



Western Springs College Ngā Puna O Waiōrea

Board Hui Rārangi Take

Monday 15 September 2025 at 5pm

This meeting will be held **kanohi ki te kanohi**
Venue: WSC Staffroom

Google Meet Link for members of the public
to join the hui remotely
meet.google.com/jxg-gtha-ypu

Item
Karakia tīmatanga
Present Apologies Declaration of interests
Mihi Welcome to new board member, Matua Richard Anderson, who is the new kaiako/kaimahi tautoko representative for Ngā Puna o Waiōrea. Farewell and thanks to Rewa Worley who has finished his term on the board as the kaiako/kaimahi tautoko representative for Ngā Puna o Waiōrea. Farewell and thanks to Jackie Floyd, Sarah Tizard and Joseph McCreedy who are finishing their terms on the board as Springs parent-elected members and for whom this is the last meeting as board members.

REQUEST TO SPEAK
<p>PunaFEST crew</p> <p>The team organising PunaFEST will talk to the board about this initiative, taking place in Term 4, 2025.</p>
STRATEGIC REVIEW
<p>Formalising tangata whenua representation on our school board and potential partnership with Ngāti Whātua Ōrakei</p> <p>The purpose of this item is for the board to consider a proposal to formalise Ngāti Whatua Ōrakei representation on our school board.</p> <p>Tamati Patuwai will speak to this item.</p>
REQUEST TO SPEAK
<p>Margaret Tokerangi to present kōrero on behalf of Waiōrea whānau about the alternative constitution.</p>
CURRICULUM
<p>English for Speakers of Other languages (ESOL)</p> <p>The purpose of this item is to receive a report about the ESOL curriculum area.</p> <p>Ben Hinton, HoD ESOL, Social Studies Kaiako, Te Kahui Ako o Waitematā WSL, University Liaison, will present this item</p> <p><i>Recommendation:</i></p> <ul style="list-style-type: none"> • <i>That the Board receives the report.</i>
STRATEGIC REVIEW
<p>Strategic Plan deep dive - Just - Ākonga and kaimahi wellbeing</p> <p>The purpose of this item is to review progress in implementing the actions in the annual plan relating to Ākonga and kaimahi wellbeing.</p> <p>The board will also receive a report about inclusion and diversity.</p> <p>Anna Witten-Sage, Deputy Principal, will present this item.</p> <p><i>Recommendation:</i></p> <ul style="list-style-type: none"> • <i>That the Board receives the reports.</i>

REGULAR REVIEW

Student Achievement - Extension, enrichment and pathways

The purpose of this item is to receive a report about extension, enrichment and pathways offered to tauira.

This report is for information only and will not be formally presented.

Recommendation:

- *That the Board receives the report.*

Student Achievement - Student leadership

The purpose of this item is to receive a report about leadership opportunities for tauira.

Phil Douglas, Deputy Principal, will present this item.

Recommendation:

- *That the Board receives the report.*

Regular reports

The purpose of this item is to receive management reports, and optional updates from kaimahi and ākonga members.

- Management report including assurances (ref last page(s) of report)
- Tumuaki report
- Kaiako reports - optional
- Ākonga reports - optional

Recommendation:

- *That the Board receives the report(s).*

Board committee work

The purpose of this item is to **receive** and **note** the minutes of board committee hui that have taken place since our last board meeting.

Finance and Business Services Subcommittee - meeting held on 9 September 2025.

Property Subcommittee - No meeting held since last board meeting.

Policy Review Subcommittee - No meeting held since last board meeting.

H&S Committee - No meeting held since last board meeting.

<p>Delegations Scheme</p> <p>The purpose of this item is to:</p> <ul style="list-style-type: none"> consider proposed terms of reference for the Delegations Subcommittee receive a report back from the subcommittee about progress and next steps. <p><i>Recommendation:</i></p> <ul style="list-style-type: none"> <i>That the board adopt the terms of reference for the Delegations Subcommittee.</i>
<p>ADMINISTRATION</p>
<p>Confirmation of minutes of meetings on 23 June 2025, 4 and 15 August 2025</p> <p><i>Recommendation:</i></p> <ul style="list-style-type: none"> <i>That the Board adopts the minutes of the meeting held on 23 June 2025.</i> <i>That the Board adopts the minutes of the meeting held on 4 August 2025.</i> <i>That the Board adopts the minutes of the extraordinary meeting held on 15 August 2025.</i> <p>Matters arising</p>
<p>Correspondence</p> <p>The purpose of this item is to receive any correspondence sent to or from the Board since the last meeting.</p>
<p>PUBLIC EXCLUDED BUSINESS (PEB)</p>
<p>Confirmation of minutes of Public Excluded Business (PEB) on 23 June 2025 and 4 August</p> <p><i>Recommendation:</i></p> <ul style="list-style-type: none"> <i>That the Board adopts the PEB minutes of the meeting held on 23 June 2025.</i> <i>That the Board adopts the PEB minutes of the meeting held on 4 August 2025.</i> <p>Matters arising</p>
<p>Complaints</p> <p>The purpose of this item is for the Board to review concerns, complaints and OIA received by the Principal, Tumuaki and Board.</p> <p>Update for the board on the Ombudsman investigation following complaint regarding exclusion decision.</p>
<p>Any other business</p>
<p>Resume public business</p>

CLOSE
Comments on meeting procedures and outcomes <ul style="list-style-type: none"> • Were we effective? • Was the information provided to the board for this meeting effective? • Was my contribution effective? • How could we improve?
Karakia whakamutunga
Meeting run time - approx 3.5 hours

Board meeting dates 2025

Term 1	Term 2	Term 3	Term 4
Mon 24 Feb Mon 31 Mar	Mon 26 May Mon 23 June	Mon 4 Aug Mon 15 Sept	Mon 20 Oct Mon 1 Dec

Proposal from Ngāti Whātua representatives regarding representation on the WSCNPoW School Board

4 September 2025

The current Mana Whenua seat on the Board has been a valuable way to integrate tangata whenua perspectives and support the growth and development of the school and kura. This co-option has already proven to be helpful and fruitful.

Ngāti Whātua representatives now ask that the Board make a formal resolution to create a special Ngāti Whātua seat as a permanent fixture on the Board, with all the rights and responsibilities of an elected Board member. This would be a positive and productive advancement toward the Tiriti partnership we all seek.

As a smaller but important point, we also request that the Board adopt the term “Tangata Whenua” in place of “Mana Whenua” across its documents. While “Mana Whenua” is commonly used, from the perspective of Ngāti Whātua it is not the most appropriate expression. “Tangata Whenua” more accurately and respectfully reflects the identity and authority of Ngāti Whātua in this rohe.

This step — both in language and representation — will strengthen our partnership and affirm our shared commitment to authentic Tiriti-based governance.

9 September 2025

Tāmati Patuwai

Mana Whenua Representative

Ngā Puna Waiōrea

Western Springs College

E te whanaunga Tāmati

He Kōtuitanga

He kupu maioha tēnei ki a koutou e mahi mai nā i tō tātou kura. I write to you as a parent of Waiōrea and a senior member of Ngāti Whātua ki Tāmaki.

I attended a recent parent hui and was privy to a discussion regarding parent representatives to the school Trust Board. The discussion also looked at a mana whenua / tangata whenua representation.

As a member of Ngāti Whātua ki Tāmaki, I can see an opportunity to strengthen a relationship between Western Springs College Ngā Puna Waiōrea and your local tangata whenua.

Although I am not a current member of the Trust Board, I have no doubt a formal relationship between Ngāti Whātua and our school can be achieved through a kōtuitanga formal agreement.

Please contact me if you have any questions.

Nāku noa. Nā

Joe Pihema

0276448444

ALTERNATIVE CONSTITUTION

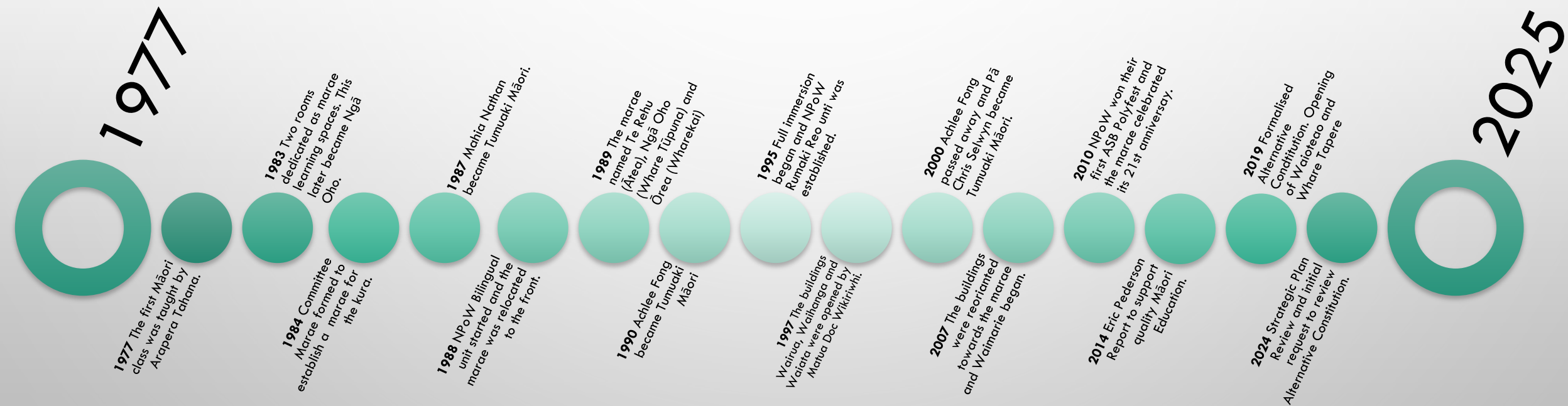


**WESTERN
SPRINGS
COLLEGE**

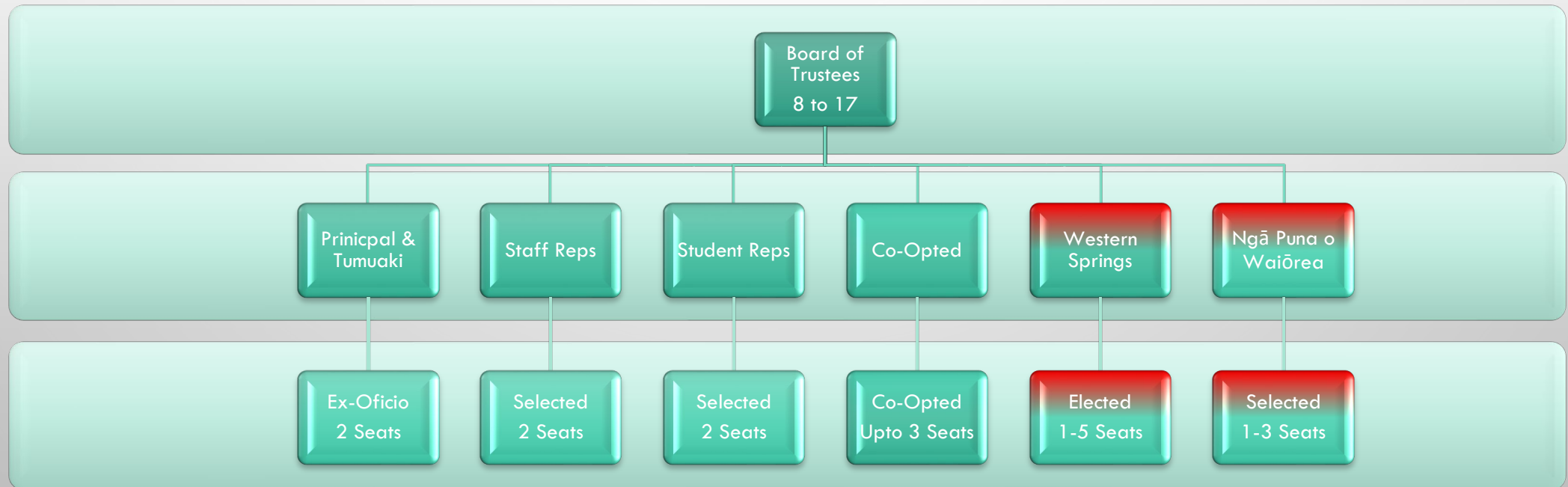
† NGĀ PUNA O
WAIŌREA

A green stylized wave or ribbon logo, consisting of two curved lines that meet at the ends, forming a continuous, flowing shape.

THE JOURNEY OF NGĀ PUNA O WAIŌREA (NPOW)



CURRENT ALTERNATIVE CONSTITUTION BOARD OF TRUSTEES



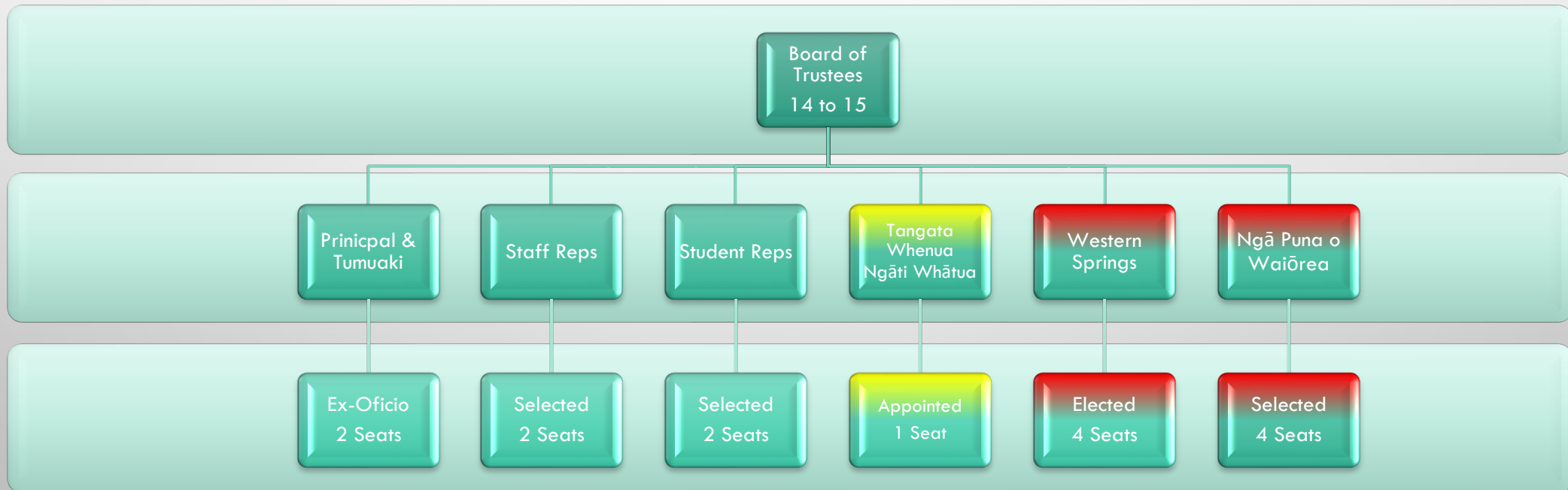


WHĀNAU HUI RESOLUTION

That the Board undertake a review of the Alternative Constitution to ensure the composition of the School Board reflects meaningful partnership by providing for:

1. Equal parent representation from Western Springs and Ngā Puna o Waiōrea; and
2. One additional designated Tangata Whenua seat.

PROPOSED BOARD OF TRUSTEES



ALTERNATIVE CONSTITUTION: REVIEW PATHWAY



ALTERNATIVE CONSTITUTION

SECTION 121

Alternative Constitution does not automatically incorporate the clauses below and therefore each requires separate consideration.

Section 121	✓	Boards may alter their constitutions
Clause 1, Schedule 22		Parent representatives
Clause 2, Schedule 22		Staff and student representatives
Clause 1, Schedule 23		Criteria for selecting co-opted and appointed board members
Clause 3, Schedule 23		Election of board members
Clause 8, Schedule 23		Term of office
Clause 12, Schedule 23		When casual vacancies arise
Clause 13, Schedule 23		Filling casual vacancies of elected board members

Action: That the Ministry of Education be notified of the request to review Section 121 of the existing Alternative Constitution.

ALTERNATIVE CONSTITUTION

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Clause 3, Schedule 23	✓	Election of board members
Clause 8, Schedule 23	✓	Term of office
Clause 12, Schedule 23		When casual vacancies arise
Clause 13, Schedule 23		Filling casual vacancies of elected board members

Action: The Board consider the recommendations and confirm improvements for consultation, beginning with Ngā Puna o Waiōrea.

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Clause 12, Schedule 23 ✓	When casual vacancies arise
Clause 13, Schedule 23 ✓	Filling casual vacancies of elected board members

Action: The Board consider the recommendations and confirm improvements for consultation, beginning with Ngā Puna o Waiōrea.

ALTERNATIVE CONSTITUTION

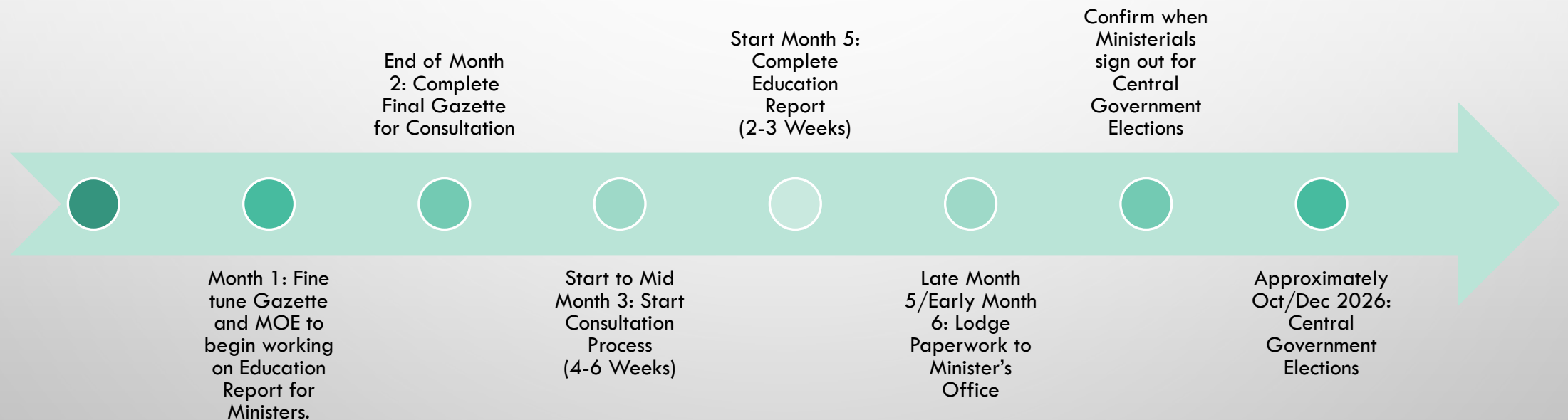
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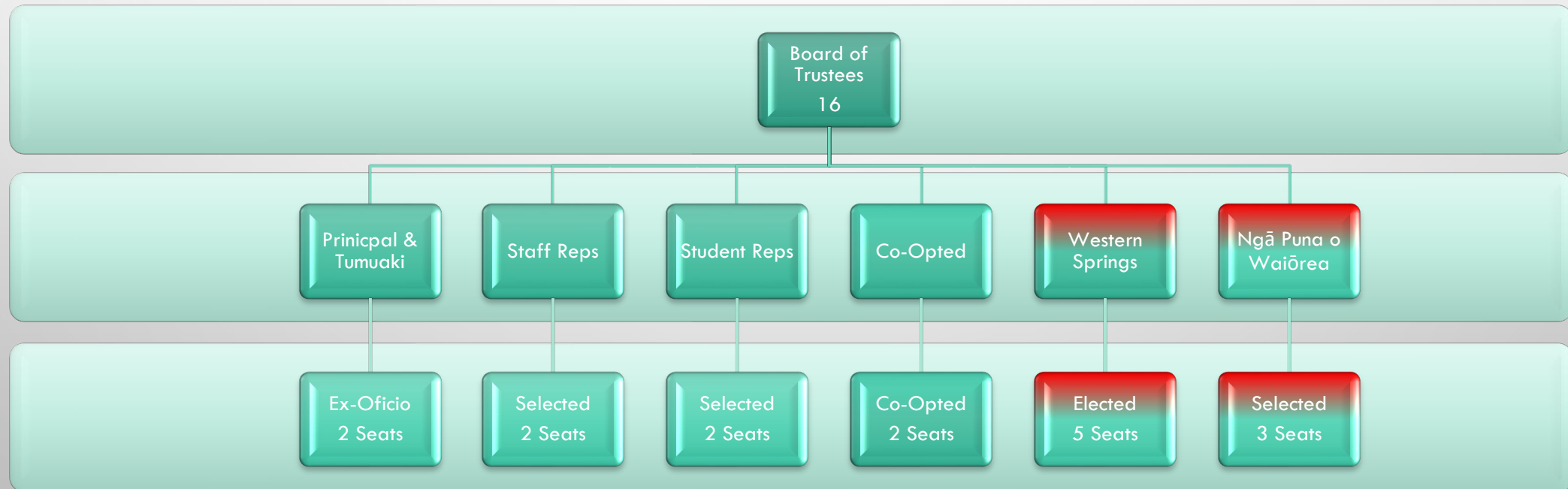
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Clause 8, Schedule 23	✓	Term of office
Clause 12, Schedule 23	✓	When casual vacancies arise
Clause 13, Schedule 23	✓	Filling casual vacancies of elected board members

Action: The Board consider the recommendations and confirm improvements for consultation, beginning with Ngā Puna o Waiōrea.

SUBMISSION TIMELINE ALTERNATIVE CONSTITUTION



PROPOSED INTERIM SOLUTION BOARD OF TRUSTEES



WESTERN SPRINGS COLLEGE NGĀ PUNA O WAIŌREA

PUBLIC BUSINESS

ESOL Department Board Report

MATTER FOR INFORMATION

MEETING DATE: 15 September 2025

AUTHOR/S: Ben Hinton

SUMMARY

The purpose of this paper is to report on ESOL (English for Speakers of Other Languages) Department matters.

RECOMMENDATION - Report for information only

BACKGROUND & DISCUSSION

It was requested that the HoD of ESOL provides a report to the Board of Trustees regarding matters related to teaching and learning.

ESOL Department Board Report Summary - 15/09/2025

The ESOL Team and Student Cohort

The ESOL (English for Speakers of Other Languages) department is led by Ben Hinton (HoD) and a team of six other staff members: Damon King, Kate Lange, Dareen Salih, Dyanne Roberts, Yang Tian, and Vivian Chen.

The department currently provides direct instruction to 127 learners in its ESOL courses. These students are a mix of domestic and international students spread across all year levels:

- **Year 9:** 10 students (6 Domestic & 4 International)
- **Year 10:** 12 students (4 Domestic & 8 International)
- **Year 11:** 38 students (7 Domestic & 31 International)
- **Year 12:** 34 students (14 Domestic & 20 International)
- **Year 13:** 33 students (15 Domestic & 18 International)

Beyond these courses, the department tracks a total of 185 English Language Learners (ELLs) within the English medium school (Kura Auraki). This data tracking allows teachers to make informed decisions to support students with additional language needs and is used for biannual ESOL funding applications.

Programmes and Literacy Pathways

The department offers a range of courses tailored to different year levels and needs, including Junior English Language (ESL101) and senior courses like 11ESL, 12ESL, 13ESL, and 13EAP (English for Academic Purposes). Additional support is provided through ESL 201.

A key function of the senior ESOL programme is providing alternative pathways for students to achieve NCEA and University Entrance (UE) Literacy requirements.

- **NCEA Literacy:** 13ESL offers an alternative pathway to the Literacy Common Assessment Activities (CAAs).
- **UE Literacy:** The 13ESL and 13EAP courses offer pathways to achieve UE Literacy credits, which are essential for university entry requirements.

Notable Successes

- A steady increase in student achievement was observed in some areas in 2024.

- Staffing has been increased, expanding the capacity to offer Level 1 support.
 - Three new courses (13ESL, 11ESL, and ESL201) were introduced to better meet learner needs.
 - The department has secured a dedicated teaching and learning space.
 - The course structure has shifted from a streaming approach to year-level courses.
 - Progress has been made in implementing pedagogical enhancements, including a focus on vocabulary learning and expanding the use of Computer Assisted Language Learning (CALL) platforms.
 - More comprehensive language data has been made available to staff via the ELL/ESOL Register.
-

Current Challenges

- The NCEA literacy corequisite requires a high level of English proficiency (ELLP Stage 3 to 4), which can take learners 18-24 months per stage to achieve.
 - Language learning must be supported across the entire curriculum for students to succeed academically. Significant self-study is also essential.
 - The future direction of NCEA may create additional barriers for ESOL students.
-

Future Goals

The department believes it can further enhance English language acquisition by:

- Reducing class sizes from the current 7-23 students to an optimal 12-15.
- Increasing capacity to provide specialised support for students within their mainstream classes.
- Establishing two full-year Junior ESOL classes (9ESL & 10ESL).
- Continuing the expansion of student resources and accommodating specific English language assessment conditions.
- Developing ELL-targeted mainstream core classes.

ESOL

(English for Speakers of Other
Languages)

Board Report 15/9/25

Our Learners: 127 currently in ESOL courses

Year 9: 6 Domestic & 4 International = 10

Year 10: 4 Domestic & 8 International = 12

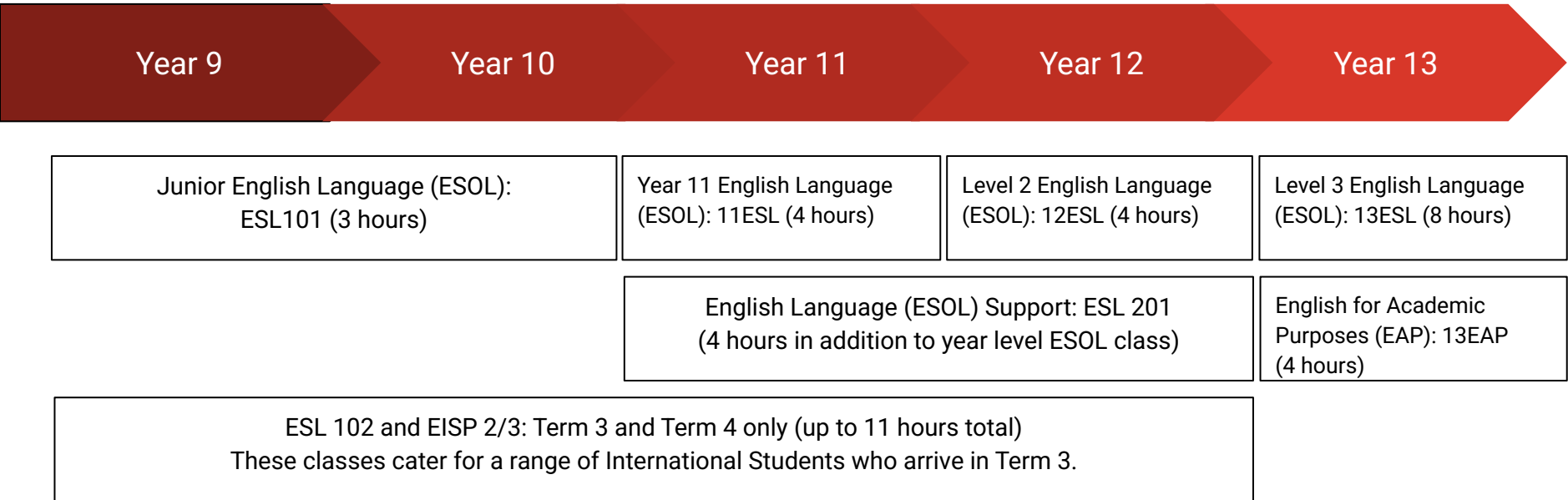
Year 11: 7 Domestic & 31 International = 38

Year 12: 14 Domestic & 20 International = 34

Year 13: 15 Domestic & 18 International = 33

ELLP level	Descriptor
0	Beginner user of English
1	Basic user of English
2	Intermediate user of English
3	Independent user of English
4	Proficient user of English

WSC English Language (ESOL) Courses 2025



[Click here for Coursebooks](#)

English Language Learners (ELLs) & ESOL students

We currently track 185 students in the Kura Auraki (English medium).

These are International students and Domestic students who have been identified as ELLs, and whose English language level *may* present additional language learning needs.

Language data is shared in order for mainstream teachers to make informed teaching and learning related decisions.

Domestic students with an ELLP score below 15 are included in a biannual ESOL funding application.

G	H	I	J	K	L	M	N	O	P
Birth Country	L1	Enrolment Type	ELLP Listening	ELLP Speaking	ELLP Reading	ELLP Writing	1st 1k Vocab	Total Vocab	ELLP Data Entry
New Zealand	Mandarin	RE	3	3	4	3			Sept 2024
Brazil	Portugues	RE	3	3	3	3	72%	3k	August 2025
China	Mandarin	FF	2	1	3	2	79%	3k	August 2025
Sri Lanka	Tamil / Sinhala	RE	4	4	4	3			Sept 2024
India	Hindi	RE							
Japan	Japanese	FF	3	2	3	3	82%	<3k	July 2025
Japan	Japanese	FF	3	2	4	3	95%	>4k	July 2025
Japan	Japanese	FF	3	4	4	3	95%	4k	July 2025
China	Mandarin	RE	4	3	3	3	90%	>2k	August 2025
Chile	Spanish	RE	2	1	2	2	69%	<2k	August 2025
China	Mandarin	RE	1	2	3	2			Sept 2024
China	Mandarin	RE	2	2	2	1	69%	<2k	August 2025
China	Mandarin	FF	3	4	4	3	82%	<3k	July 2025
British Territory	English / Indonesian	RE	4	3	4	4	97%	5k	August 2025
China	Mandarin	FF	3	3	4	3	87%	<2k	July 2025
India	Hindi	RE	4	3	4	4			Sept 2024
China		FF	3	3	4	3	77%	<2k	July 2025
Philippines	Tagalog	RE	3	2	4	4	77%	5k	August 2025
Indonesia	Ballinese	RE	4	4	4	4	92%	>3k	August 2025
Philippines	Tagalog	RE							Sept 2024
Fiji	Fijian / Fijian Hindi	RE	4	4	4	3	82%	4k	August 2025
Thailand	Thai	FF	4	3	3	3	90%	>3k	August 2025
Vietnam	Vietnamese	RE	3	3	3	2	89%	<3k	Feb 2025
China	Mandarin	FF	4	4	4	3	95%	5k	July 2025
China	Mandarin	FF	2	3	3	2	87%	2k	Jul 2025
China	Mandarin	FF	3	2	4	3	95%	>3k	Jul 2025
Indonesia	Indonesian	RE	3	2	4	3	74%	2k	August 2025
China	Mandarin	FF	2	2	3	2	97%	<3k	Jul 2025
China	Mandarin	FF	3	3	3	3	87%	5k	July 2025
China	Mandarin	FF	4	4	4	3	97%		Jul 2025
Indonesia	Indonesian	RE	4	4	4	4	84%	4k	August 2025
China	Mandarin	FF	3	2	3	3	87%	>3k	July 2025
Japan		FF	3	3	4	3	97%	4k	July 2025

Literacy Pathways in ESOL

Literacy

13ESL offers an alternative pathway to the Literacy CAAs (NCEA Level 3 English for Academic Purposes):

US30507 (L3 EAP Writing)

US30511 (L3 EAP Reading)

Standards cannot be mixed. i.e. Literacy cannot be achieved with CAA Writing and L3 EAP Reading.

This pathway is currently available through 2027.

UE Literacy

13ESL and 13EAP offer an alternative UE Lit. pathway to Level 2 English and [certain standards](#) in mainstream subjects.

13ESL: US22749 (L4 EAP Writing). Students achieve UE Lit. Reading through mainstream subjects.

13EAP: US22749, US22750, US22751 offer 17 UE Lit credits for The University of Auckland entry requirements.

Our Successes in 2024 - 2025

- A steady increase in student achievement in some areas (2024)
- Increases to staffing including an expansion of capacity to offer L1 support
- Three new courses (13ESL, 11ESL and ESL201) to better meet learner needs
- A teaching and learning space in KHCL Kawakawa
- A switch to year level courses from a streaming approach
- Progress made towards pedagogical enhancements known to facilitate language learning and acquisition
- Vocabulary learning and testing featuring in all full year courses
- Expansion of Computer Assisted Language Learning (CALL) platforms
- An increase in language data made available in the ELL/ESOL Register

Current Challenges

The ESOL Community Update of November 2024 stated that *“schools should note that the current benchmark for English language learners for the literacy corequisite is high Stage 3 to Stage 4 ELLP in reading and writing. It typically takes learners a minimum of 18 months to two years to move from one ELLP stage to the next, so this must be taken into consideration as well.”*

- Language learning must occur across the curriculum in order for ELLs/ESOL students to reach their academic goals.
- ELLP progress represents hundreds of hours of learning, so significant self study is essential to ensuring achievement.
- In addition, uncertainty over the future of NCEA because of the potential to further marginalise ELLs/ESOL students by adding further barriers to achievement.

Our Blue Sky Thinking

We believe we can further facilitate English language learning and acquisition by:

- Reducing our class sizes (currently 7 - 23 students) to 12 - 15 per class
- Increasing capacity to provide specialised support in mainstream settings
- Continued expansion of student resources
- Accomodation of English language assessment conditions
- Two full year Junior ESOL Classes (9ESL & 10ESL)
- ELL targeted mainstream core classes



WESTERN SPRINGS COLLEGE NGĀ PUNA O WAIŌREA

PUBLIC BUSINESS

Student Wellbeing

MATTER FOR: **INFORMATION**

Meeting date: 15th September 2025

Authors: Andrew Raba, Sue Poupouare, Anna Witten-Sage, Jo Harris, Karalee Green, Liz Hoeft, Renae Liao, Zi Yang, Anahera Simon, Julie Debreceeny, Jess Sinclair

SUMMARY

The purpose of this paper is to outline student wellbeing support across the school and the interconnectedness between curriculum, pastoral care, co-curricular programmes and student wellbeing. This report includes a summary of Waiora, as well as relevant teaching and learning programmes, co-curricular programmes and external support for ākonga with high and complex needs, who need support to stay in school.

RECOMMENDATION

It is recommended that the Board:

1. Begin scoping and future proofing a property plan for Waiora
2. Consider budgetary implications of employing additional counselling and nursing staff
3. That the school continues to support the current programmes and initiatives outlined in this report as we review and add to our student wellbeing kete.

Attendance:

Attendance is a key driver in relation to student wellbeing. Our two attendance personnel and associated interventions are shifting chronic attendance into the irregular attendance band. One of the biggest impacts is engagement with whānau and more reporting by families when students are absent. For 2026 we have secured a small but important amount of funding to specifically target chronic attendance.

Waiora Report: student wellbeing:

Waiora provides an extensive range of services for our students to support wellbeing. We have 5 Guidance counsellors of whom three work 5 days and two work 3 days. There are three nurses each working 3 or 4 days per week. We have access to a local GP for students who are unable to attend otherwise. Our nurses have standing orders and protocols for medications. We also provide a physiotherapy service daily from 12pm until after school.

There are 4 defibrillators onsite (Te Whakamanu, Waiorea reception, KHCL resource centre level 2, and Waiora), and we maintain emergency go bags at all times as nursing services are frequently used across the campus. We also have a register of student medical conditions and medicines that need oversight and distribution to students. There is an increased use of Waiora for basic nutrition - a permanent toast station and a morning tea and lunch for students.

This year in particular, Waiora has triaged a large number of students. All of these students have both school support and, where appropriate, we have external services involved. We have used ministry funds to access a private Māori provider when required. There are currently quite long wait lists for many of the external services, and this does put additional pressure on Waiora. Students here are being seen for quick assessments of risk much faster, but are then still waiting weeks/months for follow up. Anxious students continue to be a challenge; not all are clinically diagnosed. There is a need to encourage ākonga and whānau to take healthy steps towards the challenges causing anxiousness or seek a diagnosis for clinically significant levels. A number of students have RESET cards that require monitoring for appropriate use and individualised plans. We also occasionally have to make reports of concern to Oranga Tamariki. These numbers are low but significant in terms of triage and follow up care.

Our counselling staff have fortnightly meetings with each HOH, HOD Learning Support and HOD Learning Centre focusing on maintaining wraparound supports for students within each house. This is seen as a proactive approach to managing student wellbeing. Our nurses see between 35 and 45 students per day. We have 2 nurses on-site on any given day. Most of the students presenting to the nurses come with health-related issues, like injuries, feeling unwell etc. However, anxiety and emotional challenges often present as physical complaints; nurses notice patterns and refer to guidance.

Due to the risk of rheumatic fever and the statistics in the community, we take swabs routinely when Māori and Pasifika students present with sore throats, and if there is a strong indication in other students. There has been a noticeable increase this year in students accessing both the nurses and the

counsellors. This is a post-COVID trend upwards. The nurses do sometimes have to collect students and staff via wheelchairs, and the triaging of the incident/s can be time-consuming and complex. This can happen multiple times a week. We also record the number of times we have to call an ambulance to collect students. This happens 2-3 times a term.

Another important part of our job is to contact families and to follow up on all the administration and recording of incidents and data. It sometimes takes several attempts to contact families to arrange for students to be able to go home. The health system generally is very overstretched, creating significant barriers to access for many families, and leaving long waits in emergency departments as the only option in some cases. The workload keeps us busy all day with seeing students, documenting, contacting caregivers and liaising with other staff. Our nursing team belongs to the central West ASNG(Auckland School nurses group) cluster, and this collaboration has provided useful ideas and practices.

Future Drivers for Waiora: As both the school roll increases and the complexity of student needs increases, the staffing levels will need to increase. The building that houses Waiora has limited capacity to extend further. In the near future, rooms to house 5 counsellors and 3 nurses at the same time will be required.

Another key driver, which is being investigated with the Ministry of Education and Te Whata Ora support, is the offering of the Year 9 HEADS assessment to all students, possibly starting with a trial in Waiōrea. This would require funding from the MOE and training for our nurses. It is a full health assessment for Year 9 students, providing clear baseline data for the school community.

Year 9 transition support:

WSCW:

Before starting at WSCW the HoD Learning Support, HoD Waiora, and HoD Learning Centre meet with our feeder schools (Ponsonby, Pasadena and Kowhai) to get in-depth information on every year 8 student coming to WSCW. This data is used to put together core classes and then have a handover meeting with Heads of Houses. Targeted students have structured transition plans, often their transition starts late Term 4, before they start at WSCW and also over the summer break before Term 1 starts. They look around the support services, and Sue will sometimes visit them in their intermediates to start a relationship early. 34 students belonged to this category this year.

Waiōrea -

As there are 21 contributing schools, we are formulating a way in which to collate this information from all of these schools.

The counselling team visits the Year 9 health classes to introduce ourselves. As counsellors, they go into each Year 9 Health class and introduce themselves and conduct an online survey. This helps our counsellors to get to know our year 9s and pick up any quiet, compliant, troubled young people. Based on the survey results and information from HOHs, we run the Travellers programme for Year 9s in Terms 2 and 3. Usually run around 3 groups of 10 vulnerable year 9s. So far this year, we have run 2 groups in WSC. 1 group is finishing in Waiōrea, and another is about to start at the end of this term.

Youthtown approached us to run a two-term leadership and re-engagement in-kura programme with groups of 12 students. In the first two terms, we ran this with Year 11s, and this term and next it is with our Year 10s. We look forward to reviewing this programme and seeing if this is something that we can offer next year.

In 2019, WSC lost out on a programme run by Auckland Sexual Health, called the Peer Sexuality Support Programme (PSSP). Last year, Pa Chris and I proposed that the Education Unit at Auckland Sexual Health run this programme with Waiōrea tauira, as a separate kura. We were successful, and we had 7 tauira trained as leaders. The programme is designed to get accurate information out to tauira from their peers. The student leaders have set up an Instagram account promoting health and well-being. They have run an assembly with all of Waiōrea on consent. At the end of this term, during Te Wiki o Te Reo Māori, they are running two health events, one on kupu hou and the other on how tūpuna talked about relationships, sex and sexuality in waiata and whakatauki/whakatauāki. Our goal is to keep this going with another 5 tauira undertaking the training next year.

Managed Moves is a multi-school, multi-agency approach to wellbeing for at-risk students. The goal is to share information where appropriate to maximise the chances of a successful education pathway for students who are struggling to stay in school. The Managed Moves fortnightly hui is hosted by ACES and attended by professionals working in health, police, MoE, AltEd and Principals or DPs from 6 schools in and around central Auckland. Pathways and options are discussed for students who have been stood down, suspended, excluded or at risk of being.

Auckland Secondary Schools' Centre (ASSC) is a satellite centre with WSCW as the managing school. It has a maximum roll of 20 for students across Auckland public schools. WSCW may have up to around 5 of our WSCW students there at any given time. Students are offered a place at ASSC if they are struggling to demonstrate school-ready, learning ready behaviours and would benefit from a smaller learning environment with a high adult: student ratio. The centre has a regular review cycle with the relevant school personnel, whānau, and the student. A decision is made whether to transition back to school or to stay at the centre or to have support with a chosen pathway. Enrolling schools contribute a portion of their per pupil fund and apply for IRF funds from MoE to support this ASSC work.

Springs Year 9 Small group programme:

With the help of the Interim Response Fund, Western Springs College Auraki has been able to run a mentoring program for eight Year 9 boys and one Year 11 boy who have had trouble transitioning into high school.

The program officially began on June 11, 2025, with the goal of meeting with the boys weekly for 90 minutes. These sessions help them with their transition by touching base, offering guidance, and helping them build important life skills. The sessions are structured into three segments:

- A talanoa segment for group discussion.
- An outdoor physical segment.
- A food segment.

The talanoa sessions touch on basic concepts like whanaungatanga (kinship), dreams and goal setting, gratitude, mindfulness, and self-control. The sessions also provide an opportunity to address any

pastoral or behavioral issues that may have affected the boys during the previous week. The outdoor physical segment is a great chance for the boys to practice the behaviors they've discussed, and the food segment provides another opportunity to reinforce the talanoa topics.

Teachers have commented on the boys' progress in maturity and leadership within their classrooms. Classroom conversations give them the opportunity to be responsible for not only their own behavior but also for each other's. While there's still work to be done to equip the boys with the skills required for successful learning careers, this program, with the support of the Heads of Houses and Senior leadership, can be highly fruitful.

Learning Support (see Inclusion and Diversity report)

Learning Support offers a learning environment for students who are working on more individualised programmes suited to their learning needs, such as Te Kura Mathematics. These students can learn at their own pace and level without the stressor of comparing themselves to other students.

Learning Support is the 'go-to' place for students who need time-out from classes on an ad hoc basis. It provides an alternative to Waiora for those whose need is not acute.

Learning Support offers a place for students who are overwhelmed with their learning or other areas of their life and need a place to reboot. The support and nuanced approach of the teachers and Inclusive Learning Assistants (ILA) provide a warm and supportive education environment.

Year 12 Health survey and Health promotion:

Health:

The Year 12s carry out a health promotion survey in Term 1. These results are also discussed with the wider Hauora, pastoral and SLT to look at the themes presented and any next steps from a broader curriculum and school management perspective.

Actions already taken on the survey include:

- Y12 Health Promotion on Social Media Dependency; week 3 term 3 2025.
- Pamphlets in PH 1 and 2; Waiora; and handed out during the week's events/giveaway bags.
- Website created - accessible to whanau classes and all health teachers
- #wscw_wellbeing posts on health promotion and social media dependency
- Lunch time activities run for students to partake in to reduce time spent on social media, and increase relationships, knowledge and skills to manage use (phone box making; digital detox; yoga; board games; karaoke).

Y10 review of vaping unit to include other products mentioned in survey (nicotine gum, mouth pouches, etc)

Y11 - new course will include algorithms, gaming, social media.

Stress/anxiety: There has been a small uptake of using the mindfulness activities available for students. We are exploring ways for the regular use, or a range of mindfulness activities that can be formally integrated into Health Education at Y9/10. We are also reaching out to staff to see if they can promote

them by incorporating them into some of their teaching and learning programmes. Y10 Self Defence for Y10 Girls will be run again in term 4 - it helps build self-confidence and can be a tool for the management of anxiety. "Quiet Space" running in PH2. Terms 2 and 3 - every lunchtime and some intervals. Usually 2 or 3 there, some days 7 or 8. Mostly Y12 and 13 students, though some juniors occasionally come as well.

Waiōrea Hauora and student wellbeing:

At NPOW, we continue to follow the health unit plans while embedding a Māori perspective throughout. Te Whare Tapawhā is a key framework used across all topics during the year. In Term 1, we introduced goal setting by combining the SMART template with Te Whare Tapawhā. This was supported with tracking sheets and daily journaling to monitor progress towards both school and personal goals. We named this initiative Ko Au, Ko Koe, Ko Tāua. While this was a trial, our plan is to refine and make it a permanent feature of the Hauora programme for Year 9 and Year 10. This was highlighted as a key development in our programme, as it was the first time we had introduced this approach.

For the Sexuality unit, we follow the health unit plans but deliver the content through a wānanga-based approach with a Māori lens. The programme begins with Īkura – Menstrual Cycle, unpacking the meaning of the word and its significance, before moving into Te Maramataka, which highlights the importance of both male and female roles and their partnership. After this introduction, taura move into wānanga to complete the remainder of the Sexuality topics. This was highlighted as an important improvement, as Sexuality has always been a challenging topic to teach, and this new approach has made it more engaging and culturally grounded.

Overall, the Hauora programme continues to grow, providing a balanced approach that not only supports taura wellbeing and learning but also affirms their identity, culture, and sense of belonging.

Healthwise: Healthwise is an opt in group running within the school that supports student wellbeing.

Term 1: Epilepsy Purple Day to promote epilepsy awareness and remind those who live with seizures that they are not alone.

Term 2: Pink Shirt Day to encourage people to embrace kindness, celebrate diversity, and be an Upstander every day. There are whanau class activities such as videos, Kahoot, and a slideshow on being a positive bystander created by the Healthwise team. The Healthwise team also appreciated the staff's participation in the Department Pink Outfit Challenge. Healthwise started to design and make an annual Pink Shirt Day Photo Frame for students to wear bright pink on Pink Shirt Friday from 2024. Our team is impressed with the active participation of students in this event. This year, our team is aware of the harmful effects of cyberbullying and seeks ways to collaborate with the Digiwise team.

Term 3: Winter Wellness fundraising aims to raise funds for Voices of Hope to bring a better understanding of mental health challenges, promote help-seeking behaviours, and provide resources. This is also a new idea brought in by the Healthwise leaders. Term 3 is a busy term with assessments and exams for all students, and our leaders feel the necessity to bring love and a moment of sweetness to this cold winter. Students will have hot drinks and biscuits at affordable prices.

On our social media (@wscwhealthwise), we frequently put positive quotes for people to read and Instagram stories with healthline details for people to seek help.

Digiwise: Digiwise is an opt in group running within the school that supports digital wellbeing

Digiwise is dedicated to promoting responsible use of devices at school, promoting the best use of digital tools for learning and promoting safe, responsible, respectful and enjoyable online behaviours at school and at home. We do this through the lens of our school Tikanga/Values. We encourage creative & positive sustainable online behaviours, respect for the diversity of our community and encourage fairness in online spaces and interactions.

Our main campaign for 2025 has been around cyberbullying. Students/ākonga have been asked to share what they'd like adults to know about cyberbullying. The aim is to collate the main themes/answers to share via instagram, and other school communications channels. Alongside the dissemination of this information Digiwise is promoting where students/ākonga can get support if they need it. This is the first part of a campaign that will extend into 2026.

The Digiwise group are also promoting the appropriate use of AI for school work, including how to use Gemini AI (our chosen tool) safely & responsibly. This promotion is via instagram and other activities/channels.

In Term 1 the Digiwise bake sale included Q and A for students/ākonga to gauge their understanding of the student AI guidelines & traffic light system. This bake sale was able to raise over \$400 towards a laptop for a student/ākonga who otherwise would not have one. The Digiwise group also helps to create whānau class activities around digital citizenship, ensuring they are appropriate for our students/ākonga.

Our digiwise instagram channel is @wscwdigiwise. We also use all the schools communications channels (Newsletter, Website Articles, Facebook, Instagram, community email updates, school app): to support wellbeing messages and information and resources.

Wellbeing messaging on all our channels includes where to get support if it is needed. The student/ākonga landing page has contact information for the school counsellors and Netsafe if students are feeling unsafe online. Our 'where to get support if you need it' post is pinned on both Facebook & Instagram to ensure it's accessible for the long term. [This information is also available on our school website.](#)

Newsletter/website articles that focus on student-wellbeing are pushed to our Instagram & Facebook pages, and school app if deemed appropriate. Student activities and groups that have a focus on wellbeing are promoted on our social media channels, which have a wide reach to students and whānau.

At time of writing our Instagram page, with a primary audience of students/ākonga has 1,915 followers and 120,000 views in the last 30 days. Our most viewed post (5.9k) was promoting the student yoga classes. The 'where to get support when you need it' post is our third most viewed at 3.9k to date.

Springs professional development: relational pedagogies (Anna)

The Springs Pedagogies is a 1-pager document outlining the pedagogies expected to be used by Springs kaiako. This draws on the work of Russell Bishop, which details that warm whanau-like relationships within the teaching and learning context as the necessary foundation upon which pedagogy is built, and is framed in reference to the WSC learning environments and values.

<https://docs.google.com/document/d/1w2o8tXj5TVw6btR09frpPGRvvtD-iUMwiJSy28CpMVo/edit?tab=t.0#heading=h.gjdgxs>

Student breathing yoga:

Student Yoga is a one-hour Yoga/Breathing class run on Tuesdays after school. Our librarian is an extensively trained Yoga and meditation teacher. Every week, he leads the students through a one-hour Yoga practice, followed by a long rest with gentle harp music. The practice is about deep breathing combined with simple movement. Because the focus is on the breath, students of all body types and health conditions are able to join. Deep breathing has a profound impact upon our mental health: anxiety reduces, sleep improves, and concentration too. The primary function of the class is for the kids to just empty their minds and rest. Students who come also receive a home-practice booklet and access to guided videos made by me and Titoki. The class and the videos equip students with the skills to practice at home on their own—giving them a self-regulation skill for life. [Video One](#) and [Video Two](#). These have been made available to all students in the school.

In 2025, through term 1 and term 2 we had an average of 15 students per class with all year levels represented. Whilst these numbers may seem small, the students who come go deep and many come back year after year. In term 3, we have had 35 students coming each week due to a social media push; including a widely shared video of a year 12 student encouraging his peers to attend. The student in the video was a year 12 boy who was struggling with anxiety, study-stress, and insomnia. After his first class, he said that night he “fell asleep as soon as his head hit the pillow.” He reported that when he did his breathing practice, his sleep was better, he was able to focus again in class and could “think more fluently.” His rap writing improved. A year 13 student, reported that “her anxiety and depression were now gone,” and that when she gets home after Yoga she feels refreshed and more motivated to do stuff like cooking and drawing rather than going on her phone. A year 13 student said for the hour she was with her breath, she felt all her stress melt away. This was a big deal for her as she was from an immigrant family and under huge pressure to achieve at school.

[Please have a look at this google doc for a collection of wonderful in-depth student stories](#) across year levels.

The class is advertised via parent emails; the newsletter; social media; posters; and word-of-mouth. The most effective incentive for kids to come is their friends inviting them.

Finally, underpinning Yoga is the recognition of the unity between human beings and the natural world. In harmony with Te Ao Māori and with Mason Durie’s model of wellbeing (Te Whare Tapa Whā), Yoga recognises that the biggest cause of suffering in our minds arises when we feel separate from the land. By linking body movement with deep breathing, the mind travels back to its source (the body), and therefore feels the body’s inherent connectedness to the whole of nature: air, light, water, trees, and land. We feel better. The classes are non-religious and adapted to the culture of each individual student. Currently, the school is working on making the classes more widely known to students as well as the video/booklet resources.

A modified 30-minute version of the student class is run for the learning support kids every Tuesday morning.

The World Village Group : a group to support our migrant students

This group was established in 2023, and was mainly catered for our domestic students who are from different cultural backgrounds, but now students bring their friends along. We are into our third year, and most students have been in this group since 2023.

The purpose of the group is to provide a place where they can meet new friends, share their school experiences, offer suggestions and advice to the newcomers in their mother tongue, and support them in settling into our school environment as soon as possible. Our enrollment team provides the names of the students who fall into this category, so we can send invitations to them to join the group.

We meet once every two weeks during lunchtime. Students come and chat with one another in their language, or English if talking to someone from a different country or different cultural background. Sometimes, we run activities and taste food.

Overall Conclusion:

Please note pastoral interventions that support wellbeing as provided by Heads of House have been presented to the Board within other reports this year. We offer a wide range of programmes both within and beyond the 'classroom' to support student wellbeing. We constantly review our programmes and initiatives for effectiveness. Where possible we will continue to adapt and add to our programmes to support the wellbeing of our students.

WESTERN SPRINGS COLLEGE NGĀ PUNA O WAIŌREA

PUBLIC BUSINESS

Inclusion and Diversity

MATTER FOR INFORMATION

15th September 2025

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SUMMARY

The purpose of this paper is to outline the philosophy and initiatives as they relate to inclusion and diversity and to provide an overview of current initiatives and possible next steps.

BACKGROUND & DISCUSSION

What is the background to the issue or proposal?

Our school continues to reflect a diverse community and to attract domestic students arriving from overseas as well as students and families who see our school as an inclusive teaching and learning environment that supports learning diversity, gender diversity and cultural diversity.

How does this support delivery of our annual implementation plan and [strategic plan](#)?

What does the Board need to be aware of when considering the recommendations?

A Fale Pasifika is an important strategic goal of the school. The Parent Action Group is hoping to run a fundraising event in 2026 to help get this project off the ground.

Support for TAK and the homework center will be added as a separate budget driver for 2026.

Introduction:

This report outlines inclusion and diversity as they relate to the Learning Support department, structured literacy, the PALS programme, our new migrant students, our Rainbow Group, self defense programme and our Pacific students whānau class (TAK), our Māori in English Medium Whānau class and the Feminist club. We continue to build our reporting and celebration of programmes and initiatives that support and develop inclusion and diversity throughout our campus.

Overview: Learning Support and the Learning Centre Structured Literacy programme

The Learning Support Department in 2025:

We have eight ORS funded students. These are students with high and complex needs. The students have a Ministry of Education case worker, and come with a certain number of teacher entitlement (2.5 hours teacher per week and around 12 hours of ILA funding per week).

We currently support an additional 11 students who have other types of funding; e.g. ICS (Interim Classroom Support), ACC, and IRF (Interim Response Funding). The funding is used for ILAs to provide classroom support for students.

There are 177 total Special Assessment Conditions (SAC) students approved from NZQA. This comprises 132 students in years 12 and 13 who receive SAC support. We also currently support an additional 45 students in Year 11, currently as of 19th of September. In addition to this, there are another 43 students - the majority of whom are at Year 11, with applications currently drafted with NZQA Special Assessment Conditions.

The numbers of students requiring SAC have been rising in numbers across the senior year levels as more students qualify for SAC. In Year 10, we support between around 40 students with SAC. SAC entitlements can include the provision of a Reader and or Writer, Separate Accommodation, Computer Use, Rest Break and Extra Time. SAC is provided for any external assessment as well as internal assessments that are in a test form. To provide a Reader or Writer we utilise our ILAs, whose role it is to support students in classrooms, in particular the funded students.

Learning Support in Maungakiekie is a place for students with reduced programmes for a variety of reasons. They may be referred by the HoH, Waiora, or SLT - in consultation with parents. The ILAs and teachers support these students to engage with their class work.

The Life Skills Programme

In 2023 we initiated a Life Skills programme. Currently there are eight students, a combination of Year 11, 12 and 13 students, in Life Skills. The students are primarily ORS funded.

Functional literacy and numeracy skills are taught in Life Skills through a variety of mediums such as web based programmes, like Reading Eggs and Maths Buddy as well as through Supported Learning booklets, and teacher-led projects and activities. We build literacy skills for daily lives such as writing emails and filling in forms. We extend the students' literacy and knowledge through short research tasks and analysis of different text types such as short film, short stories and poetry.

Functional Adaptive Movement (FAM) is part of the programme on a Friday morning. Students also participate in dance and movement class at school once a week and Yoga. Life Skills strives to increase the students' appreciation of the outdoors and nature. The students have raised planter boxes and worm farms and have Zoo experiences.

Life Skills also focuses on conversation skills for everyday life. For example, how to engage others in conversation, and respond in an engaging manner. Life Skills students are encouraged to develop their own ideas and opinions and communicate these with others in the group.

Overview: Structured Literacy programme

Background: An increasing number of students are starting at WSC with incredibly low levels of literacy. Many of these students are not classed as Learning Support students and, once at Springs/Waiōrea most take on a full time table and are in classes where they often cannot access the curriculum.

This year has seen the continuation of our structured literacy programme. We have two classes running for 2 x periods per week. There are 5- 6 students in each class. These students range from YR 9 - 12. One YR 10 Waiōrea student attends the structured literacy class. There has been some discussion about starting separate classes for Waiōrea students and there is the opportunity to tailor this in 2026 with an approach that will best support Waiōrea.

Last year we trialled two different structured literacy programmes. This year all students are being taught using the IDEAL platform. Classes are based around the explicit teaching of literacy rules, spelling, writing sentences and reading. Students in these classes also spend time working through CAA literacy books in an attempt to prepare them for the CAA exams.

In 2025 three kaiako are involved in the delivery of this programme. This year the focus has been on upskilling kaiako. One has attended a 3 day PD session on “The Application of Structured Literacy Teaching”. The 3 kaiako are also doing a programme on “Accelerating Writing Years” for professional development this year.

2026

In 2025 students were selected to be part of structured literacy classes based on their PAT results. However, the delay in testing meant that classes did not start until Term 2. From 2026 students will be identified based on information from the intermediates and whānau interviews. The Head of Learning Support will contact the whānau of students involved before they begin high school to explain what the structured literacy programme is and how it would benefit their child. This change will allow classes to begin at the start of the year.

At the moment structured lit classes are timetabled based on teacher availability. This means students in the Struc Lit class can miss one SST and one Maths or two Science periods etc. This further disadvantages students who are already struggling and makes it difficult for many to keep up with class work.

To avoid this, it has been proposed that Structured literacy students are withdrawn from Science (3 periods a week) or Social Studies (3 periods a week) to attend class. This has been discussed as to the impacts of this withdrawal on students' progression in these subjects. HOD's are happy for students to attend structured lit classes during these periods as long as reading within the classes is based around the scientific/SST concepts that are being covered in class.

Resources for 2026:

Continued access to the IDEAL learning platform (funded by the school)

Ongoing PD - the school has been exceptionally generous with this in 2025. In addition to this, the Minister of Education has just announced that she intends to fund a structured literacy intervention

teacher for secondary schools as well. This will provide external funding that we can tap into. This would also mean that Waiōrea could tailor structured literacy in Waiōrea with some additional resourcing for a kaiako within Waiōrea, within their teaching programme.

Article for anyone interested:

<https://www.nzherald.co.nz/nz/politics/education-minister-erica-stanford-makes-announcement-on-student-achievement/VMIVPPVYAZHXFLE7SVVC5LUZVQ/>

PALS tutoring

2025 has seen a huge increase in the number of PALS tutors involved in the Peer Tutoring Programme with close to 80 tutors involved. These YR 13s tutor YR 9/10 in both Maths and English.

The majority of tutors operate out of HWC on a Wednesday afternoon. This was introduced to avoid (where possible) students missing a period of Maths/English to receive tutoring. However, to ensure their engagement, others are still paired up with students during the school day and receive help during their Maths and English periods.

This year over 20 YR 9 and 10 Waiōrea students have achieved regular tutoring. At the request of Waiōrea SLT these students received support during PAN/TKI/TRP sessions so that they could continue to attend HWC on Wednesday afternoon.

Overview: Support for New Migrants from the ESOL Department- Inclusion and Diversity

Students go through an orientation programme on arrival- this is for all new students who are classified as domestic ESOL students. At the end of that our Senior ESOL ILA meets with the student/s and goes through the language assessment to check their English language ability on their first day. This process allows us to ensure we place them in classes that best suit their ability. Thus, timetable changes might be needed after the assessment is marked.

Junior students, who need extra English support, have ESOL classes that are designed to suit their age and year level apart from their regular English subject. Senior students have ESOL classes that are designed to suit their English ability and level.

ESOL classes are designed to help students to 1) improve their English language ability, to cope with their other subjects' learning, and 2) build up their language skills to achieve English proficiency towards tertiary study at the senior level. The ESOL Department also provides in-class support for Year 9 to Year 13 students for their subjects other than ESOL. Twice a year, officially, we track their progress via an assessment approach. Unofficially, we monitor their progress by discussing with the subject teachers and students involved.

Outside of the class setting, we have a group called World Village Cultural Group. The aim is for students to have a place to go to meet others and make friends. As well as supporting each other using their home language if they feel more comfortable.

Overview: Rainbow Group/ Rainbow Self defense

In term 3 we had a PPTA presenter from their Rainbow Committee present on inclusion, learning and wellbeing needs of Rainbow identifying students. This was presented to the entire teaching staff and while we consider ourselves progressive in our attitudes in this space, it was still confronting to see some of the most recent nationwide data from Rainbow young people regarding suicidality and self harm. Of particular note was the lack of safety in PE (nationwide not WSCW specifically) and that the

ethnic group who had the widest difference is experience of wellbeing and connectedness to school were Pākehā Rainbow students. There may be lessons here from Māori and Pacific notions of whanaungatanga for creating belonging and wellbeing for all of our ākongā. [Presenter slides here](#)

In week 8 we had a 1 day **Self defence** workshop specifically for Rainbow identifying students taught by [Kia Haumaru](#) who also take self defence classes for all our year 10 girls. The feedback from this course was entirely positive with students reporting that they felt strong, able to manage difficult situations and knew how to seek support if needed.

The WSC Rainbow Group, also known as A-Z Group, has been meeting weekly all year. During these meetings, students discuss a variety of topics and needs with the kaiako in charge. . Earlier this year, the teacher in charge organised for members of the A-Z group to attend Lil Gay Out - an event hosted by Hobsonville Point High School for high school aged students. This event had a variety of workshops/activities where students learned how to strengthen their rainbow groups, feel seen in media, and build a sense of community at their school. Along with attending this event, the Rainbow Group celebrated School's Pride Week through numerous events such as morning tea where staff were invited, badge/sticker making workshop, and on one evening a Drag Karaoke night. On average, about 15 students attend each week. This space is one where students can discuss any struggles they are facing, recommend any LGBTQ+ media, or just to be with people they feel safe around.

Rainbow Rōpū. - notes from TiC

Currently, the Google Classroom for this group has 61 students. Each Thursday morning tea we meet in Te Whare Puoro. Approximately 30 students attend weekly. Students range from Y9-Y13. More than half of the students who attend weekly are gender-diverse. A few Waiōrea taura attend regularly. There is also a PSSP Programme in Waiōrea. This year, our Y13 student leader has worked with the rōpū to have various activities during their hui time, as well as whakawhanaungatanga activities for students to mix and foster new relationships with other students in the rōpū.

This year, Lil Gay Out was cancelled for safety reasons. Instead, we had a 'Lil Gay In' on site in Te Whare Puoro. Approx 20 students attended, with workshops run by students and teachers.

As Pride in Schools Week is in June, it would be fantastic for our school to facilitate activities for new rainbow students and their whānau earlier in the year to show our school support.

Some students have shared that they would like to receive queer inclusive sexuality and sex education, as they feel it has focused on cis-gendered heterosexuals. The importance of this is outlined in PPTA's 'Affirming diversity of sexualities and gender identities in the school community' Guidelines for principals, boards of trustees and teachers' (2.12)

An ongoing student concern is the use of incorrect names and/or pronouns of students by staff. In-depth PD covering the different pockets of the rainbow community for our staff would be beneficial. InsideOut can provide this PD in person and also have online resources. All kaiako would benefit from further education surrounding Takatāpui and queer Pacifica identities to better support our students. We have no accurate in-depth data detailing the number of students within our school who identify as part of the Rainbow Community. Some schools have

developed action plans to provide more in-depth support for their Rainbow communities within their schools. We would like to work with some other schools and the PPTA in 2026 to develop this action plan.

Thank you for organising and supporting the Rainbow self-defence course. This was an awesome and inclusive initiative. It would be great to kōrero with our whole school community to address safety and respect for everyone!

Overview: Pacific Students' Whānau programme (TAK)

TAK is a whanau class of over 80 Pacific students and 3 whānau teachers. Students opt to join this Whanau class for the belonging it offers. This year we have had a huge increase in students wanting to opt into the whanau class - the increased numbers tell us that more of our Pasifika students and by extension their families, want a place of belonging at kura. We have tried different strategies to build whakawhanaungatanga in TAK. We have noticed that although it's awesome, the increased number and students entering at different stages of the year limits the opportunities to build a sense of belonging. The sheer size means not all know each other. We have responded to this by ensuring that within TAK each student has a designated whānau teacher. This enables us to do things as discrete whānau classes within TAK and TAK as a whole. We would like to further support some of our more recent students for whom school has not been a success, and we would like to strategise more to address the complex needs of these students. We would also like to increase the number of teachers in TAK to help support the kaupapa.

We have done some strategic thinking and planning about the best ways to serve the diverse students in TAK.

Considerations include:

- Recruitment of Pacific staff and other staff with a heart for these students to have a close association with TAK
- Structure of TAK and associated kaiako to manage numbers effectively.
- Potential introduction of Pacific Studies when the NCEA standards are released,
- Accessing the numeracy CAA in various Pacific languages (there is no Samoan so far, and there were issues with the Tongan last year)

With stage 2 of the rebuild on ice, building our Fale Pasifika has also stalled. How do we make this a reality? We would love a space that physically and aesthetically reflects pacific culture to foster belonging to space. .

We moved the Pasifika Homework Centre from Monday afternoons to Wednesday afternoons. This has increased the attendance at the Homework centre. However, we do have kura auraki students arriving at the Homework Centre hungry.

Po Fiafia 2025, as always, was a huge success. We have held it in Te Hōro for the past two years. Numbers remain steady but a noticeable decline in some group participation. We were treated to a wonderful performance by the **Filipino Group**, a new addition to our cultural diversity. They are excited to be included next year, as are some of the other groups who have shown an interest.

WHW : our Kura Auraki Māori in English Medium Whānau class.

The Māori mainstream whānau class (WHW) is a class made up of 31 Māori students who attend the mainstream kura and two Māori whānau teachers who teach primarily in the mainstream kura.

This group was established this year, with students opting in and shifting out of their previous whānau classes to join. The main focus so far has been whakawhānaungatanga and building a culture of sharing and honouring each other's unique journey with identity and language.

All students and teachers in the group are at different stages of their journey towards connection with their whakapapa, culture and language, and so far this group is offering an environment for that to be explored safely.

Our next steps for this class are to think strategically about next steps for developing this whānau like culture and explore a more diverse range of activities (E.g. trips, noho marae) that will make this more authentic and engaging for the akonga and kaiako.

Feminist Club

The Feminist Club has a long history at WSCW, formed by students back in 2014. This year, the club is being led by two Year 12 students and currently has 41 members on the Google Classroom. Students meet every Monday lunchtime in Kauri. So far, they have supported a petition for pay equity. They ran a two-day bake sale raising funds for Auckland Women's Refuge. Next, we have a guest speaker to discuss intersectional feminism and make links to the Women's Centre. At school, they are discussing an idea to get sanitary items available in KHCL, rather than having to go to Waiora.

They are an inclusive and active group committed to taking action to support inclusive values at school and in the wider community.

WESTERN SPRINGS COLLEGE NGĀ PUNA O WAIŌREA

PUBLIC BUSINESS

Extension, enrichment and pathways report

MATTER FOR INFORMATION

15th September 2025

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SUMMARY

The purpose of this paper is to outline the pathways our ākonga take beyond school, and opportunities provided for students for extension and enrichment.

RECOMMENDATION

It is recommended that the Board:

1. Supports WSCW to continue the current programmes that offer enrichment pathways
2. Ensure that the science pathways for all students supports entry to tertiary courses across WSCW

BACKGROUND & DISCUSSION

Overview: Pathways beyond school

WSCW Destination Data 2025 (2022 & 2023 Leavers entering tertiary in 2023, 2024 respectively)

Of the 2023 WSCW School Leavers, 285/365 or 78% entered tertiary study in courses ranging from Level 1- Level 3 or above (Graph 7). The 80* students who did not enrol at tertiary either worked or travelled or we do not have data for the remaining few. This was an increase in tertiary participation from 2022 WSCW leavers where just over half of our students (54%) went directly into tertiary (post-covid effect). The higher 78% 2023 WSCW rate of tertiary participation exceeded the 2021 tertiary participation rate of 71%.

The 2024 WSCW School Leaver participation in tertiary education is similar with 265/375 or 71% entering Level 1, 2 and 3+ levels of study at tertiary level. (Graph 8)

WSCW School Leavers

220 2023 leavers entered University and in 2024 200WSCW leavers entered level 3 (or above) tertiary courses.

The very interesting observation we can make from observing data in Graphs 2-6 is the outstanding preference for the University of Auckland for 2023 and 2024 first year tertiary enrolments. There is also an emerging trend showing an increasing popularity of AUT (AUT was the second most popular University for WSCW in 2024)

For WSCW ex-students entering University in 2023, Uni of Auckland lead with 50 enrolments, Otago (34) and AUT (30) and then Te Pūkenga and the other spread evenly behind.

Graph 4 shows 2024 entries of WSCW Leavers to University and clearly Uni of Auckland (60) leads AUT (40) followed by Vic Uni (35) and Otago (30) and Te Pukenga(20).

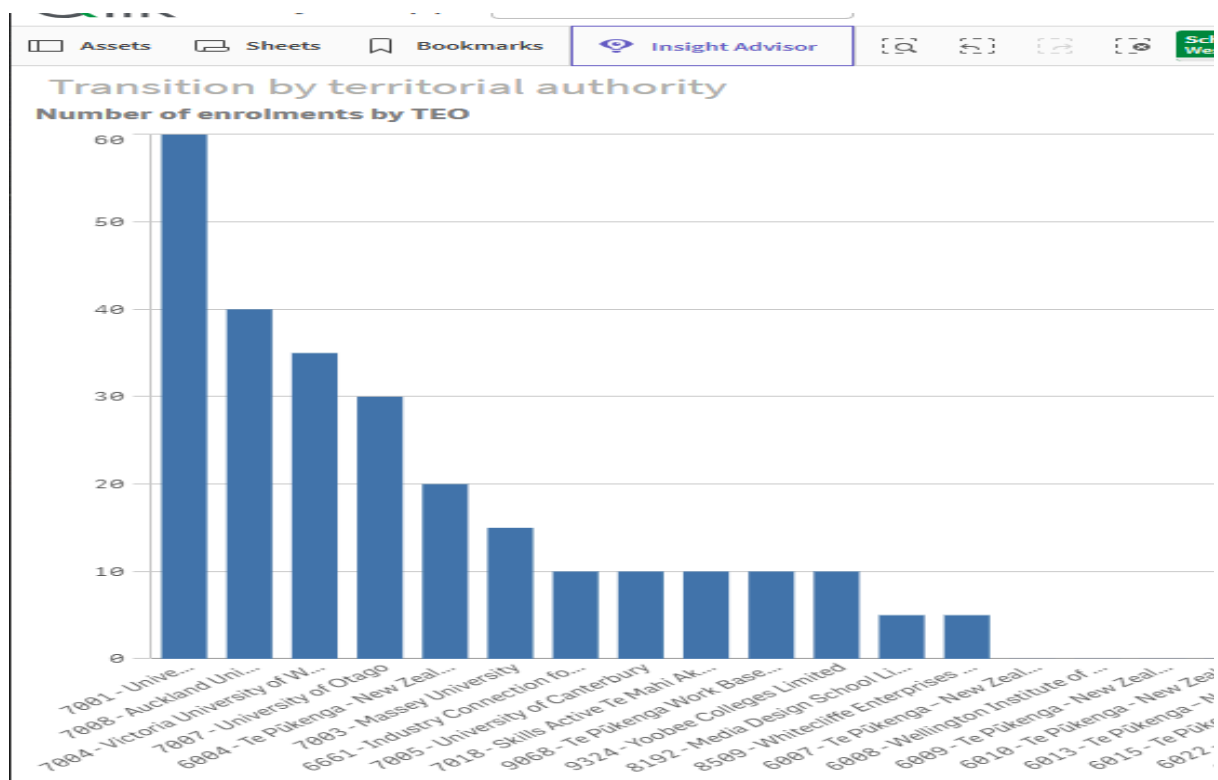
*We have little data on students who did not enrol at a tertiary as they are not counted in Education Counts website or the TEC website.

WSCW school leavers in 2023 and 2024 who did not achieve University Entrance still participated in tertiary courses but Levels 1-3 . There were 65 (2023) and 85 (2024) students who did not participate in tertiary study which would include fewer than 10 students each year who enrol in overseas universities.

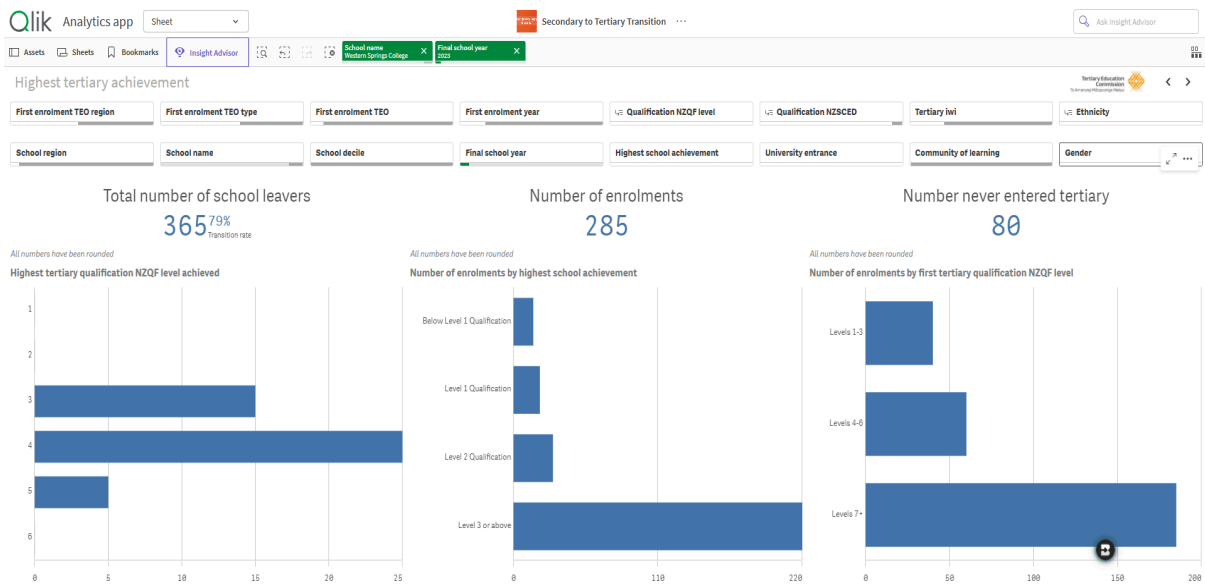
Drill down into University of Auckland Enrollees (Graphs 14-16)

The Bachelor of Science is the favourite degree for students and this leads to a Biomedical science major which is the drawcard for students wanting to enter Medicine, Medical Imaging, Pharmacy or Optometry. (This is reflected in other Auckland schools entries also). The BSc Biomedical Science major has a ranked score of 280 which requires students to generally earn more than 70 E credits at Level 3. This is followed by the multidisciplinary BA and BCommerce. Smaller numbers in Law, and Health Science (providing a second pathway into Medicine or Pharmacy) Engineering and Architecture. Current data shows WSCW application rates are up for 2026 UOA entries and this includes higher applications for WSCW Māori and Pasifika students also (Graph 16).

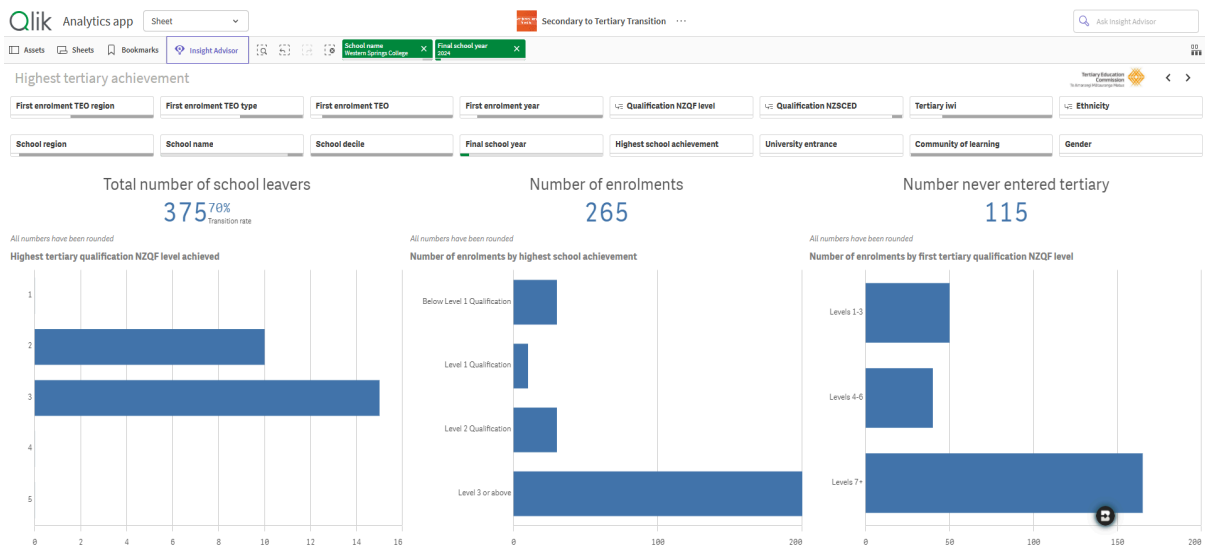
2023 School Leavers WSCW enrolments at Tertiary in 2024 [Graph 1](#)



Number of Students Entering Levels of Tertiary 2023 WSCW **Graph 2**



Numbers of WSCW students entering tertiary in 2024 Graph 3



Retention of students at WSCW **Graph 4**

Table 1: Percentage of school leavers staying at school until at least their 17th birthday (2022-2024)

Group	Left before 17th birthday			Stayed until at least 17th birthday			Percentage staying until at least 17th birthday		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Female	20	17	21	104	139	171	83.9	89.1	89.1
Male	22	32	26	148	173	151	87.1	84.4	85.3
Māori	21	14	18	57	68	88	73.1	82.9	83.0
Pacific	9	11	7	25	27	31	73.5	71.1	81.6
Asian	4	6	5	35	37	56	89.7	86.0	91.8
MELAA	2	x	x	10	x	x	83.3	x	x
Other	0	x	x	0	x	x	na	x	x
European/Pākehā	23	30	25	175	225	194	88.4	88.2	88.6
Total	42	49	47	252	312	322	85.7	86.4	87.3

Notes:

1. 'x' = data has been suppressed where there are between 0 and 5 students in the denominator for a specific group, for example Asian students. Where one gender has been suppressed the corresponding gender has also been suppressed.
'na' = not applicable.



Comparison Data with other Auckland schools **Graph 5**

Table 2: Comparison trend data (2022-2024)

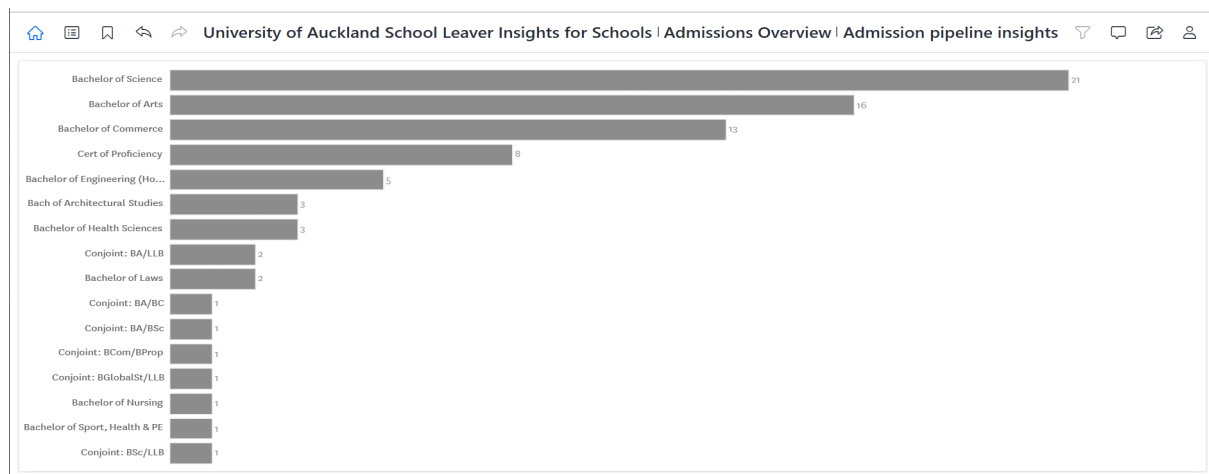
Comparison group	Left before 17th birthday			Stayed until at least 17th birthday			Percentage staying until at least 17th birthday		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Western Springs College-Ngā Puna o Waiōrea	42	49	47	252	312	322	85.7	86.4	87.3
Auckland Region	2,998	3,001	2,773	17,079	17,138	18,488	85.1	85.1	87.0
Secondary (Year 9-15)	9,361	9,280	8,782	35,614	34,855	37,318	79.2	79.0	81.0
State: Not integrated	11,916	12,146	11,802	41,511	41,134	44,470	77.7	77.2	79.0
New Zealand	13,035	13,308	12,833	51,188	50,995	54,578	79.7	79.3	81.0

Notes:

1. 'x' = data has been suppressed where there are between 0 and 5 students in the denominator for a specific group, for example Asian students. Where one gender has been suppressed the corresponding gender has also been suppressed.
'na' = not applicable.
2. International fee-paying students and adult students (age 19+) are excluded.
3. The comparison groups selected are based on the profile of the school at the time of the most recent data collection, rather than the school's current profile.

More Information about our University of Auckland Enrolments

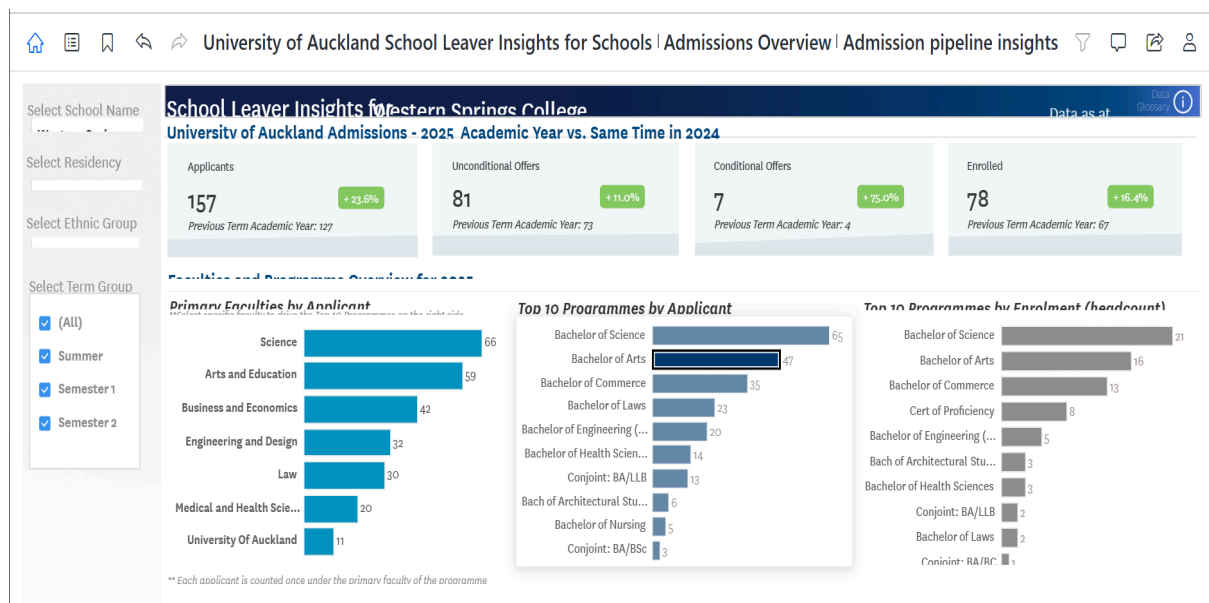
Top 10 Enrolments at University of Auckland (by far the most popular University for Auckland Central students) **Graph 6**



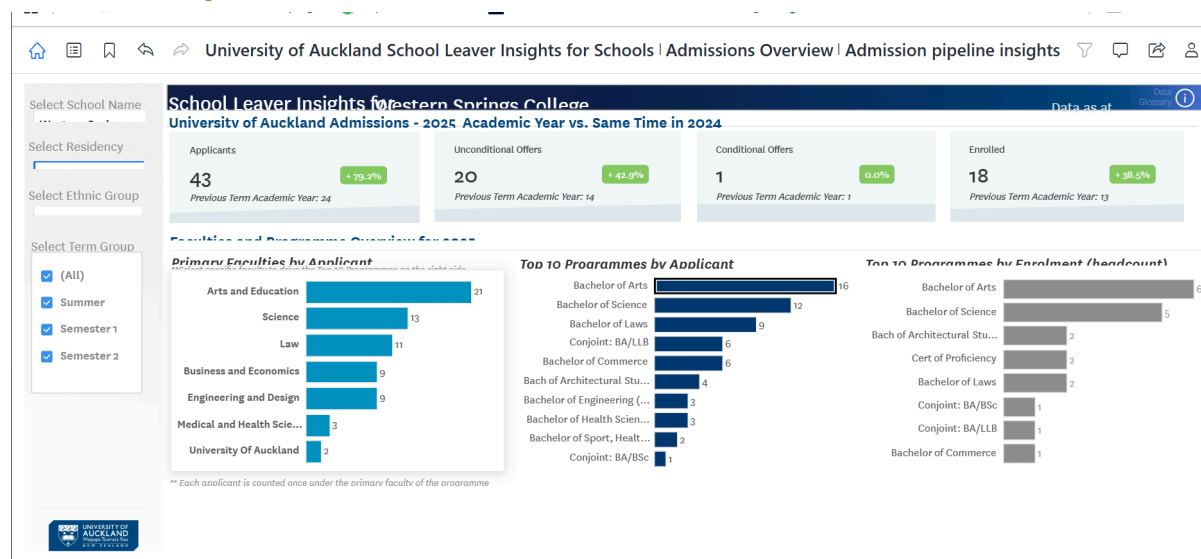
The high number of BSc enrolments is due to the number of students enrolling in BSc Biomedical Science degrees (Pre Med, Medical imaging, Optometry and Pharmacy)

Top 10 programmes by applicant 2025 admissions compared to same time 2024 WSCW

Graph 7 Applications are up for 2025 compared to this time last year



Applications are up for Māori and Pasifika Students at Uni of Auckland compared to last year **Graph 8**



Sources

TEC Database called Nga Kete

Education Counts (Ministry of Education database)

University of Auckland Data on Enrolments from WSCW students for 2026

Overview: Year 13 opportunities for enrichment and extension.

We have a number of students who take the opportunity to extend and enrich their learning in Year 13 through:

- University papers - Young Scholars programme (Maths/ Te Reo Māori/ Philosophy)
- NCEA Scholarship. In 2024 we have students entered into 24 Scholarship subjects. There were 131 entries (some students do multiple scholarship subjects).

Overview: Autaia

In 2025 Autaia was supported by Hawaiki Tū Performing Arts Company who led out the kaupapa for schools in Te Tai Tokerau, Tāmaki Makaurau, and Waikato. 12 schools in total participated over two nights at the end of August. This showcased the best student leader haka theatre productions in the country.

This year, we were unable to allow all of our students to participate due to health and safety reasons. We had 40 performers, 10 backstage helpers, and a range of support staff to make the kaupapa happen. We also had great whānau support throughout the campaign.

The theme of the performance was Hawaiki Hou - a new horizon. This kaupapa was realised through a storyline based around Ngā Puna o Waiōrea and a kaitiaki taniwha. The storyline is about two iwi and the story of two rival iwi once bound by a river, but divided by stubbornness and pride. When a sacred mauri stone keeping the iwi together is stolen, two warriors are sent on a quest to retrieve it, guided and tested by mischievous patupaiarehe. Along their journey through valleys, rivers, and storms, they discover humour, teamwork, and the strength of kotahitanga. The iwi unite once more to carry the mauri into a new future for their iwi.

Autaia was supported by alumni and current staff to ensure a high standard for performance. However, the kaupapa was student driven and produced. This year, we were not able to attain any credits as the information was late to us.

If we were to reengage in Autaia there would need to be some conversations and considerations made:

- Number of students that are able to participate in Autaia
- Number of staff required to support with supervision and health and safety
- Budgeting and availability of funds to support the kaupapa
- How Autaia can be integrated into the curriculum to ensure that any available credits can be attained and it is not isolated learning

Overview: Spoken Word

Overview: Ahurea

Te Ahurea Tino Rangatiratanga is a kaupapa that Ngā Puna o Waiōrea have been involved in since its inception. This kaupapa is another opportunity for our tamariki to be involved in a high level of Māori Performing Arts. This year we have two groups:

- Ngā Puna o Waiōrea
- Ngā Tuna o Waiōrea

These kapa are focussing on developing skills in Māori Performing Arts, with a vision to prepare our tamariki for nationals 2026.

Our current schedule includes practices on Wednesdays and Fridays, and the odd Monday, Saturday and Sundays. Our students and tutors have also dedicated 50 hours in the school holidays to ensure they are ready for stage in week 1 of Term 4.

Our students will also have another opportunity to gain credits towards NCEA through Te Ahurea Tino Rangatiratanga. For some of our performers they will attain new credits as they were in lower division teams.

Overview: External Kaupapa Kapa Haka

Ngā Puna o Waiōrea have had a number of opportunities to perform at different kaupapa. These opportunities included performing at a number of conferences in Auckland CBD, the Noel Lemming Convention, the launch of WIPCE 2025, and the welcoming of the French Rugby Team.

Overview: Pūhoro STEMMM

With the employment of an external provider, Pūhoro, we have been trying to iron out the logistics for Waiōrea ākonga who are particularly interested in pursuing a future in Pūtaiao and the Sciences. There are Termly wānanga, 3 times a year, where our taura work in conjunction with those from other kura and adults in industry to see what an aspect of a career in the sciences could look like.

As our Waiōrea subscription to the sciences increases, we offer Science-specific homework centres where our taura can get more personalised support for their senior Science mahi, through our Pūtaiao kaiako, Science tutors such Whaea Hannah Dhanaraj and the Pūhoro facilitators.

Overview: Kaitiakitanga

One of WSCW's school goals is Tautiakitanga (Sustainability). The Ngā Puna o Waiōrea Kaitiakitanga rōpū upholds this value by providing rich opportunities for rangatahi Māori to embody kaitiakitanga (guardianship, stewardship) and create the next generation of eco-warriors.

The rōpū meets once a week during Tuesday lunchtimes to maintain the pā harakeke or take action with other school sustainability groups. The rōpū has participated in WISES day in term 1, Green Jam in term 3 and two tree plantings this year.

Overview: Polyfest- we had 4 Waiōrea rōpu perform at Polyfest.

Over 200 students trialled for three competitive groups at ASB Polyfest 2025. These students were dedicated to practices every Wednesday, Friday, Saturday, and Sunday for four weeks. None of this would've been possible without the dedication of our 30 alumni tutors, 15 whānau coordinators, 100 whānau support, and dedicated Ngā Puna o Waiōrea staff. Some staff were doing 70 hour weeks to ensure the health and safety of our students.

Students in their respective groups attained a range of credits. Division 1 were afforded credits at level 4 and Level 2. Division 2 and 3 were afforded credits level 4, Level 2, and Level 1 credits. Whakangahau were afforded some Level 2 and Level 1 credits.

Waiōrea= 51 students and Ngā Oho= 50 students.

- 13360 Perform mōteatea **L4 E 10 CREDITS**
- 13364 Perform waiata ā-ringa **L4 E 10 CREDITS**
- 13368 Perform poi **L4 E 12 CREDITS**
- 13372 Perform haka **L4 E 12 CREDITS**
- 22756 Perform a Māori performing arts bracket (3 items) **L2 E 10 CREDITS**
- 32955 Perform a Māori performing arts bracket with expression (4 items) **L3 E 17 CREDITS**
- 32956 Perform a complete Māori performing arts bracket (6 items) **L4 E 20 CREDITS**
- 91977 Perform an item from a Te Ao Haka discipline **L2 E 6 CREDITS**
- 91981 Perform a Te Ao Haka item to respond to a local kaupapa **L2 E 6 CREDITS**

Ngā Oho = 50 students

- 13360 Perform mōteatea **Level 4 -10 credits at E**
- 13364 Perform waiata ā-ringa **Level 4 - 10 credits at E**
- 13368 Perform poi **Level 4 - 12 credits at M**
- 13372 Perform haka **Level 4 - 12 credits at E**
- 32956 Perform a complete Māori performing arts bracket **Level 4 - 20 credits at E**
- 91977 Perform an item from a Te Ao Haka discipline(Internal) **Level 1 - 6 credits at E**
- 91981 Perform a Te Ao Haka item to respond to a local kaupapa (Internal) **Level 2 - 6 credits at E**

O Rehu= 50 students

- 13360 Perform mōteatea **L4 A 10 CREDITS**
- 13364 Perform waiata ā-ringa **L4 A 10 CREDITS**
- 13368 Perform poi **L4 A 12 CREDITS**
- 13372 Perform haka **L4 A 12 CREDITS**
- 22756 Perform a Māori performing arts bracket (3 items) **2 M 10 CREDITS**
- 32955 Perform a Māori performing arts bracket with expression (4 items) **L3 M 17 CREDITS**
- 32956 Perform a complete Māori performing arts bracket (6 items) **L4 A 20 CREDITS**

- 91977 Perform an item from a Te Ao Haka discipline **L1.2 M 6 CREDITS**
- 91981 Perform a Te Ao Haka item to respond to a local kaupapa **L2.2 M 6 CREDITS**

Ngahau = 50 students

- 22756 Perform a bracket **Level 2 - 10 credits at A**
- 91977 Perform an item from a Te Ao Haka discipline (Internal) **Level 1- 6 credits at A**

Overview: EPro8/ Engineering Club 2025

A big group graduated last year, with at least 6 going on to study engineering at university this year. This year we had 10 junior students and 18 senior students sign up for the Epro8/Engineering club. Once the group was up and going, they practiced using the in school equipment and competed in heats of the regional [Epro8](#) competition at the beginning of term 3 at One Tree Hill College.

As usual our students were great ambassadors for the school - enthusiastic, committed, engaging and polite. The inter-team rivalry is left on the competition floor and the students from the various schools all boost each other as soon as the competition ends.

A senior team won their heat, and a junior team came second in theirs. Both teams qualified for the semifinal round, came back to win their semi final and progressed to their final. The finals were held at Papatoetoe College a week later. The junior final was dominated by a long running team from Henderson High School, but our team competed well and were one of many teams just missing the placings. In the senior final our team tied for first, and narrowly missed out on taking home the trophy in a 2.5 minute build-off.



The great thing about EPro8, is that contingent to there being taura present at almost all year levels, there is inherent sustainability in this programme. What would be really fantastic, is if we were able to raise some funds to buy some new equipment so that multiple teams can work concurrently on the growing set of challenges that are released year after year.

Olympiads & Other Science Enrichment

Our aim is to get students involved in Science Olympiads, Brain Bee and the Otago Science Quizzes. We also want students to be agentic in signing up to scholarships that are on offer. We have attempted with some success, advertising through Google Classrooms. This requires a commitment to learning significant portions of subject-adjacent material on the students' behalf. What would be more effective, is utilising the Hydration Station spaces and toilet areas to advertise up and coming events, competitions and scholarships.

Science specific Scholarship subjects:

All of our main senior subjects have scholarship kaiako: Biology, Chemistry, Physics, who are given an hour a week to run scholarship classes. This involves planning and marking on the teachers' behalf in order to provide feedback and feed forward to ākonga as they prepare for their scholarship examinations.

Overview: Music Enrichment

Music Groups

Our departmental music groups continued to develop this year with a view to participating in the competitions in 2026. We had to cancel our department concert due to overwhelming illness but will be running a series of summer lunchtime showcases so each group gets to perform at least once.

It's a Musical!

This year the musical theatre ensemble fulfilled their promise and put on an entirely original musical for one night only in hopes of convincing the school to support an ongoing, biannual musical. It was completely student (and Carmel) made, from music to lyrics to costumes. We had over 200 people attend and excellent feedback so now we are working on 2027!

Smokefree Rockquest

This year we again had a number of bands competing in Smokefree Rockquest and one solo entrant but unfortunately were unsuccessful in getting into the regional finals.

Play it Strange Songwriting Competitions

We had a number of entries into the different songwriting competitions this year and, again, had two songs selected as finalists to record in professional studios and release on Spotify: Taku Whetū by Kaiaia Hawk, Rawinia Morehu, Devon McIntyre & Puna Shortland-Theodore Taku Tai Aroha - by Waimarama Kākā-Nesbit. These are finalists in the brand new Waiata Reo Māori competition.

Stand Up Stand Out

We had a few entries into the Auckland Council Stand Up Stand Out competition. One Year 13 student entered the Vocal Solo category and made it through to the semi-finals, performing brilliantly at the Auckland Town Hall. We also have two finalists in the Electronic Category this year - Benaiah Su and Kael Watson.

Music Mentoring

We have had a number of opportunities for music mentoring with professionals this year. This year we had Mazbou Q come in to mentor our rappers and producers specifically. This was a successful two days where he presented to our classes for the first day, then ran a full-day workshop on producing raps and beats for any interested musicians. We also took a group of Waiōrea students to a Waiata Wananga run by NZ Music Commission to prepare waiata for entry into the Play It Strange Competition. The mentors included Troy Kingi, Rebel Reid, Āko and Laughton Kora. We also had a visit from REI and Mike Chunn to promote entry into the Play It Strange competitions.

Lunchtime Concerts

We have seen a growth in the number of student-led lunchtime concerts this year including Benaiah Su in the courtyard outside the canteen and multiple bands in P3. We really enjoy equipping students to organise these events themselves and invite their friends.

Maths extension and Enrichment

In-class enrichment

We teach mixed-ability classes in Maths up until Y12 when course selection starts to determine the level of challenge in a class. We understand that the work classes engage with may not be challenging enough for some of our strongest students. A range of differentiation strategies is implemented, but we have designed Enrichment Tables for all our Y9-10 units of work. These align with what the wider class are doing, but will challenge strong students to either adapt learning to novel situations or engage in learning at a higher level. Example below:

Y9 Enrichment options

Topic 2 : Number



Main class focus		Enrichment tasks	Higher level content	...and if that's still not enough challenge
Term 1 week 7	Number Properties - Factors, Multiples, LCM, HCF, Primes, Even, Odd, Square numbers, Cube numbers	investigate/invent methods for working out HCF, LCM, prime factors More tricks in this link	Can learn about: triangular numbers and other figurate numbers, and fibonacci numbers , perfect numbers [research this one yourself]	For those with coding knowledge. Work through the challenges at project Euler - Tinket is a pretty useful online python editor (you may have another you like) - This series can give you a start on some of the useful coding skills you might need to learn or brush-up on
		NRich multiple factors game can be for the whole class. But your Challenge is to find the longest possible chain of numbers before you get stuck. Can you justify that you have found the longest?	Summing squares (involving some algebra) Nrich	OR
		Mathigon lessons from divisibility rules through to primes and distribution of primes		Junior maths olympiad questions (these ones are on Number theory)
		Alternatives to 4 fours. E.g. only 1s	Modular arithmetic sequence from Khan academy	OR
week 8	Integers and Order of operation			Create an in-depth poster of research into some number theory topic (discuss with teacher as you go)
week 9	Fractions	Investigate when fractions are terminating vs recurring	- Continued fractions: the first 3 minutes of this video	
week 10	Fractions/decimals	Nrich Egyptian fractions activity	Then further reading and practice here	

Learning beyond their year group

We have a small number of students who have been promoted a whole year level in Maths. 2 students in year 10 are doing a full year 11 course, and one year 12 student is doing year 13 calculus. Last year, we had our last big group of year 12s (13 of them) who had studied a year ahead finish their y13 Calculus course - they achieved a median mark of Merit in their externals as year 12s. Some will take the chance to sit these papers again in year 13 to improve their grade(s).

Our year 11 course has 1 Level 2 NCEA standard that all students sit. As an Extension, 45 y11 students are choosing to take a 2nd challenging standard in Algebra at Level 2.

Competitions

We facilitate a range of competitions:

- Problem Challenge for Junior students (through the University of Otago) - 21
- Interschool Mathex (run by Auckland Maths Association) - 13 students - y9&10
 - We also run an interhouse competition during Maths week - 25 students - y9-13
- Australian Mathematics Competition - 16 students y9-12
- Engineering Competition (University of Auckland) - 8 students - y12 &13

- Auckland Maths Olympiad (University of Auckland) - 1 student - Y10

Giving Back

Strong students give back and help others in two forms:

- Helping Coach the Mathex teams (one Y11 and two Y12s)
- Being part of the PALs programme to help year 9 students in maths.

Philosophy/ psychology extension:

Year 13 Philosophy and psychology offers the opportunity to take a university paper that is supported by the Secondary Tertiary Alignment Resources. In 2025 the students once again excelled in the university papers offered.

Results for the University papers: Students excelled in the university papers through STAR this year:

Philosophy: (university paper) 2 students doing this course (One Springs and one Waiōrea)

PHIL139 Ethics, Politics and Justice: This course introduces students to moral and political philosophy by examining ideas and arguments about how we should live our personal, social and political lives
Grades A-, B+

Psychology (university paper) 6 students.

PSYC105 Introductory Psychology: Brain, Behaviour and Cognition. In this course students will receive an introduction to positive psychology; wellbeing; visual perception; research methods; learning and behaviour change; forensic psychology; neuropsychology; drugs and behaviour; memory and cognition; and health psychology.

Grades B-, A+, A-, B+, B+

Gateway 2025- work experience programmes and pathways

-Year 12, 63 students

-Year 13, 30 Students

-Focus is on 'work experience' not specific 'Career Pathways'. Some work placements are more aligned but in general the placements support work readiness which is important for part time work opportunities. In 2025 Gateway has also introduced Health and Safety workshops for both years so all students are prepared and will be safe in the workplace:

- Yr 12 students earned 10 Level 2 credits

- Yr 13 students earned 11 Level 3 credits.

-2025 work place break down

4 workplaces the same as 2024 30 Students

Woolworth replaced the Warehouse 2025 23 students

6 new workplace businesses 16 students

12 Individual placements 12 students (2 businesses are wanting to continue the relationship with the school beyond 2025)

2026

Build relationship with Bayfield primary

Create relationships with MOTAT and The Zoo as members of the same community

Wastewise- one example of a co-curricular group with extensive leadership opportunities

Wastewise over the years has evolved into a group that embraces environmental sustainability. Wastewise has a number of regular events, such as the **Clothing Recycle** that occurs once a term. Clothes that are collected from the school community are free for students to take, keeping unwanted garments in the circle of life, as Wastewise says.

Wastewise is also involved in regular events to **Enhance the Biodiversity** of the school and its surroundings. Over the years it has become a tradition to assist Whaea Alice and Whaea Stacey and Kaitiaki with their endeavours to improve the biodiversity on the banks of Waititiko, the awa that runs on MOE land beside our school. This year we also initiated a large scale Planting Event with the other sustainable leaders in the school. We planted native plants donated by the council along the northern boundary of the school, protected them with plant guards and mulched the surrounds.

Wastewise also had what we aptly called the **Waste Event**. Lunchtimes were spent creating garments out of chips packets in the Fabric Tech area. The completed garments were worn for our lunchtime event promoting disposing of waste in the correct manner. Our emcees gathered a crowd around our table outside KHCL by reciting lots of interesting waste-based facts and general encouraging chatter. At the table students could guess the number of freshly collected waste items in the jar and be rewarded with a cookie. The inclement weather did not prevent the event from being a success.

Green Jam, another Wastewise tradition, is an environmental sustainability conference that is held off-site. This year we had ten different schools attending, a plenary speaker, three workshops sessions offering seven workshop choices and an attendee favourite, the Panel Session. There were around 130 students attending and around thirty five adults, teachers, workshops hosts and supporters. As well as local schools, there are regular attendee schools that travel across Auckland to attend such as Orewa College.

We are grateful to the individuals and groups who support this event like the Auckland City Council Sustainable Schools team, Christine Wang and the Waiōrea Community Recycling Centre (WCRC) and all the hosts who gave up their time and energy to inspire a group of passionate youth.

The **Recycled Runway** is a new event that being so successful will be an annual feature. Again we can thank Fabric Tech for allowing us to use their space and Barbara Joseph who was one of the teacher leads. The students had 48 hours to take cast-off remnants of fabric and garments donated by the community and WCRC and design and create one or more garments. The designs were modelled on a runway and judged by a panel at the event and by the students via an online presentation and Google form.

Sustainable Leaders: an example a programme building student leadership capacity

There is an overlap with Wastewise and the Sustainable Leaders. We hold Sustainable Leaders meetings to encourage students to work together and develop and implement environmentally sustainable and general sustainable initiatives. The Sustainable Leaders include students from Wastewise, Kaitiaki, Digiwise, Travelwise and Healthwise.

The Waste Event, the Planting Event and the Recycled Runway were born and grew at these meetings. The Sustainable Leaders coalition enables students to develop an idea they are passionate about.

The annual Wises Day that is held at the beginning of the year brings together all the Wises groups, which includes Kaitiaki. This is a day to be inspired and bond so that a fruitful working relationship between the groups allows for successful events. This year the Wises Day was held at WCRC. We had a series of workshops and enjoyed plentiful kai supplied by WCRC.

Kai to Compost to Kai is another initiative that has overlap with both the Sustainable Leaders and Food Tech. The Life Skills students have also had involvement as part of their programme has a garden-to-table element. We were awarded a grant as part of climate resilience for young people of just under \$5,000 to create a garden and compost system.

Debating:

Background:

Debating has always been a strong kaupapa at WSC/NPoW.

We are pitched against private schools and institutions with wealth and stealth on their side; trained professionals to coach their debating teams, time and money set aside to support their interests in this area. That's not to take away from the skills and rich talent these students have to begin with, anyway.

For the debating teams at WSCW, here is a snapshot from this year's June newsletter with the Advanced Open team making it through to the Octo Finals.

In a highly competitive and prestigious competition, these students run on passion and power. The power of words. Lots of it!

Their meticulous planning, strong team spirit and exceptional skills have propelled them to the next level – Octo finals.

And they did! 2025 - The Advanced Open Team 1 went through to the Octo finals with 2 of the 3 adjudicators undecided and WSC narrowly missing the Quarter finals.

These students were Maxine Allen, Jed Leeves and Archie Crayford.

The WSc Advanced Open teams have traditionally performed at the highest level among the Auckland Schools Debating Competition. **In 2025, here is how far they advanced:** (excerpt of a letter from the ASD chairperson)

Dear Teachers,

This year, Auckland Schools' Debating is holding its annual prizegiving on Wednesday, 6 September. I am delighted to inform you that the following speaker(s) have received a Top 10 Speaker Prize from ASD for their performance this year:

Advanced Open	Alice Shepherd	Western Springs 2
Advanced Open	Beza Habtemariam	Western Springs 2

We would like to invite them to attend our prize-giving ceremony to receive an award for their outstanding performance. The Prizegiving will consist of the Premier Advanced Grand Final, followed by the announcement of the Top 10 Speaker prizes for each grade.

The above two speakers went on to win the top three speakers in the tournament, with Alice Shepherd missing the top speaker by 1 point and Beza close behind.

In 2025, the Inter-House Debating competition was introduced, fully run and organised by Student Leaders. 2 teacher teams opened the inaugural event (see photo), and the competition involved teams from all the houses. Each debate took place at lunchtime with **high numbers of attendees** (as seen here) cheering them on. What absolute fun and such clever, witty speakers!

This competition has generated much interest in debating with hopefully many joining next year.

Uniquely WSCW.

The most spectacular aspect of debating at WSCW is that the students are fully engaged and committed, organising their debate practices after school and beyond. They are passionate, committed, and so, so gifted. It is a pleasure and joy to be part of such an amazing group of students. The Y13 leaders this year deserve a special mention. Simply stunning!

Bravo!



PUBLIC BUSINESS

STUDENT LEADERSHIP

MATTER FOR INFORMATION

15 September 2025

AUTHOR: Phil Douglas

SUMMARY

The purpose of this paper is to outline changes to the structure of student leadership at Ngā Puna o Waiōrea Western Springs College and provide an overview of the current shape.

RECOMMENDATION

It is recommended that the Board:

1. Offer reflections and questions on the paper

OVERVIEW

NPoW/WSC has a unique student leadership kaupapa. Whilst many New Zealand secondary schools have a Prefect team with Head Girl/Head Boy as the 'pinnacle', we work in a non-hierarchical way that focuses on service aligned with the school values. Year 12 students put themselves forward as candidates for portfolios: roles with specific foci and responsibilities as Year 13s:

- *House Leaders (for each of the five houses)*
- *International Leaders*
- *Learning Leaders*
- *Pasifika Leaders*
- *Māori Mainstream Leaders*
- *Sports Leaders*
- *Arts Leaders*
- *Events Leaders*
- *Peace Leaders*
- *Healthwise*
- *Travelwise*
- *Wastewise*
- *Digiwise*

Each portfolio works throughout the year to advance its cause through events, activities and communication. At different times of the year, there are more specific jobs to be done for some such as the Events leaders who are

required for ball decisions and planning from February through to June and then leavers' gear and the leavers' event at the end. House leaders will help run House assemblies and rally houses to other events and causes. Digiwise, for instance, works throughout the year to support digital learning and citizenship. Depending on the portfolio and the pool of candidates, typically anywhere between one and five members are the team. For certain events such as new families barbecue or option and careers evening, the whole leaders' group is called on. Portfolios are overseen by a staff member who is invested in the kaupapa. They guide and support their leaders to fulfil the requirements of their area.

APPLICATION AND ELECTION

Week 1 of Term 3: Year 12 Assembly to outline leadership for the following year. Students are emailed [information](#) and application forms. Students who are interested submit an overall statement about themselves, indicate their portfolio preferences (1,2,3) and provide brief statements about why they would be good for each. The deadline for applications is the end of Week 4.

Week 5 of Term 3: [Candidate profiles](#) are checked and published to voters.

Week 7 of Term 3: [Voting](#) in whānau class.

Week 8 of Term 3: Results confidentially shared with portfolio teachers and selection process begins.

Our applicants represent a wide range of student interests and talents: sporting, cultural, creative, academic and social. Often those talents and interests are not confined to one particular area.

SELECTION

Since 2023 (to select the 2024 leaders) selection has used a hybrid democratic/suitability approach. Before then, students voted for candidates for specific portfolios. This presented challenges as some students were top in multiple categories while others were elected to portfolios that they were not suitable for. Students now vote for candidates by using up to 12 ticks to indicate who has their approval as a leader; staff get to do the same. This gives the teacher in charge of the portfolio a picture of how much profile and support a candidate has from their peers. This is one component of their decision making process along with that student's strengths, prior service in the area and experience of their reliability. All teachers in charge of portfolios get to choose their team from this overall pool. If a student has a portfolio as their first preference, that portfolio can 'claim' them; others may receive their second or third choice if selected. The aim is to have an effective, cohesive and representative team. As an example, for 2024, there was only one suitable Pasifika Leader appointed; for 2025, a team of four was formed.

The current selection process invites 'shoulder tapping' where staff can approach students with potential in that area to put themselves forward and know they can appoint them as seen in the Pasifika portfolio. One area of priority was to increase Oranga participation: for 2025, 10 (out of 103) candidates were from Oranga and for 2026, 21 out of 102.

PARTICIPATION

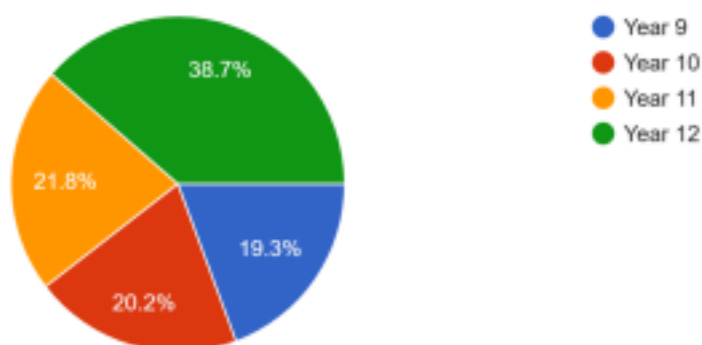
	Candidates	Year 13s	Student Voters	Leadership Team
2023	62		373	45
2024	75		561 (out of 1497	48
2025	103		eligible) 623 (out of 1520 eligible)	64

2026	103 (seriously)	369	688 (out of 1484 eligible)	TBC
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The large number of candidates indicates that students value these positions and want to be a part of it. Leadership is visible throughout the year in various contexts (especially the House Leaders) and students are able to see what leaders do and how they are part of a wider whole. Having a pool of over 100 candidates means portfolio staff are able to appoint leaders they can be confident in. Getting all students to vote is more problematic. The voting is open for over a week and we push the process in Whānau classes. Some students enthusiastically embrace their democratic rights and others don't. What is significant is that the change to voting for 12 preferred leaders overall (as opposed to voting directly for all portfolio positions in the 2023 election) has coincided with a significant increase in voter participation. Perhaps this makes the task more direct and engaging? Certainly, their votes are cast heavily in favour of candidates who have shown the qualities needed to be a good leader in terms of our school values. Staff voting generally aligns with the judgement of the student body? Do they think it matters? Overall, it is certainly the Year 12s who are the most active in discussing the vote, probably because it is their direct peer group. This year the voting form had a question to track the year level of the voter, just to have an accurate picture of the voter profile. Year 12 did, unsurprisingly, dominate.

I am in:

688 responses



TRAINING

At the end of their Year 12 year, the leaders are brought together to outline the job. At the start of 2025, we held workshops for the whole group running from Period 4 and culminating in dinner. Here, leaders thought about the nature of leadership and worked with their team to form goals for the year in their portfolio. Establishing them as a cohesive group overall is also an important part of these workshops.

TE TIRITI O WAITANGI & CO-GOVERNANCE

Ngā Puno o Waiōrea representation is specifically sought in some portfolios (Events and Arts for example) and the selection process helps facilitate this in a way that the previously broad peer democratic way did not. In 2023, Waiōrea raised the idea of specific Waiōrea portfolios for areas particularly relevant to and needed in their kaupapa. These would have equal status with the Year 13 leaders but be open to any age on the basis that ability be the guiding principle. This would be decided by Waiōrea SLT and HOHs. As yet, this has not fully formed but with the more recent voting format for Year 13 leaders, Waiōrea has been able to look at the portfolios they regard as key and nominate a student directly.

Right now, Waiōrea SLT and Heads of House are working on a formal proposal.

This year two Waiōrea students put their names forward to be Māori Mainstream representatives which, while not our original intention of the roles, does present an opportunity to see how their interpretation could give rise to another position. If students see themselves as being leaders in the Waiōrea-Springs connection space that is worth supporting.

BOARD REPRESENTATIVE

This election tends to coincide roughly with the Year 13 Leaders selection. This is open to all levels but we require students to meet with a member of SLT prior to applying to ensure they understand the commitment and level of maturity required. Ngā Puno o Waiōrea elects one student and Kura Auraki elects one. For 2025 NPoW had three candidates and WSC had five. In 2023, a previous practice of saying a student could not hold the Board position and be a Year 13 Leader was scrapped. If they have talent and application, they can certainly do both.

Candidates for 2026: NpoW: five; WSC: six. Election opens Tuesday 16 and closes Thursday 18 September.

Western Springs College Ngā Puna o Waiōrea | Management Report to the Board

NOTE: The WSCNPoW board and senior leaders are working together to improve reporting to the board and our school community. The Principal's Report will now become a Management Report, acknowledging that WSCNPoW is a campus including Ngā Puna o Waiōrea and Kura Auraki.

started 19 Aug 2025

- **Link to the December 2024 Principal's Report** - see [here](#)
- **Link to the February 2025 Principal's Report** - see [here](#)
- **Link to the March 2025 Principal's Report** - see [here](#)
- **Link to May 2025 Principal's Report** - see [here](#)
- **Link to June 2025 Management Report** - see [here](#)
- **Link to August 2025 Management Report** - see [here](#)

Strategic Plan dashboard

MANA ŌRITE Mana ōrite is a fundamental tenet of Te Tiriti o Waitangi. It embodies partnership, equity and strength in working together. Mana motuhake actualises mana ōrite for our ākonga, kaiako and whānau in a way that is safe for all				
MANA ŌRITE Ko te mana ōrite te tūāpapa o Te Tiriti o Waitangi. Ka whakaahua tēnei i te rangapū, te tōkeke me te mahi ngātahi. Ko te mana ōrite te whakatinanatanga o te mana motuhake mō ngā ākonga, ngā kaiako me ngā whānau				
Priorities for 2024-25	Ngā Aronga mō ngā tau 2024-25	Key shifts for 2024-25	Ngā tohu whanake mō ngā tau o te 2024-25	Progress [date]
Co-Governance: Co-governance practices are embedded and effective in our way of operating	Mana Ōrite: Ko ngā tikanga mana ōrite kua whakapūmau, ā, kua mana i roto i ngā whakahaerenga.	Strengthen our tangata whenua partnership with Ngāti Whātua Ōrākei	Ka whakakaha i ngā hononga ki te tangata whenua, ki a Ngāti Whātua Ōrākei.	[FROM 2024 REPORTS] Exploring a marae noho
		Develop and implement Mana Ōrite work programme to operationalise our commitment to Te Tiriti principles	Ka whakarite, ka whakaū i tētahi kaupapa mana ōrite hei whakatinana i tō tātou whai i ngā tikanga ārahi o Te Tiriti.	
		Implement initiatives to grow campus-wide culture and	Ka whakatakoto kaupapa kia tupu te ahurea me te mahi ngātahi o ngā ākonga, ngā kaiako, ngā kaimahi	[May 2025] Inter House competitions embedded and sustained.

		collaboration for ākonga, kaiako, kaimahi tautoko and tumuaki	tautoko me ngā tumuaki i te kura whānui.	[FROM 2024 REPORTS] PALS program and homework centres May 2024.
		Undertake Board learning and development to improve individual and collective competence and confidence in co-governance	Kia ako, kia whakawhanake te Poari i te mōhiotanga me te māia o te kiritahi, kiritōpū anō hoki, i ngā mahi mana ōrite.	
Tikanga and Te Ao Māori: Meaningfully incorporate Te Ao Māori and Tikanga into everyday life campus wide	Tikanga me Te Ao Māori: Me whakauru i te ao Māori me ngā tikanga ki ngā whakahaerenga o ia rā i te kura whānui.	Complete the proposal for compulsory Y10 Māori Studies in 2024 to provide a pathway for 2025	Whakaoti i te tono i te tau 2024 mō ngā Akoranga Māori Y10 me mātua tutuki hei huarahi mō te tau 2025.	[FROM 2024 REPORTS] Timetable and equity review started May 2024 Financial Literacy initiative to be included in curriculum. Announcement by government provides another challenge to crowded curriculum.
		Grow Te Reo Māori pathways at Kura Auraki and Waiōrea	Whakawhanake i ngā huarahi ako i te reo Māori i te Kura Auraki me Waiōrea.	[May 2025] Appointment of kaiako as HOD TRM for kura auraki. Official confirmation of permanent appointment to the position of Head of Department Te Reo Māori/Kura Auraki with the aim of rationalising the responsibility for leading the development of the Māori language within Western Springs College.
		Strengthen culturally responsive pedagogy for Māori ākonga in English medium	Whakakaha i ngā pūtoi ako rata ahurea mō ngā ākonga Māori i ngā akoranga reo Pākehā.	[FROM 2024 REPORTS] Best practice for CRP - Pedagogy on a page WSLs have been shadow coaching to record data on teaching interactions and code against Pedagogy on a Page. Coaching will begin first with teachers of Kapura core classes, then options with high numbers of Kāpura and Oranga students before widening out to other kaiako. Teachers are learning how to code their own teacher discourse against the PoaP and set goals about their own practice.

Pou Tāhu – JUST We work for what is right and fair for our ākonga and whānau, kaiako and kaimahi tautoko				
Pou Tāhu Ka aro mātou ki te tika me te tōkeke mō ngā ākonga, mō ngā whānau, mō ngā kaiako, me ngā kaimahi tautoko				
Priorities for 2024-25	Ngā Aronga mō ngā tau 2024-25	Key shifts for 2024-25	Ngā tohu whanake mō ngā tau o te 2024-25	Progress [date]
Learner Ākonga Achievement: Every learner ākonga is able to achieve to their highest possible standard	Paetae Ākonga: E āhei ai te ākonga ki te eke ki tōna taumata.	Develop a plan to reduce chronic non-attendance through targeted interventions	Ka whakarite mahere whakaiti i te tamō auau i ngā kura mā ngā rautaki whaihua.	[May 2025] Julie's new consequence system for kids who miss detentions. Weekly P.A.R.O.T emails help keep track of those in each house with Attendance issues. [FROM 2024 REPORTS] Kāhui Ako attendance and engagement appointment ACES appointment of an engagement advisor who will work with irregular and moderate referrals Continuing work with DP/SLT team to address low attendance and chronic lateness.
		Integrate Central Auckland Specialist School satellite with our campus and inclusive values and pedagogy if and when the satellite is established onsite.	Ka tūhono mai i te kura motuhake o Central Auckland Specialist School ki tō mātou kura, ō mātou mātāpono, me tō mātou pūtoi ako anō hoki, mēnā e tau mai ki te kura	At its first meeting of the 2025 year, the school board made the decision to no longer support the location of a CASS satellite on the campus in the current circumstances. The board is very open to revisiting this decision should the MOE be in a position to progress the option of reordering the masterplan sequence, as set out above, to enable an integrated, long term solution for specialist education in our area.

		Establish an equity advisory group to provide advice and guidance to the Board	Ka whakatū i tētahi rōpū hei hāpai i ngā take tautika ki te Poari	
		Support the progress and achievement of Pacific learners through a prioritised work plan aligned with the Action Plan for Pacific Education	Ka tautokona te whanaketanga me ngā paetae o ngā ākonga Pasifika mā roto i te mahere whakaarotau e hāngai ana ki 'He Mahere Mahi mō te Mātauranga Moana-Nui-a-Kiwa.'	[FROM 2024 REPORTS] Board rep and DP have met (May 2024) Initial actions in place (June 2024)
		Undertake Board learning and development to support improved governance awareness of Pacific learner needs and outcomes	Ka whakapakari te Poari i ō rātou mātauranga kāwanatanga e tūoho ai ki ngā matea ako me ngā hua ako o ngā ākonga Pasifika.	
		Develop a plan to address growing numbers of learners requiring learning support, to include resourcing levels, professional development for all staff, consideration of dedicated services for Waiōrea ākonga, and the role of the Learning Centre.	Ka whakarite i tētahi mahere hei hāpai i te nui o ngā ākonga me whai tautoko ako. Ko ngā kaupapa matua, ko te nui o ngā rauemi, ngā kaupapa whakangungu kaimahi, ngā ratonga e hāngai ana ki ngā ākonga o Waiōrea, ka mutu, te whai take o te Whare Ako.	[FROM 2024 REPORTS] PLD plan- read write PLD/ Trauma and De-escalation PLD HoHs offered Trauma informed classrooms PLD Comprehensive Literacy and Numeracy plan from Year 9 through to Y13 to address non achievement in CAA. Amanda, Jared led by Jess have seen and gotten approval from SLT for this programme.
		Review careers and gateway services to ensure they are connected with external pathways and aligned with future of work developments.	Ka arotakehia ngā ratonga aramahi me ngā ratonga whai tūranga mahi kia hono atu ki ngā ara ā-waho me ngā whanaketanga o te ao mahi o āpōpō.	[FROM 2024 REPORTS] Expanded Careers course options in term break times
		Explore options to remove barriers to learning for priority learners due to lack of access to appropriate digital devices	Ka tūhuratia ngā kōwhiringa mō ngā ākonga whakaarotau me tō rātou whai wāhi ki ngā rauemi matihiko, hei kaupare i ngā take whakawai i te ako.	[May 2025] - 20 laptops were donated from a collaboration between Fonterra and Quadrant. [FROM 2024 REPORTS] Trial has been set up to gift devices (May

				2024)
Curriculum and pedagogy: Topics and methods of teaching are effective to meet learner ākonga needs	Marautanga me te pūtoi ako: E hangai ana ngā kaupapa ako me ngā kawenga ako ki ngā matea ako o te ākonga	Implement Te Mātaiaho the refreshed curriculum as it is developed and released by the Ministry of Education, with well-planned and resourced PLD to support the change	Ka kōkiri i Te Mātaiaho, arā, te whakahoutanga marau nā Te Tāhuhu o Te Mātauranga i whakarite, i whakaputa. Ka mutu, ka āta whakamaheretia, ka āta whakaritea ngā whakangungu hei tautoko.	<p>[FROM 2024 REPORTS] Waiōrea TOD 7th June 2024- very successful.</p> <p>Timetable review update: 8 heads of Department will take a fact-finding trip to Rototuna and Ormiston to look at how curriculum and timetable work together. Semester, rotating days and integrated curriculum (project-based learning) are areas to investigate here. These teachers will be asked to look through the lens of our earlier work with school values.</p> <p>Year 10 option choices: 80.5% in by deadline (chasing ahead to get that full picture.) This is the last piece needed before 2025 timetabling begins in earnest. We have a relatively stable picture of the Senior class numbers for HODs to work with (Despite over 200 post-deadline manual entries). The Timetable Committee has met once and will move into liaising with departments about class and space allocation and soon, an ‘operational core’ (people with timetabling expertise or a willingness to develop it) will gather.</p>
		Implement and monitor the NCEA 2-year pathway for Kura Auraki	Ka kōkiritia, ka tirotiro hoki i te ara 2-tau NCEA mō te Kura Auraki.	<p>[FROM 2024 REPORTS] Final Year 11 Report: This is a new report milestone in 2024 only for Year 11s. All LOs and the one L2 NCEA standard appear on this report as a final summary of their learning</p>

				<p>in 2024. There is potential to do some quantitative overall data with this and also to look at an individual's year in terms of targets and needs for 2025.</p> <p>To be done: Once all L2 standards are confirmed, the data can be examined in Kura Auraki to reflect on this element of the new structure.</p>
		Further refine and embed our ILE pedagogy	Ka whakapai ake, ā, ka whakatinana i tō mātou pūtoi ako ILE.	[FROM 2024 REPORTS] CRP PLD focus (see below)
		Deepen culturally responsive pedagogy for Māori and Pacific ākonga	Ka whakakaha i ngā pūtoi ako aronui ki te ahurea mō ngā ākonga Māori me ngā ākonga Pasifika	[FROM 2024 REPORTS] CRP PLD focus for 2024 includes 5 CRP coaches and defined pedagogical practice
Learner Ākonga wellbeing: The physical and emotional welfare of learners ākonga is supported of learners ākonga is supported	Oranga Ākonga: Ka tautokona te oranga tinana me te oranga ngākau o ngā ākonga	Develop proactive approaches to address the impact of limited access and capacity issues for ākonga to Auckland Secondary Schools Centre and other alternative education pathways.	Ka whakarite i ngā tukanga tōmua ki te whakatau i ngā pāpātanga ki te ākonga e pā ana ki te whāiti o te āhei me ngā raru raukaha o te Auckland Secondary Schools Centre me ētahi atu ara ako arokē.	[FROM 2024 REPORTS] Managed Moves cluster. Exclusion Cluster absorbed into MM. Exclusions will be handled by MOE for school placements.
		Review pastoral care approaches, with a particular focus on Pacific learner pastoral care and Māori in English medium	Ka arotakehia ngā tukanga manaaki ākonga, inā hoki ka tino arohia ngā ākonga Pasifika me ngā ākonga Māori i te kura auraki.	[FROM 2024 REPORTS] Lead SLT and Lead Board member have met to discuss strategies. A list of success & support strategies has been compiled to help the sub-committee strategise about further steps.
Teacher Kaiako wellbeing: The physical and emotional welfare	Oranga kaiako: Ka tautokona te oranga tinana	Progress work to address class sizes, workload levels and ability to focus	Ka whakawhanake i ngā mahi ki te whakatikatika i ngā take nui, arā, ko te tokomaha ākonga kei ngā akomanga, ko	[May 2025] - Work has commenced for the relocatables. [FROM 2024 REPORTS]

of teachers kaiako is supported	me te oranga ngākau kare ā-roto o ngā kaiako.		te taumahatanga mahi, me te āhei ki te arotahi	Te Hōro now can house 4 Waiōrea classes and when timetables settle, some Kura Auraki classes also working in there. Working through timetable to utilise the space. One senior class shifted out of KHCL. Relocatables hoping to be up and running for start of Term 3 2025.
		Develop a plan for improved kaiako spaces (quiet spaces, staffroom) to address pressures while the longer-term master plan is delivered	Ka whakarite i tētahi mahere kia pai ake ngā wāhi kaiako (ngā wāhi ngū, ngā rūma kaiako) ki te whakatau i ngā pēhitanga kia tae rā anō ki te wā e tutuki ai te mahere matua.	

Pou Manawa - SUSTAINABLE We work to ensure our school and kura can endure and thrive over time				
Pou Manawa Aro kia pakari, kia whanake whakamua ngā kura e rua haere ake nei				
Priorities for 2024-25	Ngā Aronga mō ngā tau 2024-25	Key shifts for 2024-25	Ngā tohu whanake mō ngā tau o te 2024-25	Progress [date]
Physical Resources: The physical spaces and resources for teaching and learning meet our current and future needs	Ngā Rauemi ōkiko: E tutuki katoa ana i ngā wāhi me ngā rauemi ngā whakarite mō te whakaako me te ako	Advocate and work with MoE to deliver the master plan to ensure it meets the needs of current and future ākonga and kaiako	Ka āki, ka mahi tahi ki te MoE ki te whakatutuki i te mahere matua e eke katoa ai ngā whakaritenga mō ngā ākonga me ngā kaiako o mohoa, o āpōpō anō hoki	[FROM 2024 REPORTS] Using the agreed masterplan to future proof the site in relation to location of CASS by rescheduling timing of the 4 stage rebuild of the school.
		Develop and deliver a plan to reinstate a Pasifika Fale on campus	Ka whakarite i tētahi mahere ki te whakaara i tētahi Fale Pasifika i te papa o ngā kura	[FROM 2024 REPORTS] Development Trust meeting where this was floated as a possibility.
		Integrate Central Auckland Specialist School satellite with the wider campus (if and when it moves onsite)	Ka tūhono mai i te kura motuhake o Central Auckland Specialist School ki te kura whānui (mēnā rānei e tau mai ai ki te kura)	[May 2025] - no longer applicable. At Mtg 1 (24 Feb 2025), the Board made the decision that after extensive consideration, the Board

				<p>does not currently support the proposal to establish a CASS satellite at WSCW.</p> <p>[FROM 2024 REPORTS] MOE proposal to place CASS on site between TAPAC and Waiora Student Services Centre with car parking developed in swale area alongside southern access road. Joint redevelopment project in conjunction with 4 classroom modular relocatables.</p>
		Address current and medium-term pressures on space and resources for specific curriculum areas including studio space for performing arts; and teaching spaces for technology subjects	<p>Ka hāpai i ngā take o nāianeī me ngā take o āpōpō e hāngai ana ki ngā wāhi me ngā rauemi mō ētahi o ngā marau ako, ko ētahi o aua wāhi ko te taupuni mō ngā mahi ā-rēhia me ngā wāhi ako hangarau</p>	<p>[FROM 2024 REPORTS] Te Hōro has been converted into 5 teaching spaces. A number of Waiōrea classes needed to be there and a number of Springs classes in there now - on a preference basis. Area has been fenced for the four modular relocatables scheduled to be used on the first day of term 3 2025.</p>
		Develop a plan to manage competing demands on the new gym as a multi-use facility	<p>Ka whakarite i tētahi mahere whakamahi i te whare hākinakina hou hei whare mahinga rau</p>	<p>[FROM 2024 REPORTS] Have document shared with all stakeholders to try and manage use of the Gym as a way to monitor and manage use. This will enable us to track the pinch points.</p> <p>Pō Fiafia in future to be held in Te Hōro to minimise disruption to PE and SPO classes in the gym and Te Whakamanu.</p>
		Develop a plan to address immediate and future shade, outdoor recreation and quiet space	<p>Ka whakarite i tētahi mahere ki te whakatika ake i ngā marumaru, i ngā</p>	

			papa rēhia me ngā wāhi ngū ināianeī, i ngā rā ki tua anō hoki	
Equitable funding: NPOW is fully and equitably funded	Tohanga pūtea: Kia tika, kia whānui, kia hāngai ngā tohanga pūtea mō NPOW	Progress work with MoE on the financial operations review to deliver equitable funding for Waiōrea and Māori ākonga, for implementation in 2025	Ka mahi tahi ki te MoE ki te whakawhanake i ngā kaupapa arotake pūtea ki te tuku pūtea tōkeke ki a Waiōrea me ngā ākonga Māori mō te tau 2025.	[FROM 2024 REPORTS] Project Manager onsite early June 2024 to compile a deep dive into funding. Shifted to July. 11 Nov - Initial kōrero and discovery now complete. MoE analysing findings and will report back in February 2025.
		Evaluate funding for Waiōrea co-curricular and extra-curricular activities to ensure equitable and sustainable delivery	Ka arotakehia te pūtea tautoko mō ngā marautanga motuhake me ngā mahi i tua o te marautanga mō Waiōrea, kia tōkeke, kia tautiaki hoki te kawae.	
		Identify and progress next steps to establish a marae trust for Waiōrea locally-raised funds	Ka tautohu i ngā mahi, ā, ka whakapau kaha ki te whakatū tarahiti marae ki te tiaki i te pūtea kōhi tata a Waiōrea	
		Develop and deliver a comprehensive plan to increase locally raised funds (donations, facility hire, international students)	Ka whakarite, ā, ka tuku i tētahi mahere matawhānui ki te whakapiki pūtea kōhi tata (koha, whare rīhi, ākonga rāwaho)	[FROM 2024 REPORTS] Development Trust meeting to be held at the beginning of December (10th).
		Work with the WSC Development Trust on its role and strategic investment priorities	Ka mahi tahi ki te tarahiti WSC Development i tana tūranga me ngā whakaarotau o te rautaki haumi	[FROM 2024 REPORTS] Development Trust meeting held at the end of June.
Recruitment and retention	Te rapu me te whakapūmau kaimahi	Develop and deliver a plan to address recruitment and retention for those curriculum areas that are challenging to fill	Ka whakarite, ā, ka whakatinana i tētahi mahere ki te kimi, ki te rapu me te whakapūmau kaiako mō ngā marautanga e uaua ana te whakakakī	[FROM 2024 REPORTS] Have become an Accredited Employer Work Visa (AEVW) accredited school to allow us to employ teachers from overseas looking for work in NZ. Used to fill a Maths vacancy; Junior Science vacancy; PED vacancy. Keep teachers we currently have by utilising their degrees/ skills across departments where possible.

		Develop and deliver a Kura Māori kaiako recruitment and retention plan	Ka whakarite, ā, ka whakatinana i tētahi mahere ki te kimi, ki te rapu me te whakapūmau kaiako Māori	
Community: There is a strong and effective connection with our local community and whānau	Hāpori: He kaha te hononga ki te whānau whānui me te hapori whānui o te kura	Develop and deliver a comprehensive plan to strengthen whānau and wider community engagement, with particular attention on Pacific learners' families, whānau of Māori in Kura Auraki, Waiōrea whānau	Ka whakarite, ā, ka tuku i tētahi mahere matawhānui ki te whakakaha i te whai wāhi mai o ngā whānau me te hapori whānui. Inā hoki, ko te whai wāhi mai o ngā whānau o ngā ākonga Pasifika me ngā ākonga Māori i te Kura Auraki, i Waiōrea anō hoki.	[FROM 2024 REPORTS] Pacific stall at Futures Evening - invitations to Pacific whānau will come from Pacific coordinators. Pō Fiafia week 4
		Develop and strengthen community partnerships (inc. sports clubs)	Ka whakarite, ka whakakaha anō hoki i ngā hono rangapū ki te hapori (tae ana ki ngā karapu hākinakina)	
Co-curricular: A range of co-curricular activities remain available and accessible	Ako i tua o te akomanga: Kia noho pūmau tonu ngā hōtaka i tua o te akomanga.	Develop a plan to sustain co-curricular activities including performing arts, sports, music, clubs, kapa haka, competitions, tournaments	Ka whakarite i tētahi mahere kia mauroa ai ngā marautanga motuhake i tua o te akomanga pēnei i ngā mahi a te rēhia, i te hākinakina, i te puoro, i te kapa haka, i te whakataetae, me ngā tātāwhāinga	(March 2025) - See paper here from Ivan re: Annual Implementation Plan - Report back #1 [FROM 2024 REPORTS] See Sports Photos schedule and Clubs/groups schedule for the range of co curricular activities running at WSCW. 2025 initiative to boost teacher involvement.
Environment: We do everything we can to care for and sustain the environment	Taiao: Kia noho tātou hei kaitiaki mō tō tātou taiao.	Develop campus-wide policies and a plan underpinned by kaitiaki principles and mātauranga Māori, with appropriate resourcing, to support environmental sustainability initiatives, for example kai gardens, transport, energy, green spaces, food waste	Ka whakarite i ngā kaupapa here mō te kura whānui, ka whakarite hoki i tētahi mahere, ko te kaitiakitanga me te mātauranga Māori te tūāpapa. Kia hāngai ngā rauemi hei tautoko i ngā kaupapa toitū taiao, hei tauira, ngā māra kai, te tūnuku, te pūngao, ngā wāhi kaupapa kākāriki, me te para kai	[FROM 2024 REPORTS] Sustainability Coordinator is organising Green Jam with Wastewise students and some practical workshops will be running that day. Enhance and Repair workshops at lunchtimes open to all students who want to bring their jackets and other clothes to mend and re-use. Coordinator is maintaining a warm relationship with Waiōrea Recycling Centre on Great North Road and promoting their

				events. Is looking at promoting our activities on our school website to raise the profile further.
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Snapshot

	Ākonga - Total	Ākonga - Auraki	Ākonga - Foreign Fee Paying	Ākonga - Out of Zone	Ākonga - Waiōrea	Kaimahi - total	
	WSCW - total	Auraki - total	FFP - total	OOZ - total	Waiōrea - total	Current	Vacancies
Current - Sep 2025	1850	1545	120		305	145 (120 FTTE) 86	1 1
Last report - July 2025	1865	1555	129	0	310	146 (121 FTTE) 86 support staff	1
Last report - June 2025	1837	1523	111	0	314	138	0
May 2025	1835	1525	110	0	310	137	0
March 2025	1830	1515	104	0	315	137 teachers 52 support staff	3 2
February 2025	1826	1509	103	0	317	130 teachers 52 support staff	1
							1

Snapshot commentary

What is notable about enrolment numbers?

What is notable about staffing numbers?

Ākonga update

Commentary on progress, celebrations or concerns since last board report.

	Auraki	Waiōrea
Attendance and engagement	<p>Springs: attendance numbers are stable and more families are reporting absences. We would like to trial sending the weekly attendance reports home for Juniors in Term 4.</p> <p>Waiōrea: Sending weekly attendance reports home to all our whanau has greatly improved communication between home and kura. Punctuality is certainly improving. Although progress is slower than desired, it's encouraging to see things moving in the right direction.</p> <p>Both attendance officers and the SLT person with responsibility for attendance attended the attendance hui at One Tree Hill College. This has given us a couple of extra attendance strategies that we would like to trial in Term 4 and embed for 2026. We have also applied to the Ministry of Education for funding to support chronic attendance strategies. This would be for 2026 and 2027.</p> <p>Term 3 14/7/25 - 27/8/25</p>	

	Year 9	86.6% (8.4% Justified absences, 2.6% Unjustified absences, 2.3% Intermittent Unjustified)			
	Year 10	85.0% (8.4% Justified absences, 3.3% Unjustified absences, 3.1% Intermittent Unjustified)			
	Year 11	84.9% (8.3% Justified absences, 3.1% Unjustified absences, 3.4% Intermittent Unjustified)			
	Year 12	80.9% (9.1% Justified absences, 4.1% Unjustified absences, 5.1% Intermittent Unjustified)			
	Year 13	77.6% (6.0% Justified absences, 6.0% Unjustified absences, 5.8% Intermittent Unjustified)			
<div>Progress and achievement</div> <div>(updated 19/08/25)</div> <div>Note: This data is for CURRENTLY ENROLLED STUDENTS IN 2025.</div> <div>Note: There is more data for Waiōrea Y11 because they are doing L1</div>	<u>Auraki</u>		<u>Waiōrea</u>		
	Y11	350 Students		Y11	64 Students
		• 274 students have Numeracy (78.3%)		• 42 students have Numeracy (65.6%)	
		• 255 students have Literacy (72.9%)		• 52 students have Literacy (81.3%)	
			L1 Credits		

Y12	334 Students	
	• 4 students have UE Literacy (1.2%)	
	• 285 students have Numeracy (85.3%)	
	• 272 students have Literacy (81.4%)	
	L2 Credits	
	Credits	Number (percentage) of students
	>60	100 (31.7%)
	50-59	93 (27.8%)
	40-49	67 (20.1%)
	30-39	23 (6.9%)
	20-29	17 (5.1%)
	<20	28 (8.4%)
	• 100 students have Level 2 (29.9%)	

Y12	<20	10 (15.6%)
	• 31 students have Level 1 (48.4%)	
	69 Students	
	• 27 students have UE Literacy (39.1%)	
	• 60 students have Numeracy (87%)	
	• 65 students have Literacy (94.2%)	
	L2 Credits	
	Credits	Number (percentage) of students
	>60	41 (73.9%)
	50-59	4 (5.8%)
	40-49	4 (5.8%)
	30-39	3 (4.3%)
	20-29	6 (8.7%)
	<20	1 (1.4%)
	• 41 students have Level 2 (59.4%)	

	Y13	324 Students	Y13	46 Students														
		• 261 students have UE Literacy (80.6%)		• 43 students have UE Literacy (93.5%)														
		• 313 students have Numeracy (96.6%)		• 45 students have Numeracy (97.8%)														
		• 299 students have Literacy (92.3%)		• 45 students have Literacy (97.8%)														
		L3 Credits																
		<table><tr><th>Credits</th><th>Number (percentage) of students</th></tr><tr><td>>60</td><td>6 (1.9%)</td></tr><tr><td>50-59</td><td>10 (3.1%)</td></tr><tr><td>40-49</td><td>44 (13.6%)</td></tr><tr><td>30-39</td><td>122 (37.7%)</td></tr><tr><td>20-29</td><td>87 (26.9%)</td></tr><tr><td><20</td><td>55 (17%)</td></tr></table>		Credits	Number (percentage) of students	>60	6 (1.9%)	50-59	10 (3.1%)	40-49	44 (13.6%)	30-39	122 (37.7%)	20-29	87 (26.9%)	<20	55 (17%)	
		Credits		Number (percentage) of students														
		>60		6 (1.9%)														
		50-59		10 (3.1%)														
		40-49		44 (13.6%)														
30-39	122 (37.7%)																	
20-29	87 (26.9%)																	
<20	55 (17%)																	
• 6 students have Level 3 (1.9%)																		

	Y13	46 Students	Y13	46 Students														
		• 43 students have UE Literacy (93.5%)		• 43 students have UE Literacy (93.5%)														
		• 45 students have Numeracy (97.8%)		• 45 students have Numeracy (97.8%)														
		• 45 students have Literacy (97.8%)		• 45 students have Literacy (97.8%)														
		L3 Credits																
		<table><tr><th>Credits</th><th>Number (percentage) of students</th></tr><tr><td>>60</td><td>29 (67.4%)</td></tr><tr><td>50-59</td><td>1 (2.2%)</td></tr><tr><td>40-49</td><td>4 (8.7%)</td></tr><tr><td>30-39</td><td>3 (6.5%)</td></tr><tr><td>20-29</td><td>5 (10.9%)</td></tr><tr><td><20</td><td>2 (4.3%)</td></tr></table>		Credits	Number (percentage) of students	>60	29 (67.4%)	50-59	1 (2.2%)	40-49	4 (8.7%)	30-39	3 (6.5%)	20-29	5 (10.9%)	<20	2 (4.3%)	
		Credits		Number (percentage) of students														
		>60		29 (67.4%)														
		50-59		1 (2.2%)														
		40-49		4 (8.7%)														
30-39	3 (6.5%)																	
20-29	5 (10.9%)																	
<20	2 (4.3%)																	
• 29 students have Level 3 (63%)																		

Pasifika Y12

Y12	37 Students														
	• 0 students have UE Literacy (0%)														
	• 29 students have Numeracy (78.4%)														
	• 31 students have Literacy (83.8%)														
	L2 Credits														
	<table><tr><th>Credits</th><th>Number (percentage) of students</th></tr><tr><td>>60</td><td>6 (18.9%)</td></tr><tr><td>50-59</td><td>9 (24.3%)</td></tr><tr><td>40-49</td><td>9 (24.3%)</td></tr><tr><td>30-39</td><td>4 (10.8%)</td></tr><tr><td>20-29</td><td>5 (13.5%)</td></tr><tr><td><20</td><td>3 (8.1%)</td></tr></table>	Credits	Number (percentage) of students	>60	6 (18.9%)	50-59	9 (24.3%)	40-49	9 (24.3%)	30-39	4 (10.8%)	20-29	5 (13.5%)	<20	3 (8.1%)
	Credits	Number (percentage) of students													
	>60	6 (18.9%)													
	50-59	9 (24.3%)													
40-49	9 (24.3%)														
30-39	4 (10.8%)														
20-29	5 (13.5%)														
<20	3 (8.1%)														
• 6 students have Level 2 (16.2%)															

Pasifika Y13

Y13	33 Students	
	• 27 students have UE Literacy (81.8%)	
	• 31 students have Numeracy (93.9%)	
	• 31 students have Literacy (93.9%)	
	L3 Credits	
	Credits	Number (percentage) of students
	>60	1 (3%)
	50-59	2 (6.1%)
	40-49	5 (15.2%)
	30-39	13 (39.4%)
	20-29	5 (15.2%)
	<20	7 (21.2%)
	• 1 student has Level 3 (3%)	

MEM (Māori English Medium) Y12

Y12

29 Students

- 2 students have UE Literacy (6.9%)

- 25 students have Numeracy (86.2%)

- 25 students have Literacy (86.2%)

L2 Credits

Credits	Number (percentage) of students
>60	8 (27.6%)
50-59	10 (34.5%)
40-49	6 (20.7%)
30-39	1 (3.4%)
20-29	1 (3.4%)
<20	3 (10.3%)

- 8 students have Level 2 (27.6%)

MEM Y13

31 Students

- 26 students have UE Literacy (83.9%)

- 30 students have Numeracy (96.8%)

- 29 students have Literacy (93.5%)

L3 Credits

Credits	Number (percentage) of students
>60	0 (0%)
50-59	0 (0%)
40-49	4 (12.9%)
30-39	10 (32.3%)
20-29	10 (32.3%)
<20	7 (22.6%)

- 28 students have Level 2 (90.3%)

- 0 students have Level 3 (0%)

International Y12

Y12	37 Students	
	• 0 students have UE Literacy (0%)	
	• 24 students have Numeracy (64.9%)	
	• 13 students have Literacy (35.1%)	
	L2 Credits	
	Credits	Number (percentage) of students
	>60	4 (13.5%)
	50-59	7 (18.9%)
	40-49	8 (21.6%)
	30-39	3 (8.1%)
	20-29	4 (10.8%)
	<20	10 (27%)
	• 4 students have Level 2 (10.8%)	

International Y13																
	Y13	20 Students														
		• 5 students have UE Literacy (25%)														
		• 20 students have Numeracy (100%)														
		• 11 students have Literacy (55%)														
		L3 Credits														
		<table><tr><th>Credits</th><th>Number (percentage) of students</th></tr><tr><td>>60</td><td>0 (0%)</td></tr><tr><td>50-59</td><td>1 (5%)</td></tr><tr><td>40-49</td><td>4 (20%)</td></tr><tr><td>30-39</td><td>7 (35%)</td></tr><tr><td>20-29</td><td>7 (35%)</td></tr><tr><td><20</td><td>1 (5%)</td></tr></table>	Credits	Number (percentage) of students	>60	0 (0%)	50-59	1 (5%)	40-49	4 (20%)	30-39	7 (35%)	20-29	7 (35%)	<20	1 (5%)
		Credits	Number (percentage) of students													
		>60	0 (0%)													
		50-59	1 (5%)													
		40-49	4 (20%)													
30-39	7 (35%)															
20-29	7 (35%)															
<20	1 (5%)															
• 10 students have Level 2 (50%)																
• 0 students have Level 3 (0%)																

Wellbeing	<p>Nursing:</p> <p><i>February 704 appointments made.</i> <i>March 806 appointments made.</i> <i>April 430 appointments made (school holidays)</i> <i>May 931 appointments made</i> June 719 July 558 August 772</p> <p>Guidance: Counsellors June = 548 July = 374 (2 weeks) August = 646</p> <p>Staff sentiment survey progress- The Education Group is able to run the survey in Term 4 using a small series of demographic questions and a net promoter score model with a single sentiment question and an open ended space to answer in detail. There will also be a talanoa or small group kanohi te kanohi option for anyone who would like to do this in person. The Education Group will provide an experienced facilitator with the cultural expertise to run this group. The survey is currently in draft form and set to go to SLT for approval. The facilitator is someone our middle managers know well and there is high trust. The survey will be completely anonymous. All staff will be surveyed, including support staff.</p>	
Student behaviour	<p>Number of stand downs: 6 <i>[updated 02/09/25]</i></p> <ul style="list-style-type: none"> • Gross misconduct - x5 • Continual disobedience - x1 <p>Number of suspensions: 0</p>	<p>Number of stand downs: 5 <i>[updated 11/09/25]</i></p> <ul style="list-style-type: none"> • Gross misconduct - x5 <p>Number of suspensions: 0</p>

ASSC	<p>ASSC is almost at capacity this term.</p> <p>Several students attending ASSC are active cases with Managed Moves with MoE and other agency involvement.</p> <p>SLT are working with the centre manager to align ASSC and WSCW systems and processes as much as possible. Earlier in the year, our EOTC, PLD and staff leave systems were implemented and a Health & Safety register and reporting system is currently being implemented.</p>
PAG	<p>The Parent Action Group has its Term 3 movie in early September. The movie nights and the raffles have been incredibly popular. One of the PAG parents is running a yoga course for the community in Term 4 and will gift the proceeds to PAG. The car boot sale is planned for Term 1 (supporting more seating and shelter) and the Beats Bingo fundraiser in Term 3 (Fale Pasifika).</p>

Operations | Auraki and Waiōrea

	Comments, progress, evidence, issues or concerns	Decisions needed from the board
Curriculum	<p>The Curriculum and Assessment Committee met to think about how to respond to the proposed assessment changes. Using the implementation timeline given at the release, our priority will need to be 2026's Year 9s. They will be the ones who first encounter the new grade/percentage assessment model and therefore, how we assess them from Year 9 matters. Other questions were raised around the number of Senior subjects we should be offering and how we run exam-style assessment slots to better equip our students to cope and thrive in this context.</p>	<p>4 half days have been approved under the Education Act as Curriculum and Assessment development days for 2026. The school community has to be given six weeks notice on these half days. They will count within our total of days open for instruction.</p>

Assessment, monitoring and reporting	<p>Senior progress reports went out to whānau on August 21. This report included subject grades for Engagement, Conduct and Organisation. It will show all entered internal NCEA standards (grades and yet-to-be assessed.) as well as completed Learning Outcomes for Kura Auraki. A change was made to also include progress grades for portfolio standards which gives a valuable indication of that status before it is too late to make interventions (school, whānau and student.) This has been a valuable source of Data for heads of House and especially the Academic Directors with Year 13 being a crunch point for University Entrance,</p> <p>Final Traffic Light report for Years 11 to 13 was originally due 25 August but has been put back to the last Wednesday of Term 3 to allow for more time between it and the progress report and also to allow data from the derived grade exams to inform teachers' messaging.</p> <p>Junior reports for Term 3's learning will open on September 15 and reach whānau by the end of the first week of Term 4. These had subject grades for Engagement, Conduct and Organisation as well as any learning outcomes assessed in Term 2.</p>	
Personnel and employment	<p><u>Current vacancies</u></p> <ul style="list-style-type: none"> • WSC Office Admin Assistant (closes Fri 12 Sep) <p><u>New Appointments</u></p> <ul style="list-style-type: none"> • Physical Education, Outdoor Education, Health (fixed term, full-time, covering parental leave). • Kaiako - Te Reo Māori, Te Reo Rangatira (fixed term, full-time, while holding LAT). • School Nurse (permanent, part-time, 4 days/week). • Relief Soft Fabrics Technician (fixed term, timesheet, covering medical leave). <p><u>Planning for 2026</u></p> <ul style="list-style-type: none"> • Learning Support (LS) teacher/coordinator (see budget 	

	announcement relating to ongoing resource scheme (ORS); the plan is to advertise for a full-time, permanent LS teacher from the start of 2026).	
Property, finance and assets	<ul style="list-style-type: none"> • Ngā Oho reopening ceremony was held on Friday 29th August, there is still some work to be completed. • Design release forms have been sent to the Ministry for funding for Te Whakamanu refurb including the turf replacement and the Admin Building roof replacement. • The relocatables are expected to be handed to the school on the 1st October 2025. • Working Capital is up \$355k from 2024 Year End from \$2.602m to \$2.956m and up \$295k on the same time as last year. • July YTD result is a deficit of \$218k versus an annual budget deficit of \$481k. 	
Policies and processes		
Principal's Tasks - checklist Term 3, 2025 tasks (listed)		
	Provisional Staffing Notice	120 FTTE Subjects announced for new curriculum indicate areas of subject growth which will have staffing implications. 2026 planning/2027 implementation/2028 first year of new certificate
	Kāhui Ako Disestablishment	Affected staff notified by letter 23.06.2025

Physical restraint

Record instances of physical constraint in the last period and provide policy and process assurance.

Zero.

Term tasks checklist and assurance

This section draws on the term task lists provided by MoE and SchoolDocs to ensure the Principal, Tumuaiki and the Board are meeting their assurance expectations.

Term	Tasks	Status	Comments
1	Term 1, 2025 - Board Assurances		
2			
	Term 2, 2025 - Board Assurances		presented at Mtg 4 - 23 Jun 2025
3			
	Term 3, 2025 - Board Assurances		updated Aug 2025

[Link to the term review schedule](#)



2025 Board Assurances

The principal assures the board through regular board reporting that the school complies with key legislative and regulatory requirements, relevant policies are up to date and appropriate actions have been taken. Two assurances at the top apply **every term**. Other assurances apply to some terms only. Policies with an asterisk may not apply to all schools.

EVERY TERM		POLICIES	ACTIONS
Risk Management			Assure the board that identified hazards are being monitored/controlled and that measures are being re-evaluated to check their adequacy. This includes risk prediction and DfC activities.
Planning and Preparing for Emergencies, Disasters, and Crises			Assure the board that there are emergency plans in place that provide emergency and evacuation procedures. Confirm that planning and procedures are up to date and in hard copy, and emergency supplies are checked and up to date. Assure the board that drills/exercises have been completed every term.
TERM 1		POLICIES	ACTIONS
School Planning and Reporting			Assure the board that the current strategic plan has been submitted to the Ministry of Education and published online; the annual implementation plan has been published online by 31 March each year; financial statements have been submitted to the school auditor by 31 March each year; and the annual report (including audited financial statements) has been submitted to the Ministry of Education by 30 May and published online each year.
Learning Support			Assure the board that teachers of students with learning support needs have a sound understanding of student needs, and systems are in place to support these students.
Health Education			Assure the board that at least once every two years, a consultation with the school community has occurred, and a statement on the delivery of the health curriculum has been adopted.
Safety Management System and Worker Engagement, Participation, and Representation			Assure the board that the safety management system aligns with board duties under the Health and Safety at Work Act 2015, including ensuring the safety of workers, providing a safe environment for workers and other people at the school, and maintaining risk to health and safety. Assure the board that workers have had the opportunity to participate in improving workplace health and safety.
Healthcare (also see subtopic)			Assure the board that policies and procedures relating to first aid, recording and notification of accidents, and managing, administering, and recording medication are up to date and implemented correctly.
Digital Technology and Online Safety			Assure the board that Digital Technology and Online Safety policies to promote internet safety and prevent bullying are being implemented correctly. Report on any breaches in digital safety.
Boarding House / Hostel Policies *			Assure the board that the boarding house/hosts provides a safe emotional and physical environment that supports the learning of boarders enrolled at the school.
TERM 2		POLICIES	ACTIONS
Safety Checking and Police Vetting			Assure the board that all children's workers employed or engaged by the school have been safely checked before appointment. Confirm that children's workers have been safely checked as required within 3 years of the previous check. Assure that any non-teaching staff (who are not registered teachers or hold a limited authority to teach) are police vetted, and any contractors and their employees have been police vetted if they may have unsupervised access to students during normal school hours. Confirm that police vets have been completed every 3 years.
Teaching Staff			Assure the board that all teachers employed at the school are regulated with the Teaching Council and hold a current practising certificate, or have a limited Authority to Teach.
Performance Management			Assure the board that the school manages the performance of staff according to employment agreement requirements. Confirm that the board complies with mandatory reporting requirements to the Teaching Council.
Appointment Policy, Staff Conduct, and Professional Development			Assure the board that procedures for staff selection and appointment are being implemented correctly, including identity and registration checks, and any board delegation of appointment responsibilities. Confirm that supporting policies for induction, staff conduct, and professional development are being implemented.
Employment Policy and Equal Employment Opportunities			Assure the board that the school operates an employment policy that complies with the principle of being a good employer, that the policy (including our equal employment opportunities programme) is available to staff, and that a request on compliance is included in the annual report.
Child Protection and Abuse Recognition and Reporting			Assure the board that the Child Protection policy is in use, is being implemented correctly, and is publicly available. Assure the board that staff are engaged with the Abuse Recognition and Reporting policy, including indicators of abuse and procedures for reporting abuse.
Curriculum and Student Achievement Policy			Assure the board that teaching and learning programmes give effect to foundation curriculum policy statements and national curriculum statements. Assure the board that the school complies with government requirements to teach an overview of one hour per day of the following subjects: reading, writing, and maths or physical activity, and citizenship.
Cellphones and Other Personal Digital Devices			Assure the board that the school does not allow students to use cellphones during school hours, including break times, unless students have been granted an exemption.
TERM 3		POLICIES	ACTIONS
Student Attendance			Assure the board that student absences are correctly recorded, monitored, and followed up.
Reporting about Student Progress and Achievement			Assure the board that teachers have used good quality assessment information or observational information to report to each student and their parents/carers at least twice a year on student progress and achievement.
Searches, Surrender, and Retention of Property			Assure the board that all procedures relating to search, surrender, and retention have been followed. Confirm that a written record has been kept of all searches and searches, and retention of any property held for more than 24 hours. Assure the board that authorisation of non-teaching staff is specified in writing, and that staff members receive a copy and a dated copy of the receipt in writing.
Minimising Physical Restraint			Assure the board that all procedures relating to physical restraint have been followed, and that requirements to notify, monitor, and report have been met. Confirm that any non-teaching staff have been authorised in writing. Assure the board that staff authorised to apply restraint receive appropriate training and support.
Stand-down, Suspension, and Exclusion			Assure the board that the school complies with the correct procedures and reporting requirements relating to stand-down, suspension, and exclusion/exclusion.
School Records Retention and Disposal			Assure the board that the school has complied with the Public Records Act 2005 in relation to the retention and disposal of school records.
Safety and Welfare for Students on Work Experience *			Assure the board that work-based learning and work experience solutions for students meet the required welfare and safety conditions.
Food and Nutrition			Assure the board that the school promotes healthy food and nutrition for all students.
TERM 4		POLICIES	ACTIONS
School Year, Terms, and Holidays			Assure the board that the school has been open for the statutory number of half-days and hours per day in the current year. Inform the board of the dates and number of half-day for instruction for the next year.
Managing Income and Expenditure and Expenditure			Assure the board that the school has complied with section 195 of the Education and Training Act 2020, and appropriate provisions of the Crown Entities Act 2013 relating to borrowing. A nominated board member assures the board that they have completed three recently timed checks of the processes and authorisations used to make payments to staff members, particularly the payments made to the principal, anyone related to the principal, and others in the school with payroll responsibilities.
School Donations and Student Activity Payments *			Assure the board that if the school has opted in to the government donation scheme, this has been decided in consultation with the school community, and the community has been notified of this decision. If the school has opted in to the scheme, assure the board that the school has not asked for donations, except for overnight camps.
Gifts			Assure the board that all financial gifts can be properly accounted for, and the nature of gifts given is reasonable and proportionate to the reason they are given.
Protected Disclosure			Assure the board that the school has internal procedures that meet the requirements of the Protected Disclosures (Protection of Whistleblowers) Act 2012 (201) and the information is shared with staff members, contractors, board members, and volunteer workers.
School Swimming Pool *			See School Swimming Pool on your SchoolDocs site for the assurances relevant to your swimming pool.
Daily School Bus *			See Daily School Bus on your SchoolDocs site for the assurance relevant to your school bus.
International Learners Review *			Assure the board that the school has completed a self-review of how it is meeting Code of Practice requirements and that the self-review discussion will be submitted by the due date (1 December) each year.

JANUARY 2025

Pūrongo ā-marama/Monthly report to the Board of Trustees

Tumuaki ki te kura Rumaki – Waiōrea

September/Mahuru 2025

Whakataki/Introduction

Term 3 saw the completion of a lot of the assessment work for senior students - Te Ao Haka in Week 6, the remainder of the CAAs in Week 8, and the derived grade exams in Weeks 8 & 9. Much of the internal assessment work has been completed, and students will be preparing for exams in week 10 and the remaining weeks of term 4.

As well, ākonga participated in a number of forums: Spoken Word, Autaia (Haka Theatre), and Sports Tournaments.

We also re-opened Ngā Oho/Orea & Ablutions block, which has been closed for repairs and remediation since the end of term 2. The scope of work included 3 major areas of focus: 1] re-roofing, repairing and resolving any water-tightness issues. 2] Re-piling or the equivalent to ensure stable foundations for the whole complex. 3] Reflooring & replacing the majority of floor coverings throughout, especially where the floor was compromised with decay and rotting floorboards 4] Complete refit of ablutions & conversion of accessible toilet to a full toilet/shower with infant change table. 5] repaint of the majority of the interior throughout.

This has put pressure on our facilities, especially at this busy time – we used every corner available, including putting carpets down in Te Rehu and Te Horo (still a shared space while Kura Auraki awaits the completion of the fit-out of the new classrooms). While there was a delay in the arrival of materials, the crew was remarkable in terms of meeting deadlines, communication and quality of work. Due to its specific designation as a fully functioning ‘marae a kura’ [Dr Jenny Lee NZCER article], the Wharenuī & Wharekai should not be designated as permanent timetabled teaching spaces to allow for its dual function as a marae to operate at any given moment throughout the academic year. Te Horo as the Waiōrea Kura overflow, becomes essential to allow for both respite from the consistent overcrowding in Waioteao & the space that marae-based classes can be transferred to when its ‘marae-specific function’ is required.

- Air con unit (Nga Oho additional), but others will need an upgrade soon
- Hand dryers
- Laundry cabinetry
- Door seals - internal & external
- Doors
- Hallway wainscoting (bathroom wall finish)
- Decks & Nga Oho steps
- 20 - 25-year warranty of building fitness

Still, we were able to respond to the request from the whanau of Whaea Tere Tamarua, and were honoured to be able to offer Te Rehu to host her tangi here at Ngā Puna o Waiōrea. Whaea Tere was welcomed onto the Mahau of the Marae before moving to the Whare Tapere to lie in state for the duration of Tuesday day & Tuesday night. We welcomed all to an open service at Waiōrea, Tuesday evening, 6 pm. On Wednesday, 27th August, there was a final service at 10 am. Her final journey concluded at Mangere Lawn Cemetery, followed by hakari back at Ngā Puna o Waiōrea. Many alumni, as well as students from other schools and families, gathered to farewell Whaea Tere. Perhaps the most fitting tribute to Whaea Tere and her contribution to a Waiōrea education as a past akonga, kaiako and whanau was manifested in the ‘Taumata’ - Kaikorero/Kaikaraki/Kaikaranga roles that Waiōrea Alumni carried over the time of her tangi &

the Ringa Wera - Hapai o function that past whanau & akonga were able to provide to cater for the hundreds that gathered to pay tribute to Whaea over this relatively short time frame of the tangihanga.

Whaea Tere Tamarua

Whaea Tere was an ex student and kaiako at Ngā Puna o Waiōrea. Her boys, Caleb and Jacob, also attended NPOW.

A teacher for 16 years at NPOW, Whaea Tere was a 'jill of all trades' – a teacher of Te Reo Māori, Tikanga-a-iwi, Pangarau, Hauora, Ngā Toi. She was involved in Hakinakina and a dean. She was deeply committed to strengthening students' te reo journey; this work continued in the schools she subsequently worked in.

Her bright smile shines on.

Nga Wāhi Arotahi/Focus Areas

<u>1</u>	Personnel/PLD
<u>2</u>	Within School- curriculum and assessment
<u>3</u>	Achievement/attendance data & patterns
<u>4</u>	Waiōrea events
<u>5</u>	Community
<u>6</u>	Finances/budgets
<u>7</u>	Strategic work
<u>8</u>	Other

1. Personnel/PLD

Staffing

- We are grateful that Whaea Anahera is continuing in a sports liaison role this term
- Sports co-ordinator - Interest in this role has been expressed by some individuals; however, we are still in the process of defining the JDs and roles. We expect to have this completed by the end of the Term 3 break.
- The TRM vacancy has been filled on a temporary basis by Matua Aniwa Whaiapu
- A reminder of the positions of responsibility within Waiōrea in line with the development of our staffing plan, within the context of co-governance. This is what has been achieved so far within staffing parameters:
 - Whaea Leta Fabricius - TIC Y9-11 TRP (overall HOD Amanda Asher)

- Matua Tom Alesana – HOD TRM (kura Rumaki)
- Whaea Pania Grey – HOD TRM (kura Auraki)
- Matua Thomas Murray – HOD TRR
- Whaea Kiri Piahana – TIC Pangarau (overall HOD Jared Hockley)
- Literacy/Numeracy Lead Team - Whaea Leta Fabricius, Matua Tom Alesana, Matua Thomas Murray, Whaea Kiri Piahana (with Tumuaki Tuarua oversight)
- Waiōrea Staff Representative for BOT. We thank Matua Rewa for his service, and welcome Matua Rihari to the role.

Professional Learning and Development (PLD)

External PLD is on hold this term, largely as a consequence of the government's proposed changes to NCEA. The timeline is short – 15 September is the deadline for submissions. At this stage the projected training to introduce new level 2 standards in Te Reo Pakeha, Te Reo Rangatira and Pangarau are on hold.

The HOD TRR is offering the opportunity for kaiako to attend the wananga reo workshops in Rotorua over the term break, this will take place from the 22-25 of September at the Unitec.

The PPTA conference will be attended by a number of WSC/NPOW representatives. Feedback on a number of conference papers have been provided to these representatives by kaiako.

Due to workload constraints and the need to be on-site the Tumuaki has regrettably withdrawn from the Curriculum Review panel.

2. Within School- curriculum and assessment

Common Assessment Activities (CAA) preparation was led by the Waiōrea Literacy/Numeracy team coordinated by Whaea Bella. This team has been working hard to support Y10-13 students to achieve these co-requisites. Over term 4 the team will develop a coordinated approach to the teaching of literacy and numeracy skills in NPOW.

CAA report

[Ngā Puna o Waiorea Literacy \(Reading\)& Te Reo Torohū Term 3 2025 Report](#)

[Ngā Puna o Waiorea Literacy \(Writing\) & Te Reo Matatini Te Reo Whakaputa Term 3 2025 Report](#)

90 plus students entered for the Te Ao Haka standards.

[2025 Te Ao Haka Narrative](#)

University Entrance

A checkpoint report from the Academic Director highlights that 46 students:

- 57 % (26) are highly likely to gain UE by the end of this year
- 28 % (13) are possible to gain UE by the end of this year
- 15 % (7) are unlikely to gain UE

Work is ongoing to support students to reach this milestone.

As well, Waiōrea students at all three levels prepared for the derived grade exams in Weeks 8-9. Whanau were informed at the last hui (minutes 3 September, 2025) of the importance of students attending and attempting the derived grade exams.

Waioreia Hotaka – Pangarau - 2025 Waioreia Maths Programme

- report from Jared Hocly HOD Maths/Pangarau WSCW

[response to whanau from 23/7/25 Waioreia whanau Hui & 4/8/25 BOT hui]

Year 9 and 10 Pāngarau : Junior Pangarau is doing well. We note that as they enter the kura in year 9, average Waiōrea maths attainment is lower than Kura Auraki maths attainment. But, analysis shows that Waiōrea have more growth in their maths skills than Kura Auraki over Year 9 - They start catching up. We don't measure value-added achievement scores at the end of year 10 in either kura.

Year 11 Pāngarau: This is a well-designed course with potential for many pathways going into Year 12 and 13. Like the majority of schools doing NCEA level 1, this course is assessed with 3 standards (of the 4 available) - 2 internal, 1 external, totalling 15 credits. The external standard (exam), AS1.4, is a key focus for akonga who want to keep the most academic maths pathways open (such as advanced maths in Year 12 and Calculus in Year 13). Much of the material for AS1.4 is taught to the whole class; however, many students will not enter/sit this standard - it is hard and may not match their pathway. Some success in this standard is the pathway for Year 12 Advanced Maths*. Otherwise, the 11 Pāngarau course prepares students for 12 Pāngarau, 12 Advanced Statistics* or 12 General Mathematics*.

Year 12 Pāngarau: The 12 Pāngarau course is similar to Spring's 12 General Mathematics course. As it is, the course prepares students to go into: 13 Pāngarau (if there is enough uptake for this course), 13 Statistics* or 13 General Mathematics*. Career/pathways are important considerations in choosing a maths course going into year 12. 12 Pāngarau, as it is, doesn't prepare students for 13 Calculas*, more algebra is needed to be learned in year 12 to prepare for Calculas. Students wanting this pathway are advised to either select 12 Advanced maths or opt-in more algebra learning in a 12 Pāngarau course - preferably being assessed for AS2.6: Algebra External. This can be accommodated with resources (workbook), some teaching by Pāngarau teachers, Workshops, Learning Centre time with the Senior Maths Tutor Simon Henley.

*Course taught in Kura Auraki - English Medium.

FYI:

nb. Waioreia's ongoing involvement in additional study programmes for Pangarau such as Mauri Tauira & the Uof A - Apollo Programme

These have been negotiated by Tumuaiki with the external agencies however they still need to be accessed by senior akonga & their whanau themselves.

This type of extension maths is essential for Akonga who want to achieve well in maths ie. Require maths for future tertiary study, specialist careers pathways

Whanau

3. Attendance data & patterns

Attendance

Our Attendance Monitor reports that sending regular attendance reports home to all of our whānau has greatly improved communication between home and kura. Punctuality is certainly improving although progress is slower than desired. It is encouraging to see things moving in the right direction.

2026 Enrolment Data

As of Wednesday, 10th September 2025, Ngā Puna o Waiōrea has received 63 enrolments for 2026. This includes 43 female and 20 male applicants, representing 27 feeder schools;

- Te Kura o Waitītiko (Pasadena Intermediate) accounts for 27% of all enrolments.
- Geographic distribution: 52% from West Auckland, 19% from South Auckland, 17% from Central Auckland, and the remainder from other areas of Tāmaki Makaurau.
- There is an even balance between students entering with te reo Māori and those with emerging or limited reo.

Whānau and students have identified kapahaka, hākinakina, te wairua o te kura, ngā kaiako, existing whānau connections, and educational opportunities as key reasons for choosing enrolment in 2026.

Tau	Ira		Reo		Zone		Wāhi Noho	
	Kotiro	Tama	Ae	Kao	In	Out	West	
								33
9	42	20	27	25	9	43	Central	11
13	1			1		1	East	3
							South	12
							Out of Tamaki	4

Current numbers are approximately 60 enrolments with an expectation of this rising to 80 by the end of Term 4.

See Student Wellbeing document: p3

4. Waiōrea events/EOTC

Ngā Puna o Waiōrea Open Day 13th August 2025

We welcomed over 40 students and their kaiako from Kowhai Intermediate, Pasadena Intermediate, and a number of other schools across the wider Tāmaki Makaurau area. Approximately 20 parents also attended to support their children, explore the kura, and hear from our student leaders as they spoke to their portfolios and the āhuatanga of Waiōrea. The Open Day was student-led, with Year 13 leaders who confidently articulated and shared their roles and responsibilities within Waiōrea. They also guided school tours and facilitated a Q&A session with whānau.

In addition to the Open Day, two half-days of interviews were held for 55 prospective students, with a further 15 interviews scheduled for Week 9.

Pō Fia Fia

Waiōrea is always active in support of this annual festival – many Waiōrea students whakapapa to both Māori and Pasifika whanau. The historical importance of this event for Waiōrea & WSC Pasifika students kaiako and whanau was relayed to Senior WSCW Māori and Pasifika students approximately 3 weeks prior to the event taking place.

It is important that the historical 30-year commitment & obligation of Nga Puna o Waiōrea is revisited frequently to ensure ongoing harmonious relationships across both kura!

Waiōrea students had the opportunity to participate in a number of cultural and sporting events.

- Spoken Word has a loyal following of a dedicated group of ‘worders’ - they made it into the semi-finals.
- Autaia, [Haka Theatre], a student-led kaupapa, involved approximately 70 students from various levels in the kura. This comprised 48 performers on stage, ably supported by a stage crew and kaiako. Students took on a range of roles, including script and storyboarding, casting and costumes, and choreography. (September 15 2025, Extension, enrichment and pathways BOT report: p7-8)
- UNISS for most sports and hakinakin, this has culminated in pleasing results/outcomes for the end of season, particularly for both Poi Tarawhiti Netball and PoiTukohu Basketball. Team Results For both of these codes, there is a desire to maintain some momentum of whanaungatanga and hauora, ie. Netball, the junior girls teams will be competing at the Kura Ngaituku Tournament in Rotorua in September, & basketball players, both tane and wahine, are being invited to be part of an informal scrimmage to take place on a future Sunday afternoon event.
- Play It Strange Waiata Reo Māori Success - Carmel McGill Wright
We took a group of 10 Waiōrea students to a waiata workshop run by NZ Music Commission to work on their original songs with Troy Kingi, Rebel Reid, Āko and Laughton Kora. From this we had multiple entries into the Play It Strange Waiata Reo Māori songwriting competition. Two of the entries were selected as finalists and will now get to record their songs in professional studios and release them on Spotify.
 - Taku Whetū by Kaiaia Hawke, Rawinia Morehu, Devon McIntyre & Puna Shortland-Theodore
 - Taku Tai Aroha - by Waimarama Kākā-Nesbit
- Te Ika a Ranganui Y11
Te Reo Rangatira students and 9OR attended a play hosted by Ngāti Whātua. "E kore te riri e tae mai ki Kaipara! The battle of Te Ika a Ranganui in 1825 was a dark and defining moment in our tribal history – one that brought us to the brink of extinction."

"Te riu reoreo, taku uru tōtara ka ākina e te hau."

This links to our NCEA Level 1 Curriculum of Te Reo Rangatira, as 1.2 'Te whakamārama i te pānga o te horopaki ki te reo' unpacks the effect of events in an iwi's history on its language/dialect. This was also a showcase of talent from our students ,as we had 6 performers in the play.

Preparation is underway for Te Wiki o te reo Māori in week 10, term 3. This is likely to include:

Ko Te Wiki o Te Reo Māori - "Ake ake ake - A forever language"

- The PSSP Team will run 2 Te Reo-based activities for the week in regard to meeting both Te Reo Promotion and Hauora objectives
- A sausage sizzle on Friday lunchtime, where simple kupu hou/vocabulary on hauora will be 'tested'
- Reaffirmation of the concept of consent in the Oranga House assembly presentation from the PSSP team earlier this term
- Te Reo Māori positive affirmation sticker & poster giveaways
- Thursday, Oranga House hui PSSP promotion to engage 5 new possible PSSP Leaders for 2026. Applications to be made, and a final decision on selection from the Waiorea SLT
- Training Hui in early 2026 at Papakura Marae with other Tamaki Secondary School PSSP leaders
- Kahoots Te Reo Form Class Activity has been deferred to Term 4 Week 1
- A playlist of waiata Māori to be played from the tuck shop during the interval/lunch.
- Will ask for a showcase of pukapuka Māori to be displayed in the Library to show our students what books we have.
- There was an idea to go along with 'Spirit Week' that Friday would be a cultural 'rep your iwi' dress-up day.
- A shared morning tea of fried bread, real butter and golden syrup would be organised for Friday.

5. Community - external

Te Horo is a designated voting booth for the Tamaki Makaurau electorate & current by-election. Part of the purpose of hosting the event was to:

- Encourage & increase the number of eligible voters in the Tamaki Makaurau by-election
- Encourage & increase current & potential Māori voter enrolments in preparation for the 2026 general election

We are considering participating in a challenge with our current Year 12s & 13s in the 17 - 18 year old age bracket to pre-enrol or enrol to vote in preparation for the 2026 general election & educate them around exercising their 'right to vote.'

Punafest Proposal - Organising Roopu to speak to this at BOT hui

6. Finances/budgets

There is progress with the trial budgeting process, working across Kura Auraki and Kura Rumaki staff, who are involved in the budgeting process.

- We have put forward a proposal to review and generate new budget codes for Waiōrea-specific curriculum budgets. This will provide the mechanism for tracking spending and expenses. This has been endorsed by Ivan Davis, and these codes will be implemented in term 4
- The Tumuaki has confirmed budgets that have been put forward by HODs and TICs of specific curriculum areas. The allocation of separate and combined curriculum budgets is a work in progress
- As well, there has been work on Event Budget documents that include the rationale for the event, sources of funding (income) and a set of expenditure codes, to be used for all events. Again, this will allow for expenditure for individual events to be tracked and the budget to be managed in a straightforward manner
- The tracking process and a more explicit link between Māori Language Programme income and expenditure is also a work in progress. The Principal, through the Business Manager, will work to extract this information and provide a workable summary as soon as possible
- What has been agreed to, for a short-term role, as Waiōrea **Business Manager??** is:
 - The scope of work
 - The conflict of interest concerns - included in the proposal, reporting to the Tumuaki
 - Engagement process - likely to be a contract for service, and fixed term
 - Time frame (end of the school year)
 - Delegations and terms of reference? - still in discussion? At the finance committee or?

7. Strategic work

Mana ōrite

Strengthen our tangata whenua partnership with ngā Ngāti Whātua Ōrākei

An informal meeting to explore a process to work through to develop this partnership has occurred. Further progress is expected over term 4.

Tikanga me te ao Māori

Māori language is learned at all levels in Kura Rumaki. There are two language pathways – through Te Reo Māori (Y9-13) and Te Reo Rangatira (Y9-13). Based on their language fluency, students are placed in classes/ programmes of learning that best meet their needs

As well, there are two opportunities for Kura Auraki students to learn the reo – through Māori Studies (1 hour per week), and Te Reo Māori (3 hours weekly, half-year option).

In the 2025 government budget, funding was set aside for the development of Māori Studies programmes within English medium schools. We await details about this project. Offering Y10 Māori Studies (a strategic goal for WSC/NPOW) would have an impact in

- Providing a pathway for students to continue with the programme
- Enabling ākonga to deepen their understanding of tikanga
- Allowing for some difference of approach between Y9 and Y10
- Time allowances are provided for at least one other subject

Given the major curriculum and assessment upheaval potentially ahead, it seems wise to defer this discussion until we understand what the new curriculum framework, at Years 9 and 10, looks like. This is likely to be confirmed by the MOE by the end of the year.

Avenues to be pursued within the kura over term 4 include:

- More explicitly catering for students with less Māori language fluency
- Noho Marae for Kura Auraki students in term 1
- Review of our approach to literacy/matatini and numeracy/pangarau

Pou Tahu/Just

Curriculum and pedagogy/marautanga me te pūtoi ako

NPOW will continue with the status quo in terms of offering Level 1 NCEA. We consider that the foundation students gain through this programme that we have offered for the last two years is valuable.

Given that many other changes within the secondary education sector are in train, and the qualification is expected to change, this seems the best decision.

Pou Manawa/sustainable

Recruitment and retention/te rapu me te whakapūmau kaimahi

- The key points in the plan will include:
 - The importance of qualified and dedicated relievers
 - Supporting kaiako in PLD
 - Supporting kaiako to further their qualifications, from LAT to full registration
 - Recognition of workload and extra demands on Māori kaiako
 - Supporting kaiako in their language journey

Co-curricular/ako i tua o te akomanga

- Other co-curricular activities have continued through term 3. These include:
 - Auckland Art Gallery programme - Beyond the Walls (Rihari)
 - Pūhoro (Stacey & Rewa)
 - Spoken Word (Rewa)
 - Sustainability group (Stacey)
 - PSSP {Pa & Sue)
 - Waka Ama (Thomas)
 - Kapa Haka (Hawaii team)
 - Te Ahurea (kaiako and tutor team)
- The plan to sustain co-curricular activities across the kura is being addressed by the SLT in the first instance. This is expected to extend to
 - Kaiako meetings
 - Surveys of whanau and ākongā
 - The development plan will be presented in term 4

Community/Hāpori

- The whanau group met minutes ago, Chris
- Key items on the agenda were _____

8. Other

Course choices were due at the end of week 8. By this time, approximately 90% of whanau had sent through and approved courses for 2026 for their tamariki. Whanau kaiako and whanau worked collaboratively to ensure this deadline was met by as many as possible. This allows the school to develop a timetable that reflects student needs as much as is practicable.

Conclusion

A well-deserved rest is ahead, interspersed by preparation for Te Ahurea, week 1, term 4, followed by the final burst of preparation for the end-of-year examinations, prizegivings and camps. A trip to Hawaii. Summer is on the horizon!

Chris Selwyn

Tumuaki

Jojo Lewis - Student Board Representative Report: Meeting 6!

What's on top:

- **Derived Grade Exams/CAA Exams/Term 3 slog**

Much of the school has been pretty busy and overwhelmed with various school-wide assessments in the last few weeks, including the Derived Grade Exams for seniors and the CAA exams. A lot of the cohort is feeling tired and out of energy. I'm very aware that this is the point in the year when unfortunate incidents can occur as focus starts to slip, which is why wellbeing-focused events, like the recent Winter Wellness Day run by Healthwise, are so important and beneficial.

- **Use of learning centre and other support networks**

It's great to see a large number of students using the Learning Centre and other tutoring/support services available at school to manage the heavy assessment workload at the moment. Many students have spoken to me about reaching out and said that they've benefitted immensely from the help they received.

Any queries/ issues raised by students:

No specific issues raised to me to be brought before the board.

Positives/ achievements I would like to highlight for the Board:

- **Po Fiafia**

Mum and I went along to the Po Fiafia evening for the first time a few weeks ago, and the night was incredible. Many WSC students performed in their various cultural groups, the food was fantastic, and the vibe was fun and supportive. We'll definitely be coming along again next year. A big thanks to all of the students and staff involved in putting the event together - I'm sure it was a huge amount of work.

- **Tournament week**

Many WSC students represented our school at various sports tournaments around the country in Week 7 of this term. Numerous basketball, netball, and football teams competed and achieved impressive results. The U19 basketball team placed 2nd in their tournament, narrowly losing their final game to Ormiston College. We're all very proud of these sportspeople and thankful for the work behind the scenes that made it happen.

- **Involvement in leadership opportunities**

Many senior students have applied for leadership positions this year. There were 104 Year 12 applicants for 2026 roles, and from what I've heard, quite a few are applying for my position as Student Board Representative next year (though I still hope to keep it!). This is really encouraging, as it shows students feel comfortable putting themselves out there, stepping up, and taking on new responsibilities.

- **Barracks almost finished**

It's great to see that the new learning spaces are almost ready for use. Finding enough quiet space to focus has definitely been a challenge for senior students in the lead-up to exams. We're excited to see how the spaces will be used and what the insides will be like.

Kyra TuiSamoaS tudent Board Representative Report:

What's on top:

- Derived exams

Both classes for 13TRP didn't get given a written text for our derived exam, we only had our visual text. Other than that I haven't heard any other issues with it. It was an easy process: line up, go in, do your exam, leave, etc.

Any queries/ issues raised by students:

-

Positives/ achievements I would like to highlight for the Board:

- Whakairo and Digital Toi course

This course is through Whaea Naomi. We had our exhibition and our last lesson on the 11th of Sep. - Our first spirit week

Our first spirit week this year started today, very exciting, all the students have been waiting for it. - Po Fiafia

It wasn't as big as last year, but I feel it was equally, maybe even more enjoyable.

- Autaia

It was a rocky start, went through 4 scripts but got there in the end. The tauira really enjoyed it and that's what is important, sad that we had a limit to kids, but understandable.

- Opening of Nga Oho

Beautiful morning, Pa made sure it's not fully finished, but it was still very nice especially for the tauira. The best thing that was talked about was the wharepaku renovation, and how neat and clean it was. - Attendance check

Don't know when we started it but it's definitely useful. It's just useful for students when they've been marked wrong, and we can follow up with it, but also for whanau to keep up with what their kids are doing. - Koroneihana

It happened from Tuesday to Saturday, 2 weeks ago. It looked beautiful, I couldn't go because I'm broke, but it was very cool to see on social media. Embarrassingly our own prime minister didn't go, but it was his loss.

- Leadership/ BoT votes/ Valedictorians

I heard leadership voting came out, and the numbers are around the same for how many year 12s applied, which is amazing. I also heard the applications for BoT came out, that's exciting. Can't wait for voting, and Valedictorians voting came out. For WSC, NPoW are kaiako voted, but I did vote for WSC. - Spoken Word

Waiōrea's team are in the finals for spoken word, whoop whoop!

- Ahurea practice

They perform in October, but practices have been sounding good!

Any other panui/ patai:

- Google form

For next year's BoT reps, I thought that another way to receive student's concerns and issues could be through a google form? I made a simple one in case it's anonymous so that tauira don't feel mamae about

their opinions, etc. I thought it could be sent out the Thursdays before each Monday meeting. A test drive could be for next meeting on the 20th of October, and during whānau class on the Thursday the 16th of October.

**WESTERN SPRINGS COLLEGE NGA PUNA O WAIOREA
FINANCIAL REPORT MEETING 12TH SEPTEMBER 2025**

FINANCIALS AS AT 31ST JULY 2025

Balance Sheet

Working capital is up \$355k from the 2024 Year End from \$2,602m to \$2,956m and up \$295k on the same time as last year. Further analysis on this increase is in this report.

Cash and Investments are up \$640k from the 2024 Year End to \$7,513m, we've invested \$6,265m into term deposits, at the end of 2024 we'd invested \$6.0m.

Accounts Receivable & Other Accruals and Prepayments have decreased by \$1,044m to \$378k, this is related to the 2024 year end payroll journals reversed in 2025 and in July we also received \$460k from the Ministry to reimburse the school for payments made to contractors for the Nga oho refurbishment project.

Accounts Payable has decreased by \$1,19m to \$1,025m, this is again related to 2024 year end payroll journals including holiday pay and long service leave liability.

Other Current Liabilities contains TELA laptops liability of \$50k, Italy Food Tech trip \$115k and \$20k for Waiorea Sports Fundraising.

WESTERN SPRINGS COLLEGE NGA PUNA O WAIOREA
FINANCIAL REPORT FOR JULY 2025

BALANCE SHEET AND WORKING CAPITAL MOVEMENT

	Current Month July 2025	Year End December 2024	\$ Variance
CURRENT ASSETS			
Cash and Investments	7,513,427	6,873,531	639,896
Accounts Receivable & Other Accruals	378,439	1,422,387	(1,043,948)
Prepayments	34,949	116,278	(81,329)
Other Current Assets	45,150	45,150	0
	7,971,965	8,457,346	(485,381)
CURRENT LIABILITIES			
Accounts Payable	1,024,619	2,214,877	1,190,258
International Students Funds	2,627,425	2,972,703	345,278
Sundry Accruals	0	0	0
GST	0	0	0
Cyclical Maintenance Provision	300,236	237,236	(63,000)
Lease Liability	75,478	75,478	0
<i>Revenue Received in Advance</i>			0
Income Received in Advance	684,284	46,539	(637,745)
School Fees in Advance	0	0	0
Grants in Advance	0	0	0
<i>Funds Held on Behalf</i>			0
Capital Works Project	101,519	204,775	103,256
Other Current Liabilities	202,001	103,848	(98,153)
	5,015,562	5,855,456	839,894
WORKING CAPITAL	2,956,403	2,601,890	354,513

WESTERN SPRINGS COLLEGE NGA PUNA O WAIOREA
FINANCIAL REPORT FOR JULY 2025

PROFIT VARIANCE REPORT

Percentage of financial year to date: 58%

	Actual YTD	Budget YTD	\$ Var	Annual Budget	% Ann Budget	Last Year YTD	\$ Var YTD
Income							
Government Grants	3,007,938	2,833,158	174,780	4,856,843	62%	2,964,273	43,665
Locally Raised Funds Income	978,938	1,110,066	(131,128)	1,902,971	51%	894,194	84,744
Interest Earned	103,859	116,667	(12,808)	200,000	52%	114,593	(10,734)
Other Revenue	0	0	0	0	0%	0	0
Total Income	4,090,735	4,059,892	30,843	6,959,814	59%	3,973,060	117,675
Expenditure							
Learning Resources	2,063,822	2,072,288	8,466	3,552,493	58%	1,794,310	(269,512)
Administration	667,736	758,254	90,518	1,299,864	51%	759,091	91,355
Property	1,152,421	1,091,037	(61,384)	1,870,349	62%	1,001,653	(150,768)
Depreciation	422,917	422,917	(0)	725,000	58%	362,500	(60,417)
Other Expenses	1,404	(3,862)	(5,266)	(6,620)	0%	(1,449)	(2,853)
Total Expenditure	4,308,300	4,340,634	32,334	7,441,086	58%	3,916,105	(392,195)
Operating Surplus / (Deficit)	(217,565)	(280,742)	63,177	(481,272)		56,955	(274,520)

Main variances to July Year to Date (YTD) budget as follows and it should also be noted that all July payroll figures are missing nine days of payroll because pay period 2609 is up to 22nd July and the missing days will be in August.

- Government Grants are \$175k higher than budget, the budget has been updated to include the revised Special Reasons Grant (SRG), which is now \$30k as well as three Full-Time Teaching Equivalent (FTTE). The SRG of \$30k was received in July. In July we also received \$232k from the Ministry for the Support Staff and Non Teaching Pay Equity settlements, we received \$149k each quarter and \$83k for corrections of previous years. Pay Equity resulted in our staff being paid equally for doing work of equal value, whether that is in the corporate environment or a female dominated occupation. Pay Equity was settled on the 4th July 2022
- As highlighted in previous reports Locally Raised Funds Income or Donations are a concern. YTD Donations totals \$314k and is down \$30k on the same time last year. We've followed the same processes (e.g. sent statements) as last year. We launched KINDO on Wednesday 3rd September and payment requests were sent on Monday 8th September. An update will be in the next Finance report.
- June YTD Net International result (student fees less expenses) is \$575k, \$213k lower than budget but \$53k higher than last year. The net result is lower than budget due to two reasons:
 - International Fees are \$139k lower than budget due to a timing error, we had 44 new students start in term 3, which will increase our international fee income by approximately \$350k
 - International Marketing costs are \$81k over budget as our International Director and a SLT member have attended conferences in Asia and Australia, we've also booked for more conferences in Asia. These conferences are attended by agents and families looking to send students to NZ to study.
- Learning Resources is \$8k lower than budget, this is due to:
 - We're \$150k over the Bulk Grant due to 3 teachers over our entitlement, this

allows us to maintain our class sizes at 26.

- Waiorea Salaries are \$89k under budget as we have two positions that are not currently fulfilled, offsetting some of this variance is a staff member that is employed that wasn't in the original budget.
 - ILA Staff Salaries are \$28k under budget, this is due to staff members being on leave (only sick leave and discretionary leave is paid) and staff members have left and not been replaced immediately. We expect this variance to reduce as the living wage has increased on the 1st September from \$27.80 to \$28.90 per hour.
- Gateway is \$59k over budget, \$22k was repaid to the Tertiary Education Commission (TEC) as TEC had overcalculated our number of Gateway students. TEC had funded us for 102 students but we only have 90 to 93 students. This year we've spent nearly \$18k on Health & Safety workshops for 83 students and \$10k for 23 students to have workplace experience at Woolworths supermarkets. Gateway is a program that allows our senior students to gain structured workplace learning experiences while studying for NCEA.
- Science is \$28k under budget, the budget was increased for removal costs of old chemicals, we're planning to remove these in term 4
- STAR costs \$19k over budget due to timing as we have paid the full budget entitlement for Outdoor Education (camp), Careers and Waiorea (Kapa Haka tutors).
- Admin costs are \$91k below budget, this is due to:
 - Admin Minor Fixed Assets is \$18k over budget due to furniture purchases for the Gateway classroom and ESOL staff room. Window treatments for staff offices, science lab, classrooms and Ahi Kaa.
 - Admin Salaries & Wages is \$69k below budget, one of main reasons for being under budget apart from the missing days as highlighted above is some of our term staff are annualised. This means that the staff member can choose to be paid during the end of year break by spreading their pay throughout the year.
- Property costs are \$61k above budget due to:
 - Annual Property Expenses are \$46k over budget due to phasing of costs and budget. The major cleaning costs occur at the start and at the end of the year.
 - R&M Minor Capital Works are \$36k over budget due to repairs to Ahi ka totalling \$19k in 2025 (In addition to \$12k spent in 2024), alterations for the Gateway classroom totalling \$22k and six outdoor bench seats costing \$8k.

Possible Cost Reduction Options

We have budgeted for a deficit of \$481k in 2025, this is not sustainable and this can lead to wrong decisions being made as we look to reduce this deficit. There are couple of areas that need exploring in the near future:

1. Cleaning Contract:

Our cleaning costs are the second highest cost after staffing, we are requesting quotes during the upcoming term break which will give us confidence that we are paying market rates. We may investigate going to tender. It should be noted that there has been no concerns with the quality of our current cleaning contractors.

2. Insurance:

Our current insurance premium with Gallagher is coming up for renewal, we had paid \$37k last year including cyber insurance. The Ministry has a [Risk Management System](#) that charges \$15 per student, this could save our school nearly \$10k. Marsh could be our insurance broker and IAG will provide the liability and cyber cover.

Waioteao Odour

An odour diary was started in November 2022 about the odour smell in Waioteao that is still continuing today. In July 2025 the odour issue was thought to be resolved by raising the stacks on the roof by 1m and moved further away. The removal of the pump station was also discussed. However the odour continued.

In mid August another investigation was held, this meeting was attended by the Ministry, Downers, Tetrattech Coffey and Structural Engineer, we are still waiting on their findings.

Gym Roof Leak Issue

We have had leaks from the Gym roof which now seems to be in the walls, the roof has a 2 year warranty for workmanship and a 10 year weathertightness warranty between Downer and the MOE. This roof was on our original defects list as there were leaks in Wero and Tinana, ceiling panels were replaced but we are still having leaks in the same area (as per the photos below).

Aaron Macdonald from Downers inspected the roof in February/March 2023 and he believed the damage was due to the Auckland Anniversary 2023 storm. SWP (the roof installers) added that the solar panels may have caused damage but the leak is not in the same vicinity. Peter Jaine recommends that we agree to an annual maintenance agreement with SWP.

SWP have been contacted three times over the past week about coming to school for an inspection and we still haven't had a reply.





Property Update (Funded):

Nga Oho Bathrooms, Laundry, Kitchen, Corridor and Flooring the reopening ceremony was held on Friday 29th August. There is still work to be completed in the storage room (shelving), air conditioning unit, aluminium joinery and replacement steps to enter the marae and offices. The replacement will require a new project.

Te Whakamanu Refurbishment and Turf Upgrade. The design release forms have been signed and the Ministry has been invoiced \$145k. The initial drawings have been completed for the changing rooms, ventilation and external walls. Roller doors will also be installed opening towards the covered turf. Work will start in 2026.

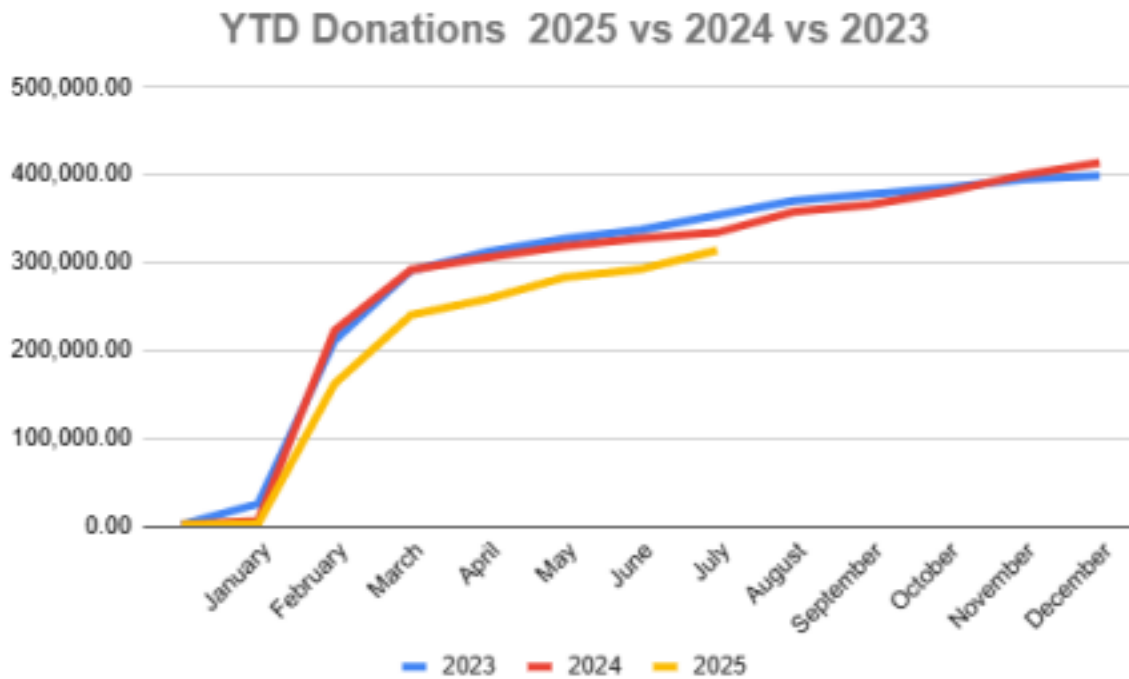
Fencing beside fields this project will start on the 22nd September (first day of the term break), the project will include removing the existing fencing, panels and gate. Reshape existing ground contour, supply and install new gates and security fencing. MOTAT has agreed to share the costs of this project.

HVac in Level 2 was never installed in the weights room and two classes on level 2. Quotes have been received and next steps are still to be discussed.

Admin Roof Replacement. The design release forms have been signed and the Ministry has been invoiced \$145k. We have had several leaks in offices and the staffroom.

Relocatables the reprioritisation of MOE budgets has resulted in the original (and signed off) plan of four 10 metre * 12 metre interlinked open learning relocatable units being replaced by four “Tui” relocatable classrooms. The amendment to the Council to link the relocatables in a two by two format was approved on Friday 5th September. Quotes for shelter above the decks are currently underway and ownership is expected during the upcoming term break..

Appendix:



TIKANGA TOHUTORO - *Terms of Reference*

Delegation of Authority Subcommittee

WSCNPOW School Board

1. Purpose

The Delegation of Authority Subcommittee is established to:

- design and coordinate a transparent, Tiriti-based process for delegating specific powers from the WSC NPOW School Board to the Tumuaki of Ngā Puna o Waiōrea, ensuring these delegations support Māori educational excellence and Tino Rangatiratanga.
- design a process based on advice to ensure that any changes required to the Tumuaki position description to enable this delegation of authority is achieved according to the collective agreement, and the mana of the Tumuaki.

2. Objectives

- Define the scope of delegated authority to the Tumuaki in key areas, including:
 - Annual budgeting for Waiōrea
 - Approval of budgeted and unbudgeted operational and capital expenditure for Waiōrea
 - Delegation of authority from the Tumuaki to Waiōrea kaiako and kaimahi tautoko
 - Recruitment and employment decisions within Waiōrea
- Develop a delegation policy grounded in taumatū whakaaro Māori, Tino Rangatiratanga, and the goals of Mana Motuhake.
- Ensure the process is respectful, safe, and legally robust under current policy, school regulations, and obligations of all parties.

3. Core Principles

- **Tiriti-Based Partnership:** *Uphold Te Tiriti o Waitangi as a guiding framework, recognising Waiōrea's rights to self-determination and co-governance within the NPOW structure.*
- **Mana Motuhake:** *Support the gradual and sustained shift toward greater autonomy for Waiōrea in matters that uniquely impact the Kura.*
- **Legal and Policy Compliance:** *Ensure that all delegated authorities align with relevant education legislation, school policies, employment law, and financial stewardship requirements.*
- **Whanaungatanga and Respect:** *Maintain respectful relationships, transparent communication, and genuine consultation with all stakeholders to create a safe, inclusive environment for change.*

- **Accountability and Review:** *Establish processes for regular review and reporting to ensure delegated authority is exercised responsibly, transparently, and by these terms.*
- **Equity and Excellence:** *Prioritise Māori-medium education excellence and equity for ākonga, kaiako, and whānau, ensuring the Kura's cultural integrity and aspirations are fully supported.*

4. Membership

The Subcommittee will consist of:

- 2 representatives from the WSC NPOW School Board (one appointed as chair)
- The Tumuaki of Waiōrea
- 1 independent advisor with expertise in Tiriti-based governance and education law (as required)

5. Responsibilities

- Draft a Delegation of Authority policy (include delegations register) specific to Waiōrea, that sits within the overall WSCNPoW Delegations Policy.
- Consult with Waiōrea leadership, WSCNPoW School Board, Principal and community as appropriate.
- Seek specialist advice, including but not limited to Te Whakaroputanga NZ School Boards Association.
- Recommend the policy and delegations for approval by the full School Board.
- Develop an implementation plan that includes regular monitoring and an annual review cycle.

6. Accountability & Reporting

- The Subcommittee will report progress to the full School Board at each regular meeting.
- Any delegation policy must receive formal Board approval before implementation.

7. Timeframe

The Subcommittee shall complete its work within six months of establishment.

8. Review

These Terms of Reference will be reviewed annually to ensure continued relevance, responsiveness, and alignment with Te Tiriti o Waitangi, Mana Motuhake, and evolving school and legislative requirements.

DRAFT