

## A study into effective governance and management practices in schools

- Term 3 2014

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### **Introduction**

Each school board in New Zealand tends to develop its own unique understanding of governance and management roles as they grapple with the numerous roles and the complexity of many inter-related tasks. There are many grey areas as opposed to clearly defined delineations of all the many and varied roles and tasks.

Since the inception of Tomorrow's Schools in 1989 the NZ Education Act hasn't changed significantly in terms of governance and management but the interpretation certainly has. Those with vested interest in them (such as NZSTA, Ministry of Education, NZPF, NZEI, ERO, individual boards, individual board members, and individual principals) continue to advocate for their interpretations and so each school implements different models and approaches. Since 1989 I have noticed the boards I have been involved with, have not only defined the roles differently but they have continually tweaked how they operate in terms of governance and management. These are usually as the result of the many influences noted above. There doesn't appear to be one common approach but rather different models and understandings that are postulated as being the best and most effective. These are often seen as 'situation specific' – the best approach for certain schools.

**Is there scope for individual differences, and if so it seems that it is worthwhile investigating what some of the common elements are of the most effective practices and the merits and concerns surrounding them?**

The NAGs have changed over the years. These have had a significant impact on the roles boards and management play in terms of governance and management, and especially in the area of student achievement.

For many years I have been informed that what we do at Richmond School is acceptable (from various sources such as ERO, Ministry of Education officials and NZSTA field officers) but I had also heard other schools do things differently (and possibly more effectively) and so my sabbatical allowed me an excellent opportunity to view, discuss and analyse what makes other systems and methods effective and to compare and contrast these with what is happening at Richmond School.

Richmond School is well managed and well governed but there have been questions raised about ways we could improve and modify our systems such as being able to clearly define the exact roles of the Board and management – to provide clarity so Board members (especially new Board members) in particular have a fuller appreciation of their roles and act and participate accordingly.

The purpose of this sabbatical was to research and determine the most effective governance/management roles and systems that operate in schools. This may well provide some guidance for boards and management teams so they can work highly collaboratively, successfully and effectively for the betterment of their schools.

The main ways I undertook my research:

- A questionnaire completed by Nelson principals – a 10/15 minute questionnaire (17 mainly tick questions).
- By sitting in on Board meetings to observe the proceedings.
- By looking closely at NZSTA training information.
- By viewing the relevant aspects of the Education Act and other relevant documents/websites produced by organisations such as the Ministry of Education, the Education Review Office and NZSTA.

I am more than willing to share my findings with whoever would like to view my sabbatical project outcomes.

No schools has been identified or is identifiable in this document (other than I have indicated which meetings I attended)

I would like to thank the many principals who filled out the questionnaire and the ten schools who were accommodating of my request to attend one of their meetings.

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## **Background to my thoughts, views and decisions...courage of your convictions**

*Ahakoā nga ueue*

*Kia kaha, kia toa, kia manawanui*

*When you find things that are difficult in life,  
Stand strong, stand tall and be of great heart*

Experiences shape our thoughts and beliefs. Courage and leadership are essential for one to deliver what one believes to be right and just. At times both can be significantly challenged as one bears the weight of bureaucratic and government decisions and requirements that one may not necessarily agree with but because one is involved with state education one must comply with their demands and decrees.

For 5 weeks during July and early August I travelled to Europe, the Middle East and attended the Commonwealth Games in Glasgow to watch two of my adult children perform at the Games.

A number of sabbatical experiences challenged my thinking and have made me determined to focus more on what really matters in education and to be more forthright in promoting and following my beliefs.

Firstly, after a long haul flight from Dubai to Sydney the pilot announced that we could not land in Sydney due to fog and we were flying onto Brisbane to refuel. Some four hours later we landed at Sydney airport. Many passengers missed connecting flights and had to re-book.

Too often we are conditioned to comply and stay in the fold as regulations and external bodies regulate or demand compliance. It takes courage, fortitude and leadership to do what one as a professional believes in. As we waited in the re-booking line, one young mum who had catered superbly for her 4/5 month old baby on the plane was obviously stressed having to deal with her now hungry, distressed baby in the very slow moving queue. I was mortified to see that the other 50 or so (also stressed and annoyed passengers) seemed oblivious to the young mum's plight and were happy to have her wait her turn in the queue. I eventually took the initiative and went back to her and said "How about you follow me and we'll get you to the front of the queue?" She followed me and as I went passed all the others I explained what I was doing and why I would like to see the others let her be in front of them in the queue. Virtually all were prepared to oblige except the lady at the very front of the line who point blank

refused. The young mum was highly appreciative of her advancement in the queue. On returning to my place in the queue, others applauded my initiative and openly stated I showed courage and leadership to do what was right for the child and mother.

Children (and definitely the individual child) should always be at the forefront of our minds and at the heart of our decisions. Our focus in schools must be on the Key Competencies (the National Standards are part of that) and yet disappointingly, school Charter Achievement Targets must be based solely on National Standards. This does not sit well with me.

Secondly, at the international airport in Paris we were meant to be met by a hotel transfer courtesy vehicle driver at Entrance 4, half an hour after the flight landed. An hour later, I phoned the company and eventually their man turned up. He had been waiting in a slightly different place with an ineffective sign. Once seated in the courtesy vehicle his smiley face and cheerful disposition turned to a verbal attack as he demanded an extra fee for us being late to the assembly point (earlier speaking in French he had a very animated conversation with his boss on the phone as we walked to the courtesy van). I suspect most passengers would have complied with his request. He may well have been a descendent of Napoleon but his verbal, forthright attack was not going to extract an extra payment from me. Once at the hotel the driver apologised to Raewyn for his outburst but he didn't apologise to me. At times, if there is good reason to, it is essential professionals stand up for what they believe to be just and right and not just accept or comply with what other organisations deem to be 'appropriate/best practice'.

Thirdly, having visited a Nazi labour/concentration camp and having been further enlightened on some of the unjust, inhumane horrors of World War II, further convinced me that at times it is essential we must resist certain illogical, unnecessary time-consuming demands of those in authority if at the end of the day they are of little or no benefit to the students and school generally. Some tasks especially bureaucratic legal requirements/documentation need to be completed but if they really don't benefit the students, then teachers and schools should complete them without spending copious amounts of time on them. Rather, spend time and energy on what matters!!! There is no point in simply ignoring demands/decrees/requirements/regulations as those in authority will often enforce these through force, ridicule, punishment, propaganda, indoctrination and/or withdrawal of funds.

Fourthly, at the Commonwealth Games those in charge of planning security measures managed to get the vast majority of things right, so procedures were efficient and effective. I even counted 53 police present at the lawn bowls venue at one stage plus numerous other security officials. One procedure at the bowls venue definitely lacked commonsense and logic. There tended to be two main bowling sessions per day. A morning session (until about 2pm) and then an afternoon/evening session usually beginning about 4pm. Spectators had to have separate tickets for each session. At the end of the first morning session, security demanded all spectators leave the arena. If you had tickets for the afternoon/evening session one had to go back outside the security fencing, line up with up to 2,500 people and re-enter passing through the security centre again where all bags were electronically viewed and searched again. Usually 300 – 500 people were to be going back outside and re-entering unnecessarily. The vast majority of people complied. I could see how illogical this all was. Attempting to speak to the 'right' person about it was difficult. Luckily one of the security supervisors agreed with me but he too was initially told by a higher authority that the procedure was to be enforced. Eventually commonsense prevailed and the next day the system changed and they constructed an imaginary 'Holding pen' for afternoon/evening spectators. Certainly an example of poor planning and a serious lack of commonsense in decision making and enforcement. Again, once courageously and sensibly pointed out then suitable changes were made.



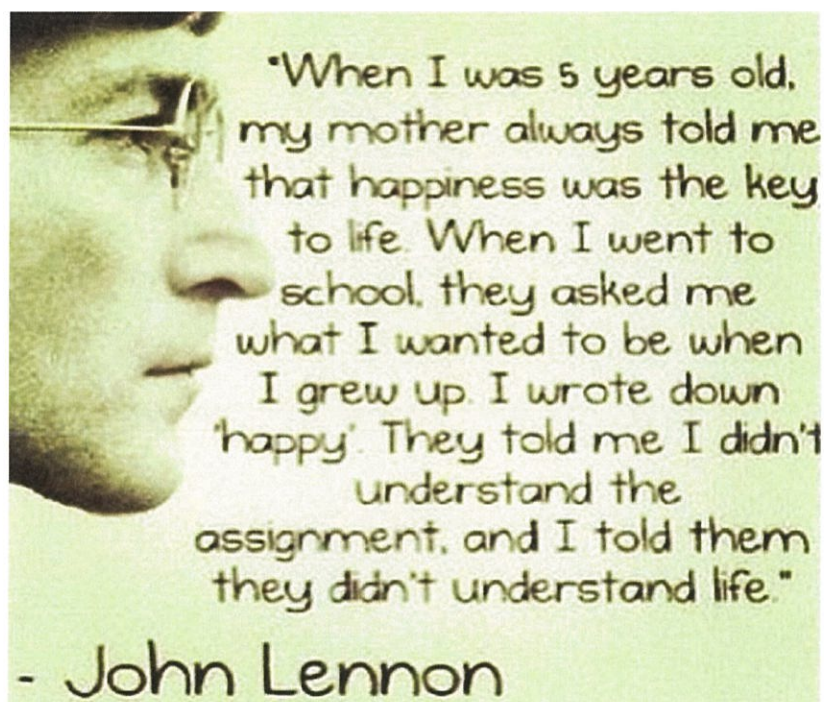
Fifthly, I would like to comment on the bronze medal winning performance by the NZ women's lawn bowls fours team. The team comprised three young players in their early 20s and a 48 year old with years of experience and many medals at various international tournaments. There had been a lot of criticism of the selected team with so many young ones who lacked international experience and even national successes.

However, Val Smith the 48 year old stated after the team won a bronze medal that the three younger ones had incredible qualities that made the difference (besides their bowling skills) – namely....

"They're driven, they're very strong mentally, they're fearless."

A very special day without doubt for them. And not a National Standard Achievement Target in sight – what mattered were other Key Competencies!

Sixthly, some people say the Beatles could sing, others say they couldn't. One Beatle at least was definitely very clever and thoughtful. What really does matter in life? What John Lennon says below is certainly thought provoking for educationalists, bureaucrats and politicians. He said:



And finally, when it comes to teaching and leadership I have to comment on a song I listened to on the plane which sums up how important it is that management and governance never to lose sight of what matters in education – the children and providing them with every opportunity to be successful in life. The song was Whitney Houston's song 'Greatest love of all':

*"I believe the children are our future  
Teach them well and let them lead the way  
Show them all the beauty they possess inside  
Give them a sense of pride to make it easier  
Let the children's laughter remind us how we used to be*

*Everybody's searching for a hero  
People need someone to look up to  
I never found anyone who fulfilled my needs  
A lonely place to be  
And so I learned to depend on me*

*I decided long ago, never to walk in anyone's shadows  
If I fail, if I succeed at least I'll live as I believe"*

So, without doubt it is essential to be courageous and lead for the sake of one's students, staff and community. At times it is definitely difficult to go out on a limb as opposed to being compliant but one needs to make good decisions for the betterment of one's school. The opening whakataukī must be kept in mind – always!

***Ahakoā nga ueue  
Kia kaha, kia toa, kia manawanui***

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### **I attended ten Board meetings**

- Richmond School – Thursday 14<sup>th</sup> August 2014 7:00pm.
- Nelson Intermediate – Monday 18<sup>th</sup> August 2014 4:00pm.
- Waimea Intermediate – Wednesday 20<sup>th</sup> August 2014 7:00pm.
- Murchison Area School – Monday 8<sup>th</sup> September 2014 7:00pm.
- Nelson Central School – Tuesday 16<sup>th</sup> September 2014 7:00pm.
- Upper Moutere School – Wednesday 17<sup>th</sup> September 2014 5:30pm.
- Lower Moutere School – Thursday 18<sup>th</sup> September 2014 6:00pm.
- Tasman Christian School – Monday 22<sup>nd</sup> September 2014 6:00pm.
- Tasman School – Tuesday 23<sup>rd</sup> September 2014 7:00pm.
- Nayland Primary – 23<sup>rd</sup> October 2014 5:30pm.

From here on I have mixed up the outcomes/results from the meetings so no school can be identified.

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### **How many meetings per year and what was the average length of the meetings I attended?**

14 (54%) of the 26 schools reported via the principals' questionnaire they held, on average, 8 meetings per year (that is 2 per term). 7 (27%) held 10 per year, 1 (4%) held only 7 meetings, 2 (7%) held 9 meetings and 2 (7%) held 11 meetings per year.

Of the ten meetings I attended the **average time meeting time** (not including 'Excluding the public' items) was **1 hour 41 minutes** (range 1 hour 5 minutes - 2 hours 25 minutes).

#### **Schools (not in order of meetings I attended)**

- 2 hour 25 minutes
- 2 hours 15 minutes
- 1 hour 55 minutes
- 1 hour 50 minutes

- 1 hour 50 minutes
- 1 hour 40 minutes
- 1 hour 30 minutes
- 1 hour 10 minutes
- 1 hour 10 minutes
- 1 hour 5 minutes

After a certain length of time (some 90 minutes, some 2 hours) the meeting would only continue after discussed approval. A number of meetings continued after I had left – they had ‘Excluded the public’ (‘in-committee’) items to look at.

Many principals later commented that it was their shortest meeting for a while – “Come again!” I certainly tried to be non-threatening and non-obtrusive (by not saying a word!). My presence probably kept meetings on-task but I suspect they usually are of similar length.

An eleventh school changed their Board meeting night so I didn’t attend. A twelfth school postponed their meeting and rightly so .... because the Makos were playing at Trafalgar Park that night! Unfortunately their meeting was then held on a night I was attending another Board meeting.

Nine other schools indicated a willingness to have me attend their meetings.

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## **What percentage of board meeting time was spent on ‘Student Achievement’?**

The Ministry of Education’s ‘Effective governance: How Boards work’ 2013 booklet states on page 12:

*“The board meeting is where your board receives the information you need to be assured that the school is on the right track. It is also time to discuss any other educational or school matters from a governance perspective and to make any required governance decisions. **Make the best use of meetings by making sure the agenda is always strongly focused on student achievement.**”*

The NZSTA website notes:

*“The key focus of any board of trustees is undoubtedly on improving student achievement. This is done by providing a positive environment for the delivery of quality educational outcomes through focused strategic and annual planning target setting, particularly for those students who are not achieving as they should.*

*Setting high standards and high expectations around achievement, monitoring of progress towards targets, self-review, and **adopting a climate of continuous improvement**, are all marks of a highly effective board and something all boards should be aspiring to, if not already doing.”*

What does this mean? What percentage of Board meetings time should be spent on Student Achievement?

I analysed the amounts of time spent at the Board meetings I attended. This was based on my interpretation of ‘Student Achievement’.

The average percentage of time spent on Student Achievement at the meetings I attended was:

**36.2%** (lowest 9%, highest 59%). One needs to remember this was one ‘snapshot’ in time and not necessarily indicative of every board meeting at that school.

The 26 principals who completed Question 5 of the principals' questionnaire indicated what percentage they thought their Board would spend on Student Achievement at their meetings. The average was: **30.4%** (30% of the schools spent 10-19% of board meeting time on Student Achievement, 22% spent 20-19%, 30% spent 30-39%, 7% (or 2 schools) spent 40-49%, one school spent 60-69% and one school 80-89%). This is slightly below the average of the meetings I attended.

It seems that the principal who claimed their board meetings spent on average 80-89% on Student Achievement couldn't have asked me to attend their meeting which was rather disappointing (despite at least 2 emailed requests to all principals seeking that principal to identify him/herself).

The interpretation of what constitutes time spent on 'Student Achievement' is worthy of consideration. I have heard from various sources that some NZSTA training facilitators' views on this vary from my views on this. I believe some consider any discussions about the school's Charter is all about Student Achievement. I would dispute this – some of it definitely is. Also, some consider that the Board discussing and reviewing policies and procedures is about Student Achievement. This in my opinion is drawing a long bow. I have included Professional Development in my analysis when professional development directly relates to improving teaching and learning and therefore impacting on Student Achievement. Some Professional Development such as administration support on Student Management Systems I have not included. Discussions about programmes such as *Reading Recovery* and *GATE* I have included.

In my analysis I have not taken into account the time spent on 'in-committee' ('Excluding the public') items because these were predominantly discussed at the end of the meetings so I left for confidentiality reasons.

One needs to remember these were one snapshot of what happened at one meeting of each board – it is not necessarily indicative of what happens at every meeting each board has.

#### School percentages (not in order of the meetings I attended)

- 59%
- 53%
- 52%
- 50%
- 50%
- 29%
- 27%
- 18%
- 15%
- 9%

The NZSTA Trustees' *Code of Behaviour* policy point 3 states:

*"Ensure the needs of all students and their achievement is paramount".*

I observed at all meetings Board members were totally committed to this. Trustees appeared to be keen to support staff/the school for the betterment of children's learning.

Board members (virtually unanimously) had spent time on viewing the documented sent home (electronically and/or hard-copy). I was impressed with this.

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## Comments about who organises the Board agenda

The Ministry of Education's *'Effective governance: How Boards work'* 2013 booklet states on page 12:

"Boards usually delegate responsibility for **managing the agenda** to the Chair".

I believe the NZSTA is very much of the opinion that too. However, I have found the reality to be different and I personally don't believe it should be solely the Chair's role, if at all.

The following information was provided by principals via the principals' questionnaire about who organises the Board meeting agendas - the principal 22%, the Board chair 33% and the principal and Board chair together – 44%. Others were the Board secretary – 11%, minute secretary – 4% and administration officer 7%, another 4%. P.S. I'm aware that does not add to 100%!

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## Comments about the order of the Board meeting agenda

The Ministry of Education's *'Effective governance: How Boards work'* 2013 booklet states on page 12:

*"The Education Act 1989, Schedule 6:8 and the Local Government Official Information and Meetings Act 1987 Part 7 set out a few rules for the conduct of board meetings. However, each board decides the date, time, location and **format of its meetings**."*

It has been quoted to me (especially after Board members have attended NZSTA training sessions) that if boards are to focus on **Student Achievement then this should be always first on the meeting agenda**. Some describe this as *'flipping'* the agenda. I think this belief is little short of a fallacy. From what I observed what mattered more was the emphasis the principal and Chair placed on Student Achievement. They made sure it was considered the most important matter on the agenda and made sure it received prominent airing time – viewing, discussion, assurances and any other decisions such as resourcing, requesting further information etc.

Only two boards **began their meeting with a whakataukī** (Māori proverb). It seems to me an excellent way to remind the members about the need to focus on student and school needs. For example, one relevant whakataukī was: *'Naku te rourou nau te rourou ka ora ai te iwi'* ('With your basket and my basket, the people will live').

A number of boards provided an opportunity for members to declare any **'conflicts of interest'** on the agenda after the recording of those present and apologies. I personally think such declarations would be better declared if and when the need arises during the meeting.

The Ministry of Education's *'Effective governance: How Boards work'* 2013 booklet states on page 13:

**"The last item on the agenda is closure and evaluation...**looking at the effectiveness of its own processes, such as meetings. Once a term, the Chair carries out an evaluation by collating this feedback and writing a report that is circulated before the next meeting."

At the end of the meeting three boards briefly evaluated their performance and looked at how they could improve their future performances/meetings. Three schools, at this stage of the meeting, considered future items for the next board meeting (one referring to the NZSTA's *'Work Plan'* approach). Both of these approaches are recommendations from NZSTA and I do question the value of doing this – I believe they are of limited value at this time of a meeting. I am sure such self-review would be better as a specific self-review item say twice a year.

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## **Who should present Student Achievement and curriculum reports – a team approach?**

At the meetings I attended there was a variety of approaches. At some meetings the principals presented the information that was written by others - especially curriculum team leaders, Deputy Principals and other management/leadership personnel. At times I noticed the principal and staff representative struggling to answer questions when the author of the information would have been more likely to be able to explain, clarify or outline much better.

The method I prefer is to have the author of the information deliver the presentation (with the principal and staff representative supporting). The Chair giving the presenter speaking rights as necessary. This is a highly effective team and leadership approach for a number of reasons. Board members gain an enhanced understanding and appreciation of the presenter's passion and expertise in the area and it provides the board a quicker opportunity to hear the reasoning for and clarification of certain things (rather than the principal having to say "I'll find out and report back"). Furthermore, the staff are often less concerned about 'the board' making decisions without the involvement of leadership personnel. If appropriate staff are present, then matters can be worked through there and then. Having Deputy Principals there (especially of larger schools) I see as highly beneficial and demonstrates shared leadership. Also having other staff there (especially those aspiring to leadership positions) provides them with quality professional development.

Boards should never under-estimate the knowledge, insights and advice of the principal, management/leadership personnel and teaching staff when making decisions. Sure it is important to empower Board members to have the knowledge and ability to make calls but they underestimate the value of the involvement and knowledge of staff at their peril. It can lead to dissatisfaction, mistrust and poor decisions especially on funding, resourcing, personnel and student achievement matters. Involvement of the teaching staff in certain decisions leads to increased ownership and accountability.

The NZSTA Trustees' Code of Behaviour policy point 6 states:

*"Respect the integrity of the principal and staff".*

I did observe some decisions that I suspect did not necessarily consider this or have it at the forefront of the decision or how a decision was to be handled once the decision was made (for example, how to report back to the staff).

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## **Comments about the need and use of Board committees**

The NZSTA and Ministry of Education are very much of the opinion that **committees should be used sparingly**, if at all.

The Ministry of Education's 'Effective governance: How Boards work' 2013 booklet states on page 14:

*"Some boards use committees. If you choose to do this, you need to set clear terms of reference for the committee and document exactly what your board is delegating to them. Boards need to be particularly careful that such committees are not doing management or operational work but are focused only on governance."*

**I see this as good advice.**

A number of principals commented that they still favour having committees and make good use of them especially for property, finance and appointments. I believe it is sensible to make use of these committees.

56% of principals (via the principals' questionnaire) indicated they have a Property committee, 30% a Health and Safety committee, 19% a curriculum committee and there are others such as appointment committees.

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## How many Boards make use of the NZSTA suggested 'Work Plan' approach?

I noticed that one Board (plus Richmond School) visibly uses this approach. I have found the 'Work Plan' calendar document (The Ministry of Education's *Effective governance: How Boards work* 2013 booklet page 11 advocates this approach) one of the most effective ways for board members to be aware of what they can expect to be happening each month (by management/leadership, committees and at board meetings). At my school prior to documenting this plan, what happened and when was a little more ad hoc although I 'knew' from experience when things were to occur/be completed. I have found that board members refer to this and appreciate it set out at the beginning of the year. Progress is monitored throughout the year by having an updated version of this at the front of the Board agenda. It also means it can be readily referred to when the agenda is being set for the following meeting. Following is the sample in the Ministry of Education's booklet noted above. In the Appendix I have included one of Richmond School's work Plans.

[Year]	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Meetings	14 Feb	13 Mar		10 May	12 Jun		14 Aug	11 Sep	9 Oct	13 Nov	11 Dec
Requirements	Appoint Chair	Accounts to Auditor Roll Return		Annual Report	Nat Sids-parent reporting	Roll Return					Nat Sids-parent reporting Charter
Charter	Annual Plan	Draft Annual Report	Aim 1	Aim 2	Aim 3	Community Consultation	Review Arts	Aim 1	Aim 2	Draft Charter	Analysis of Variance
Learner progress & achievement		Māori/Pasifika focus		Special needs focus	All targets		Gifted/talented focus	Māori/Pasifika focus		Analysis of Variance	
Budget	Approved	Monitor		Monitor	Monitor	Mid year review	Monitor	Monitor	Monitor	Next year draft	Draft end of year
Principal/Tumuaki appraisal	Performance agreement signed off				Review of reporting	Mid year progress					Appraisal report
Curriculum	Key Competencies		Area 1		Values		Area 2		Principles	Plan next year's focus area	Area 3
Marau ā kura		Pōtaiao			Hauora & PE				Hangarau	Plan next year's focus area	
Policy	Curriculum/Marau ā kura			Property				Health & Safety	Consultation policy		
Board process/PD		Webinar	Board meetings	Webinar			Planning Retreat	Webinar			

## Other comments about the Board meetings I attended

Without exception, I found board meetings to be well organised, efficient and streamlined. This I believe to be a significant improvement since the inception of *Tomorrow Schools* in 1989 (especially over the last few years). I think this is partially a reflection of the advice given at NZSTA training sessions. Members are so much better organised, knowledgeable and professional. The vast majority have read over information sent home prior to the meetings and are willing to ask questions especially assurance ones.

Many principals replying to my 'thankyou' emails for allowing me to attend their meetings often reiterated my view. For example:

*"They are a good bunch and are keen to make a positive difference – all there for the right reasons. I must admit that was the quickest meeting EVER. Usually 1½ to 2 hours, so do come again!!!!"*

I was delighted that there weren't '**surprise**' items at any of the meetings I attended. That is, last minute additional items or non-documented General Business. Such additions can often lead to serious mistrust concerns, anguish and unnecessary anxieties.

Some meeting agendas noted **timeframes** for each section/item on the agenda. No one referred to these during the meeting so I really don't understand the reasoning behind these other than I have heard they have been recommended by NZSTA.

If I was a trustee at some schools, one area I would be rather uncomfortable about was the lack of information (and even confusing at times) about the school's **financial position**. I realize that some of the schools have finance committees or teams look at the finances in detail but I personally would be concerned as a trustee with what I witnessed at some schools. As one Board chairperson aptly stated:

*"The board can delegate responsibility but we can't delegate accountability."*

Others had more detailed written reports presented from the principal or leader of the finance committee. Personally, I was more comfortable with this approach. I do not subscribe with the NZSTA views of spending less time at Board meetings on finances and property matters (and spending the majority of time on Student Achievement). It's all about finding the 'right balance'.

The NZSTA in their publication '*Trusteeship – A guide for School Trustee*' page 6 state:

*"The key focus of any board of trustees is undoubtedly on improving student achievement."*

Indeed, one of the main foci of boards should be '**lifting student achievement**'. It seems at times for some boards it is primarily about school-wide student achievement data/results and not focusing on how schooling is for each and every child. The 'drilling down' to see how the individual child is doing and how to help the child progress is what should matter, not a score per se. This is the domain of teachers and management/leaders. So I advocate strongly for more presentations about programmes and approaches.

Some boards focused on cohorts and even mentioned 'priority learners' but few mentioned the importance of valuing the lifting of student achievement for every child. Two boards were mindful of the fact that looking at the overall National Standards results per se was not focusing on what really matters - the progress made by individual students.

When looking at data from one November to the next, often one is not comparing the same children so it isn't particularly sensible to be even considering the information. For example, at Richmond School we usually have some 120 - 130 new enrolments each year (70 – 80 are new entrants). How reliable and valid is it to compare the results of say the Year 5s each year? How meaningful or meaningless is it to compare the overall information/results from one year to the next?

Two boards were openly mindful that National Standards were only one aspect they needed to focus on in terms of NAG 1 and that they also need to focus on Key Competencies and other curriculum areas. This was very pleasing to me.

National Standards is a mine-field in terms of people making sweeping generalisations due to, in my opinion, the unreliability and the lack of validity of the information. Unfortunately, Achievement Targets in Charter must be based on National Standards and so boards were seen to be grappling with the progress or otherwise of these in terms of mid-year data and analysis. Many boards tried their best to understand progress and were heavily reliant on the principal, staff representative or other management members in attendance to assist with the interpretation of these.

Many members have their shared board agendas and information on their edevices (as opposed to having hardcopies). I see this as another good initiative in the last few years.

I saw a few examples of principals agreeing or accepting board decisions more to appease boards (to 'keep the peace') or certain board members rather than eloquently and assertively detailing their beliefs for the benefit of teaching and learning. I believe the principals were of the opinion it was more important to maintain good relations with the board (their employers) than assertively advocating for their students, staffs and schools.

On more than one occasion (in recent years) when ERO officers have visited Richmond School they have indicated that we need to include **student attendance reports** at each meeting. We have done so to satisfy their belief. Interestingly, Richmond School was the only school (of the ten) who did so at the meetings I attended. I do not believe this is necessary unless there is a reason for outlining a concern (such as to inform members of general attendance patterns or how we are monitoring a child's/family's attendance). It is also important that names remain confidential at an 'open to the public' Board meeting. I would hope that any concerns are dealt with immediately instead of waiting for a Board meeting to share concerns.

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### **Comments about many schools looking to or who have implemented the NZSTA's 'Policy Framework 2012'**

The NZSTA has spent considerable time and funding developing this document. It is a governance model they claim to be "*hands-off and strategic rather than hands-on and operational*". It is highly prescriptive and a more 'one-stop' shop approach to me. I don't believe it should be implemented en masse although I saw some Boards looking to do so and at one school it was seen as a good way of satisfying NZSTA suggestions and ERO requirements.

In my opinion there are certain good aspects of the document but schools need to take 'on-board' the aspects they decide are applicable and beneficial to their setting.

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### **Comments about Board members induction and training**

I thoroughly recommend the importance of new board members being involved in an induction programme, the principal and Chair having on-going dialogue with all Board members and for boards to study and frequently review excellent publications such as The Ministry of Education's '*Effective governance: How Boards work*' and NZSTA training manuals (but only as a guide as opposed to them being 'gospel' documents).

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### **Comments about the NZSTA training programmes**

The NZSTA is the main provider of training programmes for Board members. They are contracted by the Ministry of Education to provide the service.

Principals (via the questionnaire) consider these helpful - 52% see them as '*Useful*' and 37% as '*Of some use*'. Face-to-face sessions are preferred although there is a place for 'on-line' sessions.

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## **So who in reality prepares the majority of the school's Annual Charter review and who makes the majority of the decisions about the school's Annual Charter review?**

**NAG 7** states:

*"Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1<sup>st</sup> March of the relevant year."*

**And NAG 8** states:

*"Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7."*

It's like everyone is turning a blind eye to reality and believe that 'the Emperor isn't wearing clothes Sir' scenario. The reality is the principal and/or management/leadership complete the Charter review and it is rubber stamped by the board once they have received an assurance it is factual. Some boards are involved at a discussion level.

The principals' questionnaire highlighted this also – only 3 principals saying that the Board at his/her school **prepares** the majority of their school's Annual Charter revision – 11%. And, in terms of who makes the majority of the **decisions** about their school's Annual Charter revision – only 4 principals said that the Board did at his/her school - 15%.

It is a very much – 'We'll pretend the board does it' to satisfy the Ministry of Education, NZSTA and ERO personnel and the interpretation of NAG 7 and NAG 8. I suspect members of these organisations don't necessarily believe it either!

**It is time to stop fudging this and/or change NAG 7 and NAG 8 to reflect who actually does the majority of the work and then indicate that the Board signs it off after they are assured it is accurate.**

---

## **So who in reality prepares the majority of the school's Annual Report?**

**NAG 2a)** states:

*"Where a school has students enrolled in years 1-8, the board of trustees, with the principal and teaching staff, is required to use **National Standards** to:*

*(c) report in the board's annual report on:*

- the numbers and proportions of students at, above, below or well below the standards, including by Māori, Pasifika and by gender (where this does not breach an individual's privacy); and*
- how students are progressing against the standards as well as how they are achieving."*

Again, the reality is the principal/management/leadership prepares the school's Annual Report and it is rubber stamped by the board once they have reviewed it and received an assurance it is factual.

The principals' questionnaire highlighted this also – not one principal said that the Board at his/her school prepared the majority of their Annual Report.

**Again, it is time to change NAG 2a to reflect who actually does the majority of the work and then indicate that the Board signs it off after they are assured it is accurate.**

---

## So who in reality makes the majority of decisions about Student Achievement Targets?

NAG 2a) states:

*"Where a school has students enrolled in years 1-8, the board of trustees, with the principal and teaching staff, is required to use **National Standards** to:*

- (a) report to students and their parents on the student's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must be at least twice a year;*
- (b) report school-level data in the board's annual report on National Standards under three headings:*
  - *school strengths and identified areas for improvement;*
  - *the basis for identifying areas for improvement; and*
  - ***planned actions for lifting achievement.***
- (c) report in the board's annual report on:*
  - *the numbers and proportions of students at, above, below or well below the standards, including by Māori, Pasifika and by gender (where this does not breach an individual's privacy); and*
  - *how students are progressing against the standards as well as how they are achieving."*

Again, the vast majority of this is completed by the school's principal/management/leadership team. Boards are made aware of these and discuss them, airing their ideas and questioning aspects.

**Again it is time to change NAG 2a) to reflect who actually does the majority of the work and decision making.**

The principals' questionnaire highlighted this also – only 1 principal saying that the Board at his/her school made the majority of decisions at his/her school about Student Achievement Targets – that's 4%!

I believe the NZSTA's belief (in their publication '*Trusteeship – A guide for School Trustee*' July 2013 edition page 6) over-emphasises the role of the Board in setting targets since this conflicts with the reality in the majority of schools:

*"Effective board of trustees are active in setting overall direction of the school through policy setting and strategic planning and, in consultation with the principal, setting targets in respect of identified achievement gaps."*

During my board meeting observations I saw many board members struggling to interpret student achievement information and to make meaningful contributions.

Secondly, it is teachers in the classroom or those implementing specific programmes that make the significant difference. If the board is imposing their ideas/determinations on the teachers/staff then the teachers/staff have little ownership of the directives/determinations/decisions.

At Richmond School we have **school achievement targets** to satisfy Ministry of Education requirements. They are National Standards based, management driven and reported on in the Charter Review and Annual Report. The Education Review Office look at these in detail.

However, they aren't necessarily the student achievement targets that make the most significant difference at Richmond School. What has the biggest impact are the **syndicate and other curriculum achievement targets**. The syndicate/curriculum teams develop them annually, they drive them, consider them frequently, monitor their progress and review methods. These are not necessarily National Standards based. These are making a significant difference at Richmond School and it's because the teachers/staff have ownership! Unfortunately, the Education Review Office only gave these glib service when they visited Richmond School in 2012 (since they aren't necessarily National Standards based). This is extremely disappointing to me and also the fact the Ministry of Education does not want them included in the Charter Review and Annual Report.

---

## **My final comments and recommendations**

1. **I would like to compliment the Boards on their professionalism and industry.** Board members are basically volunteers who are generally doing excellent service for their school and community. They deserve greater recognition from the government and Ministry of Education.
2. **All Board meetings should begin with a pertinent whakataukī.**
3. **Boards should make full use of an annual 'Work Plan' approach.** It is a very effective planning and self-review document.
4. **Boards should think carefully about the benefits of 'flipping' the meeting agenda so that 'student achievement' is at the start of the meeting.** Don't just do it because organisations such as NZSTA recommend it.
5. **I would recommend that principals (of middle size and larger schools in particular) consider having other senior management/leadership team members and/or curriculum leaders (when applicable) attend Board meetings.**
6. **It is time to rewrite some of the NAGs to reflect who is preparing and determining certain documentation especially related to Student Achievement Targets, the school's Charter review, and the school's Annual Report.** It is time for bureaucratic organisations to have a better understanding of the reality and acknowledge it.
7. **The professionals in the school should be the ones making the 'lifting student achievement' determinations.** These need to be presented to the Board for ratification and discussion.
8. **Mid-term elections are seen as providing greater continuity in terms of Board membership and 'educational knowledge'.** Schools that do not have mid-term elections should seriously consider doing so.
9. **A number of Boards are co-opting members.** This is sometimes for the skills they wish to have available on the Board and sometimes to induct possible new members prior to Board elections or mid-term elections. Both I consider to be commonsense ideas and I would recommend.
10. **The most successful Board/principal partnerships** are based on healthy respect and where the principal is seen as the CEO and main curriculum and student achievement leader/advisor. This may also necessitate the DP or DPs/curriculum leaders in larger schools being fully involved in board meetings (in a presentational and/or advisory capacity).
11. **During my observations at ten Board meetings I thought seriously about what would happen if Boards were dissolved.** Would there be a significant difference in the teaching, learning and student achievement at schools? I suspect not especially in the 'high flying' schools especially where the principals and management/leadership personnel were highly capable. In some such schools the Boards were definitely involved in more of a custodial/assurance capacity.
12. **My sabbatical has given me time to think deeply about what actually matters in education.** National Standards, league tables, detailed charters, long-term strategic plans, elaborate 'candy-floss' reports and self-reviews, lengthy compliance reports and Achievement Targets are not particularly high on my agenda of what makes an excellent school, where children progress incredibly well, especially in terms of the Key Competencies. In fact some of these listed are time-consuming distractions.

13. Schools have a tendency to be too compliant...too willing to embrace conformity...it is time to show greater resiliency and innovation and embrace them. It is **time to embrace new ideas and trial innovative ideas if we want to 'raise the tail' (priority learners)**. We need to give our teachers and leaders a licence to trial innovative ideas, approaches and programmes. At times we are hamstrung by archaic and/or imposed ideas and methods (for a host of reasons).
14. Finally, my **sabbatical has been enlightening, thought-provoking Professional Development**.
15. I would like to thank all the principals and Boards who assisted me with it.
16. I would like to thank my Board for supporting my sabbatical.
17. I would like to thank my staff and especially those who 'Acted up' during my absence. The staff at Richmond School is an incredible team of professionals. I thank them all sincerely.
18. My final thought:
- "To be a star, you must shine your own light,  
follow your own path and don't worry about the darkness,  
for that is where the stars shine."**

## **Main References**

- *'Effective governance: How boards work'* NZ Ministry of Education, Wellington, 2013.
- *'School policy framework'* document, NZSTA, Wellington, 2012.
- *'Trusteeship – A guide for School Trustee'* NZSTA, Wellington, July 2013 edition.



# APPENDIX 1 – An example of Richmond School's Board 'Work Plan' – reviewed at the end of Term 2

## BOARD WORK PLAN - 2014

2014 Board Meetings Requirements	FEBRUARY 13 <sup>th</sup> February Appoint Chair & Secretary Annual review and signing of Board's Code of Conduct ✓	MARCH 13 <sup>th</sup> March 1 <sup>st</sup> March roll return ✓ Annual report to Auditor by 31 <sup>st</sup> March ✓	APRIL 10 <sup>th</sup> April	MAY 8 <sup>th</sup> May Annual report to Māe 1 <sup>st</sup> & 2 <sup>nd</sup> May No report until end of June now Board Elections – May 2013 & 2016 N/A	JUNE 12 <sup>th</sup> June	JULY No meeting 1 <sup>st</sup> July roll return International Students annual attestation 1 <sup>st</sup> July ✓	AUGUST 14 <sup>th</sup> August Health curriculum review – August biennially (even years)	SEPTEMBER 11 <sup>th</sup> September Reading Recovery applications by 23 <sup>rd</sup> September	OCTOBER No meeting Determine number of available spaces for 2015 by 2 <sup>nd</sup> October 1 <sup>st</sup> October (enrolment scheme)	NOVEMBER 13 <sup>th</sup> November National Standards assessment date 1 <sup>st</sup> November 1 <sup>st</sup> November Board Elections – Nov 2014 & 2017 Draft Charter for 2015	DECEMBER 11 <sup>th</sup> December
<b>Charter</b>	Ratify Charter review ✓	To Ministry by 1 <sup>st</sup> March National Standards & Analysis of Variance ✓									
<b>Strategic Plans</b>	Finalise 2014 Development Plan & 2014-2016 Long Term Strategic Plan ✓			Check progress of 2014 Development Plan ✓		Check progress of 2014 Development Plan		Check progress of 2014 Development Plan	Draft 2015 Development Plan & 2015-2017 LTSP		Documented review of LTSP 2014-2016 Development Plan 2015 ratified
<b>Learner Progress &amp; Achievement</b>	566 year old observational survey outcomes ✓ 2013 Achievement Targets evaluations ✓ & GATE Special Needs & GATE Information ✓	Achievement Targets, school and syndicate foci set and ratified ✓	Key Competencies review – school wide (biennial review) – Odd years ✓	PA's evaluations ✓	PA's evaluations ✓	Syndicates monitor progress				National Standards 2 <sup>nd</sup> November Analysis of Variance – Targets evaluated	Ex-Reading Recovery pupils monitored Rainbow Reading & Multi-Lit evaluations
<b>Reporting to Parents</b>	Class introductions 13 <sup>th</sup> February ✓	Goal setting interviews 1 <sup>st</sup> /2 <sup>nd</sup> April ✓			Mid-year reporting						End of year reports 11 <sup>th</sup> December
<b>Curriculum</b>		Curriculum teams develop plans for 2014 ✓				Curriculum teams monitor progress				Curriculum teams Evaluate plans Syndicate reviews	
<b>Whanau</b>	Poshiki 12 <sup>th</sup> February ✓		Koriri Māori meeting 10 <sup>th</sup> April ✓ Parents meeting Parents meeting (Middle & Senior) – Odd years				Keeping Ourselves Safe Parents meeting (Junior & Middle) – Odd years	Māori student achievement hui – Odd years			
<b>Policies</b>		Place Guidelines procedures/policy annually in newsletter ✓	Review English L2, L3, 20 & 26 ✓	EEO programme presented to the Board ✓	Review Personnel Rts 20 <sup>th</sup> ✓		Review Learning Languages L5	Triennial questionnaires – Teaching Staff – Support Staff – Parents Swimming Programme review			
<b>Surveys</b>											
<b>Budget</b>	2014 Budget approved Monitor ✓	Monitor ✓	Monitor ✓	Monitor ✓	Monitor ✓	July revision Monitor	Monitor		Draft 2015 Budget underway Monitor	Monitor	2015 Budget approved Monitor
<b>Principal Appraisal</b>		Performance agreement signed off ✓				Principal & Chair monitor progress					Appraisal report signed off
<b>Board Process/PO</b>										Induction session for new Board members with Principal	



## **APPENDIX 2 – Principals' questionnaire**

### **Principals' questionnaire re Governance and Management at their schools**

Last year I successfully applied for a term's sabbatical. The plan is to undertake in-depth research and determine the most effective governance/management roles and systems that operate in schools.

Since the inception of 'Tomorrow Schools' in 1989 each school board in New Zealand has tended to develop its own unique understanding of governance and management roles as they have grappled with the various roles and at times the complexity of the many inter-related tasks. There are many grey areas as opposed to clearly defined delineation of roles.

There is definitely scope for individual differences and so it seems that it is worthwhile investigating these along with what are some of the common elements of the most effective practices.

I plan to share my findings with whoever would like to view my project outcomes. No schools will be identified or identifiable in the document.

Two of the ways I plan to undertake my research are:

- To send out the following questionnaire to principals and seek feedback – a 10 minute questionnaire at maximum (17 mainly tick questions).
- To ask principals and Board chairs if they would be willing for me to sit in on one Board meeting to view the proceedings.

1. Please indicate the size of your school (as of today)?

- ☐ 1 - 50 students
- ☐ 51 - 100 students
- ☐ 101 - 150 students
- ☐ 151 - 250 students
- ☐ 251 - 300 students
- ☐ 301 - 500 students
- ☐ 501 - 700 students

2. On average, how many full Board meetings do you have each year?

- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12
- ☐ More

3. At your school who organises the full Board meeting agendas? Please tick the appropriate box.
- ☐ Principal
  - ☐ Board chair
  - ☐ Principal and Board chair together
  - ☐ Board secretary
  - ☐ Minute secretary
  - ☐ Administration officer
  - ☐ Other – please name them \_\_\_\_\_
4. Some Boards have committees. If you do what are they? Please tick them
- ☐ Personnel
  - ☐ Finance
  - ☐ Property/Grounds/Buildings
  - ☐ Health and Safety
  - ☐ Curriculum
  - ☐ Legislation
  - ☐ Community welfare
  - ☐ Others – please name them \_\_\_\_\_
5. In reality, on average, approximately what percentage of your time at full Board meetings is spent on Student Achievement?
- ☐ 10 – 19%
  - ☐ 20 – 29%
  - ☐ 30 – 39%
  - ☐ 40 – 49%
  - ☐ 50 – 59%
  - ☐ 60 – 69%
  - ☐ 70 – 79%
  - ☐ 80 – 89%
  - ☐ 90 – 99%
6. How useful do you believe the NZSTA 'Board training' sessions are?
- ☐ No use
  - ☐ Of some use
  - ☐ Useful
  - ☐ Incredibly useful



7. How useful do you believe the recent NZSTA 'New Board members induction' sessions are?
- ☐ No use
  - ☐ Of some use
  - ☐ Useful
  - ☐ Incredibly useful
8. Would you prefer these to be 'face-to-face' or 'on-line'?
- ☐ Face-to-face
  - ☐ On-line
  - ☐ Either
  - ☐ Both
9. Would your board members would prefer these to be 'face-to-face' or 'on-line'?
- ☐ Face-to-face
  - ☐ On-line
  - ☐ Either
  - ☐ Both
10. Do you believe an independent training body to provide board trustee training would be more appropriate than the present provider (The NZ School Trustees Association)?
- ☐ No
  - ☐ Yes. Why? \_\_\_\_\_
11. Who do you suggest would be a better provider? \_\_\_\_\_  
Why? \_\_\_\_\_
12. In reality who does make the majority of the decisions in your school about **Student Achievement Targets**?
- ☐ Principal
  - ☐ Management
  - ☐ Teachers
  - ☐ Board chair
  - ☐ The Board
  - ☐ Principal and Board chair
  - ☐ Other. Please note \_\_\_\_\_

Other comments about the role of the Board re Student Achievement Targets

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13. In reality who does make the majority of the decisions in your school about **Student Achievement?**

- ☐ Principal
- ☐ Management
- ☐ Teachers
- ☐ Board chair
- ☐ The Board
- ☐ Principal and Board chair
- ☐ Other. Please note \_\_\_\_\_

Other comments about the role of the Board re Student Achievement

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14. In reality, who prepares the majority of your school's **annual charter revision?**

- ☐ Principal
- ☐ Management
- ☐ Teachers
- ☐ Board chair
- ☐ The Board
- ☐ Principal and Board chair
- ☐ Other. Please note \_\_\_\_\_

15. In reality, who does make the majority of the decisions in your school about the **annual charter revision?**

- ☐ Principal
- ☐ Management
- ☐ Teachers
- ☐ Board chair
- ☐ The Board
- ☐ Principal and Board chair
- ☐ Other. Please note \_\_\_\_\_

Other comments about the role of the Board re annual charter revision

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16. In reality, who prepares the majority of your school's annual report (not the financial part)?

- ☐ Principal
- ☐ Management
- ☐ Teachers
- ☐ Board chair
- ☐ The Board
- ☐ Principal and Board chair
- ☐ Other. Please note \_\_\_\_\_

Other comments about the role of the Board re annual report

\_\_\_\_\_

17. Would you be willing to have me sit in on one Board meeting in August or September 2014?

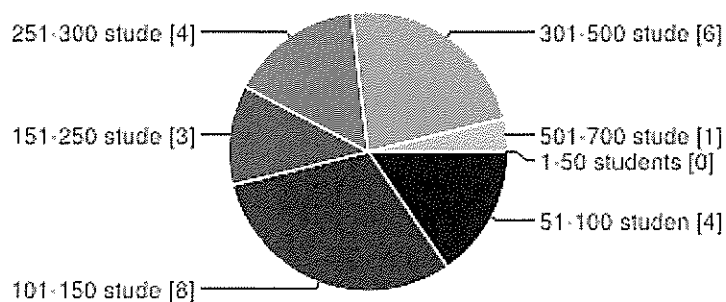
- ☐ No
- ☐ Yes. Please add your school name \_\_\_\_\_

# 27 responses

[View all responses](#)
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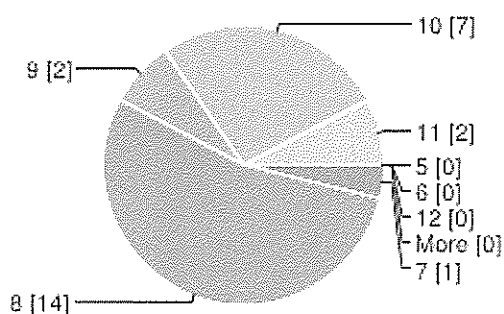
## Summary

### What size is your school?



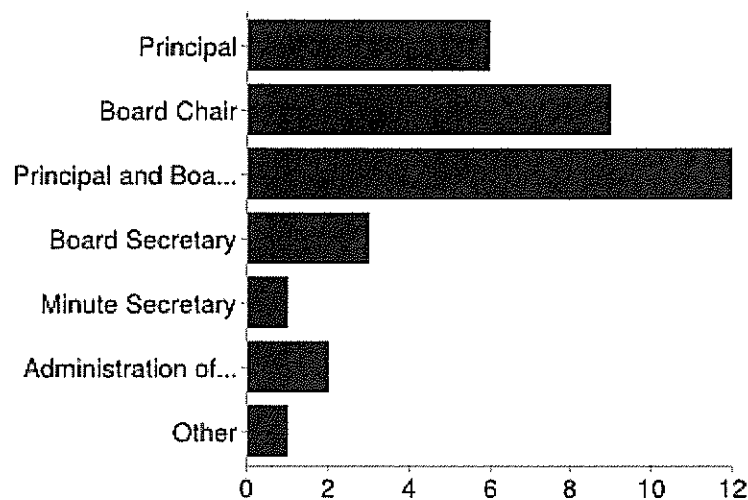
1-50 students	0	0%
51-100 students	4	15%
101-150 students	8	30%
151-250 students	3	11%
251-300 students	4	15%
301-500 students	6	22%
501-700 students	1	4%

### On average, how many FULL board meetings do you have every year?



5	0	0%
6	0	0%
7	1	4%
8	14	52%
9	2	7%
10	7	26%
11	2	7%
12	0	0%
More	0	0%

### At your school, who organises the full Board meeting agendas?



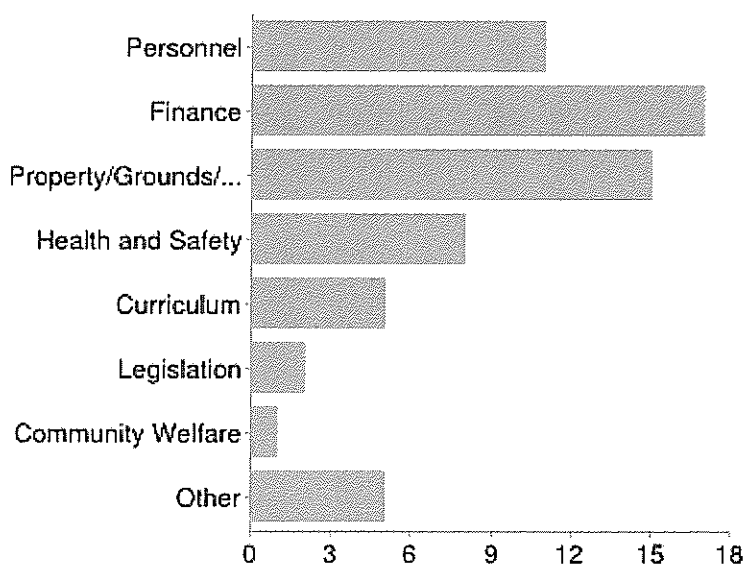
Principal	6	22%
Board Chair	9	33%
Principal and Board Chair together	12	44%
Board Secretary	3	11%
Minute Secretary	1	4%
Administration officer	2	7%
Other	1	4%

### If other, please explain

We have a set agenda that we stick to for every meeting

All board members can put items on the agenda through the principal and board chair.

### Some Boards have committees. If you do what are they?



Personnel	11	41%
Finance	17	63%



Property/Grounds/Buildings	15	56%
Health and Safety	8	30%
Curriculum	5	19%
Legislation	2	7%
Community Welfare	1	4%
Other	5	19%

### If other, please explain

Property and health/safety are combined

Policy

Our Board have portfolios. Only put sub-committee together if there is a need.

We delegate responsibility from time to time. e.g. appointment committee

Only a small board so not really committees but each member has a 'hat' they are responsible for

We have committees from time to time to focus on specifics eg an appointment, or a property issue or reviewing the school procedures but in the main we do not have any committees we believe everyone is involved in everything

Principal Appraisal

We have committee for each NAG

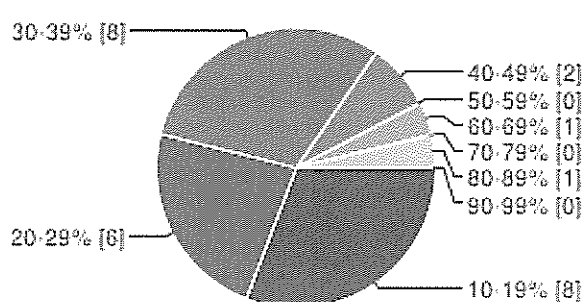
Appointments committee

We only go to sub-committees when needs be.

We organise sub committees on a needs basis

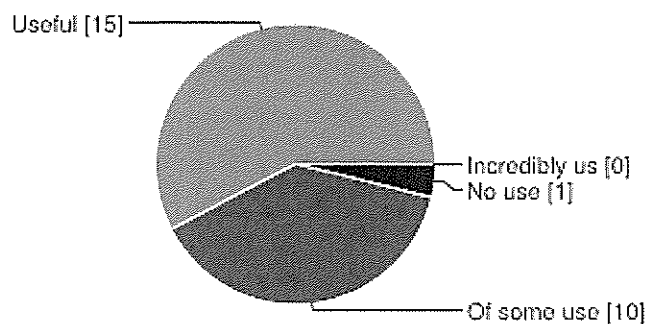
committees for when need arises eg just had a small and brief one on maori consultation, also do have an audit committee

### In reality, on average, approximately what percentage of your time at full Board meetings is spent on Student Achievement?



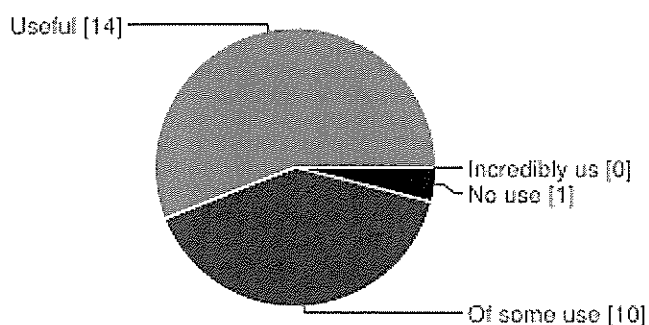
10-19%	8	30%
20-29%	6	22%
30-39%	8	30%
40-49%	2	7%
50-59%	0	0%
60-69%	1	4%
70-79%	0	0%
80-89%	1	4%
90-99%	0	0%

### How useful do you believe the NZSTA 'Board training' sessions are?



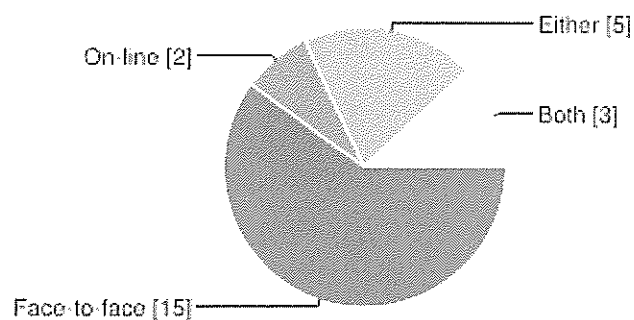
No use	1	4%
Of some use	10	37%
Useful	15	56%
Incredibly useful	0	0%

### How useful do you believe the NZSTA 'New Board members induction' sessions are?



No use	1	4%
Of some use	10	37%
Useful	14	52%
Incredibly useful	0	0%

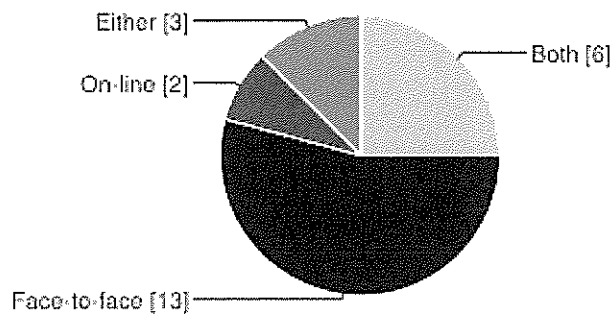
### Would you prefer these to be 'face-to-face' or 'on-line'?



Face-to-face	15	56%
On-line	2	7%
Either	5	19%

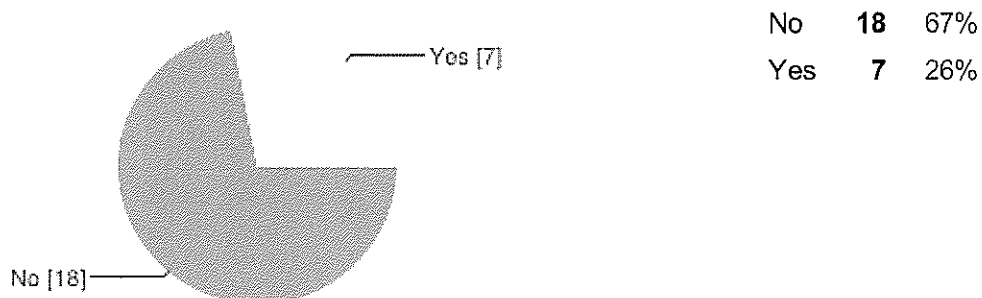
Both 3 11%

### Would your board members prefer these to be 'face-to-face' or 'on-line'?



Face-to-face	13	48%
On-line	2	7%
Either	3	11%
Both	6	22%

### Do you believe an independent training body to provide board trustee training would be more appropriate than the present provider (The NZ School Trustees Association)?



### If yes, why?

NZSTA are just lapdogs to the government at present so not independent at all.

The training needs to provide and explain the balance between governance and management.

The STA promotes to rigorously their beliefs and interpretations of the NAGs and govt policies. They over-emphasize the importance of the role of the board. Too many presenters are ex-Board members and spout forth their views from their limited knowledge which is often very narrowly focused and based on what has happened in their schools. They often have a shallow understanding of educational government and management. Need for better qualified presenters.

More objectivity is a desirable thing.

Being government funded means that STA becomes a voice for government - not parents and schools.

Not sure - isn't NZSTA independent?

NZSTA has some bias

We send our new BOT to STA conference and I go as well. I found it a great way for BOT to get to know each other, it was intense training and found the BOT came back all on the same page and ready to be a BOT. I thought the conference would be anti principal but they were very clear the role of the BOT and role of BOT.

### Who do you suggest would be a better provider and why?

Put it out to tender.

College of Education

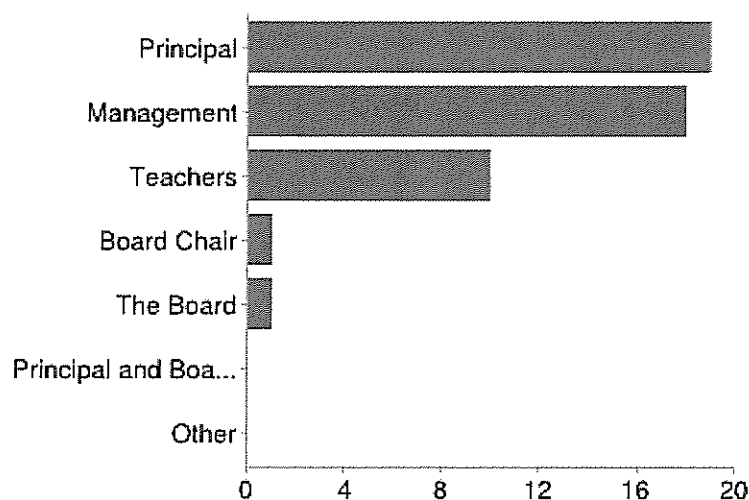
Put out to tender and get better qualified presenters without a STA bias.

We have used an independent provider in the past. Lesley Moffat was a STA provider then became independent, we used her in both capacities we found her brilliant. For ANY Board training to be worthwhile I believe ALL trustees AND the Principal need to attend so you get one united understanding. This can become repetitive for the Principal as you train the new Board but I believe necessary.

Reality Personnel

Not sure

### In reality, who does make the majority of the decisions in your school about Student Achievement Targets?



Principal	19	70%
Management	18	67%
Teachers	10	37%
Board Chair	1	4%
The Board	1	4%
Principal and Board Chair	0	0%
Other	0	0%

**If other, please explain**

Principal and curriculum leader

**Other comments about the role of the Board re Student Achievement Targets**

Good for BOT to,ask questions

Our Targets are determined by a through annula reveiw so the Board are inforwmed as to why the targets are set.

We present the information, our analysis and recomednations. They ask the rioght questions and so far have always accepted our decisions

It takes 2 full cycles of reporting NS data (2 yaers) ffor them to understand

They are developed by the teaching staff, management and principal. Board looks at and considers and provides ideas. If the staff and management develop them with oversight of the principal then they take ownership and that's when a difference occurs. The Board's role is about being assured they are happening and progress is being assessed by the staff/management.

It depends on Board personnel whether or not they will engage with this work

the time frame is rediculous. We have to push out our testing do that we can meet Ministry deadlines

The new timing of charters to MOE early i n the year contribute to keeping people out of the process of target setting and make things awkward. The starting point for SA targets etc should be determined at the beginning of the new year as the last years NS data is somewhat irrelevant. The profile of learners can be quite different after you take away all of your leavers and add in all of your newbies as at February. Really hard to get all data together and get the key satkeholders together to make good action plans before MOE deadlines.

The Board is informed and asks questionsabout student achievement but does not set targets just supports/resources the things we do to provide the environment under which students do best

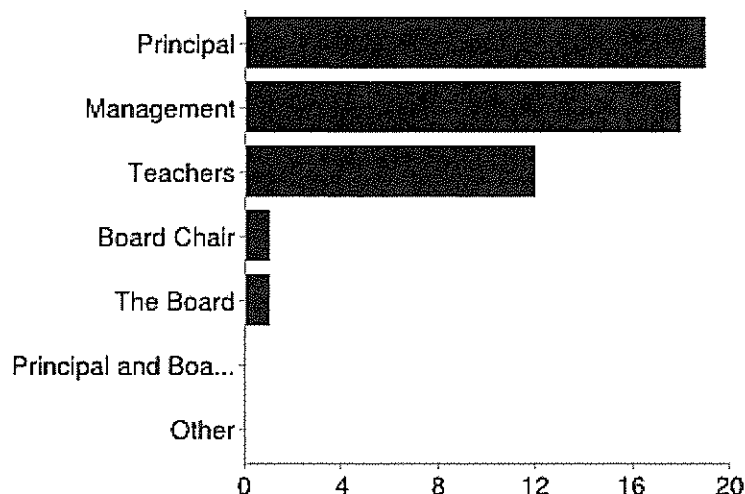
They monitor - and not much more. Ask some hard questions at times.

Principal presents the data, we as a BOT discuss the implications, Principals suggests future direction with input from Staff and BOT discuss

We are aware that it should be the Board and are currently working on upskilling so that we can change out current model

**In reality who does make the majority of the decisions in your school about Student Achievement?**





Principal	19	70%
Management	18	67%
Teachers	12	44%
Board Chair	1	4%
The Board	1	4%
Principal and Board Chair	0	0%
Other	0	0%

### If other, please explain

I'd rather you called that Leadership Team

Principal and curriculum leader

### Other comments about the role of the Board re Student Achievement

The Board listen the Principal feedback re achievement and releated Professional Learning etc. They do ask questions as to where next, why certain results and ask how what they can do to help eg assign more budget, but reality is that is where there decision making stops.

Know what goes on, ask questions and give support to the decisions made at an operational level.

This is an area that can easily misinterrupted or not understood by Boards

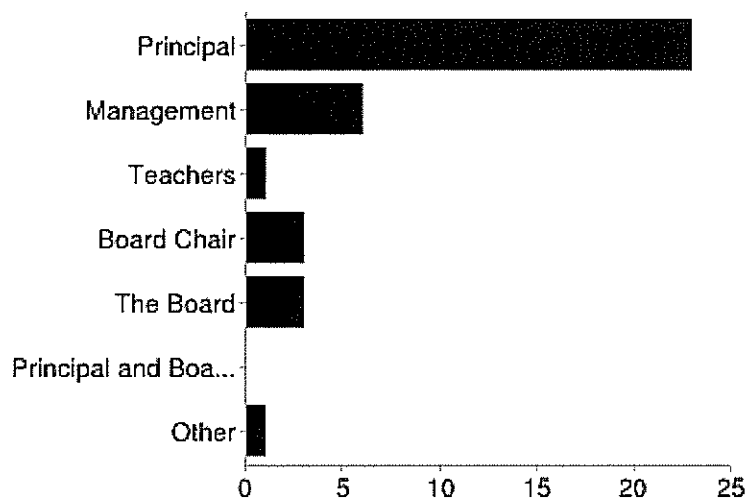
Following a rev up from ERO they are more engaged

Staff/management and Principal are the ones who look thoroughly at this - the Board needs to be made aware of where Student Achievement is at in the school - the Board receives appropriate information so they are aware.

Dissolve Boards

As above

### In reality, who prepares the majority of your school's annual charter revision?



Principal	23	85%
Management	6	22%
Teachers	1	4%
Board Chair	3	11%
The Board	3	11%
Principal and Board Chair	0	0%
Other	1	4%

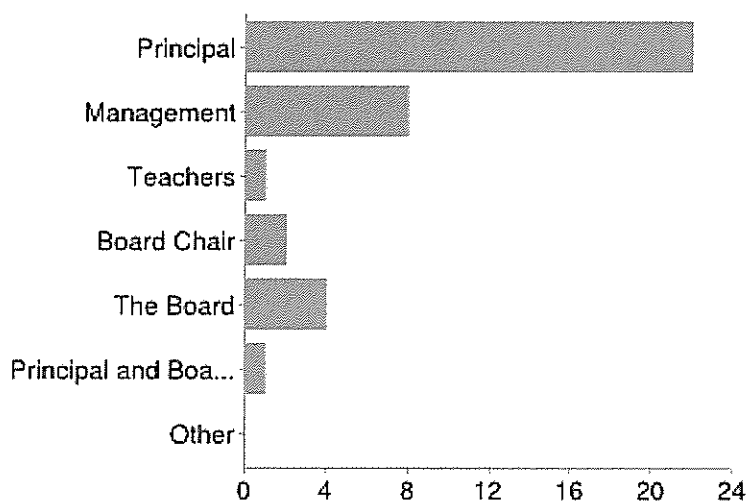
### If other, please explain

The Board views and comments.

Planning on leadership team having a greater role in this in Term 4

Office Admin

### In reality, who does make the majority of the decisions in your school about the annual charter revision?



Principal	22	81%
Management	8	30%

Teachers	1	4%
Board Chair	2	7%
The Board	4	15%
Principal and Board Chair	1	4%
Other	0	0%

### If other, please explain

Planning on leadership team having a greater role in this in Term 4  
BOT and Principal together

### Other comments about the role of the Board re annual charter revision

Annual charter is based on strategic plan and board have strong input into that.

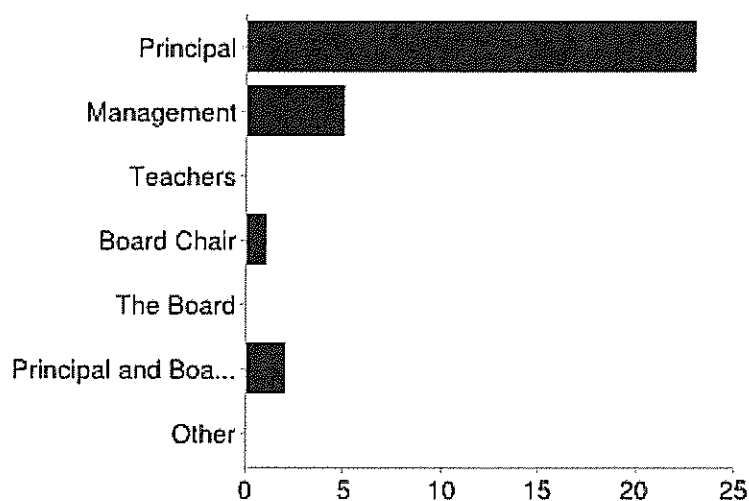
The board views and comments.

The Board are provided with opportunity to assist with the review of the annual charter. A couple of years ago when the Minister wanted the Charters to be more rigorous the Board took an active role in reviewing and constructing the Charter led by the Principal however since then it has pretty much rolled over with the Principal making the relevant changes. The Principal has sole ownership of the Annual plan within the Charter.

The board with community input reviews the charter and some tweaking may happen but generally they are happy with the school direction

I included the Board in the process but the Principal had to direct the direction

### In reality, who prepares the majority of your school's annual report (not the financial part)?



Principal	23	85%
Management	5	19%
Teachers	0	0%
Board Chair	1	4%

The Board	0	0%
Principal and Board Chair	2	7%
Other	0	0%

### If other, please explain

No responses yet for this question.

### Other comments about the role of the Board re annual report

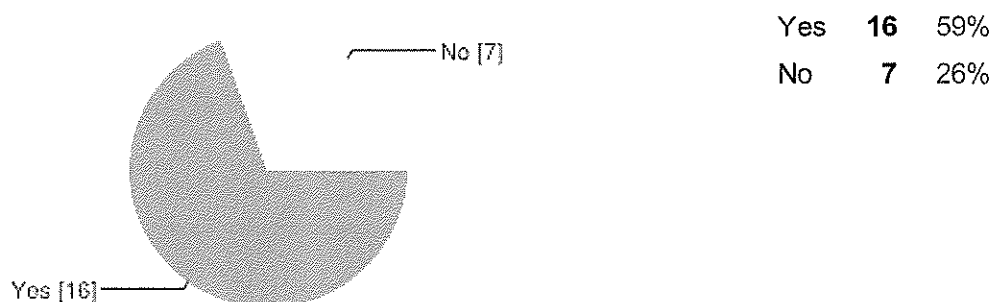
Principal provides a mid year summary against the Annula Plan goals for Board to review...some feedback given, but minor usually.

The Board views and rubber stamps it.

New board, new principal - all a big learning curve yet!

The comparative data from yr to yr has been a wake up call for schools, the question about goal suitability e.g. MoE give a tick, ERO dont agree leads to confusion and suggests that the larger powers should talk, like they expect schools to do

### Would you be willing to have me sit in on one Board meeting in August or September 2014?



### If yes, please add your school name

Murchison Area School - we may well be, but that's a question for the Board not for me.

Tasman Bay Christian School

Hope

Hampden street

Nelson Central

Upper Moutere School

Appleby

Love to have you but have ERO coming :)

St Joseph's Nelson

Nelson Intermediate Academy of Learning !

Wakefield

Mahana

Saint Paul's

Ngatimoti

Nayland Primary

Motupipi. Hi Tim you'd be very welcome over here. Cheers

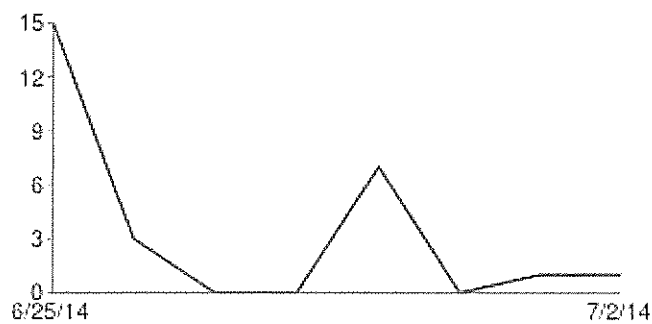
Ranzau

Tapawera

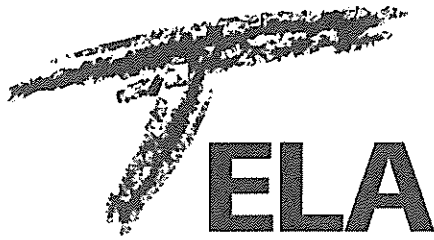
Lower Moutere School

But would be happy to do so in November when I'm here. Cleve

## Number of daily responses







Laptops for Teachers & Principals

School Name                      Richmond School (Nelson)

**Equipment Details**

<b>Scheme Name</b>	<b>Product Name</b>	<b>Model</b>	<b>Serial Number</b>	<b>S</b>
TELA	HP Elitebook 14" 8460p	A5Z92PC	CNU2013NJN	1
TELA	HP Elitebook 14" 8460p	A5Z92PC	CNU2013Q27	1

Contact the TELA Help Desk on 0800 438 468 for help ordering new laptops and logging problems or Equico Limited on 0800 378 426 for help returning or retaining ex-lease laptops.

We now also have frequently asked questions for the scheme available online at <http://www.tela.co.nz/Tela/TelaFAQForr>