



TE KURA O TE TAUAWA
HALSWELL SCHOOL
Learning To Thrive

MINUTES OF MEETING

HALSWELL SCHOOL BOARD
Tuesday 19 September 2023

PRESENT

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

Apologies: Cathie Zelas

Guests: Tracey Mora, Heather Burnby

Meeting Opened: 6.00 pm

1. ADMINISTRATION

1.1 Karakia, Welcome

1.2 Previous Meeting Minutes

The Board approved the minutes of the previous meetings held on 15 August 2023.

Moved: Rob

Seconded:

Approved ✓

1.3 Actions From Previous Minutes

None

1.4 Correspondence

NZSTA workshops, Michelle doing Health and Safety.

Stuart recommends everyone look at the webinar on strategic planning, even as a refresher

1.5 Standing Admin Items

2 MONITORING/REVIEW

2.1 Curriculum

No meeting held

2.2 Principal's Report

Taken as read, Stuart

Vanuatu Overseas Learning Experience

Vanuatu went really smoothly. All students conducted themselves extremely well. There were no issues to report. The OLE was an amazing experience for the children, and had a big impact on them. There will be a presentation evening for parents in Term 4. Stuart will gather feedback from the families about their experiences.

Teaching Positions 2024

Advertising has gone in the Gazette. We have split the panels into Years 0-4 and Years 5-8 as the panels would have been too large and intimidating for prospective applicants. The plan is to shortlist over the holidays, and hope to have it all wrapped up by Week 2, Term 4.

Staffing has been released by MoE, key points are we are funded for 706, which is an increase in staffing for 2023. This figure won't change even if we don't reach that number, as the MoE need to provide some guarantees for planning.

We will get more staffing for as Luke as a second year beginning teacher. CRT will increase incrementally in 2024 which will also increase our staffing and operational funding to cover release teachers. By the time we start 2025, there will be another 125 release days coming into the school.

Our operational funding has also increased by \$65,000 this is based on the roll, this is increased due to more staff funding as it takes into account extra relief cover.

In summary, it is a pleasing result and puts our school in a sound position for 2024.

Enrolment numbers

Students numbers: If we went well over the 706 the Ministry in its plan with the school, and our current buildings could not facilitate the number of students, the next move would be to look at putting a prefab classroom on the field located by the oak trees. We would hopefully not get to that point as it would be seen as a network issue so the Ministry would look at other schools in the area that have capacity and adjust zones around that.

As yet, we haven't seen a lot of impact from the new developments in our zone. We have seen a lot of immigrant families that are now moving into zone. We receive funding from the Ministry towards ESOL, and use that money for teachers aide support.

Moved: Stuart Seconded: Rob

2.3 Finance Committee Report

Taken as read, Sarah

Donations are currently sitting at 86%, it's always a hard area to accurately budget for.

Hauora fund has been accessed lately for swimming lessons. We will continue to identify reasons for students not going to make sure it's not related to cost. Some families are opting out due to cultural reasons.

Camp income looks like we are making a profit after the donation from the PTA, that is due to the cross-over of years and some parents still contributed from prior years.

Rebecca has reinvested funds until next year.

Grants for good. Stuart has contacted Elizabeth Young and we are going to apply for funding to get hall chairs. Cost of the chairs and the trolleys would be approximately \$26,000 Rebecca is working on the information required for Elizabeth to make applications.

Moved: Sara Seconded: N Approved ✓

2.4 Communications Report

The New Entrant focus group was held, with some calls still to be made to parents who couldn't attend.

There were only small items to come out of the meeting for example "when do we expect to get enrolment packs?" Positive results regarding communication. There are 2-3 points to follow up, one being payments via Hero. Need to check what options are available for afterschool and make sure they are noted on our website. Also, make it clear that OSCAR is a separate organisation.

Action: Finance Committee to explore the viability of using the Pay Now function on Hero

2.5 Property

Taken as read.

Short meeting. The main discussion point was regarding the lines requiring a repaint around the school and a new hopscotch which would include Te Reo, the quotes for repainting the court lines and the hopscotch template have come in close to \$10,000. If it was up to \$5,000 the committee would be able to approve it but now it has ballooned out it requires board approval.

Work can be done over the holidays but would need to be scheduled.

The Property Committee would like to move that we accept the revised quote with the simplified design

Moved: Rob All in agreement

Action: Stuart to confirm the job with Compleet Digital for the upcoming holidays

2.6 Health & Safety

Taken as read, Tania

Quick meeting with little to report.

Education Outdoors NZ have made changes to EOTC forms used by SchoolDocs. The team are currently working their way through converting to the new forms, which is a big job, especially as they had recently put in a lot of work updating all the forms prior to the recent change.

3. OTHER AGENDA ITEMS

November meeting date needs to change, options are 20th or 28th November.

End-of-year functions, combined board, staff PTA function to be held Friday 8th December 4-6pm at Claire's house. Check with the PTA if they have any alcohol left over.

Board to provide the staff with a morning tea shout this Friday (22nd Sept) at 10.30 Rob to organise food from Paknsave.

Actions:

- Claire to explore food options
- Stuart to check with PTA about leftover alcohol
- Michelle to send out invites to Board, PTA and Staff
- Rob to organise morning tea shout

4. Public excluded

5. Next meeting 17 October

Upcoming Board Meeting Dates 2023:

Term 4

- Tuesday 17 October (Week 2)
- Monday 20 November (Week 7) or Tuesday 28th November.
- Tuesday 12 December (Week 10)

Meeting closed: 7.49pm



CONFIRMED _____

Rob Dixon, Presiding Member

_____ 17 October 2023

Principal's Report (September 2023)



1. Curriculum

1.1 *Learning Experiences:* As you will see in the *General* section below, a huge number of events and activities have been offered since the last Board meeting. I want to thank all the staff and parent helpers who have made these opportunities possible for our students.

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
<p>Continue to develop systems for the early identification and acceleration of priority learners (see Student Achievement Target 2023).</p>	<p>ORS, Enrichment & GATE programmes are based on identified student needs and regular monitoring of the effectiveness of the programmes.</p>	<p><i>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.</i></p> <p><i>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 mid-year.</i></p> <p><i>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.</i></p> <p><i>Term 1's attendance data shows that we have around 75% of our students attending school regularly (more than 90%) of the time.</i></p> <p><i>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.</i></p> <p><i>We are working closely with families of students we are really concerned about. We know that absences have an impact on student achievement.</i></p> <p><i>There are no longer truancy officers. The new attendance service has allocated social agencies Purupuruwhetu, Stepping Stones and Odyssey House to our school.</i></p> <p><i>June: Chaplain in Schools The City Church, which funds our school counsellor, has asked whether we would like a school chaplain for a few hours a week. This has been discussed with our Lead Team. A chaplain can be used to help in the classroom with sports 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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>The mid-year school expectations review (tabled at this meeting) has provided a further chance for APs and Team Leaders to review the progress of student cohorts across the school and check that priority learners are being well supported.</i></p>

As part of our self-review processes, we have identified the need for a maths enrichment programme in Years 5-8 that builds on our current programme (which is currently only suitable for Years 0-4 students).

Maths Advisor Sarah Cobb has recommended the “Spring into Maths” programme. She is booked in to do a half-day training on this programme for Cathie, Tracey and all TAs during staff only days at the beginning of 2024.

Review the provision of GAT programmes and identification of GAT students across the school.

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.
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.
July: A Gifted & 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. A Gifted and Talented (GAT) staff meeting was held in Week 3 of this term. Staff are working on identifying potential GAT students in their T groups. A follow-up staff meeting is planned for Week 8. Cathie and Tracey are booked in to visit St Marks School and Mindplus; the one-day-a-week programme run by the New Zealand Centre for Gifted Education (NZCGE) later this term. Our Year 5&6 team competed in the semi-finals of the ePro 8 (engineer, problem solve, innovate) challenge and placed first. They head to Holmes Solutions (an engineering company) on 16 August to compete in the regional finals.

A second Gifted & Talented (GAT) staff meeting was held in Week 8 of this term. Cathie has observed the programme at St Marks School which was very useful in giving ideas for what our programme and systems for GAT could look like.

Unfortunately, the visit to Mindplus has been postponed. Cathie and Tracey have made a proposal to Stuart on GAT provision for 2024.

		Review assessment and moderation practices across the school.	<p>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.</p> <p>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.</p>
	Staff work with all students to unpack our new school values in a range of authentic contexts	Embed our school values across our school in all contexts and settings.	<p>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.</p> <p>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.</p> <p>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 RTL on “Zones of Regulation”</p> <p>June: An introduction to Zones of Regulation Staff Meeting was led by our RTL 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.</p> <p>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 ākonga in years one and two could name three out of the five values.”</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.	<p>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.</p> <p>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.</p> <p>The House Sports Day and PTA disco were fun events that helped build a sense of community and connection.</p> <p>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.</p> <p>ANZAC Day and our Mihi Whakatau in week 1 provided authentic opportunities for our school leaders and Kapa Haka group to demonstrate their skills.</p> <p>NZ author, Des Hunt, visited Ōtūmatua students to share his life as an author.</p> <p>June There have been learning experiences galore since our last board meeting.</p> <p>Our Year 6 students have participated in Cycle Safety through the CCC programme.</p> <p>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</p>



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

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 Canterbury. Hagley sport has begun and our students have also participated in the recent Hockey/Football Tournament.
 During Week 3, all Years 0-4 students participated in health lessons provided onsite by Life Education.

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 Y0-4 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.

The Tāhurangi training was postponed as the MoE had been delayed in releasing it. The next stage of the Common Practice Model has not yet been released either. Current advice from MoE is that it will be released in Term 4. Tracey and Cathie attended a DP cluster meeting on 5 September led by Kylie O'Keefe which included updates on the Curriculum Refresh. Local MoE curriculum leads will provide PD for Principals and DPs to support preparation for the November SOD. This is likely to be early Term 4.

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
Teachers implement a school-wide positive education programme that improves the wellbeing and engagement of all learners.	All staff engage in professional development designed to raise their awareness of Positive Education and wellbeing	<i>The Positive Education met in Week 6 to develop a Pos Ed Action Plan for 2023.</i>
	Implement a school-wide framework for developing a <u>Bully-free Culture</u> Anti-bullying focus of PB4L lessons in Term 1 across the school.	<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> <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> <u>Halswell School Bullying Definition</u> <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>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&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> <p><i>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.</i></p> <p><i>June:</i></p> <p><i>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.</i></p> <p><i>Five students are currently being supported by Mana Ake. Due to staff leave and resignations amongst the Mana Ake kaimahi, our cluster is currently having to operate a waiting list of cases for the first time.</i></p> <p>Our school-wide behaviour data for the first half of Term 3 was very pleasing with only 1% of students having more than one behaviour post for the period. The data was the most encouraging for any period since starting PB4L and indicates that the programme is having a positive impact on school culture.</p>
<p>Begin to embed PB4L practices across the school.</p>	<p>Continue with Year 3 of the PB4L PLD programme.</p>	<p><i>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 :</i></p> <ul style="list-style-type: none"> <i>• share with whānau our definitions of and procedures for dealing with inappropriate behaviour.</i> <i>• gather community feedback on Tier 1 systems</i> <i>• share annual evaluation of Tier 1 practices with the community</i> <p><i>The PB4L Team will work on these actions over the rest of the year.</i></p>

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. Our school-wide Positive Behaviour for Learning (PB4L) teaching focus this term is introducing the “Zones of Regulation” programme. This programme helps children identify their emotions and teaches strategies to manage them. It will give us a shared language across the school to talk with children about their emotional state. Information about the programme has been shared with whānau through newsletters so they can use consistent language at home too.

Cathie and Kelsey attended a PB4L PD session on 6 September. Zones of Regulation lessons are going well across the school and students are noticeably using the zones language especially in the junior school. We are currently gathering whānau feedback on PB4L through a survey in recent newsletters and student feedback through the Student Council.

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

All staff explore ways of building stronger relationships with students and their whānau.

2023 Key Actions

Explore findings from ERO’s [Educationally Powerful Connections Resource](#) and how they apply to our context

Complete actions in the [2023](#)

Progress Report

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.

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

Children's Wellbeing Plan

build strong home and school partnerships. It also allowed families to reconnect after the six-week holiday break.

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.

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.

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.

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.

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

June: Student pulse surveys were conducted in week 5 this term and showed that a big majority of students are happy at school.

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.

July: The Lead Team have developed key actions for Terms 3 & 4 in the Children's Wellbeing Action Plan.

All staff improve their knowledge and understanding of culturally responsive practice.

Introduce a school-wide theme of 'Belonging'.

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.

A PD session on culturally responsive practice was included in the recent SOD.

The Y7&8 Kapa Haka group performed at Te Hapua recently.

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.</p>	<p>Implement the Te Ao Māori Action Plan.</p>	<p><i>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.</i> <i>May: The whānau hui in week 10 was attended by two parents.</i> <i>The Term 2 Mihi Whakatau was held in week 1 and was well attended by new families.</i> <i>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.</i></p> <p>Our school had a significant focus on Te Wiki o Te Reo Māori in Week 9. The children took part in a range of activities designed to promote Te Reo and tikanga Māori across the week.</p>
<p>Develop stronger connections with colleagues from across the South West Cluster</p>	<p>Strengthen networks at various levels across the South West Cluster & Selwyn schools</p>	<p><i>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.</i> <i>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.</i> <i>May: 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.</i> <i>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.</i> <i>June: 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 SW cluster group, will significantly help deepen connections between senior leadership in our SW cluster. Tracey and Cathie have attended the SW cluster Principal's meetings this term.</i> <i>Cluster-wide Professional Growth Cycle (PGC) meetings are continuing this term for Stuart, Cathie and Tracey. Cathie and Tracey will attend the next AP/DP cluster group meeting in Week 4, which will focus on the NZ Curriculum Refresh.</i></p> <p>Stuart presented his 2023 sabbatical report to the Ellesmere Primary Principals Association on 31 August. This was well-received by the group and generated considerable discussion afterwards.</p>

Rebuild International Fee-paying, and Overseas Learning Experiences programmes post Covid-19 Pandemic.

Reconnect with agents. Offer places to short and long-term students. Host international groups.

Review international fee structure.

Offer OLE to Vanuatu. Explore connections with international schools.

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.

May: 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.

June: 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.

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 [Ysgol San Sior School](#). 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.

[Samoa Famil](#) - Lisa to attend a Samoa Famil in preparation for next year. Board to approve please.

The final information evening for the families of the 21 Years 7&8 students taking part in the upcoming Vanuatu overseas learning experience was held on Tuesday, 8 August. This was well attended by students and their parents. Preparations are on track for the scheduled departure on Saturday, 9 September.

Stuart and Penny O'Connell (International Director) attended the annual New Zealand International Education Conference on 17 August at Te Pae. This was an excellent conference and very timely given the rebuilding phase all New Zealand schools are currently in post-pandemic.

One of the key messages from the conference was that due to NZ's Covid-19 response, we are now behind many countries when it comes to attracting and retaining International Fee-paying students. This has been exasperated by the sudden increase in the number of digital learning platforms that are now available for students to use globally.

The conference also featured a keynote presentation from the Chinese Minister for Education who provided some unique insights into the changing nature of the Chinese education system and economy.

A very successful Overseas Learning experience (OLE) to Vanuatu was completed on Saturday 16 September. There were many highlights during the OLE including a trip to a hawksbill turtle sanctuary, a tour of a traditional Ni-Vanuatu village and visits to three different schools. The event went smoothly with no health and safety issues to report. All of our students conducted themselves extremely well throughout the week and were great ambassadors for our school.

We have organised an evening presentation in Week 3, Term 4 to allow the children to share their experiences with their families. The group will also be presenting at a full school assembly next term.

3. Personnel

3.1 *2024 Appointments Process:* We currently have several permanent teaching positions advertised in the Education Gazette. The actual number of positions is yet to be determined but there is likely to be at least four vacancies to fill across the school. This year we have gone for a different approach by running two parallel appointment processes for Years 0-4 and Years 5-8. The rationale for this is to reduce the size of the appointments panel whilst still maintaining full involvement from the Team Leaders.

Applications close on Monday 2 October, with interviews taking place during the first week of Term 4.

4. Property & Finance

4.1	<i>Banked Staffing:</i> We are currently sitting at \$8,125 in deficit. To offset the overuse, we have moved two teachers over to bulk grant for the remainder of the year.
4.2	<i>Finance update:</i> Please read the September Finance Committee meeting minutes
4.3	<p><i>2024 Resourcing:</i> On Friday 15 September, we were notified of our staffing and operational entitlements for next year. In 2024, our school will be funded for 706 students. This is an increase on our 2023 grading roll of 687. This roll number entitles us to 34.82 FTEs from the beginning of the school year. This will gradually increase to 35.46 in the second half of the year when the additional classroom release time kicks in for our teachers.</p> <p>Our provisional staffing cannot be reduced. This gives us certainty when making permanent teacher appointments for 2024 . Next year we will also be entitled to 39 units, up one unit for this year.</p>

	PAY PERIOD 23 24/01/2024 - 06/02/2024		PAY PERIOD 24 - 08 07/02/2024 - 09/07/2024		PAY PERIOD 09 10/07/2024 - 23/07/2024		PAY PERIOD 10 - 22 24/07/2024 - 21/01/2025	
U7	FTTE	UNITS	FTTE	UNITS	FTTE	UNITS	FTTE	UNITS
Total	34.91	39	34.82	39	34.91	39	35.46	39
Staffing Roll	706		706		706		706	
> Entitlement Staffing	32.80	39	32.80	39	32.80	39	32.80	39
> Additional Staffing	1.91	--	1.91	--	2.00	--	2.55	--
> Beginning Teacher Time	0.09	--	--	--	--	--	--	--
> Learning Support	0.11	--	0.11	--	0.11	--	0.11	--

The school's provisional operational funding for 2024 has increased to \$986,467 ((GST exclusive). This is an increase of approximately \$65,000 (GST exclusive) from 2023 (\$921,632). This increase is a result of our higher provisional roll along with an increase to our relief teachers funding due to the extra CRT allocation. It is important to note however, that unlike the provisional staffing entitlement, operational funding can fluctuate throughout the year based on student enrollments.

Overall, the increase to both our staffing and operational entitlements for 2024 is pleasing and puts us in a sound position for next year.

	QUARTER 1 15/09/2023	QUARTER 2 15/09/2023	QUARTER 3 15/09/2023	QUARTER 4 15/09/2023	ESTIMATED ANNUAL ENTITLEMENT
Component	→≡	→≡	→≡	→≡	As at 15/09/2023
Base Funding	\$671.15	\$671.15	\$671.15	\$671.15	\$2,684.60
Equity Funding	\$2,075.64	\$2,075.64	\$2,075.64	\$2,075.64	\$8,302.56
Heat Light and Water	\$18,257.11	\$18,257.11	\$18,257.11	\$18,257.11	\$73,028.44
ICT Funding	\$8,254.78	\$8,254.78	\$8,254.78	\$8,254.78	\$33,019.12
Kiwisport Funding (Year 1 - 8)	\$2,677.51	\$2,677.51	\$2,677.51	\$2,677.51	\$10,710.04
Per Pupil Funding (Year 1 - 6)	\$121,235.84	\$121,235.84	\$121,235.84	\$121,235.84	\$484,943.36
Per Pupil Funding (Year 7 - 8)	\$40,331.52	\$40,331.52	\$40,331.52	\$40,331.52	\$161,326.08
Property Maintenance Grant	\$12,464.00	\$12,464.00	\$12,464.00	\$12,464.00	\$49,856.00
Relief Teacher Funding	\$32,885.15	\$33,482.72	\$34,465.38	\$34,678.39	\$135,511.64
↳ 01/01/2024 - 27/01/2024	\$9,336.87				
↳ 28/01/2024 - 02/07/2024	\$23,548.28	\$33,482.72	\$727.89		
↳ 03/07/2024 - 01/12/2024			\$33,737.49	\$23,241.38	
↳ 02/12/2024 - 31/12/2024				\$11,437.01	
Risk Management Levy	-\$2,301.56	-\$2,301.56	-\$2,301.56	-\$2,301.56	-\$9,206.24
Support for Inclusion Funding	\$8,411.04	\$8,411.04	\$8,411.04	\$8,411.04	\$33,644.16
Vandalism Funding	\$661.88	\$661.88	\$661.88	\$661.88	\$2,647.52
Entitlement (GST Excl)	\$245,624.06	\$246,221.63	\$247,204.29	\$247,417.30	\$986,467.28

5. Health & Safety

5.1 *Property Safety Checks:* Phil has completed safety checks on the school grounds. There are no significant hazards to report.

5.2 *Health & Safety update:* Please read the September Health & Safety Committee meeting minutes.

6. Compliance

6.1 Nothing to report this month

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
- Health & Safety Committee meeting
- Assembly
- Communication Committee meeting
- Property Committee meeting
- Principal Professional Learning Group meeting
- Staff meeting - Gifted & Talented
- New Zealand International Education Conference (Te Pae)
- Mana Ake Service Level Collaborative meeting
- PTA meeting

- Quarry Trips (Years 3&4)
- Zone Speech Competition
- Resource Teacher of Learning & Behaviour (RTLB) Drop-in sessions
- Rugby & Netball Zones
- Christchurch Museum Outreach Visits (Years 3&4)
- South West Cluster Principal meeting
- Canterbury Winter Sports Tournament
- ICAS Exams
- PTA Disco
- Halswell Cricket Club coaching sessions (Years 0-4)
- Selwyn Principal Association Presentation
- Cantamaths (Years 7&8)
- New Entrant Parent Focus Group
- Administration Staff Conference
- Vanuatu Overseas Learning Experience
- South West Cluster AP/DP's meeting
- MoE Strategic Planning Workshop
- Wig Wednesday Fundraiser
- Years 5-8 EPro8 competitions
- Vanuatu Non-uniform fundraiser
- Hagley Sports (Years 7&8)
- Swimming lessons (Years 5&6)

Stuart Cameron, Principal