

# Annual Report - Waihi College - 2024



Name	Date term ends
Tineke Iversen	September 2025
Matthew Carden-Scott	September 2025
Scott Spicer	September 2025
Catherine Sole	September 2025
Logan Phillips	September 2025 (Resigned November 2024)
Dot Carter - Staff Representative	September 2025
Ana Whatarau - Student Representative	September 2024
Moana Magee - Student Representative	September 2025

## Statement of Variance: Progress against targets



### Strategic Goal 1:

Education and Progress. Meeting every student's educational needs, offering pathways to meet their aspiration needs.

Actions	What did we achieve?	Evidence	Reasons for any differences	Planning for next year
<p>Education and Progress. Meeting every students educational needs, offering pathways to meet their aspiration needs.</p> <p>Celebrate and recognise learning, progress and achievement.</p> <p>Future-focused pathways that cater for diverse and aspirational interests, inclusive of academic and vocational pathways.</p>	<b>Planning for 2025</b>	Staffing, budget review, alternative timetables, strategic direction, and policy.	Reflective practice and analysis of school wide student needs, with the view of Trauma informed practice and decision making, along with community voice.	Further consultation with the community to understand needs. Analysis of clientele developmental needs.
	<b>Student Wellbeing &amp; Support:</b>	Data-driven approaches, tailored learning, agency partnerships, individual support meetings, and positive school climate.	Ongoing pastoral system review. Mana Manakitanga process developed and applied across the kura. Te Ara Hou and individual pathway development with supportive measures in place for students to succeed in a way that makes sense to them.	Changes in the pastoral system to be whanau based, and further training in trauma informed understanding, to meet needs more effectively.
	<b>Academic Progress &amp; Pathways:</b>	Tracking achievement, diverse course options, enhanced careers	CAA Level 1 poor achievement noticings. CAA Level 2 & 3 great	Ongoing investigation (nationwide) in CAA L1, in how to support.

		guidance, further education support, and individualized planning.	achievements	<p>Analysis of teaching strategies from y6-11, to target potential gaps.</p> <p>Continued efforts in individualised pathways.</p> <p>Continued investigation and resourcing Year 9&amp;10 pathways.</p>
	<b>Extracurricular Enrichment:</b>	Sporting, cultural, and experiential learning opportunities.	Ensured celebration and opportunities for students to share success, building pride and capacity in our youth.	<p>Assembly to be more student lead, and focused on celebration and values based, showcasing achievement and unity. Cont. building on celebration of achievement.</p>
	<b>Recognition &amp; Celebration:</b>	Acknowledging student successes.	<p>Additions of various ways to promote success, and a wider view of this. Including social media and partnering with Gold Trust, to provide Vocational Scholarships, along with Academic.</p>	<p>Cont. building on celebration of achievement, in a more targeted way.</p> <p>Wider community educational stories to be told (via KA).</p>
	<b>Staff Development:</b>	Targeted professional learning for teachers and support staff.	Self awareness, trauma informed, behavioural vs developmental needs and growing awareness.	<p>Building on growing knowledge and developing our systems to respond.</p> <p>Kaiarahi (Dean) system to</p>

			Pastoral system overhauled, and frameworks for attending to needs developed, to promote consistency.	<p>be whanau centred.</p> <p>Tuturu resources developed.</p> <p>School TV and resources available</p> <p>Linewise internet safety measures to be put in place.</p>
	<b>Property &amp; Resources:</b>	<p>Playground development and financial partner transition.</p> <p>Student led initiative rope course.</p> <p>10YPP initiated for building health and upkeep.</p> <p>Continued battle of bathrooms and students care of these.</p> <p>Ramps and rails installed</p>	<p>Grant applied for and the playground started.</p> <p>BOT funded engineering report and support of the project.</p> <p>In accordance with OT / MOE recommendations,</p>	<p>Further grants required to continue playground build.</p> <p>Project out for tender, and grants to be applied for.</p> <p>Cyclical maintenance plan put in place.</p> <p>10YPP enacted - priorities identified and planned for.</p> <p>continued</p>
<div> <div>Evidence</div> <div>Reasons for any</div> <div>Planning for next year</div> </div>				

differences				
<p>Create a collective and collaborative culture within staff.</p> <p>Community engagement, ongoing.</p> <p>Positive Behaviour for Learning and Learning Support systems recrafted.</p>	<b>Community Engagement &amp; Partnerships:</b>	<p>Hangi events, community use of grounds (touch, football, Rippa rugby), St John's partnership, hosting various organizations (Oceana, Police, Navigators, Taiko drummers), community choir, primary school visits, Pink Ribbon Day, Lions book fair.</p>	<p>Further events catered for in 2024.</p> <p>Social Media presence streamlined and targeted audience</p>	<p>Whanau Big Day out, Gala, Production and continued partnerships with mentioned agencies.</p>
	<b>Student Recognition &amp; Celebration:</b>	<p>Prize giving/s, Top Sports Award night, Starfish awards, planning celebrations for student achievements, senior assemblies highlighting success, congratulations postcards.</p>	<p>Targeted focus on lifting pride and celebrating achievement.</p>	<p>Continued refinement of these, seeking student voice.</p>
	<b>Sporting Activities &amp; Exchanges:</b>	<p>Sports exchange mentioned directly, AIMS games, Sport Waikato data analysis, various sporting opportunities and competitions, staff encouragement to attend games.</p>	<p>Continued involvement across a range of sporting fixtures, seeking connectivity with other Colleges.</p>	<p>Continued refinement of these, seeking student voice, via Sport Waikato Rangatahi Survey. Join the Positive Vibes campaign.</p>

	<b>Cultural Experiences &amp; Exchanges:</b>	Embedding experiences to highlight our school wide journey - eg hangi, matariki, te reo. Connections through MAC conference, farewelling Japanese students, welcoming new international students, hosting Taiko drummers.	Introduction of MAC into kura, and languaging this to provide challenge and anticipation.	Developing the kaupapa to support MAC. Growing our school wide understanding of our practice and kawa. Continue to support our international program
	<b>Student Wellbeing &amp; Pastoral Care:</b>	Pastoral issues and developing wrap-around support, whanau and student hui (pathways, re-entry, enrolment, pastoral), addressing student concerns	Complete overhaul of Pastoral systems, and response to students. PLD for the whole staff around trauma informed practice.	Continue to redefine pastoral systems. Redefine our Kaiarahi job description and foci. Further PLD in trauma informed practice, and application to our systems. Huikina Mai development.
	<b>Learning &amp; Teaching Initiatives:</b>	TOD networking. Writing moderation. Surveys and data feedback Careers and pathways development Transition pathways EOTC opportunities Mana Manaakitanga development Parent interviews Responsive behaviour strategies Kahui Ako links	Further specific initiatives identified.	Continued into 2025.

	<b>House Spirit &amp; Leadership:</b>	House assemblies promotion of events.	Building of House competition.	House leaders speak at regular assemblies to promote house spirit.
	<b>Staff Development &amp; Reflection:</b>	PGC partners and hui with Principal. Wellbeing team 100 day check in with new principal PB4L re-introduction Ongoing PLD in curriculum areas, trauma informed practice.	All staff to meet with Principal. Wellbeing team to look into data for staff and students. Behaviour systems revised. Targeted PLD	PGC continued. Wellbeing team via KA to investigate further into focus groups. PB4L morphed into Mana Manaakitanga. Cont. PLD
	<b>Transitions &amp; Orientation:</b>	Year 6 visits to kura, Waka hosting Year 6 students, welcoming new enrolments and international students	Revisited transition pathways and analysis of needs coming into kura.	Continue to seek feedback from schools and students needs
	<b>Fundraising:</b>	Fundraising towards student needs.	Student voice - playground and various beautification projects	Continue in 2025
	<b>Production:</b>	The school production as a community event showcasing talent.	Raising awareness and opportunity for connection	Mama Mia
	<b>Careers &amp; Pathways:</b>	Careers evenings for various groups Visits to sites to showcase opportunities Workplace options explore	Promotion of various endeavours, encouraging partnerships with agencies and connectors	Continue in 2025

Agencies partnered with.

### Strategic Goal 3: Embracing Tikanga Māori and the Te Tiriti o Waitangi

What did we achieve?

Evidence

Reasons for any differences

Planning for next year

Building leaders and critical mass via Professional Development and Board Training.

Maori Achievement Collaborative (MAC) initiative and crafting a roadmap to normalized practice, developing culturally responsive practices

Engage with iwi and community, in both small groups and wider kura initiatives.

#### **Te Ao Māori & Cultural Immersion:**

Hangi - teamwork with community  
Whanau in kura for various sharing opportunities  
Te Ao Maori position employment  
Refurbishment of Whare Maia carvings.  
Powhiri and mihi whakatau  
New school sign carving designed.  
Goal setting for staff te reo  
Inclusive practice for international visitors  
School wide values focus

Hyper focus in this space with change of personnel. Culmination of carving project.

WC kawa laid down with new personnel.  
Consolidate school wide practices.  
Waiata focus  
Whole school wide PLD focus.  
Termly value focus and promotion of this.


#### **Wellbeing & Whanaungatanga:**

Whanaungatanga and manaakitanga for colleagues, welcoming international friends, opening blessing of playground, manaakitanga focus and resources, trauma space upliftment,

Focus in on this area as school wide practices and development.

Continued

		powhiri and connection, wellbeing conversations (maramataka lens), reflective conversations		
	<b>Learning &amp; Curriculum Development:</b>	PLD in Waitangi, Te Pumaomao PLD etc E Tipu E Rea initiative, Student Council voice, EOTC opportunities, WSL mahi (Maori whanau consultation, local connections), ToW history focus and learning, KA mahi local stories, ACCORD day meeting student needs.	Continued growth and development of staff and wider community.	Continue to develop, along with laying down protocols for WC.
	<b>Community Engagement &amp; Collaboration:</b>	Engaging with multiple organisations eg DOC, PCTI, Oceana Gold. Collaborating to craft community projects eg Community Choir, Sport Waikato and more. Recarving and reinstating our carvings for Whare Maia.	Further community engagement, with the vision of community in and out of kura.  Collaboration with our kura for bigger projects	Continue to develop
	<b>Staff Development &amp; Reflection:</b>	PLD in Waitangi and Te Pumaomao, PGC goal setting (Te Reo), reflective	Staff needs led PLD initiatives. Budget and resourcing	Continue to develop and embed

		conversations, challenge for personal wellbeing.	allocation.	
AOV link for achievement	 AOV 2024			
<div><div>How does Waihi College give effect to Te Tiriti O Waitangi?</div><div></div></div>				
<p>At Waihi College, we continue to make connections from our past, while preparing in our present and for our future selves. “Mātai ki te rangi, homai te kauhau wānanga ki uta, ka whiti he ora”. Look beyond the horizon, and draw near the bodies of knowledge that will take us into the future. (Te Mātaiaho 2023).</p> <p>At Waihi College we acknowledge and give effect to Te Tiriti o Waitangi. We actively seek to embody the spirit of the treaty, to engage and promote the principles - partnership, protection and participation of Te Tiriti O Waitangi.</p> <p>We review our cultural responsiveness as part of our annual practices. We recognise our Hauraki mana whenua, and contributing Iwi, and we ensure that Maori are succeeding as Maori.</p> <p>Te Tiriti and its principles (as articulated by the Courts and the Waitangi Tribunal) set out obligations from the Crown and Maori, that guide how tangata Tiriti and tangata whenua can love together with mutual respect.</p> <p>The key principles include rangatiratanga, partnership, participation, active protection, equity and opportunity. They provide for the active protection of taonga, including te reo Maori, tikanga Maori, and matauranga Maori, and enable fair and equitable educational process and outcomes for Maori and for all akonga.</p>				
Statement of compliance with employment policy				

Assurance of being a good employer, please see school docs for further information.

### **Employment Policy**

The board of Waihi College complies with the principle of being a **good employer**, as required by the Education and Training Act 2020 (s 597). We implement this Employment Policy and associated policies to comply with being a good employer and we report on our compliance in our annual report.

Waihi College supports the fair and proper treatment of staff members in all aspects of their employment, and builds employment relationships that are based on **good faith**. We comply with employment legislation and regulations, and all relevant employment agreements.

The board takes all steps, so far as is reasonably practicable, to meet its primary duty of care obligations to ensure good and safe working conditions for all staff. See **Primary Duty of Care**.

To support our responsibilities as a good employer, we:

- aim to provide equal employment opportunities for all staff members – see **Equal Employment Opportunities**
- employ appropriately qualified staff members through a fair appointment process – see **Appointment Policy**
- ensure that the school is appropriately staffed and that we give effect to the conditions of all relevant employment agreements – see **School Staffing**
- ensure that all staff members maintain proper standards of integrity, conduct, and concern for the public interest, and the wellbeing of students attending our school – see **Staff Conduct**
- have a fair and consistent performance management process – see **Performance Management**
- provide opportunities for professional development to meet identified needs – see **Professional Development**
- have set processes for ending employment that comply with employment agreements and the requirements of the Employment Relations Act 2000

– see **Ending Employment.**

The board makes our employment policies available to staff.

The Board of Trustees can attest to meeting the obligations of policy, including providing equal opportunities for all.

We strive to recognise and promote professional learning opportunities for our practitioners to hone their skills and develop pedagogical and curriculum knowledge, in order to deliver a high level of educational and holistic, opportunities

#### [Financial Statements](#)

#### Special and Contestable Funding

### KIWISPORT FUNDING

Waihi College utilise the Kiwisport funding by employing a Sports Co-operator to drive and facilitate sporting opportunities outside of regular school hours. Some of her duties include:

Programme Development – To design and plan sports programmes and activities tailored to the needs and interests of students.

Event Management – Organising and overseeing sports events, competitions and tournaments.

Training and Coaching – Coordinating training sessions, organising coaches and managers

Resource Management – Managing budget, equipment and facilities to ensure all necessary resources are available for sports activities.

Transportation – Arrange transport for participants to and from sports events and training sessions

Administrative Duties – Handling paperwork, maintaining records and communicating with parents, participants and stakeholders.

To ensure that students have access to various sports and physical activities.