



# TE KURA O TE TAUAWA HALSWELL SCHOOL

*Learning To Thrive*

## MINUTES OF MEETING

HALSWELL SCHOOL BOARD

Tuesday 19 November 2024

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**PRESENT** Rob Dixon (Presiding), Stuart Cameron (Principal), Michael Ruffell, Natasha Buckby, Michelle Bishop, Claire Harris, Sahil Oberoi, Cathy Zelas

**Apologies:** Sarah Robb, Tracey Mora

**Guests:** Fiona Harney

**Meeting Opened:** 6.00 pm

### 1. ADMINISTRATION

#### 1.1 Karakia, Welcome

**Special Presentation** - Fiona Harney and Michael Ruffell - Ysgol San Sior Visit  
Fiona and Michael provided an overview of their experiences and learnings from their visit to Wales.

#### 1.2 Previous Minutes

The Board approved the minutes of the meeting on October 22nd 2024.

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

#### 1.3 Actions From Previous Minutes

All complete

#### 1.4 Correspondence

Taken as read

#### 1.5 Standing Admin Items

None

## 2 MONITORING/REVIEW

### 2.1 Curriculum

Arts was the focus on Term - Production in Years 0-4 and Visual Arts Showcase in Years 5-8I. Moving forward, the split of production vs showcase has worked well, and will continue next year and again in Term 3. This will potentially clash with the Years 7&8 OLE but this will only affect a small number of students.

There were a few concerns raised by teachers around what the focus for The Arts looks like with us losing dedicated Art teachers with the new school structure. As far as the learning in the classroom, the new structure is best for the students and will be much more beneficial in the long run but it will mean a different approach to the Arts.

With the focused approach to Reading, Writing and Maths, things like time dedication to Production become a challenge, but the board feel it's well worth the effort. Being able to tailor the production to the school population has been great - less late nights for junior students as an example.

Celebration of learning is noted as very important. It ticks our Community and Learning Experiences Pou, as well as the value and experience of the children being able to present their work to whānau.

## **2.2 Principal's Report**

Two curriculums are coming out at the same time. We have been heavily focused on literacy in recent times, so we are already in a good place. We believe we run good quality maths programmes and have sound results to prove this. We will look at the new material/programmes provided by the Ministry but this will be to support our existing programmes. There is quite an intensive overhead in coming up to speed with the new programmes being offered. While we have to teach the new curriculum, it's up to us how we teach it. We are in support of using our existing programme and using the additional programmes to support, as opposed to wholesale change.

The roll is now at 722 students. We currently have 20 international students, and 60% of all new enrolments within our zone in Term 3 have come from the new subdivisions surrounding the school. This is the largest school population we have held since 2018, and the school feels very full.

## **2.3 Finance Committee Report**

We are changing uniform suppliers. We have been with Argyle for a number of years but there has been frustration, including not having physical stores in Christchurch and courier costs. We have moved to New Zealand School Uniforms, and they have given us a \$10k credit as a welcome onboard. They supply a lot of schools in the Selwyn area. We do have to buy Argyle stock out but New Zealand School Uniforms will sell this on for us.

### ***From Solution and Services:***

*Now that the 2023 audit has been finalised Solutions & Services have provided a full budgeted statement of financial position & statement of cash flows extracted from the Board approved operating & capital budgets for use in the 2024 annual accounts. We acknowledge that these reports are prepared post 2023 audit finalisation to ensure accuracy and usefulness in the 2024 annual accounts. On this basis the Board approves the use of these documents in the 2024 annual reports.*

### ***Approved***

Stuart presented the 2025 Draft Budget. There is a predicted surplus of \$487. There is a risk to the budget if we don't end up tracking towards our 718 funded students. International revenue is also a risk, ie events such as Covid. If we continue to increase our high-needs student numbers as has been trending, our funding is very limited, and takes a significant amount of time to get from the Ministry. Typically, the Ministry only provides 15 hours per week per student for additional TA support. We have strong reserves if something significant does affect the budget.

### **The Draft 2025 Budget is Approved**

**Moved: Stuart**

**Seconded: Rob**

**Approved ✓**

## **2.4 Communications Report**

Newsletter - We will put together a final Board Talk newsletter piece, reflecting on our three Pou of Community, Wellbeing and Experiences that have been had across the year. We will reference Board Elections and try to drum up more support for this, happening in September 2025.

We want to look again at our Media Response plan including templates. This has been highlighted as an action point for Term 1 2025.

## 2.5 Property

### September Property Minutes

Taken as read. Kahu deck happening over the break, alongside heat pump changes, alarm upgrade and clover spraying of the field. As part of our management of a flight risk student, we are also having fencing installed, and there are some other regular maintenance activities happening across the school during the holiday period.

Our caretakers have requested an anchor, rope, and harness system to work on the roofs. A quote has come in for \$16k + gst, which covers the two main blocks. Max will also attend a 'Working at Heights' course, which is needed for this system. The Property Committee move that the \$16k be approved to allow the work to be carried out during the holiday break.

**Moved: Sarah**

**Seconded: Rob**

**Approved ✓**

## 2.6 Health & Safety

Taken as read

## 2.7 Attendance: Taken as read

## 3. OTHER AGENDA ITEMS

### Board Elections

Discussed upcoming Board Election in September 2025  
Comms to start from the Comms committee from Easter onward.  
There were interested parents from the last election who may still be interested.

**Action: Comms committee to put together a 'day in the life' article for joining the BoT in the 2025 newsletter.**

Board Dates for 2025 - discussed and agreed. First meeting of the new board is scheduled for October 14th 2025

**Action: Michelle to send out Board invites up until 9th September. Pencilled dates after**

### Teacher Only Days

Proposed Teacher Only Dates for 2025 discussed. One per term, covering Maths Curriculum and Curriculum and Assessment.

**Action: Stuart to update calendars with the confirmed ToD dates**

## 4. Public excluded

Draft Public Excluded minutes from October 2025 - taken as read

Moved: Rob      Approved ✓

### School Structure discussed

## 5. Next meeting Feb 18th (3rd Tuesday) Week 3

Meeting closed:

CONFIRMED \_\_\_\_\_

19 November 2024

Rob Dixon, Presiding Member

## Principal's Report (November 2024)

### 1. Curriculum

#### 1.1

*Term 4 Focus:* We continue our 2024 school-wide focus of *Dreams become reality when we take action – Ko te puāwaitanga o ngā moemoea, me whakamahi*, Our three core pou, Community, Wellbeing, and Learning Experiences, are integrated into each area of learning.

In Years 0-4, students are building wellbeing and confidence through Health and Physical Education, with swimming lessons that teach essential water safety skills. For Years 5&6, the Technology curriculum engages students in digital design and 3D printing, alongside the “Food for Thought” programme, which includes a visit to New World to explore nutrition and healthy choices, blending wellbeing with practical learning experiences. Our senior Years 7&8 students connect with the wider community through a careers focus, including trips to places like BNZ, Christchurch City Council, and potentially the NZ Defence Forces or Justice Precinct. They will also connect with residents of Banbury Retirement Village, gaining insights into various career pathways.



#### 1.2

*New Curricula:* The Ministry of Education has recently released the new Maths and English Curricula. These documents are mandated to be in place at the beginning of 2025. The decision to mandate two new core curricula at the same time has been met with condemnation by the education sector. Despite this, our school is in a good position to implement the English curriculum, given the work we have done over the last couple of years on structured literacy, including all Years 0-4 teachers taking part in some intense professional development over the second half of this year.

We have also begun engaging in professional development on the Maths Curriculum. This will include participating in a Staff Only Day on 14 November with our South West Cluster colleagues. The SOD will feature workshops facilitated by Ministry of Education Curriculum Advisors.

	The MoE has also released several maths programmes and resources that schools can choose from. They have given schools a very short timeframe for deciding what programme to go with. We are confident in the maths programmes we currently deliver at our school, so we will take the time to ensure that we make the best decision for our tamariki.
1.3	<i>School Roll:</i> At the time of writing, we have 722 students enrolled at our school. This is the highest school roll since 2018 (the year before Kights Stream School opened). Our roll has steadily increased in the second half of the year. Since the beginning of Term 3, Over 60% of our enrollments have come out of the new sub-divisions in our zone.
1.4	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.

## 2. Strategic Planning & Reporting

2.1	<b>Learning Experiences: all learners are inspired to have a positive impact</b>	
	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	
	<b>Links to Strategic Plan</b>	<b>2024 Key Actions</b>
	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
		<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>  <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>  <i>GEMs Aotearoa facilitators ran a staff meeting on 14 August to continue unpacking the use of depth and complexity tools in teaching and learning programmes. Before the staff meeting, they spent the afternoon working with our Gifted and Talented Focus Team to help build capacity in this area across the school.</i>  <i>A mid-year student voice survey provided extremely positive feedback about the MindPlus programme.</i>

			<p><i>GAT programmes in Years 1-4 are being trialled this term - literacy focussed in Years 1&amp;2 and a modified MindPlus programme in Years 3&amp;4.</i></p> <p>A MindPlus Whānau evening was held at the end of Term 3. The children enjoyed sharing what they do at MindPlus with their families.</p> <p>Feedback re: MindPlus will be gathered from students, staff and whānau this term. This will form part of the review of the programme.</p>
	<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>	<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, 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><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 &amp; 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><i>Resource Teacher of Literacy (RTLit), Emma Clark, has provided some PD sessions on the iDeaL spelling programme for our teacher aides. In some Learning Teams, teacher aides take small enrichment groups using the iDeaL programme. This is for students who need additional repetition on top of the class programme.</i></p> <p>We had our final session with GEMS on 30 October. Staff have now been asked to complete a survey regarding the PD and how they use the Depth and Complexity Tools in the classroom. Deb from GEMS will collate the results and prepare a report for us.</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.</i></p> <p><i>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><i>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.</i></p> <p><i>In late August, all our Year 0-2 teachers will undertake a two-day PD course on structured literacy with Learning Matters, the company that provides iDeaL. The government funds this PD as part of its policy to implement a structured literacy approach across NZ. We plan to enrol our Y3&amp;4 teachers in the Term 4 PD cohort.</i></p> <p><i>The draft mathematics and English curriculums Years 1-6 have been released for consultation. Teachers spent the Week 6 staff meeting becoming familiar with the Mathematics draft and giving feedback via the online survey.</i></p> <p><i>All Years 0-2 teachers and Reading Recovery teacher Jenny Randall are participating in MoE-funded structured literacy professional development this term provided by Learning Matters (the same company that does iDeaL). This has involved a two-day face-to-face course in Week 6 and a one-day online course in Week 8. The PD support continues through Term 4 with regular online community of practice sessions. Years 3&amp;4 teachers will participate in Cohort 2 of the same PD starting in Term 4 and extending into Term 1 2025.</i></p> <p>Year 3&amp;&amp;4 teachers have started Cohort 2 of the MoE-funded structured literacy professional development. This is provided by Learning Matters, the same company that provides our school-wide spelling programme, iDeaL. We have applied for all Year 4-8 teachers to participate in Cohort 3 of the same PD, which would start in Term 1 2025 and extend into Term 2. By mid-year, this means our entire staff has been upskilled. This professional development aligns with the content of the new English Curriculum.</p>
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## 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
<p>Design and Implement a positive education programme across the school</p>	<p>All staff engage in professional development designed to raise their awareness of Positive Education and wellbeing</p> <p>Implement a school-wide framework for developing a <a href="#">Bully-free Culture</a></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 <a href="#">Pink Shirt Day</a> 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. The PB4L team have completed an audit of the positive education initiatives currently operating across our school using Professor Lea Waters' SEARCH framework. The next step is to undertake a gap analysis of the audit to determine what wellbeing pathways are being covered well and what pathways need to be strengthened through new initiatives. Once this is completed, we will work towards completing a scope and sequence plan that will give teachers clear guidelines about what initiatives will be taught at each level.</i></p>
<p>Implement the Positive Behaviour for Learning (PB4L) Programme across the school</p>	<p>Complete all requirements for moving to Tier 2 of PB4L</p>	<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. 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. 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 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. The PB4L team undertook the first training day for Tier 2 PB4L on 16 August.</i></p>



The PB4L Team participated in the first training day for Tier 2 Classroom Practices Teams on 16 August. This focused on unpacking the possible reasons for student behaviours and looked at the first stage of a process for supporting Tier 2 students. The PB4L Team will lead a staff meeting to share this information with staff in Week 3, Term 4. The aim is to have Tier 2 processes and systems ready to launch at the beginning of 2025.

Due to other priorities, introducing Classroom Practices Teams (PB4L Tier 2) has been deferred until our Staff Only Days at the beginning of 2025. The PB4L team attended the second CPT training day on 11 November.

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>All Years 7&amp;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.</p> <p>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.</p> <p>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.</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>On 11 September, we hosted the South West Cluster primary schools for a kapa haka festival. This was a very successful event and a great opportunity for the children to share their performances with each other. We hope that this will become a regular feature of the annual calendar moving forward.</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><i>Approximately 200 parents and around 40 staff attended the How to Raise Resilient Kids presentation on Tuesday, August 13. This was a very successful event, with lots of positive anecdotal feedback.</i></p> <p><i>The Ōtāwhito teachers hosted a Navigating the Journey Parent Information Evening on 4 September with approximately 20 parents attending. The purpose of the event was to share the content of the upcoming health topic and answer any questions the parents had about what was being covered in the programme.</i></p> <p>An information evening was held for parents of Year 4 students transitioning into Year 5 in 2025. The purpose of the evening was to provide insight into the expectations as students transition to Ōtāwhito, aiming to alleviate any anxiety that had been observed in the past among both students and parents. Topics covered included the Year 5 curriculum, BYOD, and the new opportunities available in sports. The session also highlighted enrichment activities, leadership roles, and the badge system and concluded with a Q&amp;A session.</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>

*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.*

*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.*

*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.*

*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!*

*In Weeks 2 and 3 or Term 3, we hosted thirteen students from Taiwan. These children were placed at different year levels across the school. The visit went relatively well and laid the foundation for an ongoing relationship with the schools and agents involved.*

*On Friday, Stuart, Michael and Fiona will depart for the United Kingdom to participate in the reciprocal visit to Wales. Ysgol San Sior will host the group for the week. The itinerary will involve visits to local schools and spending time with principals from various professional networks.*

A Vanuatu Overseas Learning Experience parent information evening was held on Thursday, 7 November. Eighteen families registered for the event. This initial meeting provided information about the OLE, including dates (proposed for 1 August 2025), itinerary and costs. To make the trip viable, we would ideally need 15 families to commit. They have been given until Monday 25 November to decide.

### 3. Personnel

3.1 *Collective agreement negotiations:* The collective agreements for teachers, principals and support staff are expiring soon. NZEI will begin their negotiations with the Ministry of Education in the coming months.

## 4. Property & Finance

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|-----|---|
| 4.1 | <i>Banked Staffing:</i> We are currently in a negative position of \$35,401. This deficit is mostly due to having all Years 0-2 teachers out for two days of structured literacy training. The Ministry of Education is funding this, so we expect to have the relief costs refunded to us shortly. |
| 4.2 | <i>2025 Draft Budget:</i> The Finance Committee has completed the draft Operational Budget 2025. Stuart will present this at Tuesday night's meeting.   |
| 4.3 | <i>2024 Audit:</i> Our auditors Crowe, visited on Wednesday, 13 November as part of their initial review of our accounts. This is much earlier than in recent years, but it should put us in a good position to complete the audit before the May deadline.   |
| 4.4 | <i>Property update:</i> Please read the November Property Minutes for updates.  |

## 5. Health & Safety

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|-----|---|
| 5.1 | <i>Property Safety Checks:</i> The caretakers have completed safety checks on the school grounds. There are no significant hazards to report.   |
| 5.2 | <i>EOTC:</i> All current EOTC events and activities have been planned and approved at the appropriate level.  |
| 5.3 | <i>Earthquake Drill:</i> The school participated in National Shakeout Day on Wednesday, 24 October, along with 675,000 other New Zealanders. The drill went smoothly, and there were no issues to report. |

## 6. Compliance

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| 6.1 | Nothing to report this month |
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## 7. General

7.1 *Thank you: As this will be the final Principal's Report for 2024, I would like to take the opportunity to thank the Board for your ongoing support this year. Your contribution makes a huge difference to our school and is much appreciated by our staff, students and community.*

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

### Learning Experiences

- Swimming lessons (Years 0-4)
- CHCH School Music Festival
- Structured literacy PLD (all Years 0-4 teachers)
- Nature Agents sessions (Muir Park)
- Cross Country (Years 3&4)
- Years 5-8 Athletics (Ngā Puna Wai)
- Visit to Ara Broadcasting School
- South West Zone Athletics
- Ōtūmatua trip to town
- Scholastic Book Fair

### Community and Wellbeing

- RTLB drop-in sessions
- New Entrant visits
- Property Committee meeting
- Principal and Presiding Member meetings
- Finance Committee meeting
- Full school assemblies
- PTA meeting
- Principal Professional Growth Cycle Hui
- Assistant Principal Interviews
- South West Cluster Principal Meeting
- Communication Committee Meeting
- Health & Safety Committee Meeting
- PTA Disco
- Mihi Whakatau
- HPV Vaccinations
- Aotearoa Teachers Day
- Grandparents' Morning
- Canterbury Primary Principals' Association Annual Conference (Hanmer)
- School Photos
- Year 4 Transition Parent Evening
- PB4L Tier 2 Training
- Staff Only Day (SWC)
- School Audit



Stuart Cameron, Principal