



Newsletter #1 - Te Pānui o te kura o Rāwhiti: 8 February 2019

E ara ake ana i te ūruhi
Rising Above The Ordinary

From The Principal - Te Pū kāea a te Tumuaki

Kia ora koutou and welcome to the first newsletter of 2019.

Welcome back to a new year of inquiry and discovery at Rāwhiti School. Thanks to all of you who attended the mihi whakatau last Thursday where we formally welcomed new children and whānau to our kura. An especially warm welcome to Courtney Ruske who is starting her teaching career in Papatuanuku and to Karl Donaldson-Kahi who has joined the teaching team in Ata Hapara for the term while Kylie O'Keeffe is on her te reo course.

Paul Wilkinson is on study leave for the 2019 school year completing his Masters' Degree. In his absence Lauren McDonnell, our Learning Support Coordinator, will be working alongside our other DP, Helen Parata in dealing with issues relating to pastoral care and behaviour.

Every year we work towards another opening day – and each school year begins with lots of new things - a new start, a new year level, new teachers, and many new school initiatives to enjoy.

It's hard to miss the amazing new 'spider web' climbing frame that appeared in our playground over the holiday break. We've been talking about it for the past two years and thanks to our hardworking PTA and BOT, it's finally here. Play equipment like this does not come cheap and we are extremely fortunate to be able to add 'impact' pieces like this to our grounds.

continued on next page ...



Mark Your Calendar

MARCH

- 5th Y4-8 swimming sports
- 6th Walk or Wheel to School Day
- 11th Y8 Girls self defence
- 13th Zone swimming, Jellie Park
- 13th Last day to order/pay for Senior jacket
- 18-20 Y5 camp—Waipara
- 20-22 Y6 camp—Waipara
- 18th Y8 Girls self defence
- 25th Y8 Girls self defence

APRIL

- 4th Canterbury swimming
- 12th Last day of term 1
- 29th Term 2 begins



From The Principal continued ...

Much thought also went into the planning of the soft fall underlay – which is pictured here for those of you not wanting to clamber to the top and check it out for yourselves! The arrow shape within the matting design is pointing eastward acknowledging our school name and our beach side location. The stylized arrow includes koru shapes. Not only does a koru symbolise growth, strength and peace, its shape conveys the idea of movement and returning to a point of origin. Much like climbing on a large frame - using your own strength to move higher and higher and then returned back to the base when the time has come to go back to class!

**Mindful Mover Sessions for All Students in 2019**

Since 2017 we have had the team from Mindful Mover, Erica and Johanna, working with us here at Rāwhiti School teaching us how to bring mindfulness routines into the school day for student and teacher wellbeing. For each of the past two years they have run trial programmes in a couple of our studios and we are super-excited this year to have them back to work with every child in the school across the year for two 30 minute sessions each term. Up until this point the school has funded the entire cost of these sessions however we are simply not funded to continue doing this. We will be heavily subsidising this and asking you to contribute just \$2.50 per term. Sessions get underway soon, so remember to ask your child how this is going.

Red Zone Stories

We are delighted to be providing a venue for this exciting community project that we know will be of interest to many of you. They will be hosting two workshops here at school later in February and you can read more about this later in the newsletter.

Concerns, Complaints, and Communication

In our experience, when parents have a concern that relates to their child at school - whether it's pastoral, curriculum or staffing in nature –it can be most quickly resolved by talking first to the most appropriate person. Your starting point will usually be the classroom teacher. In this newsletter you will find a flowchart attached outlining who the most appropriate person will be. Problems are usually remedied easily; rumours are often ill founded; policies and practice are sometimes misunderstood; errors, shortcomings and wrongs should be corrected immediately. Please do not let a little concern become a major worry – we are always happy to listen and work with you to resolve an issue.

Please remember that our teachers are also husbands, wives, parents and members of their community and they need time to undertake these roles as well. Our teachers are highly committed and they work very hard, but they also need to finish work at a reasonable time each day. If you email a staff member in the evening please do not expect an immediate response. We ask our teachers to check their emails at the end of the school day and when they arrive in the morning. They will not be checking or responding to emails after 6pm.

continued on next page ...

From The Principal continued ...**School Hours**

Many of our teachers make an early start to the day as they find the uninterrupted time before school valuable for working on their planning and assessment tasks, or squeezing in additional meetings. Already we are seeing a number of children being dropped at school as early as 7am, and a steady stream of arrivals from 7.30am. If you are choosing to drop your children at school this early please be aware that we are not responsible for them at this hour and cannot provide supervision for them. From 8.30am all teachers are 'on duty' and available to children and parents in the Learning Studios.

Congratulations to the members of our kapa haka group who performed on stage in Victoria Square this week at the Waitangi Day celebrations. It was inspiring, as always, to watch them and the crowd response was testament to the quality of their performance.

**Ngā mihi nui ki a koutou katoa,
Liz Weir**

***Principals Awards
Ngā tāonga a te Tumuaki*****Rongo Ma Tane**

Lilia
Jake
Kobe
Evie
George W x 4



Congratulations on your hard work!

School Notices – Ngā pānui a te kura**Board of Trustees Elections 2019**

The New Zealand School Trustees Association (NZSTA) are preparing for the upcoming Triennial BoT elections and have prepared a number of resources for anyone interested in finding out about standing for the school board elections. Coming home with this newsletter you will find a copy of the 8 page Community Member Guide to the Role of the Board of Trustees.

**Complex Carbohydrate
Snack**

Last year two of our learning studios trialled a complex carbohydrate snack programme as part of the Dr. Kathleen Liberty 'Calming and Coping Strategies' Programme we have been involved with for the past 2 years.

Complex carbohydrates have been proven to positively impact concentration and can affect behaviour. Schools involved in the Calming and Coping programme offer children a complex carbohydrate snack of one slice of wholemeal bread and butter at 9.30am each day. This strategy adds to those we have already introduced - playing before you eat, monitored water drinking, and the Omega 3 fish oil tablets.

From next week all children will be offered this snack at 9.30am. It is not compulsory and children will not be forced to eat it. Children will eat their morning tea food as normal after the 10.40am play break.

Child Absence

Just a reminder that if your child is not going to be coming to school please contact the office before 9am with your child's name and reason for absence by one of the following methods:

- Call on office on 3889519 and leave an absence message
- Text on 021 0827 1380
- "Absentee" button on our School App
- Front page of our website

If you do not contact the school, you will receive a text from us, which you can reply to, and this will be followed up with a phone call.

You can also contact the office if your child will be away for a long period of time and then you won't have to contact us every day.



Senior School Jackets 2019

Our senior students have the option of a senior school jacket with the school logo printed on it.

Thanks to the Board of Trustees we are able to offer our students that were here last year a discounted price of \$65 per jacket. For new students to us this year, the normal cost is \$115.

We will size your child to ensure they receive the correct fitting and put through an order for all families who wish to take up this offer on Friday 15th February 2019. Jackets will be available for your child late February.

Order forms and payment will need to have been received in full before Wednesday 13th February 2019 to allow your order to be processed.

You may wish to make this payment at the school office or via internet banking: 12 3240 0211804 01. Please reference your child's name.



Singing lessons

Does your child love to sing?

Tui award winning singer / songwriter Jenny Payne teaches singing at Rāwhiti School on Monday mornings. Group lessons are \$10.



Email jennyandrob@gmail.com for more information.

Waitangi Day Celebrations

Our kapa haka group performed at the Waitangi Day festival at Victoria Park this week.



ABOUT THE RED ZONE

WHEN? Wednesday the 27th and Thursday the 28th of February

WHERE? Rawhiti School

To the parents, staff and wider community of Rawhiti School,

Red Zone Stories is a project for the community, which is a space for you to record and share your stories, memories and hopes for the Residential Red Zone/ Ōtākaro Avon River Corridor

We'd like you to share your stories with us and tell us what these places mean to you. We want you to help us build the community's picture of the red zone. Any story you have, big or small, we'd love to hear, Whether you grew up in this space, have a family connection or a vision for the future, we would love for you to come along and participate.

We'll be hosting a workshop where we'll introduce our project and the app we've created to help tell your story. We can then transport you around the red zone to the locations of your memories. You can write text, take photos or record video of these places to tell your stories. Following this, we will return to Rawhiti School for some refreshments.

We'd love to see you there so you can tell your stories. If you have questions, don't hesitate to email us at redzonestories@canterbury.ac.nz.

The Red Zone Stories team.



Red Zone Stories

The Red Zone Stories team are collecting people's memories and feelings about the areas along the Avon-Ōtākaro river that are now part of the red zone.

They hope to share what they collect with the community, so that people can see what these places mean to each other. They are looking for thoughts from everyone, for example those who lived in the area or visited friends and family there, to those who now commute through the red zone or walk their dog there.

Every experience is valuable to them. They are particularly interested in speaking to and hearing the thoughts of those that may have re-located post-earthquake, those who had lived in or around the residential red zone pre-earthquake or at a point in their life, or from anyone with a general interest in the area that has had experiences there.



A morning coffee!

The Squeaky Wheel Café will be parked up at school on Monday, Tuesday and Wednesday morning for those that need a little extra zing to get you going!



Community Notices – Ngā pānui a te hapori

(Notices placed here are contingent on space and do not reflect the views or opinions of the school.)

Youth Alive Father and Son Camp—8-10 March 2019 for Y7/8

<http://www.youthalivetrust.org.nz/camps/fsc/>

FATHER SON CAMP

*For year 7/8 Boys and their Dads**



MARCH 8-10

**\$130 PER FATHER AND SON PAIR
FOR MORE INFO & TO REGISTER HEAD TO
WWW.YOUTHALIVETRUST.ORG.NZ/CAMPS/FSC/**

* If dad's not around or you have more than one son that you'd like to bring, please contact us for options to still attend camp.



Feedback from previous Father Son Camps

- "This would be the best 36 hours I have ever spent with my son."
- "Spending time with my son and the range of planned activities and sessions helped us bond and get a deeper understanding of each other"
- "It was nice to see I'm not the only one facing the issues I do"
- "I believe the whole thing was perfect. I met children & dads who I normally would possibly never talk to."

For enquiries contact Matt Barnes:

Office - 388 1001

Cell - 027 257 1768

Email - matt.barnes@yat.org.nz

WWW.YAT.ORG.NZ



Community Notices – Ngā pānui a te hapori

(Notices placed here are contingent on space and do not reflect the views or opinions of the school.)



NEW BRIGHTON JUNIOR RUGBY 2019
U6 - U7 RIPPA RUGBY
U8 - U13 TACKLE

2019 REGISTRATION

SUNDAY	10th FEB	3:00 - 5pm
MONDAY	11th FEB	5:30 - 7pm
SUNDAY	17th FEB	3:00 - 5pm
MONDAY	18th FEB	5:30 - 7pm

Upstairs at the Club Rooms, Rawhiti Ave, New Brighton.
 New players ID is required (Birth Cert or Passport)
SUBS - \$70 per child, includes team photo
 \$110 per family up to three children, then \$25 each child after.
 All fully paid subs will include a team photo and a New Brighton Rugby Hoodie.
 Discounted socks will be available.



Email: juniors@nbrfc.co.nz | Contact: Cara Stewart 021 490 947
www.newbrightonrugby.co.nz/jnr-club/

SUPPORTED BY
 paperplus
 NEW BRIGHTON

Christchurch City Libraries
 Ngā Kōwhiri Whakanga o Christchurch

2nd - 10th March


Seaweek 2019

Join us for fun sea activities at Shirley Library during Seaweek!

Saturday 2nd March 11-11.45am **A sea themed Super Saturday Storytimes with stories and crafts**

Monday 4th March 3.45-4.45pm **A sea themed Activity Zone including marine jenga**

Tuesday 5th March 10.30-11am **A sea themed Storytimes**



Ph 03 951 7924
club@chcc.govt.nz

Christchurch City Council



QEII SWIM CLUB

NOW BASED AT THE NEW TAIORA QEII AQUATIC CENTRE

Are you a swimmer?
 Do you want to take your swimming to the next level and take part in competitions?
 Do you want to join an awesome Club and learn from an outstanding coach?

Register and join our swim squads. If you can swim 50m confidently in any stroke, our coaching team would love to help you become a stronger more confident swimmer.

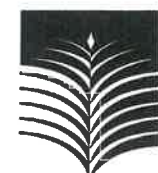
TAKING REGISTRATIONS NOW

If you are interested in enrolling contact **Jeanette Wright** at 022 476 7626 or email qeiiswimclub@gmail.com

Rāwhiti School Recommended Communication Procedure for Parents

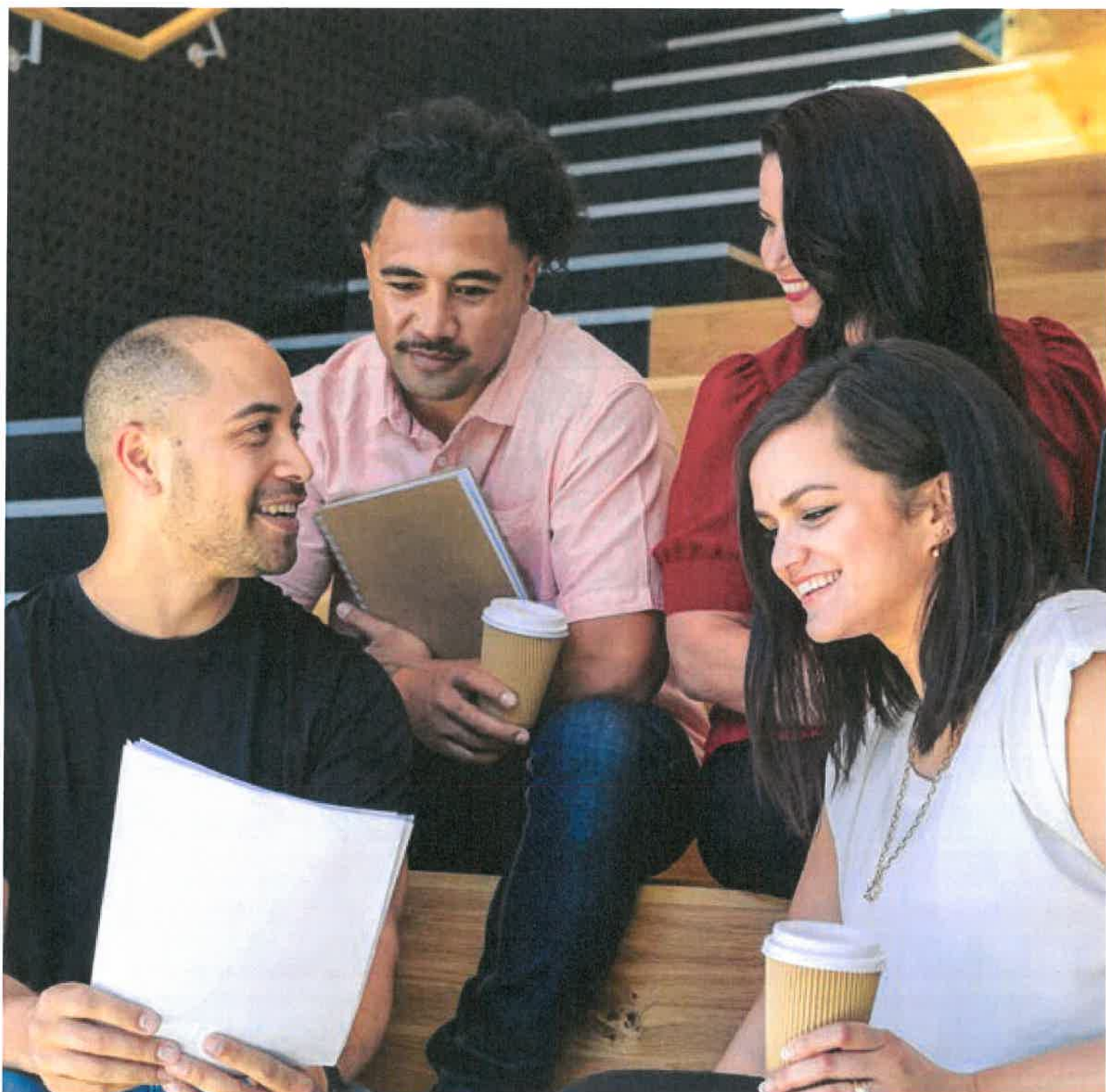
In our experience, when parents have a concern that relates to their child at school, whether it's pastoral, curriculum or staffing in nature, many of these concerns can often be most quickly resolved by talking first to the most appropriate person. This flowchart outlines who the most appropriate person will be.

Learning Concerns	Pastoral Concerns	Concern relating to particular learning or physical needs.	Issues relating to staff	Concerns & Queries relating to school school accounts and finances
↓	↓	↓	↓	↓
Please raise your concern with your child's Kaiawhina in the first instance.	Please raise your concern with your child's Kaiawhina in the first instance.	Please raise your concern with your child's Kaiawhina in the first instance.	Please contact the Principal's PA, Kim Allen, who will forward your concern to the most appropriate person.	Please speak to Cheryl Nuthall our Executive Officer.
↓	↓	↓		
If the Kaiawhina is unable to help please contact the Team Leader.	If the Kaiawhina is unable to help please arrange an appointment with Lauren McDonnell, our Learning Support Coordinator.			
↓	↓			
If the Team Leader is unable to help please contact our Deputy Principal - Helen Parata.				
↓				
Please make an appointment to see Liz Weir, the Principal, if Helen is unable to help. Appointments can be made by contacting Kim Allen, the Principal's PA, ph 3889519 or email admin@rawhiti.school.nz				
<p>Teachers are available in the Learning Studios between 8.30am - 9am and after school between 3pm – 3.30pm for informal conversations. Please note that Tuesday is Staff Meeting day and teachers will be in meetings from 3.20pm.</p> <p>If you wish to have a more formal meeting with a teacher please make an appointment by emailing the teacher directly. Email addresses can be found on our school website.</p>				



NZSTA
e tipu e rea

Community member guide to the role of the board of trustees



New Zealand School Trustees Association
Te Whakaroputanga Kaitiaki Kura O Aotearoa


What is a School Board of Trustees?

School boards are responsible for the school | kura's performance and ensuring that all legal requirements are met.

Every state and state-integrated school | kura in New Zealand has a board of trustees. The board of trustees is a crown entity – that is an organisation that is part of the New Zealand public sector.

The board

- is accountable for student achievement
- sets the vision for the school | kura
- ensures the school | kura complies with legal and policy requirements



First and foremost a board is accountable for student progress and achievement to its parents, community and the Crown.

What do trustees do?

First and foremost a board is accountable for student progress and achievement to its parents, community and the Crown. The board has the overall responsibility and accountability for the school | kura. The legal responsibilities of boards of trustees are determined by the Education Act of 1989. Schedule 6 of the Act outlines the functions and powers of boards:

- 4 (1) A board is the governing body of its school.
(2) A board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed.
- 5 (1) A board's primary objective in governing the school is to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.
2) To meet the primary objective, the board must—
(a) ensure that the school—
(i) is a physically and emotionally safe place for all students and staff; and
(ii) is inclusive of and caters for students with differing needs.

Here are some of the specific things boards do:

- Set the strategic direction and long-term plans for the school | kura in consultation with the school | kura's community.
- Monitor the board's progress against its strategic goals and targets.
- Monitor and evaluate student progress and achievement.
- Oversee the management of staff, property, finances, curriculum and administration.
- Ensure that government priorities are met.
- Fulfil the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.

- Appoint and support the principal and assess their performance.
- Act as good employers to all staff at the school | kura

What skills do trustees need?

Trustees are active leaders in their school | kura and need to work well in a team, ask challenging questions and have good communication skills. Boards need a balance of skills and experiences to ensure effective processes for consultation, planning, monitoring, reporting and reviewing the school | kura's performance are in place.

Who can become a trustee?

Parents, caregivers and people from the wider community can be nominated for election to a school board | kura. Your school | kura will be happy to help you find out more about standing for election or nominating someone else.

How do I become a trustee?

Contact your school | kura if you are interested in becoming a school trustee. There are a variety of ways this can be achieved. If you want to find out about standing for election, nominating someone else and voting in the election - they will be happy to help. For more information visit: <http://www.nzsta.org.nz>

Who is on a board of trustees?

The Education Act 1989 specifies the makeup of the board but provides some discretion for the board in determining its total size. This flexibility helps the board ensure its membership reflects the diversity of the community and the skills required for effective governance. There are a number of ways diversity can be reflected.

A board of trustees is made up of:

- 3–7 elected parent representatives
- the principal
- a staff representative
- a student representative (only in schools with students above year 9)
- proprietor's appointees (only in state integrated schools)
- co-opted trustees (boards must have more parent representatives than co-opted trustees)
- appointed trustees.

All trustees have:

- equal voice
- equal vote
- equal accountability
- equal standing



Parents, caregivers and people from the wider community can be nominated for election to a school | kura board.

How is a board elected?

The school | kura staff and parents elect boards of trustees every three years. The trustee elections are the biggest democratic event in New Zealand. Schools and kura around the country seek approximately 12,000 parent representatives. All parents, legal guardians and immediate caregivers of students enrolled full-time in a state | state integrated school | kura can and should vote in the elections for parent representatives.

What help do school trustees get?

New Zealand School Trustees Association provides free advice and support through their governance and employment advisory services and professional development workshops.

Visit the NZSTA website for more information: <http://www.nzsta.org.nz>

How does the board of trustees work?

Boards of trustees provide strategic leadership and direction to their school | kura. The board works in partnership with the community, principal, teachers, support staff, and the government to ensure the best possible outcomes for all students. The importance of the partnership between a school | kura and its community cannot be stressed enough. Trustees represent their community and actively seek the input of parents, staff and students

For more details about how the board works view the online information at: <http://www.nzsta.org.nz>

The board's strategic plan

The strategic plan outlines strategic direction and includes the vision, aims, objectives, directions, and targets of the board, and should be the basis for all school | kura decision making. The strategic plan is a binding agreement between the board of trustees and the Minister of Education. School communities should be encouraged to participate in its development and review.

Boards of trustees provide strategic leadership and direction to their school | kura.

What are the roles within the board?

Parent representatives

- represent the parent community. They do not necessarily need to be parents of current students at the school | kura, but must be nominated by someone who is on the school | kura's electoral roll
- ensure the best possible outcomes for all students at the school | kura

Board chair

- cannot be the principal, staff | student representative
- leads the board
- chairs the meetings
- works closely with the principal to ensure seamless communication between governance and management

Principal

- is a full member of the board
- is the educational professional leader of the school | kura
- is the CEO and the board's chief adviser

Staff representative

- is elected by the staff (teaching and non-teaching)
- is not a staff advocate (they must make decisions in the best interests of all students at the school | kura using all the information available)

Student representative

- is not a student advocate (they make decisions in the best interests of all students at the school | kura, using all the information available)

Co-opted trustees

- provide the board with specific expertise – eg. finance, strategy, gender or ethnic balance

Proprietor's appointees

- are appointed by the school's proprietors or by bodies corporate which have been approved by the board for this purpose

What does the work of the board look like?

Boards of trustees' key areas of contribution are representation, leadership, accountability, and the employer role. For more details about what the work of the board looks like view the online information at <http://www.nzsta.org.nz>



Accountability

Student progress and achievement, review, financial monitoring, resource management

Leadership

Governance model, clear purpose, roles and responsibilities, effective meetings, relationships

Employer role

Good employer, performance management system, effective relationships, health and safety, recruitment

Representation

Community consultation and engagement, board consultation, trust and relationships

Trustees represent the community and benefit from the input of parents.

How do the principal and board work together?

The board of trustees are the governors of the school | kura.

The principal is responsible for the management of the school | kura. The principal is a member of the board and acts as the board's educational leader and chief adviser.

Governance and management work in partnership.

Governance determines:

the what - designing the future

the ends - the outcomes to be achieved

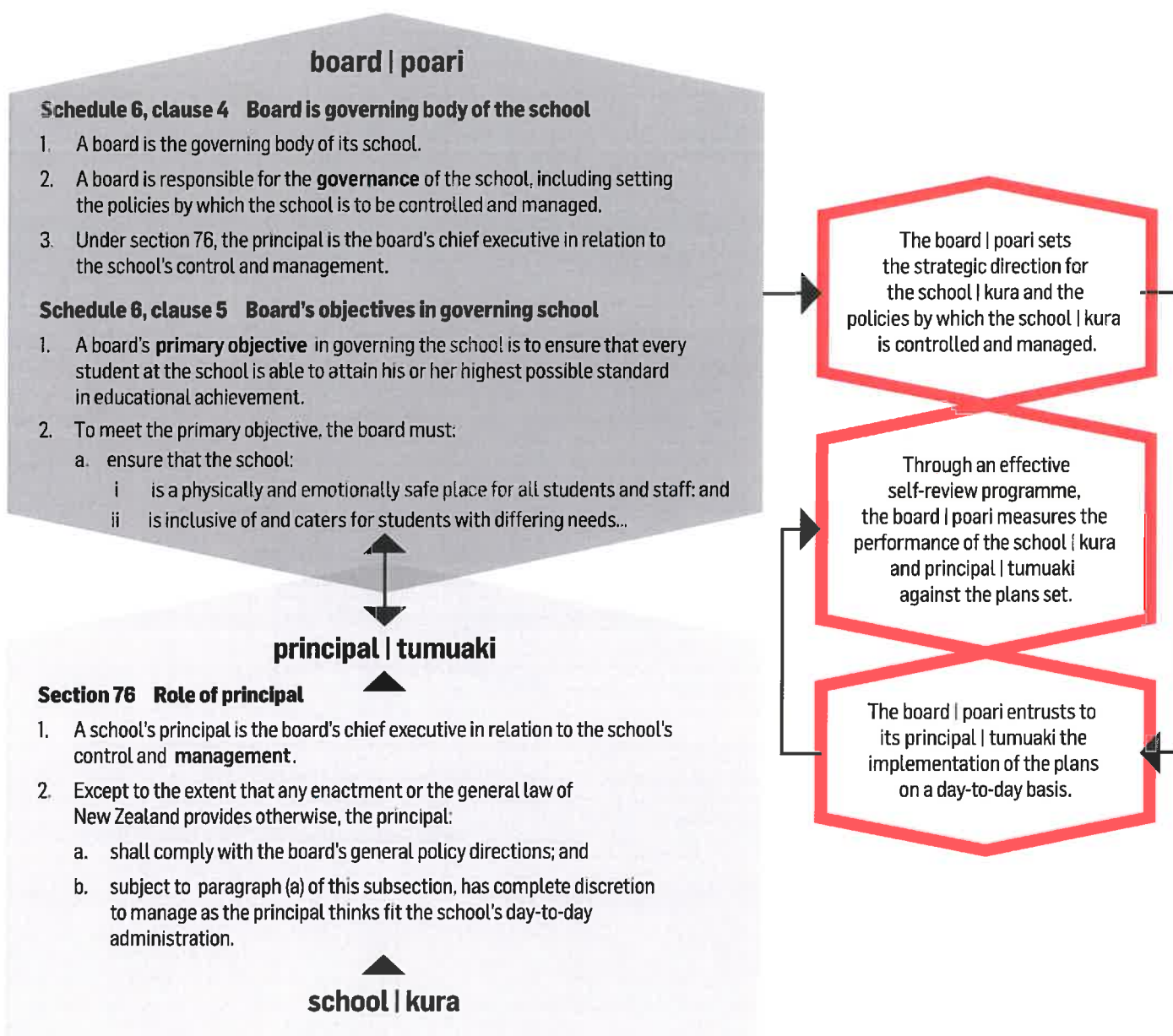
policies - statements of what is expected

Management determines:

the how - designing how to get there

the means - strategies to achieve the ends

procedures - steps to meet expectations



What can parents expect from the board of trustees?

Responsibility

The role of the board is to design the future of the school | kura and ensure that plans and targets are developed, monitored, and reviewed. The board develops policy by which the school | kura is to be controlled and managed.

The board receives regular reports from the principal about student learning and achievement and progress towards the school | kura's strategic aims and targets. The board uses this information to prioritise resourcing to meet the needs of students.

The Education Act s76 delegates responsibility for the day to day running of the school | kura to the principal – the school | kura management determines how policy/board expectations will be best met.

Respect and integrity

Each board of trustees member is expected to make decisions in the best interests of all students at the school | kura and to ensure culturally appropriate processes are in place.

Board members are entrusted to govern the school | kura, on behalf of the community, to ensure the provision of a high quality learning environment for all.

Consultation

The board's role is to design the future for the school | kura.

Board of trustees members are elected to represent the school or kura community.

Community consultation is a critical part of the process for developing and monitoring the board's strategic plan.

Consultation processes provide information to guide future development and give feedback on current progress towards the goals defined in the strategic plan.

The school | kura should have a procedure outlining the handling of concerns and complaints that is made available to the school | kura community.

Board of trustees members are not the immediate point of contact for parent concerns as these should first be dealt with by the school | kura, according to the school's | kura's procedure.

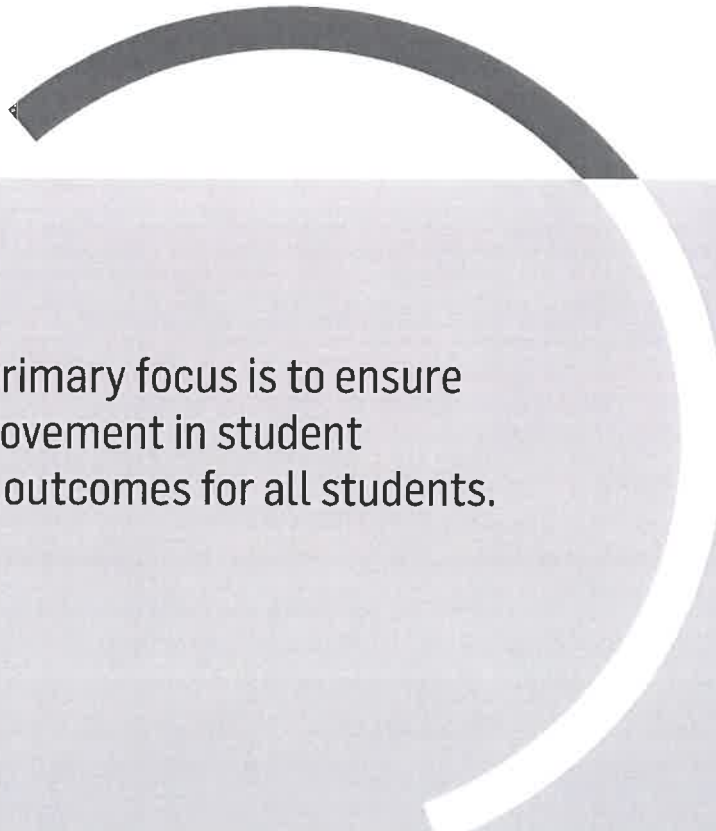
Communication

The board of trustees should provide the school | kura community with regular updates on how the school | kura is performing in relation to the strategic goals.

Professional learning

Board members are expected to have a clear understanding of:

- their role as trustees
- governance policy
- student learning and achievement data.
- NZSTA runs a comprehensive programme to support trustees in their role.



The board's primary focus is to ensure ongoing improvement in student achievement outcomes for all students.

Frequently Asked Questions

What information does the board have about my child?

The board's primary focus is to ensure ongoing improvement in student achievement outcomes for all students, therefore the board needs to examine student learning and achievement data in order to set targets and priorities. Individual students should not be identified in reports made to the board. However, the board will from time to time have access to information regarding individual students, for example concerns and complaints or for student behaviour management.

What is the board's role in student behaviour management?

Serious issues of misconduct involve the board. If a student is suspended from school | kura, the board is required to hold a suspension meeting to decide the outcome. The student cannot return to school | kura until the board decides the outcome, or if the student is excluded or expelled.

For more information visit:

<http://parents.education.govt.nz/primary-school/your-child-atschool/standdowns-suspensions-exclusions-expulsions/>

How do we know if our school | kura board is effective?

The strategic plan is the board's key policy document. It clearly outlines the strategic intent of the board. The board will undertake a process of community consultation as part of the development and review of the strategic plan. The school | kura will have copies of the strategic plan available for its community, usually on its website.

The Education Review Office (ERO) undertakes regular reviews of every school | kura in New Zealand. The board is ultimately responsible for the performance of their school | kura. Individual school | kura review reports can be found at ero.govt.nz.

What happens if our board is ineffective?

If the ERO has concerns regarding the school | kura board, it will recommend additional board support and professional development or Ministry of Education intervention.

What support do board members have?

Each board is responsible for ensuring that its members have the knowledge and understanding necessary for the board to be able to function effectively. NZSTA offers a comprehensive professional development programme to ensure that board members are informed and confident in their roles.

Are board members paid?

Board members are paid an honorarium for attending board meetings. The amount is set by each board.

The IRD treats part of any honoraria paid to school trustees for attending board meetings as reimbursement of expenditure and, therefore, it is not subject to withholding tax as follows:

for the chairperson, the first \$75 per board meeting (up to a maximum of \$825 a year)

for any other board member, the first \$55 per board meeting (up to a maximum of \$605 a year).

Who looks after the finances of the school?

The board is responsible for the finances of the school | kura.

The board approves a budget that allocates government and local

funding appropriately to develop a learning environment that meets the needs of all students. The budget aligns to school's | kura's annual priorities. The board monitors the school | kura budget at each board meeting.

The board must ensure that annual accounts are prepared which meet audit office requirements, and are then made available to the school | kura's auditor. These accounts form part of the school | kura's annual report.

What knowledge and skills do I need to become a trustee?

Board members need to be committed to the school | kura with a vested interest in designing the future of the school | kura to ensure the success of all students. They need to clearly recognise the role of governance and be disciplined in carrying it out.

For more information visit:

<http://www.trustee-election.co.nz/media/191646/nzstadl6pp-fa.pdf>

How much time do board members spend on board business?

The time commitment varies from board to board. Boards have regular meetings (usually at least 2 per term) that usually last for approximately 2 – 2.5 hours. Board members are sent all documentation prior to the meeting and are expected to have read this thoroughly prior to the meeting.

Can the public attend board meetings?

Board meetings are meetings open to the public, but they are not public meetings. Speaking rights can be granted to non board members at the discretion of the board.

What does "in committee" mean and why does the board have the right to use this?

When dealing with confidential issues, the board may go "into committee". Members of the public, including media, are not able to attend this part of the meeting unless they have been invited for a specific purpose – eg. their expert advisory skills in the employment area. This part of the meeting is called public excluded business.

How can parents raise a concern with the board?

Each school | kura should have a policy/procedure outlining the process for handling concerns and complaints. Copies of this policy/procedure should be available from the school | kura.

How do I become a trustee?

You can become a trustee by standing at the next board election, by standing when a casual vacancy arises, or by being appointed or co-opted. In the case of board elections, you need to be nominated by someone on the school | kura electoral roll.

You can also contact your local school | kura and inquire about any co-opted positions or proprietor appointee positions (for integrated schools) that may be available. For further information, go to <http://www.trusteeelection.co.nz/>

What are communities of learning?

Communities of learning | Kāhui Ako is an initiative from the Government to group schools | kura into clusters. It will provide greater opportunity for schools | kura to collaborate, but each school | kura will still retain their own board.

For more information visit: <http://www.nzsta.org.nz/leadership/investing-in-educational-success-ies>