

WESTERN SPRINGS COLLEGE
PRINCIPAL'S ANNUAL REPORT

2007

This report covers the period 1 January, 2007, to 31 December, 2007, and gives details of:

Student Roll
Academic Achievement / Analysis of Variance
Annual Plan Implementation
Personnel: Appointments, Awards & Farewells
Financial Management
Property Management
Co-Curricula Events
Future Directions
Acknowledgements

Student Roll

The school roll on 1 March, 2007, was 947, with an additional 38 full-time equivalent international fee-paying students. The ethnic composition of the student population was Pakeha 65%, Maori 16%, Pacific 10% and Asian 3%. The gender ratio was male students: 60%; female students: 40%. The school was notified that its decile 7 rating has been revised to decile 8 for 2008.

TABLE 1:WSC (1 MARCH) ROLL: 1999 – 2007

1999	2000	2001	2002	2003	2004	2005	2006	2007	(2008)
645	600	602	584	633	777	877	911	947	(1043)

TABLE 2: WSC YEAR 9 (1 MARCH) INTAKE: 1999 – 2007

1999	2000	2001	2002	2003	2004	2005	2006	2007	(2008)
140	136	126	145	168	239	238	204	211	(248)

Since 2006 the Board of Trustees has administered an enrolment scheme to limit out-of-zone enrolments and control the rapid, 50% roll growth which has occurred during the last four years. The intention has been to maintain the roll within an optimum range of 850–1,000 students, a guideline established through consultation with the school community. Out-of-zone enrolments for 2007 were restricted to 60 students at year 9 level, resulting in a total roll of 947 exclusive of the international students.

Academic Achievement

Scholarship

For the second consecutive year WSC students have enjoyed impressive successes in the New Zealand Scholarships examinations with a total of 20 scholarships achieved across 12 subjects:

English	6	History	3	Music	1
Chemistry	1	Media Studies	2	Geography	1
Biology	1	Classical Studies	1	Physics	1
Visual Art	1	Calculus	1	Statistics	1

The highlight was the achievement of Lawrence May who gained an *Outstanding Scholar Award*. The individual recipients were:

Lawrence May in English (Outstanding), Media Studies (Outstanding) and History. Lawrence's achievements have earned him an *Outstanding Scholar Award* worth \$5,000 each year for three years of anticipated undergraduate study.

Hannah Clark in English (Outstanding) and History

Paolo Edgerton-Bachmann in Chemistry and Calculus

Nicole Edmond in Visual Arts and Media Studies

Wasan Forsyth in English

Adam Jarvis in Physics and Statistics

Thomas Joychild in Biology and History

Nicholas Pearson in English and Geography

Harry Peirse in Music

Kate Peirse-O'Byrne in English and Classical Studies

Thomas Wilson in English

NCEA Results

Western Springs College can once more take pride in its outstanding NCEA results, which matched the excellent results achieved in 2005 and 2006.

2007 NCEA Results: National and Same Decile Schools Comparisons

% Roll Achieving Qualifications	Year 11			Year 12			Year 13		
	WSC	NZ	Decile 7	WSC	NZ	Decile 7	WSC	NZ	Decile 7
Level 1	83.0	62.6	68.2						
Literacy Standard	88.7	76.9	81.0						
Numeracy Standard	95.8	84.6	88.1						
Level 2				82.8	64.9	69.0			
Level 3							67.2	53.9	57.3
University Entrance							72.3	50.7	53.5

Findings

- **WSC's Level 1 pass rate of 83.0%** exceeded the national average by 20.4%, the same decile school average by 14.8% and **ranked second in New Zealand for all 29 decile 7 state single sex and coeducational schools combined.**

- **WSC’s Level 1 numeracy pass rate of 95.8%** exceeded the national average by 11.2%, the same decile school average by 7.7% and **ranked second in New Zealand for all decile 7 state secondary schools.**
- **WSC’s Level 2 pass rate of 82.8%** exceeded the national average by 17.9%, the same decile school average by 13.8% and **ranked second in the country for all decile 7 state secondary schools.**
- **WSC’s University Entrance pass rate** exceeded the national average by 21.6%, the same decile school average by 18.8% and **ranked second in New Zealand for all decile 7 state secondary schools.**

Main Overall Findings

As in 2005 and 2006, when rankings are aggregated and averaged for all six indicators, **Western Springs College**, compared with all 29 state decile 7 schools (single sex and coeducational combined), **ranked second in New Zealand behind Nelson College for Girls.** Again, as in the two previous years, Western Springs College was the top decile 7 coeducational secondary school in New Zealand.

It is interesting to note that both of these rankings remain unchanged when Western Springs College is compared to all state decile 8 schools in New Zealand; that is, in this instance, WSC was second behind another girls’ school, Napier Girls’ High School, and was the top ranking coeducational school.

Again, as in 2005 and 2006, a **local comparison** with the four adjacent state secondary schools, which have historically recruited students from the area now zoned for Western Springs College, shows that for all significant indicators WSC pass rates are superior overall. This finding continues to have major significance for WSC’s strategic drive to become the first choice secondary school for a large majority of families living in the home zone.

Gender Analysis

2007 NCEA: WSC/National Decile 7 Gender Comparisons

(Pass Rates in Percentages)

	WSC Males	NZ Males	WSC Females	NZ Females
Level 1	77.7	63.1	89.0	72.7
Level 2	79.5	62.9	85.2	74.2
Level 3	61.4	49.6	77.5	63.1
U. E.	65.2	47.0	84.0	58.4

Findings

1. WSC female student pass rates exceed those of WSC male students as follows:

Level 1:	11.3%	(9.6%)
Level 2:	5.7%	(11.3%)
Level 3:	16.1%	(13.5%)
U.E.:	18.8%	(11.4%)

The national differentials are shown in brackets.
2. **WSC female students** have achieved pass rates which exceed the NZ female student pass rates by a greater percentage margin than WSC male students exceed NZ male student pass rates for Level 1 (F:16.3%; M: 14.6%), Level 3 (F:14.4%; M:11.8%), and U.E. (F: 25.6%; M:18.2%).

3. However, **WSC male students** exceeded the national male Level 2 pass rate by a greater margin than that achieved by WSC female students for Level 2 (M:16.6%; F: 11.0%). WSC male student pass rates exceeded the national decile 7 school male pass rates by at least 12 % for all four measures.
4. **It is particularly noteworthy that, if comparisons are made between WSC female students and students from the two top decile 7 and 8 girls' schools, female students at Springs out perform the students at these two schools for Level 1, Level 2 and University Entrance; and Level 3 in the case of the decile 7 school.**

Ethnic Group Analysis

All Ethnic Groups NCEA Levels 1-3; UE: 2007

%	Level 1 Pass	Level 2 Pass	Level 3 Pass / UE Pass
All	83	83	67 / 72
European	90	92	78 / 84
Maori	73	82	71 / 76
PI	52	50	58 / 58
Asian	50	59	29 / 29

Maori Student Achievement

Rumaki & Mainstream Maori Students Enrolled at 1 July NCEA Results, 2007

UE Pass Rate

	Male	Female	Total
Rumaki Maori	1/2 (50%)	3/4 (75%)	4/6 (67%)
Mainstream Maori	3/5 (60%)	6/6 (100%)	9/11 (82%)
All Maori Students	4/7 (57%)	9/10 (90%)	13/17 (76%)
All Students	65%	84%	86/119 (72%)

Level 3

	Male	Female	Total
Rumaki	1/2 (50%)	3/4 (75%)	4/6 (67%)
Mainstream Maori	3/5 (60%)	5/6 (83%)	8/11 (73%)
All Maori Students	4/7 (57%)	8/10 (80%)	12/17 (71%)
All Students	61%	77%	80/119 (67%)

Level 2

	Male	Female	Total
Rumaki	8/8 (100%)	5/7 (71%)	13/15 (87%)
Mainstream Maori	9/13 (69%)	6/6 (100%)	15/19 (79%)
All Maori Students	17/21 (81%)	11/13 (85%)	28/34 (82%)
All Students	79.5%	85%	167/203 (82%)

Level 1

	Male	Female	Total
Rumaki	6/7 (86%)	3/4 (75%)	9/11 (82%)
Mainstream Maori	9/13 (69%)	4/6 (66%)	13/19 (68%)
All Maori Students	15/20 (75%)	7/10 (70%)	22/30 (73%)
All Students	78%	89%	175/212 (83%)

Findings

- Pass rates for University Entrance, Level 3 and Level 2 indicate that Maori students are succeeding at levels better than (UE & Level 3) or comparable with (Level 2) WSC students overall.
- Rumaki Maori pass rates are such that only two students at each level failed to gain certification for NCEA.

(See Analysis of Variance: Learning Targets 6-8 below for further information.)

Pacific Island Student Achievement

While Pacific Island student pass rates were 50% or higher at all levels, and the Level 1 pass rate represented a 22% improvement on the 2006 results at this level, there would appear to be capacity for yet further improvement.

(See Analysis of Variance: Learning Targets 9-10 below for further details.)

Analysis of Variance for the Year Ended 31 December, 2007

Learning Target 1

WSC students will attain an 80% pass rate for Level 1.

Rationale

The benchmark statistics used to calculate expectations – the Year 9 PAT Reading Comprehension results – indicated that the 2007 Year 11 cohort was matched more closely with that of 2005 than that of 2006. Accordingly, the 2007 target was set at 80%, 7% higher than the pass rate achieved in the previous year.

Previous WSC Level 1 Results:

2002: 66%

2003: 67%

2004: 66%

2005: 82%

2006: 73%

Outcome

In 2007, the Level 1 pass rate for WSC was 83%, second in New Zealand for a decile 7 state secondary school.

Analysis

The pass rate of 83% is the highest achieved by WSC Year 11 students since the introduction of NCEA in 2002. It includes a female student pass rate of 89%.

Evaluation

There is evidence that the planned intervention for 2007 of focusing learning support in particular on Year 11 students, and especially on targeted Pacific students, has been reflected in the outstanding pass rate achieved. For example, the Pacific student Level 1 pass rate improved by 22% compared to that of 2006.

Once more a paucity of near-miss students indicates that close tracking of student achievement during the year on the part of subject teachers, deans and academic directors, and regular communication with home on behalf of students not meeting deadlines for internally assessed work and homework tasks, helped ensure that virtually all students with the potential ability to attain 80 credits by the end of their third year of secondary education did so.

Interventions for 2008

There has been a call for all department heads to monitor closely the performance of students at risk of failing to gain the requisite number of credits expected for each subject. Such monitoring is expected to ensure that all subject teachers make early referrals to learning support staff at the first evidence of inadequate performance.

2008 Target

WSC students will match the pass rate of the 2007 cohort (83%) for Level 1 NCEA.

Learning Target 2

WSC students will achieve an 80% pass rate in NCEA Level 2 in 2007.

Rationale

This cohort (Year 11 in 2006) had achieved the pass rate of 73% for Level 1 certification.

Previous WSC Level 2 pass rates:

2003	55.5%
2004	61.6%
2005	72.5%
2006	81.0%

Outcome

In 2007 the Level 2 pass rate for WSC students was 82.8%.

Analysis

The WSC pass rate (82.8%) compares very well with the national average (64.9%) and the average for decile 7 schools (69%), ranking second in New Zealand among decile 7 state secondary schools.

Evaluation

The achievement of sustaining an annual improvement in Level 2 pass rates was particularly commendable given the comparatively weak performance of this cohort at Level 1 in the previous year.

In this regard there must once again be recognition of the notable input of the Year 12 academic director, Ali Geursen, who ensured that students were closely monitored

and guided at critical points during the year. Department heads and subject teachers also deserve commendation for their dedicated efforts to ensure student success.

2008 Target

WSC students will achieve an 85% pass rate for NCEA Level 2 in 2008.

Learning Target 3

WSC students will attain a Level 3 pass rate within 5% of that for University Entrance.

Rationale

In recent years (2005-2006), there has been a significant difference in the WSC results for Level 3 and UE compared to schools nationally: WSC students have ranked much higher for UE than for Level 3; in New Zealand, the pattern has been reversed.

A policy of encouraging Year 13 students to prioritise attainment of a Level 3 pass has developed because a Level 3 pass is a prerequisite for entry into some university degree courses. In practice, the policy has involved seeking to influence the goal setting of year 13 students, and monitoring their Records of Learning closely, especially with a view to intervening at the point when there was evidence that individual students were at risk of not achieving a Level 3 pass.

Outcome

In 2007, the WSC Level 3 pass rate improved from 65% in 2006 to 67.2%. Correspondingly, the UE pass rate improved marginally from 71.9% to 72.3%. As a result the targeted margin of 5% was attained.

Analysis

The 2007 results continue the trend of closing the gap between Level 3 and U.E. pass rates for WSC students. Nevertheless, the situation holds whereby both national and decile 7 pass rates for Level 3 exceed those for University Entrance, whereas, by contrast, WSC's U.E. pass rate remains significantly higher than its Level 3 pass rate.

Comparison of 2007 Level 3 and U.E. Pass rates

	WSC	NZ	Decile 7
Level 3	67.2	53.9	57.3
University Entrance	72.3	50.7	53.5

Evaluation

While survey information indicates that WSC Year 13 students do place a higher value on University Entrance, another explanatory factor to emerge is that many international fee-paying students at WSC are entered for fewer than the normal five Level 3 subjects, making it more difficult to pass the requisite 60 credits for Level 3 certification.

Interventions for 2008

The newly appointed Year 13 academic director will focus on the supervision of the setting and attainment of students' learning goals.

2008 Target

WSC students will attain a Level 3 pass rate within 5% of the UE pass rate.

Learning Target 4

WSC students will exceed national and same decile school pass rates at the level of excellence and merit across Levels 1-3.

Rationale

It was anticipated that the importance of grade quality would be given tangible recognition with the introduction of Certificate Endorsement by NZQA during 2007. As a result of this innovation students are now able to attain Endorsement with Excellence through the achievement of at least 50 credits at the level of Excellence, or Endorsement with Merit through achieving 50 credits at the level of Merit or Excellence.

Outcomes

WSC Certificate Endorsements: 2007

%	Merit			Excellence		
	WSC	NZ	Decile 7	WSC	NZ	Decile 7
Level 1	24.5	17.5	20.1	7.1	4.2	4.3
Level 2	15.3	12.3	12.9	3.0	2.9	2.4
Level 3	22.7	11.1	11.6	3.4	2.3	2.2

Level 1 Analysis

- 31.6% of WSC Level 1 students gained certificate endorsement for Excellence or Merit in 2007 (compared to 21.7% nationally).

Level 2 Analysis

- In 2007, WSC Level 2 students exceeded national and same decile school pass rates for Merit and Excellence.

Level 3 Analysis

- The WSC Level 3 certificate endorsement rate for Excellence and Merit combined was double the national average in 2007.

Evaluation

The performance of WSC Level 1 and Level 3 students at the level of Excellence and Merit is exceptionally pleasing. The comparatively less impressive performance of students in the Level 2 cohort is consistent with their Level 1 Merit and Excellence results in 2006, which in turn had been anticipated on the basis of the relatively weaker 2004 Year 9 PAT Reading Comprehension results for the same cohort.

Interventions for 2008

1. Senior and middle managers will promote the goal of Certificate Endorsement, highlighting its significance as an entry criterion for an increasing number of tertiary courses.
2. All department heads will be encouraged to set Excellence and Merit pass rate targets for individual students at each level of their curriculum area, a practice currently carried out by only some departments. These targets will be communicated to the year level academic directors so that they are able to negotiate ownership of these expectations on the part of the students.

2008 Target

WSC students will exceed national and same decile school pass rates at the level of excellence and merit across Levels 1-3 by 10%.

Learning Targets 5-7

Maori Student Retention & Achievement

- Maori students will be represented across years 11-13 in proportion to their numbers in the junior school and at a level matching retention for all students.
- Maori students' Level 3 and UE pass rates will match those for all students at this level.
- Maori students' pass rates for externally assessed standards compared to those for internally assessed standards will match those for all students.

Rationale

The fifth learning target pertaining to Maori student achievement recognises the importance of students at least completing Year 12 and leaving school with a Level 2 NCEA certificate or preferably completing Year 13 and attaining Level 3 and University Entrance qualifications.

The emphasis on Level 3 and UE in the sixth learning target reflects the priority given the latter goal.

A concern about comparatively low pass rates on the part of Maori students in the externally assessed standards has been reported by department heads. Success at university or polytechnic institutions demands an ability to excel in both internal course assessments and in examinations.

Learning Target 5

Retention

Outcomes and Analysis

WSC Maori Students As A Percentage Of The 2007 & 2006 Year 11-13 Cohorts

	2007	2006
Year 11 (Level 1)	30/212:14%	41/224:18%
Year 12 (Level 2)	34/203:17%	20/147:13.5%
Year 13 (Level 3)	17/119:14%	12/114:10.5%

The retention rate for the transition of all Year 11 students (2006) to Year 12 (2007) was 90% (203/224); the rate for Maori students was 83% (34/41).

The retention rate for Maori students from Year 12 to Year 13 in 2007 was 85% (17/20) compared to 81% (119/147) for the whole cohort.

Evaluation

The retention rates for Maori students in the senior school are comparable with those for all students. The retention of an additional 3 Maori students in the transition from Year 11 to Year 12 would have given a rate equivalent to that for all students; the retention of Maori students for Year 13 was higher than that for all students. The 2006-2007 retention rates for Maori students represent an improvement compared to the 2005-2006 rates.

Learning Target 6

Achievement

Outcomes and Analysis

The 2007 NCEA pass rates for Maori students were superior to those for all students for University Entrance (Maori:76% - All Students:72%) and Level 3 (Maori:71% - All Students:67%), equivalent for Level 2 (82%:82%), and 10% lower for Level 1 (Maori:73% - All Students:83%). There are no significant patterns evident when comparisons are made between the achievement of Rumaki and mainstream Maori students.

Evaluation

- There are no significant differences overall between the achievement of Maori students and all students at WSC.
- The learning target for Maori achievement in Level 3 and UE was exceeded.

Learning Target 7

Externally Assessed Standards

Outcomes and Analysis

A survey of the data for externally assessed achievement standards across Levels 1-3 indicates large discrepancies between Rumaki students and all students when pass rates are compared. These discrepancies are especially striking when it is noted that they virtually disappear altogether when comparisons are made for all standards. (See Learning Target 6 above, and **Maori Student Achievement**, pages 4-5.)

Evaluation

It would appear that Maori student achievement at WSC relies to a very large extent on performance in internally assessed standards. Given the rationale for this learning target outlined above, it is imperative that solution-oriented interventions are designed to address the problem.

New Interventions

Subject teachers, department heads, learning centre staff, academic directors and deans will adopt a coordinated approach to providing targeted learning support for Maori students in the areas of revision for examinations and examination techniques.

2008 Targets

The learning targets will be retained for 2008. One could argue that targets 5 & 6 have become redundant because the retention and achievement data indicates that differences are now negligible. The inclination to retain the targets owes much to a desire to further entrench the recent gains by maintaining a continued focus of concentration on them, thereby precluding any undue complacency.

Learning Targets 8-9

Pacific Student Retention & Achievement

- Pacific Island students will be represented across years 11-13 in proportion to their numbers in the junior school and at a level matching retention for all students.
- Pacific student achievement will match overall student achievement in NCEA Levels 1-3.

Rationale

The learning targets pertaining to Pacific student retention and achievement in the senior school reflect the school mission statement goal of preparing all students for transition to tertiary education.

Outcomes and Analysis

The WSC Pacific Island student population has remained stable in the area of 10-11% during recent years.

WSC Pacific Students As A Percentage Of The 2007 Years 11-13 Cohorts

Year 11 (Level 1)	28/212: 13%
Year 12 (Level 2)	21/203: 10%
Year 13 (Level 3)	13/119: 11%

- The data indicates that the retention rate for the transition of all Year 11 students (2006) to Year 12 (2007) was 90% (203/224); the rate for Pacific students was 91% (21/23).
- The retention rate for Pacific students from Year 12 to Year 13 in 2007 was 100% (13/13) compared to 81% (119/147) for the whole cohort.

Evaluation

These outcomes represent notable success for the school's efforts to retain Pacific Island students in the senior school. The Year 13 retention success was particularly pleasing given that this was a problematic area in 2006. As a result it has been decided that this learning target has become redundant, although the need for continued close monitoring of Pacific student retention rates is also acknowledged.

WSC NCEA Results: 2007 Pacific Student Achievement

Level 1

	Male	Female	Male & Female
Pacific	53%	52%	52%
All	78%	89%	83%

Level 2

	Male	Female	Male & Female
Pacific	46%	57%	50%
All	80%	85%	83%

Level 3

	Male	Female	Male & Female
Pacific	60%	50%	58%
All	61%	76%	67%

UE

	Male	Female	Male & Female
Pacific	60%	50%	58%
All	65%	84%	72%

Evaluation

The most encouraging result was at Level 1 where there was a 20% improvement in the pass rate for certification. This may be attributed to a large extent to the concentration of learning support at the level of Year 10 in 2006 and Year 11 in 2007. Nevertheless, there remains a significant gap when the achievement of Pacific students is compared to the Level 1 and Level 2 cohorts as a whole.

In 2007 the smallest achievement gap was for Level 3 certification where there was a single figure differential. There were some impressive results for individual students at this level which have strengthened the resolve to encourage as many Pacific students as possible to enter tertiary institutions in the future.

Factors which contributed to these positive developments during 2007 were the increased attendances at the Pacific homework centre, closer links with the learning centre, and the strengthening of a more active and supportive parent network through regular fono (meetings); the latter development facilitated organisation of the highly successful Po Fia Fia and Pacific Prizegiving events which benefited from full parent and community support.

Interventions for 2008

The WSC Pacific student achievement plan for 2008 will place particular emphasis on the following strategies:

- Closely monitoring attendance and following up on absences
- Facilitating liaison among subject teachers, house deans, academic directors and parents in relation to the monitoring of senior students' academic progress
- Early responses to work completion and non-achievement problems
- Continued concentration of learning support on Year 11 students
- Focusing guidance on the destination of the Year 13 leavers
- Closely monitoring the progress of junior students
- Targeting Years 9 & 10 students in need through the literacy and numeracy programmes
- Maintaining improved attendance at the Pasifika homework centre

2008 Targets

1. Pacific student pass rates will improve at all levels in 2008.
2. 90% of WSC Pacific students leaving after completion of Level 2 or Level 3 will make the transition to tertiary education.

Strategic Plan / Annual Plan Goals: An Evaluation of Progress in 2007

Goal 1

Attain high standards of student achievement consistent with the academic potential of our students.

Diversify and broaden the curriculum to cater for the needs, abilities and interests of all students

2007 saw the teaching for the first time of Level 3 French and Economics, and the successful introduction of a more practically oriented Level 1 Hard Materials (Technology) course.

A significant innovation was the offering of the **Gateway programme** which is designed to provide students with a workplace learning experience for one day per week. Workplace placements were provided in the following industries: electrical; construction; automotive; retail; sport and recreation; early childhood education; hospitality; office administration; and equine. Students were able to achieve approximately 10 credits for Level 2 or Level 3 industry-based standards.

The vast majority of the 30 students (15 Year 12s; 15 Year 13s) who participated in the programme were male, that is, 24/30. The ethnic composition of the group was: 50% European; 27% Pacific; 20% Maori.

By the end of January, 2008, five of the students had gained full-time employment, five had enrolled for tertiary courses, five had taken up apprenticeships (in the construction and electrical engineering industries), and thirteen had decided to return to school in order to gain further qualifications.

Outcomes reported by the students included being able to explore personal industry/career interests, gaining new skills and qualifications and developing a positive attitude towards and awareness about future career prospects.

The retention for 2008 of all 13 employers involved in the programme along with the recruitment of additional employers offers the prospect of continuing success for Gateway at WSC.

Use of assessment data to analyse and evaluate student achievement across all levels.

The most significant school development in this area was the initiative undertaken by the Learning Centre staff in term four to introduce the **asTTle diagnostic assessment programme** for use in the junior school. In partnership with a Team Solutions facilitator the core subject department heads agreed to take a lead in the use of this assessment instrument with designated Year 9 core classes.

This development represented a very timely and tangible response to **the 2007 ERO Review Report recommendation** in September calling for “ *senior managers, heads of department and teachers to increase the use of externally referenced data*”

collection, analysis and reporting about Year 9 and 10 student achievement to assist the board with robust comparison and better inform governance decision making.” An associated development was the most welcome offer to WSC of the opportunity for participation in the Ministry of Education-resourced and Team Solutions-led ***Assessment to Learn (AtoL) contract*** in 2008. As a result it was decided to make formative assessment the main staff professional development theme for the year ahead.

Following their usual, close analysis of course assessment information department heads continued to show expertise in the design of revised and restructured courses, often using a combination of achievement and unit standards to meet the needs of students at risk of not achieving.

There has continued to be close reference to assessment data in the analysis of Maori and Pacific Island student achievement and the selection of strategies designed to address identified learning barriers. (See the Analysis of Variance, pages 9-12 above.)

As reported in 2005 and 2006, subject teachers, deans, academic directors and senior managers have continued to monitor student progress in internally assessed standards throughout the year and provide guidance for students and parents. Records of Learning were mailed to families at the beginning of terms 2, 3 and 4 to be discussed at the parent / teacher interviews which followed.

Plan, resource and implement initiatives to improve literacy and numeracy levels and to enhance learning capacities, by targeting:

- a) students at risk of not achieving;***
- b) students with special learning needs;***
- c) students who are gifted or talented.***

Over 400 WSC students accessed learning support at **the learning centre** during 2007. The majority of these students were self-referred, often encouraged by peers, and often making repeated contact as problems recurred; they included more than half of the Year 11 cohort and a large proportion (40%) of the Year 13 students.

Students are empowered by the learning centre teachers through being equipped with strategies to better manage their own learning. This action planning approach involves setting specific goals and tackling task completion systematically, thereby developing the personal organisational skills needed for academic success. Goals may range from reaching the standard required for a particular subject assignment, acquiring the study skills to prepare for examinations, to coping with classroom learning requirements.

Year 9 and 10 literacy and numeracy withdrawal groups were again assisted by the specialist teachers assigned to this work. Senior students needing additional assistance to meet the Level 1 or Level 2 literacy standards also benefited from specially assigned extra teaching.

Literacy levels were again enhanced through the effectively managed Peer Reading programme. Year 13 students volunteered to use their study blocks to undertake training and tutor the Year 9 students identified as most in need of help with their reading.

The inclusive philosophy, which has traditionally guided provision for **special needs students** at WSC, resulted in the mainstream core class placement of six high needs (ORRS-funded) students in 2007.

Careful needs assessment was carried out in close liaison with parents, former teachers and specialist community organisations as appropriate. Individual student progress in relation to Individual Education Plans (IEPs) was supervised by a key worker allocated by the Special Needs Staff Support group and led by the two specialist Special Needs department teachers who were responsible for ensuring liaison with subject teachers concerning learning needs and recommended teaching strategies. Mainstreaming was also facilitated by a team of teacher aides individually assigned to the students.

Moderate needs students also received teacher aide support as resourcing allowed; many received assistance for assessments (in the form of a reader, writer, lap top or extra time).

In 2007, a number of special needs students benefited from the successful introduction of the ASDAN programme: the programme was largely delivered through Duke of Edinburgh Award activities involving challenges designed to develop self management and independent learning skills.

The special needs of gifted and talented learners were catered for through a variety of curriculum-specific, cross-curricula and extra-curricula programmes. These were delivered through a combination of acceleration (in Mathematics, Music, English, Languages), extension (in English, Mathematics, Science, Music, Media Studies; Business Studies) and withdrawal (a new cross-curricula differentiated programme – *Chaos versus Disorder*; Mathematics).

Curriculum-based extension activities included:

- Mathematics: *Maths Uncensored* magazine publication; national competitions; Year 9 & 10 withdrawal extension groups;
- English: differentiated units of work; Writers' Club; College Herald; speech and writing competitions; debating;
- Music: Year 10 composition software-based programme;
- Science: project work; Crest; MOTAT facilitators programme;
- Media Studies: Film Society competitions; Junior Arts Festival screenings; Year 12 & 13 excellence-level student film evenings;
- Te Reo Maori: Manu Korero regional speech competitions; Auckland Secondary Schools' and Te Ahurea Cultural Festivals; Ngarimu national essay writing competition
- Arts: Junior Arts Festival; school production; Stage Challenge; Sheilagh Wynn Shakespeare Competition; theatresports; comedy festival;
- Business Studies: Year 10 Advanced Investment Analysis simulation;
- Social Sciences: differentiated units of work; Asia-wide competition.

Philosophy (Years 9 & 10) and Sports Academy (all levels) courses were offered to selected students within the option subject structure.

Improvement of the retention and achievement levels of Maori students

(See the Analysis of Variance section of this report, and, in particular, Learning Targets 5-7 on pages 9-11.)

Improvement of the retention and achievement levels of Pacific Island students

See the Analysis of Variance section of this report, in particular, Learning Targets 8-9 on pages 11-12.)

Integrate the pedagogies featured in the professional development programme into course planning and classroom teaching practice

The department schemes of work now have in common a statement of pedagogy to varying degrees sourced in the teaching and learning approaches and strategies promoted through the WSC staff professional development programme in recent years.

During the year elective workshops featuring these pedagogies were planned and presented by the staff professional development committee to provide for the induction of new staff and as refreshers for existing staff.

These developments were again reinforced by the notable work of the **Specialist Classroom Teacher** who has been highly effective in promoting the professional growth of both beginning and experienced teachers. Through observing teachers and giving feedback, demonstrating best practice in her own classroom, leading small group discussions, and sharing resources and strategies, the SCT has been able to promote reflective practice and the adoption of effective teaching practices.

A major and very successful undertaking in term three was a six week programme involving the hosting of 22 teachers of English from China by our teachers of English and Media Studies. This was a mutually rewarding experience.

There is clear evidence that all departments within the school and a large majority of the teachers within those departments are making regular use of WSC's **ICT resources**. The two computer suites and the pods in the art, music, technology and media studies curriculum areas and in the library are frequently used. The acquisition of increasing numbers of projectors for the classrooms has witnessed a large increase of the use of laptops and projectors in classrooms.

The ICT lead teachers' group made considerable progress with the development of the WSC intranet in 2007. The social studies department in particular has benefited from this work. Physical Education, Science and Social Studies have all made significant progress in using the intranet for providing student learning resources and activities; the English department has begun to move in this direction; and the Mathematics department has made accessible some of the junior course work in that subject.

Evaluate time out of class as a barrier to learning and achievement.

Attendance Report: 2007

	Male	Female	Male & Female
Year 9	93.5	93.8	93.6
Year 10	93.3	92.6	93.0
Year 11	95.0	94.0	94.6
Year 12	93.4	92.5	93.1
Year 13	94.7	93.4	94.2
All Students	93.9	93.2	93.6

Ethnic Group Attendance Rates

Asian	94.0
European	94.0
Maori*	92.4
Pacific Island	93.1

* Rumaki 93.0

Findings

- The overall attendance rate was 0.4% short of the whole school target of 94%. (A 6% attrition rate is traditionally allowed for sickness and other excusable absences.)
- The Year 11 and Year 13 rates exceeded the targeted level.
- The WSC absence rates are less than half those for same-decile schools.
- Overall, male attendance was better than female attendance, discounting attendance as a contributory cause of student achievement gender differences.
- The focus for 2008 needs to be on raising Maori and Pacific attendance rates, in particular, for mainstream Maori students who were nearly 2% below target in 2007. This will involve a concerted and coordinated approach, especially on the part of the deputy principal responsible for attendance data, the academic directors, deans and middle managers responsible for Maori and Pacific achievement.

School-Related Absences

In response to staff concerns about irregular attendance on the part of some students because of school-related activities – irregular attendance had been cited in a number of the 2006 and preceding annual department reports as a key learning barrier – and following staff-wide consultation concerning the impact of fieldtrips, leadership / personal development programmes and cultural / sports activities, it was decided to implement the following procedures from 2008:

1. All events requiring students to be exempted from normal timetabled lessons must be notified to and approved by the deputy principals by November, and communicated to all staff in the form of the official school calendar before the end of term four each year.
2. Students will be informed that they will be required to meet the target of 90% attendance in each subject inclusive of personal and school-related events.
3. Students and parents will be informed at the end of each term if attendance is below target. Deans and academic directors will intervene in order to assist students address any relevant issues.

Ensure that students requiring learning support, especially for NCEA, are managed using a fair process.

In the aftermath of considerable concern expressed in 2006 by some parents of special needs students about the implications of changes introduced by NZQA for resourcing assessment assistance, the head of the Special Needs department and the deputy principal responsible for liaison with NZQA collaborated with positive effect to the extent that parental concerns were addressed satisfactorily.

Goal 2

Identify and address school development issues through a cycle of reviewing, planning, implementation, evaluation and reporting.

Identify strategic issues for school development.

Ongoing reviewing and dialogue within the school community concerning school improvement involving trustees, staff, parents and students has resulted in the following issues being highlighted in the school's strategic plan:

- continuing to do everything possible to ensure high standards of student achievement;
- maintaining a particular focus on what is required to promote Maori and Pacific student achievement;
- ensuring rigorous adherence to the school development processes of reviewing, planning, implementation, evaluation and reporting;
- focusing on the development of facilities which provide an optimum physical environment conducive to high quality student learning experiences;
- putting in place an enrolment policy which meets the needs of the local community and all families currently belonging to the school community;
- working towards environmentally sustainable practices in all areas of school life

Analyse and evaluate school review data.

The 2007 Education Review Office review report for WSC has been widely recognised as an outstanding report. Findings highlighted in the **ERO report** are:

- the outstanding NCEA results in 2005 and 2006;
- the very high achievement of Maori students in Nga Puna O Waiorea
- the positive relationships between students and teachers
- the very good teaching practice
- the holistic development of students, including the increased sporting opportunities
- the responsiveness of the senior managers and staff to self-review
- the clear direction for the college provided by the board of trustees
- the inclusive philosophy of education, the celebration of difference, and the promotion of a strong sense of community

The ERO report made one recommendation for further school development: see page 13 above for the text of the recommendation and an account of the school's response to date.

While the biennial **Quality of Service Delivery survey** undertaken in September and October indicated high satisfaction levels among parents, students and staff, a number of issues were identified for school improvement and subsequently incorporated into the 2008 annual plan:

1. the need to review and upgrade the school website information service
2. the need to review school-home communication policy and procedures
3. the need to improve provision for students during wet, cold winter weather
4. the need to manage staffing resources to ensure acceptable class sizes

Revise the school charter.

In its annual review the Ministry of Education has given a strong endorsement to the WSC Charter for the third consecutive year. The charter is comprised of the following components:

- the mission and vision statements; the Treaty of Waitangi statement; the school-community statement;
- the strategic plan;
- the annual plan, including the annual learning targets;
- the principal's annual report, including the analysis of variance in relation to the learning targets.

During the second semester the Ministry of Education presented schools with a mandate to implement the ***New Zealand Curriculum*** during the period 2008-2009. The emphasis in the new curriculum statement on educating students in five key competencies, in accordance with a values-based vision for secondary education, makes a review of the WSC charter timely during the coming year. There is a need to ensure that the charter closely reflects both the national curriculum and the distinctive philosophy of education which draws together teachers, students and parents in the WSC school community.

Carry out strategic planning for the development of the Rumaki

The motivation to undertake a strategic review of the Rumaki arose largely from concerns about the gradual roll decline which had been occurring in recent years and the consequent threat to the staffing provision for the Rumaki and, therefore, to the very existence of the unit. These tensions resulted in debates about the continued validity of the kaupaka (philosophy) of the unit and the need to undertake changes in order to halt the slow but steady decline in enrolments.

The outcome was a decision to affirm the existing kaupaka, to raise the profile of the Rumaki in the community and to publicise the achievements of the students.

One response on the part of the Rumaki leaders was to heighten the profile of the unit in the community by undertaking the organisation of two major events – the relaunch of the Ministry of Youth *Te Mana* campaign aimed at encouraging Maori youth to stay in education, and the hosting of the Te Ahurea Tino Rangatiratanga kapahaka festival – thereby creating opportunities to demonstrate the organisational strengths of the whanau and, consequently, enhance its mana.

Simultaneously, the publication of the excellent academic results of Rumaki students in 2006, strongly commended by the ERO review team in June, placed the unit in a

position of strength from which to conduct a concerted and dedicated recruitment programme which succeeded ultimately in securing a record number of Year 9 enrolments for 2008.

These positive developments were accompanied by a renewed focus on the professional development of the kaiako (teachers) which was assisted by the retention of a fifth Rumaki teacher who was assigned the task of strengthening teaching and learning in te reo Maori. This was further assisted by the restructuring of the Te Reo Maori and Rangatira courses

Review of school operations.

- In May, NZQA gave its approval to the **quality assurance manual** written by the associate principal.
- In term four NZQA's **Managing National Assessment report** endorsed **departments' assessment practices**; accountability procedures for guaranteeing implementation of recommended improvements were put in place by the deputy principal in charge of assessment.
- **Reporting standards** were monitored closely by the senior managers, assisted by peer markers.
- The **assessment policy procedures** were reviewed to ensure the requisite learning assistance was provided for qualifying special needs students (See also page 17 above).
- The **schemes of work** were reviewed by the principal prior to the ERO review to ensure that **statements of pedagogy** were included.
- A number of **school policies** were reviewed in accordance with the schedule for policy review.
- The **library development plan** was not reviewed and the **research-across-the-curriculum project** was not actioned in 2007, largely because of the resignation of the librarian in term two and the subsequent interim staffing arrangements through until the end of the year. Similarly, the links between the library and ICT-based learning in the subject areas were not able to be advanced.

Addressing Issues Arising Out Of Parent Feedback

The consistent **implementation of homework policy** reported by department heads has generally been endorsed by parents, although, in the term three parent survey five parents indicated that inconsistency was an issue for them.

Some credit at least for the outstanding results achieved by the 2007 **Year 11 students** in Level 1 NCEA should be accorded to the house deans who undertook an increased focus on academic progress at this level throughout the year.

The **course book** was reformatted by the deputy principal as planned.

Goal 3

Provide a professional work environment which facilitates the attraction and retention of high quality staff and encourages high levels of staff performance.

Prioritise resourcing in order to provide staff with optimum working conditions.

The Specialist Classroom Teacher, under the supervision of the associate principal, was assigned responsibility, in conjunction with heads of department, for delivery of an induction programme for the seven **year one and year two beginning teachers**. The three year two teachers all demonstrated evidence of having met the professional standards for teachers and were recommended accordingly for registration to the New Zealand Teachers' Council.

The **resource room and office space renovations** for the English/Media Studies/ESOL, Mathematics, Languages and History departments were all completed for occupancy and use soon after the beginning of term one. The conversion of the administration block meeting room into offices for the year 12 & 13 academic directors was commissioned in term four in time for completion for the new year. It is envisaged that the opening of the new health and counselling centre will ultimately allow provision for alternative meeting rooms.

The planned expansion of **the staffroom** through incorporation of the workroom space into the main area has been postponed in order to synchronise these alterations with modifications to the adjacent music department.

An **audit of the classrooms** in all blocks was carried out and the property manager was assigned responsibility for oversight of the maintenance and repair work required to bring the rooms up to standard.

The requirements of the **health and safety regulations** were addressed by the associate principal and approved by the ERO review team.

The **Staffing Management Committee** collaborated with the deputy principal and the principal to ensure that colleagues with very heavy workloads were accorded compensatory working conditions.

Strengthen support staff structures.

The school secretary / office manager was appointed as the support staff coordinator and convened meetings of the support staff each semester. Salient issues were reported for action to the principal and the finance officer.

Facilitate the professional development of middle managers.

The head of mathematics, who had been assigned some teacher development senior management responsibilities in the second half of 2006, continued to exercise leadership in this area by successfully supervising the induction and professional development of four colleagues recently appointed to middle management positions.

Goal 4

Facilitate and give recognition to student participation in school life by widening student leadership opportunities and promoting the roles of student leaders.

Implement new student leadership model.

Selected student leaders were trained under the direction of Auckland University of Technology facilitators in preparation for roles as academic, guidance, sports, cultural or community leaders.

Academic student leaders continued to make a vital contribution to school life through their commitment to and participation in the highly successful peer support and the peer reading programmes. Similarly, students took a lead as house leaders, as members of the sports council and as cultural leaders by assisting with the organisation and management of events such as house assemblies, athletics day, swimming sports day, kapahaka competitions, stage challenge, the school production, and the talent quest. Peer support was also extended to international students to assist with their orientation and ongoing induction.

It is acknowledged that closer overall coordination and promotion from a senior staff level holds the potential for a higher student leader profile in the school community, an even greater impact on school life and more recognition for the student leaders.

Goal 5

Manage property development resources to ensure that curriculum development needs are prioritised and school facilities are improved.

See the Property Management section of this report (pages 27-28 below).

Goal 6

Strive to ensure that WSC is the first choice secondary school for a majority of home zone families.

Send a constant flow of information about WSC through a range of media.

The local newspapers gave publicity to WSC's performing arts successes arising out of outstanding student achievements at the regional and national secondary schools' Shakespeare festivals, and in the annual school production which received top acting and choreography awards at the Auckland regional secondary schools drama awards evening. Maori Television news covered the Te Mana launch hosted by Nga Puna O Waiorea. Metro magazine made use of the WSC academic results data given to its reporter in a segment on the local high school in a feature on the suburb of Point Chevalier.

A community newsletter featured WSC's achievements in 2007, highlighting the Education Review Office report, the NCEA results, an outstanding year for *Nga Puna O Waiorea*, sporting developments, student environmental sustainability initiatives and the principal's fellowship. The publication was written by the principal, deputy principal and tumuaki of the rumaki during the summer break in December & January for distribution to all households in the home zone in term one of the new year.

There were no formal attempts to obtain feedback from families in the local community who do not have children currently at WSC.

Maintain positive, regular and informative contact with families in the internal school community.

In 2007 there was an increase in contributions to the newsletter on the part of the curriculum areas, and an increase in the number of newsletters mailed home to parents. The newsletter was promptly posted on the website. It is acknowledged, however, that there is considerable scope for an improvement in the information service provided to the school community through the website, a school improvement task specified in the 2008 annual plan.

Research and respond to the satisfaction levels of students, parents and staff.

See the Goal 2 report on the Quality of Service Delivery survey on page 18 above.

Develop positive links with WSC's contributing primary and intermediate schools.

Departments once again successfully organised workshops to give prospective year 8 students from Pasadena, Ponsonby and Kowhai Intermediates a taste of teaching and learning at WSC, a major commitment which each year entails suspending the normal teaching timetable for both Year 11 and Year 12 students for a morning.

Female student ambassadors visited the intermediate schools towards the end of term two to promote Open Week and distribute copies of the recently updated prospectus, highlighting in particular the academic attainments of WSC's female students.

A letter outlining the academic achievements of WSC students was sent to the boards of trustees of all primary and intermediate schools in the WSC zone.

The feedback from Westmere School teachers conveyed their appreciation of the excellent manner in which Year 12 Physical Education students hosted and taught their primary school neighbours in the process of meeting the requirements of their leadership standard.

Ensure that the principal and the staff maintain a positive profile both within and beyond the school community.

In term two WSC was visited by a TV1 News team who interviewed the principal and students for the national news about the recent changes to NCEA introduced by NZQA. The NZ Herald chose not to publish an article submitted by the principal about school-community relations issues affecting Selwyn College.

Staff continued to play a prominent role in the coaching and management of school sports teams and in the direction of cultural productions and performances. The principal attended Saturday morning sports fixtures at WSC on a regular basis during the winter and summer seasons, and, supported by the associate principal, a wide range of cultural events involving WSC students.

The senior managers prioritised support for the four parent groups, ensuring regular representation at scheduled meetings, particularly in order to facilitate liaison and coordination pertaining to Maori and Pacific student achievement initiatives.

Goal 7

Work towards environmentally sustainable practices in all areas of school life.

Develop an action plan. Carry out a transportation audit for WSC commuters. Carry out an audit of waste management practices. Devise strategies to improve school practices relating to energy, waste and transport. Employ environmentally sensitive design principles in planning for new buildings.

A plan of action had emerged by the end of the year following the liaison of student leaders, senior staff and trustees with a range of external agencies and consultants, and the subsequent development of partnerships which has enabled the school to make use of expertly advised and proven processes. It was envisaged that a school

environment committee or advisory panel would be established in the new year to steer the action plan.

Liaison between teacher John Ward and Liz Ross of the Auckland Regional Transport Authority led to the carrying out of a *Travel Wise* audit. Feedback from the audit has assisted families to devise alternative ways of commuting to and from school.

Links with the Enviroschools network provided support and guidance for student leader Zarah Butcher-McGunnigle who initiated a student-managed rubbish audit which has led to changed waste management procedures including can recycling.

A partnership between WSC and University of Auckland psychology lecturer and former trustee, Niki Harre, assisted by selected postgraduate students, was foreshadowed by the end of the year with a view to helping school personnel to identify strategies for improving environmental management practices.

No new buildings were commissioned in 2007.

Goal 8

Actively promote the development and sustainability of Maori educational excellence.

Establish mutually acceptable consultation processes.

Discussions about consultation processes among staff and parents during the year were guided by the Treaty of Waitangi statement in the WSC charter. Accordingly, it was agreed that parent groups should have the opportunity at meetings for formal input concerning the learning targets set by the staff and the plans proposed by staff for achieving those targets. It was also acknowledged that a staff senior management and middle management presence at regularly scheduled parent meetings was essential.

Carry out a review and evaluation of Rumaki programmes and practices.

Undertake the hosting of events to raise the profile of Nga Puna O Waiorea in the community.

Prioritise the professional development of kaiako.

- See *Carry out strategic planning for the development of the Rumaki*, page 19 above.

Develop a strategy for retention and growth of Rumaki student numbers.

The success of the Rumaki in securing a full intake of year 9 students for 2008 may be attributed to a combination of factors:

- The heightened reputation of Nga Puna O Waiorea in the Maori community which accrued from the very successful management of two major events in 2007: hosting the Te Ahurea Tino Rangatiratanga kapahaka festival, and the Te Mana media relaunch
- The outstanding NCEA results of Rumaki students in 2006 (and 2007)
- The excellent ERO review report affirming the quality of education provided by the Rumaki
- The dedication of kaiako and whanau to providing a wrap-around, holistic education for their students

- The dedicated networking of the whanau in maximising the opportunities created by the four contributory factors cited above

Review and evaluate the cultural, pastoral and academic needs of mainstream Maori students.

Throughout the year staff and parents collaborated closely under the auspices of the Mainstream Maori Parents' Group to develop and implement an action plan for promoting Maori student achievement.

The action plan identified the following strategies:

1. Convene regular meetings of mainstream Maori parents with senior management and middle management staff for joint planning, consultation and reporting.
2. Resource and appoint a teacher responsible for coordinating initiatives and programmes designed to promote mainstream Maori student achievement.
3. Establish and maintain a retention data base detailing the reasons individual students leave school.
4. Liaise with the academic directors and deans concerning individual monitoring and guidance for at risk senior students
5. Provide targeted careers and course guidance under the direction of the careers advisor.
6. Liaise with Rumaki whanau to coordinate initiatives and programmes for the benefit of all WSC Maori students.
7. Develop a whanau programme for mainstream Maori students involving regular hui.
8. Facilitate the participation of mainstream Maori students in Maori speaking, writing and performance events and competitions.
9. Promote the learning of te reo Maori at the school entry point.
10. Encourage the participation of Maori parents in school events such as report evenings.
11. Promote through the staff professional development programme pedagogies which are demonstrably effective in engaging Maori students.

Personnel: Appointments, Awards & Farewells

Beginning teachers appointed to permanent, full-time positions and welcomed at the beginning of term one were Claire Burrough (Physical & Health Education), Tim College (English & Media Studies), Esther Mayari (Mathematics), and Colette Shearer (Physical & Health Education).

At the same time Elodie Tempest joined the Languages department as our French specialist teacher. Food Technology specialist, Jill Hewitt, came to us from England later in February.

New part-time teachers to be appointed were Paul Alford (History & Social Studies) and Neville Hopton (Science), both also newly arrived from England. Paul's position eventuated following the maternity leave taken at the mid-year point by Zoe Lindsay; Neville was required to teach Science classes previously taught by Geraldine Victor and vacated after Geraldine took over the Moana House dean's role from Zoe Lindsay.

Under the auspices of a teachers' study leave award head of English, Sean Hawthorne, devoted the first semester to furthering his doctoral studies; in consequence, Kate Meade undertook the acting department head role assisted by Ali Geursen and Therese Fitzsimmons; Sean's classes were taught by Amber de Boer. Dorothy Fernandez continued to cover the extended maternity leave of Susan Landrey.

The resignation of head of art, Toni Mackinnon, at the beginning of term one to take up a position at Unitec led to the return of Lisa Jagusch as acting head of art for 2007; Lisa had acted in this capacity during Toni's study leave in 2006. In September, Peter Coxon, a former head of the department, was reappointed to the position from the beginning of term one in the new year.

Head of Mathematics, Thea Kilian, returned following maternity leave in term one, during which period management of the department was carried out by Vesi Talamaivao and Bryony West; Jasmine Paulcutty assisted by teaching classes.

We remain indebted to Rachel Baxter, Angela Henty and Susan Jacobs for willingly extending their hours and maintaining our library service in the aftermath of former librarian John Cummins' departure and before our new library manager, Sharda Patel, was able to commence duties in the position.

After many years of dedicated service as head of the Special Needs department Heather Dikstaal was appointed to the position of head of Social Studies, vacated by Sharda Patel. Earlier in the year Kirsty Hartley was lost to the Special Needs department when she successfully applied for a position as Resource Teacher of Learning & Behaviour based at a West Auckland intermediate school. Fortunately, we managed to secure the skilled services of Karen Yates as her replacement;

After three years of very dedicated and effective service as the Year 13 Academic Director Graeme Moran decided to relinquish the position in order to focus his energies on other interests and responsibilities. It was by no means just a coincidence that the Year 13 cohorts in each one of these years during Graeme's tenure produced top national performances in University Entrance and Scholarship. Those students have willingly acknowledged their indebtedness to Graeme for his constant care and encouragement.

On the occasion of the senior prizegiving there was a special tribute to mark the retirement of **Dal McGuirk** after 19 years of service to the school as, initially, the transition teacher, and, subsequently, as the international students' director.

Additionally, the **end-of-year farewells** acknowledged the notable services of head of English, Sean Hawthorne, and assistant head, Kate Meade, both securing promotions to positions at other schools in Auckland. Also departing were acting head of Art for 2006-2007, Lisa Jagusch, who planned to travel overseas, as did Photography specialist teacher, Ashra Clement, granted leave to do so in 2008.

Principal, Ken Havill, was awarded a Woolf Fisher Fellowship to study and report on school developments in North America and Europe. Renae Liao-Marsden, head of languages, was granted a Ministry of Education Language Immersion Fellowship to study in Japan for most of 2008. Meg Freeman took maternity leave for the year ahead.

Financial Management

The legacy of a large deficit in the previous year combined with the school's minimal reserve funds served to create ongoing cash flow difficulties for the finance office in 2007. Consequently, problems were encountered at various stages of the year in meeting monthly payment obligations to creditors.

These problems stiffened resolve to avoid repetition of a big deficit: although the budgeted surplus of \$32,373 was not achieved, the final deficit of \$16,943 may be viewed as a significantly improved performance.

There were a number of positive developments which contributed to this outcome. After the staffing instability which exacerbated and, in part, contributed to the problems of 2006, it was pleasing to witness the successful induction of the new finance officer. Additionally, her collaboration with the school property project manager did much to rectify the unsatisfactory state of affairs which had prevailed previously in relation to obtaining prompt payment of project invoices on the part of the Ministry of Education

Another positive development was the ability of the international students' office to reverse the decline in the number of fee-paying students which adversely affected the school in 2006. Furthermore, it should be acknowledged that the school yet again benefited from the responsible financial management of the middle management budgetholders.

In the third term the school was presented with the prospect of a \$85,000 reduction in decile-related funding for the year ahead: primarily a direct consequence of the decision of the Auckland District Hospital Board to terminate WSC's First Point of Contact health service funding, regardless of the evidence of the quality of the service to students in need, but also a result of the Ministry of Education's announcement that WSC's decile status was to be changed from decile 7 to decile 8 in 2008.

The Board moved quickly to consult the school community about this situation and subsequently decided to increase the school donations paid by parents, including that

for sports. A related initiative was to approve an increase in the targeted number of fee-paying international students recruited annually from 50 to 65 full-time equivalents.

Property Management

The trustees and senior managers experienced a year of frustrating delays in their efforts to address the site development and building modernisation needs of the school.

The school was poorly advised by the Ministry of Education in April and May concerning the prospects for its entitlement to building replacement funding. The consequent decision to seek this funding for the upgrading of B & D blocks necessitated postponing the construction of **the new health and counselling centre** originally scheduled to commence in term two. Subsequent disclosures made it clear that the chances of WSC actually securing this funding were so minimal that the application amounted to a waste of valuable time. In effect, the provision of the student services centre has been held back for twelve months as a result.

With regard to the WSC's **site renovation and landscape development needs** the school was similarly poorly served by the same Ministry of Education official as a result of mismanagement of the processes for implementing the recommendations of the 2006 Ministry-commissioned geotechnical report. The report - recommending yet further investigations - was initiated by the Ministry in its search for permanent solutions to the problems of ongoing subsidence and concerns about gas emission on the former landfill site.

The Board Property Committee has taken the view that there are no permanent solutions and that the Ministry should immediately commit regular, ongoing funding to implementation of the site renovation plan developed by a Ministry-commissioned landscape architect in 2004. The proposal includes provision for levelling and resurfacing the driveways, pathways, walkways, lawns and areas at the base of the buildings and renovating the western field.

The year did see progress with stage one of **the accessibility project**: ramps were constructed to provide wheelchair access to the ground-level classrooms. It was disappointing, however, that the Ministry personnel issues referred to above contributed to the slowing of approval processes for stage two: the construction of lifts and appended platforms to provide access to the upstairs rooms in B & D blocks.

Consultation with the physical education and sports staff established consensus about the compelling case for a **second gymnasium with attached physical education classrooms**. While in September the Ministry of Education approved funding approximating \$500,000, this amount is insufficient to build a full-size gymnasium and classrooms. These developments will require the approval by the Ministry of additional funding which is likely to accrue in future from roll growth entitlements and possibly supplementary funding from fundraising.

The decision was made to contract the development of a **specialist art computer suite** to facilitate the delivery of the art design and photography courses and ease pressure on the technology department facilities. The work was commenced in term four with a view to completion in time for the beginning of term one in the new year.

The beginning of the year saw the **completion of stage two of the marae development project**: the repositioning of the classrooms. Later in the year an additional classroom was acquired, for immediate use by the physical education department, and in anticipation of use ultimately by the Rumaki in accordance with the original design plans for development of the marae.

(See the Goal 2 report above on page 20 concerning **staff facilities development**.)

Co-Curricula Events

Each year we are blessed with a rich fare of co-curricula events comprising both annual highlights on the school calendar and special, unanticipated happenings which give the year its own unique flavour.

The 2007 co-curricula calendar highlights included:

- Another huge audience to enjoy the annual **Fiafia Night**, with eye-catching performances from, in particular, the Niuean and Cook Island groups;
- News of **Harry Peirse** winning the senior scholarship, sight-reading and piano duo sections of the North Shore Piano Competition in April; and later **Kate Peirse-O'Byrne** achieving Distinction in Grade 8 piano;
- **Anthea Hill: Globe Theatre Scholar** - one of two students in New Zealand selected to travel to the United Kingdom in 2008 to study Shakespearian theatre at the Globe in London and at Stratford-Upon-Avon. Anthea won plaudits for her impressive work at the Sheilagh Wynn Shakespeare Festival in term two and was chosen as a member of the Young Shakespeare Company;
- In April, the **senior Japanese students trip to Japan**, and, in August, the **Geography department fieldtrip to Western Samoa**;
- **The annual production - *The Dracula Spectacular*** - winning choreography and acting awards at the inaugural Auckland Secondary Schools' Awards evening;
- In July, **Nicole Edmond & Romain Mereau**, with Nici Green, representing New Zealand at the second *International Youth Media Summit* in Sydney;
- The wonderful singing of Newton Cook to win the **Annual Talent Quest**, which also featured yet another outrageous performance from the staff;
- The wonderful responses of students and staff to the **International Languages Week Cultural Dress Competition**;
- **Nga Puna O Waiorea gaining selection to represent the Auckland region at the national kapahaka competition in 2008**;
- In late October, the **Springs Film Festival**, featuring consecutive evenings of the best work of the Year 12 and Year 13 Media Studies students;
- The superb efforts of the **Maths Club** in raising \$4500 for the Child Cancer Foundation through the design, production and extensive sales of their *Sweet as Pi* t-shirts during Maths Week, almost matched by the proceeds from the auction of dolls' houses on the occasion of the **Gifted and Talented Mathematicians' Evening**;

- **Zarah Butcher-McGunnigle** placing third in the Sunday Star Times Short Story Competition;
- **Rory Clarke & Liam O'Dwyer** gaining High Distinction in the ICAS English competition;

Special Events

The **Sports Awards Dinner** was once again very well supported by a large gathering of students, coaches, managers and supporters to celebrate another successful sports programme.

The **top sports awards** for 2007 were:

The Sports Coordinator's Cup:

Kate Livingston

Sportswoman of the Year:

Helen McLean.

Sportsman of the Year:

Faranico Paitai.

The **top team award** for the year went to the **senior boys' waterpolo team.**

Champion of Champions: Athletics & Swimming

Amokura Heather-Kingi received a bronze medal in the junior boys long jump.

Helen McLean was placed 8th in the intermediate girls 100m sprints.

Amini Fonua won the senior 50m butterfly and breast stroke, defending his titles from 2006.

Matthew Lane won the intermediate 50m butterfly.

The senior boys' breast stroke won the 4 x 50m relay.

The open butterfly relay team won the 4 x 50m relay.

The intermediate boys' breast stroke won the 4 x 50m relay.

During the year teams represented the school in **intersecondary competitions** in a wide range of sports:

Summer - tennis; cricket; touch; softball; volleyball; table tennis; kilikiti; water polo; underwater hockey.

Winter - netball; basketball; soccer; rugby; hockey; league; la crosse.

Senior Prizegiving Ceremony

Student leaders conducted the ceremony in the traditionally assured manner. The valedictory speeches, published in the yearbook, along with a range of exceptionally fine musical performances, formed the highlights. The farewell for Dal McGuirk has been referred to above (on page 21).

Special Awards 2007

University of Auckland Alumni Scholarships:

The University of Auckland Scholarships, the most prestigious undergraduate awards, are awarded to students who have demonstrated academic excellence, all round ability, and leadership. The three award winners were:

Hannah Clark
Kate Peirse O’Byrne
Lawrence May

The Auckland University of Technology Scholarships are awarded to students who show ability, leadership or determination to succeed. The scholarships are for 1-3 years of full-time study for any programme at Auckland University of Technology.

The four recipients were:

Vice Chancellor’s Scholarship:	Mac Teariki
Significant Students’ Scholarship:	Vieran Parbhu
Community Partnership Scholarships:	Te Ura Taripo Hoskins Anania Te Nana

The Auckland City Council Study Award:
Amini Fonua

The Hindley Scholarship: in recognition of the potential of a Year 12 student, and to assist with study at Year 13 level –
Zarah Butcher-McGunnigle

The Pt Chevalier Lions Club Prize: for all round application in Yr 13 –
Wasan Forsyth

International Students’ Awards:

The special international student award for all round academic achievement -
Takahiro Suzuki

The special international student award for outstanding application -
Ryosuke Gotanda

Rangatahi Maori Mentoring Trust/Auckland District Health Board Scholarships: for full tuition costs for a 3 year bachelor programme –
Moeawa Tamanui-Fransen and Bradley Watkinson

Special Award for Services to the Library:
Kyle Colley and Edwin Grobler

The Board of Trustees Award: in recognition of an outstanding contribution on the part of the student trustee –
Hannah Clark

The Nga Oho Award: for making an exceptional contribution to Nga Puna O Waiorea -
Bradley Watkinson

Special Award for Outstanding Contribution to Pasifika Developments:

Kirk Hopkins

**The Burton Award for Outstanding Contribution to the Performing Arts:
Tom Alexander, Anthea Hill and Cameron Matthews.**

**The Western Springs College Cup for Outstanding Achievement in Senior
English:
Tom Wilson**

**The Western Springs College Cup for Outstanding Achievement in Senior
Mathematics:
Hannah Clark**

The Ruben Mac Mathematics Trophy: in recognition of his outstanding
achievement in Year 13 mathematics, as a Year 11 student -
Paolo Edgerton Bachmann

**The Western Springs College Award for Outstanding Achievement in Te Reo.
Siobhan Russell**

**The Boisleux Bulloch Memorial Cup for Achievement in Senior Accounting:
Lewis Anderson**

**The Tuisamoa Cup for Outstanding Artistic Achievement:
Ember Winslow & Mac Teariki**

**The Empen Cup for Outstanding Achievement in Instrumental Music:
Harry Peirse**

The Parent Action Group Award: recognising an outstanding work ethic and
contribution to the school community –
Rowan Brooks and Tessa Ellis.

**The Ach Lee Fong Memorial Award for outstanding contribution to Kapa Haka:
Moeawa Tamanui-Fransen & Bradley Watkinson**

The Grant-Mackie Caring Award: in recognition of a student who has consistently
shown a caring attitude towards other students in the school community –
Nga-Ivi William & Jackson Keet

**The House Cup:
Kapura**

The Mission Statement Award for All-Round Excellence: recognises a student
who values learning and has developed as a learner, works to their potential, and
contributes significantly to the life of the school -
Vieran Parbhu

**The O'Keefe Scholarship for Yr 13 Overall Merit (Runner-up to Dux):
Kate Peirse O'Byrne**

The Hicks Prize for Dux of Western Springs College: Hannah Clark

Other memorable term four events which enabled us to acknowledge academic achievement, student leadership and significant contributions to the school community were the **Pasefika Prizegiving**, the **International Students' Breakfast**, the **Rumaki Prizegiving**, the **Leavers' Dinner** and the **Junior Prizegiving**, all strongly supported by the families and guardians of the students.

The **Pasefika Prizegiving** again filled the hall, building on the big increase in parent and family support of recent years. The students showed by their appearance, demeanour and participation the degree to which they value this event.

The **International Students' Breakfast** in the library featured speeches and the presentation of awards, allowing us to acknowledge student contributions to school life. The event was ably organised by the new international student director, Joanne Qiao.

The Rumaki Prizegiving in its totality represents a powerful affirmation of the achievements of all students in Nga Puna O Waiorea: clearly, students have learned to walk tall and take pride in their cultural heritage.

Future Directions

A major opportunity for the school during the next two years is represented by the implementation of the new *New Zealand Curriculum*. Implementation will necessarily involve the school community in a re-examination of the outcomes sought from a secondary education at Western Springs College and a review of the vision we have for the school, as expressed in our charter.

For the year ahead Western Springs College has again set challenging learning targets focused on the attainment of high academic standards. Key areas remain the grade quality needed for NCEA certificate endorsement at excellence or merit levels and the achievement levels sought for Maori and Pacific students.

The realisation of these targets is likely to be enhanced by the following school developments:

- a staff professional development programme which continues to be oriented towards increasingly refining classroom teaching practice;
- increasingly more sophisticated and accessible systems for monitoring student progress and for enabling interventions at critical stages;
- an increasingly close partnership between staff and the parent groups formed to facilitate student achievement.

Presently, the Western Springs College school community is undergoing a significant transformation. The school is well advanced along the process of changing from being a small school, drawing on a widely distributed student population, to becoming a

much larger school almost exclusively serving its home zone in the north-west sector of the isthmus.

The WSC Board of Trustees has responded proactively to the rapid roll growth which has occurred since 2004 – it is likely that the school roll will have almost doubled within the period 2004-2009 - by introducing an enrolment scheme in 2006.

Previously, more than 50% of WSC students were enrolled from areas beyond the current home zone, which was brought in when the scheme was established. Since 2006 fewer and fewer families living outside the zone have been able to enrol their children at the school, to the extent that it appears that only the siblings of current students may be enrolled from outside the zone for 2009, and that no out-of-zone students at all, apart from those enrolling into the Maori immersion special programme, may be enrolled for 2010.

Clearly, the rapidly increasing support for Western Springs College among local families is a direct reflection of the successful performance of the school. However, at this juncture it is critically important that the Ministry of Education support the board's responsible governance of these demographic forces during this transitional phase by providing the additional classroom accommodation necessitated by the recent large roll increase. Currently, WSC's roll entitles the school to an additional six classrooms, which are being denied to it because Ministry of Education policy is not to provide per capita property funding for students enrolled from outside the home zone following the introduction of an enrolment scheme.

The Board has called on the Ministry of Education to recognise that, in dealing with the recent dramatic and unexpected growth in home zone enrolments, it was not possible for many reasons to terminate out-of-zone enrolments immediately after the enrolment scheme was established. Furthermore, the Board has asked that the school be granted special case status and not be penalised for phasing in these dramatic demographic changes with the intention of minimising as much as possible the impact on the school community.

Accordingly, the Board stands ready to work in partnership with the Ministry of Education to complete work on and implement a site development master plan incorporating both the long overdue site renovation works and the locations for the new roll growth-funded classrooms and gymnasium.

As part of the school's international education agenda to equip our students to thrive in an inter-connected world, it is planned to further the development of links with schools in China through both hosting visits by teachers and students from schools in Shijiazheung, southwest of Beijing, in August, 2008, and in Ningbo, south of Shanghai, and by sending a party of WSC students and teachers to these schools in April, 2009. Planning will be forwarded for the introduction of the teaching of Chinese in the WSC curriculum as soon as possible.

The school is confronting the challenge of developing environmentally sustainable practices in all areas of school life. Our energy usage, waste management practices and modes of transport are coming under increasing scrutiny with the prospect of further changes to previously unquestioned practices.

Acknowledgements

I would like to acknowledge the strong commitment to the development of the school demonstrated by the incoming **trustees**. Western Springs College will continue to thrive to the extent that there remains a strong partnership between the board and staff characterised by active cooperation and rigorous accountability.

In a similar spirit **school-family partnerships** have been strengthened considerably by the increasing willingness of staff to work closely with parent groups and families, motivated by the knowledge that there is a positive relationship between family involvement and benefits for students, especially improved academic achievement. The ongoing building of trusting and respectful relationships between staff and families holds out the prospect of an increasingly cohesive school community in which there is genuine collaboration and shared responsibility for the educational development of our students.

The 2007 ERO report is an extremely strong affirmation of the **quality of teaching** at Western Springs College. The report details plentiful evidence of the enlightened teaching practice and guidance which students encounter daily. The success of the school owes most to our able and dedicated teachers and support staff.

Above all, we celebrate **the students** it is our privilege to work with at *Springs*. An excellent school climate reflects the quality of teacher-student relationships in a school: we are blessed with students who may be described as challenging yet rewarding, demanding yet respectful, needy yet talented, critical yet appreciative, diverse yet tolerant and supportive.

Ken Havill
Principal

