

Kelston and van Asch Deaf Education Centres

Minutes of the Combined Board of Trustees meeting held on 29 August, 2016, commencing at 10.00am, van Asch Deaf Education Centre

- Present:** Rachel Douglas (Chairperson), Bernie Mulcahy-Bouwman (arrived at 11.00am), David Foster, Crystal Skinley, David McKee, Rachel Coppage, Krista Clifford, Ratu Ratu, Merran Gwyndell, Cha'nel Kaa-Luke (arrived at 10.23am)
- Apologies:** Meghan Coppage
- Secretary:** Jill Le Prou
- Interpreters:** Jeremy Borland & Evelyn Pateman
- In Attendance:** Rose Drummond, ERO (Sue Carswell, Jennifer Heath-Shaw, Jacqueline Wood, Michelle Irving) arrived at 11.00am
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WELCOME

Rachel D welcomed everyone to the meeting

ERO is joining the meeting at 11am.

APOLOGIES

Meghan Coppage

CONFLICTS OF INTEREST

Nil

PREVIOUS MINUTES

June Minutes

Minutes of the meeting held on 27 June, 2016, were confirmed.

Crystal Skinley / Ratu Ratu
CARRIED

Matters Arising

Remove in introduction part the sentence beginning "This is the last meeting of the current..."

July Minutes

Minutes of the meeting held on 22 July, 2016, were confirmed.

David Foster / Merran Gwyndell
CARRIED

Matters Arising

Nil

CORRESPONDENCE

Received Inwards and Outwards correspondence.

Crystal Skinley / Ratu Ratu
CARRIED

EDUCATION BRIEF – VAN ASCH

Agreed: Via email - That the Board approved the final brief that went to the Ministry of Education.

Krista Clifford / Crystal Skinley
CARRIED

STUDENT TRUSTEE ELECTIONS

Agreed: Via Email - That the Board approve Jill Le Prou as the Returning Officer for the Student Trustee Elections.

Merran Gwyndell / Ratu Ratu
CARRIED

GENERAL BUSINESS

Term Dates and Call Back Days

Received from Kelston and van Asch.

Agreed: The Board approved the dates.

Rachel Coppage / David McKee
CARRIED

POLICY REVIEW

Internet/Cyber Safety Policy

Under Rationale, third paragraph, second sentence – change to – The centres must also monitor safe usage of students that bring their own digital devices (BYOD) to school to assist with their learning.

Moved: That the Board adopt the Internet/Cyber Safety Policy subject to above change.

Krista Clifford / Rachel Coppage
CARRIED

EOTC

Memo received asking the Board to confirm if a separate EOTC Policy is required.

Need a Board level policy for EOTC. Education Outside the Classroom – covers everything from taking students outside school boundaries to count cars going past or Tu Kokiri students walking to the library. Could be an activity where a regional staff member is collecting students from five different schools to go look at baby lambs. Could be Village students flying to van Asch to go skiing.

We need to state our support for such activities as a Board. Within this policy we need to make our expectations clear around planning, preparation and assessment of risk around all the activities and then standardise across the Centres.

There needs to be a clear delegation of responsibility in terms of what are the Board authorising the Principals to approve (i.e., KIT Days, overnight camps, visit to local business, week long ski trip, two week overseas study tour). Where will the Board draw the line? – at what point would the Board need to see the details to sign off?

Agreed: That a separate Policy be developed for Education Outside the Classroom (EOTC).

David Foster / Krista Clifford
CARRIED

Child Protection Policy

Moved: That the Child Protection Policy be adopted.

Ratu Ratu / Merran Gwyndell
CARRIED

ANNUAL PLAN SCHEDULED ITEMS

Quarterly Resource Notice update meeting with MoE

Memo received re Strategic Discussion with MoE (Brian Coffey).

[Bernie Mulcahy-Bouwman & ERO arrived at 11.00am]

ERO

Introductions took place.

Any changes or developments during the last three years?

National Database – finding and tracking where our students are working with MoE and various stakeholders.

During the last term of the Board they trialled the idea of portfolios and found this was not a good way of working for this Board. Each portfolio is too big for one person to take on. We have a Finance Committee who meet and then a report comes to the Board. We have an Executive Committee so if decisions need to be made outside of Board meetings this committee can make decisions then bring these back to the Board.

Have had a lot of Board training through different avenues. We were assigned a Governance Facilitator at the beginning of the Combined Board

Training for the new Board will be on the Agenda at the next meeting.

We use external facilitators for our Strategic Planning Days.

New Board members received a Governance Manual and Brief for Incoming Board when they became new members two months ago. We need to find training appropriate for our Board.

New Board member – haven't discussed our strengths or passions yet.

Representing National Deaf Education – not like a local school.

Previous Board had high turnover. It is a big commitment being on this Board.

Agenda is huge – would be good if it was available in Sign Language.

Previous Board conducted exit interviews with resigning Board members. This was undertaken by our Community Engagement Officer. A report came back to the Board in-committee. One of the reasons that was fed back was the complexity and the amount of work. The previous Board developed a Briefing to the Incoming Board so they knew the priorities and what we were thinking about.

Relationships with Senior Leaders, staff, etc.

Board have dinners when overnight stays are required.

Email/text

Different Projects (NZSL@School, ASSIST, etc) a lot involved.

Have had concerns around number of staffing and ensuring our students get adequate support. Do we have enough staff?

New Board but relate well together. All passionate about our students.

We have a huge interest in early childhood as well as that affects the children when they come to us at school age level.

Can you tell us about the process the Board used to put the Charter together?

We have a Strategic Planning Day in September. At this meeting we have a whole day and a lot of the discussion is "blue sky". Discussion around strategy, what are the challenges and what we want to achieve. We have a facilitator running these days which allows everyone to participate.

This feeds into the Charter. The Principals work on the Charter and bring back drafts.

Are staff, community, students able to contribute to this?

Senior leaders are closely involved in the Charter along with the Community Engagement Officer.

Complex organisation – are there things that help the Board manage this complexity? Structures/systems in place?

In what ways do the Principals reports to the Board help you to understand what is happening in the school, to ask questions.

Financial Reports and curriculum reports and Quarterly reports received on a regular basis. Good structure in place to ensure these reports don't get missed.

We have a strong delegation re Principals getting on with the day to day management of the school.

Finance Committee includes two Principals, two Executive Officers and Accountants.

The two HR Managers liaise on HR issues (Policies & Procedures).

Often when items in reports require attention from the Board the Principals will let us know.

Financial reports have been aligned so they are in the same format. This made it easier for the Board to read.

Both Principals are very approachable. Really appreciate how they present complex information in a simple way.

How well did the information you received inform you about how well the students are doing?

The picture was much better having arrived on the Board new. I thought the problem was huge but in reality much more positive. Closing the gaps around achievement in NZ. Positive outcomes which I witnessed through the curriculum report at last meeting.

A lot of development seen in students. The Board is doing things and taking action for deaf students.

Need to identify areas of improvement and then have an action plan.

The data is allowing us to identify what is not going so well so we can do something about it. The data is getting clearer and clearer. We need to know what isn't going well. We want to get this information out so we can make improvements.

Like the way you can see the improvement of students from when they arrive at the Centres.

The Board is interested in the services and what can add value.

The vision says emotional and social wellbeing is also important. Being around their peers. The Social interaction they have around them. This assists with their learning so they can achieve.

Is the Board getting information that informs them of the students' wellbeing?

The Principals write a Principals Report for each Board meeting. This helps keep the Board up-to-date with the students' emotional wellbeing. This includes KIT days. We also get reports around adverse things that are happening.

ERO also interested in Staff and student wellbeing.

Senior Management have decided on six priorities and one of them is social and emotional wellbeing and there is a project focussing on this. This is to help identify some tools to measure.

There have been Joint Senior Management meetings throughout the year with van Asch and Kelston.

Is there a system or a way that the Board are going to track through the priorities over time? Review, monitoring process?

Need to consider this. Who? why? how? They keep getting addressed and you come back to them.

Our next meeting is Strategic Planning. It's the Board Chair's expectation that we will go through these priorities to see if they are still aligned with what this Board wants. What needs tweaking and what can be crossed off. We are always getting feedback from the Principals.

The Board have high expectations of the staff. The staff have all these commitments that they are trying to do and there is concern that they are doing too much. Stretching themselves too far.

The six priorities have come out of the 20 goals. These get reported back to the Board as we go.

How does the Board engage with the community, parents around these priorities? Exchange knowledge and information, skills and expertise, shared understanding and a shared opportunity for input. How does the Board tap into the Students views on things and how does this trickle down to the Board and how does the Board's views get out to students?

The Stakeholder forums with the community happen twice a year. This is a way to connect with the community.

A formal structure has not been identified on how to pass on information from Parents to Board level. A facebook group could be one way to connect, especially with students. Some of the students are isolated. Need a fair representation of students and parents.

The Board appointed the Community Engagement Officer to support with community engagement.

Certain parts of the Country the parents are happy and in some parts they are not.

We are looking at inviting members of the Federation of Deaf Children to our Strategic Planning Day.

A Board Summary will start to be included after each Board meeting which will be on DEC websites and also emailed to parents.

The Community Engagement Officer attends the Stakeholder Forums throughout the Country. These Forums are attended by the Principals and local staff as well. The Community Engagement Officer feedbacks to the Principals and Board. Any questions get recorded.

Otago area – hard to staff area. Vast geographical area. Children dispersed very randomly. Parents want their children's needs met. At a School and Board level there is criteria that needs to be met within funding restrictions.

There are criteria that needs to be met for NZSL@Schools and ASSIST.

Children who have a unilateral loss – prior to NBHS programme these children were often not diagnosed until age 7 or 8. These children are now being diagnosed early and these parents want help earlier. These parents want support and this is an issue that we need to bring up with the MoE as a Board.

When students don't fit the criteria the Community Engagement Officer will engage with the parents who have raised the issue in relation to this. The Community Engagement Officer listens to these families in an objective way and can provide more information.

Maori representation on the Board?

We co-opted to ensure we had Maori representation on the Board twice during the last term. We struggled to hold these Trustees.

Appraisal – is the Board getting information around Appraisal of staff?

The Principals appraisals were done by an external appraiser last year.

We have a lot of discussion around the training of Teachers of the Deaf. The pressures around workforce capacity and numbers but also capacity and training. Discussion is taking place around the quality of the Training. Increasing caseloads – need appropriately trained teachers.

Have you had any formal complaints since the last ERO Review?

Yes – All formal complaints follow a process to resolution.

Board practices – the way the Board reviews itself and the way it's going?

With a new Board this is a good time to review this.

Community Engagement Officer has undertaken exit interviews with previous Board members and this information helped develop the process prior to elections. We produced a flyer around what is involved in being a Trustee and the remuneration.

Notes for next meeting:

Co-options

Training

Self Review (strengths, gaps, assistance, what is working well)

Has the Board had interaction with any other organisations (i.e., BLENNZ) that have gone through big changes? This could also be an opportunity for the future.

The way the Board gets student achievement, how often then what the Board does with it will be something that ERO will be looking at this week.

ERO thanked the Board.

[ERO left the meeting at 12.30pm]

PRINCIPALS REPORTS

Kelston - Received for information only.

Moved: That the report be accepted.

David Foster / Crystal Skinley
CARRIED

van Asch – Received for information only.

A question has been asked about whether van Asch should be part of the Canterbury Schools Rebuild. The question is – should we be in? We have been since 2012. Bernie to seek more clarification and come back to the Board.

ANZCED Conference – Can the Board get access to the presentations?

Go to the following link: <http://www.anzcedapcd2016.com/anzced16>

Moved: That the report be accepted.

Bernie Mulcahy-Bouwman / Rachel Coppage
CARRIED

QUARTERLY REPORTS

Kelston

Received.

Moved: The report be accepted and the recommendations/requests to vary be approved.

Crystal Skinley / Krista Clifford
CARRIED

van Asch

Received

Moved: The report be accepted.

Bernie Mulcahy-Bouwman / Crystal Skinley
CARRIED

FINANCE – deferred to next meeting

Funding Applications

Nil

All members in the gallery left the meeting at 2.35pm.

IN-COMMITTEE – 2.35pm

Crystal Skinley / Merran Gwyndell
CARRIED

OUT OF COMMITTEE – 2.57pm

David Foster / Crystal Skinley
CARRIED

Sunday 18 September – Board meeting 1-5pm

Monday 19 September – Strategic Planning Day 8.30am – 3.00pm

We will look at getting a facilitator to run the Strategic Planning day.

Rachel D suggested that we invite NZFDC Executive to attend the Strategic Planning day as well.

Another suggestion was that we look at another planning day with MoE, DEC's, NZFDC, DANZ and keep the Strategic Planning Day for just Board members and invite the President of NZFDC only to our Strategic Planning Day.

Discussion took place.

Agreed: The Board to meet on their own for the Strategic Planning Day.

A dinner will be organised for the Sunday night and accommodation will be at van Asch. An interpreter will be booked for the dinner.

Meeting finished at 3.08pm

Next Meeting: **Sunday 18 September, 2016 – van Asch**
 Monday 19 September, 2016 – Strategic Planning Day – van
 Asch

ACTIONS:

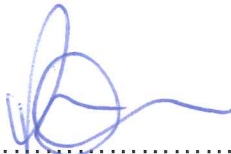
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EOTC

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Rachel Douglas
Chairperson
Board of Trustees

18/9/16

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Date