%	33.69%
3	MELAA	2.46%	9.85%	41.87%	30.54%	15.27%
4	Maori	7.21%	9.25%	31.53%	30.96%	21.05%
5	Other	1.32%	5.96%	25.17%	35.1%	32.45%
6	Pasifika	15.38%	7.69%	28.85%	26.92%	21.15%

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2023 SOLO - Junior Assessments by Ethnicity
Where Attending: On 1st July and Year Level: 10
[Export Table to CSV](#)

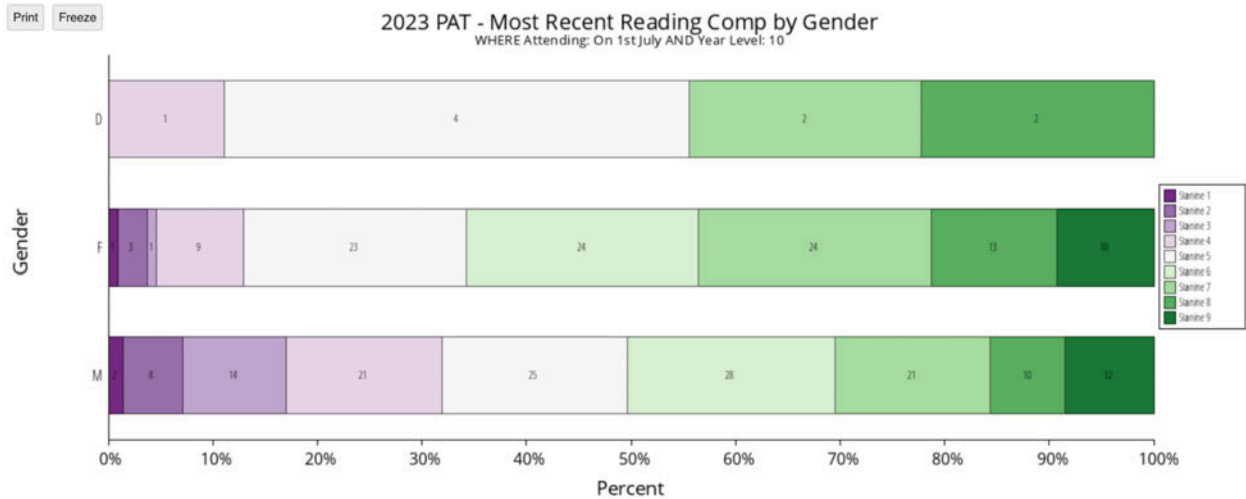
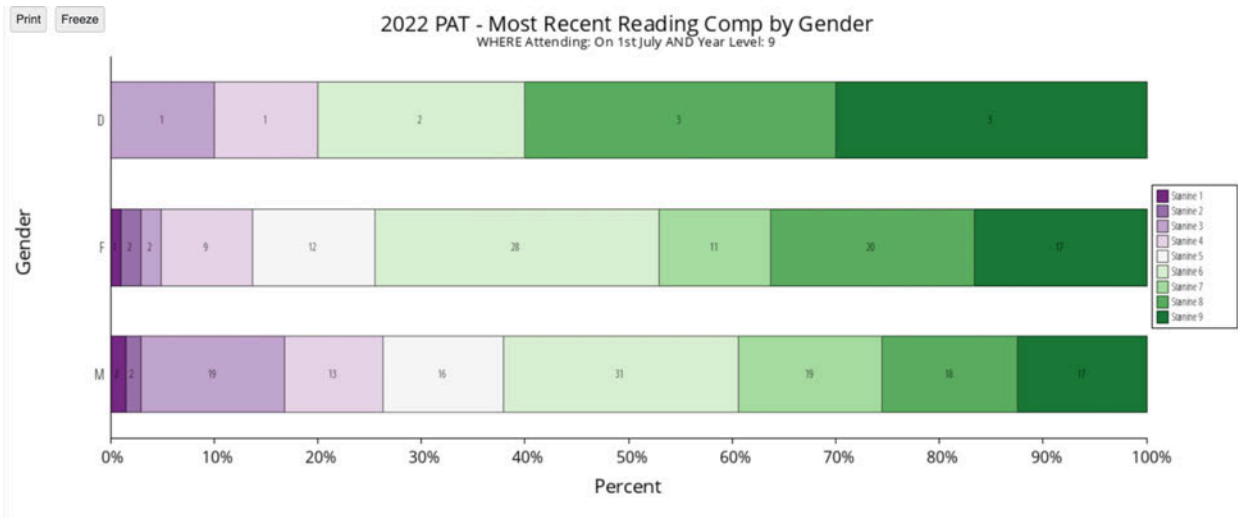
#	Ethnicity	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract
1	Asian	2.79%	3.61%	20.49%	36.56%	36.56%
2	European	2.52%	4.22%	21.95%	36.61%	34.7%
3	MELAA	6.17%	8.64%	29.01%	37.65%	18.52%
4	Māori	8.63%	9.84%	27.95%	33.41%	20.17%
5	Other	0%	2.13%	4.26%	51.06%	42.55%
6	Pasifika	0%	8.82%	26.47%	32.35%	32.35%

Some observations:

- In Year 9, the number of Māori students who scored at stanine 1-3 was 34.2% c.f with 6.2% for those students who identify as European. In Year 10, this had stayed static at 28.14%. For European students, this had decreased to 4.92%
- In Year 10 the number of European students who scored stanine 6+ decreased from 78% to 67.2% c.f. 39.5% to 34.2% for Māori students.
- In Year 9 the number of Māori students who scored at Stanine 6+ was 39.47% c.f. for European students. In 2023, the level of increase at stanine 6+ for Māori students was significantly higher than in the 2022 cohort.
- The proportion of Māori students at Relational / Extended Abstract remained constant between Years 9 and 10, which was not reflected in reading comp stanine scores

By gender

By disaggregating the data into Gender then a comparison can be made. The data is split into 3, where **D** is gender diverse.



By gender 2022 -2023

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2022 PAT - Most Recent Reading Comp by Gender

Where Attending: On 1st July and Year Level: 9
[Export Table to CSV](#)

#	Gender	Stanine 1	Stanine 2	Stanine 3	Stanine 4	Stanine 5	Stanine 6	Stanine 7	Stanine 8	Stanine 9
1	D	0%	0%	10%	10%	0%	20%	0%	30%	30%
2	F	0.98%	1.96%	1.96%	8.82%	11.76%	27.45%	10.78%	19.61%	16.67%
3	M	1.46%	1.46%	13.87%	9.49%	11.68%	22.63%	13.87%	13.14%	12.41%

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2023 PAT - Most Recent Reading Comp by Gender

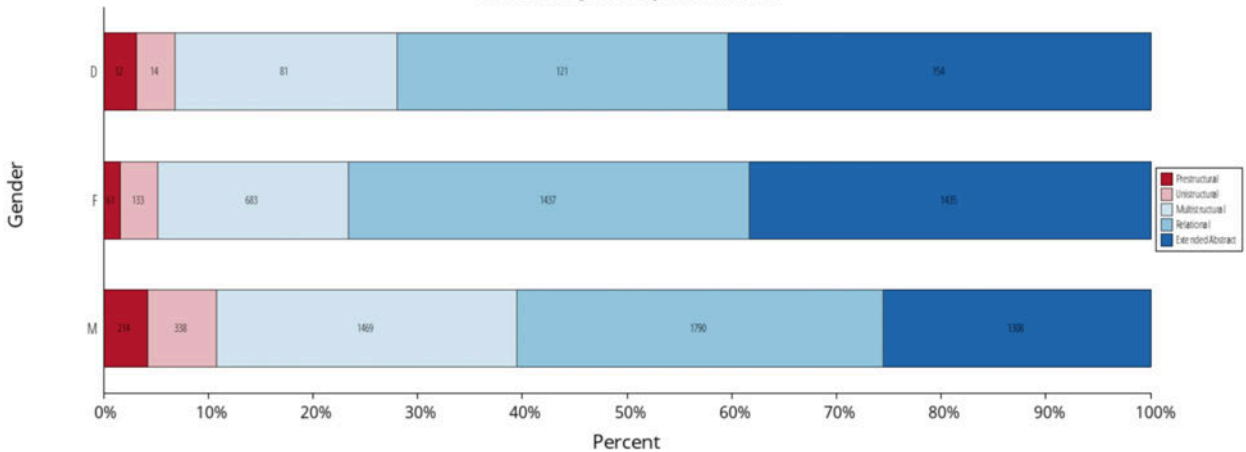
Where Attending: On 1st July and Year Level: 10
[Export Table to CSV](#)

#	Gender	Stanine 1	Stanine 2	Stanine 3	Stanine 4	Stanine 5	Stanine 6	Stanine 7	Stanine 8	Stanine 9
1	D	0%	0%	0%	11.11%	44.44%	0%	22.22%	22.22%	0%
2	F	0.93%	2.78%	0.93%	8.33%	21.3%	22.22%	22.22%	12.04%	9.26%
3	M	1.42%	5.67%	9.93%	14.89%	17.73%	19.86%	14.89%	7.09%	8.51%

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2022 SOLO - Junior Assessments by Gender

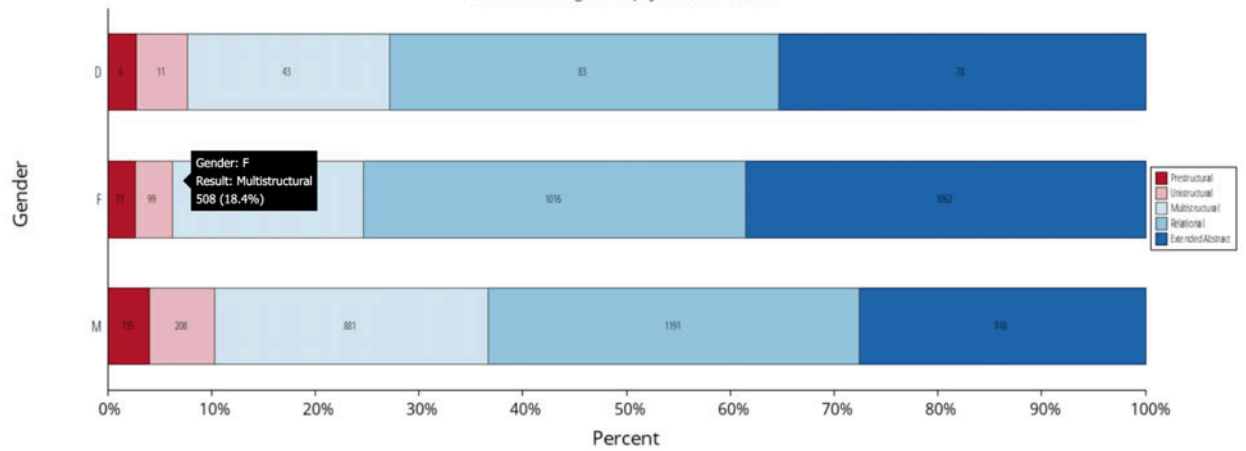
WHERE Attending: On 1st July AND Year Level: 9



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2023 SOLO - Junior Assessments by Gender

WHERE Attending: On 1st July AND Year Level: 10



2022 SOLO - Junior Assessments by Gender

Where Attending: On 1st July and Year Level: 9

[Export Table to CSV](#)

#	Gender	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract
1	D	3.14%	3.66%	21.2%	31.68%	40.31%
2	F	1.63%	3.55%	18.22%	38.33%	38.28%
3	M	4.18%	6.6%	28.7%	34.97%	25.55%

2023 SOLO - Junior Assessments by Gender

Where Attending: On 1st July and Year Level: 10

[Export Table to CSV](#)

#	Gender	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract
1	D	2.71%	4.98%	19.46%	37.56%	35.29%
2	F	2.65%	3.59%	18.42%	36.84%	38.51%
3	M	4.05%	6.24%	26.43%	35.73%	27.54%

Some observations:

- The number of males who started at WHS in Year 9 at stanine 1-3 was significantly higher than for females - 16.8% c.f. 4.9%. This is consistent with data from previous years. The proportion of students at this level stayed relatively constant from Year 9 to Year 10 for both males and females.
- The number of Year 9 females with a stanine score of 6+ was 74.5% for Year 9 but had decreased to 65% in year 10.
- The number of Year 9 males with a Stanine 6+ was lower than females at 65%, which decreased to 50.3% in Year 10
- The number of males who were prepared for NCEA (Relational +) slightly increased between Years 9 and Year 10. The number of females remained static but is still around 7% greater than males.

Discussion of the 2023 Junior cohort data and implications for the school

In terms of this Junior cohort's readiness for NCEA in 2024:

- Overall, 68.9% of Year 10 were scoring Relational+ by the end of 2023, which is a slight increase from the end of Year 9. This seems encouraging for 2024, as historical data (see appendix) shows a correlation between the number of students Relational+ and NCEA Level 1 achievement.
- The disparity between European and Māori learners PAT scores that was evident as they joined us in 2022, remained unchanged by the end of 2023.
- The data does not indicate other factors that can contribute to achievement. These include connectedness to WHS and the ability to collaborate.
- Girls appear to be more ready than boys for Level 1, but both genders made progress in the number of students achieving Relational+ between Years 9 and 10.
- SOLO scores at Relational / Extended Abstract have increased slightly between Years 9 and 10 against a background of a decrease in the number of Stanine 6+ scores.
- PATs are a one-off assessment done in class and supervised by staff. There needs to be caution in reading too much into stanine scores, compared to the numerous assessment opportunities and modes of assessment for SOLO.

Have we added value?

- The data suggests we have added value as we have increased the number of students at Relational / Extended Abstract and these appear to have moved from the Multistructural band.
- We maintain progress for all students as the data suggests that no students have decreased their SOLO grade.
- Further analysis of all PAT data would give a clearer picture of value added to students in all areas of their learning.

Data for the future

- In 2024 non-NCEA assessment in Year 11 will be assessed using SOLO. The relationship between year 10 and Year 11 SOLO grades will need further investigation.

- Year 11 SOLO and NCEA data and NCEA Level 2 achievement will need to be analysed to establish a correlation and the ability to predict future achievement.
- Surveying Student's attitudes to PATs to see if there is any difference between Year 9 and year 10.
- Investigation into the correlation between attendance, PAT and SOLO grades.

Appendix 1: How did the 2021-22 Junior cohort NCEA performance compare to previous cohorts?

There continues to be a strong relationship between Relational and Ext Abstract at the end of Year 10 and NCEA Level 1 achievement. However, the gap between the Year 10 SOLO and NCEA achievement has been decreasing in recent years.

This is the first year that Relational/Ext Abstract was above NCEA achievement. This can be explained by a significant jump in the SOLO average at Relational/Ext Abstract in 2022 compared to previous years (approx 4%), and the slight decrease at NCEA Level 1, which mirrors stats nationally.

2022-2023 Junior Cohort (in Year 11 in 2022) / NCEA Level 1 2023

Reading Comp PATs at the start of Year 10 (March 2022)	SOLO Junior Subject Average at the end of Year 10 (2022)	NCEA Level 1 2023	2024	2025
Stanine 1-3 12.63%	Uni/pre 3.76%	NCEA Level 1: 69.1% Course Endorsements: M: 44.3% E: 23.8%		
Stanine 4-5 30.38%	Multi 23.56%			
Stanine 6+ 56.99%	Relational/Ext Abstract 70.31			

2020-2021 Junior Cohort (in Year 11 in 2022) / NCEA Level 1 2022

Reading Comp PATs at the start of Year 10 (March 2020)	SOLO Junior Subject Average at the end of Year 10 (2021)	NCEA Level 1 2022	2023	2024
Stanine 1-3 11.04%	Uni/pre 3.76%	NCEA Level 1: 73.4% Course Endorsements: M: 45.7% E: 22.2%	NCEA Level 2: 74.2% Course Endorsements: M: 35.1 W: 14.0	
Stanine 4-5 32%	Multi 23.56%			
Stanine 6+ 56.26%	Relational/Ext Abstract 66.68%			

2019-2020 Junior Cohort (in Year 11 in 2021) / NCEA Level 1 2021

Reading Comp PATs at the start of Year 10 (March 2020)	SOLO Junior Subject Average at the end of Year 10 (2020)	NCEA Level 1 2021	2022	2023
Stanine 1-3 14%	Uni/pre 8.98%	NCEA Level 1: 73.8% Course Endorsements: M: 45.5% E: 16.7%	NCEA Level 2: 78.2% Course Endorsements: M: 27.6% E: 20.7%	NCEA Level 3: 73.8
Stanine 4-5 28%	Multi 25.12%			UE: 57.9
Stanine 6+ 58%	Relational/Ext Abstract 66%			Course Endorsements: M: 28.0 E: 16.7

2018-19 Junior Cohort (in Year 11 in 2020)/NCEA Level 1 2020

<i>PATs in Year 10 (2019)</i>	<i>SOLO Average (2019)</i>	<i>NCEA Level 1 2020</i>	<i>NCEA level 2 2021</i>	<i>NCEA Level 3 2022</i>
Stanine 1-3 12%	Uni/pre 8.5%	NCEA Level 1: 67.8% Course Endorsements: M: 40.2% E: 24%	NCEA level 2: 75.6% Course Endorsements: M: 25.8 E: 17.2%	NCEA Level 3: 70.9% UE: 54.3% Course Endorsements: M: 26.1% E: 18.9%
Stanine 4-5 26.7	Multi 35.9%			
Stanine 6+ 61.3%	Relational/Ext Abstract 55.5%			

2017-18 Cohort

<i>PATs in Year 10 (2018)</i>	<i>SOLO Average (2018)</i>	<i>NCEA Level 1 2019</i>	<i>NCEA level 2 2020</i>	<i>NCEA Level 3 2021</i>
Stanine 1-3 14.8%	Uni/pre 7.6%	Gaining NCEA Level 1: 66% Course Endorsements: M: 48.5% E: 20.1%	Gaining NCEA Level 2: 77.1% Course Endorsements: M: 25.4% E: 17.7%	NCEA Level 3 75.06% UE 54.3%
Stanine 4-5 25.5%	Multi 32.1%			
Stanine 6+ 59.6%	Relational/Ext Abstract 60.3%			

2016-17 Cohort

<i>PATs in Year 9 (2016)</i>	<i>SOLO Average (2016)</i>	<i>PATs in Year 10 (2017)</i>	<i>SOLO Average (2017)</i>	<i>NCEA 2018 L1</i>	<i>NCEA 2019 L2</i>	<i>NCEA 2020 L3</i>
Stanine 1-3 9.8%	Uni/pre 4%	Stanine 1-3 13.3%	Uni/pre 5.5%	Gaining NCEA Level 1: 71.4% Course endorsements: M: 43.9% E: 21.7%	Gaining NCEA Level 2: 77% Course endorsements: M: 25.4% E: 20.4%	Gaining NCEA Level 3: 74.2% Gaining UE: 60.3% Course endorsements: M: 31.8% E: 17.1%
Stanine 4-5 21.3%	Multi 28.5%	Stanine 4-5 27.5%	Multi 28.8%			
Stanine 6+ 68.9%	Relational/Ext Abstract 67.5%	Stanine 6+ 59.1%	Relational/Ext Abstract 65.8%			

Years 11-13 – NCEA Assessment

The preliminary data with national and school equity index group (EQI) comparisons is included in this report. The measure used is a roll based measure which measures attainment of the qualification according to year level by any students who have been with us for more than 70 days. The statistics do NOT include students who are classified as Foreign Fee Paying students, regardless of whether they get the qualification or not. I have included information related to international students further in this review.

There are assumptions with any analysis of NCEA results. The first one being that a student is always trying to get the qualification that corresponds to their year level. We know this is regularly not the case for a multitude of reasons: students with other supports e.g. Central Regional Health (CRH) School and City-Alt, former refugee students, students transitioning from another school who have not made appropriate progress in prior learning, ORS funded students, etc. The transitions from other schools are examined further in this document and our work with Mary Wootton from the ministry in 2019 told us that these transitions from one school to another can affect students for up to 6 months at their new school.

Overall, our comparative data has improved greatly at all levels since 2019. There are a number of reasons for this.

- 1) Since 2020, we have closely tracked student's literacy and numeracy achievement, particularly at level 1. Alongside the tracking we have provided additional opportunities for students to attain their literacy and numeracy needs for their qualifications. In 2024, almost all students will be doing the literacy and numeracy co-requisites.
- 2) We have re-evaluated the number of credits we have been offering across subjects at all levels to lessen the overall burden of assessment on students.
- 3) We have reviewed our pathways courses that tie in with Gateway and work experience opportunities to maximise the opportunities for students to gain credits towards qualifications alongside the work experiences.
- 4) The school has put much greater time and energy into developing its bicultural base. Staffing and courses are reflecting a greater emphasis on culturally sustaining pedagogies and numbers taking Te Reo courses and Te Ao related courses have greatly increased. This has had effects on Māori achievement and resultant improvements in overall stats.
- 5) Our junior programme (herengatahi) is producing learners who are better equipped to embrace the challenges of senior years and NCEA.
- 6) We are providing better opportunities for a wider range of learners including more extension and gifted and talented opportunities as well as greater support for learners who need intensive literacy and numeracy support.
- 7) We are providing more in class support, particularly at a junior level, to accelerate learners at a crucial period in their development and readiness for the senior years
- 8) 220 students in years 11-13 accessed SAC in 2024. A growing number of students are getting extra support for assessments and I have separate analysis in relation to the results of these assessments in this review. However, the overall results are good, particularly at levels 2 and 3, and have contributed to improvements at these levels of NCEA.

In this first section, Deputy Principals have had conversations with Deans about their observations in relation to the results. DPs are assigned a senior year level and work closely with the Dean throughout the year.

Level 1 NCEA (Rebecca Rāpira-Davies/Natalie Randall)

- Level 1 NCEA was achieved by 235 of the 339 Year 11 students (69%). This was a good result in the context of equity index group and national considerations. Key factors influencing achievement for this cohort included attendance rates, late enrolments and complex behavioural, social and health issues.
- Of these 339 students, 91 did not attend the Day 1 Year 9 Powhiri in 2021 (26.8%), and of these, 48 did not achieve Level 1 (52.7%), compared to only 56 (18.5%) of students who started at WHS on their first day as a Year 9 in 2021. Raising the achievement of this group of students remains a strategic focus.
- Male achievement was slightly below the equivalent EQI grouping while female achievement was higher than the EQI group average for females.
- Māori learners achieved at a rate of 58.8%, surpassing the national average (49.6%) for the second consecutive year, although falling below the averages for schools in the School Equity Index Group (SEIG) (66.3%) and our overall cohort (69.1%). So we still have some work to do in order to close this gap and ensure an equitable outcome. At Level 1, certificate endorsement results were outstanding, with 23.8% achieving with Excellence and 44.5% with Merit. When this result is read in conjunction with the junior data and, in

particular, entrance data for Māori students at year 9, intervening with programmes such as Ngā Manaakitanga have potential to improve these outcomes greatly.

The 104 students who did not achieve NCEA Level 1 include:

- Five ENL students with exceptionally low literacy who attended specialist English language classes (one of these has significant trauma that has led to severe mental health issues, affecting learning),
- Two students who were dual enrolled with CRHS and one at Te Ara with a very high level of funding related to very complex behavioural needs,
- One student who only attended in Term 1 but remained on our roll in order to receive support,
- Three students who moved to Capital Training in the second half of the year where two of them achieved literacy and numeracy,
- Four international students who arrived part way through the year, and
- Three He Kākano students with ORS funding, one of whom receives further specialist funding and had previously been at Halswell in Christchurch.

Therefore, for these 19 students, achieving NCEA Level 1 was not the focus as they had individual goals they were working towards. Additionally, 26 students have required significant and ongoing pastoral care stemming from complex home lives and various physical and mental health issues such as anxiety and ASD. For these students, low attendance has also been a significant factor in their academic progress. Three of these have significant behavioural issues that have required police youth aid involvement, including two for whom ongoing attendance /truancy has been an issue since primary school.

Arotahi

Out of the 17 participants in the Arotahi program, seven students (41.2%) did not attain NCEA Level 1. Nevertheless, 14 students (82%) successfully achieved Level 1 literacy and numeracy. This programme is usually targeted towards students deemed at risk of not achieving but who have been identified as motivated students, likely to achieve with added support. In 2023, five students with chronic behavioural issues were placed in the programme with the expectation that the structured approach, strong feeling of whānaungatanga and less movement around the school would improve their attendance and behaviour. This was not particularly successful and three of these students eventually moved to Capital Training as a pathway into further training and employment.

Attendance rate

The overall attendance rate of 81.2% for the cohort is fairly similar to that of other year levels. This is only slightly lower than the cohort's attendance rate of 83.7% when they were in Year 10. The data shows a link at all levels between attendance and achievement and it is particularly pronounced at Level 1. None of the students whose attendance was less than 60% achieved NCEA Level 1. Of the students who did achieve Level 1 the average attendance rate was 86% whilst for the students who did not achieve Level 1 the average attendance rate was 64%.

Level 1 Literacy/ Numeracy

Our Level 1 Literacy achievement rate of 88.8% was above the national average of 82.4% and on par with the SEIG of 88.9%. This includes all but three of the Arotahi English students. Of the 32 students who did not achieve L1 Literacy, 12 did not attend the Day 1 Year 9 Powhiri in 2021. For six of the students who did not achieve Literacy, their learning needs (e.g. English Language, Learning Support, ASD) or their complex pastoral care needs remained barriers.

The Level 1 Numeracy achievement rate was 86.5%, above the national average of 81.5% but a little below the SEIG with 91.5%. In 2024, the students who have not yet gained their numeracy credits are working towards doing so in either a mathematics, numeracy or AEM program.

We have had a curriculum restructure for the academic year 2024, discontinuing the offering of NCEA Level 1 in Year 11 as a qualification. Instead, Year 11 students will engage in a course of study aimed at transitioning them into NCEA Level 2 in the subsequent year. As part of this change, students will attempt one of the new Level 1 achievement standards in each of their courses. This allows students to become familiar with the NCEA system, preparing them for the challenges and expectations of NCEA Level 2. Simultaneously, it provides teachers with an opportunity to trial the new standards, continue building their understanding of them and give them more time to plan for the effective implementation of the new Level 2 standards in 2025.

Level 2 NCEA (Caroline Lewis / Edward Meredith)

The table below contains information related to the 308 Year 12 students who **attended in 2023**.

Year	Students (Left)	Maori (Left)	NCEA Level 1			NCEA Level 2		Numeracy		Level 1 Lit		UE lit	
			2022	2023	N	2023	N	A	N	A	N	A	N
2020	241(31)	25(3)	188	28	25(13,6)	186	55(18,8)	228	13(6,4)	233	8(4,3)	140	101(28,15)
2021	21(5)	1(0)	14	4	3(3,0)	12	9(5,0)	19	2(2,0)	20	1(1,0)	11	10(5,0)
2022	23(5)	5(2)	16	1	6(5,2)	15	8(6,3)	20	3(3,0)	19	4(3,0)	13	10(6,4)
2023	23(6)	3(2)	8	5	10(4,3)	12	11(4,3)	17	6(3,2)	17	6(3,2)	6	17 (5,3)
All	308(47)	34(7)	226	38	44(25,11)	225	83(33,14)	284	24(14,6)	289	19(11,5)	170	138(44,22)

Note (... , ...) are number of students who have left and number of Māori students who have left

Year	Students	Māori	NCEA Level 1			NCEA Level 2		Numeracy		Level 1 Literacy		UE literacy	
			2022	2023	N	2023	N	A	N	A	N	A	N
2020	78%	73.5%	78%	11.6%	10.4%	77.2%	22.8%	94.6%	5.4%	96.7%	3.3%	58.1%	41.9%
2021	6.8%	2.9%	66.7%	19%	14.3%	57.1%	42.9%	90.5%	9.5%	95.2%	4.8%	52.4%	47.6%
2022	7.8%	14.7%	34.8%	21.7%	43.5%	65.2%	34.8%	87%	13%	82.6%	17.4%	56.5%	43.5%
2023	7.4%	8.8%	34.8%	21.7%	43.5%	52.2%	47.8%	73.9%	26.1%	73.9%	26.1%	26.1%	73.9%
All	100%	100%	73.4%	12.3%	14.3%	73.1%	26.9%	92.2%	7.8%	93.8%	6.2%	55.2%	44.8%

Notes:

1. The 2020 number includes 7 students who enrolled after the Day 1 powhiri
2. Where there are two bracketed numbers the first is “students who left in 2023” and the second is “Maori students”
3. Enrolments - 2021 - 14 were European, in 2022 15 were European, in 2023 just 12 were European. Asian and Middle Eastern enrolments are increasing.
4. Students who left prior to Year 12 are not included in the data

In 2023, Level 2 NCEA was achieved by 225 of the 308 Year 12 students (72.8%). [77.5% of this year group achieved level 1 in 2022.] This group of 225 students includes 19 Māori students. Of the 308 enrolled Year 12 students; 289 have gained Level 1 Literacy, 284 have gained Numeracy and 170 have gained UE literacy. 47 of these students have now left the school. Regarding Certificate endorsement, of the 225 students who achieved NCEA Level 2 80 got Merit Certificate endorsement (35.6%) and 31 got Excellence Certificate endorsement (13.8%).

Those enrolled in 2020 achieved at higher rates than those students who enrolled after 2020, i.e. those who enrolled as Year 10, 11 or 12 students. 90% of 2020 enrolments have attained NCEA Level 1 relative to 70% for the later enrolments. 77% of 2020 enrolments have attained NCEA Level 2 relative to 57% of later enrolments.

Of the 83 students who are yet to achieve NCEA Level 2, 16 attained Level 1 in 2023. Of this group of 83 students, only 50 students are still attending, of whom 38 students are yet to achieve NCEA Level 1 (see the next paragraph). Of the other 12 students who have NCEA Level 1, at least nine have a clear pathway to NCEA Level 2. The others are facing learning, mental health and attendance challenges. One Maori student is in this group of 12 students.

Of the 38 students who are yet to achieve NCEA Level 1, 25 have now left WHS. Of those remaining, they have either a significant learning need, are ESOL or have long term mental health issues impacting attendance and engagement.

We would expect only five of this group to acquire NCEA Level 1 before the end of 2024 and all five also have an opportunity to achieve Level 2 with the learning programmes they have in place. Five Māori students are in this group of 38 students.

For some ākonga still without Level 1 Numeracy and Literacy, there are pathways to acquiring these. For a few it is unlikely, given their learning needs, but the rest still have a pathway through the corequisite exams.

The overall attendance rate for the cohort is good and compares favourably to the attendance rates of other year groups at 77% (attendance in 2022 was 77.5%). The only year group with a higher attendance rate is Year 9 at 80.4%. Of the 225 students who have achieved NCEA Level 2 the attendance rate is 83% whilst for the 83 students yet to achieve NCEA level 2, the attendance rate was 58%. Where attendance was not directly related to a health issue and other justified reasons, Deans worked closely with some students and their whanau to reduce the truancy. The role of the rōpū teacher, to follow up on absences, is vital and we have better systems in place in 2024 to support rōpū teachers to complete this vital mahi.

It has been noted that Māori student achievement between Level 1 and Level 2 declined. The enrolment of just two at risk Māori students who have now left will have partially contributed to this. One was involved in the Youth Justice system and the other was a long-term truant. With the former we made little impact, the latter was fully engaged with Youth Services when they left us. Students who enrolled after 2020 are more likely to have left the school, both Māori and non-Māori students.

In 2022 there were a couple of migrant enrolments with very little English language skills and therefore limited chance of achieving NCEA qualifications in their senior years. This particular pattern of enrollment has increased in 2024. This is likely to have an increasingly bigger impact on future results.

Outside of awhi for learning needs, healthcare and truancy, deans pastoral care of ākonga was largely limited to career paths and follow up meetings. The experiences of 2022 and working with ākonga regarding consent issues have completely disappeared.

Throughout the year we tried to celebrate the Individual students successes, both school based and outside, at Year 12 assemblies. Waiata and karakia are now the expected norms at our assemblies. An innovation of 2022 was to provide some leadership opportunities to ākonga e.g leading assemblies etc. This has been beneficial by creating a service culture among the cohort, leading to the WERO and Peer support programmes being well supported by students. Our other leadership roles have also been well supported in 2024 e.g. new student buddies.

Level 3 NCEA (Dominic Killalea / Kelly Jean-Louis)

The leaving year 13 were perceived to be a group that stood out by most staff both academically and in their leadership of the school. I was interested in where that came from. In discussing last year's year 13 with Kelly Jean-Louis, we immediately talked about the herengatahi system and the influence that had in helping create a good culture. Kelly believed that the group benefited from a really strong group of teachers involved in herengatahi who were really effective as rōpū teachers and practitioners. Kelly also spoke of her own very close work with the leaders of the groups - "80% of my communication was with the herengatahi leaders. We ran separate meetings with the leaders and we would problem solve together."

Kelly also said that "particular effort was made with assemblies. We had them every two weeks and we made an effort to put routine in place. There were three messages at every assembly related to etiquette: phones away, air pods / headphones away and no talking when someone is talking. There was consistent messaging around these three aspects through herengatahi classes as well.

Kelly was one of the last solo Deans and she felt that the smaller group that started (235 students of which 178 remained by year 13) made it easier for her to get to know every student in the year.

Kelly really appreciated the support of Chuni Bhikha throughout year 13 as he was able to provide a level of expertise, particularly in relation to careers counselling, that she couldn't provide. She felt they were a great team and this also benefited the whole year group. In Kelly's words, "he worked really hard and did so much in that space for the ones that were a bit lost."

Some other comments:

- New students in year 13 were ok - for many, the issues that came in stayed with them but there were some successes with this group of students. As reported elsewhere in this review, of the 19 students who arrived in 2023 at year 13, only 10 of them gained level 3 NCEA. However, only 9 of those arrivals into year 13 had achieved level 2 NCEA previously. Of the 19 students who arrived in 2023, 15 of them achieved the level of NCEA they were attempting (78.9%).
- Māori success - had a lot to do with the special rōpū that BLN and CKW ran - students were identified at year 11 and these students almost all became leaders in their year group, and felt a stronger link with the school. The challenge was for students who weren't 'selected' to be a part of the rōpū who Kelly felt could have really reaped the benefits of being in the rōpū.
- Without prompting, Kelly also mentioned that having me as a line manager made a difference. My approach, which was heavily based in data, to make sure we were not letting anyone slip through the cracks was useful. The sort of information we were looking at can be found [here](#).
- Kelly also made an interesting comment about her year group, one who had to deal with COVID from year 10 onwards - "We didn't recover very well after COVID". I disagree because academically, they have been our best performing group. Perhaps Kelly saw even more potential and that's how we want it to be!

Finally, an interesting statistic for this group is the average attendance for those students who attained level 3 NCEA was 76%. For the group of students who didn't achieve NCEA level 3, their average attendance was 56%. There is further analysis of achievement and attendance in this report.

Historical NCEA Achievement 2015 - 2023

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.

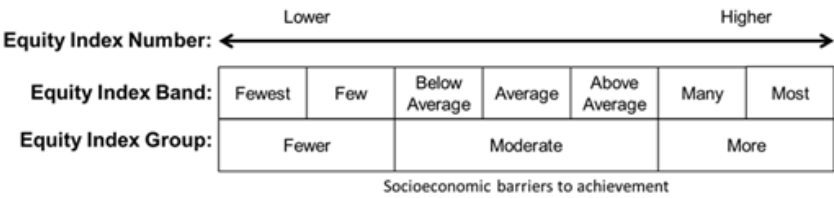
On the face of it, level 1 has improved steadily over the last 5 years with a reduction in 2023. It is relevant that the national and SEIG stats have also dropped in 2023.

At level 2, our result was a better one comparatively than most years (except 2022).

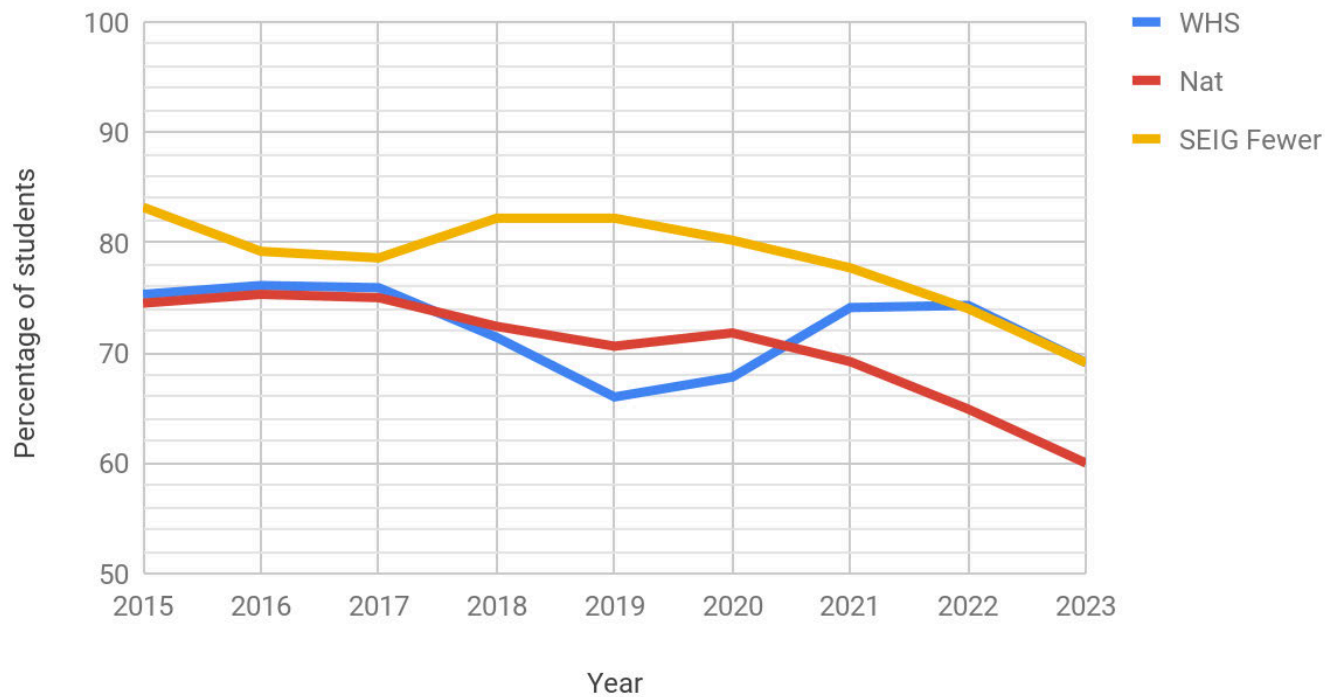
At level 3, we continued our improvement we have shown over the last 5 years.

	WHS	WHS	WHS	WHS	Nat	Nat	Nat	Nat	SEIG Fewer	SEIG Fewer	SEIG Fewer	SEIG Fewer
	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	82.2	86.5	79.3	67.3
2019	66	77	67.8	52.5	70.6	77.5	67.3	49.3	82.2	86.5	79.3	67.3
2020	67.8	77.1	74.2	60.3	71.8	80.1	72.1	53.4	80.2	88.8	84.5	73.9
2021	74.1	76.6	76.7	58.1	69.2	77.9	70.5	51.9	77.7	88.1	84.6	73
2022	74.3	80.4	72.4	56.3	64.9	74.9	68.2	50.3	74	87	82.9	71.4
2023	69.1	74.2	73.8	57.9	60	72.2	66.2	47.2	69.1	83.9	80.3	67.9

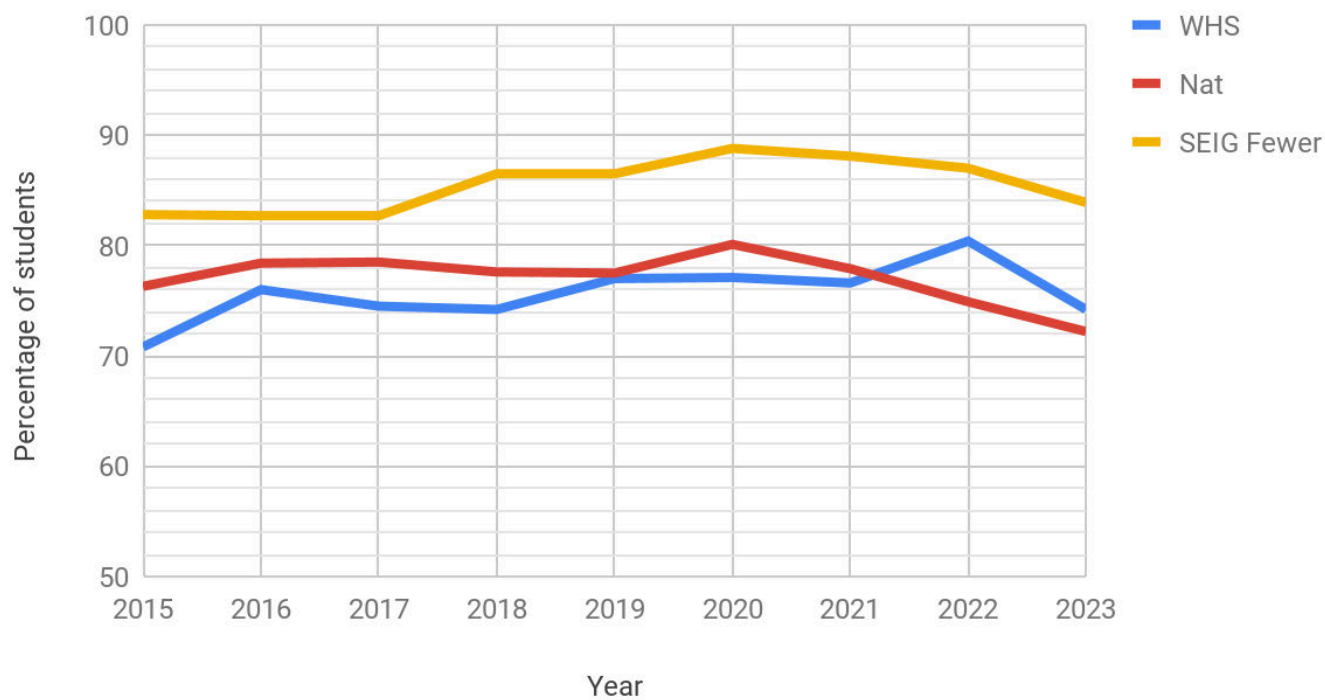
Note that the last 5 years comparative data (2019 - 2023) has been calculated using an School Equity Index Group (SEIG) of ‘Fewer’ socioeconomic barriers (replacing the decile system).



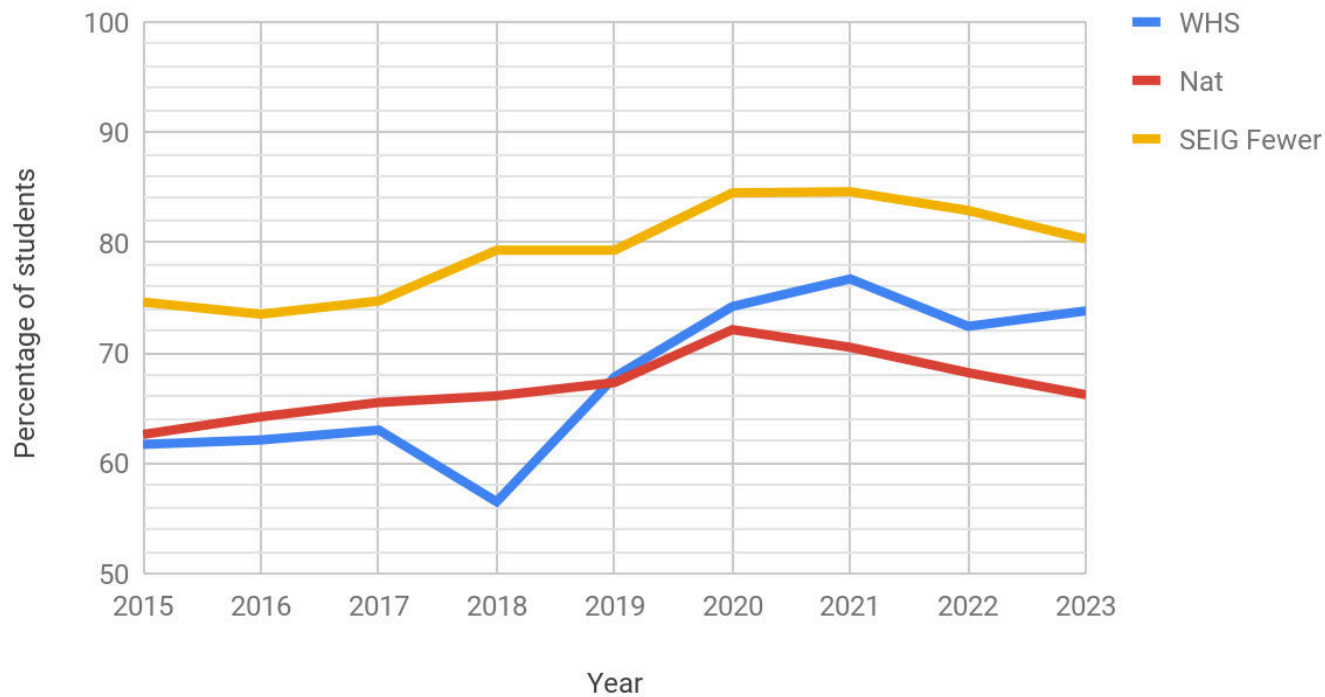
Year 11 - NCEA Level 1 2015- 2023



Year 12 - NCEA Level 2 - 2015 - 2023



Year 13 - NCEA Level 3 - 2015 - 2022



Year 13 - University Entrance - 2015 - 2023

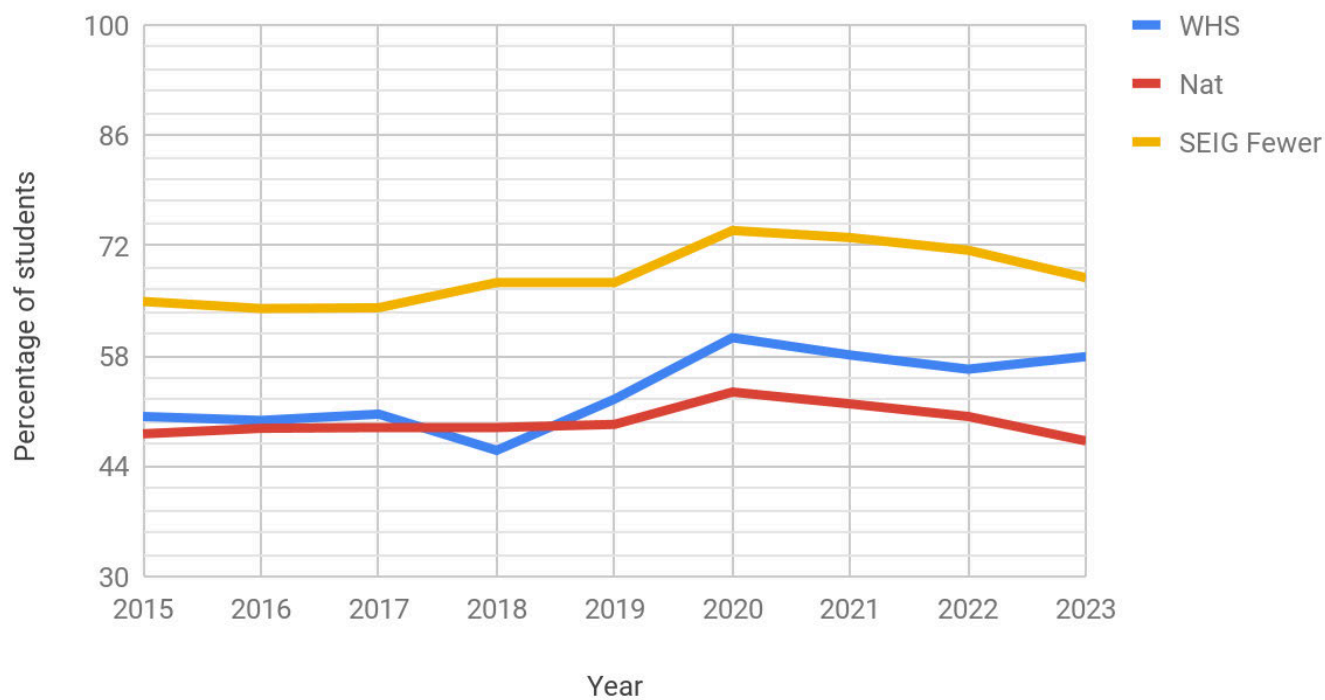
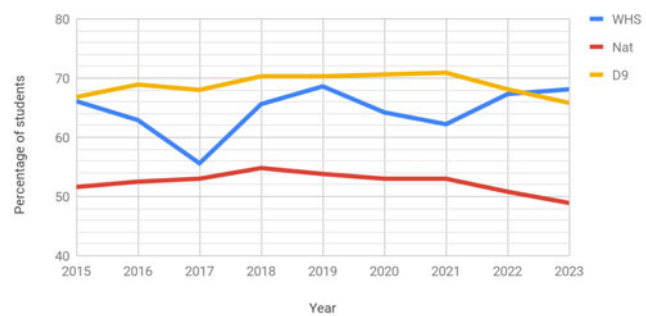


Table – Certificate Endorsement Results 2015 - 2023

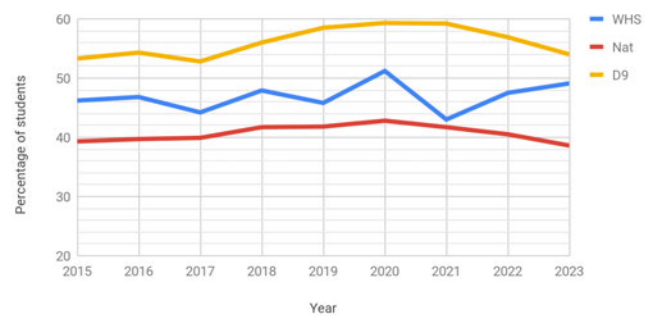
For the purposes of looking at this information, I have combined the merit and excellence data for the last 8 years for the graphs below. In these graphs it is a bit clearer that our best students have always achieved at a level somewhere between national averages and the average for our school equity index group (SEIG).

	Year	WHS	WHS	WHS	Nat	Nat	Nat	D9	D9	D9
		Y11 NCEA L1	Y12 NCEA L2	Y13 NCEA L3	Y11 NCEA L1	Y12 NCEA L2	Y13 NCEA L3	Y11 NCEA L1	Y12 NCEA L2	Y13 NCEA L3
Excellence	2015	20.7	18.9	14.2	18.8	15.1	13.8	27.5	22.2	17.7
	2016	19.1	19.2	18.3	19.7	16	14.5	28.7	22.5	18.3
	2017	25.6	15.1	18.3	20	16.4	15.5	28.5	22.1	20.5
	2018	21.7	20.7	17.8	20.5	16.5	15	29.3	23.3	18.7
	2019	20.1	20.4	18.2	19.9	16.7	14.8	29.2	25.0	19.2
	2020	24.0	17.7	17.1	20.7	17.9	17.5	31.5	27.0	23.5
	2021	16.7	18.0	16.2	21.1	17.9	17.9	32.2	28.2	25.0
	2022	22.0	20.8	18.5	19.4	16.5	15.3	28.5	25.0	20.9
	2023	23.8	14.0	16.7	16.8	14.7	13.7	24.6	21.6	17.7
Merit	2015	45.4	27.3	25.7	32.8	24.2	27.7	39.3	31.1	34
	2016	43.8	27.6	33.6	32.8	23.7	27.2	40.2	31.8	35
	2017	30	29.1	26.1	33	23.5	26.7	39.5	30.7	32.8
	2018	43.9	27.2	31.1	34.3	25.2	27	41	32.7	34.2
	2019	48.5	25.4	26.3	33.9	25.1	26.2	41.1	33.5	32.7
	2020	40.2	33.5	31.8	32.3	24.9	26.3	39.1	32.3	33.2
	2021	45.5	25.0	27.8	31.9	23.8	25.3	38.7	31.0	30.9
	2022	45.3	26.7	25.5	31.4	24.0	25.5	39.6	31.9	31.6
	2023	44.3	35.1	28.0	32.1	23.9	26.0	41.2	32.4	33.4
Combined	Year	WHS	WHS	WHS	Nat	Nat	Nat	D9	D9	D9
		Y11 NCEA L1	Y12 NCEA L2	Y13 NCEA L3	Y11 NCEA L1	Y12 NCEA L2	Y13 NCEA L3	Y11 NCEA L1	Y12 NCEA L2	Y13 NCEA L3
	2015	66.1	46.2	39.9	51.6	39.3	41.5	66.8	53.3	51.7
	2016	62.9	46.8	51.9	52.5	39.7	41.7	68.9	54.3	53.3
	2017	55.6	44.2	44.4	53	39.9	42.2	68	52.8	53.3
	2018	65.6	47.9	48.9	54.8	41.7	42	70.3	56	52.9
	2019	68.6	45.8	44.5	53.8	41.8	41.0	70.3	58.5	51.9
	2020	64.2	51.2	48.9	53.0	42.8	43.8	70.6	59.3	56.7
	2021	62.2	43.0	44.0	53.0	41.7	43.2	70.9	59.2	55.9
	2022	67.3	47.5	44.0	50.8	40.5	40.8	68.1	56.9	52.5
	2023	68.1	49.1	44.7	48.9	38.6	39.7	65.8	54.0	51.1

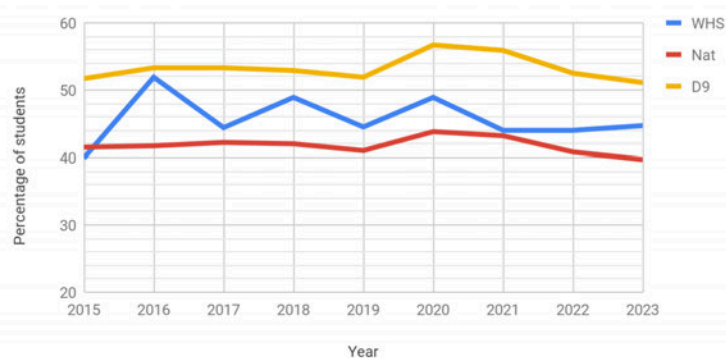
NCEA L1 Combined Merit-Excellence Endorsement - 2015 - 2023



NCEA L2 Combined Merit-Excellence Endorsement - 2015 - 2023



NCEA L3 Combined Merit-Excellence Endorsement - 2015 - 2023



Literacy and Numeracy

Literacy and numeracy goals are crucial for the achievement of all levels of NCEA. This was an area of our work that we decided to give a lot more attention in 2021 with a couple of HoFs overseeing literacy and numeracy interventions. This work continued and in 2023, this became the responsibility of two of our SLT. The work has involved:

- Creating regular lists of students who are 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

This work has been successful, particularly in relation to numeracy where there is a far more structured approach from all teachers in the faculty. This success can be seen in the tables and graphs below. At year 11, level 1 literacy had increased from 2020 to 2022 by 11.4 percentage points; it dropped by 2.5 points in 2023 from 2022. Meanwhile, level 1 numeracy has steadily increased by 8.1 percentage points from 2020 to 2023.

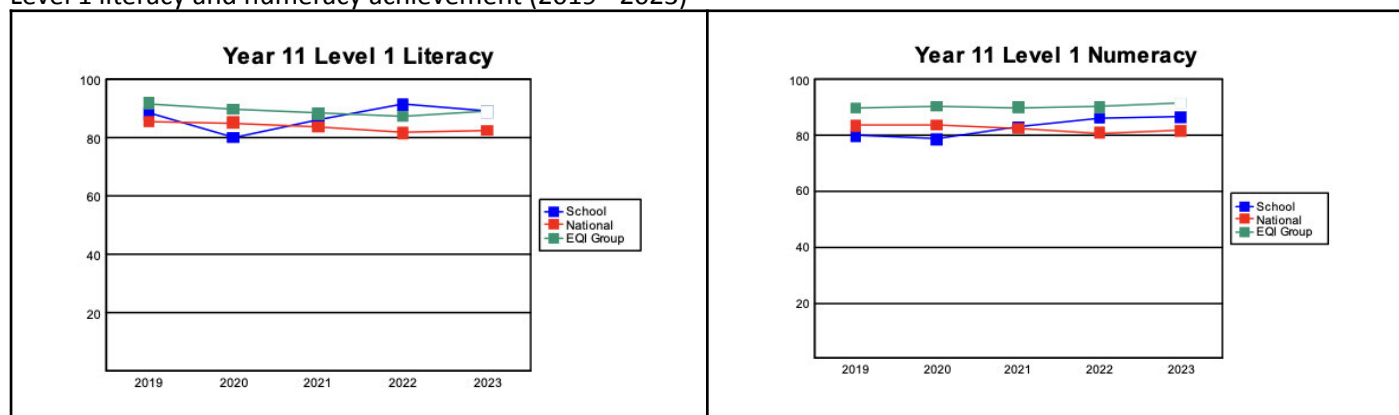
Literacy achievement (2018 - 2023)

	WHS			National			SEIG - fewer		
	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	91.7	95.3	95.5
2020	79.9	93.7	96.1	85.1	92.7	94.4	89.7	95.3	96.3
2021	85.8	92.3	96.9	83.6	92.2	94.2	88.3	95.4	95.9
2022	91.3	94.2	95.3	81.6	91.2	93.9	87.3	95.3	96.1
2023	88.8	95.3	95.2	82.4	90.7	93.5	88.9	94.7	96

Numeracy achievement (2018 - 2023)

	WHS			National			SEIG - fewer		
	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	89.6	94	94.4
2020	78.4	92.3	96.5	83.6	91.7	93.7	90.2	94.3	95.3
2021	83	91.2	97.7	82.5	91.3	93.6	89.9	94.7	95.4
2022	86	93.1	96.9	80.8	90.2	93.3	90.1	94.8	95.8
2023	86.5	93.6	94.8	81.5	89.7	93	91.5	94.5	96.1

Level 1 literacy and numeracy achievement (2019 - 2023)



Scholarship

78 candidates entered 116 scholarship examinations across 20 subjects. However, 48 candidates did not sit 59 examinations. This is because the date of entry for scholarship examinations is well ahead of when the students can realistically decide if they are genuine scholarship candidates. In other words, the figure of 116 represents an interest in scholarship rather than a commitment. Of the 57 examinations sat, 17 (29.8%) achieved scholarship grades in 10 different subjects by 16 different students (*see table below*). One of these students, [REDACTED], who received a Principal's award for academic excellence at our senior prizegiving last year, attained 2 scholarships including one outstanding. [REDACTED] also achieved full marks for his Scholarship Painting and will be in the running for Top Scholar.

WHS Scholarship students 2023

Last Name	First Name	Level	Gender	Ethnicity	Subject	Outcome
[REDACTED]	[REDACTED]	13	M	European	Painting	O
[REDACTED]	[REDACTED]	13	M	European	Sculpture	S
[REDACTED]	[REDACTED]	12	M	European	Design and Visual Communication	S
[REDACTED]	[REDACTED]	13	M	European	Design and Visual Communication	S
[REDACTED]	[REDACTED]	13	M	European	Music	S
[REDACTED]	[REDACTED]	12	F	European	Calculus	S
[REDACTED]	[REDACTED]	13	F	European	Biology	S
[REDACTED]	[REDACTED]	13	F	European	Design	S
[REDACTED]	[REDACTED]	13	M	European	Media Studies	S
[REDACTED]	[REDACTED]	13	M	European	Design and Visual Communication	S
[REDACTED]	[REDACTED]	13	M	Asian	Japanese	S
[REDACTED]	[REDACTED]	13	M	European	English	S
[REDACTED]	[REDACTED]	12	F	European	Design and Visual Communication	S
[REDACTED]	[REDACTED]	13	M	European	Design and Visual Communication	S
[REDACTED]	[REDACTED]	13	M	MELAA	Design	S
[REDACTED]	[REDACTED]	13	M	European	Media Studies	S
[REDACTED]	[REDACTED]	13	F	European	Biology	S

S – Scholarship, O – Outstanding Scholarship

Scholarship over the years (including in brackets the number of outstanding scholarships)

Year	Number	Year	Number
2023	17(1)	2016	30 (3)
2022	21 (2)	2015	23 (5)
2021	24 (4)	2014	18 (1)
2020	17 (2)	2013	26 (2)
2019	26 (1)	2012	23 (4)
2018	8 (1)	2011	23 (3)
2017	18 (0)		

NCEA Analysis by Gender

At the moment, analysis by gender includes males and females. There are no published statistics for students who are non-binary (classified as D in KAMAR). I believe that these students are included in these statistics under their birth gender.

Table – Results By Gender 2015 - 2023

	Year	Wellington High School				National				SEIG - fewer			
		Y11 L1	Y12 L2	Y13 L3	Y13 UE	Y11 L1	Y12 L2	Y13 L3	Y13 UE	Y11 L1	Y12 L2	Y13 L3	Y13 UE
Male	2015	70.9	68.7	57	45	70.3	72.6	56.3	41.4	77	77.1	66.8	55.6
	2016	70.7	72.4	57.3	45.6	71.6	75.2	58.7	42.2	69	74.1	61.5	49.4
	2017	72	69.8	56	43.2	71	75.5	60.1	42.1	68.3	74.3	63.5	50.5
	2018	69.2	70.7	52.7	41.1	68.2	74.2	61	42.4	71.2	73.2	64.1	51.8
	2019	61.1	74.8	65.7	51	66.5	74.7	62.3	42.2	76	81.8	72	57.9
	2020	65.6	76.4	71.8	57.3	69.6	77.8	68.5	46.8	78	84.7	79.2	66
	2021	73.4	77.3	73.5	52.9	67	76	66.8	45.5	75.9	84.5	79	65
	2022	76.9	79.4	69.1	49	63.4	73.3	65.6	44.9	72.7	83.2	78	64.5
	2023	65.9	76.4	66.9	47.9	58.3	70.6	63.2	41.5	67.9	79.9	74.9	60.4
Female	2015	79.8	72.8	67.5	56.6	78.8	80.1	68.5	54.4	89.7	88.8	82.6	74.2
	2016	83.8	79.7	66.7	53.7	79.1	81.8	69.2	54.9	89.1	90.7	84.7	77.5
	2017	79.8	80.5	70.3	58.5	79.2	81.5	70.5	55.2	88.4	90.7	84.7	76.3
	2018	74.5	77.6	60.9	51.8	76.8	81	70.7	54.8	87.2	89.8	83.8	74.1
	2019	74.5	80	70	54	74.9	80.2	71.9	55.8	88.6	91.3	86.5	76.7
	2020	70.9	78.3	77.1	63.5	74.1	82.4	75.5	59.6	82.5	93	89.7	81.6
	2021	74.8	75.7	82.2	67.3	71.5	79.8	74	57.7	79.5	91.7	89.9	80.7
	2022	71	81.3	76.7	66	66.5	76.6	70.5	55.3	75.3	90.7	87.6	78.1
	2023	72.7	71.6	80.2	67.2	61.9	73.8	68.9	52.4	70.2	87.9	85.4	75.1

Table - Gender differences between 2015 and 2023

	Level 1		Level 2		Level 3	
Year	Male	Female	Male	Female	Male	Female
2015	70.9	79.8	68.7	72.8	57.0	67.5
2016	70.7	83.8	72.4	79.7	57.3	66.7
2017	72.0	79.8	69.8	80.5	56.0	70.3
2018	69.2	74.5	70.7	77.6	52.7	60.9
2019	61.1	74.5	74.8	80.0	65.7	70.0
2020	65.6	70.9	76.4	78.3	71.8	77.1
2021	73.4	74.8	77.3	75.7	73.5	82.2
2022	76.9	71.0	79.4	81.3	69.1	76.7
2023	65.9	72.7	76.4	71.6	66.9	80.2

Table – Gender Differences with Attendance - 2018 to 2023 (Reporting -> Attendance -> School Attendance Rates)

Level	Average Male Attendance				Average Female Attendance				Average Non-binary attendance			
	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023
11	86.1%	86.7%	82.2%	83.7%	83.9%	83.9%	76.1%	78.9%	82.0%	82.0%	78.1%	82.8%
12	81.8%	82.4%	77.5%	84.0%	77.2%	80.9%	73.0%	78.2%	79.0%	79.2%	74.4%	85.8%
13	77.8%	76.7%	66.0%	77.2%	76.8%	76.4%	62.5%	74.2%	-	83.0%	66.0%	72.9%

Table – Gender Differences in Year Level Rolls as at March 1 2023

Level	Male	Female	D (non-binary)
9	167	145	18
10	148	119	9
11	188	148	13
12	171	130	7
13	124	130	14
Totals	798	672	61

Ethnicity and Māori Achievement

The next table is a breakdown by ethnicity. Some of these statistics are volatile because of the numbers of each ethnicity.

We had a total of 39 Māori students enrolled in year 11 in 2023. Of these 39 students, only 34 of them were eligible for the NCEA level 1 qualification. Seven of these students were new to WHS in 2023 and two of them left again before becoming eligible. Overall, 20 students out of 34 achieved NCEA level 1 (58.8%) - a reasonable result but one we would hope to improve in future years. We had five students leave us during the year. Three of them moved to schools outside of Wellington, one applied for early exemption to attend Capital Training, and the other is unknown. In year 12, we had a total of 31 Māori students who were all eligible for level 2 NCEA. 19 of these students achieved NCEA level 2 (61.3%) which was below national and EQI comparative averages. However, two of the students included in this statistic were ORS funded and there was no NCEA pathway negotiated as part of their IEPs - one of the students has attained no NCEA credits to date and the other student has attained 15 credits. If these two students are not included in the overall statistics, then our achievement rate is 19 out of 29 (65.5%). This is above the national average for Māori students. Of the remaining 10 students who did not achieve level 2, five of them had severe attendance issues (attendance less than 50%), two of them left before the end of term three and one left very late in the year. The three leavers made mature decisions to leave, either for employment or further training in a different context (course, Capital Training).

In year 13, we had 31 students enrolled, who were all eligible for the level 3 qualification. Of these 31 students, 21 achieved NCEA level 3 (67.7%). This result compares favourably with national averages. One of the students who did not achieve NCEA level 3 was ORS funded with very high needs. Although this student had achieved enough credits for the level 1 qualification, they had not been able to achieve any numeracy or literacy credits. Two of the students who did not achieve level 3 left before the end of May (one of these students went straight into employment, the other to a school in the far north) and two more students left before the end of the year (one of these once they had gained level two for a course). It is also notable that 29 of the 31 students had achieved level 2 by the end of 2023 (93.5%).

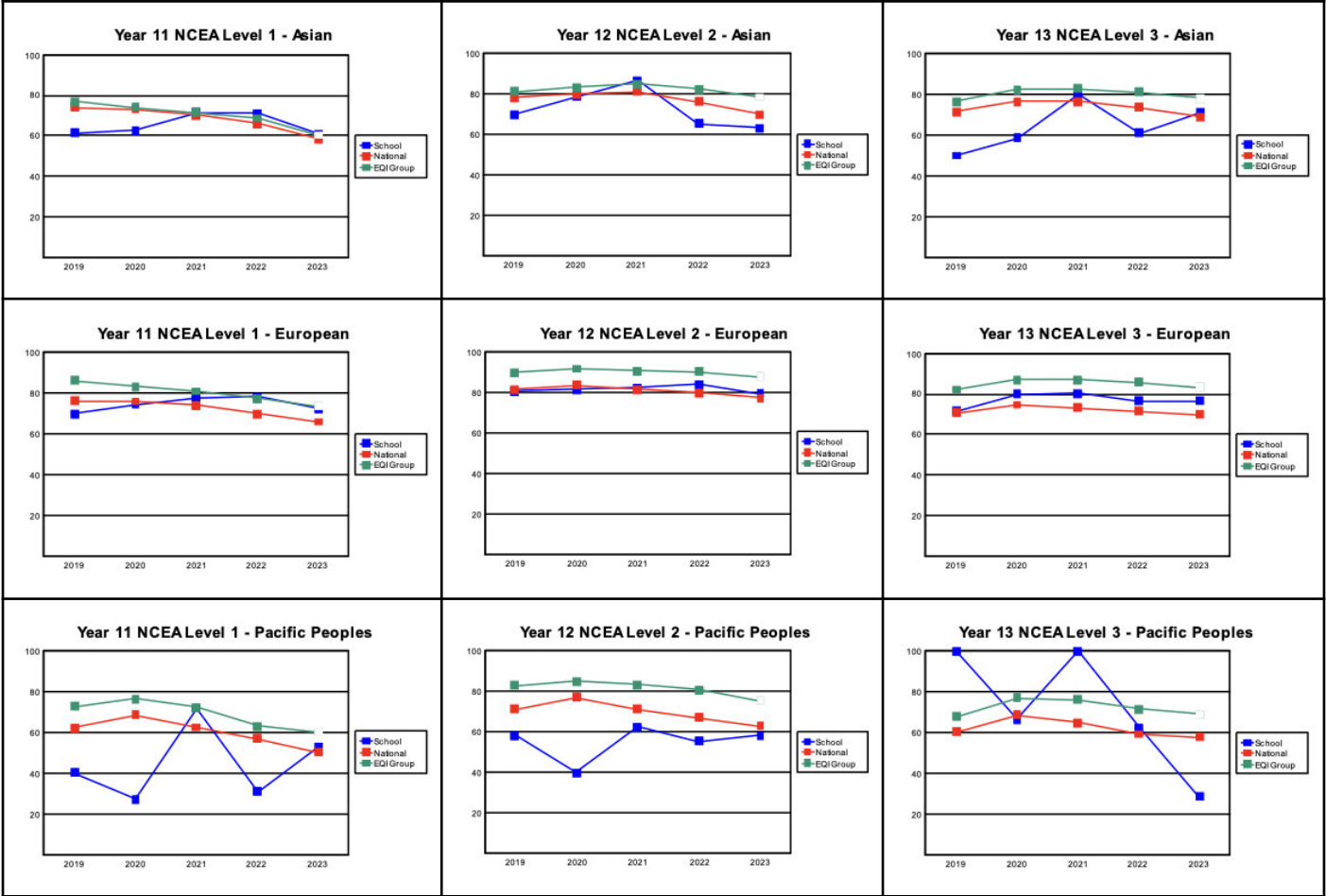
A lot of work has occurred, particularly since the start of 2018 to support our Māori learners. This work has taken many forms across our school and our Kāhui Ako to strengthen and embed culturally sustainable practices. Some highlights over the last 7 years:

- Creation of year 9 Te Ao Māori course
- Creation of year 10 Aotearoa Studies course
- Creation of open level Māori Performing Arts course, open level Māori Studies, open level Toi Māori, open level Māori immersion class
- Ngā manaakitanga mentoring programme (elsewhere reported in this review)
- Increased numbers choosing Māori language courses
- A number of Creatives in Schools projects based in Mātauranga Māori
- Partnering with BGI and Onslow college to support attendance, engagement and success of our Māori learners
- Teacher PLD including 33 teachers electing to learn level 2 T Reo in 2023.

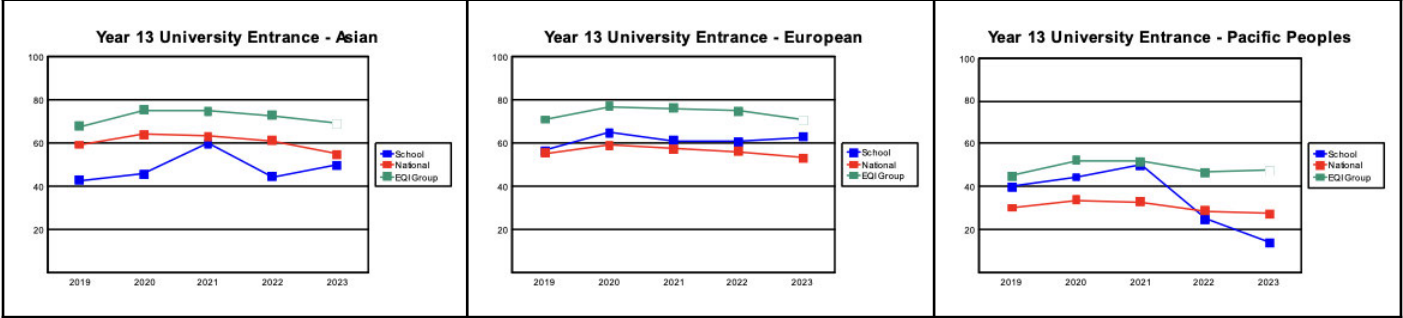
Table – Roll-based NCEA Results By Ethnicity 2019 - 2023

		WHS	WHS	WHS	WHS	Nat	Nat	Nat	Nat	SEIG fewer	SEIG fewer	SEIG fewer	SEIG fewer
	Year	Y11 L1	Y12 L2	Y13 L3	Y13 UE	Y11 L1	Y12 L2	Y13 L3	Y13 UE	Y11 L1	Y12 L2	Y13 L3	Y13 UE
Asian	2019	61.5	70	50	42.9	73.9	78.3	71.3	59.3	76.7	81	76.5	68
	2020	62.5	78.6	58.3	45.8	73.1	80	76.5	64.1	74	83.3	82.1	75.4
	2021	71.4	86.7	80	60	70	81.1	76.2	63.4	71.6	84.8	82.5	74.9
	2022	70.8	65.2	61.1	44.4	65.9	76	73.6	61.3	68.7	82.3	80.9	73.1
	2023	61.2	63.3	70.8	50	58.3	69.9	68.7	55.1	60.3	78.5	77.9	69.3
European	2019	69.7	80.3	71.5	56.4	76	81.1	70.8	55.1	86.2	89.3	82.1	70.8
	2020	74.6	81	79.8	64.6	75.8	83.2	74.6	59	83.2	91.3	87	76.9
	2021	77.9	81.9	80.1	61	74	81.2	73.2	57.2	80.9	90.2	86.9	75.9
	2022	78.2	83.5	76.5	60.4	69.7	79.4	71.6	56	77.4	89.8	85.7	74.7
	2023	72.2	79	76.5	62.7	65.9	77.1	69.9	53	73.7	87.4	83.1	70.7
Māori	2019	52.2	58.8	60.7	39.3	57.7	68.9	55.1	29.9	77.3	83.3	75.4	56.9
	2020	51.4	62.5	53.6	35.7	60.8	71.9	60.7	34.1	76.3	87.5	77.6	60.9
	2021	51.3	75	54.2	37.5	57.7	68.3	58.5	31.7	73.3	84.9	79.2	60.7
	2022	58.8	65.6	62.5	37.5	53.9	64.1	55.7	30.9	68.6	81.9	77	56.9
	2023	58.8	61.3	67.7	38.7	49.6	63.3	54.8	28.9	66.3	79.4	73.6	54.6
Middle Eastern / Latin american / African	2019	40.0	58.3	100.0	40.0	61.8	71.3	60.3	30.3	72.4	83.0	68.0	45.0
	2020	27.3	40.0	66.7	44.4	68.2	77.1	68.9	33.7	76.0	85.1	77.0	52.3
	2021	71.4	62.5	100.0	50.0	62.3	71.5	64.9	33.0	71.9	83.2	76.2	51.7
	2022	30.8	55.6	62.5	25.0	56.6	67.3	59.4	28.7	63.0	80.8	71.8	46.8
	2023	52.9	58.3	28.6	14.3	49.9	63.0	58.1	27.4	59.8	75.5	69.2	47.4
Other Ethnicity	2019	100.0	50.0	0.0	0.0	74.4	75.1	67.4	52.9	78.8	86.2	75.0	60.5
	2020	37.5	50.0	33.3	0.0	74.6	81.0	74.3	56.9	88.4	89.1	81.4	66.7
	2021	0.0	10.0	66.7	0.0	73.2	78.5	72.9	55.1	78.2	87.5	81.4	70.6
	2022	81.3	0.0	40.0	40.0	65.5	77.0	66.3	53.4	73.7	88.0	80.2	72.5
	2023	66.7	68.8	0.0	0.0	58.2	73.3	64.1	46.9	63.3	84.5	73.6	63.8
Pasifika Peoples	2019	40.0	58.3	100.0	40.0	61.8	71.3	60.3	30.3	72.4	83.0	68.0	45.0
	2020	27.3	40.0	66.7	44.4	68.2	77.1	68.9	33.7	76.0	85.1	77.0	52.3
	2021	71.4	62.5	100.0	50.0	62.3	71.5	64.9	33.0	71.9	83.2	76.2	51.7
	2022	30.8	55.6	62.5	25.0	56.6	67.3	59.4	28.7	63.0	80.8	71.8	46.8
	2023	52.9	58.3	28.6	14.3	49.9	63.0	58.1	27.4	59.8	75.5	69.2	47.4

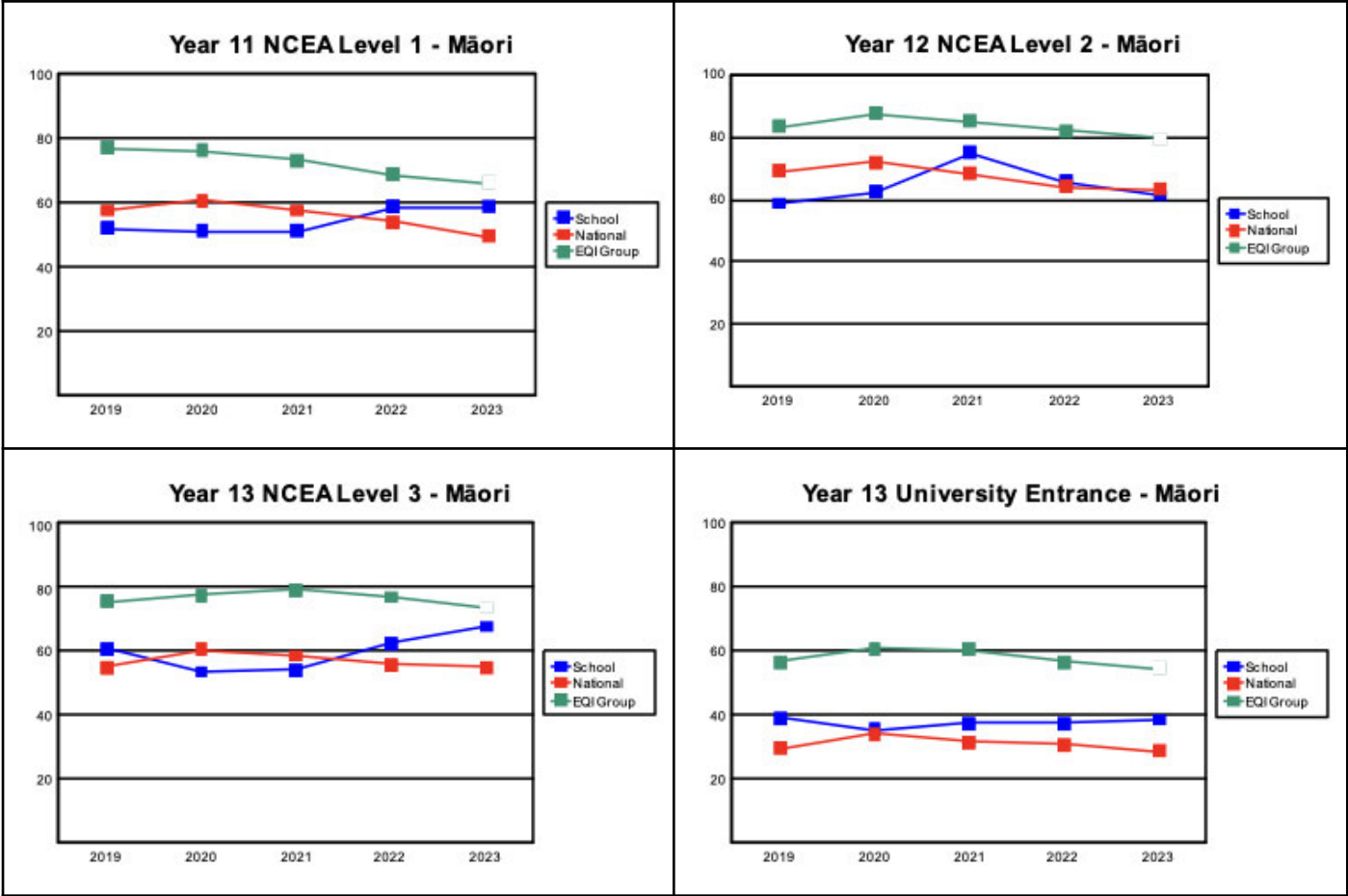
NCEA by ethnicity (2019 - 2023)



UE by ethnicity (2019 - 2023)



Māori NCEA & UE Achievement graphs



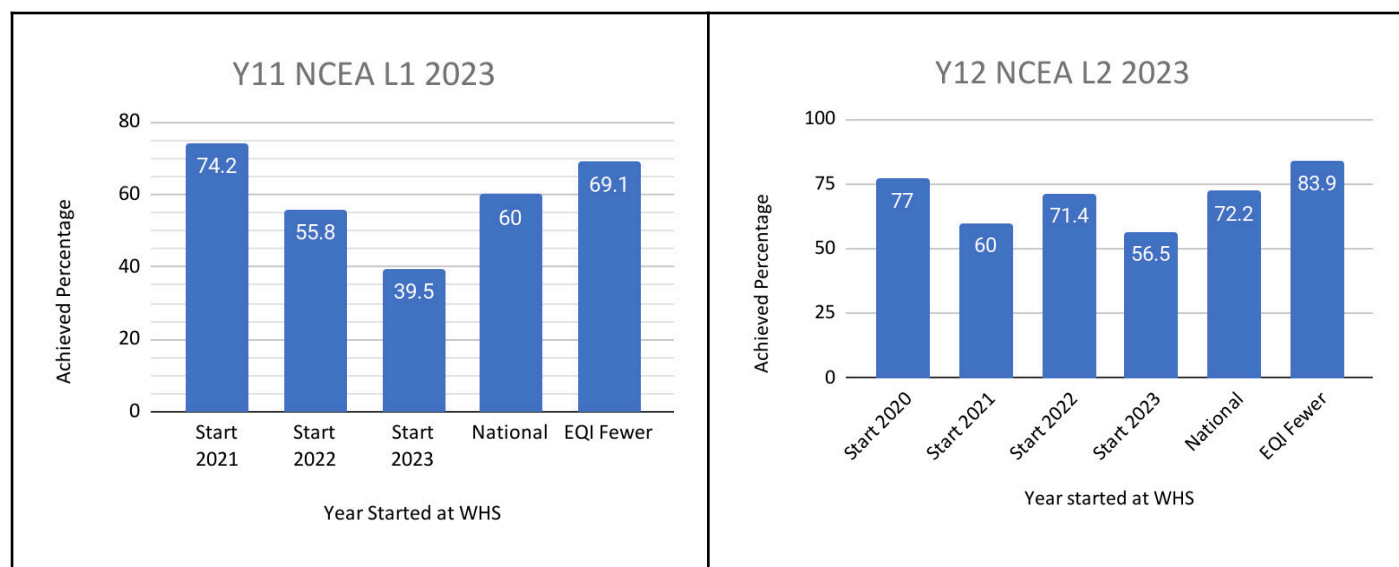
Students who started with us at the start of year 9 vs. students who arrived later (not updated from initial stats)

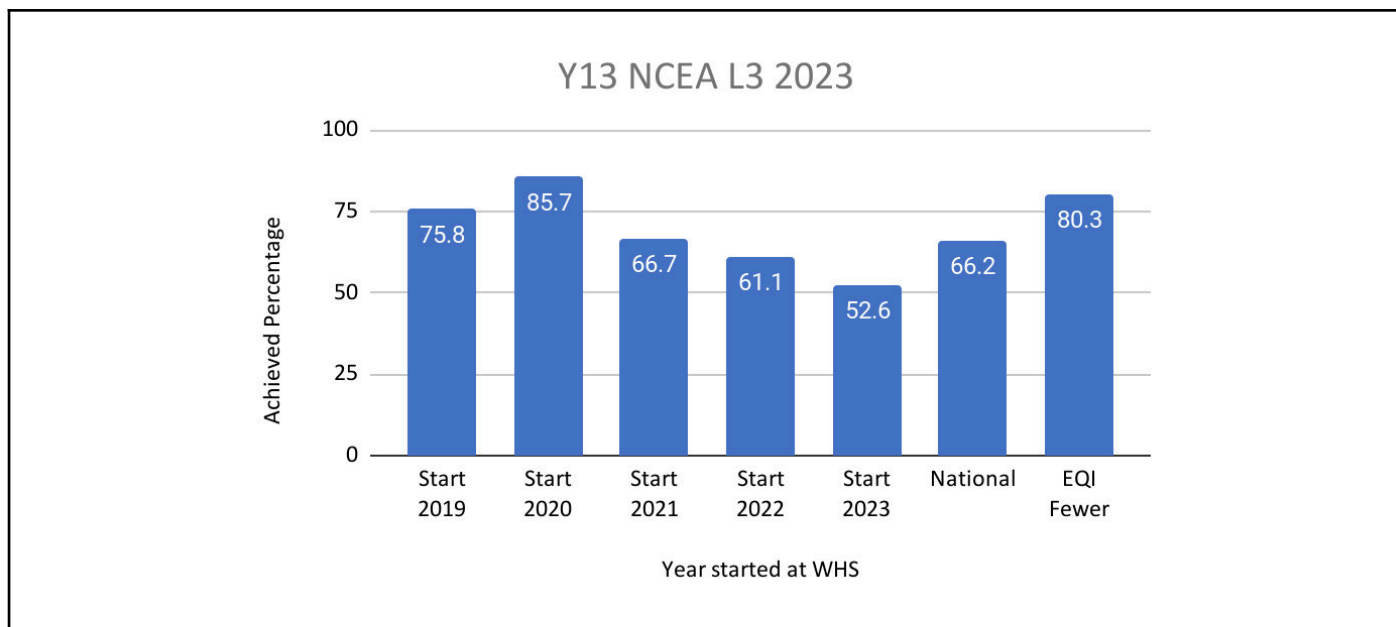
The table below summarises this data well, it is a great example of the challenge we face at our senior year levels and it is part of the work we have been doing with ERO.

It is really pleasing, and in keeping with what we have noticed in the past, that students who start with us at year 9 perform substantially better on qualifications than those who start at a later time. In fact, our data for these students is closer to schools in a similar equity index group. To put these statistics in context, you can see from the statistics below that there is a level of transience that is quite unique to Wellington High School and is something we can celebrate. At least 80 students moved into Wellington High School at the senior level at the start of 2023 and had varying levels of success. A number of these students did not attend for more than a term. The year before, the figure was 88. This is not the experience of the majority of schools. Research has found that a student who transitions from another place can effectively 'fall behind' by up to 6 months.

	# All	% NCEA	Secondary at WHS			Some secondary at WHS			% National	% EQI Fewer
			# students	# NCEA	% NCEA	# students	# NCEA	% NCEA		
Year 11 NCEA L1	345	73.4	264	196	74.2	81	39	48.1	60.0	69.1
Year 12 NCEA L2	304	78.9	239	184	77	65	40	61.5	72.2	83.9
Year 13 NCEA L3	259	70.9	178	135	75.8	81	51	63	66.2	80.3

	Start 2019		Start 2020		Start 2021		Start 2022		Start 2023		% N	% EQI Fewer
	#	%	#	%	#	%	#	%	#	%		
Year 11 NCEA L1					264	74.2	43	55.8	38	39.5	60.0	69.1
Year 12 NCEA L2			239	77	20	60	21	71.4	23	56.5	72.2	83.9
Year 13 NCEA L3	178	75.8	21	85.7	18	66.7	18	61.1	19	52.6	66.2	80.3





Further data in relation to students who arrived in 2023

- 1) Year 12 arrivals in 2023 - Of the 23 new students who came to us in 2023, only 9 had achieved level 1 NCEA in either 2021 or 2022. Of that nine, eight gained level 2 in 2023 (88.9%). 14 students in the new arrivals group didn't previously have level 1 NCEA and all five of those students picked up level 1 NCEA and level 2 NCEA in 2023. In other words, of the group of 23 students, 13 achieved the level of NCEA they were attempting (56.5%).
- 2) Year 13 arrivals in 2023 - Of the 19 students who came to us at year 13 in 2023, only 9 had achieved level 2 in 2022. Of that 9, 5 achieved level 3 NCEA (55.5%). Of the remaining 10 students, six achieved level 2 NCEA (60%). In other words of the group of 19 students, 15 achieved the level of NCEA they were attempting (78.9%).

A link between sporting and cultural participation and NCEA achievement - Connection

The following tables show the involvement of students in cultural and sporting groups. To measure this I have compared a student's involvement in at least 1 group on KAMAR in the current year (2023) with their NCEA result (based on initial data published in January 2023/4). The NCEA result reflects where there has been certificate endorsement.

Each year this data has a similar look to it. There is a relationship between involvement in co-curricular and academic achievement. In general, students who are more involved in co-curricular attain a higher level of NCEA. So, students who achieved E at level 3 in 2023, were likely to be involved in 3.9 co-curricular groups while those who achieved N at level 3 in 2023, were likely to be involved in only 0.8 co-curricular groups.

Further, at level 1, 87.5% of those who gained excellence endorsement, were involved in some other way in the school whereas only 31.1% of those that did not achieve the level 1 qualification were involved in some other way in the school.

It is also notable that participation rates for all activities are higher at year 13 which suggests that students are keen to be involved in other ways in their last year. It is also notable that this same cohort performed better than the previous year 13. When comparing their involvement in sporting/cultural/club activities, year 13 in 2022 had a 48.1% participation rate and a 72.4% overall achievement rate. In 2023, year 13's participation rate was 64.6% and a 73.8% achievement rate.

	Year 11		Year 12		Year 13
Number of students in 1 or more group	201		178		173
Percentage in 1 or more group	56.8%		57.8%		64.6%
Ave number of groups - students with E	3.0		2.0		3.9
Ave number of groups - students with M	2.0		1.7		3.1
Ave number of groups - students with A	1.0		1.3		1.9
Ave number of groups - students with N	0.4		0.9		0.8
Total number of students	354		308		268
Number of students with Excellence endorsement	56		32		31
Number of E students in 1 or more group	49		24		27
Percentage of E students in 1 or more group	87.5%		75.0%		87.1%
Number of students with Merit endorsement	104		79		54
Number of M students in 1 or more group	82		52		48
Percentage of M students in 1 or more group	78.8%		65.8%		88.9%
Number of students with A result	75		115		101
Number of A students in 1 or more group	41		71		67
Percentage of A students in 1 or more group	54.7%		61.7%		66.3%
Number of students with N result	119		82		82
Number of N students in 1 or more group	37		39		35
Percentage of N students in 1 or more group	31.1%		47.6%		42.7%

Students with Special Assessment Conditions

The following tables contain achievement information related to students who received extra supports / accommodations to complete their NCEA assessments, throughout the year and at the end of the year. I have also looked at the proportion of students who receive SAC and compared it to their ethnicity.

Year 11 - Level 1 achievement

There were 67 students who received special assessment conditions in year 11 in 2023. Their results are summarised in the table on the left below, compared with the whole school result. The table on the right below compares a student's access to SAC with their ethnicity. The main point to note here is that the access to SAC is proportionately higher amongst European students than other ethnicities at year 11.

Overall results of students who received SAC were quite below those of the rest of the cohort (55% v 69%). This was similar to the result in 2022 and is perhaps a reflection of getting used to the supports. The proportion of excellences in this total compared to all results is good.

L1 SAC Achievement v all of year 11

Summary	#		%	Y11
L1 Achieved	37	67	55.2	69.1
L1 Merit	12		32.4	44.3
L1 Excellence	8		21.6	23.8

Ethnicity - SAC access v all of year 11

Ethnicity	#	%		Y11%
Asian	2	3		11.2
European	58	86.6		69.6
Māori	5	7.5		11.5
MELAA	0	0		3.8
Other	0	0		0
Pasifika	2	3		3.8
	67			100

Year 12 - Level 2 achievement

There were 73 students who received special assessment conditions in year 12 in 2023. Their results are summarised in the table on the left below, compared with the whole school result. The table on the right below compares a student's access to SAC with their ethnicity. The main point to note here is that the access to SAC is proportionately higher amongst European students than other ethnicities. Access for Māori students is proportionate.

Overall results are better than at level 1 with the SAC group being only 4.3 percentage points lower than all of year 12. The proportion of merits in this total compared to all results is good.

L2 SAC Achievement v all of year 12

Summary	#		%	Y12
L2 Achieved	51	73	69.9	74.2
L2 Merit	16		31.4	35.1
L2 Excellence	4		7.8	14.0

Ethnicity - SAC access v all of year 12

Ethnicity	#	%		Y12%
Asian	1	1.4		8.0
European	63	86.3		71.2
Māori	7	9.6		10.0
MELAA	1	1.4		4.0
Other	1	1.4		3.7
Pasifika	0	0		3.0
	73			100

Year 13 - Level 3 achievement

There were 80 students who received special assessment conditions in year 13 in 2023. Their results are summarised in the table on the left below, compared with the whole school result. The table on the right below compares a student's access to SAC with their ethnicity. The main point to note here is that the access to SAC is proportionately higher amongst European students and Māori students (and Pasifika but this is only 2 students) than other ethnicities.

Overall results are only 3.8 percentage points lower than all of year 13 which is a good result and is an indicator that the students are more used to the supports by year 13. The proportion of merits and excellences in this total is markedly below the rest of the cohort.

L3 SAC Achievement v all of year 13

Summary	#		%		Y13
L3 Achieved	56	80	70		73.8
L3 Merit	11		19.6		28.0
L3 Excellence	4		7.1		16.7

Ethnicity - SAC access v all of year 13

Ethnicity	#	%			Y13
Asian	1	1.3			8.7
European	63	78.8			71.6
Māori	12	15			11.7
MELAA	2	2.5			6.1
Other	0	0			0.0
Pasifika	2	2.5			1.9
	80				

International Students and NCEA achievement

As we have emerged 'post' COVID (is it safe to say that?), numbers have increased. New Zealand took longer to open up than some countries and this has made restarting our International operations more challenging. We are not yet back to the levels of students that we saw prior to 2020, and the increase will be slower. However, there is the normal interest in our school and what we offer, and we expect to return to the sorts of numbers we experienced in the past in a few years.

Below are student numbers from 2012 to 2023 and a breakdown of the 2023 student nationalities.

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
FTE	47	56	54	51	61	72	68	76	61	27	19	40
Total students	79	94	103	91	102	105	99	111	82	31	23	73

Student Nationality	Number	Student Nationality	Number
American	2	Hong Kong Chinese	1
Austrian	1	Italian	5
Brazilian	2	Japanese	13
Cambodian	2	Mexican	4
Chinese	5	Pakistani	2
Colombian	2	Taiwanese	1
Danish	1	Thai	1
French	2	Vietnamese	4
German	24	Zambian	1

International Students success at NCEA

In the tables below, we had seven international students enrolled in years 10, two in year 9.

In years 11 to 13, there were four different ethnic ministry 'groups' which comprised of 27 Asian students, 34 European students, 7 MELAA (Middle Eastern, Latin American, African) and 5 students classified as 'Other ethnicity'. Of the group of 73 students, only 16 were here for the whole year. In other words, for most it is about the school experience and not about NCEA.

FF Summary Data								
Year	No of students	Left in 2023	# NCEA L1	% NCEA L1	# NCEA L2	% NCEA L2	# NCEA L3	% NCEA L3
9	2	1	0					
10	7	4	0					
11	26	16	1	3.8				
12	25	20	1	4	0	0		
13	13	13	5	38.5	5	38.5	4	30.8
Total	73	54	7		5		4	

Achievement of NCEA compared to the year of arrival at WHS

The table below summarises the time spent at Wellington High School against qualifications achieved. The qualifications referred to in each instance here are the appropriate qualification for the year level e.g. year 11 - level 1, year 12 - level 2, year 13 - level 3.

Year	No of students	Arrived in v attained NCEA level for their year							
		2023	NCEA?	2022	NCEA?	2021	NCEA?	2020	NCEA?
9	2	0	0	0	0	-	-	-	-
10	7	0	0	0	0	-	-	-	-
11	26	24	0	1	0	1	1	0	-
12	25	23	0	1	0	0	0	1	0
13	13	7	1	4	2	0	0	1	1

Achievement of NCEA by Ethnicity Grouping (Level 1)

The table below attempts to show the aspirations of the different ethnicities but it is not that conclusive and it is probably too early to read much into these statistics as many of these students, particularly those of Asian ethnicity, are aiming to learn language and achieve NCEA over the next few years.

Ethnicity Group 1	Asian	NCEA?	European	NCEA?	MELAA	NCEA?	Other	NCEA?
9	1	0	1	0	0	0	0	0
10	6	0	0	0	1	0	0	0
11	13	1	15	0	2	0	2	0
12	5	0	9	0	3	0	2	0
13	2	1	9	3	1	0	1	0
Totals	27	2	34	3	7	0	5	0

Attendance

These statistics have been obtained by measuring the attendance of the whole cohort in 2023. In KAMAR this is Reporting - Attendance - Audit reports - School Attendance Rates - then choose the relevant year groups and Calculate accordingly. Note that these statistics are based on the whole cohort, including students who are only here for part of the year. These are measured by Percentage Half Days. 2020 and 2021 stand out as big improvements on previous years and there is obviously a COVID effect in these statistics, but less of a COVID effect in 2021 than in 2020. 2022 was when Omicron hit so the downturn in attendance is to be expected. Attendance got severely hit in mid term 1 and this lasted for most of the rest of the year. The overall statistic for 2022 is not too bad considering the Omicron outbreak.

2023 should show an increase - although the COVID impact on attendance had lessened, many students were affected by COVID absence during the year.

One note of caution with these statistics is that because they measure the attendance of every student that attended for any time at all during the year, the overall statistics will be suppressed and in reality, overall attendance is better than indicated by the table.

Table 19: Wellington High School: average student attendance since 2015 by year level.

Year	Y9	Y10	Y11	Y12	Y13+	Whole School	Change
2015	89.0%	86.0%	87.8%	81.2%	78.9%	85.0%	-3%
2016	89.2%	86.0%	86.2%	83.8%	79%	85.2%	+0.2%
2017	88.3%	87.9%	88.5%	82.1%	77.8%	85.1%	-0.1%
2018	89.3%	87.1%	88.3%	81.7%	75.8%	84.8%	-0.3%
2019	85.7%	84.1%	87.6%	81.6%	77.1%	83.7%	-1.1%
2020	91.7%	87.5%	87.5%	84.3%	81.7%	87%	+3.3%
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%
2023	87.2%	85.5%	81.2%	81.2%	75.5%	82.9%	+2.0%

The link between attendance and achievement

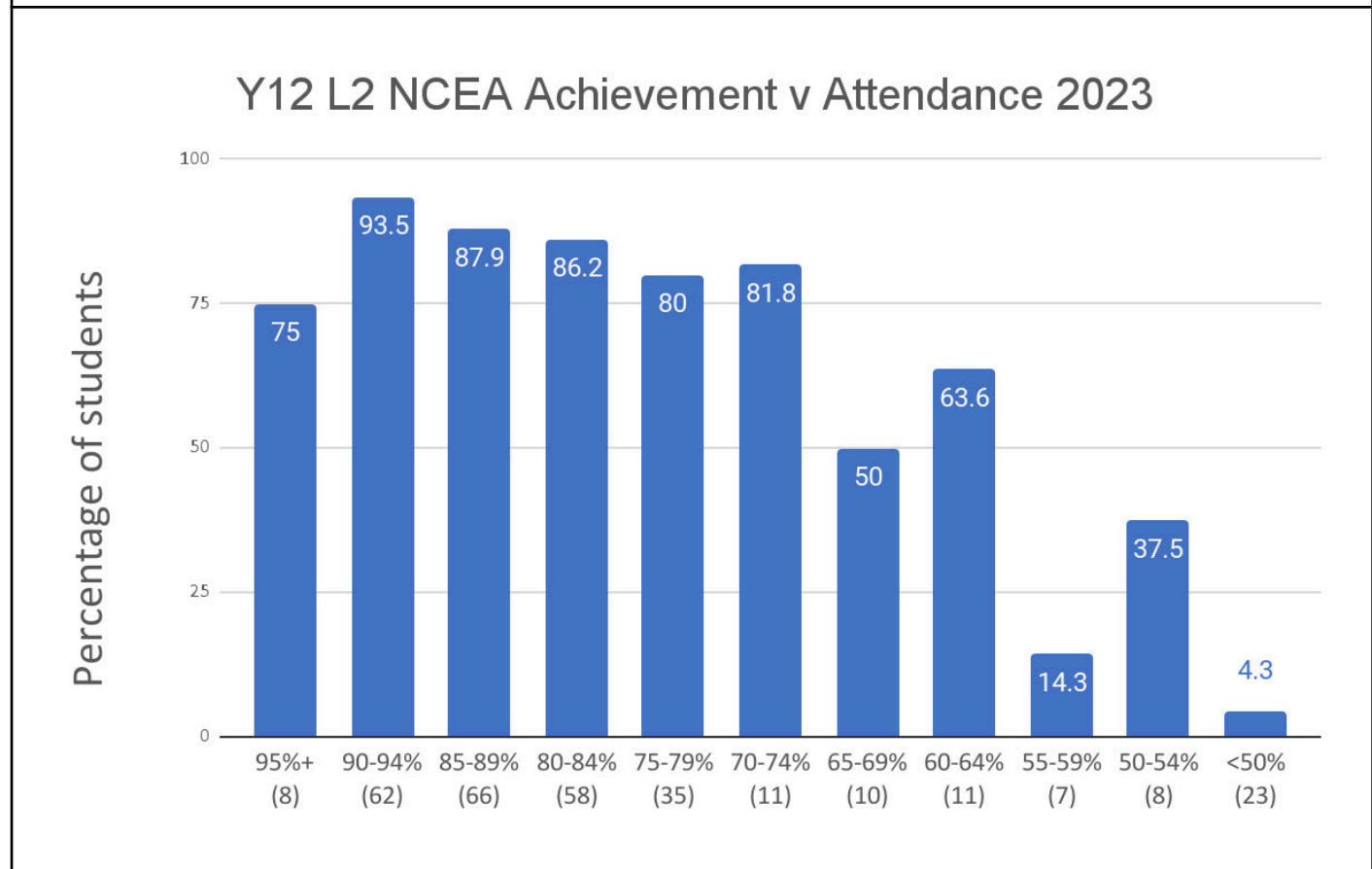
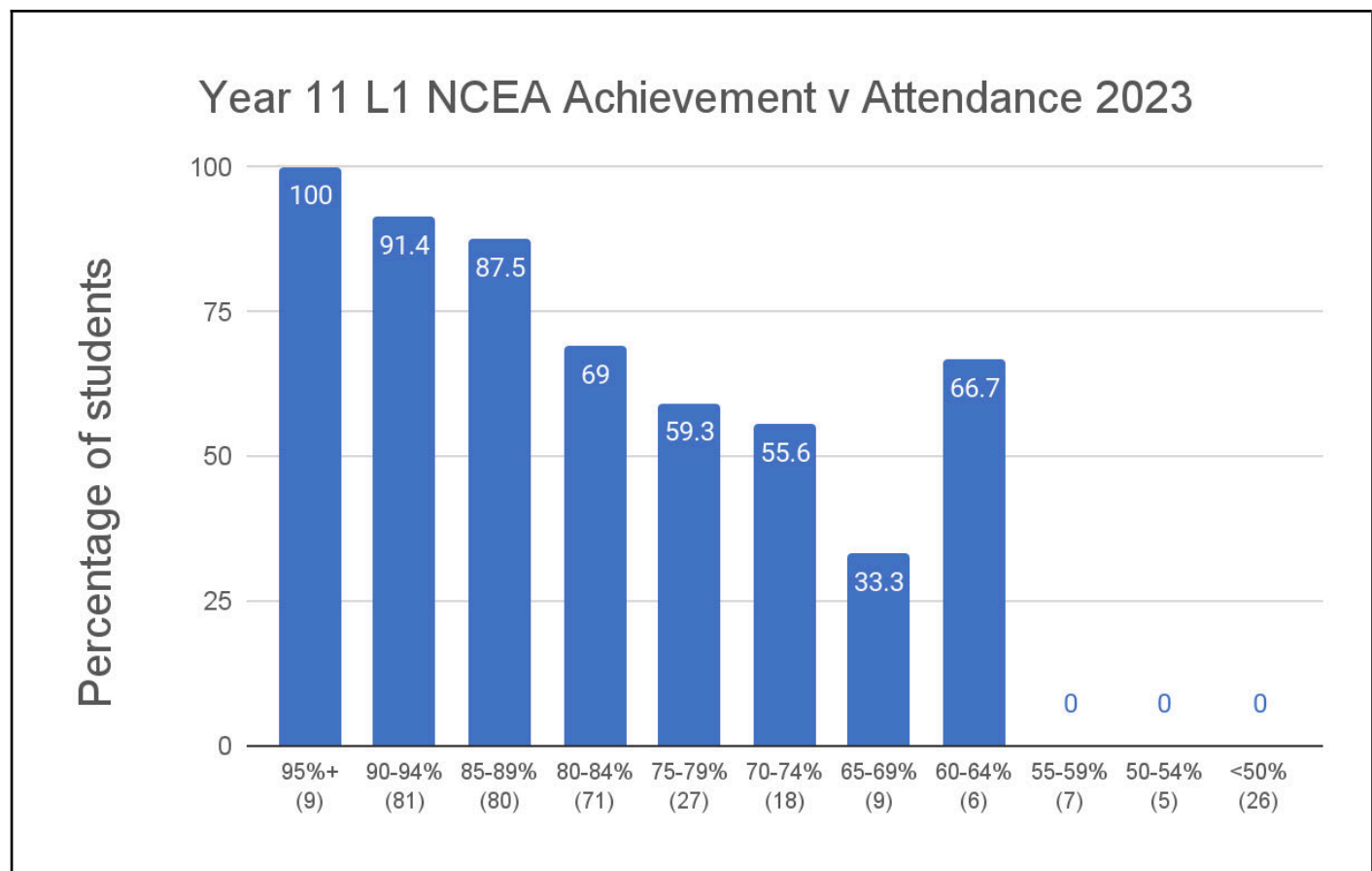
The table below shows the achievement rates related to attendance for NCEA 2023. The table assumes that a student doing year 11 will be attempting to achieve level 1, year 12 level 2 and year 13 level 3.

The table shows a link at all levels between attendance and achievement and it is particularly pronounced at level 1. Given that since COVID, we have had a much greater presence online with Google classrooms across all subjects, I expected the connection between attendance and achievement to not be as pronounced as it is in the table below.

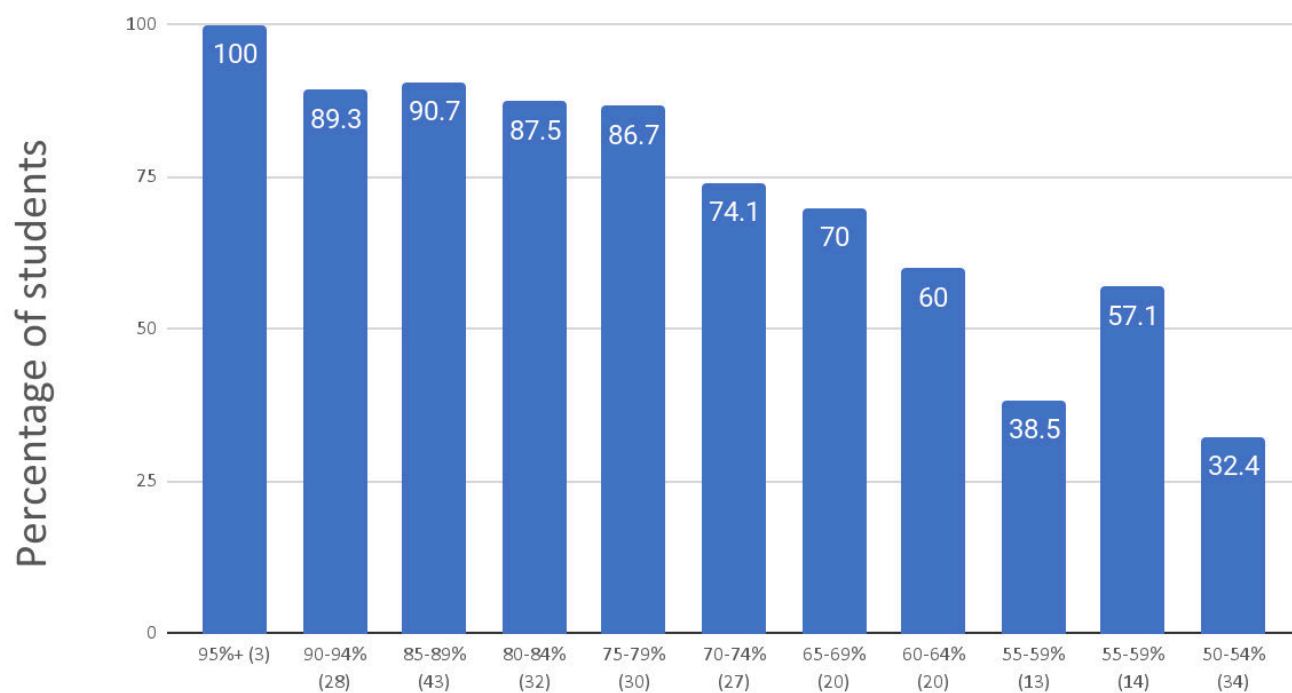
Attendance v Achievement – NCEA 2023

Year level	Qual	Attendance	# achieved	Total	Achievement %
11	NCEA L1	90+%	83	90	92.2
		80-89%	119	151	78.8
		<80%	33	98	33.7
12	NCEA L2	90+%	64	70	91.4
		80-89%	108	124	87.1
		<80%	54	105	51.4
13	NCEA L3	90+%	28	31	90.3
		80-89%	67	75	89.3
		<80%	96	158	60.8

Included below are graphs of data for every 5th percentile from 50+% for levels 1, 2 and 3. The percentage attendance is listed below each column, the bracketed number is the number of students with that rate of attendance that were included in the statistic for NCEA level 1, 2 or 3.

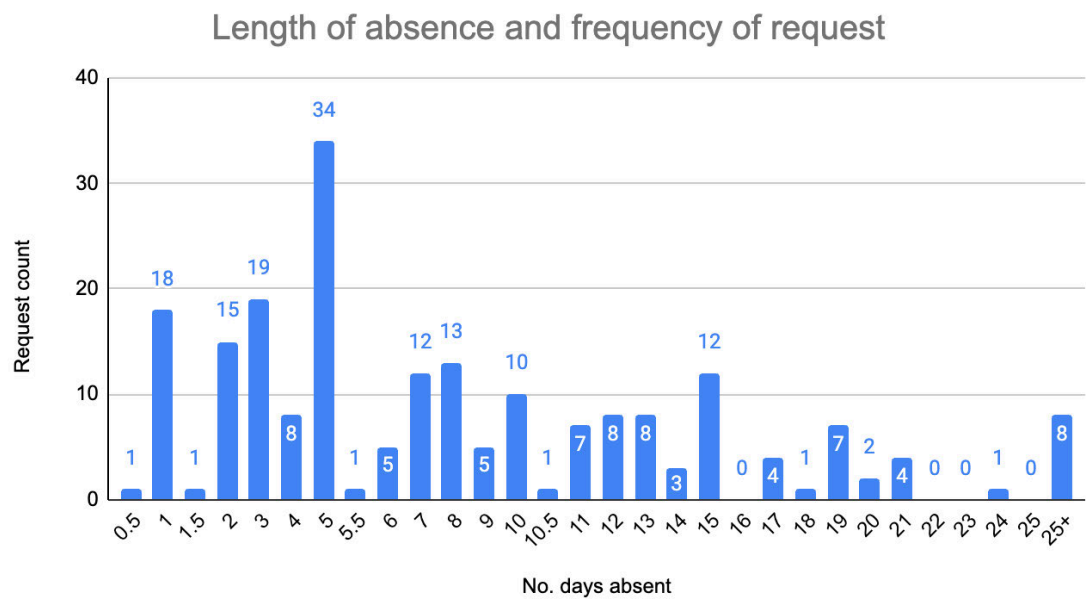


Y13 L3 NCEA Achievement v Attendance 2023



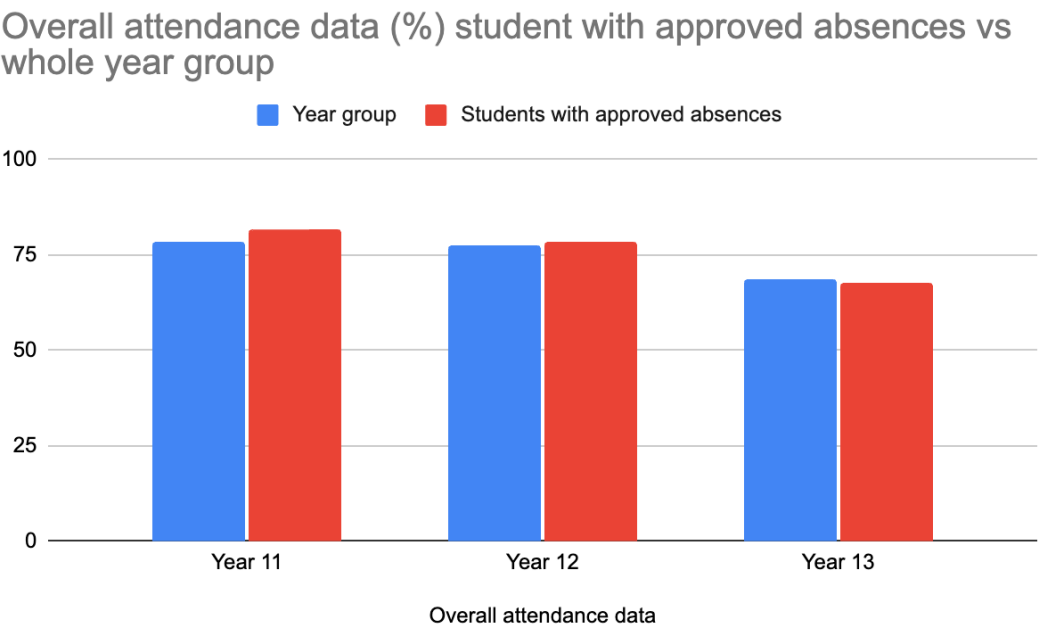
Attendance and achievement summary for students who have written to the school to approve an absence during term time

I have not looked at this data previously but given that the number of students being out with an explained absence was 202 in 2023, I was interested to know what effect that might have on achievement. The absences were of variable length and this is shown in the graph below.



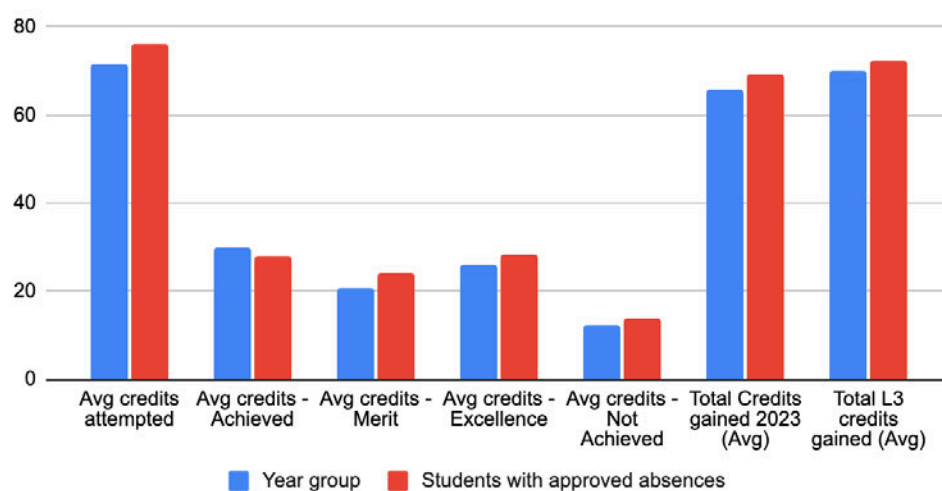
Note that the total here is greater than the total number of students because some students had multiple requests. There are a number of interesting results from the data.

- 1) Overall attendance data is better for students who had these approved absences, on average.

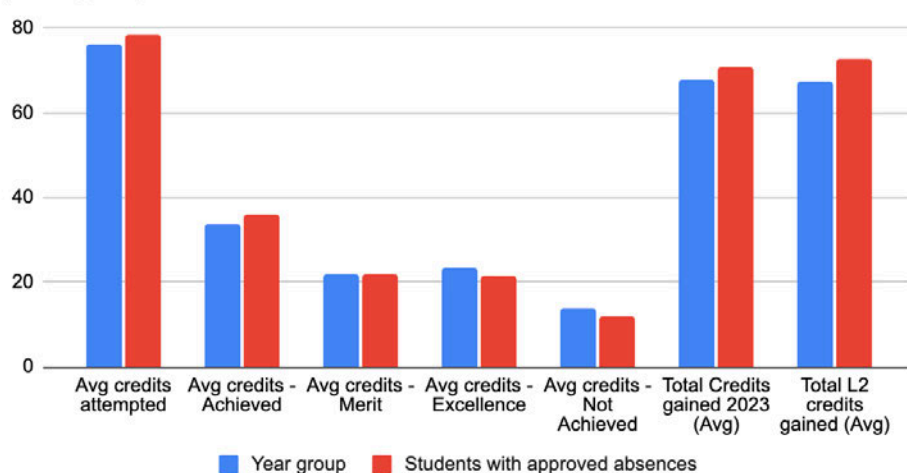


- 2) Achievement data for the students who had the approved absences was better on most indicators at each level of NCEA.

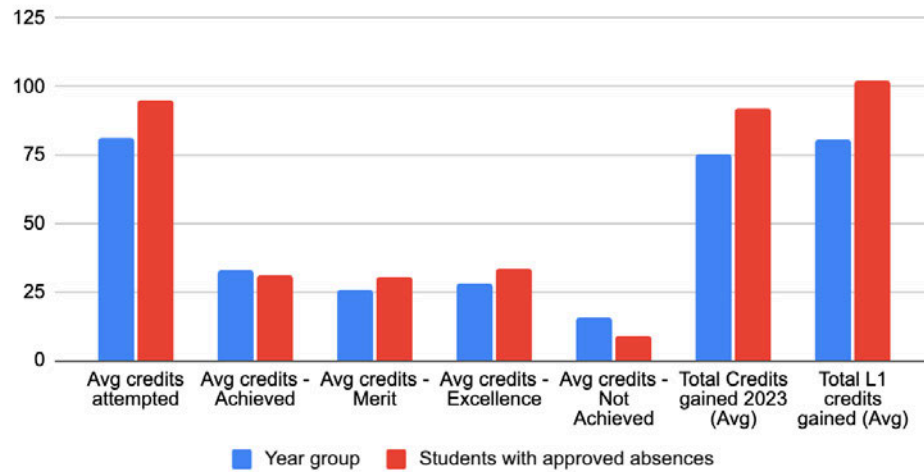
Year 13: achievement for students with approved absences vs year group as a whole



Year 12: achievement for students with approved absences vs year group as a whole



Year 11: achievement for students with approved absences vs year group as a whole



Subjects and credits breakdown by faculty

Each HoF has been presented with a table containing a breakdown of subjects and the average (mean) number of credits earned by students in that course. They have discussed this data with DPs and the notes from these conversations which took place in early Term 1, prior to Board report completion, are contained below.

Arts reflection (TRS/CKR)

Successes

- Scholarship results were very pleasing with 2 in Design, 1 in Sculpture and Music, and an outstanding in Painting. Ruby Joy has done an outstanding job as a second year teacher. She has developed strong programmes and great relationships with students.
- Māori achievement in Art subjects was strong and compared to national stats.
- Level 2 and 3 Painting had amazing results. 25 out of 27 Level 3 painters submitted the portfolio and all 25 achieved, with 7 Excellence and 10 Merits and 7 achieved, an average of 18 credits achieved per student. The high submission rate is indicative of the high levels of engagement from students. New Level 2 & 3 painting programmes were introduced in 2023 with a focus on scaffolding and differentiation, knowing your learners and working to their strengths and interests. The programme fostered autonomy for the proficient painters allowing the teacher to focus on those that need support.
- Level 3 Design achievement was incredible. Ruby Joy did a great job in developing a new, robust design programme. 50% of Level 3 students achieved Excellence in Design for the externals and 2 Scholarships with an average of 19 credits per student.
- Level 2 Photography was a highlight. Morgan Hogg brought fresh and innovative ideas for the programme, leading to an impressive 19 credits per student. Clear milestones were set for students and there was lots of teacher support, leading to high completion rates. Currently really popular with 2 classes in 2024.
- Sculpture achievement was pleasing given the complexities of a composite class. Again the programme was rewritten and focussed on supporting students to achieve through the scaffolded nature of the course. Both Level 2 & Level 3 Sculpture had an average of 20 - 21 credits per student in 2023.
- Given the ebb and flow within the Music department last year, student achievement continues to be pleasing with an average of 18 credits achieved, per student, across all senior year levels and one Level 3 scholarship result. A faculty member needed extra support due to being their first year teaching a course. This was a substantial amount of extra work for the HoF.

Concerns

- Photography 335 - only 1 internal and the portfolio offered (most other Art subjects offer 2 internals) leading to the lower number of credits in comparison to other subjects in the visual Art area. Teacher commented that it was a difficult cohort, with a wide range of abilities. A big class, computers that were outdated and slow and not enough DSLR cameras to service 3 senior photography classes - this all impacts student engagement and achievement as well.
- Drama - a concern, especially at Level 1. A PCT resistant to support taught two of the level 1 classes, which impacted student trust, engagement and achievement. There were concerns that junior students are not fully aware of the requirements for senior Drama - the TiC wants to rewrite the junior drama programmes to better match the direction of the senior programmes. Level 2 Drama does not offer the external, reducing the number of credits that students can achieve, which explains the low average number of credits.
- There is a new HoD and experienced teacher in the Music department, which will continue to support the good achievement in this department.

Next steps

- The faculty has done a lot of work focussed on UDL - how to identify and remove barriers to student success. Continue building a culture of support across the faculty, identifying our strengths and areas for growth. Bringing new staff members into the fold.
- HoD Drama wishes to grow leadership capability and is getting support and mentoring from HoF through PGC process.
- Continue to use the knowledge of Shannon, now that he is a full-time member of the team to have voice in how we continue develop programmes and a classroom culture that are inclusive.

Course	Mean Credits Passed	Mean Credits Sat	Mean Credits Entered	Number of Students
APT223	19.03	19.03	19.03	33
APT335	17.48	17.63	18.67	27
ARD112	14.76	14.76	16.48	21
ART112	15.61	16.93	17.37	82
ASC223	20	20	20	5
ASC335	20.18	21.27	21.27	11
DES223	12.76	14.29	14.86	21
DES335	17.14	18.19	19.52	21
DRA112	10.37	12	12.53	62
DRA223	12.79	14.68	15.62	47
DRA335	12.28	13.41	15.16	32
MUS112	15.24	17.62	18.92	37
MUS223	16.7	17.7	18.57	23
MUS335	14.18	17.27	18.36	22
PHO223	18.91	18.91	18.91	22
PHO335	12.8	15.9	15.9	20
TOI000	8.33	11.83	11.83	12

English reflection (RSR/RVC)

In 2024, the English Faculty has undergone some adjustments based on insights gathered from the previous year. Notably, there has been a strategic shift back to fixed deadlines for Level 2 and Level 3 courses. Flexible deadlines were initially implemented during lockdown to accommodate the diverse needs of students working from home. This decision is in response to observations that more recently, students have been prioritising work in other courses with firm deadlines and not leaving sufficient time for English coursework. Another significant change is the restructuring of the EPB023 course into EPB223, now positioned as a Level 2 course. This is driven by the belief that the Level 3 standards are not well-suited to EPB023.

Brief senior course analysis

- **EPB023/122** - Efforts to attract better-suited students to these courses such as improved clarity in course selection information and effective communication with Deans, were successful, although some unsuitable candidates gained entry. Emphasising the necessity for high motivation to complete self-directed work in EPB courses was a key focus. This resulted in a significant increase in the average number of credits gained in EPB112, from 9.43 in 2022 to 13.04.
- **ENG112** - Performance in internals was at or above the national average. 76% of students sat the externally assessed standard AS90851 and 93% gained credits for it. This was the same as last year. While it would be good to have more students sitting the external, we are very pleased with the results gained by those who do. This standard was chosen as these are the skills best assessed in an exam setting. Among those who don't sit it, there was a significant group who had anxiety, learning conditions and other health reasons such as those enrolled at the Regional Health School. Pass rates for boys are improving and surpass national averages as do those for Māori ākonga.
- **ENR223** - Students continue to really enjoy this course and do very well in it. It attracts students who are very academic and this seems to set a tone in the class that all students respond to, regardless of their ability. Students choosing this make an active choice to do so.
- **ENG223**: 11.83 is a disappointing number of average credits as 14 credits in Level 2 English is the prerequisite for Level 3. Some students opt out. Students do not like exams. The timing of AS91105 has been changed in 2024 in order to give students more time to prepare and more context to use when selecting topics for their research.

Students who sit the writing portfolio do very well with 90% gaining these credits; 82% gain these credits nationally. Our rates for Excellence are above the national average. Our pass rates for boys are above those nationally: 86% for us and 77% nationally but fewer of our boys gain Excellence. Our pass rates for Māori in this standard are good but could be improved. Although 44% of Māori gained M or E at WHS compared with 33% nationally, 33% of our Māori ākonga did not pass compared with 27% nationally. This was a cohort of

only 9 students identifying as Māori. It would be interesting to know how many Māori opt out of English all together in L2.

Of the 73% of students who sat AS91100 Unfamiliar Texts (external), 85% gained these credits. Statistics for Māori well exceeded the national average. 89% passed compared to 70% nationally and 44% gained Merit (17% nationally) and 11% gained Excellence - 4% nationally.

The disparity between those who sit the two externals remains. 123 students were enrolled in ENG223. 100 sat AS91100 (Unfamiliar Text) and 85% passed it. 41 sat AS91098 and only 59% passed it. AS91100 assesses skills suited to being assessed in exam conditions. The text study that can lead to AS91098 is the foundation for AS91105 and will be so more explicitly this year. Most students don't need 8 external credits so choose not to sit it.

- **ENG 334** - This course contained two groups of students; those solely aiming for University Entrance Literature requirements and those seeking credits towards achieving NCEA Level 3, but hadn't passed standards at Level 2. Nine students left without UE and 19 students left with UE entrance. However, this year's cohort (bar 1 student) is primarily focused on gaining University Entrance literacy. The course has been designed with a structured plan tailored to meet the specific needs of each of the 28 students.
- **ENG335** -English is optional in Level 3 and there are prerequisites. This course is taken by students who really love literature or who want to go on to further tertiary study. Traditionally students lose steam towards the end of the year, and will opt out of final internals (even if they have done some of the work towards it). They will also choose only to do one external (usually Unfamiliar Texts) or none. The average number of credits passed is 12.47 and we wish it was 14 as that is UE. They need to pass an external to get 14 credits which should not be difficult as it is a UE prep course.
- **PWD223** - the average credit haul was 14 which is great. There were only 4 in this group so it was easy to build a really tight whānau culture and they strived to meet the standard set by the most able.
- **PWD335** - 12.92 was the average number of credits passed which was similar to other ENG subjects and for similar reasons. Most students are making a decision at some stage during the second half of the year about what subjects they will use for their bundles. Attendance was pretty good throughout and students remained engaged in the subject matter despite not completing the final assessments. PWD223 and PWD335 are in the same line and results are no worse than when they were in separate lines.

Course	Mean Credits Passed	Mean Credits Sat	Mean Credits Entered	Number of Students
AEM223	8.5	8.75	9.58	12
ATE112	8.93	8.93	8.93	14
ENG112	10.72	12.01	13.48	240
ENG223	11.83	14.83	17.62	141
ENG334	6.27	8	12	22
ENG335	12.47	13.6	17	60
ENP335	13.86	15.08	20.9	79
ENR223	15.35	18.13	22.13	23
ENW223	10.92	11.54	15.38	26
EPB023	9.28	10.15	14.91	47
EPB122	13.04	13.71	14.54	48
PWD223	14	14	25	4
PWD335	12.92	13.54	23.69	13
				729

Health and Physical Education reflection (RSR/BLN)

There were several significant elements of change within the Health and Physical Education (HPE) faculty in 2023, with the introduction of two new Acting Heads of Faculty (HoFs), the resignation of a teacher part way through the year and the unexpected and prolonged absence of a faculty member, leading to multiple disruptions in the teaching schedule. This absence resulted in several classes experiencing multiple changes in teachers, impacting both students and the continuity of learning. Efforts were made to minimise the disruption and maintain educational standards during this challenging time, however, this was challenging and is reflected in the results of these courses.

Despite this challenge, the new HoFs demonstrated adaptability and resilience, using the year as an opportunity to assess and analyse the strengths and weaknesses of the existing programmes. Taking into account the results and feedback from the academic year, the HoFs have implemented strategic changes for 2024. Notably, there is a focus on ensuring that staff are selected for courses that align with their expertise (there are several PCTs in the Department), thus optimising the learning experience for students and enhancing the overall effectiveness of the faculty and redesigning some senior courses to enable all students to achieve a higher number of credits.

Health Education

- For all courses, the results of internally assessed standards, when compared to national average and decile 9 schools, were outstanding again this year. We think this is largely due to the very student-centred approach to learning, with an emphasis placed on learning skills.
- HED112 - Of the credits available in this course, our students gained 56% of these credits at M/E compared to the National Average sitting of 40% and only 7.5% were not achieved compared to 22.8% nationally.
- HED223 - This year we went for quality over quantity and did one less internally assessed standard, giving us more time to prepare students for assessments, and made the external compulsory. Consequently, 100% of students sat the external and passed it. Of the credits available in this course, our students gained 87.5% of these credits at M/E compared to the National Average sitting of 37.6% and only 12.5% were not achieved compared to 24.6% nationally.
- HED335 - Historically, there have been many students who choose not to sit the external exam as they can get UE through internally assessed standards. Of the 29 students aiming for 14 credits for UE, 21 (72%) achieved this. Of the credits available in this course, our students gained 65% of these credits at M/E compared to the National Average sitting of 41% and only 8.8% were not achieved compared to 23.3% nationally.

Sports Science

- SPS335 - Had 3 different teachers during the year so it was quite disjointed. The long-term reliever was a PCT 1 and required a lot of support. Consequently the pace of learning was slower than usual and the class did not get through the full course, hence only 10 credits available instead of 16. These were very capable and motivated students with a near 100% pass rate. In 2024 the cohort is less academic and may find the course more challenging, but they have a very experienced teacher who should be able to get through the full course as intended.
- SPS223 - Taken by a PCT who did a great job with this course, reflected in the higher credit rate of 11.97 (compared with 9.31 in previous year).

PED (Physical Education) REC rebranded

- PED112 - The long-term reliever was a PCT 1 who required (and received) a lot of support, particularly with behaviour management. Despite this, they managed to facilitate students' learning for 12.64 credits.
- PED223 and 334 - These courses were made up primarily of unit standards that had changed significantly this year and this was not noticed until fairly late. Consequently, some of these standards could not be assessed and thus students in PED223 gained significantly fewer credits than expected. Students in PED334 were able to complete a Health and Safety unit standard in Term 4 worth 17 credits. This year every standard has been checked carefully before the commencement of the course. They are all current, at the appropriate level and we have consent to assess them. This check of standards has been made part of the faculties course planning procedure.

Outdoor Education

- These courses offered credits at a mixture of levels. Therefore students who have completed ODE223 usually have 8 Level 3 credits when starting ODE335. For this reason, there are less than 14 credits (i.e. the number needed for a basket for UE) offered in ODE335. Students gained the extra 6 credits needed (and more for some) and then used this time to focus their efforts in other subjects. These courses have been restructured for 2024 so that they offer plenty of credits at the appropriate level for the course (i.e. 19 at Level 2 and 20 at

Level 3). This will ensure that students studying ODE335 without having completed the ODE223 course are still able to gain a basket for UE, and all students are experiencing learning in this subject for the whole year.

- The number of students selecting these courses continues to increase. This is a great sign that students find these courses valuable. However, the number of resources (human and material) are a limiting factor to how many courses we can run annually.

Course	Mean Credits Passed	Mean Credits Sat	Mean Credits Entered	Number of Students
HED112	11.73	13.29	14.37	59
HED223	12.91	13.14	13.14	22
HED335	12.74	14.19	14.93	27
ODE112	13.83	15.16	15.16	93
ODE223	9.48	11.63	11.63	67
ODE335	11.33	12.69	12.69	42
PED112	9.95	12.64	12.64	22
PED223	4.54	6.08	6.08	13
PED334	17.6	18	18	10
SPS112	14.07	16	16.83	30
SPS223	11.97	15.13	15.27	30
SPS335	9.62	10.54	10.54	13
				428

Languages reflection (HYS/CKW)

- Best results we have had since before the arrival of COVID. This is the case in all languages.
- High number of merits and excellences - 70-80% in many subjects.
- 100% of students taking Chinese achieved merit or excellence in 4 of the 6 externals across Level 1-3
- 75% of level 1 Japanese students achieved merit or excellence in both externals!
- 70% of students taking level 1 Māori achieved merit or excellence in the pānui external
- Only two students did not pass their externals in Te Reo Māori
- 95% pass rate in externals across all subjects
- Spanish results were excellent, particularly given staffing disruptions, across level 1, 2 and 3 external, only one student did not achieve.
- ENL results positive, ENL000 any credits attained is fabulous, ENL021 aiming for 10 maximum, average was 8.97. ENL043, 17 credits obtained is an excellent average.

Why was this year particularly successful?

We made some strategic decisions early on, knowing there would be disruptions with striking etc. Standards that were known to be very time consuming were replaced with alternate standards that did not require as much student/teacher facetime e.g. a number of languages removed the conversation portfolio. One of the faculty goals was on improving vocabulary teaching and learning, and this may have helped boost results.

Aims for 2024

- The conversation portfolio will be in the internal for all languages at level 1, as it provides students with key skills and the best experience to prepare them for level 2 and 3, where it is 5 and 6 credits respectively.
- The Spanish language's aim is to lift the level of achievement to merit and excellence where possible.

Course	Mean Credits Passed	Mean Credits Sat	Mean Credits Entered	Number of Students
CHI112	17.12	17.12	18.06	16
CHI223	19	19	19	7
CHI335	19	19.42	19.83	12
ENL000	7.63	18.68	18.68	19
ENL021	8.87	8.87	8.87	15
ENL032	12.31	15	15	13
ENL043	17.25	17.25	17.25	4
PN112	16.92	17.96	18.17	24
JPN223	15	16.67	18.33	6
JPN335	14.58	16.47	17.79	19
MAI035	16.77	16.77	21.85	13
MAO112	20.46	22	23.54	39
MAO223	16.53	16.84	19.68	19
MPA000	11.04	11.22	11.22	23
MST000	5.09	5.64	5.64	11
SPA112	20.2	20.2	20.2	5
SPA223	15.55	16.45	17.36	11
SPA335	16.57	17	19.14	14
				270

Mathematics reflection (MJS/LSC)

Reflections:

- **MAT012** results weren't great, but we realised early on in the year it wasn't really working as we wanted it to. This was because the classes had a mixture of students, some who had numeracy and some who didn't. One class had 3 different teachers during the year which also didn't help. Those without numeracy didn't pick up the content required for the corequisite during the year which we'd hoped because there was no time to do explicit teaching for it. A number didn't turn up for the corequisite exam which is one of the reasons the difference between mean credits passed and mean entered is so high. This year, no-one without numeracy is in that course so it should work better.
- **MAT123** results were pleasing - the best results in the 6 years we've been doing it. A number of students did just one standard to finish off numeracy and several others hardly attended so for 464 students this is a good result. One of the reasons is that the faculty are getting better at tracking and we were very proactive in contacting deans/rōpū teachers/caregivers.
- **MAC/MAS/MAT** - in year 13 all courses had an average of over 14 credits (UE bundle) which is quite unusual. Very pleasing results.
- **AEM/FIN223** - low totals but differing reasons. AEM is a mixture of literacy and numeracy for students just trying to finish off level 1 so definitely fulfils a purpose. Finance only offers 10 credits.
- **FIN330** - MYM did a good job - students got almost all the credits they entered for.
- **ATM112** - excellent results. 10 got numeracy out of 13, but the 3 who didn't had been set up on green numeracy books as a trial for this year, so they still learnt maths skills or were already enrolled with capital training and going there for numeracy. Great job by HAJ.
- In a number of courses the mean entered c.f. mean achieved is not relevant because entries were made "just in case". This is particularly true of numeracy corequisites and calculus.

Looking forward to 2024:

- **New MAT112/MAT012** - Started very positively. How will we judge success? Pass the new internal (1.1) and at least multi-structural in 3 out of 4 of the SOLO tests for their chosen topics? This is the main "work on" for the year.

- **NUM112** - quite a few already don't think they'll pass this year (or ever!). We need to think about the process for year 10s - don't push kids to do it if we don't think they're ready but happy to let them have a go if it isn't going to cause them too much stress. Need to have conversations with teacher/student/caregiver.

Course	Mean Credits Passed	Mean Credits Sat	Mean Credits Entered	Number of Students
AEM223	8.5	8.75	9.58	12
ATM112	10.15	10.46	10.46	13
FIN223	8.23	9.69	9.88	26
FIN330	11.35	11.87	11.87	23
MAC335	14.43	16.65	21.06	51
MAS335	14.53	15.79	19.58	19
MAT012	7.95	13.59	15.54	41
MAT123	10.97	12.01	13.2	464
MAT335	14.81	16.72	18.31	32
NUE010	4	6.5	9	4
NUM112	8.12	8.88	13	34
				719

Science reflection (LSC/FSK)

Successes

- **ESS223** - a lot more did both standards than before - NTK improved their confidence to give it a go and the results were good. Way fewer Ns compared to national figures and M and E together same as nationally but we had more Es.
- **HCL112** - 2023 had some excellent results in this standard with 100% of students passing. The two students who got no results were school refusers or had not attended class during the teaching of this standard.
- **SCI112** (mechanics) - a lot chose not to do it (36% compared with 26-8% in the previous 3 years) but those who did, did very well. Less N and A and more M and E than nationally. In the other two Level 1 standards, we also got more E and less N than nationally.
- **Level 3** results were similar to previous years. No one noticed any major changes.
- **Scholarship** - one in Biology. Disappointing that there were none in Chemistry or Physics.
- Internal results were a little bit better than previously which may be because with all the interruptions due to rostering home, they were given extensions and reassessments.

Challenges

- Apart from ESS223, Level 2 across the board had more SNA than before, sometimes over 10% more. Due to better internal results, it may be more decided they didn't need the externals. It may be because they've had so much interruption over all their senior years? We have no clear understanding of why. For standards that they did sit, results were good in terms of pass rate but fewer Es. The faculty is looking at pushing Awhina more for y12/13 and Jed will offer tutorials/workshops in Chemistry after school.

Next steps (2024)

- The main priority is getting the new Level 1 SCI112 course up and running. It has been a bit of a struggle at the start because some teachers want everything in place instead of giving various things a go and seeing which works the best.
- LAJ will do some work for a level 2 external in Horticulture this year and then do it in 2025 if students are receptive. HCL335 didn't run last year but this year they will do 2 internals and 2 externals. They are a more academic class than in previous years. He is partnering with Gateway to get students out for practical experience. Most year 12 students are carrying on from 2023 plus some new ones. HCL classes are becoming more popular.

Course	Mean Credits Passed	Mean Credits Sat	Mean Credits Entered	Number of Students
ATS112	12	13.6	13.6	15
BIO223	12.53	14.22	17.98	83
BIO335	12.63	14.36	16.98	64
CHE223	12.77	15.01	18.04	78
CHE335	14.09	15.26	20.26	43
ESS223	12	12.53	14.13	15
ESS335	10.95	13.47	17.05	19
HCL112	12.87	13.91	14.39	23
HCL223	11.88	14	14.24	17
PHY223	14.46	17.16	21.13	68
PHY335	14.12	18.02	21.39	41
SCE112	6	8	8	6
SCI112	14.28	15.82	18.98	239
				711

Social Sciences reflection (HYS/BTS)

Year 11

These are pleasing results. In particular Geography, History and Media all had excellent ratios of credits attempted to credits achieved. Classics, despite some significant challenges, saw a fairly high number of credits passed as well. The average number of credits achieved in Business Studies was affected by a number of ESOL and new students who joined part way through the year. One of the classes was also taught by HSH, who had not taught the subject before. Differences between the classes, however, were statistically insignificant.

Year 12

These are generally good averages. Students in MIC did very well and this reflects high-interest topics and a well-refined teaching programme. Geography results are also notable, given that the class had both Y12 and Y13 students in it, many of whom had specific learning needs. It is a credit to MHM that she was able to achieve some great results with this group. History had a higher than usual number of relatively disengaged students, a number of whom were looking at transitioning out of school. Likewise our relatively open door approach to prerequisites meant Sociology had a number of students who were taking the subject because they had few other options. Given the needs of these students, we are looking at making our assessments more accessible this year by streamlining the instructions and making the achievement criteria more explicit and easier to understand.

Year 13

Most courses are achieving pleasing results and catering to our students well. Again we have high numbers of students who change into our courses late because they have few options. History and Geography did very well considering the number of students who had specific learning needs and/or were struggling generally with motivation and direction. In History we have decided to change the topics and the external assessment standard in the hope that the replacement will be more accessible to a wider range of students. Sociology had a high number of students who really struggled for a wide range of reasons including difficult personal and home situations and mental health challenges. A lot of work was done to meet their individual needs. This year we are providing more clarity and differentiation in terms of assessment instructions and also providing intentionally differentiated learning contexts. Classics is an area that needs addressing. The TiC is of the view that many students take the course as an extra, not intending or needing the credits and this is what accounts for the low number of credits attempted and achieved.

Actions for 2024

- Investigate the internal assessments in Sociology and Classic to look at how they can be made less complex for rangatahi to engage in.
- A deeper look into the achievement of Level 3 Classics credits with a view toward a higher level of attainment

Course	Mean Credits Passed	Mean Credits Sat	Mean Credits Entered	Number of Students
BUS112	10.71	12.62	14.46	52
BUS223	14.53	17.05	18.74	19
CLE112	15.93	21.45	30.4	55
CLE223	13.41	16.88	24.76	34
CLS335	7.2	9.6	15.07	15
ECO335	10.65	13.27	17.73	26
GEO112	12.44	13.47	15.22	32
GEO223	12.26	12.91	14.26	23
GEO335	12.35	15.75	16.55	20
HIS112	12.13	13.93	14.73	91
HIS223	11.33	14.33	15.87	55
HIS335	12.08	15.27	18.33	51
JRN335	13.53	14.37	17.57	30
MDS112	15.1	16.88	18.78	60
MIC223	17.34	19.09	21.28	53
MIC335	12.54	14.41	15.88	41
PSY223	12.65	15.64	15.69	80
PSY335	12.58	15.23	15.23	31
SOC223	9.5	12.23	14.69	26
SOC335	10.89	14.64	18.38	47
TNC222	9.32	9.32	9.32	22
				863

Technology reflection (TRS/JPP)

We have had a fairly consistent average number of credits per student (13.5) in comparison to other years. Pleased that there has been a slight increase of 0.2 credits per student.

We compare well to the average number of credits per student in other faculties, especially as we have made the decision not to offer a large number of credits on each course. The number of credits achieved and the number of credits sat are close, showing that students are achieving the standards they enter.

In common with the whole school, there were a significant number of lost days, especially term 2 with Strike days, a run on illness and other such happenings, which impacts the amount of learning that can be done in preparation for standard assessment.

Successes

- **DVC 112** - Great results with around 17 credits per student. Emma (Howell) and Rowan (Heap) took a class each with this and they work collaboratively, promoting consistency in their teaching across both groups. The high number of students (42) bodes well for the future. They have worked hard to incorporate Mātauranga Māori in their courses and this may be helping. They also prioritise communication with whānau and work hard to get 'home' support for the students.
- **DVC 223 & DVC335** - Pleasing. See above for the reasons. Slight concern about the number of students at L3 (7) but this has increased to 16 for 2024.
- **Scholarships** - Five in the faculty is an amazing achievement! The timetable is designed so that Emma and Rowan follow their student through from Level 2 to Level 3, which fosters the strong relationships between the teacher and student. Students trust feedback from teachers, act on it, thus producing work to a high standard.
- **FAC020 and MEG112** - Continue to gain strong results. MLP has managed to create a course that is engaging to his students. He's great at building relationships with students and getting them to achieve. The project-based nature of these classes, suits the student who choose it.

- **HOS112** - another successful year from NRR and RLN in Hospitality - especially in HOS112 (average 17 credits per student). This is despite a prolonged medical absence for NRR. The programs that NRR and RLN have set up are tried and tested and they are experienced skilled practitioners.

Concerns

- **DTW112** - The course has 2 standards - one of 10 credits and one of four. The aim of the course is to provide an option for students who are interested in working with their hands and may pursue apprenticeships in this area. The emphasis was therefore less on assessment and quite a number of students did not attempt the 10 credit standard and that obviously hindered their achievement.
- **FTE 112** - Credits gained were lower than expected. Some students (approx 6) joined later in the year, meaning they could not complete assessments. Also, a number of He Kākano students who were not aiming to achieve credits took the subject.
- **SON334** - Lots of students joined the class later in the year and as the course had no prerequisites some of the students were not ready for assessment. The course was planned so that the assessment was in the first half of the year, meaning that some students were not assessed at all contributing to the low average credit per student.
- **CSC335** - The teacher was disappointed with the average number of credits. However, the number of students gaining excellence grades (52%) increased significantly from 2022 and that was pleasing. The teacher thought that the students who struggled with independent study skills had their achievement significantly impacted by the industrial action.
- **HOS334** - This offers an 8 credits theory standard, which students can be reluctant to complete, further compounded by NRR being on sick leave (even though he was encouraging students from home). A two credit standard was removed, due to the high practical load. There were a number of students (including internationals) who were in the class for the experience rather than achieving credits. Also, it is a 334 course, so students were not attempting to get 14 credits towards their UE.

Next steps

- Continue to support HPR and HLE in their great work in DVC, especially around the incorporation of Mātauranga Māori.
- HOS should not be as affected by staff absence in 2024.
- We need to ensure that year 11 assessment is fit for purpose and it translates into technology delivery correctly.

Course	Mean Credits Passed	Mean Credits Sat	Mean Credits Entered	Number of Students
BAR223	10.29	11.17	11.17	24
CSC112	12.31	14.04	14.28	54
CSC223	11.64	13.73	13.91	33
CSC335	13.09	15	15	22
DGM335	6	6	6	1
DTW112	7	9.38	9.38	16
DTW223	15	16.75	16.75	8
DVC112	16.95	17.98	18.05	42
DVC223	14.32	15.82	15.82	22
DVC335	15.14	16	16	7
ELT123	15.8	15.8	15.8	20
ELT334	11.73	11.73	11.73	15
FAC020	19.43	20.36	20.36	14
FTE112	11.47	12.11	14	19
FTE223	12.5	12.5	12.5	4
FTE335	17	17	18	8
FTX112	11.27	12.76	13.09	45
FTX223	10.25	13.75	14.25	12

Course	Mean Credits Passed	Mean Credits Sat	Mean Credits Entered	Number of Students
FTX335	13.5	14.5	15.5	4
HOS112	17.14	17.77	17.77	44
HOS223	13.97	14.03	14.03	35
HOS334	12	12.46	12.46	35
MEG112	20.09	23.13	23.13	23
MEG222	17.29	17.57	17.57	14
PWK334	12.54	12.54	12.54	13
SON023	11.5	11.96	11.96	24
SON334	9.6	11.73	11.73	15
				573

Other (correspondence, Trades Academies)

Included in this list are languages by correspondence, some other subject areas by correspondence, Papa Taiao and Trades Academy courses. Note that students have the option of correspondence if they have a timetable clash that cannot be resolved.

Course	Mean Credits Passed	Mean Credits Sat	Mean Credits Entered	Number of Students
10ENG	8.33	8.84	10	276
10MAT	8.04	9.3	10.1	262
FRE112	15	15	15	1
FRE335	10.33	13.67	13.67	3
GE1000	5	5	5	1
GER335	23.4	23.4	23.4	5
KOR335	24	24	24	1
PPF220	8.67	8.67	8.67	9
PPT220	19.62	19.62	19.62	8
TRAC	39	40	40	5
TRCCS	16.67	16.67	16.67	3
TRCMT	38.25	38.38	38.38	8
TRCRT	23.75	23.75	23.75	4
TRENA	30	30	30	3
TRSLN	41	41	41	1
				590

FRE = French, GE/GER = German, KOR = Korean, PPF/PPT = Papa Taiao, TRAC/TRCCS/TRCMT/TRCRT/TRENA/TRSLN = Trades Academies

Te Tiriti o Waitangi report 2023

At Wellington High School we are committed to working closely with the school whānau group, individual whānau, and local iwi to support their goals for the school and its students and to honour Te Tiriti o Waitangi. As a representative of the Crown the board recognises its obligation to give effect to Te Tiriti o Waitangi across all school governance and operational decisions.

Strategic plan

The foundation of the school's strategic plan (2023 - 2025) is Equity. Our school provides equitable and inclusive teaching, learning and growth opportunities which are informed by te Ao Māori, for all students, their whānau and the wider school community.

At our school:

- 1) Cultural responsiveness, Te Ao Māori, and Te Reo Māori are embedded across teaching and learning, our school culture and within behaviour management approaches.
- 2) We foster a culture of inclusivity, celebrate diversity, and are universally designed to ensure that all students' experiences at the school are mana enhancing.

PLD

In 2023, our school wide PLD focus was on supporting the growth and development of our teachers in being able to include Mātauranga Māori in their curriculum areas. This focus was an extension of work done in PLD in 2022, and will continue in 2024 so that staff are continually supported to meet the expectations presented by:

- Our obligation under Te Tiriti o Waitangi, which binds us to teach and share authentic learning outcomes that maintain mana for Mātauranga Māori, thus protecting this tāonga
- Our Te Ara Huarau evaluation focus that students have access to a responsive curriculum that meets all learning needs.
- The implementation of Te Mātaiaho and ensuring mana ōrite mō te mātauranga Māori (equal status for Mātauranga Māori)

In pursuing this focus, we were able to use the resources provided by the Kāhui Ako Across School Leads and Within School Leads. In particular, our WSLs led Staff Professional Learning Groups (PLGs) in relation to:

- Te Reo, pronunciation and waiata
- What tauwiwi can be learning and doing to challenge Eurocentrism in our classrooms
- Understanding Mātauranga Māori
- Using Māori concepts to create manageable actions and build confidence
- Whakawhanaungatanga - connecting with individual students, learning conversations and Te Whare Tapa Wha
- Whakawhanaungatanga - class culture, collaborative relationships and shaping the classroom experience.

In addition, all WSLs worked with faculty HoFs to start to look at embedding Mātauranga Māori in course planning.

Curriculum

In 2018, we started to offer a compulsory Te Ao Māori course at year 9. This course was in its sixth year since implementation, it is delivered in our whare, and the course covers tikanga, language, identity and culture. All students in year 9 study Te Ao Māori for 2 hours per week for the year.

From 2022, we started to offer a compulsory Aotearoa Studies course at year 10 for all students building on the new Aotearoa Histories curriculum. In 2022 and 2023, this was delivered in a similar way to the year 9 Te Ao course with a Languages teacher and a Social Studies teacher providing instruction.

In addition to compulsory studies, we offer Te Reo language study from year 10 to year 13 and numbers in these courses were strong in 2023 (building on excellent work from our Te Reo teachers).

- Year 10 - 26 students
- Year 11 - 42 students
- Year 12 - 20 students
- Year 13 - 14 students

Our year 13 course is an immersion environment and is open to any students from years 10 to 13.

In addition to the language courses, we have also established the following courses:

- Māori Performing Arts - 32 students were enrolled in 2023,
- Toi Māori - a new Art course in 2023 with 15 students enrolled,
- Māori Studies - another new course in 2023 for students who are interested in finding out more about Māori culture and history from a Māori perspective.

BGI kura wānanga

The Boys and Girls Institute (BGI) approached us in 2021 with the hope of finding ways to support us to strengthen Māori identity. In 2022 and 2023, we held some wānanga, with students from Wellington High School and Onslow College, at Papawai. These kura wānanga have been an opportunity for students to reflect on what it is to be urban Māori. In 2023, two wānanga occurred.

Property planning

Our school successfully campaigned to have Māori voice and mana whenua voice in our master planning process. In writing this report, it seems ironic that we should be 'campaigning' for a Māori voice in planning. This has led to the creation of a cultural narrative, which is still being worked on, for our kura associated with our site.

Kapa haka

This year was a kapahaka year and our students combined with Onslow College to deliver an outstanding programme at the Regional championships in June. The school placed third for our waiata tira item and sixth overall. There were a number of challenges with running this with another school and there have been many learnings and structural changes that will need to occur for the future.

Creatives in School

Our creatives in schools project was Pūrangiāho - using theatre as a medium to explore performance and harness a confidence that will help students as creatives in any discipline. The project ran over terms 2 and 3 for approximately 25 students. A separate report is attached as appendix 1.

Ngā manaakitanga

We continued to run our Ngā manaakitanga mentoring programme in 2023. Ngā manaakitanga is run by two Wellington High School staff and it brings tutors onto site to support some of our Māori learners in a whānau atmosphere once a week. A separate report is attached to this report as appendix 2.

Kāhui Ako

Wellington High School continued to support the work of the Capital City Kāhui ako. The Kāhui ako consists of Wellington High School, South West Wellington Intermediate school, Newtown school, Island Bay school, Ridgway school, Ōwhiro Bay school and Houghton Valley school. Our school participated and initiated some of the work in the Kāhui Ako in 2023 to build relationships with Te Ātiawa, provide Te Reo support for interested teachers, and engage in communities of practice around our shared challenge related to cultural responsiveness. A separate report for the Kāhui ako is attached as appendix 3.

Te Reo learning for staff

In 2023, 33 staff completed the Kāuru Matatini Te Reo course offering a level 2 qualification. The course involved 20 weekly 2 hour sessions after school (3.30pm to 5.30pm), a wānanga at Te Raukawa o Otaki, a symposium (same venue), and graduation. Staff continue to be keen to learn in 2024.

APPENDIX 1: Creatives in Schools Project 2023 - Māori Performing Arts and Kapa Haka

Q1. What outcomes did this project achieve?

In terms of the practical outcomes for our project, our class worked toward two main events, which were the Te Whanganui-ā-Tara regional kapa haka competition at the end of term 2 and the WHS Music evening during term 3.

These kaupapa allowed our students to harness the skills and knowledge from within Pūrangiaho and apply them to real performing arts events. As a result, we were lucky enough to have placed 3rd in one of the items at regionals (third place for the choral/waiata tira item). From the overall placings, our students placed 6th (out of 12 schools)

This outcome has by far been the best outcome for Wellington High School (WHS) Kapa Haka in decades.

Another positive outcome of the project was that our Pūrangiaho students successfully led a performance regime during te wiki o te reo Māori. During this week, we had prestigious guests Te Kahu Rolleston, Raukawa Kiri, Matua James, Jared Flitcroft, Jaye Barclay, Maia Grace-Paul, Kaya Grace, Aroha Millar and Kajun Campbell Brooking come visit our kura to speak about their mahi in te ao Māori me te ao Toi. Our students were assigned to create a bracket of performances for each guest. The learning outcome for our students in this assignment was to put their acquired skills in te ao haka and theater into a real life context. Pōwhiri and waiata tautoko are core cultural concepts and tikanga that are regularly exercised in te ao Māori and in many workspaces across the country. We wanted our students to have real life experience at knowing how to welcome and mihi guests, whatever the context may be.

This year there was a noticeable sense of pride our Māori students have embraced in who they are and where they come from and their status in this country as tāngata whenua. Many of our Māori students are of Māori whakapapa but haven't had the opportunity to connect to their iwi and hapū growing up. For some students this massively affects their confidence and ability to perform well in school.

These outcomes continue to create gradual culture shifts throughout our school so that te ao Māori is not confined to just our Māori department. Not only is this important in terms of honoring te Tiriti o Waitangi and necessary as we shift towards mana ōrite mō te mātauranga Māori, te ao Māori is what makes our country unique and this should be celebrated and upheld in all facets of our school.

Thinking next about ākongā

Q2. What were the benefits for ākongā? Will these benefits be supported after the project?

It has been quite the special year for our Māori performing arts ākongā. The second round of creative schools funding we received has enabled us to bring Bea Gladding (our creative) back into our kura to teach Māori theater components. Our core focus throughout the entirety of the project was to bring te ao haka (Māori performing arts) and te ao Whakaari (indigenous theater) together to empower our rangatahi in their identity and in the realm of performance.

Through this collaboration we saw many beneficial outcomes for our ākongā. Coming off the back of the success of the first Pūrangiaho project in 2022, we have had an additional 10 students enroll into Māori performing arts for the year 2023. To put this into perspective, at the end of 2020 we had only 7 students in this course. We then had 25 students participate in the 2023 Pūrangiaho project. For the year 2024, our roll has had another big increase from 25 students to 40 students.

Throughout the entirety of the project, Bea and I checked in with the students to gain feedback on what worked well and where we could improve and co-design a direction that will continue to build on their haka and whakaari skills. Some of the feedback included kōrero around;

-The sessions around unpacking indigenous literature and getting students to devise their own piece of theater was challenging yet rewarding for our ākongā. The main positive feedback here was that it helped students relate to māori waiata and haka more deeply as waiata and haka were the main sources of inspiration for our students during our whakaari sessions.

-Enjoyed having a space where more than one year level can mix together – tuakana/teina in practice.

-The mixture of te ao whakaari component in conjunction with te ao haka. This was particularly useful to develop the student's literacy around the art of performance.

-An awesome and inclusive space where neurodiverse students can thrive and build their confidence through performance. Because the pedagogy around our approach to teaching was very much a collaboration with the ākongā themselves, they were given the freedom to experiment with their own ways of connecting with the learning without the rigid confinements of traditional classroom routines.

Thinking now about the community – by which we mean whānau, parents, and the wider community where appropriate...

Q3. How was the community involved and how did they respond to the project?

A person who is affirmed in who they are and taught the values of their tupuna in their home will stand strong in their community. For me, this highlights the need for whanau and school to operate collaboratively on kaupapa like Pūrangiaho. This is so we can ensure that our students are getting the maximum level of mātauranga input, not just during the school timetable.

Whānau and the wider WHS community engaged with our project through holding several hui amongst our Māori department trying to strategize ways in which we can encourage whanau support for our school kapa haka, Te Whanau a Taraika. There were discussions of whakawhanaungatanga wānanga we could run during weekends so that we were able to encourage our haka students to take the lead in running activities to strengthen school and whanau bonds. This was then demonstrated at our live in noho marae during our kapa haka campaign where the skills learnt during our project were then applied in the various leadership roles and activities while on noho.

Other ways in which our project has had an impact beyond our school parameters is through our student's passion for performance and they would often encourage whanau to come along and watch our performances in assemblies and other concerts we performed at such as the matariki celebration night and music evening.

Whanau participation also occurred through our ākonga. Students were also able to share videos of their performances across the school community and to any whanau that live afar. Another key strategy we adopted so that our students were able to memorize actions and words to a performance item was to perform these items to their whanau at home. This proved to be an effective strategy, some students even going as far as to teach their whanau the words to haka and waiata.

Q4. What were the benefits / biggest learnings for you (as kaiako/teachers and creatives)?

Involving other kaiako in our school was an interesting challenge for Bea and I to tackle as our creative focus (te ao haka/ te ao whakaari) is a learning area where our school is lacking. This is largely due to the fact that our school is an English-medium kura and the majority of staff and students here are pākehā and have limited knowledge and experiences in te ao Māori. Therefore, our way of involving teachers was to perform at all the year level assemblies. The outcomes here were that kaiako outside of the project were able to see the fruits of our project come into fruition with every assembly and thus further asserting the notion that Māori student engagement is achieved when students can see themselves in what they are learning.

For me as the lead kaiako overseeing this project, my main take away and sense of achievement came from the impact our Pūrangiaho students had on the culture of the school. It was clear to see that our injection of "Māoritanga" helped boost morale in the WHS community. Added to that, the opportunity to collaborate with creatives like Bea has been enormously beneficial. Through her vast range of skills and experience in theater, I have learnt many skills, activities, games and components to theater that add to my own skills as a performing arts teacher and bring out the best in our student's performance.

Q5. What are you likely to do next, drawing on the learnings from the project?

To reiterate, my main take away and sense of achievement came from the impact our Pūrangiaho students had on the culture of the school. It was clear to see that our injection of "Māoritanga" helped boost morale in the WHS community. Added to that, the opportunity to collaborate with creatives like Bea has been enormously beneficial. Through her vast range of skills and experience in theater, I have learnt many skills, activities, games and components to theater that add to my own skills as a performing arts teacher and bring out the best in our student's performance.

Going forward, the goal is to continue to foster the growth in students participating in te ao Haka and performing arts across the board. The benefits that come from Māori and non-Māori both engaging in this space are endless. That is, increased awareness of mātauranga māori, growth of reo, increased sense of mana māori with our ākonga māori and all of the cognitive and physical benefits that come from performing arts just to name a few.

As lead kaiako, my vision to expand this space will continue by growing our experience in haka competitions. We are also in the process of creating a school choir, this creates another opportunity to apply our skills from our project to this space with a view to participating in the big sing 2024. Our ākonga will also be heading to Māoriland film festival 2024 to take inspiration from indigenous film and eventually use the medium of film to apply our whakaari and haka skills from Pūrangiaho and produce a short film i te reo Māori.

APPENDIX 2: Ngā manaakitanga

Kia ora Board of Trustees for Te Kura Tuarua o Taraika ki Pukeahu,

Ka tangi te titi
Ka tangi te kaka
Ka tangi hoki ahau
Tihei Mauri ora!

On behalf of all the students, whānau, mentors, Whaea Suz and Whaea Char we would like to thank you for the support you continue to show for Ngā Manaakitanga. 2023 was the third year running this initiative and we appreciate the continued support and funding you have given to this project. This year we opened this opportunity up to Year 10 Māori tauira to help support them in the first year of attempting both the Literacy and Numeracy corequisites. This has meant that we have seen more tauira taking up this opportunity this year than ever before. As a result of the increase we have also been lucky enough to have two new mentors join the programme in 2023; Liam Barclay and Kelsey O'Connor. So we now have eight mentors, including returning mentors from 2022 Finn Johnson, Bailey Rose, Lewis Johnson, Ellie Rukuwa and Tatyana King-Finau.



We have continued this year to run Ngā Manaakitanga on Thursday nights from 4:30-6:30pm. The mentors have taken more of a leading role with Finn and Lewis regularly planning and running the first half hour of the programme focusing on; whakawhanaungatanga, checks, looking after yourself and study tips.

This year we have had much larger numbers, but not all students attending every week. It has been more of a transient year. This has largely been due to many Year 13 students in Ngā Manaakitanga getting part time jobs, us trying to get new Year 10's and Year 11's to 'trial' coming as well as us opening up and reaching out the programme to several students whose attendance to school is sporadic.

Therefore the list below outlines just those tauira who attended the majority of sessions:

Student	Year level + aim	NCEA/ success in 2023
[REDACTED]	Year 13 Gain Level 3	Gained Level 3 Toi000 endorsed with Achieved
[REDACTED]	Year 12 Gain Level 2	Gained Level 2 APT223 endorsed with Achieve
[REDACTED]	Year 11 Gain Level 1	Gained Literacy and Numeracy and 44 credits towards Level 1
[REDACTED]	Year 10 Attended second half of the year to get support for literacy/numeracy corequisite	Built numeracy confidence, but didn't gain literacy or numeracy through the corequisite in Year 10
[REDACTED]	Year 11 Gain Level 1	Gained Literacy and Numeracy and 61 credits towards Level 1
[REDACTED]	Year 11	7 credits level 1

	Get set up for a Trades future	But set up and in Trades in 2024
██████████	Year 10 Attended to get support for literacy/numeracy corequisite	Gained Numeracy and Reading but not Writing through the corequisite
██████████	Year 10 Attended second half of the year to get support for literacy/numeracy corequisite	Gained Numeracy and Literacy through the corequisite
██████████	Year 10 Attended second half of the year to get support for literacy/numeracy corequisite	Gained Numeracy and Literacy through the corequisite
██████████	Year 11 Gain Level 1	Gained Level 1 and 10 Level 2 credits SCI112 endorsed with Achieve BUS112 endorsed with Achieve
██████████	Year 10 Attended second half of the year to get support for literacy/numeracy corequisite	Gained Numeracy and Literacy through the corequisite
██████████	Year 12 Gain Level 2 with as many Merits and Excellences as possible	Gain Level 2 endorsed with Excellence ENW223 endorsed with Merit GEO223 endorsed with Excellence PHO223 endorsed with Merit HIS223 endorsed with Merit
██████████████████	Year 12 Gain Level 2	Gained level 2 MAO223 endorsed with Achieved
██████████████████	Year 10 Attended second half of the year to get support for literacy/numeracy corequisite	Gained Reading for the literacy corequisite but not Writing or Numeracy
██████████	Year 13 To get as many credits a possible towards Level 2	Gained 26 Level 2 credits but unfortunately not enough for Level 2
██████████	Year 13 To do well in DVC work so she could get those credits + get connected to others	Gained Level 2 (during 2023) APT335 endorsed with Achieved DVC335 endorsed with Achieved Started eating kai + talking to others in the group
██████████████████	Year 12 Gain Level 2	Gained Level 2 endorsed with Merit MUS223 endorsed with Achieved HIS223 endorsed with Achieved ENG223 endorsed with Achieved BIO223 endorsed with Achieved APT223 endorsed with Merit

██████████	Year 10 Attended second half of the year to get support for literacy/numeracy corequisite (often sick so didn't come much)	Gained Reading for the Literacy corequisite but not Writing or Numeracy
██████████	Year 11- Numeracy support	Worked really well through her numeracy book. Then went to capital training to complete literacy and numeracy as a portfolio
██████████	Year 11 Get as many Level 1 credits as possible and attend classes more	Level 1 gained 2 credits Level 2 gained 12 credits (these are from performing in Kapa Haka in Year 9) (No Literacy or Numeracy)
██████████	Year 11 Gain Level 1	Gained Level 1 Gained 37 credits at Level 2

"[He] has been really enjoying Ngā Manaakitanga. It's definitely been giving him a sense of belonging at WHS."
Comment from whānau of taura attending in 2023

Positive this year:

- We have had more students than ever attending in Term 3 and 4. So many new Year 10's and their whanau attending the information evening. Students were excited about coming and during the week would ask Whaea Char or Whaea Suz about it all the time.
- The addition of two more mentors meant that even if a mentor was sick or wasn't able to attend we had enough to help the large group.
- Whānau session around subject choices was well attended. We talked whānau through how this works and they asked lots of good questions.
- Support from Rebecca Rāpira-Davies this year, especially stepping in at the last minute when we couldn't be there. This was invaluable and without this we would have had to cancel several times.
- What really helped us to sustain Ngā Manaakitanga this year was Julieanna, who ran the kitchen. She did an amazing job and meant that we actually had the energy and time to run this rōpū each week on a Thursday night.
- The number of students from Ngā Manaakitanga who got recognised at Whakanuia.

Challenges this year:

- Trying to balance Kapa Haka (especially in Term 2 when we were at noho every weekend) and putting in the time to connect with the teachers of the taura and send emails home to remind whānau as well as inviting new students and staying late at school on Thursday evenings was very difficult to manage.
- It also meant that we didn't really have much time or energy to put into the programme this year and as a result didn't have many speakers or a trip to Weltec.
- MJS didn't have enough time to set up credit tracking and connect with taura's teachers etc. as this was her first year as Acting HOF of Mathematics.
- We still struggled in 2023 to get whānau in on a regular basis, many contacted us via email but very few in person attended.

Next steps:

- Keep it running in 2024 on Thursday but maybe at an earlier time, starting up Term 2.
- Also need to check in with all the mentors as for many of them last year (2023) was their last year of study and as a result they weren't sure at the end of 2023 if they would be staying in Wellington or not in 2024. and Julieanna will be returning.
- Possible changes include:
 - Bringing in more Year 10's earlier so they can be a part of the programme for the whole year.
 - Tracking students NCEA results at the end of each term and more closely for Y12/13 in Term 3/4 to pick up who needs more support earlier.
 - Focus on enticing the Y11, 12 and 13 students who aren't attending school regularly, as this is the group of students we have started trying to get a part of this programme in 2023 and would like to keep working on this in 2024.
 - Find a way to make it more cohesive with other initiatives that are running in the school to support Māori students, as currently they are all very separate.
 - Looking for support so that we don't have to attend every Thursday all year.

***Kia hora te marino,
Kia whakapapa pounamu te moana,
Kia tere te kārohirohi i mua i tō huarahi.***

***May peace be widespread,
may the sea glisten like greenstone,
and may the shimmer of light guide you on your way.***

Ngā mihi nui

Ngā Manaakitanga tauira, mentors, whānau, Julianna and Whaea Char and Whaea Suz.

APPENDIX 3: Kāhui Ako Review

Overview of the Year

WHS continued its role within the Capital City Kāhui Ako in 2023. There were a number of events that the Kāhui Ako provided and that WHS participated in, as well as some positive progress initiated within WHS itself.

2023 Events

SuperHui

Seaside at Te Wharewaka o Pōneke, Neavin Broughton (Wellington Tenth Trust) offered us whakaaro on telling stories, and a framework based on Māui and his whānau for examining identities. Groups then engaged on haerenga around Te Whanganui-a-Tara, to explore important sites, to learn new skills such as rāanga (weaving), explore the Te Ao Māori foundation to Mātaiaho, or to practise our reo. We ended the day thinking through our own practice and our next steps in our local curriculum space. It was a chance for us to connect, inquire, and reflect on our whakawhanungatanga as a Kāhui Ako, and with Te Ātiawa Tenth as one of our mana whenua in this rohe.

Communities of Practice

Cultural Responsiveness - Our Place, Our Stories - This CoP saw the continuation of the mahi initiated on the Super Hui day. These explored what we already know about our local curriculum, and what we want to know. Resources were shared across our 7 schools. Neavin Broughton from Te Ātiawa Tenth Trust discussed who we are talking about when we talk about mana whenua. He also explained and explored te heke, the migrations of Taranaki Whānui from the Taranaki region to Te Whanganui-a-Tara and discussed ways different people connect with land as non-Māori. Mitch and Kyle led a lunch time tour of kura of kai, kōrero, and resources, including at WHS.

Hauora - Whakawhanaungatanga - These sessions unpacked what cultural concepts underpin whakawhanaungatanga and an emphasis on the role of mana-enhancing behaviours in strengthening whanaungatanga in the classroom. We identified that we need to be explicit about what success looks like for each student and how the actions of others support students to strengthen mana.

Learning Capabilities - Learner Agency

Together, staff explored individual values and beliefs about teaching and learning, recognising the impact they have on our educational environment. Nathan Croker (ASL) shared systems and structures aimed at empowering greater agency in our Ākonga, ensuring they have the tools and support necessary to become active participants in their own learning journeys.

Tenths Trust (Te Ātiawa engagement) - Steering Committee

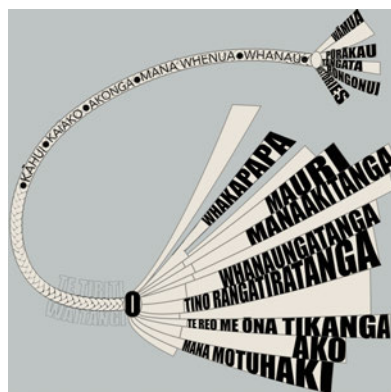
We have an ongoing partnership with Wellington Tenth's Trust / Te Ātiawa as part of our engagement with local mana whenua. In 2023 we further developed our partnership model through the Steering Group (made up of our Management Team, Kāhui Lead Team and key Māori leaders throughout our kāhui). The poi pui model (image) states our values and priorities.

Our purpose statement driving our work with mana whenua states:

Kia haruru te reo o {Te Ātiawa} as mana whenua in our Kāhui by honouring the past and empowering the present to shape the future.

Kāhui Māori

In 2023 the kāhui created a personalised programme for any kaimahi Māori throughout our kāhui ako - run by Māori for Māori. This was an opportunity for kaimahi Māori to stand in their own Māoritanga and to kōrero together around things that are important to them. Attendance in these sessions was voluntary but well attended by WHS staff. Participants were appreciative of the opportunity to participate and in some cases visibly emotional while reflecting on their past educational experiences and current roles and expectations on them as kaiako Māori.



Teach Meets

Ihaia Puketapu, Te Ātiawa, speaking to kaiako about the history of Pōneke. He ran two sessions out of Pukeahu Education Centre in weeks three and seven, and is running two more in term one of 2024, in weeks 4 and 7.

Te Ahu o Te Reo

WHS had 35 kaiako/staff enrolled in Level 2 through Kāuru. This entailed a two-hour class every Tuesday after school for terms two and three, a Saturday long wānanga in Porirua, and a Saturday long symposium in Raumati.

Wellbeing@Schools survey

WHS, alongside other schools, completed the Wellbeing@Schools survey. Questions that arose from the survey were:

- What are the conditions that promote reciprocally safe and equitable relationships (between students and teachers)?
- What does fair and equitable look like for students?
- How can school systems/policy support and promote student voice around teacher / student relationships?
- How is 'learner agency' felt / recognised by students?
- How can students develop socio-emotional capability to manage their own feelings, seek out support, and be skilled in supporting others?

The Lead Team actioned Focus Groups to ask these questions of students and reached the following conclusions which will be refined to drive the 2024 Hauora foci.

Key learning included:

- Students need their own culture to be acknowledged and valued in the classroom
- Teachers need to behave in ways that reflect their own expectations of students
- Teachers need to treat all students fairly – in the eyes of other students
- Student voice is important in all aspects of school life and student learning

Spotlight on WHS WSLs

It has been a productive year for the Within School Leaders across the Kāhui Ako.

In 2023 all WHS WSLs worked under the strategic theme of Mātauranga Maori. This aimed to create a more cohesive body of work between WSLs and increase the impact across the school. Anecdotally, WSLs felt better connected, all staff participated in PLD with WSLs. This knowledge was taken back and actively integrated into Faculty plans. WSLs also lead Faculty PD alongside HoFs to further investigate Mātauranga Maori within each Faculty.

2023 WSL projects included:

1. To enable leadership within the kura with a Te Ao Māori lense (Te Rōpū Hāpai)
2. Creating a school wide approach to WHS Learning Conversations using the philosophy of Te Whare Tapa Whā
3. Design our HPE junior programme around mātauranga māori and mana orite
4. To create culturally responsive teaching resources related to the Aotearoa Histories curriculum in the Junior Social Sciences
5. What tauwiwi can be learning and doing to challenge Eurocentrism in our classrooms and schools
6. Demonstrate how Mātauranga Māori concepts might be incorporated into teaching and how they might be embedded within various content.
7. Create a common vision of an area or concept of Mātauranga Māori that aligns with our faculty to enable collective support and idea building capabilities. This will then aid our relationship building with Māori akonga (and others!) and help Māori see themselves as Innovators and Technologists.
8. Explore how Mātauranga Māori can enhance the mana of neurodiverse students, especially within our ORS funded student community.
9. How can the core values found within whakawhanaungatanga assist kaiako to create an environment where meaningful learning can take place.
10. Develop the Year 10 Aotearoa Studies programme with Mātauranga Māori at the foundation

11. Run staff-wide professional development specifically focussing on pronunciation and practice of Te Reo Māori in the classroom

2023 WSL outcomes included:

- Guided staff through PD sessions that helped unpack the concept of whakawhanaungatanga and offered tangible actions for implementation in the classroom.
- Mentored staff as they seek to include aspects of whanaungatanga into their own practice
- Researched stories from mana whenua that have the potential to be developed for use within the classroom.
- Created a community kaupapa for CEN students to celebrate their strengths and achievements; also to guide and nurture teachers' practice. This led to modify the way that classes are delivered and structured, and how students connect, support each other, and model behavior.
- Co-led three workshop sessions to support teachers across school with their Learning Conversations to reflect on how we can support neurodiverse students through this.
- Implemented a faculty wide focus on Kaitiakitanga that has strong connections across our departments. Staff have an increased understanding of the word and its multifaceted meaning and ways in which it can be actioned. We all have short term goals to allow for full implementation in Term 1 next year.
- Led small group discussions with teachers from across faculties, looking at structural aspects of Eurocentrism in our schools
- Shared readings tailored to various faculties' curriculum highlighting how colonial features show up so that we can then intentionally address those features
- Explored how the Poutama Pounamu metaphors are directly challenging the colonial features of our education systems
- Created Y9 and 10 Social Studies teaching resources related to the ANZH curriculum
- Presented at the Wellington LOOP conference on Melanie Riwai-Couch's Niho Taniwha work
- Te Rōpū Hāpai completed their 3 years in the senior school and graduated this term. The success of this rōpū was not only academic but they made a positive contribution to the kura and the community
- In 2023 WHS Learning Conversations with the focus on wellbeing was rolled out for all to implement .
- Evaluated the Aotearoa Studies course content to ensure resources, activities, whakaaro were centred in Te Ao Māori
- Refined the previous Aotearoa Studies curriculum and gave it cohesive shape for the future

WSL projects within other kura

Newtown School - Weaving mātauranga Māori into inquiry school-wide curriculum

Island Bay School - Whanau engagement (and using this lens in the inquiry space with wellbeing)

Owhiro Bay School - How to maximise the relational capabilities of the teachers to enable them to effectively teach collaboratively.

Ridgway School - How teachers can strengthen learners' social and emotional well-being through role play and reflective dialogue.

At the time of writing this report no input had been received from Houghton Bay School or SWIS.

Other news

Berhampore School / Te Kura o Berhampore ki Pōneke have joined our kāhui. We are excited about the opportunities that this will bring having already been engaged in collaboration with them in our Learning Support mahi over the past 3 years. Capital Kids' Cooperative (an early learning centre based in Newtown) are also joining.

Mitch Jordan (ASL from Newtown School)) submitted her thesis. Mitch is extremely appreciative of the time and energy of kaiako, including a large number of WHS kaiako, who participated in the Cultural Relationship sessions over the previous 3 years and contributed to the success of her project.

Personnel

Mitch Jordan stepped aside from her ASL role although she will still be teaching at Te Kura o Ngā Puna Waiora. Kathryn Smith has been our Lead Principal for the last 18 months and has left for her new role as tumuaki of Te Kura o Wilford in Pito-one. Kathryn is being replaced by Megan Southwell (Deputy Principal - Wellington High School)



WELLINGTON HIGH SCHOOL
TE KURA TUARUA O TARAIKA KI PUKEAHU

Charter and Analysis of Variance

2023

WELLINGTON HIGH SCHOOL CHARTER

2019-2023

The School Charter and Strategic Plan sets the direction for development for a five year period. The framework for the Strategic Plan is the NELPs 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.

Strategic Plan 2023 - 2025

Wellington High School – Te Kura Tuarua o Taraika ki Pukeahu

Our Vision

At Wellington High School we work together collaboratively and inclusively to inspire our community of active, connected, free-thinking learners.



Excellence

Creating a school culture which supports students to achieve and celebrate personal and shared excellence across their growth pathways.

A school environment where:

1. Students, whānau, and staff work together to support students to: leave school with a pathway; know their role in society as tangata whenua or tangata Tiriti; self-manage and problem solve.
2. Students' successes are celebrated and recognised through formal and informal means.
3. Effective reporting and monitoring systems measure students' progress along growth pathways and identify opportunities for support.



Whānau

Fostering a vibrant, positive, inclusive, and culturally responsive school culture where students' unique identities are honoured.

A school culture where:

1. School values are embedded across the school including developing individualised support for students, values-focused learning conversations, and staff who model behaviour.
2. Students have access to inclusive social spaces and events to foster their connection to the school and ensure an accessible, inclusive school culture is fostered.



Equity

Our school provides equitable and inclusive teaching, learning and growth opportunities which are informed by te ao Māori, for all students, their whānau and the wider school community.



Respect

Working together to create respectful, positive, and supportive relationships between students, staff, and the wider school community.

A school culture where:

1. Relationships between students across the school are fostered and supported through formal and informal opportunities which support whanaungatanga.
2. Students are taught about respect through intentional teaching and learning opportunities, critical reflection, and staff modelling positive behaviour.
3. A bi-cultural, restorative practice approach to behaviour management is adopted which is mana enhancing, values student voice, and is understood by the wider school community.
4. Mana ōrite mō te Mātauranga Māori is actively fostered and respected.



Ora

Enhancing hauora for students and staff by establishing a positive and supportive school environment.

A school environment which:

1. Is responsive to student and staff wellbeing needs by providing support systems, wellbeing and mental health education, and accommodating individual students' and staff needs.
2. Promotes hauora as an integral aspect of the school culture and spirit through education programmes, events promoting wellbeing, and staff modelling positive behaviours.

At our school:

1. Cultural responsiveness, Te Ao Māori, and Te Reo Māori are embedded across teaching and learning, our school culture and within behaviour management approaches.
2. We foster a culture of inclusivity, celebrate diversity, and are universally designed to ensure that all students' experiences at the school are mana enhancing.

At Wellington High School we are committed to working closely with the school whānau group, individual whānau, and local iwi to support their goals for the school and its students and to honour Te Tiriti o Waitangi. As a representative of the Crown the board recognises its obligation to give effect to Te Tiriti o Waitangi across all school governance and operational decisions.

Wellington High School 2023 Annual Plan

Prioritising strategic objectives

Strategic area	2023	2024	2025
Equity	<p>1. At our school, cultural responsiveness, Te Ao Māori, and Te Reo Māori are embedded across teaching and learning, our school culture, and within behaviour management approaches.</p> <p>2. At our school we foster a culture of inclusivity, celebrate diversity, and are universally designed to ensure that all students' experiences at the school are mana enhancing.</p>		
Excellence	<p>2. A school environment where students' successes are celebrated through formal and informal means.</p> <p>3. A school environment where effective reporting and monitoring systems measure students' progress along growth pathways and identify opportunities for support.</p>	<p>1. A school environment where students, whānau, and staff work together to support students to: leave school with a pathway; know their role in society as tangata whenua or tangata Tiriti; self manage and problem solve.</p> <p>2. A school environment where students' successes are celebrated through formal and informal means.</p> <p>3. A school environment where effective reporting and monitoring systems measure students' progress along growth pathways and identify opportunities for support.</p>	Will be addressed in later years.
Respect	<p>2. A school culture where students are taught about respect through intentional teaching and learning opportunities, critical reflection, and staff modelling positive behaviour.</p> <p>3. A school culture where a bi-cultural, restorative practice approach to behaviour management is adopted which is mana enhancing, values student voice, and is understood by the wider school community.</p>	<p>1. A school culture where relationships across the school are fostered and supported through formal and informal opportunities which support whanaungatanga.</p> <p>4. Mana ōrite mō te Matauranga Māori is actively fostered and respected.</p>	Will be addressed in later years.
Whānau	1. A school culture where school values are embedded across the school including developing individualised support for students, values-focused learning conversations, and staff who model behaviour.	2. A school culture where students have access to inclusive social spaces and events to foster their connection to the school and ensure an accessible, inclusive school culture is fostered.	Will be addressed in later years.
Ora	1. A school environment which is responsive to student and staff wellbeing needs by providing support systems, wellbeing and mental health education, and accommodating individual students' and staff needs.	2. A school environment which promotes hauora as an integral aspect of the school culture and spirit through education programmes, events promoting wellbeing, and staff modelling positive behaviours.	Will be addressed in later years.

2023 Annual Plan

Strategic objective	Goal	Strategy	Actions	Target	Who?
Equity - Our school provides equitable and inclusive teaching, learning and growth opportunities which are informed by te ao Māori, for all students, their whānau and the wider school community.					
1. At our school cultural responsiveness, Te Ao Māori, and Te Reo Māori are embedded across teaching and learning, our school culture and within behaviour management approaches.	School staff participate in PLD sessions about Mātauranga Māori and cultural responsiveness to support students' access to a responsive curriculum and develop their own understanding and teaching practice.	Building cultural responsiveness across the school.	See Equity 1 - Cultural responsiveness - Annual plan	By the end of 2023 all staff have participated in PLD sessions about Mātauranga Māori and cultural responsiveness to support students' access to a responsive curriculum.	CKW, WSLs
Excellence - Creating a school culture which supports students to achieve and celebrate personal and shared excellence across growth pathways.					
2. A school environment where students' successes are celebrated through formal and informal means.	All students, school staff, whānau and the Board can articulate the Wellington High School shared understanding of excellence.	Developing a shared understanding of excellence.	See Excellence 2 - Understanding excellence - Annual plan	By the end of 2023, a shared understanding of excellence has been developed and is commonly understood and can be articulated by all students, school staff, whānau and the Board.	RSR
3. A school environment where effective reporting and monitoring systems measure students' progress along growth pathways and identify opportunities for support.	A new reporting and monitoring system has been developed to support the implementation of a new Year 11 curriculum.	Reporting and monitoring systems.	See Excellence 3 - Reporting systems Year 11 - Annual plan	By the end of 2023 the SLT has developed a reporting and monitoring system and implementation plan to support the adoption of a new Year 11 curriculum in 2024 and beyond.	SLM, HoFs
Respect - Working together to create respectful, positive, and supportive relationships between students, staff, and the wider school community.					
2. A school culture where students are taught about respect through intentional teaching and learning opportunities, critical reflection, and staff modelling positive behaviour.	A plan is developed about how rōpū hours are used more effectively to support students and build class culture in 2024 and beyond.	Reviewing rōpū hour curriculum and opportunities to build class culture.	See Respect 2 - Rōpū time curriculum - Annual plan	By the end of 2023, a plan has been developed about how rōpū hours will be used to support students and build class culture in 2024 and beyond. This will include: - The structure of rōpū time - How WERO values and Te Whare Tapa Whā are embedded into the curriculum - How rōpū teachers will be supported to integrate this learning - Timetabling considerations	TRS
3. A school culture where a bi-cultural, restorative practice approach to behaviour management is adopted which is mana enhancing, values student voice, and is understood by the wider school community.	Mindset shift by all staff to support a restorative practice approach to behaviour management across the school.	Supporting mana enhancing behaviour management approaches.	See Respect 3 - Mana enhancing behaviour management - Annual plan	By the end of 2023 all staff can articulate to the SLT what restorative practice is, how it can be used to support a positive school culture, and how they utilise it when managing student behaviour.	SLM

Whānau - *Fostering a vibrant, positive, inclusive, and culturally responsive school culture where students' unique identities are honoured.*

1. A school culture where school values are embedded across the school including developing individualised support for students, values-focused learning conversations, and staff who model behaviour.	The school supports an inclusive school culture by ensuring that inclusivity remains central, all students feel included, and staff are equipped to support all learners and support positive behaviour change.	Building an inclusive school culture.	See Whānau 1 - Inclusive school culture - Annual plan	By the end of 2023 all staff have participated in inclusivity-focused PLD sessions about how to Whānau 1 - Pastoral curriculum opportunities - Annual plan support an inclusive school culture.	RSR
	A plan is developed about how the rōpū time curriculum will be structured in 2024 including student-led opportunities for leadership and peer support, programmes which will be taught, and accountability mechanisms.	Expanding pastoral curriculum opportunities.	See Whānau 1 - Pastoral curriculum opportunities - Annual plan	By the end of 2023 a rōpū time curriculum has been developed which is to be implemented in 2024. An implementation plan will be developed which will include: - Learning conversations - Programmes to be implemented - Student-led opportunities - Accountability mechanisms for rōpū teachers	TRS

Ora - *Enhancing hauora for students and staff by establishing a positive and supportive school environment.*

1. A school environment which is responsive to student and staff wellbeing needs by providing support systems, wellbeing and mental health education, and accommodating individual students' and staff needs.	Staff wellbeing is supported to ensure staff are well equipped to support students.	Supporting staff wellbeing.	See Ora 1 - Supporting staff wellbeing - Annual plan	By mid 2023 the SLT can articulate staff wellbeing needs and have a plan in place which will support a positive staff culture.	KLD
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Analysis of variance 2023

In 2023, we embarked on a new strategic plan in line with new Ministry reporting requirements. From our strategic plan, we created eight action areas under the broader headings of Equity, Excellence, Respect, Whānau and Ora. This report contains information related to our actions and outcomes of these actions in 2023.

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?

Our foundational base - Equity

Our school provides equitable and inclusive teaching, learning and growth opportunities which are informed by Te Ao Māori, for all students, their whānau and the wider school community.

Target 1 - By the end of 2023 all staff have participated in PLD sessions about Mātauranga Māori and cultural responsiveness to support students' access to a responsive curriculum.

Actions

We decided in October / November 2022 that we would have a more singular focus in relation to our [PLD goals](#) in 2023. Our 2023 PLD focus as a kura was to work on strengthening our curriculum to include Mātauranga Māori across the school and to protect it as a taonga.

This would involve:

- Learning the history of Te Whanganui-a-Tara from mana whenua
- Re-visiting / learning te reo Māori as staff
- Curriculum specific PLD opportunities to learn from experts on kaupapa Māori within our curriculum areas
- Recognising our place, Māori or tauiwi and what our individual jobs are.
- Explore key kaupapa Māori concepts
- Continue the journey with Te Whare Tapawhā

We spent time with Across School Leads (ASLs) and Within School Leads (WSLs) of our Kāhui Ako towards the end of 2022 and co-constructed a means to deliver this work in 2023 through our PLD programme on Wednesday mornings.

Outcome

We feel we achieved what we were aiming to achieve and we have shifted our staff a little further.

The year began with a recap of where our kura is with cultural responsiveness, Te Ao and Te Reo. There was a clear need to demonstrate how mana orite mō te mātāuranga Māori can be applied in the classroom.

- WSL presented to staff their focus in relation to the [PLD goal](#). Staff then signed up with a WSL to have a set of three PD sessions on the WSL teacher's path to mana orite mō te mātāuranga Māori within their faculty area.
- WSL foci were: Mana Whenua history, how manaakitanga is taught within tasks relating to subject areas, unteach racism, how Māori concepts can be normalised within tasks and therefore students communicate ideas with, Te Wharetapawhā, and mana for Teacher Aides.
- After the three sessions with WSLs, faculty PD focused on pulling ideas together from those sessions to create a new set of mahi for the faculties. For example the Languages faculty focus was on how to create relationships with students that is mana enhancing and shows manaakitanga.

Reasons for the variance

We achieved the targets we were aiming to achieve.

Evaluations - where to next?

Generally, faculties benefitted from having a WSL in their faculty - a faculty expert! However, there were seven WSLs and nine faculties and we were not able to provide this for the Science and Mathematics faculties. However, next year with a changing of staff, we are in a better position to support both of these faculties. A change in personnel means that we can directly support the Mathematics faculty in 2024. Overall, kore work is needed to support mana orite mō te matauranga Māori as the scope this year has been on responsive practice not content.

Strategic Priority 1 - Excellence

Creating a school culture which supports students to achieve and celebrate personal and shared excellence across growth pathways.

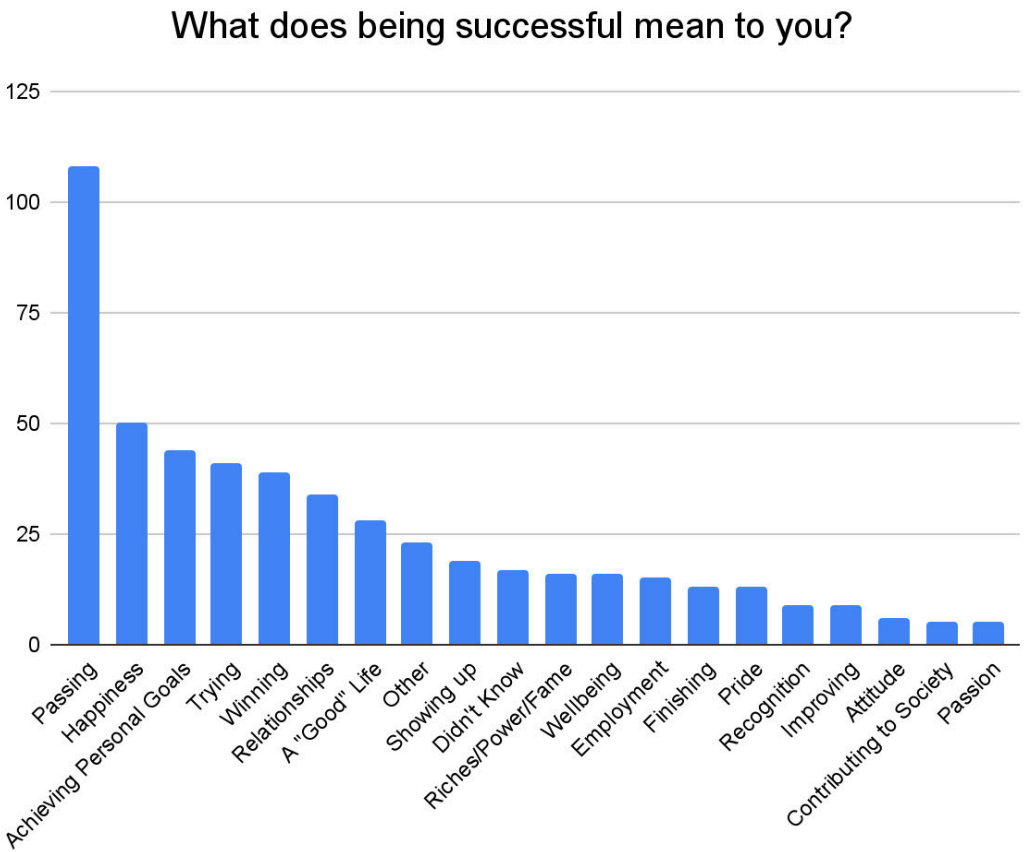
Target 1 - By the end of 2023, a shared understanding of excellence has been developed and is commonly understood and can be articulated by all students, school staff, whānau and the Board.

Actions

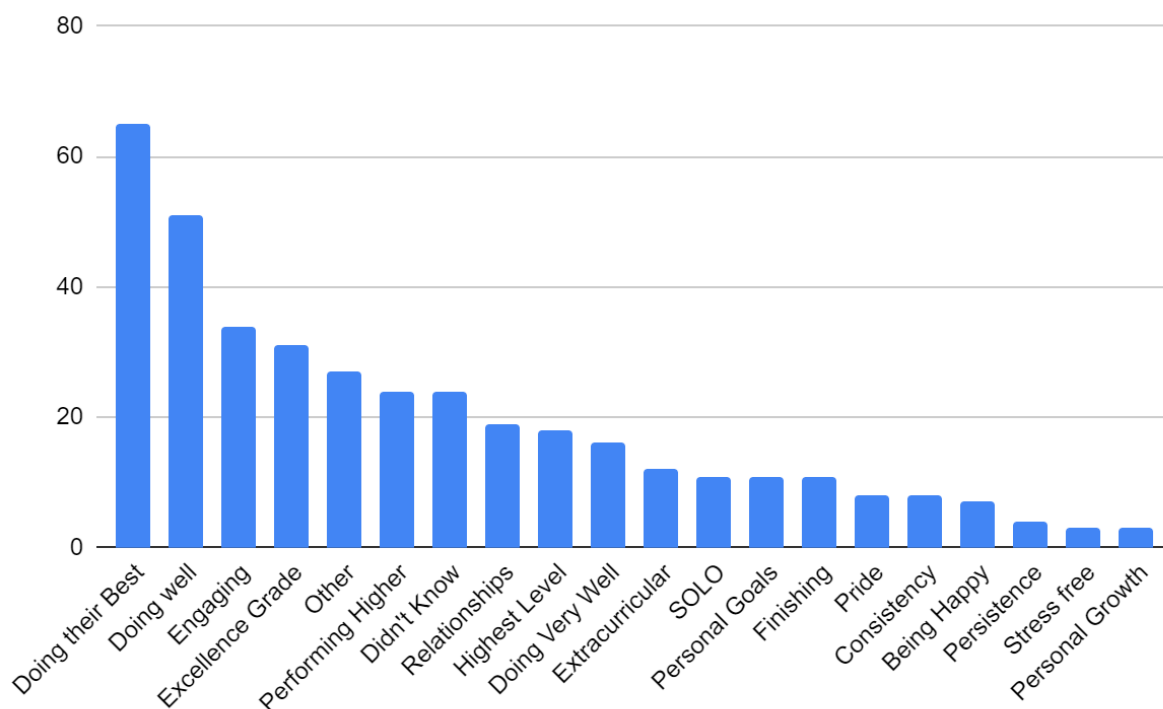
Term 1 was spent collecting data. This work lined up well with our ERO focus around ‘responsive curriculum’ as we talked to new students and regular students about success and excellence in small focus groups. Enrolment forms were used to collect sample data from whānau.

Outcome

- In terms of student data, a key theme that emerges is that success is different for each student.

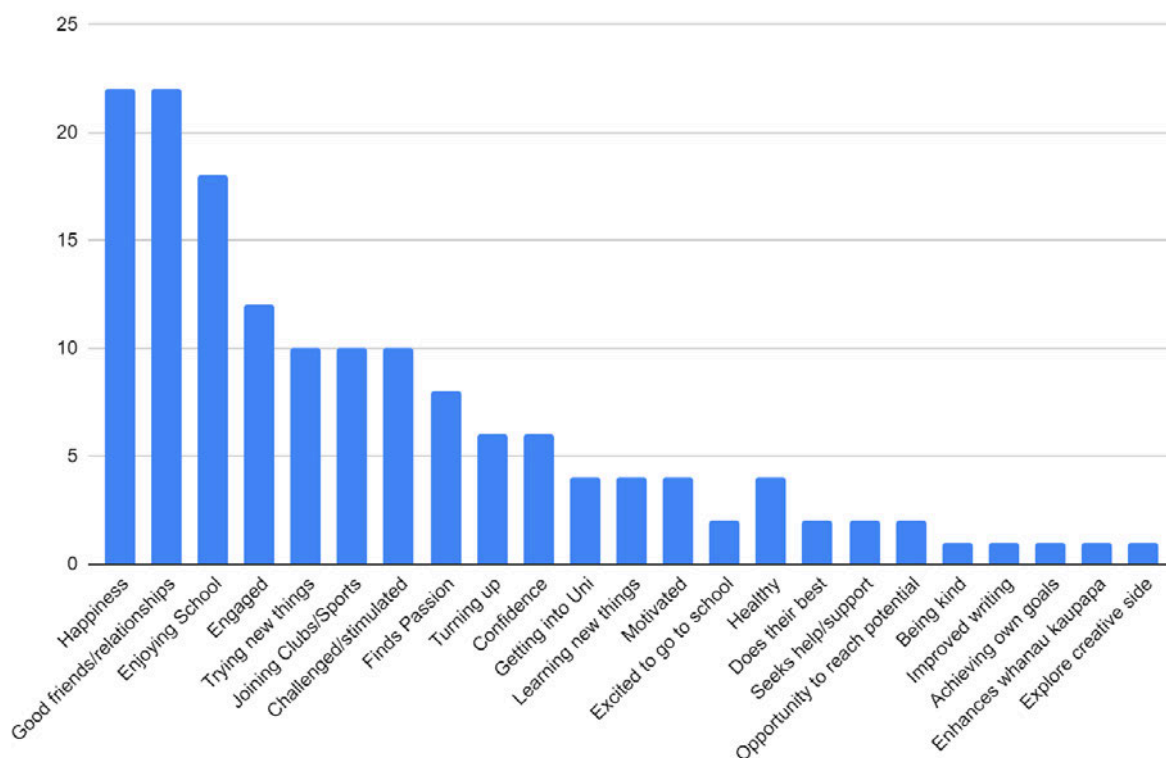


What do you think of when someone talks about performing to an excellent level?



- Whānau data collected from a sample of enrolment interviews follows.

What does success look like for you and your student?



Reasons for the variance

Although we haven't reached the goal of a shared view of excellence, we have recognised as a kura that there are diverse views of what success looks like.

Evaluations - where to next?

Next step is to develop a draft definition of Excellence at WHS, communicate this to the community and incorporate it into our Rōpū programme. Some of the common themes from this data were used to create indicators of success for the induction of new students.

Target 2 - By the end of 2023 the SLT has developed a reporting and monitoring system and implementation plan to support the adoption of a new Year 11 curriculum in 2024 and beyond.

Actions

- A reports review committee was formed, with representatives from the HOFs, Learning Services and a Dean. Best practice research was engaged, in line with NELPs and recommendations from TKI.
- A survey for whānau was created and sent out with the senior reports in term 3, with a reminder to try and encourage more uptake.
- A focus group was run with our WERO leaders to get their feedback on our reporting.

Outcome

- Whānau surveys were only completed by a small number of parents, however the themes were around wanting more clear communication about progress, how to support the next steps for their young person, and how to avoid a one size fits all approach to reporting that is a negative experience for some learners, and more effective timing of reports.
- WERO leader focus groups voiced similar themes to the whānau voice wanting more of an emphasis on progress and next steps, and a change to the timing of reports too - [WERO leader feedback](#).
- Head of Faculty (HoF) meetings were held to look at this feedback and consider what changes to reporting could be made for our year 11 students in 2024. There will be a focus on skill progression in each subject, with regular reporting to home each term indicating progress and next steps. One NCEA standard and two SOLO assessments will be attempted across the year.

Reasons for the variance

We achieved the targets we were aiming to achieve.

Evaluations - where to next?

We will need time in term 1 2024 to ensure faculties finalise the skills they are focusing on for the year. Then, the report templates will be created. PLD time will need to be given to using this new reporting system and how to give helpful progress centred/next steps feedback on reports.

Strategic Priority 2 - Respect

Respect - Working together to create respectful, positive, and supportive relationships between students, staff, and the wider school community.

Target 1 - By the end of 2023, a plan has been developed about how rōpū hours will be used to support students and build class culture in 2024 and beyond. This will include:

- The structure of rōpū time
- How WERO values and Te Whare Tapa Whā are embedded into the curriculum
- How rōpū teachers will be supported to integrate this learning
- Timetabling considerations

Actions

- In May, staff were surveyed on the use and number of Rōpū Hours.
- A [Term 2 activity plan](#) was developed for senior rōpū teachers with a focus on academic support. It was intended that all student reflection, tracking and careers activities could be easily accessed and staff would follow a coherent plan. This was also the focus for the [Term 2 rōpū hour](#).
- The [Term 3 activity plan](#) had a focus on supporting students to make course choices for 2024, Learning Conversation and preparation for derived grades. Some positive feedback was received on the plan, as it gave a coherent overview.
- In term 4, one of our DPs took the staff information and the activities that had been developed and spent time putting together a programme for 2024.

Outcome

- Staff surveying indicated that rōpū hours were preferred once a term and the main focus should be on academic tracking and connection.
- The school calendar and meeting plan were changed to reflect the staff feedback.
- A number of activities were developed during the year and these were collated and put into a [draft rōpū programme for 2024](#).

Reasons for the variance

We achieved the targets we were aiming to achieve.

Evaluations - where to next?

Our next steps are:

- Effectively communicate the plan to staff at the start of 2024
- Refer to the outline consistently to aid integration in to what staff do during rōpū time
- Develop a way of interweaving our WERO values.

Target 2 - By the end of 2023 all staff can articulate to the SLT what restorative practice is, how it can be used to support a positive school culture, and how they utilise it when managing student behaviour.

Actions

It is challenging to say that restorative practices are embedded when there is continual staff turnover. The way to address this is to run sessions for new staff to upskill them in our practices. However, we also felt strongly that we should run some full staff PLD in restorative practices in term 4. We managed, during the NCEA exam period, to cover all staff in this PLD over two days.

Outcome

Our aim was that staff could articulate, by the end of the year, what is restorative practice. I am confident that we have achieved this goal but the new year will present a new challenge to do the same.

Reasons for the variance

We achieved the targets we were aiming to achieve.

Evaluations - Where to next?

This is an ongoing process as we induct new staff and we try to further upskill existing staff. We continue to look for ways to reinforce good learning behaviours in a Wellington High School way.

Strategic Priority 3 - Whānau

Whānau - Fostering a vibrant, positive, inclusive, and culturally responsive school culture where students' unique identities are honoured.

Target 1 - By the end of 2023 all staff have participated in inclusivity-focused PLD sessions about how to support an inclusive school culture.

Actions

- The school successfully applied for 50 hours of PLD funding to engage Shannon Hennig to run sessions with staff, faculties, teacher-aides, SLT and support individual students.
- All staff took part in schoolwide 'Taku Kuru Pounamu' PLD throughout 2023, strengthening our curriculum to include Mātauranga Māori across the school and to protect it as a taonga. Within School Leaders were engaged across faculties and they ran sessions for all staff (self selection depending on the focus).

Outcome

- Shannon ran a number of PLD sessions including whole staff, faculty sessions, teacher-aide PLD and she also worked with students to provide individual support. Shannon's work was based around supporting neuro diverse learners in school.
- Staff reacted positively to the WSL sessions and they were able to spend a number of weeks working with the WSL on a particular focus.

Reasons for the variance

We achieved the targets we were aiming to achieve.

Evaluations - where to next?

- Build UDL PLD into our 2024 PLD cycle.
- We did not use all the hours that we gained to use Shannon Hennig. The remainder of these hours will be used in 2024 including targeted support for new teachers and SLT.
- Within School Leaders will continue their work in 2024 but the emphasis will be more strongly on incorporating Mātauranga Māori concepts into faculty areas. This was moderately successful in 2023 and we want to build on this work in 2024.

Strategic Priority 4 - Ora

Ora - Enhancing hauora for students and staff by establishing a positive and supportive school environment.

Target 1 - By mid 2023 the SLT can articulate staff wellbeing needs and have a plan in place which will support a positive staff culture.

Actions

- A staff wellbeing committee was established early in 2023
- The committee met regularly in term 1 and semi regularly over the rest of the year (twice a term in terms 3 and 4)
- Te Whare Tapa Whā was used formally for Learning Conversations across all year levels for the first time in 2023

Outcome

The Principal's sabbatical in 2022 examined teacher wellbeing. There was extensive reading and interviews with staff in various schools and contexts. The common theme that emerged from this work is that if work causes stress and affects wellbeing, then work has a responsibility to address this issue. A second theme was that, just like the safety briefing on an aeroplane, if staff are going to be able to help students with wellbeing issues, it is important that they themselves are in a fit state to be able to do this.

Over the year the [wellbeing committee](#) created the following opportunities for staff to connect:

- Salsa dancing on a Tuesday afternoon
- Friday social club once a month
- Game afternoons on a Friday
- Sports afternoons on a Friday
- Mindfulness at the start of one of our Teacher Only days
- Massages for staff
- Dress up days for staff and students - trying to reinvigorate these in 2023
- Staff xmas party

In addition, staff vocalised that an important area for the maintenance of their wellbeing is the scheduling of pressure points and what could be done to relieve the burden at work around times when there is a lot of marking due or reports are due. Work was done to ease the pressure of these times and this has been a factor in our planning for 2024.

We believe that the incorporation of Te Whare Tapa Whā into learning conversations was successful. We feel strongly that we need to put student wellbeing at the front of any initiatives to improve achievement, achieve success, etc. Hence, the emphasis of our meetings with students and whānau should be about student wellbeing and the factors that create a healthy environment for our students to work in and thereby gain success.

Reasons for variance

We achieved the targets we were aiming to achieve.

Evaluations - where to next?

Our wellbeing committee focus will be more on the school factors that are causing stress. We are also looking to document and make staff more aware of the supports that are in place to help them.

Te Whare Tapa Whā will continue to be the focus for our learning conversations - putting wellbeing front and centre!