

Minutes of Wellington High School Board Meeting
Held 14 March 2022 online

Present: Belinda Rynhart (Chair), Dominic Killalea (Principal), Annette Atkins, Jo MacDonald, Wyatt Page, Evžen Novak, Solomon Daniel, Theo Melville,

Apologies: Eve Ashby

Visitors: Nicky Birch, Alistair Cattanach, Charlene James-Meijer, Mary Maughan, Mia Rosemergy, Lulu Shepherd

In attendance: Alison Jeffery (Board Secretary)

- The meeting opened with a karakia.
- Charlene introduced Nicky Birch to the Board meeting, thanking the Board for their invitation.
- Nicky introduced herself to the meeting outlining her work history including Board roles at WEGC and Nga Mokopuna, her current role as comms practitioner working with iwi, and her connection to WHS since her students joined the school.
- Nicky recognised the work done by Te Tumatakuru O'Connell in his role as Te Whānau a Taraika chair and indicated that she will be happy to be considered for this role.
- Charlene James-Meijer left the meeting.

Seismic assessment

- Alistair Cattanach spoke to the MoE seismic assessment report that formed part of the Board's meeting in December 2021.
- Concerns relate to the slope and soil of buildings A, B and C. These contribute to the low seismic assessment in this area with the bank having the larger impact on the stability of the building.
- Main Block (A). Alistair agreed with the evaluation that the few loose panels on this building do not form a life-safety risk. It is unlikely that the panels would break in the event of an earthquake - it is the attachment to the building and the fact that that could break that would be the concern.
- Block B's rating was also reduced due to the external panels (similar to Block A). Fixing the panels would be a small cost and is the sort of project that can take place in a school holiday.
- Block C (toilet block) has a low rating but not a building that meets the importance level 3 criterion (300 students in the building) so perhaps should not have been rated as low as it has been.
- Assumptions may have been unduly conservative regarding the anchors that attach the buildings to the bank and their ageing.
- The base of the buildings are founded on weaker clays. This aspect of the assessment did not seem unexpected.
- The assessment overall is considered conservative. Alistair offered to review the report and to draft questions that could be returned to the MoE team.
- The Board discussed the reasons why the school might opt not to address the issue of the panels. The cost benefit of disruption caused by works to fix the panels vs the benefit of fixing them. Bearing in mind this is not a life-safety risk as the panels cannot fall from the 5th floor. It is how comfortable the Board is with accepting that this is not a risk.
- The anchors into the bank have not been tested since installation. These are drilled into the rock and the clay so strength is dependent on the way that water has / has not got into this area. They were designed for 50+ years lifespan and this is now towards the end of that period. **It would not be recommended that any decisions are made without investigating the strength of the anchors. This should be directed back to the MoE / WSP team.**
- Toilet Block (Block C) - water tank locations. The original design included a large water tank but it is uncertain whether this is a part of the building. Dominic has confirmed that there are 4 large cylindrical water tanks on level 6 of Block C. Each of these tanks is approx 175cm high with a

diameter of 175cm. Each of these tanks is storing approx 4000L of water so 16,000L in total stored on level 6 of C block.

- The School has received earthquake prone notices on the basis that the Wellington City Council has not received notices from the MoE. Alistair was confident that these would not apply if the points discussed above were submitted to WCC.
- It was noted that the importance Level 3 criterion (occupancy 300+) would not apply to Blocks B or C.
- Music Block. Alistair considered that the recommendations in this area (simple temporary props could be built to ensure that, if dislodged, the floor didn't fall into the area beneath) were simple mitigations. A project is already in place to resolve this, so the question is whether the Board is happy that the school continues to occupy this area until this project is completed. A project has been taken out but there is no confirmed timeline at present. Mitigation is an option in the meantime, and this could be a sensible, short term solution realised within a timeline of a few weeks / months.
- Seeking a procurement exemption from the MoE to enable WSP to undertake the work without the need to go out to tender was discussed as an option. However, the current delays and demands on the building industry can mean that, even without the need to tender, projects may not get under way in 2022.
- Under the Building Act spaces that are termed earthquake prone can be used. The MoE policy is not to use buildings rating less than 33%; H&S under Worksafe is that compliance with the Building Act is accepted.
- It was suggested that the school pursue mitigation work and that this could be seen as stage 1 for the building project. This could be a proposal to go back to WSP. The Board agreed that, as part of their responsibilities, this proposal should be pursued.
- Riley Centre: this is strengthenable and flexible but work could result in the Hall being shut for at least 6 months in order to strengthen the roof. The current rating is 45%, but work could result in 68%+. The nature of the framework - regular reinforced columns with a frame structure is an advantage and the main work needed would be in the roof.
- If the hall is occupied when an earthquake strikes, drop, cover, hold is the approach to take. The ceiling lining would be the first element to come loose, this would be what drop, cover, hold protects against. Alistair recommended that if there was a pause in the shaking, the area should be evacuated, but if the shake was big enough to dislodge ceiling lining, walking out would most likely not be possible. This could be mitigated against, but any project tackling this involves a substantial cost in order to get into the roof in the first instance.
- Alistair will send a list of bullet points and questions to help further discussions with the master builders within the next week.
- The Board asked Alistair whether his recommendation would be to keep Blocks A-C or whether they should be demolished. Apart from the panels and perhaps some of the foundation works, a lot of Block A could be reused/repurposed. One option might be to lose Levels 1-2 but continuing to use 3-5.
- Alistair asked whether there were easy places to stage and develop and move things around while everything is being redeveloped. The top of the hill is essentially one of the most economic places for construction. After building there, buildings A, B & C could be decommissioned / repurposed.
- Alistair Cattanach was thanked for his contribution and left the meeting.

Minutes of last meeting

Jo MOVED: THAT the minutes of the meeting held on 13 December be accepted.

CARRIED
Wyatt

Reports

Principal's report including property

- Dominic spoke to the Principal's report. The main focus at the moment is COVID. There are around 100 current cases with approximately 300 students isolating.
 - Ministry reporting takes place on a daily basis. There isn't a noticeable increase in cases each day so it is difficult to tell whether our community is near a peak yet.
 - Rostering home for one period a day is the equivalent of another school rostering home a year group for a day a week. This has freed up staffing for relief.
 - It is likely that Year 11 will be rostered home next week but at the moment it is likely that the rostering can remain at the level of a single year group and will not need to be expanded.
- Enrolment is up slightly and this gives the school extra staffing funding.
- A few extra international students have enrolled and there is hope that there may be some mid-year enrolments in the International Department too.
- Dominic has met with Gabrielle Wall with regards to supporting strategic planning in Term 2 of this year. A proposal will be submitted to the Board when received. The ideal would be to complete most of the work in this area next term prior to Dominic's sabbatical in Term 3. With this in mind the June meeting's focus will be strategic planning.
 - WHS's current planning docs were well received by Gabrielle. The new plan will be for 3 years (2023-2025) and this will replace the charter.
 - The national educational learning priorities need to be overtly covered in the strategic planning. Gabrielle has worked with the Kāhui Āko and her work there was recognised as positive. Gabrielle has an educational background which the Board recognises as important.
- Sports uptake has increased: Volleyball is one area that has seen a great measure of growth (there are now 10 teams).
- A suspension panel has been convened for 6pm Wednesday 16 March.
- Māori achievement actions continue. All staff that the school worked with last year at Poutama Pounamu have moved on but WHS hopes for a good level of continuity in this area nevertheless.
 - It is anticipated that the Ngā manaakitanga programme will restart in Term 2.
 - The future of BGI mentoring needs further investigation. Again they have had a change of staffing and funding requires discussion.
 - The Creatives in Schools projects will continue with former TA, Bea Gladding, continuing to lead and liaise in this area.
 - The Aotearoa histories courses have begun well with collaboration between Te Reo Māori teachers and Social Studies teachers central to their delivery.
 - 55 students for Te Reo at Year 10
 - Te Kupe Maingoha / Te Whare Tapa Wha. There have been problems with the rollout without Learning Conversations taking place. This may need to be pushed back until in person meetings are possible. The decision to postpone Learning Conversations resulted in an IT assessment that it was not feasible to run these online. This included wellbeing considerations for teachers due to the length of time they would need to be online.
- The turf project continues, however, it currently seems unlikely that it will be completed for the start of Term 2.
- Work to be done in relation to Carbon Dioxide testing. Dominic targeted rooms fully in use towards the end of classes. The majority of results were good but there were poor results in Com Labs. These resulted in the identification of problems with existing air conditioning that could be remedied. There are still some issues to resolve.
- The Board thanked Dominic for his Principal's report at a time which has been even busier than usual for the school.

Analysis of variance

- Te Whare Tapa Wha, as referenced above, aspects will be implemented but just not in the way that the school hoped for at this point in time. Mason Drurie developed this for the Health Sector initially but applies far more broadly than that and its implementation at WHS is recognised as a strength.
- Teacher preparation for NCEA is positive (strategic priority 2) plus positive feedback from teachers with regards to the move from appraisal to the professional growth cycle.
- Strategic priority 3, target 2: There is a sense that the student council was not as successful as it was hoped in 2021. The leadership of the council is very strong this year and that should benefit the council's progress.
- How can the Board and the school support the students in learning how to lead? Attitude is a big factor and the current student leaders are positive and amenable to support and direction.
- Restorative practices - The statistics reflect last year's results but there are limitations on the data that were exported previously. The school has also done a lot of work to train teachers who can lead restorative conferences. There are now 10-15 who can lead in this area.
- The Board considered that really good progress has been made on all the actions, reflecting that the goals that were set were enough of a stretch but remained achievable. This is something to bear in mind as the school starts the next phase of strategic planning.
- WHS's ERO partner will meet with SLT on 21 March. The focus for the meeting and the ERO study will be the 'responsive curriculum' focus. There are several groups in the school that SLT can do more for. The strategic planning will be developed alongside the ERO's responsive curriculum planning. Dominic anticipates that there will be similarities between the current plan and the new one. The new plan will ideally define more closely which work will take place in Year 1, Year 2 etc - so will be sequenced more finely than has been the case with the current plan.
- When developing the next round of strategic planning, it was noted that Māori tangata whenua and diversity should not be framed together.
- With reference to a vibrant learning community - how do we frame that against that attendance compliance? Attendance is an issue we want to monitor but is attendance, as a focus, the right aspect? Should an area such as leadership and the exploration of what leadership means for every student be considered as more aspirational? The Board appreciated that getting students to attend school can be a significant challenge for some whānau. Compliance/good attendance is a good first goal but 'Does my student have opportunities for leadership that they are passionate about?' would be an aspirational extension beyond this..

Finance report

- The Board recognised that Finance is tracking well
- Parent donation payments have been extremely healthy at the start of the year.
- CEC's revenue is not tracking as well as had been hoped. Tutors have withdrawn from running courses as they have not wanted to comply with the current mandates. It was noted that this may change later in the year if the COVID mandates change.

Students' report

- The Council has now been formed for 2022. The first Student Council meeting tomorrow will be held on Zoom. The Council are hopeful that there will be a good pace to their work this year.
- Neurodiversity week takes place soon and many clubs are starting up. Aroha Day took place online but sign ups were still positive.
- Turf concerns / student voice: this project was a long time in progressing and was based on the fact that most years, for at least 6 months of the year, the field would be unusable. Other projects had tried to remedy drainage but had not succeeded. Recommendations were to upgrade drainage or put down the turf. The student who expressed their concern has been fortunate enough to be at the school in a year when the field has been much more usable than has been the case historically. It was acknowledged that there was not much input in terms of student voice: students who had experienced the field as it was for sports were consulted but consultation

was not wider. The student who raised the concern accepted an invitation to join the Student Council.

- Terraces could be developed along the bank that could result in the space being more use-able. It was suggested that this could be a future project that would add outdoor space. The student representatives recognised that the lunch options for Years 9-10 were worthy of consideration.
- The Board asked about planned activities for Neurodiversity week. The Student reps will report on this for the next meeting.

Strategic Business

There was no strategic business for the meeting

Functional business

Māori Educational Success draft policy

- Annette spoke to the draft Māori educational success policy. Term 4 did not give opportunity for whānau consultation. This was deferred until Term 1, 2022 which was agreed and discussed with SchoolDocs.
- SchoolDocs issued their draft revised generic policy. There is now the option to develop the generic policy further by personalising it, accepting the generic policy as it is, or developing a custom policy.
- The deadline is the end of Term 1 but there is some flexibility for this.
- The first whānau hui of 2022 takes place on 21 March. The policy is on the agenda for that meeting.
- Anyone on the Board can attend on Monday if they wish and all are encouraged to do so.
- At the hui, there will be time for whānau to get to know each other first before launching into this critical discussion. Initial observations are that the policy does not seem student focused but is more directed to the school and whānau.
- It was noted that this will link to the earlier discussion re: leadership, students' passions and will be the first step in a longer conversation.
- Feedback will be brought to the April meeting.

Returning Officer - Board Triennial Election

Jo MOVED: THAT Canterbury Education Services (CES) be appointed to run the Board triennial election and that Sue Kemp act as liaison between school and Canterbury Education Services.

*CARRIED
Solomon*

NZSTA Conference

- Jo spoke about the NZSTA conference which has been moved from April to October.
- Jo will be presenting at the conference with her NZCER role in mind.
- The Board agreed that Jo can share her affiliation with WHS and acknowledge her remit on the Board.
- Jo will be presenting with Rachel Bolstad about climate change and what it might mean for a school's Board. Jo's aspect of the workshop is focused on what it means to be a Board member in the domain of climate change.
- The Board expressed interest in a session led by Jo and Rachel with this focus. It links to work on property and strategic planning in particular and may also be of personal interest to Board members.
- It was noted that sustainability ought to be the primary consideration in property planning. There are two ongoing issues in this area, energy use and the carbon that goes into the buildings.

- The new NZSTA conference dates are in October which is after the triennial elections. Alison will look into the options for securing a place(s) for trustees. Ideally more than one Board member would be able to attend. Alison to explore the options in this area.

Communicating with the school community

- Board communications with the school community were discussed. Frequency and medium were considered and Jo asked for ideas for what should be included e.g. focus on a Board member, a summary of the Board's business that is public domain.
- Jo will write a draft and circulate this to the Board. Website bios should also be checked for accuracy.

Correspondence received by the Chair and actions taken:

| Date | From | Concerning | Action |
|--|------------------------|---------------------------------|--------|
| Magazines, Newsletters, Promotional | | | |
| 28 February 2022 | Ministry of Education | Education Gazette | |
| 3 March 2022 | Capital City Kāhui Ako | Pānui - January / February 2022 | |
| Letters and Addressed Mail | | | |
| None | | | |

The correspondence was received by the Board

- The Board acknowledged Karen's work and her contribution to the school and the network of schools that form the Kāhui Ako and the progress that they have made under her leadership. Dominic acknowledged that Karen's move to the MoE is a significant loss to the WHS community.
- From a student perspective, the representatives offered to write an acknowledgement for Karen from their perspective as having been students who benefited directly from her teaching.

The meeting moved to In committee at 8.26pm

The meeting closed at 8.50pm