

**Waikite Valley School Board Meeting**  
12 September 2022, WVS Staffroom

**Administration:**

**Present:** Tracy Bain, Mary Briggs, Sophia Burton, Mike France, Sheena Hunter, Kelly Weston & Teresa Topp

**Non-speaking observer:** Sue Ratcliffe

**Apologies:** All present

**In Attendance:** Kelly Curtis ( Secretary)

**Meeting Opened:** 6.30

The Karakia was read by the Board members

**Board Induction & Training Workshop:**

Teresa read and discussed various points from the document titled "An Introduction to Being an Effective School Trustee" (document attached).

The Board spent time reflecting on each of their strengths and skills and getting to know each other.

Email access and use was discussed.

Board roles were established:

<i>Mary -</i>	<i>Finance</i>
<i>Mike -</i>	<i>Property</i>
<i>Tracy -</i>	<i>Employment/Personnel</i>
<i>Kelly -</i>	<i>Health &amp; Safety</i>
<i>Sheena -</i>	<i>Staff Representative/ Policy Review</i>
<i>All -</i>	<i>Community Consultation/Liaison</i>

The Board members were given their Board folders and or updated folder contents.

- Board Members were asked to sign the code of conduct on page 10 of the Policy Framework Document after it was read out and any questions addressed.
  - The members discussed "confidentiality" and the difficulties faced protecting this in a smaller community. Members can often be asked for the "inside scoop" on particular non - public information.
    - Members were advised to refer these questions to the Presiding Member or refer them to the minutes that are published on the school website.

**ACTION: The Secretary is to change the words "Board Chair" to "Presiding Member".**

Sue Ratcliffe left the meeting.

**Minutes:** It was unanimously agreed that these minutes are a true and accurate record of the Waikite Valley School Board Meeting held on 17th August 2022.

**Matters Arising:**

**Roofing Project** - Rotovegus Roofing will place the membrane over the roof outside the Office during the October school holidays.

**Schoolhouse -**

- Lee Stubbs will be doing a quote for the replacement deck for the school house. He will do a quote for both nailed and screwed attachments.
- Andrew La Grouw will provide a quote for the materials at the time they are required and acknowledged that the prices provided by Scott Van Twuiver were very good.

**Correspondence:** As stated in the agenda.

**Monitoring:**

**Principals Report:** Previously circulated – see attached

**Roll:** 94

**Banking Staffing:** As stated in the report

**Property:** As stated in the report.

**ACTION:** Teresa to contact Edwin Schweizer regarding the installation of the new Rugby posts.

Waharoa - The Board discussed the Waharoa concepts included in the Board pack. Affordability was discussed and the Board unanimously agreed to proceed with this project.

**Personnel/Staff:** As stated in the report

**Principal Interviews -**

- Sophia Burton advised the members on the applicants and interview times.
- Sophia asked if 5 - 6 questions at around 10 minutes per question sounded reasonable.
  - Sophia will create a google doc for members to share their question ideas.
  - Sophia will collate the questions for members to review and comment on.
- Mary advised that a scoring matrix from NZSTA was available.
- Interview leaders were discussed with follow-on questions by other members used to create an organic conversation.
  - Mike France would lead interview 1
  - Kelly Weston would lead interview 2
  - Sophia Burton would lead interview 3
  - Mary Briggs will meet and greet
  - Teresa Topp to meet with applicant 3 and show them around the school
- Kelly Weston asked about pay scales etc - it was explained that these are all available on the MOE website and are standardised according to school roll and principal tenure
- Mary Briggs commented on the fact that applicants hadn't provided 2 referee reports. It was decided that the secretary will contact them and let them know they had not been received.

**ACTION:** Mary to share the Scoring Matrix document with Board members

**ACTION:** Secretary to email the members the Principal's Pack sent to applicants

**ACTION:** Secretary to Contact applicant 3 and arrange a tour of the school with Teresa Topp.

**ACTION:** Secretary to contact applicants and enquire about their referee reports

**Health & safety:** Nothing to report

**Curriculum:** As stated in the report

**Community Engagement:** As stated in Report

Disco - Sophia reported on the P.T.A's Disco.

**Grants:** As stated in Report

**Resolutions:** To get quotes for 2023 camp in order to put in for Grant (NZCT and/or AGT)

**Strategic Aim/Learning and Teaching:** As stated in Report

**Finance:** No Finances this meeting

**Governance Policies 19 - 21**

The Board agreed to move GP 19 & GP 21 to next month's meeting.

### **Discussion/Decisions:**

#### **Agenda Items for consideration for the next meeting**

Governance Policy 19 - Handling complaints and complaints procedure

Governance Policy 21 - Board Annual Work Plan

Operation Policy 1 - Curriculum Delivery Policy

Operation Policy 2 - Personnel Policy

Staffing 2023

- **Meeting Closed:** 8.25pm

**Next Meeting:** Tuesday 25th October - 6.30pm

Signed:



Date:

28/10/22

**PRINCIPAL REPORT TO BOT September 2022**

**SECTION A: monitoring data for trends in areas that will impact significantly on school operation**

Roll	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	TOT
17/8/2022	12	10	12	18	17	5	10	11	95
12/9/2022	13	11	10	18	17	5	10	11	94

G	B
50	45
50	44

Roll	NZ Maori	Pacific	Dutch	NZEuro	Other Euro
17/08/2022	27	1	4	83	9
12/9/2022	25	1	4	84	9

**Banking Staffing Report, (02055) Waikite Valley School**

Period: 202312, Pay Day: 06-SEP-22, As at Period Ending: 06-Sep-2022

Generation Date: 06-Sep-2022, 07:29am

Summary FTTE Details

Pay Period No	4	5	6	7	8	9	10	11	12	YTD Total
Total staffing usage for period	5.46	5.6	5.32	5.46	5.58	5.58	5.58	5.5	5.98	88.38
Entitlement for period	5.46	5.56	5.56	5.56	5.56	5.56	5.56	5.56	5.56	88.16
Ministry adjustment for period	-	-	-	-	-	-	-	-	-	-
Year End Automatic Adjustment for period	-	-	-	-	-	-	-	-	-	-
Difference for period	-	(-.04)	.24	.1	(-.02)	(-.02)	(-.02)	.06	(-.42)	(-.2)
Estimated \$ value of staffing (YTD)	\$321	\$193	\$963	\$1,285	\$1,220	\$1,156	\$1,092	\$1,285	-\$64	
Required average staffing level to finish year with zero balance (FTTE)	5.47	5.56	5.58	5.59	5.59	5.59	5.59	5.6	5.56	

- Property Update
  - Basketball hoops waiting to be installed (beside office building/astroturf). Rugby posts delivered - sitting beside PE shed (one set only purchased).
  - Waharoa - quoted at \$7k. (Conrad Anaru & Wiremu Kimita). Concepts included in pack.
- Personnel/staff management -
  - Principal interviews upcoming
  - Health & Safety - Nothing to report
- Curriculum - Leaders Trip to Wellington went well, AIMS games complete - results, speeches - school competition was excellent. We host the Cluster event 13/9. Cultural Festival - unable to attend due to clash with mini marathon. Have entered the Te Arawa competition in November instead.
- COMMUNITY ENGAGEMENT
  - Pet Day planning well underway (PTA meeting 13/9)

GRANTS -
Grassroots Trust Ltd -
Pub Charity -
NZCT -
One Foundation - ASC T4 2022 submitted
GRASSROOTS CENTRAL - \$2950 for senior girl kapa haka uniforms Declined
Four Winds - Librarian&books \$8500 submitted Approved \$5500
Aotearoa Gaming Trust -
Okaitaina Trust -

# Annual School Improvement Plan 2022 – SUMMARY

Domain	Achievement Challenge	Annual Goals	Target	UPDATE
<b>Learning and Teaching</b>	<p>Providing extra support and learning experiences following accelerated strategies for our at risk learners.</p> <p>Providing a challenging extension and enrichment programme for our Gifted and Talented Learners.</p>	<p>All students will have the opportunity to achieve <b>success across all subject areas</b>.</p> <p>School staff set high academic expectations.</p> <p>Mindfulness and wellbeing are practised in all classrooms daily.</p>	<p>All students will participate in exciting, challenging and student driven learning tasks.</p> <p>At least 85% achieving within or above their expected curriculum levels in reading, writing and maths.</p> <p>Students practice their own mindfulness strategies and can explain the purpose of these strategies.</p>	<p><b>JULY</b> - Mid year assessment results and open day/student led conferences feedback. Gifted &amp; Talented student mid year update.</p> <p>Mindfulness &amp; wellbeing continue to be a daily focus in the classes.</p>
<b>Community Engagement</b>	<p>Accessing majority ideas and support for decisions - i.e. meaningful consultation.</p> <p>Finding a communication format that suits the majority of whanau and keeping communication regular and relevant.</p> <p>Updating website regularly needs to be prioritized to achieve target – resourcing to support this is a challenge.</p>	<p>Community consultation is genuine and feeds into planning.</p> <p>Teachers reporting is relevant, accessible and meaningful to school whanau.</p> <p>A range of communication avenues are utilised. This may need to be standardised in 2022.</p>	<p>Home-School partnerships are strong with 85% engagement in school surveys and 100% in reporting or conferencing events.</p> <p>Whanau are communicated with efficiently and effectively – via newsletter, School FaceBook page, class FaceBook pages, ClassDojo, text, phone call, email, google classroom</p> <p>Parents/caregivers are welcomed into school at all times.</p>	<p><b>SEPTEMBER:</b> Facebook page and school newsletter continue to be well read. Daily morning Facebook posts up from around 130 views (May) to average 180. We had 256 followers in May, up to 277 currently and have had over 500 views of popular posts.</p> <p>School office is contacted mostly via text.</p> <p>How was engagement for Principal appointment consultation with community?</p>
<b>Property</b>	<p>Funding</p> <p>Access to expertise</p> <p>Availability of contractors</p> <p>Feedback from our stakeholders</p>	<p>Plan and create a unique physical school environment that is adventurous, safe and exciting to learn in</p>	<p>Modify our classroom spaces to reflect our school values and vision</p> <p>Design and create a school waharoa that has meaning for our kura and iwi</p> <p>Maintain and refresh the valued parts of our school environment that represent our unique and adventurous culture</p>	<p><b>AUGUST - Outdoor classroom-</b> Some use from classes - still establishing best use. Need to purchase appropriate furniture/furnishings for the space.</p> <p><b>Waharoa</b> - Wiremu Kinita (Ngati Tahu-Ngati Whaoa Carver) - 25 March message: at the moment we are doing carvings for Ngati Tahu // Ngati Whaoa ( Runganga ) We will be finished in 6-7 weeks time . Have not heard back - contacted Friday 5 Aug. no response yet.</p>
<b>Students and Staff</b>	<p>Funding for PLD and associated costs</p> <p>Compatibility of all stakeholder views of student profiles</p> <p>Keeping up with changing priorities and new curriculum documents</p>	<p>Foster a learning climate that values and celebrates akonga of all ages</p>	<p>Establish baseline strengths and skills of teaching staff and require suggestions for learning over the next 3 years - Skeleton PLD plan</p> <p>Design a student profile that values a wide range of learning across a broad curriculum</p> <p>Publish and promote the student and staff profiles and learning designs/strategies for the next 3 years</p>	<p><b>JUNE:</b></p> <p>Baseline strengths and skills of teaching staff assembled (see attached). Next step is to establish weaknesses and areas for PLD over the next 3 years.</p> <p>Student/Graduate Profile to be worked - BOT presented with previous profile for feedback.</p>

# AN INTRODUCTION TO BEING AN EFFECTIVE SCHOOL TRUSTEE.

What could "The role of trustees is hands on,  
hands around but never hands in" mean?

## MATTERS TO BE COVERED:

Governance and Management

Key Board Responsibilities

Pathways to the Board table

Expectations

Roles of Trustees

The Code of Conduct for Trustees

Student Achievement

Where to next?

(b) Subject to paragraph (a) of this subsection, has complete discretion to manage as the principal thinks fit the school's day to day administration.

So, this means,

- Boards of Trustees are responsible for organisational outcomes. They ask the questions.
- Principals are responsible for organisational processes to achieve those outcomes. They provide the answers.
- The Board is entrusted to work on behalf of the stakeholders. It emphasizes strategic leadership rather than administrative detail and ensures that it complies with legal and policy requirements. Enhancing student achievement is its focus.
- The Board delegates all authority and accountability for the day to day operational organisation of the school to the Principal
- Establishment & maintenance of an effective relationship between the board, the principal, staff and community is critical.
- The Board is committed to continually improving & maintaining community relationships by creating a policy framework that ensures an atmosphere of openness, cooperation and support and that sets helpful and clear boundaries.

Key Board responsibilities are:

- ACCOUNTABILITY.

Student progress and achievement

Review

Financial Management

Resource Management

- LEADERSHIP

Clear purpose

Governance focus

Understands roles and responsibilities

Run effective strategic meetings

Maintain and foster relationships

- REPRESENTATION

Sustains trust and relationships

Follows the charter, policies and procedures of the Board

Community consultation and engagement

## ROLE OF THE CHAIRPERSON

The Chairperson is the leader of the Board and carries overall responsibility for the integrity of the Board's processes. The Chairperson's role is to oversee all Board activities and to act as spokesperson for the Board. The Chairperson is (re) elected each year and is an 'ex-officio' member of all sub-committees.

### Key Responsibilities:

- Provide leadership and ensure the Board operates within its governance role.
- Establish and maintain an ongoing working relationship with the Principal and ensure that the Principal's Performance Agreement and Appraisal are completed annually.
- Ensure the Principal has the freedom to manage the day-to-day operation of the school.
- Meet with the Principal regularly.
- Effectively chair Board meetings.
- Promote good communication between the Board and the wider community.
- Ensure all trustees fulfil their responsibilities and act in accordance with school policy and legislative and contractual requirements.
- Read all official documents from the Ministry of Education and, through the Board Secretary, keep the Board informed of matters that affect the school in any way.

## PRINCIPAL'S RESPONSIBILITIES

*Teresa*

The Principal is also the CEO of the Board and is required to:

- Manage the school according to Board policies and plans
- Work within Board policy and contractual obligations.
- Meet regularly with the Chairperson.
- Work co-operatively with trustees to facilitate responsibilities delegated to them, e.g. portfolio convenors.
- Attend all meetings of the Board
- Report each month on progress towards achieving the Board's strategic goals and targets.
- Report on student achievement to the Board.
- Report on student achievement to parents.
- Report progress in staff appraisal to the Board.
- Assist the Board to develop appropriate policies and make good decisions.
- Inform the Board of significant events affecting the school.
- Help to foster harmonious relationships between Board and Staff.
- Action Board delegations after meetings as quickly and efficiently as possible.



14. Ensure that all students are provided with an education which respects their dignity, rights and individuality and which challenges them to achieve personal standards of excellence and to reach their full potential.
15. Serve their school and their community to the best of their ability and be honest, reliable and trustworthy in all matters relevant to their roles and responsibilities.
16. Act as good employers.
17. Exercise their powers of governance in a way that fulfills the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.
18. Be accountable to the membership and the community, for competent, conscientious and effective accomplishment of the obligations of the board.

SIGNED:

#### STUDENT ACHIEVEMENT:

Whilst the board is responsible and accountable for school performance in all areas.

Accountability for student achievement outcomes is its primary focus.

Boards require principals to report on student achievement in a variety of ways. Your board needs to decide and make clear to the principal what you are looking for in reporting, how often the board will be receiving reports and what areas might they cover.

The Government has set priorities in particular for Maori, Pasifika and students with special education needs and requires boards to ensure these groups are considered in target setting.

#### WHERE TO NEXT:

This session has been an introduction to trusteeship to get you started.

NZSTA are running a series of training sessions for trustees in your area beginning next month.

I encourage you to attend these sessions, preferably as a whole board to continue to grow your trusteeship

**TAKE HOME MESSAGES FROM INTRODUCTORY BOT SESSION**  
**FROM SPENCER BATY**

1. It is good practice to have a signed off copy of the Board's Code of Conduct in members' individual BoT folders. This should be revisited regularly.
2. Recognise that the Principal is the CEO of the Board and manages the school as they see fit, consistent with the Board's Charter, Policies, procedures and the laws of the land. This means having an understanding of the Board's governance role and the principal's management role.
3. Board meetings are strategic meetings which are agenda driven accordingly.
4. Membership of the Board is either by election or co-option. Vacancies to be filled by the same method that the vacating trustee became a Board member. Selection can be used to replace an elected member. Three reasons to co-opt are: gender, ethnicity or skill. Tenure of the co-option must be minuted.
5. A plan for the review of the Charter and policies is essential.
6. Student achievement is the heart of the matter.
7. Remember the Board is a crown entity.
8. Seek ongoing training as provided by NZSTA (they also have many useful resources on line).
9. NZSTA define the key Board areas of responsibility as:
  - Accountability
  - Leadership
  - Representation and
  - Employer role.
10. All Board members are accountable to the Chairperson who is the person to speak on behalf of the Board.

## EFFECTIVE GOVERNANCE

*For Boards to successfully govern and principals to effectively manage, policies, procedures and structures need to be in place*

### THREE KEY ASPECTS:

1. The BoT must forge an effective relationship with management
  - Rule of thumb - Boards have their heads in and hands out of management
  - Have clearly recorded roles and responsibilities
  - Good communication - open, frank and transparent is essential.
  - Remembering that the Board role is the WHAT, WHERE AND WHY and management's role is the HOW
  - The Board needs to have its own culture - way of operating. This needs to be articulated and owned by all Board members including the principal as CEO.
2. Pitfalls in governance and management to be avoided
  - Principals must avoid taking on Board responsibilities
  - Boards must recognise that their principals work in "changing weather" and that their role is to recognise this and help principals to navigate it
  - Having multiple versions of school policies and procedures is a no no.
  - Principal's Report not being totally strategic
  - Boards not getting the information they need from the principal
  - Not focusing on Compliance and accountability
3. The BoT must use effective governance tools.
  - Clearly documented and shared roles and responsibilities
  - Regular and robust monitoring and reviewing of roles and responsibilities, policies and processes
  - A BoT agenda for meetings that is strictly strategy based and that meetings are strategy meetings
  - Have an Annual Board Work Plan (three yearly is ideal)
  - Co – construct a Charter that is the guiding document