

Board of Trustees Meeting Agenda – 6 March 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 Operations Update; NZSTA Election communications x2 (previously forwarded to Board); Ministry Bulletin for School Leaders | He Pitopito Kōrero Issue 104 (previously forwarded to Board); Ministry Bulletin for School Leaders | He Pitopito Kōrero Issue 105 (previously forwarded to Board);

2. Strategic Decisions

- 2.1 Strategic decisions made if required
 - 2.1.1 Policy ratifications
 - 2.1.2 Year Board plan
 - 2.1.3 Strategic plan, Annual Plan, Vision, Charter
 - 2.1.4 2019 Board of Trustees Elections
 - 2.1.5 hr Toolkit Checklist 1

3. Monitoring

- 3.1 Principals Report
- 3.2 Finance
 - 3.2.1 End of month finance report
- 3.3 Property
- 3.4 Health and Safety
- 3.5 IT
- 3.6 Curriculum
 - 3.6.1 Special Needs
 - 3.6.2 Key Competencies
- 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.

Koraunui School Principal

From: Rachel deLima-Brinkley
Sent: Sunday, 3 March 2019 11:17 AM
To: Koraunui School Principal; Gillian McPeake; Chris Miller; Craig Press School Email; shane@fridayhomes.co.nz; Vera Xu; Spencer Hiess
Subject: Fw: Operations update, Term 1 2019

FYI

From: New Zealand School Trustees Association <reply@comms.nzsta.org.nz>
Sent: Wednesday, 27 February 2019 2:10 PM
To: Rachel deLima-Brinkley
Subject: Operations update, Term 1 2019

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

A banner with a dark background and a white speech bubble containing the text "Operations update".

Operations update



27 February 2019

Tēnā koutou,

A new year is an exciting time to come back refreshed and looking forward to the opportunities of the coming year.

2019 will potentially be one of the busiest yet for NZSTA, with trustee elections, ongoing collective negotiations, new legislation coming into effect, and the Tomorrow's Schools proposals to be considered.

The NZSTA operations team is rolling up its sleeves to ensure that we continue to effectively provide you with all the advice and support you need. We acknowledge and appreciate the work you do in governing your schools.

This Term 1 Update is coming from our Senior Advisory team:

- Sue Cotter and Liz Riddiford, Senior Advisers, Governance
- Catherine Bates and Nicole Williams, Senior Advisers, Employment

because we have had to say goodbye to Rob Gold, our General Manger Operations. We wish him well in his new role in the Ministry of Education.

For any questions or concerns all roads can lead to us if you contact the Advisory and Support Centre via govadvice@nzsta.org.nz or eradvice@nzsta.org.nz

Nā mātou noa, nā

Kōrari programme

Learn more about the role of a school trustee

The programme provides governance training for people who'd like to learn about the role of the school trustee. Sessions are being planned around the country for those who'd like to learn more about Kōrari. Registrations to Kōrari are available on the NZSTA website on the Information for parents page.

Once registered you'll have access to the:

- Learning modules
- Sessions and events in your region
- Personal record of learning

Student wellbeing

Boards are required to provide a safe physical and emotional environment for students. Research shows that when young people feel safe and cared about at school they are better able to learn and there are critical links between student wellbeing and achievement.

www.wellbeingatschool.org.nz hosts a range of evidence-based tools, resources, and services which are funded by the Ministry of Education and free for schools to use. There are two toolkits that can be used to build the board's capacity to create a safe climate, deter aggressive and bullying behaviour and think critically about improving the way in which the school includes all students, particularly those with extra support needs.

- Wellbeing@school self review toolkit
- Inclusive practices self review toolkit

NZSTA would also encourage boards to complete the NZCER Wellbeing at school survey at the link above.

Collective bargaining

Primary and Secondary Teachers, Primary Principals Collective Agreements

Collective Bargaining continues to feature in the media, highlighting pay and workload issues.

NZSTA is working closely with the Ministry of Education, NZEI Te Riu Roa and the Post Primary Teachers' Association as the parties look for resolution. The parties continue negotiations through mediation with further dates set.

This is an ongoing process and the possibility of further industrial action exists. We will keep you informed as things develop,

Special Residential Schools

Negotiations for the Special Residential Schools Collective Agreement have been completed. These changes will be ratified on 28th February 2019.

Secondary and Area School Groundstaff

The Secondary and Area Groundstaff Collective Agreement has expired without bargaining being initiated. Union members should now revert to individual employment agreements based on terms and conditions from the expired collective agreement. We recommend you contact the Advisory and Support Centre for advice in setting this up.

Queries and comments on the above can be directed to bargaining@nzsta.org.nz.

2019 Trustee elections

Preparations for 2019 Elections are well underway at NZSTA. We welcome our Elections project manager, Kathryn Ridgway and her team of advisers dedicated specifically to responding to election enquiries. This dedicated team is in addition to our advisory and support team who will continue to provide advice and support to both boards or trustees and election returning officers.

By now, boards should have turned their minds to appointing their election returning officer and being proactive around succession planning. NZSTA has developed a governance support resource to assist with getting started.

The NZSTA trustee election website includes advice for boards around preparing for and promoting the elections.

The same website also provides useful information for community members who may be considering standing for election including details of the Kōrari programme – a series of workshops to be delivered around the country providing an introduction to school trusteeship. View the page [here](#).

Once appointed, returning officers (ROs) should register on the RO section of the election website. They are welcome to download the updated 2019-2022 RO handbook. The hard copy 2019-2022 edition is currently in its final stages of production, and will shortly be posted out to boards for their returning officers to use.

If you have any questions or would like advice in relation to the triennial elections, you can contact the Advisory and Support Centre elections team on 0800 election (0800 353 284) or by email: electionsadvice@nzsta.org.nz

Student representative residential programme

Spirit of Adventure

In January and February 120 student representatives participated in three sailings on board the Spirit of New Zealand in a joint venture between NZSTA and the Spirit of Adventure Trust. This is an annual NZSTA event that provides student trustees with governance professional development and opportunities to move outside their comfort zones and increase their confidence to take on challenges in life.

The Spirit of Adventure programme complements the board chair residential programme which will be delivered in 2020, in line with NZSTA's usual schedule.

Trustee professional development

NZSTA continues to provide advice and support for boards leading up to the trustee elections – now is the time for boards to get everything 'ship-shape' ready for hand over. For details of succession planning, strategic planning and many other workshops please log in to the NZSTA learning management system. If you cannot see the workshop or professional development that you are interested in, please contact pdadvice@nzsta.org.nz.

Planning and reporting

As we are all aware, the Education Amendment Act (EAA) 2018 passed into law on 24 October 2018. The new planning and reporting framework for boards brought in by the Education (Update) Amendment Act 2017 will come into effect 1 January 2020 and the EAA 2018 brings in a transitional process. An important summary of key planning and reporting changes for the board in 2020 and up to date information can be found on the NZSTA website.

Minimum wage increase

From 1 April 2019, the minimum wage will increase to \$17.70 per hour, an increase of \$1.20 per hour. Novopay will automatically apply the new minimum wage to any employees currently paid at a lesser rate. Additionally, changes which incur costs may potentially occur to pay scales where steps fall below the minimum. This would mean increases to those employees paid above the minimum in order to preserve relativities in the pay scale. These are still under negotiation between the Ministry and the relevant unions and we will provide information as soon as it is available.

The Government also set indicative rates of \$18.90 from 1 April 2020 and to \$20 from 1 April 2021. These rates will be subject to each year's annual review, but boards need to plan accordingly for future budgets.

Fixed term agreements

We are seeing an increase in concerns raised regarding genuine reasons for fixed term appointments. School employers need to ensure familiarity and compliance with the legal requirements around fixed term employment as there could be a large cost to getting it wrong. A summary is available on our website.

NZSTA offers forms and templates for fixed term employees. If you need to use wording other than that specified in the templates, we recommend that you first allow sufficient time for it to be reviewed by NZSTA's Advisory and Support Centre.

If unsure whether there is a genuine reason based on reasonable grounds for a fixed term, seek advice from the ASC before entering into or ending a fixed term agreement.

Domestic Violence - Victims' Protection Act 2018

The Domestic Violence Victims' Protection Act 2018 (the Act) comes into effect from 1 April 2019. This Act amends the Domestic Violence Act 1995, Employment Relations Act 2000, Health and Safety at Work Act 2015, Holidays Act 2003, and Human Rights Act 1993 with a view to enhancing legal protections for victims of domestic violence.

Domestic violence means violence from one person against another person who is in a domestic relationship e.g. a partner or family member or is in a close personal relationship.

Violence means physical, sexual or psychological abuse e.g. intimidation, harassment, financial. The Act also applies when a child lives at the residence and experiences domestic violence.

NZSTA will provide more information and guidance on the changes before 1 April however the main points are summarised below.

Domestic Violence Leave

There is now a new category of leave under the Holidays Act 2003 which supports an employee who is "affected by domestic violence" which provides up to 10 days paid domestic violence leave per year after an employee has completed 6 months continuous employment. The entitlement applies for each 12 month of continuous employment. Unlike sick leave, domestic violence leave does not accrue and cannot be carried forward. This leave applies even if the domestic violence occurred sometime in the past.

Flexible Working Arrangements

An employee affected by domestic violence is also entitled to seek flexible working arrangements, for a short-term period of no more than 2 months.

Refusal

Proof may be required by an employer if a request is made for flexible working arrangements. Failure to provide that proof is one of the grounds that an employer can rely on in refusing a request. The other ground is that the employer cannot reasonably accommodate the request for example an inability to reorganise work among existing staff.

Tomorrow's Schools report - seeking your views

By now you should have had time to look through the Taskforce report and give some thought to their recommendations for how the role of school boards of trustees should change.

If you are an NZSTA member board you should have received a link to our member survey asking you to tell

us what you think about the Taskforce's views. We're also asking for some base-line information about trustees' day jobs to help us dispel the myth that parent trustees aren't up to the job. Please check Membership Matters dated 8 February for links to this survey (you will have to log into the members' area of the website to access it).

Publishing annual reports on a website controlled by the school

With the end of the 2018 financial year now past, and deadlines for annual reports now looming, it is timely to remind boards that they need to publish their annual report on their school website. If your school does not have a website the Ministry of Education has a process for publishing the report. It is important for the school's community to know and understand the work of the board.

Note: It is also now a legal requirement (section 87AB Education Act). See our Education Act Update page for more information.

For advice, Contact Advisory and Support Centre on 0800 782 435, option 1.

Acting principals

When a board employs an acting/relieving principal, or a member of staff acts up into the role of principal in the absence of the principal, the delegations for the principal would then sit with the acting principal until such time as the principal returns from leave. This applies no matter the reason for the leave (i.e. sick leave, discretionary leave, study or sabbatical leave).

In these circumstances, the principal on leave is not able to perform their duties as the day-to-day manager of the school and instead the day-to-day operations of the school will be the responsibility of the acting principal.

It would be best practice for the board to ensure delegations are discussed with the acting principal and that these delegations be recorded in writing.

Principal Performance Review

Part 4 of the Principals' Collective Agreements, cover principal performance review. The board has an obligation to put in place an annual performance agreement and carry out a review (appraisal) of the principal every year. The purpose of this process is to ensure the principal is aware of the board's objectives, assist the principal's professional learning and development, and improve/acknowledge performance in terms of accountability and development.

Developing the performance agreement should be a consultative process with the board (or delegate/s of the board) and principal. Templates, advice and guidance for boards on the performance review process can be found on the NZSTA website.

Boards who wish to engage further support in this process from educational performance review/appraisal consultants are recommended to go to our Endorsed Consultant page, which has profiles of consultants who are endorsed by NZSTA, as well as general guidance about working with consultants in performance review/appraisal and appointment processes.



nzsta.org.nz



facebook.com/NZSTA1



twitter.com/NZSchoolTrustee

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

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Our mailing address is:
New Zealand School Trustees Association
PO Box 5123

Koraunui School Principal

From: Rachel deLima-Brinkley
Sent: Sunday, 3 March 2019 11:17 AM
To: Koraunui School Principal; Gillian McPeake; Craig Press School Email; shane@fridayhomes.co.nz; Vera Xu; Chris Miller; Spencer Hiess
Subject: Fw: NZSTA Election readiness survey

FYI

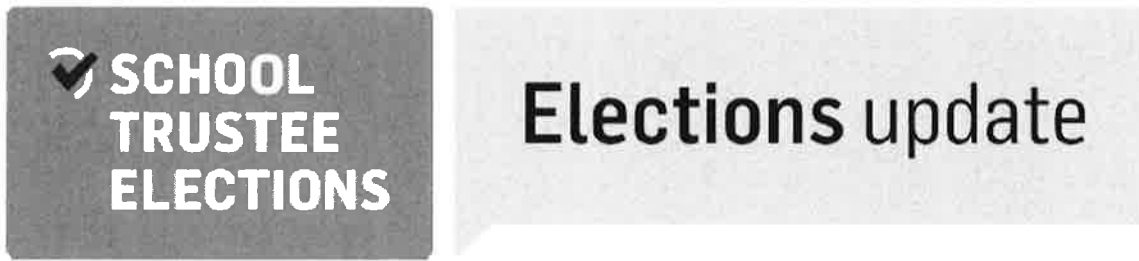
From: New Zealand School Trustees Association <reply@comms.nzsta.org.nz>

Sent: Monday, 25 February 2019 1:31 PM

To: Rachel deLima-Brinkley

Subject: NZSTA Election readiness survey

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



25 February 2019

NZSTA Election readiness survey

Kia ora,

With the school trustee elections approaching fast, we are surveying all board chairs across the country to determine their board's readiness and how we can help you. We would appreciate you completing this survey, it will only take 1-2 minutes.

The questions in the survey relate to the appointment of a returning officer, the common date for these elections, number of positions to be filled and accessing election resources and assistance.

Please click on the button below to take the survey. This survey will close on **Wednesday 6th March 2019**.

Take the survey

About the 2019 triennial school trustee elections

Range of dates

The Minister has gazetted the date range within which the elections must be held. This is from 17 May 2019 until 21 June 2019.

Recommended common election date

Friday 7 June 2019 is the recommended or common election date. This would allow parent and staff representative elections to be held during the school term and meet the timeframe. Below are the deadlines if you're using this date (you can also use our election planner tool):

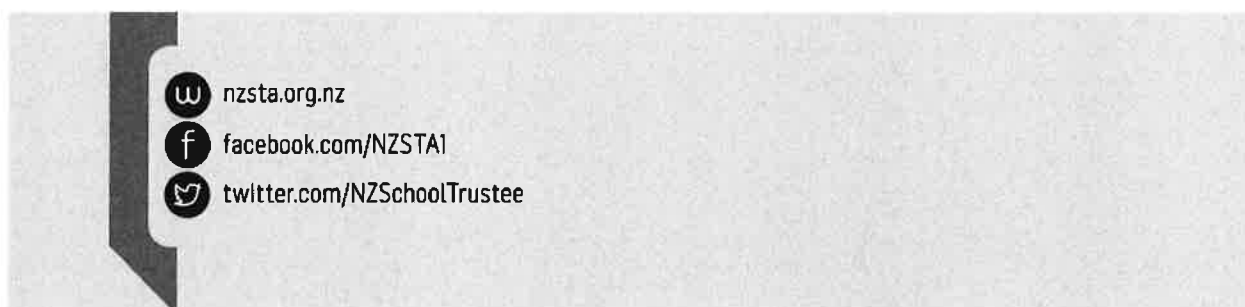
Event	Date
Select Returning Officer by	Wednesday 1 May 2019
Close Main Roll	Noon Wednesday 8 May 2019
Call for Nominations by	Friday 10 May 2019
Close Supplementary Roll	Noon Wednesday 22 May 2019
Nominations Close	Noon Friday 24 May 2019
Voting Papers Sent by	Wednesday 29 May 2019
Election Day (voting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

We're here to help

For any enquiries regarding the above or for more information about the 2019 elections, please email us on electionsadvise@nzsta.org.nz or call 0800 ELECTIONS (0800 353 284).

Kind regards,

NZSTA Elections Team



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

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Our mailing address is:
New Zealand School Trustees Association
PO Box 5123
Wellington, 6140

Koraunui School Principal

From: Rachel deLima-Brinkley
Sent: Sunday, 3 March 2019 11:16 AM
To: Koraunui School Principal; Gillian McPeake; Craig Press School Email; Chris Miller; shane@fridayhomes.co.nz; Vera Xu; Spencer Hiess
Subject: Fw: 2019 School Trustee Triennial Elections

FYI

From: New Zealand School Trustees Association <reply@comms.nzsta.org.nz>
Sent: Thursday, 21 February 2019 4:56 PM
To: Rachel deLima-Brinkley
Subject: 2019 School Trustee Triennial Elections

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



Elections update

21 February 2019

Memo 3: 2019 School Trustee Triennial Elections

Kia ora,

Triennial elections 2019

National preparations for the 2019 school board of trustee elections are well underway. Boards need to play their part and ensure local organisation has begun. The recommended common election date is Friday 7 June 2019.

We recommend doing the following by the end of March

- Appoint your returning officer. You can use our template [letter of appointment](#)
- Decide who will be the school election organiser to plan election promotions
- Board chair should contact the returning officer to ensure they have registered on the [trustee election website](#)
- Write a school newsletter election article to generate interest
- Update all your board's relevant governance documentation and develop/review your trustee manual

- Plan your board's induction programme for new trustees – for resources to assist with this check out the [succession planning](#) section of our website.

Readiness Survey

Two Readiness Surveys will be sent to board chairs between February and April to assess school preparedness at different stages during the elections. This will act as a reminder to schools of what needs to be done to prepare for the elections. It will also allow NZSTA to provide appropriate assistance to schools to guide them through this process.

Number of parent representatives

Unsure about the number of parent trustee positions to be filled at the triennial elections? The [trustee election website](#) has some helpful information for boards, to ensure the correct information is given to returning officers. This is on the website homepage under “number of parent representative positions to be filled”.

Returning Officer fee

The Ministry of Education provides funding for boards of trustees to hold their triennial and mid-term representative trustee elections. Out of this comes the returning officer's fee, but 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.

The 2019 fees are:

	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](#).

Frequently Asked Questions

What process should be used for the 2019 elections?

All schools should use the standard process as outlined in the Returning Officers' Handbook. A returning officer's responsibilities remain the same as the 2016 triennial elections.

Information packs and hardcopy of Returning Officers' Handbook 2019-2022

You should receive two copies of the updated Returning Officers' Handbook 2019-2022 by early March. In the meantime, you can access the updated Returning Officers' Handbook 2019-2022 online [here](#).

Late in March 2019, we will post you:

- Election resources information letter
- Election planner
- Election pamphlets for each child at your school
- Election poster

We're here to help

Support is available for boards and returning officers at:

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

Koraunui School Principal

From: Rachel deLima-Brinkley
Sent: Sunday, 3 March 2019 11:15 AM
To: Koraunui School Principal; Gillian McPeake; Craig Press School Email; shane@fridayhomes.co.nz; Chris Miller; Vera Xu; Spencer Hiess
Subject: Fw: Ministry Bulletin for School Leaders | He Pitopito Kōrero Issue 104

FYI

From: Iona Holsted - Secretary for Education <bulletin@education.govt.nz>
Sent: Monday, 18 February 2019 7:42 AM
To: Rachel deLima-Brinkley
Subject: Ministry Bulletin for School Leaders | He Pitopito Kōrero Issue 104

[View or download the PDF version](#)



ISSUE No. 104 | 18 FEBRUARY 2019

Ministry Bulletin for

SCHOOL LEADERS

He Pitopito Kōrero

Critical need to know and action

The **March roll count date is 1 March**, with **returns due no later than 8 March**. [Read more...](#)

[Employment relations circular](#) about the initiation of bargaining for the renewal of the **Area School Teachers' Collective Agreement**. Employers must let any employees who may be covered by this collective agreement know about the upcoming bargaining. Further information on the bargaining is available from the NZSTA.

FEEDBACK

Send us your feedback, comments or questions »

CONTACT IONA HOLSTED

Send a message directly to Iona Holsted

ESOL funding applications due 1 March, 2019. [Read more...](#)

Heads up

Teacher-led Innovation Fund applications extended until 28 March and workshops rescheduled to March.

A reminder to ensure plastic roofing is safe. [Read more...](#)

Argest and Network for Learning are now approved to provide Police vetting on behalf of their staff to schools. [Read more...](#)

Assistive technology criteria changing. [Read more...](#)

We have partnered with National Library New Zealand to produce Tuia Mātauranga Curiosity Cards. [Read more...](#)

From **21 February**, the Progress and Consistency Tool will be updated to enable schools in kāhui ako to choose to share information across their network. [Read more...](#)

Reform of Vocational Education and secondary-tertiary transitions. [Read more...](#)

Applications for the [2019 Prime Minister's Education Excellence Awards](#) **open 25 February and close 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.

Teaching Council election candidate list announced. [Read more...](#)

Using your operations grant funding to maintain your school pool or transport students to a community pool. [Read more...](#)

Boards that own school houses must comply with Residential Tenancies (Smoke Alarms and Insulation) Regulations by 1 July 2019. [Read more...](#)

[Bullying-Free NZ Week](#) starts on 13 May, ending on 17 May – the Mental Health Foundation's Pink Shirt Day. The theme is *Whakanuia Tōu Āhua Ake! Celebrating Being Us!* This an opportunity to raise awareness of bullying and celebrate what makes us all unique.

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](#)

- » Canterbury
[Update from Coralanne Child](#)

- » Otago, Southland
[Update from Julie Anderson](#)

Events

Sir Peter Blake Trust Youth Enviroleaders' Forum 2019

Year 11-13 students are invited to apply for the [Sir Peter Blake Trust Youth Enviroleaders' Forum \(YELF\)](#). Applications close **22 February**. [Read more...](#)

- » [20-24 FEB Te Matatini 2019, Wellington](#)
 - » [2-10 MAR Seaweeek 2019 – Tiakina o Tātou Mōana](#)
 - » [6-7 MAR Kāhui Ako and School Leaders Forum, Auckland](#)
 - » [13-16 MAR ASB Polyfest, Auckland new](#)
 - » [23-24 MAR Pasifika Festival, Western Springs Park Auckland](#)
 - » [2-9 APR Positive Education New Zealand, Christchurch new](#)
 - » [15-16 APR NZ Primary Schools Teachers Conference, Wellington](#)
-

Ministry Newsletters

- » [All Ministry Newsletters](#)
-

Education Websites

- » [Education-related Websites](#)
-

Early Learning Bulletin

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

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newzealand.govt.nz

Koraunui School Principal

From: Rachel deLima-Brinkley
Sent: Monday, 4 March 2019 8:23 AM
To: chris.miller@tra.org.nz; Koraunui School Principal; Gillian McPeake; shane@fridayhomes.co.nz; Vera Xu; Craig Press School Email
Subject: FW: Ministry Bulletin for School Leaders | He Pitopito Kōrero Issue 105

From: Iona Holsted - Secretary for Education
Sent: Monday, 4 March 2019 8:22:03 AM (UTC+12:00) Auckland, Wellington
To: Rachel deLima-Brinkley
Subject: Ministry Bulletin for School Leaders | He Pitopito Kōrero Issue 105

[View or download the PDF version](#)



ISSUE No. 105 | 4 MARCH 2019

Ministry Bulletin for

SCHOOL LEADERS

He Pitopito Kōrero

Critical need to know and action

Applications for the Fulbright Distinguished Awards in Teaching Programme are now open, **closing 15 March**. [Read more...](#)

Attendance and the school Strike 4 Climate Change **planned for 15 March**. [Read more...](#)

Heads up

FEEDBACK

Send us your feedback, comments or questions »

CONTACT IONA HOLSTED

Send a message directly to Iona Holsted

Voting opens today in the Teaching Council board elections. Please encourage your colleagues to vote. [Read more...](#)

[A new package of support for gifted education](#) includes part-funding for one-day schools and awards for gifted students.

Reminder: Importance of safety checking including police vetting. [Read more...](#)

Applications for the South Australia/New Zealand Principal Exchange are now open and **close on 1 April**. [Read more...](#)

The current round of the TLIF has been extended. **Proposals are now due by 12pm on 28 March 2019**. Also, workshop dates and venues are now available. [Read more...](#)

Tomorrow's Schools Review public engagement meetings are continuing around NZ and you can now provide **oral submissions via 0800FORTSR (0800367877)**.

Weather-tightness remediation website content updated. [Read more...](#)

Outstanding Work Requirement Notices delaying Building Warrant of Fitnesses. [Read more...](#)

Testing the reset PLD priorities. [Read more...](#)

[The 2019 Airpoints™ for Schools programme](#) is underway. Help the 10 winning schools reach their goals by encouraging your school communities to donate their Airpoints Dollars™.

The [modules and workshops series for overseas teachers](#) have started.

Resources to support incorporating Te Tiriti o Waitangi into your local curriculum. [Read more...](#)

World Summit of Students for Climate - Helsinki

Two NZ students aged between 14 and 17, accompanied by a teacher, are invited to apply to attend the [World Summit of Students for Climate in Helsinki 29 May to 5 June](#).

Applications close 15 March - [This PDF with more info](#) says 28 Feb but an extension has been granted.

Meet the 2019 Youth Advisory Group

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, Wairariki

[Update from Ezra Schuster](#)

» Taranaki, Whanganui, Manawatū

[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](#)

» Canterbury

Adrienne Hunt of Whanganui High School and Moeka Koyama of Motueka High School have been announced as the two new members joining the [2019 Ministerial Youth Advisory Group \(YAG\)](#).

Schools' Census brings statistics of life

Teachers can now sign up their classes for the [2019 CensusAtSchools](#). Part of an international project, the Census survey is held every two years to increase statistical literacy, with more than 32,000 NZ students from years 5 -13 taking part in 2017.

This year the 30-question anonymous survey covers subjects including climate change, social media, feet measurement, the weight of backpacks, and whether student lunches include litter.

[Update from Coralanne Child](#)

» [Otago, Southland](#)

[Update from Julie Anderson](#)

Events

- » [13-16 MAR ASB Polyfest, Auckland](#)
 - » [23-24 MAR Pasifika Festival, Western Springs Park Auckland](#)
 - » [2-9 APR Positive Education New Zealand, Christchurch](#)
 - » [15 APR National Assessment Seminar, Hamilton](#)
 - » [15-16 APR NZ Primary Schools Teachers Conference, Wellington](#)
 - » [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](#)
-

Board of Trustees Meeting Minutes – 13 Feb 2019 DRAFT

Open: Karakia Timatanga: 7.04pm

1. Administration

- 1.1 Present: Gillian, Dave, Spencer, Chris, Craig, Rachel, Vera (8.20pm)
- 1.2 Apologies: Shane
- 1.3 Declaration of interests
- 1.4 Confirmation of previous minutes: Move that the previous minutes are true and correct.

Moved/ Seconded: Rachel/ Spencer

- 1.5 Craig nominates Rachel as Chair of the Board. **Moved/ Seconded: Gillian/Chris All in favour.**
- 1.6 Correspondence – NZSTA membership matters 25/1/19 (previously forwarded to Board); Ministry Bulletin for School Leaders | He Pitopito Kōrero Issue 103 (previously forwarded to Board); Documents distributed and gone over thoroughly.
NZEI paid union meeting on 19th and 21st March.

Action: Taskforce info to be read and brought back to the next meeting.

2. Strategic Decisions

- 2.1 Strategic decisions made if required: N/A
- 2.1.1 Policy ratifications: Carry over to next meeting.
- 2.1.2 3 Year Board plan: Document distributed and gone over thoroughly. Prioritise the order in which sections are reviewed and update regularly as required. At this stage the BoT will meet monthly, but this will be reviewed once the new board has settled.
Actions: Rachel to redraft the BoT meeting agenda. Dave will update the Annual Work Plan. Chris will go over finance reports before each meeting.
- 2.1.3 Strategic plan, Annual Plan, Vision, Charter: Documents distributed and gone over thoroughly. Identify larger goals and tighten up the language used (more user friendly document) in the Strategic Plan. Strategic Plan, Annual Plan, Vision and Charter have all been sent to Gillian and Rachel for editing/review. Currently identifying target areas for the children's behaviour and learning.
Meet the teachers barbeque to be had to engage with the parents and find out what they want for their children at Koraunui and beyond.
Action: Vision questions to be put on the website for parents to complete.
- 2.1.4 2019 Board of Trustees Elections: No new information from NZSTA at this stage. Rachel has been putting information about being a BoT member onto the Facebook page. Staff to promote the election.

3. Monitoring

- 3.1 Principals Report: Document distributed and gone over thoroughly. Actively promoting the school within the community.
- 3.2 Finance: Documents distributed and gone over thoroughly. Ended the year with a deficit, but still had reserves.
Move that the Finance report for December 2018 is true and correct. **Moved/ Seconded: Rachel/Craig**
- 3.2.1 End of month reports for January 2019: Draft budget distributed and gone over thoroughly.

Move that we approve the draft budget with acknowledgement of the deficit. **Moved/ Seconded: Craig/Spencer**

KCC fees structure. Our fees are significantly cheaper than everywhere else and have not been increased in several years. We are looking to increase afternoon sessions by one dollar per child, per day. Promote KCC within the community.

Move that we approve the fees increase for KCC as of Term Two. **Moved/ Seconded: Rachel/Craig**

3.3 Property: Hayden has kept the pool running.

CCTV cameras have been installed and are up and running. Sharron is sorting out technical issues as they come up. Date stamp is out by an hour.

Water damage in Rooms 14 and 15 has meant that the carpet needs to be replaced. The MoE will be replacing it.

Annual bell check has been done. A map is being made so that Wormald know where their batteries are.

Poplars have been removed that were pushing over fences.

Matt has been repairing damage as it occurs.

3.4 Health and Safety: Child tripped and fractured his ankle.

3.5 IT – N/A this meeting

3.6 Curriculum - N/A this meeting

3.7 Other: request from a staff member to discuss the Facebook page and what the parameters are for it. Update the "about" section of the Facebook page. Conduct a poll of people's preferences regarding the use of a second public page.

4. Other items

N/A this meeting

5. In-committee items

Move that we go into committee. **Moved/ Seconded: Rachel/Dave**

Move that we close the meeting. **Moved/ Seconded: Rachel/Dave**

6. Meeting Closure

6.1 Identify Agenda Items for Next Meeting

Karakia whakamutunga: Meeting closed ____10.30____pm

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

Ministry of Education National Administration Guidelines

NAG 1

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

Each board, through the principal and staff, is required to:

- a. develop and implement teaching and learning programmes:
 - i. to provide all students in years 1–10 with opportunities to progress and achieve for success in all areas of The National Curriculum;
 - ii. giving priority to student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8;
 - iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1–6;
- b. through the analysis of good quality assessment information*, evaluate the progress and achievement of students, giving priority first to:
 - i. student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8; and then to:
 - ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa;
- c. through the analysis of good quality assessment information*, identify students and groups of students:
 - i. who are not progressing and/or achieving;
 - ii. who are at risk of not progressing and/or achieving;
 - iii. who have special needs (including gifted and talented students); and
 - iv. aspects of the curriculum which require particular attention;
- d. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
- e. in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the progress and achievement of Māori students; and
- f. provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

Part 3

Operational Policy



Curriculum Delivery Policy

Delivery of the curriculum shall foster student progress and achievement and meet all board expectations and legislative requirements. Therefore the principal must ensure:

1. achievement of the Charter aims and targets
2. compliance with the National Administration Guidelines
3. there is a focus on the national priority groups of Maori, Pasifika and students with special learning needs in school planning and reporting
4. that board approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made

Review schedule: Triennially
Ratified: December 2017
December 2020

Review date:

21. Triennial Review Programme/Board Annual Work Plan

Board Meeting Dates												
Year: Draft Review	Area for Review	Feb	March	April	May	June	July	August	Sept	Oct	Nov	Dec
Strategic Review	Charter	Confirm Charter approved and sent to MoE by March 1									Review of strategic plan Approve review plan	Analysis of Variance Annual plan draft
	Strategic aims	Strategic Aim 1 (Annual Goal Check in)	Strategic Aim 2 (Annual Goal Check in)	Strategic Aim 3 (Annual Goal Check in)	Strategic Aim 4 (Annual Goal Check in)	Strategic Aim 1 (Annual Goal Check in)	Strategic Aim 2 (Annual Goal Check in)	Strategic Aim 3 (Annual Goal Check in)	Strategic Aim 4 (Annual Goal Check in)	Strategic Aim 1 (Annual Goal Check in)	Strategic Aim 3 & 4 (Annual Goal Check in)	Strategic Aims Annual Goal Summary Report
Regular Review	Policy		NAG 1 Curriculum		NAG 5 Health & Safety	ERO Board Assurance Statement & Self-Audit Checklist (Annual Review)	NAG 3 Personnel		NAG 4 Finance & Property		NAG 2 Strategic Plan NAG 7 Charter	Role of the Chair NAG 6 Legislation NAG 8 Analysis of Variance
	Learner progress and achievement	Annual Student achievement Targets	Special Education Needs		PB4L	Assessment and Reporting	Maori/Pasifika focus		Gifted and talented			End of Year Achievement Data
Emergent Review	HR	Principal Performance Agreement Approved HR Tool Checklist 5	HR Tool Checklist 1		Informal review HR Tool Checklist 2		HR Tool Checklist 4 Well-being	Informal review	HR Tool Checklist 3			Formal review report
	Curriculum A B C Every year		Key Competencies NZC Principles /Values			English Maths Digital Technology			The Arts Science Technology		Health & Physical Education Social Science Learning Languages Reading Recovery / Reading Intervention	
Board process Requirements	Budget	Approved	Monitor	Monitor	Monitor	Mid-year review	Monitor	Monitor	Monitor	Monitor	Next year draft	
	New local initiatives	MMI Level 2 Community of Learning				Community of Learning				MMI Level 2	Community of Learning	
Consultation	New govt. initiatives											
	Succession planning	Appoint chair	Accounts to Auditor Roll Return 1 March		Annual Report approved and sent to MoE Achievement Data Progress	Parent reporting Roll return 1 July		Achievement Data Progress		Achievement Data Progress	Succession planning	Achievement Data End of Year, Parent reporting
	Whanau Hui	Parent/Teacher Goal Setting meetings Whanau Hui	Pasifika Hui		Whanau Hui Health Curriculum Consultation	Pasifika Hui		Whanau Hui	Pasifika Hui	Whanau Hui	Pasifika Hui	Pasifika Hui



BOARD OF TRUSTEES

CHARTER 2019

- a. Vision**
- b. Principles**
- c. Values**
- d. Key Competencies**
- e. Effective Pedagogy**
- f. 2017-2019 Strategic Plan**
- g. 2019 Annual Plan**
- h. 2019 Annual Student Achievement Targets**



OUR VISION

TO CREATE A SAFE, VIBRANT AND STIMULATING ENVIRONMENT
WHERE LEARNING IS PARAMOUNT.

VISION: What we want for our young people (NZC)

Our vision is for young people who:

- will be creative, energetic, and enterprising
- will seize the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic, and environmental future for our country
- will work to create an Aotearoa New Zealand in which Māori and Pākehā recognise each other as full Treaty partners, and in which all cultures are valued for the contributions they bring
- in their school years, will continue to develop the values, knowledge, and competencies that will enable them to live full and satisfying lives
- will be confident, connected, actively involved, and lifelong learners.

Under review in 2019,
consultation with our
community, Term 1

Confident

Positive in their own identity

Motivated and reliable

Resourceful

Enterprising and entrepreneurial

Resilient

Connected

Able to relate well to others

Effective users of communication tools

Connected to the land and environment

Members of communities

International citizens

Actively involved

Participants in a range of life contexts

Contributors to the well-being of Aotearoa/New Zealand

- social, cultural, economic, and environmental

Lifelong learners

Literate and numerate

Critical and creative thinkers

Active seekers, users, and creators of knowledge

Informed decision makers



At Korāunui this means:

- proactive celebration in all classes of our dual heritage and the developing multi-cultural fabric of NZ society;
- particular emphasis on te reo me ona tikanga Māori in the five whānau classes;
- encouragement of self-management and responsibility at all ages;
- active and progressive teaching of Dr William Glasser's Choice Theory principles and practices;
- provision of opportunities for children to develop personal goals (e.g. fundraising for camp);
- an expectation of staff, children and community, that all will contribute to the development of successful learning;
- celebration of successes and encouragement of risk-taking;
- provision of varied contexts through all learning areas to engage learners in meaningful ways;
- Increasing involvement of whānau and wider community in the learning process, so that they too develop greater understanding of what successful learning is;
- striving at all year levels to support children to become successful learners;
- children leaving our school with a strong self-belief and understanding that they have the power within to reach their goals;
- children who demonstrate empathy, the courage to stand up for what is right, and preparedness to help others when help is needed.



PRINCIPLES: Foundations of curriculum decision making (NZC)

The principles set out below embody beliefs about what is important and desirable in school curriculum – nationally and locally. They should underpin all school decision making. These principles put students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity. Although similar, the principles and the values have different functions. The principles relate to how curriculum is formalised in a school; they are particularly relevant to the processes of planning, prioritising, and review. The values are part of the everyday curriculum – encouraged, modelled, and explored. All curriculum should be consistent with these eight statements:

High expectations The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

While understanding that the journey may be longer and harder, Koraunui staff will never use home circumstances as an excuse to lower the learning expectation of any child. The 'learning journey', shared with the child and whānau, is the guide by which curriculum decisions are made.

Treaty of Waitangi The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga. Both te reo Māori/English and English medium streams are open to all children at Koraunui School and is parental choice. Te reo Māori is accorded its rightful place in all classes, being incorporated into daily teaching practice. Staff are actively encouraged to increase personal proficiency with te reo Māori and English.

Cultural diversity The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.

Staff will explore the cultural/spiritual norms of all ethnicities represented in the school, and give due consideration to these when making contextual decisions; with curriculum delivery and the day to day functioning of the school.

Inclusion The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.

The school willingly accepts all children, irrespective of learning needs, family background and ethnicity. New families will receive a warm, positive welcome and will know that the school staff have the best interests of the child as a priority. Koraunui School staff appreciate the need to actively assure parents of children with special needs that they are valued in the school setting.

Learning to Learn The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.

This will be achieved through clear and concise learning intentions and success criteria, co-constructed by teachers and pupils.

Community engagement The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.

Teachers will actively draw on and expand the richness of knowledge all children have within their personal experiences, particularly those who come from a cultural background different to themselves - the teacher becoming the learner in these circumstances.

Coherence The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.

Learning contexts will be developed that build on from prior knowledge, initially relate to the children's known environment and be expanded by provision of real experiences beyond the school gate and exploration through technologies available at Koraunui School.

Future focus The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalization.

Programmes and practices that model and encourage children to pick up these challenges.

Values: To be encouraged, modelled, and explored (NZC)

Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act. Every decision relating to curriculum and every interaction that takes place in a school reflects the values of the individuals involved and the collective values of the institution. The values on the list below enjoy widespread support because it is by holding these values and acting on them that we are able to live together and thrive. The list is neither exhaustive nor exclusive. Students will be encouraged to value:

excellence, by aiming high and by persevering in the face of difficulties
innovation, inquiry, and curiosity, by thinking critically, creatively, and reflectively
diversity, as found in our different cultures, languages, and heritages
equity, through fairness and social justice
community and participation for the common good
ecological sustainability, which includes care for the environment
integrity, which involves being honest, responsible, and accountable and acting ethically
and to **respect** themselves, others, and human rights.

The specific ways in which these values find expression in Korauui School can be evidenced by the way we all demonstrate our KORAU values, through positive relationships between adults and children, children and children, school and community.

The staff/board's commitment to developing Dr William Glasser's principles of Choice Theory and Reality Therapy within the school, are a direct response to the challenges being faced by societies throughout the world, evidenced in New Zealand by diminishing personal responsibility and an increasing climate of blame and antisocial practices. These influences are not irreversible, but focussed and concerted effort is required to model an alternative to children and their families.

Stokes Valley as a whole enjoys a strong and supportive community spirit, however diverse social groupings exist within this and not all residents see themselves as being included. Korauui School can play a role here through a welcoming, supportive, non-judgemental and inclusive approach. Being the product of two diverse communities coming together through a school merger has been the catalyst for changing attitudes.

To truly affect this change in a school that is at its core bi-cultural, the school must live the intent of Te Tiriti o Waitangi; by reflecting the cultural values of Maori and Pakeha equally. Many values are shared:

Mauri: The 'life-force' or essence of individuals. Our emotions, our personality.

Wairua: Our spiritual/religious dimension.

Mana: Our inner strength and reputation; the respect others hold for us.

Manaaki: Hospitality. How welcoming we are.

Aroha: The affectionate, caring relationship between friends and relatives.

Whanaungatanga: Kinship; family belonging.

Key Competencies: Capabilities for living and lifelong learning (NZC)

The New Zealand Curriculum identifies five key competencies:

thinking
using language, symbols, and texts
managing self
relating to others
participating and contributing

Under review in 2019, linked to the
Vision review and consultation

People use these competencies to live, learn, work, and contribute as active members of their communities. More complex than skills, the competencies draw also on knowledge, attitudes, and values in ways that lead to action. They are not separate or stand-alone. They are the key to learning in every learning area.

The development of the competencies is both an end in itself (a goal) and the means by which other ends are achieved. Successful learners make use of the competencies in combination with all the other resources available to them. These include personal goals, other people, community knowledge and values, cultural tools (language, symbols, and texts), and the knowledge and skills found in different learning areas. As they develop the competencies, successful learners are also motivated to use them, recognising when and how to do so and why. Opportunities to develop the competencies occur in social contexts. People adopt and adapt practices that they see used and valued by those closest to them, and they make these practices part of their own identity and expertise. The competencies continue to develop over time, shaped by interactions with people, places, ideas, and things. Students need to be challenged and supported to develop them in contexts that are increasingly wide-ranging and complex.

Thinking is about using creative, critical, and meta-cognitive processes to make sense of information, experiences, and ideas. These processes can be applied to purposes such as developing understanding, making decisions, shaping actions, or constructing knowledge. Intellectual curiosity is at the heart of this competency. Students who are competent thinkers and problem-solvers actively seek, use, and create knowledge. They reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge the basis of assumptions and perceptions.

For a child to display intellectual curiosity we must ensure the school environment (in every sense) encourages this.

There are four key areas that must be considered to ensure our children can become competent thinkers.

- 1. That a desire to know 'stuff' is within a child's 'Quality World'; something they value. For this to develop, a child's basic needs – survival, fun, freedom, power, love & belonging – need to be met.**
- 2. Children need to be able to take learning risks safely; secure in the knowledge they will not be ridiculed by staff or other children.**
- 3. Learning contexts must be stimulating and build on prior knowledge**
- 4. Thinking 'tools' need to be actively taught.**

Using language, symbols, and texts is about working with and making meaning of the codes in which knowledge is expressed. Languages and symbols are systems for representing and communicating information, experiences, and ideas. People use languages and symbols to produce texts of all kinds: written, oral/aural, and visual; informative and imaginative; informal and formal; mathematical, scientific, and technological. Students who are competent users of language, symbols, and texts can interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts. They recognise how choices of language, symbol, or text affect people's understanding and the ways in which they respond to communications. They confidently use ICT (including, where appropriate, assistive technologies) to access and provide information and to communicate with others. **Many children entering Koraunui School arrive with minimal preparatory skills. Significant development in oracy is a necessity to prepare them for successful growth in literacy and numeracy. Some children arrive to school with preparatory skills well established and their needs are equally important and should not be held back. NZ research through the best evidence synthesis informs that the first year of learning is vital in ensuring success in later years. Our challenge is to accelerate the acquisition of skills in this first year, to ensure children can access the curriculum in later years. Transition to school and Year One programme developments are a core focus at Koraunui School. There is increasing participation from ECE centres in school programmes; for example the PMP programme, As children progress through the school, learning intentions and success criteria become increasingly co-constructed and children take on ownership of the learning process. It is also important to consider parental educational needs and staff encourage active participation by whanau in the learning programmes at school.**

Managing self is associated with self-motivation, a "can-do" attitude, and with students seeing themselves as capable learners. It is integral to self-assessment. Students who manage themselves are enterprising, resourceful, reliable, and resilient. They establish personal goals, make plans, manage projects, and set high standards. They have strategies for meeting challenges. They know when to lead, when to follow, and when and how to act independently. **A school utilising choice theory principles resists punishing and encourages personal responsibility. When self-management is an issue, the same principles apply to this area as in any other learning area. For example, if a child is unreliable, they are taught the skills inherent in being reliable and encouraged to practice them, receiving meaningful feedback along the way. Opportunities to develop strong self-management and self-reliance skills are proactively introduced. For example, Year 6 children are expected to earn their way to the school camp through Work Club and 50c stall fundraising.**

Relating to others is about interacting effectively with a diverse range of people in a variety of contexts. This competency includes the ability to listen actively, recognise different points of view, negotiate, and share ideas. Students who relate well to others are open to new learning and able to take different roles in different situations. They are aware of how their words and actions affect others. They know when it is appropriate to compete and when it is appropriate to co-operate. By working effectively together, they can come up with new approaches, ideas, and ways of thinking. **This competency is directly taught through Choice Theory and is key to successful learning in all other areas. Damaging behaviours, such as bullying, are addressed by teaching children a more effective way of relating to others. Natural consequences, known prior to a choice being made, replace punishment. Opportunities for co-operative work are provided, taking leadership roles nurtured. For example, the tuakana/teina approach inherent in whanau classes and the buddies programme. Research tells us that a child requires a positive and supportive relationship with the teacher to progress well. Organisational structures are developed, where possible, to minimise disruption to learning, by keeping children with the same teacher if the relationship is positive and evidenced by learning progress.**

Participating and contributing is about being actively involved in communities. Communities include family, whānau, and school and those based, for example, on a common interest or culture. They may be drawn together for purposes such as learning, work, celebration, or recreation. They may be local, national, or global. This competency includes a capacity to contribute appropriately as a group member, to make connections with others, and to create opportunities for others in the group. Students who participate and contribute in communities have a sense of belonging and the confidence to participate within new contexts. They understand the importance of balancing rights, roles, and responsibilities and of contributing to the quality and sustainability of social, cultural, physical, and economic environments.

Sporting and cultural activities strongly support the development of these competencies within the school. Examples of the many activities Koraunui School offers are Kapahaka (performance and participation groups), Pasifika, Polyfest, regional Artsplash events in choir, dance and drama, school productions involving every child, a myriad of sporting opportunities: basketball, netball, flippaball, cricket, swimming, touch. The school also engages in community events, helping children to understand their place in the Stokes Valley community. For example: Marae open days, village fairs, singing at the shopping centre.



Effective Pedagogy (NZC)

Teacher actions promoting student learning While there is no formula that will guarantee learning for every student in every context, there is extensive, well-documented evidence about the kinds of teaching approaches that consistently have a positive impact on student learning. This evidence tells us that students learn best when teachers:

- create a supportive learning environment
- encourage reflective thought and action
- enhance the relevance of new learning
- facilitate shared learning
- make connections to prior learning and experience
- provide sufficient opportunities to learn
- inquire into the teaching–learning relationship.

Creating a supportive learning environment Learning is inseparable from its social and cultural context. Students learn best when they feel accepted, when they enjoy positive relationships with their fellow students and teachers, and when they are able to be active, visible members of the learning community. Effective teachers foster positive relationships within environments that are caring, inclusive, non-discriminatory, and cohesive. They also build good relationships with the wider school community, working with parents and caregivers as key partners who have unique knowledge of their children and countless opportunities to advance their children's learning. Effective teachers attend to the cultural and linguistic diversity of all their students. The classroom culture exists within and alongside many other cultures, including the cultures of the wider school and the local community, the students' peer culture, and the teacher's professional culture.

Encouraging reflective thought and action Students learn most effectively when they develop the ability to stand back from the information or ideas that they have engaged with and think about these objectively. Reflective learners assimilate new learning, relate it to what they already know, adapt it for their own purposes, and translate thought into action. Over time, they develop their creativity, their ability to think critically about information and ideas, and their metacognitive ability (that is, their ability to think about their own thinking). Teachers encourage such thinking when they design tasks and opportunities that require students to critically evaluate the material they use and consider the purposes for which it was originally created.

Enhancing the relevance of new learning Students learn most effectively when they understand what they are learning, why they are learning it, and how they will be able to use their new learning. Effective teachers stimulate the curiosity of their students, require them to search for relevant information and ideas, and challenge them to use or apply what they discover in new contexts or in new ways. They look for opportunities to involve students directly in decisions relating to their own learning. This encourages them to see what they are doing as relevant and to take greater ownership of their own learning.

Facilitating shared learning Students learn as they engage in shared activities and conversations with other people, including family members and people in the wider community. Teachers encourage this process by cultivating the class as a learning community. In such a community, everyone, including the teacher, is a learner; learning conversations and learning partnerships are encouraged; and challenge, support, and feedback are always available. As they engage in reflective discourse with others, students build the language that they need to take their learning further.

Making connections to prior learning and experience Students learn best when they are able to integrate new learning with what they already understand. When teachers deliberately build on what their students know and have experienced, they maximise the use of learning time, anticipate students' learning needs, and avoid unnecessary duplication of content. Teachers can help students to make connections across learning areas as well as to home practices and the wider world.

Providing sufficient opportunities to learn Students learn most effectively when they have time and opportunity to engage with, practise, and transfer new learning. This means that they need to encounter new learning a number of times and in a variety of different tasks or contexts. It also means that when curriculum coverage and student understanding are in competition, the teacher may decide to cover less but cover it in greater depth. Appropriate assessment helps the teacher to determine what "sufficient" opportunities mean for an individual student and to sequence students' learning experiences over time.

Teaching as inquiry Since any teaching strategy works differently in different contexts for different students, effective pedagogy requires that teachers inquire into the impact of their teaching on their students. Inquiry into the teaching–learning relationship can be visualised as a cyclical process that goes on moment by moment (as teaching takes place), day by day, and over the longer term. In this process, the teacher asks:

What is important (and therefore worth spending time on), given where my students are at?

This *focusing inquiry* establishes a baseline and a direction. The teacher uses all available information to determine what their students have already learned and what they need to learn next.

What strategies (evidence-based) are most likely to help my students learn this?

In this *teaching inquiry*, the teacher uses evidence from research and from their own past practice and that of colleagues to plan teaching and learning opportunities aimed at achieving the outcomes prioritised in the focusing inquiry.

What happened as a result of the teaching, and what are the implications for future teaching?

In this *learning inquiry*, the teacher investigates the success of the teaching in terms of the prioritised outcomes, using a range of assessment approaches. They do this both while learning activities are in progress and also as longer-term sequences or units of work come to an end. They then analyse and interpret the information to consider what they should do next.

The inquiry cycle on the following page, used throughout the schooling improvement project (2009–2011) in literacy, is now the process by which all school inquiries can be managed. This includes the appraisal process. As Glasser states: "The only persons' behaviours you can change are your own." This model fits in well with the overall school philosophy of self-management and accommodates all school review practices from Board of Trustees to classroom practice.

E-learning and pedagogy Information and communication technology (ICT) has a major impact on the world in which young people live. Similarly, e-learning (that is, learning supported by or facilitated by ICT) has considerable potential to support the teaching approaches outlined in the above section. For instance, e-learning may:

- assist the making of *connections* by enabling students to enter and explore new learning environments, overcoming barriers of distance and time
- facilitate *shared learning* by enabling students to join or create communities of learners that extend well beyond the classroom
- assist in the creation of *supportive learning environments* by offering resources that take account of individual, cultural, or developmental differences
- enhance *opportunities to learn* by offering students virtual experiences and tools that save them time, allowing them to take their learning further.

Koraunui School has made a commitment to integrate technology into the classroom and progressively move teaching pedagogy into the new approaches such technologies, for example interactive whiteboards and easy access to internet, provide. The only limitations on the speed of this progress are financial, technical stability and time for teachers to learn new skills. Piece of cake, really!

Teacher inquiry and knowledge-building cycle to promote improved student achievement out-

Inquiry:

Select a student or a small group for whom you have concerns.

What are the strengths & learning needs of the student(s)?

Note just what is relevant to the inquiry

What are my teacher learning needs?

Work out what you have insufficient information or knowledge about. You may need a 'buddy' to help you with this. Your call.

What has been the impact of my changed actions?

Note any changes the intervention has created.
No/limited changes? Start a new inquiry with this child or group.
Significant changes? Start a new inquiry.

Teacher actions

Transfer learning into practice
What am I now going to do differently to what I have been doing?

Itemise the actions you are now going to take and the timeline you are setting to judge how effective your intervention is.

Report in this book weekly on what step of the process you are at and how things are going.

There are no rules on timeline. Some interventions may be longer than others.

Engagement in further learning to deepen my understanding of what I need to do:

Itemise what you intend/wish to do to get more information/knowledge. This could be a range of things:

- Read supporting documents/research
- Inquire with the family, previous teacher/school
- Google
- Observe another teacher's practice.
- Be specific what you want so PD can be organised
- Discuss with someone you perceive could help

© H. Timperley, A Wilson, H. Barrar & I. Fung (2007)
Adapted from *Teacher Professional Learning and development: Best Evidence Synthesis Iteration*, Wellington, NZ: Ministry of Education.



KORAUNUI SCHOOL

Our Strategic Plan to...

2017 to 2019

Under review in 2019, linked to the
Vision review and consultation

Build



Confidence

Create



Inclusion

Foster




Innovation

Strive for



Achievement

<h1>Our Goals</h1>	<h2>CONFIDENCE</h2> <p><i>to nurture children's confidence and grow orators who are encouraged to voice their quality world and feel engaged in their development</i></p>	<h2>INCLUSION</h2> <p><i>to create an inclusive, happy and safe learning environment, where the student voice is appreciated and the diversity of the school community is reflected.</i></p>	<h2>INNOVATION</h2> <p><i>to foster children's curiosity whilst celebrating innovation and encouraging appropriate risk.</i></p>	<h2>ACHIEVEMENT</h2> <p><i>for each child to achieve their optimum academic performance, through offering a broadened curriculum and investing in those who need greater support.</i></p>
	<ul style="list-style-type: none"> • Children are comfortable and confident to express themselves in their preferred language and format. • Children are able to express and promote themselves in a responsible way through effective communication skills. • Children have the confidence to positively self-manage and show self-regulating behaviour in a safe and supportive environment. 	<ul style="list-style-type: none"> • The school honours and values the Treaty of Waitangi with increasing use of Tikanga and Te reo throughout the Kura. • The school provides support for our Pasifika students in their learning environment. • The school has a multi-cultural curriculum that celebrates diversity. • The school recognises and values different needs, abilities and background of students. • The school environment is positive and supportive. 	<ul style="list-style-type: none"> • Children will be engaged in learning embedded in real world contexts. • Children will display curiosity and risk-taking in learning. • Children have opportunities both within and outside of the school to be part of innovative and future focused learning. 	<ul style="list-style-type: none"> • Children who achieve to nationally recognised standards. • Children who are future focused and as such are more environmentally aware and ethical in practices. • Children who are “risk takers” in their learning.

Actions

Building on our strengths to:

- Connect with the wider community, particularly those who can offer tuakana/teina to our children, and those for whom our children can do the same, being role models themselves
- Extend class treaty to identify and encourage child input.
- Class sociograms used proactively and positively to enable children to see how their actions impact on others.
- Pride in being an Enviroschool and its positive impact on our future communities
- Being culturally responsive & valuing our beliefs, eg through our whanau and pasifika learning models

- Establish a schoolwide NOHO to share the school kaupapa, to genuinely engage with our school families/whanau
- Increased integration of bi-lingual Maori-English/English-Maori classes through joint project time across cohorts
- Establishing connections and relationships with our local community
- Celebrate culturally significant events through the year that are relevant to our school, students and community
- Establish a virtual welcome mat for all coming into our school through creation of a welcoming atmosphere, K.O.R.A.U,
- Carry through learnings from the MoE Inclusive Practices Development Programme

- On-going use of Choice Theory to develop self-awareness and self-responsibility
- Support children to understand boundaries and where flexibility should be encouraged. This will reflect in their increased confidence to try new things and accept risk.
- Identify STEM opportunities and prepare to implement where children have greater input into their classroom environment and activities.
- Provide 'joyful' learning opportunities throughout the school.
- Encourage curiosity and risk-taking through learning opportunities.
- Engage with the Enviroschools network and embark on a deliberate and continuous pathway to become a gold Enviroschool
- Development of technology as an integral part of all future learning in our and future schooling
- "Hub for science and technology"

- Deepen students' knowledge and application within the curriculum and recognise the importance of all curriculum areas.
- Invest in the up-skilling of all staff, to ensure they are equipped to support learners' academic and emotional needs
- Utilise data: attendance, punctuality and family engagement against achievement data to identify any correlation to performance.
- Identify learning groups requiring additional support, to link with appropriate resources
- Involve the community - curriculum to reflect the diversity of cultures within the community. Opportunity for whanau and aiga to lead/participate in topics to celebrate and engage all learners.
- Invest in reading material that will appeal in particular to boys.
- Bring the nature of science to the fore in curriculum planning, as a context for learning

Measure

- Using a variety of measures to reflect confidence in our children:
- Reflective statements
- Student voice
- Engagement
- Willingness to make mistakes, step up, step out

- Observation and record of Te Reo to measure increased usage.
- Community engagement with the school. Measure the volume of contact across families, cultures and the community with the school, with the aim to see increased positive engagement.
- Carry through the records of inclusive practice improvements, as detailed in the MoE development programme.
- Feedback on Pasifika class achievement

- Success with children's learning curiosity with risk propensity will be demonstrated by the innovative ideas the school trials that are driven from the student body voice. The school will record the number of ideas born from students and the rationale utilised to determine which initiatives to trial.
- Learner, staff and community surveys will also act as a 360-degree review to identify any improvement felt and or observed.
- Achieve Enviroschool bronze status in 2015, silver in 2016 and gold in 2017
- Tamariki are empowered and passionate about/ have an awareness of, and can model awareness of the environment

- Baseline data to be collected prior to each targeted intervention, with milestone assessments completed to identify progress.
- Consistent collection of evidence can include: learner surveys, OTJ assessments and observation.
- Curriculum leaders to be provided defined times to ensure collection of evidence occurs.
- Provide mechanisms for staff to verify and validate their work eg peer evaluation
- Gauge staff capability in teaching the nature of science through involvement in professional development and class programmes
- Use of appropriate assessments through the year

KEY REFLECTIONS

- We will be **deliberate** with our **investment** in our **relationships**.
- Take time to **make time** and ensure that **planning** and the collection of **evidence** occurs.
- Complete **regular reviews** to identify how we are **progressing** and whether we are making an **impact**.
- We will be **agile** and **respond** to learners needs whilst incorporating **input** from the **community**.



KORĀUNUI SCHOOL Annual Plan 2019

Our Goals	Property	Governance	Finance
	<ul style="list-style-type: none">• Establish a minor maintenance plan to address identified areas around the school. Incl. drain clean• Develop plans and a timeline for the replacement of the existing playground structures with a science themed playground• Ensure significant hazards and health and safety issues are identified, recorded and dealt with in a timely way.	<ul style="list-style-type: none">• Carry out Vision, Charter and Strategic Plan consultation with the school community• Carry out Health consultation with the school community• Carry out consultation with Maori and Pasifika communities• Further develop and confirm the Board of Trustees Agenda and Overview document ensuring a regular and effective self-review process is in place and being followed.	<ul style="list-style-type: none">• Prepare and follow an approved annual budget.• Ensure financial expenditure reflects our current goals and sufficient planning is in place for sustainability in the future.• Monitor expenditure throughout the year to ensure expenditure reflects our annual budget.

Our Goals

CONFIDENCE

to nurture children's confidence and grow orators who are encouraged to voice their quality world and feel engaged in their development

Work collaboratively within our school and between Community of Learning schools on our focus inquiry question – "What does well-being look like for students, community and staff? How do we measure it, then use this information to produce positive outcomes for all of these groups?"

INCLUSION

to create an inclusive, happy and safe learning environment, where the student voice is appreciated, and the diversity of the school community is reflected.

Establish school-wide expectations for staff and students based on PB4L practices. Clear systems will be embedded across the school.

Further develop the KORAU Values so these underpin everything we do and lead us to achieving our vision. KORAU Kids is created as a way of celebrating positive behaviours and choices as well as creating a positive culture across the school.

Clear expectations are agreed to for teachers about environments and actions to create a consistency across the school. This will form the basis of Term 1 teacher inquiries and be central to the appraisal process.

INNOVATION

to foster children's curiosity whilst celebrating innovation and encouraging appropriate risk.

Engage in Digital Technology curriculum professional development and establish how this will be integrated into our school curriculum.

Begin the move from Level 3 to Level 2 – MMI working with the facilitator to plan the process for this, so changes implemented are sustained over time. The focus for this year will be on oral language and literacy.

Build oral language and vocabulary into the literacy programme to increase literacy levels across the school. Explicit teaching of oral language forms part of the literacy programmes.

ACHIEVEMENT

for each child to achieve their optimum academic performance, through offering a broadened curriculum and investing in those who need greater support.

Engage in regular writing moderation using both within school and external expertise to increase consistency of assessment practices across the school.

Refine assessment, monitoring and reporting practices to ensure accurate and timely information is gathered to inform programmes, decision making and parents.

Analysing and using achievement information to inform planning and teaching practice.

Work collaboratively within our school and between Community of Learning schools on our focus inquiry question – "How do we use key competencies as a foundation for learning?"

Annual Student achievement Targets set for Reading, Writing, Maths, Oral Language and Student Engagement in school.

Target for Raising Student Achievement in Reading 2019

<p>Focus Area</p>	<p>To ensure student achievement in literacy</p> <ul style="list-style-type: none"> • Children who achieve to nationally recognised standards. • Children who are future focused and as such are more environmentally aware and ethical in practices. • Children who are risk takers in their learning
<p>Baseline Data</p>	<p>Whole School End of Year Data: <u>Reading</u></p> <p><u>All Students</u></p> <ul style="list-style-type: none"> • At the end of 2018 160/250 (64%) of all students were achieving at or above the expected curriculum level in reading. • 40/250 (16%) were working above the expected curriculum level. • 120/250 (48%) were working at the expected curriculum level. • 62/250 (25%) were working below the expected curriculum level. • 28/250 (11%) were working well below the expected curriculum level. <p><u>Gender</u></p> <ul style="list-style-type: none"> • 21/40 (53%) of the students working above the expected curriculum level in reading were male and 19/40 (43%) were female. • 61/120 (51%) of the students working at the expected curriculum level in reading were male and 59/120 (49%) were female. • 31/62 (50%) of the students working below the expected curriculum level in reading were male and 31/62 (50%) were female. • 16/28 (57%) of the students working well below the expected curriculum level in reading were male and 12/28 (43%) were female. <p><u>Ethnicity</u></p> <ul style="list-style-type: none"> • 16/112 (14%) of students identifying as Maori were working above the expected curriculum level. • 4/47 (8%) of students identifying as Pasifika were working above the expected curriculum level. • 48/112 (43%) of students identifying as Maori were working at the expected curriculum level. • 23/47 (49%) of students identifying as Pasifika were working at the expected curriculum level • 32/112 (29%) of students identifying as Maori were working below the expected curriculum level, 16/112 (14%) were working well below the expected curriculum level. • 13/47 (28%) of students identifying as Pasifika were working below the expected curriculum level, 7/47 (15%) were working well below the expected curriculum level. <p><u>Year Group</u></p> <ul style="list-style-type: none"> • 12/40 (30%) of students in Year 2 at the end of 2018 were working below or just at the expected reading curriculum level. • 13/52 (25%) of students in Year 5 at the end of 2018 were working below or just at the expected reading curriculum level. • 9/28 (32%) of the students working well below the expected curriculum level are ORS students.
<p>Target (Where do we want to be by the end of 2019?)</p>	<p>To increase the number of students in Year 3 (23/40, 58 % in 2018 Year 2 cohort) & Year 6 (35/52, 67% in 2018 Year 5 cohort) working at and above the expected curriculum level by the end of 2019. Specific emphasis will be placed on lifting the achievement levels of boys, as well as Maori and Pasifika in these year groups, who were achieving below the expected curriculum level for reading at the end of 2018.</p>

Specific Actions to be completed	Timeframe	Responsibility	Indicators of Progress	Analysis of Variance / Future Action
<p>Identify reading levels and identified needs using a variety of assessments and the previous years progress and achievement information in Term 1</p> <p>Specifically identify the students who make up the target group and set up intervention sheets for each one of them. These students are working just below or just at the expected curriculum level.</p> <p>Students next learning steps identified and planned for.</p> <p>Targeted support in the areas that we have identified as areas for development for these students and discussing next steps with them so they are aware of what they can do and what their next steps are.</p> <p>Planned interventions area implemented using appropriate strategy or approach (i.e. Reading Recovery, Quick 60, specialist teacher intervention, early words, Black Sheep oral language, in-class interventions with teacher aide support, community readers)</p> <p>Encouraging parents to be actively involved with reading at home, being specific about what their children's needs/ gaps are</p> <p>Monitor progress at the end of each term using intervention sheets and data gathering processes.</p> <p>Share information at monitoring syndicate meetings throughout the year</p> <p>Teacher inquiries to include the identified target students.</p>	<p>By week 3 Term 1</p> <p>On-going</p> 	<p>Leadership Team, syndicates and teaching teams</p> 	<p>Target groups identified and recorded. These are shared with teachers so they are clear about who their target groups include.</p> <p>On-going monitoring of identified students and progress through the work they do. This is done through interventions and on eTap.</p> <p>Annual targets are included in teacher appraisal documents.</p> <p>Active support structures are built between home and school for identified students. Parents are able to support learning at home.</p> <p>Students work is moderated, and next steps are evident to the teachers and students. Interventions are evaluated to gauge their effectiveness</p> <p>End of term and year results will inform next steps and focus areas.</p> <p>eTap data entry points are clearly established and processes developed for when data is entered and how this is used.</p> <p>The Leadership Team and teachers will work together to develop and implement a programme of support for students who require it.</p>	<p>Analysis of Variance / Future Action</p> <p>Planning for next year:</p> <ul style="list-style-type: none"> •

Target for Raising Student Achievement in Writing 2019

Focus Area

To ensure student achievement in literacy

- Children who achieve to nationally recognised standards.
- Children who are future focused and as such are more environmentally aware and ethical in practices.
- Children who are risk takers in their learning.

Baseline Data

Whole School End of Year Data: Writing

All Students

- At the end of 2018 77/249 (31%) of all students were achieving at or above the expected curriculum level in writing.
- 14/250 (6%) were **working above** the expected curriculum level.
- 63/250 (25%) were **working at** the expected curriculum level.
- 128/250 (51%) were **working below** the expected curriculum level.
- 44/250 (18%) were **working well below** the expected curriculum level.

Gender

- 7/14 (50%) of the students **working above** the expected curriculum level in reading were male and 7/14 (50%) were female.
- 29/63 (46%) of the students **working at** the expected curriculum level in reading were male and 34/63 (54%) were female.
- 61/128 (48%) of the students **working below** the expected curriculum level in reading were male and 67/128 (52%) were female.
- 31/44 (70%) of the students **working well below** the expected curriculum level in reading were male and 13/44 (30%) were female.

Ethnicity

- 4/111 (4%) of students identifying as Maori were **working above** the expected curriculum level.
- 2/47 (4%) of students identifying as Pasifika were **working above** the expected curriculum level.
- 24/111 (22%) of students identifying as Maori were **working at** the expected curriculum level.
- 5/47 (10%) of students identifying as Pasifika were **working at** the expected curriculum level

- 57/111 (51%) of students identifying as Maori were **working below** the expected curriculum level, 26/111 (23%) were **working well below** the expected curriculum level.
- 30/47 (64%) of students identifying as Pasifika were **working below** the expected curriculum level, 10/47 (21%) were **working well below** the expected curriculum level.

Year Group

- 28/35 (80%) of students in Year 3 at the end of 2018 were **working a sub level below or just at** the expected writing curriculum level.
- 20/35 (57%) of students in Year 4 at the end of 2018 were **working a sub level below or just at** the expected writing curriculum level.
- 22/52 (25%) of students in Year 5 at the end of 2018 were **working a sub level below or just at** the expected writing curriculum level.
- 9/44 (20%) of the students **working well below** the expected curriculum level are ORS students.

Target (Where do we want to be by the end of 2019?)

To increase the number of students in Years 4 (8/37, 22 % in 2018 Year 3 cohort), 5 (13/37, 35% in 2018 Year 4 cohort) & 6 (17/55, 31% in 2018 Year 5 cohort) working at and above the expected curriculum level by the end of 2019. Specific emphasis will be placed on lifting the achievement levels of Maori and Pasifika boys and girls in these year groups, who were achieving below the expected curriculum level for writing at the end of 2018.

Specific Actions	Timeframe	Responsibility	Indicators of Progress	Analysis of Variance / Future Action
<p>Identify writing levels and identified needs using a variety of assessments and the previous years progress and achievement information in Term 1</p> <p>Specifically identify the students who make up the target group and set up intervention sheets for each one of them. These students are working just below or just at the expected curriculum level.</p> <p>Students next learning steps identified and planned for.</p> <p>Targeted support in the areas that we have identified as areas for development for these students and discussing next steps with them so they are aware of what they can do and what their next steps are.</p> <p>Planned interventions area implemented using appropriate strategy or approach (i.e. phonics focus in the junior school, Colourful Semantics programme, specialist teacher intervention, Black Sheep oral language, in-class interventions with teacher aide support, targeted teaching based on needs)</p> <p>Encouraging parents to be actively involved with reading at home, being specific about what their children's needs/ gaps are</p> <p>Monitor progress at the end of each term using intervention sheets and data gathering processes.</p> <p>Share information at monitoring syndicate meetings throughout the year</p> <p>Teacher inquiries to include the identified target students.</p>	<p>By week 5 Term 1</p> <p>On-going</p> <p>Term 1 Goal setting interview, Term 3 Parent interview</p> <p>Week 9 each term</p> <p>Throughout the year</p> <p>Term 1 – on-going throughout the year</p>	<p>Leadership Team, syndicates and teaching teams</p>	<p>Target groups identified and recorded. These are shared with teachers so they are clear about who their target groups include.</p> <p>On-going monitoring of identified students and progress through the work they do. This is done through interventions and on eTap.</p> <p>Annual targets are included in teacher appraisal documents.</p> <p>Active support structures are built between home and school for identified students. Parents are able to support learning at home.</p> <p>Students work is moderated, and next steps are evident to the teachers and students. Interventions are evaluated to gauge their effectiveness</p> <p>End of term and year results will inform next steps and focus areas.</p> <p>eTap data entry points are clearly established and processes developed for when data is entered and how this is used.</p> <p>The Leadership Team and teachers will work together to develop and implement a programme of support for students who require it.</p>	<p>Planning for next year:</p>

Target for Raising Student Achievement in Mathematics 2019

Focus Area

To ensure student achievement in mathematics

- Children who achieve to nationally recognised standards.
- Children who are future focused and as such are more environmentally aware and ethical in practices.
- Children who are risk takers in their learning

Baseline Data

Whole School End of Year Data: Mathematics

All Students

- At the end of 2018 142/249 (57%) of all students were achieving at or above the expected curriculum level in mathematics.
- 56/249 (22%) were **working above** the expected curriculum level.
- 86/249 (35%) were **working at** the expected curriculum level.
- 80/249 (51%) were **working below** the expected curriculum level.
- 27/249 (18%) were **working well below** the expected curriculum level.

Gender

- 33/56 (59%) of the students **working above** the expected curriculum level in mathematics were male and 23/56 (41%) were female.
- 44/86 (51%) of the students **working at** the expected curriculum level in mathematics were male and 42/86 (49%) were female.
- 33/80 (41%) of the students **working below** the expected curriculum level in mathematics were male and 47/80 (59%) were female.
- 18/27 (67%) of the students **working well below** the expected curriculum level in mathematics were male and 9/27 (33%) were female.

Ethnicity

- 27/111 (24%) of students identifying as Maori were **working above** the expected curriculum level.
- 7/47 (15%) of students identifying as Pasifika were **working above** the expected curriculum level.

- 29/111 (26%) of students identifying as Maori were **working at** the expected curriculum level.
- 14/47 (30%) of students identifying as Pasifika were **working at** the expected curriculum level

- 39/111 (35%) of students identifying as Maori were **working below** the expected curriculum level, 16/111 (14%) were **working well below** the expected curriculum level.
- 21/47 (48%) of students identifying as Pasifika were **working below** the expected curriculum level, 5/47 (11%) were **working well below** the expected curriculum level.

Year Group

- 9/35 (28%) of students in Year 3 at the end of 2018 were **working a sub level below or just at** the expected mathematics curriculum level.
- 16/35 (48%) of students in Year 4 at the end of 2018 were **working a sub level below or just at** the expected mathematics curriculum level.
- 23/52 (44%) of students in Year 5 at the end of 2018 were **working a sub level below or just at** the expected mathematics curriculum level.

- 9/27 (33%) of the students **working well below** the expected curriculum level are ORS students.

Target (Where do we want to be by the end of 2019?)

To increase the number of students in Years 4 (8/35, 23 % in 2018 Year 3 cohort), 5 (13/35, 37% in 2018 Year 4 cohort) & 6 (16/52, 31% in 2018 Year 5 cohort) working at and above the expected curriculum level by the end of 2018. Specific emphasis will be placed on lifting the achievement levels of Maori and Pasifika boys and girls in these year groups, who were achieving below the expected curriculum level for mathematics at the end of 2018.

Specific Actions	Timeframe	Responsibility	Indicators of Progress	Analysis of Variance / Future Action
<p>Identify mathematics levels and identified needs using a variety of assessments and the previous years progress and achievement information in Term 1</p> <p>Specifically identify the students who make up the target group and set up intervention sheets for each one of them. These students are working just below or just at the expected curriculum level.</p> <p>Students next learning steps identified and planned for.</p> <p>Targeted support in the areas that we have identified as areas for development for these students and discussing next steps with them so they are aware of what they can do and what their next steps are.</p> <p>Planned interventions area implemented using appropriate strategy or approach (i.e. number hotspot, Numicon, Black Sheep oral language, in-class interventions with teacher aide support)</p> <p>Encouraging parents about how they can help at home, being specific about what their children's needs/ gaps are</p> <p>Monitor progress at the end of each term.</p> <p>Share information at monitoring syndicate meetings throughout the year</p> <p>Teacher inquiries to include the identified target students.</p>	<p>By week 5 Term 1</p> <p>On-going</p> <p>Term 1 Goal setting interview, Term 3 Parent interview</p> <p>Week 9 each term</p> <p>Throughout the year</p> <p>Term 1 – on-going throughout the year</p>	<p>Leadership Team, syndicates and teaching teams</p>	<p>Target groups identified and recorded. These are shared with teachers so they are clear about who their target groups include.</p> <p>On-going monitoring of identified students and progress through the work they do. This is done through interventions and on eTap.</p> <p>Annual targets are included in teacher appraisal documents.</p> <p>Active support structures are built between home and school for identified students. Parents are able to support learning at home.</p> <p>Students work is moderated, and next steps are evident to the teachers and students. Interventions are evaluated to gauge their effectiveness</p> <p>End of term and year results will inform next steps and focus areas.</p> <p>eTap data entry points are clearly established and processes developed for when data is entered and how this is used.</p> <p>The Leadership Team and teachers will work together to develop and implement a programme of support for students who require it.</p>	<p>Planning for next year:</p>

Target for Improving Oral Language 2019

Focus Area

To ensure student achievement in oral language

- Children are comfortable and confident to express themselves in their preferred language and format.
- Children are able to express and promote themselves in a responsible way through effective communication skills.
- Children have the confidence to positively self-manage and show self-regulating behaviour in a safe and supportive environment.

Baseline Data

Whole School End of Year Data:

Literacy and mathematic results were low across the school at the end of 2018. As a staff we carried out a self-review using Internal Evaluation Model from ERO School Evaluation Indicators publication in to why the children were making little or no progress and end of year achievement levels, literacy in particular were so low.

From this we identified that across the class's children were entering school with low levels of literacy and associated skills, poor oral language, limited social skills as well as fine and gross motors skills. All this combined lead to many children taking longer to settle into school and having to learn foundation skills before they could access the curriculum. The long-term impacts of this pattern at school entry are seen throughout the school with continued low levels of achievement for some students despite having accessed internal and external supports. Another outcome of this review was the impact behaviours have had on the learning, progress and achievement of some children.

2019 SoY Oral Language test results - these are being collected and collated

ESOL - these students have been identified and interventions have begun for these students

Target (Where do we want to be by the end of 2019?)

Focus Area

To ensure student engagement in school

- The school honours and values the Treaty of Waitangi with increasing use of Tikanga and Te reo throughout the Kura.
- The school provides support for our Pasifika students in their learning environment.
- The school has a multi-cultural curriculum that celebrates diversity.
- The school recognises and values different needs, abilities and background of students.
- The school environment is positive and supportive.

Baseline Data

Whole School End of Year Data: Student Engagement

All Students – Stand-downs and Suspensions

- At the end of 2018 in total we had a 34 Stand-downs and 4 suspensions.
- Of the 34 stand-downs these involved 18 students.
- Of the 4 suspensions these involved 2 students.
- 18/250 (7%) of all student were stood-down during 2018.
- 2/250 (1%) of all students were suspended during 2018.

Gender

- 15/18 (83%) of the students **stood-down** were male
- 3/18 (17%) of the students **stood-down** were female.
- 2/2 (100%) of the students **suspended** were male

Ethnicity

- 4/18 (22%) of students identifying as European were **stood-down**.
- 11/18 (61%) of students identifying as Maori were **stood-down**.
- 3/18 (17%) of students identifying as Pasifika were **stood-down**.

- 1/2 (50%) of students identifying as Maori were **suspended**.

- 1/2 (50%) of students identifying as Pasifika were **suspended**.

Year group

- 5/18 (28%) of students **stood-down** were in Year 6.
- 9/18 (50%) of students **stood-down** were in Year 5.
- 3/18 (16%) of students **stood-down** were in Year 4.
- 1/18 (0.5%) of students **stood-down** were in Year 2.

- 1/2 (28%) of students **suspended** were in Year 6.

- 1/2 (28%) of students **suspended** were in Year 4.

Reason for Stand-down and Suspension

- 28 students were **stood-down** for (3) Likely to cause serious harm (s14(1)(b) of the Education Act 1989)
- 5 students were **stood-down** for (2) Continual disobedience (s14(1)(a) of the Education Act 1989)
- 1 student was **stood-down** for (1) Gross misconduct (s14(1)(a) of the Education Act 1989)

- 2 students were **suspended (2 x each)** for (3) Likely to cause serious harm (s14(1)(b) of the Education Act 1989)

Attendance

All Students – Attendance

- At the end of 2018 we had overall attendance of 82.11% with Monday (13.9%) and Friday (13.5%) being the highest days of absence for the year.
- Unexplained absences were 10.71% for 2018
- Justified absences were 7.17% for 2018
- Lateness for all students was 13.11% for 2018.

Gender

- Male attendance was 81.92%, unjustified 10.35% and justified 7.73%
- Female attendance was 82.33%, unjustified 11.11% and justifies 6.57%.

Ethnicity

- Attendance for students identifying as NZ European was 89.63%
- Attendance for students identifying as Maori was 77.36%
- Attendance for students identifying as Pasifika was 78.30% (Tongan, Samoan, Cook Island Maori, Tokelauan, Other Pacific Island Group, Fijian – eTap classifications)
- Attendance for all other ethnic groups was 87.85%

Year group

- Attendance for students in Year 1 was 78.90%
- Attendance for students in Year 2 was 76.55%
- Attendance for students in Year 3 was 81.08%
- Attendance for students in Year 4 was 85.16%
- Attendance for students in Year 5 was 82.5%
- Attendance for students in Year 6 was 82.80%

- Attendance for students in Te Puawaitanga o Te Kākano was 76.72%
- Attendance for students in the mainstream classes was 86.92%

PB4L – Tier 1 / 2

AMA –

Target (Where do we want to be by the end of 2019?)

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	Supporting/Resources	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</p> <p>2016 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/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>Examples of documentation or information you may have to show you have completed the HR action</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	Supporting Documentation/Resources	Progress to date and/or next steps
Areas covered by current legislation, MoE/Sector requirements or HR good practice		Examples of documentation or information you may have to show you have completed the HR action	Additional information and templates e.g.	
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>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>	<p>Click here to enter text.</p>	<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>	<p>Click here to enter text.</p>

<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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PRINCIPAL REPORT TO THE KORAUNUI BOARD OF TRUSTEES. **For the meeting of March 6th, 2019.**

Presented by Dave Lamont. Principal

OVERVIEW

We have 237 students as at the March 1st roll return. This is lower than at the same time as last year. Our staffing for the year will not be affected by the number of students being lower than our staffing entitlement for the year ahead.

PERSONNEL

- All teachers taking study leave this year have now begun their courses. Staffing for teachers covering their positions is covered by TeachNZ and Fulbright as a part of the study awards.
- The Ministry of Education has agreed to provide professional supervision for our staff as a part of continuing support for the well-being of our staff. I have awaiting a reply from the agreed person who will provide this service for us.
- We have received some additional funding from the Ministry of Education for the first 2 terms of this year to help with the management of behaviours some of the children are displaying. This will offset some of the supports we already have in place and also allow us to provide resources to meet identified learning and behavioural needs with these students.

STAFF APPRAISAL

- We have begun Term 1 walk-throughs as planned. These have been disrupted a little by the need for us to provide support around the school with some behaviours that have surfaced. We will continue with these walk-throughs in the coming weeks.
- I had a meeting with my appraiser last week. Staff interviews are planned for 15 March and an interview with the Board chair is also required as a part of this process. The outcome of these interviews, staff survey and 2019 plans will help shape Principal appraisal goals for the coming year.

SCHOOLWIDE FOCUS

- We have continued to work with our PB4L facilitator with a workshop to follow on from the Staff Only Day. Teachers will gather evidence over the coming weeks about behaviours in their classrooms and what they are doing to manage these. This will form the basis of our next workshop with our facilitator when we will begin working on the classroom problem solving process. Once we have a clear understanding of this process we will implement it into weekly syndicate meetings.

CURRICULUM

- Annual Achievement targets have been set. We have identified target groups for reading, writing and maths and oral language and will have a school-wide focus on student engagement. We are gathering evidence from our junior classes that we can use as measurable baseline evidence. We have baseline data for the other areas. Teachers are clear about who the children in their classes are and interventions are being developed for these students.
- Senior leaders had a meeting with our school Ministry advisor and a Student Achievement Function Advisor to discuss the move to MMI Level 2 for Te Puawaitanga O te Kakano. We have begun our inquiry into our needs with our appointed facilitator and have begun receiving some resources. The MoE will follow up on allowing us access to the resources we need. As we move through the inquiry stage and into accessing professional development we will work to ensure we have the right people supporting our progress at the right time, so as to not overwhelm the teachers.

ASSESSMENT

- We have been using eTap to specifically identify target students for our annual targets. We have also identified all students at our school who have accessed reading recovery and are monitoring the progress they are making using a function we asked eTap to set up for us. I've attached an example of a graph we can generate. We will set up a similar monitoring system for students accessing internal reading intervention and tutor reading support.

BEHAVIOUR

- We have begun the AMA programme again this term with 12 students identified to take part over Terms 1 & 2. We are working to strengthen links between what the students are doing in the AMA programme and how they manage themselves around and outside of school. We have a list of possible students for the next intake in the second half of the year.

PROFESSIONAL DEVELOPMENT

In 2019 this major focus for professional development will be as below. Professional development will be focused on school-wide, individual and team/group needs.

- Based on working towards the recommendations of the ERO Report
- PB4L
- CHOICE Theory
- MMI Level 2
- Literacy and Oral Language
- Learn through play (Junior School)
- Leadership development

HEALTH AND SAFETY

TRIPS:

- All event planners and RAM's required are being completed fully and approved in anticipation of this term's events in accordance with EOTC health and safety guidelines.
 - Days Bay Trip Junior Syndicate (Rooms 1-5)
 - Weetbix Tryathlon

FINANCES:

- Documentation is being compiled in readiness for annual auditing process.

GENERAL

- We have had our initial meetings for the CoL Inquiry Groups that we are a part of. Both of these groups had very positive meetings and found common ground to work with the other schools in the group. One group is focussed on the key competencies and how we can use these to as a foundation for our curriculum. The other group is focussed on student and staff well-being. Both of these intertwine and will be key components of us moving forward in a positive way for our students.
Leadership roles for both CoL is due to end in Term 1 this year. Both of the current leaders have indicated that they will not be applying for this role. For the Taita/Stokes Valley CoL the pool of leaders available is limited. As a Board this is something we need to discuss.
- I will forward progress documentation to ERO once this has been sent to the MoE. This will be used as a part of the next review process when it is due.
- The gala planned for this year will be run in Saturday 30th March. KPG have a small core group organising the day and have had many offers of help.

Dave Lamont
Principal

PROPERTY and EQUIPMENT REPORT 6th March 2019



- Ashby's planned works – planning work continues for the identified areas around the school. We will work in with the project manager and contractors to ensure there is as little disruption as possible to school operations when this work commences.
- Visit from MoE Property Advisor - I met with our property advisor last week to go over current projects involved in the 5-year plan as well as health & safety issues that exist around the school. We discussed proposed projects that could make up the next 5-year plan due to be developed next year. We are due the second instalment of our furniture and equipment grant this year. Ashby's will continue to work as our property project manager this year.
- Room 14 & 15 carpet replacement
The carpet replacement in Rooms 14 & 15 has been completed. This is funded by the MoE. A final inspection has been carried out and sign off with take place this week. Both rooms have moved back into their classes.
- Vandalism/cameras
We experienced some vandalism with a sounder horn being ripped off the school outside Room 2. This was reported to me and the people responsible were caught in the act on the security cameras. These people have been identified and the Police are involved. I will contact Wormald about installing a tamper proof sounder and the cost of this.
- Overhanging Trees – the Hutt City Council has received a complaint about trees on our boundary overhanging the footpath outside the school and the roundabout at the top of the school. Our caretaker has addressed the footpath issues, pruning the bushes and the cuttings have been mulched and disposed of. We will need to look at getting an arborist to trim the tree at the round about as this is quite high. I have also contacted Wellington Electricity about pruning trees away from the overhead power line. They have carried out an inspection and created a work order to get this work completed.
- Tree Removal & Pruning/complaint – the MoE received a complaint from one of our neighbours about the tree pruning we carried out over the term break. The information that was provided to them about the work carried out by the arborist was inaccurate and not factual. I provided the MoE with information about this work and they will reply to the complainant. A complaint was also made by this person about a community member who cut up and removed wood from a windfall tree. As a result of this we will need to carry out a review of our procedures for allowing community access to our school grounds to ensure all health and safety requirements are made clear to those using our grounds.
- Surplus Furniture – with the gala coming up we have an opportunity to sell off some of the surplus furniture that has been stored at the school for some time now. We would need to identify what we want to keep some we have enough in reserve to cater for new students.
- Health & Safety – Our caretaker is addressing health and safety issues that have been identified by staff around the school. These are being addressed as they are identified.

Actions

- Continue to work on plans and funding for the playground area.
- Develop a minor maintenance plan to guide decision making

Koraunui School

Produced 2019-03-04



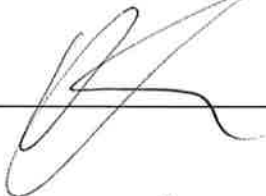
Board Report

For period 2019-02-04 to 2019-03-03

	Staff	Students	Other	Total
Number of minor injuries/incidents requiring on site treatment only		<u>4</u>		
Number of injuries/incidents said to require further medical investigation		<u>1</u>		
Number of serious harm injuries (reported to Work Safe)		<u>1</u>		

Comments on injuries

Completed by: Dave Lamont Position: Principal

Signed 

Date 03 / 03 / 2019

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	
All	Male	0	0%	5	45.5%	6	54.5%	0	0%	<u>11</u>
	Female	1	8.3%	5	41.7%	5	41.7%	1	8.3%	<u>12</u>
	Total	1	4.3%	10	43.5%	11	47.8%	1	4.3%	<u>23</u>
Maori	Male	0	0%	2	40.0%	3	60.0%	0	0%	<u>5</u>
	Female	1	12.5%	5	62.5%	2	25.0%	0	0%	<u>8</u>
	Total	1	7.7%	7	53.8%	5	38.5%	0	0%	<u>13</u>
Pasifika	Male	0	0%	0	0%	2	100.0%	0	0%	<u>2</u>
	Female	0	0%	0	0%	0	0%	1	100.0%	<u>1</u>
	Total	0	0%	0	0%	2	66.7%	1	33.3%	<u>3</u>
Asian	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Total	0	0%	0	0%	0	0%	0	0%	<u>0</u>
MELAA	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Total	0	0%	0	0%	0	0%	0	0%	<u>0</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Total	0	0%	0	0%	0	0%	0	0%	<u>0</u>
NZ/European	Male	0	0%	3	75.0%	1	25.0%	0	0%	<u>4</u>
	Female	0	0%	0	0%	3	100.0%	0	0%	<u>3</u>
	Total	0	0%	3	42.9%	4	57.1%	0	0%	<u>7</u>