



Halswell School

Many hearts make a school

MINUTES OF MEETING BOARD OF TRUSTEES Tuesday 19 October 2021

PRESENT

Rob Dixon (Chairperson), Stuart Cameron (Principal), Michelle Bishop, Natasha Buckby, Giarne Harrison, Anita Head (Staff Representative), Shaun Perrin, Ged Robinson

Apologies:

Guests: Rob Naysmith, PTA

Meeting Opened: 6.00pm

ADMINISTRATION

Karakia, Welcome

Apologies

None

Previous Meeting Minutes

The Board approve the minutes of the previous meetings held on 21 September 2021.

Moved Giarne

Seconded Shaun

Approved ✓

Actions From Previous Meeting

[Board Action Sheet](#)

Correspondence

- Folder

Standing Admin Items

- Board [register](#)
- Record of [hours](#)
- Conflict of [Interest](#)
- [Capabilities and Prof Development](#)
- [Board work plan](#)

Monitoring/Review

Principal's Report

Term 4 is a short and busy term with a school focus on science. There are lots of events occurring including athletics, prizegiving and learning celebrations, but with adaptations for Covid restrictions where possible.

Scale A Teacher roles closed last week, with 120 applicants overall and 7 being interviewed. The Principal will be working to complete the process by end of the week including offers.

The Associate Principal role closes on Friday, with shortlisting happening next week.

ERO review update - first part completed by end of 2021.

Next meeting set for 22 November

Improving wellbeing and engagement of all students is the focus question for next three years.

The Board approve the Principal Report as presented

Moved Rob **Seconded** Michelle **Approved** ✓

Finance Report

We are heading towards a surplus as opposed to a deficit for 2021

Additional staffing has been applied for with the MOE as the school have met their grading roll number.

The Board approve the September Finance Report as presented.

Moved Stuart **Seconded** Natasha **Approved** ✓

Communications Report

Proposed school logo change - just a bulb to be added to the koru pattern.

Transition time with uniforms expected - new logo ready to be printed but the shipment will arrive in March 2022.

Value icon drafts will be completed this week.

The Board approve the new Halswell School logo subject to minor edits. This logo will come into effect from the 2022 school year.

Moved Rob **Seconded** Giarne **Approved** ✓

Property

Revised SIP scope has been sent in. 3 items are being held off for the next bundle.

- Protective work around trees is beginning.
- Orongomai playground has been held up, design ready in two week's time, after approval will be completed in Christmas break.
- VoIP transfer done.
- BBQ blinds arriving next week.
- Drinking fountains - need plumbers quotes to complete.
- Water pump installation date - 20 December 2021
- Double glazing installation date - 24 January 2022

Health & Safety

PTA Quiz has been cancelled due to Covid restrictions.

Staff Vaccine Mandate - Information still coming.

Parents on site - wear masks, sign in, avoid coming in unless necessary, wait for clarity from Ministry before communicating further to the community.

The Board approve that the following events will go ahead with Alert Level 2 guidelines in place

Moved Rob **Seconded** Shaun **Approved** ✓

PTA will do Subway lunches to replace the sausage sizzle this term and will investigate other options under Alert Level 2.

Working bee (31 October) - all adults to wear masks, sign in, split into groups.

Staff morning tea shout - postponed to Thursday 28 October. Platters can be delivered to each learning centre under Level 2.

End of year events:

Staff function would be able to go ahead, it is at the bowls club and the school will follow their guidelines.

Prizegiving (14 December) - could become a Year 8 event or option to live stream.

School Docs

Noted - Policy Reviews for Term 4 2021:

- Harassment
- Māori Educational Success

Other Agenda Items

Personnel

The Board approve the Associate Principal Appointments panel will include; Principal, current Associate Principal, Board Chair, Staff member/teacher and Michelle Bishop (Board representative)

Moved Giarne **Seconded** Natasha **Approved** ✓

Board Meeting Dates 2021:

- 16 November
- 7 December

Meeting closed: 7.50pm

CONFIRMED _____ 16 November 2021

CHAIRPERSON

MATTERS ARISING / ACTION SHEET
FROM THE MEETING OF THE
BOARD OF TRUSTEES
HELD ON TUESDAY 19 OCTOBER 2021

By Who	Action	Reference	Date
Rob	Morning tea for staff - Thursday 28 October		

Principal's Report (October 2021)



NAG 1: Curriculum

1.1 *Contextual Curriculum:* This Term's contextual curriculum focus is on science. Athletics sports are scheduled for Week 2 and ICAS exams will also take place this term after being postponed due to Covid. Core Curriculum programmes continue as normal. There will also be a big focus on assessment and reporting in the second half of the term as teachers begin writing end of year reports.

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	2021 Key Actions	Progress Report
Teachers work with students to develop high expectations of academic performance through goal setting and a personalised approach to learning	Continue to develop systems for the early identification priority learners	<p><i>Cathie has been working with the Year 0-2 team to tweak the literacy programme to include a more structured phonics approach. The aim is to reduce the number of students needing enrichment support in literacy in Years 1 and 2. Cathie, Rachel and Julie have attended a two-day course on structured literacy approaches and the MoE are producing a new series of readers to support the approach. These are due to arrive later this month.</i></p> <p><i>Target groups have been identified throughout the school using the same format as was used with the Year 6 Writing Target Group. The additional groups will be shared with the Board at Tuesday night's meeting.</i></p> <p><i>Cathie has been providing ongoing PD through team meetings, modelling and mentoring for YO-2 teachers in using a structured literacy approach. The new MoE resources that support this approach have arrived and a PD session to introduce them was run for all YO-4 teachers in the final week of Term 1. Teachers have begun using the new resources from the start of Term 2. During the second half of Term 2, the teachers will be working with all students to complete mid-year reports. Part of this process will involve making overall teacher judgements for reading, writing and maths as measured against our Halswell School Expectations. The reports will be shared with whānau via Hero on Monday 26 July (first day of Term 3). This will be followed by Learning Conferences on Wednesday 4 and Thursday 5 August (week 2, Term 3). Hero reports will be published on Monday 26 July in preparation for Learning Conferences in Week 2, Term 3.</i></p>

Mentoring and support for Year 0-2 teachers in structured literacy continued in Term 3 with Years 1&2 teachers released to observe writing programmes in Ahuriri. The aim was to ensure consistency of approach across the two learning centres. Further PD sessions are planned for Years 0-2 Team meetings in early Term 4 and Cathie will also mentor new roll growth NE teachers in this approach.

ORS, Enrichment and GAT programmes based on identified student needs, and regular monitoring of the effectiveness of programme

Enrichment programmes began across the school in Week 4. The GAT Register has been updated for 2021. Teams have been entered for the EPro8 - Technology Challenge. Children have been selected to enter a poetry competition. Enrichment programmes were reviewed at the end of Term 1 with most students continuing on with programmes into Term 2. Some minor changes to TA timetables in YO-2 have been made to provide more support in the afternoons in Ahuriri for some students with additional behavioural needs. Cathie will meet with team leaders at the end of Term 2 to review progress and organise enrichment programmes for Term 3. Twenty-eight children from Years 5-8 entered a poem each into the NZ Poetry Societies poetry competition. We had 5 Teams of 4 children enter the EPro8 competition, a Science, Technology Engineering Maths (STEM) extension opportunity. Teams used the STEM kit to create a famous landmark and engineer a device that would trigger 3 party poppers mounted on it from 2 metres away. Children were selected from our ACTIVATE (GAT) for both activities. New MoE resources to support structured literacy are arriving regularly and Cathie will continue to support teachers to use these through modelling, coaching and PD sessions at team meetings. Our RTLB liaison teacher will run a session on Numicon (a maths enrichment resource) for the Years 5&6 Team early this term. This will help them support a small group of children struggling with basic number knowledge in their team. Cathie has met with the Team Leaders to review enrichment support in each team for Terms 3 and 4. All EPro8 teams made it to the quarter-finals of the EPro8 Challenge and competed against 12 other teams from across Canterbury. Both Years 5&6 teams made the semi-final round with a 1st= and 3rd= placing in the quarter-finals. Our Years 7&8 teams competed well finishing 5th, 6th and 11th in their quarter-final but won't progress any further. The teamwork and perseverance shown by all teams was commendable. Term 3 enrichment groups are up and running and parents have been notified of their child's involvement through Hero and Learning Conferences.

Enrichment programmes in Years 0-4 were reviewed and adjusted for Term 3. Because of Covid disruptions in Term 3, most Years 0-4, and all Years 5-8, programmes will continue unchanged in Term 4.

A group of Years 7&8 students have been working with the White Water Trust on the Urban Eel Programme, studying our local Nottingham

Stream and the eel population in it. They have conducted stream studies and worked to inform our community about longfin eels and the effect of wastewater on their environment. The group have taken practical steps to improve the quality of the waterway and have been working in conjunction with Environment Canterbury to develop a planting plan and organise planting and waterway clean up days. The group have been entered in the 'Canterbury Aoraki Conservation Board Awards' for their work.

All staff are up-to-date with and knowledgeable about the teaching of rich-based maths tasks and Positive Education

All staff actively participate in PLD in the area of Positive Behaviour for Learning (PB4L)

Stuart, Cathie and Kelsey attended the first PB4L Leads workshop in Week 5. The key messages have been shared at a staff meeting. A meeting schedule for PB4L for the year has been developed. This includes the PD sessions, regular PB4L team meetings, and staff meetings. The PB4L team attended their first training day on 24 March and then led a PD session with all staff at our latest Teacher Only Day to share back the information gained. This was well received by staff.

The whole team will attend the second full day training on Friday 11 June. Stuart, Kelsey and Cathie have already attended the second leads' workshop and Kelsey and Cathie are leading a staff meeting this week to share the key ideas.

Two PB4L staff meetings and a session at the SOD are planned for this term. One major piece of work will be the development of a behaviour matrix which will help us unpack our new values and what they look like in different settings across our school. The second major piece of work will be reviewing supervision at break times across the school.

In the staff meeting in week 1, Term 3 the PB4L team shared information about the behaviour matrix so staff are ready to begin work on this at the next SOD. Cathie and Lesley ran a teacher aide PD session to share the same information with them. The PB4L team has their next training day on Friday 20 August.

Unfortunately, due to Covid restrictions the planned SOD and PB4L session on developing our behaviour matrix, have been postponed. The PB4L Team training day on 20 August was also postponed. We have planned a staff meeting for Week 9 on reviewing our playground duty processes and aligning these with the PB4L approach called "Active Supervision". This will enable us to trial Active Supervision in Term 4.

One of the first tasks for the PB4L team was to develop a purpose statement explaining why we are implementing the approach at our school. This is now finished and can be [read here](#). This will be shared with parents once our new values are launched.

Maths professional development scheduled for this term has also been postponed due to Covid.

A PB4L staff meeting was held in Week 9, Term 3. The focus was Active Supervision which is the PB4L approach to playground duty. Current playground duty zones were reviewed by staff in the meeting with one outcome being the introduction of an extra zone for Term 4.

	<p>Co-construct a Professional Growth Cycle with all teachers to replace the current appraisal cycle</p>	<p><i>Staff input was gathered at the Staff Only Days at the start of February. A draft cycle has been developed and we are currently gathering staff feedback before finalising the process. We are moving to a more coaching focused approach to support teachers to identify areas for professional growth. This may need to be supported by some coaching PD for Team Leaders. The trial PGC cycle is now being implemented and will be reviewed at the end of the year. In July the Lead Team will participate in coaching PD organised by the South West Cluster. Mid year coaching conversations are the next stage of our trial PGC. We have decided to hold these off until early Term 3 once the pressure of production is over and the Lead Team have done the coaching PD which is scheduled for Week 1 Term 3. The Leadership Team will be attending a whole day PD workshop on coaching on Friday 30 July. Following this, mid-year coaching conversations will occur with teachers and support staff as part of our new professional growth cycle. Having the entire Leadership Team attend the coaching PD workshop in week 1 was very worthwhile in developing a shared understanding of our process and developing individual's coaching skills. As part of the new professional growth cycle, Team Leaders will meet with teachers for a mid-year discussion about how the teachers' goals are tracking using a coaching approach. Rob and Cathie will follow the same process with the Team Leaders when they meet with them over the next couple of weeks. The 3Ps will take part in the second stage of their appraisal/professional growth cycle on 17 August. See the Compliance section below for more details. Our Professional Growth Cycle guidelines were updated to reflect the learning from the coaching course attended by the Lead Team. Mid-year Professional Growth Cycle meetings have been completed. Some were done via Zoom during the lockdown.</i></p>
<p>The Halswell School Curriculum ensures that all staff and students are engaged in high interest and collaborative practice to accommodate a wide range of learning levels, styles and activities.</p>	<p>Embed a concept-based curriculum that combines all updated curriculum documentation into one cohesive document.</p>	<p><i>All new teachers met with Rob and Cathie in Week 4 as a follow-up to their initial induction. The main focus was on our curriculum and pedagogical practices. The new concept-based curriculum is working well with teams having the desired flexibility while still following the schools overall shared direction/concept. Maths: We had Sarah Cobb (Maths Advisor) out for a day to work with some of our new staff on problem-based tasks. She will return in term three to work with more of our teachers and children. Sarah has supported us over the past two years and will continue to be utilised as the need arises, in order to keep the momentum going and continually improve/enhance the teaching of mathematics across the school.</i></p>

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

Links to Strategic Plan	2021 Key Actions	Progress Report
<p>Stage 2: Implement Positive Education</p> <p>Teachers implement a range of initiatives related to Positive Education in their teaching and learning programmes</p>	<p>Engage with 100% Project to facilitate PLD for staff. Offer a range of additional PLD opportunities for all staff including visiting schools and attending workshops/conferences</p>	<p><i>All teachers took part in a Positive Education workshop facilitated by John and Sarah at one of the beginning of the year Teacher Only Days. Several staff members also attended John and Sarah's parent presentation on 23 February.</i></p> <p><i>The Lead Team has registered for a one day workshop entitled How to Build Employee and Organisation Resilience in 2021: A masterclass for Leaders. This will enable the Lead Team to explore ways of embedding systems and strategies to promote staff wellbeing across the school.</i></p> <p><i>The Lead Team attended the How to Build Employee and Organisation Resilience in 2021 on 18 May. There were a range of pertinent topics covered including tips and tricks for embedding a culture of wellbeing in the workplace and recognising and responding to the signs of burnout. The workshop was attended by leaders from both the corporate and education world so it was great to be able to hear what is happening to promote wellbeing in other schools and the business world.</i></p>
	<p>Establish a Positive Education team to help support and drive PLD</p>	<p><i>A new Positive Education Team has been established for 2021. This will be led by Nicole Batty and Alice Eastwick. Alice and Nicole have had a preliminary meeting with Stuart to establish an action plan for the year with a particular focus on implementing Positive Education strategies into the teaching and learning programmes throughout the school.</i></p> <p><i>The Pos Ed Team met with John Quinn earlier in the year to discuss a framework for implementing Positive Education over the next 3-5 years. The Pos Ed leaders then facilitated a session at the last Teacher Only Day to provide an overall blueprint for the direction we intend to head in relation with positive education and to help make connections with what is already in place throughout the school. One clear connection is the work we are currently doing as part of the PB4L programme.</i></p>
	<p>All staff will take part in Pause, Breathe, Smile training</p>	<p><i>This has been scheduled for Term 3 and will be at no cost to the school thanks to some additional Government funding.</i></p> <p><i>All staff have been enrolled in the Pause, Breathe, Smile programme and are working their way through 6 short modules. A facilitator from Pause, Breathe, Smile will be running a full-day workshop at our next Staff Only Day.</i></p> <p><i>All teachers and TAs took part in a full day's Pause, Breathe, Smile training on 4 June. Leading up to this we completed some pre-course professional development activities about mindfulness. The SOD workshop was very well received by staff. We will be looking to implement the PBS programme across the school in the near future with the aim of embedding it as part of regular practice in the Learning Centres.</i></p> <p><i>Pause, Breathe, Smile programmes will be taught in each learning team this term. Pause, Breathe, Smile lessons have commenced across the school from Week 3. This programme will run for eight consecutive weeks. This links directly to the focus on health and physical education this term.</i></p>

<p>Build upon the Mana Ake programme to support student wellbeing</p>	<p>Staff work closely with the Mana Ake team and SWC colleagues to provide increased support for student wellbeing including utilising resources on Leading Lights</p>	<p>MA support is up and running for those students identified in late Term 4, 2020. A parent/caregiver drop-in session held in Week 3 was well attended and another is planned for later in the term. We are finding this is a good pre-emptive approach that is reducing the number of referrals needed. Cathie has attended a SWC SENCO meeting to allocate the resource equitably across the cluster. MA staff are booked to do a staff PD session on using the Leading Lights resource at the next Staff Only Day.</p> <p>The PD session on TOD run by the MA team was very well received and was a good opportunity for staff to become more familiar with the Leading Lights website which supports MA. A second parent drop-in session was held late in Term 1 and two more are planned for Term 2. We are investigating parent education session(s) led by MA for later this year on a topic such as anxiety, digital citizenship or positive parenting.</p> <p>Mana Ake kai mahi facilitated a Positive Parenting on 8 June. Approximately 25 parents registered for the event but unfortunately, only 8 attended on the night. The workshop focussed on how parents can help develop emotional intelligence in their children and provided some useful emotional coaching strategies.</p> <p>Mana Ake parent/caregiver drop-in sessions continue to be well received and in some cases are providing support to students and families that otherwise might have resulted in a referral for ongoing work. Two more drop-in sessions are planned for Term 3.</p> <p>Stuart has been invited to join the Mana Ake Service Level Alliance (LSA). This governance group is made up of representatives from the Ministry of Health, Ministry of Education, mental health providers and educators. The SLA is responsible for administering the Mana Ake initiative and monitoring of its effectiveness.</p> <p>Some Mana Ake sessions have been able to be continued during Lockdown using Zoom, including the drop in session for parents and caregivers on 8 September.</p>
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2.3

Community: we cultivate strong whānau, school and community partnerships

Links to Strategic Plan	2021 Key Actions	Progress Report
<p>A growing sense of tikanga Māori has been embedded in the day-to-day life of the school</p>	<p>Explore further opportunities to integrate Te Ao Māori authentically across the curriculum</p> <p>Continue to offer regular whānau hui with our Māori Community</p> <p>Grow a stronger relationship with Ngāti Moki Marae</p>	<p>The leadership of Taha Māori has been distributed to Rachel Ono and Lisa Dovey this year. Rachel will be responsible for leading Te Ao Māori and Lisa will lead Tikanga Māori. One of Rachel's key roles will be to grow our relationship with Taumutu and coordinate our regular whānau hui. She has already been in contact with Ngāti Moki Marae. Lisa will coordinate kapa haka and mihi whakatau. We are delighted to have Janina Konia (Matarauka Mahaanui) to be joining the Board and Lead Team at the strategic planning day on 27 March.</p> <p>The first Whānau hui of the year took place on Wednesday 12 May. This was attended by five families and the Te Ao Māori staff team. This was a great opportunity to reconnect with our Māori whānau after a very disrupted 2020. We will continue to hold hui for our whānau on a termly basis moving forward.</p> <p>Janina Konia attended the strategic planning workshop with the Board and Lead Team as mana whenua. She subsequently led a workshop with the Board and Lead Team around unpacking our new values. She was able to do this on behalf of Ngāti Moki Marae. This was particularly relevant as our new values closely match those of Taumutu.</p>

			<p>Stuart has arranged a meeting with Liz Brown (Chair of Te Taumutu Rūngana) to seek her feedback on the new logo design. This will take place at 5 pm on Monday 18 October. All Board members have been invited to attend this hui. Liz’s feedback will be shared with the full Board at the October meeting.</p>
	<p>Develop a “Diversity Panel” to ensure inclusivity and engagement with all community members</p>	<p>Continue to explore opportunities to connect with all members of our parent community</p>	
	<p>Review our current <i>Vision for Teaching & Learning</i> and Strategic Plan in consultation with the staff, students and community</p>	<p>Engage in a robust community consultation process to review Vision for Teaching & Learning and update graphics for ACTIVE & school values</p>	<p><i>Around 100 parents attended the Positive Education presentation facilitated by John Quinn and Dr Sarah Anticich on 23 February. The talk was very well received by those who attended. Slides from the presentation were shared with the wider school community via the school newsletter.</i></p> <p><i>A link to the online community consultation survey was shared with our parents on Monday 8 March. It will remain open until Friday 19 March. At time of writing we have received 25 responses.</i></p> <p><i>Parent Focus Groups took place on Wednesday 10 March (Years 0-4) and Thursday 11 March (Years 5-8). The feedback from these groups will be added to the data previously gathered at the Māori whānau hui and the Culturally Diverse Focus Group that were completed last year along with responses from the student and staff voice workshops.</i></p> <p><i>The second parent presentation Nathan Wallis’ the Developing Brain took place on Wednesday 10 March. This was postponed one week from the originally scheduled date, due to a move up the Covid-19 Alert Levels.</i></p> <p><i>The Board and Lead Team took part in a strategic planning day on Saturday 27 March. The purpose of this session was to analyse the data received from all stakeholders as part of the community consultation process. Based on the feedback, a new set of key statements were developed including a new vision statement and values. The new vision and values will sit alongside the three pou of Wellbeing, Community and Learning Through Experiences as part of our school’s strategic framework.</i></p> <p><i>The workshop was facilitated by Becc Sweeny from Core Education. Janina Konia (Ngai Tahu) also actively participated in the session in her capacity as Mana Whenua and represented Te Taumutu’s perspective at the table.</i></p> <p><i>The strategic planning day was followed by another workshop, this time run by Janina, to help the Board and Lead Team unpack our new values.</i></p> <p><i>Stuart has engaged Craig Burton from School Branding Matters to put together a new logo and values icons following the community consultation process. The first stage of this is to complete a logo questionnaire. This has been shared with the Board and will be discussed at Tuesday night’s meeting.</i></p>

			<p><i>The teachers also recently took part in a workshop to review the daft values. There was a high degree of consensus around the new values. This will be also shared with the Board at Tuesday night's meeting.</i></p> <p><i>Stuart will begin working with a group of students from Years 2-8 in the first week of Term 3 to start unpacking our new values. Part of this process will involve the creation of concept icons for the five values.</i></p> <p><i>The next phase will involve the students working with Craig Burton to design the final value icons. We expect this to be completed by the middle of Term 3.</i></p>
	Continue to implement improvements to reporting practices based on parent feedback	Monitor and review the initiatives implemented in 2020 following community feedback on assessment and reporting practices	<p><i>Parents were invited to attend a Welcome back to School Evening on 4 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.</i></p> <p><i>The format and duration of the upcoming Learning Conferences will be the same as last year and will reflect the changes made as a result of the feedback from the Assessment and Reporting Survey conducted in 2019.</i></p>
	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	Completed and up-to-date.
	Develop stronger connections with colleagues from across the South West Cluster	Establish networks at various levels across the South West Cluster and Selwyn Schools	<p><i>Stuart met with the South West Cluster (SWC) Principals on 25 February. The meeting was also attended by Malcolm Gooch who is the facilitator of our Mana Ake Cluster. Malcolm mentioned how impressed he has been with the SWC Special Education Needs Coordinator (SENCo) network that has been developed over the last couple of years. As well as sharing ideas on best practice, the SENCO group has been responsible for sharing the Mana Ake network resourcing across the cluster.</i></p> <p><i>Stuart is also in the process of leading an initiative to bring the APs, DPs and Team Leaders from across the SWC together to take part in professional development on coaching.</i></p> <p><i>Stuart will be representing the Selwyn Principals' Association at the New Zealand Principals Federation (NZPF) Annual Moot in Wellington on 26 March. The moot brings together all the various Principal associations from across the country to engage in conversation with the Ministry of Education and politicians about the challenges facing the NZ education system.</i></p> <p><i>As noted above, the Leadership Team will be working with leaders from across the South West Cluster as part of a GROWTH coaching workshop on 30 July. This is the first time that all SWC middle leaders have been brought together for a shared professional development opportunity.</i></p> <p><i>Stuart has initiated this on behalf of the cluster. We hope that it will help develop a stronger middle leaders network across all South West Cluster schools.</i></p> <p><i>The coaching workshop on 30 July was a good chance for our Leadership Team to build connections with people in similar roles across the cluster. We hope that this will be a good starting point to help build a stronger South West Cluster leadership network.</i></p>

Education Outdoors New Zealand (EONZ) will be facilitating a workshop with key staff from across the cluster on the first Friday of Term 4. The purpose of the workshop is to explore best practice in event planning with a particular focus on risk mitigation. EONZ is the organisation that SchoolDocs now defer to for RAM planning and reporting.

NAG 3: Personnel

- 3.1 *New Entrant Start-up Class:* T4 - our final start-up New Entrant class for 2021 will start on Monday 18 October. T4 will be taught by Karen Townsend (0.8) and Rachel Davies (0.2). The T group will be based in the music room but connect regularly with the other New Entrants in Ahuriri.
- 3.2 *Scale A Appointment Process:* Applications for three teaching positions closed on Wednesday 13 October. Two of these vacancies are fixed-term maternity leave positions (to cover Danielle Ward and Amy Craddock) and one is permanent (a result of Renee Dunsey's resignation). The vacancies attracted around 120 applications. Interviews will be taking place on Wednesday 20 October. We hope to have the process concluded by the end of the first week of term.
- 3.3 *Associate Principal Appointment Process:* The Associate Principal vacancy that has come about due to Rob Naysmith's resignation was advertised on Thursday 30 September. Applications close on Friday 22 October with interviews due to take place the following week. The composition of the Appointments Panel will be discussed at Tuesday night's Board meeting.

NAG 4: Property & Finance

- 4.1 *Banked Staffing:* We are closely monitoring our banked staffing. It is currently sitting at \$4,242 overused. This has been offset by the four teachers we have moved over to Bulk Grant. This position is in line with our expectations for this time of the year but with 4 teachers now on Bulk Grant, we will see the operational expenditure of this budget increase rapidly.

4.2	<p><i>School Investment Programme:</i> Due to the timing of the holidays, the Property Committee was unable to meet this month. Stuart will give a brief verbal report at Tuesday night's Board meeting about the progress that has been made with regards to the revised SIP scope of works.</p>
<p>NAG 5: Health & Safety</p>	
5.1	<p><i>Property Safety Checks:</i> Phil has completed safety checks of the school grounds. There are no significant hazards to report.</p>
<p>NAG 6: Compliance</p>	
6.1	<p><i>Staffing and Operational Grant Resourcing for 2022:</i> We received our 2022 staffing and operational funding entitlements in the last week of Term 3. The school has been resourced for exactly 700 students next year. This is an increase of 13 students (687) however, due to the 'bubble' we have moving through the school and the lower associated funding ratios attached to older students, the roll increase has not resulted in any increase to our actual staffing next year. As a result, our staffing entitlement will be exactly the same in 2022 as it was this year (32.61 FTTEs). On a more positive note, our operating budget will increase by \$23,634 to a total of \$1,033,931 (GST inclusive).</p> <p>The 2022 school structure and draft budget will be presented to the Board at the November meeting.</p>
6.2	<p><i>ERO Review Update:</i> Rob, Cathie and Stuart met with our ERO evaluation partner Carole Clark on 23 September to commence work on our evaluation question. This is a key element of the new ERO review process. We made solid progress on the draft question which focuses on improving the engagement and the wellbeing of all students. Carole will return on 22 November to finalise the evaluation question before it is sent to her manager for final approval.</p>
6.3	<p><i>SchoolDoc Reviews:</i> This term the following policies are scheduled to be reviewed:</p> <ul style="list-style-type: none"> ● <i>Harassment (Board and Staff)</i> ● <i>Religious Instruction (Board, staff and parents)</i> <p>To take part in this review please follow the instructions below:</p> <ol style="list-style-type: none"> 1. Visit the SchoolDocs website

2. Enter the username (halswell) and password (quarry).
3. Follow the link to the relevant policy as listed.
4. Read the policy.
5. Click the Policy Review button at the top right-hand corner of the page.
6. Select the reviewer type "Board member".
7. Enter your name (optional).
8. Submit your ratings and comments.

7: General

7.1 Given that we have only had 1.5 weeks of school since the last Board meeting, there has been a limited number of school events and activities to report. The events that have taken place are captured below:

- Principal and Board Chair meetings
- Mana Ake parent drop-in session
- South West Cluster Principal meeting
- Years 7&8 Technology classes at Hillmorton High School
- ERO Evaluation Question Action Plan meeting
- PTA meeting
- PB4L staff meeting
- Meeting with Sports Canterbury
- Scooter Safety (Huritini)
- Meeting with Sports Canterbury
- Meeting with Associate Principal candidates

Stuart Cameron (Principal)

MATTERS ARISING
HELD ON 21st April 2014

By Who
COMS
Rob
Michelle

**AGENDA/ACTION SHEET FROM THE MEETING OF THE BOARD OF TRUSTEES
AUGUST**

Action
Enrolment Scheme implementation to be communicated to community
BOT Morning Tea for 18 October
Principal's Appraiser proposals

Reference	Date
3.1	21/09/21
3.2	21/09/21
PE	21/09/21



TE KURA O TAUAWA
**HALSWELL
SCHOOL**

Learning To Thrive

LOGO PROPOSAL



TE KURA O TAUAWA
HALSWELL
SCHOOL
Learning To Thrive

LOGO DESCRIPTION

Halswell School is a happy, fun loving and engaging school with a big heart. Learning is play based within a modern learning environment centred around a culture of continuous improvement. There are five school values - Manaakitanga, Whanaungatanga, Manawanui, Kotahitanga and Kaitiakitanga. 'Learning to Thrive' is the school vision that drives students to be their best.

The school opened in 1864 as a small one-room rural schoolhouse in the heart of Halswell - a sizeable rural community at the time. The school has faced many challenges over the years. None more so than the 2010 earthquake. As a result of the damage the school was the first school in Christchurch to be rebuilt in 2013 and was officially opened in 2015.

The three pou represent everything that is unique about the school - 'Community, Wellbeing and Learning Through Experiences'. This focus extends to a well beyond the school borders and into their established international student programme as well.

The new logo design comprises of two key elements - their oak tree and their stream. The oak tree recognises the past (used in the existing logo) while the stream embraces the new as a reflection of the cultural narrative and the gifted name, 'Te Kura o Tauawa'.

The tree with its many branches reflects the continuous growth at Halswell School. It also symbolises the diverse range of learning opportunities that students have as they 'branch out' in their learning and discovery of new things. The leaves represent growth and the health of the school. Staff care for the wellbeing of their students.

The stream comprises of five lines symbolising the five school values. In the same way water helps nourish the Oak tree, the school values help develop well rounded, healthy and happy students while building a strong and robust school culture. The koru wave in the stream symbolises continuous growth and support. The wave also alludes to resilience and the tree being able to withstand anything thrown at it.

It is a modern stylised logo design that is versatile in usage both large and small. The logo colour palette is slightly less bright and garish in comparison to the school uniform colours.

The brand pattern is based on the stream part of the logo and can be used in conjunction with the logo to help develop a consistent brand look.



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LOGO VARIATIONS



TE KURA O TAUAWA
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LOGO VARIATIONS




TE KURA O TAUAWA
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TE KURA O TAUAWA
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SCHOOL**

UNIFORM LOGO



TE KURA O TAUAWA
HALSWELL SCHOOL

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ACM BOARD SIGNAGE



TE KURA O TAUAWA
HALSWELL SCHOOL
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ACM BOARD SIGNAGE



NAU MALIARE MAI
WELCOME
TO OUR SCHOOLS!
Please treat our grounds with respect.
Children must be supervised at all
times while using our playgrounds.
Our Board of Trustees will not take
any responsibility for any injury or
accident that occurs on our grounds
outside of normal school hours.
SC 2018 157
HALSWELL SCHOOL BOARD OF TRUSTEES

TE KURA O TAUAWA
**HALSWELL
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PERSPEX SIGN



GATE SIGN



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Mingimangi Hautoa
**Knights Stream
School**



Hoon Hay
Te Kura Kōaka

SCHOOL LOGO AUDIT