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

Date: Tuesday 19 May 2026
Time: Meeting opened at 5.15pm
Location: HGHS Principal's Office
1. Meeting opening
1.1. Karakia
1.2 Present: Lisa Akers, Brendon Jones (Chair), Candyce Keelan, Stacey Tito (left the meeting at 6.08pm), Paul Drower, Tagi Olive, Moira Fomai, Sonya Lyndon (Secretary), and Simon Renall (visitor)
1.3 Apologies: Nil.
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. Rob Orr Deputy Principal Curriculum presented to the Board. This began with the tour of the schools' learning spaces. *Motion at 5.55pm: That Rob Orr be granted speaking rights for the duration of this agenda item.* *Moved: Brendon Jones* *Seconded: Paul Drower* *Carried*
1.6 Board Casual Vacancy – Prospective Trustee The Board was introduced to Simon Renall, the father of a Year 11 student, who is interested in becoming a member of the Board. *Motion: That Simon Renall be granted speaking rights for the duration of the meeting from 6.07pm.* *Moved: Brendon* *Seconded: Lisa* *Carried*
2. For Approval
2.1 Minutes of the previous meeting *Motion: Move that the minutes of the previous meeting from 17 March be approved.* *Moved by: Brendon Jones* *Seconded by: Candyce Keelan* *Carried*
2.2 Correspondence *Motion: That the inwards correspondence be received and the outwards correspondence be noted as nil.* *Moved: Brendon Jones* *Seconded: Tagi Olive* *Carried*
2.2.1 Inwards Inwards correspondence was received and attached to the minutes.

NZEI Te Riu Roa (31 March 2026)

The Board received notification from NZEI Te Riu Roa regarding Employment Relations Education Leave (EREL) entitlements for the period 1 March 2026 to 28 February 2027.

Based on an estimated 4.5 full-time equivalent eligible union members at the school, the allocation is 3 days of EREL for the year. This leave is a statutory entitlement under the Employment Relations Act 2000, allowing union members to attend approved employment relations education courses, with leave paid by the employer.

The union notes that the calculation is based on available membership data and may require adjustment if staffing details differ. The entitlement is separate from any additional provisions that may exist under collective agreements.

Ministry of Education

ESOL Funding. Lisa explained to the board how the funds are used to support out ESOL students.

2.2.2 Outwards

None

2.3 Finance

The Finance Sub-Committee advised that it was satisfied with the discussion held at the monthly Finance Sub-Committee meeting and therefore had no further update for the Board.

Board members confirmed that they had read the Finance Report, and no further questions were raised for the sub-committee.

2.3.1 Finance – Governance Reports

Motion: Move that the finance Report be accepted.

Moved by: Brendon Jones

Seconded by: Moira Fomai

Carried

2.3.2 Cyclical Maintenance Plan

Please find attached the proposed cyclical maintenance plan. The plan has been developed in response to the current state of the school's exterior maintenance, noting that the full repaint outlined in the original OCTA plan was not completed. As a result, the attached quote from TW Painting has been used to help inform and prioritise the revised approach. Attached is also the original OCTA spreadsheet for reference and comparison.

Brendon advised that additional quotes have been requested as part of good procurement practice. TW Painting has completed work to a good standard to date. Further quotes may be available prior to the next meeting.

Motion: That the Board accept the proposed Cyclical Maintenance Plan as presented.

Moved: Brendon Jones

Seconded: Moira Fomai

Carried

2.4 Principals Report

Motion: That the Principal's Report be accepted.

Moved: Lisa Akers

Seconded: Moira Fomai

Carried

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

Across the school, 314 students (57%) have been identified as supported learners. This includes students who are English Language Learners (ELL), students requiring Learning Support (LS), or those with combined needs. The breakdown by year level is as follows: Year 9: 48%, Year 10: 68%, Year 11: 53%, Year 12: 50%, Year 13: 58%. This data has been collated by the Learning Support Coordinator (LSC) and the English Language (EL) teacher following assessment of all identified students.

Funding applications have been submitted to the Ministry of Education to support these learners. Funding received enables the provision of: An EL teacher, A teacher aide, A COW (Computers on Wheels) set of laptops dedicated to this class. Students have been categorised as high, medium, or low needs, and differentiated programmes are now being implemented. Targeted support is underway, with a focus on structured intervention and tailored learning pathways. During a recent staff meeting, Our LSC Kate Elworthy identified three key strategies to strengthen classroom support for these learners:

Reinforcement of key vocabulary using flip cards, recall of key facts from previous lessons, Summarising main ideas at the end of each lesson.

Teacher aides are also shifting from a behaviour-management focus to a supported-learning model, particularly within the junior school. A competition was run for HOD to see who could provide engaging work and demonstrate key concepts in the hallways for students to absorb as they move through the school. Our next steps are continued refinement of differentiated programmes, expansion of targeted interventions based on assessed need, ongoing monitoring of progress and alignment of support with student achievement data.

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

Student Engagement and Co-Curricular Activity

Fiafia Rehearsals: During the April school holidays (Wednesday 15 April), the school remained open to support Fiafia rehearsals. This initiative, led by Deputy Principal Amy Moli, provided dedicated preparation time for our Pasifika girls ahead of the upcoming Fiafia Night (date to be confirmed). Participation and enthusiasm have been strong, reflecting positive cultural engagement.

Winter Sports Programme: Winter codes have now commenced, with student participation increasing compared with the previous year. This uplift is a positive indicator of student engagement and connection to school. A key challenge emerging is the availability of sufficient coaches and managers to support the growing number of teams. To strengthen communication and organisation, whānau have been issued a new hard-copy information pack outlining: Coach and manager contact details, practice schedules, Game Day expectations, Code of conduct, this resource, developed by the sports Coordinators, is expected to streamline communication between whānau, students, and coaching staff.

Year 11 concert: It was lovely to see the performing Arts students put on a lunchtime concert for staff students and whānau which was lovely. Students sung in Samoan and one student sung in French which was a real treat. The girls also played the keyboard and drums to accompany these performances. It was fantastic to see how confident the girls were and to be representing their culture in this space.

Attendance and Pastoral: The Ākina coaches, Deans, DP Pastoral, and the Attendance Team have worked collaboratively and proactively throughout Term One to support student attendance. Our attendance management plan has continued to evolve in response to shifting needs and emerging patterns. This collective effort has resulted in a 16% increase in regular attendance compared with the same period last year. Strengthened relationships with whānau and consistent follow-up have been central to this improvement. Ākina coaches' capacity: As part of my first-year as Principal, I have undertaken extensive 1:1 meetings with staff and engaged directly with students. These conversations have provided valuable insight into: What we do well as a school, Areas requiring further development, how our values are understood and enacted. This formed the feedback in our first staff meeting this term. A key finding is that while students can confidently identify our school values, they struggle to articulate what these values look like in action across different settings. This gap highlights an opportunity to strengthen the connection between values, behaviour, and culture. Guiding principle: Values guide behaviour; behaviour shapes culture; culture shapes outcomes. This insight will inform the next phase of development for our Ākina coaches. We will work to define clear, observable actions aligned with each value and embed these explicitly into Ākina time. This will: Provide a shared language for staff and students, strengthen consistency of expectations, support a more cohesive school culture, this work will form the basis of our staff meetings and will underpin our Term Two focus on values

64% attendance higher than last year when at the same time we were at 49%. for student who are regular attender, which is student above 90%.

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

The April school holidays and the start of a new term provided an important moment to reflect on the significance of ANZAC Day in our national story. To honour the soldiers who have served our country, we held a special assembly featuring readings from our Amorangi and Head Girl. This years' service placed particular emphasis on the contributions of Pasifika service men and women. Our school leaders and members of the senior leadership team attended the dawn ceremony at the Hastings Cenotaph, where the Head Girl and Amorangi laid a wreath on behalf of the school. Following the ceremony, we returned to school to raise the flag to half-mast and recite the Ode of Remembrance. These experiences offer students valuable insight into how our history continues to shape the decisions and actions of today.

We have also appointed our Year 10 student leaders for 2026, with an overwhelming number of students expressing interest in taking on leadership roles. Deputy Principal Amy Moli is coordinating the junior leadership group of 19 students who were awarded their badges in the recent school assembly, it was great to have parents and grandparents along to celebrate this with us and it has been encouraging to see these students demonstrating pono during lunchtimes, including taking initiative with rubbish duty without being prompted.

2.5 Delegations

2.5.1 Board Work Plan / Annual Governance Calendar

Strategic Plan 2027–2030 – Planning Process

The principal advised the Board that work on the next Strategic Plan needs to commence, with completion required by the end of the year.

The Board discussed the importance of meaningful consultation with students, whānau, iwi, staff, and the wider community, and agreed that development of the Strategic Plan should be a collaborative process involving the full Board.

The principal proposed the establishment of a Strategic Plan Sub-Committee to oversee the planning process, timelines, and consultation.

Motion: That the Board establish a Strategic Plan Sub-Committee consisting of Lisa Akers, Brendon Jones, Candyce Keelan, and Paul Drower to develop timelines and oversee the strategic planning process.

Moved: Brendon Jones

Seconded: Tagi Olive

Carried

The Board noted that initial planning dates have been identified, including a working party meeting on 5 June from 1.00pm–3.00pm.

It was further noted that Senior Parent-Teacher Interviews on 11 June will provide an opportunity to gather whānau voice as part of the consultation process, with Board members attending to support engagement.

2.5.2 Annual reaffirmation of the Board Code of Conduct and confirmation that the conflict-of-interest register is up to date;

Code of Conduct and Conflict of Interest Register

The Board confirmed that members were comfortable with their understanding of the Board Code of Conduct, noting that this had recently been discussed and actioned. The Code of Conduct was read and accepted.

The Board discussed the importance of maintaining an up-to-date Conflict of Interest Register. Current declared interests include Brendon Jones' conflict of interest relating to his wife's employment within the school's Attendance Team.

Board members were asked to advise Sonya Lyndon of any actual, potential, or perceived conflicts of interest for inclusion in the Board records and register.

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.

3.2 Policy Updates

Stand-Down, Suspension and EOTC Policy Amendments

The Board considered proposed amendments to the Stand-Down and Suspension Policy and the Education Outside the Classroom (EOTC) Policy. The current policies were attached for reference.

The Board discussed the introduction of an additional step within the stand-down and suspension process. This amendment provides for referral to the existing Board Pastoral Sub-Committee in cases of continual disobedience, prior to suspension, to ensure students and whānau clearly understand the concerns raised and the process being followed.

Motion: That the proposed amendment to the Stand-Down and Suspension Policy be accepted.

Moved: Brendon

Seconded: Moira

Carried

The Board also discussed EOTC approval processes. It was noted that currently all EOTC activities are approved by the principal. The Board agreed to amend the policy so that high-risk activities and overseas trips require Board approval.

Motion: That the proposed amendment to the EOTC Policy be approved.

Moved: Brendon Jones

Seconded: Candyce Keelan

Carried

3.3 High-performance sports experience for international students

The Board received the attached report outlining the proposed costing for a high-performance sports experience for international students at Hastings Girls' High School, incorporating the Hawke's Bay Community Fitness Centre Trust (HBCFCT) facilities and programme.

The principal advised that international agents have approached the school to determine whether this is a programme the school would consider offering. Jen prepared the proposal to provide an initial overview for Board consideration.

The Board discussed the concept and noted the importance of establishing clear break-even thresholds and baseline financial data before progressing further.

The Board was supportive of the concept in principle and requested that further information and financial modelling be developed and brought back for future consideration.

3.4 Uniform Policy Amendment for Short-Term International Students

The Board considered the attached proposal regarding a Uniform Policy Amendment for short-term international students, which proposed that students attending for less than 14 days be permitted to wear their own school uniform.

The Board discussed the importance of the school uniform as part of the tikanga, identity, and culture of Hastings Girls' High School.

Motion: That the Uniform Policy remain unchanged.

Moved: Lisa Akes

Seconded: Brendon Jones

Carried

3.5 Hardship Requests Report

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

3.6 Junior Social The Board was advised that Hastings Girls' High School will hold its first Junior Social in late Term Three, scheduled for 24 September. The event will be open to students who meet the required attendance and behaviour eligibility criteria.
4. Meeting closure
4.1 Finish and date of next meeting There being no further business, the meeting closed at 7.12pm. The next meeting will be held on Tuesday 16 June at 5.15pm in the principals office.
4.2 Closing karakia