

# Western Springs College - Ngā Puna O Waiōrea

## Board Meeting Agenda + Minutes

### 8 August 2022 @ 6:00 pm

This meeting was held in person in the WSC Admin Meeting Room  
(Kai was provided)

Meeting also via Google Link [<https://meet.google.com/hzg-kjfr-jvn>]

#### **CONFIRMATION OF MINUTES FROM THIS MEETING**

**Ivan Davis moved to confirm the minutes from this Board Meeting on 8 August 2022 meeting are a true and accurate record.**

**Seconded - Evelyn Marsters  
(Passed by consensus)**

**Date: 27 September 2022**

Time	Item	Links
6:05pm	Karakia timatanga	
6:05pm	<p><b><u>Present:</u></b>  <a href="#">Louise Gardiner</a> (Board Chair)  <a href="#">Ivan Davis</a> (Principal)  <a href="#">Julie Debrecey</a> (Associate Principal)  <a href="#">Freddie Simpson</a> (WSC Staff-Elected Member)  <a href="#">Carol Gunn</a> (WSC Parent-Elected Member)  <a href="#">Belinda Drake</a> (WSC Parent-Elected Member)  <a href="#">Craig Moller</a> (WSC Parent-Elected Member)  <a href="#">Evelyn Marsters</a> (Co-opted Pasifika Member)  <a href="#">Mary-Jane Thompson</a> (NPoW whānau-selected Member; on Google Meet link)  <a href="#">Sailesh Vaidya</a> (WSCW Business Manager)  <a href="#">Radha Patel</a> (WSC Student-Elected Member)  <a href="#">Asha Vaidya</a> (Board Secretary)  <a href="#">Chloe Davison</a> (WSCW Head of Dance)  <a href="#">Samantha Wood-Rawnsley</a> (WSCW Asst Head of Dance; Arts Coordinator)</p> <p><b><u>Apologies:</u></b>  <a href="#">Pā Chris Selwyn</a> (NPoW Tumuaki)  <a href="#">Linda Pirrit</a> (WSC Parent-Elected Member)  <a href="#">Kimiora Rhind-Wilson</a> (NPoW Student-selected Member)</p> <p><b><u>Declaration of interests:</u></b> None</p> <p>(<a href="#">Louise</a>)</p> <ul style="list-style-type: none"> <li>• Welcomed all Board members to our first in-person meeting in a long time.</li> <li>• Asked everyone to introduce themselves to Radha (WSC student-elected rep).</li> </ul>	

	REGULAR REVIEW	
6:09pm	<p><b>Curriculum   Dance</b></p> <p>(Louise)</p> <ul style="list-style-type: none"> <li>• Thanked Chloe and Sam for their attendance &amp; upcoming presentation</li> </ul> <p>(Chloe)</p> <ul style="list-style-type: none"> <li>• Introduced herself.</li> <li>• She job-shares with Sam.</li> <li>• Also works as a Dance advisor - only one of two in the country (to check)</li> </ul> <p>(Sam)</p> <ul style="list-style-type: none"> <li>• Introduced herself.</li> <li>• Works with Chloe.</li> <li>• Co-ordinates the Arts.</li> </ul> <p>(Chloe)</p> <ul style="list-style-type: none"> <li>• Has taught Dance for nearly 20 years.</li> <li>• Dance is a University Entrance and Scholarship subject.</li> <li>• We teach many different styles of dance.</li> <li>• Developing students' choreography skills is important.</li> <li>• Students learn that communicating something is also important. Also learn Dance analysis, Dance history.</li> <li>• Students are learning vital skills for the 21st century.</li> </ul> <p>(Sam)</p> <ul style="list-style-type: none"> <li>• Strongly believe that Dance is for EVERYONE.</li> <li>• 100% success rate in Dance Scholarships over the last 6 years - pretty outstanding. Only 15 Scholarships awarded to Dance.</li> <li>• Often asked for student exemplars.</li> <li>• Both teachers are involved with NZQA.</li> <li>• Have had to be adaptable - especially during lockdown.</li> <li>• Mantra = "limitations as opportunities"</li> <li>• We offer students lots of opportunities. We also get in lots of guest choreographers - especially males to balance Chloe &amp; Sam.</li> </ul> <p>(Ivan)</p> <ul style="list-style-type: none"> <li>• Nat [Nathaniel Bristow] is an amazing Inclusive Learning Assistant (ILA, formerly Teacher Aide). He has a theatre background. Was well supported when he had to relieve Dance.</li> </ul> <p>(Chloe)</p> <ul style="list-style-type: none"> <li>• We link in with other tertiary institutions.</li> <li>• Some students teach younger students.</li> <li>• Her &amp; Sam are constantly upskilling themselves.</li> <li>• They also try to engage with the community.</li> </ul> <p>(Sam)</p> <ul style="list-style-type: none"> <li>• She goes on a retreat every month - try to fill our own cup so we can fill others' cups.</li> </ul>	<p><a href="#">Dance report for Board hui - 8 Aug 2022</a></p>

- From a co-governance perspective, they attend the Roopu group sessions. Also use Te Reo Māori in their classes.
- They attend, and take students to, performances.
- They created an Instagram page for Dance this year [@wscw\_dance].

(Chloe)

- Challenges include shrinking Dance classes over the last 3 years.
- Have lost Waiōrea students - coming in as a Year 10 can be scary.
- Have also lost International Students, and a lot of male students.
- Possibly Covid has had an impact.
- Another challenge is that people have preconceived notions of what Dance is.
- They worry about their small numbers, and also that people may not have an understanding of what they do.
- They have a lot of contact with whānau.
- They are always surveying students, so that course can be adapted if necessary.
- What else can we do? Doing a lot and as much as we can...but asking for Help also.
- They need more opportunities to talk to parents and students.
- Can we look at feeder schools? They have considered this.

(Sam)

- Getting students in the door, and to stay so that they can build relationships, is the challenge.

(Chloe)

- Our overall results are above the national average.
- We try to assess when the student is ready. Do offer them chances to resubmit.
- We lead the way in Dance.

#### **6:29pm - Opportunity for other members to speak**

(Ivan)

- Our Board members can clearly see that we have two of the hardest working teachers in front of us.
- There is a minimum threshold of 16 students. If this can't be met, then we don't ruin it. We might need to consider combining year groups, if need be.
- Regarding the volatility of the Year 10s - can you explain this trend?

(Sam)

- International Students had a big impact on these. Often 50% of students at Year 10 are International Students.

(Chloe)

- We do appreciate the ability to run across the year when our numbers were borderline.
- Lower decile schools often have larger Dance programmes.

(Sam)

	<ul style="list-style-type: none"> <li>• If students are doing Dance outside of school, then students should really be doing Dance at school.</li> </ul> <p>(Chloe)</p> <ul style="list-style-type: none"> <li>• We remind Heads of Houses that we are welcoming of students who have not done Dance before.</li> </ul> <p>(Sam)</p> <ul style="list-style-type: none"> <li>• She does work with Touch Compass. Work with Pella and the ILAs from the Learning Support Department.</li> </ul> <p>(Julie)</p> <ul style="list-style-type: none"> <li>• Would calling it “Dance &amp; Choreography” make a difference?</li> </ul> <p>(Sam)</p> <ul style="list-style-type: none"> <li>• Getting whānau to better understand what Dance involves is more important.</li> </ul> <p>(Carol)</p> <ul style="list-style-type: none"> <li>• She can see the passion of Chloe and Sam. Appreciates the effort that you have with Te Tiriti, Te Ao Māori, and co-governance.</li> </ul> <p>(Mary-Jane - on Google Meet link)</p> <ul style="list-style-type: none"> <li>• We have a lot of tauira who are involved in other shows. The load of NPoW students might be too much?</li> <li>• If our tauira are doing lots outside of school, then why are they not bringing it into school? Could be a discussion to have.</li> <li>• Tia, Cassidy, Hinemoa - they know Dance and Te Ao Māori and so Dance is a safe space.</li> <li>• More korero with them might be a good place to begin.</li> </ul> <p>(Louise)</p> <ul style="list-style-type: none"> <li>• The drop-off is from Year 9 to Year 10 - do we know why?</li> </ul> <p>(Ivan)</p> <ul style="list-style-type: none"> <li>• Have you gathered a student voice?</li> </ul> <p>(Chloe)</p> <ul style="list-style-type: none"> <li>• Yes, we survey lots but only those students who turn up.</li> </ul> <p>(Sam)</p> <ul style="list-style-type: none"> <li>• Often Dance doesn’t fit in with the whānau’s long-term plans for their child.</li> </ul> <p>(Evelyn)</p> <ul style="list-style-type: none"> <li>• Are the subject areas capped?</li> </ul> <p>(Julie)</p> <ul style="list-style-type: none"> <li>• Yes, sometimes. Space is a constraint as well as having teachers available.</li> </ul> <p>(Chloe)</p> <ul style="list-style-type: none"> <li>• The Arts option line competes with Philosophy, etc.</li> <li>• If we had all students coming in and doing Dance, then we’d have great</li> </ul>	
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	<p>numbers.</p> <p>(Carol)</p> <ul style="list-style-type: none"> <li>Have you reached out via Kāhui Ako to give kids a taste of what they can learn when they get to high school?</li> </ul> <p>(Chloe)</p> <ul style="list-style-type: none"> <li>We do a tour around the Intermediate Schools.</li> <li>Ken did send Chloe out for 1 hour per week as a means of marketing.</li> </ul> <p>(Belinda)</p> <ul style="list-style-type: none"> <li>Working with feeder schools is crucial. Is a positive opportunity.</li> </ul> <p>(Ivan)</p> <ul style="list-style-type: none"> <li>Dance is a key part of his school tours. The skills that you learn are life long &amp; collaborative.</li> </ul> <p>(Belinda)</p> <ul style="list-style-type: none"> <li>We could put better messaging on our website.</li> </ul> <p>(Ivan)</p> <ul style="list-style-type: none"> <li>Another idea - we have a Sports Academy subject - wonders if we could create a Dance Academy? Could be risky with the numbers though.</li> </ul> <p>(Louise)</p> <ul style="list-style-type: none"> <li>Robert Pollock touched on this once before at a previous Board Meeting - wanted to create a school company. Could take a multi-disciplinary approach.</li> </ul> <p>(Sam)</p> <ul style="list-style-type: none"> <li>How do we “stream” Dance students? Is very hard to do.</li> </ul> <p>(Chloe)</p> <ul style="list-style-type: none"> <li>MAGS does this, in order to build numbers. However, this goes against our kaupapa.</li> </ul> <p>(Carol)</p> <ul style="list-style-type: none"> <li>We should look at what the former successful approaches were. Could they be redone in a more modern setting?</li> </ul> <p><b>Board thanked Chloe and Sam. Left the meeting at 6:53pm.</b></p> <p>(Ivan)</p> <ul style="list-style-type: none"> <li>Requested that Sailesh (Business Manager) presented next so that he didn’t need to stay in the meeting longer than necessary.</li> </ul> <p>(Louise)</p> <ul style="list-style-type: none"> <li>Agreed.</li> </ul>	
	<b>REGULAR REVIEW - Finance</b>	


6:53pm	<p><b>Finance</b></p> <ul style="list-style-type: none"> <li>● August finance update</li> <li>● Minutes of Finance Subcommittee meeting on Thurs 4 August 2022</li> </ul> <p>(Sailesh)</p> <ul style="list-style-type: none"> <li>● Small deficit of \$41k.</li> <li>● Based on International students coming in and Learning Resources.</li> <li>● Forecast completed - \$1million saving due to International students.</li> <li>● Higher proportion of Sports fees coming in.</li> <li>● Not having to buy face masks,etc has made a difference.</li> <li>● ICT equipment - we are not having to buy as much.</li> <li>● The \$1 million loss is likely to be ongoing.</li> <li>● Some schools that got rid of their International Departments are now finding it tough.</li> <li>● We have 30 students arriving in Term 4, which is a huge number for Auckland schools so far.</li> <li>● We need to get a letter from our auditor. We want to take advantage of the SAFT project, but we need to highlight that we need more money to run and maintain our new modern-learning environment.</li> <li>● We are paying more for power, maintenance costs (we can't go to other potentially cheaper suppliers as we are tied into 3- to 5-year contracts).</li> </ul> <p>(Evelyn)</p> <ul style="list-style-type: none"> <li>● How will this affect our equity index?</li> </ul> <p>(Ivan)</p> <ul style="list-style-type: none"> <li>● We don't know yet. Our number is 416. One school has queried how their number was calculated. The methodology has been published.</li> </ul> <p>(Julie)</p> <ul style="list-style-type: none"> <li>● We don't know what the score means at this point.</li> </ul> <p>(Evelyn)</p> <ul style="list-style-type: none"> <li>● Is there any information on the rate of school donations?</li> </ul> <p>(Sailesh)</p> <ul style="list-style-type: none"> <li>● We receive 79%, or thereabouts. We had more come in last year - possibly given that people didn't travel as much.</li> </ul> <p>(Belinda)</p> <ul style="list-style-type: none"> <li>● It is important to issue the reminders.</li> </ul> <p>(Ivan)</p> <ul style="list-style-type: none"> <li>● He showed an infographic of the equity scale.</li> <li>● We need to hold the Ministry of Education (MoE) to account for the projects.</li> </ul> <p>(Louise)</p> <ul style="list-style-type: none"> <li>● She needs to follow up with Chad.</li> <li>● We need to look at the totality of the funding.</li> </ul>	<a href="#">Financial Update - Aug 2022</a>
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	<p>(Carol)</p> <ul style="list-style-type: none"> <li>David Bos (Regional Asset Manager for MoE) - he is our property person - seems to be putting roadblocks in place? Might be concerned about the future costs they are creating with the building.</li> <li>Is a tricky balance for us - we need to be careful about our messaging.</li> </ul> <p>The Board thanked Sailesh for his report.</p> <p><b>Sailesh left the meeting at 7:06pm.</b></p>	
	<b>STRATEGIC REVIEW</b>	
7:06pm	<p><b>Focus #1 - Student achievement and wellbeing</b></p> <p>A detailed update of progress in delivering this focus area of the annual plan.</p> <p><b>Mid-year analysis of variance data</b></p> <p>Review the half year academic achievement data.</p> <p>(Ivan)</p> <ul style="list-style-type: none"> <li>Is a juggle with attendance.</li> <li>Fragmented delivery.</li> <li>Wellbeing aspect - non-engaging, non-attendance - we have a clear picture.</li> <li>Is a huge amount of work going into tracking this, especially Year 13 students.</li> <li>Via the Heads of Houses (HoHs) and Year 13 Academic Director positions, we are resourced well and that pays off dividends when addressing these matters.</li> <li>NZQA - looking at a range of options. Derived-grade exams (formerly known as mock exams) have to mirror NCEA exam conditions.</li> <li>Our Year 13 Academic Director (Heather Dikstaal) is also a PPTA Executive Member - she highlights that learning recognition credits are a valid way to recognise student work.</li> <li>The Principal's Nominee role - Julie Debreceeny used to do this. Damon King now fulfils this role. Julie still has good oversight in this area.</li> </ul> <p>(Julie)</p> <ul style="list-style-type: none"> <li>The interesting thing is that we have 33 Year 13 students under Northern Health School (provided through hospital, families have to apply, need a specialist recommendation for medical reasons) - all on reduced programmes.</li> <li>We have 25 Year 11 students on a reduced programme - excludes ORS.</li> <li>These students might come into school for a couple of subjects that they're interested in.</li> <li>These students will not receive their qualification this year.</li> </ul> <p>(Carol)</p> <ul style="list-style-type: none"> <li>Demand must have gone up due to Covid.</li> </ul> <p>(Julie)</p> <ul style="list-style-type: none"> <li>NHS has a quick turnaround.</li> <li>Kari Centre has a slow turnaround.</li> <li>75% are completely on-track.</li> </ul>	<p><a href="#">Half-year Student Achievement report - Aug 2022</a></p> <p><a href="#">Mid-Year Analysis - July Graphs 2022</a></p>

	<ul style="list-style-type: none"> <li>• Year 12s are always slightly better. 80% for both WSC and NPoW.</li> <li>• Pasifika students are doing well, on track.</li> <li>• Heather Dikstaal tracks every student and their University Entrance - looking at a 80% pass rate, but we do worry.</li> <li>• HoHs, Academic Director and whānau work together.</li> </ul> <p>(Carol)</p> <ul style="list-style-type: none"> <li>• This is the best Academic report that she has seen to date.</li> <li>• Much work has been done to ensure as many of our students get through.</li> </ul> <p>Much appreciated</p> <p>(Belinda)</p> <ul style="list-style-type: none"> <li>• Tautoko</li> </ul> <p>(Julie)</p> <ul style="list-style-type: none"> <li>• We wanted to test non-attendance and engagement.</li> </ul> <p>(Freddie)</p> <ul style="list-style-type: none"> <li>• Lots of super flu going around. Had a big chunk of students out after the Ball.</li> <li>• Louise Holmes (Admin) is good at letting HOHs know when things are looking peculiar.</li> </ul> <p>(Ivan)</p> <ul style="list-style-type: none"> <li>• Andrea Prchal (Office Manager) provides daily attendance reports.</li> <li>• 82% rate currently, would normally be in the 90% range.</li> </ul> <p>(Louise)</p> <ul style="list-style-type: none"> <li>• Pā Chris mentioned that Mary-Jane brought up the re-engagement fund that NPoW have used.</li> <li>• Workshops held last year onsite - were well received. Are there plans to do these this year?</li> </ul> <p>(Julie, Ivan)</p> <ul style="list-style-type: none"> <li>• We haven't done so far, but we can.</li> <li>• Last year, we had a 5-week Term 4 and so we had Unexpected Event Grades (UEGs) and big chunks of time.</li> <li>• We have abandoned the study leave break period this year. Is it a good use of time?</li> <li>• Luxury of time is not with us this year.</li> </ul> <p>(Radha)</p> <ul style="list-style-type: none"> <li>• Can students come onsite to study?</li> </ul> <p>(Ivan)</p> <ul style="list-style-type: none"> <li>• Yes, definitely. We will have workshops running in the holidays (some will be invited, some can volunteer).</li> </ul> <p>(Radha)</p> <ul style="list-style-type: none"> <li>• Was valuable to be at school.</li> </ul> <p>(Julie, Louise)</p> <ul style="list-style-type: none"> <li>• There is no dedicated study space.</li> </ul>	
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	<p>(Evelyn)</p> <ul style="list-style-type: none"> <li>• There are a wide range of supports for the Year 13s - which are most effective?</li> <li>• These also support scaffolding onto those available for Year 12 and Year 11 students.</li> </ul> <p>(Julie)</p> <ul style="list-style-type: none"> <li>• We do have a lot of students who are taking 4 rather than 5 UE-approved subjects.</li> <li>• Wrap-around meetings are really crucial and important.</li> </ul> <p>(Ivan)</p> <ul style="list-style-type: none"> <li>• The number of students who fall through the cracks now is less and less.</li> </ul> <p>(Julie)</p> <ul style="list-style-type: none"> <li>• We will try to include more data for Year 11 students for future reports.</li> </ul> <p>(Evelyn)</p> <ul style="list-style-type: none"> <li>• It would be good for Tupe to come and discuss what she does with our Pasifika form class.</li> </ul> <p>(Julie, Louise)</p> <ul style="list-style-type: none"> <li>• We could do this instead of a department presentation? <b>ACTION POINT: Julie will ask Tupe to present to the Board soon.</b></li> </ul> <p>(Belinda)</p> <ul style="list-style-type: none"> <li>• The data for term 1 was put in great context.</li> </ul> <p>(Carol)</p> <ul style="list-style-type: none"> <li>• Agreed. Highlights that our systems are working.</li> </ul> <p>(Carol)</p> <ul style="list-style-type: none"> <li>• These data need to be shared with parents - will hopefully reassure them. Data comparing to other schools is good.</li> </ul> <p>(Ivan)</p> <ul style="list-style-type: none"> <li>• Agreed.</li> </ul> <p>(Belinda)</p> <ul style="list-style-type: none"> <li>• It's a reassuring story.</li> </ul> <p>(Louise)</p> <ul style="list-style-type: none"> <li>• Is there someone that she could work with whom they can help pick out key information for sharing with the community?</li> </ul> <p>(Julie, Louise)</p> <ul style="list-style-type: none"> <li>• <b>ACTION POINT - Julie and Louise can look at this together, and Ivan can sign-off.</b></li> </ul> <p>(Ivan)</p>	
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	<ul style="list-style-type: none"> <li>In his Update #80, he mentioned NZQA would review any adjustments in September this year. Will emphasise that the DEGs need to satisfy/mirror exam conditions.</li> </ul> <p>(Evelyn)</p> <ul style="list-style-type: none"> <li>Does it put more pressure on teachers?</li> </ul> <p>(Ivan)</p> <ul style="list-style-type: none"> <li>Absolutely. It was a massive change in measuring achievement after we took derived-grade exams (DEGs) away. Assess-when-ready could come into place. Is a massive step backwards to where we were last year.</li> </ul> <p>(Julie)</p> <ul style="list-style-type: none"> <li>Agreed with Ivan - is a massive U-turn.</li> </ul> <p>(Ivan)</p> <ul style="list-style-type: none"> <li>Pressure has come from traditional schools, Universities, etc.</li> <li>Students will need to make sure they are well enough to be here for DEGs.</li> <li>Both students and teachers will feel the pressure.</li> </ul> <p>(Carol)</p> <ul style="list-style-type: none"> <li>We are making it difficult for teachers who are also experiencing sickness, etc.</li> </ul> <p>(Mary-Jane asked a question on Google Meet - 7:43pm)</p> <ul style="list-style-type: none"> <li>Do the Pasifika numbers include the NPoW-Pasifika students?</li> </ul> <p>(Julie)</p> <ul style="list-style-type: none"> <li>No, you have to nominate one. Will be tracked under NPoW.</li> </ul> <p>(Mary-Jane on Google Meet)</p> <ul style="list-style-type: none"> <li>Engagement and Re-initiative funding briefly discussed.</li> <li>Two years of Covid has had an impact on the students that NPoW receive. They speak less Te Reo Māori - NPoW is looking to get extra support with this.</li> </ul> <p>(Louise)</p> <ul style="list-style-type: none"> <li><b>ACTION POINT - she will discuss this with Tupe.</b></li> </ul>	
	<p><b>Pacific student focus</b></p> <p>A detailed look at progress, achievement and wellbeing of Pacific students.</p>	<a href="#">Half-year Student Achievement report - Aug 2022</a>
7.45pm	<p><b>Board prioritised action plan development</b></p> <p>Proposal from the chair and discussion.</p> <p>Recommendation: That the board adopts a prioritised action plan to strengthen our governance practices.</p>	 WS...

(Louise)

- Is a work in progress, but would like some input from our three outgoing members (Belinda, Linda, Craig).
- Is not currently prioritised.
- Is helpful to get a sense of importance and where the priorities should lie.

(Ivan)

- Do you mean for 2023? There is a lot on there.

(Louise)

- School Boards tend to have a 3-year work-plan.
- Some things are progressive. Some things need to be put in place. Some things have an external effort.
- She has been talking with Evelyn about an Induction Plan for New Board Members. Evelyn is taking a lead with this.

(Evelyn)

- The timing is good to undertake this piece of work. Is good for new members to see that we have an Induction Plan in place.

(Belinda)

- Totally agrees, and it is important to have the Induction Plan, as well as other useful information.

(Louise)

- She is prioritising this, but it needs more of a workshop session.

(Belinda)

- Boards do often have some sessions for time to schedule items outside of the normal business.
- These additional sessions allow time for Boards to develop and improve.
- Can focus on the bigger picture items. Is important.
- Is an ongoing cycle - institutional knowledge and kaupapa needs to be well ingrained.
- Processes and frameworks are important to have.

(Evelyn)

- We need a column that assesses where we're at.

(Belinda)

- It will be interesting to see how the new Board Members will fit in. Doing workshops together is valuable.

(Louise)

- Agreed. It is important for School Boards.

(Ivan)

- Boards are in place to help us run our school/kura.

(Louise)

	<ul style="list-style-type: none"> <li>• Agreed.</li> </ul> <p>(Belinda)</p> <ul style="list-style-type: none"> <li>• It is a two-way learning process. Is great to see the work has been done.</li> </ul> <p>(Louise)</p> <ul style="list-style-type: none"> <li>• We need to see where we're at.</li> </ul> <p>(Carol)</p> <ul style="list-style-type: none"> <li>• It would be good to include timeframes and assignment of priorities.</li> </ul> <p>(Evelyn)</p> <ul style="list-style-type: none"> <li>• Do some line up with current strategic plans?</li> </ul> <p>(Ivan)</p> <ul style="list-style-type: none"> <li>• Working on a new plan is an obvious one.</li> </ul> <p>(Louise)</p> <ul style="list-style-type: none"> <li>• Seems to have been pushed out.</li> <li>• We need the process and timing of the strategic plan - we can look at this with the new Board.</li> <li>• NZSTA is looking at reporting to the Board - we could look at trialling these?</li> </ul> <p>(Ivan)</p> <ul style="list-style-type: none"> <li>• ERO is re-engaging with us now we're in the ILE.</li> <li>• They are working with us now - we have two people assigned (one for NPoW and one for WSC).</li> <li>• 14th September 2022 is the first day.</li> </ul> <p>(Mary-Jane on Google Meet)</p> <ul style="list-style-type: none"> <li>• NPoW had ERO come through - seemed less intense than previous times.</li> <li>• ERO is going to come back again.</li> <li>• Process was quite different - no reporting was required.</li> </ul>	
	<b>BREAK</b>	
<b>8:05pm</b>	<p><b>Karakia mō te Kai (blessing of food)</b> - performed by Freddie</p> <p><i>Mary-Jane Thompson left the Google Meet at 8:06pm</i></p>	
	<b>REGULAR REVIEW</b>	
<b>8:15pm</b>	<p><b>Regular reports</b></p> <p>Principal's report:</p> <p>(Ivan)</p> <ul style="list-style-type: none"> <li>• We've had difficulties hiring teachers across different areas.</li> <li>• He has indicated to staff that he needs to know if they are not likely to be at WSC-NPoW in 2023.</li> <li>• Maternity leave has been approved for Rowena Shirtliff (Food Technology).</li> </ul>	<p><a href="#">Principal's Report - Aug 2022</a></p> <p><a href="#">2022 August 8th Tumuaki BOT</a></p>

	<ul style="list-style-type: none"> <li>• More retirements coming (Linda Bena, Jenny Jones).</li> <li>• Infrastructure - could get some items ticked off.</li> <li>• Master Planning - has gone quiet again.</li> <li>• CAS - nothing back from them. Has grown from 3 spaces to 4 spaces.</li> <li>• AMS funding for the Hall has been approved.</li> <li>• Second relocatable for Food Technology is required.</li> <li>• There are many moving parts at the moment.</li> <li>• Louise (Chair) has agreed to escalate communication with the MoE to see where things are at.</li> <li>• Star Shades have now been installed (6 in total - 3 yellow and 3 green).</li> </ul> <p><b>Tumuaki report:</b> (Louise)</p> <ul style="list-style-type: none"> <li>• Pā Chris has sent through a report this month.</li> </ul> <p>(Belinda)</p> <ul style="list-style-type: none"> <li>• Was nice to see Pā's report.</li> </ul> <p>Board agreed.</p> <p><b>Staff report:</b> (Freddie)</p> <ul style="list-style-type: none"> <li>• "Invest in Teachers, Invest in Aotearoa" - is the PPTA's campaign this year in the Industrial Year.</li> <li>• She will be speaking at the campaign launch at the ASSC this week.</li> <li>• She will be giving her views as a teacher &amp; parent.</li> <li>• Also looking at cost of living impacts.</li> </ul> <p><b>Students report (8:25pm)</b> (Radha)</p> <ul style="list-style-type: none"> <li>• On Thursday last week, there was an Enviro Schools meeting with Principals and Deputy Principals when they met with Auckland Council.</li> <li>• A list of challenges were set by the students to the Principals.</li> <li>• She wants to discuss these with TravelWise and WasteWise - will look at this for their next meeting.</li> <li>• Bathrooms - there have been concerns from students about needing to scan when they go to the bathroom, and what the reasoning was behind the decision. Is an inconvenience.</li> </ul> <p>(Ivan)</p> <ul style="list-style-type: none"> <li>• The decision was triggered by many incidents of terrible graffiti and damage to bathroom fixtures (sinks, toilets, etc) - these students have been causing thousands of dollars in damage.</li> <li>• Is not sustainable for the school to cover these costs on an ongoing basis.</li> </ul> <p>(Belinda)</p> <ul style="list-style-type: none"> <li>• How does it help?</li> </ul> <p>(Julie)</p> <ul style="list-style-type: none"> <li>• For some of the graffiti, that would take a long time. Using the scanning data (if we need to) can narrow down potential students who might have caused the damage. Allows our IT team to narrow down a time range to look at for</li> </ul>	<p><a href="#">report</a></p> <p><a href="#">H&amp;S Report - Aug 2022</a></p>
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	<p>footage as well.</p> <p>(Carol)</p> <ul style="list-style-type: none"> <li>• There have also been instances of “dealing” going on in the bathrooms.</li> </ul> <p>(Ivan)</p> <ul style="list-style-type: none"> <li>• He showed one example of the graffiti.</li> <li>• The scanning system is meant to be a deterrent as well.</li> <li>• Students should be going to the bathroom in their break time preferably, and not using their in-class time.</li> </ul> <p>(Julie)</p> <ul style="list-style-type: none"> <li>• If we don’t have the scanning system, then the other option is to have 6 people who monitor the bathrooms (i.e. two sides on 3 levels of KHCL).</li> <li>• The scanning system has helped narrow down a thief, of which we have managed to identify two via CCTV footage this week.</li> <li>• Richard (IT Manager) spends hours looking through CCTV footage.</li> <li>• Cleaning of the graffiti takes hours.</li> </ul> <p>(Radha)</p> <ul style="list-style-type: none"> <li>• Is the data helping??</li> </ul> <p>(Louise)</p> <ul style="list-style-type: none"> <li>• Has there been any discussion about how the data is stored, etc?</li> </ul> <p>(Julie)</p> <ul style="list-style-type: none"> <li>• Graffiti can be like a signature. Often, someone knows who the likely student is.</li> </ul> <p>(Evelyn)</p> <ul style="list-style-type: none"> <li>• This footage is just one part of the evidence.</li> </ul> <p>(Julie)</p> <ul style="list-style-type: none"> <li>• Today there were no queues. All of the students had no issue with scanning out &amp; in, and the students were back within 3 minutes.</li> </ul> <p>(Radha)</p> <ul style="list-style-type: none"> <li>• She has a different experience of waiting in the bathroom lines.</li> <li>• Students will possibly have long queues at lunchtime - have you thought about this?</li> </ul> <p>(Julie)</p> <ul style="list-style-type: none"> <li>• It would be good to know if students are going to the bathroom during their breaks.</li> </ul> <p>(Radha)</p> <ul style="list-style-type: none"> <li>• It is possible that students might not be eating, or drinking less, so that they don’t have to go to the bathroom during class time.</li> </ul> <p>(Ivan)</p> <ul style="list-style-type: none"> <li>• Staff would say the opposite - the number of students going to the bathroom in class was ridiculous and was taking a considerable amount of time.</li> </ul>	
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	<p>(Belinda)</p> <ul style="list-style-type: none"> <li>How did you/do you communicate about the new system with the students?</li> </ul> <p>(Julie)</p> <ul style="list-style-type: none"> <li>It was done via form class time (30-minute time slots on Tuesdays and Thursdays)</li> </ul> <p>(Louise)</p> <ul style="list-style-type: none"> <li>Is it good to trial the system?</li> </ul> <p>(Carol)</p> <ul style="list-style-type: none"> <li>You could ask students how to combat the graffiti issue. They might have better ideas.</li> </ul> <p>(Radha)</p> <ul style="list-style-type: none"> <li>Are there better ways?</li> </ul> <p>(Belinda)</p> <ul style="list-style-type: none"> <li>Do you meet with the parents when you find out who the offending student(s) are?</li> </ul> <p>(Julie)</p> <ul style="list-style-type: none"> <li>Thanked Radha for raising this.</li> <li>Noted that we are still in the trial phase of the scanning system.</li> </ul> <p>(Radha)</p> <ul style="list-style-type: none"> <li>It would be good to communicate more with the students.</li> </ul> <p>(Carol)</p> <ul style="list-style-type: none"> <li>Bathrooms are always an issue within schools.</li> </ul> <p>(Julie)</p> <ul style="list-style-type: none"> <li>If it helps, she can explain that it's been driven by vandalism.</li> <li>Radha can talk to her for more advice.</li> </ul> <p>H&amp;S update</p> <ul style="list-style-type: none"> <li>August 2022 Update was linked into the Board agenda.</li> <li>No further discussion on this matter.</li> </ul>	
	<b>ADMINISTRATION</b>	
<b>8.47pm</b>	<p><b>Confirmation of minutes</b> Meeting held on 4 July 2022</p> <p><b>Matters arising</b></p> <ul style="list-style-type: none"> <li>None.</li> <li>Board is happy to confirm the minutes.</li> <li>Agreed by consensus.</li> </ul>	Draft minutes of meeting on 4 July 2022
<b>8:47pm</b>	<p><b>EOTC proposals</b> Year 9 Camps - Weeks 5 &amp; 6 of Term 4</p>	<a href="#">Year 9 Camp</a>

	<ul style="list-style-type: none"> <li>• Atea (Mon 14 Nov, Tues 15 Nov, Weds 16 Nov)</li> <li>• Kapura (Weds 16 Nov, Thurs 17 Nov, Fri 18 Nov)</li> <li>• Moana (Mon 21 Nov, Tues 22 Nov, Weds 23 Nov)</li> <li>• Whenua (Weds 23 Nov, Thurs 24 Nov, Fri 25 Nov)</li> </ul> <ul style="list-style-type: none"> <li>• Board agreed that the forms were thorough and well done.</li> <li>• Will offer positive feedback, and forms have been refined.</li> </ul>	<a href="#">2022 EOTC proposal</a>  <a href="#">Year 9 Camp EOTC RAM, SAP &amp; Supervision</a>
8.48pm	<p><b>2022 Triennial Election/Selection</b> Update on the triennial elections.</p> <p><b>2022 Student election / Tauria selection</b></p> <p>Recommendation: That the board appoints a returning officer + kaiawhina and confirms an election day / hui date for the 2022 student election/tauria selection.</p> <p>(Louise)</p> <ul style="list-style-type: none"> <li>• For the WSC parent-elected positions, there are 7 nominees for 3 positions.</li> <li>• Trevor Crosby (Returning Officer/Kaiāwhina) has been busy getting the postal voting system up and running.</li> <li>• Voting papers should be received this week.</li> <li>• Have been two nominations for the WSC Staff Representative, so will go to a vote.</li> <li>• There are 2 whānau-selected positions for NPoW - Eruera Lee-Morgan and Rangimarie Hunia have occupied these positions until this point in time.</li> <li>• Rangimarie was the Mana Whenua representative, therefore we will need another person to take this role/position.</li> <li>• Mary-Jane (MJ) Thompson could take this position.</li> <li>• There is one nomination for the NPoW staff/kaiako representative, who is a teacher. Vote will not be necessary in this case in this round of selections.</li> </ul> <p>(Ivan)</p> <ul style="list-style-type: none"> <li>• The selection was changed to 16 August 2022 to work around the SAFT project.</li> <li>• Student-election/Tauria-selection process needs to be undertaken also, but these usually run at a different time to the parent &amp; staff elections.</li> <li>• Can't give a specific date at this point in time.</li> <li>• For the Student Returning Officer position, this is usually held by the Principal's PA.</li> <li>• Ivan nominated Asha Vaidya (new Principal's EA &amp; Board Secretary) to be the Student Returning Officer.</li> </ul> <p>(Asha)</p> <ul style="list-style-type: none"> <li>• Asked if this work needed to be undertaken now while she was dealing with the staff &amp; parent elections, alongside Trevor Crosby.</li> </ul> <p>(Ivan)</p>	



	<ul style="list-style-type: none"> <li>Confirmed that the student election is different to the parent &amp; staff process. Is all done electronically and tends to occur later in the year as part of the Student Portfolio/Leadership positions.</li> </ul> <p>(Asha)</p> <ul style="list-style-type: none"> <li>Accepted the role as Student Returning Officer.</li> </ul> <p>Board agreed by consensus.</p>	
8.57pm	<p><b>Term dates 2023</b> Recommendation: That the board adopts the proposed 2023 term dates</p> <p>(Julie)</p> <ul style="list-style-type: none"> <li>Proposed that Term 2 in 2023 starts on Wednesday 26th April (i.e. day after ANZAC Day).</li> </ul> <p>(Louise)</p> <ul style="list-style-type: none"> <li>Board adopted the dates as agreed and tabled. Days have been added and will go into our School Calendar and Website Calendar.</li> <li>Also confirmed our Board resolution to only accept in-zone applications (agreed by consensus).</li> <li>WSC has only accepted in-zone applicants since 2009 - was done for property funding reasons. We don't receive funding for out-of-zone students on our roll.</li> </ul> <p>(Carol)</p> <ul style="list-style-type: none"> <li>Noted that we do occasionally receive Ministry-directed enrolments that may come from out of zone.</li> <li>NPoW tauira also come from across the wider Auckland region.</li> </ul> <p>(Julie)</p> <ul style="list-style-type: none"> <li>We also make exceptions for students who start with WSC in-zone, and then they shift later on, then we allow them to stay.</li> </ul> <p>(Ivan)</p> <ul style="list-style-type: none"> <li>Commented that Avondale College has 1600 out-of-zone students on its roll.</li> </ul>	
9.04pm	<p><b>Haere rā</b> Farewell to three outgoing Board Members - Belinda Drake, Linda Pirrit &amp; Craig Moller.</p> <p>(Carol)</p> <ul style="list-style-type: none"> <li>We will miss you all. You have all put a huge amount of time into being on this Board.</li> <li>The strength of the local relationships was acknowledged - Belinda still manages the Parent Action Group (PAG). Appreciated her knowledge and experience as previous Chair.</li> <li>Craig has been incredibly valuable to the school. His diplomacy with Jasmax</li> </ul>	

	<p>during our construction period was tremendous - he was restrained, diplomatic, insightful and helpful. Craig brings great thinking around governance, which has developed over years with his experience from Freemans Bay Primary, Ponsonby Intermediate and then WSC. Carol is appreciative of his valuable experience.</p> <ul style="list-style-type: none"> <li>● It's a shame that Linda Pirrit is not here in person to say farewell. Linda has brought great knowledge and experience with wellbeing, especially for our students coping during the Covid-19 pandemic.</li> </ul> <p>(Ivan)</p> <ul style="list-style-type: none"> <li>● The best way to sum up is that you are all friends of the school.</li> <li>● Ivan can always pick up the phone and ring you about anything.</li> <li>● He has had differences of opinions with Linda, but we still remain good working members of the Board.</li> <li>● Thanks for all that you have brought and given to our school.</li> </ul> <p>(Belinda)</p> <ul style="list-style-type: none"> <li>● Being a critical friend is important to all Board members.</li> <li>● She has been on the WSC Board for 9.5 years.</li> </ul> <p>(Louise)</p> <ul style="list-style-type: none"> <li>● Invited Belinda, Craig and Linda to join us in the pōwhiri.</li> <li>● Our Board Election Day is formally on Wednesday 7 September 2022, but we need to allow 5 more days after the postal votes close before any results can be released.</li> </ul> <p>(Craig)</p> <ul style="list-style-type: none"> <li>● Thanked the Board and everyone for their kind words.</li> <li>● He has been a Board Member for 15 years in total.</li> <li>● Has been interesting and is important to remember that schools are a business, and he has enjoyed learning what a community is and contributing.</li> <li>● Schools end up with the Boards they need and deserve (for example, having Linda Pirrit on our Board at this time).</li> <li>● He has also had a role on the TAPAC Board. He will step down from TAPAC Board to allow representation from WSC and NPoW - so is offering a reminder at this point in time.</li> </ul> <p>(Carol)</p> <ul style="list-style-type: none"> <li>● Offered her thanks again to all of our outgoing Board Members.</li> </ul> <p><b><i>Craig left the meeting at 9:18pm</i></b></p>	
	<p><b>Correspondence</b></p> <p>(Louise)</p> <ul style="list-style-type: none"> <li>● Any comments?</li> </ul> <p>(Ivan)</p> <ul style="list-style-type: none"> <li>● We should not respond to the "nuremberg" email.</li> </ul> <p>(Louise)</p>	<p>Correspondence Folder for 8/8/2022 meeting</p>

	<ul style="list-style-type: none"> <li>Agreed.</li> </ul>	
	<b>PUBLIC EXCLUDED BUSINESS</b>	
<b>9.18pm</b>	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 9.18pm and 9.41pm to discuss confidential matters. (passed by consensus)	
	<b>Any Other Business</b> <ul style="list-style-type: none"> <li>None</li> </ul>	
	<b>CLOSE</b>	
	Comments on meeting procedures and outcomes <ul style="list-style-type: none"> <li>Were we effective?</li> <li>Was the information provided to the board for this meeting effective?</li> <li>Was my contribution effective?</li> <li>How could we improve?</li> </ul> <p>This item was not covered at this meeting due to time.</p>	
<b>9.41pm</b>	<b>Karakia whakamutunga</b> <ul style="list-style-type: none"> <li>Ivan closed the meeting with a karakia</li> </ul>	
<b>9.42pm</b>	<b>Meeting closed</b>	

NEXT MEETINGS	QUICK LINKS
6 – Mon 26 Sept [Date changed from 12 Sept] 7 – Mon 31 Oct 8 – Mon 5 Dec	<a href="#">Board Drive</a> <a href="#">Co-governance constitution</a> <a href="#">Charter 2022</a> <a href="#">Annual Plan 2022</a> <a href="#">Board work plan for 2022</a> <a href="#">Presentation for HoDs about the board work plan</a> - 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