

**Minutes of Wellington High School Board Meeting
Held 12 April 2021 at 6pm**

- Present:** Belinda Rynhart (Chair), Dominic Killalea (Principal), Annette Atkins, Jo MacDonald, Evžen Novak, Catherine Hill, Solomon Daniel, Wyatt Page, Arunan Noble
- Apologies:** None
- Visitors:** Caroline Lewis (Head of Faculty Mathematics), Stella Meikle
- In attendance:** Alison Jeffery (Board Secretary)

1. Strategic business:

None.

2. Functional business:

- i. Minutes of last meeting

Catherine MOVED: THAT the minutes of the meeting held on 15 March be accepted.

*CARRIED
Jo.*

- ii. Matters arising from the minutes

There were no matters arising from the minutes.

- iii. MAT123 (Caroline Lewis)

- Head of Maths, Caroline Lewis spoke to the Board about the MAT123 course that runs for students in Years 11 and 12.
- The course's flipped learning model was seen at a Loop conference and embraced by the Faculty without exception. It is based on the ideals that students can determine their individual pace of learning and assessment and that it is preferable to obtain deeper knowledge from fewer standards than to achieve superficial understanding across a wider range of standards.
- Year 11 students start with a standard that applies to both algebra and statistics, Year 12 start with a common standard too. Students plan their path from that initial standard.
- The goals for students are that they achieve Level 1 numeracy in Year 11 and, in Year 12, gain entry to Year 13 Maths courses.

Pros:

- The flipped model sees NCEA standards assessed when students are ready. If a student is unwell, there is no need for a medical certificate as the assessment can be rescheduled; if on a trip, no extension needed.
- Teachers encourage pair / small group work with clusters working at a similar pace. In the first year or two this was a suggested approach, which is now more enforced.
- Three classes are timetabled simultaneously and teachers encourage students to circulate between classes.
- Flipped learning is used in Year 13 Calculus.
- If students are unwell they do not miss content.

Cons:

- MAT123 does not suit those students who struggle to self-motivate, especially as class sizes 29 average.



Developments:

- After 1 year, planning included an overview of the year that drilled down to a lesson by lesson plan.
- Changes for 2021: tracking in Term 1, to move into a numeracy class before Term 2. This also reduces timetable changes and is more stabilising for students.
- The faculty specifically speak to Māori students whanau, sharing planning and course information with them.
- Other issues: borderline students will be encouraged to sit external exams. Teachers will be calling home to avoid absence issues.

- The faculty would not revert to the system in place before MAT123 was developed. Caroline expressed concerns about the new NCEA course structure and how that would impact on the faculty. New standards can be trialled from 2022 and have to be adopted the year after.
- Transferring this approach to other subject areas has been discussed at Heads of Faculty meetings and some faculties have expressed interest in principle.
- Of the students who did not achieve Level 1 numeracy last year, only three would have realised Level 1 if they had achieved numeracy. Maths was not the sole issue for many who did not obtain Level 1.

- Arunan and Stella spoke to their experiences of the MAT123, reflecting on the importance of self-motivation and direction.

iv. Principal's report

- Dominic took questions on his report.
- Stella was welcomed to the meeting.
- The summer and winter sport numbers are looking positive. The reason for their increase is unclear.
- Evžen commented on the visit to Auckland from 9 April which saw Heads of Faculty, members of SLT and architects from WSP Opus visiting Ormiston Junior College and Western Springs College.
- Western Springs College offered a huge amount that would be beneficial to a school such as WHS, not just architecturally but also in terms of culture. There is a university style and feel to the new build.
- Features noted: 90 minute lesson times instead of 60, vertical slicing with Deans for a House rather than a year group - seniors mentoring juniors.
- Western Springs also has a Te Reo immersion unit occupying a separate campus space
- Modern learning environments - not an MoE specification - were widely supported by the group who visited WSC.
- WSC's build is three storey: ground floor Tech and Arts; 2nd floor Social Sciences, top floor Maths & Science. All floors around a rectangular atrium. Clear sight lines and visibility both in the new build and around the campus.
- The majority of old buildings have been demolished: the Music suite which is in a separate building, next to TAPAC, has been kept.
- The next step for WHS is to look at the Education Brief, submitted in December 2019. This will be revisited with the Heads of Faculty.
- WSC's weak spot is its green credentials. It does have regulated temperature which results in ongoing energy costs. However, this is needed as the width of the building reduces effective cross ventilation.
- WHS criteria for build should include sustainability.
- Design Review Panel: although the school can advocate for sustainable aspects of a build, is there the guarantee that these will be approved? It was noted that future planning requirements will include sustainability standards that have to be met.
- The Health and Safety information was well received with the Board acknowledging better understanding of processes and responsibilities
- The internal audit annual requirement - framework & assurances required - will require discussion. Could the H&S committee and Paul Macdougall look at this?



- Emergency management: the Board needs annual assurance that processes are followed
- Health and Safety information will continue to be reported to the Board each meeting.
- Staffing for Term 2: Hours that were taught by Gus Donaldson are being covered internally as although the position was advertised, there were no suitable applicants, A new advertisement for a part-time post will be followed up this week. This may mean small staffing shifts in Term 2, but all classes are covered.

v. Students' report

- Highlights & questions
- Student Council Meeting - good to have reached fruition and have held first meeting.
- It has been challenging to recruit Māori tikanga representatives onto the Student Council. There has been little interest. It is hoped that this gap will be filled with assistance from Māori teaching staff.
- Good to see the Student Council presence on the WHS website.
- 'How to adult' will be focus of WERO days in June/July. This is again something that was lost in 2021 and which students recognise the benefit of.

vi. Property (included in Principal's report)

vii. Finance

- The report, provided by John Wilkinson, was accepted by Board
- The post of Business Manager was advertised on 9 April, John will retire at the end of Term 2.
- The Board approved funding for the Māori mentoring programme and allocated additional funding (funding totals \$30,000) to this project.
- It was noted that both the level of payments received for donations had increased on 2020.
- CEC's income is also higher than anticipated.
- Despite the drop in international student numbers, the overall change in finance is not as serious as might have been anticipated

viii. Health & Safety (included in Principal's report)

ix. Kāhui Ako report

- The teacher only day (1 April) was a success, bringing in 225 staff from across the Kāhui Ako.
- The keynote speaker, Melinda Webber, was excellent and workshops run by the across schools' team and in school teams saw good levels of engagement.
- The whole day was extremely well orchestrated and managed by the Kāhui Ako across schools team.
- The next step is the community of practices which continue into T2.
- The sticking point is relief to enable staff to attend. Across the Kāhui Ako schools are starting to see the benefits in terms of teachers' practice and some schools' decision making.

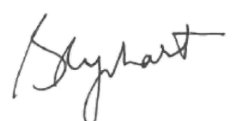
x. Correspondence received by the Chair and actions taken:

- The correspondence was received by the Board.

3. AOB

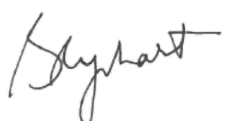
i. Policy review update

- No comments on home learning



- No comments on finance & property: as a school about to go through a rebuild, the Board feels that these aspects should be separated in terms of policy. Evzen will provide a recommendation with regards to property.
- ii. Heads of Faculty reporting - 17 May meeting
- This meeting provides an opportunity to meet with the Heads of Faculty following the Heads of Faculty self-review of their faculty during the previous year.
 - In each report the Head of Faculty will include an annual plan based on the school strategic plan and determine how they have progressed against this. They will include staffing, PD and will reflect on the year. It is an opportunity to look at faculty planning and celebrate achievement.
 - This report is delivered as a quick synopsis at the meeting and the Head of Faculty will then take questions.
 - The leadership team also compile the Curriculum and Participation report which is shared with the board.
- iii. Flu vaccinations
- The Board agreed to support the vaccination programme this winter.
- iv. Thanks
- Alison was thanked for the agenda and links provided to Board members in advance of the meeting.

The meeting moved to in-committee at 7.54pm

A handwritten signature in black ink, appearing to read 'Alison', located in the bottom right corner of the page.