

# **WAITARA HIGH SCHOOL**

## **FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED 31 DECEMBER 2017**

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Ministry Number: 170

# WAITARA HIGH SCHOOL

Financial Statements - For the year ended 31 December 2017

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# Waitara High School

## Statement of Responsibility

For the year ended 31 December 2017

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2017 fairly reflects the financial position and operations of the school.

The School's 2017 financial statements are authorised for issue by the Board.

Melissa Anne Kay

Full Name of Board Chairperson

[Signature]

Signature of Board Chairperson

31.5.18.

Date:

Deane Warburton

Full Name of Principal

[Signature]

Signature of Principal

31/5/18

Date:

**Waitara High School****Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	4,124,077	4,018,000	4,126,547
Locally Raised Funds	3	293,155	257,550	387,644
Interest Earned		22,209	28,000	27,413
		<u>4,439,441</u>	<u>4,303,550</u>	<u>4,541,604</u>
<b>Expenses</b>				
Locally Raised Funds	3	203,827	111,200	142,220
Learning Resources	4	2,941,349	2,832,512	2,933,752
Administration	5	344,700	322,020	420,439
Finance Costs		1,628	-	-
Property	6	732,002	1,008,699	1,119,393
Depreciation	7	101,471	100,000	90,865
Transport		8,354	12,000	14,358
		<u>4,333,331</u>	<u>4,386,431</u>	<u>4,721,027</u>
<b>Net Surplus / (Deficit)</b>		106,110	(82,881)	(179,423)
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>106,110</u>	<u>(82,881)</u>	<u>(179,423)</u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.

**Waitara High School**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2017

	Actual 2017 \$	Budget (Unaudited) 2017 \$	Actual 2016 \$
<b>Balance at 1 January</b>	<u>722,201</u>	<u>722,201</u>	<u>877,041</u>
Total comprehensive revenue and expense for the year	106,110	(82,881)	(179,423)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	24,583
<b>Equity at 31 December</b>	<u>828,311</u>	<u>639,320</u>	<u>722,201</u>
 Retained Earnings	 828,311	 639,320	 722,201
<b>Equity at 31 December</b>	<u>828,311</u>	<u>639,320</u>	<u>722,201</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.

**Waitara High School**  
**Statement of Financial Position**  
As at 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	8	138,302	-	359,136
Accounts Receivable	9	204,540	222,425	173,982
GST Receivable		9,945	-	6,802
Prepayments		7,914	9,907	11,143
Inventories	10	9,227	9,038	9,065
Investments	11	500,000	623,738	550,000
Funds owed for Capital Works Projects	18	-	-	452
		869,928	865,108	1,110,580
<b>Current Liabilities</b>				
GST Payable		-	10,000	-
Accounts Payable	13	196,671	272,867	225,370
Revenue Received in Advance	14	9,331	25,511	27,860
Provision for Cyclical Maintenance	15	65,000	79,000	375,779
Painting Contract Liability - Current Portion	16	50,472	55,776	55,776
Finance Lease Liability - Current Portion	17	8,762	-	-
		330,236	443,154	684,785
<b>Working Capital Surplus/(Deficit)</b>		539,692	421,954	425,795
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	524,234	323,000	480,807
		524,234	323,000	480,807
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	223,826	105,634	157,692
Painting Contract Liability	16	-	-	26,709
Finance Lease Liability	17	11,789	-	-
		235,615	105,634	184,401
<b>Net Assets</b>		828,311	639,320	722,201
<b>Equity</b>		828,311	639,320	722,201

The above Statement of Financial Position should be read in conjunction with the accompanying notes.

**Waitara High School**  
**Statement of Cash Flows**  
For the year ended 31 December 2017

		2017	2017	2016
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,088,592	1,135,001	1,073,915
Locally Raised Funds		296,350	234,350	382,987
Goods and Services Tax (net)		(3,143)	-	(31,137)
Payments to Employees		(672,252)	(669,800)	(573,966)
Payments to Suppliers		(812,121)	(727,551)	(884,226)
Interest Paid		(1,628)	-	-
Interest Received		21,334	28,000	29,671
Net cash from / (to) the Operating Activities		(82,868)	-	(2,756)
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		-	-	21,002
Purchase of PPE (and Intangibles)		(118,044)	-	(120,112)
Purchase of Investments		-	-	250,000
Proceeds from Sale of Investments		50,000	-	-
Net cash from / (to) the Investing Activities		(68,044)	-	150,890
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	24,583
Finance Lease Payments		(2,969)	-	-
Painting contract payments		(67,405)	-	(41,190)
Funds Administered on Behalf of Third Parties		-	-	2,353
Funds Held for Capital Works Projects		452	-	(269,911)
Net cash from Financing Activities		(69,922)	-	(284,165)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(220,834)</b>	<b>-</b>	<b>(136,031)</b>
Cash and cash equivalents at the beginning of the year	8	359,136	-	495,167
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>138,302</b>	<b>-</b>	<b>359,136</b>

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

The above Cash Flow Statement should be read in conjunction with the accompanying notes.

# Waitara High School

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

For the year ended 31 December 2017

#### **a) Reporting Entity**

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

#### **b) Basis of Preparation**

##### ***Reporting Period***

The financial reports have been prepared for the period 1 January 2017 to 31 December 2017 and in accordance with the requirements of the Public Finance Act 1989.

##### ***Basis of Preparation***

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

##### ***Financial Reporting Standards Applied***

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

##### ***PBE Accounting Standards Reduced Disclosure Regime***

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

##### ***Measurement Base***

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

##### ***Presentation Currency***

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

##### ***Specific Accounting Policies***

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

##### ***Critical Accounting Estimates And Assumptions***

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

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



#### *Useful lives of property, plant and equipment*

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

#### **Critical Judgements in applying accounting policies**

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

#### *Classification of leases*

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 17.

#### *Recognition of grants*

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

### **c) Revenue Recognition**

#### **Government Grants**

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives;

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

#### **Other Grants**

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

#### **Donations, Gifts and Bequests**

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

#### **Interest Revenue**

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

### **d) Use of Land and Buildings Expense**

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

**e) Operating Lease Payments**

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

**f) Finance Lease Payments**

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

**g) Cash and Cash Equivalents**

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

**h) Accounts Receivable**

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

**i) Inventories**

Inventories are consumable items held for sale and comprise of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

**j) Investments**

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

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

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

The School has met the requirements under section 28 of schedule 6 of the Education Act 1989 in relation to the acquisition of securities.

**k) Property, Plant and Equipment**

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

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Property, plant and equipment acquired with individual values under \$1000 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.

#### **Leased Assets**

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

#### **Depreciation**

Property, plant and equipment are depreciated over their estimated useful lives 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:

Buildings	40 years
Building Improvements	20 years
Furniture and Equipment	3-21 years
Information and Communication	5-10 years
Motor Vehicles	3-5 years
Library Resources	8-20 years

Leased assets are depreciated over the life of the lease.

#### **l) Intangible Assets**

##### **Software costs**

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

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

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

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

#### **m) Impairment of property, plant, and equipment and intangible assets**

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

##### **Non cash generating assets**

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

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

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

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

#### **n) Accounts Payable**

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

#### **o) Employee Entitlements**

##### *Short-term employee entitlements*

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

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

##### *Long-term employee entitlements*

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows

#### **p) Revenue Received in Advance**

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

#### **q) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

#### **r) Shared Funds**

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

#### **s) Provision for Cyclical Maintenance**

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

#### **t) Financial Assets and Liabilities**

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

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

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

**u) Borrowings**

Borrowings are recognised at the amount borrowed. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after the balance date.

**v) 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.

**w) Budget Figures**

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

**x) Services received in-kind**

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

## 2. Government Grants

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operational grants	896,733	964,545	948,824
Teachers' salaries grants	2,410,576	2,300,000	2,412,137
Use of Land and Buildings grants	622,074	582,999	640,496
Star Funding	44,399	48,399	49,968
Other MoE Grants	132,837	107,157	75,122
Other government grants	17,458	14,900	-
	<u>4,124,077</u>	<u>4,018,000</u>	<u>4,126,547</u>

## 3. Locally Raised Funds

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
<b>Revenue</b>			
Donations	35,508	32,000	101,990
Fundraising	3,718	-	-
Trading	81,053	85,000	82,632
Activities	150,145	116,700	176,184
Curriculum Recoveries	22,731	23,850	26,838
	<u>293,155</u>	<u>257,550</u>	<u>387,644</u>
<b>Expenses</b>			
Activities	100,706	26,200	39,210
Trading	99,427	85,000	103,010
Fundraising (costs of raising funds)	3,694	-	-
	<u>203,827</u>	<u>111,200</u>	<u>142,220</u>
<i>Surplus for the year Locally raised funds</i>	<u>89,328</u>	<u>146,350</u>	<u>245,424</u>

## 4. Learning Resources

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Curricular	145,555	134,112	148,372
Library resources	1,450	2,000	1,977
Employee benefits - salaries	2,772,993	2,670,900	2,765,864
Staff development	21,351	25,500	17,539
	<u>2,941,349</u>	<u>2,832,512</u>	<u>2,933,752</u>

## 5. Administration

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,580	6,000	5,548
Board of Trustees Fees	4,770	4,500	4,785
Board of Trustees Expenses	10,468	26,000	116,962
Communication	9,819	16,500	18,843
Consumables	28,187	27,600	33,519
Operating Lease	7,893	-	-
Other	37,323	18,520	26,088
Employee Benefits - Salaries	170,801	155,000	147,838
Insurance	10,391	12,000	9,958
Service Providers, Contractors and Consultancy	26,705	30,400	32,299
Computer Expenses	32,763	25,500	24,599
	<u>344,700</u>	<u>322,020</u>	<u>420,439</u>

## 6. Property

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	17,673	16,000	20,284
Cyclical Maintenance Expense	(244,645)	72,600	117,257
Grounds	2,880	4,000	6,853
Heat, Light and Water	69,198	76,000	76,631
Rates	7,398	8,000	7,242
Repairs and Maintenance	115,890	102,200	94,312
Use of Land and Buildings	622,074	582,999	640,496
Security	3,502	3,000	10,857
Employee Benefits - Salaries	138,032	143,900	145,461
	<u>732,002</u>	<u>1,008,699</u>	<u>1,119,393</u>

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property. 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.

## 7. Depreciation

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	2,459	2,704	2,457
Building Improvements	147	-	-
Furniture and Equipment	35,526	37,918	34,454
Information and Communication Technology	46,085	40,139	36,472
Motor Vehicles	5,330	15,076	13,699
Leased Assets	7,470	-	-
Library Resources	4,454	4,163	3,783
	<u>101,471</u>	<u>100,000</u>	<u>90,865</u>

## 8. Cash and Cash Equivalents

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
TSB On Call 0234379-80	138,302	-	359,136
Cash equivalents and bank overdraft for Cash Flow Statement	138,302	-	359,136

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

## 9. Accounts Receivable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Receivables	17,853	10,758	20,975
Interest Receivable	4,771	6,153	3,896
Teacher Salaries Grant Receivable	181,916	205,514	149,111
	204,540	222,425	173,982
Receivables from Exchange Transactions	22,624	16,911	24,871
Receivables from Non-Exchange Transactions	181,916	205,514	149,111
	204,540	222,425	173,982

## 10. Inventories

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Farm	7,727	3,735	3,762
Stationery	1,500	1,995	1,995
Tuckshop	-	3,308	3,308
	9,227	9,038	9,065

## 11. Investments

The School's investment activities are classified as follows:

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Asset			
Short-term Bank Deposits	500,000	623,738	550,000



## 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Buildings	69,081	-	-	-	(2,459)	66,622
Building Improvements	-	15,800	-	-	(147)	15,653
Furniture and Equipment	223,597	50,368	-	-	(35,526)	238,439
Information and Communication Tech	123,461	48,551	-	-	(46,085)	125,927
Motor Vehicles	5,330	-	-	-	(5,330)	-
Leased Assets	-	26,853	-	-	(7,470)	19,383
Library Resources	59,338	3,325	-	-	(4,454)	58,210
<b>Balance at 31 December 2017</b>	<b>480,807</b>	<b>144,897</b>	<b>-</b>	<b>-</b>	<b>(101,471)</b>	<b>524,234</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Buildings	98,366	(31,744)	66,622
Building Improvements	15,800	(147)	15,653
Furniture and Equipment	651,878	(413,439)	238,439
Information and Communication	440,479	(314,552)	125,927
Motor Vehicles	90,166	(90,166)	-
Leased Assets	26,853	(7,470)	19,383
Library Resources	109,889	(51,679)	58,210
<b>Balance at 31 December 2017</b>	<b>1,433,431</b>	<b>(909,197)</b>	<b>524,234</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2016	\$	\$	\$	\$	\$	\$
Buildings	71,539	-	-	-	(2,457)	69,082
Furniture and Equipment	228,488	29,563	-	-	(34,454)	223,597
Information and Communication Tech	94,637	65,295	-	-	(36,472)	123,460
Motor Vehicles	19,029	-	-	-	(13,699)	5,330
Library Resources	58,869	4,377	(125)	-	(3,783)	59,338
<b>Balance at 31 December 2016</b>	<b>472,562</b>	<b>99,235</b>	<b>(125)</b>	<b>-</b>	<b>(90,865)</b>	<b>480,807</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2016	\$	\$	\$
Buildings	98,366	(29,284)	69,082
Furniture and Equipment	601,510	(377,913)	223,597
Information and Communication	391,928	(268,468)	123,460
Motor Vehicles	90,166	(84,836)	5,330
Library Resources	106,563	(47,225)	59,338
<b>Balance at 31 December 2016</b>	<b>1,288,533</b>	<b>(807,726)</b>	<b>480,807</b>

### 13. Accounts Payable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operating creditors	-	54,185	48,500
Accruals	5,580	-	13,223
Employee Entitlements - salaries	181,916	218,682	149,111
Employee Entitlements - leave accrual	9,175	-	14,536
	<u>196,671</u>	<u>272,867</u>	<u>225,370</u>
Payables for Exchange Transactions	196,671	272,867	225,370
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>196,671</u>	<u>272,867</u>	<u>225,370</u>

The carrying value of payables approximates their fair value.

### 14. Revenue Received in Advance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Income in Advance	4,906	-	-
Student Credits	4,425	-	-
Family Accounts	-	-	6,060
Other Family Accounts	-	-	430
Funds Held - Activities	-	25,511	21,370
	<u>9,331</u>	<u>25,511</u>	<u>27,860</u>

### 15. Provision for Cyclical Maintenance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Provision at the Start of the Year	533,471	538,534	416,214
Increase/(decrease) to the Provision During the Year	(244,645)	72,600	117,257
Use of the Provision During the Year	-	(426,500)	-
Provision at the End of the Year	<u>288,826</u>	<u>184,634</u>	<u>533,471</u>
Cyclical Maintenance - Current	65,000	79,000	375,779
Cyclical Maintenance - Term	223,826	105,634	157,692
	<u>288,826</u>	<u>184,634</u>	<u>533,471</u>

## 16. Painting Contract Liability

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Liability	50,472	55,776	55,776
Non Current Liability	-	-	26,709
	<u>50,472</u>	<u>55,776</u>	<u>82,485</u>

In 2009 the Board signed an agreement with Programmed Property Services Ltd (the contractor) for an agreed programme of work covering a 10 year period. The programme provides for interior & exterior repaint of the Ministry owned buildings in 2009, with regular maintenance in subsequent years. The agreement has an annual commitment of \$55,776. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

## 17. Finance Lease Liability

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
No Later than One Year	8,762	-	-
Later than One Year and no Later than Five Years	11,789	-	-
	<u>20,551</u>	<u>-</u>	<u>-</u>

## 18. Funds Owed (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:

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Smoke Door Upgrade	<i>completed</i>	337	-	-	337	-
Canteen & Carpet Funding	<i>completed</i>	115	-	-	115	-
Totals		<u>452</u>	<u>-</u>	<u>-</u>	<u>452</u>	<u>-</u>

### Represented by:

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

-  
-

	2016	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Special Needs Modifications	<i>completed</i>	(300)	-	300	-	-
Electrical Upgrade	<i>completed</i>	-	39,204	39,204	-	-
Smoke Door Upgrade	<i>in progress</i>	-	49,109	49,446	-	337
Canteen & Carpet Funding	<i>in progress</i>	-	390,280	390,395	-	115
Totals		<u>(300)</u>	<u>478,593</u>	<u>479,345</u>	<u>-</u>	<u>452</u>

## 19. Related Party Transactions

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

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

## 20. Remuneration

### Key management personnel compensation

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

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	4,770	4,785
Full-time equivalent members	0.09	0.22
<i>Leadership Team</i>		
Remuneration	1,078,610	1,178,199
Full-time equivalent members	12.07	12.60
Total key management personnel remuneration	1,083,380	1,182,984
Total full-time equivalent personnel	12.16	12.82

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

### Principal

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

	2017 Actual \$000	2016 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Principal A		
Salary and Other Payments	130-140	-
Benefits and Other Emoluments	3-4	-
Termination Benefits	-	-
Principal B		
Salary and Other Payments	-	70-80
Benefits and Other Emoluments	-	2-3
Termination Benefits	-	-
Principal C		
Salary and Other Payments	-	60-70
Benefits and Other Emoluments	-	1-2
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2017 FTE Number	2016 FTE Number
100 - 110	-	1.00
	0.00	1.00

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

## 21. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be 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:

	2017 Actual	2016 Actual
Total	-	\$50,000
Number of People	-	1

## 22. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2017 (Contingent liabilities and assets at 31 December 2016: nil).

## 23. Commitments

### (a) Capital Commitments

There are no capital commitments as at 31 December 2017 (Capital commitments at 31 December 2016: nil).

### (b) Operating Commitments

As at 31 December 2017 the Board has entered into the following contracts:

#### (a) operating lease of laptops;

	2017 Actual \$	2016 Actual \$
No later than One Year	1,270	2,355
Later than One Year and No Later than Five Years	-	1,270
Later than Five Years	-	-
	<u>1,270</u>	<u>3,625</u>

(b) The School has entered into an agreement with Programmed Maintenance Services Ltd for painting of the School's buildings. The amount committed on the contract is:

	2017 Actual \$	2016 Actual \$
No later than One Year	-	55,776
Later than One Year and No Later than Five Years	-	26,709
Later than Five Years	-	-
	<u>-</u>	<u>82,485</u>

## 24. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

## 25. Financial Instruments

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

### Loans and receivables

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash and Cash Equivalents	138,302	-	359,136
Receivables	204,540	222,425	173,982
Investments - Term Deposits	500,000	623,738	550,000
Total Loans and Receivables	842,842	846,163	1,083,118

### Financial liabilities measured at amortised cost

Payables	196,671	272,867	225,370
Borrowings - Loans	-	-	-
Finance Leases	20,551	-	-
Painting Contract Liability	50,472	55,776	82,485
Total Financial Liabilities Measured at Amortised Cost	267,694	328,643	307,855

## 26. Events After Balance Date

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

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF WAITARA HIGH SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2017

The Auditor-General is the auditor of Waitara High School (the School). The Auditor-General has appointed me, Carolyn Jackson, using the staff and resources of Staples Rodway Audit Limited, to carry out the audit of the financial statements of the School on his behalf.

We have audited the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2017, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

#### Qualified opinion

In our opinion, except for the matter described in the *Basis for our qualified opinion* section of our report, the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2017; and
  - its financial performance and 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.

Our audit was completed on 31 May 2017 This is the date at which our qualified opinion is expressed.

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

#### Basis for our qualified opinion

Prior to being recorded, control over the receipt of tuck shop revenue is limited. Tuck shop revenue is disclosed within Trading Revenue in note 3 of the financial statements on page 12 as \$69,084 (2016: \$65,171). There are no satisfactory audit procedures that we could adopt to confirm independently that the revenue from the tuck shop had been properly recorded. In this respect alone we have not obtained all the information and explanations that we have required.

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 qualified opinion.



## Responsibilities of the Board of Trustees for the financial statements

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

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

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

## Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

#### Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on pages 25 to 53, 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.



Carolyn Jackson  
Staples Rodway Audit Limited  
On behalf of the Auditor-General  
New Plymouth, New Zealand

# Analysis of Variance 2017

## Waitara High School - Strategic Aims 2017-18

	Description	NAGS
Aim 1	To raise the attendance, engagement and achievement of all students to attain their personal best.	1,2,3,4,8
Aim 2	To ensure Maori students can attain NCEA L1 Numeracy and Literacy in Year 11 and at least NCEA L2 overall as an exit qualification.	1,2,5,6
Aim 3	To ensure a culturally responsive and safe environment where all resourcing supports improved student achievement and wellbeing.	1,2,3,4,5,6
Aim 4	To strengthen relationships and partnerships within the school; with iwi and hapu; and in the local and wider community.	2,5,6,7
Aim 5	To develop excellence in teaching, leadership, management and governance to support improved student achievement and wellbeing.	1,2,3,4,7,8

## Annual Goals for 2017

Annual Goal 1:	Develop effective learning relationships for student success	Making very good progress
Annual Goal 2:	Increase NCEA achievement rates at all levels, Increase NCEA L1 numeracy/literacy rates, Increase NCEA certificate endorsements	Making very good progress
Annual Goal 3:	To accelerate the progress of Y9/Y10 students identified as below the standard in literacy and numeracy.	Making very good progress
Annual Goal 4:	Develop a model for effective teaching practice at WHS	A start has been made
Annual Goal 5:	To increase attendance rates at all year levels	A start has been been made
Annual Goal 6:	Review all school management and leadership structures	Making satisfactory progress

### Review and Consultation Process

Staff - 21 November 2016

HOFs - 29 November 2016

Board of Trustees - 27 February 2017

### Colour Key:

Action not required yet	No action taken or Not satisfactory progress	A start has been made	Making satisfactory progress	Making very good progress	Completed
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# Waitara High School - Baseline Data

Data as at 1 March 2018

## NCEA Results (Roll based)

	2012	2013	2014	2015	2016	Target	2017 ACTUAL
L1 - all	57.3	53.7	65	58	76.2 (63.5 / 74.2)	80	75.7
L1 Māori	56.1	33.3	58.8	50.9	67.6	75	67.5
L1 Pasifika	100	-	100	100	100		100
L1 Lit	80	75.8	84.5	67.9	81.7	85	91.8
L1 Num	76.3	69.7	79.6	71.4	76.1	85	84.9
L2 All	52.9	72.3	72.2	63.3	72.1 (71.3 / 77.4)	80	89.1
L2 Māori	41.9	74.3	59.4	55.6	65.9		84.6
L2 Pasifika	-	100	-	100	100		100
L3 All	47.1	23.7	44.2	27.8	42.6 (53.9 / 63.4)	65	43.9
L3 Māori	29	19.2	39.1	21.7	32.4		36.7
L3 Pasifika	-	-	100	-	-		100
UE	27.5	21.1	23.3	16.7	24.6 (28.9 / 47.9)	40	19.5

(D1-3 / National results in brackets)

## Percentage of students achieving NCEA with merit or excellence certificate endorsements

	2012	2013	2014	2015	2016	Target	2017 ACTUAL
L1	17 (26.5)	25 (29.5)	15.4 (30.9)	10.6 (32.4)	8.4 (34.1)		22.6 (35.1)
L2	14.8 (18)	14.9 (19.8)	10.3 (21.1)	10 (21.7)	6.8 (21.8)		14.6 (23.7)
L3	4.2 (12.7)	33.3 (20.6)	21.1 (22.3)	20 (23.6)	7.6 (25.3)		5.6 (23.6)
Average*	12 (19.1)	24.4 (23.3)	15.6 (24.8)	13.5 (25.9)	7.6 (27)	25	14.3 (27.5)

\*L1-3 Merit and Excellence combined % divided by 3 (Average decile 1-3 results in brackets)

## Junior Achievement

% of students at or above the appropriate level by end of year.

	2012	2013	2014	2015	2016	Target	2017 ACTUAL
Year 9 Reading	35	28	54	58	59	75	44
Year 9 Writing	-	-	-	20	29	50	27
Year 9 Num	-	72	53	50	67	70	61
Year 10 Reading	5	30	19	33	36	75	75
Year 10 Writing	-	-	-	12	11	50	38
Year 10 Num	-	63	-	59	56	75	67

Colour Key:

Action not required yet	No action taken or Not satisfactory progress	A start has been made	Making satisfactory progress	Making very good progress	Completed
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## Attendance Rates (by half days) (2017 onwards T1-3)

	2012	2013	2014	2015	2016	Target	2017 ACTUAL
School	-	88.4	87.7	84.4	84	90	81.9 (87 T1-3)
Year 9	-	88.8	86.5	86.6	85.1		86.4
Year 10	-	87.9	86.8	80.3	86		83.5
Year 11	-	91.2	89.8	86.6	81.4		81
Year 12	-	90	89.7	84.6	82		74.5
Year 13	-	83.3	89.8	80.3	82		78.1
Māori	-	87.5	86.3	81.7	81.9		80

## NZCER Engagement Survey Data - Me and my school - Scale Scores by year level and gender

	2012	2013	2014	2015	2016	Target	2017 ACTUAL
Year 9 LQ	48.2	-		-	46.3 (46.9)		45.1 (46.9)
Year 9 Median	54				52.7 (54.9)	55	52 (54.9)
Year 9 UQ	63.5				58.5 (62.9)		58.8 (62.9)
Year 9 B Median	54.3	-		-	52 (53.6)		55.6 (53.6)
Year 9 G Median	54	-		-	53.7 (55.4)		50.7 (55.4)
Year 10 LQ	50.1	-		-	45.7 (45.5)		40.6 (45.5)
Year 10 Median	54.7				52 (53.1)		47 (53.1)
Year 10 UQ	61.9				60.3 (60.7)		52.5 (60.7)
Year 10 B Median	53.3	-		-	49.5 (52.2)	53	46 (52.2)
Year 10 G Median	58.1	-		-	54.3 (53.9)		48.8 (53.9)

(National in brackets represent national norms)

## Discipline Rates - Suspensions and Stand Downs

	2012	2013	2014	2015	2016	Target	2017 ACTUAL
Stand downs	69	49	65	51 (14)	34	20	18
Suspensions	13	0	4	4 (2.9)	17	3	0
Exclusions and Expulsions	3	0	3	0 (0.9)	11	1	0

(Roll based expected stand downs)

## Retention - School Roll (1 March confirmed)

	2012	2013	2014	2015	2016	2017	2018
Manukorihi Y8	78	81	84	84	103	90	
Year 9	105	66	72	87	74	91	82
Year 10	70	105	74	79	86	79	92
Year 11	85	63	101	76	75	75	75
Year 12	58	68	55	80	57	49	70
Year 13	60	43	49	34	68	43	38
School	378	345	351	356	360	337	357

Colour Key:

Action not required yet	No action taken or Not satisfactory progress	A start has been made	Making satisfactory progress	Making very good progress	Completed
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	<i>BELONGING - Knowing you belong and have a voice.</i>		
<b>Annual Goal 1:</b>	<b>Develop effective learning relationships for student success</b>	Applicable strategic aim(s):	3, 4
<b>Baseline data comment</b>	Highly concerning achievement, attendance and discipline rates combined with poor NZCER "Me and My School" data show a student body clearly disengaged with WHS.		

<b>Target 1.1</b>	<b>Develop effective learning relationship practices for teachers (related to Annual Goal 5).</b>			
<b>When</b>	<b>Actions to achieve target</b>	<b>Who</b>	<b>Outcomes</b>	<b>Reasons for Variance and next steps</b>
T1-2	"Effective learning relationships" PLG to investigate best practice combining REACH / PB4L / KEP / RP Teacher Professional Learning and Development: BES	DP ELR PLG	Evidence completed of research into best practice.	Following restructure embedding new expectations into practice in 2018.
T3-4	Develop a staff wide model of Actions to achieve target effective learning relationship practice looks like.	DP ELR PLG	Completed "WHS Effective Learning Relationships" staff handbook	Embedding use of this handbook into practice in 2018
<b>Target 1.2</b>	<b>Reinvent and/or refocus on REACH values in practice for both staff and students.</b>			
<b>When</b>	<b>Actions to achieve target</b>	<b>Who</b>	<b>Outcomes</b>	<b>Reasons for Variance and next steps</b>
T1-2	Investigate and assess effectiveness of REACH values - Decide to Reinvent or Refocus?	ELR PLG SLT	Evidence of process, students surveys etc. Decision made with students	Only moderate progress. Was decide that the acronym was not as important as the actual practice. Some discussion with local Waitara schools around a common acronym. 2018 will see a refocus approach with ongoing discussions with local schools.
T3-4	Student leaders trained: REACH values in practice Link to peer support and leadership training	ELR PLG Y13 Dean	Training programme developed for school leaders	Student leadership structures overhauled. Explicit training planned for 2018 in particular prefects.
T3-4	Staff REACH values in practice	All staff	ELR PLG to present PD at staff meetings. REACH values feature in "WHS Effective Learning Relationships" staff handbook.	Some moderate progress here. Handbook captures intent but actual schoolwide practice inconsistent.
T3-4	Y9 induction, Y13 leadership based on REACH values	ELR PLG Y9/13 Dean	Induction process documented and planned	Y9 transition much better in 2018. Foundation class system helped significantly with this. Student leaders could do with more explicit approach to REACH.

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Target 1.3	Develop student belonging			
When	Actions to achieve target	Who	Outcomes	Reasons for Variance and next steps
T3-4	Review of House structures and comp.	DWB JMS	Review points system House leaders (staff and student) Review house event calendar	Some progress made but needs further work. Student leaders taking more ownership in 2018 More non sport events planned to boost togetherness.
T2 onwards	Peer mentoring planning begun. (Tie in with camps and orientation processes)	JFR	Evidence of peer mentoring planning	1st programme underway - will need support through 2018.
T1-4	Establish student voice links. Prefect team, Student Council	DWB	Prefects involved in leading school direction Student voice engaged in many school decisions Student council projects completed	Prefect team expanded to 12 with clear portfolios Student voice more engaged at all levels of decision making. Student council dissolved.
T3-4	Student leadership review	Principal Y13 Dean	Prefect process refined Investigate junior leadership options	New process went well. Great team in place for 2018 Look to establish "foundation" junior leadership team in 2018.
T3-4	Student belonging events - Camps Y9 / Y13	SLT Y9 / Y13 Dean	Investigate purpose and viability of regular student belonging events	Y13 leadership day a success. Y9 camp planning underway.
T2	Review of junior activity week	Principal Y9 / Y10 dean	Investigate purpose and viability of regular student events	Very positive feedback from staff and student. Looking for opportunities for using "activity" time through the year.
T2	Review of WHS Sports structures	Principal JMI / TTA	Strategic plan developed for WHS sports	Some restructure completed. No strategic plan in place yet. Further work required in 2018.
T1-4	Planned lunchtime activities	FBA TTA	Regular planned student fun activities are held through the year.	Some activities completed. Room for improvement.
Target 1.4	Strengthen links with the home and wider community.			
When	Actions to achieve target	Who	Outcomes	
T1-3	Further develop "Progress & Pathways" interviews	GDA	High percentage of parent attendance at interviews	Continued good turn out from parents. A real positive on the school calendar. 2018 dates will form part of report schedule review.
T2-3	Develop school communication strategy	DWB KOD MWA	Improve communication home New website Social media presence maximised New school branding throughout	Lots of positive progress with communication to school community. Small progress on website but social media further significantly developed. Some basic branding development completed but further identity development required for comprehensive approach.
T1-4	Improve community engagement with WHS	SLT	Quarterly large scale community	Big positive for 2017. T1 - Y9 Swim T2 - Variety show. T3 - Senior Ball T4 - Prize

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			based events	Givings x3. Lots of positive community engagement. Looking to go bigger and better in 2018.
<b>Target 1.5</b>	<b>Review structured careers programme at all levels to start in 2018</b>			
<b>When</b>	<b>Actions to achieve target</b>	<b>Who</b>	<b>Outcomes</b>	<b>Reasons for Variance and next steps</b>
T1-2 T3-4	Review and investigate best practice Initiate possible change process towards new programme in 2018	JST	Current system reviewed Careers programme planned for 2018	No progress made. Concerns in this area need addressing in 2018.
<b>Target 1.6</b>	<b>Reduce stand down, suspension and exclusion rates</b>			
<b>When</b>	<b>Actions to achieve target</b>	<b>Who</b>	<b>Outcomes</b>	<b>Reasons for Variance and next steps</b>
T2-4	RP training for all staff	ALL	Teacher only day	Completed. Some good positive changes.
T4	Develop RP Discipline Handbook for staff	ELR PLG	Handbook available for 2018	Done. Needs embedding in practice. Old habits die hard!
T4	RP initiation processes in place for all new staff.	JFR	New staff 1 day induction programme	Planned for development in 2018 in conjunction with handbook.
T1 April	RP facilitator training (3-day) for all pastoral staff over a 3 year timeframe	SLT Deans	Targeted pastoral staff attend 3 day RP training	3 deans attended in 2017. Look to continue through all new pastoral staff.
T1-4	Students and caregivers understand school discipline systems and thresholds	SLT Deans	Transparent discipline systems used throughout school pastoral systems	Some significant progress made her. This is reflected in our massively improved discipline stats.

	BELIEF - You can achieve what you set in your heart to do.		
Annual Goal 2:	Increase NCEA achievement rates at all levels Increase NCEA L1 numeracy/literacy rates Increase NCEA certificate endorsements	Applicable strategic aim(s):	1, 2
Baseline data comment	In 2017, WHS lifted achievement rates closer to national averages. Areas of significant under performance remain in: L3, UE and certificate endorsements across all levels.		

<b>Target 2.1</b>	<b>NCEA roll based achievement rates of at least Y11/L1 80%, Y12/L2 80%, Y13/L3 65%</b>			
<b>When</b>	<b>Actions to achieve target</b>	<b>Who</b>	<b>Outcomes</b>	<b>Reasons for Variance and next steps</b>
T2-4	<b>NCEA tracking systems initiated</b> <ul style="list-style-type: none"> <li>Fortnightly print outs for form teachers</li> <li>Data wall in staff workroom</li> </ul>	GOS / GDA Deans Form teacher	Staff, students and caregivers are fully informed of student progress	Excellent improvement with this target.  Student data collected and meaningfully monitored from T2-4 each fortnight.

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	<ul style="list-style-type: none"> <li>Fortnightly tracking emails home and to student</li> </ul> <p>All Y11 students have a least 20 internal credits available per term. Minimum of 3-4 credits available per subject per term Y12&amp;13 – at least 15 credits per term.</p> <p><b>Y11 Tracking expectations:</b></p> <ul style="list-style-type: none"> <li>Start of Term 2: 20 credits</li> <li>Start of Term 3: 40 credits</li> <li>Start of Term 4: 60 credits</li> </ul> <p><b>Y12 Tracking expectations:</b></p> <ul style="list-style-type: none"> <li>Start of Term 2: 15 credits</li> <li>Start of Term 3: 30 credits</li> <li>Start of Term 4: 45 credits</li> </ul> <p><b>Y13 Tracking expectations:</b></p> <ul style="list-style-type: none"> <li>Start of Term 2: 15 credits</li> <li>Start of Term 3: 30 credits</li> <li>Start of Term 4: 45 credits</li> </ul>	HOF's / TIC's	<p>Student achievement is monitored on an individual basis by mentoring form teachers.</p> <p>Expectations clearly communicated across all of school.</p> <p>Staff and students can benchmark performance against time based expectations</p> <p>Students have a clear urgency and opportunity to achieve the required standards throughout the year.</p>	<p>Looking towards more efficiencies within our systems for 2018.</p> <p><i>Greater urgency across the school. Deadlines through the year so no last minute surprises/shocks! Aided significantly by data wall and FT conversations. Smaller coaching groups in 2018 should continue to improve this.</i></p>
T1-4	10 school day "turn around" to have completed marking student work and entered (double ticked) on KAMAR.	HOF's	<p>More efficient moderations processes.</p> <p>Increase student engagement with results – runs on the board</p>	<p>Mostly improved. Students began to express ownership of their grades. Expect this demand to grow in 2018.</p> <p><i>Good turn around of marking. No complaints brought to my attention from students. Students taking more responsibility for qualification rather it being something done to them.</i></p>
T2-4	Improved student and caregiver access to KAMAR data	MCA	<p>Open WIFI access to KAMAR app</p> <p>Support and training for students and caregivers to access KAMAR</p>	<p>Good access for students. Parent engagement low and we need to improve for 2018. Overall communications strategy for 2018 will look to improve this engagement with caregivers.</p> <p><i>Opened up wireless to all senior students before school, at interval, lunchtime and after school so they could check on kamar app on their phones to see how they were doing credit-wise. All form teachers were sent an instruction sheet for students on how to download and connect using the app and asked to give this information to students. They could also use school devices to check these details when in class where a computer was available, many classrooms had at least one to use, and pods of laptops and/or ipads were also made available to Social Science Dept and Science Dept and English dept.</i></p> <p><i>Support and training for students and caregivers to access KAMAR Parent access details were sent out by email by the office so they could connect from home at any time.</i></p> <p><i>Instructions were sent at the same time, about how to use the kamar app.</i></p>
T1-4	Faculty targets line up with school annual goals	HOFs	Faculty planning reflects annual goals	<p>Increasingly faculty processes reflected school wide goals. There was an observed increase in expectation of student achievement. 2018 = continued work to embed in normal practice.</p>

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			All teachers share high expectations explicitly in all classes, for all students	
T2-4	Deans identify students at risk of not achieving (ARONA) at T2W1 and put in place suitable interventions.	Senior deans	Students at risk are identified early and support programs put in place by mentors in conjunction with Deans.	Very impressive work by the 2017 deans.
T1-4	Pathway interviews identify strategy / plan for student goals to be met.	Form teachers	All students set realistic targets for achievement based on their individual performance. Students are able to track own progress and report back to Form Teacher's the next steps	Procedures in place but need to improve the authenticity of the process. FT Structural changes planned for 2018 to support this. Even distribution of workload.
T1-4	Reduce distractions to regular classes and the timetable. All school activities on KAMAR calendar. All approved through SLT.	GDA	All school activities have been considered by SLT with significant consideration given to minimizing disruptions to the classes.	Improved through 2017. Look to further improvements in 2018 as a result of better planning.
<b>Target 2.2</b>	<b>Increase NCEA Y11/L1 numeracy and literacy achievement rates to 85% (Curriculum Level 6)</b>			
<b>When</b>	<b>Actions to achieve target</b>	<b>Who</b>	<b>Outcomes</b>	
T2-4	Literacy progress is tracked and monitored. Suitable interventions are put in place.	GOS HKN	ARONA students LIT identified start of T1 and support plans are put in place.  Progress is shared on data wall and in staff meetings.	Excellent year on year improvement with this target. This will be an ongoing project for WHS in 2018. Looking towards more efficiencies within our systems for 2018.  <i>ARONA students LIT identified start of T1 and support plans are put in place. HKN identified Yr 9 and 10 students who needed extra support and put plans in place for this support using the reading teacher, JGR, and HKN's reading form class. These junior students were monitored through our thrice yearly asTTle testing. A major issue was demand exceeding the ability to support students to the level we would like so in 2018, we will address this by adding more reading form classes. The English department returned to using AS (instead of the literacy US) at L1 NCEA so that students could access literacy from further across the curriculum. This made the literacy requirement faster for some students to get. The English department regularly identified students who were not meeting deadlines or needed extra support to reach the required level and ran after school catch up sessions throughout the year to ensure all students who had regular attendance were able to achieve literacy resulting in a 91.8% L1 Literacy Achievement rate.</i>  <i>Progress is shared on data wall and in staff meetings. progress was shared during Literacy / Numeracy PLG meetings and staff meetings. NCEA Level 1 literacy rates were updated on the data wall</i>

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				AsTTle, PAT and writing sample data was shared through core class meetings and junior tracking sheets as well as on KAMAR
T2-4	Literacy strategies taught in all classes PD / Readings provided to staff. HKN to provide resource to support literacy strategies across curriculum.	HKN ASA PLG HOFs	All teachers have embedded literacy strategies into all lesson planning. Observations and appraisal of staff indicate greater use of effective literacy strategies in lessons.	This will be an ongoing project for WHS in 2018.  <b>All teachers have embedded literacy strategies into all lesson planning.</b> <ul style="list-style-type: none"> <li>- literacy strategies were identified and spread through the literacy and numeracy PLG including explicit discourse structures, feedback/forward that was literacy specific and self reflection strategies. These were shared with the wider staff during our PLG report back.</li> <li>- Additionally, the Social Science dept, English Dept, PE Dept and Science Dept all had representatives on the TLRI project with Massey University concerning Information Literacy skill development in our senior students.</li> </ul> <b>Observations and appraisal of staff indicate greater use of effective literacy strategies in lessons.</b> <ul style="list-style-type: none"> <li>- results suggest that this is embedded in some subjects such as PE (with great results in Y11 especially), English and increasing confidence in the Sciences and Social Sciences</li> </ul>
T2-4	Numeracy progress is tracked and monitored. Suitable interventions are put in place.	GOS HKN	ARONA students LIT identified start of T1 and support plans are put in place.  Progress is shared on data wall and in staff meetings.	<b>ARONA students NUM identified start of T1 and support plans are put in place.</b> <ul style="list-style-type: none"> <li>- At the start of T2 the math dept traffic lighted all students in Year 11 to identify ARONA students and continued to do this three times in terms 2&amp;3 and weekly in T4</li> <li>- Support that was put into place included discussions with the dean, call back support sessions after senior prizegiving, increased communication with parents, and this increased the level 1 Numeracy rate to 88% up from 76% in 2016.</li> </ul> <b>Progress is shared on data wall and in staff meetings.</b> <ul style="list-style-type: none"> <li>- DWR shared numeracy data with the staff throughout the year, primarily throughout the literacy and numeracy PLG.</li> <li>- NCEA Level 1 numeracy rates were updated on the data wall</li> <li>- PAT Math data was shared through core class meetings and junior tracking sheets as well as on KAMAR</li> </ul>
T1-4	LIT standards are prioritized across all subjects.	HOFs	Student and teachers aware of standards that contribute to literacy.	A good response from learning leaders and coordinated by deans.
<b>Target 2.3</b>	<b>Increase NCEA certificate endorsements to an average of 25% across L1-3 students.</b>			
<b>When</b>	<b>Actions to achieve target</b>	<b>Who</b>	<b>Outcomes</b>	<b>Reasons for Variance and next steps</b>
T1-4	Using entry data and assessment data HOFs identify GAT students at all levels and in all courses.  GAT students targeted at all levels for extension towards	HOFs / TICs	GAT students identified start of T1 and extension plans are put in place.	Good increase at level 1 and level 2 but overall average only improved by 6%. from 2016. Level 1 endorsements close @ 22.6%. Level 2 up to 14.6% (from 6.8%). Level 3 no significant change It was a high target but with improved outcomes in levels 1 & 2 can expect this to

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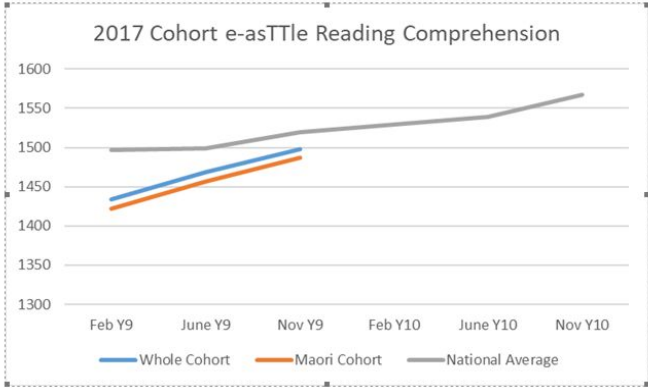
	NCEA endorsements.		<p>GAT students entered for at least one external standard.</p> <p>GAT students are tracking well with internal assessments so are provided study leave to focus on externals.</p> <p>External AS study lessons arranged for GAT students.</p>	<p><i>continue through to 2018.</i></p> <p>This measurement is still below national averages for both all schools and D1-3. Continued improvement will be planned for 2018.</p>
T1-4	HOFs set 25% targets for Merit and Excellence awards for each AS in every course at L1-3. Aim to have 25% of course students to achieve 10 or more credits at M or E.	HOFs / TICS	25% of WHS students achieve M or E grades in each AS	Inconsistent approaches from teachers. Look to further more explicit targeting and expectations for 25% of students in 2018.
T1-4	HOFs pool performance based standards for students outside of course to complete. Eg DL, PE, Music. Allows GAT students to focus on high performance rather than over	HOFs / TICS	Pool of performance based credits so students can focus on quality over quantity focus for credits.	This was developed but needs further implementation in 2018.

	BELIEF - You can achieve what you set your heart to do.		
Annual Goal 3:	To accelerate the progress of Y9/Y10 students identified as below the standard in literacy and numeracy.	Applicable strategic aim(s):	1, 2
Baseline data comment	Numeracy: In 2016 41% of our Y9 intake was at or above the standard. Increase of 34% is required to meet target. Literacy: In 2016 roughly 38% of our Y9 intake students were at or above the standard. (61.5% reading, 61.4% writing). Increase of 37% is required to meet targets. <a href="#">REPORTING</a>		

<b>Target 3.1</b>	<p><b>75 % of junior students at or above curriculum level targets for literacy and numeracy</b></p> <ul style="list-style-type: none"> <li>Y9 June - Students achieving at 4p</li> <li>Y9 Nov = Students achieving at 4A</li> <li>Y10 June = Students achieving at 5B</li> <li>Y10 Nov = Students achieving at 5P</li> </ul>			
When	Actions to achieve target	Who	Outcomes	Reasons for Variance and next steps
T1-4	Assessments are used that will allow tracking of students against curriculum levels.	HOFs	Clarify structure, expectations, AO's at each year level and explained to parents.	Good progress being made but not consistent across all faculties. Further work required in 2018.
T1-3	Identify ARONA students	GDA Y9/10 Dean HKN DWR	Students at risk are identified early and support programmes put in place.	Excellent data tracking and identification work has gone on through 2017. Achievement data is significantly improved as a result. 2018 will look to focus on improving the quality of students results beyond just getting "over the line"

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June/Nov	<p>Progress of all Y9-10 students is tracked and monitored in reading and writing</p> <p>Support is continued for identified students who are low in reading</p> <p>Extra literacy teaching is provided for Year 9 middle classes</p>	HKN	<p>Literacy action plan developed to address literacy concerns in Years 9-11</p> <p>Year 9-10 students make accelerated progress with 75% achieving at or above the standard in reading and writing</p>	<p>A 2017 action plan was developed which focused on continuing to gain accelerated achievement in Year 9 and 10 and develop student understanding of the discourse structures of each discipline which are needed for higher level comprehension. See below for the results of this.</p> <p>the normal programme of in class explicit strategy teaching was again followed this year in the junior school and again gained accelerated shifts in the asTTle data of Y9 students. This shift was even across all quartiles and, whilst there remains an achievement gap between Maori and the whole cohort, the same accelerated shifts occurred for the Maori cohort as it did for the whole cohort. A Cohen's d effect size of 0.58 for the Whole Cohort and 0.64 for the Maori cohort suggests the style of teaching had a statistically significant effect on the comprehension development of the cohort.</p> <h3>3. Comparison to National Norms</h3> <p><b>Figure One: Whole Cohort and Maori shifts in comparison to National Norms</b></p>  <p>Again, a focus on the higher discipline centered comprehension strategies was a focus for the Year 10 students. This garnered normative progress and they kept growing their mean at the same rate as the national average. It had slowed after the accelerated progress in Year 9, but after several years of the same trend with our Year 10s, we have noted that we find our cohorts accelerate their reading achievement in Year 9 whilst their writing achievement is normative and then their writing takes off in Year 10. We then again see an acceleration of reading achievement in Year 11 (as evidenced by our growing literacy rates, 2017 = 91.8%)</p>
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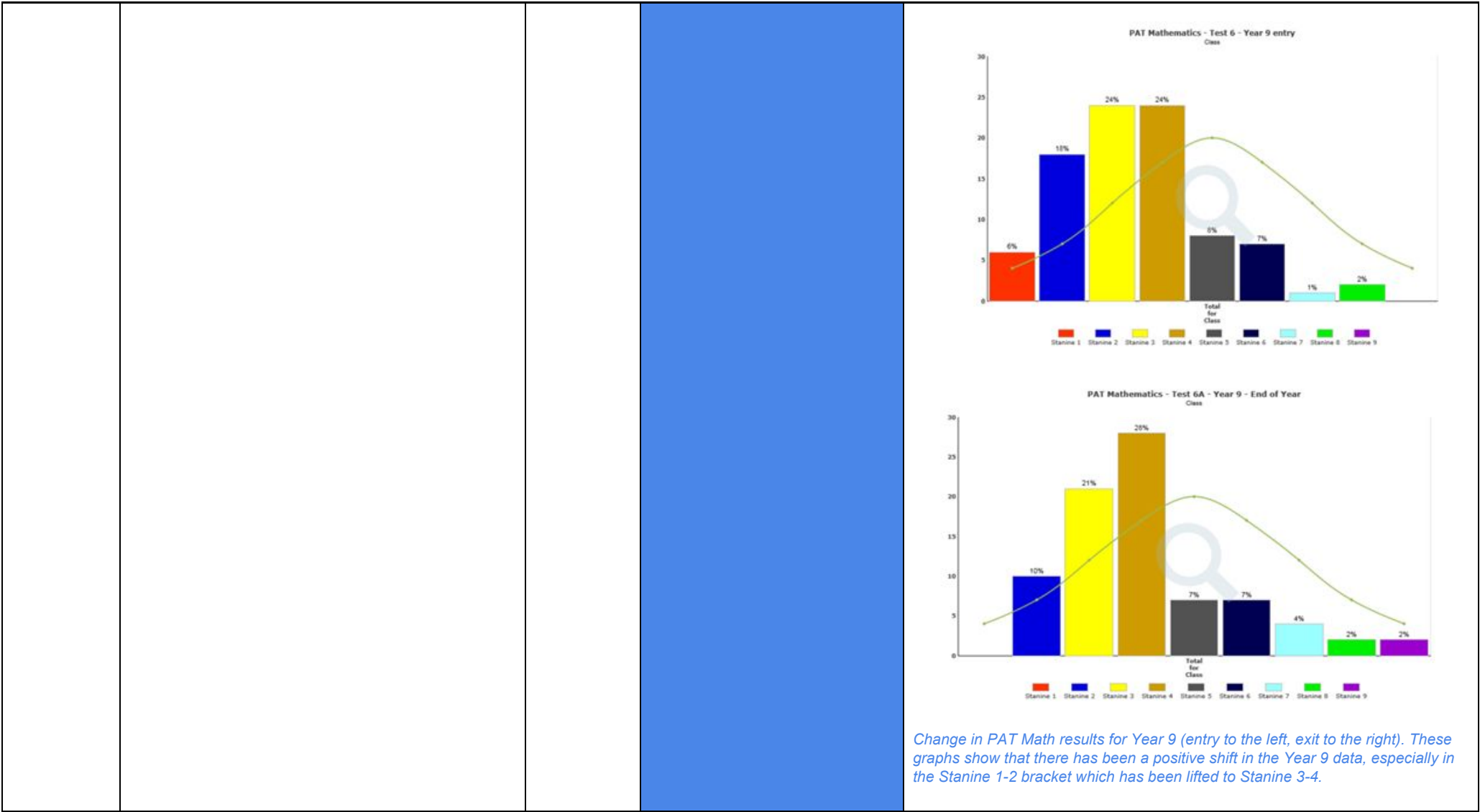
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				<h3>3. Comparison to National Norms</h3> <p><b>Figure One: Whole Cohort and Maori shifts in comparison to National Norms</b></p> <table><caption>e-asTTle movement 2016 cohort</caption><thead><tr><th>Time Point</th><th>Whole Cohort</th><th>Maori Cohort</th><th>National Average</th></tr></thead><tbody><tr><td>Feb Y9</td><td>1450</td><td>1430</td><td>1500</td></tr><tr><td>June Y9</td><td>1480</td><td>1470</td><td>1500</td></tr><tr><td>Nov Y9</td><td>1510</td><td>1500</td><td>1500</td></tr><tr><td>Feb Y10</td><td>1530</td><td>1520</td><td>1500</td></tr><tr><td>June Y10</td><td>1550</td><td>1540</td><td>1500</td></tr><tr><td>Nov Y10</td><td>1560</td><td>1550</td><td>1500</td></tr></tbody></table>	Time Point	Whole Cohort	Maori Cohort	National Average	Feb Y9	1450	1430	1500	June Y9	1480	1470	1500	Nov Y9	1510	1500	1500	Feb Y10	1530	1520	1500	June Y10	1550	1540	1500	Nov Y10	1560	1550	1500
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T1-4	<p>Improve learning and planning links with Manukorihi Intermediate</p> <p>Year 9 priority learners are identified and targeted transition support planned prior to their entry to school.</p>	<p>DWB</p> <p>GDA</p> <p>SENCO</p>	<p>Year 9 teachers make effective use of transition information to develop programmes of work that address student needs.</p> <p>Priority learners are identified and support programmes put in place.</p> <p>Special needs students meet their IEP goals.</p>	<p>2017-18 transition was significantly improved especially with pastoral data but still need to improve curriculum, 2018 - Need to look to develop shared curriculum planning approaches.</p> <p>Priority learners do have more support in place but some students slipped through. Improved pastoral systems should become more effective through 2018.</p> <p>Significant investment and improvement in SN. Look to continue in 2018.</p>																												
T4	<p>Year 9 and 10 special needs learners have meaningful IEPs that are regularly evaluated and updated</p>		<p>Special needs students meet their IEP goals.</p>	<p>SN review process instigated in 2017 with external support. Improved strategic planning</p>																												
T1-4	<p>Progress of all Y9-10 students is tracked and monitored in mathematics</p> <p>Support is continued for identified students who are low achieving</p>	DWR	<p>Numeracy action plan developed to address numeracy concerns in Years 9-11</p> <p>Data gathered and progress evaluated</p> <p>ARONAS identified and appropriate support is provided to enable students to make accelerated progress.</p>	<ul style="list-style-type: none"><li>started reporting to curriculum levels to parents so there were no surprises</li><li>recognised equity issues, for example, provided equipment where necessary</li><li>Offered NCEA standard at Y10 and of the 18 students who attempted it, 55% passed.</li><li>Shifts in Junior maths achievement as per the following graphs:</li></ul>																												

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				<div><p>PAT Mathematics - Test 7 - Year 10</p><p>Class</p><table border="1"><thead><tr><th>Stanine</th><th>Percentage</th></tr></thead><tbody><tr><td>Stanine 1</td><td>0%</td></tr><tr><td>Stanine 2</td><td>23%</td></tr><tr><td>Stanine 3</td><td>21%</td></tr><tr><td>Stanine 4</td><td>29%</td></tr><tr><td>Stanine 5</td><td>13%</td></tr><tr><td>Stanine 6</td><td>5%</td></tr><tr><td>Stanine 7</td><td>1%</td></tr><tr><td>Stanine 8</td><td>0%</td></tr><tr><td>Stanine 9</td><td>0%</td></tr></tbody></table><p>PAT Mathematics - Test 7 - End of Year 10</p><p>Class</p><table border="1"><thead><tr><th>Stanine</th><th>Percentage</th></tr></thead><tbody><tr><td>Stanine 1</td><td>2%</td></tr><tr><td>Stanine 2</td><td>13%</td></tr><tr><td>Stanine 3</td><td>20%</td></tr><tr><td>Stanine 4</td><td>23%</td></tr><tr><td>Stanine 5</td><td>17%</td></tr><tr><td>Stanine 6</td><td>14%</td></tr><tr><td>Stanine 7</td><td>9%</td></tr><tr><td>Stanine 8</td><td>2%</td></tr><tr><td>Stanine 9</td><td>0%</td></tr></tbody></table></div> <div><p>Change in PAT Math results for Year 10 (entry to the left, exit to the right). The Year 10 graphs show there has been a really good shift towards the national normative trends. The stanine 1s are new students who joined the school during the year and are statistically insignificant.</p></div>	Stanine	Percentage	Stanine 1	0%	Stanine 2	23%	Stanine 3	21%	Stanine 4	29%	Stanine 5	13%	Stanine 6	5%	Stanine 7	1%	Stanine 8	0%	Stanine 9	0%	Stanine	Percentage	Stanine 1	2%	Stanine 2	13%	Stanine 3	20%	Stanine 4	23%	Stanine 5	17%	Stanine 6	14%	Stanine 7	9%	Stanine 8	2%	Stanine 9	0%
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Stanine 3	20%																																											
Stanine 4	23%																																											
Stanine 5	17%																																											
Stanine 6	14%																																											
Stanine 7	9%																																											
Stanine 8	2%																																											
Stanine 9	0%																																											

<b>Target 3.2</b>	<b>Review of junior programme</b>			
<b>When</b>	<b>Actions to achieve target</b>	<b>Who</b>	<b>Outcomes</b>	<b>Reasons for Variance and next steps</b>
T1-4	Junior school achievement benchmarked to NZC levels where possible or alternatives provided	HOFs	Reporting reflects well communicated and consistent standards	Progress being made towards this but not consistent. Further development in 2018.

**Colour Key:**

Action not required yet	No action taken or Not satisfactory progress	A start has been made	Making satisfactory progress	Making very good progress	Completed
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T2-4	Investigate a junior diploma or graduation process for introduction in 2018	GDA HOFs	Junior diploma planned for 2018 Requirements clearly defined and ready to be communicated to students and parents.	Review of school wide approach to curriculum has led to changes in school structures. 2018 will see development of "Foundation" graduate profile.
T2-4	Investigate junior curriculum models from other schools	DWB	Basic report of best practice at other NZ schools	Curriculum group sent to visit other schools/models. Report findings form recommendations for new curriculum and management structures in 2018.

Consolidation - Doing a better job for our students and community			
<b>Annual Goal 4:</b>	<b>Develop a model for effective teaching practice at WHS</b>	Applicable strategic aim(s):	<b>5</b>
<b>Baseline comment</b>	While there is some evidence of high performing teaching practice, on the whole the teaching standards at WHS are inconsistent.		

<b>Target 4.1</b>	<b>Investigate and implement what effective teaching looks like at Waitara High School.</b>			
<b>When</b>	<b>Actions to achieve target</b>	<b>Who</b>	<b>Outcomes</b>	<b>Reasons for Variance and next steps</b>
T1-2	"Effective teaching practice" PLG to investigate teaching best practice. Teacher Professional Learning and Development: Best Evidence Synthesis Iteration (BES)	GOS ETP PLG	Evidence of research into best practice.	Completed and will continue into 2018 appraisal processes.
T2-4	Develop a staff wide model of what effective teaching practice looks like.	GOS ETP PLG	Completed document showing all teaching staff "WHS Effective Teaching Practice" (Max 4x A4 pages)	Completed and in staff handbook + appraisal process for 2018.
T2-4	One observation/appraisal tool designed incorporating RP, PB4L, KEP, REACH etc.	GOS ETP PLG	Completed observation tool designed specially for WHS	Completed and in staff handbook + appraisal process for 2018.
End of T1	Appraisal systems reviewed to consistent document for teachers and unit holders <ul style="list-style-type: none"> <li>Complete an PLG based inquiry</li> <li>Teaching based goal</li> <li>Unit based goals (per unit)</li> </ul>	SLT	T2 2018 new appraisal system in use	New appraisal in preparation for T2 2018 using the above findings and documents.

Compliance - Meeting the expectations of a highly effective school			
<b>Annual Goal 5:</b>	<b>To increase attendance rates at all year levels</b>	Applicable strategic aim(s):	<b>1</b>
<b>Baseline data comment</b>	Around 20-25% of students have low attendance (below 80% half days). Poor attendance represents the single biggest factor in poor academic performance at WHS.		

**Colour Key:**

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<b>Target 5.1</b>	<b>Increase school wide attendance rate to 90% (% half days)</b>		Overall attendance for whole year was 81.9%. This stat was brought down by term 4 stats (Exclude term 4 and the statistic is above 87% average ) (particularly year 12 - queried around X being used as brings down stat). The processes around attendance were tight in terms of timeliness and accuracy.	
<b>When</b>	<b>Actions to achieve target</b>	<b>Who</b>	<b>Outcomes</b>	<b>Reasons for Variance and next steps</b>
T2	Improve early notification systems  Improve teacher data input - timeliness and accuracy	GOS	Attendance officer role assigned. Schedule for attendance actions and tracking reporting  Teachers completing accurate attendance entry at start of every lesson  Reporting of teacher attendance entry performance	Significant improvement in 2017. Looking to further embed process.  Significant improvement in 2017. Looking to further embed process.  Significant improvement in 2017. Looking to further embed process.
T1-4	Improve student attendance tracking At risk students identified and interventions put in place.	GOS Form Teachers Deans MWA	Data wall display attendance rates Regular attendance reporting and print outs	Yes. Will continue in 2018  Fortnightly with NCEA. Junior ach data included from T2 2018.
T2-4	Attendance plan reviewed and put in place	GOS	Attendance plan working and in place	Needs formal review and re-writing in 2018 to align with current improved practice.
T2-4	Review school procedures for non-attendance (RAAYS process)	GOS	Clear process for students and caregivers with non attendance issues.	Needs formal review and re-writing in 2018 to align with current improved practice.

	Compliance - Meeting the expectations of a highly effective school		
Annual Goal 6:	Review of all school management and leadership structures	Applicable strategic aim(s):	5
Baseline comment	Many school structures are inefficient as are the role allocations within them. New structures need to be formed to reflect curriculum and pastoral needs of WHS students.		

<b>Target 6.1</b>	<b>Review middle and senior leadership structures (Pastoral / Curriculum)</b>			
<b>When</b>	<b>Actions to achieve target</b>	<b>Who</b>	<b>Outcomes</b>	<b>Reasons for Variance and next steps</b>
T1-2 Review investigate best practice T3-4 Initiate change	Review and initiate effective change to management structures, roles and responsibilities of SLT, deans, HOFs/TICs, form teachers and subject teachers.	DWB	Current system reviewed Effective changes aligned with best practice made	Full restructure of pastoral and curriculum management completed end of 2017. 2018 will involve training and inducting staff into new roles.

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process				
T2-3 Review and investigate best practice T3-4 Initiate possible change process	Curriculum and timetabling review for implementation in 2018 school year. Increase student options at L3 Establish timetable policy Establish timetable group (2-3)	SLT	Curriculum and timetable formed to reflect curriculum and pastoral needs of WHS students.	Due to the late change of staffing structures in 2017 the 2018 timetable contains some compromise but still represents significant improvements for students. More choice and greater voice is evident. Retention rates from Y12-13 support these changes and these students seem to be more engaged in 2018. The TT will be constantly reviewed the next 2-3 years as new approaches roll through the school.
<b>Target 6.2</b>	<b>Review financial systems and curriculum based spending</b>			
<b>When</b>	<b>Actions to achieve target</b>	<b>Who</b>	<b>Outcomes</b>	<b>Reasons for Variance and next steps</b>
T1	Investigate effective education based accounting packages or services	DWB JCH	Review completed and changes made towards highly effective finance systems.	Completed and very happy with the change. Reviewing 2018 budget codes to align with new school management structures.
T3-4	Review spending as it relates to curriculum and pastoral needs of WHS	SLT HOFs / TICs Deans	Budget formed to reflect curriculum and pastoral needs of WHS students	2018 budget will reflect this with significant increase in curriculum spending both operationally and capex. Property spending also aligning closely with future curriculum goals.
T1-4	Review funding sources and opportunities	Funding Comm	Access to external funds. High profile for our school in the community	School profile has been lifted and change of approach well communicated. 2018 will see WHS engaging more closely with funding providers to support projects.
<b>Target 6.3</b>	<b>Review health and safety procedures against best practice "Duty of Care"</b>			
<b>When</b>	<b>Actions to achieve target</b>	<b>Who</b>	<b>Outcomes</b>	<b>Reasons for Variance and next steps</b>
T2-4	Effective classroom H&S practice	DWB DPR HOFs / TICs	Evidence of effective H&S planning for all classrooms	Planning in place in high risk classrooms - eg science, PE and tech. Further development
T1-4	Effective EOTC practice	DWB GDA	Evidence of effective H&S planning for all EOTC activities	Significant improvement in EOTC planning requirements and compliance. Continue to refine in 2018.
T2	Effective H&S in the high risk faculties - Technology, PE, Science	DWB DPR	Evidence of highly effective H&S planning for higher risk environments	Effective but could not be classified highly effective. Personnel changes may support drive towards improved practice.
T2-3	Staff Drug & Alcohol policy review	BOT DWB	Policy and procedure in line with best practice	No progress with this.
T1	Review staff duty	SLT	Staff duty allocations meet the H&S needs of our students	In place and working well.
<b>Target 6.4</b>	<b>Review board policies and procedures</b>			
<b>When</b>	<b>Actions to achieve target</b>	<b>Who</b>	<b>Outcomes</b>	<b>Reasons for Variance and next steps</b>
T2-3	Review charter and strategic plan	BOT	Evidence of consultation	Overarching purpose statement developed from planning day.

Colour Key:

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			Renewed Charter Strategic Plan	Current strategic plan in place till next elections in 2019.
T2	Board policies reviewed and rationalised	BOT	More streamlined BOT policies / procedures	Completed mid 2017. School docs engaged for procedures in 2018.
T2-4	Self-review timetable established and implemented based on the ERO self-review model	BOT	Timetable produced	

#### **Needs at WHS**

Higher levels of student belonging  
 Higher expectations of academic success  
 Higher expectations of student behaviour  
 Higher levels of student support  
 More engaging and relevant curriculum  
 Higher performing teachers and leaders  
 Higher performing school systems to reflect the above

#### **Colour Key:**

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## Waitara High School

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Email [admin.office@waitarahs.school.nz](mailto:admin.office@waitarahs.school.nz)

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## Waitara High School Board of Trustees

Updated: 1<sup>st</sup> February 2018

- Melissa Kay (Elected Parent Representative /Chairperson) *(June 2019)*
- Marie Gill (Elected Parent Representative) *(June 2019)*
- Ed Parker (Elected Parent Representative) *(June 2019)*
- Patricia O'Carroll-Leota (Elected Parent Representative) *((June 2019)*
- Julie Mischewski (Elected Staff Representative) *(June 2019)*
- Talia Hoeta (Elected Student Representative) *(October 2018)*
  
- Daryl Warburton (WHS Principal)
- Caroline Lewin (Board Secretary)



## **Waitara High School**

PO Box 188, Princess Street  
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Phone +64 6 754 7514, Fax +64 6 754 7199  
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[www.waitarahs.school.nz](http://www.waitarahs.school.nz)

31st May 2018

To whom it may concern

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

In 2017 Waitara High School received total Kiwisport funding of \$7,782.00 (ex GST).

The funding was spent on lunchtime sporting activities.

The 2017 sport participation data is attached.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'Daryl Warburton'.

Daryl Warburton  
PRINCIPAL  
Waitara High School

SCHOOL:

WAITARA HIGH.

PRINCIPAL TO CHECK EACH BOX & SIGN: I can confirm

**BOX A – Individual Sport Data**

☒ All sports in which students represented the school against another team or were in a regular competition are reported. [Look especially for one-off events that may have been overlooked.]

☒ Only those students (and coaches, managers, officials) that had a “meaningful involvement” with school sport are entered in Box A and not those that took part in interform or one off in-school events such as athletics, swimming, cross-country etc.

“Meaningful involvement” is defined as:

- represented the school in that sport OR
- took part in that sport provided *in-school* over a period of 6 weeks or more OR
- played for a club as the school has a close working relationship with the club

☒ For all those sports with students reported as school representatives in Box A, there is at least 1 Coach, Manager or Official reported

**Box B – Summary data**

☒ Roll: The total roll reported correctly reflects your schools March 1 2017 return to the MOE and counts only students in Year 9 and above.

☒ The total number of staff, teaching and non-teaching (separated) is reported and that this is the staff at 1 March 2017 and makes no distinction between full and part-time.

☒ The total number of teaching and non-teaching staff who are reported in Box B as being involved in the sports programme, either by coaching or, in some other way, assisting, is the total number of the staff who are involved and not the total number of involvements by those staff. (as reported in Box A)

SIGNED:

 (Principal)

DATE:

7/11/17

**PART A: Sport Specific Data** Please complete relevant BLUE cells only. LEAVE ANY CELLS THAT HAVE NO ENTRY BLANK - DO NOT FILL WITH ZEROS

**NOTE:** In Box A record all students that had a MEANINGFUL ENGAGE school setting. Please enter students that: represented the school in that sport OR took part in a sport provided in-school over a period of 6 weeks or more C Played for a club as the school has a close working relationship with the DO NOT ENTER students that took part in "one off" in-school events swimming sports or short term interform/house events

**NOTE:** If a cell remains highlighted in RED after you have left the row for that sport then you have made one of the following errors:

1. You have entered some School Sport Participants but have not entered any Coaches, Managers or Officials. If you have Participants, you n
2. You have entered Coaches, Managers or Officials, but no Participants

BOX A:	School Sport Participants		Coaches				Mana	
	see Note above		Teaching Staff	Support Staff	Community	Student	Teaching Staff	Support Staff
	Female	Male						
Adventure Racing	5	6	1					
Aerobics								
AFL								
Archery								
Athletics	10	10	1				1	
Badminton	4	4	1				1	
Baseball								
Basketball	19	31	1	1	1	1	1	1
Beach Volleyball								
Bocce								
Boccia (AWD)								
Bowls - Indoor	2	2	1					
Bowls - Lawn								
Canoe Polo								
Cheerleading								
Clay Target								
Cricket (Outdoor)	1	12			1	1	1	
Croquet								



**Please return to Regional Sports  
Director by Wednesday 8th  
November 2017**

**often the Sp**

[illegible]

Cross Country	5	8	1				1	
Curling								
Cycling - Road								
Cycling - Track								
Disability Sports	7	11	1	2		1	1	1
Diving								
Dragon Boats								
Equestrian								
Fencing								
Floorball								
Football (Outdoor)	23	16	2		1		1	
Futsal								
Golf		2		1				
Gymsports								
Handball								
Hockey (Outdoor)	10	8	1		1		1	
Ice Hockey								
Inline Hockey								
Judo								
Karate								
Kart Sport								
Kayaking								
Kilikiti								
Ki O Rahi								
Korfball								
Lacrosse								
Life saving - Surf								
Marching	4				1			
Moto-Cross								
Mountain Biking								
Multi Sports								
Netball (Outdoor)	47	1	1		3	1	1	
Orienteering								

1					
	1	1	1		1
	1				
1		1			
3		1	1		

Petanque								
Road Racing								
Rowing								
Rugby League	5	25	1		1			
Rugby Sevens	13	2	1		1		1	1
Rugby Union		46	1		1		1	
Shooting (Target)								
Skiing								
Snooker								
Snowboarding								
Softball								
Sport Climbing								
Squash	1	1			1			
Surfing	2	3			1			
Swimming								
Synchro Swimming								
Table tennis	3	3	1					
Tennis								
TenPin Bowling								
Touch	15	12	1	1	1	12		1
Triathlon/Duathlon								
Ultimate frisbee								
Underwater Hockey								
Volleyball	29	12	2			2	2	
Waka Ama	6		1		1			
Water Polo								
Weightlifting								
Windsurfing								
Wrestling								
X Country Skiing								
Yachting								
Office Use Only	211	215	19	5	15	18	13	4

## PART B: School Summary Data

1					
1	12				
	2				
8	17	6	2	1	2



