



**WESTERN  
SPRINGS  
COLLEGE**



† NGĀ PUNA O  
**WAIŌREA**

## **Western Springs College Ngā Puna O Waiōrea**

### **Board Hui Rārangi Take**

### **AGENDA**

**Mon 20 October 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/txo-vcrd-zgb](https://meet.google.com/txo-vcrd-zgb)

Item
Karakia tīmatanga
Present Apologies - Pā Chris Selwyn; Jojo Lewis Declaration of interests
<b>Mihi</b>  Welcome to our new board members: <ul style="list-style-type: none"> <li>● Milan Moala - Waiōrea tauira-selected member</li> <li>● Gordon Harcourt - Springs parent-elected member</li> <li>● Daniel Haines - Springs parent-elected member</li> <li>● Andrew Beuth - Springs parent-elected member</li> <li>● Bryony West - Springs staff-elected member</li> </ul>
<b>REQUEST TO SPEAK</b>
Sonya Havill, to speak about proposals for school football in 2026.
<b>STRATEGIC REVIEW</b>
<b>Strategic Plan development</b>  The purpose of this item is to discuss the board's approach to engaging the Springs Waiōrea community including whānau and kaimahi in the development of our next strategic plan.  Noting that the deadline for new strategic plans is likely to change from 1 January 2026 to 1 January 2027 following a recommendation from the Education and Workforce Select Committee in its report back on the Education and Training Amendment Bill (No. 2).  <i>Recommendations:</i> <ul style="list-style-type: none"> <li>● <i>That the board establish a subcommittee to develop an approach to engaging the Springs Waiōrea community whānau in the development of our new strategic plan.</i></li> <li>● <i>That the proposed terms of reference for the subcommittee is developed by that subcommittee for consideration by the board at its meeting on 1 December 2025.</i></li> </ul>
<b>Budget 2026 development</b>  The purpose of this item is for the board to discuss the budget drivers for 2026 and provide guidance to senior leaders for the preparation of the draft budget to be received at the final board meeting of this year on 1 December.

Item
<p><b>Alternative Constitution review</b></p> <p>The purpose of this item is to discuss the establishment of a subcommittee with appropriate terms of reference to advance the review of our alternative constitution, as discussed at the last board hui on 15 September 2025.</p> <p><i>Recommendations:</i></p> <ul style="list-style-type: none"> <li>• <i>That the board establishes a subcommittee to lead the review of our alternative constitution.</i></li> <li>• <i>That the proposed terms of reference for the subcommittee is developed by that subcommittee for consideration by the board at its meeting on 1 December 2025.</i></li> </ul>
<p><b>REGULAR REVIEW</b></p>
<p><b>Regular reports</b></p> <p>The purpose of this item is to receive management reports, and optional updates from kaimahi and ākonga members.</p> <ul style="list-style-type: none"> <li>• Management report including assurances (ref last page(s) of report)</li> <li>• Tumuaki report</li> <li>• Kaiako reports - optional</li> <li>• Ākonga reports - optional</li> </ul> <p><i>Recommendation:</i></p> <ul style="list-style-type: none"> <li>• <i>That the Board receives the report(s).</i></li> </ul>
<p><b>Board committee work</b></p> <p>The purpose of this item is to <b>receive</b> and <b>note</b> the minutes of board committee hui that have taken place since our last board meeting.</p> <p><b>Finance and Business Services Subcommittee</b> - No meeting held since last board meeting.</p> <p><b>Property Subcommittee</b> - No meeting held since last board meeting.</p> <p><b>Policy Review Subcommittee</b> - No meeting held since last board meeting.</p> <p><b>H&amp;S Committee</b> - no meeting held since the last board meeting. October H&amp;S report attached.</p>
<p><b>ADMINISTRATION</b></p>
<p><b>Approach to filling casual vacancy</b></p> <p>The purpose of this item is for the board to discuss its approach to filling the casual vacancy that arises from Kat Poi's resignation from the board.</p> <p><i>Recommendation:</i></p> <ul style="list-style-type: none"> <li>• <i>That a selection process is held to conclude before the end of 2025 to select the new member.</i></li> <li>• <i>That Trevor Crosby is appointed as the kaiāwhina for the selection process.</i></li> </ul>

Item
<p><b>Confirmation of minutes of meetings on 4 August and 15 September 2025</b></p> <p><i>Recommendation:</i></p> <ul style="list-style-type: none"> <li>• That the Board adopts the minutes of the meeting held on 4 August 2025.</li> <li>• That the Board adopts the minutes of the meeting held on 15 September 2025.</li> </ul> <p>Matters arising</p>
<p><b>Board members' Declaration of Interests and Code of Conduct</b></p> <p>The purpose of this item is to discuss and update the declaration of interests register and for all members to adopt the code of conduct.</p>
<p><b>Correspondence</b></p> <p>The purpose of this item is to receive any correspondence sent to or from the Board since the last meeting.</p>
<b>PUBLIC EXCLUDED BUSINESS (PEB)</b>
<p><b>Confirmation of minutes of Public Excluded Business (PEB) on 15 September 2025.</b></p> <p><i>Recommendation:</i></p> <ul style="list-style-type: none"> <li>• That the Board adopts the PEB minutes of the meeting held on 15 September 2025.</li> </ul> <p>Matters arising</p>
<p><b>Complaints</b></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>
<b>Any other business</b>
<b>Resume public business</b>
<b>CLOSE</b>
<p>Comments on meeting procedures and outcomes</p> <ul style="list-style-type: none"> <li>• Were we effective?</li> <li>• Was the information provided to the board for this meeting effective?</li> <li>• Was my contribution effective?</li> <li>• How could we improve?</li> </ul>
Karakia whakamutunga
<b>Meeting run time</b> - approx 4 hours

**Board meeting dates 2025**

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

**DRAFT** WSC-NPoW BUDGET 2026 DEVELOPMENT

BUDGET DRIVERS (bolded priorities are considered the highest ranked)

Budget driver	Strategic plan reference	Trends, risks, issues, considerations <i>What is the problem you're trying to solve or the opportunity you want to take and what is its impact on teaching and learning?</i>	Proposals, recommendations <i>What's the why?</i>	Impact <i>What is the impact of your proposal on teaching and learning outcomes? If this is an additional or increased cost, how will it be funded? What are other options you've considered to solve the problem? What are the tradeoffs?</i>
<b>Priority 1:</b> Attendance and engagement	Every learner   ākonga is able to achieve to their highest possible standard	Sometimes what is required is for someone to go door knocking to see what is happening with the students and why they are not in school. Phone calls, emails, conferences with students, detentions etc. is only doing so much for the recidivist 79% to 65% attendance students.  Waiōrea whānau approach builds on the relationship with one point of contact dealing with the issues.	In 2025 we received a \$20,000 contribution from the MoE, this was \$10,000 each for two roles, one role for each kura. We have not received any funding yet for 2026.  This could be seen as the new post-Covid status quo - if you're sick stay at home. Therefore re-develop a culture to 90% return.	Current salary: <ul style="list-style-type: none"> <li>20 hours Term Time only @ \$30.78 per hour (Grade 3 Step 7) = \$24,624.</li> <li>Two roles</li> <li>Total \$49,248</li> </ul>
<b>Priority 2:</b> Curriculum	Every learner   ākonga is able to achieve to their highest possible Standard  PLD Waiōrea Enhancing Teaching and Learning Project  Teaching Māori Language Acquisition for Kaiako  Wānanga Style Teaching	Numeracy and Literacy Coordinators required to monitor and organise workshops for Year 11 to 13 students to achieve NCEA qualifications.  Structured literacy: The Learning Centre has identified a huge need of students entering Year 9 at level 2 of the curriculum level, these students should be at level 5. We need to implement Structured Literacy for these students - both in Waiōrea and Springs.  <i>See details in Tumuaki Report - Oct 2025.</i>	Each Coordinator will be working two hours per week and will be paid 1 Middle Management Allowances (MMAs). Each MMA is \$2,000 ea  We are expecting to receive MoE funding of \$103,000 which will be 50% Springs and 50% Waiōrea specifically for structured literacy	Numeracy & Literacy Coordinators 1 MMAs = \$2,000 each = \$4,000 Plus 2 x 2 hours of time per week over 40 weeks  \$103,000 (1 x FTE)
<b>Priority 3:</b> Leadership (including pastoral and curriculum leadership) Management	Learner/Ākonga Achievement	Invest extra hours for our HoDs in English, Maths and Science so that these three positions can develop, manage and deliver the curriculum.  This will result in each HoD not teaching one class per week, a total of three classes per week.	Three classes is twelve hours per week, meaning 0.4 FTE. Average teacher salary of \$103k results in an extra \$41,200.	\$41,200

Budget driver	Strategic plan reference	Trends, risks, issues, considerations  <i>What is the problem you're trying to solve or the opportunity you want to take and what is its impact on teaching and learning?</i>	Proposals, recommendations  <i>What's the why?</i>	Impact  <i>What is the impact of your proposal on teaching and learning outcomes? If this is an additional or increased cost, how will it be funded? What are other options you've considered to solve the problem? What are the tradeoffs?</i>
<b>Priority 4:</b> Extra curricular / co curricular activities <ul style="list-style-type: none"> <li>Sports</li> </ul>	Non-curricular.  Appointing Director of Basketball, Football and Netball roles.	Increase participation in Sports for males and females, competing at the highest level as well as ensuring that our in zone athletes are coming to our school rather than moving into another school zone or going private.	Each Director role will be for 20 weeks, 20 hours per week @ \$50 per hour, a total of \$60,000 for the three roles.	These roles will be funded by: <ol style="list-style-type: none"> <li>Increased sports fees</li> <li>Funding applications will be sought.</li> </ol>
Waiōrea Budget Drivers		See details in Tumuaki Report - Oct 2025.		3.

## 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.*

**October 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](#)
- Link to September 2025 Management Report - see [here](#)

### Strategic Plan dashboard

<b>MANA ŌRITE</b> 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				
<b>MANA ŌRITE</b> 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]
<b>Co-Governance:</b> Co-governance practices are embedded and effective in our way of operating	<b>Mana Ōrite:</b> 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.	<b>[FROM 2024 REPORTS]</b> 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	[May 2025] Inter House competitions embedded and sustained.



		collaboration for ākonga, kaiako, kaimahi tautoko and tumuaki	ākonga, ngā kaiako, ngā kaimahi tautoko me ngā tumuaki i te kura whānui.	<b>[FROM 2024 REPORTS]</b> 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.	
<b>Tikanga and Te Ao Māori:</b> Meaningfully incorporate Te Ao Māori and Tikanga into everyday life campus wide	<b>Tikanga me Te Ao Māori:</b> 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.	<b>[FROM 2024 REPORTS]</b> 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.	<b>[FROM 2024 REPORTS]</b> 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.
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<b>Pou Tāhu – JUST</b> We work for what is right and fair for our ākonga and whānau, kaiako and kaimahi tautoko				
<b>Pou Tāhu</b> 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]
<b>Learner   Ākonga Achievement:</b> Every learner  ākonga is able to achieve to their highest possible standard	<b>Paetae Ākonga:</b> 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.  <b>[FROM 2024 REPORTS]</b> 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.'	<b>[FROM 2024 REPORTS]</b> 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.	<b>[FROM 2024 REPORTS]</b> 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.	<b>[FROM 2024 REPORTS]</b> 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.

				<b>[FROM 2024 REPORTS]</b> Trial has been set up to gift devices (May 2024)
<b>Curriculum and pedagogy:</b> Topics and methods of teaching are effective to meet learner   ākonga needs	<b>Marautanga me te pūtoi ako:</b> 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.	<b>[FROM 2024 REPORTS]</b> Waiōrea TOD 7th June 2024- very successful.  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.  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.
		Implement and monitor the NCEA 2-year pathway for Kura Auraki	Ka kōkiritia, ka tiroiro hoki i te ara 2-tau NCEA mō te Kura Auraki.	<b>[FROM 2024 REPORTS]</b> Final Year 11 Report: This is a new report milestone in 2024 only for Year 11s. All LOs

				<p>and the one L2 NCEA standard appear on this report as a final summary of their learning 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.	<b>[FROM 2024 REPORTS]</b> 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	<b>[FROM 2024 REPORTS]</b> CRP PLD focus for 2024 includes 5 CRP coaches and defined pedagogical practice
<b>Learner   Ākonga wellbeing:</b> The physical and emotional welfare of learners   ākonga is supported of learners   ākonga is supported	<b>Oranga Ākonga:</b> 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.	<b>[FROM 2024 REPORTS]</b> 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.	<b>[FROM 2024 REPORTS]</b> Lead SLT and Lead Board member have met to discuss strategies. A list of <a href="#">success &amp; support strategies</a> has been compiled to help the sub-committee strategise about further steps.
<b>Teacher   Kaiako wellbeing:</b>	<b>Oranga kaiako:</b>	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	[May 2025] - Work has commenced for the relocatables.

The physical and emotional welfare of teachers   kaiako is supported	Ka tautokona te oranga tinana me te oranga ngākau kare ā-roto o ngā kaiako.		tokomaha ākonga kei ngā akomanga, ko te taumahatanga mahi, me te āhei ki te arotahi	<b>[FROM 2024 REPORTS]</b> 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.	

<b>Pou Manawa - SUSTAINABLE</b> We work to ensure our school and kura can endure and thrive over time				
<b>Pou Manawa</b> 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]
<b>Physical Resources:</b> The physical spaces and resources for teaching and learning meet our current and future needs	<b>Ngā Rauemi ōkiko:</b> 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	<b>[FROM 2024 REPORTS]</b> 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	<b>[FROM 2024 REPORTS]</b> 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)	<p>[May 2025] - no longer applicable. At Mtg 1 (24 Feb 2025), the Board made the decision that after extensive consideration, the Board does not currently support the proposal to establish a CASS satellite at WSCW.</p> <p><b>[FROM 2024 REPORTS]</b> 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	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><b>[FROM 2024 REPORTS]</b> Te Hōro has been converted into 5 teaching spaces. <b><i>A number of Waiōrea classes needed to be there and a number of Springs classes in there now - on a preference basis.</i></b> 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	Ka whakarite i tētahi mahere whakamahi i te whare hākinakina hou hei whare mahinga rau	<p><b>[FROM 2024 REPORTS]</b> 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	Ka whakarite i tētahi mahere ki te whakatika ake i ngā marumaru, i ngā papa rēhia me ngā wāhi ngū ināianeī, i ngā rā ki tua anō hoki	
<b>Equitable funding:</b> NPOW is fully and equitably funded	<b>Tohanga pūtea:</b> 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.	<b>[FROM 2024 REPORTS]</b> 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 kawē.	
		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)	<b>[FROM 2024 REPORTS]</b> 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	<b>[FROM 2024 REPORTS]</b> Development Trust meeting held at the end of June.
<b>Recruitment and retention</b>	<b>Te rapu me te whakapūmau kaimahi</b>	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	<b>[FROM 2024 REPORTS]</b> 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	
<b>Community:</b> There is a strong and effective connection with our local community and whānau	<b>Hāpori:</b> 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.	<b>[FROM 2024 REPORTS]</b> 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)	
<b>Co-curricular:</b> A range of co-curricular activities remain available and accessible	<b>Ako i tua o te akomanga:</b> 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 <a href="#">here</a> from Ivan re: Annual Implementation Plan - Report back #1  <b>[FROM 2024 REPORTS]</b> See <a href="#">Sports Photos schedule</a> and <a href="#">Clubs/groups schedule</a> for the range of co curricular activities running at WSCW. 2025 initiative to boost teacher involvement.
<b>Environment:</b> We do everything we can to care for and sustain the environment	<b>Taiao:</b> 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	<b>[FROM 2024 REPORTS]</b> 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 - Oct 2025	1848	1547	130	0	301	120 FTTE	1
Last report - Sep 2025	1850	1545	120		305	145 (120 FTTE) 86	1 1
July 2025	1865	1555	129	0	310	146 (121 FTTE) 86 support staff	1
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	1

						52 support staff	
							1

## Snapshot commentary

### *What is notable about enrolment numbers?*

Student numbers remarkably consistent - we are holding on to students longer. We would normally expect a greater 'shrinkage' of student numbers through the course of a year rather than the roll growing. Our total roll is still 21 students bigger than it was at the beginning of the year. Reflects tighter youth job market (young people without work skills and "experience" just cannot find jobs), a focus on achieving qualifications (70% of our leaving students move into some form of tertiary education).

### *What is notable about staffing numbers?*

Only 2 confirmed resignations (Physical Education/Hakinakina).

Banked staffing tracking will reduce our overstaffing from 9 FTTE in February to 0.57 by pay period 22 (December).

## Ākonga update

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

Auraki		Waiōrea	
<b>WSCW Attendance Term 3 and 4 2025:</b>			
The provisional Term 3 attendance report from the MOE collated our attendance data as below:			
<b>Regular attendance:</b> 46% Term 3 2025 (39% Term 3 2024)		over 90% attendance (absent fewer than 5 days across a term)	
<b>Chronic attendance:</b> 11% Term 3 2025 (17% Term 3 2024)		more than 80% up to 90% (absent between 5 to 9 days across a term)	
<b>Moderate attendance:</b> 13% Term 3 2025 (15% Term 3 2024)		more than 70% up to 80% (absent between 10 to 14.5 days across a term)	
<b>Irregular attendance:</b> 30% Term 3 2025 (29% Term 3 2024)		70% attendance or less (absent for 15days or more across a school term)	
The trend shows an improvement of 6% of our chronic attendance, shifting students into the moderate and irregular categories showing that the Springs Attendance Monitoring and Management System is having a positive effect on engaging our learning community.			
Term 4 attendance data for the period 6/10/2025 - 13/10/2025			
Year 9	87.6% (5.2% Justified absences, 4.7% Unjustified absences, 2.3% Intermittent Unjustified)		
Year 10	87.6% (5.0% Justified absences, 5.0% Unjustified absences, 2.2% Intermittent Unjustified)		
Year 11	83.4% (7.3% Justified absences, 4.4% Unjustified absences, 7.3% Intermittent Unjustified)		

	<table><tr><td>Year 12</td><td>75.3% (10.3% Justified absences, 6.9% Unjustified absences, 7.3% Intermittent Unjustified)</td></tr><tr><td>Year 13</td><td>72.5% (9.1% Justified absences, 8.1% Unjustified absences, 10.1% Intermittent Unjustified)</td></tr></table>		Year 12	75.3% (10.3% Justified absences, 6.9% Unjustified absences, 7.3% Intermittent Unjustified)	Year 13	72.5% (9.1% Justified absences, 8.1% Unjustified absences, 10.1% Intermittent Unjustified)														
Year 12	75.3% (10.3% Justified absences, 6.9% Unjustified absences, 7.3% Intermittent Unjustified)																			
Year 13	72.5% (9.1% Justified absences, 8.1% Unjustified absences, 10.1% Intermittent Unjustified)																			
Attendance and engagement	<p>Springs will have \$5,000 to run a small group programme for junior students with chronic attendance patterns to engage with them and their whānau on a weekly basis. This is from the same application to support chronic attendance. This is over and above the budget driver of 20 hours per week for an attendance officer to continue at Springs for 2026.</p>	<p>We applied to the MOE for funding for support for chronic attendance. This funding has been approved for 2026 and 2027. Waiōrea will have \$15,000 for 2026 to enable travel costs and staff release and transport costs for our kura Māori. Support home visits and school pick ups for the Attendance officer in Waiōrea and targeted transport support where applicable for junior students with chronic attendance patterns. This is over and above the budget driver of 20 hours per week for an attendance officer to continue in Waiōrea for 2026.</p>	<p>There is \$4,000 set aside to run whole campus attendance initiatives as decided by the HOH/ SLT/ Attendance officers e.g. competitions etc.</p>																	
Progress and achievement	<p><u>Auraki</u></p> <table><tr><td rowspan="3">Y11</td><td>350 Students</td></tr><tr><td>• 274 students have Numeracy (78.3%)</td></tr><tr><td>• 257 students have Literacy (73.4%)</td></tr><tr><td colspan="2"></td></tr></table>	Y11	350 Students	• 274 students have Numeracy (78.3%)	• 257 students have Literacy (73.4%)			<p><u>Waiōrea</u></p> <table><tr><td rowspan="5">Y11</td><td>64 Students</td></tr><tr><td>• 41 students have Numeracy (64.1%)</td></tr><tr><td>• 51 students have Literacy (79.7%)</td></tr><tr><td colspan="2">L1 Credits</td></tr><tr><td><table><tr><th>Credits</th><th>Number (percentage) of students</th></tr><tr><td>&gt;60</td><td>32 (75%)</td></tr></table></td></tr></table>	Y11	64 Students	• 41 students have Numeracy (64.1%)	• 51 students have Literacy (79.7%)	L1 Credits		<table><tr><th>Credits</th><th>Number (percentage) of students</th></tr><tr><td>&gt;60</td><td>32 (75%)</td></tr></table>	Credits	Number (percentage) of students	>60	32 (75%)	
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Credits	Number (percentage) of students																			
>60	32 (75%)																			

71% of Internal grades published

Note: There is more data for Waiōrea Y11 because they are doing NCEA L1

Y12	325 Students	
	• 40 students have UE Literacy (12.3%)	
	• 286 students have Numeracy (88%)	
	• 281 students have Literacy (86.5%)	
	L2 Credits	
	<b>Credits</b>	<b>Number (percentage) of students</b>
	>60	188 (61.5%)
	50-59	57 (17.5%)
	40-49	34 (10.5%)
	30-39	9 (2.8%)
	20-29	10 (3.1%)

Y12	50-59	3 (4.7%)
	40-49	0 (0%)
	30-39	0 (0%)
	20-29	4 (6.3%)
	<20	9 (14.1%)
	<ul style="list-style-type: none"> <li>• 32 students have Level 1 (50%)</li> <li>• 10 students have 50+ Merit Credits (15.6%)</li> <li>• 28 students have 50+ Excellence Credits (43.8%)</li> </ul>	
	68 Students	
	• 31 students have UE Literacy (45.6%)	
	• 61 students have Numeracy (89.7%)	
	• 64 students have Literacy (94.1%)	
	L2 Credits	
	<b>Credits</b>	<b>Number (percentage) of students</b>
	>60	49 (82.4%)
	50-59	4 (5.9%)
	40-49	2 (2.9%)
	30-39	5 (7.4%)



			<ul style="list-style-type: none"><li>• 0 students have 50+ Merit Credits (0%)</li><li>• 29 students have 50+ Excellence Credits (63%)</li></ul>															
		Pasifika Y12																
	Y12	36 Students																
		<ul style="list-style-type: none"><li>• 2 students have UE Literacy (5.6%)</li></ul>																
		<ul style="list-style-type: none"><li>• 28 students have Numeracy (77.8%)</li></ul>																
		<ul style="list-style-type: none"><li>• 30 students have Literacy (83.3%)</li></ul>																
		L2 Credits																
		<table><tr><th>Credits</th><th>Number (percentage) of students</th></tr><tr><td>&gt;60</td><td>17 (55.6%)</td></tr><tr><td>50-59</td><td>7 (19.4%)</td></tr><tr><td>40-49</td><td>5 (13.9%)</td></tr><tr><td>30-39</td><td>2 (5.6%)</td></tr><tr><td>20-29</td><td>0 (0%)</td></tr><tr><td>&lt;20</td><td>2 (5.6%)</td></tr></table>	Credits	Number (percentage) of students	>60	17 (55.6%)	50-59	7 (19.4%)	40-49	5 (13.9%)	30-39	2 (5.6%)	20-29	0 (0%)	<20	2 (5.6%)		
Credits	Number (percentage) of students																	
>60	17 (55.6%)																	
50-59	7 (19.4%)																	
40-49	5 (13.9%)																	
30-39	2 (5.6%)																	
20-29	0 (0%)																	
<20	2 (5.6%)																	
		<ul style="list-style-type: none"><li>• 17 students have Level 2 (47.2%)</li><li>• 4 students have 50+ Merit Credits (11.1%)</li><li>• 1 students have 50+ Excellence Credits (2.8%)</li></ul>																



	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	4 (12.1%)		
		50-59	6 (18.2%)		
		40-49	13 (39.4%)		
		30-39	5 (15.2%)		
	20-29	1 (3%)			
<20	4 (12.1%)				
	• 4 students have Level 3 (12.1%) • 1 students have 50+ Merit Credits (3%) • 0 students have 50+ Excellence Credits (0%)				

[illegible]

## MEM (Māori English Medium) Y12

Y12	29 Students	
	• 4 students have UE Literacy (13.8%)	
	• 25 students have Numeracy (86.2%)	
	• 25 students have Literacy (86.2%)	
	L2 Credits	
	<b>Credits</b>	<b>Number (percentage) of students</b>
	>60	18 (62.1%)
	50-59	7 (24.1%)
	40-49	2 (6.9%)
	30-39	0 (0%)
20-29	0 (0%)	
<20	2 (6.9%)	
• 18 students have Level 2 (62.1%)		

	<div></div> <ul style="list-style-type: none"><li>• 6 students have 50+ Merit Credits (20.7%)</li><li>• 0 students have 50+ Excellence Credits (0%)</li></ul>		
MEM Y13			
Y13	30 Students		
	• 26 students have UE Literacy (86.7%)		
	• 29 students have Numeracy (96.7%)		
	• 29 students have Literacy (96.7%)		
	L3 Credits		
	Credits	Number (percentage) of students	
	>60	1 (3.3%)	
	50-59	8 (26.7%)	
	40-49	7 (23.3%)	
	30-39	6 (20%)	
20-29	5 (16.7%)		
<20	3 (10%)		

		<ul style="list-style-type: none"><li>• 1 students have Level 3 (3.3%)</li><li>• 2 students have 50+ Merit Credits (6.7%)</li><li>• 0 students have 50+ Excellence Credits (0%)</li></ul>	
	International Y12		
	Y12	30 Students	
		<ul style="list-style-type: none"><li>• 2 students have UE Literacy (6.7%)</li></ul>	
		<ul style="list-style-type: none"><li>• 25 students have Numeracy (83.3%)</li></ul>	
		<ul style="list-style-type: none"><li>• 16 students have Literacy (53.3%)</li></ul>	
		L2 Credits	
		Credits	Number (percentage) of students
		>60	8 (33.3%)
		50-59	8 (26.7%)
		40-49	3 (10%)
		30-39	2 (6.7%)
		20-29	3 (10%)


	<table><tr><td></td><td></td></tr><tr><td>&lt;20</td><td>0 (0%)</td></tr><tr><td colspan="2"></td></tr><tr><td colspan="2"><ul style="list-style-type: none"><li>• 4 students have Level 3 (20%)</li><li>• 0 students have 50+ Merit Credits (0%)</li><li>• 0 students have 50+ Excellence Credits (0%)</li></ul></td></tr><tr><td colspan="2"></td></tr></table>			<20	0 (0%)			<ul style="list-style-type: none"><li>• 4 students have Level 3 (20%)</li><li>• 0 students have 50+ Merit Credits (0%)</li><li>• 0 students have 50+ Excellence Credits (0%)</li></ul>					
<20	0 (0%)												
<ul style="list-style-type: none"><li>• 4 students have Level 3 (20%)</li><li>• 0 students have 50+ Merit Credits (0%)</li><li>• 0 students have 50+ Excellence Credits (0%)</li></ul>													
Wellbeing	We have employed a new lead nurse who is settling in well. Demands on our nursing and counselling team remain high, and we will need to review staffing for 2026.												
Student behaviour	Number of stand downs: <b>2</b> <i>[updated 16/10/25]</i> <ul style="list-style-type: none"><li>• <b>Gross misconduct - x2</b></li></ul> Number of suspensions: <b>0</b>	Number of stand downs: <b>0</b> <i>[updated 14/10/25]</i>  Number of suspensions: <b>0</b>											
ASSC	ASSC is currently close to full. The students' needs have become more complex in recent years, meaning the time they spend at ASSC is increasing. This is a challenge for centre staff. We would like to support ASSC with an additional teaching staff member in 2026.												
PAG	PAG are meeting in October to plan for 2026. They are supporting the Junior Arts Festival and the Art/media and Technology exhibitions this term.												

## Operations | Auraki and Waiōrea

	Comments, progress, evidence, issues or concerns	Decisions needed from the board
Curriculum	<p>Through the Heads of department forum, engagement with the curriculum and assessment shifts continues. All HODs know the schedule for their draft parts of the Curriculum to be available and how the feedback process works. For Maths and English, those changes are being mandated from next year at Years 9 and 10. The challenge is to balance an existing curriculum (what is still 'The New Zealand Curriculum' with the parts that come on-line. There is a need to both continue the day-to-day business of teaching and learning with the current framework whilst also engaging with the changes as they become available. In practical terms, we need to be looking for 'pointers' for how the final document will look, something that requires a degree of anticipation, in order to be ready with our programmes and systems.</p> <p>The announcement of the list for subjects that 'belong' in the Curriculum was made on . There was genuine fear for some subjects that they would not make the final cut. In the end, only Art History as a subject taught at WSCW has been lost. This is a pity because we have a small but dedicated group consistently at Year 12 and 13. Of the 'survivors' it would be fair to say that Media, Dance and Outdoor Education went in with the most trepidation. Technology has reframed the different disciplines and as with other subjects on this list, status as a vocational or 'academic' subject is unconfirmed.</p> <p>The big questions from the most recent Head of Department forum was the new assessment system for Years 11 to 13. As covered in the last report, 2026's Year 9s will be the first to experience this. This presents us with some significant</p>	

<p><b>Health Curriculum Consultation</b></p>	<p>challenges in terms of our current assessment systems. If we knew more about the Year 12 and 13 assessment methods and grading systems, we could make changes for 2026 from the N/A/M/E reporting we currently use for our Year 9s. This is not a system we want to be changing with educated guesswork: it is too important and wide-ranging in its implications. Another consideration is the timeframe: do we have the capacity to make the changes in time? It is not merely the reporting but the writing of assessments for all departments and finding the space to do that is difficult. This would make a good priority to focus on during MoE mandated development (half) days. But again, we need to know much more about the formal grading for the senior qualification to make sure we intelligently alight with it and serve those Year 9s effectively. The reality might be a temporary compromise.</p> <p>If an 'educated guess' <i>was</i> asked for, we <i>could</i> imagine a grading system that applied the A/B/C/D/E of the end-of-school qualification to learning outcomes drawn from our subject curriculum documents. Those grades could represent performance relative to the expected phase outcomes for the year level. The problem is we don't know what those letters mean yet aside from 'A is better than B which is better than...'. </p> <p>In 2024, Anna Witten Sage completed RSE (Relationship and Sexuality Education) consultation with Pacifica and Mainstream Māori whānau, e.g. there was a 'stall' for whānau during the Careers evening.</p> <p>NPoW also consulted with their whānau in term 4. I have not been informed of any concerns raised by whānau resulting from these consultations.</p> <p>In 2022, WSC whānau consultation was done with information and a survey sent out to all whānau. The responses of whānau were summarised in 2023 and sent to SLT and then shared with the Board.</p> <p>There were no responses requiring any significant changes to</p>	
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	<p>the RSE programme.          These consultations mean we have consulted with parents/caregivers in 2022 and 2024.          Julie Debreceeny emailed Anna and cc'd me in (Feb 13th this year) re: providing "our plan to consult with the Health Statement Review", for the April 8th Board Meeting. Anna and I met and I provided her with the draft from 2022.          The next WSC consultation would be in 2026, due to consultation having been done in 2022 and 2024.          With regard to the government's proposed changes to RSE.          After reading the likely changes, there does not appear to be any need to change our programme. It is mostly about not being compelled to teach certain things within a school's RSE delivery. Unless there are new updates on the changes, we will be continuing with our existing programme. Our programme was overwhelmingly supported in the 2022 parent/care-giver consultation. Our RSE should reflect what our community wants and is in support of. I believe the summary of the survey responses demonstrates our community is in support of the existing programme.</p> <p><i>Karalee Green</i>  <i>HoD Health</i></p>	
<b>Assessment, monitoring and reporting</b>	<p>Derived Grade exams ran smoothly and provided exactly what was needed: grades on the board for feedback and as emergency back-ups for November. They also gave students an opportunity to experience the formal exam situation and cope with that whilst also grasping the self-management and self-reliance that will again demand in November. The numbers completing their exams digitally continues to increase (if the NCEA exam is digital, our Derived Grade exam must be also.)</p> <p>Final Traffic Light report for Years 11 to 13 went out at the very end of Term 3. These allowed teachers some time to consider data from the Derived Grade exams to inform their messaging.</p>	

	<p>Junior reports for Term 3's learning opened on September 15 (last week of term) and will 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 3.</p>	
<b>Personnel and employment</b>	<p><u>Current vacancies</u></p> <ul style="list-style-type: none"> <li>• Learning Support teacher (full-time, fixed term for 2026; related to ORS funding)</li> <li>• Health Education specialist teacher (full-time, permanent, 2026 start)</li> <li>• HoD - Outdoor Education</li> <li>• PE &amp; OED teacher - full-time, permanent, 2026 start</li> <li>• Mathematics teacher - full-time, permanent, 2026 start</li> <li>• Mathematics teacher - full-time, fixed term for 2026 (covering maternity leave).</li> </ul> <p><u>New Appointments</u></p> <ul style="list-style-type: none"> <li>• WSC Office Admin Assistant (3h per day, Mon-Fri)</li> </ul> <p><u>Planning for 2026</u></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Asst. HoD English</li> <li>• Teacher - English</li> <li>• Teacher - Philosophy/Psychology</li> <li>• Teacher - Hakinakina</li> <li>• HoD - Geography</li> </ul>	
<b>Property, finance and assets</b>	<ul style="list-style-type: none"> <li>• 4 new relocatable classrooms are "technically" handed over; Portacom are waiting on the practical completion from MoE and Council to issue the resource consent. The classrooms are all fully furnished to allow for co-teaching.</li> </ul>	

	<ul style="list-style-type: none"> <li>Fencing along the tram lines is nearly complete, the Contractor has been delayed due to rain during the term break and the first two weeks back at school.</li> <li>Our new MoE Infrastructure Manager and Property Advisor had a school tour of our site during the term break, issues with the KHCL Gym roof, Waioteao smell and subsidence were discussed and awaiting for an action plan. Roof leak report sent to MOE.</li> </ul>	
<b>Policies and processes</b>		
<b>Principal's Tasks - checklist Term 4, 2025 tasks</b>		
	<b>Surplus Staffing:</b> <ul style="list-style-type: none"> <li>Complete your surplus staffing process.</li> </ul>	Not applicable.
	<b>Professional Growth Cycle Actions:</b> <ul style="list-style-type: none"> <li>Ensure you receive your annual statement from your endorser.</li> </ul>	To be confirmed at PGC meeting on Nov 13 at Birkenhead College.
	<b>School Caretakers', Cleaners' and Canteen Staff Collective Agreement (SCCCSCA) Settlement:</b> <ul style="list-style-type: none"> <li>Be aware of the new provisions and increased allowances in the SCCCSCA.</li> <li>Offer the new promulgated IEA to non-union employees.</li> <li>Advise ground staff of their change in role title.</li> </ul>	Managed by School Business Manager.
	<b>Kāhui Ako Disestablishment:</b> <ul style="list-style-type: none"> <li>Provide notice to impacted employees no later than 27 November 2025.</li> </ul>	Notices provided 23/05/2025

## Physical restraint

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

There has been no requirement to physically restrain any students.  
Zero.

### Term tasks checklist and assurance

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

Term	Tasks	Status	Comments
1	Term 1, 2025 - Board Assurances		
2			
	<a href="#">Term 2, 2025 - Board Assurances</a>		presented at Mtg 4 - 23 Jun 2025
3			
	<a href="#">Term 3, 2025 - Board Assurances</a>		updated Aug 2025
4			
	Term 4, 2025 - Board Assurances		

[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 minimising 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 <b>Digital Technology and Online Safety</b> 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/ hostel 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 any equal employment opportunities programme) is available to staff, and that a report on compliance is included in the annual report.
Child Protection and Abuse Recognition and Reporting			Assure the board that the <b>Child Protection</b> policy is in use, is being implemented correctly, and is publicly available. Assure the board that staff are engaged with the <b>Abuse Recognition and Reporting</b> 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 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 159 of the Education and Training Act 2020, and appropriate provisions of the Crown Entities Act 2016 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 <b>School Swimming Pool</b> on your SchoolDocs site for the assurances relevant to your swimming pool.
Daily School Bus *			See <b>Daily School Bus</b> 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**

**October /Whiringa-ā-nuku 2025**

### **Whakataki/Introduction**

Term 4, as expected, started at full speed. Week 1 saw students prepared for, and performing at, Te Ahurea 2025 – they had been practising throughout week 2 of the term break. As well, they are completing their portfolios and other internal assessments, and preparing for the external NCEA exams to start on November 4. For some students, many of whom will be 5-year graduates, this will be their final term as ākonga in NPOW.

We want to acknowledge the enthusiasm of the two groups, and the extra commitment of kaiako (and whānau?) to this important event on the calendar of the kura. We have been fortunate, too, to have the support of alumnae who return to provide their time, skills and leadership to tutor our taura.

There is talk about the government increasing call back days. In terms of Ngā Puna o Waiōrea and the extra time kaiako commit to supporting the kura (and the demand on other Māori kaiako in other kura) in all sorts of ways – whether it's Autaia, Spoken Word, coaching sports, noho marae, PLD, curriculum planning and delivery – we consider that we already punch above our weight. It is important for Waiōrea to have such calendars, explicit roles and responsibilities, and budgets, to operate effective co-curricular programmes - this has been particularly so for Te Ahurea - this model we will take through to 2026.

What is also uppermost in mind is sustainability in terms of the kura and its operations, reflecting on our practices and further developing through annual and strategic planning processes, structures that embed and sustain our kaupapa at NPOW. We will present our recruitment and retention plan (Strategic Goal) as part of our end of year review/new year planning.

### **Nga Wāhi Arotahi/Focus Areas**

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

## 1. Personnel/PLD

### Staffing

- This is the time of the year where staff are consulted about their intentions for next year, and the 2026 staffing plan is developed.
- We are awaiting confirmation from two of our staff, and expect to advertise for new kaiako for 2026, and make some internal appointments over the next three weeks.
- We would like to congratulate Whaea Anahera Simon who has been awarded her Bachelor of Education(Training) through Te Whare Wananga o Awanuiarangi.

### Professional Learning and Development (PLD)

#### Curriculum Change

The Curriculum Roadshow is imminent. Our PLD work in term 4 will be informed by these changes and provide a vehicle for us to reflect on our curriculum goals for 2026 and beyond.

Thomas Murray (HOD Te Reo Rangatira) attended a kura reo in Rotorua during the holidays; this kura reo is run by tohunga o te reo Māori. The knowledge gained is content based kōrero and mātauranga that will help develop future programmes.

A small kāhui kaiako met with representatives from the Ministry of Education to discuss the upcoming rollout of changes to *Te Marautanga o Aotearoa* and to identify the professional learning needed to successfully implement these changes. Key points of discussion included the development of *Marau-ā-Kura*, the creation of a clear graduate profile, and strengthening areas such as numeracy, literacy, *te reo matatini*, and *pāngarau*. The group also explored how *Te Marautanga o Aotearoa* could align and work alongside the New Zealand Curriculum to support a cohesive and culturally responsive approach to teaching and learning. Further conversation focused on accessing and implementing both existing and newly developed resources to ensure that kaiako are well-equipped to meet the evolving needs of ākonga and their communities. Once the government formally releases the changes, a follow-up meeting will be organised to review the updates in detail and to plan professional learning opportunities to support the implementation of these changes in 2026.

#### World Indigenous Peoples International Conference (WIPCE)

Through our networks at AUT (WIPCE hosts), we have been offered places at the conference this term. This will allow four kaiako to attend this prestigious conference. Subsequently, we will host a group of international educators who will look at the model of education at NPOW.

## 2. Within School- curriculum and assessment

### Te Reo Māori and Rangatira programmes

Both HoD's for Te Reo Māori & Te Reo Rangatira have indicated that marking and moderation across all standards and levels of TRM & TRR, plus robust pedagogies and practices in language teaching are solid areas of departmental performance for 2025, in comparison or contrast to this time last year. There is as always capacity for further development and improvement however current progress and achievement is pleasing, and reflected in achievement outcomes.

#### Te Reo Rangatira successes - 2024/25 comparison

The external results for the 11TRR course have demonstrated a significant improvement compared to the previous year. This positive outcome can be attributed to enhanced teacher confidence in

understanding the requirements for each external assessment, as well as modifications to the program designed to better align with the revised timing of the external standards. A total of five additional Excellence grades and thirty five additional Merit grades have been awarded across the two standards.

#### Year 13 Academic Wānanga 16/10/25

Much work is occurring at present to support our Year 13 students in particular to complete outstanding internal assessments prior to departing NPoW at the end of Week 3. Our goal is ensuring that all tauira complete their schooling at NPoW with a minimum of three University Entrance subjects.

A study wānanga was held overnight on 16/10 and 65% of Tau 13 tauira were in attendance. This proved to be a very successful wānanga with high levels of engagement alongside completion of work. Five staff members attended to offer guidance and support to students.

It is highly likely that 74% of our tauira will achieve University Entrance. Remaining tauira continue to be supported to also achieve this outcome.

We continue to build relationships with departments school wide to ensure adequate tracking and communications are in place.

*Whaea Kiri, Academic Director*

#### Derived Grade exams (DGE)

While more students participated in these exams, it was clear that many failed to take them seriously. Some of that arises from the culture of 'does it count' for anything? In a diffuse way, it does. It provides students with exam practice, and we know how valuable that can be in terms of time management, quelling nerves, reviewing exam preparation methods, and in the case of tangi [immediate whānau only/sickness at the end of year, the possibility of gaining a grade.

DGE results were therefore variable. Subsequently, students indicated that feedback and working through questions/answers were very valuable, and they really appreciated the benefit of the exams.

What was revealed was a need to prepare students for externals in a scheduled and structured way, throughout the year. This will be part of our assessment planning for 2026. [A return to past Waiorea common education, practice & understanding kaiako, ākonga whānau re: the importance of DGEs is required]

#### Te Ao Haka

Results for *Te Ao Haka* this year have been highly favourable across all levels. 18 Year 13 students who sat the external assessment passed

- 4 at Achieved,
- 8 at Merit,
- 6 at Excellence.

At Year 12, 17 students sat the Level 2 external;

- 1 Not Achieved,
- 4 Achieved,
- 6 Merit,
- 6 Excellence.

Among the 17 Year 11 students who sat the Level 1 assessment;

- 5 received Not Achieved,
- 5 Achieved,



- 6 Merit,
- 1 Excellence.

However, out of a total of 93 students enrolled in *Te Ao Haka*, 43 were absent from the external examinations. This raises several important questions about the current structure and support for the subject.

- Does *Te Ao Haka* require dedicated timetabled hours to ensure consistency, growth, and accountability?
- Would the establishment of a permanent kaiako enable better follow-up with students and more sustained engagement?
- Additionally, how can we ensure that the significant work students complete during ASB, *Ahurea*, and National Campaigns is reflected in their assessment outcomes? Addressing these questions is essential for strengthening student participation, achievement, and the continued growth of *Te Whare Haka* as a centre of excellence.
- This is referenced in the Budget Driver outline

### 3. Attendance data & patterns

#### Attendance

##### **Senior Attendance Steady:**

Senior student attendance has remained steady over recent weeks, likely boosted by their involvement in *Te Ahurea Kapa Haka*.

With final assessments due and deadlines approaching, it's also crunch time for getting all internal mahi signed off and across the line. We're proud of the commitment many seniors are showing as they work hard to finish strong.

*Keri Gardner*

#### Enrolments

Currently, our enrolments are continuing. While we try to accommodate all students who apply to join the kura it is a balancing act between providing opportunity for new students and the number of classes, teaching spaces and kaiako to teach them. We are currently on track for Year 9 roll expectations, and we will have a waiting list. Capacity will obviously underscore further discussions with MOE and planning for new buildings. We look forward to working closely with MOE on this project, to reflect the specific needs of Ngā Puna o Waiōrea.

### 4. Waiōrea events/EOTC

#### Te Ahurea

Te Ahurea Tino Rangatira saw 100 ākonga dedicate over 120 hours of practice. This year there were two teams - Ngā Puna o Waiōrea and Ngā Tuna o Waiōrea. The establishment of Ngā Tuna o Waiōrea gave an opportunity for more ākonga to participate in a high performance kapa haka environment, building succession for next years nationals.

The growth and development in specificity of roles and foci of practice hours alongside some of the management structures that we initiated in the 2025 Autaia campaign helped provide a more rigorous or more clearly defined operational pathway for Te Ahurea and should be employed more fully and across all co-/extra-/intra-curricular events and activities for 2026.

#### Word the Frontline (Spoken Word)

The Spoken Word team, Patua te Whakamā, competed against 3 teams at the Grand Slam (regional finals) at Q Theatre, on Saturday 13 September. And they won! This kaupapa is well established within the kura's co-curricular programme. Again alumni have supported Waiōrea kaupapa.

#### Netball in Rotorua

This year, our Year 9 and Year 10 netball teams had the amazing opportunity to travel to Rotorua to compete in the Kurungaituku Māori Netball Tournament. It was a weekend filled with high-level competition, strong wairua, and plenty of fun. Both teams represented Ngā Puna o Waiōrea with pride, playing some of their best netball of the season. A special shoutout to our Year 9 team who impressed everyone by placing third in their division - an outstanding achievement! An unforgettable experience for all involved, and a great way to celebrate the talent and passion within our kura. Ngā mihi.

#### Theatre Experience

Te Whare Tapere o Te Arawa presented *Whetūrangihia*. The show is a powerful theatrical experience that follows the journey of a whānau seeking to understand *Te Kāhui o Matariki* and its deep connection to the land, to memory, to hope. Whetūrangihia was an opportunity to expose our rangatahi to the world of the performing arts, build relationships with the theatre company, and take inspiration for our own full-scale production. Also, an opportunity to celebrate with the students who participated in Autaia and to offer a Te Reo Māori experience outside of our school context.

### **5. Community - external**

#### Puna Fest

This is an inaugural event, again led by current students and alumni, on Saturday, 18 October. It is expected to be a festival of music, keynote speakers, panels, workshops, kai and stalls – a celebration for all of us, and 30 years of Ngā Puna o Waiōrea.

The timeline itself is a point of interest:

- 1964: The movement of Seddon to the current site occurred
- 1968: The renaming of the school (Seddon Memorial to Seddon High School) and as Western Springs College in 1991
- 1976: The inaugural Polyfest in 1976 (3 schools, including Seddon High School)
- 1989: The opening of the Ngā Oho whare
- 1995: Ngā Puna o Waiōrea Rumaki Reo established.

We view this student-driven and alumni-supported event with excitement and anticipation, as we reflect on the successes of the kura over this length of time. Perhaps another addition to our calendar!

### **6. Finances/budgets**

#### Budgets

- Much effort has been expended by Pā Chris and his team around the budgeting process for Ngā Puna o Waiōrea
- Over term 4 we expect to:
  - Complete a background document that details the funding sources for Ngā Puna o Waiōrea and describes entitlements and allocations, particularly MOE-sourced funding.

- Link dedicated funding to expenditure, through the review of 2025 spending, to inform the 2026 budgeting process.
- Rationalise budget coding protocols to enable us to more effectively monitor budget spending and needs.
- Confirm an agreed format for annual budget requests.
- Develop a draft budget for 2026.

### **Budget Drivers**

NPOW has identified a number of priorities for 2026 which we will confirm and further define to inform the budget for 2026. This will be endorsed following SLT discussions before the next BOT meeting. (This has not been possible due to staff illness).

#### **Priority 1 - Attendance and Engagement**

- Continue the Attendance Monitor role
- MOE funded, 20 hour per week role

#### **Priority 2 - Curriculum**

- Waiōrea has instituted a Lit/Num Team (5 kaiako) - 1-2 hours per week; review MMA allowances
- Structured literacy - 50% of expected MOE allocation
- Marautanga Project - Māori language focus across the kura
- Embed innovative approaches to teaching and learning

#### **Priority 3 - Leadership**

- Recruitment/retention - dedicated reliever
- Te Ao Haka - workshop programme, funded coordinator
- Coordination of curriculum and assessment - invest hours in these specific roles for Tumuaki Tuarua.

## **7. Strategic work**

### **Ngāti Whātua**

It is becoming more apparent through the increasing population of Ngāti Whātua ki Ōrākei ākonga that are enrolling at Nga Puna o Waiōrea that a strategic plan needs to be developed as soon as possible. This may require some direct communication to begin to scope out this work with Ngāti Whātua ki Ōrākei or directly with their education arm.

## **8. Other**

### **Course choices**

The timetabling process is underway based on the choices current Y10-12 students have made.

Initial indicators from kaiako/ākonga/whanau response show quite a high return of Years 10 - 12 option choice selection for 2026. This should hopefully give an initial best fit of option choices for Waiōrea ākonga for 2026.

## **Conclusion**

Looking forward to a festival of prizegivings and seeing our seniors off to their examinations, in good heart. Thank you to our kaiako for the tremendous support given, in all sorts of ways.

**Chris Selwyn**

**Tumuaki**

## Jojo Lewis - Student Board Representative Report: Meeting 7

### What's on top:

#### - Puna fest

With the performer lineup now announced on Instagram, excitement is building for Puna Fest 2025. After seeing the proposal at the last board meeting and chatting with friends and classmates, the response from students has been really positive. I'm looking forward to seeing a great turnout and the community coming together for the event.

#### - Exam Preparations

With derived grade exams complete, seniors are now shifting focus to final exams starting 4 November. However, I've noticed low motivation across the Year 12 cohort, which is concerning given how close finals are.

### Any queries/ issues raised by students:

#### - Strike Days

The recent rostered home days have been quite disruptive for many students, particularly seniors who may find it easier to stay focused and get the specific help they need for their exams when learning in class. While students understand and support teachers' industrial action for fair pay, many have expressed frustration about losing valuable in-person learning time before exams.

#### - Student Issues Form

Following Kyra's suggestion at the last meeting, I plan to create an online form where students can anonymously share issues or feedback to be communicated to the board if appropriate. This hasn't been completed yet, but I aim to have it ready, with initial results, by the next meeting.

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

#### - Shave for a Cure

On 16 September, five students shaved their heads as part of Moana House's *Shave for a Cure* event. The lunchtime fundraiser drew a big crowd and raised over \$3,500 for families affected by blood cancer in Aotearoa. A fantastic cause and an awesome effort from everyone involved.

#### - 48-Hour Film Competition Success

Several WSC teams entered the NZ 48-Hour Film Competition, with the *Flip Phone* team winning Best School Film in the Auckland/Tāmaki Makaurau regional final. They now move on to the national final on 25 October. Best of luck to Maxine Allen, Archie Crayford, and Miles Hodgetts. Students are keen to see the film featured at prizegiving if that would be possible?!

#### - Engineering Science Competition Achievement

Two WSC teams (Year 12 and Year 13) competed in the University of Auckland's national Engineering Science Competition. Both earned Highly Commended placements, ranking between 4th and 12th out of 268 teams nationwide with large private schools ACG, St Kentigerns and Kings College taking out the top 3. WSC has only ever achieved one highly commended placement for one team one year so this is a substantial achievement,

As part of building on this success, I plan to establish an Engineering Club next year to strengthen the STEM profile at Springs and help future teams prepare for similar competitions.

# WESTERN SPRINGS COLLEGE NGĀ PUNA O WAIŌREA

## PUBLIC BUSINESS

HEALTH & SAFETY BOARD REPORT - OCTOBER 2025

MATTER FOR INFORMATION

20 October 2025

AUTHOR: Paula Marx

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### SUMMARY

The purpose of this paper is for the Board to receive the October H & S Report.

### RECOMMENDATION

It is recommended that the Board:

1. Receive the report.

### BACKGROUND & DISCUSSION

*What is the background to the report, issue or proposal? - Reports on current Health and safety issues at WSCNPOW and how these are being mitigated.*

*How does this support delivery of our annual implementation plan and strategic plan?*

- *By considering the physical and emotional safety and welfare of the students, staff and visitors as well considering the Board's legislative requirements.*

### TE TIRITI O WAITANGI & CO-GOVERNANCE

*Insert comments about how this matter aligns with our Te Tiriti partnership statement.*

*You can find a copy of the WSCNPOW Strategic Plan that includes our partnership statement [here](#).*

### FINANCIAL

*No financial considerations*

## RISKS

*Insert info about relevant risks, and proposed controls (mitigation, elimination etc)*

*Include any legal considerations*

## POLICY / LEGISLATION

*Include references to relevant school policies, legislation or similar*

[Health and Safety at Work Act 2015](#) and the [Education and Training Act 2020](#)

# Health and Safety Board Report

## October 2025

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The next Health and Safety meeting is scheduled for the week commencing 24th November 2025, no Health and Safety committee meetings have occurred since the last board meeting.

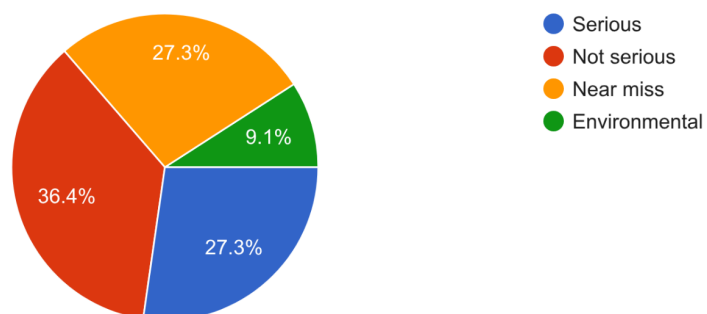
Since the new Health and Safety reporting form was implemented in May of this year a total of 22 incidents have been reported by staff. In October an additional process was put in place where the Business Manager will present the recent Health and Safety incidents at the Tuesday senior leadership team meeting each week. This process has been put in place to raise awareness of the types of incidents occurring and assist with mitigating incidents.

### Break down of incidents since May

14 not serious and near misses make up 64% of the incidents and 6 incidents have been recorded as serious.

Incident type

22 responses



**Western Springs College-Ngā Puna O Waiōrea  
Board Hui Minutes, 4 August 2025  
in WSC Staffroom**

**DRAFT**

This meeting was also available via Google Meet for the public.

Item
<b>The hui commenced at 5.05pm.</b>
<p><b>Present (Board Members):</b>            Louise Gardiner (Presiding Member, Co-Chair, WSC parent-elected member)            Tamati Patuwai (Co-Chair; co-opted Board member)            Ivan Davis (Principal)            Jojo Lewis (WSC tauria-elected member)            Joseph McCready (WSC parent-elected member)            Sarah Tizard (WSC parent-elected member)            Jackie Floyd (WSC parent-elected member)            Kat Poi (NPoW whānau-selected member)            Alicia Murray (WSC parent-elected member)            Brent Reihana (NPoW whānau-selected member) - remotely</p> <p><b>Present (non-Board members):</b>            Julie Debrecey (Associate Principal)            Phil Douglas (Deputy Principal; English Teacher)            Whaea Naomi Cusack (Tumuaki Tuarua)            Francine Cameron (Board Secretary Support; Minute Secretary)</p> <p><b>Apologies:</b>            Kyra TuiSamoa (NPoW tauria-elected member)            Rewa Worley (NPoW kaimahi tautoko-selected member)            Robert Pollock (WSC kaiako/kaimahi tautoko-elected member)            Josie Wall (NPoW whānau-selected member)            Pā Chris Selwyn (Tumuaki)</p> <p><b>Declaration of interests:</b> None</p>
Karakia tīmatanga & mihi - Tamati Patuwai



## REQUEST TO SPEAK

17:18

Turama Meha spoke to the board about her concerns relating to:

- Inadequate advice for taura regarding subject selection, in particular Advanced Maths
- Readiness of taura for the transition to Advanced Maths
- Culturally responsive pedagogy in Advanced Maths
- Whether this experience is due to a systemic issue.

The board thanked Whaea Turama for her whakaaro. There was discussion about her concerns, particularly whether there is a system issue. The board asked the principal to report back at the next hui.

**ACTION** - Ivan to report back to the board at the next hui (15 Sept), addressing the issues raised by Whaea Turama.

## REGULAR REVIEW

### Student Progress and Achievement - Mid-year review

Purpose: To receive data and analysis of student achievement at the mid-year point.

#### Presentation by Whaea Naomi Cusack - NPoW

Noting:

- Lots of awesome things are happening (including PLD and in staff meetings).
- Acknowledgement that change and mahi is always ongoing - not just ākonga who learn, also kaiako.
- Change takes time.
- Reflective practice. Good PLD supports practice - and change in Kaiako practise - why pedagogy and data is important to inform and change practice
- Good leadership of our curriculum
- The power of questioning around data has been instrumental in change
- Students are hungry regarding their own life and their own education
- Having attendance officer - very beneficial
- Students are coming in stronger in Te Reo Māori
- Study for targeted students eg moving from merit to excellent - phenomenal learning support Kaiako and homework centre
- Collaborating with HOD English WSC and in Waiorea - working well
- Impact of proposed NCEA changes for Māori and Pacific education - wānanga, collaboration very important.
- Relationships underpin everything we do - important to break down the barriers.

#### Presentation by Julie Debrecey - WSC

Noting:

- Data is up - tracking above expectation
- HODs are tracking every single year 12 & 13 student in the kura - really confident about that. Particular attention on ways to get as many taura as possible achieving numeracy and literacy co-requisites.
- Every yr 13 student has had an interview with the academic director

- What is contributing to the high level of achievement?
  - 1. They want to be here. Eg large numbers of Yr 13s very present on site.
  - 2. Foundational work is important
  - 3. Ability to learn for the sake of learning.
  - 4. Lots of mahi
- Guidance for ESOL students - CAA impacts are tricky for ESOL students - locks students out of qualifications
- Learning Centre is valuable.

**Ivan:** - Investment: - We put large resources into HOD and learning centre - the benefits pay off including

- Tracking
- Knowing our students well - there are 2 HOH for each house
- Attendance officers - attendance is a game changer

Discussion:

- Impact of attendance shifts results
- Importance of whānau engagement in hui and kaupapa
- Separation of NPoW and WSC sports teams sometimes mean less numbers in teams - however important for NPoW students to be involved in Māori kaupapa competitions.

*The board received the reports.*

### **Student Progress and Achievement - NCEA 2-year pathway (WSC)**

Purpose: to receive data and analysis about the NCEA 2-year pathway for Y11 and 12 at WSC.

#### **Presentation by Phil Douglas**

Noting:

- Motivation - better well-being and achievement
- Far fewer students now in the 0-20 credits (current yr 12s).
- Half way through the year we are now in a healthier position - now more space between assessments.
- They have had motivation and a taster in year 11 - served them well for their current year 12.

*The Board received the report.*

## **STRATEGIC REVIEW**

### **Strategic Plan deep dive - Pou Tāhi - Curriculum and Pedagogy**

Purpose to:

- Review progress in implementing the actions in the annual plan in Pou Tāhi - Curriculum and Pedagogy
- discuss the national curriculum changes and what it means for teaching and learning

#### **Presentation by Phil Douglas**

- WSCW have been working with the curriculum changes since first mooted - March 2023 - progressive

and well received. Contained key competencies and vision - used with 2 year plan for year 11/12.

- Unpredictable constant change
- Latest documents viewed by many as regressive and overly prescriptive
- Does not allow for any local curriculum - "approved texts" very old - many pre date NZ literature
- Feedback to the changes is crucial - need to engage quickly - timeframes becoming shorter
- Some consultation has already closed - English department responded with feedback
- 2026 year 9s will be engaging in new curriculum
- Will need to be running multiple programmes at once (ie outgoing and incoming) - will need to consider how the overall picture will look.
- The timetable review on pause due to shifting landscape - 'big picture' change may not work with signaled assessment changes.
- Once a part of the curriculum goes 'live', we will be designing programmes and teaching in line with new requirements.

*The Board received the report.*

#### **(6:55pm) - Dinner break**

Karakia mō te kai - Matua Thomas Murray

#### **(7:22pm) - Meeting resumed**

### **REGULAR REPORTS**

#### **Regular reports**

The Board received management reports and optional updates from kaimahi and ākonga members. The reports were taken as read.

#### **Ivan Davis - Management report**

Noting:

- We are 1.92 kaiako over entitlement, down from 6 or 7 over entitlement in recent years. This puts us in a great position.
- We fund guidance, nursing and learning centre generously - do these areas need to grow?
- Attendance offer - Government paid for first half of year - we will fund for second half as we are seeing the value.
- 30 new students in one month is a big jump (partly internationals, some have come from other schools (part of our zone is a dual zone), directed enrolments etc - our school role always grows as year goes on (unlike most schools).
- New learning spaces not as initially signed off, but no choice. Each unit will become a double unit (ie two learning spaces)
- "Purposeful buzz" in KHCL.
- Staff wellbeing survey - How best to undertake survey - looking at options. Needs to be manageable and carried out regularly. Needs to be meaningful engagement and commitment.

#### **Ākonga report: Jojo Lewis**

Noting:

- The passing of a student has had a significant impact. The way the news was given to students was carried out well and good advice given - eg to see the counsellors.

#### **Tumuaki and Kaiako reports taken as read.**

The Board received the reports.

### **REGULAR REVIEW**

#### **Board committee work**

Purpose: To **receive** and **note** the minutes of board committee hui taken place since the last board meeting.

**Property Subcommittee** - No meeting held since last board meeting

**Finance and Business Services Subcommittee** - meeting held on 29 July 2025.

Brent - query over pg 4 of report re \$74,000 / \$78,000 and whether this was YTD.

**ACTION:** Brent to send email re the query

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

#### **Delegations Scheme**

Purpose: to hear a report from the subcommittee to further develop our delegations policy and next steps.

- Alyssa and Brent have made some progress
- Louise and Tamati draft proposed terms of reference for the subcommittee - awaiting feedback
- Brent and Alicia met with Pā re his expectations.
- Meeting with Ivan to be rescheduled.

**ACTION:** To meet with Ivan and report back to board next hui.

### **ADMINISTRATION**

#### **Correspondence**

*Taken as read*

The correspondence was accepted by the board.

#### **Term dates for 2026**

Purpose: to confirm the term dates for 2026.

**DECISION:** The board approved the 2026 term dates:

Term 1: Mon 26 Jan to Fri 3 Apr [46 full days]; **Teacher Only Day - Tues 27 Jan 26**

Term 2: Mon 20 Apr to Fri 3 Jul [53 full days]

Term 3: Mon 20 Jul to Fri 25 Sep [50 full days]

Term 4: Mon 12 Oct to Tues 8 Dec [41 full days]

46+53+50+41 = 190 full days (380 half days)

#### **PUBLIC EXCLUDED BUSINESS (PEB)**

In accordance with Section 48 of the Local Government Official Information and Meetings Act 1987, the public were excluded from this part of the meeting between 7.58pm and 8.37pm to discuss confidential matters. The resolution was passed by consensus.

#### **Resumed public business - 8:37pm**

#### **Other business**

Brent queried the next steps relating to his proposal about the Kai Urungi and sports coordinator positions.

**ACTION:** Louise and Tamati to respond with next steps.

(8:37pm)

Karakia whakamutunga - Tamati Patuwai

#### **CLOSE**

**Meeting closed - 8:39pm**

**These minutes were confirmed by the Board at its meeting on Monday 15 September 2025 (Mtg 6, 2025).**

*These minutes are a true and accurate record of the meeting held on Monday 4 August 2025.*

\_\_\_\_\_  
Louise Gardiner (Presiding Member)

**Western Springs College-Ngā Puna O Waiōrea  
Board Hui Minutes, 15 September 2025  
in WSC Staffroom**

**DRAFT**

This meeting was also available via Google Meet for the public.

Item
<b>The hui commenced at 5.05pm.</b>
<p><b>Present (Board Members):</b>  Louise Gardiner (Presiding Member, Co-Chair, WSC parent-elected member)  Tamati Patuwai (Co-Chair; co-opted Board member)  Ivan Davis (Principal)  Pā Chris Selwyn (Tumuaki) - remotely - left at 6:13pm; re-joined at 8:20pm, left at 8:45pm  Jojo Lewis (WSC taura-elected member)  Joseph McCready (WSC parent-elected member)  Sarah Tizard (WSC parent-elected member)  Robert Pollock (WSC kaiako/kaimahi tautoko-elected member)  Josie Wall (NPoW whānau-selected member)  Kat Poi (NPoW whānau-selected member)  Alicia Murray (WSC parent-elected member)  Jackie Floyd (WSC parent-elected member)  Brent Reihana (NPoW whānau-selected member)  Richard Anderson (NPoW kaimahi tautoko-selected member)  Kyra TuiSamoa (NPoW taura-elected member) - arrived 5:30pm</p> <p><b>Present (non-Board members):</b>  Phil Douglas (Deputy Principal; English Teacher)  Anna Witten-Sage (Deputy Principal; English Teacher)  Francine Cameron (Board Secretary Support; Minute Secretary)  Rewa Worley (Outgoing NPoW kaimahi tautoko-selected member)</p> <p><b>Apologies:</b>  None received</p> <p><b>Declaration of interests:</b> None</p>
Karakia tīmatanga & mihi - Tamati Patuwai

Welcome to new board member, Matua Rihari Anderson - new kaiako/kaimahi tautoko representative for Ngā Puna o Wāiōrea.

Farewell and thank you to those who are finishing their board terms and this is their last meeting as board members:

- Rewa Worley - kaiako/kaimahi tautoko – Ngā Puna o Wāiōrea.
- Jackie Floyd - parent-elected member - Western Springs College
- Sarah Tizard - parent-elected member - Western Springs College
- Joseph McCready - parent-elected member - Western Springs College
- Rob Pollock - kaiako/kaimahi tautoko-elected member - Western Springs College

#### Item (17:15)

##### **PunaFEST crew - presentation**

The team organising PunaFEST spoke to the board about their initiative, taking place in Term 4, 2025.

*'PunaFest 2025 is a one-day festival celebration of live music, haka, art, food and market stalls, activities, and speakers; and experience to share an indigenous Māori and Pacific world with our community. Taking place Saturday 18 October 2025, it is led by rangatahi of Ngā Puna o Waiōrea and friends, and guided by whānau, in a celebration of Kotahitanga (Unity in Community), Whakapapa (History & Heritage), and Taurikura (Legacy & Prosperity). PunaFest not only provides an occasion to reconnect Seddon High, Springs, and Waiōrea alumni back into the fold, but also inspiring and enabling rich creative teaching and learning contexts for our tamariki mokopuna, to equip them well for unfolding futures.'*

The PunaFEST Crew asked the board to approve PunaFest 2025 to proceed subject to the risk mitigation measures outlined. In particular the four-week out review to realign scale of event if required.

This year is the 30th anniversary of Ngā Puna o Waiōrea.

The board thanked the PunaFEST crew for their vision to bring this initiative to life and could see it becoming a regular fixture in the campus calendar in future years. The board would look at what it could do to support that vision.

**DECISION:** The board supports, in principle, PunaFEST taking place.

**ACTION:** Louise and Tamati to work with the PunaFEST crew to review the H&S and risk management plan, funding plan etc, to give certainty to the organisers ASAP.

#### **STRATEGIC REVIEW**

##### **Formalising tangata whenua representation on our school board and potential partnership with Ngāti Whātua Ōrakei**

Purpose: For the board to consider a proposal to formalise Ngāti Whatua Ōrakei representation on our school board.

Tamati Patuwai spoke to this item.

Request to:

- Create a Ngāti Whātua Ōrakei seat as a permanent position on the Board, with all the rights and responsibilities of an elected Board member. A positive and productive advancement toward Te Tiriti partnership.
- That the Board adopt the term “Tangata Whenua” for Ngāti Whātua Ōrakei in place of “Mana Whenua” across its documents.

Noting:

- “Mana Whenua” is commonly used but 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 Ōrakei.
- The Tangata Whenua and co-chair positions are not necessarily in a seat together but at the moment Tamati is holding both.

Questions:

- *Are there Maori who will be impacted by the change?* - Yes, potentially. The board will work through this. Will need a lot of kōrero. It is a wider piece of work to fully effect the change.
- *What is the reason for having the Tangata Whenua seat on the board?* Tiriti and co-governance - a way to better embed the partnership element ie a specific place at the table for Tangata Whenua. This will reinforce that.
- Need to continue to use co-option for now because that is all we have until changes to our constitution are formalised.

#### DECISIONS:

1. That the Board adopt the term “Tangata Whenua” for Ngāti Whātua Ōrakei in place of “Mana Whenua” and amend all its documents accordingly. This replacement of kupu would happen over time. (ACTION)
2. The board welcomes the opportunity for partnership with Ngāti Whātua Ōrakei - we will work together with Ngāti Whātua Ōrakei on what steps are needed to formalise that partnership (some discovery and kōrero to be had for this to occur) but in the meantime use co-option.

Acknowledgment that work needs to be done on our constitution - but meanwhile we celebrate this opportunity today.

#### REQUEST TO SPEAK (17:45)

**Margaret Tokerangi** presented kōrero on behalf of Waiōrea whānau about the alternative constitution.

The board received a report and presentation.

Following the presentation, the board commented:

- This is a good time to review the alternative constitution, being 5+ years since it was gazetted in 2019. Some interpretations also need tidying up.



- The current constitution is light on giving effect to Te Titiri in governance and operations. This is an opportunity to ensure our constitution brings better effect to this. Equity and intention is important.
- Thought has been given regarding the size of the board and equal representation (from both Springs and Waiōrea). This requires consideration and consultation. Possible Taumata board approach but with broader approach when necessary to pull in expertise of others.
- Need to ensure it will work well for both NPoW and WSC.
- Margaret can offer previous experience re bringing in an alternative constitution through her experience on the board at Newton Central.
- Will need to consider timing of putting a proposed change to our current alternative constitution to the Minister of Education to obtain best outcome.
- Mindful that board will change as at Tuesday 16 September therefore existing/outgoing members not wishing to bind new board to a decision now. New board members should be involved in that kōrero.
- Kōrero can include MOE, they will want to be involved.

#### OUTCOME:

1. **DECISION:** That the board supports, in principle, the proposal to bring equal representation in the make up of the board and to carry out a review of the alternative constitution to include engagement and consultation with whānau. Details to be worked through with incoming board.
2. **ACTION:** The board creates a subcommittee at the next board Hui (ie new board) to lead this process on behalf of the board.

### STRATEGIC REVIEW (18:59)

#### Strategic Plan deep dive - Just - Ākonga and kaimahi wellbeing

Purpose: to review progress in implementing the actions in the annual plan relating to Ākonga and kaimahi wellbeing.

The board received reports regarding:

- Ākonga and kaimahi wellbeing
- Inclusion and diversity.

Anna Witten-Sage, Deputy Principal, presented this item.

Noting:

- Waiora has reached capacity. Service requirements means the department has outgrown the building.
- The number of students with complex needs is increasing - both as our role grows and also as a percentage of the roll. Many reasons for increased needs.
- Students are sometimes placed in positions that aren't ideal. Alternative education, youth mentoring programmes utilised. Waiora staff are sometimes the key oversee-er of support when the clinical needs are greater than what a school guidance counselor would normally be involved in. Other schools are experiencing similar.

- *Who are the groups who are particularly supporting Maori?* IRF funding can assist with supporting some students.
- A lot of mahi with our main feeder intermediate schools regarding students coming in as year 9s. However, concern that for Waiōrea Y9 intakes we have students coming to us from 21 feeder schools, without this sharing.
- The “Managed Moves” (multi-school, multi-agency approach to placing students in our cluster who have been excluded or need to move to another school for other reasons) works well.
- Te Rito as a platform may answer some of the challenges - ie where info can be easily shared from previous schools. Will only work where feeder schools use the same platform.
- 80% of directed enrolments in our cluster are coming to WSCW. This presents some real challenges.
- The mahi of the support services within the school are great (led by Anna Witten-Sage). They are areas of significant and increasing need.

#### DECISION:

The board received the reports.

#### ACTION:

1. SLT to scope options for future proofing a property plan to meet Waiora’s increased service requirements.
1. To consider budgetary implications of employing additional counselling and nursing staff in Waiora and include this in the budget drivers paper to come to the board at the next meeting.

#### (7:15pm) - Dinner break

Karakia mō te kai - Matua Rihari Anderson

#### (7:40pm) - Meeting resumed

### CURRICULUM

#### English for Speakers of Other languages (ESOL)

Purpose: to receive a report regarding the ESOL curriculum area.

Ben Hinton, HoD ESOL, Social Studies Kaiako, Te Kahui Ako o Waitematā WSL, University Liaison, presented this item.

Noting:

- Integrated learning and a work room is a huge advantage.
- AKA “English as an Additional Language” - will be a subject under the Minister’s new approved subject list. Therefore they will receive curriculum documents (not had previously).
- These students are a great contribution to our kura, ie diversity and culture etc but there are language barriers for these learners to integrate fully in our campus.
- Changes and challenges - eg students whose English is not good and not fee paying students due to zoning and migration.
- The co-requisite for NCEA literacy, meant to be proficient users - ie ELEM Stages 3-4. However about 50% are arriving with level of 0 and it can take learners 18-24 months per stage to achieve. \* This is a significant barrier to achieving the required level.
- The future direction of NCEA may create additional barriers for ESOL students.

- ESOL dept offers **first language support** in Japanese, Arabic, Mandarin, Bahasa, Thai and Malaysian. The more of this we can offer the better. Likened to trainer wheels on a bike. It's necessary initially, but best once the trainer wheels are removed.
- Numbers are back up post covid - domestic and international students across all year levels:
  - 127 students in ESOL
  - 185 in Kura Auraki (English medium)

Questions:

- *Are the students having a positive experience?* ESOL is very diverse - believes it's a really positive experience for those students (and the kura).
- *What is ESOL attrition rate (ie of students leaving)?* It is very positive when students move from ESOL to mainstream English. Otherwise the attrition rate is low.
- *What else can we do to support the department?* Smaller class sizes would bring a great opportunity for greater success. Class sizes of 12-15 are ideal for English Language learning - this better provides the support they need.
- Current yr 13 ESOL class is 23 - this is tough. Resourcing for smaller classes would be optimal.
- Hard to guess upcoming numbers. This is an additional challenge with mid year enrolments.

The Board received the report.

## REGULAR REVIEW (20:01)

### Student Achievement - Extension, enrichment and pathways

Purpose: To receive a report about extension, enrichment and pathways offered to taurira.

The Board received the report.

### Student Achievement - Student leadership (20:02)

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

Phil Douglas, Deputy Principal, presented this item.

Noting:

- Last year, changes to selection process based on service and values.
- Focus on making a difference in your school and beyond - taking those skills out into the world - and become contributing citizens. This creates a positive habit - hopefully they continue this for the rest of their lives.
- Participation increase (103 this year) - greater numbers of students putting their hands up for leadership roles.
- Gets students involved in voting. New voting system works better.
- There has been conversation re the leadership model - NPoW and WSC. Possible kaikōrero leadership role? Considering this via new HoH (Matua Thomas and Whaea Anahera).

The Board received the report.

### Regular reports (20:22)

Purpose: To receive management reports and optional updates from kaimahi and ākonga members.

Noting:

### Management report

- *Query - Low number of WSC Level 3 students close to the 60 credit requirement v NPoW*
  - WSC - reflects a number of portfolio subjects (large credits not yet assessed), derived grade exams and internal work - not a concern, this is a timing factor.
  - NPoW students - Difference due to timing of different assessments incl other co-curricular activities eg Kapa haka (up to 40 credits available for these).
- NCEA changes consultation - Deadline for MOE submissions has now passed - lots of staff members put submissions in. Next step - 2 Oct MOE meet to discuss. They will be swamped with submissions - disheartening that decisions will be made within that timeframe. A lot of anxiety around this together with wage negotiations causing concern for staff wellbeing - worried teachers may reconsider their careers.

### Ākonga reports:

- Future consideration of using a Google form to gather student voice to bring issues to the board.
- Busy time for students - derived grades and CAAs - cohort quite exhausted.
- Highlight: use of support services at WSCW and the Learning Centre.

The Board received the reports.

### Board committee work

Purpose: To **receive** and **note** the minutes of board committee hui taken place since our last board meeting.

The Board received the following reports:

- Finance report - Jul 2025
- DRAFT Finance Subcommittee Mtg Minutes - 9 Sep 2025
- H&S Report - Sep 2025

### Delegations Scheme

Purpose of this item:

- consider proposed terms of reference for the Delegations Subcommittee;
- receive a report back from the subcommittee about progress and next steps.

*Recommendation: That the board adopt the terms of reference for the Delegations Subcommittee*

Noting:

- This is a moving piece of work. We now have a draft which sets out some first steps.
- However, progressing further on delegations work in isolation is difficult without considering alternative constitution and other current issues.
- Need a broader view of work on co-governance and broader roles of Tumuaki and Principal.
- Once broader work completed and issues resolved (as the detail to come is important), can progress mahi on Principal and Tumuaki roles. This process will be a lot of mahi.

**DECISION:** The board will pause further work on the delegation scheme until more mahi has been completed on the alternative constitution and other outstanding issues.

**ACTION:** Alicia to share draft/progress report and recommendation for the board.

## ADMINISTRATION

### Confirmation of minutes of meetings on 23 June 2025, 4 and 15 August 2025

#### DECISIONS:

- The Board adopted the minutes of the meeting held on 23 June 2025.
- The Board adopted the minutes of the extraordinary meeting held on 15 August 2025.

**ACTION:** Draft minutes of the meeting held on 4 August to be presented for approval at the next hui as the link to the draft in the agenda was incorrect and board members were unable to review the draft.

#### Correspondence

*Taken as read*

The correspondence was accepted by the board.

## PUBLIC EXCLUDED BUSINESS (PEB)

In accordance with Section 48 of the Local Government Official Information and Meetings Act 1987, the public were excluded from this part of the meeting between 8.51pm and 8.58pm to discuss confidential matters. The resolution was passed by consensus.

## Resumed public business - 8:59pm

(8:59pm)

Karakia whakamutunga - Tamati Patuwai

## CLOSE

Meeting closed - 8:59pm

**These minutes were confirmed by the Board at its meeting on Monday 20 October 2025 (Mtg 7, 2025).**

***These minutes are a true and accurate record of the meeting held on Monday 15 September 2025.***

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Louise Gardiner (Presiding Member)