

WILSS in Schools

WILSS in the Workplace

WILSS supporting Sport

WILSS in our
Communities

WILSS developing
Leadership in our
Communities



WAIKATO INSTITUTE FOR
LEADERSHIP & SPORT STUDIES

2024 Annual Report and Audited Financial Statement

WILSS Annual Report 2024

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Chairperson's Report

Tēnā koutou katoa

It is with pleasure that we present our WILSS annual report. As mentioned in my chairperson's report last year, WILSS has been in existence for over 34 years providing sporting related leadership and educational training opportunities within the broader Waikato region. Post Covid, the operating environment has continued to be uncertain and challenging, whether this be the resources of funding partners or the ability to attract and engage participants. This has put considerable pressure on WILSS' financial delivery across this time, however the team at WILSS has continued to adapt and reframe our offerings and operational deliver to ensure we remain relevant and fit-for-purpose. I have no doubt that this hard work has put WILSS in a strong place to thrive moving forward and deliver to our vision of "active communities empowered by capable leaders and volunteers". A significant achievement in 2024 was the changes made to the way we deliver our tertiary programmes. This meant that for the first time in four years we have delivered 100% occupancy on our NZ Certificate programmes.

WILSS is in the people business, and the backbone of our performance is our amazing staff, so on behalf of the Board I would like to express my sincere gratitude to the team of Paula Dewar, Alan Peary, Kim Guest, Zelda Tucker, Bevan Nichol, and for all their great work. Furthermore, of special mention I would like to acknowledge General Manager Jack Clayton for his clear and engaging leadership.

Equally it is my sincere pleasure working alongside a diverse, capable, and committed board comprising of Roseanne Murray (Deputy Chair), Kirsten Petrie, Catherine Gunn, Bobbi Clark-Heu and Ping S'ng. At The AGM in March, we farewelled Kirsten and welcomed Niall Baker.

I would also like to acknowledge the ongoing support of Sport Waikato and the University of Waikato who have been long time partners of WILSS. Equally, we would not be able to operate without a group of committed funders. Thank you to Community Organisations Grants Scheme, Lotteries Commission, DV Bryant, Hamilton City Council, Aotearoa Gaming Trust, Lion Foundation, Tertiary Education Commission, Trust Waikato, and WEL Energy Trust. Your continued support is appreciated.

Finally, I am excited for the future of WILSS and our positive impact on our community, supporting active communities is critical for the wellbeing and vitality more so than ever.



Andrew Matheson

General Manager's Report

2024 has been a year of notable achievements, transitions, and ongoing challenges for WILSS. Throughout the year, we have focused on enhancing our educational offerings, strengthening our systems, and addressing the financial pressures we face. I would like to take this opportunity to highlight key developments and our strategic direction.

Staff Changes & Operational Adjustments:

The past year has seen significant staffing adjustments:

- Kim returned from her extended leave in February after a two-month absence for personal travel. We are also supporting her through a family health challenge, and she will be on leave for the remainder of 2024.
- Bevan Nichol was recruited as the part time Sport and Business Programme Lead, enhancing our tertiary offerings.
- Zelda has reduced her hours, and I took the opportunity to trial a three-day work week, which was evaluated in April 2024, and I then returned to full time.

These changes reflect our commitment to balancing the personal needs of our team with the operational demands of the organization.

Educational Performance & Programmes:

Our efforts in tertiary education have been fruitful, as evidenced by:

- A successful Educational Evaluation (EER), resulting in an upgraded status from category three to category two. This achievement was the result of significant teamwork and preparation.
- An increase in participant numbers from 6,011 in 2023 to 6,693 in 2024, demonstrating the growing demand for our programmes.
- Our focus on Māori and Pacifica student engagement continues to yield positive results, with retention rates above national averages.
- We launched rolling intakes and more flexible learning options, increasing enrolments for our NZ Certificate programmes.
- A change to how we contracted the facilitation of Pool Compliance courses has given WILSS a marked increase in revenue.

However, financial pressures remain a concern, especially as funding from TEC and other sources fluctuates. We are working diligently to meet TEC targets and maintain financial stability while continuing to provide critical educational programmes for our community.

Key Events & Outreach:

WILSS hosted several successful events throughout the year, including:

- The WYLD leadership event in June, engaging 281 year 9 students from 24 schools.
- Graduation ceremonies in Taupo and Hamilton, celebrating our New Zealand Certificate learners' achievements.
- The Amazing Race event, which saw 90 student leaders and 600 Year 6-8 students from 39 schools participate, fostering collaboration and leadership.

These events, combined with our community and corporate outreach, are integral to our mission of building the capability of community leaders and volunteers.

Trustee Recruitment & Governance:

In 2024, we saw some changes in our governance structure:

- We bid farewell to trustee Kirsten Petrie and welcomed Niall Baker to our board. This transition is vital for ensuring fresh perspectives and continuity in our leadership.
- Ongoing trustee recruitment is taking place to maintain effective governance and ensure that WILSS remains adaptable to community and educational needs.

Financial Health & Challenges:

While we have made strides in operational performance, our financial health remains under pressure. Despite running 5% ahead of budget for most of the year, we face negative cash flow and a reduced TEC funding allocation for 2025 due to previous under deliveries. Additionally, competition for community funding has intensified, making it harder to secure necessary financial support.

To address these challenges, we are focusing on:

- Diversifying income sources, including attracting more commercial clients and pursuing sponsorship opportunities.
- Selling annual licences to other organisations to use some of our resources.
- Leveraging our growing enrolment numbers to advocate for additional funding from TEC.

I want to extend my deepest gratitude to all staff, trustees, and supporters who have worked tirelessly to help WILSS thrive in a year of change and challenge. Together, we are building a resilient and sustainable future for WILSS and the communities we serve.

Conclusion:

2024 has been a year of both progress and resilience, as we navigated staffing changes, financial pressures, and new educational opportunities. While challenges remain, our commitment to providing high-quality, community-driven education remains steadfast. With continued focus and support, we are poised for a successful 2025.



Jack Clayton

General Manager

Our People

Representative Trust Board Members

- Andrew Matheson - (Chair)
- Roseanne Murray - (Deputy Chair)
- Catherine Gunn
- Ping S'ng
- Bobbi Clark-Heu
- Kirsten Petrie (resigned March 2024)
- Niall Baker (started March 2024)

Our Generous Funders and Partners

- Lion Foundation
- Trust Waikato
- Lotteries Commission
- WEL Energy Trust
- Community Organisations Grants Scheme
- DV Bryant
- Aotearoa Gaming Trust
- Hamilton City Council
- Tertiary Education Commission
- University of Waikato
- Sport Waikato

Permanent Staff

- Paul Clayton (Jack) - General Manager
- Zelda Tucker - Programme Administrator and Support
- Paula Dewar - School Programmes Manager
- Kimberleigh Guest – Volunteer Programmes Coordinator
- Alan Peary – Tertiary Programmes Manager
- Bevan Nichol – Sport and Management Programme Lead (started 13 January 2024)

Strategic Plan Overview

Vision

Active communities empowered by capable leaders and volunteers.

Mission

Build the capability of community leaders and volunteers.

Principles

- We embrace the experience that both facilitators and learners bring to the learning interaction.
- We welcome, respect, care for, and inspire others.
- We build and nurture meaningful relationships.

Beliefs

- Involvement in sport and active recreation contributes to the enhanced wellbeing of individuals and communities.
- The contribution that volunteering brings to the community is important and should be supported.
- Educating leaders and volunteers will lift the capability of the community to deliver effective sport and active recreation opportunities.
- Everybody should have access to sport and active recreation opportunities. This may mean we provide targeted support to specific groups that have been under-represented in the past.
- Leaders in the sport and active recreation sector should be encouraged to challenge the system and inspire transformational change.
- Learners' wellbeing and safety will be enhanced if we actively seek and act on learner voice in line with NZQA's Code of Practice.

Programme highlights

School Programmes

2024 Student Leadership Development in schools continued to assist Tamariki and Rangatahi to develop their leadership skills, alongside actioning their learnings. We had groups who did PAL's training in order to lead lunchtime activities; we had student councilors who lead portfolios such as sport, cultural, enviro, academic, wellbeing; we had students who worked in canteens; worked in school offices; worked and mentored junior members of their school; operate as a council...to name a few responsibilities.

Looking2Lead and Hands Up 2 Step Up are continuing to be adapted and modified to meet the needs of each stakeholder whether a current school or a new school. We have travelled to Putaruru for a cluster day, Tokoroa, Ngaruawahia, Te Kauwhata and Ngutunui to train our young leaders in both leadership development as well as PAL's (Physical Activity Leaders).

We have continued in St Pauls Ngaruawahia. WILSS received a special mention at the Te Rapa Primary School Give Back session from the year 8's to the year 7's. We continued with the catholic schools: St Peter's Catholic along with two new schools Kaipaki and Tamahere.

For seven consecutive weeks we worked at Puketaha school with a boy's group to develop their leadership skills. Te Kauwhata had us working with both their top tier 'student leaders' and the next tier down their 'whanau leaders'. We have been working with these groups regularly over the year. And if the haka we received was any indication of impact, then our impact was strong. Very moving.



Dio saw us on campus working with their Sports Leaders and their Executive Council. We also planned a debrief session for their Y9 camp at the Ngaruawahia Christian Camp with over 150 students.

At the beginning of the year 4 facilitators ran a leadership day at Karapiro on day one of St Peters School Year 12 camp.

*Hi Paula,
Your sessions were very relevant. The student's feedback was really*

positive and they all picked up different things up from your session. It was great because we could keep referring back to your session as staff as well. The structure of the camp was good in having you present and get them thinking about leadership, then us leading them through activities where they could apply it. We will certainly keep you in the loop for our planning for next year. We are hoping we can do all the year level together. I hope you enjoyed working with our different groups. As staff, we certainly got a lot out of it too. Chandler Senior Dean

And at the end of the year, we again designed and ran a leadership day for St Peter's year 11 students.

In collaboration with Sport Waikato, we also planned and delivered a PAL's cluster day down in South Waikato at the Tokoroa event centre with 10 schools bringing their PAL's leaders along.

"...I have learned so much going to these sessions, it has really made me more confident....I am now thinking about lots of things I haven't thought about before...I enjoyed learning with you because when you teach us you teach with the right concept and with the right game....I've learnt so many things about leadership and how to be a good leader. These sessions were probably one of the most enjoyable things I've done....." student voices

Within the secondary school sector, 2024 saw us travel to Whangarei to work with Huanui College Y13 students; St Paul's Collegiate Y12 Peer support leaders and 8 facilitators travelled to Taupo-Nui-A-Tia for their annual Y13 Leadership Day, where we ran activities; observed their students in action and shared our feedback with school staff. This year was another fantastic day with an excellent group of students.

As our facilitators were sitting with Nui staff talking about our notes...this is what their Y13 Dean said as a response to Kath who asked if ESOL students benefit from this day...?

"One of the girls texted her friend who didn't want to come to school due to nervous about the day ahead....this girl texted saying...

"Come to school, you will love it, it is a fun day!"

Invariably that girl came to school from 11am 😊😊

We travelled to the Huanui ranges to work with the prefects of Waiuku college at their annual prefect camp. Below is some feedback from both the students and their deputy principal.

On behalf of the prefect team, we would like to say a massive thank you for taking the time to teach us important leaderships skills that are going to benefit our team. We appreciate every single piece of knowledge you shared with us and will continue to use it and develop our skills Thank you. Angelina, Charlize, Susie, Finn.

Once again, I would like to thank you on behalf of myself, the prefects and our BOT. The leadership work you do is far reaching and has a real impact on the future leaders our country needs. Todd Malcolm - Deputy Principal | Tumuaki Tuarua

HeadzUp saw another amazing event held in the GAPA at the UoW.

Whilst I was a Head Student, I can truly say how much HeadzUp helped me. Personally, I really struggled with delegation and trusting others... but HeadzUp taught me that its ok to ask for someone else to take on jobs. I felt that I always had to show up and do everything that was needed and more... but everything quickly caught up on me and I had to learn how important it is to delegate. Charlize



I think HeadzUp allowed me to meet all the other amazing head students in the area right at the start of the year. which meant we could get together later on and have some awesome cross-school collaborations in other events like sports exchanges etc. Isla



HeadzUp was especially helpful to me in my Deputy Head Girl Role this year as it gave us some good advice on how to delegate tasks and work together which our team have been working on all year. It also helped our team see what each of our individual kinds of leadership were and how we would describe ourselves through an activity separating us into different kinds of animals. I also appreciated the opportunity to talk to and get in touch with others in similar roles to me, especially from Tauranga Girls College. Adele

Mangakotukutuku took up a collaborating project with WILSS and the Police. We worked with their year 12's to begin some leadership development training. St Paul's collegiate have seen us follow up with their prefect team from the start of the year and in Forest View High School we got to work with a selection of their year 9 students with potential leadership qualities.

Three facilitators facilitated at Baradene's year 12 leadership day at the end of the year. Day one was with all the current year 12's.... They then receive notification of whether they have achieved a leadership position for next year then Day two is working with these 50 elected students to further develop their training in their roles.



Our travels saw Paula and three of our amazing facilitators head to a brand new secondary school in South Auckland, St Ignatius of Loyola College, where we worked with their year 9's for a day. Turangi saw us head down in the school holidays to work with their Rangatahi hub, where we offered a programme to assist them with their holiday programme leadership.

We also presented at the 2-day HGHS wellness event.

WYLD, this year was another successful event. 281 participants from 24 secondary schools participated in their own leadership event at the University of Waikato.

We had our amazing DJ Douglas back, who was also one of our presenters. Jess inspired with her AOS journey and Maioro is always a hit with his story and wheelchair. Not to mention the head students where it is like listening to TED talks, their confidence is amazing. The afternoon saw schools connect and participate in their own leadership workshops.

We have connected with Sport Waikato and their Sport NZ Active As programme, along with the four secondary schools in the King Country (Otorohanga College, Taumaranui High School, Te Kuiti College and Piopio College). Our brief is to work with the AA Ambassadors to train them up in leadership to carry out events/activities within their schools associated with this project. WILSS will be working with the Rangatahi group at each school to instill some leadership development to assist these students to carry out their Active As Ambassador roles more effectively. We have also delivered leadership training in the community with Raglan Surf Club and Knighton After School Programme (KASP).

Volunteer Programmes

Youth Volunteering sessions were held at four different schools. There were multiple sessions at Hamilton Girls High School and Hillcrest High School in the lead up to the Amazing Race. There was also sessions at Cambridge High School in the lead up to the Traffic Patrol reward days.

We ran two **Traffic Patrol Reward Days** in conjunction with the NZ Police in Te Awamutu and Cambridge. 256 tamariki who volunteer for Road Patrol at their schools attended. 11 secondary student volunteers manned the stations which included swimming, football, dodgeball, and hockey at Te Awamutu and Amazing Race activities at Cambridge.



The Amazing Race took place at the Hamilton Gardens in October. There were 60 teams of 8-10 students entered from 36 different schools, which meant this event involved just under 600 year 5-8 students as well as an adult/teacher per team. We offer fun interactive activities based on leadership skills and teamwork, which alter every year. The activities range in difficulty and are made up of both physical and mental problem-solving challenges. There were 40 activities on offer for the students and 90 facilitators running them. These students were volunteers from Hamilton Girls High School and Hillcrest High School. This event was a great opportunity for students to put their leadership skills into action and get involved in leading and facilitating pitstop activities to year 5-8 students. The engagement of student volunteers was positive, and they were actively involved and making a positive impact to the participants experience. Overall feedback from the day was very positive and all teams said they would return next year. Some of the comments from students and teachers about what they enjoyed included:



“Seeing students collaborating with each other.”
“Working together and achieving the tasks”
“Seeing different schools and doing the activities.”
“Activities were fun”.
“It was a great opportunity for the tamariki to practice leadership and teamwork in a real setting away from the classroom”.



Tertiary Programmes

Units in Schools.

WILSS continues to provide resources and support to the schools. Our key distinction of our programme is that if the school does not have consent to assess, the assessments are first marked by the teachers, then sent to WILSS who verify and moderate the results on their behalf. A report is created and sent back to the school and the school then uploads the results through their Kamar system to NZQA.

A total of 12 secondary schools used the WILSS suite of resources in 2024 which are made available to them through a shared Google Drive. There are resources for 18 different Unit Standards that include a Teacher's Guide, Model Answers, Learner Assessment, Marking Schedules and Evidence and Judgement Guidance.

A total of 1382 assessments were marked and sent in by secondary schools to be checked and verified by WILSS. This resulted in an overall completions rate of 81%. Towards the end of 2024, the design of all of the Unit Standards were amended to improve their look and to have a consistent branding. Additional information was added into the resources to assist the learners when they complete their assessments and to simplify the marking processes for the teachers. Feedback from schools has so far been very positive regarding the changes.

At the end of 2024, a database of schools and contacts was created, and an email was sent to them all promoting our resource suite. This resulted in an increased demand for further information which bodes well for 2025.

Pool Compliance.

All workshops were delivered by Judy Tipping. Assessments are completed by the learners, graded and results reported to NZQA by WILSS. A total of 217 people enrolled in this programme, spread over 23 cohorts throughout the year. It is a legislative requirement for owners of a public swimming pool to have someone with this Unit Standard. This includes, schools, motels, councils, etc. A marketing promotion across the country created this increase in attendees.

WILSS is the only provider that delivers this in a workshop format, with feedback from learners stating that the online version is not suitable. Continued advertising throughout 2025 will see the attendee volume increase further.

Officiating Programme.

This is based around an Officiating Unit Standard - 31388: Apply sport rules and regulations while officiating in a competitive sport event. WILSS provides resources for teaching and assessing the Standard to a variety of sporting organisations. In 2024, 112 learners were enrolled across four different sporting codes (rugby, football, hockey, and netball).

The course content is delivered by the sporting organisations, who then observe the trainee officiator in action on three different occasions. A rubric is completed by the observer which is then sent to WILSS for verification. Once verified, the sporting organisation and the relevant secondary school are informed, and learners achieve 10 credits which can then be used towards their NCEA level 3 if they are school students.

NZ Certificate in Business - First Line Management (Level 4).

A total of 26 learners enrolled in 2024. WILSS introduced rolling intakes during the year which enabled new learners to join existing groups at the start of each of the four teaching modules. A new facilitator was appointed, Bevan Nichol, who along with Alan Peary (Tertiary Programmes Manager), co-delivered the programme to the group of learners. The tag-team delivery style was appreciated by the learners as this enabled a wider range in input to occur.

An Introductory workshop was added to the 10 teaching workshops. This initial workshop enabled WILSS to give a good overview of the programme, ensure learners could access the online resources, answer any questions they had and, of course, meet the WILSS team and each other to build connections. Content was delivered through the 10 face-to-face teaching workshops which were then supplemented by additional content available through Google Classrooms. A Zoom invite was also made available for those learners who were not able to attend (eg. due to work commitments), to join remotely but still participate in the workshop discussions. This was also recorded and made available to all the learners for further review after the workshop.

Content for the modules was compiled into a Workbook which was provided to the learners in either a hard copy or electronic version. Due to the rolling intakes, 23 of the 26 learners completed the programme in 2024, and 18 of the learners completed successfully – a 78% completion rate. All learners enrolled in this programme were in employment; 85% were non-Māori/non-Pasifika; and 62% were female.

Feedback from the learners and businesses connected through the programme continues to be very positive. There have been numerous requests for further study if it becomes available. A graduation was held in September for those who had completed the programme in the first half of the year, with another planned for April 2025.



NZ Certificate in Sport Coaching (Level 3).

Due to a successful advertising campaign, that focussed on volunteer coaches across multiple sporting codes, over 60 learners enquired about the course and 45 of them enrolled.

Bevan Nichol was contracted to facilitate this programme. As with the Business course, rolling intakes were introduced which enabled multiple intakes to occur throughout the year. Workshops were held fortnightly, in the evenings. Feedback from learners suggested Monday evenings was the best time for them to attend.

Due to the volume of learners, the same workshop was delivered twice, the first in person and the second via Zoom. This enabled learners to join either workshop despite the occasional clash with their coaching commitments. The Zoom session was recorded and made available to learners for further review. This option did generate some tracking challenges which resulted in a lower than anticipated completion rate of approximately 69%.

Google Classroom was used as the main access point for the learners where additional content was uploaded, new links to resources were added and learners could interact with each other. All assessments were uploaded and graded through this portal. Of the learners enrolled in this programme, 55% were non-Māori/non-Pasifika; and 56% were female.

Strategic outcomes by the numbers

Course Participant Numbers – **6,693 participants**

School Programme's Participants - 3,668

- 1,942 students completed Looking2Lead
- 1,294 students completed Secondary Leadership training
- 151 students attended the HeadzUp day for head and deputy head students
- 281 Year 9 students attended Waikato Young Leaders Days (WYLD)

Volunteer Programme's Participants – 1,255

- 154 students attended Physical Activity Leaders training
- 155 students completed volunteering workshops, events, and activities
- 600 students attended the Amazing Race
- 90 student volunteers lead group activities at the Amazing Race
- 256 students attended Traffic Reward Days

Tertiary Programme's Participants – 1,770

- 1,383 students completed unit standards
- 45 participants in the NZ Certificate in Sport Coaching
- 26 participants in the NZ Certificate in Business– First Line Management
- 204 participants completed the Swimming Pool Compliance Course
- 112 students completed officiating unit standards

2025 and beyond

2024 saw many changes to the way we operate. These changes were driven by the need to generate more revenue. We have managed to get our operating expenses down as low as they can go but this was never going to be enough to counter the reduction in grant funding and TEC funding. Without exception, the changes we have made have increased our revenue in 2024 and this will continue into 2025. There are some new initiative in the pipeline at the moment that could see a significant revenue boost and a long term partnership.

Our board chair, Andrew Matheson, has signalled that he will leave the board in 2025 due to other commitments. The board will be looking to replace Andrew and appoint a new chair. We will be looking at bolstering the board by adding between one and three more trustees. We currently only have six trustees which is the bare minimum.

We have finalised our new 2025 – 2028 Strategic Plan and implemented an operational plan for 2025. We have put in place a strategic plan that reflects the changes that have happened in the community over the past four years; and there has been a lot.

2025 has already seen a marked increase in the number of learners wanting to complete our two NZ Certificates. Bevan has come on board again this year to facilitate these programmes. We are hoping to get additional TEC funding in April 2025 so that we can continue to offer the programmes in B Semester. We have also seen a marked increase in the number of schools wanting to use our Units Standard resources in 2025

Unfortunately, we saw the resignation of Kim from WILSS in February 2025. This was a tough decision for her and her family. Looking after the health of her family is her number one priority. We will be recruiting to fill the Sport and Volunteer Programmes Coordinator role shortly.

Funding will always be a major part of what we do as a charitable trust. We are lucky to have some very loyal funders who understand the value of what we do. We have three funders that support us regularly with grants over \$30k. The limiting factor will be the TEC funding which is based on the number of learners we enrol and train. We have new systems in place to give us the best possible chance of getting the volume of enrolments that we need to secure additional 2025 funding.



Jack Clayton

General Manager

Strategic Plan 2025 - 2028





WILSS Audited Financial Statements

