



TE KURA O TE TAUAWA HALSWELL SCHOOL

Learning To Thrive

MINUTES OF MEETING

HALSWELL SCHOOL BOARD

Tuesday 23rd July 2024

PRESENT

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

Apologies:

Guests: Cathie Zelas, Tracey Mora, Heather Burnby

Meeting Opened: 6.00 pm

1. ADMINISTRATION

1.1 Karakia, Welcome

1.2 Previous Minutes

The Board approved the minutes of the meeting on 18 June 2024.

Moved: Natasha

Seconded:

Approved ✓

1.3 Actions From Previous Minutes

Completed

1.4 Correspondence

Canterbury Mini Conference invitation.

Auditor Letter

1.5 Standing Admin Items

2 MONITORING/REVIEW

2.1 Curriculum

No meeting

2.2 Principal's Report

July Principal's report

Taken as read: Stuart

Due to only a week and a half school time between meetings, there is not a lot to report on this month.

This term's focus is the arts. In Week 9 we have the Years 0-4 Art Showcase and Years 5-8 Art Exhibition.

The Samoa trip went well and was enjoyed by all. The focus will now need to move to the trip for next year, currently to Vanuatu but due to travel issues we will be looking at a plan B , options currently are Niue or Rarotonga.

Grant has come through for the chairs, these have been ordered and hopefully will arrive in time for Showcase Week 9.

Roll is stable but is slightly trending upwards, the new subdivision hasn't put too much pressure on us as yet. Any increase in the roll may not lead to further funding as it is based on the student age/teacher ratios, we currently have a bubble of students moving through the school in Years 3 &4. International students are at a good level this year.

Moved: Stuart **Seconded:** **Approved ✓**

Action: Stuart to follow up with Edventure Tours on famils to other destinations

2.3 Finance Committee Report

No meeting

School audit letter: Opportunity to change auditor for the 2024-2026 period, the board feels there is no reason to change so will continue with Crowe.

2.4 Communications Report

No meeting

Community consultation - survey to go out to families to consult on our strategic direction based around our Vision, Values and Pou.

Thought will be given to what is our purpose and what do we hope to get out of it. We would want to know if our values are being discussed at home, identify what values are being discussed and do these values align with family values.

Checking in with the community, are we on the right track.

Consultation with the community can be done in many forms by parent evening, meeting parents at the gate, surveys.

Timeline for communication team to present the survey to board for sign off would be by next board meeting 27th August, ready to be sent out with the intention of having results in by the end of the term.

We are hosting a parent presentation evening 13th August. 'How to Raise Resilient Kids' with John Quinn and Ilia Lindsay. It is an hour long presentation, promotion will start for this in the current newsletter. Preference is to run RSVP to gauge numbers for planning and seating.

Action: Committee to complete survey for board meeting 27 August

2.5 Property

Kahu extension was granted Ministry of Education approval during the holiday break, this work will be done over the Christmas period by Hann Construction.

Drainage work was completed over the holidays, this will hopefully reduce the flooding around Ahuriri and Ōtūmatua.

2.6 Health & Safety

No meeting

3. OTHER AGENDA ITEMS

NZSTA workshops reflection.

Good employer

This was a fairly standard, a lot around of governance with clear delegations.

Once delegations are done the board needs ensure they are checking these throughout the year.

Suspension and Exclusion Process - This was very good and showed our process is very sound but in saying that the school hasn't done any suspensions in recent memory. The workshop did highlight the board need to form a discipline committee with a process of 2 required to action any outcome.

Discipline Committee: Rob, Natasha, Claire

Action: Stuart to share suspension resources with the Discipline Committee

Responding to Media

There is a lot of preparation that can be done now for future situations, there are some typical scenarios that are likely to arise so you can be prepared for these. There needs to be delegations with a spokesperson and the co ordinator not being the same person.

Rob will be the spokesperson as Presiding Member.

Structure is based around 'The 3 R's', regret, response and reassurance, and being sure not feed the media with sensational headlines.

Action: Natasha to add Media Response Plan to the next Communication Committee agenda.

4. Public excluded

5. Next meeting Tuesday 27 August

Upcoming Board Meeting Dates 2024:

Term 3

- Tuesday 20 August (Week 5) (Giving Effect to the Treaty of Waitangi workshop Part 2)
- Tuesday 27 August (Week 6)
- Tuesday 17 September (Week 9)

Term 4

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

Meeting closed: 7.00pm



CONFIRMED _____

Rob Dixon, Presiding Member

_____ 27 August 2024

Principal's Report (July 2024)

1. Curriculum

- | | |
|------------|--|
| <p>1.1</p> | <p>Term 2: The children have participated in a range of learning experiences during Term 2 related to our school-wide theme, "Ko te puāwaitanga o ngā moemoea, me whakamahi: Dreams become reality when we take action," with a major focus on science. We had several excursions to places like Willowbank Wildlife Reserve, the Antarctic Centre, National Young Leaders Day and the Children's University campus experience, as well as visits from the Cycle Safety team, Life Education Trust and Stormwater Super Heros.</p> <p>There were also many sporting events, particularly for our Years 5-8 students including weekly Hagley Sports (Years 7&8), zone and Canterbury competitions.</p> <p>One of the highlights was undoubtedly the Samoa Overseas Learning Experience that thirteen of our Year 7&8 students participated in from 14-21 June. The OLE went very well and reinforced what powerful learning experiences these are for our students. I want to acknowledge all of the hard work of our staff that goes into making these events happen, along with the support we have received from our parent community.</p> |
| <p>1.2</p> | <p>For a full list of the events and activities that have taken place since the last Board meeting, please see <i>General 7.1</i> below.</p> |

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	<p>Pilot a new Gifted & Talented programme across the school</p> <p>Review the success of the new GAT programme using MindPlus evaluation framework</p>	<p><i>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.</i></p> <p><i>The Gifted and Talented Education team has developed an Action Plan and has begun work on developing a GAT programme for Years 0-4.</i></p>
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.	<p>Review the consistency of planning practices across the school</p> <p>Provide PD for teachers in Depth and Complexity Tools through GEMs</p> <p>Implement the iDeaL Spelling Programme across the school and provide regular PD on the iDeaL programme</p> <p>Teachers take student voice,</p>	<p><i>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.</i></p> <p><i>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.</i></p>

		<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><i>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. 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. 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. 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.</i></p> <p>We have made an application to MoE for our Year 0-2 Team to participate in the first tranche of structured literacy PD starting in Term 3. We are yet to hear the outcome. We plan to apply for the Year 3-4 Team to participate in the Term 4 group.</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. 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.</i></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. 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.</i></p> <p>The PB4L team have completed an audit of wellbeing programmes and initiatives across the school using Professor Lea Waters' SEARCH framework. The next step is to complete a gap analysis of what may need to be introduced to strengthen all six pathways and use this as the basis of a scope and sequence plan.</p> <p>PB4L facilitator, Rachael Heffernon, conducted the annual PB4L evaluation in Week 8 of Term 2. This involves her interviewing a sample of staff and students across the team and completing a review tool with the PB4L Team. Her final report was very positive, and she commented on the lovely tone she had noticed</p>

while in our school. We comply with all the Tier 1 PB4L requirements, and she recommends that we proceed to Tier 2 “Classroom Practices Teams” training. Kelsey and Cathie will attend the first training day in August.

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.</i></p> <p><i>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.</i></p> <p><i>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>Around 100 Years 5-8 students participated in a kapa haka performance at the Waihora Matariki Festival at Lincoln High School on 2 June. This event brought together kapa haka groups from ten schools in the Selwyn region. Our kapa haka group performed well and enjoyed the opportunity to see other performance groups in action.</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><i>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.</i></p>
<p>Rebuild the International paying and Overseas Learning Experiences programmes across the school</p>	<p>Reconnect with agents Offer places to short and long-term students Host groups Review fee structure Offer OLE to Samoa 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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>Penny is working with one school in Taiwan and one school in China to arrange group visits in Term 3. 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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p>Congratulations to our International Director, Penny O'Connell, who received a special award for "Outstanding Leadership in International Education" at the Schools International Education Business Association (SIEBA) awards on 25 June.</p> <p>Penny has been the International Director at Te Kura o te Tauawa Halswell School since 2003. During this time, she has grown our International Fee-paying programme immeasurably to the point where it is now recognised as one of the leading primary school programmes in the country.</p>

Her work has significantly influenced our school community's understanding of cultural awareness and global citizenship and has literally raised hundreds of thousands of dollars to help resource our school.

Penny is incredibly passionate about the international student sector and a staunch advocate for culturally responsive practices. She is highly respected, and our school is incredibly fortunate to have her!

3. Personnel

3.1 *Teacher Aide Appointment:* We have employed Bahareh Bakhshayesh as a full-time teacher aide until the end of the year. She has recently immigrated to New Zealand from Iran. She is fluent in Farsi and English and will be a great asset to our learning support team. Bahareh's appointment brings our total number of teacher aides to fifteen.

4. Property & Finance

4.1 *Banked Staffing:* We are currently in a deficit position of \$26,714. This figure continues to be impacted by the higher-than-expected levels of sick leave taken throughout 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 winter months.

4.2 *Grants:* On 27 June, we received confirmation that our grant application to Pub Charity Limited for 200 hall chairs was successful. This followed three unsuccessful attempts with the Trillion Trust. We will receive \$26,045.26 from Pub Charity Limited. The funds have already been deposited into the school bank account.

A big thank you to Grants for Goods, who submitted the application on our behalf, and Finance Officer Rebecca Lock for all of her work procuring quotes and preparing the required financial information.

4.3 *Property update:* Please read the July Property Minutes for updates.

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 *July Roll Return:* Our 1 July Roll Return was completed and submitted to the Ministry of Education as required at the end of Term 2. This is a significant milestone for our school as it dictates the amount of staffing and operational funding we will receive in 2025.

Our 1 July figure for this year was 664 students. This is up 8 students from last year's figure of 656 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 2025.

- 2019 - **622**
- 2020 - **648**
- 2021 - **659**
- 2022 - **644**
- 2023 - **656**
- 2024 - **664**

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 had 18 long-term International Fee-paying students enrolled. Bringing our total 1 July roll to 682. This will increase at the start of Term 3, with some 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 2025 staffing and operational funding in mid-September. Once we have this key information, we will be able to confirm how the school will be structured in terms of staffing and team composition. We will also be able to make a start on the 2025 draft operational budget.

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
- Samoa Overseas Learning Experience
- Life Education Trust - Years 5-8
- EPro8 challenge - Years 5-8
- Hagley Sports Years 7&8
- Children's University Campus Experience
- Waihora Matariki Festival - Kapa Haka Performance
- CCC Waterways session - Years 3&4
- Music Assembly

Community and Wellbeing

- RTLB drop-in sessions
- New Entrant visits
- Property Committee meeting
- Medi Training workshop
- PB4L Annual Evaluation
- Te Tuna Tāone Muir Park riparian planting
- NZSBA Webinar Suspensions and Exclusions
- Principal and Presiding Member meetings
- Transport Pilot programme data collection
- MoE Emergency Readiness Training



Stuart Cameron
Principal