

**Minutes of the Board of Ko Taku Reo meeting
held on 8 April commencing at 9:00am, in Auckland**

- Present:** Denise Powell (Chairperson), Crystal Skinley, Krista Clifford, Rachel Coppage, Anthonie de Heer, Lukas Gill, Louis Tomlinson, Sam Te Maari, James Le Marquand, Sina Aiolupotea-Aiono, Jennifer Smith, Katya Blair, Karen Pointon
- Apologies:** **None**
- Secretary:** Cindy Cascalheira
- Interpreters:** James Bichan and Nichola Robertson
- In Attendance:** Matthew Koning and Mike Rondell - for Finance section.

APOLOGIES – None

WELCOME

Denise Powell welcomed everyone to the Board meeting. Acknowledged those attending via zoom while with Covid or in isolation
James Le Marquand opened with a karakia

HOUSE KEEPING

‘Raise the hand icon’ will need to be used for this meeting to help facilitating
Closed captions have been turned on
We ask that we have a few people with their cameras on at all times (taking turns) so that the presenter has someone on screen.

CONFLICT OF INTEREST DECLARATIONS

Rachel Coppage daughter is no longer working for Ko Taku Reo
Action CC to update register

Mike Rondell and Matthew Koning joined at 9:15am for the Finance and Property section of the meeting

FINANCE

Financial Reports

Taken as read

31 March was the deadline for these to be filed – done and filed within the deadline

2021 - \$1.6m surplus

Draft statement with figures supplied

Accounts have been filed with the auditor

Note we have been warned that the audit fees are being reviewed and expected to increase – could be up to 30% so could be around \$20k increase and this will be the boards responsibility to pay for this.

ACTION: MK and MR to follow up with auditors re appointment letter

February Financial results

Not much expenditure besides salaries (no staff travel done in term 1)

Surplus \$415k

Bulk of surplus are due to positions identified that haven't been filled

Budgeting \$1.8m deficit for the year with all these positions being paid, therefore unfilled positions will reduce the deficit

Need to look at proactive ways of recruiting to fill these positions

Corporate services and Communications are looking at a recruitment promotion – looking to perhaps outsource this work

Looking to recruit an ORS coordinator to work directly with the MoE re ORS funding

Capital budget \$400k – equipment, project work, property work (but looking for MoE support)

\$570k contingency for those items not yet identified

As of 31 December 2021 had approx. \$8m reserve

A number of our property sites have issues that also need to be addressed throughout the year

Note that we will need a business case for the work done on the Marae and supporting building as it will require additional board funding

Need to ensure that we understand the purpose of the marae and what our involvement is here as it is bigger than our school, and flows hugely into the community and is becoming a marae for more than just our students

Banked Staffing

2021 underusage will be around \$208k – figure to be confirmed next week

We will receive this money back

We have had some refunds re unfilled positions

No concerns

2022 - End of year surplus of \$800k if all positions that we have vacant are filled

No concerns

ACTION: MK to provide budget in a visual format when the new system is able to reproduce these.

MK to look at a proportion of budget allocated to teaching and learning, corporate services and communications etc and show this visually

PROPERTY UPDATE

Big picture

Strategic plans – KVP / Sumner site

Education brief needs to be developed with the student pathways as the foundation

We have property issues in certain regions which are being addressed with the MoE

- Looking at the Property documents we have with various satellite schools and sensory schools
 - o Dunedin as an example – there is a new school coming on site (where we and BLENNZ occupy space) and they have their own ideas for this space which don't include us
- Strategic Property Group has been formed with the MoE involvement
 - o Looking at property issues with a 25 year focus

Property issues around the country

Taken as read

Franklin – working with Christine Miller - starting to see some solution

Rotorua – MoE paying the lease for the next 2 years while they decide what a sensory resource centre will look like in this area

New Plymouth – again the site is not fit for purpose, so we have asked the MoE for next steps

South Waikato – we have a brief to go to the MoE on the space we want and need, Christine Miller will follow this up

Sumner site -infrastructure still being investigated (lots of this work is highlighted in the capital budget)

Auckland wharekai – already discussed

Linden school site – MoE are unsure of their plans for this school, we need to know where the students are before we can identify the need. Agreed that this data needs to be collated

Very good engagement with the MoE currently and we are moving forward – positive result

Impact and Risk

- Our staff are being resilient in areas / schools where we are receiving push back
- The MoE don't want us negotiating with schools to use unoccupied classrooms / spaces etc
- We are facing challenges and often have to take matters into our own hands for the health and safety of our staff

Telematics

Fleet review completed 2 years ago

One decision from the review was to have telematics installed into the cars to allow us to understand driver behaviour

Health and safety – use of vehicles is 1 of our top 5 high risks

The data we get shows us aspects such as: how many times a driver goes over 120km, when a driver brakes too hard, and this can help can identify our high-risk drivers

Staff are fully aware that this telematics are being recorded

At this stage we haven't actioned anything besides monitor the data

The next step would be for staff to have an app uploaded on to their phones where they have access to their own telematics and then can change their own behaviours

We need to have a detailed Telematics policy as our next step in this process

Discussions around the Telematics policy

- When the cars were supplied after the fleet vehicle review, a policy was created around the use of the vehicles, with input from the unions. When the new cars were issued, they have stickers on them informing the driver there are telematics being recorded
- Staff are required to sign a policy prior to being allocated a vehicle
- Note these are for work / school purposes only and are not to be used for personal use which includes no use of the work vehicles during the holidays
- Motor vehicle use procedure is on School Docs for any new board members who might not have seen it as yet
- Note this policy is for keeping our students and staff safe

Motion: Move that the board approve the telematics policy as tabled

Moved from the chair
CARRIED

Mike Rondell and Matthew Koning left the meeting at 10:06am

HR REPORT

Taken as read

Staff and staff wellbeing is still a top priority for us

How do we as a board support staff wellbeing as this has been going on for 2 years, how do we boost morale and staff overall 'mood'

- Support our leadership
- We have done things to say 'thank you' but what more can we do to say we appreciate them and understand the hard work that they do everyday

ACTION: the board to create a thank you / we appreciate you video to the senior leaders – RC will arrange for this to be done and could go out with chocolates or a small gift
2 year anniversary coming up – do we do something special for this?

PREVIOUS MINUTES

Moved: That the minutes of the 11 February 2022 meeting be accepted as true and correct

Crystal Skinley / Louis Tomlinson
CARRIED

CORRESPONDENCE

Inwards / Outwards

Taken as read

Moved: That the inwards/outwards correspondence be accepted.

Rachel Coppage / Jen Smith
CARRIED

PRINCIPAL'S REPORT

Taken as Read

Student Pathways

This is providing us as a team direction and clarity of our vision and where we want to be, where we want to go and how we might get there

JLM shared the student pathways presentation that was shared with the MoE and with staff at the first staff meeting for 2022

This is a new way of looking at the service delivery model – a new way of working

Our work needs to be changing and morphing we cannot stay rigid; we need to be agile and flexible ready to change to meet the needs

Staff need to take ownership of this model and need to have this at the forefront of their minds when doing their day-to-day work, knowing what they are working towards – the bigger picture

As a school we want to “create an education centre that creates rich education accessible to all”

Partnership with other specialist services will be vitally important to the success of this model

JLM explained the Beacon School model and the success in this area

Co-teaching model at Fruitvale – where a beginner teacher who is Deaf from Ko Taku Reo has been placed in this school for the mainstream experience which will help the teacher develop a wider understanding of learning and this will be a 2 year placement. She is working with some of our deaf preschool students that have moved to Fruitvale after graduating from preschool.

Hubs – working on creating these and developing the richness in the work that is happening in this area. We want to spread this wider and further, reaching more students, but funding doesn't allow us to do this so we are restricted in what we can do.

NZSL Day schools – working extremely well in partnership with the teachers and the Deaf community and moving through this new initiatives help us identify areas of need

ACTION: Sarah De Heer who leads this work to present to the board at the next meeting

Transition years

- How can we better use our residential services to enable pathways for our young people to be supported into independence and be confident to choose their pathway as to where they want to go and what they want to be

Deaf Virtual Space

Year 9-13 year students

2 x 6 week programmes done online outside of school hours

Completely accessible with interpreter, spoken English, captions and some Te Reo as well

Approval for end of term 2 to bring all these students who have been involved in the online workshops to be brought together in person for a face-to-face immersion hui.

Through our transition years

- We want to help that student who wants to be a baker / mechanic / builder etc to get the credits they need to be able to do this
- We want to offer more enrichment activities – diving, parachuting, kayaking etc doing those things that are character building that enriches lives
- We need to challenge some of the work we are doing, we need to look at what an adult / young adult needs to achieve their goals in life
- Here in this area our partnership with Deaf Aotearoa will be advantageous

A refresh was given on **Deafhood** and the importance of language, culture and identity across the whole student pathways model

- Note that although there are similarities between Deaf and Maori they are not the same and someone who is Deaf and Maori has both these cultures to consider

JLM talked through an example of an Immersion hui that we could do that focuses on Politics as an example (this example could be used for different 'focus' areas)

Te Ao Maori

- The marae and the develop of the wharekai (to host events and be a central place for teaching Tikanga) becomes an important aspect of all this work
- It will connect with the v-school
- Be used for immersion not only for Maori but for all
- Developing competencies - ako for all
- Note that one of the things that our Maori Strategic lead is working on currently is what the hapu is for this marae
- Remember 'are you Deaf Maori or Maori Deaf?' and the answer to this is 'it depends on where you are' needs to be flexible and agile depending on the current situation

Specialist Services

- How can we work more effectively with our educational audiologists
- We have one of our own employed audiologist but also work very closely with the Hearing House and their services here in Auckland

NZSL

- How do we build capacity in NZSL with our own staff
- We need to do this more effectively

Curriculum and Resourcing

- Need to look at how this can support the entire school
- Partnerships with Teacher trainee and universities etc play a big role here

Hauora / Well-being

- So important that we need to look at this as a separate 'topic'
- This needs to be implemented right from the start of our Early Years' service

V-school and Resource Centre

- Need for specialist subject teachers
- There will be a need for relationships with partner schools

This student pathways is a vision, it's a big picture vision – not going to happen immediately

Organisational structure discussions

- Current structure is hierarchical and top down
- We are currently working on a new model / new visual – it's a scattered / teams approach
- When the new model is released it will be interactive, you can click on a person and see what team they are in, who they work with, what their role is etc

Discussion session

- What do we predict where our students might be in the future? – our numbers have increased by 250 this year of students in outreach partly due to the indirect service. We do not foresee our numbers to decrease
- Looking at working with the Auckland University and the Hearing House to run a pilot in South Auckland and to identify the needs within the school to put a screening test throughout the entire school for Deaf and Hard of Hearing.
- Discussions around co-teaching and how this would 'normalise' the Deaf and Hard of Hearing – this would be an asset for us and our students
- Discussions around shared resources and how beneficial this would be
- We acknowledge that it would be useful to know where our students are BEFORE they need our services – but this relies on data from MoE which is not easily accessible to us
- Note that we didn't meet our achievement targets within the enrolled school – we have plans to address this variance are in place, including PD for teaching staff

GENERAL

Rachel Coppage presented to the Board re: Kelston Visioning Project

Thanks to Daniel Greenwood who has created the presentation

RC showed where the different schools are that are involved in the project

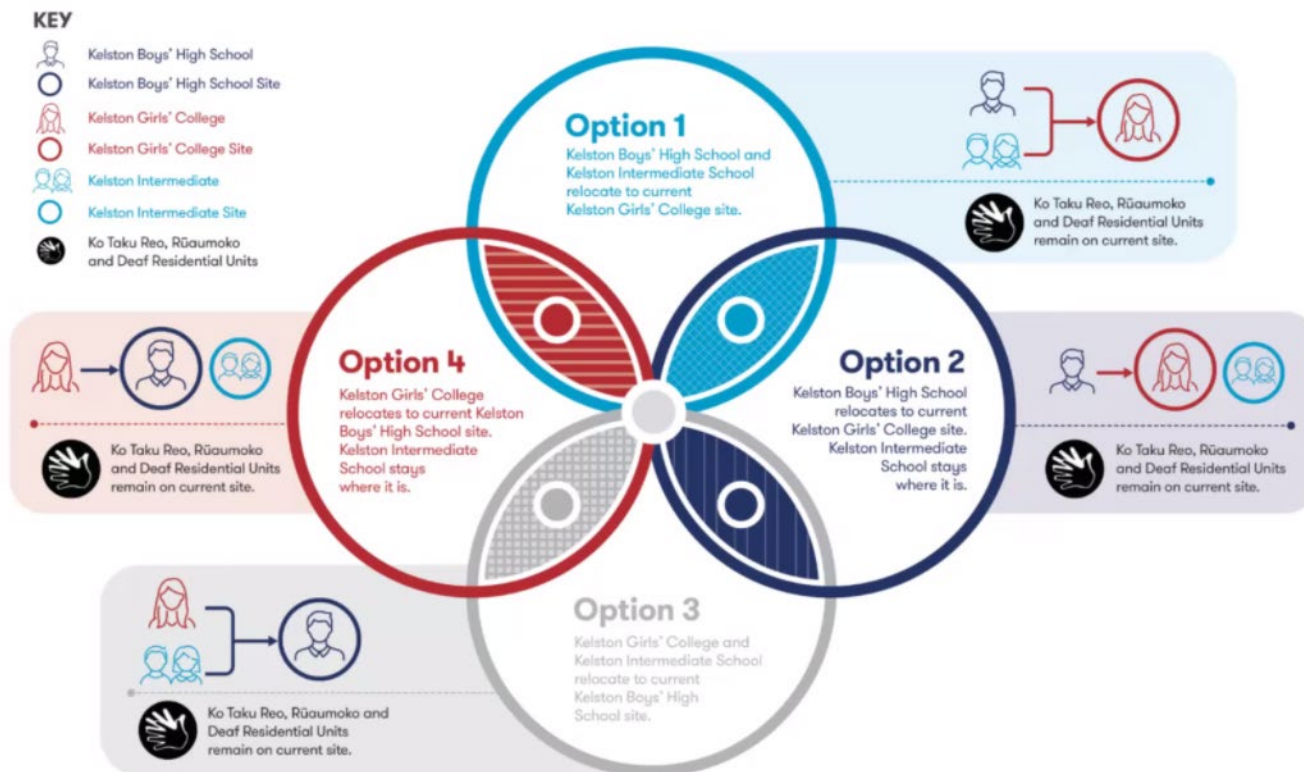
The project includes 5 different schools

RC shared the KVP video

- There is only 1 intermediate school in the Kelston area
- One of the main reasons for the KVP is to revitalize the area and increase community pride
- Increase the role in the area – which is currently dropping
- The buildings are over 50 years old, need a revamp
- Student achievement is declining
- Schools in the area have been operating in silos – but sharing resources etc will allow for this - economy of scale
- Idea to create a learning hub with schools working collaboratively
- Important for the board to know that this will not hugely impact us as a school on a day-to-day basis
- 2019 MoE got involved in the project
- As a national school we come with a different perspective than the other schools involved

- Minister Hipkins has provided us with 4 options for the community to consult on – currently being consulted on with the wider community (this has not been consulted with the Ko Taku Reo community as yet)
- Nicki Morrison is the consultant for this project from Ko Taku Reo – focusing on the Deaf
- Carl Ross has been appointed as the representative for Maori

4 options that have been given:



Note this will affect the students in the schools they attend but none of the above will affect Ko Taku Reo as a school

Notes for Ko Taku Reo Board

- Local project however we are a national school
- A board for KVP will be set up and we need to think about how we are involved with this board
- We also have the only Deaf Maori Marae in the world on our side – this will remain untouched and our students will have priority when using the marae and the marae will have a Deaf Kaumatua
- There is a KVP facebook page you are encouraged to join

Next steps

The board need to consider the 4 options

Need to consider how we conduct consultation and ensure we do this correctly and appropriately

Consultation – proposed dates:

Tuesday 12 April – Students in Auckland and residences in Auckland

Friday 6 May – Deaf community

Saturday 7 May – Maori Deaf at Ruaumoko

Monday 9 May – Ko Taku Reo staff

Any questions and concerns will be fed back to the KVP committee

Consultation will happen in different forms:

- Online surveys
- Face to face consultations

ACTION: CC to send the link to the survey out to the board as well as the presentation and link to the website - done

ACTION: a board consultation meeting to be scheduled further discuss once we have had time to process everything (note we might be too late then according to their timelines, but we cannot be pressured into meeting their deadlines). At this time we will look at the risks associate with this including our land and the use of this land, as well as the marae

ACTION: ADH asked for a SWOT analysis from the project for each of the 4 options, to stop us from getting to involved in the details. RC and JLM to work with DG to create our own SWOT analysis as it will be different to that of other schools

ACTION: CC to find a time for the board to meet to consult on this KVP work

The biggest risk for us is Ko Taku Reo land (owned by the Government) is in consideration and has been from the beginning and the possibility the land will be used to build new

Next steps

- We are looking to move forward with the consultation process in our timeframes that we have decided on
- Feedback on the 4 options from the board would be great as this can then get passed on to the KVP facilitation group
- Perhaps at the June board meeting, we can then get an update on this project and where its at

General

8.1 **Charter** – to be sent to the board before the end of the term

8.2 Video from Student Rep – Louis Tomlinson

Hoping to pursue a medical career, hasn't decided on which field to specialize in yet

Has received the Dux at his school at the end of this year

Receive a scholarship of \$20k towards his university studies

Louis Video will be shared with the board members

Congratulations to Louis on an outstanding achievement and we wish him so much success in the medical field

8.3 Update on Student elections

We have had a positive response and have 13 candidate statements

<https://www.kotakureo.school.nz/about-us/board/elections/student-elections/about-board-candidate-statements-board-of-trustees-student-elections>

So proud to have these amazing students at such a high caliber wanting to be on the board

The negative is that we must redo our elections again in September alongside our board elections which means the students elected now in April might only have the opportunity to attend two meetings before we go to vote again

8.4 James' appraisal

- Meeting with Tony Burkin from Interlead next week

8.5 Facilitator for strategic goals

ACTION DP and JLM to ask Tony Burkin's opinion on a facilitator

8.6 ECE update

- Things are progressing at a rapid pace
- 2 new parent reps, one from Auckland and one from CHCH
- The chair is a mum from the EC in Christchurch
- Currently working through our strategic plans
- Working on changing the licensing for the Christchurch centre

ACTION: CS will provide a document with the strategic goals to the board

In-Committee at 2:26pm

Rachel Coppage / Lukas Gill

CARRIED

Out of Committee at 3:53pm

James Le Marquand / Crystal Skinley

CARRIED

James Le Marquand ended the meeting with a Karakia at 3:56pm.

Let Peace rain on all the people of the world

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Denise Powell

Chairperson

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Date