

HASTINGS GIRLS' HIGH SCHOOL NGĀ RAU HUIA O ĀKINA				
Date:	Wednesday 18 September 2024			
Time:	5:15 - 6.26pm			
Location:	HGHS Principals Office			
Agenda				
1. Meeting opening	Minutes	Motion	Person Responsible	Seconded By
1.1. Karakia	E te kaihanga Arahia mātou ki te whai i ngā huarahi o te tika, o te whakapono, o te tumanako me te aroha Ākina i a mātou kia whai i te mātauranga Ākina i a mātou ki te whai i te māramatanga Kia rere tika ngā Huia ki te panekiretanga Ko te poutokomanawa, ko te tuakiri Ko te whenua, te tūrangawaewae Aroha atu, aroha mai, tātou i a tātou katoa, Ākina, tukua!			
1.2. Present	Jo Husband, Amy O'Connor, Moira Fomai, Sonya Lyndon (Secretary), Catherine Bentley, Jesamine Te Huia, Tahatera Apatu			
1.3. Apologies	Amataga luli			
1.4. Declaration of interests	Catherine Bentley (Principal) declared a potential conflict of interest as her daughter will be working casually at the school over the next few months.			
2. For Discussion	Minutes	Motion	Person Responsible	Seconded By
2.1 Health & Safety	As Amataga is not present to give an update, there was no report this month.			
2.2 Policies for review	Jo Husband (BOT Chair) will send the list of new policies for review to Sonya Lyndon, who will share them with staff and whānau.			
3. For Approval	Minutes	Motion	Person Responsible	Seconded By
3.1 Minutes of the previous meeting [August 2024]		Move that the minutes of the previous meeting in August be accepted	Jo Husband	Jesamine Te Huia

3.2 Correspondence				
3.2.1 Inwards	See attached - Decline the offer			
Leave request from Emma Jensen for unpaid leave in Term 1 2025	Emma Jensen submitted a request for unpaid leave in Term 1 2025 to work in a rugby position. The Board discussed the implications of this request, noting that there were little to no relievers available at times this year, which raised concerns about the strain on filling Emma's position next year. The Deans team continues to feel the impact of Emma's absence this year, and the Board agreed that Catherine should not have to cover for her. It was acknowledged that there is a lack of experienced personnel to step into Emma's role as DP Pastoral, which is critical for the school. While the opportunity could provide valuable professional learning and development for Emma, there were concerns about repeating the same leave arrangement as this year, which had not been successful. The Board suggested that a compromise may be needed and recommended further discussions with Emma to explore an alternative leave request that better accommodates the school's needs. The Board need to understand when Emma needs to respond to the offer, so that they have time to make a decision.			
3.2.2 Outwards	No correspondence was send in this period.			
3.3 Finance Report	As of the end of August, the school has received 71% of its projected income for the year and has spent 62% of the budget. Staffing expenses are primarily related to GrowHR. The budgets for Sports and Performing Arts show remaining balances of \$3,800 and \$7,000, respectively. Significant payments have been made towards various initiatives, including a performing arts projector for the stage, signage, Pasifika costs, and heat pumps.	Move that the Finance Report be accepted.	Amy O'Connor	Moira Fomai
3.4 Principals Report - See below, taken as read	Catherine Bentley expressed her intention to take her sabbatical in Term 2 of 2025. She reached out to the New Zealand School Trustees Association (NZSTA) to inquire about the best process for appointing an Acting Principal during her absence. They advised that a Board member, along with Catherine, should interview the Senior Leadership Team members who wish to apply for the role, allowing them to select the most suitable candidate. The Board decided to follow this recommended process, and Catherine will inform the Senior Leadership Team of these developments.	Move to accept the Principal's Report and approve Catherine's request to take her sabbatical in Term 2 of 2025.	Catherine Bentley	Moira Fomai

Te Kanorautanga (Learners are achieving excellent and equitable educational Outcomes) - Shaping Teacher Capacity - Curriculum enrichment - Strengthening structures and Systems

Junior Curriculum Assessment Development
We are pleased to report that our school has recently received funding for Professional Learning and Development (PLD) to support literacy and numeracy initiatives. After careful consideration, we have decided to invest this funding into enhancing the junior curriculum, specifically focusing on creating a rigorous assessment framework across our five main curriculum areas: Mathematics, English, Social Science, PE and Health, and Science. This initiative aligns with our annual plan and follows feedback received from the Education Review Office (ERO). Our primary objective is to develop a set of common assessment tasks and rubrics that can be implemented in the next academic year. This work will allow us to:

- Establish consistency in assessment practices across the junior curriculum.
- Better align with the NCEA framework, ensuring a smooth transition for students as they progress through their educational journey.
- Build a clearer and more comprehensive picture of student achievement, allowing us to identify areas for improvement and celebrate successes.

We are working closely with our PLD provider, Dr. Rosina Shandley, who spent the day with us on Thursday. Dr. Shandley is enthusiastic about the direction of this project and is providing valuable guidance as we move forward. Her expertise will be instrumental in shaping the development of assessment tools that are robust, meaningful, and effective in capturing student learning.

The team is currently developing the Assessment for Learning Map, which outlines our approach and key milestones for the project. We aim to have a draft framework ready for feedback by the end of the term, with full implementation scheduled for the next academic year. This will position us well to meet our goals and support our students' academic growth.

Please find attached a copy of the Assessment for Learning Map for your review.

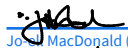
I can confirm, that my study leave has been approved for term 2, 2025. After seeking advice from STA on how to fill my role, I would like the Board to consider the appointment process for this.

Te Tuakiritanga (Learners and whānau tell us they see and feel their identity, language and culture on a daily basis) - collaborative community partnerships - enhancing Ākina coach capacity - Strengthening Relationships with Whānau

Pastoral Care System Review
Following the robust discussion at our last Board meeting regarding our current pastoral care system and processes, I have initiated a comprehensive review aimed at gathering insights from a broad range of stakeholders. This review will include feedback from Year 9 students and their whānau, Year 12 and 13 students and their whānau, Youth Workers, Attendance Officer, Administration staff, House Deans, and the Deputy Principal.
Purpose of the review is to gather feedback identifying strengths and areas for improvement within our pastoral care system. Our goal is to use these insights to shape the future direction of our pastoral care, ensuring that it meets the needs of our students and supports their overall well-being.
This week, our attendance team met with the Hastings Attendance Officer to discuss some of the challenges we face and share strategies that have proven successful. This meeting provided a valuable opportunity to exchange ideas and explore collaborative approaches to improve attendance outcomes.
In addition, I have been invited to attend a hui with David Seymour in November, which will focus on attendance. This engagement will provide further opportunities to discuss attendance challenges at a broader level and seek insights from other educational leaders.
For the remainder of the year, Fale Joseph, one of our Youth Workers, has shifted into a Sports Coordinator role. Finn and Fale have very quickly established a great working relationship and together they will be able to have a more hands on practical approach to supporting our students in their sporting endeavours.

<p>Kaitiakitanga (Learners as guardians of our past, present and future) - Building Leadership Capacity, Establishing a Hub based Junior Curriculum</p>	<p>As we approach the end of the term, we are entering the phase of preparing for 2025, and a key component of this is our student leader selection process. This year, we have extended the range of leadership roles to better align with the school's strategic goals and the Board's focus areas.</p> <p>We are pleased to announce the addition of two new leadership roles, International Ambassador and Academic Captain.</p> <p>International Ambassador: This role will play a crucial part in supporting the reestablishment of our international department, fostering connections with our international students, and promoting cultural exchange within the school community.</p> <p>Academic Captain: The Academic Captain will focus on championing academic excellence, supporting peers in their learning journeys, and contributing to initiatives that strengthen academic success across the school.</p> <p>These roles directly support key work streams within the school, aligning with our commitment to enhancing the international department and reinforcing academic achievement. We look forward to seeing how these leaders will contribute to the continued growth and success of our school.</p>			
<p>4. General Business</p>	<p>Minutes</p>	<p>Motion</p>	<p>Person Responsible</p>	<p>Seconded By</p>
<p>Te Wiki o Te Reo Māori</p>	<p>As its Te Wiki o Te Reo Māori Taha, the student representative, initiated a conversation about how the Board can better incorporate the school values—Pono, Manaakitanga, Whanaungatanga, Whakaute, and Kaitiakitanga—into their work. The Board acknowledged their existing volunteer efforts in Sports and Performing Arts but agreed that more can be done to embody these values. They decided to create their own tikanga that reflects these principles. The Board members recognised that they are already on the Board because they embody these values, and emphasised the importance of being mindful and respectful of one another's values within a safe space.</p>			
<p>End of year Board dinner</p>	<p>Reservation made at 495.</p>			
<p>Staff Culture</p>	<p>As acting staff rep Sonya gave the Board a update, highlighting the plans for the remainder of 2024, and the Kindness week activities, along with the plans for the end of year staff party.</p>			

Critical Response Plan	As Catherine will be overseas during the upcoming school holidays, she will nominate a member of the Senior Leadership Team (SLT) to be responsible for activating the Critical Response Plan if needed. Catherine will communicate the nominated individual to Jo.			
In-Committee	J Husband moved that the meeting go In Committee at 6.20pm and that that the public be excluded under Section 48 of the Local Government Official Information and Meetings Act 1987 because the Board wishes to discuss personnel or financially sensitive matters and for reasons that discussion of these matters in public would infringe the privacy of a natural person under Section 9(2)(a) of the Official Information Act 1982.		Jo Husband	
In-Committee	J Husband moved that the meeting go out of Committee at 6.25pm.		Jo Husband	
5. Meeting closure	Minutes	Motion	Person Responsible	Seconded By
Closing karakia	Kia tau Kia tātou katoa Te atawhai o tō tātou Ariki o Ihu Karaiti Me te aroha o te Atua Me te whiwhinga tahitanga ki te wairua tapu Ake, ake, ake Āmine			
	There being no further business, the meeting closed at 6.33pm. The next Board meeting to be held Wednesday 6 November 2024 at 5.15pm.			



Jo-ell MacDonald (Jan 23, 2025 11:17 GMT+13)

Jo-ell MacDonald

Jan 23, 2025






September BOT Minutes

Final Audit Report

2025-01-22

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