



Board of Trustees
23rd October
Matipo School

Dear Trustees

I will remember my first week at Matipo for many reasons. I found the Powhiri on Monday to be profoundly moving and I will never forget it. Thank you for making me so welcome and being so supportive. Please keep on being supportive!

My intention is to offer a relevant, helpful and transparent report about the workings of the school since the last meeting, and to report progress towards our strategic goals and objectives. The Principal's report encompasses the other school reports, which may be appended or included, and offers a platform for questioning and discussion at the Board Table. That's the theory, anyway. But over the last week or so we have been managing a great deal of change. I have redrafted or restarted this report several times, only to find that events have moved on again - like trying to play cricket on a trampoline.

Many of the usual safety practices and routines are under review. As yet I do not yet have access to Novopay, but I did gain log-on rights to ENROL and our ASB banking systems late on Friday.

You may be aware of the recent changes to the Education Act, to remove the National Administration Guidelines (NAGS) and replace them with 'National Education Learning Priorities' (NELPS). However the NAGS offered a systematic framework for reporting to the Board, which the NELPS do not, so NAGS may still be useful. I will report within this framework for the time being at least. It may be that the NAGs are restored to us soon. I also include a NZSTA information on sheet about changes to the Act. More information can be found at <http://www.nzsta.org.nz/education-act-update>

NAG 1: Student Learning

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*

In the short time I have been at Matipo to date, I have observed many examples of excellent pedagogical practice and have gained assurance about school performance in Literacy and Mathematics. I was gratified to note the alignment between the outcomes for PAT test outcomes¹ and 'OTJ's. This is a strong indicator that our learning data is meaningful.

¹ (Progressive Attainment Tests are a 'Standardised' and 'Normed' assessment tool – you can find out more about them



Also, much of the discussion about ICT systems (below) is directly linked to student learning.

NAG 2 Review

National Administration Guideline 2

Each board of trustees, with the principal and teaching staff, is required to maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement

Policy Review

Staff request that the Board considers adopting an appropriate policy to allow and manage the safe and moderate use of alcohol at the school at occasional social functions after students have left the premises. I have attached a draft policy for consideration.

I suggest we undertake a rolling review of Board Polices. It might be worth visiting the website of my previous school to see examples of my earlier work in this area. I append examples of a Complaints Policy and an Appointments Policy for your consideration.²

ICT and Digital learning³

Last week I was able to initiate a brief review process and as a result I identified a number of areas for board consideration and action:

Internet Safety – School Systems

Our ICT systems have been audited by Telco Technology Services (TTS) and we await a detailed report. We know that our systems have been compromised and are dealing with the issues arising. There will be a cost implication for this audit.

Internet safety – Students

Whilst we can monitor usage, we will not always be able to keep students safe by stopping or controlling the way they use the Internet. Instead we must focus on a school-wide, community-wide, educative approach to digital learning. This takes consultation, training and time. However we can move quickly to improve our monitoring and systems safety for students. I suggest we now consider 'Linewize' in addition to N4L so we can monitor what is going on, and incorporate digital learning into our student learning with confidence.

Short-term trouble shooting

² <https://sites.google.com/claytonpark.school.nz/policiesandprocedures/home>

³ <http://www.nzsta.org.nz/professional-development/e-learning>



We have a number of problems with our set up. I would like to employ a technician from TTS to provide in-school support and trouble shooting on a temporary basis, perhaps two or three days per week for the remaining eight weeks of this term. This will help us manage the current situation, keep our systems running and provide as much support as possible in the classrooms.

Hardware

The physical resources for digital teaching and learning need substantial investment over time, as with all schools. We are working to quantify this as soon as we can, beginning by updating and reconciling our asset register so we know what we should have in school, and what we actually do have. I suggest we consider a three-year investment in IT capacity across the school as below:

Systems

The server and systems need upgrading. This work is best done over the summer break as it involves significant engineering. We might adopt a 'continuous investment' approach, given the fast pace of change in IT and the level of risk if our systems become compromised. I will ask TTS to scope our needs and develop an 'offer of service' to remedy the current situation, possibly with a lease finance arrangement to spread the cost over three years. Once we have this offer then we can seek comparable quotes from other service providers. An ongoing relationship with a credible external provider of sufficient scale to maintain a wide capacity and expertise and to provide ongoing peer review will be very helpful as we prepare for digital learning environments and pedagogy.

Classroom technology

As for our IT systems, a similar investment strategy to equip our classrooms for Digital Learning would be helpful:

Laptops for teachers

Some of our teachers do not yet have laptops and many are not of first quality. I suggest we ensure that all classroom teachers have a decent working laptop, possibly resourced in part through the TELA scheme. I cannot yet provide an estimate of the cost implications.

Smart boards and Large Screen TVs

The existing smart boards are not fit for purpose. We might equip each classroom with a large screen TV with Bluetooth connection to the teacher's laptop and other devices. This will probably cost \$20,000 to cover the whole school. Purchase, fitting, and set-up is time-consuming, so we might aim to fit these in the summer break. This will give time to improve our security systems first, to ensure that they are not stolen.

Devices

We might work towards a student-device ratio of 1:1 in Years 4 - 6, and 1:3 in the juniors.

Chromebooks or some other reliable, cost effective device would be suitable for our senior students. These are good for web access, writing and other software applications that require a dedicated keyboard. Many of our students already have these or something similar at home, and we could consider BYOD across the senior school as a first step.



Apple iPads and other 'touchscreen' devices are more suitable for younger students, so we could then refocus our few existing iPads to the younger classes. Again BYOD may be helpful in lifting the numbers quickly.

I suggest we consider a bulk purchase (or lease arrangement) for 100 chrome books and 20 more iPads for the start of 2018.

Professional Learning

Whilst the above is now timely, digital learning will not become truly powerful or completely safe until we develop our pedagogy. Therefore the investment described above must be aligned with a continuous programme of staff development. The good news is that we have significant strengths within our existing staff. This will be reflected in the restructure of responsibilities and teams for 2018. It may be helpful to employ a digital learning leader at a senior level to lead school development in this area. In the meantime we are applying for MoE support to provide professional development in digital technology. I am grateful to Deb and Sian for their work and leadership in developing a robust application for this support. I will append a copy of the draft proposal as a PDF for your consideration.

NAG 3 Personnel

National Administration Guideline 3

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

- a. develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students
- b. be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

NZSTA Human Resources Audit

We have commissioned NZSTA to conduct a Human Resources review in order to provide assurance that everything is in order.

Leave of Absence

I have granted permission for short term (less than 5 days) LWOP for a few staff for this term for family reasons. I would like to make the Board aware of these instances and seek confirmation of the delegations around granting LWOP.

I have approved a request for a three-week period of LWOP for the middle of 2018, after consulting the Board Chair as there was some urgency. However I would like the Board to consider this matter and ratify these decisions.



Resignations

We have received resignations from Marc O’Grady, Cara Bainbridge and Kris Bainbridge. This has given rise to a lot of short-term management issues. However it also provides the opportunity for the Board to restructure the support staff organization. I suggest we form a staffing sub-committee or committee to ensure the Board is properly represented in this process. In the meantime a number of people are stepping forward to help keep the school running as smoothly as possible.

Appointments

Mitchell Osborn is filling-in for a teacher on maternity leave who has subsequently resigned. I formed a committee to interview Mitchell and offered him a 12-month fixed term position. I would like to discuss the appointments process with the Board to ensure appropriate transparency and delegations, but will continue to respond to immediate needs in the meantime.

Our immediate needs are for expertise in performance management to establish good appraisal systems, in data literacy and in change management. These form the basis for our application for PLD funding to the Ministry. We have potential for existing middle school leaders to step up and in fact they are very keen to get on with it and willing to work hard.

I also identify potential for making two permanent senior appointments to leadership positions, which will enable the school to thrive. I suggest we form a small committee to review the current staffing structure and support me in making these appointments.

National Administration Guideline 4

According to legislation on **financial** and property matters, each board of trustees is also required in particular to:

- a. allocate funds to reflect the school's priorities as stated in the charter;
- b. monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and

Management Letter and Audit

We recently received the Management letter from the auditors, and now have a number of issues and suggestions to consider, in order to make the financial reporting processes simpler and more transparent. In the meantime I will draft a ‘working budget’ for 2018 for consideration at our meeting in December.

Vehicle registrations

I note that all three school vehicles are registered in the name of the previous principal. I have not been able to establish any patterns of usage as we have not kept vehicle logs. I propose we re-register the Vans in the school name, and that we sell the ute. We will establish a vehicle log system so we can assess the pattern of use for the vans.



National Administration Guideline 4

According to legislation on financial and **property matters**, each board of trustees is also required in particular to comply with the negotiated conditions of any current **asset management agreement**, and **implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students**

Security Systems

Our school security systems are being upgraded as quickly as possible. We are currently seeking quotes and offers of service from

- two sound companies to install a Classroom PA system – to carry out fire, flood, tsunami, volcano and family reunification drills and responses.
- two alarm companies to upgrade and restore our alarm system
- two locksmiths to re key the school to an adequate level
- two 'Call out' alarm response and patrol companies.

In the meantime I have had to change some locks and restrict access to some areas of school, which is causing staff some frustration. We employed a security company to provide a static guard for a few nights to help us manage risk. All this has a financial implication which the Board should now consider. However it seems likely that the Ministry will help defray the cost of the static guard, and we may be able to use some of our existing 5YA funds to change the locks and to install the PA system.

MoE 5YA Plan review

I toured the school with Afran Khan, our MoE property officer and we are reviewing the 5YP, discussed more fully below. I have not yet made contact with our consultant, Robert Gunter.

- Drainage – Water does not run off-site quickly. The 5 year plan was reviewed in 2015 using a drainage survey from 2003, and it seem likely that the existing drains will have significant root incursion by now. I would like to use 5YA money to investigate and remediate this. This falls within the 'Infrastructure' criterion so Priority 2.
- Public Address systems – This seems to have been removed over time. This is a health and safety issue and therefore Priority 1, so we should be able to use 5YA to reinstall.
- Keys – Our key system is not very secure. Re-keying the school is expensive but may now be a significant health and safety issue.
- Master plan – this would inform the development of the school and is an appropriate use of any remaining 5YA money. It would be extremely helpful as a basis to review and inform our next 5YA in 2020.
- We also identified some roofing maintenance and other minor issues which need attention. For instance, the concrete cricket pitch may need attention, and some of the play equipment may be getting a bit tired.



Our 5YA has two years and a budget of \$80,000 remaining, which should now be available to us. The 'ILE improvements' project has not yet been 'closed off' and so there may also be some funds remaining in that particular budget. Hopefully this will go some way towards the cost of the work detailed above. I will contact Robert Günter our Property consultant.

We may now be able to recruit a replacement site manager with the skill sets and attitude necessary to ensure that our systems and site safety are maintained at an acceptable level in the future. In the meantime we might engage an external provider to help manage this workload.

Water blasting and routine maintenance is in reasonable order. It would be helpful to review our cyclical maintenance programme over the next few weeks. It is reasonable to look for a site manager who can do this work, mainly painting, as part of ongoing duties.

NAG 5 Health and safety

Each Board of Trustees is required to:

- (a) Provide a safe physical and emotional environment for students and staff at the college and in college related activities;
- (b) Promote healthy food and nutrition for all students and staff; and
- (c) Comply in full with any law currently in force or that may be developed to ensure the safety of students and employees.

NAG 6 – General Legislation

Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

Police checks

We have now established a register and process to ensure that all staff and any adults who might have access to students (Core Workers) are police vetted, in order to provide assurance to the Board that we comply with the Vulnerable Children's Act. This is underway, but is a complicated and time-consuming process. I suggest all trustees undergo a Police Vet check as soon as possible.

Hazard Register

We have re-established the Hazard Register but not yet trained staff in how to use it. I have carried out a risk assessment of the site, and have a short list of low-level hazards to remediate when our staffing situation stabilises.

Locks, Keys and Alarms

As discussed above, these systems are now being upgraded to provide assurance that our school is always safe and secure.

PA System



As reported above, the PA system has been removed over a period of time, It must now be replaced in order to allow for safe and timely evacuation and lock down procedures. On the other hand, I am assured that the Fire Evacuation procedure is effective with working alarms and at least annual practices. We will rehearse this in the next week or so anyway.

One-day school

I have had requests to allow students to attend off-site one-day schools for gifted and talented children. This apparently simple issue can get very complicated.

There are pros and cons. On the face of it, the school should already be providing education suitable for student needs, and would certainly prefer to avoid any impression of elitism or special treatment. However we accept that this might indeed add value to the learning of students, and we also respect the choices of parents as far as we are able to.

It would be helpful if the Board could consider this matter and offer guidance about how it would prefer the school to respond, and if necessary to consult the parents concerned.

In conclusion

We now have a Government! This may have implications for National Standards and for Digital Literacy in particular.

I will send this out by email so you have a chance to consider it before we meet. Vanna and I intend to compile the rest of the Board pack at 6:30 tomorrow before we meet. Any help welcome.

Nga mhi nui

Paul

Paul Wright
For the Board of Trustees
Matipo School



Draft Policy: Use of Alcohol at School

The aim of the policy

To allow reasonable, safe but occasional consumption of alcohol by adults on the premises at social functions, whilst protecting the reputation of the school and the safety of our students at all times.

- All students should have left the premises before alcohol is brought out. Any children that may return under the supervision of their parent or other nominated responsible adult will be the responsibility of that adult.
- Alcohol must be stored discreetly and safely away from students. Only a small quantity should be stored at school at any time.
- Non-alcoholic drinks must be made available.
- Alcohol should not be on-sold at school.
- Alcohol may not be stored or consumed anywhere on the ground except that it is known to the Principal and/or Board delegate.
- Social functions which allow alcohol must not exceed 3 hours.
- Staff are responsible for managing their own intake, which must always be reasonable and moderate and must not compromise other responsibilities, e.g. use of vehicles.
- Any social events which alcohol is available must be notified to the Principal beforehand.
- The principal or board may override this policy and ban alcohol on the grounds at any time.
- Adherence to this policy is a condition of employment for all staff.



Complaints Policy

Rationale

It is our desire to ensure confidence in our schools processes and that we achieve the best educational outcomes for our students. Student, staff, parental and community concerns/complaints will be acknowledged and resolved in a professional and understanding manner.

It is also important that the rights, dignity and mana of all our staff are preserved. All responses to complaints will be fair and consistent and in accordance with the codes of conduct included in the school charter, the relevant employment agreements, the principles of natural justice and the legal obligations under the Employment Relations Act to be a good employer.

Complaints Procedure

- All complaints whether written or verbal, in the first instance must be directed through the principal. If the complaint is against the principal, the principal will direct the complaint to the Board of Trustees immediately, or made directly to the Chairperson. The Board will deal directly with complaints against the principal.
- Confidentiality to be maintained at all times.

See next page for procedure table:



Confidentiality to be maintained at all times.

Complaints Against Staff Members	Complaints Against The Principal
<p>1. When a complaint is received it will be referred to the staff member concerned for a reply.</p> <p>2. Depending on the nature of the event the Principal will attempt to bring resolution between the two parties. If resolved the matter will go no further.</p> <p>3. If the parties are unable to reach a conclusion the principal will advise the complainant to make a signed written complaint to the Board.</p> <p>4. On receipt of a formal complaint the Board will refer the complaint to the Principal or form a Complaints Committee to undertake a formal enquiry.</p> <p>5. The Board will acknowledge receipt of the complaint and advise the complainant that they have referred the matter to the Principal or Complaints Committee for investigation.</p> <p>6. The staff member will be advised that a formal complaint has been received and of their right to request representation or mediation at any stage.</p> <p>7. The Principal or Complaints Committee will then undertake a formal inquiry to define the problem and attempt to reach a resolution with the parties concerned</p> <p>8. The Principal or Complaints Committee will report to the Board outlining the action taken/or to be taken.</p> <p>9. If resolution is not possible the Board will take appropriate action.</p> <p>10. The complainant will be kept informed of action being taken as far as confidentiality allows.</p> <p>11. Full written records will be kept of each complaint and action taken until resolved</p>	<p>1. When a complaint is received it will be referred to the Principal for a reply.</p> <p>2. Depending on the nature of the event the Board will attempt to bring resolution between the two parties. If resolved the matter will go no further</p> <p>3. If the parties are unable to reach a conclusion the Board will form a Complaints Committee to undertake a formal enquiry.</p> <p>4. The Board will acknowledge receipt of the complaint and advise the complainant that they have referred the matter to the Complaints Committee for investigation.</p> <p>5. The Principal will be advised their right to request representation or mediation at any stage.</p> <p>6. The Complaints Committee will then undertake a formal inquiry to define the problem and attempt to reach a resolution with the parties concerned.</p> <p>7. The complaints Committee may employ an appropriate external advisor.</p> <p>8. The Complaints Committee will report to the Board outlining the action taken/or to be taken.</p> <p>9. If resolution is not possible the Board will take appropriate action.</p> <p>10. The complainant will be kept informed of action being taken as far as confidentiality allows.</p> <p>11. Full written records will be kept of each complaint and action taken until resolved</p>



Appointments Policy

Rationale

To promote high levels of staff performance, use educational resources effectively and recognise the needs of the students.

Guidelines

- All appointments will be made in accordance with Clayton Park School's Charter and taking into account EEO, the principles of the Treaty of Waitangi and all statutory obligations
- Before commencing the process a needs analysis will be undertaken taking into account the experience, cultural breadth and specialist knowledge of the staff currently employed at the school, together with a review of the needs of students and strategic goals for the school.

Recruitment and Appointment of Positions:

1. All permanent teaching positions, to be made by the Appointments panel consisting of at least 2 preferably 3, including
 - Principal
 - Team Leader for the position
 - Senior Management Team Member
2. Principal Appointment – The Appointments Panel consisting of:
 - The entire Board
 - An external advisor who will be a non-voting member
3. Fixed term teacher positions, Teacher Aides and non teaching positions are delegated to the Principal in consultation with the senior management team.