



WAIHI COLLEGE

ANNUAL REPORT

Including Variance Report

**For the year ended
31 December 2018**

WAIHI COLLEGE

Board of Trustees and Senior Management For the year ended 31 December 2018

BOARD OF TRUSTEES

Chairperson	Mr Kevin Pennell
Secretary	Mr Alistair Cochrane
Members	Mr Mark Skinner
	Mrs Heather Jones
	Mrs Claire Jenks
	Mr Mike Fry
	Mr Peter Tai (Co-opted)
	Mrs Dot Carter (Staff Representative)
	Miss Ngawhira Kennedy (from 19/09/17 to 18/09/18) (Student Representative)
	Miss Holly Elson-Fisher (From September 2018) (Student Representative)

SENIOR LEADERSHIP TEAM

Principal	Mr Alistair Cochrane (B Ed, PG Dip SM)
Deputy Principal	Joanne Howell (BSc, PG Dip Tchg) Learning Design
Deputy Principal	Mrs Heather Tucker (Dip Tchg, B Ed) Learning Relationships
Deputy Principal	Brendan Carroll (Dip Tchg, BSc, PG Dip PRTM) Learning Enabler <i>Left July 2018</i> Darren Van de Wetering (BBSC, Dip Tchg) Learning Enabler <i>Arrived July 2018</i>

Aerial View of Waihi College



Report from the Principal



INTRODUCTION

Our Latin motto *Lex Nostra Fides* translated means 'Our faith is the law'.

My interpretation of this motto: 'Our belief in improvement guides our actions.'

2018 has been an outstanding year at Waihi College. A changing landscape in the senior leadership team with the appointment of Deputy Principal, Justin Harper to a Principalship at Cullinane College (Jan 2018) and Deputy Principal Brendan Carroll to the Principalship at Reporoa College (July 2018) and the announced retirement of Deputy Principal Heather

Tucker/Burgess (Jan 2019) has seen a significant shift in the structure of the SLT. This has had a significant impact on the day to day functioning of the school as new people established themselves in their new roles and the school got used to the changes and styles of the new personalities. I am delighted to report that learning outcomes and achievements of our students was not detrimentally impacted by these changes in personnel, in fact, has been significantly enhanced by the new styles and energies. See the achievement data. I have also announced my stepping down from the Kahui Ako lead Principal position at the end of 2018 to focus on the establishment of a new SLT in 2019.

The school roll (March 1st 2018) was up on 2017, with 741 enrolled in the school which included 40 international fee-paying students.

The Board of Trustees continued to work hard, supporting, guiding and monitoring the implementation of the initiatives set out by the Deputy Principals and Learning Leaders. The school remains very clearly focused on student centred outcomes and programme to suit the needs of the students of our community. Four of the six trustees have indicated they will not be standing for re-election in 2019. This will require the establishment of a new Board.

A 'Connected Curriculum' focussed approach to Teaching and Learning for our Year 7 to 10 students has continued and the drive has been to improve student outcomes by closely identifying particular need and progress and then supporting teachers to ensure outcomes for students are a priority. This has also involved reviewing systems and structures within the school and making recommendations and adjustments which ensure quality outcome for students. This included a foci on teachers developing a clear understanding of the curriculum levels appropriate for their learning and being able to accurately report against progress and achievement.

We set ourselves some very clear priorities and goals and have made good progress in achieving them. (See the attached Variance Report)

The on-going goal has been to focus on improving learning and teaching opportunities for our students. The following priorities were established:

Annual Foci for Improving Student Achievement 2018

All staff will focus on providing quality teaching and learning opportunities for students. This will take the following priorities:

Connected Curriculum

- All Y7-10 classes will develop programmes and learning outcomes which incorporate cross curricular connections and inquiry learning.

NCEA

- Teachers will strive to ensure that 85% of all Year 12 students of Waihi College will attain NCEA L2.

Priority Learners:

- Teachers will be supported to develop culturally responsive teaching practices that recognise the special place of Maori and Pacifica students to maximize effective learning relationships with students.

Along with these priorities went the necessary professional development to ensure that all staff has the necessary skills and knowledge to implement new ideas with added value.

I will discuss each of the priorities in more detail in the 'Variance Report' which is included as part of this report.

Report from the Principal

NAG 1 Curriculum – Assessment, Achievement and Career Education

(I&II) Learning Programmes and Assessment

The New Zealand Curriculum (NZC) and its intent are the foundations of all learning in our school. Values, Principles and Competencies are woven into the learning programmes and opportunities offered to our students.

One of the main curriculum initiatives for 2018 has been the continued development of Flexible Learning environments for all our Y7 and Y8 students. These new environments have allowed the staff to facilitate learning in a more collaborative way. There has been tremendous growth in this initiative and whilst it has not all been smooth sailing the learning programmes and outcome are much more focused on student achievement. Achievement Data indicates that our students are continuing to perform well and I am confident that as staff become more and more familiar and focused on using curriculum level data to make judgements on student progress, the gaps in student learning, will be identified and supporting programmes developed or modified to address these needs. Staff changes always has an effect on the progress of school priorities and the FLE is no different. 4 of the 8 teachers will change for 2019 and this has involved a redevelopment of collaborative strategies and understandings.

The other main priority has been in the continued focus on NCEA and getting better achievement results for our students. Again I am delighted with the results which show significant improvements in all levels of NCEA, exceeding both national and similar decile 4 comparisons. The continuation of APP's tasks at Year 10, Progress grades, The ART programme and removal of study leave have all had a significant impact on the focus of staff and students to achieve better NCEA grades.

The removal of National Standards assessment has allowed the school to focus on Curriculum Levels as the platform to judge and report on student achievement. We have been in open communication with the parent community who have given regular and positive feedback on the process and outcomes achieved. We have worked with other schools in the Waihi Cluster, endeavouring to develop standardised, seamless documentation to help parents understand Curriculum Levels and also to develop teacher judgements which accurately reflect learning levels and outcomes.

Learning Areas and teams report to the Board of Trustees in a written Annual Report. They comment on Achievements, Staffing, Equipment and Resources, Teaching Programmes, Barriers to Learning and Future Directions.

2018 has seen an even broader range of transition programmes. Project based learning opportunities now exist in Food Manufacturing, Apiculture, Gateway, Trades Academy and Taster courses. These courses have not only provided learning opportunities for our students but have also continued to improve the linkages with our community and future employers.

(III & IV) Individual Needs and Learning Strategies

Identifying and assessing the individual and collective needs of students continues to be an emphasis for the school. At Year 7-10 level classes are of mixed ability however teachers who had classes on at the same time were encouraged to focus their teaching programmes, particularly in literacy and numeracy, on individual or small group needs that challenge and develop the abilities and skills of every student.

At Year 11, 12 and 13 levels the school offers a wide range of subject options and the timetable committee endeavour on every occasion to give students their first choice of subjects. We have added to the diversity of subjects available to our students during 2018 by including a line of options that are particularly aimed at the more practically minded students. For example: Food Manufacturing, Apiculture Sport Development, Fitness, Urban Farming, Building and Construction and Tourism and Hospitality. The implementation of NCEA alignment has made a significant difference to courses we can offer and we are being creative with learning programmes to ensure students have appropriate learning opportunities. Teachers are adapting their programmes to suit the needs of the students, particularly in practically based

subjects such as Workshop Technology, Catering, Automotive. etc. There has been a continued development of our relationship with outside providers eg. Wintec and Pacific Coast with our students performing well and gaining many credits.

Report from the Principal

(III & IV) Individual Needs and Learning Strategies (cont)

The staff continue to become increasingly more fluent with electronic tools and the quality of the information/data on individuals, groups, classes and cohorts enhances teaching and learning as we use it to track the progress of students and cater better for their needs. We continue to develop the range of opportunities this programme offers.

The RTLB, GSE and Alternative Education (off site and in house) programmes continue to be used as opportunities to develop individual students and their diverse needs.

External Examination Results

Staff and students are working hard to improve the outcomes for students.

The results for NCEA Levels 1, 2 and 3 showed a dramatic improvement from previous years particularly at Y12 and 13 levels. Teachers have modified their programmes and approaches to offer students a better chance of success and will continue to do so for 2019 and beyond. Our emphasis for 2019 will be to maintain the high levels of achievement and to try to increase the number of Merit and Excellence grades that our students achieve.

The subject results and other data received from NZQA are extremely valuable as it allows individual departments to focus on areas of underachievement and to address the issues.

See the attached Academic Results 2018 Report

The NCEA Level 1,2 and 3 results continue to improve and I am delighted with the trend direction. The top five students also receive a \$2000.00 Newmont Gold Company Scholarship.

(V) Maori Achievement

An analysis of the ASTTLE results for the junior school identified that there was a small difference (lower) between the achievement of Maori students and their non-Maori counter parts. During the year we established a group to focus on Maori achievement in the school and to develop a school wide philosophy and a range of strategies to target Maori Achievement. It is still a focus of the school to provide programmes and opportunities for Maori students that will not only build their achievement abilities but also their self esteem and self worth. This group will continue this focus into 2019 and we are confident that we will see even better results in the future.

The Maori perspective in the school continued to have a higher profile and the Whare (MAIA) Wananga is being used more and more as the cultural centre of the school and not only for Maori students.

Community members continue to provide support to the school although we are always looking for parents, whanau and community members to build an alliance with the students and the school to promote positive relationships and teaching and learning opportunities for the students.

2017 saw the arrival of a new Te Reo Teacher and the student interest in this subject has grown significantly and a strong percentage of these students achieving NCEA L1 Te Reo Maori.

2018 saw a significant increase in the number of students studying both Te Reo Maori and Tikanga Maori . These curriculum options/choices have significantly increased the profile of Te Au Maori in our school and many students are benefiting from the understanding and qualifications available. This will continue to be a focus for 2019.

2018 saw the establishment of a Level 2 Immersion Maori class (Te Kakano) for our Y7 and Y8 students. We are excited about this growth and the opportunities it presents for our students and community. The students involved have displayed an enjoyment and engagement not just in the Te Kakano programme but also in other aspects of their learning. We have expanded this programme to include Year 9 students in 2019.

A significant reaction to these curriculum developments has been the huge increase in the number of students happy to engage in Kapahaka ☺. Catering for the influx in 2019 will need to be resourced carefully.

(VI) Career Education

Career education continued to be catered for in 2018. The annual 'Careers Evening' was replaced with a day-based programme which was also well patronised by parents/caregivers and students. The reputation of this activity grows with a large range of providers present and many people from outside our immediate community making the effort to attend and benefit from the opportunity. There is however a need to review the careers programme in the school and to focus on the importance of career information when aligning student subject choices with their career path. With the appointment of a new Careers Advisor the school is embarking on a complete review of transition programmes and career opportunities thus 2019 will see a targeted approach to career development at Waihi College.

NAG 2 Strategic Planning, Self Review and Reporting to Parents

(I) Strategic Planning

2018 saw the updating of the school Charter, Strategic and Annual plan (2018 – 2021) under the MOE's Planning and Reporting Strategy. The main thrust of the new strategic plan is to continue to improve Learning and Teaching particularly in the areas of Literacy, Numeracy, Integrated approaches, Priority Learners and NCEA. Programmes that focus on attendance and meeting minimum requirements have added to the search for improved achievement.

The Professional Development emphasis for 2018 was focussed on Connected Curriculum Teaching and Modern Learning environments and pedagogies with staff challenged to make positive improvements.

(II) Self Review

The 5 year Self Review Plan continues to operate according to schedule.

Reporting

Parents continue to be informed in a variety of ways regarding school activities, events and student progress. The school newsletter continues to receive regular updates as we search for an even better and more informative way of reflecting students and school activities. The feedback continues to be extremely positive particularly in reference to the student-based nature and the personal tone of the new newsletter. Media publications have clearly focused on the positive aspects of student life at school. Publications include student written articles, student sport and culture with as many names and photographs of students as possible. It has recently taken on a more community focus as we attempt to include the wide community in our daily activities. 2019 will see us working towards more online report both formally and informally.

The formal school report to parents on student progress has also been reviewed with all reports now written and produced by the 'KAMAR' (SMS) programme and parents given access to the information either by the electronic Parent Portal or on paper if requested. Staff are continuing to familiarise themselves with the intricacies of the 'KAMAR' programme and we are all much happier with the final product. There continues to be ongoing PD but the skill level of the staff has been successfully raised. The goal for 2019 will be electronic real time reporting via the parent portal.

NAG 3 Personnel Matters

I & II Personnel and Industrial Policies

Four new staff will join for the start of 2018 and two more joined during the year. We continue to encourage beginning teachers to apply for positions here at Waihi College and also have a strong link with the Colleges of Education regarding Teacher Trainees. They bring a level of enthusiasm and innovation to the school and whilst they have plenty of learning to do they are adding significantly to the culture of the school.

I believe that the strength and success that Waihi College has enjoyed over the years is largely due to the commitment and concern that the staffs have for the students. I would like to acknowledge and compliment the staff for their commitment to the students of our community.

All staff is appraised and attested based on the 'registered teacher's criteria'. The Board of Trustees continues to be committed to the requirements of the State Sector Act 1980 regarding EEO and an employment policy that focuses on "the best person for the job".

NAG 4 Property and Finance

I Allocated Funds

The Budget for the 2018 year was set by my-self and the Board of Trustees. 2018 saw a continued tight financial regime and a number of initiatives aimed at reducing the financial burden to ensure the school can operate within the income level. We have invested heavily in the International Student market, endeavouring to generate additional funds to support student learning and teaching. A dramatic increase in the number of international students has had a positive effect on many aspects of school life and we intend to further develop these opportunities in the future.

End of year accounts indicate that the school has marginal increased its working capital throughout the 2018 year. There will be a continued need to work closely with staff and Education Services Ltd continue to provide an excellent service to the school and I work closely with them to ensure planned financial stability.

The biggest Property initiative in 2018 has been the replacement of the Administration Block Roof. This has mopped up the remainder of the 5YA.

II Annual Accounts

As you can see from the Annual Accounts presented as part of this report Waihi College is in a sound financial position. However continued vigilance will be necessary to ensure that the Working Capital reserves continue to stay positive. I am pleased to report that the audit revealed total compliance. The annual accounts were prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989.

NAG 5 Students Welfare

I & II Safe Environment

Waihi College is a PB4L school and we have modified our practices and documentation to support this initiative. The tone of the school is extremely positive, friendly and supportive. The largest majority of staff work hard to ensure that the relationships between staff, students and parents is supportive and focused on the best educational outcomes for the students. We have developed a range of positive rewards for students (e.g. Achievement Certificates, Congratulations Letters) and there is also a clear emphasis on the celebration of achievement both academic and sport/cultural. A walk around the school during class or recreational time indicates a pleasant and friendly atmosphere conducive to learning, feeling safe with students and staff working well together and relating well to each other.

This is not to say that there are not some poor behaviours which require intervention. We have in place a variety of educational programmes and systems, designed to assist students to develop strategies that will enable them to become valued members of the school and wider community. (E.g. RTL, BEST, Alternative Education, Deans, Counsellors, Community links with Waihi Resource Centre, Work Experience, Gateway) Most of the restorative interventions have been extremely positive. The strategies and practices of PB4L are continuing to have a positive impact on the school.

Lunch-time activities have trebled in student participation and the Inter-house competition was contested with passion and commitment throughout the year. Extra-curricular activity continues to be a major focus; it is my opinion that these activities are the basis of the schools culture, tradition and the working relationship between staff and students. The Talent Quest, Troupe Waihi, Stage Challenge and Spirit Days all contribute to a wonderful relationship between staff and students and a belief that school is a fun place to be and learn.

The school was open for the minimum number of school days and in our opinion the NZC has been delivered in the best interests of the students of our community.

The student representative Ngawhira Kennedy finished her term in September and the new student representative Holly Elson Fisher was elected (as per the legislation).

In Conclusion

The successes of the year reflect well on a hardworking staff, the student body and the supportive parent community. I would like to use this forum to acknowledge the work and support of the Board of Trustees and thank BOT Chairman Kevin Pennell and Deputy Chairman Mark Skinner for their support and guidance throughout the year. Our search for continuous improvement and the eagerness to support the students of Waihi College are the basis of any good school.

I congratulate the BOT for their work and the support, guidance and governance they have offered Waihi College throughout the year

As lead Principal for the Waihi Kahui Ako I have found trying to balance the commitments of Leading Waihi College and leading the Kahui Ako difficult and at times feel neither organisation is getting the best deal. I thank Heather Burgess who was acting Principal in my absence for her work and leadership.

I have stood down from the lead Principal position for 2019 to focus on the development of the new SLT. The Waihi Kahui Ako continues to develop with the focus being to increase staff capabilities around the development of culturally responsive practices and developing cluster wide strategies to support the transitioning of students through our educational organisations. Te Pumaomao hui have played a significant role in that development and by the end of 2019 the majority of our teaching and support staff will have had their minds opened to the possibilities.

Alistair Cochrane
Principal