

## HGHS BOARD OF TRUSTEES MINUTES – SEPTEMBER 2020

**Date:** 16 September 2020

**Location:** Principal's Office HGHS

**1. Meeting Opened** 5.15pm

**1.1. Karakia**

**1.2. Present** Jordan Mou, Hannah Portas, Anna Vignolini, Jason Whaitiri, Jacqui Davis, Catherine Bentley, Grant Russell, Monique Goodson, Amataga Iuli, Denise Sainsbury

**1.3. Apologies** -

**1.4. Declaration of interests** None

**2. For Discussion**

**2.1. Governance vs Management [Presentation from NZSTA]**

Denise Sainsbury from NZSTA presented to the BOT. Denise gave general advice to the Board on their role as Governance of the School.

General discussion, about bringing in the work plan more in line with Step 3 - Focus.

**Action:** Take the self-assessment checklist and create a survey in Smartsheet form and send out to the BOT members, to be completed prior to the next meeting.

**Action:** Hannah to bring the work plan into line with the step 3 of the internal review process.  
*Denise and Jason left the meeting at 6.05pm*

**3. For Approval**

**3.1. School Docs**

Hannah called for volunteers to join Jacqui to launch the Policy Development Project. Grant volunteered.

General discussion regarding the need to ensure that we have a robust consultation process and to ensure that the policies are made available to everyone. Community consultation is well covered within the school docs policies. Ensure that workload is managed so as not to put too heavy a workload on SLT.

**Motion:** Hannah motioned for Jacqui and Grant to be the policy review sub-committee

**Seconded:** Monique Goodson.

**3.2. Removal of Staff and Student verbal report from Agenda**

Catherine recommended that Student and Staff reps should not be presenting at BOT meetings. Catherine reached out to the Principals community for their feedback, and received an overwhelming number of responses from them. 85% said no they should not be reporting, only as specifically requested. This aligns with STA advice. Hannah explained that the previous Board had requested a verbal rather than written report, even though they knew that it wasn't required. Hannah clarified, that the Board has now established other ways to collect voice from staff and students reps. Catherine updated the Board on how the new Principals Report style is more robust and collects voice from the whole SLT. Jordan said that she felt like it was valuable giving an update, but would rather respond to specific agenda items when required. She thought that the Board should give better training on how to do this. Student elections are taking place at the moment, and so the new rep will be at the next meeting. Monique felt that as a staff member rep, it made more sense for her to report on issues at the boards request, as it would be more meaningful.

**Action:** Hannah to meet with the new student rep after the next meeting.

**Motion:** Hannah motioned to remove the student and staff reports from the monthly board meeting, and to request updates when necessary.

**Seconded:** Jacqui Davis

**3.3. Critical risks – HSW Committee Work**

1. Out of date systems.

2. EOTC procedures has been reviewed and has been updated.

3. Key Register is being worked on. Pin pad locks will replace master keys.

4. Lock-down bells is not 'Happy'. Fire Bell is not 'Happy'. Need to find a way to turn on bell in

lock down, as it would heighten stress levels. Need to further review of the lock-down bells. The bell is not directly connected with the police. Would still need to call 111. Consider getting the Lock down App.

5. Evacuation procedures need to be done by 7 September, PE to have a new draft fire drill procedure.

6. Staff well-being

7. COVID-19 There are two types of risks, System Risks and Hazards. Biggest Risk is that there is no system for managing Health and Safety Systems.

Action: 5. Evacuation Procedures > Update to Emergency Management Policy. Ask the HS&W to review the above risks and report back to the BOT.

Motion: Hannah to accept the list of priorities as set out by the HS&W Committee.

Seconded: Jordan Mou

### **3.4. Board Honorarium**

General discussion around timing of increase. There is likely to be a need to budget this for 2021.

Action: The finance committee to discuss the option of 2021.

### **3.5. Board Website**

<https://www.hastingsgirls.com/hghs-bot/>

Motion: Hannah motioned to approved the publishing of the BOT website once Anna's photo is down.

Seconded: Grant Russell

### **3.6. Principals Report**

General discussion regarding the new reporting format, with some improvements to be made to help clarification information, such when something is requiring approval, or is just for information. The Board would still like to get information on staff hauora. Catherine updated the BOT on the planned spending from the attached 10YPP.

#### **Overview / Vision**

Much of the focus for the remainder of the year is split between planning and preparation for 2021, as well as ensuring we maintain momentum and commitment to our 2020 strategic targets. The impact of COVID-19 continues to cause a ripple effect across all areas of the school; most noticeably staffing and student learning outcomes. The Curriculum Team, SLT and Dean's team are currently building a detailed support plan for our students completing NCEA. A representative from MOE attended a SLT meeting last Thursday to discuss the plan. This week the plan has been shared with students and whanau. We have been successful with our funding application to the MOE to support in addressing the COVID impact; we will continue to apply for targeted funds from this source. Some ideas for future support include providing a bus service for senior students remaining at school beyond November 11 study leave, developing a youth social worker role to support whanau raising attendance levels for girls'. Our applications are targeting the support plans we have already developed. Over the past few weeks we have talked with Waikato University, Whanganui Girls High School and Massey High School in Auckland about our curriculum vision and development. Both Massey and Whanganui are planning a follow up visit in term 4 and Waikato University are particularly interested in our new Engineering Your Future - Science and Mathematics hub running in 2021. Finally, we have met with MOE in regards to changes to our proposed 10ypp, with recommendations to be shared with the Board.

#### **Student Learning**

##### **PLD**

Staff have been engaged in three aspects of professional learning. We have a small team working on the Coaching PD using the evidence based observation tool. This is providing the Heads of Department involved to develop rich coaching skills to shift teaching and pedagogy for our students. Many staff have invested in their own subject specific PD through online conferences (PE, GEO and English) and webinars. A highlight of this term's Friday professional learning time has been the growth of staff leading sessions for other staff. Recently Kim Hokianga led a whole staff workshop on collaborative learning tools in the classroom, Marion Iosefo and Amy Moli led a workshop on Pasifika students and how they learn best and most recently, four other staff led workshops on online tools for learning in the classroom. On

September 11th the whole staff have a teacher only day. The first half is a 3 hour workshop with Dr Margaret Ross on developing Learning Behaviours in the classroom and the second half is the first Te Tiriti O Waitangi workshop with Bill Hamilton from Te Puia Education.

### **Transition**

We have begun very well with 30 more enrolments at this time of the year compared with last year. The plan of visiting schools was very successful and Catherine Bentley spoke at each of the schools. Emma Jensen, Deputy Principal Pastoral and Amanda Greville Learning Support Coordinator shared the visits. We have continued with the direct marketing plan as organised by Sonya Lyndon. Using the contributing schools Facebook pages, apps and websites to share information photos and reminders. We intend to stay very much in the in the Year 8's minds as we showcase some of the uniqueness that we have here at HGHS. The Big Day out is set for the 12th November and the planning is well underway for this. The variations this year of the Catherine Bentley Scholarships, Principal visits and continuing the early communication between HGHS and contributing schools is working well.

### **Snapshot**

Since Lockdown, the focus has shifted from reactionary health and safety and other operational concerns to an exploration of wider school systems and processes and how they may evolve as we move toward a new normal. This term, that focus has shifted to the academic quality management systems of the school, namely: responsibilities falling under the role of Principal's Nominee; reporting (to NZQA and to whānau); examinations (benchmark and NCEA), and health and safety. The NZQA calendar continues to change as new contingencies come into play to deal with the Covid Pandemic, but overall we are adhering to recommendations and our data returns are up to date. Of particular importance is the upcoming return which will carry with it the bulk of our internally and externally assessed standard entries (due on 9/9). Senior progress reports were distributed this term, which served as the basis for the Progress and Pathways Hui. Both events were generally well received and, though they require some refinement, they appear to have been a step in the right direction regarding the communication of learner progress with whānau. Next year, we hope to allocate blocks of time for the different year groups as well as an evening session for whanau. Students wishing to take an enrichment pathway, will be strongly advised to attend the evening session to allow more time with teachers. Benchmark examinations have been limited to absolute necessity and as such, there will only be one 'proper' examination day on the 18th of September. All other benchmark grades will be gathered in in-class tests. Ms Sue Phillips has been instrumental in the planning of these examinations. From the perspective of health & safety, most progress has been made with the updating of EOTC systems and processes, with the next priority being the updating of evacuation and lockdown procedures.

### **Student Engagement**

#### **Hauora Team**

The Hauora Committee is the combination of Curriculum and Pastoral staff. We meet at least twice a term. The purpose of this committee is build capacity by gathering people from the community who are experts and learning more about what is available for our girls. We also share best practice and discuss two students each meeting who we need to wrap around or think outside the box to problem solve. Keeping the girl very much in the centre of all that we do.

- So far this year we have had a group from DOVE HB who work as Connect and Check Mentors who discussed their roles as Youth Workers and shared a snapshot of past students at Hastings Girls' High School.
- Dr Elizabeth Ross who worked for many years for CAFS. (Child and Family Service Mental Health Service DHB) Private Counsellor and ex-student who is passionate about Youth. Elizabeth Ross came to discuss with us all as we connect at a deeper level how staff deal with what they now know. The staff found this very valuable and we are working towards having her present at a full staff meeting.
- John White recently addressed the Hauora committee and challenged us around what values we want our girls to have. John is the Head of Maori Mental Health and a valuable taonga who gave us and insight into some of our whanau. We discussed Huia and Akina, their meanings and it became very clear that this was a conversation that we needed to re-visit with Catherine

Bentley leading. Next steps, are to have Des Ratima visit around Cultural competency and to continue to have community organisations e.g Addiction Services, Family Harm Team from NZ Police and Mauri Ora. In the Deans office we have developed a wall which shows represents every student in the school. Using stickers we are able to see who is connected to each student. They know the girls story. As students arrive and leave their names are added and moved. At a glance it is able to see who each student has connected with.

#### Snapshot

Emma Jensen, Deputy Principal Pastoral and her Dean's team have been focusing their efforts on strengthening our pastoral system; a wrap around service for all our students. Some highlights put in place over the last term are: Pastoral Structure Professional development with the Deans team - This was a day at the start of term 3 to work on agreed ways of working and building relationships within the team as well as identifying next steps so that we are all on the same page. Akina Girl Conferences - These are meetings with the DP, Learning Support Coordinator, Guidance Counselor and House Dean ( individually by houses eg. Blue, Green, Gold and Purple). The team meet to discuss students of concern, the forum provides shared expertise and information, working towards taking preventative measures to support students. This also provides the Dean with one on one time to talk about trends or issues that they see coming across their desk. We have reviewed the Pastoral Plan for incidents which occur both within and outside of the classroom. (see attached doc). This simple plan assists teachers in understanding their role It also gives a clear path if things escalate or are more serious, providing additional support.

#### Curriculum Development

##### Learning Hubs / Kāhui Kaupapa

##### Senior Kāhui Kaupapa Model

We have had an independent Professional development observer come in and gather student voice around the transformed timetable and the Kāhui Kaupapa Model. The transcribed feedback is attached. The key points made by students (from diverse year groups and backgrounds) were:

1. Students feel valued, cared for and trusted by the school and teachers
2. Students value the time on a Friday to catch up work, get feedback from teachers, spend time deepening knowledge and choosing what they think is the most important work to be doing. They like learning to manage their time and going to see teachers they need to see.
3. Students said the impact is that they are finishing work better and on time, more able to get feedback to pass or gain M/E. They can see they are getting better results.
4. Kāhui Korowai (wrap around Te Reo Maori Kāhui) - these students said that they "Feel comfortable in our learning as we talk Te Reo in our room - learning in our culture" It was unanimous that this model should continue. Students' advice was that they need good computers and Wi-Fi and some physical opportunity e.g. sport or time out. Further aspects for us to consider going into 2021 is the Kāhui Korowai (Kura style) for students wanting Maori immersion.

##### Junior Learning Hubs

The student voice collected from the Design and Innovation Hub is positive and of interest.

1. Year 9 students liked being with Year 10s as they could learn from them. Year 10s liked being leaders in the Hub.
2. All students could articulate the cross curricular learning that was happening and could see the deliberate cross over between teachers. They liked the context of design and some talked of future goals in this area.
3. Improvement - more hubs 2021 sees the start-up of a third hub - Engineering for the Future (Sci/Maths) led by the two HoDs.

#### EOTC

While the building blocks of a good EOTC system were in place, my focus has been on combining thorough, relevant procedures with easy-to-use templates and guidelines. The process is ongoing, however the current body of work is available here:

<https://hastingsgirls.sharepoint.com/:f/g/EslsewLGYKFGhFmYdV9jTJkBnXYHzVuMkOhEP2HM8bdoQ?e=19d2xQ>

#### Snapshot

This term the curriculum leaders have focused on ensuring that courses and assessments for 2020 are adapted and shaped to respond to the needs of students after lockdown, and the development of pathways into 2021. These are all on the website under the academic page. A development into 2021 is the third phase of our Curriculum mapping - courses that bring curriculum areas together where there is a natural cross curricular fit and where assessments can be melded together reducing workload and stress for students whilst giving them time to dive more deeply into areas of study. Examples of this are Level 2 courses that will allow students to study their English requirement through psychology, health, drama and media. These courses will have teachers teaming up their skillsets to provide deep contextual learning out of which text study and writing can occur meaningfully. A Level 3 Pasifika Health Course fills a gap of learning for many of our Pasifika students who want a pathway to community health. The growth area is Media Studies and two strands - creating media and analysing media - are being offered. We continue to offer students opportunities to stretch and enrich themselves and in 2021 we will have our first students doing a University paper and scholarships in timetable time. The EIT courses have grown to include Maori Art and Waka Ama. The Police course will continue to be offered.

### **3.7. Correspondence**

Correspondence with the Hastings District Council [SEE ATTACHED]

#### **Action:**

Jacqui to speak to BOT member from Camberley School to see what they contributed to the fence between their school and the council park.

**Motion:** Hannah motioned for the correspondence to be accepted.

Seconded: Jacqui Davis

**Action:** Write a thank you letter to Denise for presenting to BOT

### **3.8. Minutes of the previous meeting: August and July**

#### **Action:**

April closed time to be checked by Hannah and notify Sonya, and Sonya to create minutes from the extra-ordinary meeting relating to the vans August and July minutes approved

**Motion:** Hannah motioned to approve the August and July minutes, plus the April minutes once correct time updated.

Seconded: Jacqui Davis

### **3.9. Finance Report**

Motion: The finance report be accepted.

Seconded: Monique Goodson

### **3.10. Lunch in Schools Update**

General discussion regarding lunch in schools. Catherine showed the BOT the budget and equipment purchase list. There was conversation about about healthy food options and environmental impact, but Catherine explained that the MOE are very firm on what the requirements, which we will be following. The menu has been sent to the MOE for approval. Catherine will circulate the menu to the BOT once approved. The Bylaws will be updated to include student information around dietary requirements. Parents have been surveyed on what their daughters dietary requirements are.

**Action:** Catherine to circulate MOE guidelines to Monique and Amataga.

**Motion:** Anna moved that the BOT approves the lunches in school team to spend up to \$50k for equipment for the set-up of the project.

**Seconded:** Hannah Portas

## **4. For Discussion**

### **4.1. Board Attendance at Kahui Ako Combined Hui – 17 Sept**

Jacqui and Jason will attend, Catherine is also go.

### **4.2. New HSW Committee Board Rep – Nov meeting**

Amataga volunteered. Hannah will introduce Amataga to Christian.

Motion: Hannah motioned for Amataga to join the HS&W sub committee.

Seconded: Grant Russell

## **5. Meeting closure**

### **5.1. In-Committee**

H Portas moved that the meeting go In Committee at 8.03pm 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.

**5.2.** In-Committee

H Portas moved that the meeting go out of Committee at 8.31pm.

**5.3.** There being no further business, the meeting closed at 8.33pm. The next meeting of the Board of Trustees will be held on 21 October 2020 at 5.15pm.