

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

Date:	Tuesday 17 March 2026
Time:	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 (arrived at 5.20pm), Paul Drower, Tagi Olive, and Sonya Lyndon (Secretary)	
1.3 Apologies	
Moira Fomai, who is at Volleyball finals tonight coaching the schools Senior A team in the regional finals.	
1.4 Declaration of interests	
Nil.	
1.5 Senior Leadership Team Presentations to the Board	
<p>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.</p> <p>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.</p> <p>The first presentation will be from Emma Jensen, Deputy Principal Pastoral. Emma will provide an overview of the pastoral portfolio, with a particular focus on student attendance, which is currently a key performance indicator for the Ministry of Education. Emma is overseeing this work with the support and guidance of the Principal.</p> <p>Future meetings will include presentations from other members of the Senior Leadership Team, including the Deputy Principal Curriculum and, in due course, the newly appointed Deputy Principal Operations.</p> <p>Motion: To give Emma speaking rights at the Board meeting Moved: Brendon Jones Carried</p>	
2. For Approval	
2.1 Minutes of the previous meeting [February] See below	
<p>Motion: Move that the minutes of the previous meeting from 17 February be approved. Moved by: Brendon Jones Seconded by: Stacey Tito Carried</p>	
2.2 Correspondence	
<p>Motion: That there was no inwards correspondence received and that the outwards correspondence be noted.</p>	
2.2.1 Inwards	
<p>Inwards correspondence now received.</p>	
2.2.2 Outwards	
<p>Privacy Commissioner Engagement</p> <p>Following the Board's in-committee discussion at the previous meeting, the school provided a written response to the Office of the Privacy Commissioner (OPC) regarding the historical privacy breach notification submitted in 2025. The response outlined the school's assessment of the matters referenced and confirmed steps taken to strengthen privacy and governance practices. On 3 March 2026, the Office</p>	

<p>of the Privacy Commissioner advised that it has recorded the school's assessment that the incidents were not likely to cause serious harm and has closed the file at its end. A copy of the letter sent to OPC and their response confirming the closure of the file are attached for the Board's information.</p>
<p>2.3 Finance</p>
<p>No finance committee meeting held this month. Brendon will raise his questions regarding capital spending with Juliet, at the next meeting.</p>
<p>2.3.1 Finance – Governance Reports</p>
<p>The Governance Report for January 2026 was attached. The Finance Sub-Committee reviewed the report at its meeting earlier today, and its recommendations are reflected above.</p>
<p>2.4 Principals Report - See below, taken as read</p>
<p>Lisa invited the Board in for our 70th Birthday assembly on Tuesday 24 March.</p>
<p>Te Kanorautanga (Learners are achieving excellent and equitable educational Outcomes) - Shaping Teacher Capacity - Curriculum enrichment - Strengthening structures and Systems</p>
<p>Baseline testing has now been completed across our Year 9 and Year 10 cohorts using e-asTTle. This data has provided valuable insight into student achievement levels and has enabled our Learning Support Coordinator (LSC) to identify students requiring additional support.</p> <p>Teacher aides working with these classes have received targeted professional learning and development (PLD). Their role focuses on supporting key vocabulary for each topic through the use of flip cards, along with regular check-ins and recaps of important content from previous lessons. This approach provides scaffolding for targeted students and supports both retention and understanding of key concepts.</p> <p>For Year 9 students, the focus is on building foundational literacy and numeracy skills. At Year 10, a more targeted approach is being implemented through the use of practice Common Assessment Activity (CAA) papers and one-to-one support where required.</p> <p>At the senior level, there are currently 57 Year 12 and 13 students who have not yet achieved their literacy and/or numeracy requirements and therefore have not yet been awarded their NCEA certificates. A significant proportion of these students are ESL learners or students currently achieving at Levels 1A–2A. These students are being supported through scaffolded programmes delivered by our ESL department before being entered for the CAA assessments.</p> <p>Within this group, 15 students have already gained more than 80 credits but have not yet met the literacy or numeracy requirement. These students are a key priority as achieving literacy or numeracy will allow them to be awarded their Level 1 or Level 2 certificate. Targeted one-to-one support has begun with these students, led by a mathematics teacher and a literacy specialist.</p> <p>Students are also being offered additional support through after-school tutoring in the library each day until 4pm, as well as during their study periods. Letters have been sent home to the whānau of these 15 students to communicate the targeted support plan.</p> <p>There are two opportunities during the year for students to complete their CAA assessments, with the first scheduled for Term 2 in May.</p> <p>We are also developing a tuakana–teina support initiative. A number of senior students with study periods have expressed interest in assisting junior students with literacy and numeracy support during class time. Students participating in this programme will receive a service badge in recognition of their contribution. This initiative will begin in Term 2 and will provide an additional layer of support for our junior students.</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>The Whakawhanaungatanga programme for Year 9 students is now well underway, with a strong emphasis on learning the kawa of the school and understanding our expectations. These values and expectations are reinforced through the Ākina programme, with Ākina coaches also delivering components of the Whakawhanaungatanga learning.</p> <p>Year 9 students have been brought together to learn our school haka, school song, and core values, helping to build a strong sense of belonging and identity within the school community. These values</p>

continue to be reinforced across multiple settings, including classrooms, assemblies, the sports field, and through our school pānui.

Our sports and cultural activities are now in full swing, with strong student participation across a wide range of opportunities. These activities also provide valuable informal opportunities for staff to connect with whānau and strengthen relationships beyond the classroom.

Our learning hubs have begun taking students beyond the classroom to explore local historical sites and experiences grounded in mātauranga Māori, further enriching students' learning and connection to place. Senior leaders have also been actively involved in extracurricular programmes. Acting Deputy Principal Amy Moli is supporting Kapa Haka and Fiafia, Deputy Principal Emma Jensen is involved with rugby, and Deputy Principal Rob Orr is supporting football. I have been spending time across these various groups, observing the commitment from our students and taking opportunities to connect with whānau in these spaces.

It has been encouraging to see that our national tournament teams have met the attendance requirement of at least 85% before being able to attend their competitions. This requirement continues to act as a strong motivator for students to attend school regularly.

This Thursday, 12 March, we will hold the first of our whānau hui for senior students. At the time of writing this report, approximately 33% of parents have already booked interviews, with numbers continuing to increase.

Our Ākina coaches meet weekly on Wednesday mornings to discuss the delivery of the programme across the school and to focus specifically on student attendance. A particular area of focus is students within the 80–90% attendance band, as supporting this group to move from irregular to regular attendance represents a key opportunity for improvement. Currently, approximately 40% of our students fall within this attendance band, making it a priority for our attendance team.

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

On 24 March we will celebrate our Founding Day as a school. We have invited the Headmaster and Prefect team from Hastings Boys' High School to join us for this occasion. As part of the celebration, our schools will come together to sing the school song and perform the haka. Following the assembly, a cake will be cut and shared with students as part of the celebration.

Our senior student leaders continue to work hard across their portfolios and are showing a strong commitment to representing the school well. They are particularly keen to continue strengthening connections with our brother school, Hastings Boys' High School, and have suggested the possibility of holding a junior social event later in the year. Staff, the Senior Leadership Team, and the Board will be invited to be part of further discussion around this idea.

Our Year 10 students have also been encouraged to step forward into leadership opportunities, and this has been very well received. At this stage, 30 students have expressed interest in receiving an application pack, demonstrating a positive appetite for leadership among our junior students.

The growth of the Student Volunteer Army (SVA) programme aligns strongly with our school values of Kaitiakitanga and Whakaaute. This initiative provides students with opportunities to contribute service to the school and wider community. Students who participate will be recognised for their contribution through the awarding of a service badge during assembly.

The first review of the Junior Hub programme is currently underway. Staff feedback has been sought particularly around literacy and numeracy support and the use of data-informed practice. This feedback will help shape the focus of future professional learning and development (PLD) for staff.

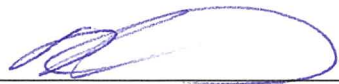
Initial feedback indicates that there is a range of skill levels and pedagogical understanding across this area, which will require further development. We are therefore exploring external PLD opportunities and are currently in the process of securing Ministry-funded PLD to support staff as we navigate the changing curriculum and Ministry updates.

2.5 Delegations Governance Matters - The following annual governance confirmations to be addressed

Health and Safety Governance Oversight; The Board received clarification regarding delegations and committee structure.

<p>It was noted that Board committees will consist of a minimum of three members, with a quorum being half of the membership, rounded up.</p> <p>Brendon and Lisa will review current Terms of Reference (ToR) and committee structures. Brendon will bring recommendations back to the Board for consideration.</p>
<p>Annual Board member disclosure of interests and tabling of the updated register;</p>
<p>Nil</p>
<p>Board Work Plan / Annual Governance Calendar</p>
<p>Carry forward to the next meeting.</p>
<p>Annual reaffirmation of the Board Code of Conduct and confirmation that the conflict of interest register is up to date;</p>
<p>Defer to next meeting</p>
<p>Bylaws – Proposed Amendments</p>
<p>The Board discussed proposed changes to the Bylaws to provide greater clarity, particularly in relation to uniform and appearance expectations, including makeup, eyelashes, and earrings.</p> <p>Motion: That clause 5.4 be amended to read: “One pair of small, plain sleepers or circular studs or pearls may be worn.”</p> <p>Moved: Brendon</p> <p>Seconded: Stacey</p> <p>Carried (by majority)</p> <p>Motion: That clause 5.7 be amended to state that no nail polish, or makeup, or false eyelashes are to be worn.</p> <p>Moved: Brendon</p> <p>Seconded: Candyce</p> <p>Carried (by majority)</p>
<p>Student Hardship Fund – Proposed Improvements</p>
<p>The Board considered the attached proposal from Emma Jensen, Deputy Principal Pastoral, regarding improvements to the Student Hardship Fund.</p> <p>The Board agreed that all applications will be received by the Principal, with the Deputy Principal providing recommendations. The Principal will then prepare a report for the Board.</p> <p>Motion: That the Board ratify the Student Hardship Fund budget at \$5,000 per year.</p> <p>Moved: Brendon</p> <p>Seconded: Lisa</p> <p>Carried</p> <p>Motion: That the Board accept the proposed variations to the Student Hardship Fund policy, as presented by Emma Jensen, with one amendment to the application process.</p> <p>Moved: Brendon</p> <p>Seconded: Paul</p> <p>Carried</p> <p>The Board confirmed that the annual budget of \$5,000 will remain unchanged.</p>
<p>3. General Business</p>
<p>3.1 Policies for review</p>
<p>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.</p>
<p>3.2 Health, Safety and Wellbeing Committee Reports</p>
<p>None</p>
<p>3.3 Pastoral Committee Report</p>
<p>None</p>
<p>3.4 Kiwi Kidz Lease</p>

<p>The Health School is looking for office space, however they believe that the space is too small. The MOE raised questions around who owns the building. There is a thought that it could be owned by a Trust. Lisa is going to investigate this.</p>
<p>3.5 Fundraising Policy Development</p> <p>Please read the attached draft fundraising policy for discussion at the meeting. The school needs a policy to safe guard whānau and the Board. The policy would sit in the income section of the policies, and go into the staff handbook. There is an existing bank account. This account is also used for banking students business.</p> <p>accept the policy put forward by Lisa. Brendon and Stacey, carried.</p> <p>Brendon declared an interest in this agenda item, because he has a family member in the Robotics club. Brendon refrained from conversation and voting.</p> <p>This is a resource that will last for years to come. The Board agreed to support the Robotics club.</p> <p>Motion: Lisa is going to see how much we can cover within the existing budget, in full and come back to the Board with an amount required. Lisa ad Stacey, carried.</p>
<p>3.6 Funding Support Request from the HGHS Robotics Club - Attached</p> <p>A request has been attached for the Board’s consideration regarding this item.</p> <p>Board members are asked to please read the attached information in advance of the meeting so that discussion at the meeting can focus on key questions and any decisions required.</p>
<p>3.7 Kapa Haka Equipment Management Plan and Policy</p> <p>Board members are asked to please read the attached Kapa Haka Equipment Management Plan and Policy ahead of the meeting. The paper outlines a proposed framework for the respectful, safe, and sustainable management of kapa haka equipment held by the school, recognising these items as taonga and ensuring their availability for current and future taura. It also seeks Board approval for the policy, including the proposed non-lending position for external requests and the establishment of regular stocktake and review cycles.</p> <p>The item will be taken as read, with the opportunity for any questions or discussion before the Board is asked to approve the recommendations.</p> <p>Motion: Lisa to speak with the Finance manager as to whether the school is in a position to start out of the existing budget or what the shortfall is. Brendon and Candyce, Carried.</p>
<p>3.8 Strategic Plan Review</p> <p>The Education and Training Act Amendment Act 2025 has extended the start date for the board's next strategic plan to 1 January 2027.</p> <p>If your current plan is fit for purpose, you can extend it to cover another year and capture any minor changes in your annual implementation plan for 2026.</p> <p>If it isn’t and requires significant change, your board can amend it.</p> <p>You will, however, need to consult with your community and submit the amended plan to the Ministry of Education.</p>
<p>4. Meeting closure</p>
<p>4.1 Finish and date of next meeting</p> <p>There being no further business, the meeting closed at 7.07pm. The next meeting will be held on Tuesday 28 April at 5.15pm in the Principals office.</p>
<p>4.2 Closing Karakia</p>

Brendon Jones:  _____
Presiding Member

Date: 21-May-26