



Wakatipu
HIGH SCHOOL
FOUNDATION



2019 IMPACT REPORT





Reach for your heights

Ka mauka whakatu

FROM THE CHAIRMAN

On behalf of the Wakatipu High School (WHS) Foundation, I would like to express my gratitude and thanks to the many community members, businesses and families that assisted WHS Foundation in supporting WHS in 2019. In our sixth year of operation, we raised \$210,967 and donated \$108,455 to WHS across 10 programmes.

A key highlight of our supported programmes was trialing the Graeme Dingle Foundation's Stars Programme – a peer mentoring programme supporting Year 9's in their first year of school. The successful implementation of this programme in 2019 has led WHS Foundation to supporting this programme in 2020, impacting nearly 350 students. This programme ties in well with our commitment to youth wellbeing at WHS. Wellbeing is increasingly an issue for students across NZ. We are proud to provide \$10,000 a year so WHS can continue their work with the NZ Institute of Wellbeing & Resilience, supporting the development of whole school wellbeing.

The ability of WHS to deliver the best 'all-round' education is often due to the additional time and energy put into our extra and co-curricular activities across arts, theatre, culture, sports, academia, and music as well as additional scholarship classes. Our thanks to the many teachers, managers, coaches and volunteers who go the extra mile to support WHS students and the wider school community in these areas.

It is an unfortunate reality that Queenstown is a town of great economic disparity. The Awhi Hardship Fund ensures all students have equal opportunities to 'Reach for their Heights'. Parent testimonials in this impact report showcase the importance the Awhi Fund has within our school community.

This year we were proud to strengthen our ties to the local business community by entering into a three-year partnership with the Queenstown Chamber of Commerce as part of our Business Partnership Programme. This initiative brings likeminded businesses together who recognise that an exceptional high school, offering Aotearoa's best 'all-round' education, is key to supporting families in the region, developing the future employees and entrepreneurs of the Wakatipu Basin and strengthening our local community. We look forward to continuing our strong relationship with the Queenstown Business community in 2020.

Richard Lauder

Chairman

(Resigned April 2020)

A MESSAGE FROM THE PRINCIPAL

Once again the WHS Foundation very generously supported WHS in 2019.

The WHS Foundation supported a wide range of initiatives, including students and families needing financial support, high achievers, initiatives supporting student achievement, and extra-curricular activities and staff. This support makes a real difference to WHS, and has a significant impact on our ability to deliver a 'great all-round education' for our students.

On behalf of WHS my very sincere thanks goes to the WHS Foundation for their support, and also to those in our community who so generously support the WHS Foundation. Thank you all very much for the difference you are making to WHS.

Steve Hall
Principal



FINANCIAL POSITION AS AT 31 DEC 2019*

	31 Dec '19	31 Dec '18
Foundation Equity	\$946,617	\$866,995
Represented by:		
Cash	\$42,275	\$32,336
Receivables	\$17,800	\$20,850
Investments - General	\$300,393	\$279,556
Endowment	\$585,009	\$573,858
Investment - WCT	\$25,000	
Subtotal	\$970,477	\$906,599
Sundry Payables	(\$23,860)	(\$39,604)
TOTAL	\$946,617	\$866,995

*Final annual accounts available on the Foundation website.

TOGETHER WE'VE RAISED

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The WHS Foundation has a goal to raise a minimum of \$200,000 a year, which allows it to fund this amount to WHS.

Our Business Partner programme is key to the WHS Foundation reaching its goal, with supporting partners donating over \$150,000 in 2019.

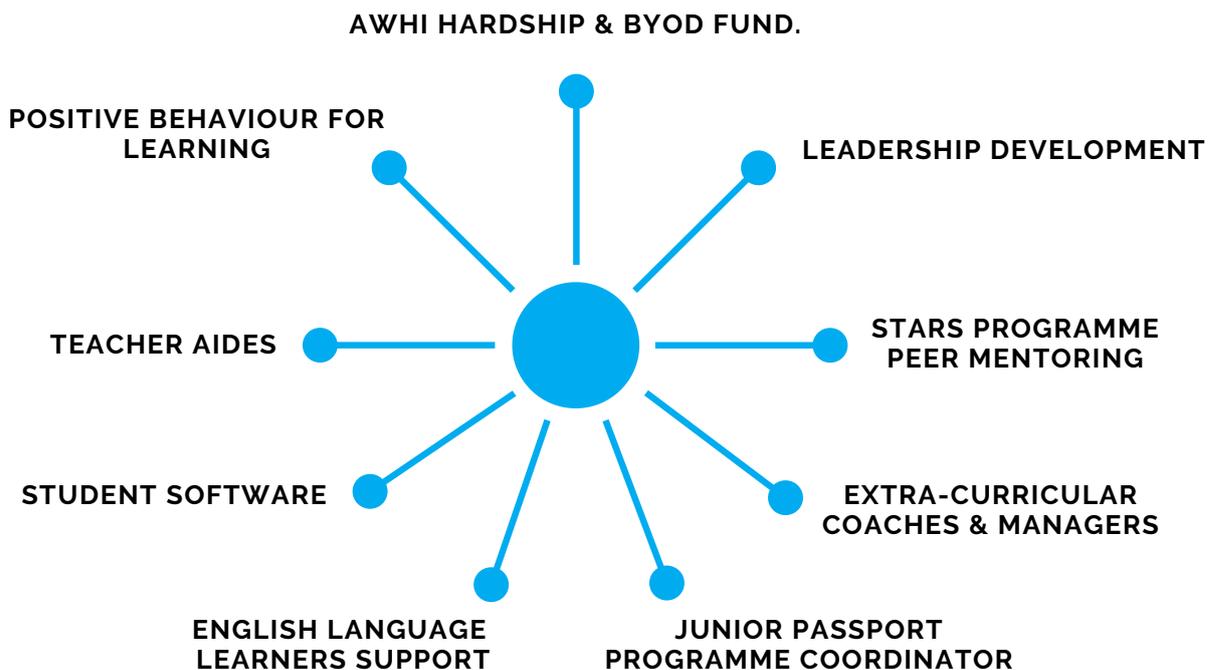
Our two annual fundraising events were made possible by continued support from long standing partners Rata Restaurant and Millbrook Resort, the ongoing generosity of local food and beverage vendors and companies donating auction items.

The June gala dinner and auction at Rata was a highlight of the year with a total of \$29,410 raised through ticket sales and the auction.

The year was capped off with our annual golf tournament at the beautiful Millbrook Resort, bringing together 100 golf enthusiasts for a day on this world class course, raising \$24,325 in the process.

Interest from our endowment fund added \$11,151 income for the year.

TOGETHER WE'VE SUPPORTED



THE AWHI HARDSHIP FUND

MAKING A DIFFERENCE IN OUR SCHOOL COMMUNITY

The 2019 financial contribution from the WHS Foundation to the Awhi Fund, has once again made a significant difference for a number of families in our school community.

The financial pressures of living in Queenstown not only adds stress to parents but can also limit what their children can participate in. High rents and house prices in the Queenstown area, employment that may be at the minimum wage (which can also be seasonal or casual), ill health and other family circumstances, can make it a real challenge for some families to manage financially. Awhi support has helped families through some of these financially challenging times. It has enabled students to fit in with their peers by wearing the same uniform and attending school camps and events. It has also enabled students to follow their passions, whether they be curricular or extracurricular.

Awhi contributes to a range of school related expenses funding camps, school trips, uniforms, the Year 9 ski programme, sports fees, music lessons and even Formal tickets.

This support helps families feel cared for and part of the school community. We want families to feel able to ask for help when they need it. While some families feel embarrassed about asking for financial assistance, we aim to make them comfortable by ensuring a high degree of confidentiality.

THE AWHI FUND RECEIVED 97 APPLICATIONS FROM 62 FAMILIES, SUPPORTING 67 INDIVIDUAL STUDENTS.

Families have really appreciated the support from the WHS Foundation and they would like you to know how much it has helped, as shown in the comments on our next page.

HEAR FROM OUR AWHI FUND RECIPIENTS

The Awhi funding from the Wakatipu High School Foundation has been a great help to our family. Our daughter was able to participate in the school's various sports tournaments and Branches this year because of the financial assistance that it gives. We really appreciate it and we will forever be grateful. Thank you again.

- PARENT

“ The Awhi fund has allowed my daughters to study at WHS without needing to worry about monetary costs and we are ever thankful for the support provided. It is a great system and will surely help out other families in the future.

- PARENT ”

“ The Awhi funding was very helpful in that it removed a sense of pressure I was feeling in relation to the payment of Branches. I knew it would likely be the only time I applied for the Awhi help and so I felt I would ask as we were encouraged to do so through the Principal. The team at WHS were very helpful and although I would have rather not needed to ask, they made me feel at ease about it. The funding helped because it allowed me to channel the \$250 elsewhere. I am very grateful for it.

- PARENT ”

“ I really appreciated the Awhi Fund helping us. At the beginning of school, a lump sum money was always required to prepare uniform and etc. The Awhi fund helped me to get full uniform for my child, and it eased my financial stress off a lot. I feel more comfortable than before, as I know that WHS is a supportive school for students not only with schooling but also financially.

- PARENT ”

A "Big Thanks" to Awhi for the financial assistance for our daughter's school related expenses. It helps our family in meeting both ends of our day to day expenses. As a recipient of the Awhi fund it helps our daughter to become more inspired to be good in school and happy to participate in any extracurricular activities. Our daughter is determined to show to Awhi that it's worth helping us (her parents) in financial expenses in school. Thank you Awhi for being there to lean on.

- PARENT

I don't know how I would have provided school essentials for my daughter over the past 2 years without the incredible financial support that Awhi has given us. Being a single Mum of three, living in Queenstown is not easy. The initial cost of school uniform is huge, as is the cost of camps. I could not have afforded these without help from Awhi. My son starts WHS in 2020 and again, Awhi has come to the rescue and I am so grateful. Thank you.

- PARENT

“ Awhi funding was a great support for my children during their academic years in Wakatipu High School. It was really helpful for our family as well. We appreciate all your support for their wonderful achievements and hope the fund will continue for students in need in the future.

- PARENT ”

“ The Awhi support was a huge help for me as a single mum to help pay for the uniform and a laptop for my son who started year 9 this year. He was able to start high school confident that he had everything he needed for school at a time that can be nerve wracking for kids. We appreciate it so much!

- PARENT ”

“ We are grateful that we are one of the beneficiaries of Awhi. It helps our financial/family expenses to meet both ends. A million thanks to Awhi for opening the door of kindness to us the parents of the students of WHS. From the bottom of our hearts "Thank you Awhi" for helping us

- PARENT ”

BYOD AWHI SUPPORT

The generous support of the WHS Foundation is a significant factor in WHS being able to operate Bring Your Own Device (BYOD) across the entire school again in 2019 - ensuring no students were disadvantaged by financial hardship.

During 2019, 18 students were supported by BYOD Awhi, each receiving a laptop that they were able to use during their time at WHS. Most of these laptops were fully funded.

We continue to be delighted with the teaching and learning that is possible under a BYOD model. Teachers are able to plan and deliver learning in a more personalised and collaborative way and students have the ability to be more engaged with their learning and take more ownership over it. Thank you to the WHS Foundation for making this possible.

TEACHER AIDES

Teacher Aides are an essential resource in secondary schools. At WHS, teacher aides have many varied roles including working with students with high learning and/or behavioural needs and English language learners. Ministry of Education funding for teacher aides is minimal. Even our most challenging students receive funding for only a small part of their programme (e.g. five hours per week out of a 25 hour week timetable). In order to support students to access the curriculum and effectively engage in teaching and learning programmes, a lot more teacher aide support is required above what the school receives in funding. Teacher aides are critical to ensuring all students are able to feel included and achieve success.

In 2019, WHS had 186 students identified as having some sort of special education need, as well as an increase in students with complex behavioural needs. As is the case every year, the Student Learning Support team received many requests from teachers for additional teacher aide support in their classrooms, and were required to prioritise the allocation of what is a limited resource.

The extra funding provided by the WHS Foundation was vital to the learning, progress and achievement of many students. We thank the WHS Foundation for their generous support of this important initiative.



WELLBEING PROGRAMME

Wellbeing is increasingly an issue for NZ and schools. The generous support of the WHS Foundation has enabled WHS to invest in the first year of the "Wholeschool Wellbeing Partnership programme" (WWPP) run by the NZ Institute of Wellbeing and Resilience.

The WWPP is a three-year programme designed to develop whole-school wellbeing. The first year of the programme has been about supporting us to learn about wellbeing, develop staff expertise, provide coaching and training to wellbeing leaders, and to assist with planning and review of wellbeing implementation strategies.

The year has included a full staff introductory session to put the case for and develop buy-in for wellbeing at work, establishing a Wellbeing team, coaching sessions for the team, and professional learning for staff. It has led to the development of a number of practical wellbeing initiatives. In a recent end of year staff survey, the wellbeing work was noted as very positive and making a difference by many staff. As the programme moves into Year two and three, there will be an increased focus of implementation of the programme throughout the school.

We are very appreciative of the Foundation's support in this important area which will provide significant benefit to staff, students and the school.



STARS PROGRAMME

The Stars Programme is a peer-mentoring programme developed and implemented by the Graeme Dingle Foundation (GDF), that aims to support, motivate and positively reinforce Year 9 students during their first year in secondary school.

WHS ran this programme as a pilot programme in 2019, with 30 students from Year 12 and Year 13 trained as peer-mentors. These mentors worked with nearly 100 Year 9 students to support their transition to high school.

In August, all the Year 9 students undertook a community service day, which saw them volunteering at local charities and cleaning up the local environment. The Year 9 students and the senior peer mentors have all benefited immensely from the programme, and we look forward to extending the programme to nearly 350 students in 2020. A huge thanks to the WHS Foundation for supporting this great initiative.



ELLS SUPPORT

With well over 18 different nationalities represented at WHS, English Language Learners (ELLS) are an important part of our school community.

In 2019, over 50 ELLs benefited from additional support, positively contributing to their overall academic success and all-round education. This support also extended to the families of students and as a result, strengthened and increased home-school relationships and communication. For example, there was a significant increase in Junior and Senior Next Steps attendance, a deeper understanding of school systems and processes (including NCEA, reporting, and Awhi support), and an increased level of involvement in goal-setting and future pathways for these students.

This is significant for both students and their families, as it has enabled the students to 'find their place' within our school community. They are now more confident and comfortable in taking advantage of the opportunities that WHS has to offer (Branches, Ski programme, Journeys, extra-curricular activities etc.) A huge thank you to the WHS Foundation. The extra funding has been invaluable this year and is very much appreciated.



SCHOLARSHIP CLASSES

Scholarship is the pinnacle academic achievement in high school. In 2019, 15 teachers worked with nearly 60 students, preparing them for scholarship in 14 different subjects. Teachers engaged in a programme of teaching and learning for scholarship from the start of the year, committing time before or after school, during break time and in weekends. Participating teachers met periodically to discuss students' learning progress and achievement, and shared ways to advance programmes of teaching and learning at the scholarship level.

This year, staff have increasingly been working together, with groups of students in common areas, rather than in individual silos. For example, the Advanced Learning Programme in the Social Sciences saw the Geography, History and Economics candidates working together in Term One to develop their critical thinking, before getting into the subject-specific content. Additionally, we had two teachers working on the scholarship Physics programme. Each of these interactions builds the capacity of staff and enables teachers to better differentiate and cater to the needs of scholarship candidates in class time.

A third development of the scholarship programme is that in some learning areas, the scholarship programme has been opened up to younger students, developing a two-year programme of learning and in some cases offering support to students in Year 11.

All of our scholarship teachers certainly went above and beyond, and appreciate the recognition and generous support of the WHS Foundation and the Wakatipu community that supports the WHS Foundation.

LINEWIZE & CLASSWIZE

Online safety continues to be an ongoing challenge for schools throughout NZ. Finding the balance between providing a safe learning environment, but respecting student agency, isn't possible with broad and inflexible policies that may not be appropriate for all year levels. Linewize provides us the capability to tailor our internet filtering and policies to be age and year level appropriate. We can access detailed reporting to ensure that internet usage is appropriate. Linewize can facilitate ensuring that there is unfettered access to all educational sites whilst limiting and/or restricting access to sites that may allow students to be off task.

Classwize provides individual teachers with the ability to control internet access as required for specific lessons. Teachers can focus the entire class and/or individual students as well as monitoring to ensure that sites being accessed are appropriate for the lesson content. Classwize allows teachers to reward appropriate behaviour and to restrict inappropriate behaviour.

JUNIOR PASSPORT COORDINATOR

The Ākonga (Learner) Passport initiative has been hugely successful in 2019. It was developed as a system to positively acknowledge students in Years 9 and 10 for the following: exhibiting behaviours that exemplify our school values; engagement with their learning in the classroom; participation in extra and co-curricular activities; completion of service for the school and/or community; and completion of programmes in digital literacy (Year 9) and careers and pathways (Year 10).

Administration for the initiative included multiple aspects. At the beginning of the year there was a lot of set-up required to finalise the design of the Passport as well as a lot of communication to ensure key stakeholders, including staff, students, and parents, understood the system (which included tiers of achievement - Bronze, Silver & Gold).

During the year, there was ongoing administration of the system which included tracking the points

for all students (over 450 junior students); cross-checking involvement in all extra and co-curricular activities and issuing the stickers; processing the completed Values Cards at the end of each week; processing the outcome of Learning Engagement reports every three weeks and issuing stickers; setting up systems for students to report their service and completion of the digital and careers programmes.

The sponsorship of prizes from local businesses, in particular AJ Hackett Bungy, was hugely appreciated, but required a lot of administration to communicate with the businesses and arrange for 'prize draws' each term. In conjunction with AJ Hackett Bungy, we also held a t-shirt design competition with all Bronze Passport recipients receiving one of these t-shirts.

We are looking forward to continuing with the initiative in 2020 and would like to thank the WHS Foundation for its support to get this important initiative implemented this year.

EXTRA AND CO-CURRICULAR TEACHERS IN CHARGE / COACHES/ MANAGERS

WHS's vision is to provide Aotearoa's best all-round education, and the school offers an extraordinary range of extra and co-curricular activities that provide opportunities for students to grow and develop holistically. Whether it be through sport, arts, culture, leadership or the outdoors, these opportunities could not be offered without the commitment of our teachers and support staff who, along with members of the community, volunteer an immense amount of time to working with students.

The WHS Foundation is a fervent supporter of WHS 'all-round' education and this year acknowledged 82 members of the WHS staff who contributed to extra and co-curricular activities to varying degrees. On behalf of all the teachers and support staff who have been supported by this amazing initiative, we would like to thank the WHS Foundation for its generosity.

2020 FUNDING PROGRAMMES

In 2020, we're helping WHS deliver the best 'all-round' education to the students of WHS by funding:



LOOKING FORWARD - GIVING BACK

The WHS Foundation's efforts are led by a passionate team of trustees and supportive businesses that believe in the importance of a great 'all-round' education to the youth of the Wakatipu and wider community.

2019 TRUSTEES

Richard Lauder - Chairman (Resigned April 2020)

Wayne Foley - Chairman (Appointed April 2020)

Michelle King

Debbie Zampieri

Richie O'Meara

Adrian Januszkiewicz

Karl Jameson (Resigned May 2020)

ADVISORY TRUSTEES

Charlie Phillips

Steve Hall - Principal

ACCOUNTANT

Affleck O'Meara

LAWYER

Todd & Walker



THANKS TO OUR BUSINESS PARTNERS

PLATINUM PARTNER



GOLD PARTNER



THE REES HOTEL
QUEENSTOWN, NEW ZEALAND
TRUE SOUTH™



SILVER PARTNER

Affleck O' Meara
Todd & Walker Law

ASSOCIATE PARTNER

Millbrook Resort
Rata
Jack's Point Clubhouse & Restaurant

PARTNER

Adventure Group	Kjet
Anderson Lloyd	Lakes Weekly Bulletin
Bridgestone Tyrecentre	Lane Neave
Black ZQN	McCulloch & Partners
Cookie Time	Mitre 10 Mega
Craigs Investment Partners	NZSKI
Deloitte Queenstown	Pacific Travel Planners
Findex	Placemakers
Flame Bar & Grill	Remarkable Park Town Centre
Goldfields Jewellers	Trinity Development
Highlands Game Over	Westwood Group Holdings
Kinloch Lodge	





CONTACT US

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