

Board of Trustees Meeting Agenda – 6 December 2017

Open: **Karakia Timatanga**

1. Administration

- 1.1 Present
- 1.2 Apologies
- 1.3 Confirmation of previous minutes
- 1.4 Correspondence
 - OIA request from David Radich
 - NZSTA response to David Radich OIA request
 - Trevor Deed, Deloitte re annual audit
 - COL Stewardship group (to be discussed at 2.1.5)
 - Enviroschools contract (to be discussed at 2.1.6)
 - NZSTA "SchoolPass"
- 1.5 Presentation from Whaea Liz about her course

2. Strategic Decisions & Discussions

- 2.1 Strategic decisions made if required
 - 2.1.1 Policy review framework
 - 2.1.2 ERO follow up
 - 2.1.3 Policies for ratification
 - 2.1.4 Dogs at School Policy
 - 2.1.5 COL
 - 2.1.5.1. Stewardship group
 - 2.1.5.2 COL MOA
 - 2.1.6 Staff gift policy

3. Monitoring

- 3.1 Principal's Report
- 3.2 Finance
 - 3.2.1 End of month reports for October
 - 3.2.2 Resolution for grants
 - 3.2.3 Photocopier finance
 - 3.2.4 Board contribution to parent thankyou evening
 - 3.2.5 PM Awards funding
- 3.3 Property
- 3.4 Health and Safety
 - 3.4.1 Playground progress
- 3.5 IT
- 3.6 Curriculum

<p>3.6.1 Enviroschools contract 3.6.2 Pasifika class 2018</p> <p>3.7 Personnel</p>
<p>4. Other items 4.1 Pasifika Umu</p>
<p>5. In-committee items</p> <p>5.1 Personnel 5.2 Enrolment update 5.3 Ombudsman/ OIA update 5.4 Student suspension meeting 5.5 2018 school class structure</p>
<p>7. Meeting Closure 6.1 Identify Agenda Items for Next Meeting</p>
<p>Karakia whakamutunga: Meeting closed _____pm</p>
<p>Note 1: Correspondence is listed on the back of the agenda Note 2: List of current delegations attached to agenda</p>

All reports associated with this meeting are available online , or in the school office during normal school hours.

Associated meeting reports:

Correspondence (1.4)
Principal's report (3.1)
October finance report (3.2.1)

NOTE 1:

NOTE 2:

BOT delegations:

Chair: Rachel

Deputy Chair: Craig

Committees:

Health & Safety: Shane, Dianne, Gillian

Policy Review: Craig, Rachel, Dianne, Gillian

Portfolios:

Civil Defence: Eli, Vera

Curriculum: Eli, Gillian

Property: Shane

Finance: Dave

Board of Trustees Meeting Minutes – 8 November 2017 DRAFT

Open: Karakia Timatanga: 7:06pm	Policy Reference:	Led by:
<p>1. Administration</p> <p>1.1 Present: Gillian, Chris, Craig, Dave L, Dave R, Craig, Vera, Rachel, Shane (7.30pm) and Dianne.</p> <p>1.2 Apologies: Eli</p> <p>1.3 Move that Dave L has speaking rights. Rachel/Craig</p> <p>1.4 Move that IT, Property and Principal's report be admitted. Rachel/Vera</p> <p>1.5 Confirmation of previous minutes There is no traction with the fence. Waiting to hear back from Lee. Di has spoken to Ross Chalmers regarding this matter. Move that the minutes be approved as true and correct. Rachel/Dianne</p> <p>1.6 Correspondence NZSTA Operations update Documents distributed. NZSTA Charter workshop Documents distributed and gone over thoroughly. Unable to attend the first workshop evening due to clashes with BoT meeting. Education Infrastructure service –Property workshop reminder and details</p>		
<p>2. Strategic Decisions & Discussions</p> <p>2.1 Strategic decisions made if required</p> <p>2.1.1 Policy review framework Ongoing. No template exists for a restraint policy. MOE has been contacted regarding possible dates for the second tier of training.</p> <p>2.1.2 ERO –Board Assurance Document Arrive Monday Haka Powhiri Tuesdays in classrooms. 4 reviewers looking at "Equity outcomes for all" BoT sessions at 3:15pm on Monday and between 12-2pm on Thursday. Board Assurance Document: Distributed. BoT are comfortable with the contents of the document. Will be released on the website. All "unsure" answers are justifiable and can be explained easily.</p>	Operational /Governance Policy	

3. Monitoring

3.1 Principal's Report

Distributed and gone over thoroughly.

The pool will be getting drained this week and Hayden will be repairing it in his own time. The steps are also an issue, but Hayden has given Di the relevant information to rectify this situation.

Clarify processes around accessing the Science Fund. Week 6 staff meeting will have the opportunity to go over the finer details of what is required of applicants. Step by step plan.

Dates are being confirmed regarding staff only days for 2018.

Kate, Norah, and Di Manks farewell on the 2nd December.

Dave to draft a policy around leaving gift costs.

3.2 Finance

Document distributed and gone over thoroughly.

3.2.1 End of month reports for September

Higher spending on staff than was initially anticipated. This is balanced by lowering spending in other areas.

No major red flags.

Prime minister's grant is propping things up a little, but Education Services should be distributing money more evenly. Still manoeuvring around their codes.

Staffing model for next year needs to factor in reliever's/support staff better. Cyclical maintenance also needs to be looked at for next year. The overview is still very positive, but we need not to get complacent.

Move that we accept the financial report. Rachel/Shane.

3.2.2 Resolution for grants

3.2.3 Insurance policy renewal

Levies have increased due to a fire and emergency amendment act.

3.2.4 Photocopier finance

Lease runs out on the 1st December and Fuji Xerox is not covered by the MOE.

3.3 Property

3.3.1 Annual Building compliance

3.3.2 Hall lighting

All lighting has been replaced. Similar issues could arise in the Kauri block as the fixtures are the same.

<p>3.3.1 Alarms Sensor driven issues with alarms in the hall and room 9. Requested an audit of all the sensors in case this is going to happen in all the other classes too.</p> <p>3.3.1 Property workshop reminder</p> <p>3.4 Health and Safety No issues other than the fencing around the playground coming down. Taggers and skateboarders are wreaking havoc too. Etching into windows is an expensive thing to fix.</p> <p>3.4.1 Playground progress Chasing up Lee and waiting on the Juno's for quotes. Drainage companies are proving difficult to get answers out of.</p> <p>3.5 IT Letter distributed and gone over thoroughly.</p> <p>3.5.1 Cloud hosting programme for the library – request to consider Access It is backed up manually on 365 currently. The cloud has advantages, but isn't really necessary at this stage.</p>		
<p>Sharron has created an Asset Register, so we don't need a cloud for that either at this stage.</p> <p>3.6 Curriculum 2017 Data presented and gone over thoroughly. Areas of concern identified. Areas of improvement also identified. Relevant trends established.</p> <p>3.7 Personnel</p>		
<p>4. <u>Other items</u></p>		
<p>5. <u>In-committee items</u> <u>Move to go into committee and give Dave L speaking rights.</u> <u>Rachel/Dianne.</u></p> <p>5.1 Personnel Resignation received from Norah. She is happy to relieve and/or teach art. Education council are enquiring about Emily and her practice. Education council are requesting attestation of her abilities. We have concerns around her practice, but not to the extent that the council and her previous workplace have. Many of the issues that were reported against her, are absolutely not a problem here. Our only area of concern is her lack of confidence.</p> <p>5.2 Enrolment Document distributed and gone over thoroughly Capping and flexibility are two areas of concern.</p>		

<p>"To zone or not to zone, that is the question. Whether it be nobler among BoT members..."</p> <p>Many clarification questions are to be asked of Shirley before a firm decision can be reached as there are pros and cons to being zoned/not zoned. (What does the capacity need to be before advertising has to happen? Can we get out of zoning by ourselves and if so, at what point?)</p> <p>5.3 Ombudsman update</p> <p>Three complaints in with the ombudsman courtesy of Mr Waters. 1) Rachel's email correspondence</p> <p>Craig has drafted a response seeking clarification around what constitutes free and frank conversation.</p> <p>Early ERO statement to be released.</p> <p>Minutes were incomplete???</p> <p>5.4 Student suspension meeting</p> <p>Mum has done a runner, dad has come to the party and is working towards keeping him on track educationally and behaviourally etc. Dad has attended every meeting and is really helping the situation. Staggered re-entry to school is preferable.</p> <p>Out of committee at 10.15pm</p>		
<p>7. Meeting Closure</p> <p>6.1 Identify Agenda Items for Next Meeting</p>		
<p>Karakia whakamutunga: Meeting closed _10.27pm</p>		
<p>Note 1: Correspondence is listed on the back of the agenda Note 2: List of current delegations attached to agenda</p>		

All reports associated with this meeting are available online , or in the school office during normal school hours.

Associated meeting reports:

- Correspondence (1.4)
- Principal's report (3.1)
- August finance report (3.2.1)

NOTE 1:

NOTE 2:

BOT delegations:

Chair: Rachel

Deputy Chair: Craig

Committees:

Health & Safety: Shane, Dianne, Gillian

Policy Review: Craig, Rachel, Dianne, Gillian

Portfolios:

Civil Defence: Eli, Vera

Curriculum: Eli, Gillian

Property: Shane

Finance: Dave

Fwd: Request for official information pursuant to OIA, s12 - clarification

Rachel deLima-Brinkley

Tue 28/11/17 5:17 p.m.

To: Craig Press School Email <craig.press@koraunui.school.nz>; David Robinson <david.robinson@tepapa.govt.nz>; shane@fridayhomes.co.nz <shane@fridayhomes.co.nz>; chris.miller@tra.org.nz <chris.miller@tra.org.nz>; Fale and Eli Maiava <eli_anainnz@hotmail.com>; Vera Xu <qianrongnz@hotmail.com>; Gillian McPeake <gillian.mcpeake@koraunui.school.nz>; Dianne Wright <dianne.wright@koraunui.school.nz>;

#2

----- Original message -----

From: Ebersberg Investments <2017oiarequests@gmail.com>

Date: 26/11/2017 10:50 pm (GMT+12:00)

To: Dianne Wright <dianne.wright@koraunui.school.nz>

Subject: Request for official information pursuant to OIA, s12 - clarification

Koraunui School

17 Kairimu Street

Stokes Valley

Lower Hutt

To the Board of Trustees of Koraunui School (**Board**)

We refer to the email that we sent to you on 24 November 2017 from 2017oiarequests@gmail.com headed 'Request for official information pursuant to OIA, s12'.

Clarification

We note that there is a potential ambiguity in request 1. We have clarified this below. We apologise for any inconvenience caused.

In light of the impending summer holiday period, we are happy to receive your responses by **Friday 2 February 2018**, instead of the usual 20 working period mandated by the OIA, section 15.

Background to requests

The requests have been made by me, David Radich of Broadleaf Consulting. Broadleaf Consulting has been engaged by a private client to assist with research about the state of employment law in the New Zealand education sector. The requests have been sent to all state and state-integrated schools listed in the schools directory published at educationcounts.govt.nz.

We appreciate that you are busy and that the burden of these requests will be unwelcome. We have tried to keep the requests to a minimum and as short as possible.

We note that each request can be answered with numbers only.

We have created an online response platform via Typeform (https://2017oiarequests.typeform.com/to/xX41P9?form_id=2100) to save you from having to prepare a cover letter for your responses. The online platform includes an option to request a copy of your responses for your records.

If you choose to respond via Typeform, please note that your school's School ID is "2100".

If you have any questions, please contact me at atdavid@broadleafconsulting.co.nz.

Requests (updated)

—

1. **Request 1:** how many individual teachers ~~did~~ were in the employment of your school employ as at the start of term 2 in each of:
 - (a) 2017;
 - (b) 2016; and
 - (c) 2015?

(for the avoidance of doubt this request focuses on: i) the number of people comprising your staff. It is not confined to new teachers who joined your school's staff for the first time at the start of term 2; and ii) individual teachers, not 'full time equivalents').

2. **Request 2:** how many of the teachers referred to in Request 1 were party to a collective employment agreement at the start of term 2 in each of:
 - (a) 2017;
 - (b) 2016; and
 - (c) 2015?

(for the avoidance of doubt this request focuses on individual teachers, not 'full time equivalents').

3. **Request 3:** how many of the teachers referred to in Request 1 were members of a teacher union at the start of term 2 in each of:
 - (a) 2017;
 - (b) 2016; and
 - (c) 2015?

(for the avoidance of doubt this request focuses on individual teachers, not 'full time equivalents').

4. **Request 4:** how many teachers did your school issue with written warnings in relation to their **competence** and/or put on performance management plans in relation to their **competence** during each of:

- (a) 2017;
- (b) 2016; and
- (c) 2015?

5. **Request 5:** how many teachers did your school issue with written warnings in relation to their **conduct** (excluding competence) and/or put on performance management plans in relation to their **conduct** during each of:

- (a) 2017;
- (b) 2016; and
- (c) 2015?

6. **Request 6:** how many teachers did your school refer to the Education Council for **competence** issues during each of:

- (a) 2017;
- (b) 2016; and
- (c) 2015?

7. **Request 7:** how many teachers did your school refer to the Education Council for **conduct** issues (excluding competence) during each of:

- (a) 2017;
- (b) 2016; and
- (c) 2015?

8. **Request 8:** how many teachers' employment did your school terminate during each of:

- (a) 2017;
- (b) 2016; and
- (c) 2015?

9. **Request 9:** how many teachers' employment did your school terminate in reliance on a '90 day' trial period during each of:

- (a) 2017;
- (b) 2016; and

(c) 2015?

10. **Request 10:** how many formal written complaints did your school receive from teachers (or their representatives) about employment issues during each of:

- (a) 2017;
- (b) 2016; and
- (c) 2015?

11. **Request 11:** how much money (rounded to the nearest \$10,000) did your school spend on legal advice and/or representation on employment law issues (including, but not limited to, contract negotiations, performance reviews, complaints and disputes) during each of:

- (a) 2017;
- (b) 2016; and
- (c) 2015?

12. **Request 12:** how many employment disputes is/has your school been party to before the Employment Relations Authority or any Court that were commenced on or after 1 January 2015? (Please count appeals as separate disputes).

Kind regards

David Radich

Broadleaf Consulting

Auckland

david@broadleafconsulting.co.nz

Fwd: Urgent update: OIA request

Rachel deLima-Brinkley

Tue 28/11/17 5:18 p.m.

To: Craig Press School Email <craig.press@koraunui.school.nz>; David Robinson <david.robinson@tepapa.govt.nz>; shane@fridayhomes.co.nz <shane@fridayhomes.co.nz>; chris.miller@tra.org.nz <chris.miller@tra.org.nz>; Vera Xu <qianrongnz@hotmail.com>; Fale and Eli Maiava <eli_anainnz@hotmail.com>; Gillian McPeake <gillian.mcpeake@koraunui.school.nz>; Dianne Wright <dianne.wright@koraunui.school.nz>;

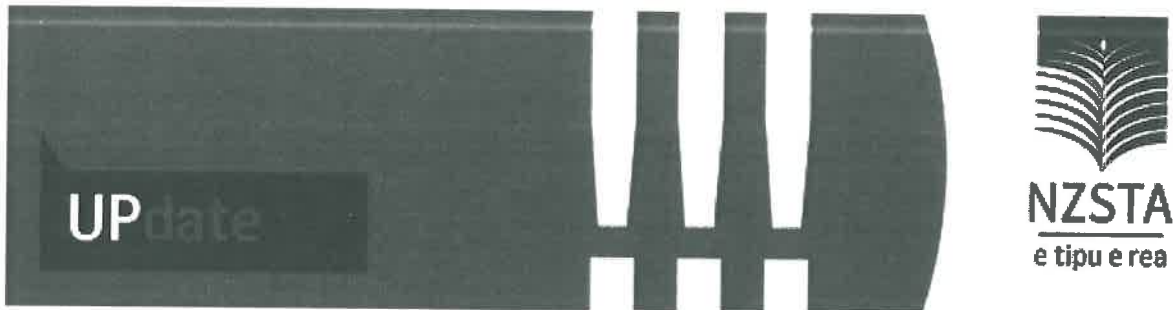
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From: NZSTA <communications=nzsta.org.nz@mail77.wdc01.mcdlv.net> on behalf of NZSTA <communications@nzsta.org.nz>

Sent: Monday, November 27, 2017 4:49:59 PM

To: Rachel deLima-Brinkley

Subject: Urgent update: OIA request



27 November 2017

Urgent update: OIA request

Good afternoon,

NZSTA has been contacted by a number of schools seeking guidance about a request for information from David Radich, Broadleaf Consulting on 24 November. Before progressing your response to this request, we just wanted to let you all know that we are working with Ministry of Education to provide further guidance to you all. We will also be discussing the request with the Office of the Ombudsman.

We will be in touch shortly.

Kind regards,

Rob Gold

General Manager, Operations

(rgold@nzsta.org.nz)



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Advice regarding an OIA request

NZSTA <govadvice=nzsta.org.nz@mail226.atl21.rsgsv.net> on behalf of
NZSTA <govadvice@nzsta.org.nz>

Fri 01/12/17 3:41 p.m.

To: Rachel deLima-Brinkley <rachel.delima-brinkley@koraunui.school.nz>;

1 December 2017

Advice regarding an OIA request

Hi Rachel,

Further to our communication on Monday 27 November a number of schools received a request under the Official Information Act. This asks them to respond to a number of questions about their teaching staff.

The information request was sent out to 800 schools. NZSTA does not know which schools received the request so we are sending this advice to all schools.

Some of these schools have approached the Ministry of Education about how they should respond.

All state and integrated schools are subject to the Official Information Act through their Board of Trustees.

Under the OIA:

- Anyone is entitled to ask for any information held by the school (section 12).
- The school must decide whether to grant the request. It must tell whoever has asked for the information as soon as possible and within 20 working days (section 15).
- The grounds for refusing a request are limited. These are set out in sections 6, 9 or 18 of the OIA as applicable (section 18).
- The school must give the reasons for that refusal by quoting the relevant paragraph of section 6, 9 or 18 (section 19).

If the survey was received by a school on 24 November 2017, a response is required by no later than **22 December 2017** (unless the time frame for responding is extended).

There are resources available to help schools with their decision-making. The Ombudsman's office has prepared a [guide for boards of trustees on their OIA obligations](#).

The Ombudsman's office has also produced a useful guide on complaints handling and the Ombudsmen's [role under the Ombudsmen Act 1975](#).

You may not have received this request. If not, you do not have to do anything. If you have, you need to ensure that the information is supplied within the stated time frames. You may want to check your junk or spam folders to ensure it wasn't inadvertently routed into one of them. Even where this has occurred, there will be an obligation under the OIA to respond.

If you have any questions about the request, you should contact the New Zealand School Trustees Association. We can be contacted by [email](#) or 0800 782 435 (option 1).

Kind regards,

Rob Gold

General Manager, Operations

(rgold@nzsta.org.nz)

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Audit queries for Koraunui Primary School

Christian, Shelley (NZ - Wellington) <shchristian@deloitte.co.nz> on behalf of
Deed, Trevor (NZ - Wellington) <tdeed@deloitte.co.nz>

Fri 24/11/17 3:23 p.m.

To: Rachel deLima-Brinkley <rachel.delima-brinkley@koraunui.school.nz>;

Dear Rachel,

As part of our standard audit procedures we are required annually to communicate formally with a Board representative.

Just 3 quick queries following the 2017 year end audit of Koraunui Primary School that we ask all of our school clients.

1. Do you know of any fraud that has been perpetuated or any alleged or suspected fraud in 2017?
2. Have any matters been reported to the school's insurers during the year? If so can you briefly explain the circumstances.
3. Could you please advise if you have any significant concerns about any working relationships between the Board and Management of the School?

Should you wish to discuss any of these matters please feel free to call me directly.

Regards,

Trevor Deed

Partner | Audit

Deloitte

Deloitte House, 10 Brandon Street, PO Box 1990, Wellington 6140 New Zealand

D: +64 4 470 3527 | M: +64 21 274 4907 | O: +64 4 470 3500 | F: +64 4 470 3501

tdeed@deloitte.co.nz | www.deloitte.co.nz

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12/4/2017

Enviroschools contracts - Rachel deLima-Brinkley

Enviroschools contracts

Liz Raimona

Wed 22/11/17 4:18 p.m.

To: Koraunui School Principal <principal@koraunui.school.nz>; Dianne Wright <dianne.wright@koraunui.school.nz>;

Cc: Dianne Christenson <dianne.christenson@koraunui.school.nz>; Maria Joe <maria.joe@koraunui.school.nz>; Rachel deLima-Brinkley <rachel.delima-brinkley@koraunui.school.nz>;

📎 2 attachments (811 KB)

2014_envschs_agr_koraunui AGREEMENT.pdf; commitment_description.doc;

Kia ora

Here are the contracts in regards to Enviroschools.

It might be worthwhile looking through the agreement at BOT meeting just as refresher.

They are also save up to Sharepoint Enviroschools, there possibly could be a double up as I'm pretty sure I did that earlier in the year.

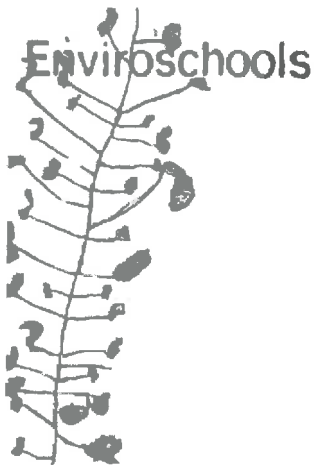
Anyway this saves people have to sift through 'stuff'.

Nga mihi

Liz

School Commitment Description: Being an Enviroschool

Fundamentals	This includes	What this looks like
Explore and engage with the Enviroschools Kaupapa and Guiding Principles	<ul style="list-style-type: none"> Using the Action Learning Cycle/ Pūnaha Akoako (Handbook p18-20) or existing school inquiry model, that includes students taking action Using a Whole School Approach (Handbook p12-13) as part of this cycle Integrating the Guiding Principles into school life 	<ul style="list-style-type: none"> Scheduled staff professional development on Education for Sustainability Staff and Envirogroup sessions reflecting on how the Guiding Principles are evident in the school
Engage with the support provided for the Enviroschools Programme	<ul style="list-style-type: none"> Working with an Enviroschools Facilitator to develop a long-term process of learning and action for sustainability Making use of the range of Enviroschools resources Taking part regional and/or national Enviroschools professional development and networking events. 	<ul style="list-style-type: none"> Keeping regular contact with the Enviroschools Facilitator Lead teacher touching base with facilitator once a term – at least biannual face to face meetings, other termly meetings could be by phone
Develop a long-term vision and strategy to become a sustainable school	<ul style="list-style-type: none"> Ensuring leadership, professional development, budget Steering the process and involving all school groups including students, Board of Trustees, staff, and other community groups where appropriate Integrating sustainability education into the curriculum Goals set annually 	<ul style="list-style-type: none"> Appropriate support for lead teacher or team with (e.g. release, management unit, budget) Strategy statements Development or adaptation of school policies or procedures Forming an Envirogroup/steering group to steer the process Integrated curriculum planning
Engage in student-centred action projects in the school and community	<ul style="list-style-type: none"> Involving students in all stages of the project – identifying the current situation, exploring alternatives, taking action (planning, consultation, design, action) and reflecting on change- as in the Action Learning Cycle 	<ul style="list-style-type: none"> Projects within school grounds e.g. landscapes, building, practices, consumption choices School participates in existing community projects e.g. community garden, restoration project
Reflect on and share progress with the school community and other participants	<ul style="list-style-type: none"> Regular staff/student reflections on progress Holistic Whole School Reflection as appropriate Gathering quantitative data measuring environmental change, including using the Enviroschools Measuring Change Tool (www.measuringchange.org.nz) Documentation of the process 	<ul style="list-style-type: none"> Wall display of the journey so far, scrapbook of a project to share with visitors, student tours for visitors Holistic whole school reflection at least once every 3 years Gathering/providing information about practices taking place in the school Contributing to regional and/or national Enviroschools Scrapbook, case studies for the Enviroschools website etc. Participating in cluster meetings
Annually review current goals and identify goals for the following year	<ul style="list-style-type: none"> Meeting between facilitator and lead/link teacher/s Review and confirm support needs for coming year 	<ul style="list-style-type: none"> Schedule staff professional development for the coming year Go over annual goals Diarise upcoming meetings and events



Enviroschools Support Agreement

Nau Mai, Haere Mai. Welcome to Enviroschools.

Enviroschools is a nationwide network involving early childhood centres, primary and secondary schools. The Enviroschools Programme is supported by The Enviroschools Foundation in association with a network of partners.

The kaupapa of Enviroschools is about the well-being of the whole centre or school, community and eco-system. Enviroschools is a participatory whole school/ centre approach that involves children/ students in the decision-making, design and implementation of sustainability projects and practices in their school and community.

The purpose of this support agreement is to clarify the roles of all participants in the Enviroschools Programme.

School: *Undertaking a long-term sustainability journey of learning and action*

Koraunui School agrees to:

- Explore and engage with the Enviroschools kaupapa (Enviroschools Handbook p4-5) and the Enviroschools Guiding Principles/ Ngā Mātāpono (Handbook p9-11).
- Engage with the support provided for the Enviroschools Programme.
- Develop a long-term vision and strategy to become a sustainable school.
- Engage in student-centred action projects in the school and community.
- Reflect on and share progress with the school community and other participants.
- Annually review current goals and identify goals for the following year.
- Allow Enviroschools to use photographs of the school, staff and students in promotional reporting documents.

Please refer to the attached School Commitment Description, which forms part of this Agreement, for more details about each of these points.

Facilitator: *Guiding, motivating and supporting the school to develop their Enviroschools journey*

Micheline Evans, Hutt City Enviroschools Facilitator, funded by Hutt City Council, agrees to:

- Introduce the Enviroschools kaupapa and process to the whole school.
- Support the school to plan, implement and evaluate sustainability learning and action.
- Highlight links to local programmes, resources, events and sustainability professional development.
- Work collaboratively with other agencies to enable a coordinated approach within the school.
- Maintain regular communication with key staff and the steering group/Envirogroup.
- Assist the school's data gathering, annual review/reflection processes and goal setting, agree priorities and discuss desired level of support for the coming year.



Regional Coordinator: *Facilitating a regional approach to create a vibrant and supportive regional Enviroschools network*

Karyn Burgess, Enviroschools Wellington Regional Coordinator, funded by GWRC, agrees to:

- Promote collaboration and networking between all agencies involved in the Enviroschools Programme.
- Ensure schools have access to Enviroschools resources.
- Work collaboratively with Enviroschools Facilitators and other sustainability educators to provide professional development opportunities for participating schools, including networking/cluster events for students and teachers, and workshops for teachers, other school staff and Boards of Trustees, whānau and community members.



greater WELLINGTON
REGIONAL COUNCIL
Te Pane Matua Teiao

- Coordinate the Enviroschools Reflection process and celebration events.
- Take opportunities to raise the profile of Enviroschools activities in the wider community.

The Enviroschools Foundation: *Providing national leadership and direction, programme support, and further development*

Jan Cox, National Manager Enviroschools Programme agrees to:

- Ensure the Enviroschools kaupapa and Guiding Principles are reflected in all aspects of the Enviroschools Programme.
- Provide national coordination to ensure collaboration, networking and support between all agencies involved with the Enviroschools Programme.
- Provide resources to support Regional Coordinators, Facilitators and participating schools.
- Provide opportunities to share knowledge, skills and ideas to support programme development at all levels.
- Coordinate reflection and evaluation of the range of outcomes from Enviroschools to support programme development.
- Support programme development through nationally led projects.
- Show leadership in the EfS field, which includes developing and maintaining key relationships with a wide range of organisations both in New Zealand and internationally.

We agree with the terms of the Enviroschools Support Agreement:

School Name: Kororua **MOE number:** 2100

Board of Trustees Member: Sign [Signature] Print Jeani Ralph Date: 19.11.14

Principal: Sign [Signature] Print Barbara Hay Date: 19/11/14

Regional Team:

Enviroschools Facilitator: Sign [Signature] Print Micheline Evans Date: 25/11/14

Funding agency for Facilitator: Sign [Signature] Print SP BEATH-CROFT Date: 27/11/14

Enviroschools Regional Coordinator: Sign [Signature] Print Karyn Burgess Date: 25/11/14

National Team – The Enviroschools Foundation:

National Manager – Enviroschools Programme: Sign [Signature] Print Jan Cox Date: 13.12.14



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NZSTA - Membership Matters

NK

NZSTA - Lorraine Kerr <feedback=nzsta.org.nz@mail55.atl51.rsgsv.net> on behalf

  Reply all | 

Thu 16/11, 3:56 p.m.

Rachel deLima-Brinkley 

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16 November 2017

[Cyber security - Cyber Smart week](#)

[Bullying prevention - 'Eternal vigilance is the price of liberty'](#)

[Health and safety induction \(SchoolPass\)](#)

[Key information for boards of trustees and principals](#)

Cyber security - Cyber Smart week

If you have one password you use for everything and hit 'remind me later' when an update pops up on your phone, you're not alone. For many, cyber safety is something we know is important, but feels too hard or a hassle to do something about.

But while we keep delaying the little things that can protect our data - and our dosh - the cyber threats out there are getting more sophisticated.

Fortunately, keeping your data secure is much easier than you'd think.

From 27 November to 1 December, CERT NZ and Connect Smart are running Cyber Smart Week – New Zealand's cyber security awareness week. It's a great opportunity to share the latest info on staying safe online, at school and at home.

taking part in Cyber Smart Week is super easy. You can access a range of resources (including the information in this item!) to help you spread top cyber safety tips amongst your colleagues and school community, at www.cert.govt.nz/cybersmart.

Bullying prevention - 'Eternal vigilance is the price of liberty'

Bullying is in the headlines again at the moment, with the Human Rights Commissioner citing New Zealand as having one of the worst records in the developed world.

Bullying occurs from time to time in every school. The difference is in how schools respond. As Thomas Jefferson is supposed to have said 'Eternal vigilance is the price of liberty'.

You can find resources to support your school's bullying prevention and response policy in a number of places, but the two best places to start are:

- The [Bullying-Free NZ](#) website has a wealth of information and resources for schools, including a [Guide for Boards of Trustees](#), a section on [cyberbullying](#), and a [roadmap](#) for schools.
- Information on the [Ministry of Education](#) website.

Health and safety induction (SchoolPass)

The Health and Safety at Work Act imposes a number of duties on Boards of Trustees as the primary duty holder – the PCBU (Person Conducting Business or Undertaking) of the school. One such duty is to ensure that health and safety risks in the workplace are communicated to contractors and work-related visitors – who should each receive a health and safety induction before they begin working.

We have recently been made aware of a simple alternative in the form of "SchoolPass" which is currently being tested in selected schools. SchoolPass is an online health and safety induction course developed specifically to enable you to meet this obligation to communicate key health and safety-related information to contractors and other work-related visitors.

Contractors and work-related visitors who have qualified for a SchoolPass have demonstrated the necessary understanding of common health and safety risks within a school environment. Individuals that have successfully completed the course are added to a searchable register and provided with a photo ID for identification purposes. When they arrive at your school, all you need to do is alert them to the specific risks or hazards you have identified on your site. This service is provided at no cost to the school.

If you are interested in using SchoolPass, being included in the pilot phase, or finding out more, please

For more information on how it works, visit <http://www.safetyregister.co.nz/courses/school-pass>

Tell us what you think: email feedback@nzsta.org.nz

Key information for boards of trustees and principals

Read the latest [Pitopito Korero](#) updates for boards and principals from Secretary for Education Iona Holstead.

Noho ora mai

Na

Lorraine Kerr MNZM

President

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12/4/2017

Pasifika group UMU festival - Rachel deLima-Brinkley

Pasifika group UMU festival

Luana Leuluai

Wed 22/11/17 5:09 p.m.

To: Rachel deLima-Brinkley <rachel.delima-brinkley@koraunui.school.nz>;

 1 attachments (13 KB)

NEWS LETTER FOR THE BOARD OF TRUSTEE 2017.docx;

Hi Rachel, I have attached the letter.

cheers

Lu

Wednesday 22nd of November 2017

To whom it may concern,

I am writing to inform you that the Pasifika group will be having an umu on December the 8th 2017, starting at 10.00am till 2.00pm. An umu is similar to a Maori hangi. Last year, we had an umu festival. The children absolutely loved it! We want to end of this year celebrating the hard work our Pasifika group have put in this year. Therefore, the Pasifika parents want to set up the umu festival.

We are wanting to use the garden area to have our umu. The students will be given an opportunity to experience how to prepare and cook food in a traditional Samoan way.

We will have a team of parents who will be here to prepare the umu. The only thing the children will be involved in, is peeling the taro and bananas. Stacking the wood and watering the paper. The fire will be made and attended by the adults.

We will inform the fire station and neighbouring area that we will be having the umu on that day as we have done the previous year.

We have requested \$300 to the Parents group to help cover the cost of the pig and other food. We will also be doing a Christmas hamper to raise funds for the event.

Having an umu is a great way for our Pasifika and non-Pasifika children to experience the Pasifika culture. Many of our children in New Zealand have not seen or experienced how an umu is prepared.

If we cannot use the school garden. We will then look at another alternative venue which we will discuss at our Pasifika fono.

I do apologise that I did not inform you earlier. However, I hope you are able to accept our letter.

Yours sincerely

Luana Leuluai

Pasifika Leader

