



WAIHI COLLEGE

ANNUAL REPORT

Including Variance Report

**For the year ended
31 December 2021**

WAIHI COLLEGE

Board of Trustees and Senior Management For the year ended 31 December 2021

BOARD OF TRUSTEES

Chairperson	Mr Austin Rattray
Secretary	Mr Alistair Cochrane
Members	Mr Scott Spicer
	Mrs Alex Baker
	Mrs Kookie Koopu
	Mr Austin Rattray
	Mrs Lisa North
	Mrs Dot Carter (Staff Representative)
	Miss Kyla Walker (Student Representative)

SENIOR LEADERSHIP TEAM

Principal	Alistair Cochrane (B Ed, PG Dip SM)
Deputy Principal	Joanne Howell (BSc, PG Dip Tchg) Learning Design
Deputy Principal	Michael Hallett (Dip Tchg, B Ed) Learning Relationships
Assistant Principal	Ariana Te Wake (BA, Dip Tchg) Learning Enabler

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.'

2021 has been another year significantly affected by Covid 19 and again it has been a very challenging year.

The forever changing landscape that Covid 19 brought to our lives not only heightened our anxiety and uncertainty but it also forced us to explore learning

opportunities that could be delivered in both a face to face and an online environment. Managing the vagaries of returning to school during the changing 'Alert Level' forced us to deal not only with the changing learning programmes but also with the emotional variances of staff, students and parents alike. I would like to again acknowledge the tremendous work our teaching and non-teaching staff performed in sometimes extremely difficult circumstances.

With all the stresses and tensions that 2021 has provided us with I am delighted with the way the school has functioned and the care and support that our school has offered to the students and whanau of our community.

I am delighted to report that learning outcomes and achievements of our students has continued to exceed expectations and even though we faced a degree of non-engagement with some students our achievement data. See the achievement data.

The school roll (March 1st 2021) was 728.

The new Board continues to work hard, supporting, guiding and monitoring the implementation of the initiatives set out by School management. They have also brought an energy and drive to explore different aspects of school governance. The school remains very clearly focused on student centred outcomes and programme to suit the needs of the students of our community.

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 upskilling staff on their capabilities with Te Ao Maori and becoming more conscious and skilled at support our Maori learners. This has also included continuing to help teachers to develop 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 2021

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

A. Learner Centred Curriculum (Aligns with a strand of the Kahui ako)

All classes will develop programmes and learning opportunities which incorporate locally focussed, culturally responsive practice that recognise the special place of Māori and Pacifica with the aim of raising academic achievement.

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.

See the Variance Report which directly comments on progress against these targets.

Report from the Principal

NAG 1 Curriculum – Assessment, Achievement and Career Education

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 2021 has been the continued development of Flexible Learning environments and collaborative teachings for all our Y7 and Y8 students. The impact of Covid 19 social distancing regimes and changes in staffing impacted on the development of an open collaborative learning model however where possible teachers have endeavoured to deliver the curriculum to the best of their ability.

Achievement Data indicates that our students are continuing to progress well. Y7/8 staff have been engaged in professional development using E AsTTle and I am confident that as staff become more and more familiar they will be even better at making accurate curriculum level judgements on student progress, the gaps in student learning, will be identified and supporting programmes developed or modified to address these needs.

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 development of 'Senior Learning HUB' is going from strength to strength and increasing numbers of students are engaged in Hub programmes that prepare them for life beyond school.

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.

2021 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.

2021 saw the continuation of an interest based learning programme called "Super Tuesday" The regular timetable was collapsed for the day (Tuesday) and Y11-13 students chose courses they had an interest in. Whilst these courses could generate credits towards NCEA, this was not the primary focus. It is more about students exploring an area of interest and going in to greater depth with the learning.

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 with particular emphasis on bringing a local context to the learning..

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 2021 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 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.

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. Covid 19 has required us to rapidly develop online learning opportunities.

The LSC, 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 continue to work hard to improve the outcomes for students.

The results for NCEA Levels 1, 2 and 3 in 2021 have again been strong particularly in the environment influenced by Covid 19. Teachers have continued to modify their programmes and approaches to offer students a better chance of success and will continue to do so for 2022 and beyond. Our emphasis for 2022 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 Analysis of Variance 2021 Report

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

Maori Achievement

An analysis of the E ASTTLE results for the junior school identified that there was a narrowing gap between the achievement of Maori students and their non-Maori counter parts. During the year the WSL group focused upon developing teacher capability in Te Ao Maori and whilst not all staff are at the same level of competency we are moving forward and Te Reo and Tikanga Maori are becoming more and more normalised in our school 😊.

The Maori perspective in the school continues 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.

2021 saw the contraction of the immersion programme with a decreasing number of students entering from the Primary schools. This has required us to adjust our targets. Those students who have continued in the programme have displayed significant growth and confidence as they aim to achieve NCEA L1 Te Reo Maori.

We will need to review our position in 2022 as I do not want to see these opportunities disappear from the curriculum at our school.

Career Education

Career education continues to be catered for in 2020. A variety of opportunities exist across the spectrum of Career education.

NAG 2 Strategic Planning, Self Review and Reporting to Parents

Strategic Planning

2021 saw the Board continuing to work on the development of a new school Charter, Strategic and Annual plan (2022 – 2025) 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 a local curriculum context are being designed to try and improve engagement and attendance and ultimately improved achievement. The Professional Development emphasis for 2021 was on increasing teacher capability in Te Ao Maori.

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 student progress and school activities and events.

Academic reporting went continues digitally in 2021 and all staff were required to report to parents via thus 'Parent Portal' which meant that it was live reporting. We are exploring other different ways to communicate with parents including electronic options.

The website and social media pages are continuing gaining to be a key source of update information and links to different aspects of school life.

2020 saw the development of a new website and the installation of bicultural signage around the school.

NAG 3 Personnel Matters

Personnel and Industrial Policies

Three new staff joined at the start of 2021. 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

Allocated Funds

The Budget for the 2021 year was set by my-self and the Board of Trustees. 2021 again saw no International Student programme due to the continued closure of New Zealand's borders. This continues to have a significant impact on the financial portfolio of the school. We will need to continue to maintain a tight financial regime and a number of initiatives aimed at reducing the financial burden to ensure the school can operate within the income level.

During the year a number of property initiatives add to the value of Waihi College.

- Archgolas added extra weather protection and provided enjoyable space for students to gather
- An Outdoor staff area enliven staff gathering spaces
- Infrastructure projects: (Electrical, Plumbing, Roofing, Interior) Upgraded learning facilities and opportunities

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.

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 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. RTLB, LSC, 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.

Inter-house competitions are 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. Covid 19 has had a significant impact upon traditional Inter-house activities such as The Talent Quest, Troupe Waihi, Stage Challenge and Spirit Days which all contribute to a wonderful relationship between staff and students and a belief that school is a fun place to be and learn. 2022 may need to have a refocus on these activities to try and build back some spirit.

NAG 6 Legal Requirements

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.

Tyler Millar was elected as the new student representative to replace Kyla Walker in September 2021.

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 Peter Tai and Austin Rattray 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

The Waihi Kahui Ako continues to develop with the focus being to increase staff capabilities around the development of place based 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 2021 the majority of our teaching and support staff have had their minds opened to the possibilities.

Alistair Cochrane
Principal