

Hastings Girls' High School – Ngā Rau Huia o Ākina Board of Trustees Meetig	
Date:	Wednesday 7 May 2025
Time:	5:15pm
Location:	HGHS Principals Office
1. Meeting opening	Minutes
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, Sonya Lyndon (Secretary), Evelyn Leef (Acting Principal), Lani Kawana, Brendan Jones, Moira Fomai, Paul Drower
1.3. Apologies	Candyce Keelan, Amataga Iuli, Jesamine Te Huia
1.4. Declaration of interests	None
1.5. Meeting Visitor	Jo gave Paul speaking rights for the meeting.
2. For Approval	Minutes
2.1 Minutes of the previous meeting [April] - See below	<i>Motion: Move that the minutes of the previous meeting in April 2025 be approved.</i> <i>Moved by: Jo Husband Seconded by: Brendon Jones</i>
2.2 Correspondence	
2.2.1 Inwards	None
2.2.2 Outwards	None
2.3 Finance Report	
The Governance Report	Jo provided the Board with a summary of the recent Finance Sub-committee meeting discussions. The sub-committee was pleased with how the finances are tracking, noting that while expenditure is typically higher at the beginning of the year, this year's spending remains within budget, as illustrated in the graph analysis. It was noted that sports uniforms were omitted from the capital budget, which will impact available funds at year-end but will not affect the overall deficit. These uniforms were originally scheduled for purchase in December 2024, but supplier delays meant they were not ordered until January 2025. <i>Motion: Move that the Finance report for March be accepted.</i> <i>Moved by: Jo Husband Seconded by: Moira Fomai</i>
Turf quotes for approval	The Board discussed the quotes and confirmed they were happy with the pricing presented. The Board requested to see additional pricing options for custom branding, including the addition of the Huia logo. "The attached two quotes are the two re-turf options to be forwarded to any identified potential funders on behalf of HGHS, through our external fundraiser Kim Brady. The preferred option, which is also the best priced, is with Tiger Turf. Katie Geary and I have worked together to ensure that the sport department is happy with the design of choice through Tiger Turf. Once funding is secured, the work will be scheduled for completion in Nov/ Dec 2025 as the removal and dumping fees of the existing turf is calculated by weight, and if the turf is wet, it is heavier, therefore more expensive to dump." <i>Motion: Move that the funding be approved.</i> <i>Moved by: Jo Husband Second by: All agreed</i>

<p>Board Report – Request for Funding Approval: School Gates Installation</p>	<p>The Board discussed the request and agreed that traffic control measures should be implemented as a first step. They requested rostering staff on gate duty during dismissal, supported with appropriate training—potentially similar to that provided to security personnel—to ensure staff are confident and safe when handling confrontations. The Board also suggested that staff take note of vehicle registrations and inform drivers not to park in unauthorised areas. The Board acknowledged that this system would require significant effort initially, but anticipated that as the school community becomes familiar with the rules, the workload would decrease over time. The Board agreed to revisit the gate installation proposal later in the year, with a view to considering it for inclusion in the 2026 budget.</p> <p>"The Senior Leadership Team is seeking Board approval for funding to proceed with the installation of new school gates, as outlined in the attached quote.</p> <p>Health and Safety remains a top priority for the school, and following a review of key risks, the SLT has identified the need for new gates as an essential improvement to our site security and traffic management. This request addresses two key concerns:</p> <p>1. Traffic Control at 3pm Dismissal</p> <p>Despite regular communication to parents, vehicles continue to enter the school grounds at 3pm to collect students. This creates a significant and ongoing safety risk, with frequent near misses reported between vehicles and students moving through the carpark. Staff on duty often face resistance and frustration from drivers when asked to move on, and we do not have sufficient staff resources available to consistently patrol and manage the area during this busy period. Automated gates would provide a safer, more manageable solution to control vehicle access during peak times.</p> <p>2. Site Access and Intrusion Risk</p> <p>Last term, an incident occurred where an agitated parent entered the school grounds via the far gate and gained access to a classroom through an unsupervised entrance. The parent verbally threatened students before leaving the property. The matter was referred to police and resulted in a two-year trespass notice being issued. While this incident did not escalate further, it has highlighted a critical vulnerability in our site security that needs to be addressed. The attached quote proposes the installation of automatic gates at the main school entrance and manual barrier arms for the staff carpark. These measures will significantly improve the school's ability to manage site access, protect students and staff, and support a safer, more secure learning environment. The SLT respectfully requests that the Board approve the funding of this project.</p> <p><i>Motion: Request declined and review the request in October for next year's budget.</i></p> <p><i>Moved by: Jo Husband Seconded: All in favour.</i></p>
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<p>2.4 Principals Report - See below, taken as read</p>	<p>Staffing Updates It is both an honour and a privilege to step into the role of Acting Principal. My goal this term is to lead collaboratively and transparently alongside our Senior Leadership Team and staff, always with a focus on enhancing student learning and the overall wellbeing of our school. I would like to extend my sincere thanks to Stefanie Williams for her leadership and commitment as Acting Deputy Principal – Pastoral during Emma Jensen’s absence. I am also pleased to announce the appointment of Michelle Ferguson as Acting Deputy Principal – Curriculum & Learning. Michelle brings with her a wealth of experience in senior leadership, in addition to her roles as a Head of Department and Pou Lead here at HGHS. Her deep understanding of curriculum design and pedagogy will be a valuable asset as we continue to strengthen our teaching and learning programmes.</p> <p>Anzac Commemorations We began Term 2 with a moving ANZAC Assembly, where our students demonstrated respect and reflection. Special thanks to Sonya for her organisation and communication, and to our student leaders who represented the school at the Dawn Service.</p> <p>Te Rōpū Manu Huia Our kapa haka rōpū, Te Rōpū Manu Huia, are in full preparation mode for the Regional Kapa Haka Competition on May 23rd. It is great to see our brother and sister kura back together doing amazing mahi.</p> <p>Ministry Engagement This term we welcome Kath Winnie from Te Mahau, who will be visiting as part of the Term 2 regional engagement series. Discussions will focus on key topics including attendance, curriculum development, and workforce challenges. These conversations are vital as we navigate current education system pressures and ensure our strategic planning continues to meet the needs of our ākonga. We look forward to a productive and positive Term 2, continuing our collective mahi to support staff and students to thrive.</p>
<p>Te Kanorautanga (Learners are achieving excellent and equitable educational Outcomes) - Shaping Teacher Capacity - Curriculum enrichment - Strengthening structures and Systems</p>	<p>We are currently in the final stages of releasing our first round of junior reporting. This marks a significant step forward in refining our assessment and reporting systems across the junior school. A substantial amount of collaborative work has gone into this process, particularly from our Heads of Department, who have led the development of clear, subject-specific rubrics. These rubrics serve as transparent success criteria for students, helping them understand exactly what is required to achieve in each subject. Early indications show that students are engaging more seriously with their learning, and the rubrics are proving to be a powerful tool in promoting student agency and ownership.</p> <p>Our next step is to ensure this clarity extends to whānau. We continue to explore how these expectations can be effectively communicated in junior reports to strengthen the home-school partnership. The reintroduction of the Junior Dux award has also provided additional motivation for students, contributing to a visible lift in academic effort and aspiration.</p> <p>In terms of national assessment readiness, we are preparing to roll out our first round of Common Assessment Activities (CAA). Communications are being finalised for Year 9 and 10 students who meet the ‘readiness’ criteria, and for parents of Year 11 and 12 students, outlining both where their ākonga currently sit in relation to literacy and numeracy benchmarks, and how they can support readiness at home. While we continue to grapple with the equity implications of the ‘readiness’ discourse, we recognise the need for transparency and preparation to ensure no student is left behind. We’ve also had several external providers from universities visit to promote higher learning pathways. This has been a valuable opportunity to extend student thinking and open conversations about</p>

	<p>academic futures beyond school. The momentum and student interest have been encouraging, particularly under the leadership of Libby Hooper, whose contributions to student engagement and aspirations continue to make a positive impact.</p> <p>As a Senior Leadership Team, we remain focused on shaping teacher capacity, enriching curriculum design, and strengthening the systems and structures that enable equitable, excellent outcomes for all learners.</p>
<p>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</p>	<p>Ākina coaches continue to play a critical role in fostering connections between school and whānau. Ongoing support and guidance is being provided to ensure that these relationships are meaningful and consistent. As our Year 9 and 10 ākonga settle into their learning, we are currently investigating the implementation of an anti-bullying programme aimed at raising awareness of the causes and consequences of bullying. This initiative will help to support a safe, inclusive environment and deepen our ākonga understanding of the social and emotional impacts of bullying—particularly important in shaping positive identity and relational culture.</p> <p>We anticipate increased engagement with whānau in Term 2, especially as senior ākonga begin to accumulate NCEA credits from Term 1 assessments and work completed in the current term. This will naturally prompt more regular communication between school, students, and whānau to ensure strong academic support structures are maintained. Key messages of encouragement and guidance continue to be shared consistently through Ākina meetings, house gatherings, and whole-school assemblies.</p> <p>Culturally, the school continues to move in a positive and inclusive direction. This term sees a significant number of culturally inclusive events on the calendar, with participation expanding across both students and staff, inclusive of the up and coming 3rd annual inter-house Haka competition. The introduction of a Niuean cultural group reflects the increasing diversity within our student population. It is particularly heartening to see that cultural celebration and visibility is becoming a norm within our kura—identity, language, and culture are not only acknowledged but actively championed. It is great to see Te Rōpū Manu Huia together again with our brother kura HBHS. They will perform on May 23rd at the Municipal Centre.</p> <p>Student and staff leadership in this space is growing, contributing to a school environment where learners can see themselves, their stories, and their communities reflected daily. This continued cultural mahi is strengthening our relational foundation with whānau and is central to our vision of a inclusive and connected learning environment.</p>
<p>Kaitiakitanga (Learners as guardians of our past, present and future) - Building Leadership Capacity, Establishing a Hub based Junior Curriculum</p>	<p>Our ākonga continue to actively engage in both localised curriculum and education outside the classroom (EOTC) opportunities, which support their understanding of our shared histories and deepen their connection to place. Currently, our senior outdoor class is away on a trip to the Bay of Islands, engaging with the environment and learning through hands-on experiences that align with our values of guardianship and sustainability.</p> <p>At the junior level, students have been involved in a range of local EOTC experiences aimed at fostering knowledge of local history and whenua. These experiences have supported students to see their learning in real-world contexts and to understand their role as kaitiaki of their communities.</p> <p>Our Huia Kaimanawa Council is demonstrating strong leadership as they develop plans and proposals on how HGHS can contribute to the purchase of Kahuranaki maunga. Their initiatives have been inspired by local whānau and neighbouring kura, and it is encouraging to see their collaborative efforts grounded in community values and a shared sense of responsibility.</p> <p>Across the kura, Pou Leads are growing in confidence in embedding localised curriculum within their teaching and learning programmes.</p>

	<p>These efforts are intentional, well-planned, and increasingly evident in both classroom practice and curriculum documentation. This has become a key focus in 1:1 hui with HODs and Pou Leads, and the latest SPAR reports confirm that localised curriculum is being meaningfully implemented across multiple learning areas.</p> <p>Our Senior Leadership Team has also been actively engaged in classroom observations, which have been intentionally unscheduled to capture authentic teaching and learning moments. These visits have offered valuable insight into classroom dynamics and continue to align with our Professional Growth Cycle (PGC) goals. We aim to complete observations across all staff by the end of the term, strengthening our shared understanding of effective teaching practice and supporting ongoing leadership development.</p> <p><i>Motion: Move that the Principals Report be accepted.</i> <i>Moved by: Evelyn Leef Seconded by: Lani Kawana</i></p>
2.5 Policies for review	<p>Teacher Relief Cover</p> <p>Evelyn will forward the current policy for review and discussion at the next meeting.</p>
3. General Business	Minutes
Elections	<p>The Board reviewed and discussed the options for appointing a Returning Officer for the 2025 Board election. They agreed to consider the information presented and will make a final decision at the next Board meeting.</p> <p>Sonya provided an update on the options for appointing a Returning Officer for the upcoming Board election. Two main approaches were discussed:</p> <ol style="list-style-type: none"> 1. External Provider (e.g., My School Election or Schooled): <ul style="list-style-type: none"> * These providers run a fully electronic election process. * However, the preparation of the electoral roll must still be completed internally by school staff during normal working hours. This is the most time-consuming part of the process and places additional pressure on staff, who are not paid separately for this work. * NZSTA has advised that this option may be costly, although formal quotes have not yet been obtained. 2. Internal Returning Officer: <ul style="list-style-type: none"> * A staff member is appointed to manage the election outside of normal business hours, and they are paid separately for this additional responsibility. * This allows them to manage the electoral roll preparation as part of their paid duties, reducing pressure on daytime workloads. * Sonya posted a message in Teams seeking expressions of interest. Sonya asked anyone interested in being the Returning Officer to see her within the next two weeks. * Juliet has approached her to explore the possibility of job sharing the role. * NZSTA has confirmed that this is allowed, provided one person is named as the official Returning Officer—in this case, Juliet. <p>Funding:</p> <ul style="list-style-type: none"> * The school is eligible for approximately \$5,594 in election funding, made up of a base rate of \$710.33 and \$8.14 per student (for approximately 600 students). * 70% of the funding is received prior to the election date. * The remaining 30% is paid only if a vote is required, and is allocated to the Operations Grant in the following year. * Links to funding guidance have been provided for Board review. <p>https://www.education.govt.nz/education-professionals/schools-year-0-13/funding-and-financials/school-board-elections-funding https://www.schoolboardelections.org.nz/run-an-election/handbook/</p>

Health and Safety Report	<p>The Board noted the attached Health and Safety Report. As Candyce, the Health and Safety Representative, was not in attendance, the report will be discussed further at the next meeting.</p> <p>The Board reviewed the current Lockdown Procedure and provided the following feedback:</p> <ul style="list-style-type: none"> * Lockdown drills should be scheduled at specific times to ensure consistency and preparedness. * The Board requests a quote for installing additional lockdown switches on the far side of the school. * SLT will identify and recommend suitable locations for these additional switches.
Attendance report	The Board reviewed the report and were pleased to see improvement.
Overseas approval request	<p>Catherine has requested Board approval for an overseas trip she will be doing in June.</p> <p>The Board had discussion regarding the recent loss of a large number of international students due to the world political climate that it's not a good time to travel to Japan.</p> <p><i>The request was declined at this time with 1 vote for and 4 votes against.</i></p>
Alumni Event Friday 9 May	Invitation to attend the Past Students Networking evening on Friday 9 May. Also a request to approve the service of alcohol at the event, which was approved by all present.
School Events in Term Two to be aware of and attend	Sonya to email the Board a list of Key Dates for the Term.
4. Meeting closure	Minutes
Finish and date of next meeting	There being no further business, the meeting closed at 6.15pm. The next meeting will be held on 18 June 2025 at 5.15pm.
Closing karakia	<p>E te kaihangā</p> <p>Kua arahia koe i a mātau ki te whai i ngā huarahi tika</p> <p>Kua tū tapatahi, kua mahi tahi mātau,</p> <p>Kia oho te pitomata.</p> <p>Kua Ākina i a mātau kia whai i te mātauranga,</p> <p>i te māramatanga.</p> <p>Kia rere tika mātau ki te panekiretanga.</p> <p>Kua tūwhitia te hopo, kua mairangitia te angitū.</p> <p>Kua mutu ā mātau mahi i tēnei rā</p> <p>Manaakitia mai i a mātau kia hoki pai atu ki te kāinga.</p> <p>Aroha atu, Aroha mai, tātou i a tātou katoa</p> <p>Ākina tukua !</p>

BL Jones

Brendon Jones

Sep 15, 2025






May BOT Minutes 2025 - unsigned

Final Audit Report

2025-09-15

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