

Western Springs College - Ngā Puna O Waiōrea
Draft Board Meeting Minutes
28 March 2022 @ 6:00pm
Meeting via Google Link [meet.google.com/vuu-btpp-ifh]

Meeting Facilitator	Chair: Carol Gunn
Present (17):	<p>Carol Gunn (outgoing Chair), Louise Gardiner (incoming Chair), Ivan Davis (Principal), Julie Debreceeny (Associate Principal), Freddie Simpson (elected staff rep), Asha Vaidya (Board Secretary)</p> <p>WSC Parent Reps: Craig Moller, Belinda Drake, Evelyn Marsters (co-opted Pasifika rep), Linda Pirrit</p> <p>NPoW reps: Chris Selwyn (Tumuaki), Mary-Jane Thompson (whānau rep)</p> <p>Invited: Gerry Victor (Deputy Principal), Pella Perston (HOD - Learning Support), Jane Tan (Learning Support), Robert Pollock (HOD Drama), Rena Liao (HOD - Languages)</p>
Apologies:	Sailesh Vaidya (not required), Kimiora Rhind-Wilson (2022 NPoW student rep), Radha Patel (2022 WSC student rep - did not receive invite)
6:07pm	Louise opened with a Karakia
	Interests Noted: Nil
6:07pm	Declarations of interest - none
6:07pm	<p><u>ELECTION OF THE PRESIDING MEMBER</u></p> <ul style="list-style-type: none"> • (Carol) - there will be a change in the Chair position at this meeting, and that her resignation as WSC-NPoW Board Chair was effective immediately. • (Ivan) - Carol has submitted her letter of resignation, and that she will remain on the Board until the mid-term elections in 2023. <ul style="list-style-type: none"> - Highlighted Carol's outstanding contribution to WSC-NPoW since she took over as Board Chair in 2017, which coincided with the rebuild of the school. Carol has put in many hours & days of work and the 5 years' service that Carol has given is greatly appreciated. <p>Nomination for Louise Gardiner to be voted as the presiding WSC-NPoW Board Chair was made by Carol Gunn, and seconded by Belinda Drake.</p> <p>No other nominations were received.</p> <p>Ivan declared that Louise Gardiner was unanimously voted to become the new Board Chair, and together with Chris Selwyn, offered their congratulations & welcome into the new role.</p> <ul style="list-style-type: none"> • (Louise) - acknowledged Carol's amazing contribution to WSC-NPoW as Board Chair, and thanked her for being so generous with her time, wisdom and advice - particularly in relation to handover of the Chair duties. <ul style="list-style-type: none"> - Louise has only been on a primary school board, but is looking forward to the challenges within the secondary school sector.
STUDENT PROGRESS AND ACHIEVEMENT	
6:12pm	<p><u>LEARNING SUPPORT</u> - presentation by Pella Perston & Jane Tan.</p> <ul style="list-style-type: none"> • (Louise) - Welcomed Pella & Jane into the meeting.

- (Pella) - gave a brief introduction to the Learning Support team, and introduced Jane Tan as a specialist learning teacher (part-time) who supports Pella. Has been a great journey moving into the new environment.
- Structure of the department was discussed (refer to slide 2 of presentation); tends not to be hierarchical, but Gerry Victor has been assigned as their line manager.
- Pella oversees 16 Inclusive Learning Assistants (ILAs; formerly known as Teacher Aides) who are a diverse group of clever, skilled, compassionate and kind individuals (also have 2 Māori-speaking ILAs). She also undertakes SENCO-role Individual Education Plans (IEPs). She also summarises reports from Educational Psychologists (many reports do come in), and attends wrap-around meetings every 2 weeks.
- Jane oversees all of the specialist programmes (including Ongoing Resource Scheme [ORS] students - the highest funded students) as well as Marie Hickey. Pella acknowledged Jane's "Herculean" effort in her part-time role, who produces as much effort as a full-time staff member.
- (Jane) - made special mention of the system of the wraparound meetings that Pella introduced. Has helped create a system & pathways where different pastoral connections can be made with the Learning Support team to find the correct level of support for the student. They are now identifying students who require support in a way that previously was not happening - has made an immeasurable difference and helped many students. Jane is grateful to Pella in the role that she fulfils.
- (Pella) - Staff retention (slide3) referred to. There are two part-time Learning Support teachers, and were lucky to get Marie Hickey at the beginning of 2021 due to increased roll growth. For each ORS student, there are 2.5 hours of teacher time - we now have a total of 16 ORS students to manage.
- Acknowledged the amazing ILAs, many of whom are young. Has been a wage increase recently, but they are limited to the amount of hours that they work in a school day (roughly 5 hours and 15 minutes). As such, the ILAs often have to find other jobs to supplement their income. They also contribute to IEPs (have 17 IEPs to date).
- Is proud of their efforts to upskill and empower the ILAs, and tries to match them to their strengths. Deb Thompson has also helped them in this area, and they now have laptops for the ILAs that can be taken into class - has helped immensely, particularly with online learning during COVID lockdowns. Received lots of amazing feedback about how these students were able to continue their learning in an online environment.
- Highlighted that WSC is a magnet school and we have a reputation for catering to students with needs. There is a "Register of Identified Students and SAC Register" that is available to all kaiako (there are currently 391 identified students in 2022). The SAC register (contains 140 Senior Students + 80 Junior Students) allows teachers to know who needs reader-writers (but we don't get funded for that).
- Learning Support has tried to work with the English and Mathematics Department to help identify students who may not have their literacy and numeracy credits.
- Equity is important in supporting students. Have a Te Reo speaker amongst the ILAs.
- With Curriculum pedagogy, they have breakout space regulation and support environment when students are speaking with ILAs.
- (Jane) - explained their use of Te Kura (correspondence school) for Special Education - targeted at students who are at level 1 or 2 of the curriculum (i.e primary-age level). Is a paper-based system involving booklets that students write in, and they can work at their own level and pace. Removes some of the stress that many students find around Mathematics.

- Supported Learning Numeracy & Literacy is aimed at their Year 11 and Year 12 ORS students - allowing them to get the required 10 literacy + 10 numeracy credits that are required for NCEA Level 1.
- New “Life Skills” programme that was started this year, and is exclusively for their Senior ORS students (currently 7 students). This programme has helped to develop strong social connections between the 7 students. They’ve created a WSC bank account with a bank card, and a herb garden (went to Bunnings to buy the herbs and had to use their own bankcard; will sell the herbs to Vinnie in the Canteen) - this has all helped them to gain real-world money experience. The students also do yoga once a week, and go to Functional Adaptive Movement (FAM; a targeted physical exercise programme that is offsite).
- All of these programmes help to identify gaps in their knowledge, which the Learning Support team can then target. There is not a hard and fast schedule of what they have to teach or assess - is authentically student-driven around what the need is.
- (Pella) - they try to provide differentiated programmes. RTLB delivers a lot of PLD to the team. Have had amazing support from PAG, and thanked Belinda Drake who organises the reader-writers for the mock exams. Acknowledged the great support from the community.
- From presentation pages 8 (Students & Funding) & 9 (Breakdown of Students Accessing Support and Programmes in Learning Support) - explained that we currently have approximately 27 funded students, including:
 - two students have extreme needs (including significant behavioural needs)
 - one MOE-funded student
 - one ACC-funded student (25 hours) following a medical event during birth
- From presentation page 10 (Reduced Programme Breakdown) - total 81 students who come into Maungakiekie. Some are funded, 60 students are not funded. We have 140 Senior SAC students, of whom there are 80 who need a reader-writer to support their studies between Years 11 and 13.
- (Gerry) - explained that for all of the students mentioned in slide 9, we have to do a SAC application annually and this is a big job for Pella. The SAC may not necessarily be just for exams - could also relate to internal assessments. Testing is done for all students. Is common for one student to require reader-writers for three subjects that are all doing internal assessments at the same time - can be a juggling act. Pella also has to deal with parent demands.
- (Pella) - some parents don’t understand that we don’t get government funding/support for reader-writers. Support only comes from the funded students.
- (Carol) - there is a constant trickle of directed-enrolments. The students are generally coming to WSC as they have complex needs. Do they come with funding? We generally don’t get a choice. Acknowledges the pressure from parents to provide more than we’re funded for. How does the team and Pella cope, and manage to get the most out of limited resources?
- (Pella) - their team talks a lot about managing expectations, but it is very complicated & complex and they can only do their best. Good communication with parents is key. Do have two ORS students who will be leaving shortly for different reasons.
- (Ivan) - acknowledged that the work that Learning Support undertakes is “hard mahi”, but that there have been many wonderful accolades from parents thanking Pella and her team. Students with special needs can have a tough journey through various schools.
- Agrees that WSC is considered a “magnet school” and that many parents try hard to get their children with learning needs into our school, which has a good reputation for catering to such students. However, there are some students that we can’t cope with (including dealing with ILEs). We have tried hard to provide an alternative, but sometimes it is difficult.

	<ul style="list-style-type: none"> • Acknowledged the very good work that Pella and her department put into the Ministry-directed enrolments that we are receiving at WSC. We have pushed back on a student with Tourette's, but this student is coming our way despite concerns raised. • (Evelyn) - thanked Pella & Jane for their presentation, which she really enjoyed. Kāhui Ako has a role in providing pastoral care or a network for those working in Learning Support - can you reach out to Kāhui Ako for areas of professional development or other resources? Can you learn together? • (Pella) - she had attended a supporter learners hui that was great. However, it was mostly for primary and intermediate school. WSCW is the only high school, and Evelyn noted that the challenges & risks were likely to increase with older students - Pella confirmed this. <ul style="list-style-type: none"> - thanked all of the team involved with Learning Support. • (Carol) - one of the potential ideas (subject to sorting out some property issues with the Ministry) was the potential to have a Central Auckland Satellite School with two classrooms that could accept ORS students and those at the higher end of the spectrum. Has been discussed with Pella, but could provide professional feedback into the system? Decided not to build the satellite school in the end. Could be good, but some parents are deliberately choosing for an inclusive learning environment. • (Ivan) - the decision regarding the Satellite School has been delayed, rather than against the decision to <u>not</u> build. • (Gerry) - our kaupapa to ensure our students are included in everything is at the heart of Pella's work to ensure the correct support is in place - is a big ask and Pella is very hard-working in this aspect. <p><i>Pella Perston & Jane Tan left the meeting at 6:49pm</i></p>
	<p>REGULAR REVIEW</p>
<p>6:49pm</p>	<p><u>DRAMA</u> - presentation by Robert Pollock</p> <ul style="list-style-type: none"> • (Robert) - greeted the Board in Māori and English. Introduced Kayleigh Haworth who was with him operating the computer. Kayleigh is supporting Drama & helps with digital learning and has done wonders with the digital learning of Drama students. <ul style="list-style-type: none"> - Robert & Kayleigh are both industry-trained and bring connections with them. Kayleigh has links with younger people in the theatre community. • Numbers in Drama have stayed relatively consistent as the school roll has grown. Have 2 full classes at Year 12 and Year 13. There are 31 students in the Year 11 Drama class - space is an issue. There are currently not enough Year 11 students to establish a second class. For Juniors, we have 6 large (28-29 students) Year 9 classes and two Year 10 classes (mid-20's student numbers). • Our kaupapa in Toi Whakaari (Drama) at WSCW fits well with the requirements of learning in the 21st century. Most of our students are <u>not</u> the traditional learners (i.e. mathematical, logical, etc) - but as English Language learners (like him), they use their bodies, need to move, are empathetic, & have a great understanding of themselves. Many of Pella's Learning Support students come into Drama. • All of the Drama standards are group standards - students have to work together to gain the credits and achieve at the Junior level. • There is no Drama exam - we focus on the practical standards of the subject and that's why students come to WSC to take up Drama. With the extra time that Covid allowed, our students did really well in the external exam. Robert is really happy with our results, especially the outstanding work in Scholarship results (7 in the last 6 years). • Both Robert & Kayleigh are excited about WSC potentially scrapping NCEA Level 1. As an alternative, they see potential to create a year-long programme or academy.

	<p>For Year 11s, could consider creating a theatre company where students could draw on all of their talents/skills (e.g. Arts, Media, Music, Technology, Business) to run this and build towards a production (i.e. present in Term 4 to Junior School).</p> <ul style="list-style-type: none"> • Space is a major issue/serious challenge for them now that class sizes have grown, they are hampered in what can be achieved in two tiny studios. TAPAC wanted to be separate from WSCW for funding purposes. • Would like the Board to consider turning the hall into a Performing Arts space. If we develop the Year 11 programme, the converted hall would be an ideal space and we get to keep one of the traditional buildings. Workshops could be run from there, Kapa Haka can also use the space. • TAPAC is a great facility, but we have to work within specific timeframes (can only work 8am-4pm; can't work after hours or in weekends). There are also health & safety issues (one tutor fell through the roof following leak damage). Often have several students onsite on weekends working on the Sheilah Winn Shakespeare Programme - sometimes need to work around Kapa Haka practices. • (Louise) - thanked Robert for his presentation and added that she loved the building and the Drama - Tautoko. • (Carol) - hoped he was better after his fall through the roof and that he has fully recovered. • (Ivan) - acknowledged the wonderful work they had done in creating Studio 5, with a special mezzanine for the performing arts technology. Currently at an impasse with the TAPAC Board, and not wanting to see development linked with the Ministry as they feel this will stop their funding streams. Acknowledges that he and Robert disagree with that. • The authenticity of what happens in Drama is one of the things that he enjoys most when taking visitors and parents on tours. While students may not have a future career in acting, there are other great life skills that can be learned from the Drama programme (e.g. working/collaborating with others). • (Gerry) - acknowledged Robert and Kayleigh's passion for their work - Robert practically lives onsite and Kayleigh also works late & on weekends. WSCW is "very, very blessed with such amazing, passionate committed professionals". • (Louise) - thanked Robert for his presentation. If the Board has any more questions for Robert or Kayleigh, these can be directed via Asha Vaidya (new Principal's Assistant & Board Secretary). <p><i>Robert (with Kayleigh) and Gerry left the meeting at 7:12pm.</i></p>
7:12pm	<p><u>LANGUAGES</u> - presentation by Renae Liao</p> <ul style="list-style-type: none"> • (Louise) - welcomed Renae to the meeting. • (Renae) - Student numbers are relatively small since we only offer Chinese and French, but their numbers have fluctuated every year (similar to Drama). Is one teacher per language, so the advantage is that the student could have the same teacher right through to Year 13. Teachers get to know the students well. • Has been a large increase in numbers in Year 9 Chinese this year - not sure of exact reasons (Covid? no programmes offered at intermediate school?). • Year 12 & 13 French classes are combined due to the low student numbers. So the teachers have to go through programmes within the same timeframe to cater for all the students involved. • Moving into ILE has affected the department (e.g. the teacher's voice couldn't reach the student due to sound cancellation materials/properties within KHCL). The number of students who continue with Languages continues to decline considerably.

	<ul style="list-style-type: none"> • Online was hard during Covid lockdowns, practising languages was difficult. Many students did not show their faces, teachers were often not sure if there was someone on the other end. • Year 11 French and Chinese have lower numbers than previous years (low 10's). Covid has affected these students who would have found learning languages harder during Covid times. Sometimes cohort-driven - sometimes more interest-related. • Many activities couldn't take place during Covid (e.g. restaurant visits or Amazing Race), but did get support from local Chinese-speaking businesses (e.g. ask in language). • New Caledonia trip - went during NZ winter. Homestays were utilised, which offered opportunities for students to speak French. • April 2019 trip to China - were very lucky to get this trip in. Students designed a dragon logo and a t-shirt. Homestay experience was provided. Students are still asking for overseas trips. • Many events stopped due to current Covid restrictions and settings. Going out into the community & society gives students opportunities to test their abilities within the language they're learning. • What's coming in future years? Possibly dropping NCEA Level 1 - need to build a 2-year journey for Languages students. Key challenges acknowledged. • (Louise) - thanked Renae for her presentation. • (Ivan) - when people ask him if there's anything he'd change in our new school, he usually says that we "missed a trick" with the Languages Department - teaching French next to Chinese does not work. It's good that we've found a work around with the old Music block - allows them to operate in separate bubbles. We have lost Japanese along the way. Te Reo Māori is growing. • (Pā Chris) - thanked Renae and the Languages Department for creating the EOTC opportunities for students to practise the language in real-life scenarios. Is no mean feat. Ngā mihi. • (Carol) - offered Renae thanks in the Chinese language. Acknowledged that the pandemic has also impacted International students coming into school. Do we look at languages we offer to cater for our International students? • (Renae) - International students want to take their own language for easy credits. However, being native speakers doesn't always translate into good grades. Only Y13 CHI class has many International students. There are many local, non-Chinese speaking students in other classes. • (Carol) - Could the native speakers provide local students with conversational opportunities? • (Renae) - Local learners were keen, but International students did not see this in the same way (i.e are they using us to improve their CHI skills). • (Louise) - thanked Renae for her presentation. <p><i>Renae left the meeting at 7:33pm</i></p> <ul style="list-style-type: none"> • (Ivan) - suggested that we consider Technology next time - is the fastest-growing subject.
	<p>STRATEGIC REVIEW</p>
<p>7:33pm</p>	<p>Focus area #1 Student achievement and wellbeing deep dive</p> <ul style="list-style-type: none"> • (Ivan) - focus in his report is on NCEA Level 1. Can discuss this later.

7:34pm	<p>MoE Review of current co-governance financial operations</p> <p>Recommendations:</p> <ul style="list-style-type: none"> ● That the board adopts the outline scope ● That the board appoints members to the kura + MoE working group ● That the working group develops the terms of reference for the review including scope, deliverables and timeline <ul style="list-style-type: none"> ● (Louise) - At the last meeting, we had a presentation from Alan Wilcox regarding the Mana ōrite (SAF) project. We now have a few decisions that need to be made (including adoption of the outline scope for the Financial Operations project, and appointment of a Working Group). Louise asked from any comments regarding the recommendations. - (Evelyn) - a comment to think about is that the Alan Wilcox quote seemed cheap for the work that they are meant to do. Can we be assured there will be a senior consultant working on the project for the whole time (as opposed to an Analyst)? - (Louise) - To defer this aspect to the next part. ● (Ivan) - acknowledged that both he and Louise had doubts regarding the proposal to get Deloitte's involvement, which is likely to be a "cash burner". <ul style="list-style-type: none"> - Ivan and Sailesh (Business Manager) should be part of the Working Group. ● (Carol) - has had a conversation with Roshyn Lyons (MoE) who has made two suggestions: <ol style="list-style-type: none"> 1. He is creating a second finance paper (i.e. practical and involves day-to-day items for the Steering Group to look at). The paper potentially involving Deloitte's has been put on hold (after taking on board the school's resistance), which is a higher level Finance decision. 2. Another review of the Official Handbook - is it appropriate for our co-governed school and our kaupapa? Roshyn is looking for a more immediate solution. We need people who are involved in spending the money in the group (SLT, teachers, HoDs, etc) ● (Louise) - asked for Board Members who will be keen to be on the Working Groups (numbers will be capped). <ul style="list-style-type: none"> - Carol Gunn - Rangimarie Hunia (Pā Chris' nomination) - Freddie Simpson (will look at staffing) - Louise Gardiner (Board) - Ivan Davis (Principal) - Chris Selwyn (Tumuaki) - Other kaiako (who can be decided at a later date); Ivan and Carol are happy with this suggestion by Louise.
7:43pm	<p>Mana Ōrite project</p> <p>Recommendations:</p> <ul style="list-style-type: none"> ● That the board approves the contract with Alan Wilcox Associates ● That the board approves the WSCNPoW financial contribution ● That the board appoints steering committee members (board + staff) <ul style="list-style-type: none"> ● (Evelyn) - commented that the Alan Wilcox quote seemed cheap for the work they are meant to undertake. Will there be a senior consultant working across the whole project? What is the quality control over all of this? We need someone with a lot of experience dealing with such complex and political environments. <ul style="list-style-type: none"> - Evelyn is a consultant herself, so has experience in this area. - We should ensure that all expectations are being met in terms of quality and robustness.

	<ul style="list-style-type: none"> • (Carol) - supports Evelyn's comments, but Alan Wilcox had specifically mentioned that they weren't just putting junior consultants on the project. • (Pā Chris) - is important to ensure that they "shouldn't be reinventing wheels" - much of the work has been done over the years. • (Louise) - asked the Board if anyone had issues with WSCW entering into the contract with Alan Wilcox? Also noted that there will be a financial contribution from WSCW. • (Carol) - supports the project, indicating that we just need to progress and start the project. Alan has already put a lot of work into this. • (Louise) - noted that there were no objections from the Board Members. <p>RESOLUTION: To move ahead and execute the contract with Alan Wilcox. A financial contribution from WSCW will also need to be made. A Steering Group will need to be appointed with committee members from the Board - Ivan and Pā Chris to help with this.</p> <p><u>Steering Committee to include:</u></p> <ul style="list-style-type: none"> - Ivan Davis (Principal) - Chris Selwyn (Tumuaki) - Te Ohonga Ake representative (need to decide who this will be) - Louise Gardiner (WSCW Board Chair) - Carol Gunn (WSCW Board, parent-elected rep) - Roshyn Lyons (MoE - Practitioner - SAF) [Roshyn.Lyons@education.govt.nz] - Any other consultants mentioned in other documents, to date. <p>ACTION POINT: Members of the Steering Committee to be confirmed in the next week so this project can begin.</p>
7:51pm	<ul style="list-style-type: none"> • (Louise) - acknowledged that Julie Debrecey is still present. • (Ivan) - Julie has a role of Acting Principal if Ivan is not available. Strongly advises that Julie remains for the Public Excluded Business part of the meeting. No objections received.
	PUBLIC EXCLUDED BUSINESS
7:53pm	In accordance with Section 48 of the Local Government Official Information and Meetings Act 1987, the public were excluded from this part of the meeting between 7.53pm and 8.35pm to discuss confidential matters. (passed by consensus)
8.35pm	RESUME PUBLIC BUSINESS
	REGULAR REVIEW
8:35pm	<p>Inclusion and wellbeing Standing item Student behaviour management</p> <ul style="list-style-type: none"> • (Louise) - following a number of requests, this section will be in every second meeting from now on - can be more frequent, if required. <ul style="list-style-type: none"> - Would be a good way to progress the scope that was put together earlier in 2021 after some particularly difficult suspension hearings (but noting that there were some new Board Members involved).

- Developing a body of information and advice, and a guidance that can develop the knowledge and toolbox available to Board members when they're sitting in those hearings, could also be helpful. We want all the members to feel like they have all the information and good tools they need when making decisions, which in some cases, may result in convening a suspension hearing. At some point, a subcommittee will need to be created.
- (Ivan) - suspension hearings are tough. The information that comes out in these can change people's perspective. What happens in the suspension hearing is private, but this can be really difficult in relation to reinstatement.
 - He believes the Board needs to convene a Suspension Hearing Committee.
 - However, it is important to try and get members who have some experience in dealing with such matters.
 - In the past, it has been difficult to convene a Disciplinary Committee within the 7 days required by law. Sometimes people are unavailable, feel inexperienced, or don't want to be part of the process. For a Board Member, this is probably one of the toughest asks.
 - Can be a hard job for Principal's PA to organise. Available days can be hampered by immovable constraints.
- (Belinda) - Agreed with Ivan that training & preparation would be required. She went to a helpful Student Behaviour Management seminar via NZSTA in 2019 - will be important in training or upskilling members.
- (Evelyn) - The proposed toolkits are great and will help navigate risk. However, she does wonder about potential safety risk to ourselves and students. Would like to see integration of a set of values that we would lean on when making these decisions.
- (Pā Chris) - supports what's been said. They can also be transformative - sometimes it's the only tool that can work towards making meaningful change. Still having safety repercussions from the incident from last year.
- (Freddie) - agrees with Pā. Sometimes it is best dealt with by HoHs who are always working with whānau and also need tools as they can also help bring about transformative change. We're talking about the bigger picture with more serious consequences that come before the Board.
- (Pā) - agrees with Ivan that having Board Members available for these suspension hearings is crucial. We have struggled to pull together a Committee in the past.
- (Ivan) - NZSTA could help with support and information.
- (Louise) - Will look at Ivan's suggestion to have a standing Subcommittee. We need 3 people on each hearing - better to have more to act as cover when some might not be available. NZSTA does have resources that we could utilise.
 - Is also good for new members to know what our effective reinstatement conditions are before they sit on any suspension hearings.
- (Carol) - read out Linda's typed response in the Chat section - "One of the problems with getting members to attend was only being given 1 day or time to attend. Difficult for board members when working. So I support looking at the whole process so it works better for everyone including tumuaki /principal".
 - Supports Belinda's suggestion about training.
 - Suggested that Ivan should follow up with Rachel Lawrence who indicated that training is available for dealing with people in highly emotive situations. Suspension hearings can be really intense.

Recommendation: That the principal and tumuaki identify kaiako and ākonga to participate in developing improvements to student behaviour management processes

- (Louise) - thanked all those who had been part of these suspension hearings.

	<p>Finance Finance update</p> <p><i>[No finance committee meeting this month]</i></p>
8:52pm	<p>Regular reports</p> <ul style="list-style-type: none"> ● Principal's report discussed. ● (Ivan) - noted that a big part of the work on the Annual Plan is dealing with the NCEA Level 1 situation. Explained that WSCW HoDs recently met with Hobsonville Point Secondary School Principal Maurie Abraham and DP Sally Point, who explained this concept, why they had done it, and how achievable it was for WSCW. <ul style="list-style-type: none"> - A follow-up questionnaire to HoDs who attended this meeting indicated that 83% of them currently support removing NCEA L1. - Aim is to reduce assessment pressure and NCEA L1 is "useless" students decide to carry onto L2. - Robert Pollock (HOD Drama) is a passionate example of how learning benefits can be gained by removing the assessment drive and focussing on the curriculum. - HoDs responded positively when wellbeing was mentioned. He noted that a statement from ERO that indicated that the only person who knows the true pressure of the overall curriculum and the competing demands is the student themselves. <p>ACTION PLAN: SLT needs to look at a proposal to present to the Board about how this would work, before going to the wider school community.</p> <ul style="list-style-type: none"> ● (Mary-Jane) - has concerns about some of the comments. None of the kōrero seems to include whakaaro Māori perspective. <ul style="list-style-type: none"> - Regarding the comments for Y11 students, has the school considered how this might affect ākonga and whānau who might not have aspirations to go further than Y11? Ākonga only need to be 16 years to leave kura. ● (Ivan) - he's not sure that we actually have any NPoW students that leave kura without a qualification? ● (Mary-Jane) - there are students not returning in Y12 and Y13 due to Covid, so what are these students leaving with in terms of qualifications? How would the proposal for NCEA L1 removal help NPoW students? What happens to students who don't go into tertiary education and go straight into a job? ● (Ivan) - the key thing is the qualification that a student leaves school with. NPoW could actually still offer NCEA L1. ● (Julie) - wanted to highlight that every student needed to have literacy and numeracy credits. At HPSS, for every subject they offer, two standards need to be completed (which could be made up of a L1 and L2 standard). <ul style="list-style-type: none"> - For any students who were on a different pathway, there could be a small number of identified students who would have the aim of getting their L1 credits by the end of Year 12. - The "nuts and bolts" of how this will all work will be important. ● (Pā) - reiterates what Ivan has said. May not actually work for NPoW. What does NCEA L1 actually mean to Māori students? This can be viewed as a stepping stone. <ul style="list-style-type: none"> - L1 Te Ao Haka - is important for setting them on the pathway to achieving success. May need to be more targeted and strategic in approach? - L2 may be the highest level for some NPoW students. - We need to make sure we consider the difference in demographic between HPSS and NPoW. ● (Carol) - ACTION POINT: Asha to link in the recording from the Hobsonville Point Secondary School presentation for the Board. See link to HPSS Presentation (Thursday 17 March 2022) here. ● (Ivan) - Came back to other parts of the Principal's Report: <ul style="list-style-type: none"> - Student attendance back up to approximately 90%.

	<ul style="list-style-type: none"> - Has only been one stand down. - We are going to be involved with PSA - an assessment for student achievement in August 2022. Large component of this now involves student wellbeing. - Pā Chris and Ivan had a network planning meeting this morning, which resulted in 10 additional spaces for NPoW expansion. - We're preparing to receive International (Foreign Fee paying; FF) Students from July 2022 onwards. <ul style="list-style-type: none"> • (Pā Chris) - Projected roll for NPoW was 272, but we're already at 323 students. This gave us good evidence to push for additional teaching spaces. The MOE had 9 spaces allocated, but we asked for them to round it up to 10 spaces. <ul style="list-style-type: none"> - Wellbeing - issue has arisen from ASB Polyfest that is raising issues with Linda (Guidance) and tutors. Pā Chris contacted the Kahui Ako lead principal to ask for ASLs to have direct lines into our WSCW SLT, with wellbeing as a priority. • (Ivan) - Congratulations to Waiōrea won 1st place - took them 32 years to get their first win, but then there's been at least five more wins after that. • (Louise) - ACTION POINT: To send a note of congratulations from the Board. <p>Mary-Jane left meeting at 9:17pm</p> <ul style="list-style-type: none"> • Tumuaki report • Staff elected member report • (Freddie) - has been a PPTA report and staff meeting. Has also had Covid so is still getting back up to speed. The Teacher Only Day was valuable for tracking student achievement. Is different to how we tracked during Covid. There are complexities. Student tracking is ongoing. • Students Report
	<p>HR Ref Principal and Tumuaki reports</p>
9:19pm	<p>Health and safety Ref Principal and Tumuaki reports</p> <ul style="list-style-type: none"> • (Louise) - Issues arising, exception report (incidents and serious near misses) from Health and Safety Committee meeting. How frequent are these meetings? • (Ivan) - hasn't met this year. New online tool is helping. If there is anything of major concern, then a meeting would be held. Is part of the Thursday meeting cycle, but there's a clash with the Curriculum & Assessment Committee that Ivan has to attend because of the NCEA L1 initiative.
9:21pm	<p>Property Master plan strategic issues - update and next steps Hall project - update and next steps</p> <ul style="list-style-type: none"> • (Louise) - based on the minutes of the Property Committee Meeting, a lot of the items have been addressed. • (Ivan) - Completion of the Stage 2 Development during 2025 is back on the table. Once the Vision Statement is clear (currently being worked on), then we can look at interior elements. • (Carol) - Robert Pollock made a comment about the hall in his Board presentation, which was a nice idea but we need immediate solutions. However, it could be turned into a Dance/Drama space at a later date. <ul style="list-style-type: none"> - We do need to try and resolve the issue between TAPAC and WSC.

	<ul style="list-style-type: none"> - Has been lots of staff feedback on the improved working environment highlighted with the rostering home system. • (Pā Chris) - the state of Ngā Oho is becoming more of a Health & Safety issue. Rain had been coming through the light fixtures, and students needed to be evacuated in the end. • (Ivan) - Peter Jaine (Senior Project Manager from Coffey International) returns this week. Also noted that a spouting blockage was part of the recent problem. <p>ACTION POINTS:</p> <ol style="list-style-type: none"> 1. Ivan and Pā Chris to provide updates in the next Principal's and Tumuaki Reports. 2. Pā Chris to follow up with whom the Te Ohonga Ake representative will be on the Property Committee.
	ADMINISTRATION
9:27pm	<p>Confirmation of minutes Meeting held on 21 February 2022</p> <ul style="list-style-type: none"> • (Ivan) - moved to confirm the minutes of last meeting are true and accurate (passed with 9 members) <p>Matters arising - none</p>
9:28pm	Correspondence
9:28pm	<p>EOTC - overnight approval for Y13 Geography Queenstown trip</p> <ul style="list-style-type: none"> • (Ivan) - happy with them. To be signed off at tomorrow's meeting.
9:29pm	<p>Appointment of Returning Officer for 2022 triennial elections</p> <ul style="list-style-type: none"> • (Carol) - there are two parts to running these elections - first we need to make sure we have a clean database, then we need to ensure that we have parent-elected trustees and also have a Te Ohonga Ake representative. <ul style="list-style-type: none"> - Asked Pā Chris if he considered Trevor Crosby to be a suitable candidate to handle the selection part of the process. • (Pā Chris) - endorses Trevor's appointment to the role. <p>RESOLUTION: That the Board appoints Trevor Crosby as the Returning Officer for the Triennial Elections scheduled to take place in September 2022. (passed by consensus)</p> <p>ACTION POINT: Asha to liaise with Trevor to make sure we have a set of clean data.</p>
9:32pm	<p>WSC Development Trust</p> <ul style="list-style-type: none"> • (Louise) - this is separate to the Board; new Trust member is now Louise alongwith Ivan. <ul style="list-style-type: none"> - Noted that Carol should continue her role in the Trust for continuity purposes. • (Carol) - welcomed Louise into the Trust. <ul style="list-style-type: none"> - Was set up when Gordon was Chair. Solar panels have been dealt via this group. Is a group set up to benefit the school, but is not run by the school. • (Ivan) - needs some sort of renewal. <p>RESOLUTION: The Trust has selected Carol Gunn and the Board endorses this selection (passed by consensus).</p>

	CLOSE
9:36pm	Comments on meeting procedures and outcomes (this has been added as a standing item by Louise)
	Karakia whakamutunga - Pā Chris
	Meeting closed - 9:36pm