

HASTINGS GIRLS' HIGH SCHOOL – NGĀ RAU HUIA O ĀKINA BOARD

Date: Tuesday 16 June 2026
Time: Meeting opened at 5.12pm
Location: HGHS Principal's Office
1. Meeting opening
1.1. Karakia
1.2 Present: Lisa Akers, Brendon Jones (Chair), Paul Drower, Tagi Olive, Sonya Lyndon (Secretary), and Simon Renall
1.3 Apologies: Candyce Keelan, Stacey Tito, Moira Fomai.
1.4 Declaration of interests: Nil.
1.5 Senior Leadership Team Presentations to the Board: The Board has expressed a desire to build stronger understanding and connections with members of the Senior Leadership Team. While the Board regularly engages with the Principal and Business Manager/Board Secretary, trustees noted they would value the opportunity to hear directly from other members of the leadership team about their roles and key areas of responsibility. It was agreed that one Deputy Principal will be invited to attend each Board meeting to provide a short presentation outlining their role, areas of responsibility, current priorities, and any key developments within their portfolio. Amy Moli Deputy Principal Operations presented to the Board. <i>Motion at 5.15pm: That Amy Moli be granted speaking rights for the duration of this agenda item.</i> <i>Moved: Brendon Jones. Seconded: . Carried</i>
1.6 Selection of Trustee The Board considered the appointment of Simon Renall following the trustee selection process and welcomed the skills and experience he would bring to the governance of Hastings Girls' High School. <i>Motion: That Simon Renall be selected as a trustee on the Hastings Girls' High School Board.</i> <i>Moved: Brendon Jones. Seconded: Paul Drower. Carried.</i>
2. For Approval
2.1 Minutes of the previous meeting [May] See below Motion: Move that the minutes of the previous meeting from 19 May be approved. <i>Moved by: Brendon Jones. Seconded by: Tagi Olive. Carried</i>
2.2 Correspondence Motion: That the inwards correspondence be received and the outwards correspondence be noted as nil. <i>Moved: Brendon Jones. Seconded: Tagi Olive. Carried</i>
2.2.1 Inwards: Inwards correspondence received
Leave request from Katie Geary - HOD PE & Health To the Members of the Board of Trustees, I am writing to request the Board's approval for leave during Term 2, 2027. I am currently preparing an application for a Secondary Teacher's Sabbatical. My proposed research topic is "Cultural Visibility as High-Impact Pedagogy: Adapting the 10 HITS Framework for Māori and Pacific Learners." I am eager to explore how we can better adapt these core teaching strategies to deeply engage and support our Māori and Pacific students. Thank you for your consideration of this application. I look forward to your response. Kind regards, Katie Geary <i>Motion: The sabbatical leave approved.</i> <i>Moved: Lisa Akers. Seconded: Tagi Olive. Carried</i>

Religious Observance Attendance Request

The Board received correspondence from members of the school community regarding attendance coding for students absent to observe Eid. The Board considered the request and agreed that attendance for students absent for this religious observance could be coded as a Q code.

Motion: That attendance for students absent to observe Eid be coded as a Q code.

Moved: Brendon Jones. Seconded: Paul Drower. Carried.

2.2.2 Outwards

No onwads correspondence was sent

2.3 Finance Sub-Committee Report

The Finance Sub-Committee advised that it was satisfied with the discussion held at its monthly meeting and had no further matters to report to the Board. Board members confirmed that they had read the Finance Report, and no further questions were raised.

Motion: That the Finance Report be accepted.

Moved: Brendon Jones. Seconded: Paul Drower. Carried.

2.4 Principals Report - See below, taken as read

Board members confirmed that they had read the Principal's Report. The Board discussed the matters raised and acknowledged the work undertaken by staff and students during the reporting period.

Motion: That the Principal's Report be accepted.

Moved: Brendon Jones. Seconded: Paul Drower. Carried.

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

Co-requisite Literacy and Numeracy (CAA) examinations continue to play a critical role in students' progression through the senior school and in the awarding of NCEA qualifications. In 2024/2025, restrictions placed on Year 10 access, based on Ministry guidance, resulted in significant downstream pressure on senior students who had not yet achieved their CAA requirements. In 2026, the school will return to universal Year 10 entry to strengthen exam readiness and reduce senior-level stress.

Operational Delivery:

Amy Moli (DP Operations) provided exceptional oversight of the 2025 assessment cycle. All examinations were held in the school hall.

Devices were pre-configured to prevent technical issues. Students had previously logged into the NZQA platform and practiced navigating past papers.

In other preparations the Mathematics Department allocated two weeks of Year 10 class time in computer labs to build familiarity with the digital platform.

The Learning Support Coordinator (LSC) targeted Year 12–13 students at risk of leaving without a qualification due to missing CAA requirements, providing additional tutorials and support.

The 2025 CAA cycle required substantial operational coordination, with a marked increase in student participation across all year levels. Early preparation, targeted support, and strong cross-departmental collaboration contributed to smooth delivery.

Overview of CAA Examinations

The CAA Literacy (Reading and Writing) and Numeracy examinations are available from Year 10 onward and act as a gateway to senior NCEA study.

Exams are untimed; most students take 1–2 hours to complete them.

Consistent with NCEA protocols, students are required to remain for at least 45 minutes.

Impact of Restricted Year 10 Access (2024/2025)

Following Ministry advice, Year 10 entry in 2025 was limited to students achieving 4A in e-asTTle assessments: 28 students were entered for Numeracy and 21 students were entered for Literacy.

Consequences:

A significant proportion of Year 11–13 students still lack CAA achievement.

Senior students report difficulty balancing CAA exams alongside internal and external NCEA assessments.

Students with 80+ credits at Levels 1 or 2 remain at risk of leaving HGHS with no formal qualification if CAA is not achieved.

Return to Universal Year 10 Entry (2026)

The decision to allow all Year 10 students to sit CAA examinations from 2026 is expected to:

- Improve exam fitness and familiarity.
- Reduce senior-level pressure.
- Increase the likelihood of early CAA achievement, freeing students to focus on NCEA coursework.

Communication about the importance of CAA has been delivered through the Principal's assembly addresses, Pānui, newsletters, Ākina coaches, daily notices and classroom teachers.

2026 Participation Data.

A substantial increase in entries required extensive coordination to ensure student availability.

Literacy – Writing (Total 230) Year 10: 112, Year 11: 91, Year 12: 24, Year 13: 3

Literacy – Reading (Total 206) Year 10: 98, Year 11: 79, Year 12: 24, Year 13: 3

Numeracy (Total 256) Year 10: 110, Year 11: 88, Year 12: 40, Year 13: 18

This represents a significant increase from 2025 numbers

The LSC identified a growing number of students who would benefit from Special Assessment Conditions (SAC) trials. This represents a notable increase from the 14 students identified the previous year. Early identification supports equitable access and improved outcomes.

Learning Support & SAC Identification:

A total of 23 students received Special Assessment Conditions (SAC) for the Common Assessment Activities (CAA), including 8 Year 10 students, 14 Year 11 students, and 1 Year 12 student. This placed significant demands on the Learning Support team, with almost every team member acting as a reader/writer for one or more students throughout the assessment period.

As the number of students requiring SAC continues to grow, it would be beneficial to recruit and train additional reader/writers to ensure all eligible students can be adequately supported.

Following the assessments, all students and their Assessment Assistants (reader/writers) completed reflection sheets to evaluate the effectiveness of the support provided and identify any areas for improvement. Only two students indicated that they felt they did not require the assistance they received. This feedback, alongside cognitive testing and other supporting evidence, will help inform future decisions regarding SAC eligibility.

While schools are no longer required to apply externally for SAC approval, we are required to maintain robust evidence to support our decision-making. The reflections gathered through this process will form an important part of that evidence base.

Teacher Aide Professional Learning:

The Learning Support team participated in professional learning during the recent Teacher Only Day. The session focused on the Science of Learning, exploring how the key principles of Cognitive Load, Working Memory, and Retrieval Practice impact student learning, and how Teacher Aides can effectively support students in these areas.

The team also learned and practised evidence-based literacy strategies, including choral reading and partner reading, before participating in a webinar examining current research and best practice for Teacher Aides working within classroom settings.

Staff reflected on their current practice, considered opportunities for improvement, and identified next steps for implementation. The Learning Support team engaged fully throughout the day, contributing thoughtful insights and valuable feedback. As a new Learning Support Coordinator, I found the team's willingness to share their experiences and expertise particularly helpful and greatly appreciated their contributions.

Recommendations

- Maintain universal Year 10 entry to build early exam capability.
- Continue structured preparation programmes in Year 10, including digital platform familiarisation.

- Strengthen targeted senior support for students still missing CAA.
- Expand SAC screening earlier in the year to ensure timely support.
- Review hall and device capacity to ensure readiness for continued high participation.

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

Manu Huia Rōpū – National Competition Preparation

Preparation for the national Manu Huia competition has intensified as we move toward Week 11. Students are now attending practices three times a week (Monday, Wednesday, Friday) as well as wānanga every second weekend. Due to refurbishment of the ablution blocks at Ruahia Marae and the lack of appropriate female facilities at HBHS, most wānanga have been held at HGHS. Expectations for students in this rōpū remain high, with clear requirements around attendance, behaviour, and academic engagement.

There is a strong sense of cultural pride within the group, supported by exceptional tutors who continue to inspire and challenge our students. I had the privilege of observing the full bracket performance and was impressed by the innovation, discipline, and quality across all disciplines. HBHS Principal and I will travel together to support the group at nationals, another positive step in rebuilding and strengthening our relationship with HBHS.

Samoan Language Week & Combined HBHS Ava Ceremony

Samoan Language Week was a highlight of the term, culminating in a combined Ava ceremony with HBHS. This was the second time both schools have held a joint ceremony, and it was a powerful demonstration of cultural strength, community partnership, and student leadership.

Families and community leaders attended in support of our students, who demonstrated confidence, respect, and deep cultural understanding throughout the ceremony. The warmth and sense of collective pride were evident, and we received a formal letter of appreciation from Samoan community leaders acknowledging the significance of the week and thanking the school for its support.

Special recognition is due to Blossom and Amy Moli for their leadership and coordination.

(Letter attached.)

Showquest Preparation

Our Showquest team is now in the final stages of preparation. The group includes several highly talented dancers who have performed nationally and internationally. The performance is being led by student leader Maddie Marsh, with support from Suzy Baker (HOD Performing Arts), Aryan O'Reilly (Dance Teacher) and Sonya Lyndon.

This year's theme is "Honouring our past. Celebrating our present. Inspiring our future." celebrating the legacy of HGHS principals, with costumes inspired by uniforms from different eras. The creativity and commitment shown by the group reflect the strength of our performing arts programme.

Sports Programme

All sports teams have now completed trials and seedings and are well underway in their respective competitions. Participation levels remain strong, and teams are settling into regular weekly play.

Summary

This term has showcased the depth of cultural, artistic, and sporting engagement across HGHS. From national-level kapa haka preparation to the combined Ava ceremony and the creativity of Showquest, our students continue to demonstrate pride, leadership, and excellence. These events also highlight the strengthening of key partnerships, particularly with HBHS and the ongoing commitment of staff who support these programmes.

Kaitiakitanga (Learners as guardians of our past, present and future) - Building Leadership Capacity, Establishing a Hub based Junior Curriculum

Connecting with past students and hearing their journey has been a huge theme this term. We were very lucky to hear from Anna Fifiield:

- She attended Hastings Girls' High from 1989

- **Background:** She grew up in Hastings, with a strong interest in journalism from a young age, even stating she wanted to be Prime Minister.
- **Career Path:** After high school and university, she began her career, later becoming a renowned foreign correspondent for the Financial Times and The Washington Post. As New Zealand journalist and foreign affairs analyst, Anna has written and spoken about Aotearoa New Zealand's place in the world. She is also a non-resident fellow at the Center for Strategic and International Studies, contributing to their work on New Zealand geopolitics and the U.S.–New Zealand partnership. Anna spent almost 25 years working for two of the world's most prestigious publications - the Washington Post and the Financial Times - as a correspondent in Asia, the Middle East and the United States. Most recently, she was the Post's Asia-Pacific editor, overseeing coverage of China and the wider region, after spending two years as editor of the Dominion Post, New Zealand's capital city newspaper.

Anna was a Nieman journalism fellow at Harvard, studying how change happens in closed societies, and won Stanford University's journalism prize for my coverage of Asia. She is an author who also wrote *The Great Successor*, the first English-language biography of North Korean leader Kim Jong Un, which has now been published in 24 languages. It was a privilege to have Anna return to us where it all began and such a great role model and inspiration to our girls.

We had a group of year 12 girls attend Young Women in leadership Programme at Massey University. Their project has culminated in a student survey and a project to get pickleball up and running in the school, this will be supported by our sports co-ordinaters during term four this year.

We have 2 students currently at Outward Bound and I look forward to hearing about their experience when they return.

Our careers department have been busy gathering our old girls, Maera and Miracle, and bringing them into school to talk about the Army and from the Navy, Ziggy. What great role models these girls are and having only recently left school they are particularly relatable.

Our pink ribbon fundraiser which was put together by our Student and Academic Councils and the Student Leaders, led by Khushi, was a great success and provided a lovely opportunity for us as a school to give back to a worthy cause by holding a lunch fundraiser.

All of these opportunities for our girls to connect with our past, spread their leadership wings and go on opportunities to strengthen student leadership within the school is an exciting journey to be on.

HB Volunteer Awards winner Khushi Bijwalan overall winner.

2.5 Academic Jackets and Prefects' Ties

The Board is requested to consider the introduction of two new student recognition initiatives: an Academic Jacket and a Prefects' Tie.

These proposals have been driven by our 2026 student leaders, who have identified an opportunity to further celebrate academic excellence and student leadership within the school. The students see these initiatives as a meaningful legacy they would like to leave for future generations of Hastings Girls' High School students.

The proposed Academic Jacket would be awarded to students at the beginning of their Year 13 year, recognising those who have achieved Excellence Certificates at both NCEA Level 1 and Level 2. This would provide a visible acknowledgement of sustained academic achievement and encourage younger students to aspire to similar success.

The proposed Prefects' Tie would provide a distinctive symbol of student leadership and responsibility, recognising the contribution and service of students selected as prefects.

Student leaders have expressed a strong desire for these initiatives to be implemented as soon as practicable so that the current prefects can receive their ties and eligible Year 13 students can be presented with their Academic Jackets at a mid-year recognition event.

The attached proposal outlines the rationale, eligibility criteria, costs, and implementation considerations for Board consideration.

That the Board approve the introduction of Academic Jackets and Prefects' Ties as outlined in the proposal, with costs to be met by the school and implementation commencing in 2026.

Motion: The Board approve to fund the academic jackets and prefects ties.

Moved: Lisa Akers. Seconded: Brendon Jones. Carried

2.6 Proposal: Staff Dog Onsite

Board members are asked to read the attached proposal regarding a request for a staff member's dog to be onsite during the school day. The proposal outlines the rationale for the request, how it aligns with the school's existing Animal Ethics Policy.

The proposal recommends an ongoing approval specific to one staff member and one dog, with clear expectations and provisions for the arrangement to be reviewed, amended, or withdrawn if concerns arise. The Board is invited to consider the attached proposal and provide feedback on whether it supports the recommended approach.

The Board considered the attached proposal regarding a request for a staff member's dog to be onsite during the school day.

The Board discussed a range of considerations, including animal wellbeing, the need to be culturally aware and respectful of differing views and experiences relating to dogs, and the potential impact on staff and students, including possible distraction and comfort levels.

The Board acknowledged the circumstances outlined in the proposal and expressed sympathy for the staff member regarding the loss of her previous dog.

After considering the proposal and the potential implications for the wider school community, the Board determined that it was not appropriate to approve an ongoing exemption for a staff member's dog to be present onsite during the school day.

Motion: That the request for an ongoing exemption to allow a staff member's dog onsite during the school day be declined.

Moved: Brendon Jones. Seconded: Tagi Olive. Carried.

2.7 International Student Fee Structure 2027–2028

Board members are asked to review the attached proposed International Student Fee Structure for 2027–2028 and consider approval of the revised fees.

The proposed fee schedule includes increases across a number of areas to reflect rising operational costs, inflationary pressures, and the need to ensure the International Department remains financially sustainable while continuing to deliver a high-quality educational and pastoral experience for international students.

The revised fee structure has been benchmarked against current market conditions and is intended to maintain Hastings Girls' High School's competitive position within the international education sector while ensuring costs are appropriately recovered.

The Board is asked to consider the attached fee schedule and approve the proposed fees for implementation from the 2027 academic year.

Motion: Approve the International Student Fee Structure.

Moved: Brendon Jones. Seconded: Paul Drower. Carried

2.8 International High-Performance Sports Programme

The Board considered a proposal for an International High-Performance Sports Programme in partnership with the Hawke's Bay Community Fitness Centre Trust. The proposal outlined potential two- and three-week packages combining homestay accommodation, school attendance, and a week-long high-performance sports workshop. The Board discussed the educational, cultural and financial benefits of the programme, including opportunities for domestic students to participate as buddies and the potential to generate additional income for the school while enhancing the international programme. The Board agreed to support the proposal in principle and approved the programme to proceed, subject to sufficient student interest and normal operational planning.

Motion: That the International High-Performance Sports Programme proposal be approved.

Moved: Brendon Jones. Seconded: Lisa Akers. Carried.

2.9 Proposal for a Wellington University Trip

The Board considered a proposal for a Year 13 Wellington University Trip designed to provide students with opportunities to explore tertiary study pathways through visits to Victoria University of Wellington, Massey University, Te Papa, Parliament, and the National Archives. The Board discussed the educational benefits of the trip and the proposed funding arrangements. The trip is intended to support students considering university study, including those interested in both academic and creative pathways. The Board approved funding for the cost of the bus transport to support student participation and accessibility.

Motion: That the Board cover the cost of the bus for the 2026 Wellington University Trip.

Moved: Lisa Akers. Seconded: Paul Drower. Carried.

2.10 Delegations

Board Work Plan / Annual Governance Calendar

Strategic Plan 2027–2029 – Planning Process

The Board received an update on the Strategic Plan 2027–2029 development process following the Strategic Planning Working Party meeting held on 5 June. Lisa Akers advised that, in addition to the Ministry of Education's key strategic priorities, the new plan must demonstrate how the school is supporting its priority learners. The proposed timeline for consultation and development was reviewed. The Board discussed the draft consultation process, including the use of surveys to gather feedback from students, staff, whānau, iwi, and the wider community. Lisa will present the accompanying Strategic Planning presentation to selected groups of staff and students to support engagement and gather feedback. The Board endorsed the proposed survey questions and consultation approach to inform the development of the Strategic Plan 2027–2029.

2.11 Principal's Swimming Pool Assurance Report together with the Swimming Pool Management and Safety Plan.

The Board reviewed the Principal's Swimming Pool Assurance Report together with the Swimming Pool Management and Safety Plan. The Principal advised that the school swimming pool is managed in accordance with the requirements of the Building Act 2004, Health and Safety at Work Act 2015, Ministry of Education guidance, and relevant New Zealand Standards. The Board noted that appropriate systems are in place for pool supervision, water quality monitoring, maintenance, chemical management, security, hazard management, emergency response, and record keeping.

The Board received assurance that:

- * Water quality monitoring and treatment procedures are undertaken in accordance with NZS 5826:2010.

- * Pool fencing, gates, plant and equipment are regularly inspected and maintained.

- * Pool-related hazards are identified, monitored, and managed through the school's health and safety systems.

- * Staff use of the pool is governed by established guidelines and supervision requirements.

- * An annual risk management and safety assessment of the pool compound is undertaken and supported by documented operational procedures.

Resolution that the Board:

1. Receives the Principal's Swimming Pool Assurance Report.

2. Receives the Swimming Pool Management and Safety Plan.

3. Confirms that the School Swimming Pool Policy remains fit for purpose and continues to meet legislative and operational requirements.

Moved: Brendon Jones. Seconded: Paul Drower. Carried

3. General Business

3.1 Policies for review

Start of year news and actions attached. The Board are to all have review the policies that are up for review this term are done before the next Board meeting. If anyone needs help with this please ask

Brendon Jones. <https://docs.google.com/document/d/1zp-ggnqVz0vMlfu5HzcdC7PBvQgHEWdcYCylC0dR1rw/edit?usp=sharing>

The Board was reminded that all Term Two policies are to be reviewed by Board members prior to the next Board meeting. It was agreed that if the required policy reviews have not been completed before the meeting, the policies will be reviewed during the Board meeting rather than outside of it. Board members were encouraged to complete their assigned reviews in advance to ensure meeting time can be used efficiently for governance matters.

3.2 Hardship Requests Report

2 students have submitted request through the fund. These requests were accepted and actioned.

3.3 Health and Safety Update

Fire Drill Review

A school-wide fire drill was conducted at 8.40am on Friday 29 May. Student compliance was excellent, and staff responded appropriately, resulting in an orderly and efficient evacuation.

A post-drill review identified several opportunities to strengthen our emergency response procedures. These include refining the allocation of warden responsibilities, improving processes for collecting attendance information, receiving clearance reports from evacuation zones, and ensuring all staff and visitors are accounted for during an evacuation.

The current warden structure will be reviewed, with consideration given to expanding from three wardens to four roles (Chief Warden, Student Warden, Staff Warden, and Site Warden) to improve operational effectiveness and accountability.

The emergency evacuation kit has also been reviewed. A charged laptop will be added to improve access to attendance and contact information during an evacuation. High-visibility vests have been replaced, and a new megaphone has been purchased.

The Fire Preparation and Emergency Response Plan will be updated to reflect these improvements and resubmitted to Fire and Emergency New Zealand (FENZ).

3.4 PISA 2025 Preliminary Findings

Attached for the Board's information are the preliminary findings from the Ministry of Education's PISA 2025 assessment relating to Hastings Girls' High School.

The report provides an early overview of student performance and participation data and may assist the Board in understanding national and international benchmarking measures that contribute to the wider picture of student achievement and educational outcomes.

No decision is required. Board members are encouraged to read the attached report for information and future reference.

The Board discussed the findings and expressed satisfaction with the results. Members noted that the data was encouraging and provided positive insight into student performance.

The report was received for information, with no decision required.

4. Meeting Closure

4.1 Finish and date of next meeting

There being no further business, the meeting closed at 6.52pm. The next meeting will be held on Tuesday 28 July at 5.15pm in the Principals office. Board report to be sent by.

4.2 Closing karakia