

Western Springs College - Ngā Puna O Waiōrea

Board Meeting Agenda - [Board Drive](#)

4 July 2022 @ 6:00 pm

Meeting via Google Link [meet.google.com/dod-kbyp-paw]

CONFIRMATION OF MINUTES FROM THIS MEETING

Carol Gunn moved to confirm the minutes from this Board Meeting on 4 July 2022 meeting are a true and accurate record (passed with 10 members).

Date: 8 August 2022

Time	Item	Led by	Links
6:00	Karakia timatanga - led by Kimiora <i>Meeting started 6:06pm once quorum was achieved.</i>	Chair	
6:00	<p>Present: Louise Gardiner (Chair), Ivan Davis, Julie Debreceeny, Sailesh Vaidya, Carol Gunn, Freddie Simpson (staff-elected rep), Gerry Victor (minute taker)</p> <p>Parent-elected reps: Linda Pirrit, Belinda Drake, Craig Moller</p> <p>Student-elected reps: Radha Patel, Kimiora Rhind-Wilson</p> <p>NPoW Reps: Chris Selwyn, Mary-Jane Thompson</p> <p>Invited - Jared Hockly (Head of Maths), Kiri Piahana (Pangarau) and Halley Kondamudi (Asst HoD Maths dept).</p> <p>Apologies: Tracey Watkinson, Asha Vaidya (Board Secretary), Evelyn Marsters.</p> <p>Declaration of interests: none</p>	Chair	
	REGULAR REVIEW		
6:10	<p>Curriculum Maths <i>Maths team joined the meeting at 6:11pm</i></p> <p>(Louise) - welcomed Jared.</p> <p><i>Jared, Halley and Kiri introduced themselves.</i></p> <p><i>Jared: Big department, 19 staff, 3 leaders (Jared, Halley and Kiri) Ruth Roberts line manager. Maths is compulsory from Y9 to 11, then optional; as a subject that used to retain students at a high rate but has dropped over the few years. Jared still</i></p>	JH	Maths written report

	<p>wants students to do Year 12 Maths and Kay Wallace - HoD careers agrees.</p> <p>Maths heavily streamlined across the nation but not in WSCW - we are mixed ability.</p> <p>Department proud of:</p> <ol style="list-style-type: none"> 1. Progressive department (along with Science allowed ILE to be as open as it could be up in Level 3 of KHCL) 2. Collaborative (work near each other, see each other, assessments are done in groups as well as learning) 3. Structured flexibility (rules in play and things to be done in certain times to allow for mixed ability learning). <p>Changes - had accelerated courses for Year 9s. There is still some acceleration - about 12 Y10 students in year 11 Maths but next year this will be collapsed.</p> <p>Strength - taken on digital technologies curriculum.</p> <p>Computation thinking part of it - quite a leader around other Maths dept in the country, Jared has some leadership there but really proud of his staff who has taken on quite a few opportunities.</p> <p>Miss single-celled classrooms, especially interactive discussions, still can but are not as effective as single celled. Students see collaboration amongst students and teachers are paired to work during their non-contact on how to collaborate with their classes.</p> <p>Moving away from Maths being seen as quick and repetitive.</p> <p>Pangarau - used to be up to Y11 but now up to Y13.</p> <p>Kiri - Acquired funding and support from Massey Uni for PLD and mentoring to do collaborative inquiry Maths learning. Kaupapa Maori approach in collaborative learning and reciprocity. Rather than ability grouping, collaborative thinking and learning off each other's thinking. This will start in term 3. Students will be challenged and work in a way to support the mindset of strategizing and problem solving.</p> <p>Jared - another change is to Y10 Maths - advanced and general to focus on students who struggle to get Numeracy credits.)</p> <p>Achievement data was discussed. - reasonably stable after moving into KHCL. Excellence and Merit rates have remained the same. But, over the last two years Excellence rates have dipped a bit - students given many opportunities but less teacher time due to lockdowns could be a reason for this dip.</p> <p>Key challenges - PISA results and other studies show Numeracy dipping over the years - lots of discussion at the Ministry level on how to address this - possibly from Primary before Secondary. Background level of Maths which students come to secondary with has dipped a bit.</p>		
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	<p><i>Cross-curricular - a little bit with Science and next term with Social Science.</i></p> <p>(Louise) - opened for discussion - 6:34pm</p> <p>Ivan - thank Jared for the report. It is difficult to recruit quality maths teachers. Do you think it is because teachers not confident being involved and teaching Maths in Primary and Intermediate when they have never been an expert themselves?</p> <p>Jared - Royal commission findings: students getting less time in Maths, easily dropped for something else; also Numeracy project misinterpreted it and students demanding many different ways of solving a problem thus stopping kids from moving forward and groping in ability levels also detrimental as teacher doesn't see they are ready to progress on.</p> <p>Linda - What did you mean about challenges for students and teachers - less time with teachers - is the ILE impacting on this as well; less discussion?</p> <p>Jared - less direct instructions and less discussion about concepts. To offset this - we set students to work - smaller group discussion, actively teacher smaller group instead of whole class.</p> <p>Linda - how do you work out what student that works for and how much is a loss is that?</p> <p>Jared - when trying to have whole class discussion, less kids want to partake in it.</p> <p>MJ - Thank you for the report and good to hear from Waiorea. Good to hear about PD and mentoring in Rumaki and things done around pedagogies. Good to hear what support is for kaiako. Collapsing of 2 classes at Y11 next year - impact of that?</p> <p>Jared - no detail about what the compressed course might be. It would have to address less strong students in there - some options - take a topic and assess in 2 different standards; has some worried that the struggling students will be lost in this class so need to make sure that they get the teacher time and and that at their level teaching that they need</p> <p>Freddie - Thank you for the report. In particular acknowledged Jared's ability to read data from a social sciences perspective which dispels negativity around Maths and data.</p>		
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	<p>Belinda - Are there any opening for Kahui Ako to work through the transitions from primary to secondary? Is this being looked at?</p> <p>Jared - 3 teachers in the maths department are also Kahui Ako teachers but it is not in their achieving challenge. We do need to look at it if our skills and knowledge can be of benefit to teachers in our Kahui.</p> <p>Halley - Had a hui with a few of Kahui Ako intermediate kaiako on the inquiry cycle that they have been working on. Maths dept using experiences gained in Pasadena and Posnbony, to bridge that gap so experiences are not lost. Developing inquiry cycle not only beneficial for student in Maths but also across the school.</p> <p>Carol - Thank you all for the report - really interesting. 2 things: 1. Clarify Linda's point - classroom discussion difficulty and thinking about going into Stage 2 planning - is it open flexible nature or is it because we are beyond capacity - numbers wise?</p> <p>Jared - Both factors - one of our spaces - Kotare designed for 2 classes but have always had 3 classes - so not flexible - with careful design could mitigate this a bit more. IF we are going for ILE, we do need to think about this a bit more. More pedagogical shifts needed.</p> <p>Carol - useful for Carol and Louise when talking to Ministry making it hard to approach work beyond capacity. Question 2. Computational thinking (CT) - what does this mean?</p> <p>Jared - CT - understands how to use computers to solve problems instead of having to do this ourselves. Students are exposed to a range of tools - so they can use programming and other app/tools to help solve issues. E.g. - each topic done at least one lesson kids to do CT.</p> <p>Maths team left meeting at 6.50pm</p>		
	STUDENT PROGRESS AND ACHIEVEMENT		
6:51pm	<p>Literacy and numeracy</p> <p>Julie - literacy and numeracy in decile 8 to 10 schools is sitting between 85 and 90 percent and that's fairly stable. Can get numeracy and literacy across a range of subjects. The numerous literacy pilot last Friday and we are part of a series of those pilots. So we wanted to get ahead. The government</p>	ID	Literacy and numeracy WSCW data - July 2022

	<p><i>just last week made a decision. It was going to be 2023, but that just made a decision to push it out till 2024 and we can remain as part of the pilot next year.</i></p> <p><i>Ivan - we pride ourselves on identifying students by the needs numbers names approach so that we can target specifically those kids that are struggling with either the literacy or the numerous.</i></p> <p><i>Louise - question around any trends that you might have seen dips over the last two years with lockdown - just as Jared mentioned in his report?</i></p> <p><i>Ivan - that's holding and what we have seen and it's a national trend is actually an increase in the quality of grades because of the move away from formal. Three hour exam, type situations to the gathering of evidence and all sorts of ways.</i></p> <p><i>Louise - Thank you to Julie and Ruth for the report despite being unwell.</i></p>		
	STRATEGIC REVIEW		
6:56	<p>Focus #6 - Infrastructure Development</p> <p><i>Ivan - Question around CASS is a big one for the Board to grapple with; MoE identified a need and lack of delivery. Can we progress CASS at WSCW for teaching spaces in isolation from the rest of school development? Modular classrooms?</i></p> <p><i>Louise - what are the risks to WSCW of bringing forward CASS co-location?</i></p> <p><i>Carol - Big one: remove our choices in our master planning and preclude opportunities we might have had; highly mindful MoE actively walking back on the fact that we would have a second gym and potential agreement with the council that was in stone. MoE they are working back on other end of life buildings like Admin - how do we trust that they will do this in a way that suits the school? Philosophically we are aligned to CASS and would like to support them but how do we trust moE will make it work for us?</i></p> <p><i>Freddie - practical and pragmatic issues on that site - we've got zoo car park in the front, parking yellow lines, infrastructure mind hole there; we are at capacity with all of our facilities - over capacity don't know how our infrastructure can cater for roll growth - no proper relationships with council, zoo MOTAT, etc.</i></p>	ID	Principal's report July 2022

	<p>Ivan - sees working proactive with MoE as a way of hastening the development of the whole site and getting rid of some of the road blocks - retention of old gym etc. Personally sees the concepts as greaser of wheels rather than hand brake on further development; hard one to read. Suggestion - form a small task team to engage with MoE and negotiate to see some benefit for the wide campus. No benefit for us - why do we do it? For parents living in the area with no options but...</p> <p>Louise - Can we do a fairly quick piece of work with the kaiako impact of CASS ?</p> <p>Ivan - Before that - a small task group in front of MoE people identify the problem and hear from them what they would see as a potential solution at the Springs site and ask them why the acceleration.</p> <p>Louise - yes this needs to happen to guide the Board to make a decision.</p> <p>Carol - agree and would love to hear Craig's view on this - not just pros and cons of this project but how we negotiate with MoE and their modus operandi - and not for us to make sacrifices.</p> <p>Craig - 1st thought would the 4 CASS classrooms come with a new gym? One of the impediments in terms of location that you mentioned in terms of pH block was based on the notion that that old gym would go to create that outdoor court and play space and of course ministries now changed their mind as Carol mentioned, and that sort of then hinders or impedes or overshadows, that proposed location. The social aspect of giving these parents who desperately need a place for their children to be educated is the strongest one in terms of Reinforcing that all inclusiveness that is so central to Springs ethos.</p> <p>Ivan - proposal: to get a formal request for David for opportunity to meet and discuss with a small task group from the Board to hear what their level of thinking is. Include Louise ,Carol and Criag (property person) and Ivan (school rep).</p> <p>Louise - to move it along, we can say the board wants something by the next board meeting.</p> <p>Louise - Tarai kura - what is the status and timing?</p> <p>Julie - Last meeting on Wednesday and Carolyn Marino has started drafting that for us and needs to be finished end of</p>		
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	<p><i>this week but will be start of Term 3</i></p> <p>Louise - <i>what is the process?</i></p> <p>Julie - <i>Judy Bruce compiling student voice report, have collected info from all departments and triangulated that info. Aspirational/blue sky thinking for next 20 years.</i></p> <p>Ivan - <i>way work has been characterised - brief will say this, this is what we want to do from a teaching and learning perspective. So the architects can then say Here's a way that we see you being able to deliver that teaching and learning</i></p> <p>Louise - <i>Has Waiorea been included?</i></p> <p>Chris - <i>some more korero needed between Chris and Carolyn as well.</i></p> <p>Louise - <i>staff input perspective, Freddie - has it been comprehensive?</i></p> <p>Freddie - <i>won't comment on it because of consultation. Staff would appreciate updates as much as possible.</i></p> <p>Julie - <i>we are not a decision making group, pulling all collated info together, a vision as opposed as to decisions around interior design.</i></p> <p>Ivan - <i>master planning also does not have anything to do with interiors - just looking at which big blocks going where on the site the next step then is what is going in the big blocks.</i></p>		
	REGULAR REVIEW		
7:18	<p>Inclusion and wellbeing</p> <p>Ivan - <i>Good attendance means our students are wanting to come to school and are happy here. WSCW's attendance is well above the national rate for Decile 8 schools. 12 staff away today but other school report double/triple that number - attributes lower numbers to mask wearing and good ventilation system. Staff one to come. Actively promote Employee Assistance Programme (EAP) for staff counselling</i></p> <p>Linda - <i>EAP provided by an external agency?</i></p> <p>Ivan - <i>Never, always provided by external agency</i></p> <p>Kimiora - <i>Matariki workshops contributed to the wellbeing of our students - connecting back to maoritanga - Poi making</i></p>	ID	Kahui Ako Wellbeing term 2 update

	<p><i>tree planting etc. Exercise sessions - kai tahi together as whanau etc. Social in the hall for teina organised by taukana</i></p> <p><i>Chris - Movie - Whina - with whole of Kahui Ako Waitemata.</i></p> <p><i>Louise - is the attendance data across both kura?</i></p> <p><i>Ivan - yes it is.</i></p> <p><i>Louise - Evelyn's point on the way data collected needs to be culturally sensitive.</i></p> <p><i>Ivan - need to progress that as well, thank you for the reminder. Will see Rose Hipkins about this.</i></p> <p><i>Louise - would be good to have some answers before committing to the survey.</i></p> <p><i>Radha - Students arriving late to school, maybe unreliable public transportation - 2 teachers processing lates making students arriving class later - can something be done about this?</i></p> <p><i>Freddie - Thank you for the care and concern of all. Totally support any student initiative to encourage student punctuality. HoH/SLT doing lates to take the workload off the admin staff who were overwhelmed by late students.</i></p>		
7:31	<p>Finance</p> <p>Report taken as read.</p> <p>Sailesh - key points:</p> <ol style="list-style-type: none"> <i>\$1.8 million budget deficit for the year. After 5 months - tiny gain of \$100K, compared to \$800 K at the same time. It is a concern such a big number but good stories coming: - International students coming in Term 3 - Joanne must be congratulated for this. We are top school with 31 intakes in July due to good feedback from past students - good feedback about sending and relationships with agents. - Looking at next year - forecasting about 160 to 3670k depending on how many student numbers are going to get.</i> <i>Equity pay settlement fro admin staff. Average increase for admin staff 22% backdated by August financed by treasury not by school and will cover a wide group of people (Sports, Gateway, reception, resource hub) Maybe couple issues raised if the gap between managers and staff is not much. SLT discussing how to widen this gap.</i> 	SV	Financial Update - July 2022

	<p>3. Shade installed over term 2 break on the great lawn.</p> <p>Ivan - August meeting 6 monthly update financial?</p> <p>Sailesh - yes.</p> <p>Ivan - proposes sending a letter of acknowledgement to Joanne to securing 31 students - commitment and level of effort.</p> <p>Louise - Yes. Gain per student? Is this in line with other kura?</p> <p>Ivan - we charge \$17000 per student per year - top end of the range. Justified in doing that given facilities we provide and pastoral care we provide and support. Break even point if 19 students, we already have some students here but 31 is in additional- total in Term 3 will be 49 students.</p> <p>Louise - is there an economy of scale - establishment of staffing we need to provide; whether our cost to deliver Int student programme comparable to what we would hope it to be? Is it an 18% profit?</p> <p>Sailesh - yes, also depends on where student coming from, no need to employ ESoL teacher if student coming from english speaking country.</p> <p>Chris -How is the progress on the grassing area of marae - turfing?</p> <p>Sailesh - will follow up on that. Will find out for Chris tomorrow.</p> <p>Carol - Congratulations to Joanne. This allowed us to increase support staff. One thing we need to be aware of as a Board - we do not have property allowance for international students. Already we're over capacity - so MoE could ask how we could accommodate Int students on top of it.</p> <p>Freddie -observation from staff: loss of international community which was big and thriving and so welcome return of international students.</p>		
7:42	<p>Regular reports</p> <p>Principal's report</p> <p>Ivan: student behaviour management but will speak to it in Public Exclusion Time</p> <p>Tumuaki report</p>	ID / CS	<p>Principal's report July 2022</p> <p>H&S Summary - July 2022</p>

	<p>Chris - Hosted Manu korero regionals last week. Waiorea junior English section. The following students from Waiōrea won their categories: Nikau Balme -1st Senior English, prepared & Impromptu -2nd Senior Māori, prepared & Impromptu Rehutai Appleyard - 1st Junior English Taka Piahana - Junior Te Reo Māori speaker This friday te reo taking waiorea to watch Lion King in te reo. Over the holidays - national campaign for kapa haka working through some parts of the holidays. Same thing with entertainment happening at Aotea centre later on in the term.</p> <p>Louise - congratulations to students of Manu korero. Also acknowledge kaiako who worked with them.</p> <p>Ivan - acknowledged group of Y10 kapa haka performers who performed at junor arts showcase wednesday last week.</p> <p>Staff report Freddie :</p> <ol style="list-style-type: none"> 1. Shades systems - staff will be pleased about that. 2. Department presentations - really enjoying the presentations; thank you to board. 3. International students - thank you to Joanne and missing International students. 4. Mask wearing - thank you to SLT for making the call, really appreciate the support behind that. We have particular year 11 cohort who push back on that etc. 5. Toilets: SLT out in a QR code system to monitor kids out, good feedback but it is a bigger issue - got 50 teaching spaces, one child going out per class is an issue - hotspot for behaviour management, misuse toilet facilities. It is a Board issue in terms of planning to ensure adequate facilities for everyone. SLT making decisions about the small affecting the many. <p>Ivan - received scathing email from parents about mask wearing! MoE will say we have enough toilets. Will get a clear understanding about the right ratio.</p> <p>Carol - what is the QR system?</p> <p>Freddie - student meeting up in toilets - disrupts classes and so forth, one or two people leaving learning spaces.</p> <p>Ivan - simple system to track toilet usage. We have never been a school for one size fits all.</p>		
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	<p>Carol - nursing and counselling staff.</p> <p>Freddie - did consult Waiora staff - they are supportive. Compliance issues- good deter at the moment.</p> <p>Chris - We have had tagging over in Waiteao toilets as well. Dehumansiing for cleaners have to come clean up the mess in the toilets. We should address it as a school toilet etiquette. How dare you treat other cleaners like that? Would be good to see what other schools policy around using the ablution block during class time.</p> <p>Students report</p> <p>Kimiora - new car park rules coming in to pay for parking.</p> <p>Ivan - carpark is not WSCW's and it is the Zoo's carpark and it is their call - for paid parking. \$1.50 .hour up to max of 5 hours. This also will be the case for MOTAT parking. Out of our control it is Auckland Councils initiative.</p> <p>Kimiora - having a car park for students is really important - working up to getting a licence is a good life skill to have. Maori students have to travel very far and multiple sources of transport, esp during Winter. Could we look at spaces for student carparks? An idea only Y13 allowed to park maybe - stickers on cars.</p> <p>Louise - not our carpark so we don't have a say.</p> <p>Carol - mindful of the need to have this life skill, esp for Waiorea students travelling quite far and maybe we should look at solutions. Historically - when we first considered the master plans there was considerable lobbying within the school for teachers and students to have no car parking on the school grounds on the basis of us being sustainability ideals. We actually got far less than other schools.</p> <p>Chris - majority of students aren't Waiorea students. A lot of Waiorea use public transport.</p> <p>Carol - Has Jared done travelwise survey</p> <p>Ivan - tomorrow in form time.</p> <p>Carol - would like a summary of that survey, please.</p> <p>Ivan - not going to spend anymore of school space for carpark, we need to be reducing car usage.</p> <p>Freddie - thank you for Kimiora for bringing up the issue - right of passage. Since my car got stolen, I have biked and</p>		
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	<p><i>bused and walked to school to be more sustainable. Change of mindset has been good - and supports our values of sustainability. Great bus route on great north rd.</i></p> <p>H&S update</p>		
	ADMINISTRATION		
7.40	<p>Confirmation of minutes Meeting held on 17 May 2022</p> <p><i>Belinda - Fine with the minutes. Change wording in attendance- student elected and parent elected rather than parent rep, student rep.</i></p> <p><i>Freddie - agreed.</i></p> <p><i>Louise thanks for reminding me, will make change</i></p> <p>Read, accepted.</p> <p>Matters arising - none</p>	Chair	Draft minutes of the meeting on 16 May 2022
7.45	<p>EOTC proposals</p> <p>12/13 Sports Academy Hillary Outdoors camp - 4 nights - staff mainly for supervision and behaviour management. The year 12 SPO camp is for the purpose of applying risk management strategies in challenging outdoor settings. The students analyze risk management and risk factors and then apply strategies to overcome these risks. This includes being responsible for self and others in activities such as rock climbing, kayaking, and hiking. The students attend camp and then complete their assessments based on actions completed at camp.</p> <p>ITINERARY</p> <p>Approval (please see significant risks identified table).</p> <p>RAMS and SAP (see pages 6 and 7).</p> <p>13 Physical Education camp - 2 nights: Students are traveling to National park to do Tongariro Crossing with Adventure Outdoors company and then to Whakapapa to ski. The Year 13 camp is for students to learn and practice safety management and devising strategies for safe practice in outdoor environments. In order to ensure that the learning is at the forefront of the experience, this year, students will complete the Tongariro Winter Crossing and experience skiing or</p>	ID	

	<p>snowboarding with both activities occurring in an alpine environment but providing different learning experiences. Students will be learning through the experiences and applying safety management knowledge and strategies in these outdoor alpine environments.</p> <p>ITINERARY (please read comments from TiC in this document).</p> <p>Approval (please see significant risks identified table).</p> <p>RAMS and SAP (please see page 8 for activity specific Safety Action Plan)</p> <p>12 Physical Education camp 2 nights - Mountain biking and Tough Guy and Tough Gal challenge in Rotorua. The Year 12 PE/HAK camp is for the purpose of demonstrating Social Responsibility in individual and group settings through Outdoor Education contexts (beyond just sport/within school contexts) and testing their fitness and pushing their limits with Tough Guy Tough Gal. Both 2.4 and 2.8 assessments will be assessed on camp - but those who don't attend will not be disadvantaged.</p> <p>ITINERARY</p> <p>Approval (please see significant risks identified table).</p> <p>RAMS and SAP (please see page 8 and 9 for specific risks identified and safety action plan)</p> <p>Carol - two things:</p> <p>1. Hypothermia (space blankets, survival bags checklist)</p> <p>2. All three - covid - different - legacy mitigation surface spread, now it is primarily air borne - masks, need to be consistent. Evelyn - COVID update to say what the action will be for a student or adult to covid. Prevent.</p> <p>Louise - <i>in order to give timely feedback, sub committee formed to review the EOTC proposals?</i></p> <p>Carol - <i>rather than a subcommittee of the board because the board does actually need to feel everybody on the board, so all Board needs to see these because we are all responsible. And if something goes wrong saying, we've just delegated to somebody else, probably won't cut it. And also Experience. the experience in our ability to review, these really depends on the end by luck of the individuals that we have on the board. would quite like to see some almost like an independent audit has been done by an expert from the parent community too to give the Board a level of assurance.</i></p>		
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	<p><i>I am happy to talk to Gerry about a system.</i></p> <p><i>Louise - In the meantime are we comfortable to sign these forms off?</i></p> <p><i>Carol - Yeah.</i></p> <p><i>Chris - need to meet with Gerry about best practice around EOTC.</i></p>		
8.23	<p>Board prioritised action plan development</p> <p>Overview from Louise of approach to developing a prioritised action plan for the board.</p> <p><i>In terms of the board, prioritised action plan, Louise is putting together some thoughts around some things that needed to be tackled and especially given that we're going to have quite a lot of new board members coming in. Louise has met with quite a few board members already, just to kind of get some input into that, but haven't had a chance to talk to everyone yet. Louise will do that and bring and something big to the next meeting in August with some thoughts around where we perhaps should be putting our effort and to get ourselves organised for the new board coming in</i></p>	Chair	
6.09	<p>2022 triennial elections</p> <p>Recommendations:</p> <ul style="list-style-type: none"> That the board confirms the election date of 7 September 2022 - no objections <i>MJ - does it include staff elections too?</i> <i>Louise - Yes they do.</i> That the board meeting scheduled for 12 September be moved to 26 September to allow time for new members to be confirmed and inducted following the election. No one objected to the move to this date. <p>Both recommendations were accepted.</p>	Chair	
8.24	<p>Correspondence</p> <p>No correspondence</p>	Chair	Correspondence
	PUBLIC EXCLUDED BUSINESS		
8.24	<p>Confirmation of minutes</p> <p>Meeting held on 16 May 2022 - approved unanimously.</p> <p>Matters arising</p>	Chair	

8.25	Student behaviour management: Ended 9.20pm	Chair	
	CLOSE		
9.21pm	Karakia whakamutunga - 9.21pm by Pa Chris.	Chair	
	Meeting run time - approx 3 hours 20 mins		

NEXT MEETINGS	QUICK LINKS
5 – Mon 8 Aug 6 – Mon 12 Sept 7 – Mon 31 Oct 8 – Mon 5 Dec	Charter 2022 Annual Plan 2022 Board work plan for 2022 Presentation for HoDs about the board work plan - 10 Feb 2022

ANNUAL PLAN 2022 | Strategic focus areas

FOCUS No. 1: Student Achievement and Wellbeing

- NCEA/UE/Scholarship aspirational goals >90+% pass rates
- Kahui Ako achievement challenges (Oracy/Wellbeing/Cultural Thriving/Collaborative Pedagogies)
- Digital Citizenship and Safety (rights and responsibilities)
- Remove NCEA Level 1 qualification from beginning of 2023.
- Organising school timetable into semesters to facilitate a two year journey to NCEA Level 2.

FOCUS No. 2: Co-Governance and Te Tiriti

- MOE SAF project to strengthen foundations of Co-Governance constitution
- Identify and document key operational aspects of the two schools
- Develop a financial model to strengthen the co-governance partnership of Springs/Waiōrea

FOCUS No.3: Curriculum and Pedagogy

- Introduction of Aotearoa New Zealand's Histories
- NCEA Standards Review (2021 to 2024)
- Pedagogies to support ILE

FOCUS No. 4: Staff Professional Development

- Digital fluency (Skills and Citizenship)
- Retention and career development

FOCUS No. 5: School/community relationships

- Communication – website, Facebook page, Newsletter
- Consultation re transition away from NCEA L1

FOCUS No. 6: Infrastructure Development

- Project manage transition of Hall into an ILE teaching space (roll growth)

- Manage the establishment of 3 modular classrooms on site (roll growth)
- Work with MOE on Stage 2 detailed design (roll growth)
- School/Auckland Council gymnasiums partnership – on or off
- Stage 1 project completion (Tapac remediation and construction of fifth studio)
- Classroom refurbishment – PH Block

FOCUS No. 7: Budget and Fiscal Planning

- 5YA maintenance projects – plan and implement (c.\$1.1 million)
- Re-engaging with FFPS
- 10 YPP development and sign-off