

**WESTERN SPRINGS COLLEGE**  
**PRINCIPAL'S ANNUAL REPORT**

**2008**

This report covers the period 1 January, 2008, to 31 December, 2008, 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, 2008, was 1043, with an additional 38 full time - equivalent international fee-paying students. The ethnic composition of the student population was Pakeha 68%, Maori 16%, Pacific 10% and Asian 4%. The gender ratio was male students: 60%; female students: 40%. The school has a decile 8 rating.

TABLE 1:WSC ( 1 MARCH ) ROLL: 1999 – 2008

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 – 2008

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

The Board of Trustees continued to administer the enrolment scheme to limit out-of-zone enrolments. This policy has served a dual purpose: both to control the roll growth of recent years, and to enable the school to qualify for a level of per capita property funding ( used for classroom accommodation ) more commensurate with its roll size, funding which is denied to out-of-zone students attending a school which has an enrolment scheme. Accordingly, out-of-zone enrolments for 2008 were restricted to 40 students at year 9 level, resulting in a total roll of 1043 exclusive of the international students.

## Academic Achievement

### Scholarship

For the third consecutive year WSC students have enjoyed impressive successes in the New Zealand Scholarships examinations with a total of 20 scholarships achieved across 11 subjects:

Classical Studies	4	Media Studies	2	Statistics	1
English	3	Physical Ed.	1		
Chemistry	2	Geography	1		
History	2	Physics	1		
Visual Art	2	Calculus	1		

The top performing student was co-dux, **Paolo Edgerton-Bachmann**, who gained an extremely impressive four Scholarships, two at *Outstanding* level in Chemistry and Calculus, and additionally Scholarships in Physics and Statistics.

Other students who gained Scholarships were:

**Sylvie Thrush-Marsh** (3) – in English, Media Studies & Classical Studies

**Nicholas Pearson**, co-dux (2) – in English and History

**Henry Christian-Slane** – an *Outstanding Scholarship* in Art Design

**Luke Boyes** – Chemistry

**Kirsty Corrin** – Physical Education

**Mahala Harwood** – Geography

**David Mahon** – Classical Studies

**Tom O'Donnell** – English

**Nicholas Priddey** – Classical Studies

**Poutasi Watson-Baker** – Classical Studies

**Jesse Watts** – Media Studies

**Thomas Wilson** – History

**Imogen Woodward** - Photography

### NCEA Results

Western Springs College can once again take considerable pride in its outstanding NCEA results, which have more than matched the excellent results achieved in 2005-2007.

#### **2008 NCEA Results: National and Same Decile Schools Comparisons Based on Participating Candidates' Data\***

% Roll Achieving Qualifications	Year 11			Year 12			Year 13		
	WSC	NZ	Decile 8	WSC	NZ	Decile 8	WSC	NZ	Decile 8
Level 1	<b>91.3</b>	70.4	75.8						
Level 2				<b>90.9</b>	74.7	78.6			
Level 3							<b>77.8</b>	69.6	72.7
University									

Entrance							<b>81.8</b>	65.2	68.4
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\*See [www.nzqa.govt.nz](http://www.nzqa.govt.nz)

### **Findings**

- **WSC’s Level 1 pass rate of 91.3%** has exceeded the national average by 20.9%, the same decile school average by 15.5% and **ranks first in New Zealand for all 25 decile 8 state single sex and coeducational schools combined.**
- **WSC’s Level 2 pass rate of 90.9%** has exceeded the national average by 16.2%, the same decile school average by 12.3% and **ranks first in the country for all decile 8 state secondary schools.**
- **WSC’s University Entrance pass rate of 81.8% has** exceeded the national average by 16.6%, the same decile school average by 13.4% and **ranks first in New Zealand for all decile 8 state secondary schools.**
- After rating as the top decile 7 coeducational secondary school in New Zealand for the previous three years ( 2005-2007 ), when the pass rates for Levels 1-3 and University Entrance for all 25 state decile 8 secondary schools ( single sex and coeducational combined ) are aggregated and averaged, **Western Springs College ranks first in New Zealand in 2008.**
- **In 2008, Western Springs College was the top Auckland state school for Level 1, and Level 2, and was second for University Entrance (Level 3).**

As in each of the previous three years, 2005-2007, a **local comparison** with the four adjacent state secondary schools which have historically recruited students from the area zoned for Western Springs College shows that WSC’s pass rates rank first for all three of the significant indicators cited above: Level 1, Level 2 and University Entrance (Level 3). This finding continues to have major significance for WSC’s strategic drive to become the first choice secondary school for an increasing majority of families living in the home zone.

### **Gender Analysis**

#### **2008 NCEA: WSC/National Decile 8 Gender Comparisons Based on Participating Candidates’ Data**

(Pass Rates in Percentages)

	WSC Males	NZ Males	WSC Females	NZ Females
Level 1	89.4	72.0	93.9	81.2
Level 2	90.4	75.2	91.5	83.1
Level 3	77.4	68.3	78.5	77.7
U. E.	80.6	65.1	83.3	72.2

### **Findings**

1. WSC female student pass rates exceed those of WSC male students as follows ( the national differentials are shown in brackets ):

#### **2008 (Decile 8)**

Level 1:	4.5%	(9.2%)
Level 2:	1.1%	(7.9%)
Level 3:	1.1%	(9.4%)
U.E.:	2.7%	(7.1%)

2. The national differentials indicate that overall the WSC gender differential is markedly less than that for the country as a whole.

3. WSC male students have achieved pass rates which exceed the NZ male student pass rates by a greater percentage margin than WSC female students exceed NZ female student pass rates for Level 1 (M: 17.4%; F: 12.7%), Level 2 (M: 15.2%; F: 8.4%), Level 3 (M: 9.1%; F: 0.8%) and University Entrance (M: 15.5%; F: 11.1%)

Note that the Analysis of Variance below contains a gender analysis of achievement at the level of *Excellence* and *Merit*.

### **Ethnic Group Analysis**

#### **WSC: All Ethnic Groups NCEA Levels 1-3; UE: 2008 ( National Decile 8 Pass Rates in Brackets )**

%	Level 1 Pass	Level 2 Pass	Level 3 Pass / UE Pass
All	91.3 (75.8)	90.9 (78.6)	77.8 (72.7) 81.8(68.4)
European	95.2 (79.3)	95.3 (81.7)	84.7 (75.3) 90.1(70.9)
Maori	88.6 (60.0)	78.3 (66.0)	57.1(56.5) 65.5(52.9)
Pasifika	76.9 (55.7)	84.2 (59.7)	72.7( 40.0) 72.7(33.6)
Asian	72.7 (78.6)	75.0 (77.5)	57.1(75.5) 28.6(71.8)

### **Findings**

- The highest differentials measured against national averages are for WSC Pacific students:  
Level 1: 21.2% above the national decile 8 average for Pasifika students;  
Level 2: 24.% above  
Level 3: 32.7% above  
University Entrance: 39.1% above
- The next highest differentials are for WSC Maori students:  
Level 1: 28.6% above the New Zealand decile 8 average for Maori students  
Level 2: 22.3% above  
Level 3: 0.6% above  
U. E.: 12.6% above

Note: WSC Asian student numbers are very small and consequently lack statistical significance; they comprise mainly international fee-paying students and very few permanent residents.

### **Maori Student Achievement**

#### **Rumaki & Mainstream Maori Students NCEA Results, 2008 Participating Candidates' Data**

Level 1

	Male	Female	Total
Rumaki	83.3	100	90.9
Mainstream Maori	73.9	92.3	83.0
All Maori Students	85.7	93.8	88.6
All Students	89.4	93.9	91.3

Level 2

	Male	Female	Total
Rumaki	83.3	66.7	77.8
Mainstream Maori	88.9	60.0	78.6
All Maori Students	86.7	62.5	78.3
All Students	90.4	91.5	90.9

### Level 3

	Male	Female	Total
Rumaki	60.0	33.0	43.0
Mainstream Maori	58.3	80.0	64.7
All Maori Students	66.7	46.2	57.1
All Students	77.4	78.5	77.8

### UE Pass Rate

	Male	Female	Total
Rumaki Maori	40.0	44.0	43.0
Mainstream Maori	66.7	80.0	70.6
All Maori Students	66.7	64.3	65.5
All Students	80.6%	83.3%	(106/130) 81.8%

### Findings

- The Maori student Level 1 pass rate (88.6%) is 2.7% below the overall WSC pass rate (91.3%) and is therefore at a comparable level.
- The Maori Level 2 pass rate (78.3%) is 12.6% below the overall WSC pass rate (90.9%) and is therefore less comparable; it is, however, 22.3% above the national decile 8 Level 2 pass rate for Maori students.
- The higher overall Level 3: University Entrance differential of 16.3% reduces to 11.2% for mainstream Maori students.

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

### **Pacific Island Student Achievement**

Pacific Island student pass rates indicate significantly improved performance at all levels.

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

## **Analysis of Variance for the Year Ended 31 December, 2008**

### **Learning Target 1**

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

### **Rationale**

The benchmark statistics used to calculate expectations – the Year 9 PAT Reading Comprehension results and performance in the Year 10 end-of-year examinations –

indicated that the 2008 Year 11 cohort could be expected to match the performance of their predecessors.

#### Previous WSC Level 1 Results:

2002: 66%

2003: 67%

2004: 66%

2005: 82%

2006: 73%

2007: 83%

#### Outcome

In 2008, the comparable Level 1 pass rate for WSC was 88.6%, the highest in New Zealand for a decile 8 state secondary school.

Note: For the purpose of consistency and more precise comparability these statistics are based on the 1 July roll, and not on the participating candidates results made available by NZQA for the first time in 2009 and used for the analysis of NCEA results above ( pages 2-5 ). This also applies to the analysis of learning targets 2-9 below.

#### Analysis

The Level 1 pass rate of 88.6% is the highest achieved by WSC Year 11 students since the introduction of NCEA in 2002.

#### Evaluation

There is continuing evidence that the focusing of 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 25% compared to that of 2007.

The fact that there were very few near-miss students indicates that close tracking of student achievement throughout the year on the part of subject teachers, managers responsible for Maori and Pacific student achievement initiatives, 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 once again 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 2009

It will be interesting to observe the impact in 2009 of the recent changes to internal assessment procedures. Students will be required to adjust to the implementation of the new NZQA guidelines relating to further assessment opportunities which necessitate higher levels of self organisation. A potential advantage, however, is that the changes should make it easier for guidance and learning support staff to monitor student progress and intervene earlier.

#### 2009 Target

WSC students will match the pass rate (88.6%) of the 2008 cohort.

## **Learning Target 2**

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

### Rationale

This cohort ( Year 11 in 2007 ) had achieved an 83% pass rate for Level 1 certification.

Previous WSC Level 2 pass rates:

2003	55.5%
2004	61.6%
2005	72.5%
2006	81.0%
2007	82.8%

### Outcome

In 2008, the WSC Level 2 pass rate was 84.5% ( based on the 1 July roll – see Note on page 6 ).

### Analysis

The WSC pass rate (84.5%) compares favourably with the national average (67.4%) and the average for decile 8 schools (75.9%) and is the highest achieved by WSC Year 12 students since the introduction of NCEA at this level in 2003.

### Evaluation

Given the strong performance of this cohort in Level 1 in 2007, it was confidently expected that a sixth consecutive annual improvement in Level 2 pass rates (2003-2008) would be achieved.

This fine record of sustained improvement reflects the dedicated input of guidance and learning support staff such as the Year 12 academic director and the managers for Maori and Pacific student achievement who each year refine their practice and increase the effectiveness of their interventions. Additionally, students continue to benefit from the judicious course design work of department heads as they strive for greater relevance and coherence.

### 2009 Target

WSC students will achieve a 90% pass rate for NCEA Level 2 in 2009.

## **Learning Target 3**

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

### Rationale

Historically, 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; for the country as a whole, the reverse has been the case.

A policy of encouraging Year 13 students to prioritise attainment of a Level 3 pass developed because a Level 3 pass was a prerequisite for entry into some university degree courses.

### Outcome

In 2008, using the 1 July roll data, the WSC Level 3 pass rate was 70.7% compared to a pass rate for University Entrance of 73.6%. indicating that the learning target has been achieved. ( The gap using the participating candidates data was also below the targeted level of 5%: Level 3, 77.8%; U.E. 81.8%.)

### Analysis

Nationally, the decile 8 schools' differential continues to show a Level 3 pass rate ( 63.1% ) above that for University Entrance ( 56.8% ), by 4.3% in 2008 using the 1 July roll data. The WSC differential continues to show a U.E. pass rate in excess of the Level 3 rate, however, the gap has reduced to 2.9%.

### Evaluation

The 2008 results continue the recent trend evident in 2007 of closing the gap between Level 3 and U.E. pass rates for WSC students, arguably to a degree which now suggests that the difference is no longer significant.

### 2009

The gap between the WSC Level 3 and U.E. pass rates has narrowed to the extent that this learning target will not be retained in 2009.

### **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 by 10%.

### Rationale

The introduction of Certificate Endorsement by NZQA in 2007 means that students are 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: 2008**

%	Merit			Excellence		
	WSC	NZ	Decile 8	WSC	NZ	Decile 8
Level 1	30.3	27.1	31.8	9.0	7.3	8.4
Level 2	26.0	18.7	20.8	9.5	4.8	5.1
Level 3	24.4	20.4	20.9	2.4	4.9	5.0

#### Level 1 Analysis

- WSC students did not exceed the national or same decile averages by 10%.
- 39.3% of WSC Level 1 students gained certificate endorsement for Excellence or Merit in 2008 ( compared to the NZ average of 34.4% and the same decile average of 40.2% ).

#### Level 2 Analysis

- In 2008, WSC Level 2 students exceeded national ( by 12% ) and same decile school ( by 9.6% ) pass rates for Merit and Excellence:

### Level 3 Analysis

- The WSC Level 3 certificate endorsement rate for Excellence and Merit combined, which was double the national average in 2007, was only 1.5% above it in 2008; the WSC rate was only 0.9% above the same decile rate.

### Evaluation

The performance of WSC Level 2 students at the level of Excellence and Merit is exceptionally pleasing, achieving the target of 10% above the national and same decile averages.

The comparatively less impressive performance of students in Level 1 and Level 3 warrants comment. The Level 3 result, just above the national and same decile averages, is consistent with this cohort's relatively weak Level 1 and Level 2 Merit and Excellence results in 2006 and 2007, which in turn had been anticipated on the basis of the comparatively weak 2004 Year 9 PAT Reading Comprehension results for the same cohort.

While the Level 1 Excellence results were above the national and same decile rates, the combined Excellence and Merit rates show that WSC students did not exceed the same decile average.

### Interventions for 2009

1. Senior and middle managers will vigorously promote the goal of Certificate Endorsement, highlighting its significance as an entry criterion for an increasing number of tertiary courses.
2. Department heads will be required to set targets for Excellence and Merit for each of their NCEA courses.
3. The Years 12 & 13 academic directors and the house deans ( for Year 11 students ) will be asked to negotiate Excellence and Merit pass rate targets with individual students, at levels in accordance with the school targets outlined below. They will track students' progress towards these targets so that they are in a position to intervene with the appropriate guidance as required.

### 2009 Targets

- Level 1: a combined Excellence / Merit rate of 50%
- Level 2: a combined rate of 40%
- Level 3: a combined rate of 35%
- Pass rates for Excellence which exceed the national averages by 5%.

### **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 retention to Year 13 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 2006-2008 Year 11-13 Cohorts

	2008	2007	2006
Year 11 (Level 1)	47/201: 23%	30/212:14%	41/224:18%
Year 12 (Level 2)	25/200: 12.5%	34/203:17%	20/147:13.5%
Year 13 (Level 3)	31/174: 18%	17/119:14%	12/114:10.5%

The retention rate for Maori students from Year 11 to Year 12 in 2008 was 83% (25/30) compared to 94% (200/212) for the whole cohort.

The retention rate for the transition of all Year 12 students (2007) to Year 13 (2008) was 86% (174/203); the rate for Maori students was 91% (31/34).

#### Evaluation

The retention rates for Maori students in the senior school remain 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 2007-2008 retention rates for Maori students represent an improvement at Year 13 ( 2007: 85% - 2008: 91% ) compared to the 2006-2007 rates. The rates for the transition from Year 11 to Year 12 are the same ( 2007: 83% - 2008: 83% ).

#### 2009 Target

Retention of Maori students in the senior school, while warranting ongoing monitoring, does not require the status of a learning target for 2009.

### **Learning Target 6**

#### **Achievement**

#### **Outcomes and Analysis**

The 2008 NCEA pass rates for Maori students at Level 3 and University Entrance did not match those for 2007, which were superior to those for all students. There was a 20.7% differential for Level 3 ( Maori 57.1% : All Students 77.8% ), and a 16.3%

margin for University Entrance ( Maori 65.5% : All Students 81.8% ). The University Entrance differential reduces to 11.2% for mainstream Maori students (N: 17).

### Evaluation

- The learning target for Maori achievement in Level 3 and UE, exceeded in 2007, was not achieved in 2008.
- The Year 13 Rumaki cohort in 2008 was uniquely problematic; it is very unlikely that the difficulties experienced with this group of students will be replicated. This assessment is reinforced by the performance of the 2008 Rumaki Level 2 group.
- The performance of the Year 13 mainstream Maori students (N: 17/31) was very sound:
  - a U.E. pass rate of 70.6%, over 2% above the national decile 8 average for all students and 17.7% above the same decile average for Maori students;
  - a Level 3 pass rate of 64.7%, well above the Level 3 pass rate for all WSC students in 2005 ( 55.8% ) and comparable to the rates for 2006 and 2007 for all WSC students ( 2006: 64.9%; 2007: 67.2% ).

### Interventions

There has been a review of enrolment practice for senior students coming into the Rumaki from other schools: students will not be enrolled unless they and their whanau can demonstrate a wholehearted commitment to the kaupapa of the immersion unit.

### 2009 Target

This learning target will be retained for the year ahead:  
Maori students' Level 3 and UE pass rates will match those for all students at this level.

## **Learning Target 7**

### **Externally Assessed Standards**

#### Outcomes and Analysis

A comparison of the 2008 NCEA results for internally and externally assessed standards indicates contrasting differentials for Maori students when compared with all students. The *Not Achieved* differential for internally assessed standards shows a 6.8% margin: All Students – 17.6%; Maori students - 24.4%. The margin for externally assessed standards is considerably higher at 12.5%: All Students – 26.5%; Maori students - 39.0%.

### Evaluation

At the time of writing the data does not clarify the extent to which the discrepancy applies to mainstream Maori students compared to Rumaki students. Similarly, there needs to be an analysis of the extent to which Maori students are able to achieve certification on the basis of their performance in internally assessed standards compared to the extent to which they are not gaining certification because of poor performance in externally assessed standards.

### Interventions

The managers with responsibility for Maori student achievement initiatives in liaison with subject teachers will work with the academic directors and deans to provide targeted learning support for Maori students in the areas of revision for examinations and examination techniques.

### **Learning Targets 8-9 Pacific Student Retention & Achievement**

Learning Target 8 Pacific student pass rates will improve at all levels in 2008.

### Rationale

The Pasifika student pass rates in 2007 were at modest levels: Level 1: 52%; Level 2: 50%; Level 3: 58%. There was clearly much scope for considerable improvement.

The learning targets pertaining to Pacific student achievement in the senior school and continuing education at the tertiary level reflect the high aspirations held for all students at WSC.

### Outcomes

#### **WSC NCEA Results: 2008 Pacific Student Achievement**

##### Level 1

	Male	Female	Male & Female
Pacific	70%	100%	76.9%
All	89.4	93.9	91.3

##### Level 2

	Male	Female	Male & Female
Pacific	80.0	100	84.2
All	90.4	91.5	90.9

##### Level 3

	Male	Female	Male & Female
Pacific	100	50	72.7
All	77.4	78.5	77.8

##### UE

	Male	Female	Male & Female
Pacific	80.0	66.7	72.7
All	80.6	83.3	81.8

### Analysis

The Pacific student pass rates amount to a significant improvement at all levels compared to the 2007 results. For Level 2, Level 3 and U. E. the differential, when compared to the pass rates for all students, has reduced to a single figure percentage. As reported above ( page 4 ), the WSC Pacific student pass rates at all levels are 21% and higher above the national same decile average for Pacific students.

### Evaluation

These pleasing results may be attributed to a combination of strategies, including the concentration of literacy and numeracy support during recent years at the levels of Years 9 & 10, the continued focus of learning support on Year 11 students in their critical first year of NCEA study, efforts to maintain attendance levels at the Pasifika homework centre, the close monitoring of attendance and following up of absences, and the ongoing development of a close school-family partnership through such links as regular parent network meetings, the annual Po Fia Fia night and the Pasifika prizegiving ceremony.

Learning Target 9 90% of WSC Pacific students leaving after completion of Level 2 or Level 3 will make the transition to tertiary education.

### Outcomes

In 2008, thirteen Pacific students completed Year 13 and five years of secondary education. Confirmed destinations were:

University - 3

Unitec – 3

MIT – 1

Training for teaching, nursing, policing – 3

Sixth year of secondary education – 1

Family migrated overseas – 1

No placement to date – 1

### Analysis

Ten of thirteen students ( 77% ) made the transition to tertiary level education or training. There remains potential for the exceptional 3 students to be added to this group.

### Evaluation

The high level of tertiary placements reflects the Level 3 / University Entrance results pinpointed in the analysis of Learning Target 8.

Successful transition clearly owes much to the active guidance of the key staff occupying Pacific Achievement, Careers and Gateway portfolios. See also, in particular, the Evaluation of Learning Target 8 above.

### Interventions for 2009

In addition to the successful strategies outlined above, the year ahead will see a particular emphasis on:

- 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 difficulties and non-achievement issues
- participation in the Gateway programme to increase student motivation
- focusing guidance on the destination of the Year 13 leavers

### 2009 Targets

Learning Target 8

Pacific students will leave with either a Level 2 NCEA certificate or University Entrance (Level 3).

## Learning Target 9

Pacific student leavers will make the transition to tertiary education, job training or employment.

### **Strategic Plan / Annual Plan Goals: An Evaluation of Progress in 2008**

#### **Goal**

**Attain the highest academic, cultural and sporting standards of student achievement consistent with the potential ability of our students.**

#### ***Diversify the curriculum***

2008 saw the teaching for the first time of Level 3 Dance and Level 3 Basic Calculus, and the successful introduction of a practically oriented Level 2 Hard Materials (Technology) course.

2008 was the first year in which WSC has offered Dance courses from Year 9 to Year 13. Year 13 Dance, with six students who had all completed the Level 2 Dance course the year before, was combined with the Year 12 Dance (N: 18). This was made feasible by the availability of an adjacent dance studio for most lessons, the ability of the Year 13 students to work independently, and their willingness to attend after school and term break sessions. In three of the four standards covered in the course all of the students gained credits. The Year 13 Dance class successfully performed their own productions in the TAPAC theatre.

The Level 3 Basic Calculus course was designed to cater for those students who lacked the algebra skills to be successful at a higher level. 60% of the class succeeded in gaining all available credits and only 3 students failed to gain at least 12 credits. Unfortunately, the decision to run an Advanced Statistics course in 2009 has meant that there were insufficient numbers of students to sustain the course for another year.

The Level 2 Hard Materials ( Technology ) course was very successfully introduced. The students gained an average of nearly 20 credits each from the course which was judged by the Unitec moderators to demonstrate excellent practice. A major bonus was teacher Neil Barnett's use of the Technology courtyard project for the practical application of many of the course skills.

The **Gateway programme**, designed to provide students with an industry placement for one day per week, expanded from 30 students in 2007 to 47 in 2008. The ethnic composition of the group was predominantly Maori and Pacific Island; the gender ratio was 3 males : 1 female. Students have secured an average of 22 credits from the achievement and unit standards associated with the programme.

A very pleasing development was the increased number of employers involved in the programme with over 50 local businesses participating by year's end. Links with ITOs are also proving to be a valuable source of resources and opportunities for students.

Outcomes associated with participation continue to be significantly improved attendance and a much better work ethic across all subjects.

### ***Implement the New Zealand Curriculum***

The orientation of staff towards the new curriculum was initiated by an introductory workshop on *Secondary Futures* conducted by the Team Solutions *S.F.* facilitator. This term one session focus on key questions such *If secondary education died tomorrow what would be its epitaph? What will be the attributes required of successful New Zealanders in 2020?* provided a useful lead-in to a consideration of the relevance of the *Key Competencies* featured by the NZC. Subsequent whole staff sessions in terms two and three examined the key competencies and effective pedagogies. The concepts of developing a WSC Staff Teaching Charter and a WSC Student Learning Charter were endorsed and targeted for completion in 2009.

In term three curriculum development manager, Graeme Moran, led a parent evening in which the NZC was presented and feedback was invited. The approximately forty parents in attendance endorsed the vision, values, principles and key competencies which are the essence of the new curriculum.

### ***Manage staff professional development initiatives***

The Assessment-to-Learn contract with Team Solutions involved staff in a series of sessions which featured an in-depth focus on formative assessment designed to enable teachers to elicit evidence of student learning and point the way to appropriate subsequent strategies. Staff were encouraged to work in pairs observing the trialling of questioning techniques and engaging in reflection about effectiveness through conversations after the lesson.

Electives featuring pedagogies promoted through the WSC staff professional development programme in recent years were offered in recognition of the implications of annual staff turnover. The sessions offered covered a range of teaching strategies, including literacy strategies, working with Maori and Pasifika students and teaching students with special needs such as Aspergers and dyslexia.

A new intranet was installed to enable teaching staff to begin learning the skills required to manage the virtual classroom. This 24/7 interactive approach to teaching and learning has revealed a huge potential to engage students in deeper learning in a medium which has widespread student appeal. ICT development manager, David Okey, worked with the ICT Lead Teachers group to ensure that they were sufficiently upskilled for the whole staff professional development programme planned for 2009.

The development of a coherent approach to the management of harassment issues was initiated within the guidance network. Staff training with the external facilitator has been delayed until 2009 because she took leave in the second semester.

### ***Improve Maori student achievement***

A middle management position was resourced to enable the appointment of a teacher with responsibility for initiatives to promote the achievement of mainstream Maori students. In response to a joint application for the position it was decided to appoint Bella Pomare and Lorrin Shortland under a job share arrangement.

The job description for the position was arrived at in consultation with the Mainstream Maori Parents Group which met on a regular basis throughout the year in association with the associate principal and the deputy principal. The group produced an action plan which was incorporated into the school annual plan.

The retention of Maori students until completion of Year 13 is the theme addressed in Learning Target 5 (See page 10 above.) Success in this area has been such that it has been argued that this learning target does not need to be retained.

The newly appointed managers liaised with the Year 12 & 13 academic directors and the deans throughout the year to monitor the progress of at risk senior students. They were actively assisted by WSC careers advisor, Margaret Ruland, herself an active member of the Mainstream Maori Parent Group. Regular liaison with parents occurred concerning important events such as parent/teacher report interviews. Hui for mainstream Maori students were held in terms 2, 3 and 4, culminating in a Year 13 students graduation celebration held in the library in November. In terms of the participation of mainstream Maori students in Maori inter-secondary school cultural competitions, it is notable that Amokura Heather-Kingi gained national success in the Ngarimu essay-writing competition.

The Matariki Festival event in term two represented one occasion on which Rumaki whanau and mainstream Maori parents were able to come together in celebration of their common culture. However, while both sectors continue to explore areas of cooperation, it is evident that further resourcing decisions will be required before all Maori students have access to cultural programmes such as kapahaka.

Currently, for mainstream students the place of te reo Maori is not dissimilar to that of the international languages taught at WSC: that is, Japanese and French. Clearly, there needs to be a debate about the need for pride of place to be given to the nation's second official language and the form which expression of this status might take. Fundamentally, the issue to be confronted is whether or not te reo Maori should in some form occupy part of the core curriculum for all students

The **Nga Puna O Waiorea** whanau began the work of reviewing the Treaty of Waitangi statement in the WSC Charter; these deliberations will carry forward into 2009 when it is anticipated the Board will receive recommendations for amendments to the document. The specification of Maori student achievement learning targets with an emphasis on retention and NCEA pass rates has occurred in consultation with Maori kaiako and trustees.

Support for the Rumaki kaiako has been demonstrated by the core department heads of Mathematics and Science through the assignment of mainstream classes and the closer integration of these teachers into those departments which ensues as a consequence of this integration.

In term two Nga Puna O Waiorea agreed to host the Auckland regional Nga Manu Korero secondary school speech competitions at Western Springs College in 2009. This represents a significant undertaking and, like the hosting of the Te Aruheia Tino Rangatiratanga cultural festival in 2007, is designed to raise the profile of the Rumaki in the Auckland community and beyond.

While the number of students enrolled into the Year 9 Rumaki class for 2009 has declined from 25 in 2008 to 14, this intake is at a satisfactory level and contains a large proportion of students with a relatively strong background in te reo Maori who are expected to achieve well in the Rangatira courses in the senior school.

In this context it was a significant achievement to successfully negotiate with Ministry of Education officials an exemption from ineligibility for per capita property funding for students enrolling into the Rumaki from out-of-zone.

### ***Improve achievement for Pacific students***

The academic success enjoyed by senior WSC Pasifika students in 2008 ( See Learning Targets 8 & 9, pages 12-13 above.) is in many ways a reflection of the excellent learning support which they receive at the school.

The effectiveness of this guidance may be seen in a Pacific student attendance rate of 92.5% compared to 93% for the whole school. The same dedicated encouragement of learning was evident in the successful management of the Pasifika homework centre on Monday afternoons in the library. Junior students have continued to benefit from the dedicated learning support of the literacy and numeracy specialist in the Learning Centre, while the focus of concentrated support at Year 11 level provided by the teacher responsible for Pacific student achievement has had a direct bearing on the improved pass rates.

It is anticipated that the streamlined internal assessment procedures in 2009 will make it easier to monitor Pacific student academic progress and intervene earlier and therefore more effectively.

### ***Address the identified correlation between regular attendance and achievement in NCEA.***

While WSC attendance rates remain comparatively high at 93% overall, the issue of school-related activities, many of which are extra-curricula, has made the target for senior students of attending at least 90% of subject lessons highly problematic. Although Years 11 & 12 students were very close to this benchmark, a significant number of Year 13 students fell well short.

Accordingly, there is a strong case for the school to review its calendar of activities, especially that for term one. It is likely that the solution will involve a combination of restricting activities more to times outside teaching timetable hours, re-examining definitions for extra-curricula activity, reconsidering the mandatory participation which applies to some of these activities, and providing closer guidance for students so that they can self-administer personal involvement more carefully.

By the end of the year a new administrative software system had been installed which offered the prospect for 2009 of mailing out term-by-term attendance reports to parents which provide a specific breakdown of attendance levels for individual subjects in the senior school.

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

In 2008, the Mathematics department trialled the asTTle diagnostic assessment programme in the junior school, focusing on the number strand and using the programme to assist with banding classes and setting learning goals. Areas of strength and weakness across a class were able to be identified and used as a basis for individualising learning programmes and, at the end of the year, a benchmark for measuring the value-added component.

Led by assistant head of department, Simon Ferguson, teachers in the English department have used asTTle as a means of identifying writing skills for development. Skills development for individual students has been followed by retesting to assess progress with some pleasing results.

The deans have been trained to interpret the data and provide a lead in a cross-curricula approach by encouraging core teachers to focus on generic skills shown to be in deficit such as skimming and scanning. One problem has been the difficult jargon in which asTTle has been couched, a problem which may be alleviated by the more flexible nature of e-asTTle.

The WSC asTTle programme remains dependent on ongoing, successful trialling in these initial stages of its development. There is evidence of success to date with sound prospects for the programme's continued growth.

A pleasing feature of the 2008 annual department report round has been the focus on the analysis of **student achievement in the junior school** on the part of the core subject departments. Department heads have set cohort ( and in some cases core class or banded class ) performance expectations for the year end examinations and assessments based on externally referenced data, using the same grade quality nomenclature as NCEA: Excellence/Merit/Achieved/Not Achieved. For example, Social Studies made extensive and detailed use of asTTle data in this regard; Mathematics preferred to retain PAT data for this purpose.

***Providing a library service which strongly supports teaching and learning***

The policy of close liaison with department heads saw the library manager attend meetings of the English, Science and Physical & Health Education departments in 2008. Other departments will be invited to hold a meeting in the library in 2009. The agenda for these meetings has been:

- research using the National Library services
- using the reference section, the catalogue computers and the computers
- encouraging staff to peruse the non-fiction collection for their subject
- after school homework facilities
- suggestions for the purchase of new texts
- assisting students find books for personal reading

The library manager has upskilled in the area of **information literacy** through reading the professional literature and observing best practice in a visit to another school. One approach used by the Languages department and warranting wider application has been the restructuring of assignments to accommodate the integration of the

information literacy steps. An Information Literacy staff task group has been planned for 2009 with a view to encouraging other departments to adopt this approach which is needed to address the widespread evidence of poor research skills among the student body.

The library purchase record for 2008 provides evidence of the policy of encouraging students to make time for personal reading. 513 out of a total of 764 new items were fiction. There was a display of new books each term. During Library Week ( week 7 of term 3 ) book vouchers were presented to the best readers at each year level.

## **Goal**

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

### ***Address strategic issues for school development.***

**WSC's strategic plan (2008)** featured the following school development goals:

- To attain the highest academic, cultural and sporting standards of student achievement consistent with the potential ability of our students
- To actively pursue the development of Maori educational excellence at WSC.
- To ensure comprehensive forward planning of learning and recreational facilities to enable provision of an optimum learning environment
- To ensure that WSC is the first choice secondary school for a majority of in-zone families
- To work towards environmentally sustainable practices in all areas of school life

These strategic goals gave a focus to the 2008 annual plan and were all reflected in its goals and objectives.

Towards the end of the year the Board and the senior managers revisited the school charter and initiated a **review process** which continued into 2009. This review work involved:

- presenting the planning documents to the community in a more user friendly and less jargon-dominated form;
- achieving closer synchronisation between the strategic and annual plans;
- introducing outcomes along with goals, objectives, targets and responsibilities to the annual plan format;
- ensuring a more precise and accurate differentiation between these planning components;
- giving the charter a greater bicultural dimension;
- assessing the extent to which the WSC Vision statement reflects the values of the new New Zealand Curriculum.

During the year Nga Puna O Waiorea initiated a review of the WSC Charter Treaty of Waitangi statement; it is anticipated that their review recommendations will come through to the senior managers and the board in 2009.

There was a sustained focus at board and senior management level throughout much of the year on how best to **strategically administer the enrolment scheme** to manage the current transition of WSC towards an almost exclusively home zone student population. The board has been driven by both the strategic goal of attaining first choice secondary school status for a healthy majority of in-zone families and by the pragmatic need to reduce the number of out-of-zone students in order to qualify for per capita property funding. The success of the former goal has been critically important for the school to be able to advance the latter and at the same time maintain the roll at an optimum size of 1100 students.

The board has taken care to communicate information about this situation to out-of-zone families in the school community. There has been a gradual reduction of out-of-zone enrolments ( 2006: 80; 2007: 60; 2008: 47; 2009: 15 ) so that to a large extent the close siblings of current students have been accommodated through the enrolment scheme ballot which allows schools to accord these families priority.

There have been no further notified developments towards kura status for Nga Puna O Waiorea. It should be acknowledged that Ministry of Education approval of exemption from ineligibility for per capita property funding for students enrolling into the Rumaki from out-of-zone ( See page 16. ) has potentially strengthened the standing of the unit.

#### ***Address issues arising out of the Quality of Service Delivery survey (2007)***

The **school website** has undergone a number of developments designed to improve the range of information accessible to the community. Additions include:

- the WSC Charter, including the strategic and annual plans, and the principal's annual report, including the annual learning targets and the analysis of variance;
- overseas study reports/articles from the principal;
- on-line parent surveying: for example, on reporting;
- on-line booking of parent/teacher interviews for use in 2009.

The WSC policies relating to school-home communication were reviewed and a new overarching **communication policy** was drafted and ratified.

In terms two and three notified classrooms were kept open at break times in order to provide improved **winter shelter** on cold, windy and wet days. The new gas-fired boiler made a noticeable impact on the warmth of the rooms during these months.

Student pastoral reports and special focus interviews have confirmed previous survey data indicating low levels of intimidation and harassment on the campus. There was a marked decline in suspensions and stand-downs in 2008, with no suspensions and only three stand-downs relating to physical or verbal assaults of other students.

#### **Goal**

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

***Prioritise resourcing of programmes, conditions of service, and facilities with a view to providing staff with optimum working conditions.***

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

In term three a commitment was made on the part of the senior managers responsible for staffing to resource staffing at levels for 2009 which would enable WSC to implement the **class sizes** – an average for each teacher of 25 students - stipulated in the Secondary Teachers' Collective Agreement. Once again colleagues with very heavy workloads were accorded compensatory working conditions.

A commitment was also made to resource the **payment of non-contact hours for part-time teachers** well in excess of the recent provision made in the STCA.

WSC continued its policy of **fully resourcing the relieving teachers** needed to meet all of the approved leave requirements of all teachers, thereby ensuring that teaching staff were able to make full use of allocated non-contact hours.

#### **Goal**

**Ensure comprehensive forward planning of learning and recreational facilities**  
*See the Property Management section below ( pages 26-7 ) for a progress report encompassing the objectives and targets specified in the 2008 annual plan.*

#### **Goal**

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

***Maintain positive, regular and informative contact with existing school community families***

The **school newsletter**, which has more than doubled in size in recent years as a result of contributions from more curriculum areas and from students, was mailed home on four occasions and distributed in hard copy form through students for the other 8 publications. All 12 editions were placed on the school website. School website developments are reported above ( See page 20.).

In April, a **community newsletter** featuring WSC's recent academic achievements, the school's excellent Education Review Office report, a great year for *Nga Puna O Waiorea*, sports developments, student environmental sustainability initiatives and the principal's fellowship, was distributed to all homes in the school zone.

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

Department heads organised Year 8 workshops in term two with the assistance of Year 13 students to give prospective year 8 students from Pasadena, Ponsonby and Kowhai Intermediates a taste of teaching and learning at WSC,

Student ambassadors visited the intermediate schools in 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 in relation to the performance of adjacent schools was sent to the principals and board chairpersons of all primary and intermediate schools in the WSC zone.

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

The award of a Woolf Fisher Fellowship to the principal for 2008 was featured in the community and school newsletter, on the school website and in the new international students' prospectus. The principal's Harvard University Leadership course report has been distributed to the local primary and regional secondary principals' associations.

The principal facilitated a Sunday Star Times request to feature WSC and one of its teachers, John Ward, along with Colenso High School in Christchurch, and one of its female teachers, in a feature article published in this newspaper.

The principal's response to a Metro magazine article attributing selective reporting of NCEA results to WSC was published in part in a subsequent issue of the magazine. It needs to be acknowledged that the original article recognised WSC as a top-performing school.

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.

Staff participation in and support for the WSC sports programme was recognised at the annual WSC Sports Awards Dinner. WSC staff once again played a full part in the provision of a wide range of extra-curricula cultural activities.

## **Goal**

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

A sustainability panel was formed and met five times throughout the year. The panel members included Niki Harre (coordinator and research team leader), Ivan Davis (deputy principal), Paul Edmond (board trustee), Zarah Butcher-McGunnigle and Gus Robertson (student leaders) and Bridget Glasgow (Enviroschools coordinator and advisor).

An action research project examining and helping with the implementation of the school's sustainability goal was conducted through 2008, led by Niki Harre from the Psychology Department at the University of Auckland. A questionnaire was conducted with students and staff which indicated very pro-environmental attitudes, providing a strong mandate for the school to forward its sustainability goal. Focus groups suggest that environmental activities need to have a much higher profile at the school in order to develop an eco-identity and enduring behaviour change.

The school's environment group led a number of activities including rewards for cyclists and walkers and an Ecoweek. WSC received an Enviroschools Bronze Award on the strength of the environment group's activities.

A mechanical check of students' bikes was carried out and three counts of the number of students cycling to school indicated that the typical cyclist is a junior boy, with very few girls cycling to school.

The TravelWise programme progressed under John Ward who coordinated the student group and liaised with Liz Ross ( Auckland Regional Transport Authority ) and Melanie Turner ( Auckland City Council ). However, after John Ward left for the U.K. no permanent teacher replacement was found.

In October, WSC hosted the first Auckland secondary schools WasteWise cluster meeting.

Throughout the year Board Property Committee convenor Paul Edmond monitored and critiqued the design of the two new buildings commissioned in 2008: the Student Services Centre and the Health & Physical Education block, particularly with regard to provisions for acoustics, ventilation, insulation and heating.

For the year ahead the Sustainability Panel has challenged the school to establish and resource four key sustainability roles for staff: student environment leaders' coordinator, TravelWise coordinator, WasteWise coordinator and Sustainability in the Curriculum coordinator. A key task to be undertaken is a comprehensive energy audit.

**Goal: Promote student leadership opportunities.**

***Coordinate implementation of student leadership programmes***

The **initial induction programme** for student leaders in February allowed students to get to know each other and develop a cohesive spirit. There was also an emphasis on understanding responsibilities and duties and developing consensus about **three main goals**:

1. Creating a public face
2. Improving communication and cohesion in the school community
3. Taking responsibility for the planning and organisation of a range of major events

Unfortunately, the AUT student leadership programme delivery at the two day training camp and subsequently fell well short of expectations and left the students feeling frustrated and unsupported. Accordingly, alternative arrangements have been made for the future.

The goal of creating a public profile was achieved by displaying student leaders' photos and portfolios in the library foyer, giving assembly presentations on recent and upcoming events, writing items for the school newsletter, and supporting deans at house assemblies. The latter three activities, in addition to fortnightly leaders' meetings, also helped to improve communication and develop school spirit.

Under the guidance of the Year 13 academic director, Thea Kilian, student leaders in their portfolios or house groups made a significant contribution to the organisation of

a range of school programmes and events including peer support and peer reading, interhouse sports tournaments, the school ball, the leavers' dinner, Library Week, Maths Week, and Eco Week. There were also contributions to Swimming Sports Day, Athletics Day, Kapa Haka rehearsals, the New Parents' BBQ, Intermediate Schools' visits, the School Production, Quiz Night, Fia Fia Night, and the Talent Quest.

The student leaders received **recognition** from the principal, associate principal and deputy principals at both training and public events. Any leaders who failed to perform to the high standards expected were relieved of their duties.

In sum, the student leaders in 2008 were very effective in establishing themselves in the school community, assisting with event organisation and making a notable contribution to the development of a very positive school spirit.

### **Personnel: Appointments, Awards & Farewells**

**Beginning teachers** appointed to permanent, full-time positions and welcomed at the beginning of term one were **David Burton** (English & Media Studies) and **Michael Norris** (English & Drama). **Tori Young** (Art & Photography), another first year teacher, commenced the year as a relieving teacher for **Ashra Clement** who had been granted overseas leave; following Ashra's resignation in term three Tori was appointed permanently to the position.

**Peter Coxon** returned to WSC as head of Art following six years teaching in other schools in Auckland. **Heather Dikstaal** began her tenure as head of Social Studies, and **Julie Senescall** took up a permanent position as the head of Special Needs. **Simon Ferguson** joined us from Onehunga High School as assistant head of English. **Simon Henley and Bryony West** were appointed to assistant head of Mathematics positions coinciding with the appointment of **Thea Kilian** as Year 13 academic director.

**Sharda Patel** commenced duties at the beginning of term one in her new role as library manager. At the same time **Joanne Qiao** moved into the international Students Director's role following Dal McGuirk's retirement; the new assistant director's position was assigned to **Kylie Herriott**.

**Elodie Tempest** was appointed as acting head of the Languages department for the duration of **Renae Liao's language immersion fellowship in Japan** from March – November. **Erica Kirby** was assigned teaching duties for Renae's Japanese classes. **Monique Olivier** was an effective part-time French teacher, taking a Year 9 class and assisting Elodie with her combined Years 12 and 13 class for most of the year.

Teachers on maternity leave for the year were **Zoe Lindsay** and **Meg Freeman**. **Elliott Lavey** was appointed to the relieving position in English for the year.

A new part-time teacher to be appointed was **Phillipa Oranje**, who ably taught both junior and year 11 Art classes for the year.

In March, **Richard Taylor** made the transition to a full-time position as WSC's ICT technician.

In term two former assistant principal **Kay Wallace** was appointed to relieve HOD ESOL, **Petronella Townsend**, who took up an adviser's role at Team Solutions for the remainder of the year. When Petronella decided in term four to remain in her new position and resign, Kay was permanently appointed.

During term two **Chloe Davison** took overseas study and travel leave; Val Smith proved to be a most valuable reliever as our specialist Dance teacher.

**Ken Havill** travelled overseas from late May to mid-August on a Woolf Fisher Fellowship during which time Linda Dillon ably managed the principal's responsibilities. **David Okey** was assigned senior management responsibilities for the period of the fellowship.

In July, at the end of the second term WSC was saddened to have to farewell Geography and Social Studies teacher and dean of Atea House, **John Ward**, who decided to return to the United Kingdom for family reasons. John was replaced for the remainder of the year by **Joe Kerrigan** returning himself from overseas.

At the same time **Catherine Taiapa** was appointed for the second semester to teach Science and Mathematics.

In October, **Cassandra Chadwick** was appointed to a new part-time position (14 hours) as technology technician for Food and Fabric Technology. It was at this time that **Anita Chuang** joined the ESOL department as the new teacher assistant.

At year's end we farewelled **Claire Burrough** who had decided to return to Christchurch, family and friends following a serious health issue during the second semester. In doing so Claire secured a promotion to the position of head of Health Education at her new school.

Another teacher to be farewelled, following 2.5 years of dedicated service at WSC, was **Dorothy Fernandez**, who was appointed to a position teaching English at Onehunga High School.

After four years at WSC Co-HOD of Physical Education, **Graeme Massey**, resigned to pursue his goals as a triathlete and spend time travelling overseas. Graeme's subject expertise and passion for the subject enabled him, in collaboration with Jarrod Dunn, to lead the department from strength to strength with record numbers of students studying Physical Education at senior levels in 2009.

After ten years of dedicated teaching service in the Rumaki **Tere Tamarua** decided to take up the position of lead teacher at Te Whanau Pounamu, the immersion and bilingual unit at Kowhai Intermediate. Tere will be remembered for her caring and selfless commitment to her students, her unconditional collegiality and her immense loyalty to the many departments she served: Putaiao (Science), Pangarau (Mathematics), Te Reo Maori, Tikanga-a-Iwi (Social Studies), Hakinakina (Physical Education), Hauora (Health Education) and Hangarau (Technology).

The end-of-year staff farewell was also the occasion to pay tribute to HOD Media Studies, **Jane Hall**, following her ten years of exceptionally fine teaching service at WSC. Under Jane's leadership Media Studies has undergone significant expansion, attracting large numbers of students to its courses. Notably, Jane's work has earned her recognition in the wider educational community where her impact on teaching practice is likely to be felt for many years to come.

## **Financial Management**

It was imperative that, following consecutive deficits in 2006 (large) and 2007 (much smaller), a surplus budget be achieved for 2008. The final outcome, a surplus of \$86,756 was \$28,426 above that budgeted for.

This pleasing outcome was the result of determined budget-setting, careful monitoring throughout the year and responsible financial management on the part of budget-holders.

In consequence, the finance office, while still having to deal with some ongoing cash flow problems, did not experience the same level of difficulty in meeting monthly payment obligations to creditors as had occurred in 2007.

It should be acknowledged that the school community responded supportively to the board's decision to increase the school donation in the aftermath of the significant reduction in decile-related funding notified in the previous year. As a result actual donations exceeded the budgeted increase by a healthy margin.

A source of concern remains the income from international fee-paying students which for 2008 was approximately \$50,000 below that budgeted. This result occurred despite the recruitment of 96 students during the year, the highest number yet to be enrolled at WSC, and reflects the trend for students to stay for shortened periods. It is clear that the solution lies in continuing to work hard to ensure that recruited students enjoy a high quality educational experience during their time with us and attending carefully to marketing strategies, including servicing existing agents efficiently and well.

## **Property Management**

2008 witnessed the completion of Waiora, the long awaited, new health, guidance and counselling building, situated adjacent to the administration block close to the entrance to the school. This new student services centre, with its meeting and consulting facilities, will serve as an interface between the school and the wide range of community organisations and agencies providing specialist services for our students. The centre raises the profile of careers guidance at WSC, reflecting the important developments achieved in this area in recent years.

With regard to securing the school's **roll growth funding entitlement** to meet the school's **classroom accommodation needs**, year's end saw the commissioning of the new 3 classroom Health and Physical Education block, which was under construction by term four and scheduled to be opened for the beginning of term two, 2009. These new classrooms and offices adjacent to the gymnasium and courts have given much

deserved recognition to two strong curriculum areas in the school which have not enjoyed specialist accommodation in recent years.

The decision to invest the roll growth funds into the new classroom block signified that WSC would have to postpone plans for a second gymnasium until such time as the transition to an almost exclusively in-zone student population qualifies the school for further roll growth funding.

With regard to the WSC's **site renovation and landscape development needs** the school was subjected to yet another year of frustrating delays. Ministry officials, already in receipt of the 2007 GBD report, commissioned a further report to be undertaken by Babbage Consultants. When pressed by the school about the urgent health and safety site requirements, NCompass was contracted by the Ministry to identify and cost the immediate repairs and maintenance works. By year's end WSC was supplied with two more Ministry-commissioned reports but no funding approvals and therefore no improvements to the site.

Stage two of **the accessibility project**, involving the construction of lifts, internal platforms and balconies to provide access to the upstairs rooms in B & D blocks – stage one had made provision for ramps enabling wheelchair access to the ground-level classrooms – was finally completed in term three. This project took a considerable toll on the teachers and students in the adjacent classrooms during a construction phase which could not be confined to term break time.

January and February saw the completion of the **Art department computer suite** installed to facilitate the delivery of the art design and photography courses. Funding in the final phases of the second **5 Year Property Programme** has been allocated to refurbishment of the Music department and the specialist Food Technology room.

The staffroom alterations have been scheduled for commencement immediately after completion of the Music project in term two, 2009.

### **Co-Curricula Events / Education Outside the Classroom**

WSC students continue to benefit from a rich menu of field work and co-curricula opportunities. It is these events which provide many of the year's highlights and which set 2008 apart.

#### **2008 Highlights:**

- **Nga Puna O Waiorea** placed second in the haka and in waiata at the annual Auckland Secondary Schools' Cultural Festival in March;
- **Graeme Massey** finished his first Iron Man in Taupo after being knocked off his bike by a car;
- ten Year 10 students undertook the **Project K** 17 day wilderness adventure, including tramping, mountain biking, caving and kayaking;
- the **New Caledonia French trip** provided students with a memorable mix of language immersion, sight-seeing and homestay experiences;
- in May, four Springs art teachers donated works for the **art auction fundraiser** for Nga Puna O Waiorea's trip to the national kapahaka competition in Wellington;

- **The annual production – *Little Shop of Horrors*** – had hugely enthusiastic full houses for its season;
- **Tuhoe Tamaiparea** gained second place in the Pei Te Hurinui Senior Maori section of the Nga Manu Korero speech competitions;
- Year 13 students **Alexander Laurie** ( Painting & Photography ) and **Hiram Vaeau** ( Art Design & Painting ) were awarded two year membership of *The Friends of the Auckland City Art Gallery*
- In August, the **White Island Geography expedition** was featured at a whole school assembly;
- In September, **Ziggy Lever** earned second prize of \$1250 for the Art department and \$200 for himself at the Konica Minolta Secondary Art Exhibition;

### **Special Events**

The **Sports Awards Dinner**, attended by a large gathering of students, coaches, managers and supporters, was a wonderful celebration of the 2008 sports programme. Sports coordinator, Peter McIntyre, has a particular talent for recognising the achievements of students and affirming the contributions of their coaches in a very special way. Everyone who attended the awards dinner enjoyed the event immensely, a tribute to the special atmosphere generated through Peter's unique brand of collaborative event organisation.

### **Top Sports Awards**

#### **The Sports Coordinator's Cup for 2008**

Logan Jackson & Anthony Curry-Irons

### **Sportswoman of the Year**

Summer Huxtable

### **Sportsman of the Year**

Tom Jacka

### **Top Team Award**

Girls' Under 19 Basketball team

There was a record number of students participating in competitive sport in 2008.

During the year Western Springs College teams represented the school in

**intersecondary competitions** in a wide range of sports:

Summer – athletics; swimming; triathlon; waka ama; tennis; cricket; touch; softball; volleyball; table tennis; kilikiti; water polo; underwater hockey.

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

### **Senior Prizegiving Ceremony**

From Nga Puna O Waiorea's rousing whakatau to the assured presence of the student presenters and the breathtaking vitality of the musicians there is no event which better epitomises what Western Springs College stands for than the Senior Prizegiving ceremony. There is such joy and pride in the celebration of their peers' success and achievement on the part of the student body.

**Special Awards 2008**  
**Community Awards**

**Special Award for Services to the Library**  
**Weylin Hatton-Thompson**

**The Board of Trustees Award**  
in recognition of the outstanding contribution of the student trustee:  
**Gus Robertson**

**Special Award for Outstanding Contribution to the Pasifika Unit**  
**Eleanor Manu**

**The Ach Lee Fong Memorial Award for Outstanding Contribution to Kapa Haka**  
**Norbryn Vaiula & Daniel Watkinson**

**The Grant-Mackie Caring Award**  
in recognition of a caring attitude towards other students in the school community:  
**Juanita Hopkins and Weylin Hatton Thompson**

**The Sustainability Award**  
awarded in collaboration with the University of Auckland in recognition of an outstanding contribution to the school sustainability project:  
**Zarah Butcher-McGunnigle**

**Academic Awards**

**The Tuisamoa Cup and The Robertson Martin Award for Outstanding Artistic Achievement:**  
**Alexander Laurie**

**The Boisleux Bulloch Memorial Cup for Achievement in Senior Accounting:**  
**Paolo Edgerton Bachmann**

**The Western Springs College Cup for Outstanding Achievement in Senior English:**  
**Amelia Darby**

**International Students' Awards:**  
The International Student Award for All-Round Academic Excellence:  
**Honoko Uehara**

The International Student Award for All-Round Achievement:  
**Colin Scobie**

**The Ruben Mac Mathematics Trophy**  
for her outstanding work in the gifted and talented students' programme:  
**Josephine Desmond**

**The Jane Hall Cup for All-Round Excellence in Senior Media Studies:**

**Jesse Watts**

**The Empen Cup for Outstanding Achievement in Instrumental Music:  
Xian Rare-Lee**

**The Burton Award for Outstanding Contribution to the Performing Arts:  
Joseph Minto**

**The Massey-Dunn Cup for All-round Excellence in Senior Physical Education:  
Logan Jackson**

**The Western Springs College Award for Outstanding Achievement in Te Reo  
Maori  
Rewi McLay**

**Tertiary Institution Scholarships**

**AUT Scholarships** - awarded to students who show ability, leadership or determination to succeed:

Vice Chancellor's Scholarship:

**Henry Christian Slane**

Significant Students' Scholarship:

**Samantha Shanley**

Community Partnership Scholarships:

**Waiteata Te Ahuahu**

**Margaret Clarke**

**Samantha Lamsam**

**The University of Auckland Alumni Scholarship** - awarded to students who have demonstrated academic excellence, all round ability, and leadership:  
**Tom Wilson**

**UNITEC Partner School Scholarships**

Bachelor of Applied Technology - **Michael Turner**

Bachelor of Nursing – **Eleanor Manu**

**The Auckland City Council Study Award  
Fred Bishop**

**The House Cup**

Moana House

**The Hindley Scholarship**

recognizes the potential of a Year 12 student; assists with study at Yr 13 level

**Rose Philpott**

**The Pt Chevalier Lions Club Prize**

for all-round application in Year 13:

**David Pollard**

**The Mission Statement Award for All-Round Excellence**

recognises a student who values learning, has developed as a learner, works to their potential, and contributes to the life of the school:

**Hannah Neville**

## **The Hicks Prize for Dux**

Paolo Edgerton-Bachman & Nicholas Pearson.

### **Special Events - Continued**

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

Families took delight in the beautiful presentation of the hall for the **Pasefika Prizegiving**, enjoying in large numbers a ceremony which featured moving student valedictories, dancing, and a surprise guest musicians' performance! Once again the students showed by their appearance, demeanour and participation the degree to which they value this event.

The **International Students' Special Programme** was organised by director, Joanne Qiao, for those students who did not have term four NCEA examination commitments, enabling them to participate in performance and production-oriented curriculum-related activities on the campus and to enjoy collectively some of the experiences offered by Auckland city. The programme was completed by an awards ceremony and a shared dinner in a delightful atmosphere.

A special breakfast and presentation was held in the library on the morning of Senior Prizegiving to celebrate the graduation of the **Year 13 Maori students** enrolled in the mainstream of the school. This event was organised by Lorrin Shortland and Bella Pomare, supported by Margaret Ruland, to affirm the successes of this impressive group of mainly young men who with their support were on positive pathways into their futures.

**The Rumaki Prizegiving** was a totally impressive three hour celebration of language and culture which left no doubt about the benefits for students when kaiako and whanau combine forces. Nga Puna O Waiorea gives young Maori the kinds of educational experiences and opportunities which all school communities might aspire to.

### **Future Directions**

An important school development for 2009 and 2010 will be the implementation of the *New Zealand Curriculum*. The need to equip students with the key competencies espoused by the NZC is requiring teachers to reflect in depth about the connections between their subject-specific curriculum delivery and the fundamental purposes of secondary education. Similarly, a focus on the effective pedagogies advocated in the national curriculum statement is challenging teachers to think deeply about the essence of professional teaching practice. For their part students are being invited to reflect about and act on what constitutes effective learning so that they can become better equipped for their futures as independent, life-long learners.

The year ahead will see an increasing focus on preparing our most able Year 13 students for the Scholarship examinations and on encouraging students to strive for

NCEA certificate endorsement at *Excellence* or *Merit* levels. For many students and teachers this work will involve exploring the extent to which NCEA is about “less is more” in terms of the balance between credit accumulation and grade quality.

The school-wide focus on achievement levels sought for Maori and Pacific students will continue to be reflected in the learning targets against which WSC’s performance as a school will be evaluated.

The achievement of these targets is likely to be enhanced by

- a unit / module planning focus on effective pedagogies and key competencies;
- a staff professional development programme which encourages teachers to develop their ICT skills in the use of the school intranet in order to encourage student engagement and participation in the virtual classroom;
- the close monitoring of student progress and appropriate interventions at the critical stages;
- timely communication about students’ learning between teachers and parents and the building of a close school-home partnership.

The recognition given to the student voice will be promoted further by

- the further development of student leadership opportunities
- student participation in the development of a WSC Learning Charter
- all teachers carrying out and responding to student course evaluations
- surveying and reporting back to all students via the term three *Quality of Service Delivery* survey.

The WSC Board of Trustees has confirmed that there will be no out-of-zone enrolments in 2010, apart from those students enrolling into the Maori immersion special programme. This policy serves the dual purpose of maintaining the school roll at the perceived optimum level of 1000 – 1100 students and of bringing the school closer to the position whereby it qualifies to receive Ministry of Education funding for the additional classrooms warranted as a result of the roll growth in recent years. Under current policy this funding is withheld for students enrolled from outside the school zone since the introduction of the enrolment scheme in 2006. An additional incentive is to reduce the distance travelled by students to school and thereby facilitate more active forms of transport such as cycling and walking, in line with the school’s sustainability goal.

This situation means that it is critically important for WSC to sustain a Year 9 intake from within its zone of approximately 215 students in order to maintain the roll and avoid staffing reductions. The ability of the school to achieve this target has been enhanced by the outstanding academic results achieved by students in 2008 and, indeed, since 2005. Accordingly, the Board has determined that it is imperative that WSC adopt a concerted policy of taking every opportunity to inform the local community about the school’s successes.

In this context it becomes even more important that the Ministry of Education finally address the school’s site renovation requirements and enable WSC to present itself to the community as a school with grounds and facilities it can be proud of.

During the year ahead the school will deliberate both carefully and creatively about its modernisation needs as it develops project proposals for adoption under the third Five Year Property Programme, 2010-2015. WSC can anticipate a Ministry of Education-funded budget of approximately \$2 million which will provide an opportunity for a number of curriculum areas to refurbish their facilities and for the school to attend to its infrastructure requirements.

The school's leaders have been challenged to make a stronger commitment to resourcing implementation of WSC's sustainability goal both in terms of curriculum planning and delivery and staff filling roles in key areas working alongside students and community representatives.

At the international level the school's links with its partnership schools in China will be further developed in the year ahead with both the visit to that country on the part of WSC students and teachers and the hosting of subsequent visits to WSC in August, 2009, on the part of teachers and students from our friendship schools in Ningbo and Shijiazhuang.

### **Acknowledgements**

The **Board of Trustees** has continued to pursue a policy of proactively addressing the school's developmental needs, particularly in terms of identifying and tackling the strategic issues relating to the changing school roll demography, the modernisation of facilities and the need for financial stability. Trustees have been concerned to ensure that the school is working effectively in partnership with the Ministry of Education and that it discharging its obligations to the local community.

WSC continues to thrive as a result of the close and active cooperation between staff and **parents**. An increasing number of events on the school calendar are bringing teachers and families together in partnership for the benefit of students. There is no doubt that this interaction has become a key factor behind the high success rate of our students.

Parents and students alike readily acknowledge their appreciation of the expertise, dedication and helpfulness of our **teaching and support staff**. Western Springs College is a sought-after school in the education community with the result that the school is able to make high quality appointments. Furthermore, there is a well established commitment on the part of our teachers to the continuing development of their professional teaching practice.

Quality teaching makes for a happy student body. Our **students** clearly enjoy their daily interactions with their teachers. I am constantly reminded of the axiom that effective learning takes place in the context of a positive relationship between student and teacher. Above all, that for me is what *Springs* is all about.

Ken Havill  
Principal

