



**TE KURA O TE TAUAWA**  
**HALSWELL SCHOOL**  
*Learning To Thrive*

**MINUTES OF MEETING**

**HALSWELL SCHOOL BOARD**  
**Tuesday 25 July 2023**

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**PRESENT**

Rob Dixon (Presiding), Stuart Cameron (Principal), Michelle Bishop, Sara Robb, Rachel Ono, Natasha Buckby, Claire Harris, Tania Shuker,

**Apologies:**

**Guests:** Tracey Mora, Cathie Zelas, Heather Burnby,

**Meeting Opened:** 6.05 pm

**1. ADMINISTRATION**

**1.1 Karakia, Welcome**

**1.2 Previous Meeting Minutes**

*The Board approved the minutes of the previous meetings held on 20 June 2023.*

**Moved:** Rob                      **Seconded:**                      **Approved** ✓

**1.3 Actions From Previous Minutes**

**Moved:** Rob                      **Seconded:**                      **Approved** ✓

**1.4 Correspondence**

Reviewed correspondence received. Mostly from New Zealand Schools Trustees Association (NZSTA)

**1.5 Standing Admin Items**

**2 MONITORING/REVIEW**

**2.1 Curriculum**

The focus on the arts curriculum when really well. Some of the feedback was that perhaps looking to move it to Term 3 when there is less pressure for reporting and camps. General view was that splitting production between senior and junior school went well.

Next year will be more flexibility. We can look at 2025 Years 7&8 OLE to see if there is flexibility in the dates.

Mid-year progress review for target groups (taken as read). The mid-year review of the target groups raised some discussion. One of these being the fixed mindset for some students around their ability in maths. Age groups in Year 4&5 tend to become more aware of where they are placed and compare themselves to others. Years 7&8 they get more freedom to write about other topics this helps their progress.

Next curriculum meeting will cover the school-wide achievement data.

**Moved: Rob**                      **Seconded: Rob**                      **Approved** ✓

## **2.2 Principal's Report**

Stuart thanked the board for the support given in his absence. A special thank you for Cathie and Tracey for stepping up to the acting Principal's role, and Anita for stepping into the acting AP role.

As there hasn't been a lot of school days since the last meeting there isn't much to report on.

Roll return: The key date for school is the July Roll Return completed on 1 July. We are tracking similar to other years, slightly higher at 656, this does not include the international fee-paying students. Some of these students visit to try out an overseas school and decide whether to return. We do have more new entrants than we expected which meant we had to start class T4 this term instead of Term 4. We may be able to get away without employing a new teacher before the end of the year but will need some extra support during Term 4. We should finish this year with a total roll of just over 700 students. Having access to Kahu has been extremely beneficial. We may not be able to sustain this in 2024, due to a student bubble moving through the school.

Primary Teachers / Principals have settled their collectives and the new agreements are in place.

**Moved: Stuart**   **Seconded: Rob**

## **2.3 Finance Committee Report**

Report taken as read. Quick meeting this month, pleased to be able to have the auditors reports all completed and signed off.

Long term international fee-paying students are down but offset by short term students. Hauora Fund - only 11% has been used. Finance Committee considering if it is worth continuing it in the future. Camp expenses have been offset by the PTA contribution (\$50 per head). The funds will be transferred across by Rebecca.

Banked staffing hasn't been utilised yet but we will starting to transfer teachers across using the lowest scale teacher to help cover the cost of having the new entrant class starting earlier.

Penny has put for a proposal for the board to increase the administration fees for international students starting 2024, recommendation is for \$750 this is inline with what others schools in our area are charging.

**Motion: The international fee-paying administration fee is increased to \$750 per enrollment from the beginning fo 2024.**

**Moved: Sara**                      **Seconded: Rob**                      **Approved** ✓

## **2.4 Communications Report**

No meeting. Suggested they have a meeting to talk about a termly newsletter from the board and discuss Hauora fund communication.

## **2.5 Property**

No meeting.

## 2.6 Health & Safety

No meeting. Tania has checked the Accident Register. There are no major accidents to report.

## 3. OTHER AGENDA ITEMS

Southwest Sports Hub. Rob is part of a group of sports clubs that have pulled together to create a hub. The aim of the hub is to promote better facilities and grounds for the 4 main parks in the area. Hillmorton High School have been heavily involved. Other schools will also be involved as it's a good way to share assets and promote sports.

## 4. Public excluded

5. Next meeting Tuesday 15 August 6pm

### Upcoming Board Meeting Dates 2023:

#### Term 3

- Tuesday 15 August (Week 5)
- Tuesday 19 September (Week 10)

#### Term 4

- Tuesday 17 October (Week 2)
- Tuesday 21 November (Week 7)
- Tuesday 12 December (Week 10)

Meeting closed: 6.40pm



CONFIRMED \_\_\_\_\_

**Rob Dixon, Presiding Member**

\_\_\_\_\_ 15 August 2023

## 1. Curriculum

- 1.1 *Curriculum Term 3:* The major curriculum foci for this term are the Health & Physical Education and Science learning areas. Teachers will continue to explore ways of integrating our school-wide theme of I belong, You belong, We belong into these areas.

## 2. Strategic Planning & Reporting

### 2.1 Learning Experiences: all learners are inspired to have a positive impact

NELP Objective 1: **Learners at the Centre:** *Learners and their whānau are at the centre of education*

*Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying*

*Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures*

NELP Objective 2: **Barrier-free Access:** *Great educational opportunities and outcomes are within reach for every learner*

*Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs*

NELP Objective 3: **Quality Teaching and Leadership:** *Quality teaching and leadership make the difference for learners and their whānau*

*Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning*

*Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce*

[Links to Strategic Plan](#)

[2023 Key Actions](#)

[Progress Report](#)

Continue to develop systems for the early identification and acceleration of priority learners (see Student Achievement Target 2023)

ORS, Enrichment & GATE programmes are based on identified student needs and regular monitoring of the effectiveness of the programmes

*Enrichment programmes have been set up across the school based on student needs and began in Week 4. Team Leaders have worked with their colleagues to identify a student target group for 2023 and develop an action plan to accelerate progress for these students over 2023. An overview of student targets across the school for 2023 will be tabled at the March Board meeting. Extension opportunities continue to be offered for GATE students, and we are investigating contracting an outside provider to support us in reviewing GATE provisions across the school.*

*May: All learning teams are implementing their action plans for their student target groups. Progress of target students is regularly monitored and discussed in team meetings. A formal review of progress for each target group will be done at mid year.*

*Parents of students participating in Term 2 enrichment programmes have been notified through Hero. **Attendance:** There is a huge focus from the Ministry on school attendance. [ERO's research](#) showed that attendance in NZ is lower than other comparable countries. This was shared in the week 1 newsletter.*

*Term 1's attendance data is showing that we have around 75% of our students attending school regularly (more than 90%) of the time.*

*At the end of term 1, every child who was attending school less than 90% of the time was identified and discussed in lead and team meetings. We had a large number of families going on holiday in Term 1 and we think this is because of the previous years of COVID.*

*We are working closely with families of students we are really concerned about. We know that absences have an impact on student achievement.*

*There are no longer truancy officers. The new attendance service has allocated social agencies Purupuruwhetu, Stepping Stones and Odyssey House to our school.*

*June: [Chaplain in Schools](#) The City Church who fund our school counsellor has asked whether we would like a school chaplain for a few hours a week. This has been discussed in our Lead Team. A chaplain can be used to help in the classroom, with sport or one-on-one mentoring. We feel this could be beneficial to some of our children. We have been advised that religious content does not have to be included.*

July: Cathie and Tracey have collaborated with Team Leaders to review the enrichment needs and programmes across teams for Terms 3 & 4. Team Leaders have worked with their teams to complete a mid-year review of the progress of this year's target students.

Term 2's attendance data shows around 68% of our students attend school regularly (more than 90% of the time). Teachers, Team Leaders and Associate Principals follow up on attendance concerns.

		<p>Review the provision of GAT programmes and identification of GAT students across the school</p>	<p><i>May: The school has engaged the NZ Centre for Gifted Education (NZCGE) to provide support to Tracey and Cathie in undertaking an audit of current GAT provision across the school and developing an action plan. Tracey and Cathie participated in a very worthwhile first session via zoom and ran a staff meeting last week.. The staff meeting focused on building an understanding of what GAT is, the characteristics of GAT learners and how to identify our GAT students. The next professional learning session with NZCGE is scheduled for later this term.</i></p> <p><i>June: Cathie and Tracey attended their second professional learning session with NZCGE in week 5. They are working with NZCGE to make contact with some local schools to visit who have exemplary programmes. Further staff PD is planned for early Term 3.</i></p> <p>July: A Gifted &amp; Talented Education staff meeting is planned for Week 3 of the term. Cathie and Tracey are visiting St Mark's school (who run an exemplary programme) later in the term.</p>
		<p>Review assessment and moderation practices across the school.</p>	<p><i>May: The ongoing roll out of the NZ Curriculum Refresh means that this action is currently on hold. We are concerned that undertaking a major review of current practices at this time may quickly become redundant with the NZCR.</i></p> <p><i>We expect some work will be done with staff later in the year on consistency and moderation of assessments across the school especially in regard to identifying GAT students.</i></p>
<p>Staff work with all students to unpack our new school values in a range of authentic contexts</p>		<p>Embed our school values across our school in all contexts and settings.</p>	<p><i>Our school values and what they look and sound like in the playground and learning centres were the focus across the school for Weeks 1-3. Our school-wide focus for the rest of the term is manaakitanga, emphasising anti-bullying lessons.</i></p> <p><i>May: PB4L lessons in the first half of the term continue to focus on anti-bullying messages. This focus aligns with Bully Free NZ Week and Pink Shirt Day on 19 May.</i></p> <p><i>The focus in the second half of the term will be on emotional regulation and we are planning a week 5 staff meeting led by RTLB on "Zones of Regulation"</i></p> <p><i>June: An introduction to Zones of Regulation Staff Meeting was led by our RTLB liaison in week 5. With the business of the upcoming production, the teaching focus on Zones of Regulation has been postponed until Term 3. It will be our main focus for all of the term. PB4L lessons for the second half of Term 2 are revisiting aspects of playground behaviour linked to our values.</i></p> <p><i>Our annual PB4L evaluation was conducted by PB4L facilitators in week 5. The evaluation checks how we are going with implementing all aspects of the programme and involves interviewing a sample of staff and students. The facilitators noted " The five school values are very clear and visually appealing and are easily seen and referred to all around the kura. All kaimahi surveyed could name the five values. It is clear that work has been done to develop a shared understanding of what these values mean at your kura amongst staff. 80% of students surveyed from years 3-8 could name at least four out of the five values. The younger ākongā in years one and two could name three out of the five values."</i></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



Team Leaders will work with colleagues to develop rich and authentic learning opportunities across the curriculum

All teams are trialling wider curriculum units based on the new Aotearoa New Zealand Histories Curriculum. Outcomes of this learning will be shared with BOT at the end of the term, but anecdotal reports so far are that students are engaged in topics and teams are making good use of local resources, e.g. Halswell Quarry.

**May:** Year 0-6 T groups benefited from the expertise of the CCC EOTC programme to explore the Halswell Quarry and the local history associated with it.

The House Sports Day and PTA disco were fun events that helped build a sense of community and connection.

The Enviro Group had a trip to Muir Park to investigate creatures in our local habitats. This is part of our ongoing work with the Te Tuna Tāone Project and the Enviro Schools Project.

ANZAC Day and our Mihi Whakatau in week 1 provided authentic opportunities for our school leaders and Kapa Haka group to demonstrate their skills.

NZ author, Des Hunt, visited Ōtūmatua students to share his life as an author.

**June** There have been learning experiences galore since our last board meeting.

Our Year 6 students have participated in Cycle Safety through the CCC programme.

Our Year 7 & 8 students experienced and explored the outdoors on a 5 day camp to Aoraki. They hiked a few trails, visited the Dark Sky Centre where they learnt about our night sky, went ice skating and relaxed in the hot pools. Students showed resilience throughout the week, trying new and challenging things. Our value of Manaakitanga really did shine as they cared for and supported each other.

Pink Shirt Day was recognised and our Student Council also organised a pyjama day to raise money for Radio Lollipop - kids raising money for kids - one of the council goals for 2023.

The Scholastic book fair was a hit across the school and students absolutely loved Pedalmania! A big thank you to the PTA.

On the sporting front, 40 students competed in the Zone Cross Country with 5 making it into the Canterburys. Hagley sport has begun and our students have also participated in the recent Hockey/Football Tournament.

Provide authentic opportunities for our children to connect, create and communicate through digital learning

**May:** Halswell School Media Team: After a term of training, Tauawa Tunes 107.1FM is live and the radio presenters are doing a fantastic job! They are now writing their own run sheets so they can create their own show.

Journalists and Photographers have been allocated to studios and will cover any events they have. Podcasters are beginning to collect podcasts of children's learning from across the school so that they can then be heard on the radio station.

A digital magazine created by kids for kids is currently being developed by journalists, photographers and podcasters. Watch this space for the first publication of Tauawa Times!

Will continues to run his Code Club. He is also training students for the ePro 8 science and engineering competition. Melissa is working with the teachers in YO-4 to assess their needs in regards to the digital curriculum

3D pens were purchased for Ahuriri and Huritini. We will be purchasing 3D printers this term and when a Year 8 student became aware of this, he provided us with some pretty thorough research on varying models of 3D printers, outlining the pros and cons.

**June:** Will and Tracey attended the Interface Conference. The main theme was around navigating the future of Artificial Intelligence in Education, e.g., ChatGPT, Google Bard and how to use AI for good, avoiding the pitfalls. We also attended a session Google for Education, looking not only at curriculum resources but best practice with security.

Year 5 & 6 students competed in the 2023 ePro8 internal event. This is a science and engineering competition. The 2 winning teams will compete in the interschools event early in Term 3. Inventionators - is a team-based challenge designed for students to co-create innovative solutions to real-life problems. Their idea had to meet one or more of the 17 Global Sustainability goals. Our students came up with the idea of Shoe Goo, a product that keeps your shoes clean. They presented their idea to a team of judges and were then selected for the finals. They won the 'Description' category at the finals. This is the first time we have entered this event so we were very proud of this team.

Teachers collaborate to understand better and unpack the New Zealand Curriculum Refresh

Unpack and provide PD for all teachers on NZC Refreshed Curriculum with staff as it becomes available with the aim of familiarising staff with new content.

The Maths and Literacy Teams participated in an MoE webinar about unpacking the NZ Curriculum refresh documents in Week 6. Tracey and Cathie attended a session on the NZCR led by MoE Curriculum Leads in late term 1. Content from this session was used to plan the SOD on 24 April. Sessions on 24 April included:

- an overview of the NZCR and upcoming changes
- culturally responsive practice
- HITS (High Impact Teaching Strategies)
- an introduction to the Common Practice Model which will provide pedagogical guidance for how to teach English and Maths

*June:* Anita, Tracey and Cathie participated in a webinar on the draft Science, Technology and Arts curriculum. A staff meeting took place in week 7 where staff gave feedback to the MoE on these draft documents.

MoE has recently announced an extended timeframe for the full implementation of the Curriculum Refresh. Schools now have until 2027 to fully implement the changes.

Kylie O'Keefe, MoE Curriculum Lead, is scheduled to speak at our next SW cluster AP/DP group meeting.

July: The session led by Kylie O'Keefe was attended by Tracey and Cathie and was very worthwhile. An outcome of the meeting is a cluster session for Team Leaders on the new curriculum resource website (Tāhurangi) for teachers. This session will be on 4 September. We are expecting the next part of the Common Practice Model (to support the teaching of Maths and English) to be released in August.

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



NELP Objective 2: **Barrier-free Access:** *Great educational opportunities and outcomes are within reach for every learner*

*Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs*

*Priority 4: Ensure every learner/ ākonga gains sound foundation skills, including language\*, literacy and numeracy Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language*

NELP Objective 3: **Quality Teaching and Leadership:** *Quality teaching and leadership make the difference for learners and their whānau*

*Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning*

*Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce*

Links to Strategic Plan	2023 Key Actions	Progress Report
<p>Teachers implement a school-wide positive education programme that improves the wellbeing and engagement of all learners</p>	<p>All staff engage in professional development designed to raise their awareness of Positive Education and wellbeing</p>	<p><i>The Positive Education met in Week 6 to develop a Pos Ed Action Plan for 2023.</i></p>
	<p>Implement a school-wide framework for developing a <u>Bully-free Culture</u></p> <p>Anti-bullying focus of PB4L lessons in Term 1 across the school.</p>	<p><i>El Gregoe performed for the whole school in late February with an anti bullying message delivered through the vehicle of a magic show.</i></p> <p><i>May: The PB4L Team led a staff meeting late in term 1 focusing on bullying. As part of this meeting, staff collaborated to develop a shared definition of bullying which will be used this term with students. It is also being shared with whānau in an upcoming newsletter. This will give all our school community a shared language and understanding of what bullying is and isn't.</i></p> <p><a href="#"><u>Halswell School Bullying Definition</u></a></p> <p><i>PB4L lessons in the first half of term 2 continue to focus on anti- bullying messages. PB4L lessons this term have focused on anti bullying and being an upstander. Key learning has focused on the difference between mean, rude and bullying behaviour and how to help if bullying occurs. These lessons aligned with Pink Shirt Day which we celebrated in late May. Our Halswell School Bullying Definition and advice for parents in tackling bullying was shared in a recent newsletter and added to our "student Wellbeing" page on the school website.</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><i>We currently have five individual students and one group being supported by Mana Ake kai mahi. The group programme "Brave Brains" is in Year 5&amp;6. It is a new programme aimed at supporting children with mild anxiety. Two of our teacher aides are supporting a Mana Ake worker with running the programme with the hope that in future they can facilitate the programme themselves.</i></p> <p><i>May: The new Brave Brains programme in Year 5 and 6 finished in week 1 of Term 2. Students engaged well with the programme and our teacher aides feel confident with running it in the future without a Mana Ake kai mahi to support them.</i></p>

Four individual students are currently receiving one on one weekly support from Mana Ake and a further three students are being supported by our school counsellor. We are awaiting parent consent for a fourth student.

June:

Four students are currently being supported by Mana Ake kaimahi with a further two waitlisted. Four students are currently seeing our school counsellor. This is at capacity. We are funded for 4 students. We have a number of students on the waiting list. The impact (difference it's making) of having a school counsellor onsite will be reviewed at the end of this term. A decision will be made on whether the funding will continue.

Begin to embed PB4L practices across the school.

Continue with Year 3 of the PB4L PLD programme.

May: Cathie and Kelsey are attending the first PD session for the year on 15 March. Cathie and Kelsey attended the first PD session for the year which focused on school wide approaches to decreasing bullying. A follow up staff meeting was held in week 9 of Term 1. In late May, the annual PB4L evaluation takes place. This involves a facilitator visiting the school to discuss progress with the PB4L team and to interview a sample of students and staff. The recent PB4L annual evaluation assessed us as complying with 90% of PB4L Tier 1 practices. The facilitators were very complimentary of the progress that we have made in the last two years and impressed by how much had been achieved. In order to be compliant with 100% of Tier 1 practices we need to :

- share with whānau our definitions of and procedures for dealing with inappropriate behaviour.
- gather community feedback on Tier 1 systems
- share annual evaluation of Tier 1 practices with the community

The PB4L Team will work on these actions over the rest of the year.

July: Definitions of and procedures for dealing with inappropriate behaviour have been added to our school website. The focus for PB4L lessons in Term 3 will be introducing “Zones of Regulation” schoolwide. The aim is to give students and staff a shared language to describe emotions. A parent information article detailing this was included in the first newsletter of Term 3.

## 2.3 Community: we cultivate strong whānau, school and community partnerships

NELP Objective 3: **Quality Teaching and Leadership:** Quality teaching and leadership make the difference for learners and their whānau

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Objective 4: **Future of Learning and Work:** Learning that is relevant to the lives of New Zealanders today and throughout their lives

Priority 7: Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

Objective 5: **World Class Inclusive Public Education:** New Zealand education is trusted and sustainable

Links to Strategic Plan	2023 Key Actions	Progress Report
<p>All staff explore ways of building stronger relationships with students and their whānau</p>	<p>Explore findings from ERO’s <a href="#">Educationally Powerful Connections Resource</a> and how they apply to our context</p> <p>Complete actions in the <a href="#">2023 Children's Wellbeing Plan</a></p>	<p><i>The staff participated in two teacher-only days as part of our preparations for the new school year. Each day had a different theme but was linked to the student voice received at the end of last year via the Wellbieng@school survey with a particular focus on our values of whanaungatanga (building positive relationships with colleagues, whānau and students) and manaakitanga (creating a bully-free and inclusive culture). Both days were well-received by staff and made for an excellent start to the year.</i></p> <p><i>Welcome Back to School Picnic: We had a very successful Welcome Back to School Picnic on Thursday, 2 February, attended by a large number of families. The event aimed to provide opportunities for whānau to meet T group teachers in a relaxed environment to help build strong home and school partnerships. It also allowed families to reconnect after the six-week holiday break.</i></p> <p><i>Meet the Teacher Conferences: We had a great turnout of parents and students at the Learning Conferences on Wednesday, 22 and Thursday, 23 February, with approximately 85% of families participating. These conferences allowed parents to meet their child’s new teacher, establish strong relationships and set academic and social goals for the upcoming year.</i></p> <p><i>May: The Lead Team is continuing to work through the Term 1 and 2 actions in the 2023 Children’s Wellbeing Plan. This plan is a standing item on the weekly Lead Team meeting agenda and progress on actions is regularly reviewed.</i></p> <p><i>Two student pulse surveys were conducted in Term 1 and results shared with staff and discussed at Lead Team and Learning Team meetings. Results of these snapshot surveys showed the vast majority of students feel happy at school. Results were shared with senior students for their feedback.</i></p> <p><i>May: Our Student Council has been investigating what makes students happy at school and what upsets them the most with the aim of implementing more of the things that make children happy and less of the things that upset children. They have gathered student voice on these two questions from across the school. They have selected the top three things that upset students the most and are currently working on solutions. They will present their findings at a Lead Meeting.</i></p> <p><i>Year 0-4 teachers gathered student voice in Term 1 around what makes students feel unsafe in the playground. This question in the 2022 Year 0-4 student wellbeing survey had significantly less positive responses than other questions and we were keen to learn more. Each Year 0-4 teacher gathered feedback from their T group which was then collated across Year 0-2 and Year 3-4. This analysis did not reveal any concerning trends. Many of the reasons for feeling unsafe in the playground were very typical of the age group e.g. falling over, not being able to find a friend etc</i></p> <p><i>June: Student pulse surveys were conducted in week 5 this term and showed that a big majority of students are happy at school.</i></p>

		<p>A review of Term 1 and 2 actions in the Children's Wellbeing Action Plan has been completed with input from the Lead Team. In Week 10 the Lead Team will develop the next steps for Terms 3 and 4.</p> <p>July: The Lead Team have developed key actions for Terms 3 &amp; 4 in the Children's Wellbeing Action Plan.</p>
All staff improve their knowledge and understanding of culturally responsive practice.	Introduce a school-wide theme of Belonging	<p>Ben Gresham from Flourish presented to all staff at one of the SODs in late January about the importance of developing cultural competencies within learning institutions. Many staff participated in a webinar on Ramadan in Week 6.</p> <p>A PD session on culturally responsive practice was included in the recent SOD.</p> <p>The Y7/8 Kapa Haka group performed at Te Hapua recently.</p> <p>An item celebrating one of the many cultures in our school is now embedded as a regular feature of our school assemblies. This is led by our student International leaders.</p>
In partnership with Te Taumutu, a growing sense of tikanga Māori has been embedded in the day-to-day life of the school	Implement the Te Ao Māori Action Plan	<p>The Te Ao Maori Team has written their action plan for 2023. One of their initial actions is to host a whānau hui in Week 10, Term 1.</p> <p><i>May:</i> The whānau hui in week 10 was attended by two parents.</p> <p>The Term 2 Mihi Whakatau was held in week 1 and was well attended by new families.</p> <p>As part of our Te Ao Māori action plan, we will have a school-wide focus on Te Reo Māori leading up to Te Wiki Te Reo Māori (Māori Language Week) in Week 9. This will include learning mihi and looking at increasing the bi-lingual signs and displays around the school.</p>
Develop stronger connections with colleagues from across the South West Cluster	Strengthen networks at various levels across the South West Cluster & Selwyn schools	<p>A new AP/DP group has been established across the SW cluster and met for the first time last week at Halswell School. The group aims to meet twice per term to share expertise and strengthen cluster networks.</p> <p>Stuart has initiated a small professional network of principals from the Selwyn region to participate in this year's professional growth cycle. Education consultant Dr Lyn Bird is facilitating this.</p> <p><i>May:</i> The newly established AP/DP group met twice in Term 1 and has two meetings scheduled for this term with a focus on the Curriculum Refresh.</p> <p>Some SW cluster principals (including Stuart) have organised PD for AP/DPS facilitated by Dr Lyn Bird with the aim of setting up a SW cluster professional growth cycle group. Cathie and Tracey will attend this PD over two days this term.</p> <p><i>June:</i> Tracey and Cathie attend two professional learning days with Lyn Bird on her professional Growth Cycle Model. We found this very valuable and will continue to meet in our PGC group twice a term. Participating in this process, along with attending our recently established AP/DP</p>

			<p>SW cluster group, will significantly help deepen connections between senior leadership in our SW cluster.</p> <p>Tracey and Cathie have attended the SW cluster Principal's meetings this term.</p>
<p><i>Rebuild International Fee-paying, and Overseas Learning Experiences programmes post Covid-19 Pandemic</i></p>	<p>Reconnect with agents. Offer places to short and long-term students. Host international groups.</p> <p>Review international fee structure.</p> <p>Offer OLE to Vanuatu.</p> <p>Explore connections with international schools.</p>		<p>We currently have seven International Fee-paying students enrolled at the school. The Finance Committee discussed increasing the International student fee structure at their March meeting. A recommendation will be put to the School Board on Tuesday night. Twenty-one students and four adult helpers have been confirmed to take part in an OLE to Vanuatu in September. Stuart and Tracey will be leading the tour. A parent meeting will be held on 28 March to share health and safety considerations and gather information on students in preparation for the OLE.</p> <p><i>May:</i> We currently have six international students. A parent information evening was held at the end of Term 1 for all the students going on the Vanuatu Trip in September.</p> <p><i>June:</i> We currently have 6 long term international students with us until the end of 2023 and 12 short term students arriving in July. The short term students are with us for 4-6 weeks. Penny reports a very regular stream of inquiries.</p> <p>Upcoming Vanuatu Trip - Tracey has been meeting with these students this term. Halswell School has an extension Y5/6 writing group of 30 students that are 'Pen Pals' with a Y5 class from <a href="#">Ysgol San Sior School</a>. Every month they exchange letters/writing pieces/presentations to learn more about each other's cultures and languages. The connection with this school came from Stuart.</p> <p><a href="#">Samoa Famil</a> - Lisa to attend a Samoa Famil in preparation for next year. Board to approve please.</p>

### 3. Personnel

3.1	<p><i>NZEI Collective Agreements:</i> Negotiations between NZEI and the Ministry of Education regarding the Primary Principals' Collective Agreement have been completed and a new agreement is now in place. This leaves the secondary teachers as the only group from the school sector not to have reached an agreement.</p>
3.2	<p><i>Staff Update:</i> Sara Carter has begun teaching T4, our latest New Entrant start-up class. She will be based in Kahu for the remainder of the year. Ally Lee-Coll has taken over teaching T31 in Anna DeFrances' absence. Ally was previously teaching in Ōtāwhito while Anita Head was in her Acting Associate Principal role.</p>

### 4. Property & Finance

4.1	<i>Banked Staffing:</i> We are currently sitting at \$1,220 underused. Although this is a positive to be at this time of the year, our Banked Staffing budget will begin to come under pressure in the second half of the year. This will mostly be attributed to T4 starting and the continuation of extra teacher support in Ōtāwhito. To offset the oversue, we will begin to move teachers over to bulk grant in the next few weeks.
4.2	<i>Finance update:</i> Please read the July Finance Meeting Minutes
<b>5. Health &amp; Safety</b>	
5.1	<i>Property Safety Checks:</i> Phil has completed safety checks on the school grounds. There are no significant hazards to report.
<b>6. Compliance</b>	
6.1	<i>Annual Report:</i> The 2022 Annual Report has been completed and uploaded to the Ministry's data portal as required. We have also published it on our school website.
6.2	<p><i>July Roll Return:</i> Our 1 July Roll Return was completed and submitted to the Ministry of Education as required at the end of last term. This is a significant milestone for our school as it dictates the amount of staffing and operational funding we will receive in 2024</p> <p>Our 1 July figure for this year was 656 students. This is up 12 students from last year's figure of 644 students and is comparable to the July roll returns from the previous five years (see below). The extra children will likely result in a slight increase in our overall resourcing for 2024.</p> <ul style="list-style-type: none"><li>● 2019 - <b>622</b></li><li>● 2020 - <b>648</b></li><li>● 2021 - <b>659</b></li><li>● 2022 - <b>644</b></li><li>● 2023 - <b>656</b></li></ul> <p>The figures above do not include any international fee-paying students as they don't generate any funding as part of the roll return process. It is important to note however, that at the time of the return, we only had six long-term International Fee-paying students enrolled. This</p>

increased significantly at the start of Term 3, with 11 short-term International Fee-paying students starting. The majority of these students will be enrolled for four weeks.

We expect to receive confirmation of our 2024 staffing and operational funding in mid-September. Once we have this key information we will be in a position to consider how the school will be structured in terms of staffing and team composition. We will also be able to make a start on the 2024 draft operational budget.

## 7. General

7.1 An overview of the events and activities that have taken place since the last Board meeting are captured below:

- Principal and Presiding Member meetings
- New Entrant visits
- Finance Committee meeting
- Music assembly
- Weekly Hagley Sport
- Years 5-8 Production
- Years 0-4 Wearble Arts Show
- Canterbury Cross Country
- Years 5-8 Indoor Sports Zone Tournament
- Childrens' University Campus Experience
- Muir Park Stream riparian planting day (Ta Tuna Tāone Project)
- Years 5-8 EPro8 competitions
- Mihi Whakatau

Stuart Cameron, Principal