



TE KURA O TE TAUAWA HALSWELL SCHOOL

Learning To Thrive

MINUTES OF MEETING

HALSWELL SCHOOL BOARD

Tuesday 18th June 2024

PRESENT

Natasha Buckby (Acting Presiding Member), Stuart Cameron (Principal), Michael Ruffell, Sarah Robb, Michelle Bishop, Sahil Oberoi, Claire Harris

Apologies: Rob Dixon (Presiding)

Guests: Cathie Zelas, Tracey Mora, Heather Burnby (minutes)

Meeting Opened: 6.00 pm

1. ADMINISTRATION

1.1 Karakia, Welcome

1.2 Previous Minutes

The Board approved the minutes of the meeting on 14 May 2024.

Moved: Natasha **Seconded:** **Approved** ✓

1.3 Actions From Previous Minutes

Welcome wall - ongoing
Drainage - ongoing

1.4 Correspondence

School Docs, NZSTA, Unplugged Rebel Poster (delaying the age of the first smartphone).

1.5 Standing Admin Items

Capabilities and Prof Development Board work plan.

2 MONITORING/REVIEW

2.1 Curriculum

No report this month

2.2 Principal's Report

June Principal's report

Taken as read: Stuart

ERO comments based on meeting with Carole Clark (Evaluation Partner).

The feedback to date has been very positive, with Halswell School excelling in many of the areas listed in ERO's School Improvement Framework.

One area we will need to focus on is how we give effect to Te Tiriti o Waitangi but there is work underway for this.

Moved: Stuart **Seconded:** Sarah Robb **Approved** ✓

2.3 Finance Committee Report

June Finance Minutes

Taken as read: Sarah

2023 Auditors Report

The Annual Report has been published. Special mention to Rebecca for all her hard work.

Auditor's management letter has been received by Board.

May Financial Reports

Stripe is now up and running and has had a good uptake. Rebecca is investigating charges from an overseas card.

Funding for Kahu deck moved to the Property section of minutes.

OSCAR is seeking approval for a rental holiday until MSD funding comes through the end of July / August. The finance committee feels this is a good way to support them.

Moved: Sarah **Seconded:** Natasha

2.4 Communications Report

Verbal report

Newsletter to come out next week, Rob will do an update on the Samoa OLE.

Each committee chairperson asked to send an update to be included in the newsletter.

Possibility of a focus on our values.

Investigate finding a speaker that would be of interest to parents.

Possible speakers.

Nigel Latter - would be a good fundraiser.

Parenting Place

John Quinn/ Sarah Anticich

Ged or Todd may be able to do a panel setting.

Better-known speakers may get more parent engagement. Something that aligns with our wellbeing focus.

Maybe wait till after the 2nd workshop we could do something around the Treaty.

There is now a requirement to consult about our Strategic Plan annually with the community.

Parents want to know more about sports. Do we need to consider a charter around coaches/ values / wellbeing?

We could consult around our 3 Pou, which would reiterate our values, with an option for additional feedback.

Action: Comms committee to continue working on this for next board meeting

Action: Committee chairperson for each committee to send in an update for newsletter.

Action: Stuart to talk to John/Sarah to see if available.

2.5 Property

June Property minutes

Taken as read: Claire Harris.

Drainage Project - information sent to try and get exemption consent from Council.

Upgrade required for our security, the board will try to push it through to the Ministry as part of changes required for student safety.

Kahu Property Modification

A quote has been received from Hann Construction to construct a deck on the back of Kahu, including shade sails. No consent is required as the deck is not actually attached to the building.

There will be perimeter seating so children can only access from inside the classroom but seats can't be above one metre. The PTA is considering funding some money towards this project.

We need to obtain two more quotes as the Ministry will require us to get 3 quotes for projects over \$50,000. As the project relates to property, we need to seek approval from the Ministry even if the school is funding it.

We will target the Christmas school holiday period.

Motion: The Board approves spending up to \$85,000 (GST exclusive) for deck and shade sails for the Kahu block.

Moved: Sarah Harris

All in Favour

Action: Stuart to obtain two more quotes for the Kahu project

2.6 Health & Safety

June Health and Safety Minutes

Taken as read: Michelle

Sickbay register. The committee has requested that more information be included in the Accident Register related to suspected breaks and concussions.

Lisa discussed the proposal for a Year 7-8 ski trip this winter.

Board move to approve event proposal recommended by Health & Safety

Moved: Michelle **Seconded:** Natasha **Approved** ✓

All in favour.

2.8 Attendance

A new Ministry of Education report is now available. This will be shared with the board each term. There were no concerns with the information provided in the current report.

3. OTHER AGENDA ITEMS

3.1 Professional Development

Some board members attended Part 1. Giving Effect to the Treaty of Waitangi workshop. This was well received and board members are keen to participate in Part 2. Stuart has proposed Halswell host Part 2.

NZSBA board workshops, there have been more workshops added. Previous appear to not have recordings so have dropped off. Stuart will check if he has received any of the recordings.

Recommended workshops for board members to attend:

Concerns and Complaints - Webinar

Suspension Meetings - Webinar / Workshop

Stuart will do both but would like to have some board members involved as well.

Action: Stuart to see if there are recordings of previous webinars and circulate them to the board.

Action: Heather to contact NZSBA to book Part 2 with the same facilitator if possible.

Setting term dates 2025

Term 1 and Term 4 dates can be set by the school as long as the is open for 386 half days in 2025.

Options were discussed and the best option was determined to be starting on Monday, 3rd February 2025 and finishing on Thursday, 18 December 2025.

Staff Only Days will be 29 & 30th January.

An in-term Staff Only Day will be included in Term 3 as no other long weekends. Lead Team will discuss this and decide on the date for the SOD.

Moved for board to accept dates for 2025 start of 3rd February and finish of 18th December.

Moved: Stuart

Seconded: Michelle

All in favour.

Action: Stuart to confirm the date of the Staff Only Day with lead Team and publish this information in the next school newsletter

4. Public excluded

5. Tuesday 23 July (Week 1) - community consultation

Upcoming Board Meeting Dates 2024:

Term 3

- Tuesday 23 July (Week 1)
- Tuesday 20 August (Week 5)
- Tuesday 17 September (Week 9)

Term 4

- Tuesday 22 October (strategy meeting)
- Tuesday 19 November (Week 6)

Meeting closed: 7.10 pm



CONFIRMED _____

Rob Dixon, Presiding Member

_____ 23 July 2024

Principal's Report (June 2024)

1. Curriculum

1.1 *National Young Leaders Day:* On 5 June, our student leaders attended National Young Leaders Day in the Town Hall. The event featured a range of motivational speakers, including a former national athlete, a climate change activist, and several young entrepreneurs. The key messages shared centred around their journeys as leaders and the potential everyone has to make a difference in the world.

1.2 *Transport Pilot Programme:* Te Kura o te Tauawa Halswell School has been selected to participate in a Transport Pilot organised by the Ministry of Education in partnership with SportNZ and DecarbonEd. The programme will empower our students with the tools they need to envision and create a low-carbon future. Transport is the beginning of this journey.

We will use our unique carbon footprint and data collected through the pilot to understand how our staff and students travel to and from school and consider what transport options we want for our community's future. Along with our carbon footprint, the pilot programme will provide data tools to model potential changes, and curriculum resources.

Our students will participate in two data collections, providing information on how they travel to school. They will also participate in four age-appropriate lessons using the science, maths and English curricula to grow their understanding of carbon and travel. This will be used to unpack our school's transport data.

Our involvement in this programme reinforces the learning taking place in our teams around the United Nations Sustainable Development Goals (SDGs). The importance of transport for climate action is recognised by the United Nations within their SDGs, considering that close to a quarter of energy-related global greenhouse gas emissions come from transport and that these emissions are projected to grow substantially in the years to come.

The learning the children will take part in also connects directly with our school's Kaitiakitanga value.

1.3 For a full list of the events and activities that have taken place since the last Board meeting, please see *General 7.1* below.

2. Strategic Planning & Reporting

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

NELP Objectives:

- 1: Learners at the centre – Learners with their whānau are at the centre of education
- 2: Barrier-free access – Great education opportunities and outcomes are within reach for every learner

Links to Strategic Plan

2024 Key Actions

Progress Report

Continue to develop systems and programmes for the early identification and acceleration of priority learners

Pilot a new Gifted & Talented programme across the school

Review the success of the new GAT programme using MindPlus evaluation framework

Using the end-of-year SE Review data, Team Leaders have identified student target groups in reading, writing or maths for 2024. Action plans have been developed to support these students to make accelerated progress in the year ahead. Cathie and Tracey are working with Team Leaders to identify students who will benefit from enrichment programmes in Term 1. These are starting across all teams in weeks 4 and 5. Cathie, Tracey and teacher aides were trained on a Staff Only Day in a new maths enrichment programme for Years 3-8 called "Spring into Maths". Cathie and Tracey are trialling groups this term, as are some TAs. Several students identified as gifted and talented have been selected for MindPlus YourSchool. Lessons will start on 26th Feb. Work will begin this term with GEMs - professional learning about Depth and Complexity Tools.

The Gifted and Talented Education team has developed an Action Plan and has begun work on developing a GAT programme for Years 0-4.

The Halswell School Curriculum ensures that all staff and students are engaged in high-interest, culturally responsive collaborative practice to accommodate a wide range of learning levels, styles and activities.

Review the consistency of planning practices across the school

Provide PD for teachers in Depth and Complexity Tools through GEMs

Implement the iDeaL Spelling Programme across the school and provide regular PD on the iDeaL programme

Teachers take student voice,

Dates for three staff meetings on the Depth and Complexity Tools have been confirmed with GEMs. These are in Terms 2-4. Each staff meeting will be preceded by a mentoring session for Anita and the GAT focus team. All Learning Teams are underway with iDeaL spelling programmes, having established student needs through initial assessments.

Week 6 Staff Meeting: Professional Learning for teachers who administer PAT tests. The meeting focused on the purpose of administering these tests, understanding the results (scale scores and stanines) in more depth, and exploring what the reports tell us (individually, class, and school-wide) to help decide the next steps.

Deb from GEMs worked with the Gifted & Talented (GAT) Focus Team in Week 3 and then led a staff meeting on the Depth and Complexity Tools. Teachers are now trialling using these tools and will be introducing them into their teaching programmes over time. Deb returns in August to work with the focus group and lead another staff meeting.

		<p>interests and needs into account when planning learning opportunities</p> <p>Deepen student voice in termly curriculum reviews</p> <p>Create and administer an 'Exit Survey' for all Year 8 Leavers</p>	
	<p>Teachers collaborate to better understand and unpack the New Zealand Curriculum Refresh</p>	<p>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.</p>	<p>We have engaged education consultant Sarah Cobb to work with our beginning teachers on mathematics. This is to ensure that there is a consistent understanding and delivery of maths pedagogy across the school. Sarah has worked with us previously. She will also be working with each teaching team.</p> <p>All of our teachers participated in a Teacher Only Day with their South West Cluster colleagues on Friday, 31 May. This was one of the two Teacher Only Days the Ministry of Education has allowed in 2024 to enhance teachers' knowledge of the NZ Curriculum Refresh.</p> <p>The morning session was facilitated by local Ministry of Education Curriculum Advisor Kylie O'Keeffe and was based at Te Kura o te Tauawa Halswell School. The afternoon involved team-specific teacher sessions across the cluster schools. The purpose of these sessions was to bring together teachers at each year level to discuss curriculum developments and to begin to build a strong professional network for teachers across our cluster.</p> <p>In Week 6, teachers took part in a writing moderation workshop. This workshop aimed to use the available curriculum tools to help make consistent assessments of student achievement across the school. This is particularly relevant in writing, given how subjective assessment can be in this learning area.</p>

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

NELP Objectives:

- 1: Learners at the centre – Learners with their whānau are at the centre of education
- 3: Quality teaching and leadership – Quality teaching and leadership make the difference for learners and their whānau

Links to Strategic Plan	2024 Key Actions	Progress Report
Design and Implement a positive education programme across the school	<p>All staff engage in professional development designed to raise their awareness of Positive Education and wellbeing</p> <p>Implement school-wide framework for developing a Bully-free Culture</p>	<p><i>All teachers participated in a professional development workshop on positive education facilitated by Stuart at the beginning of the year Staff Only Days. The focus of the session was on unpacking his sabbatical report in relation to what a school-wide positive education programme could look like at Halswell School. Continuing to develop a bully-free culture will be the focus of PB4L lessons throughout Term 2. Staff will use the kete of resources collated on Staff Only Day at the beginning of the year. The school will also be participating in this year's Pink Shirt Day on Friday, 17 May, which focuses on being an upstander.</i></p> <p>Pink Shirt Day was celebrated by the whole school on Friday, 17 May. The PB4L teaching focus for all of Term 2 is anti-bullying.</p>
Implement the Positive Behaviour for Learning (PB4L) Programme across the school	Complete all requirements for moving to Tier 2 of PB4L	<p><i>Cathie attended the first PB4L Tier 1 hui in Week 7, and will be sharing the information with staff at the Week 9 staff meeting. The focus is on developing inclusive, supportive learning environments for all students. Specific training for Tier 2 does not start until later in the year (exact dates yet to be advised). The Week 9 staff meeting was run by the PB4L Team and focused on the key elements of developing a positive and safe learning culture.</i></p> <p>The PB4L annual evaluation is scheduled for Monday, June 24. PB4L facilitators will conduct a sample survey of staff and students and meet with the PB4L Team to ensure all Tier 1 components are in place. Kelsey and Cathie will attend a one-day PB4L mini-conference next week.</p>

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

NELP Objectives:

- 1: Learners at the centre – Learners with their whānau are at the centre of education
- 3: Quality teaching and leadership – Quality teaching and leadership make the difference for learners and their whānau
- 4: Future of learning and work – Learning that is relevant to the lives of New Zealanders today and throughout their lives

Links to Strategic Plan	2024 Key Actions	Progress Report
<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>Coordinate visits to Te Taumutu Marae</p> <p>Complete Te Ao Māori Action Plan</p>	<p><i>All Years 7&8 T groups participated in visits to Te Taumutu Marae in the first couple of weeks of the term. We hope that this will create an opportunity to build a stronger connection with our local rūnanga. Stuart has met with Te Ao Māori leaders Lisa Dovey and Fiona Harney to finalise this year's action plan. In 2024, there will be a specific focus on integrating Te reo Māori instruction across the curriculum. Lisa and Fiona will be leading a staff meeting on this in Week 9, Term 1. Staff provided with Te Reo Māori resources for display in Learning Centres. All staff are working on writing and presenting their mihi at a staff meeting Term 2. The Te Ao Māori team hosted a whānau hui on Tuesday, 30 April. Unfortunately, we were down on attendance as a few people couldn't make it. The purpose of the hui was to connect with whānau, share the achievement data for our Māori tamariki and discuss ways of improving outcomes for our tamariki in a culturally responsive manner.</i></p>
<p>Parent Education opportunities are offered for parents around how they can grow their knowledge of the curriculum and support learning at home</p>	<p>Organise parent information evenings on cyber safety and the refreshed curriculum</p>	<p><i>The Senior Leadership Team hosted an information hui for new families on 27 February. This is in addition to the New Entrant start-up programme we operate. The intention of the hui was to provide new families who have started at Te Kura o Te Tauawa Halswell School this year with information about our vision, values and teaching programmes. The event was successful and we will continue to offer it at the beginning of each school year moving forward.</i></p> <p>The Te Ao Māori team held a whānau hui in Week 1 of this term. Unfortunately, only one parent attended. The team discussed what they would like to see us doing for Matariki, Te Wiki o te Reo Maori and what we could focus on for Whānau Hui in the future. We also put these questions out to all of our Maori Whānau via Google survey but had no responses.</p>
<p>Rebuild the International-fee paying and Overseas Learning Experiences programmes across the school</p>	<p>Reconnect with agents</p> <p>Offer places to short and long-term students</p> <p>Host groups</p> <p>Review fee structure</p> <p>Offer OLE to Samoa</p> <p>Explore connections with international schools</p>	<p><i>International Director Penny O'Connell has established new relationships with agents from Korea. She is currently planning group visits from schools in China and Taiwan. We will be hosting them for approximately one week during the first half of Term 2. Following last month's board meeting the opportunity to take part in the Ysgol San Sior exchange to Wales was advertised amongst the staff. There was a strong level of interest in the exchange with 8 teachers applying for one of the two spots available. Stuart and Rob Dixon were impressed with the standard of applications. This made the task of choosing only two teachers difficult. Based on the application criteria, Michael Ruffell and Fiona Harney have been selected to participate in the exchange. We had three short-term international-fee paying students start in Term 2. They are from Japan and Austria. This brings the total number of international fee-paying students currently enrolled to 18. Penny is working with one school in Taiwan and one school in China to arrange group visits in Term 3.</i></p> <p>At the end of May, we had 18 International Fee-paying students enrolled. In Term 3, an additional long-term and three short-term (4-6 weeks) students will be enrolled.</p>

In July, we will host 13 students from Taiwan along with their agent. Taiwan is an emerging market on the International fee-paying scene, so this is a great connection to foster.

Penny will attend the SIEBA Conference in Auckland on June 25 and 26 and participate in an agent-facing session arranged by CHCEducated prior to the conference commencing.

3. Personnel

4. Property & Finance

4.1 *Banked Staffing:* After pay period five of the new cycle, we are in a deficit position of \$23,080. This figure has been impacted by higher-than-expected levels of sick and bereavement leave and the extra New Entrant class starting at the beginning of Term 2. We have moved three teachers over to the bulk grant to offset this overuse.

Despite this, there are no major concerns about how the banked staffing budget is tracking at this stage, but we will continue to monitor it closely, particularly over the embedding winter months.

4.2 *Property update:* Please read the June Property Minutes for updates.

4.3 *Finance update:* Please read the June Finance Minutes for updates.

4.4 *School Network Upgrade:* In Week 4, the school's Wi-Fi network was upgraded. This was part of a Network for Learning (N4L) project funded by the Ministry of Education, currently taking place in all schools across the country. The upgrade included replacing all wireless access points and switches. This should considerably improve connectivity across the school by 30%.

Unfortunately, the upgrade did not go as smoothly as hoped, but the issues have now been resolved. A big thank you to Tracey Mora for all of the extra work she put into overseeing the upgrade in Stuart's absence.

4.5 *Education Budget 24:* On 30 May, the Minister of Finance Hon Nicola Willis, delivered Budget 24. In total, the coalition Government is boosting education spending by \$2.9 billion over the next four years to improve student outcomes. The additional funding increases the total investment in schools and early childhood education by 3.6 per cent in the coming year to \$19.1 billion.

Key investments made in the Budget include an additional:

- \$1.48 billion for school and kura property
- \$478 million for Ka Ora Ka Ako to continue the Healthy School Lunches Programme for two more years, including \$8 million to introduce a targeted early childhood food programme
- \$199 million over four years, including a 3 per cent increase for Schools Equity and Isolation Index-based components and a 2.5 per cent increase for the remaining components of school operating grants
- \$163 million over four years to support digital services in schools, including cyber security and equipment replacement
- \$153 million over four years to establish Charter Schools | Kura Hourua
- \$67 million over four years for the implementation of structured literacy in all state primary schools
- \$53 million over four years for teacher supply, retention, and attraction initiatives
- \$45 million over four years to support the rapid increase in numbers of students that require English for Speakers of Other Languages support
- \$32 million for Holidays Act remediation for school employees, based on an updated estimate of liability
- \$15 million over four years to increase funding for the School High Health Needs Fund
- \$14 million over four years to support the ongoing delivery of Ikura Period products in schools programme.

You can find full details of Vote Education by visiting [Budget 24: Vote Education – Ministry of Education](#)

4.6 *ESOL Funding:* We have received funding for our English for Speakers of Other Languages (ESOL) students for the first half of 2024. The funding was generated by an application to the Ministry of Education completed by Penny O’Connell (International Director and ESOL Lead) with support from Jan Richards.

We have 131 students on our ESOL register. Ninety-three of these students were born in New Zealand, and thirty-eight students are from migrant backgrounds.

The total amount of funding we will receive for the first half of the year is \$51,090. The funding application process is repeated again in August. We expect to get a similar amount in the second half of the year.

5. Health & Safety

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

5.2 *EOTC:* All current EOTC events and activities have been planned and approved at the appropriate level.

6. Compliance

6.1 *Annual Report:* Our accountants and auditors have completed the 2023 annual report, which has been submitted to the Ministry of Education ahead of the 31 March deadline. The Annual report includes the required statement on Equal Employment Opportunities. The Annual Report, along with the auditor's Management Letter, will be discussed at the board meeting.

A big thank you to Finance Officer Rebecca Lock for all of the work she put into preparing the accounts.

6.2 *Education Review Office Report:* As discussed at the last Board meeting, we are working with our Evaluation Partner to complete our first ERO report as part of the new three-year review cycle. Part of this process involves making judgements about how the school is operating as measured against a broad range of key performance indicators in ERO's School Improvement Framework.

In relation to these indicators, ERO determines whether the school 'needs improvement', 'is working towards', 'embedding' or 'excelling'. The evaluation report is still in draft form, but at this stage, based on the evidence we have provided to ERO, they have indicated that Te Kura o te Tauawa is **excelling** in the following areas. This extensive list is a testament to all the high-quality work that takes place across our kura:

Leadership

Improvement goals

- Leadership sets and relentlessly pursues a small number of coherent improvement goals and targets including the acceleration of progress for those learners at risk of underachievement

Culture of quality teaching

- Leadership fosters and sustains a culture committed to quality teaching, and equity and excellence in learner outcomes.

Evidence-based planning for improvement

- Leadership uses a range of evidence to coherently plan and monitor the school's strategic improvement cycle and systematically evaluate the effectiveness of strategies to improve learner learning and wellbeing.

High-quality evidence-informed teaching

- Leadership ensures effective planning, coordination and evaluation of the school's curriculum and teaching; expectations for high-quality, evidence-informed teaching are clear, shared and systematically monitored.

Networks and relationships to support transitions & success

- Leadership builds and sustains strong, educationally focused relationships with other education providers and community groups to support seamless learner transitions and increase opportunities for learning and success.

Trust and collaboration for improvement

- Leadership builds and sustains high levels of relational trust and effective collaboration at every level of the school community to achieve the strategic vision and improvement goals.

Attraction and retention

- Leaders attract, retain and grow effective teaching teams. Appropriate and timely support is consistently provided for provisionally certificated teachers, and to develop leadership capability.

Feedback and performance management for PLD

- Leaders effectively use multiple sources of feedback, coherent performance management processes that are aligned with the school's strategic goals and identify teachers' professional learning and development needs

Curriculum

Rich learning opportunities & foundational skills

- Learners have rich opportunities to learn across the breadth and depth of the NZC/TMoA; there is a consistent focus on supporting learners to gain sound foundation skills, including literacy, communication and mathematics.

School-wide assessments

- School-wide assessments across curriculum levels and learning areas are explicitly identified to ensure there is common agreement regarding assessment practices across the school. Assessment practices support learner, class and whole-school insights into learner progress during the course of the year and over time.

Effective teaching and learning resources

- The school's teaching and learning resources effectively support curriculum implementation and classroom teaching.

Support from curriculum leaders

- Curriculum leadership roles consistently support teachers' professional understanding and use of teaching resources and tools

Evidence-based interventions and support

- Evidence-based interventions effectively target additional support to those learners who require it

Professional Capability and Collective Efficacy

High aspirations and shared responsibility

- The school's professional learning community shares high and equitable aspirations for the achievement, progress, and wellbeing of all learners. Leaders and teachers take shared responsibility for learner outcomes and work collectively to improve conditions for learning.

Trust-based communication and collaboration for professional agency

- High levels of relational trust and effective communication supports deliberate and coherent collaboration, improvement, and innovation, and contributes to professional agency at every level of the school.

Collective approaches to improving teaching practice

- Teachers regularly work collectively in planned ways, such as modelling, observing and providing constructive feedback to inquire into targeted aspects of their teaching practice to support learner progress and achievement.

Prioritisation of ongoing professional growth

- Leaders and teachers prioritise and engage in ongoing professional growth and development to ensure they have high-quality pedagogical expertise and capabilities to effectively support the learning of all learners.

Strategic, evaluated professional learning

- Professional learning opportunities are strategically aligned with the school's improvement goals and learner needs; leaders and teachers use a range of evidence to monitor and evaluate anticipated changes in practice and learner outcomes.

Building expertise and capability for improvement and Innovation

- Leaders strategically use relevant internal and external expertise, including networking with other schools, to support capability building, improvement and innovation.

Reflecting on research findings

- Leaders and teachers regularly and effectively work together to assess the implications of research findings and evidence about learner performance on teaching practice for their school.

Inclusion and Wellbeing

Wellbeing data

- The school regularly gathers, analyses and acts on learners' wellbeing data to ensure learners are free from harm and their experiences are mana enhancing.

Trusting relationships

- Relationships between staff and learners are founded on mutual trust and allow learners to seek help when required.

Partnerships

Parents and whānau as learning partners

- Parents and whānau are respected and valued partners in their child's learning.

Communicating for shared understanding

- Leaders and teachers use a range of effective communication strategies with parents and whānau to create shared understandings of learners' strengths and learning needs, the curriculum and the teaching and learning process, enabling parents and whānau to actively support their child's learning.

Partnerships for wellbeing

- Leaders and teachers proactively identify, draw on, and work with community resources, including other professional and support agencies, to effectively support and improve learner health and wellbeing.

Professional networks

- Leaders and teachers cultivate and sustain reciprocal professional networks and contribute their knowledge and expertise to system capability building and improvement.

Parents and whānau engagement in the life of the school

- Leaders and teachers actively facilitate regular parent and whānau engagement and participation in the life of the school. This includes their contribution to decision-making in a variety of contexts.

Stewardship and Governance

Board membership and collaboration

- The board effectively represents, serves, and works with the school community including mana whenua, to collaboratively develop the school's vision, values, strategic direction, improvement priorities and goals related to learner learning, wellbeing, achievement and progress.

Evidenced-informed strategic decision making

- The board closely scrutinises a range of high-quality learner data and evaluative information to identify strategic improvement priorities, plan and make appropriate resourcing decisions.

Learner safety, wellbeing & confidence

- The board has developed a comprehensive range of policies and procedures that promote learners' safety, wellbeing, confidence in their identity, language and culture, and engagement in learning.

School resourcing & principal performance

- The board effectively manages and strategically plans for the school's resourcing (financial, property, and human resources) including managing the performance of the principal.

Statutory obligations and reporting

- The board understands and enacts its statutory obligations and effectively implements systems and processes to review and report on its responsibilities, including having policies and procedures that are coherent and fit for purpose

School leadership performance

- The board prioritises holding leaders to account for the performance of the school through relentless scrutinising of learner engagement, wellbeing, progress and achievement data.

Board performance

- The board regularly evaluates the effectiveness of its own performance

Te Tiriti o Waitangi

Board membership and collaboration

- The board effectively represents, serves, and works with the school community including mana whenua, to collaboratively develop the school's vision, values, strategic direction, improvement priorities and goals related to learner learning, wellbeing, achievement, and progress.

Evaluation for Improvement

Evaluation planning

- A systematic approach to planning for sustained school improvement and innovation is in place, and is informed by adaptive, responsive, high-quality evidence and evaluation.

Embedded evaluation for improvement

- The school has an embedded and sustained understanding of the role of evaluation for improvement.

Cycle of evidence-driven school improvement

- The use of evaluative evidence to plan and implement actions for school improvement is an embedded practice. Leaders and teachers monitor the progress and impacts of their actions using appropriate measures and indicators and capture learnings to inform future planning cycles.

Organisational conditions

- Coherent organisational conditions, including leadership, policies, systems, processes and practices, drive strategic improvement at all levels of the school.

6.3

Term 2 Assurance Statements: Please note the following Board assurance statements below:

Safety Checking and Police Vetting: All children's workers employed or engaged by the school have been safety-checked before their appointment. Children's workers have also been safety checked as required within 3 years of the previous check.

Any non-teaching staff (who are not registered teachers or holders of a limited authority to teach) are police vetted, and contractors and their employees have been police vetted if they may have unsupervised access to students during normal school hours. Police vets are completed every three years.

Teacher Registration & Certification: All teachers employed at the school are registered with the Teaching Council and hold a current practising certificate, or have a limited authority to teach.

Performance Management: The principal is assessed annually against the professional standards, and regularly assesses the performance of teachers.

Appointment Procedure, Staff Conduct, and Professional Development: The procedures for staff selection and appointment, including identification and registration checks and board delegation for appointment committees, are being implemented correctly. The supporting policies for induction, staff conduct, and professional development are being implemented.

Child Protection and Abuse Recognition and Reporting: The Child Protection policy is in use, being implemented correctly, and is publicly available.

Staff are engaged with the Abuse Recognition and Reporting policy, including indicators of abuse and procedures for reporting abuse.

Curriculum and Student Achievement Policy: Teaching and learning programmes give effect to foundation curriculum policy statements and national curriculum statements.

The school complies with government requirements to teach an average of one hour per day of the following subjects: reading, writing, and maths.

Cellphones and Other Personal Digital Devices: The school does not allow students to use cellphones during school hours, including break times, unless students have been granted an exemption.

7. General

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

Learning Experiences

- Full school assemblies
- Kaitiaki Club - Waste Water Programme Years 5-8
- Samoa Overseas Learning Experience Departure
- Pink Shirt Day
- South West Zone Cross Country
- National Young Leaders Day
- Life Education Trust - Years 5-8
- Road Safety Week
- Ōtūmatua Girls' Self-Defence classes
- Years 5-8 Cross Country
- Willowbank trips Years 0-2
- Hagley Sports Years 7&8
- Antarctic Centre Years 5&6
- Life Education Trust visits Years 5-8

Community and Wellbeing

- RTL drop-in sessions
- Support Staff Day
- South West Zone Basketball Tournament
- Curriculum Committee meeting
- New Entrant visits
- Non-Uniform Day
- NZSTA Giving Effect to Te Tiriti o Waitangi South West Cluster Workshop
- Acting Principals and Presiding Member meetings
- New Entrant visits
- Property Committee meeting
- Finance Committee meeting
- Health & Safety Committee meeting
- Communication Committee meeting
- South West Cluster Teacher Only Day
- Principal Professional Growth Cycle hui
- Scholastic Bookfair



Stuart Cameron
Principal