

Board of Trustees Meeting Agenda – 3 April 2019

Open: Karakia Timatanga

1. Administration

1.1 Present

1.2 Apologies

1.3 Declaration of interests

1.4 Confirmation of previous minutes

1.5 Correspondence – NZSTA Election Update; NZSTA – sick leave requirements; NZSTA membership matters 21/3/19 (previously forwarded to Board); Ministry Bulletin for School Leaders | He Pitopito Kōrero Issue 106 (previously forwarded to Board);

2. Strategic Decisions

2.1 Strategic decisions made if required

2.1.1 Policy ratifications

2.1.2 Strategic plan, Annual Plan, Vision, Charter – Vision survey

2.1.3 2019 Board of Trustees Elections

3. Monitoring

3.1 Principals Report

3.2 Finance

3.2.1 End of month report for March 2019

3.3 Property

3.4 Health and Safety

3.5 IT

3.6 Curriculum

3.7 Other

4. Other items

5. In-committee items

5.1 Internal Evaluation

5.2 Personnel

5.3 Student engagement

6. Meeting Closure

6.1 Identify Agenda Items for Next Meeting

Karakia whakamutunga: Meeting closed _____pm

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

Open: Karakia Timatanga

1. Administration

- 1.1 Present – Dave, Gillian, Rachel, Chris, Spencer, Chris, Vera
- 1.2 Apologies - Shane
- 1.3 Declaration of interests - Nil
- 1.4 Confirmation of previous minutes **Actions:** change to end 3.2.1 note that deficit budget not sustainable long term to cover increased staffing for this year, and also to be monitored throughout the year. KCC fees structure needs to be numbered 3.2. Move/ second Rachel/ Spencer
- 1.5 Correspondence – NZSTA Election communications x2 (previously forwarded to Board); Ministry Bulletin for School Leaders | He Pitopito Kōrero Issue 104 & 105. (previously forwarded to Board);
- student and staff wellbeing update put out. Korari update for school trustees elections – try and promote within the COL.

2. Strategic Decisions

- 2.1 Strategic decisions made if required
 - 2.1.1 Policy ratifications – Rachel to see if she has digital version of guidelines and policy.
 - 2.1.2 3 Year Board plan – Dave has tweaked. Curriculum delivery Policy (NAG 1) tweaked - see paper copy. **Action:** Dave to update including ratified March 2019, review date march 2022. Moved to approve/ seconded – Craig/ Spencer
Policies still to be developed: Dave - Nutrition and Health, Spencer - study leave, Rachel - complaints, Gillian - search and seize.
Regular review – special needs verbal report from Gillian. Complex range of agencies and support for these students. Flag – 6 ORS students leaving at end of year – will impact on staffing that comes with these students.
 - 2.1.3 Strategic plan, Annual Plan, Vision, Charter – 6 responses on survey monkey consult / vision statement so far. Discussed targets. Board approved email resolution for approval prior to sending to MOE.
 - 2.1.4 2019 Board of Trustees Elections - Korari programme to be promoted along with teachers encouraging parents
 - 2.1.5 HR Toolkit checklist 1: Subcommittee board self audit: Dave, Gillian, Craig and Spencer. Moved seconded Rachel/ Spencer **Action** to meet before next board meeting. For part 1.

3. Monitoring

- 3.1 Principals Report – declining roll, other schools are holding but similar re lack of new entrants. Points of note – MOE funded provision of professional supervision for our staff – Kate Williams to provide.
- CoL leadership – Dave abstained and left the room. Discussion about releasing Dave for CoL for .4 position sole or .2 shared. **Vote: Board unanimously declined, 0 in favour, 6 against.**
Gala – core group of organisers getting things happening fast.
- 3.2 Finance **Action** – Rachel to reply to auditors
 - 3.2.1 End of month reports for February 2019 – discussed. **Moved / seconded: Rachel /Chris**

DRAFT

3.3 Property reports – discussed. Dave seeking board approval for disposing (sale) of surplus furniture at the gala that has been in storage for a period of time (some to be held back in reserve for potential future use in classes). **Approved – unanimously. 7 In favour /0 against approved unanimously.** Caretaker signed up for H&S courses over the year.

3.4 Health and Safety

3.5 IT – insurance claim for IT gear following flood. Our IT person working on website as she gets a chance.

3.6 Curriculum

3.6.1 Special Needs discussed under 3 year review plan. Reading recovery figures presented.

3.6.2 Key Competencies – covered under charter review.

4. Other items

None

5. In-committee items -

Moved that the public be excluded from the following part/s of the proceedings of this meeting namely agenda items 5. The grounds are that the matter is one of:

- personnel and the reason is to protect the privacy of the individual/s. This motion is proposed to comply with Sec 48 of the LGOI & M Act 1987 and the special requirements when moving to exclude the public.

Moved/Seconded: Rachel / Gilian

Move out of Committee 8.41pm

6. Meeting Closure

6.1 Identify Agenda Items for Next Meeting

Karakia whakamutunga: Meeting closed 8.42pm

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

Part 1: Self-Audit Process 1 – General HR Policies

Consider: *your local context, are there any exceptions that apply based on the special character of the school*

HR Actions	Yes/No	Evidence of Compliance	Supporting Documentation/Resources	Progress to date and/or next steps
<p>areas covered by current legislation, MoE/Sector requirements or HR best practice</p> <p>The board has discussed and defined the roles of governance and management as it applies to their school.</p>	<p>Click here to enter text.</p>	<p>Examples of documentation or information you may have to show you have completed the HR action</p> <p>Policy that clearly defines the roles of governance and management and the expectations of these relationships.</p> <p>The board uses the charter as the basis for all school decision making</p> <p>Any policies clearly outline any delegated authority to the principal.</p> <p>A record of any delegations are kept and regularly reviewed at board meetings</p>	<p>additional information and templates e.g.</p> <p>Section 75. Education Act 1989 – Functions and powers of the board</p> <p>Section 76. Education Act 1989 - Principals</p> <p>Section 66 Education Act 1989 – Delegations</p> <p>NZSTA - Policy Framework</p> <p>NZSTA - Delegation template</p> <p>NZSTA - What is Governance</p>	<p>Click here to enter text.</p>

HR Actions	Yes/No	Evidence of Compliance	Supporting Documentation/Resources	Progress to date and/or next steps
<p>areas covered by current legislation, MoE/Sector requirements or HR best practice</p> <p>The board has HR management policies to ensure they follow good employer obligations, e.g.</p> <ul style="list-style-type: none"> • Health and safety • Complaints • Code of conduct • Recruitment • Performance appraisal 	<p>Click here to enter text.</p>	<p>HR management policy is clear, easy to access and are followed by all personnel and management.</p> <p>Boards ensure they have a clear understanding of the relevant employment agreements and adhere to them in relation to school employees.</p>	<p>MoE - Index of Collective agreements</p> <p>Section 77A State Sector Act 1988 - Personnel provisions in relation to education service – New Zealand Legislation</p> <p>NZSTA - Policy Framework</p> <p>NZSTA - Code of Conduct</p> <p>ERO - Self review</p>	<p>Click here to enter text.</p>
<p>The board are assured that all employee records required by the Employment Relations Act and the Holiday's Act are maintained and up to date.</p>	<p>Click here to enter text.</p>	<p>All employment information is available to employees e.g. copy of collective or individual employment agreement.</p> <p>Individual employment agreements are signed by both parties.</p> <p>All leave information is up to date and easily accessible, if required.</p> <p>All records/information are kept for the purposes of the payroll service and provided to the Secretary for Education, if required.</p> <p>Up to date records are kept in personal files e.g. a signed letter of appointment</p>	<p>NZSTA Trustee handbook, HR section pages 38-39</p> <p>Section 89 of the Education Act- Payroll service</p> <p>Archives and Records Association of NZ: Record keeping Legislation</p> <p>Record keeping</p>	<p>Click here to enter text.</p>

HR Actions	Yes/No	Evidence of Compliance Examples of documentation or information you may have to show you have completed the HR action	Supporting Documentation/Resources additional information and templates e.g.	Progress to date and/or next steps
<p>areas covered by current legislation, MoE/Sector requirements or HR best practice</p> <p>Health and Safety (H&S) policies are implemented in line with legal requirements and good employer obligations.</p> <p>Boards are also required as employers to meet the requirements of The Health and Safety at Work Act 2015</p>	<p>Click here to enter text.</p>	<p>The board has implemented a health and safety policy which is regularly reviewed.</p> <p>Processes are implemented to enable effective employee participation and engagement</p> <p>A process for reporting hazards and risks has been implemented</p> <p>A process for providing information on any hazards and risks to staff, students and visitors has been implemented</p> <p>A hazard register is easily accessible and controls are implemented and monitored for any identified risks or hazards</p> <p>Health and Safety register is reviewed regularly and trends are monitored</p> <p>Accidents and near misses are recorded and investigated. Notifiable events are reported to WorkSafe promptly.</p>	<p>Health and Safety at Work Act 2015</p> <p>Health and Safety at Work Act 2015 NZSTA Guide</p> <p>Worker engagement, participation and representation regulations 2016</p> <p>Work safe NZ Guide for Employers</p> <p>Tools, Checklists and other Resources – Ministry of Education</p> <p>Education Gazette for updates</p> <p>WorkSafe homepage</p> <p>WorkSafe notifiable events</p> <p>ACC - Preventing injuries</p> <p>New Zealand At Work - Workplace Bullying</p> <p>WorkSafe - Preventing and responding to workplace bullying</p> <p>WorkSafe - What is workplace bullying</p>	<p>Click here to enter text.</p>

HR Actions	Yes/No	Evidence of Compliance	Supporting Documentation/Resources	Progress to date and/or next steps
<p>areas covered by current legislation, MoE/Sector requirements or HR best practice</p> <p>Leave including long service, retirement, resigning and maternity leave entitlements for support staff are planned for and managed appropriately.</p>	<p>Click here to enter text.</p>	<p>Long service leave entitlements are applied where appropriate (there are different provisions for staff, some employed prior to 1992).</p> <p>All leave usage is documented to ensure large amounts are not accumulated.</p> <p>Accurate and up to date records are kept of any leave taken and liability identified.</p>	<p>MoE - Index of Collective agreements</p> <p>NZSTA paternity leave</p> <p>MBIE parental leave</p> <p>MBIE parental leave calculator</p> <p>NovoPay leave management</p> <p>How to count leave days before entering in NovoPay</p>	<p>Click here to enter text.</p>
<p>Boards should consider safe Internet use at their schools</p>		<p>A Cyber Safety Policy is recommended to be developed and implemented for the school with consistent guidelines,</p>	<p>Net safe Guidance on School Cyber safety</p> <p>Digital Technology Guidance for Schools</p>	

HR Actions	Yes/No	Evidence of Compliance	Supporting Documentation/Resources	Progress to date and/or next steps
<p>Areas covered by current legislation, MoE/Sector requirements or HR good practice</p> <p>The board will ensure they meet the requirements of the Vulnerable Children Act 2014</p>	<p>Click here to enter text.</p>	<p>Examples of documentation or information you may have to show you have completed the HR action</p> <p>The board have policies and strategies in place to ensure they are working towards the intent of the Vulnerable Children Act (VCA) of improving the well-being of vulnerable children</p> <p>Where appropriate the board have delegated authority to the principal eg development of procedures</p>	<p>Vulnerable Children Act 2014</p> <p>Vulnerable Children (Requirements for Safety Checks of Children's Workers) Regulations 2015</p>	<p>Click here to enter text.</p>
<p>The board will ensure that safety checks are completed for all employees</p>	<p>Click here to enter text.</p>	<p>A checklist to ensure that the School is meeting the VCA 2014 requirements specifically relating to:</p> <ul style="list-style-type: none"> • Teachers Police vetted by the Education Council and ensuring teachers are correctly safety checked. • Non-Teaching employees such as support staff are safety checked Ensure non-teaching Police vetting has been completed every three years from start date. 	<p>Part 10 Section 139AZD of the Education Act 1989 - covers police vetting of prospective school employees</p> <p>Section 78C - covers police vetting of non-teaching and unregistered employees at schools</p> <p>Section 78CB - specifies that anyone who has unsupervised access to students must have a police vet no more than two weeks after commencing employment</p> <p>Periodic Safety Check Requirements</p> <p>Police vetting forms</p>	<p>Click here to enter text.</p>

HR Actions	Yes/No	Evidence of Compliance Examples of documentation or information you may have to show you have completed the HR action	Supporting Documentation/Resources Additional information and templates e.g.	Progress to date and/or next steps
Areas covered by current legislation, MoE/Sector requirements or HR good practice				
The board or delegated person ensures that safety checks are completed for all relief teachers, coming into the school or kura	Click here to enter text.	A process is in place to manage all relief teachers entering the school on a short term or long term basis	Relieving teachers	Click here to enter text.
The board or delegated person will ensure contractors are Police vetted as required by the Education Act 1989.	Click here to enter text.	Contractors who are on site during school hours who may have unsupervised access to children during normal daytime hours.	Education Act 1989 s78CA Police vetting of contractors and their employees who work at schools	Click here to enter text.
As part of the school child protection policy the board will also consider police vetting volunteers	Click here to enter text.	Volunteers – Do not have to be safety checked unless the volunteering is part of an educational or vocational training course (e.g. a student teacher at a school as part of an education qualification). Businesses, unfunded non-government organisations, and voluntary organisations are encouraged to adopt the new standards voluntarily.	What checks do I need to undertake for adults coming into my school or kura?	Click here to enter text.

HR Actions	Yes/No	Evidence of Compliance	Supporting Documentation/Resources	Progress to date and/or next steps
<p>Areas covered by current legislation, MoE/Sector requirements or HR good practice</p> <p>The board will ensure that the treatment of information received from a Police vet is handled appropriately</p>	<p>Click here to enter text.</p>	<p>Delegation for Police vetting and viewing results has been applied appropriately</p> <p>Information supplied by Police is securely destroyed, or deleted if stored electronically, once it is no longer required for employment purposes.</p> <p>If the information needs to be kept for any audit purpose, the person being vetted is made aware of this before consenting to the vetting application.</p>	<p>Additional information and templates e.g.</p> <p>NZSTA - Personnel Files and Record Keeping</p>	<p>Click here to enter text.</p>

<p>The <School> Board of Trustees confirms it has completed the HR actions listed above</p>	<p>Governance</p> <p>Chairperson:</p> <p>Signature:</p> <p>Date: Click here to enter a date.</p>	<p>Management</p> <p>Principal:</p> <p>Signature:</p> <p>Date: Click here to enter a date.</p>
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Part 2: Continuous Improvement – General HR policies

HR Action	Yes/No	Possible evidence	Progress to date and/or next steps
<p>Examples of possible areas for continuous improvement</p> <p>Effective communication exists at the school using various forums to send out relevant information in a timely manner.</p> <p>or</p> <p>The board will ensure the work environment is positive with avenues for effective feedback e.g. regular staff engagement, exit interviews.</p>	Click here to enter text.	<p>Communication policy and relevant memo explaining this to staff.</p> <p>An exit interview is conducted with any staff who resign to assess areas for improvement, development or successes e.g. workplace culture</p>	Click here to enter text.

<p>The <School> Board of Trustees confirms it has completed the HR action listed above</p>	<p>Governance</p> <p>Chairperson:</p> <p>Signature:</p> <p>Date: Click here to enter a date.</p>	<p>Management</p> <p>Principal:</p> <p>Signature:</p> <p>Date: Click here to enter a date.</p>
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Koraunui School Principal

From: Rachel deLima-Brinkley
Sent: Sunday, 31 March 2019 9:01 AM
To: Koraunui School Principal; Gillian McPeake; Craig Press School Email; Chris Miller; Spencer Hiess; Vera Xu; Shane.doherty@mainstream.co.nz
Subject: Fwd: 2019 School Trustee Triennial Elections

Details of election, process dates and reimbursement for returning officer

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From: New Zealand School Trustees Association <reply@comms.nzsta.org.nz>
Sent: Wednesday, March 27, 2019 10:11 AM
Subject: 2019 School Trustee Triennial Elections
To: Rachel deLima-Brinkley <rachel.delima-brinkley@koraunui.school.nz>

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Elections update

27 March 2019

Returning officers' Memo 1 - 2019 School Trustee Triennial Elections

Kia ora,

Welcome, we are pleased to have you on board for the 2019 triennial school trustee elections! As the returning officer for the elections, you are responsible for running the election process at your school(s). We will be sending a number of memos between now and the end of the elections to support you in running a successful election process.

As a returning officer, you should confirm that:

- your school has a valid election date;
- you know the number of positions to be filled;
- you are familiar with the election process outlined in the Returning Officer Handbook; and that

- your school's parent electoral role is accurate.

If you are a board chair receiving this email, this means your school currently does not have a returning officer registered. As soon as you have appointed your returning officer, please ask them to register on the Trustee Elections website and pass this email update on to them.

Returning Officers' Handbook 2019-2022

The updated Returning Officers' Handbook 2019-2022 is now available on the Trustee Election website here. You should have also received a hard copy.

Key dates

Outlined below are the key dates for the 2019 triennial school trustee elections when using the recommended election date of Friday 7 June 2019.

Event	Date
Select Returning Officer by	Wednesday 1 May 2019
Close Main Roll	Noon Wednesday 8 May 2019
Call for Nominations by	Friday 10 May 2019
Close Supplementary Roll	Noon Wednesday 22 May 2019
Nominations Close	Noon Friday 24 May 2019
Voting Papers Sent by	Wednesday 29 May 2019
Election Day (voting closes)	Noon Friday 7 June 2019
Count Votes	Thursday 13 June 2019
Board Takes Office	Friday 14 June 2019

Have you got the right election day?

The recommended election date is Friday 7 June 2019. Boards can choose an alternative election date, but it must fall within the range of dates advised by the Ministry of Education: 17 May to 21 June 2019. Use the election planner tool to determine the required election timetable.

Returning officer log-in

If you have not already done so, log-in to the trustee elections website using the details you received when you initially registered and enter the agreed election date and the number of parent representative positions to be filled. Please remember to continually update on the website the number of nominations received during the election process.

Please note that we recently updated the trustee elections website along with the returning officer password. An email was sent to you on 25 February advising of the new details. If you are already registered, but unable to log in, please contact NZSTA Elections team.

Returning officer payment

The Ministry of Education provides funding for boards of trustees to hold their triennial and mid-term trustee elections. Out of this comes the returning officer's payment. The actual amount is for your school's board to decide. NZSTA recommends the fee is calculated on the basis of 50% of the school's base election funding for 2019, plus 25% of the per-student amount.

Election funding 2019:

	Funding (GST excl)	Funding (GST incl)
Base Rate	\$620.12	\$713.14
Per-Student Rate	\$7.09	\$8.16
Per-Student Rate (<i>Intermediate Schools only</i>)	\$10.62	\$12.22

For more information on funding see the [Ministry of Education website](#).

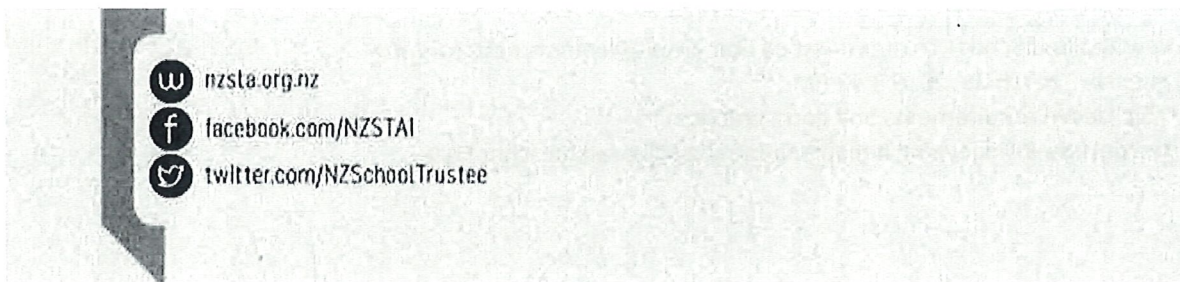
Contact the NZSTA Elections Team

Our team is here to support you and your board during the trustee elections:

- Trustee election website
- NZSTA Elections line 0800 ELECTIONS (0800 353 284)
- NZSTA email support electionsadvic@nzsta.org.nz

Kind regards,

NZSTA Elections Team



This email was sent to rachel.delima-brinkley@koraunui.school.nz

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PO Box 5123
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New Zealand

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Koraunui School Principal

From: Rachel deLima-Brinkley
Sent: Sunday, 31 March 2019 8:59 AM
To: Koraunui School Principal; Gillian McPeake; Craig Press School Email; Spencer Hiess; Chris Miller; Vera Xu; Shane.doherty@mainstream.co.nz
Subject: Fwd: Sick leave requirements and good practice

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From: New Zealand School Trustees Association <reply@comms.nzsta.org.nz>
Sent: Thursday, March 28, 2019 3:42 PM
Subject: Sick leave requirements and good practice
To: Rachel deLima-Brinkley <rachel.delima-brinkley@koraunui.school.nz>

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28 March 2019

Sick leave requirements and good practice

Kia ora,

With winter just around the corner, there will be the usual increase of illness occurring among staff and NZSTA thought it would be timely to provide some guidance around this.

As with all matters around employment, it is important that an employer remembers that any action they take must be fair, reasonable and proportionate to the circumstances. They must also ensure they always follow a proper legal process.

Each of the collective agreements (CA)s that apply to schools have clauses in relation to sick leave and it is important to check the version that applies to the employee requesting leave. You will find copies of the CAs on the Ministry of Education website.

NZ legislation states that payment for sick leave is only made when it is a day that the employee would normally have worked if they were not sick. However, school employment has some complex aspects when it comes to sick leave depending on whether employees are teachers, support staff, full time, part time, annualised etc. For example, teachers and principals are employed for 365 days, while support staff may be employed for between 40 or 52 weeks a year. Therefore, the way leave is deducted and counted can be

different than other sectors and varies dependent on the category of employee and CA. It is recommended employers and administrators consult Novopay's Counting Leave Days before submitting sick leave deductions in order to understand the requirements. When submitting a leave form to Novopay they will calculate pay and deductions from an employee's balance based on the agreement provisions, days worked and timing of leave.

If an employee has run out of sick leave and, depending on the circumstances an employee may be able to take paid or unpaid leave at the discretion of the employer. Discretionary leave may need to be approved by the board depending on delegations and policy. An employee who is employed for 52 weeks a year may be able to take annual leave if out of sick leave. However, it is important to ensure there is sufficient annual leave that provides for the employee to have rest and recreation during the year as this is the intent behind having annual leave. When sick leave is for a spouse or dependent there may also be provisions in the CA which apply.

An employee who needs to take sick leave must notify the employer as early as possible before they are due to start work on the day they are sick or if that is not practicable, as early as possible after that time. It would be a good idea to have clear procedures outlining the process you would like employees to use when advising they are sick, e.g. phone, text and who they are to contact. There should be some flexibility depending on the circumstances surrounding the illness.

Discretion when requesting a medical certificate

Each collective agreement outlines the circumstances around requesting a medical certificate. This varies between agreements, for example, some requests can be made for periods of sick leave 'in excess of 5 days' while others state 'after 2 days'. The language varies in the different CAs with some stating that if a certificate is requested it "must, may or shall be produced". Where the CA states that a certificate shall be produced there is no leeway as it is a requirement. If the CA uses terminology such as 'may' then it is at the employer's discretion.

When requesting a certificate it is really important to be fair and equitable among all staff. If for example, you request a certificate from one employee who is absent for the flu but did not request it from another staff member under the same circumstances and there is no reason to believe the illness is not genuine then it may not be a reasonable request under the circumstances.

If there is a school policy that outlines what is required then this should be consistently applied to all staff (as long as it fits with the terms in the CA). It is important to keep in mind the cost of visiting a doctor, ability to get an appointment and the financial impact on the staff member. It may be worth reviewing any policy you have around this.

A medical certificate may be requested earlier than what is stated in the collective agreement if you believe there are reasonable grounds to believe the sick leave is not genuine, for example, you observed the staff member going for a run when they said they had injured their leg. If you request a certificate earlier than what is stated in the CA the school would be required to cover the costs of a doctors visit.

What do you need on a medical certificate?

The Medical Council of NZ states what GPs are required to include on medical certificates. A summary of this is:

- meet relevant legislation eg Privacy Act 1993, be written legibly, and in a way that it is understandable by a non-medical person
- information should be accurate and based on clinical observation, with patient comment clearly distinguished from clinical observation
- provide the necessary information required by the school and consented to by the patient. It might include information on activities the staff member can or cannot do and any workplace factors that have contributed to the illness or injury.

- clearly identify the examination date and the period for leave or limitations on work (if any). Retrospective certificates should be clearly identified as such.

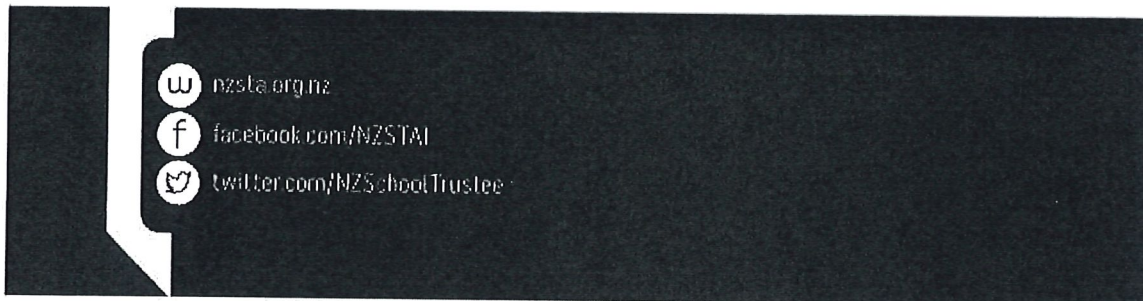
Medical clearance and return to work

If a staff member has been on sick leave for a significant period of time you may want to request a clearance from their doctor stating they are well enough before they return to work. This is a way you can ensure you are supporting staff health and wellbeing and they are not returning to work before they are well enough to do so. This can also act as a protection for the school under the Health and Safety at Work Act 2015. You have the option of a graduated return to work but this should be by mutual agreement and in line with the day to day needs of the school. If a graduated return to work would unduly affect students then this may not be the most practical solution. If the employee has been on work related ACC, a return to work plan could be worked out with them and ACC. If this is a non work related ACC illness/injury, then we recommend the school seek advice from NZSTA on considering and setting up a return to work plan.

Seek advice

It is important that any discussions around sick leave take into account that an employee is generally feeling vulnerable at this time whether the reason for this is physical or mental wellbeing. If you are concerned about how to manage the situation or need general advice on sick leave please contact NZSTA for advice.

Call 0800 782 435 or email eradvice@nzsta.org.nz.



This email was sent to rachel.delima-brinkley@koraunui.school.nz

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Wellington, 6140
New Zealand

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Koraunui School Principal

From: Rachel deLima-Brinkley
Sent: Sunday, 31 March 2019 8:58 AM
To: Koraunui School Principal; Gillian McPeake; Craig Press School Email; Chris Miller; Spencer Hiess; Vera Xu; Shane.doherty@mainstream.co.nz
Subject: Fwd: Membership matters 21 March 2019

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From: New Zealand School Trustees Association <reply@comms.nzsta.org.nz>
Sent: Thursday, March 21, 2019 10:31 AM
Subject: Membership matters 21 March 2019
To: Rachel deLima-Brinkley <rachel.delima-brinkley@koraunui.school.nz>

To view this email as a web page, [go here](#).



21 March 2019

Thank you to principals and staff in Christchurch

Again we have to thank the principals and staff of our Christchurch schools for keeping our children safe during the lockdown last week.

While we are all holding the families and communities affected in our hearts over the coming weeks, please also remember the helpers: first responders, bystanders, teachers and principals, neighbours and others who were drawn into those events and who have played such an important part in supporting and protecting them from further harm.

NZSTA's Christchurch office was evacuated on Friday afternoon but is now operating as normal.

To all those schools that have made donations to our Christchurch whānau – thank you. The generosity of our nation has known no bounds. Kia kaha.

School strike for climate change - "student voice" in action

Regardless of the position your school adopted on students' participation in the School Strike for Climate Change on Friday, this event gave us a powerful reminder that our children and young people are our future.

"Student voice" is recognised as an important part of learning and teaching but educating (and expecting?) our students to be active participants in society beyond the school gates has received less attention.

We are aware that a few boards and principals were uncomfortable with the situation they found themselves in regarding Friday's protest. Now would be a good time to follow through on those issues to ensure consistent school-wide policy and protocols about how your school enables students to make their experiences and opinions known.

If there are loose ends for your board, principal or community following the School Strike for Climate Change, it might be a good time to have that conversation.

Tomorrow's Schools taskforce

Thank you to everyone who has filled in our Tomorrow's Schools survey. We are currently drafting our submission in response to the Taskforce report informed by survey responses as they are received. Our submission will be published on the Submissions page of our website when it is complete.

- **Read more** about Tomorrow's Schools, and the government's review on our website.
- **Fill in** our survey (responses accepted until Friday 22 March)

PM Excellence awards

PM Excellence awards are now open until April 5th. The winning school, kura or early childhood service in each of the four categories and Education Focus Prize will receive a package that includes a trophy, a certificate, a \$20,000 financial award and professional development opportunities. If you are interested, find out more on the PM Awards website.

#ProudtobeaschoolTrustee

Share your stories with us on social media or email them to tofeedback@nzsta.org.nz using the hashtag #ProudtobeaschoolTrustee. Include a selfie. Remember to keep other people's names or other personal information out of it.

Tell us what you think:

- Tweet #ProudtobeaschoolTrustee to @nzschoolltrustee
- Post on Facebook #ProudtobeaschoolTrustee to @NZSTA1
- Email #ProudtobeaschoolTrustee to tofeedback@nzsta.org.nz

In my calendar

Coming up in my calendar over the next couple of weeks:

- Business as usual (and lots of it)
- Workforce Wellbeing framework
- PB4L Trustees

- Joint Taskforce on Reducing Compliance
- Integrated Education Data
- Education Workforce Advisory Group

Pitopito Korero - Key information for boards of trustees and principals

Read the latest Pitopito Korero updates for boards and principals from Secretary for Education Iona Holsted.

Noho ora mā!

Na

Lorraine Kerr MNZM
President



This email was sent to rachel.delima-brinkley@koraunui.school.nz

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New Zealand

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Koraunui School Principal

From: Rachel deLima-Brinkley
Sent: Sunday, 31 March 2019 8:57 AM
To: Koraunui School Principal; Gillian McPeake; Craig Press School Email; Spencer Hiess; Chris Miller; Shane.doherty@mainstream.co.nz; Vera Xu
Subject: Fwd: Ministry Bulletin for School Leaders | He Pitopito Kōrero Issue 106

Get [Outlook for iOS](#)

From: Iona Holsted - Secretary for Education <bulletin@education.govt.nz>
Sent: Monday, March 18, 2019 8:31 AM
Subject: Ministry Bulletin for School Leaders | He Pitopito Kōrero Issue 106
To: Rachel deLima-Brinkley <rachel.delima-brinkley@koraunui.school.nz>

[View or download the PDF version](#)



ISSUE No. 106 | 18 MARCH 2019

Ministry Bulletin for **SCHOOL LEADERS** He Pitopito Kōrero

Message from Iona Holsted

Kia ora koutou

This is a really tough time for New Zealanders and it's critical our children and young people get the support and care they need as they return to schools and other learning institutions.

Traumatic Incident support has been offered to all schools, kura

FEEDBACK

Send us your feedback, comments or questions »

CONTACT IONA HOLSTED

Send a message

and early learning services and our Traumatic Incident teams will begin visiting those who need immediate support from 8am today.

A number of schools have Mana Ake support or other services already working with them, but we will be checking in with these schools again to see if they need additional support.

I have 200 staff in Christchurch leading our response, including those experienced in working with refugee and migrant communities. They are working closely with Canterbury DHB staff to ensure all support is co-ordinated.

Yesterday, Directors of Education in every region contacted all schools, kura and early learning services to offer support, so please don't hesitate to contact them.

Additional staff are on standby across New Zealand in case they are needed.

While we remain very focused on Christchurch schools, kura and early learning services, we know children and young people around the country have been impacted by Friday's events and we will also ensure they are provided with the support they need.

I would like to thank principals, teachers and early learning leaders and staff for keeping children safe on Friday.

Ngā mihi
Iona

Critical need to know and action

Annual reports must be submitted to auditors by **31 March**. [Read more...](#)

Reminder: Please submit your school's charter and analysis of variance documents using the [School Data Portal](#). [Read more...](#)

The 2019 Operational Funding Entitlement, April Instalment notices and 1 March Confirmed Staffing Entitlement Notices will be available via the School Data Portal on 27 March 2019. Visit [our website](#) for more information and instructions on how to access the portal.

Information about special provisions for schools that have a confirmed case of measles. [Read more...](#)

directly to Iona
Holsted

Ministry key dates' calendar

Regional News

» Tai Tokerau

[Update from Hira Gage](#)

» Auckland

[Update from Isabel Evans](#)

» Waikato

[Update from Paula Rawiri](#)

» Bay of Plenty, Waiariki

[Update from Ezra Schuster](#)

» Taranaki, Whanganui, Manawatu

[Update from Jann Marshall](#)

» Hawke's Bay, Tairāwhiti

[Update from Roy Sye](#)

» Wellington

[Update from Erika Ross](#)

» Nelson, Marlborough, West Coast

[Update from Derek Lucić](#)

Final reminder: If you use [Symantec antivirus software](#) version 12, you should upgrade to [version 14 before 3 April 2019](#) as software bug fixes will no longer be available for V12 and **your school will need to cover 20 percent additional support charges** after this date. Please forward this information to your school IT administrator and email [Datacom](#) or call ICT Helpdesk 0800 225542 if you need support to upgrade.

Heads up

We are changing the way 10 Year Property Plan (10YPP) consultants are engaged to complete your school's 10YPP. [Read more...](#)

The [2019 Prime Minister's Education Excellence Awards](#) **close on 5 April**. If your team's achieving great things for learners, their whānau and your community, it's time to share your story so others can follow in your footsteps – enter the Awards now.

This year's [Bullying-Free NZ Week](#) **free** School Activity Pack is now available, featuring a wealth of bullying prevention-themed activities. [Download a copy \[PDF\]](#) or email info@bullyingfree.nz for a hard copy. You can also use the [media guide for schools \[PDF\]](#) to tell your community about your school's bullying prevention activities.

[Guidance about navigating the Privacy Act](#) is now available in the Education Gazette.

An Official Information Act (OIA) request is being prepared for release on 20 March. The OIA asks for **roll capacity and utilisation rates for schools above 89 percent and below 51 percent**. The OIA may generate media interest or enquiries for schools in either of these situations. We will contact all schools that are included in the OIA prior to the release of the OIA. However, please contact your regional Ministry office if you have any questions.

We are hosting a series of 'Property 101' events across New Zealand this year. [Read more...](#)

Supporting your staff as they incorporate the new Digital Technologies and Hangarau Matihiko curriculum content into your classroom learning. [Read more...](#)

Entries for the [Ngārimu video competition](#) open 8 April. The competition is open to Year 7-13 students to produce a video that takes a deeper look at the 28th Māori Battalion.

» [Canterbury](#)

[Update from Coralanne Child](#)

» [Otago, Southland](#)

[Update from Julie Anderson](#)

Events

» [23-24 MAR Pasifika Festival, Western Springs Park Auckland](#)

» [2-9 APR Positive Education New Zealand, Christchurch](#)

» [15 APR National Assessment Seminar, Hamilton](#)

» [16 APR National Assessment Seminar, Christchurch](#)

» [16-17 APR NZACE International Conference 2019, Wellington](#)

» [17 APR National Assessment Seminar, Palmerston North](#)

» [22 APR Earth Day](#)

Ministry Newsletters

» [All Ministry Newsletters](#)

Education Websites

» [Education-related websites](#)

Early Learning Bulletin

A project manager must be nominated for all school property projects. [Read more...](#)

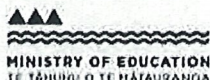
» [He Pānui
Kōhungahunga - Early
Learning Bulletin](#)

Final reminder: Voting closes 12pm, 26 March for the Teaching Council elections. See [Issue 105 of the Bulletin \[PDF\]](#) for more information.

Techweek 2019 – 20-26 May 2019

[Techweek 2019](#) is an opportunity for schools to discover what possibilities the future of work may hold. A series of events will run across New Zealand from **20-26 May** that may be of interest as you integrate the Digital Technologies and Hangarau Matihiko curriculum content into your teaching and learning programmes. [Teachers can sign up to receive updates as events are confirmed.](#)

Contact us at: bulletin@education.govt.nz | +64 4 463 8000 | education.govt.nz
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newzealand.govt.nz

Koraunui School Board of Trustees Vision Survey




Key Words and Themes following staff review of comments – Staff Meeting Wednesday 20.03.19

Safe x 2	Confident x 4	Diverse Curriculum/Rich Programme	Leaders/Leadership x 2	
KORAU Values	Respect x 2/Respected/Respectful	Te reo	Kaupapa Maori	
Independent x 2	Communication	Unified	EOTC	Reaching potential
Resilient	Courage	Positive	Problem solving	self-confident/belief



Q1

 Save as ▼

What are your aspirations for your child/children while they are at Koraunui School?

Answered: 19 Skipped: 0

RESPONSES (19) WORD CLOUD TAGS (0)

Showing 19 responses

To nurture their interests in a learning environment that treasures more than reading writing and math but also the environment sciences and art . For them to find and hold onto a passion whatever it is for them
3/9/2019 10:07 PM [Add tags](#) - [View respondent's answers](#)

Becoming a leader
3/9/2019 1:10 AM [Add tags](#) - [View respondent's answers](#)

To speak confidently in te reo. To find out more about what they enjoy doing, their strengths and weaknesses - and how to develop a growth mindset in order to turn their weaknesses into strengths.
3/8/2019 8:42 PM [Add tags](#) - [View respondent's answers](#)

To be taught in a safe and honest environment and that confidence is installed in them whether it's from their peers or teachers
3/8/2019 4:52 PM [Add tags](#) - [View respondent's answers](#)

to be able to learn great leadership skills and be proud of their learning environment.
3/8/2019 4:50 PM [Add tags](#) - [View respondent's answers](#)

To grow in confidence academically, socially and be safe to learn through their successes and mistakes.
3/8/2019 4:01 PM [Add tags](#) - [View respondent's answers](#)

Learn the basic fundamentals, kindness, respect and social skills
3/8/2019 3:34 PM [Add tags](#) - [View respondent's answers](#)

To learn the basic foundation of education in order to set them up for the next level of education
3/8/2019 1:26 PM [Add tags](#) - [View respondent's answers](#)

to learn in an environment where the feel safe, accepted and encouraged. That they have a rich program with subjects from all sorts of information and society
3/8/2019 12:32 PM [Add tags](#) - [View respondent's answers](#)

Confidence, collaboration, friendships
3/8/2019 12:19 PM [Add tags](#) - [View respondent's answers](#)

To be and feel safe while at school.
3/8/2019 10:43 AM [Add tags](#) - [View respondent's answers](#)

To practice being a good example/ role model for our younger children. Practicing the Korau values on the daily. Trying something or experiencing something they haven't done before

3/7/2019 3:26 PM [Add tags](#) - [View respondent's answers](#)

I want them to receive the highest level of teachers possible to allow them to be confident able learners

3/7/2019 11:24 AM [Add tags](#) - [View respondent's answers](#)

To gain confidence and to learn the necessary skills they need to help nurture and support them into their adolescent years then adulthood.

3/4/2019 4:58 PM [Add tags](#) - [View respondent's answers](#)

Aside from being taught at the appropriate level for their development and having opportunities to stretch their learning? I'm finding it hard to answer this question. I don't understand what you need to know.

3/4/2019 7:57 AM [Add tags](#) - [View respondent's answers](#)

That our children are provided with solid foundational learning as a basis for their acceleration to reaching their potential at higher levels of schooling.

3/3/2019 4:09 PM [Add tags](#) - [View respondent's answers](#)

To be heard and treated with respect, not only by their peers but the teachers too

3/3/2019 10:31 AM [Add tags](#) - [View respondent's answers](#)

I want my child to be a confident and well rounded learner. I want my child to be literate and numerate. I want my child to be aware of the environment and the importance of looking after it. I want my child to come to school every day excited to learn and happy to be at school.

2/26/2019 8:03 PM [Add tags](#) - [View respondent's answers](#)

To become confident, competent young people who are feel prepared and happy, embedded with kaupapa Māori values, to move into their next steps after Korauuni.

2/26/2019 8:01 PM



When your child/children leave Koraunui School, what would you like them to look/sound like?

Answered: 19 Skipped: 0

RESPONSES (19) WORD CLOUD TAGS (0)

Showing 19 responses



Independent. Giving things a go (taking risks) reading themselves a book and enjoying it. Writing sentences. Long lasting friendships. Enjoyment of learning (at least one subject)

3/9/2019 10:07 PM [Add tags](#) - [View respondent's answers](#)



Very well mannered

3/9/2019 1:10 AM [Add tags](#) - [View respondent's answers](#)



Confident, showing initiative, having independent thoughts and an open mind towards learning and the world around them. Able to question and not just accept things as they are

3/8/2019 8:42 PM [Add tags](#) - [View respondent's answers](#)



I would like them to be confident and willing to give different things ago

3/8/2019 4:52 PM [Add tags](#) - [View respondent's answers](#)



confident and be sure of what skills they have achieved.

3/8/2019 4:50 PM [Add tags](#) - [View respondent's answers](#)



To look/sound respectful of others and self-confident.

3/8/2019 4:01 PM [Add tags](#) - [View respondent's answers](#)



Mature and responsible

3/8/2019 3:34 PM [Add tags](#) - [View respondent's answers](#)



Confident and eager to build upon the foundation of learning

3/8/2019 1:26 PM [Add tags](#) - [View respondent's answers](#)



Be confident and looking forward to learn more in the next level. Ready to take on the world

3/8/2019 12:32 PM [Add tags](#) - [View respondent's answers](#)



Respectful, curious, happy

3/8/2019 12:19 PM [Add tags](#) - [View respondent's answers](#)



To be a positive enthusiastic learner.

3/8/2019 10:43 AM [Add tags](#) - [View respondent's answers](#)



I want them to look like a respectful/polite young individual whose keen to continue their learning journey. That they can express their interests/feelings through various mediums. Dance, speech, waiata.

3/7/2019 3:26 PM [Add tags](#) - [View respondent's answers](#)



Confident, kind intelligent people

3/7/2019 11:24 AM [Add tags](#) - [View respondent's answers](#)



Being confident that they've gained enough knowledge to help them with their future studies and education.

3/4/2019 4:58 PM [Add tags](#) - [View respondent's answers](#)



Confident in what they know.

3/4/2019 7:57 AM [Add tags](#) - [View respondent's answers](#)



Polite, well-rounded and well spoken young citizens.

3/3/2019 4:09 PM [Add tags](#) - [View respondent's answers](#)



Respectable and talking actual English

3/3/2019 10:31 AM [Add tags](#) - [View respondent's answers](#)



A confident, happy, excited learner somebody who knows their place in the world.

2/26/2019 8:03 PM [Add tags](#) - [View respondent's answers](#)



I would like them to sound confident and content with their ability, in the areas of literacy and numeracy, but also within their own being - comfortable in their own skin

2/26/2019 8:01 PM

Q3



Save as ▼

What are the most important learning areas for you and your child/children?

Answered: 19 Skipped: 0

[RESPONSES \(19\)](#) [WORD CLOUD](#) [TAGS \(0\)](#)

Showing 19 responses



The basics are always important (reading writing and math) but so is the environment, science, art and the school values. Kindness goes a long way

3/9/2019 10:07 PM [Add tags](#) - [View respondent's answers](#)



All Areas

3/9/2019 1:10 AM [Add tags](#) - [View respondent's answers](#)



Te reo me Ngā tikanga Māori. Science and maths. General knowledge. Inquiry.

3/8/2019 8:42 PM [Add tags](#) - [View respondent's answers](#)



Reading, writing and math is also fitness I think if a child it fit they are capable of learning so much more (especially if they eat right)

3/8/2019 4:52 PM [Add tags](#) - [View respondent's answers](#)



all aspects

3/8/2019 4:50 PM [Add tags](#) - [View respondent's answers](#)



All areas of the curriculum, including sciences, arts, social development and understanding English & Maori, and PE/EOTC. A well-rounded curriculum with good reporting to parents bin in all subjects.

3/8/2019 4:01 PM [Add tags](#) - [View respondent's answers](#)



English, math and sport

3/8/2019 3:34 PM [Add tags](#) - [View respondent's answers](#)



Reading, arithmetic. Confidence and responsible

3/8/2019 1:26 PM [Add tags](#) - [View respondent's answers](#)



All areas, as mentioned in 1

3/8/2019 12:32 PM [Add tags](#) - [View respondent's answers](#)



Science, technology, arts

3/8/2019 12:19 PM [Add tags](#) - [View respondent's answers](#)



Literacy the

3/8/2019 10:43 AM [Add tags](#) - [View respondent's answers](#)



Becoming more confident in their abilities. Learning good ways to manage feelings good and bad.

3/7/2019 3:26 PM [Add tags](#) - [View respondent's answers](#)



Literacy, science and maths. I love how a Koraunui teaches these subjects in a fun environment

3/7/2019 11:24 AM [Add tags](#) - [View respondent's answers](#)



How to learn i.e. having different learning methods. Goal setting.

3/4/2019 4:58 PM [Add tags](#) - [View respondent's answers](#)



The ones that set them up for intermediate to smooth their transition into the next stage. I'm not sure what all of the learning areas are without checking against a school report. And the focus is different for each of my kids

3/4/2019 7:57 AM [Add tags](#) - [View respondent's answers](#)



Reading, writing, maths and science.

3/3/2019 4:09 PM [Add tags](#) - [View respondent's answers](#)



To feel engaged in their class, be able to share their opinion/answer without backlash

3/3/2019 10:31 AM [Add tags -View respondent's answers](#)



lots; reading, writing, maths, science, hands on learning, the arts all of these help to create a well rounded individual. Also a student who is aware of the technologies

2/26/2019 8:03 PM [Add tags -View respondent's answers](#)



All areas

2/26/2019 8:01 PM [Add tags -View respondent's answers](#)

Q4



Save as ▼

What are the skills and qualities you would like your child/children to develop while at Koraunui School?

Answered: 19 Skipped: 0

[RESPONSES \(19\)](#) [WORD CLOUD](#) [TAGS \(0\)](#)

Showing 19 responses



Science, art, reading, Writing, math, kapa haka, te reo (for the whole school not just in the whanau classes) , independence, swimming, school values and the environment... no name a few

3/9/2019 10:07 PM [Add tags -View respondent's answers](#)



Self starting, hunger to succeed great with any directive given

3/9/2019 1:10 AM [Add tags -View respondent's answers](#)



Confident speaking in front of people. Leadership. Resilience. Able to fail at something and then figure out how to improve. Perseverance.

3/8/2019 8:42 PM [Add tags -View respondent's answers](#)



Language skills, culture skills and diversity. Learning about real life events especially money and everyday things. Confidence is something that should be installed in all our children

3/8/2019 4:52 PM [Add tags -View respondent's answers](#)



self confidence, the abilities to care for all walks of life.

3/8/2019 4:50 PM [Add tags -View respondent's answers](#)



Independence, cooperation, kindness, well organised, self-motivation

3/8/2019 4:01 PM [Add tags -View respondent's answers](#)



Kindness, caring for her peers

3/8/2019 3:34 PM [Add tags -View respondent's answers](#)



Confidence, self belief, and skills in how to work well in both group situations and individual situations

3/8/2019 1:26 PM [Add tags -View respondent's answers](#)



KORAU values already cover a lot. Being confident and believe in themselves.

3/8/2019 12:32 PM [Add tags -View respondent's answers](#)



Ability to speak up for themselves and others Ability to decipher information and find reliable sources

3/8/2019 12:19 PM [Add tags -View respondent's answers](#)



More positive and enthusiastic in his learning.

3/8/2019 10:43 AM [Add tags -View respondent's answers](#)



Communication both speech and written. Being able to articulate ideas and follow them through to completion. Leadership skills

3/7/2019 3:26 PM [Add tags -View respondent's answers](#)



Leadership, confidence in public speaking. I want them to be problem solvers with a kind and caring demeanour

3/7/2019 11:24 AM [Add tags -View respondent's answers](#)



Being kind but also a sense of courage.

3/4/2019 4:58 PM [Add tags -View respondent's answers](#)



That they know how to ask the right questions to ensure they are learning or understand what is being asked of them.

3/4/2019 7:57 AM [Add tags -View respondent's answers](#)



Deep thinking, compassionate young learners who are fully engaged with the complexity of the physical and social world around them.

3/3/2019 4:09 PM [Add tags -View respondent's answers](#)



Respecting others, feeling of independence but knowing when to ask for help aswell

3/3/2019 10:31 AM [Add tags -View respondent's answers](#)



to work as part of a group, working alongside others including others and being co-operative. a child who takes responsibility for their learning and their behaviour. someone who supports others and is able to explain their learning to others. someone who is able to think critically and is driven to do their own inquiries

2/26/2019 8:03 PM [Add tags -View respondent's answers](#)



Writing and maths
2/26/2019 8:01 PM

Q5



Save as ▼

Please add any other comments

Answered: 12 Skipped: 7

RESPONSES (12) WORD CLOUD TAGS (0)

Showing 12 responses



I really hope the school goes forward as one as opposed to divided as it sometimes seems with the whanau classes vs the regular classes. For instance kapa haka is not an option for the whole school which is unfair. I also think children with learning needs must always be given consideration with attention and resources as opposed to only going to the children that are disruptive to class. Otherwise children will slip through the cracks.

3/9/2019 10:07 PM [Add tags](#) - [View respondent's answers](#)



Koraunui is a great school, I think in some areas there is great strength and in other areas there is definitely places to work on

3/8/2019 4:52 PM [Add tags](#) - [View respondent's answers](#)



my children have gained their mana through the guidance of many from the School community and their Whanau, keep striving to do the best Koraunui School

3/8/2019 4:50 PM [Add tags](#) - [View respondent's answers](#)



Have been very impressed with the school amazing activities and opportunities for the kids.

3/8/2019 3:34 PM [Add tags](#) - [View respondent's answers](#)

N/A

3/8/2019 1:26 PM [Add tags](#) - [View respondent's answers](#)

Thanks for all the hard work you are all putting in!

3/8/2019 12:19 PM [Add tags](#) - [View respondent's answers](#)

I have seen the huge turn around since my son has had the Tuakana Teina bond with a younger child. I think the whole school should be encouraged to do this as it does benefit people.

3/8/2019 10:43 AM [Add tags](#) - [View respondent's answers](#)

Koraunui school fosters an inclusive environment. I love that the children are given lots of opportunities to do education outside the classroom

3/7/2019 11:24 AM [Add tags](#) - [View respondent's answers](#)

Over the years I have struggled with things as an adult that I've been told has stemmed back from my childhood. I believe we still need to have a good discipline culture with our children, but in a positive environment.

3/4/2019 4:58 PM [Add tags](#) - [View respondent's answers](#)

Can you please call me about this survey. I'm very interested in contributing well. [Orsty Jones 021 168 68 63](#)

3/4/2019 7:57 AM [Add tags](#) - [View respondent's answers](#)

The ideal for the school should be to support all pupils to reach their full potential regardless of their beginning point and to avoid mediocrity and lack of ambition.

3/3/2019 4:09 PM

████████████████████