

Houghton Valley School Board of Trustees Meeting Minutes

Monday 26 July 2021

Meeting opened: 7:00pm

Present: Bret McKenzie (Chair), Luana Carroll (Principal), Mike Brough, Vanessa Smith, Kelly Williams, Stephanie Bosch (Staff Trustee), Denise Forrester (Office Manager), Miriam Gaynor, Ashleigh Kulwant, Lauren Sims (Staff), Emily Faith (Secretary)

Apologies: Georgie Ferrari

Conflict of interest: None

Last month's minutes: Approved

1. Culturally Responsive Team (Denise, Lauren, Ashley, Miriam)

The Culturally Responsive Team gave a presentation on its work, which is supporting teachers/kaiako to build culturally responsive practices. The team has two key strategic goals for 2021: 1) continue to challenge deficit theory (eg disadvantages of streaming by ability) through positive relationships, all staff having an understanding of where tamariki and their whānau come from and their relationship with their place; and, 2) bring kaiako together as learners through a shared goal that focuses on improving learner outcomes. The team's work is based on the Ministry of Education's Ka Hikitia (Māori Education Strategy) and Tātaiako: Cultural Competencies for Teachers of Māori Learners, and the University of Waikato's Poutama Pounamu.

The team has seen a difference in outcomes for maths through taking this lens. Another example is the recent school focus on Matariki, which sought expertise from students and whanau.

The programme has been supported by a facilitator, Claire O'Fee, who has made sure that the approach to biculturalism is meaningful (eg considered at an early stage in planning documents).

The junior students are looking at science at the moment – professions using different aspects of science, such as engineers and doctors, are discussed so they can see different role models. Other classes are looking at Māori perspectives in science. Planning document values are wānanga, ako, mahi ngātahi.

Long term goal: create a consistent Te Reo Māori programme at HVS across all years (whole of curriculum). Reliant on teacher expertise as well – eg a Year 1 teacher may be best-placed to teach Te Reo to Years 5-6 depending on level of fluency. Aim to build school-wide expertise so not reliant on a single teacher.

Resources: need clear and accessible resources. There are some Te Reo readers, but not gathered in one place. After surveying kaiako, there will be a strong focus on Te Reo for Term 3, eg asking 'Kei te pehea koe?' (How are you?) during the roll for the next fortnight. Learning new kupu through responses. The focus will change each fortnight, with supporting resources for kaiako.

Going forward – getting feedback from tamariki on what they want to learn.

Professional development (reo classes) available to kaiako through the Ministry of Education.

Luana noted the coordination between the Inquiry Team and the Culturally Responsive Team.

Bret thanked the team for their work.

2. Hautū: Māori Cultural Responsiveness Self Review tool for boards of trustees

Hautū are the leaders in the waka that call the time to the kaihoe/paddlers and guide the waka to travel in the direction of their vision. The purpose of the tool is to allow boards to assess how culturally responsive their school is for Māori, and identify priorities for development.

Hautū (see <https://www.nzsta.org.nz/maori-student-achievement/>) is a process for the board to consider and complete over a period of time – it may take several meetings to work through.

General discussion about what Hautū means, and where HVS is located. About overall strategic direction, not one thing or person. Noted that Te Roopu Māori hasn't been strong at HVS in the past, as it is felt that the focus should be on all – everyone has the responsibility to understand. Need to equip all children (eg all involved in kapa haka, rather than few). At the same time, HVS has a responsibility to ensure Māori are achieving success as Māori. We do this by challenging the pedagogy behind how we teach, and prioritising funding for professional development. At a governance level, we need to consider how and when we are engaging our Māori community – eg, at an early stage when we are setting strategic plans. All school documents eg the enrolment package should include Te Reo Māori. Budget needs to ensure that Māori initiatives (eg kapa haka teaching) are prioritised.

Noted it was good to approach this work following the presentation by the Culturally Responsive Team.

3. Principal's Report

Luana spoke to her report.

The mid-year data for 2021 is now available (shows the number of students working towards their level, working within their level, and working beyond their level). Decreases in some areas were visible post-COVID in 2020. Have received further professional development funding from the Ministry. Whānau evening to be held on 15 September to discuss and share how we teach maths and how whānau can support this.

Opening the zone for 2022: Luana is keen to start promoting this as soon as possible, to enable parents to have clarity about enrolment for 2022, and to help confirm staff numbers. This will involve making a number of spaces available in Years 1-3, to start in any term in the 2022 year. Luana to send further information to board members by the end of the week.

Question from Home & School re funding: Bret to follow up with Luana.

4. Property Report

The architects have provided the draft preliminary designs for the HVS alterations. Mike to attend next property committee meeting.

Council approval (resource consent) has been received for the retaining wall. Next step is to go out to tender.

5. Budget

On track for 2021. The Ministry has agreed to refund amount spent on recent repairs.

6. Website redevelopment

Mike, Luana and Vanessa meet to discuss further.

In Committee Item: 8.40pm to 8.50pm.

Meeting closed: 8.50pm

Next Board meeting: Monday 23 August 2021

A handwritten signature in blue ink, appearing to read "Paul McKenna". The signature is written in a cursive style with a large initial "P" and a long horizontal stroke at the end.

