



Board of Trustees Agenda
17 March 2020
6pm Boardroom (in admin block)

1. Administration		
Item	Reference	Led by
a. Karakia Welcome and apologies	Karakia Timatanga	Giarne
b. Apologies		
d. Previous Minutes		
e. Public Excluded Minutes		
f. Actions from previous minutes	Food & Nutrition Report	
g. Correspondence	Correspondence folder in March 2020	
h. Admin - standing items <ul style="list-style-type: none"> • Board register • Record of hours • Conflict of Interest • Capabilities and Prof Development • Board work plan - working doc 	<i>Collection of hours - MOE's audit process.</i> <i>CPD planning</i> <i>a. https://www.peopleleaders.co.nz/educatorseries</i> <i>b. NZSTA events - incl National conference (http://www.educationalleaders.govt.nz/Upcoming-events/NZSTA-2020)</i>	
2. Monitoring/Review		
a. Principals report	March Principal Report	Stuart
b. Curriculum Report		
c. Communication	<ol style="list-style-type: none"> 1. Present approach for getting community consultation and engagement on vision, values and strategic plan. 2. Decide on contents for termly board report 	
d. Finance Report	February Finances Samoa OLE financial approval Draft Annual Report 2019	Stuart
e. Health and Safety	Pandemic planning March Minutes	Giarne
f. Property	Property SC Minutes 9 March Carpet Proposal	
g. SchoolDocs	https://halswell.schooldocs.co.nz/ User: halswell P/W: quarry	

<p>Term 1 reviews:</p> <ul style="list-style-type: none"> • Recognition of Cultural Diversity – Board members, staff, and parents • Staff Leave – Board members and staff • Separated Parents, Day to Day Care, and Guardianship – Board members and staff 	 <p><i>Prior to the meeting, Board members are to review policies and make comments using the School Docs comment function - green comment right hand top corner</i></p>	
5. Public excluded		
	<p>Correspondence needing to be discussed in public excluded due to the discussion of natural persons.</p>	
6. Other items		
<p>Positive Education</p>	<p>7pm - Presentation on positive education</p>	<p>John Quinn</p>
7. Meeting close		
<p>a. Next meeting/s</p>	<ul style="list-style-type: none"> • 19th May • 16th June • 28th July (4th week of July so week 2 of term 3) • 18th August • 15th Sept • 20th Oct • 17th Nov • 8th Dec 	
<p>b. Karakia Whakamutunga</p>	<p>Karakia Whakamutunga - Meeting end</p>	<p>Giarne</p>

Principal's Report (March 2020)



NAG 1: Curriculum

- 1.1 *Curriculum overview:* The school-wide focus for this term is on Tūrangawaewae (the place where I Stand) and Kaitiakitanga (guardianship). These concepts fall primarily into the Social Sciences learning area. Throughout the term the children will be learning about our school, local community cultural narrative along with the importance of looking after our surroundings and physical environment. The unit will culminate in the writing of a unique school waiata that will feature all three of New Zealand's official languages; English, Te Reo Māori and NZ Sign.
- 1.1 *Ōtūmatua Camp:* Our Years 7&8 students returned from a very successful camp to Wainui on 6 March. The students took part in a range of activities including archery, coasteering, search and rescue and kayaking. I would like to acknowledge all of the extra work Lisa Dovey and her Ōtūmatua team put into organising this camp and all of the parents who helped out with transportation camp duties.

NAG 2: Strategic Planning & Reporting

2.1 **Learning: all learners are inspired to be A.C.T.I.V.E. and have a positive impact**

Links to Strategic Plan	2020 Key Actions	Progress Report
Strengthen the enrichment programme to ensure that high priority learners are identified early and their needs are catered for	<p>Continue to develop systems for the early identification of priority learners</p> <p>ORS and Enrichment programmes based on identified student needs, and regular monitoring of the effectiveness of these programmes</p>	Term 1 enrichment groups got underway in Week 3. Cathie worked with each Team Leader to identify priority learners who were below school expectations at the end of 2019 and to decide on programmes that would met their learning needs.

	<p>Trial new enrichment initiatives:</p> <ul style="list-style-type: none"> ● phonics readers with at-risk NE students, ● PPP-C (Pause, Prompt, Praise for Comprehension) ● Introduce “The Five Minute Box” as an enrichment programme in Year 0-3 	<p>Years 0-2 teachers have begun trialling the new phonics readers with their student target group in Huritini. A PD session for all teacher aides was run in Week 2 on PPP-C. This programme is now underway in Ōtāwhito and Ōtūmatua with student target groups. <i>The Five Minute Box</i> is being trialled this term with two Year 3 boys and one Year 2 boy.</p>
	<p>Investigate best practice in maths enrichment programmes</p>	<p>Cathie has had an initial meeting with Sarah Cobb from UC Plus. Feedback from Sarah was that the maths enrichment programme Cathie developed previously is still very current and based on best practice. She is sending some additional resources and ideas that could be incorporated in the programme to strengthen it further.</p>
<p>Strengthen GAT programmes across the school</p>	<p>Action recommendation from 2019 including:</p> <ul style="list-style-type: none"> ● Keeping the ACTIVATE Register up to date. ● Ensuring appropriate extension opportunities are offered to children identified. ● Informing our community of GAT @ Halswell ● Developing extension opportunities within class settings 	<p>The ACTIVATE register has been updated for 2020 and teaching teams have revisited the opportunities available as well as re-looked at those on the register. The GAT Leadership Team has met and they are focusing on making sure opportunities are planned for in teams to extend and challenge GAT children. External GAT opportunities such as EPro8 (Technology Challenge) have been entered into and teams will be selected from the register in due course.</p>
<p>All staff are up-to-date with and knowledgeable about the teaching of rich-based maths tasks and Positive Education</p>	<p>All staff actively participate in PLD in the areas of mathematics and Positive Education.</p>	<p><i>We were successful in receiving 110 hours of PLD funding from the Ministry of Education. This is to be used before the end of 2020. We have contracted Sarah Cobb from UC Education Plus to facilitate this year's PLD in maths. This follows on from the excellent job she did facilitating our PD last year.</i></p> <p>Sarah Cobb has spent one day with each Learning Team working with teachers, observing and demonstrating/modeling lessons. She has also run a further PD session on each of those days with the team she had been working with.</p>

		Review appraisal systems based on latest information from the Teaching Council	
	Update the Halswell School Curriculum (including mathematics) to ensure clarity and to incorporate all recent improvements to teaching and learning programmes	All mathematics curriculum documents completed and evident through teaching practice including agreed assessment tools. Update Linc-Ed to reflect changes	The Halswell School Maths Curriculum Statement has been updated and replaced in our curriculum documentation.
		Develop a concept based curriculum that combines all updated curriculum documentation into one cohesive document	

2.2

Well Being: our school community has the strategies, skills, experience and attitudes to flourish

<i>Links to Strategic Plan</i>	<i>2020 Key Actions</i>	<i>Progress Report</i>
All staff engage in professional development designed to raise their awareness of Positive Education and wellbeing	Engage with 100% Project to facilitate PLD for staff	<i>John Quinn from 100 % Project has been contracted to deliver PLD in the area of Positive Education and wellbeing. John facilitated a half-day session with the whole staff at one of our teacher only days. He will be working with our staff at various time throughout the year and will also be presenting a workshop session for our community.</i>
	Offer a range of PLD opportunities for all staff including visiting schools and attending workshops/conferences	An Innovation Fund application has been put together by the Positive Education Team related to a special PLD opportunity at Geelong Grammar. This will be tabled for discussion at the March Board meeting.
	Establish a Positive Education team to help support and drive PLD	A Positive Education Team featuring representation from all five learning centres has been established. This will be led by Karen Collins In Ōtāwhito. The allocation of units has also been prioritised towards Positive Education. An action plan has been developed to help support the introduction of Positive Education in 2020. Initially this will focus on developing staff wellbeing.

	All staff will take part in Restorative Practice PLD	Rich Matla from Restorative Schools, facilitated a one day workshop on Restorative Practice on 31 January. This was attended by the majority of staff. The purpose of this workshop was to equip our staff with some strategies for engaging in restorative conversations with our students following behaviour incidents. This will continue to be a focus for us this year and we will be revisiting these strategies during upcoming staff meetings.
	All staff complete first aid training	<i>This was completed at a Teacher Only Day on 29 January.</i>
Build upon the Mana Ake programme to support student wellbeing	Staff work closely with the Mana Ake team and SWC colleagues to provide increased support for student wellbeing including utilising resources on Leading Lights	The Mana Ake team (MA) are running four group programmes this term across Years 2-8 involving twenty two students. They are also supporting seven individuals. Groups and individual sessions began during Week 3-4. Cathie has recently attended a South West Cluster MA meeting where ideas for some cluster-wide initiatives were explored.

2.3

Community: we cultivate strong whānau, school and community partnerships

<i>Links to Strategic Plan</i>	<i>2020 Key Actions</i>	<i>Progress Report</i>
A growing sense of tikanga Māori has been embedded in the day-to-day life of the school	Explore further opportunities to integrate Te Ao Maori authentically across the curriculum	We have employed two new tutors to work without kapa haka groups. All children will be given the opportunity to experience kapa haka this year. In addition to this, we have a large number of Years 5-8 students who have opted to be involved in our performance group.
	Establish regular whānau hui with our Māori Community Students know and understand the school cultural narrative	Our first Whānau hui of the year took place on 26 February. Although we only had a relatively small number of families attend, it was a worthwhile meeting with several exciting ideas coming out of it, particularly related to how we can celebrate Te Ao Māori at Halswell School. Learning the Cultural Narrative has been a feature of the first half of the term in the context of our school-wide focus on Turangawaewae

		<p>and Kaitiakitanga. The Cultural Narrative behind each Learning Centre's name was shared with the community via team newsletters at the beginning of the year. We have also updated our information about the Cultural Narrative on the school's website.</p>
<p>Raise our students and staff awareness, interest and understanding of other cultures through international relationships, international students and student travel opportunities</p>	<p>Develop a consistent Overseas Learning Experience programme to help our students awareness and appreciation of different cultures</p>	<p>In the past, the timing of Overseas Learning Experiences (OLEs) at Halswell School have been somewhat inconsistent. This year we are implementing a new approach to OLEs for our senior students that will provide more consistently but also allow for advanced planning. Going forward, we will be offering one OLE to the Islands each year - alternating between Samoa and Vanuatu.</p> <p>An Overseas Learning Experience (OLE) to Samoa is scheduled to take place from 5-12 September. Thirteen Years 7&8 students and one parent have registered for this trip. We are in regular contact with Edventure Tours who organise the OLE in relation to coronavirus. The families taking part are also being regularly updated. At this stage, we expect the OLE to go ahead, subject to final Board approval re the RAMs.</p>
<p>Review our current <i>Vision for Teaching & Learning</i> and Strategic Plan in consultation with the staff, students and community</p>	<p>Review Vision and update graphics for ACTIVE & school values</p>	
<p>Implement improvements to reporting practices based on parent feedback</p>	<p>Action the recommended from the 2019 Reporting Survey to Learning eg Conferences time slots, written reporting, access to Linc-ed, exploring student voice and communication between home and school</p>	<p><i>Parents were invited to attend a Welcome back to School Evening on 5 February. Teachers were available in learning centres from 5.30-6.00pm to meet and greet students and whānau. This was followed by a picnic and sausage sizzle put on by the PTA. The inclement weather put a slight dampener on the event but we still had a reasonable number of parents make the effort to come along. We hope that as this becomes an annual event in the school calendar, the number of families attending will grow.</i></p> <p>Meet the Teacher Learning Conferences took place on 19 and 20 February. On the whole, the conferences were well attended by parents and students. As per the recommendations in last year's</p>

		parent survey, the conferences were extended to 15 minutes each, with the last 5 minutes being reserved for parents if they wanted to speak with the T Group teacher without their child present. Parent information on the Linc-ed reading, writing and maths pages has been updated and extended. This will be advertised in next week's newsletter.
	Manage the seamless transition from Linc-ed to Hero	
Review reporting to the Board across the curriculum	Update Board Work Plan to ensure that all Learning Areas are reported upon over a two-year cycle	
Develop stronger connections with colleagues from across the South West Cluster	Establish networks at various levels across the South West Cluster	The South West Cluster Principals have decided to meet twice-termly in 2020. The purpose of these meetings is to build stronger collegial connections and look for opportunities to improve practice, bring staff and students together for shared experiences and maximise resources. To help build this relationship, the South West Cluster Principals are hoping to travel to the Australian and New Zealand Combines principals' Conference later in the year.

NAG 3: Personnel

3.1	<i>Appointments:</i> Application for the Office Manager vacated by Sandra Luff closed on Friday 21 February. We received a total of 172 applications. We were very impressed with the overall standard of the field. Candidates were whittled down to a shortlist of 4 who were all interviewed on 25 February. At the end of this process, we were delighted to appoint Heather Burnby to the role. Heather joins us from Avonhead School where she currently holds the responsibilities of Office Management and acts as the PA to the principal. Heather will bring a wealth of skills and experiences in these types of roles including over 20 years working in a legal firm. Heather will begin her new duties on Tuesday 24 March.
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3.2	<i>Job Description Meetings:</i> I am in the process of meeting with all teachers individually to discuss job descriptions. This is a valuable opportunity to check-in with the teachers about how the year has started and discuss any challenges they have experienced. I also use this time to explore their plans and aspirations for the future including moving into potential leadership roles. Cathie has held similar meetings with teacher aides.
3.3	<i>Teacher Registrations:</i> All full and part-time teachers are registered and hold current practicing certificates. All staff, including support staff, who are not union members are on current individual employment agreements. All staff police vets are current In accordance with the Vulnerable Children Act 2014.
3.4	<i>Leadership Action Plans:</i> Rob has met with each of the unit holders to develop an action plan for 2020. In many cases these action plans have come out of review recommendations from previous years and are linked to our Annual and Strategic Plans.
3.5	<i>New Entrant Appointments:</i> Chelsea Love and Jane Watts have been appointed to a fixed-term job share position to commence at the beginning of Term 2 and conclude at the end of the school year. Jane and Chelsea will be teaching T3, which is our latest New Entrant roll growth class. They will be based in Ahuriri.
3.6	<i>Maternity leave:</i> Renee Dunsey commenced her 12 month maternity leave on 28 February. Renee had spent the first four weeks of the term covering additional release for teachers. Her leaving will not have a direct impact on any T Groups as she had no full time class responsibilities this year.
NAG 4: Property & Finance	
4.1	<i>Banked Staffing:</i> The new cycle for banked staffing has now begun. We are currently sitting with a surplus of approximately \$400. As minuted at the February meeting, at some point we will need to move teachers to bulk grant to offset overuse in 2020.

NAG 5: Health & Safety

5.1 *Property Safety Checks:* Phil has completed regular safety checks of the school grounds this month. There are no issues to report.

5.2 *Accident Register:* The Health and safety Subcommittee has reviewed the Accident Register and there are no significant accidents to report this month.

NAG 6: Compliance

6.1 *Halswell School 2020 Charter:* The Charter and Analysis of Variance documents were uploaded via the Ministry's Data Portal on 25 February ahead of the 1 March deadline. A copy of the confirmed Halswell School 2020 Charter can be found in the March BoT meeting folder.

6.2 *March Roll Return:* The 2020 March Roll Return was submitted to the Ministry of Education well in advance of the 10 March deadline. The figure submitted was 653 students. This is up 13 students from the 2019 March Roll Return. Of the 653 students in this year's return, 619 are domestic and 34 students are international fee payers. This compares with the 28 international fee paying students we had enrolled in March last year.

The Ministry of Education uses the March Roll Return figure to confirm our staffing and operational entitlements which are provisional up to this point. It is important to note that our staffing entitlement will not decrease (but may possibly increase) whereas the operational funding can decrease during the year due to less than expected roll growth. Our staffing and operational entitlements will be confirmed in the next few weeks. I will keep the Board informed if there are any significant changes either way.

The next major resourcing milestone for us will be the July Roll return that will dictate our 2021 staffing and operational funding.

6.2 *SchoolDoc Reviews:* This term the following policies are scheduled to be reviewed:

- Recognition of Cultural Diversity – Board members, staff, and parents
- Staff Leave – Board members and staff
- Separated Parents, Day to Day Care, and Guardianship – Board members and staff

7: General

7.1 School activities and events since last report:

- School assembly
- Health & Safety Subcommittee meeting
- PTA meeting
- Lincoln Swimming Zones
- Visiting group of Japanese educators
- Property Subcommittee meeting
- Principal and Board Chair meetings

Stuart Cameron (Principal)