



Kia ora tatou

Senior assembly on Thursday involved the presentation of Prefect badges and the introduction of our 2019 Peer Mediation team. We are fortunate to have so many willing senior students to play leadership roles across the college. They play a crucial role in organising, promoting and supporting the myriad of activities that are offered throughout the year.

The weather played its part for the Year 7 Waihola Camps over the past week as students took the opportunity to get to know their new classmates by participating in a variety of adventure and outdoor activities. My thanks to the large number of parents that volunteered as helpers.

Our triathletes performed with distinction in Wanaka this week with a remarkable number of students gaining podium finishes. My congratulations to everyone involved for what was an extremely successful day.

Next week is the first of our Year 10 Tautuku camps with 10KG and 10TA venturing down to the Catlin's coast. I wish all campers the very best and challenge them to participate in all activities on offer.

Nga mihi

Dave Hunter
PRINCIPAL

Head Prefect Speech – Senior Assembly – 14 February 2019

Getting back into a school routine after a long time of being on holiday can make it hard to find motivation to come back to school and create habits that allow you to fit in all your homework, sports, arts, part time job, and also have a social life. A lot of people have the attitude of, 'oh it's all good I can get that done tomorrow,' then tomorrow comes and once again we find a way to procrastinate to get us out of our responsibilities. I know this because I'm one of these people and always end up regretting it. We tend to start out the school year with a lot of motivation that begins to fade as the year goes on, but the harder you work now to get the best results possible in internals pushes you closer towards endorsements, putting less pressure on you during exam season to achieve every paper at merit or above.



My advice to you is to set small achievable goals for yourself that will allow you to get things done. After all it takes 18 days to create a habit, so the sooner you start, the more motivated you are going to get in the future. Overall, remember that the day you plant the seed is not the day the tree grows. Put in the work now to achieve the goals and results you want in the future.

Georgia Duff

Key Dates

18-22 February	Tautuku Camp 1 10KG and 10TA
18 February	NZC Shield Year 7 & 8 Girls Cricket
19 February	NZ Bates Cup Year 9-13 Girls Cricket
20 February	NZC Cup Year 7 & 8 Boys Cricket
22 February	L1 Art NZ Marine Studies Centre Trip
	NZC Smash Cup Year 9-13 Boys Cricket
26 February	Taiari College Athletics Day (postponement day 27 February 2019)

Lachie McLachlan
Licensee/Auctioneer



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Absence Procedure

A reminder to all parents/caregivers regarding student's signing in and out at the College Office during the college day; a note or telephone call is required explaining your student's absence. There is also a dedicated telephone message line on our telephone system for absences, please telephone 489 3823 and press 4.

If you are leaving a message on our automated service, please provide a reason for the absence. The MOE has a coding system for absences and any absences that are unexplained must be coded as truant. If any parent/caregiver leaves a message that simply says that their child won't be in without any reason this will need to be coded as truant. Please give a specific reason for your child's absence.

Unwell Students Procedure

If during the course of the day your young person becomes unwell, they are to come to the College Office first where they will be assessed by the office staff. Parents/caregivers will then be contacted.

Students should not text or telephone parents; the Office will organise this as students need to be signed out on the Enrol System, which is part of MOE guidelines.

Thank you.

Office Hours 8.00am – 4.00pm

5 Minute Parking

Please note we have two five minute parks outside reception for all parents/caregivers to use when visiting the college.



Sports Council Meeting

Tuesday 19 February 2019

Board Room Taieri College

(Come to main reception) 7.30pm

Taieri College Sports Council is a motivated group of parents, teachers and supporters of the college whose mission is: 'To promote and encourage sport at Taieri College and on the Taieri.' This group has been instrumental in improving all aspects of sport at the college over the past four years. We require a diverse range of skills so if you share our passion for sport and improving the opportunities for our students, we encourage you to come along.

If you have any questions contact Fiona Smeaton fsmeaton@taieri.school.nz

Taieri College Athletics Day

Tuesday 26 February 2019
(Wednesday 27 February 2019 Reserve Day)
Memorial Park

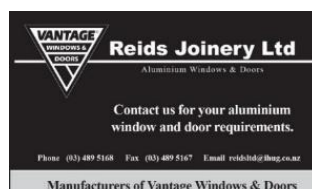
Enter with Form Teacher.
Minimum 3 Events Maximum 5 Events
Programme in Next week's Newsletter



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Enviroschools Hui



On Wednesday five of senior EcoWarriors attended an Enviroschools Hui. The Hui was attended by seven different Otago High Schools. It was a great opportunity to network with other students with similar ideals, and be encouraged by what has been achieved in our local schools. We were also able to share our success implementing the first stage of our worm farm project last year. Later in the morning we listened to five dynamic and inspiring guest speakers. They shared their experiences where collaborating and communicating has led to change in our local and national environment.

The afternoon session allowed us to visit Cargill Enterprises where we experienced social, economic and environmental sustainability in action. We met the employers and learned about the many jobs they complete including e-recycling and Air New Zealand headphone cleaning and refurbishment, amongst many other things.

We are now inspired and ready to lead the 2019 ecowarriors into an exciting year. On Wednesday, 20 February 2019, the EcoWarriors group will be attending a workshop led by Janet Young (DCC Enviroschools facilitator). See the school daily notices for more information.



Swimming NZ Juniors Two Taieri College Students with Qualifying Times

Taieri College swimmers Hope Burke (8WO) and Keira Hughes (7RL) have qualified for the NZ Junior Swimming Championships. Both girls swim in our community pool in Mosgiel, representing Taieri Swim Club, under their head coach Michelle Summers and assistant coach Hannah Crossan (nee Shanks). The Mako zone for NZ juniors is being held at the Splash Palace pool in Invercargill from Friday 15 February 2019 – Sunday 17 February 2019.

Hope is swimming in the 12 year old girls events in 50m Breaststroke, 50m Backstroke and 100m Individual Medley. Keira is swimming in the 11 year old girls events in 50m Breaststroke, 50m Freestyle, 100m Freestyle, 200m Freestyle, 50m Butterfly, 100m Individual Medley and 200m Individual Medley.

It's a fantastic accomplishment to even qualify for this event with tough qualifying times. There are only four swimmers from the Taieri Swim Club who have qualified for this meet. We wish these girls all the very best for a successful meet and hope you can post some new personal best times. Good luck.



Careers Information

Careers Advisor – Sue Craigie: (03) 489 3823 ext 139 careers@taieri.school.nz



Year 12/13 Students - Full Time Employment Available

1. A local pre-cast concrete firm is looking for a Junior Concrete Worker – preferably a Year 13 student.

They are a small team consisting of three full-time concrete workers, a part-time metal worker and manager. They are looking for a person who can work within a team, take direction well and have attention to detail and take pride in the products they will be producing. The work is very physical and mostly outside under a small sheltered area.

If this sounds like you, then please contact Mrs Craigie in the Careers Office.

2. Garage Door Company is looking for a full time worker to sell, install and repair garage doors. Need to have a Restricted Drivers Licence, be a good worker and have good manners. Experience in working with wood and/or metal would be an advantage. Either Year 12/13 student.

Latitude Global volunteering is an international volunteering and gap year programme with placements for 17 – 25 year olds in 12 different countries worldwide.



They are holding information evenings in Dunedin.

This is a great way to learn more about where you can go and what you can do on your Latitude Gap Year. The sessions run for approximately 90 minutes and are aimed at people who are looking at options for 2020.

Evenings will be held from 7.00 – 8.30pm at The Petri Dish, Level 2, 8 Stafford Street Dunedin and will be held on Wednesday 27 February and Thursday 4 April.

For further information go to <https://latitude.org.nz/> or www.facebook.com/lattitudglobalvolunteering/

Year 7 Waihola Camps

Over the past week and a half all Year 7 students have attended an overnight journey and adventure at the Waihola CYC. All three camps are back safe and sound now after experiencing some of the best camp weather for all three camps ever!

These were the camps that took place:

7HU and 7RL Thursday 7 February 2019 to Friday 8 February 2019

7SW and 7CH Monday 11 February 2019 to Tuesday 12 February 2019

7NJ and 7MR Tuesday 12 February 2019 to Wednesday 13 February 2019

We participated in a range of activities that involved team work, enthusiasm and fun. We had an amazing number of helpers to make these camps successful. We all got to make even more friends than we had already over the first few days and weeks of school and see each other in another light and environment.

These are just some of the recounts of our exciting camp activities:

The flying fox is 18m off the ground at the highest point. You have to wear a helmet and a harness with around about 19m of rope for your safety. The zipline's speed goes about 45km per hour. The flying is a hot favourite at camp because it's so exhilarating and so much fun. For some it's a real challenge and accomplishment once it's overcome. Thank you to all the parents who helped make the flying fox so memorable.

The waterslide was down a massive hill with black tarpaulin and tyres holding it in place. A new trench has been dug for the slide to make it a permanent activity for camp goers. The parents held the hose with

water flowing and gave a pump on the biodegradable (of course) dish washing detergent to add to the slide. This combination set the scene for an exhilarating ride down and an exhausting hike back up to the top to do it all over again. The speed at which many got to meant they kept on flying long past the end of the official slide. Water and suds flicked up into your eyes, it was awesome! Thank you to all the adults who helped make the waterslide so memorable.

The team initiative activity is when you work together in a team cooperatively to successfully achieve your tasks and goals. For example trying to get a tyre over a pole and get back on. The spider web challenge was just that! You had to fit through the chain hole (the spider web design) and not touch the ground before you reached the other side. It required everyone's communication and strength. Body weight is hard work! If you all make it through the spider web you progress to the log climb. This is when every team member needs to pass every other team member to get to the other end without falling off! We did so much together as a team to bring us so much closer together with positive communication and support. Thank you to the adults who made the Team Initiative Course so much fun.

Discus golf is simply put - golf but with a disc throw. Instead of a hole there is a chain basket to throw your disc into. Initially you step up onto a platform and throw your disc (a special kind of Frisbee) until you get it in the chain basket. You need to ensure you count the number of throws it took you to get the disc into the basket aka 'the hole'. Your partner and support person helps you to keep count to score you accurately. At the end of disc golf the player with the least total number of throws over the whole course is the winner. The bonus here is it's a lot easier to carry a disc than it is to carry your clubs! No caddies on camp, that's for sure! It was great to see how much better everyone's throwing got as they moved on to even more and more holes.

Archery Tag was an exciting new activity at camp this year. The teachers had hyped it up by showing us a 'you tube' clip of how they game is played. We all couldn't wait to give this a go! Upon arriving at this activity we had to get into the very 'attractive' protective helmets/masks – LOL. Archery tag is played non-stop and has all the usual equipment you would expect at archery except the arrows had soft foam on the tips. Although we were in teams it seemed that it was every kid for themselves. At the end everyone was sweaty and had bright red faces and were totally out of breath! Well if you were going hard and played it correctly you would be! But most of all it was a lot of fun.

The assault course was totally awesome! First we would walk over a pole above the ground. We would either jump over a small wall or a big one. After we walked over a pole above the ground, we would either jump over a small wall or a big one. Next we would go over a wall of moving tyres, then we climbed over another tyre wall but much bigger. After that we had to go under the cargo net by getting low to the ground using a commando crawl. We then had to step from one post to another in a balance walk on posts sticking out of the ground, all at various height levels. This was most challenging with some of us let's say more vertically challenged than others! Finally making a leap for the rope swing to conclude the assault course, before being back at the start. The stop watch made this even more exciting at the individual level and the team level. Trying to beat the fastest set times by previous groups was a real challenge to work together well and get through it as quickly and safely as possible.

Thank you to all the teachers, parents, student teachers and senior leaders who gave up their time to come and help our camps be the huge success that they were.

Camp 1 7HU & 7RL

Brett Russell, Dee Leyden, Emma Letts, James Matapo, Alison O'Neill, Mark Fahey, Brooke Martin, Todd Grinski, Ciara Lawlor, Jonah Smith and Georgia Duff.

Camp 2 7SW & 7CH

Joey Blaike, Donna Christensen, Suzy Whitley, Simon Cuddy, Tim Guthrie, Matt Biernat, Clay Bryant, Jason Esplin, Peter Walker, Amy Samuels, Sam Turner, Sitanshu Chand, James Williams, Courtney O'Brien, Angeline Walsh and James Williams.

Camp 3 7NJ & 7MR

Rob Girvan, Andrew Philips, Helen Holmes, Nicola Butler, Michael Stanley, Tracey Weatherall, Ryan Bennett, Sonya Amende, Adam Campbell, Vanessa McHale, Natasha Renshaw, Madi McArthur, Ashlee Maxwell and Jade Fraser.

A MIGHTY BIG THANK YOU FOR YOUR AWESOMENESS!!!



Health Nurse Information

Marion O'Kane RN is the Public Health Nurse for our school. She can offer free, confidential advice to parents and caregivers on all aspects of health and wellbeing for their child and can be contacted directly via phone – 476 9894/ 0275508885 or via email marion.o'kane@southerndhb.govt.nz.

Marion makes regular visits to the school and offers support/advice to staff on any health issues affecting the school when requested. She also provides a weekly youth health clinic (check out the Taieri College notices) where students can access free health and wellbeing advice, and works closely with local health and social support agencies and can refer students to the appropriate service if need be.



Multisport – Wanaka

What a great day in Wanaka. Students did exceptionally well in fields which are growing in size and quality each year. Massive thanks to Mr Campbell, Miss Edgar and Miss Miller for all their expertise.

Results

U19 girls - Laura Bungard 2nd

U19 boys – Ben Hackfath, Jayden Standing and Ethan McKinlay 3rd

U19 mixed – Taieri College Team One 4th Jordy Kelliher, Mackenzie Miller, Emma Cunningham

Taieri College Team Two 5th Savannah Simon, Ella MacKenzie, Timon Schneider

U16 Girls - Gabby Kakahi 2nd Shinae Stanley 5th

U16 Boys team 4th Lachlan Nicholl, Hamish Jenkins, Ollie Smythe

U16 Girls 9th Rachel Cunningham, Lily Miller, Kylie Gale

U14 Girls - Niamh Burke 3rd, Georgia McHutchon 10th, Sasha Hennessy 12th

U14 Mixed team 1st Danni Thomson, Ollie MacKenzie, Tessa Milton



Free Mandarin Class for Adults

The mandarin class for adults is about to begin! Mandarin class will be 7.00pm – 8.00 pm every Monday at Taieri college, and it will be super easy and interesting.

What's more, the content of the mandarin class is not limited and can be adjusted according to students' ideas.

Chinese culture which has got a long history is waiting for you to explore. The profound Mandarin and Chinese characters are waiting for you to try.

If you are interested, Please contact mandarin teacher Su on iamyukas@163.com



Health Notice

Dear Parents / Caregivers

Headlice may be present amongst children in your child's class. These insects are a nuisance and can be controlled or eradicated by families. Headlice crawl from head to head and may be passed on through shared objects such as hairbrushes and hats. It is recommended that you check all members of your household carefully. Anyone can host headlice. Cleanliness is not a factor in whether headlice are present or not.

What to look for

- Small light or dark brown insects without wings.
- Tiny whitish eggs (nits) like grains of salt attached to hair shafts.
- There may be unusual itching on the head or neck.
- Small red marks on the neck or behind the ears (headlice bites).

What to do

- Check all members of the household daily at the same time for at least three weeks.
- Treat anyone who is hosting headlice. Effective treatment need not be chemical or expensive.
- Please advise the school if you find headlice and confirm that treatment has begun.
- Be prepared to continue treatment for about three weeks depending on the method chosen. Three weeks is the length of the headlouse breeding cycle; you need to break the cycle or infestation will continue.
- After each treatment, comb the hair with a fine toothed comb.
- Extra precautions may include washing all bedlinen, pillowcases and towels in hot water and tumble drying for 20 minutes on high. Other items that have come in contact with heads should also be thoroughly cleaned.
- Soak hairbrushes and combs in hot water for at least ten minutes.
- Vacuuming carpets and rugs may be helpful.
- Repeat treatment 7 to 10 days after initial treatment.

Treating the hair is no guarantee that the problem has been eradicated. Success is more likely if treatment is thorough, checking is daily for at least three weeks and children are reminded to avoid head to head contact with others.

What not to do

- Do not use shampoo, conditioner or a hair drier on hair within 24 hours of using a chemical treatment. Each of these can make the treatment less effective or cause it to fail.
- Do not use ordinary insecticides, pet shampoo or flammable petroleum products.
- Do not use chemical products if the person applying the treatment or the person being treated is pregnant.

For more information please go to <https://www.healthnavigator.org.nz/health-a-z/h/head-lice/> or contact: Marion O'Kane Public Health Nurse, Public Health Nursing Service - Te Punaka Oraka, Southern District Health Board, Main Block, Wakari Hospital | Private Bag 1921, Dunedin 9054, New Zealand. Phone: 03 476 9894 | mob: 027 550 8885
Email: marion.o'kane@southerndhb.govt.nz



Taieri Junior Rugby Football Club Registrations 2019

Registrations are now open for Taieri Rugby Football Club for the upcoming season. You can do this now - please [click here](#) to re-register with Taieri Rugby Football Club. Our Registration days are Sunday 17 February 2019 and Sunday 24 February 2019 from 10am till 1pm where you can pick up your player Jersey and the weight grades can be weighed in or pay your fees if you haven't done so online.

Our fees this year are as follows:

\$50 for one child, \$80 for two children, \$110 for a family of three or more children.

This can be paid online or at one of our Registration days, and please pay this to, Taieri Junior rugby football club Account: 02-0938-0046560-00 using your child's name as a reference.

We have shorts and socks available to buy if you are needing and will be able to be purchased on one of our registration days from the junior shop. There is a Facebook page set up that you are able to buy and sell second hand gear on, this is called, TAIERI RUGBY CLUB JUNIOR BUY & SELL. By filling this form in you are agreeing for photos of your child to be used on our social media pages and our website.

Thanks

Nikki Hogg

Registration Secretary

Mosgiel AFC Junior Football Registration 2019

Registration online at <http://www.sporty.co.nz/mosgielafcjuniors>



First Kicks and 6th Grade to Youth Grade (15-18yrs) are required to register online **before the 8th March** to guarantee a place in a team.

Anyone without a computer can register on **Tuesday 19 February 2019 7pm – 9pm** at Memorial Park Clubrooms. Eftpos available.

Subs: 1 child : \$85
2 children: \$140 (= \$85 + \$55)
3 children: \$170 (= \$85 + \$55 + \$30) 3rd child rebate will apply

First Kicks \$40 (includes free ball)

Socks \$7

Any questions contact: Nicky Standing 027 2740220 or Tania Outram 027 4880784



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Nothing is impossible - the word itself says ... "I'm possible"



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Can you HELP!?

Netball Coaches and Managers

In order to continue to develop aspiring netball players at all levels, we are seeking expressions of interest for coaches and / or managers.

If you are interested in assisting us to continue our strong netball tradition please email sport@taieri.school.nz

Teams available from Year 7 to Senior level.

Strong support networks are in place to assist all levels of coaches and aspiring coaches.



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Chris: 027 435 1022
P.O. Box 7017, Dunedin



On Campus Experience (OCE) Scholarship

Sunday 5th - Thursday 9th May 2019

Sunday 9th - Thursday 13th June 2019

Closing date for applications: Friday 15th March 2019

The On Campus Experience (OCE) is a fully funded scholarship that provides an amazing opportunity for senior secondary students of Māori descent to experience learning at the University of Otago. The scholarship covers flight costs, accommodation at a residential college, food, programme activities and light entertainment. Students will be selected to participate in one of the two OCE scholarship programmes offered in 2019.

Students will explore the Otago campus and the student city of Dunedin. They will also have the opportunity to attend lectures in their areas of interest as well as meet academic staff and students.

The OCE allows students to experience life in a residential college and meet the Māori Centre staff who provide great support for Māori students when they come to Otago. All successful recipients of the OCE scholarship will travel to Dunedin on one of the two programme dates.

Entries are sought from Year 13 students of Māori descent, who are currently enrolled in a New Zealand secondary school, and considering studying at the University of Otago in 2020. All applicants should be students who are completing their final year of secondary schooling, and are likely to gain University Entrance.

ELIGIBILITY

- Applicants must be New Zealand citizens or permanent residents, of Māori descent
- Applicants must also be students who are attending and completing their final year of secondary schooling



For further enquiries, please contact:

Grace Latimer | Māori Liaison Officer | Email: auckland.liaison@otago.ac.nz

Please complete an online application at:

otago.ac.nz/future-students/oce.html

ONLY
OTAGO



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.

2

- 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?

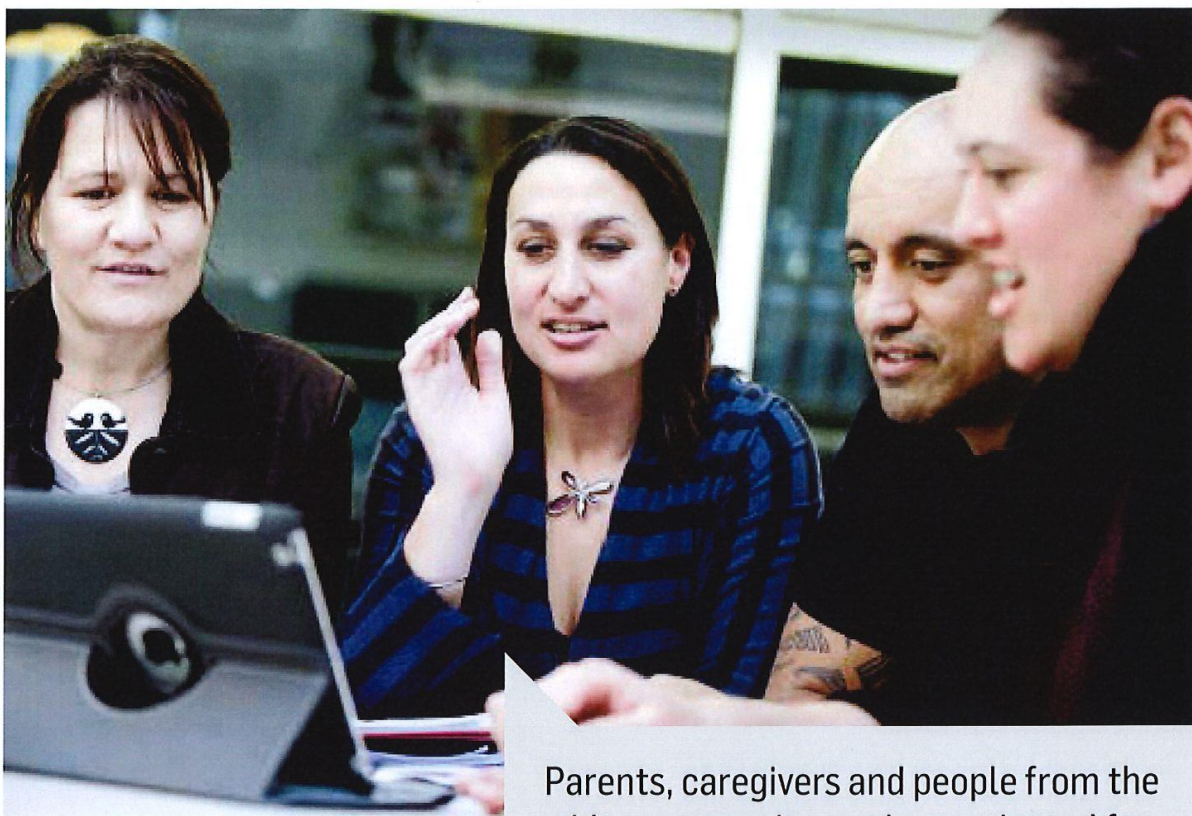
The Education Act 1989 specifies the makeup of the board but provides some discretion for the board in determining its total size. This flexibility helps the board ensure its membership reflects the diversity of the community and the skills required for effective governance. There are a number of ways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

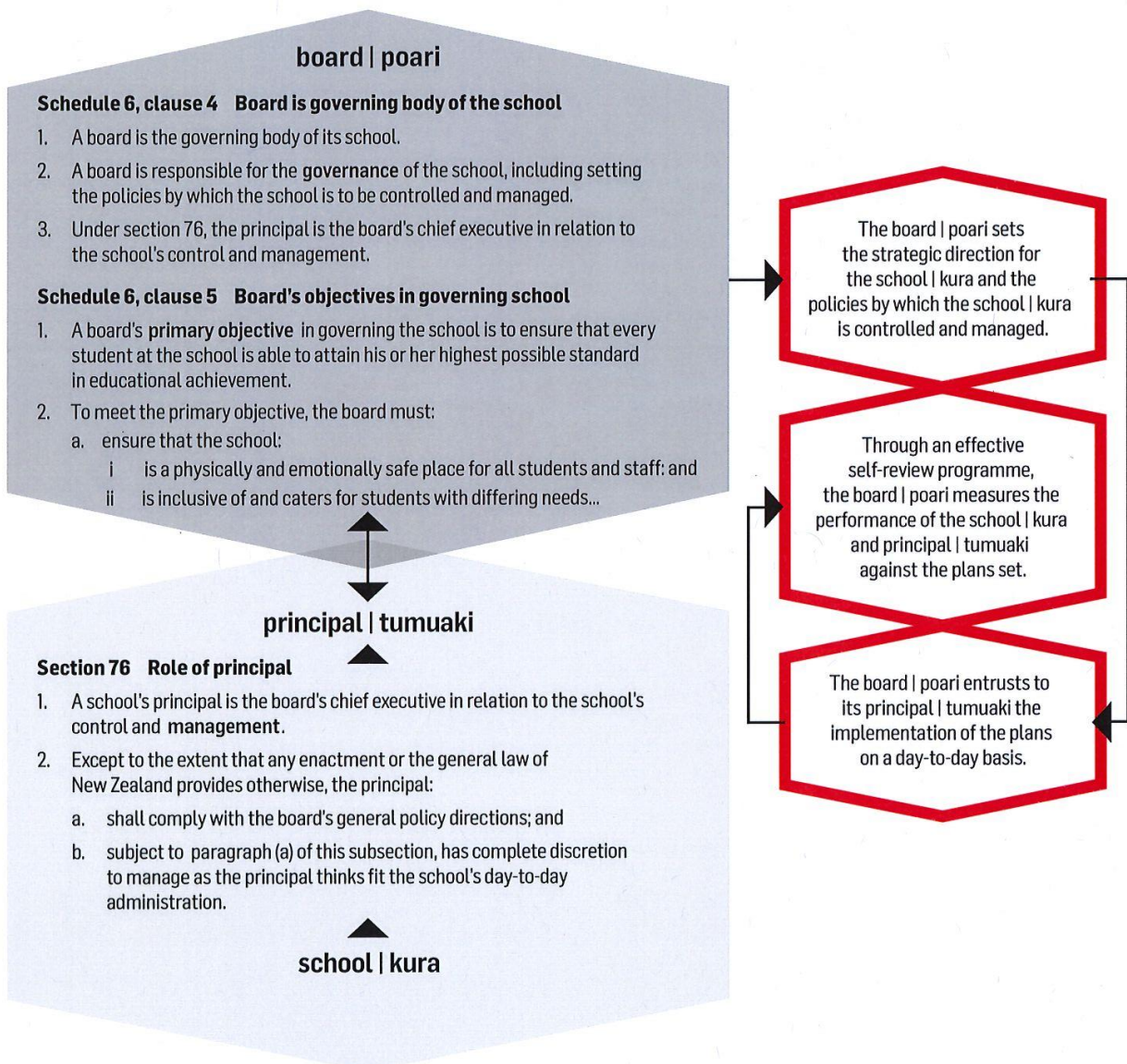
Governance and management work in partnership.

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.

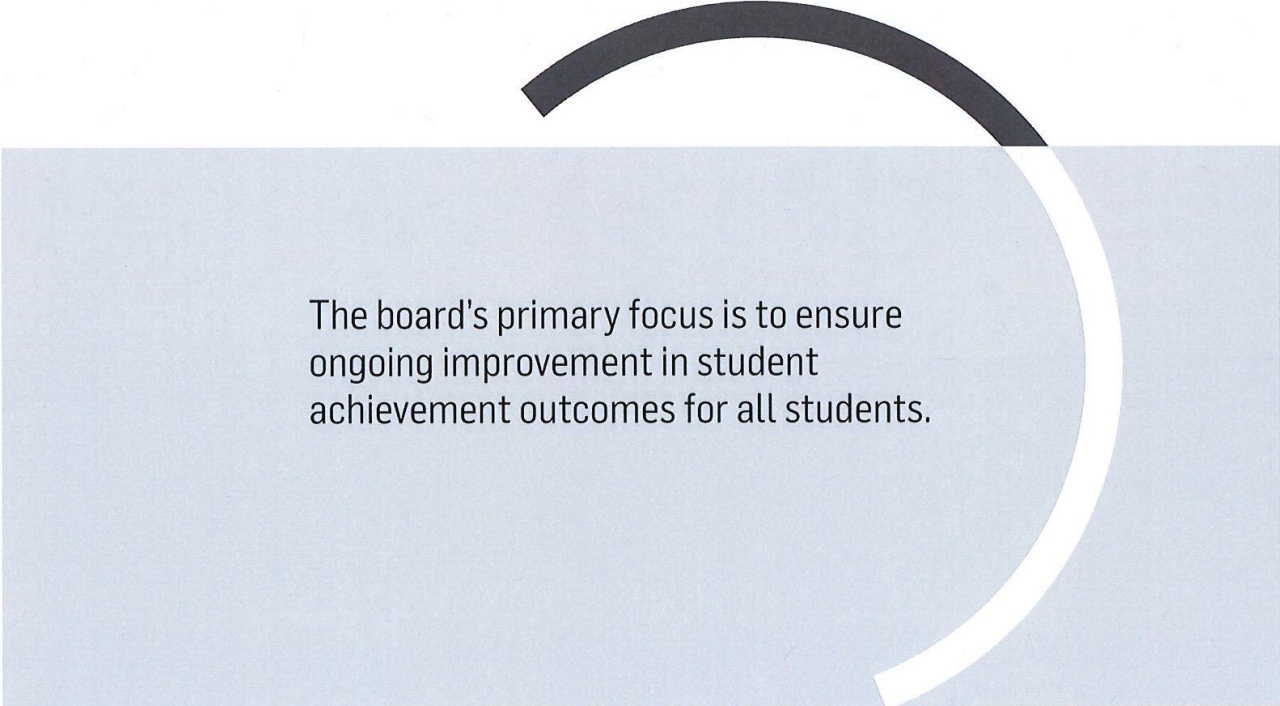
Communication

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-at-school/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>



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New Zealand School Trustees Association
Te Whakaroputanga Kaitiaki Kura O Aotearoa

Level 8 – 142 Lambton Quay, Wellington
PO Box 5123
Wellington
New Zealand

Phone: +64 4 473 4955 or 0800 782 435
Fax: +64 4 473 4706
