

WESTERN SPRINGS COLLEGE
PRINCIPAL'S ANNUAL REPORT

2009

This report covers the period 1 January, 2009, to 31 December, 2009, and gives details of:

Student Roll

Academic Achievement / Analysis of Variance

Annual Plan Implementation

Personnel: Appointments, Awards & Farewells

Financial Management

Property Management

Co-Curricula and Special Events

Future Directions

Acknowledgements

Student Roll

The school roll on 1 March, 2009, was 1037, with an additional 43 international fee-paying students. The ethnic composition of the student population was Pakeha 65%, Maori 16%, Pacific 10% and Asian 5%. The gender ratio was male students: 58%; female students: 42%. The school has retained its decile 8 rating.

TABLE 1:WSC (1 MARCH) ROLL: 2000 – 2009

2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	(2010)
600	602	584	633	777	877	911	947	1043	1037	(1110)

TABLE 2: WSC YEAR 9 (1 MARCH) INTAKE: 2000 – 2009

2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	(2010)
136	126	145	168	239	238	204	211	248	201	(244)

The Board of Trustees has 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 also to enable the school to eventually qualify for a level of per capita property funding (used for classroom accommodation) commensurate with its roll size, funding which is denied to out-of-zone students attending a school which has an enrolment scheme.

In accordance with the planned intention of being able to provide the requisite number of classrooms by 2011, the 2009 Year 9 intake was limited to 12 out-of-zone enrolments, all chosen by ballot. Furthermore, with the same intention, the Board made the decision to allow no out-of-zone enrolments in 2010.

Academic Achievement

Scholarship

In 2009, WSC students achieved 21 Scholarship passes (2008: 20). Three Scholarships were gained in each of Statistics & Modelling, Media Studies and Classical Studies.

Scholarships were gained across 14 subjects:

Statistics	3	German	1
Classical Studies	3	Graphics	1
Media Studies	3	Japanese	1
History	2	Painting	1
Accounting	1	Physical Ed.	1
Chemistry	1	Physics	1
English	1	Geography	1

The students who gained Scholarships were:

Tobias Croydon-McRae (2) - Classical Studies; Media Studies

Matthew Edmond (Dux) (2) - Statistics; History

Sophie Edwards (2) - English; Graphics

Emily Holland (2) - Classical Studies; Media Studies

Nicholas Priddey (2) - Accounting & Geography

Stuart Austin - Statistics

Paul Baek - Chemistry

Sebastian Clarke – Classical Studies

Pascal De Sully - German

Clare Hannam – Media Studies

Aidan Lomas - History

Tristan Marler – Painting (*Outstanding*)

Samuel Metson - Physics

Kester Panting – Japanese

Neerali Parbhu – Physical Education

Hudson Prestidge - Statistics

NCEA Results

Western Springs College's 2009 results overall have more than matched the excellent pass rates achieved during the period 2005-2008.

2009 NCEA Results:

National and Same Decile Schools Comparisons

Based on Participating Candidates' Data (See www.nzqa.govt.nz)

% Roll Achieving Qualifications	Year 11			Year 12			Year 13		
	WSC	NZ	Decile 8	WSC	NZ	Decile 8	WSC	NZ	Decile 8
Level 1	81.7	71.7	75.8						
Level 2				93.2	76.0	80.2			
Level 3							84.2	69.9	71.4
University Entrance							87.6	64.5	67.6

Findings

1. **WSC's (Level 3) University Entrance pass rate of 87.6%** has exceeded the national average by 23.1%, the same decile school average by 20%, and **ranks first for all state schools in the Auckland region and first in New Zealand for all decile 8 state secondary schools.**
2. **WSC's Level 2 pass rate of 93.2%** has exceeded the national average by 17.2%, the same decile school average by 13%, and **ranks first for all state schools in the Auckland region and first in the country for all decile 8 state secondary schools.**
3. **Across all four measures Western Springs College ranks first equal (with Epsom Girls Grammar School) among all state secondary schools in the Auckland region.***
4. After ranking as the top decile 7 state coeducational secondary school in New Zealand for the period 2005-2007, and the top decile 8 state secondary school in 2008, **WSC ranks second overall in 2009 (behind Fiordland College, which has only 65 students in the entire senior school).***
*These overall rankings are obtained by averaging the ranked pass rates for Levels 1-3 and University Entrance for all 54 Auckland region state secondary schools and for all 25 NZ state decile 8 secondary schools, single sex and coeducational combined.

As in each of the previous four years, 2005-2008, 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 overall WSC students are outperforming their peers at these neighbouring schools. These outcomes have enabled WSC to achieve its strategic goal of becoming the first choice secondary school for an increasing majority of families living in its home zone.

Excellence Certificates

The top students in NCEA gaining Excellence endorsement were:

Level 3	Level 2	Level 1
N: 10 (2008: 5)	N: 17 (2008: 16)	N: 11 (2008: 15)
Nicholas Priddey	Liam O'Dwyer	Zoe Dunster
Max Doesburg	Katie Milne	Xixi Xian
Hannah Cleverley	Phoebe Balle	Eva Woodward
Matthew Edmond	Sophie Blazey	Nell Mooney
Sophie Edwards	Rory Clarke	Rochelle Peckham
Sebastian Clarke	Rebecca Van Dam	Nicholas Short
Leon Hudson	Ariella Balmforth	Sally Bollinger
Finn McLennan Elliott	Zoe Marler	Taylor Groves
Lucie Irwin Whitney	Allanah Colley	Kieran Wilding
Clare Hannam	Madeleine Smith	Daniel McBride
	Johnny Sainsbury	Pearl McGlashan
	Sophie Wellnitz	
	Connor McAneny	
	Edward Crawshaw	
	Dana Franklin	
	Greta Gregory	
	Catherine Cumming	

Gender Analysis

2009 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	79.1	73.3	85.0	79.3
Level 2	90.6	76.8	96.3	84.8
Level 3	81.4	65.0	87.7	78.9
U. E.	87.2	63.1	87.9	72.8

Findings

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

2009 (Decile 8)

Level 1:	5.9%	(6%)
Level 2:	5.7%	(8%)
Level 3:	6.3%	(13.9%)
U.E.:	0.7%	(9.7%)

2. The WSC gender differential is less than the national decile 8 differential at all levels, markedly so for Level 3 and U. E.
3. The WSC male student pass rates exceed the national female pass rates for Level 2 (by 5.8%), Level 3 and U. E. (by 14.4%) and match that for Level 1.
4. 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 2 (M: 13.8%; F: 11.5%), Level 3 (M: 16.4%; F: 8.8%) and University Entrance (M: 24.1%; F: 15.1%); the differentials for Level 1 are virtually identical (M: 5.8%; F: 5.7%)

2009 NCEA: WSC Female Students / National Decile 8 Girls' Schools Comparisons Based on Participating Candidates' Data

(Pass Rates in Percentages)

	WSC Females	NZ Females
Level 1	85.0	82.4
Level 2	96.3	87.3
Level 3	87.7	81.1
U. E.	87.9	75.6

Findings

- WSC female student pass rates exceed those of female students from NZ decile 8 girls' schools at all levels.

**2009 NCEA: WSC Male Students / National Decile 8 Boys' Schools Comparisons
Based on Participating Candidates' Data**

(Pass Rates in Percentages)

	WSC Males	NZ Males
Level 1	79.1	77.3
Level 2	90.6	83.0
Level 3	81.4	68.0
U. E.	87.2	66.7

Findings

- WSC male student pass rates exceed those of male students from NZ decile 8 boys' schools at all levels
- The differential for U. E. is over 20%.

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: 2009
(National Decile 8 Pass Rates in Brackets)**

%	Level 1 Pass	Level 2 Pass	Level 3 Pass / UE Pass
All	81.7 (75.8)	93.2 (80.2)	84.2 (71.4) 87.6(67.6)
European	88.2 (79.6)	98.2 (82.6)	87.9 (73.6) 91.6(69.5)
Maori	72.7 (60.2)	81.1 (69.0)	65.0(53.8) 80.0(51.2)
Pasifika	57.1 (54.8)	76.9 (65.0)	80.0(44.3) 80.0(40.1)
Asian	84.2 (78.2)	100 (81.8)	100 (76.4) 90.0(73.6)

Findings

1. The differentials for WSC Maori students' pass rates measured against national decile 8 Maori student rates exceed 10% for all four measures:
Level 1: 12.5% above the national decile 8 average for Maori students;
Level 2: 12.1% above;
Level 3: 11.2% above;
University Entrance: 28.8% above
2. The highest differentials are for WSC Pacific Island students at Level 3 and for U. E.:
Level 3: 35.7% above;
U. E.: 39.9% above
3. The differentials for WSC European students compared to European students nationally are consistently high:
Level 1: 8.6% above the national decile 8 average for European students;
Level 2: 15.6% above
Level 3: 14.3%
U. E.: 22.1%

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

(Pass rates in Percentages)

Rumaki & Mainstream Maori Students NCEA Results, 2009

Level 1

	Male	Female	Total
Rumaki	85.7	85.7	85.7
Mainstream Maori	63.6	63.6	63.6
All Maori Students	80.0	66.7	72.7
All Students	79.1	85.0	81.7

Level 2

	Male	Female	Total
Rumaki	100	85.7	88.9
Mainstream Maori	75.0	92.9	78.1
All Maori Students	70.0	94.1	81.1
All Students	90.6	96.3	93.2

Level 3

	Male	Female	Total
Rumaki	57.0	50.0	54.5
Mainstream Maori	77.8	50.0	72.7
All Maori Students	64.3	50.0	65.0
All Students	81.4	87.7	84.2

UE Pass Rate

	Male	Female	Total
Rumaki Maori	100	75.0	87.5
Mainstream Maori	77.0	50.0	71.4
All Maori Students	78.6	66.7	80.0
All Students	87.2	87.9	87.6

Findings

- The Rumaki Level 1 pass rate (85.7%) exceeds that for all students by 4%.
- The Rumaki Level 2 pass rate (88.9%) is less than 5% below the overall WSC Level 2 pass rate (93.2%).
- The Rumaki pass rate for U.E. (87.5%) matches that for all students (87.6%).
- The Rumaki pass rates exceed those for mainstream Maori students in Level 1 (by 22.1%), Level 2 (by 10.8%) and U.E. (by 16.1%); the Level 3 pass rate of mainstream Maori students exceeds that of Rumaki students by 18.2%.

(See Analysis of Variance: Learning Target 4 below, pages 10-11, for further information.)

Pacific Island Student Achievement

(See Analysis of Variance: Learning Target 5 below, page 12.)

Analysis of Variance for the Year Ended 31 December, 2009

Learning Target 1

WSC students will achieve an 87% pass rate for Level 1 and a 90% pass rate for Level 2 in 2009.

Rationale

Level 1: the 2008 Year 10 assessment data indicated that this cohort should come close to matching the performance of their immediate predecessors.

Level 2: the Level 1 pass rate (91%) of this cohort in 2008 indicated that high expectations were justified for their performance in Level 2.

Previous WSC Level 1 pass rates

2004: 69.2
2005: 87.0
2006: 77.2
2007: 86.3
2008: 91.3

Previous WSC Level 2 pass rates

2004: 70.6
2005: 86.2
2006: 88.2
2007: 87.0
2008: 91.4

Outcomes

- The 2009 Level 1 pass rate was 81.7%, 5.3% below the target figure.
- The 2009 Level 2 pass rate was 93.2%, 3.2% above the target set.

Analysis

The **Level 1 pass rate** was the lowest since 2006. The decline was particularly noticeable among Pasifika students (2008: 77%; 2009: 57%) and Maori students (2008: 88.6%; 2009: 72.7%) but also affected European students (2008: 95.%; 2009: 88.2%).

The **Level 2 pass rate** of 93.2% was the highest ever achieved by WSC Year 12 students since the introduction of NCEA at this level.

Evaluation

The decline in the **Level 1 pass rate** has been attributed to the following factors:

- student performance declined in the area of externally assessed standards in comparison to 2008; performance in the internally assessed standards was comparable to 2008;
- student performance was affected by the absence of a preliminary examination in the second term with the result that insufficient data was generated to enable staff to promptly target students at risk of failing in the external assessments;
- the decline in student performance in the externally assessed standards was pronounced in two subjects in particular;
- overall student performance was affected by the fact that WSC had an unusually large number of first year teachers (ten) in 2009;
- a number of students gained 80 credits but failed to meet the literacy standards, hence were not able to achieve certification

Interventions for 2010

1. Level 1 students will sit a preliminary examination in term two in Mathematics, Science, Geography and Te Reo Maori to facilitate closer tracking and enable staff to target interventions for those students struggling in the externally assessed standards.

2. A more rigorous approach to the teaching of Level 1 literacy standards will be adopted.
3. Additional staffing resources will be allocated to the beginning teacher development programme.
4. The term four calendar has been adjusted to enable full feedback to students and full reporting to parents concerning student performance in the December junior examinations.

2010 Target

WSC students will achieve an 85% pass rate in both Level 1 and Level 2.

Learning Target 2

WSC students will achieve an 80% pass rate for University Entrance in 2009.

Rationale

The 2008 WSC U.E. pass rate was 81.8%, first in New Zealand among all decile 8 state schools. The aim was to consolidate achievement in U.E. at a level above 80% for the second consecutive year. This ambitious target was encouraged by the Level 2 results of the Year 12 cohort in 2008.

Outcome

In 2009, the WSC U.E. pass rate was 87.6%.

Analysis

WSC's Level 3 University Entrance pass rate of 87.6% has exceeded the national average (64.5%) by 23.1%, the same decile (8) school average (67.6%) by 20%, and ranks first for all state schools in the Auckland region and first in New Zealand for all decile 8 state secondary schools.

Evaluation

The 2009 pass rate of 87.6% is an outstanding result. Only four other decile 8 state schools exceeded 70%. There was a 6% gap back to the second Auckland state school.

Interventions for 2010

There appear to be no interventions warranted in relation to U.E.

2010 Target

WSC students will achieve a 75-80% pass rate in U.E.

Learning Target 3

WSC students will achieve the following combined Excellence & Merit endorsement rates:

Level 1: 40%

Level 2: 35%

Level 3: 30%

Note:

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.

Rationale

The identification of suitable benchmarks took account of the average pass rates for Excellence/Merit combined for New Zealand decile 8 state schools in 2008:

Level 1: 37.5%

Level 2: 23%

Level 3: 25%

Other determining factors were WSC's results in the same year (2008):

Level 1: 39.3%

Level 2: 35.5%

Level 3: 26.8%.

Outcomes

The 2009 WSC results were:

Level 1: 33.1%

Level 2: 42.1%

Level 3: 29.7%

WSC Certificate Endorsements: 2009

%	WSC	Excellence		Merit		
		NZ	Decile 8	WSC	NZ	Decile 8
Level 1	7.0	7.9	9.9	26.2	26.8	32.0
Level 2	11.0	5.8	7.0	31.1	19.3	22.1
Level 3	7.8	5.2	6.2	21.9	20.9	21.7

Analysis

The **Level 1 endorsement rate** of 33.2% was 7% below the target figure of 40%. Any notions that this target was overly ambitious need to be tempered by the fact that four decile 8 state schools achieved rates in excess of 50%. However, analysis does need to take account of the factors affecting the overall certification rate as reported above in the *Analysis of Variance: Learning Target 1*, pages 7-8.)

The **Level 2 endorsement rate** of 42.1% exceeded the target by 7.1%, was the top pass rate for all decile 8 state schools in New Zealand, and was the fourth highest rate for all state schools in the Auckland region. This outstanding result coincided with a Level 2 certification rate (93.2%) which was the top pass rate for both all decile 8 state schools and all Auckland region state schools regardless of decile.

The **Level 3 endorsement rate** of 29.7% was 0.3% below the target of 30%. This result placed WSC fifth among the 25 decile 8 state schools in NZ, and 14th among the 54 state schools in the Auckland region.

Evaluation

The **Level 1 endorsement rate** has raised questions about the degree to which Year 9 and 10 students are being adequately prepared for NCEA in the senior school and has prompted moves towards a review of academic standards, incentives and rewards at the junior levels. Other areas for debate and discussion are the extent to which Year 11 courses are overloaded with assessment requirements because of an excessive number of standards making up the

Level 1 courses and the extent to which the existing school policy of requiring all Year 11 students to undertake a 6 subject course is impeding grade quality.

The outcome of the five subject or six subject debate is likely to be influenced in favour of the latter by the comparatively impressive performance of WSC students in **Level 2**. In other words there is evidence that Year 12 students are managing to achieve high grade quality despite studying six subjects.

The Level 3 performance is more difficult to evaluate. Firstly, it should be noted that Year 13 students study a five subject course. While the rankings cited above indicate considerable scope for improvement, it is relevant in terms of cohort comparisons that in 2008 this cohort did not match the Level 2 endorsement rate achieved by the 2009 Year 12 cohort: WSC 2008 Level 2 Excellence/Merit = 35.5%; WSC 2009 Level 2 Exc/Merit = 42.1%.

Interventions for 2010

- Review the extent to which a five subject Level 1 and Level 2 programme would enable students to achieve a more in depth level of study conducive to improved grade quality.
- Review the extent to which a reduction in the number of standards and a lowered credit ceiling would relieve the current assessment burden currently placed on students (and teachers).
- Review ways in which the academic culture of the junior school might be strengthened.
- Senior and middle managers will continue to promote the goal of Certificate Endorsement, highlighting its significance as an entry criterion for an increasing number of tertiary courses.
- Department heads will continue to be required to set, monitor and report on targets for Excellence and Merit for each of their NCEA courses.
- Subject teachers, department heads, academic directors, house deans (for Year 11 students) will be involved in negotiating and monitoring individual student Excellence and Merit pass rate targets. They will track students' progress towards these targets so that they are in a position to decide on timely and appropriate interventions.

2010 Target

The 2010 targets have been set as follows:

Level 1: 40%

Level 2: 33%

Level 3: 30%

Learning Target 4

WSC Maori student pass rates for Level 3 and U.E. will match those for all students

Rationale

This target recognises the importance of retention for five years of secondary education and of attaining Level 3 and University Entrance qualifications. The target reflects WSC's commitment to the National Education Goal (1) of "*The highest standards of achievement through programmes which enable all students to realise their full potential as individuals...*"

Outcomes

WSC Maori Students NCEA Level 3 & UE: 2009 (National Decile 8 Pass Rates in Brackets)

%	Level 3 Pass	U.E. Pass
All	84.2 (71.4)	87.6 (67.6)
Maori	65.0 (53.8)	80.0 (51.2)

Rumaki & Mainstream Maori Students NCEA Level 3 & U.E: 2009

Level 3

	Male	Female	Total
Rumaki	57.0	50.0	54.5
Mainstream Maori	77.8	50.0	72.7
All Maori Students	64.3	50.0	65.0
All Students	81.4	87.7	84.2

UE Pass Rate

	Male	Female	Total
Rumaki Maori	100	75.0	87.5
Mainstream Maori	77.0	50.0	71.4
All Maori Students	78.6	66.7	80.0
All Students	87.2	87.9	87.6

Analysis

- There is a 19% discrepancy between the Level 3 pass rate for Maori students compared to all WSC students. This reduces significantly to 7.6% for U.E.
- The Level 3 differential is slightly less than that for 2008 (20.7%); the U.E. differential is significantly less than that for the previous year (16.3%).
- The Rumaki pass rate for U.E. (87.5%) matches that for all students (87.6%).
- It is notable that the WSC Maori U.E. pass rate is 28.8% above the national decile 8 average for Maori students.

Evaluation

Maori student pass rates at this level reflect a prevailing viewpoint that it is more important to gain U.E. than Level 3 certification. In this regard the outcome of the current national review of university entrance criteria is awaited with interest.

Interventions for 2010

The managers with responsibility for Maori student achievement initiatives will liaise with subject teachers, academic directors, deans and Learning Centre staff to provide targeted learning support for Maori students, particularly in the areas of managing deadlines, revision for examinations and examination techniques.

2010 Targets

Maori student pass rates will match those for all students at all levels.

Learning Target 5

5a Pacific students will attain pass rates matching those for all students.

Rationale

The recent practice of setting differentiated pass rate targets for Pacific students has been abandoned in recognition that such practices are inconsistent with both the National Education Goals and the WSC Charter.

Pass Rate Outcomes

WSC NCEA Results: 2009
Pacific Student Achievement
(National Decile 8 Average for Pacific Students)

	Level 1
2009	57% (55%)
2008	77% (56%)
2007	65% (50%)

	Level 2
2009	77% (65%)
2008	84% (60%)
2007	61% (57%)

	Level 3
2009	80% (44%)
2008	73% (40%)
2007	67% (45%)

	U.E.
2009	80% (40%)
2008	73% (33%)
2007	75% (40%)

Pass Rates Analysis

- The 2009 Level 1 pass rate (57%) was 25% below the pass rate for all students (81.7%).
- The 2009 Level 2 pass rate (77%) was 16% below the pass rate for all students (93.2%).
- The 2009 Level 3 and U.E. pass rates (80%) were 4.2% and 7.6% respectively below the pass rates for all students..
- The differentials for Level 3 and U.E. between WSC Pacific students' pass rates and the national decile 8 Pacific student averages are very high for all three years.

Evaluation

It should be acknowledged that these pass rates do not identify the Pacific students who complete Level 1 in Year 12 and who complete Level 2 in Year 13.

5b Pacific students will leave with a Level 2 or Level 3 NCEA Certificate and University Entrance.

Rationale

There is also recognition of the need to evaluate success for Pacific students in terms of school qualifications at the exit stage.

Leaver Qualification Outcomes

- Two Year 12 Pacific students left school before the end of the year; both had passed NCEA Level 1.
- Five Year 13 Pacific students left school during the year; all five had passed NCEA Level 2.
- Ten Year 13 Pacific students completed the year: two left with NCEA Level 2; eight left with NCEA Level 3; six of these eight students left with University Entrance as well as a Level 3 Certificate.

Leaver Qualifications Analysis

88% (15/17) of Pacific student leavers left school with either a Level 2 or Level 3 NCEA Certificate.

Evaluation

Given the high retention rates for Pacific students at WSC it is evident that the leavers' qualifications targets have been met to a large extent.

5c Pacific student leavers will make a transition to tertiary education, job training or employment.

Rationale

WSC has a responsibility to gather and maintain data relating to the destination of students beyond school; a successful transition from school to further education, employment training or employment represents the final piece of the jigsaw.

Transition Outcomes

The three Year 11 Pacific students who left WSC in 2009 all transferred to other secondary schools.

Four Year 12 Pacific students left WSC in 2009: one went to another secondary school; one joined the Youth Guarantee Scheme for training in freight forwarding; one enrolled into a carpentry training course; the fourth entered a hairdressing training course.

Fifteen Year 13 Pacific students left WSC in 2009: four went directly into employment, one of whom was a Gateway placement; four entered a carpentry training course; one undertook a plumbing apprenticeship; one entered a catering training course; three enrolled in university degree courses; one is visiting relations in Australia; one is living at home with no placement to date.

Analysis

Of the 18 Year 12 and Year 13 Pacific students who left secondary education in 2009 almost all have made the transition into employment, job training or tertiary education.

Evaluation

Pacific student leavers have made a successful transition beyond school at a time of high, post-recession youth unemployment.

Interventions for 2010

1. a focus on the development of independent writing skills in the context of the recently changed internal assessment procedures
2. early subject teacher referrals and prompt guidance staff responses to work completion difficulties and non-achievement issues
3. continue facilitation of participation in the Gateway programme to increase student motivation
4. focus guidance on the transition of Year 10 students into NCEA.

2010 Targets

- Pacific student pass rates will match those for all students at all levels.
- Pacific students will leave school with a Level 2 or Level 3 NCEA Certificate.
- Pacific student leavers will make the transition to tertiary education, vocational training or employment.

Strategic Plan Goals / Annual Plan Objectives: An Evaluation of Progress in 2009

Goal 1

Attain the highest academic, cultural and sporting standards of student achievement.

Objective 1

Improve academic results at all levels.

For the **Level 1, Level 2, Level 3 and U.E. certification rates and analysis** see the **Academic Achievement** section of this report, pages 2-3 above; see also the **Analysis of Variance** section, Learning Target 1, pages 7-8; and Learning Target 2, page 8. In sum, they indicate improved results for Level 2, Level 3 and U.E., but not for Level 1.

For the **Excellence and Merit endorsement rates** see the **Analysis of Variance** section, Learning Target 3, pages 8-10. In sum, they indicate improved results for Levels 2 and 3, but not for Level 1.

The **Scholarship results** are reported on page 2 above. In sum, 21 Scholarships represents an improvement by one of the number gained in 2008 and 2007 (20).

For the **gender differentials** analysis see **Academic Achievement**, pages 4-5. In sum, they show that the target of a less than 5% differential between male and female student achievement at WSC was almost but not quite attained: Level 1: 5.9% differential; Level 2: 5.7%; Level 3: 6.3%; U.E.: 0.7%. These differentials are larger for Levels 1-3 and less for U.E. compared to the 2008 results.

Finally, given the outstanding results achieved in 2008, it needs to be recognised that the degree of improvement gained in 2009 was most creditable.

Objective 2

Improve results at all levels for Maori students.

The 2009 Maori student pass rates improved in comparison with the previous year for Level 2 (by 2.8%), Level 3 (by 8%) and U.E. (by 14.5%); the Level 1 results were 16% below those for 2008.

The differentials between the pass rates of Maori students and all students are reported above: see the **Analysis of Variance: Learning Target 4**, pages 10-11 for Level 3 and U.E.; see the **Ethnic Groups Results**, pages 5-6 for all levels.

Objective 3

Improve leavers' qualifications for Pacific students.

The 2009 Pacific student pass rates improved in comparison to 2008 for Level 3 and U.E. (from 72.7% to 80.0%), declined slightly for Level 2 (2009: 76.9%; 2008: 84.2%) and were considerably weaker for Level 1 (2009: 57.1%; 2008: 76.9%). (See also Learning Target 5 above in the *Analysis of Variance* section of this report, pages 12-14.)

Objective 4

Provide students with a range of career pathways in making the transition beyond secondary school.

2009 marked the transfer of the Careers department to new facilities, including offices and a computer suite, in the recently opened student services centre (*Waiora*).

The careers education programme was strengthened with the introduction of ***Future Indicative***, an intranet-based programme which runs across all year levels and enables students to progressively identify and record their preferred subjects, interests, skills, strengths and values along with their ideas and thoughts about possible career plans. **Year 9 students** were given the opportunity to enter their personal information on the Future Indicative data base during the year.

Year 10 students undertook a 3 lesson programme with Careers staff, their dean and a subject teacher immediately prior to the subject selection evening in term three. The students were introduced to the ***Futureselves*** programme which generates a personal report covering careers, skills, interests, values and lifestyles for discussion and use in developing a career plan which along with further information from the Careers service website was recorded on their Future Indicative data base. The third lesson focused on subject selection for NCEA spanning years 11, 12 & 13 and making use of the WSC annual course book

Year 11 students were channelled into the Careers In-Zone bus during intervals and lunchtimes and encouraged to attend curriculum vitae writing workshops at Waiora. Year 12 students benefited from access to Careers Expo and Workchoice Day. Students at risk of leaving without qualifications or the prospect of a successful transition beyond school were directed into the Unitec SEED mentoring programme and Youth Training and Youth Guarantee courses. Year 13 students leaving during the year were interviewed in order to monitor their transition. Other Year 13s whose career path or tertiary education plan was uncertain were referred for interviewing and guidance.

The **Gateway programme**, which provides students with an industry placement for one day per week, has expanded from 30 students in 2007 to 88 in 2009.

Outcomes associated with participation continue to be significantly improved student attendance and a much better work ethic across all subjects. The programme has also strengthened student retention, especially among Maori and Pacific students, helping a number of students to confirm their chosen career path but also enabling others to realise that another pathway, including a return to school and further study, was preferable. In 2009, students gained an average of 15 credits from the achievement and unit standards associated with the programme.

A very pleasing feature of the programme remains the large number of employers involved with over 60 local businesses participating by year's end. Links with ITOs continue to be a valuable source of resources and opportunities for our students. Parental participation has enabled the programme to benefit from family connections with employers.

Placements in 2009 ranged across accounting, auto mechanics, the beautician industry, business administration, hospitality, early childhood education, sports, horticulture, law, farming, engineering, panel-beating, electrical work, hairdressing, media, nursing, physiotherapy, performing arts technology, retail, travel, building and architecture.

Goal 2

To provide quality teaching across all curriculum areas.

Objective 1

Deliver a staff professional development programme focused on effective pedagogies.

In 2008, a new intranet had been 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.

In February and March, the whole staff professional development sessions were focussed on the use of the intranet to enhance teaching and learning. ICT Development Manager, Dave Okey, introduced the potential of the new **intranet** to serve as a discussion forum in the further development of a **school-wide learning community**. Staff were encouraged to see teaching and learning as a creative process.

A number of the ICT lead teachers illustrated how to access the personal dashboards on the intranet and presented activities designed for making use of the **virtual classroom**. Teachers worked with **critical friends** to develop and commit to group proposals for innovative practice which were placed on the intranet.

In terms three and four there were presentations on the part of the critical friends' groups to the whole staff on the implementation of these plans inspired by teaching practices advocated through the staff professional development programme in recent months, an important step in the process of sharing innovative teaching practice across curriculum areas. The presentations ranged from innovative use of the intranet to assist student learning, student self assessment of the key competencies, assisting students with dyslexia, encouraging student creativity and working towards providing continuous feedback.

Plans for the Professional Development Committee to promote a school charter of effective teaching strategies have yet to reach final fruition.

Objective 2

Deliver a curriculum which equips students with the competencies of lifelong learners.

2008 had seen useful groundwork undertaken in the form of whole staff sessions which explored the fundamental challenges to teaching practice posed by the NZ Curriculum, with a particular focus on exploring the dimensions of the *Key Competencies* and the *Effective Pedagogies*.

The first whole staff professional development session of the year addressed the issue of collaborative curriculum planning and emphasised the need for teachers' planning to integrate the range of professional development initiatives introduced in recent years in order to better implement the New Zealand Curriculum requirements. Teaching staff were encouraged to make use of the *mindful planning* template distributed by associate principal, Linda Dillon, on the first day of term.

At the same session teachers were asked to connect with a **critical friend** with whom they were willing to commit to have ongoing dialogue about the challenges of adopting a coherent approach to unit planning. A written commitment identifying a specific teaching and learning focus for these future conversations was placed by each teacher in a kite at the end of the session.

Approaches to course, unit and lesson planning were canvassed and shared at a **NZ Curriculum Implementation day** for all department heads held off-site in June. Scheme content and scheme writing guidelines were updated in the light of the new curriculum and distributed. Subsequently, a commitment was made on the part of senior managers to seek to provide additional curriculum development time for departments in the form of regular late start or early finish days.

During the year curriculum development manager, Graeme Moran, and student academic leaders developed a student survey which explored the characteristics of an effective learner, that is, a student equipped with the competencies required for lifelong learning. These findings were represented in the form of a poster which was distributed school-wide for display in the classrooms.

Objective 3

Use assessment data to inform teaching and learning strategies.

In term three **Year 9 & 10 core subject teachers** attended a two hour session convened by their **house dean** to receive a teaching strategies presentation by a Team Solutions facilitator. The session encouraged the subject teachers to adopt a more personalized approach to teaching and learning by employing differentiated learning strategies in a targeted manner using the asTTle assessment data generated for the core class.

It has been recognised that the effective school-wide use of asTTle requires a sustained commitment in the year ahead to whole staff professional development in partnership with the Visible Learning Lab at the University of Auckland.

Appraisal reports indicate evidence of increasingly widespread use of the formative assessment strategies which were the focus of the 2007-8 staff professional development programme.

Objective 4

Improve teaching and management practice through the use of feedback from students and colleagues

There has been considerable progress towards the routine use of confidential feedback from key colleagues in the appraisal of middle managers, as has been used for senior managers for some years. Generally, this has led to strong affirmation of sound leadership and management practice across curriculum areas. More comprehensive feedback will be sought by making teacher comments mandatory for all sections of the review for all department staff.

Similarly, teacher appraisal reports have indicated that it has become the norm for appraisees to be able to provide student course or unit evaluation information as evidence of their ongoing enquiry into their developing teaching practice.

Objective 5

Improve teaching and learning standards through changes to internal assessment procedures.

It has been pleasing to witness how readily and widely teaching staff have implemented the decisions made in 2008 to impose a limit of one resubmission or reassessment for internally assessed standards, to complete the delivery of internally assessed standards by the end of term three, and to ensure the prompt marking, moderation and feedback of results to students in order to maximise opportunities for timely self monitoring and for tracking and intervention on the part of guidance and teaching staff.

Objective 6

Update reporting methods

Teachers have been encouraged to refer to students' developing key competencies in the writing of report comments. Exemplars have emerged which now need to be integrated into reporting guidelines. There is a need to ensure that teacher comments are personalised for individual students. The main change to reporting is to include the end-of-year examination results in the junior reports.

Goal 3

Develop and maintain a safe, inclusive student learning environment.

Objective 1

Provide student leadership opportunities to enhance the school learning culture.

A reading of the Year 13 student testimonials provides testimony to the breadth and depth of senior students' participation in and contribution to school life at WSC. The vibrancy of the school culture owes much to the positive and constructive manner in which senior students respond to the opportunities created for them to work alongside teaching staff and younger students to assist peers with their learning, to help students new to the school find their place, to support students' personal and social development, and to enhance sporting and cultural activities.

Indeed so wholehearted has been the commitment of many students to their school community that reconciling these co-curricula and extra-curricula activities with their personal academic responsibilities has confronted not a few directly with the challenges involved in learning to manage self. Yet the truth is that full development of the key competencies on the part of young people as espoused by the NZ Curriculum requires the fostering of a holistic education involving a rich menu of opportunities outside the classroom.

Objective 2

Research the effectiveness of student support programmes and interventions.

School-based research into the effectiveness of WSC's interventions into student alcohol and drug use - *Student Reflections and Perceptions Relating to School Interventions into Alcohol and Drug Use* – was carried out using funding from the Ministry of Education Student Engagement Initiative. While the research was conducted on a small scale, the findings indicate encouraging evidence of positive impacts resulting from the school's management of stand-downs and suspensions, drug testing, counselling, internal and external programmes.

Objective 3

Raise awareness and develop ownership of the WSC Safe School philosophies and policies.

The school self review data derived from the Quality of Service Delivery survey in term four showed high safe school ratings for WSC across all groups in the school community. In response to the item: *The school provides a safe and secure environment for students* the following averaged performance ratings on a 1 – 10 scale were obtained:

Students (739 responses): 7.34

Parents (124): 8.26

Teachers (56): 8.66

The Lincoln University criteria for weak performance are:

- mean scores of less than 6.2 indicate an issue worthy of the school's attention;
- mean scores of less than 6.0 indicate an issue meriting priority attention;
- mean scores of less than 5.0 indicate an issue requiring urgent attention.

This does not mean that WSC has no safe school issues requiring attention. Concerns such as cybersafety and bullying demand constant vigilance and ongoing policy development, especially to keep pace with developing technologies which are subject to misuse.

Objective 4

Provide for the transition of Rumaki students to the mainstream school.

No students transferred from the Rumaki to the mainstream school in 2009. It should be noted that this is not an option for students enrolled into the Rumaki from outside the school zone.

Goal 4

Provide up-to-date educational facilities and services.

Objective 1

Coordinate the efforts of community leaders, trustees, parents, staff and students to introduce sustainable practices.

The 2009 WSC Sustainability Project report has identified the following achievements:

- The WSC environment leaders and the University of Auckland research team received a *Highly Commended* award in the youth division at the Auckland Regional Council Environmental Sustainability awards ceremony.

- University research team leader, Charlotte Blythe, directed and produced two films made to promote sustainability, involving students as actors and support crew, which were screened at whole school assemblies.
- Three waste audits were carried out showing that over 80% of the 135 kg of waste sent to landfill daily could have been recycled or composted, food scraps making up nearly 40% of the total waste weight, while glad wrap and wrappers were the predominant items not able to be recycled or composted.
- Twelve new waste stations were designed by the student environment leaders with the help of the sustainability panel members. The side panels were painted by over thirty students who attended a Sunday workshop in term three.
- The environment leaders organised an *EcoDay* later in the term attracting students to the hall to view the waste station panels, vote for their preferred panel and participate in activities designed to teach participants about waste.
- Curriculum development proposals to offer environmental science standards.
- The Atea house dean, Bryony West, organised a *Trash to Fash* competition.
- The entire junior school lined Great North Road promoting messages to support action on climate change.
- The Travel Wise team launched the WSC Travel Plan.

The collaboration of our Auckland Regional Transport Authority liaison officer, ACC traffic safety engineers, the local ACC ward representative, the NZ Police Education officer, sustainability panel leader, Niki Harre, parents, students and senior managers resulted in the sanctioning of the following measures aimed at enabling students to walk and cycle to school more safely:

- limiting the speed of traffic on Motions Road and Old Mill Road by introducing a 40 km school zone to cover the 30 minutes in the morning and in the afternoon when commuting is at its height
- building a footpath on the right hand side of Old Mill Road as one approaches the school in order to significantly reduce the need for students to cross the road
- narrowing the exit from the ACC carpark adjacent to WSC and inserting a speed table at this point
- constructing refuges aligned to the bus stops on Garnet Road and Great North Road
- erecting *Slow* signs on Meola Road.

There have been strong recommendations from the project leader that the principal and the board ensure that WSC takes a leadership role and provide as soon as possible the staffing resources needed to embed sustainability practices. Another recommendation is that appointments relating to the design and project management of new buildings be confined to professionals who are committed to environmentally sensitive design principles.

Objective 2

Provide teachers and support staff with professional working conditions.

There was a round of four meetings of the Staffing Management Committee in term two to review policy guidelines and existing management unit and allowances allocations. Additional offices were provided in the administration block for the Maori student achievement managers and the ICT development manager; the old health centre was converted into a meeting room. The staffroom extension has been postponed yet again, funding not being available until the 2010-2015 5 Year Programme Programme budget is accessible from July, 2010.

All staff continue to be appointed under the terms of the Secondary Teachers' Collective Agreement or the Support Staff in Schools Collective Agreement. The biennial self review survey did not reveal any significant staff concerns related to a failure to observe guaranteed working conditions.

Objective 3

Provide students and staff with modernised learning facilities.

The modernisation of the Music and Food Technology curriculum areas is reported below (Property Management, page 26).

Objective 4

Carry out remedial works to address site subsidence problems.

The Ministry of Education decision in June to fund these works is reported below (page 26). Subsequent site investigations preparatory to undertaking renovation of the drainage, driveways, footpaths, lawns and fields works occupied the second semester. Works were expected to be underway in term two of 2010.

Objective 5

Initiate consultation to develop the third (2010-2015) 5 Year Property Programme.

As reported in the Property Management section of this report below (page 26), over 20 modernisation projects have been included in the draft 5 Year programme Plan to be submitted to the Ministry of Education, most of them proposed by department heads and oriented towards modernising learning environments.

Goal

Strengthen school-home and school-community partnerships.

Objective 1

Ensure informative and timely school-home communication.

The decision was made for 2009 to predetermine exact publication dates for the school newsletter to be placed on the school website. In addition to the January mailout there are 12 editions of the newsletter appearing regularly on the Monday of weeks 3, 6 and 9 each term.

The school website also features the annually updated strategic plan, the annual plan, the principal's annual report and board meeting minutes.

Objective 2

Survey stakeholders' satisfaction levels.

The biennial *Quality of Service Delivery* survey of parents, students and staff was carried out in term four. There were high satisfaction levels across all three groups with none of the 22 questionnaire items rated by any of the three groups at a level of weak performance according to the Lincoln University criteria. There was universal agreement about high performance ratings for *The school provides a safe and secure environment for students.* (See above, page 19.)

There was consensus among all three groups about the need to strengthen careers education. Some parents indicated ways in which school-home communication could be improved. A higher profile for sports events was also sought by some.

Objective 3

Work in partnership with parent groups.

The **Parent Action Group (PAG)** has continued to provide parents with a regular monthly forum with direct representation from and links to the board and senior management, providing feedback on such issues as newsletter distribution and report evening organisation. The group has once again made a significant contribution to school life, organising or assisting with the organisation of events such as the new families' barbeque, the NCEA information evening, the garden working bee, the staff end-of-year lunch, the quiz night, and the movie evening. An excellent feature of the PAG's operations has been the management of a website page alerting parents to upcoming events. During the year \$8,000 of fundraised money was paid towards the purchase of a new school van.

The Rumaki whanau has gone from strength to strength during the year. Monthly hui have been extremely well attended, making possible the further development of close and cooperative ties between kaiako (teachers) and parents. This cohesiveness was particularly apparent when Nga Puna O Waiorea successfully hosted the Auckland regional Nga Manu Korero speech competitions. It is clear that the support of parents for " after hours " events such as study wananga, kapahaka practices and netball or rugby league games, while an important element of the kaupapa of the immersion unit, is freely given in appreciation of the wonderful educational experiences provided for their children. Tracey Watkinson and Taima Campbell were both dedicated trustees who served on the board as representatives of the whanau.

The **Mainstream Maori Parents Group**, supported by the teaching staff managers assigned to promoting mainstream Maori student achievement, has worked to establish and maintain links with whanau of mainstream Maori students to encourage attendance at report and careers evenings. There has been close liaison with the Rumaki whanau in relation to the celebration of events such as the Matariki festival. Other foci have been monitoring the retention and transition of students, encouraging student attendance at homework centre, and monitoring student academic progress. There have been successful efforts to facilitate mainstream Maori student participation in events such as hosting Nga Manu Korero and the Ngarimu Essay Writing competition. A curriculum issue has been safeguarding continued access to the learning of Te Reo Maori. The group has been ably represented on the board of trustees by Alice Heather.

The Pacific Parents' Fono was convened to support the organisation of events such as parent/teacher interview days, the Po Fia Fia night, and the hugely successful Pasifika Prizegiving, the two latter occasions once again filling the hall with parents and extended family members.

Objective 4

Maintain WSC as the first choice school for a majority of in-zone families. Secure enrolments among whanau seeking an education in te reo Maori.

Department heads with the assistance of Year 13 students organised Year 8 workshops in term two 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 our musicians, actors and dancers made an impressive contribution to Ponsonby Intermediate's *Cultural Week*.

A WSC community newsletter featuring academic results, the achievements of Rumaki students, student leadership initiatives, the sustainability programme and the China trip, was distributed to all of the homes in the school zone in July. Information outlining the academic achievements of WSC students was sent to the principals and board chairpersons of all primary and intermediate schools in the WSC zone.

The effectiveness of these promotions may be judged from the comparatively large Year 9 intake for 2010, especially given that no out-of-zone students were accepted. (See the Student Roll section of this report on page 1.)

The success of Nga Puna O Waiorea in attracting a full quota of Year 9 enrolments into the Rumaki immersion unit owed much to the academic, cultural and sporting achievements of Maori students and to the close partnership offered to whanau by kaiako (both managers and teachers).

Objective 5

Develop international educational and cultural links in the global community.

The April tour to China on the part of four staff and 17 students enabled WSC to initiate contacts with our two friendship schools in Ningbo and Shijiazhuang. Unfortunately, the opportunity to reciprocate by hosting planned visits from each of these two schools to Auckland in August was thwarted by the cancellations imposed as a result of the swine flu epidemic.

Personnel: Appointments, Awards & Farewells

Peter Bircham, **Carla Elford** and **Kieran O'Sullivan** (Physical and Health Education), **Kirsty Britton** (Art), **Logan Coleman** (Science and Mathematics), **Jasmine Dunn** (Rumaki), **Amy McIntosh** (Science and Chemistry), and **Rita Stone** (English and Drama) were all **beginning teachers** appointed to permanent, full-time positions commencing at the beginning of term one. **Lynne Tanner** also accepted a part-time appointment in Media Studies for the year.

At this time we also welcomed our new head of Media Studies, **Deb Thompson**, who came to us following a distinguished period of service in curriculum development at Team Solutions and with the Ministry of Education.

In March, **Sue Cameron-Brown** was appointed as assistant head of Science following **Geraldine Victor's** decision to relinquish the position in order to concentrate her energies on her role as Moana house dean.

At the end of term one French specialist, **Elodie Tempest**, resigned in order to accompany her husband to the United Kingdom where he took up a job appointment. **Cecile Bourgeois** was appointed as Elodie's permanent replacement from the beginning of term three; the ensuing vacancy was covered by **Margo Koppány** during term two.

Following a lengthy period of sickness **David Walker** made the decision not to return to his position as the Rumaki Mathematics teacher; **Jasmine Paulcutty** covered this specialist position until the end of the year.

During term two after five years of service in the Mathematics department **Dieke Markusse** successfully sought a teaching position at a private school closer to home in the Pukekohe area. Interim cover was provided until **Shelley Trollip** came to New Zealand from South Africa in term three.

In August, the coincidental departure overseas of **Vesi Talamaivao** and **Esther Miyari** to take up positions at international schools in the Middle East resulted in the appointment of **Dougal McIntyre** (a recent teacher trainee at WSC) and **Craig Baily** (who came from New Jersey, USA). Fa'avesi Talamaivao, widely known as *Mr. T*, had served Western Springs College for ten years as a teacher of Mathematics and a dean and had made a telling contribution to rugby at the school. **Paul Alford** took over from Vesi as Kapura House dean in term three. At this time **Emma Dwyer** was appointed to a part-time Social Studies programme.

In term three we welcomed **Zoe Lindsay** back from maternity leave at the same time as learning that Media Studies specialist, **Meg Freeman**, had decided to continue full time in her mother's role. As a consequence of Meg's resignation **Melanie Webber** was appointed to a permanent position in Media Studies.

In term four the decision was made to strengthen the senior management team through the creation of two new positions. Firstly, **Chris Selwyn** was appointed to the newly resourced role of tumuaki of Nga Puna O Waiorea including membership of the senior management. Subsequently, head of Mathematics, **Thea Kilian**, was appointed to the position of assistant principal, just reward for and recognition of Thea's outstanding service as department head.

In the October-November period internal promotion saw **Jared Hockly** appointed as head of Mathematics and **Tania Secker** appointed as teacher-in-charge of Classical Studies.

During the year **Monica Dragulescu** (Science technician), **Andrea Prchal** (English ancillary), **Alitisami Va'auli** (Learning Support), **Dyane Roberts** (ESOL Teacher Assistant) and **Lisa Lark** (International Students) were all appointed as support staff. **Anita Ward** (Food & Fabric Technology technician) replaced **Cassandra Chadwick** in October.

In term three the school was delighted to learn that **Tupe Tai** had been deservedly nominated for a National Excellence in Teaching award. Tupe has taught English at WSC since 1992 during which time she has earned great respect as a classroom practitioner, served as the dean of Moana House and as the manager of Pacific island student achievement initiatives.

At the same time it was announced that **Ivan Davis** had successfully applied for a Ministry of Education Sabbatical Leave award. The award will enable Ivan to travel and study overseas in term three, 2010, next year. Ivan has chosen the theme of *student voice* for his trip focus.

In November, associate principal, **Linda Dillon**, was granted leave for the remainder of term four and for terms one and two in 2010 to undertake an advisory role alongside the senior managers of a girls' secondary school in Abu Dhabi. The advent of **Heather Dikstaal** into the deputy principal position vacated by Ivan Davis following his appointment as acting

associate principal resulted in the appointment of **Emma Dwyer and Zoe Lindsay** as co-HODs of Social Studies until the end of term three, 2010. **Tania Secker** was assigned to the role of acting dean of Whenua House for the same period of time.

At year's end **Lorrin Shortland** was assigned the role of dean of Oranga House and **Hana Aranga** became head of Te Reo Maori, both roles vacated as a result of Chris Selwyn's promotion.

At year's end the school farewelled **Simon Henley** following five dedicated years of excellent teaching practice in Mathematics. There was also a mixture of sadness and delight at the news of **Tere Tamarua**'s appointment as Kowhai Intermediate's bilingual unit lead teacher. Tere will be remembered for her commitment to Nga Puna O Waiorea and its kaupapa and for her dedicated willingness to extend herself across a number of curriculum areas.

Financial Management

The 2009 Annual Report has identified an operating surplus of \$37,478. This second consecutive surplus budget has contributed to reducing the school's working capital deficit. In consequence, the finance office, while still having to manage some ongoing cash flow problems, experienced considerably less difficulty in meeting monthly payment obligations to creditors compared to the situation which existed in 2007 and 2008.

Once again this surplus outcome was the result of disciplined budget-setting, careful monitoring throughout the year and responsible financial management on the part of budget-holders.

It is pleasing to be able to report that actual income from both donations and international student fees more closely approximated budgeted income in 2009 compared to the previous year.

The auditors' final management report for 2009 has indicated an unqualified audit opinion for the 2009 accounts with no disagreements with school management during the course of the audit and no breaches of legislation identified. All recommendations relating to issues identified in the 2008 Management Report are noted to have been implemented.

The Finance Committee exercised its delegated authority to approve the community education private business proposal for 2010 submitted by coordinator, Bridget Klubien. The decision, which has to date avoided termination of the WSC community education programme, involved the school's acceptance of reduced revenue to cover programme costs.

Property Management

In early March, staff, students, trustees and external agency representatives were finally able to celebrate **the opening of Waioara**, the new students' centre housing the health centre, the counselling offices and rooms, and the careers centre. I would like to acknowledge the important role played by acting principal, Linda Dillon, in 2008 and previously, in ensuring the successful development of this project from the concept stage to final fruition.

The extensive **modernisation of the Music department**, completed in term two, encompassed refurbishment of the main classroom and construction of a new computer suite, tuition rooms, office and storage facilities.

May saw the official opening of the **new 3 classroom Health and Physical Education block** adjacent to the gymnasium and courts with a ceremony featuring the unveiling of a commemorative plaque which acknowledged the services to the school of architect Kelvin Grant, whose untimely death had occurred late in 2008. These well designed new classrooms and offices have provided both departments with long overdue specialist accommodation.

Ministry of Education funding was provided for immediate attention to the **health and safety grounds hazards** identified by a specially commissioned audit sought during representations made to the Ministry concerning WSC's site renovation and landscape development needs.

In June, after five years of intensive lobbying, the Ministry finally gave approval to the **funding of site renovation works** with a grant of \$1.5m to be followed by annual grants of \$90,000 for the next ten years to attend to ongoing maintenance issues. Celebrations were tempered by recognition of the likely need to seek further funding from the Ministry to enable all necessary works to be carried out.

WSC's lobbying of the Auckland City Council was successful in bringing about the removal in August of Fillamore's heavy vehicle metal depot from **MOTAT** land adjacent to the school marae. The dust generated from the site had become an acute health issue for staff and students.

The final project to be commissioned for the second Five Year Property programme (2005-2010) was the **modernisation of the Food Technology facilities**. The upgrade commenced in December and was due for completion by the beginning of term two.

There have been over 20 project proposals submitted for consideration for funding under the **third Five Year Property programme (2010-2015)**. WSC will endeavour to prioritise the modernisation of learning environments as much as possible. A revision of the 10 Year Property Plan was commissioned in December as a requirement for Ministry of Education approval of the new Five Year Property programme.

Co-Curricula Events / Education Outside The Classroom

This section of the annual report attempts to present a slice of the rich co-curricula experiences available to Springs students outside the classroom, revealing some of the many ways in which students and staff contribute to and participate in our vibrant school community:

2009 Highlights:

- in February, Year 9 students and their Year 13 peer support leaders experienced the **Beach Education programme** at Bethells Beach on Auckland's west coast;
- the Parent Action Group-organised **New Families' BBQ** drew a large gathering of parents and students new to Springs, taking the opportunity to informally meet form teachers and subject teachers;
- in March, **Nga Puna O Waiorea** placed second overall on the Maori stage at Auckland's *Polyfest*; WSC supporters were delighted by the performance of the **Niuean Cultural Group** which gained second placing in the hymn section;

- on 26 March 20 Year 13 students took part in the **annual appeal for the Child Cancer Foundation** by collecting in Queen Street;
- also in March, Year 11 Physical education students took on **Challenge 2009** at Mangawhai Forest, while the **Year 12 Biology** classes ventured off to Leigh Marine Reserve and Tiritiri Matangi Island under the direction of Robert Forster;
- for the second consecutive year a contingent of Year 10 students experienced the **Project K** 17 day wilderness adventure involving tramping, mountain biking, caving and kayaking, made possible by the dedicated support of Sue Poupouare;
- Sports Director, **Peter McIntyre**, was appointed as the New Zealand Men's Touch coach from 2009-2011;
- in April, Linda Dillon, Peter Coxon, Ali Geursen and Joanne Qiao led a group of senior art and media studies students on a memorable **trip to China** visiting Shanghai, Beijing, and our sister schools in Ningbo and Shijiazhuang;
- in the same month the Year 13 Physical Education class travelled to Waihi Beach to participate in the annual **Aquathon** ocean swim and run;
- at the end of term one the Years 11 and 12 Geography students inspected the volcanic landscape of Mt. Ruapehu and undertook the Tongariro Crossing;
- on 25 April a group of five student leaders attended the Point Chevalier RSA's **ANZAC Day service**;
- three Year 11 Food Technology students (Renata Rea; Taylor Daniels; and Rhiannon Dilworth) travelled to Wellington to compete in **Activate**, a television programme featuring cooking and healthy lifestyles;
- the Level 3 portfolios of Henry Christian-Slane (Design) and Leslie Hansen (Painting) were selected for the **top art national website**;
- for the second consecutive year **Tuhoe Tamaiparea** gained second place in the Pei Te Hurinui Senior Maori section of the **Nga Manu Korero speech competitions** held at WSC; **Viniece McIntyre** was the top female speaker and placed third in the junior English section;
- in May, 32 Years 10 and 11 students attended a one-day secondary schools' **Philosophy conference** at St. Cuthbert's College;
- in term two the **Year 9 Science** classes visited **Auckland Zoo** to study endangered species in New Zealand to enable them to complete a research assignment and produce a presentation on their chosen species;
- the Health Promoting Schools team ran **Feetbeat** activities for 30 minutes every Friday lunchtime throughout term two;
- in June, the inaugural **Technology Week** featured a series of quizzes, a paper aeroplane competition, and the Egg Drop Challenge;
- the Springs **Stage Challenge** performance at Aotea Centre in late June told the story of the *Seven Deadly Sins*;
- *Enjoy the essence of Pasifika* was the catch cry for the annual **Fia Fia Night** in July;
- in the same month 42 **Year 13 History** students flew down with Graeme Moran and two parents to Wellington to visit Parliament, the National Archives, Te Papa, the Museum of Wellington, and Weta Studio;
- **International Languages Week** in August included different ethnic food each day at the canteen, the annual cultural dress competition with 50 students and 25 teachers participating, and form class quizzes;
- on a Sunday in August the student environment leaders organised a gathering of 32 students for a bin painting day to advance the waste stations construction project;
- **Library Week** saw vouchers awarded at assembly to the two students at each level who had borrowed the most books;

- **a Maths Week** highlight was the selling of beanies to raise funds for the World Society for the Protection of Animals;
- in September, the Lipsync group won the national final of the **Search4Stars competition**;
- October saw Nga Puna O Waiorea gain second place in the **Te Ahurea Tino Rangatiratanga Cultural Festival**; while three Rumaki students won prizes for placings in the **Ngarimu Essay Competition**;
- **Oliver Yates** gained a High Distinction Certificate in the ICAS English Competition.

Sports

In 2009, Western Springs College was represented by 70 teams entered into intersecondary sports competitions across 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.

There were many highlights:

- nearly 700 students competing in the WSC Athletics Day at Mount Smart in February
- Tulsa Saumamao (1st in the junior boys high jump and 2nd in the junior boys 100m and 200m) and Sam Hutton (2nd in the junior boys high jump) excelled at the Auckland Champion of Champions event
- outstanding individual results at the WSC Swimming Sports Day at West Wave leading to our biggest and best representative team at the West Auckland Championships
- the junior girls waterpolo team won the North Island Division 2 Championships
- Hugo Norton broke the Year 10 cross country record by 52 seconds
- both the junior and senior rugby teams won their matches on Finals Day
- both the junior and senior girls soccer teams won their finals
- the junior boys soccer team went through the championship round unbeaten
- the junior girls basketball became competition winners
- the Year 9 and premier netball teams finished as runners-up in their finals.

The **Sports Awards Dinner**, attended by a large gathering of students, coaches, managers and supporters, was yet again a wonderful celebration of the 2009 sports programme.

Top Sports Awards

- The Sports Coordinator's Cup for 2009
Morgan Robson
- Sportswoman of the Year
Antoinette Jowitt
- Sportsman of the Year
Matthew Lane
- Top Team Award
Premier Girls' Netball Team

Special Events

Senior Prizegiving Ceremony

There was widespread consensus among staff that the 2009 Senior Prizegiving was the most outstanding in recent memory such was the quality of the student valedictories, the musical performances, the calibre of the student presenters and the stirring nature of the whakatau (welcome).

Special Awards 2009

Community Awards

- Special Award for Services to the Library
Lucie Irwin-Whitney
- The Board of Trustees Award
in recognition of the outstanding contribution of the student trustee
Rose Philpott
- Special Award for All Round Excellence as a Pasifika Student
Te Toki Tepaki
- The Ach Lee Fong Memorial Award for Outstanding Contribution to Kapa Haka
Norbyn Vaiula & Daniel Watkinson
- The Grant-Mackie Caring Award
in recognition of a caring attitude towards other students in the school community:
Sebastian Clarke
- The Nga Oho Award
Daniel Watkinson
- The Sustainability Award
awarded in collaboration with the University of Auckland in recognition of an
outstanding contribution to the school sustainability project
Grace Elliott & Greer Rasmussen & Georgia Kirkham

Academic Awards

- The Tuisamoa Cup and The Robertson Martin Award for Outstanding Artistic
Achievement
Ziggy Lever
- The Boisieux Bulloch Memorial Cup for Achievement in Senior Accounting
Bridget O'Donnell
- The Western Springs College Cup for Outstanding Achievement in Senior History
Matthew Edmond
- The Western Springs College Cup for Outstanding Achievement in Senior
Mathematics
Matthew Edmond

- The Ruben Mac Mathematics Trophy
for their outstanding work on the Mathematics publication
Phoebe Balle & Grace Kennedy
 - The Liggins Institute Award for Excellence in Life Science
Rory Clarke
 - The Jane Hall Cup for All-Round Excellence in Senior Media Studies
Ziggy Lever
- International Students' Awards
- The International Student Award for All-Round Academic Excellence
Yen-Yu Chen
 - The International Student Award for All-Round Achievement
Maki Omatoi
 - The Empen Cup for Outstanding Achievement in Instrumental Music
Sam Loveridge & Finn McLennan-Elliott
 - The Burton Award for Outstanding Contribution to the Performing Arts
Leon Hudson
 - The TAPAC Trophy for Outstanding Achievement in Performing Arts Technology
Louis McGlashan
 - The Massey-Dunn Cup for All-round Excellence in Senior Physical Education
Antoinette Jowitt
 - The Western Springs College Award for Outstanding Achievement in Te Reo Maori
Krystal-Lee Brown & Hayley Watford

External Awards

- ASB Scholarships
Matthew Edmond; Sophie Edwards; Rose Philpott; Nicholas Priddey
 - AFS Intercultural Programme Award
Apeni Tamanui-Fransen
 - The Performing Arts School Scholarship
Rereaute Tamanui
- AUT Scholarships - awarded to students who show ability, leadership or determination to succeed
- Vice Chancellor's Scholarship
Neerali Parbhu
 - Significant Students' Scholarship

Antoinette Jowitt

- Community Partnership Scholarships
Krystal-Lee Brown
Daniel Watkinson
Hayley Watford
- The University of Auckland Faculty of Arts Undergraduate Scholarship
Arizona-Rose King
- Victoria University Excellence Scholarship
Sophie Edwards & Lucie Irwin-Whitney
- UNITEC Partner School Scholarships
Rose Philpott & Te Toki Tepaki
- The Auckland City Council Study Award
Newton Cook & Amy McDowell-Pakieto
- The House Cup
Moana & Whenua Houses
- The Hindley Scholarship
recognizes the potential of a Year 12 student; assists with study at Year 13 level
Phoebe Balle
- The Pt Chevalier Lions Club Prize
for all-round application in Year 13
Sophie Miller
- 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
Neerali Parbhu
- The O’Keefe Scholarship (Runner-Up to Dux)
Hannah Cleverley
- The Hicks Prize for Dux
Matthew Edmond

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 Year 13 Mainstream Maori Students’ Farewell, the Rumaki Prizegiving, the Leavers’ Dinner and the Junior Prizegiving, all strongly supported by the families and guardians of the students.

The Rumaki Prizegiving was a captivating three hour celebration of language and culture which left no doubt about the benefits for students when kaiako and whanau combine forces.

Future Directions

Western Springs College is committed to meeting the curriculum development and professional development challenges posed by full implementation of the *New Zealand Curriculum*. Curriculum area heads have taken ownership of the vision, values and principles driving the revised curriculum and are working hard to translate these guidelines into comprehensive course and unit plans which identify links between enlightened pedagogies and engaging learning activities. There is a sense of a quiet revolution in teaching practice occurring across the country which Western Springs College wants very much to be part of. This work holds out the firm prospect of our students emerging following five years teaching and learning at Springs with the competencies needed by our graduates in today's world.

There is a continuing staff focus on encouraging students to strive for excellence in attainment but also to assist senior students to manage the assessment burden currently placed on them. There is also a movement towards making better provision in Years 9 and 10 for similar goals and acknowledgements to those now characteristic of the senior school.

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 WSC Board of Trustees has confirmed that there will again be no out-of-zone enrolments in 2011, apart from those students enrolling into the Maori immersion special programme. The ongoing transformation of Western Springs College into a neighbourhood school drawing exclusively on students residing within our zone will enable WSC to qualify for a new block of classrooms within the next twelve months and, consequently, classroom accommodation more commensurate with the size of the school roll.

We are also eagerly anticipating the transformation of the campus as the recently funded site renovation programme progresses. WSC is also on the cusp of its third Five Year Property development programme (2010-2015) with the prospect of investing much needed funds into modernising learning environments.

WSC has renewed its commitment to meeting the sustainability goals expressed in its strategic plan with a focus at senior management level on working closely with student leaders, colleagues and community organisations to embed sustainability practices.

Acknowledgements

The **Board of Trustees** has increasingly adopted a policy of addressing the strategic issues facing the school by supporting the development of student achievement initiatives and carefully overseeing management of the enrolment scheme, modernisation of learning facilities and management to ensure financial stability.

WSC continues to thrive as a result of the close and active cooperation between staff and **parents**. A large number of events on the school calendar bring teachers and families together in partnership for the benefit of students. There is no doubt that this interaction continues to be 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**. They benefit from the fact that Western Springs College remains a sought-after place of employment in the education community.

We are blessed with a happy student body. Our **students** demonstrate increasingly their considerable pride in *Springs* and never cease to amaze me with their strong sense of community and willingness to work with their teachers in celebration of the human spirit.

Ken Havill
Principal