

NZASA EXECUTIVE MEETING
Crowne Plaza Hotel, Christchurch
Sunday 27 – Monday 28 May 2018

Present: Grant Burns, Lesley McCardle, Steve Beck, Debbie Fitzgibbon, John Auld, Koren Hopoi, Kelvin Woodley, Paul Eason, Teresa Lomas, Kelvin Woodley, Annie Hughes

1. **MINUTES** of 12 March 2018 as circulated are adopted as a true and correct record.
Grant/Debbie Confirmed

2. FINANCIAL REPORT

Motion that the finance report as tabled and discussed as tabled is accepted.

Paul/Annie Cd

NZASA accounts are now on Xero therefore the reporting looks slightly different. There is a healthy bank balance at the moment but sports and conference accounts will come out of this in due course.

3. CONFERENCE 2018

- 62 registered as at 25th May
- Likely to need a bus to visit Haeata Campus
- Only bios etc awaiting is NZSTA
- Waiata to go in conference programme
- Sector groups – issues of common concern back to Executive
- Evening at leisure – some suggestions?
- Students awards to regional rep by 26th July. Students who are accepted need to provide a photo and a brief bio (no more than 150 words). Koren to MC the student award part of the conference.
- Steve and Kelvin to ensure there is enough band gear in place
- Next year Wellington (venue to be decided). Explore the idea of Te Papa initially.
- 5 or 6 photos from schools by 12 June
- Programme to be finalised by mid June

Regional communications via Principal but BoT exec members could communicate with Board Chairs.

Sports Tournament – Steve

Pioneer Stadium - Christchurch

On Google Drive in the NZASA folder there is the sports draw. When it's finalised it can go on the website.

There is likely to be a facebook or google doc available for students

Each code will have a convenor. There's no golf convenor at the moment.

A funding application has been put in for the cost of the gym.

Managing regional teams within regions differs in that some regions ask schools to book flights and accommodation independently while other regions organise it as a group. The group option is difficult to manage.

Collective Negotiations NZEI Steve Beck

Collective negotiations – NZEI notifications around meetings does not state anything about the Area Schools contract. Poor comms with our members on NZEI's behalf. At the moment the negotiations relate to the primary school contract. Stephen Walters has taken the poor communication problems to the PPTA NZPC.

Executive through Grant to feed through to Linda at NZEI. Steve to draft a letter and Grant will take it further.

Operation Grant Analysis

Teresa has had a poor uptake. Lesley to send the email out to schools gain.

REPORTS

President's Report – Grant Burns

See APPENDIX 1

Property - Steve Beck

APPENDIX 2

Kelvin Woodley

NZEI Principals Council

An element of NZEI that seems to overlook Area Schools. Disappointment around budget which didn't follow election promises. NZEI is working on a vision for the future around education in NZ. This 30 year plan for developing education needs cross party support. The Education Summits were mentioned and the similarity around values.

Tomorrows School Reference Group

Maori / Pakeha partnership. What is excellence in equity – how does that look? Spoke about the budget and how it's not having a focus on education. Disappointment around lack of support for SENCO role. 1500 new teachers only equates to roll growth. 1.6% for EC doesn't go anywhere near fixing damage to EC in the previous 9 years. Lot of talk about union negotiation campaigns and the waste of time that seems to be going on. Only 54% of Principals attend PUMs. Tomorrow's Schools was originally brought in to raise student achievement which hasn't actually happened. Issues in schools are not getting any better as a whole. Only one-third of Principals consider their workload manageable. NZ Psychologist Association speaker who is also an RTLB so is able to student psychology assessment. Very helpful.

Education Payroll

Kelvin attended the meeting online. Presentation by Education Council which didn't seem to fit in with the payroll agenda. Last week Kelvin received an email a report outlining the current payroll situation compared to 2014. Outdated technological components are being used and may not be able to be maintained in the future much beyond 2018. Holiday pay for annualised staff still requires manual adjustments to be made. Options considered by the business case study is to carry out minimum viable updates but no extra services to be added on. The service office in Christchurch to be closed and all operations are moving to Wellington.

I ED Sector Group

This group is to focus on the improved connection between school management systems. Millions of dollars could be spent to allow for SMS systems to "talk" with each other. This could be eliminated if schools had the same SMS system. It could be another three years before a functional model is established.

Firearms in School Reference Group

Report coming out is lengthy and repetitious which is highly unlikely to be read and adverse decisions could be made. Students from rural areas are familiar with firearms around the home and it therefore applies most to rural schools.

Constitution

Assurance audit costs. What is the difference between assurance costs and full audit – Lesley to explore further although has been told by Bennetts there is little difference. Membership to Area Schools Associated currently limited by our definition. Discussion around how to extend membership and if it should be extended. Central North – discussion about a split. This has been discussed for a number of years. Explore further about a possible representative on exec from the lower Central North Island. Succession planning for the President position is vital as it takes time to get to know sector groups to enable effective representation. Central North ideally would provide a board chair to be on Executive.

AGM Agenda

No specifics at this point. Sector reports will be needed to the AGM papers. Grant and Steve's are already online. No changes to the Constitution

APPENDIX 1

NZASA PRESIDENT'S REPORT

27 May 2018

The NZ Area Schools Association is privileged to have a voice on a number of significant education sector groups, within the Ministry of Education and with other education organisations.

Below are reports and notes from a number of meetings I have recently attended on behalf of Area Schools. I aim to represent the wider concerns and interests of our member schools and would therefore welcome any comments or queries these reports might generate.

Tomorrow's Schools Review Sector Reference Group (15/5/18)

'To consider if the governance, management and administration of the schooling system is fit for purpose to ensure that every learner achieves educational success.'

This is the start of a three+ year process.

The Advisory Group has approx 50 members from across the education sector (incl Caroline Gray, Collingwood AS). Its findings are used to inform the smaller Tomorrow's Schools Review Task Force (Bali Haque, Andrew Becroft, Welby Ings, et al.)

The roles of the MoE, ERO, NZQA, Education Council and NZSTA to be examined along with the proposed Educational Advisory Service and the Leadership Council. 800k students, 2530 schools, 55k teachers, 19k BOT members plus MOE, support staff etc.

- What are the features of an equitable and excellent education system? (Current thinking: bicultural, is in the best interests of young people, fair, meets the diverse needs of all learners, values prior knowledge, prepares them to make valuable contributions to society)
- What is working well?
- What causes concern?
- What are your change ideas?

Discussion: Multi-school boards of clusters of schools? Community boards? Shared governance?

Role of boards? Increased student voice or alumni?

Fluid School autonomy with options (smaller schools) for greater support, eg governance, centralised recruitment, Property, relief staff, accounting.

Planned national teacher supply strategy

Principal training (internships?) and resourcing

Software allows for reducing admin workload through auto reporting

Charters / AoVs time consuming and very ineffective.

How can schools retain autonomy and local responsiveness, while lessening the burden of complexity, workload and competition? The roles of BOTs, MOE and ERO must be examined.

Networks of schools collaborating?

Chris Hipkins:

Parental engagement - is it useful?

Relationships between BOTs and school leadership is vulnerable and critical

Principal recruitment and training can be difficult

Is competition between schools a good thing? Should there be so much choice?

COLs - want ECE and tertiary involved. More relaxed COL model possible.

Choice of school is often based on perceptions. How do we target funding to focus on equity?

Recommendations due November

Next meetings 25 June, 24 July, Sept

NZASA discussion (27/5/18):

- *How do we protect autonomy in rural schools with BOTs?*
- *Many rural school BOTs lack the depth of skills needed (eg teacher/principal recruitment). Greater role of MoE principal advisors? Need long term commitment to them.*
- *BOT membership is complex if a board member is taking it seriously. Takes time.*
- *Paid shared BOT secretaries?*
- *Access to school hard for rural BOT members. Many board members have little idea of what goes on in the school. Eyes are opened when they see the complexity involved.*

- *Lack of accurate representation of communities (esp Maori)*
- *Beginning Board chairs need support from an advisor.*
- *ERO?*
 - *Originally set up to check that money was being spent well*
 - *Current way of gathering data not robust. Too much variation in ERO findings*
 - *ERO and MOE messages not always in sync. ERO drives the direction of our schools as principals fear poor reviews. Ongoing relationship as a consultant with a constant person. (Opononi is part of a 'Turnaround Schools' ERO approach but separation from the MOE makes it tricky).*

Implementation of the Education Amendment Act Sector Reference Group

14 March 2018

Seclusion and restraint

- Issues: Distinction between physical restraint and acceptable physical contact? Training for all teachers?
- ECE / Special needs application? What if parents have consented to restraint?
- 15/8/17- 10/3/18 1076 restraints reported, involving 631 students. 788 primary schools, 524/631 male. 9 reports per day.
- UBRS training good but not enough for deep understanding and application by teachers.
- PB4L effective due to long term training. UBRS fits well with this.
- MOE website has info

Interventions (LSM, Commissioner, etc):

- Graduated range of interventions expanded (Doug Ferry)
- Specialist audit intervention has been used, looking at the way the school handled a complaint.
- Informal approach to principal and BOT may be used. NZSTA etc may be involved.
- NZASA: Funding of seconded bot members? Funding of LSM/commissioner must be by MOE (currently charged to school)

National Conversations: working together for an education system that delivers for all NZers.

- 2 summits coming up in May, then regional meetings on 30 year vision.
- Going to be a diverse group. Looks like sector leaders are being bypassed.
- National Education Learning Priorities (NELP) work following on from summits. To establish priorities in May and June.

Strategic planning (Ben O'Meara)

- Implementation deferred to 2020 (to replace current charters)
- 3 year plans required (or shorter on application). Link to middle of BOT cycles.
- Still to go to select committee. Sept for passing.
- More exemplars for BOTs to use. What does a community consultation look like?

NS to be replaced in legislation. Wording in NAGs changed.

- Consultation on assessment against curriculum to be undertaken.
- Learning Progressions Frameworks / PACT adapted to work without NS reference.
- Student progress trajectory to be visible. School and student reports possible
- *Level 5 (y 9/10) due to be released in May.*

National Education Leaders Partnership (1 May 2018)

- I reported back -
 - Conference - wellbeing theme.
 - Issues of isolation, learning support - specialised help and teacher aides, staffing.
 - Concern about last cab off the rank with CA (not backdated).
 - Varied effectiveness of Kahui Ako.
 - SCT concurrency now comes from Ops Grant (not TS) if a perm unit is held.
- NZEI - CA negotiations underway. 'Fairs fair' campaign for teacher aides. NZEI has run national curriculum hui - will be running regionally. Looking at the holistic nature of curricular- big picture. Te Whariki (ECE curriculum) should be used in junior school. Paul Gauter (NZEI) - 1. looking at artificial intelligence and its impact. Disruption coming. 2. Support staff 3. Special Ed bargaining underway. More students need support. Unknown formula for distributing resource. 4) Next principals hauora Survey coming by end of the year.
- NZPF - now owns the legal support company. 1100 principals members. Working on closer links with STA and MOE. Principals do feel vulnerable. NZEI survey useful. Looking at a credentialing / assurance system for boards and principals.

- PPTA - Has staffing survey underway. Average of one applicant per advertised position across NZ.
- Minister Tracey Martin (Assoc Minister: Learning support, alt ed,)
 - Teacher aides should be para professional - not admin support.
 - Parental choice - inclusiveness, transport....Salisbury staying open as there is a need for it. NB - IWS may be serving as an obstacle to students enrolling at Salisbury (8 students) and Halswell
 - Varied school entry assessment tools. Poor transition from Early Intervention Services 6 year NET data not collected. Not screening for dyslexia and dyspraxia at 7yo. Consistent data collection needed.
 - Would like full health check for all students at Y9. Could do existing HEADS assessment for Y9 via public health nurse
 - Have a SENCO for rural schools cluster with facilitator to link with MOE, RTLB, Health and social services. Provide services, not \$\$\$\$. What does success look like for each individual child? What do we need to provide to make it happen?
 - Whetu (NZPF): Individual navigators to follow kids through school?
 - Me: Parental choice - has to be balanced with cost and with what is actually best for the student (travel time). Mainstream at all cost is risky. Perceptions not accurate. Learning Support v behaviour support? (Current contestable funding not working) Safety issues. Declining hours for ORS support each term is a common model. Learning Support kids can be a plus. Sight impaired, cerebral palsy, autistic varied) Teen parent unit vs service providers Regent Training path of least resistance. Bums on seats funding not effective.
- Emily Fabling, Dep Sec Strategy, Planning and Governance MOE (Education Summits)

Education Summit Advisory Group to follow up on outcomes from the summit.

There will be a feedback loop. Material for us to take back to communities for conversations to continue.

Effective Management of the Schooling Network (24 May 2018)

(MOE: Katrina Casey, Tania Black, Mel Hart)

- Developing plain language versions of policies (eg enrolment schemes) to provide accurate and accessible information for stakeholders.. Focussed on the audiences of parents, BOTs and communities.
- Transport entitlement can affect school choice as much as enrolment zones.
- Degree of choice of school (or schooling type) will depend on Govt policy (Eg Tomorrow's Schools review). This group may be making recommendations to the review from the Aug meeting.
- Auckland principals now looking at reducing out of zone numbers
- Maori medium schools not affected by enrolment schemes.
- Schools are acknowledged as centres of communities. This complicated the Chch merger process (there were 5000 surplus places prior to the earthquakes).
- Southland network review saw 24 schools all fighting for themselves. The long period of uncertainty created by the review process may have been as damaging as the outcome of the review itself.
- The government is developing a medium term growth plan, with reluctance to address current closures issues. Planning is needed for both growth and decline (August meeting to address managing network decline)

IES (Investing in Educational Success) Review (Kahui Ako) 1 March 2018

Kahui Ako leaders' stories from Kotuitui (West Auckland), Rotorua Central and Piritahi (Blenheim):

- Huge change from self managing to collaboration.
- Started with data, deficit and disagreement. Became an Educational and research development centre for our community. 46 research inquiries into learner needs.
- Achievement challenge themes not front and centre. Focus on data gathering and use.
- Worked on aligning school and KA work. Start conversations. Shared practice with inquiry research.
- Take your time. Be realistic. Be open to each other and to learning (even through mistakes).
- Some senior and middle leaders not engaged - grumpy at being excluded from COL Model.
- Digital presence? Costly and not funded by MOE.
- Tricky linking with ECEs through to tertiary providers.
- Shared Special Needs Register.
- Leader meets with all KA BOTs.
- Teachers using common spirals of inquiry.

- Concern around difficulty of involving middle and senior leaders.
- Between-school teachers needed leadership training..
- Challenging 'open to learning conversations' among principals.
- 1 page annual report for BOTs on 6 key dimensions. Student progress always at the centre.
- 1 AC (writing) is enough. All the others fall out of this.
- Need succession planning at leadership level.
- Achieving acceleration with Maori, Pasifika and boys.
- Have an Annual Plan..
- Common writing assessments for all Y6, 8 and 10. Typed up then anonymously moderated by teachers. Huge variance found in teacher judgements
- Teachers now not moderating their own kids work to get objectivity for trusted data. Colleges dropping entrance testing.
- Writing is the lens through which all curriculum areas work. Maori, Pasifika and boys. 380 teachers are in collaborative spirals.
- Challenges - principal leadership training. Teaching and leadership practice have to be top notch.
- Lots of teachers don't know how to conduct an inquiry. Concept of equity is not understood. Data analysis skills needed. Shift of mindset to collaboration. Stop blaming! Coherence and clarity needed. Incompetent teachers are protected.
- Use KA to rebuild the system- don't just tinker!

Other points discussed:

- Full principal secondment might be needed. 0.4 not enough for leaders. (Ok for across school teachers.) The role gets bigger, not smaller, over time.
- Teachers need opportunities for supported inquiry.
- Backfilling across school roles is difficult (especially in small and rural schools)
- Use a couple of primary principals to run forums with ECEs?
- Get teachers into ECEs to see learning stories.
- Inter- KA Collaboration needs to be supported;
- Flexibility v simplicity tension (as with any system of resource distribution)
- Across-school teachers appraisal? Not just assessment. Could have benefits for smaller schools
- Damien Edwards and Katie Haddock on engagement with Iwi
 - 3 stakeholders - Iwi - KA leaders - Regional MOE.
 - Use local curriculum, cultural responsiveness, whanau engagement, partnership, resources. Not just getting an Iwi tick after the ACs are already approved. Early engagement needed.
 - Common view of the learner being at the centre.
 - Do local Iwi have our backs?

Education Summit (Christchurch)

Two events, attended by 1500 people in Christchurch and Auckland. Diverse range of stakeholders, including students, parents, educators, academics, industry.

Day one: possibilities - what can be

Day two: what should be

Values woven through learning pathways into the future, while connecting to the present.

6 micro topics with self-selected discussion groups.

Findings collected through a range of methods.

Iona Holsted and Ross Clapcott:

Linking the summit with MOE workflow programme. Continuing conversation.

Changes that affect other govt departments eg workforce strategy, means complex connections are being made.

Conversation will converge then fan out repeatedly.

Revised tertiary education strategy due out next year.

Me on Progress and Achievement in the NZC and Tomorrow's schools review advisory group.

Advisory group led by Andrew Becroft. Website will be constantly updated with progress.

<https://conversation.education.govt.nz/education/korero-matauranga/>

Curriculum, Progress and Achievement Reference Group

This is feeding into Korero Matauranga (Education Conversation). Approx 40 (Incl Julie McLaughlin, Tolaga Bay AS; Nicola Ngawera, Patea AS) diverse group to feed into smaller Ministerial Advisory Group (Mary Chamberlain, Georgina Stewart, Graham Hingangaro Smith, Charles Darr, Claire Sinnema + some principals).

Aims to build upon current use of NZC, with greater understanding of progress across the curriculum for success in life, learning and work.

Hipkins: *How do we demonstrate tangible progress across a rich curriculum?*

Chamberlain: *What matters most for students at various curriculum and age levels?*

- What information is needed by students, teachers, BOT, MoE?
- How do we provide this info? How do we inform a learning system with accountability?
- *NZ Assessment Institute (Absolum and Poskitt). Video on a learning focussed system.*
- How does this work sync with the Summit outputs?
- Survey will be available in June for discussion among networks

Note: The Small and Isolated Schools reference group has not met in 2018

Message from Damian Edwards (Assoc Dep Sec 23/5/18):

The Minister will shortly be making an announcement about the future of the Funding Review and the replacement of the decile system. Taking into account your contributions to one of the technical reference groups for the Review, we wanted you to be the first to know about this announcement.

This Government has decided not to continue with the full Funding Review. Instead, the Government is expanding previous work on replacing deciles to look more broadly at how education resources might better support equity in schools, ngā kōhanga reo and early childhood education services, especially for learners from socio-economically disadvantaged backgrounds. Originally, the Index was to be used only for the 3% of total school funding that currently supports schools to address disadvantage. Now, the government has asked the Ministry to explore its possible use across all education supports and resources to see if these can be better used to reduce the impact of disadvantage. For example, school staffing, supports for student wellbeing, professional learning and development, or the targeting of interventions. The insights that the index give us around the impact of disadvantage will also be used to inform various aspects of the Education Work Programme, such as the Review of Tomorrow's Schools and the Early Learning Strategic Plan. Additionally, we will examine the potential to further refine the Index so that it can identify the impact of disadvantage on wellbeing in a broader sense, not just on achievement.

The Cabinet paper outlining these decisions will be available on the Ministry's website at

<http://education.govt.nz/assets/Documents/Ministry/consultations/Ed-Funding-System-Review/R-8-Funding-Review-Cabinet-Paper.pdf>

The Government will revisit replacing the decile system for schools and the equity index (EQI) for early learning services once the work has been completed on how wider system settings should address equity. Decile funding will therefore not be replaced in 2019 or 2020. Instead, the Government has asked the Ministry to proceed with recalculating deciles in schools and the Equity Index (EQI) in services using the results of the 2018 census. New ratings will take effect in 2020.

The Government has decided that some parts of the previous Funding Review will continue in different ways, while others will not. Learning support funding work will progress through the work on equity. Work on utilities funding, and on separate funding for property maintenance, will carry on in the School Property Project. Early learning per-child funding will now be considered in light of the Early Learning Strategic Plan.

The work on per-child funding in schools will be discontinued. Instead, school funding, including funding for smallness and isolation will be improved as opportunities arise. One example of this is updating and improving the isolation index based on the results of the 2018 census. This decision also means that work to change the private school per-child subsidy will not proceed.

We want to thank you for the time and effort that you invested in the technical reference group. Your contribution to this group was extremely valuable in helping us shape the Review and gave us a very useful forum for sharing ideas and information. Given the government's decision to not proceed with the Review, the technical reference groups will not be continuing in the same manner. However, we value your input and please let us know if you want to continue to be involved in engagement on this topic going forward.

(I have replied that the NZASA would like to be involved in any further consultation around this.)

Grant Burns

President, NZASA

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APPENDIX 2

South Island Regional Property Forum - 18th May 2018

Transition of 10ypp consultants to the ministry of education

- pilot was undertaken this year with 31 schools
- contracted directly to moe not schools
- additional contribution funding available to schools in the 2018/2019 cycle.
- transitioning of the contractual relationship of 10ypp consultants to the moe from the beginning of the 2019/20 cycle

Weather Tightness Programme

- buildings built or modified between 1994 - 2005 are at risk.
- surveys completed on all buildings that meet this category.
- objective to complete remaining repairs over next few years by including in property plans.
- funding will come from schools 5YA and will be charged 50% of the job.

2017 Channel Survey Results

- colleagues and 10ypp consultants are the main conduits for information on property
- the website is underutilized - looking to upgrade
- schools are not that confident in managing school property and struggle with staying current with obligations.
- clear we are operating on a just in time basis - get on the phone and find out what you want to know.
- considering a help desk and triage approach. Free up property advisors to work in schools.
- property question should go to the property advisor.

Catastrophic Events

After a catastrophic event schools should check buildings and advise their property advisors. A property professional or emergency response coordinator will organize any urgent repairs. Any repairs under 10k don't need competitive quotes.

- School Building Insurance - replace actual loss owned by moe, demolishing, consultants fees, consequential costs eg temp services. Contents must be covered by school options via ministry. Does not cover maintenance or bad workmanship
- Emergency Response Coordinator - each region has a coordinator, details on the website. ERC coordinates response with emergency services.
- Civil Defence - schools can decide to be a relief centre. Should be an agreement about protocols and space usage.

Health & Safety Update

- Asbestos Management - only a problem when degrading and during projects and demolition. There is a requirement to manage asbestos risk. Where it is identified there must be a management plan in place. Schools may do this themselves following workplace guidelines. If work being undertaken there is a duty to inform certain people about the work eg neighbours. Timing is important. Info on MoE website.

Small (and Isolated) Schools Trial

- 19 schools, largest 103. No area schools. Focus on improving the internal environment. Lighting, acoustics, thermal comfort.

School Transport

- 0800 bus2school
- change in tez from eligibility, not entitlement
- understand the differences between DR and ministry run routes

Police vetting - currently a review taking place. The possibility of submitting a response on behalf of the area school association.