

Statutory Interventions Scoping Report

Key Intervention Details

Statutory Intervention: Limited Statutory Manager appointed under 78M of the Education Act 1989

Board of Trustees: Hawera Intermediate Board of Trustees (the Board)

Intervention Effective From: 23 September 2019

Name of Limited Statutory Manager: Kevin Palmer

Statutory Provider to Date and Signature agreed version of Scoping Report

Physical signature or printed name: ...Kevin Palmer.....

Date.....23 October 2019.....

Note to Statutory Providers: All information produced in this document (and any other document relating to this intervention including emails) may be accessible by the public under the Official Information Act 1982. Personal information about individual employees at the kura/school may also be accessible under the Privacy Act 1993. You may seek advice from NZSTA's [Advisory and Support Centre](#)¹ and/or look at the [Ombudsmen Guidelines](#)² to understand what can be withheld.

Situation Background

- Hawera Intermediate has faced challenging times over the past few years including a fire that destroyed the school buildings and the heart and soul of the school community. There remain some parts of the community who continue to grieve for what was lost. The previous principal retired before the end of 2018 and the SLT carried the school to the end of that year. A new Principal was appointed in 2019. She has attempted to implement a change in curriculum delivery starting in Term 2. Her expectations of staff for health & safety management of the students s 9(2)(a) [redacted]. There have been an extremely high level of health & safety concerns for student wellbeing. Seven staff have resigned so far this year. There have been s 9(2)(a) [redacted] students removed from the school by their families to attend alternative schools. The board has stood down s 9(2)(a) [redacted] students, excluded s 9(2)(a) [redacted] and suspended s 9(2)(a) [redacted] students this year to date. Two community meetings have been held by parents and community members, and attended on one occasion by the local Mayor and newspaper reporters, to discuss their concerns in relation to Hawera Intermediate. A representation of this group has since presented their concerns at a Board meeting.

¹ NZSTA Advisory and Support Centre: for governance advice contact 0800 782 435 (option 1) and for employment advice contact 0800 782 435 (option 2).

² Ombudsmen Guidelines: <http://www.ombudsman.parliament.nz/resources-and-publications/guides> .

The Evidence for this Scoping

Please see previously supplied LSM Letter¹ to the Principal and Board requesting a comprehensive list of school related documentation and data.

The Board and (previous) Principal and all teaching and support staff have been interviewed directly in regards their views and experiences in regards current issues at the school.

Some parents, community members and teachers who have recently left the school have also come into the school to express their views and experiences about the school.

Some contributing primary school Principals and the secondary school Principal have been spoken with in regards their concerns around issues at the Intermediate.

A NZSTA Advisor have been involved in supporting the Board and has provided some insight into the various issues.

Previous Education Review Office (ERO) Reports on Hawera Intermediate.

Additional school documentation on engagement, achievement and well-being.

The local regional newspaper The Taranaki Daily News has carried reports on the school that have been overly repetitive of past reported alleged issues.

Identified Strengths

The school office administration function is efficient and well organised.

Institutional knowledge of some staff, who have been at the school for a number of years.

Issues Analysis

Continuing post-fire uncertainty around the future of the school.

Past indications of concerns around disparity of student achievement and well-being.

Disrupted senior management leadership due to periods of Sick Leave in 2018 and 2019.

Changing Board membership and need for development of the governance function.

School Charter & Strategic Plan are in need of review and wider school community input.

Clear delegations of both the Board and the Principal in their respective roles required.

Lack of consultation around changes with staff, students, parents or community.

Change management rationale and process not well managed or communicated.

Strained professional relationships within the senior management team and with Board.

Significant curriculum and systems changes over a short time period have been disruptive.

Strained professional relationships between the Principal and teaching & support staff.

Significant teaching & support staff turnover within a relatively short timeframe during 2019.

Unreliable student achievement data tracking and variable quality of assessment data.

Some difficult behaviour management incidents have been disruptive on school tone.

A decline in the student roll number across Terms 3 and 4, 2019.

Curriculum review and development as well as improved pedagogical practice required.

Issues Not Apparent at Outset of Intervention

A challenging teaching staff recruitment environment.

The extent of the curriculum delivery and systems changes across the school initiated in 2019 without appropriate consultation and rationale.

Staff capability, capacity and morale during this time of disruption.

Board capacity to make fully informed decisions has been limited.

Unbudgeted spending, some wasted spending.

A Principal Performance Agreement and Appraisal process needs to be initiated.

Teacher appraisals have not been undertaken.

Board Policies in need of review and updating.

Management Procedures in need of review and updating.

Human Resource management practice and procedures need attention.

Repetitive negative media reporting affecting community engagement with the school and having a adverse affect upon students well-being.

School not adequately prepared or positioned for an external ERO audit review process.

Contributing primary schools and main secondary destination school concerns re transitions.

Overall Assessment of Risk Level

High.

Any Further Comments

None.

Statutory Intervention (Limited Statutory Manager) Monthly Report

Name of Limited Statutory Manager: Kevin Palmer

Date Report Completed: June 30, 2020

Statutory Intervention: Limited Statutory Manager appointed under 78M of the Education Act 1989

Board of Trustees: Hawera Intermediate Board of Trustees (the Board)

Period this report covers: July 1st – August 31st , 2020

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Please note that due to the situation around the Covid-19 pandemic and the government imposed Alert Level 3/4/3 (soon 2) restrictions across all aspects of NZ society including the Education Sector, many changes have had to occur to the resourcing and delivery of schooling and this statutory intervention. These fast-paced and frequent changes have resulted in the school doing the best in the circumstances imposed, but there have inevitably been significant disparity and barriers to the delivery of the curriculum, and to the engagement, learning and progress of students over this time. This this LSM update report covers the March-April, 2020 period.

We have now moved into a period of preparing for and implementing post-Covid 19 Level 2 and then Level 1 protocols. This will see the school returning to the 'new normal' onsite operationally.

Most of the country (Auckland at Level 3 and then Level 2.5) are now operating at Level 2 restrictions which means schools can operate as usual as long as they are following the recommended Covid-19 related health and safety guidelines.

Progress made towards achieving added Intervention Outcomes:

In addition to the main Intervention Objectives contained within the table below, the Board will also ensure that:

1. The Board will engage in a community consultation process in partnership with the Ministry of Education and Hawera High School, and in collaboration with other stakeholders, in regards the future schooling infrastructure options for the Hawera and contributing areas: An external, independent community consultation facilitator has been contracted by the MoE to undertake the community consultation processes across Term 1, 2020 and provide the community feedback in Term 2, 2020.

Progress: Initial community consultation planning meeting has been held. Consultation set to occur across Term 1, 2020.

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Consultation with students is underway and community consultation meetings are set to get underway in Late Feb/early March.

Community consultation has been completed. Report from facilitator and MoE is pending.

Community consultation was not all completed as had been thought. The final stages are now underway. Some initial feedback is anticipated from the MoE early on in Term 3, 2020.

Community consultation is drawing to a close and the MoE will be providing preliminary updates to the school in late September.

2. The Board will effectively recruit, select and appoint a Principal to achieve the school's vision, values, strategic direction, goals and priorities for equity and excellence:
The previous Principal is currently on Leave but has resigned as principal.
The LSM has contracted an experienced, recently retired local primary principal as acting-principal on a part-time basis to provide school stability. The acting-principal has been contracted for Term 4, 2019 and this will be extended across Term 1, 2020.
The LSM has initiated a process for the recruitment of a new permanent principal in late Term 4, 2019; for their appointment in early Term 1, 2020; and with a start date from Term 2, 2020.

Progress: Permanent position advertised. 17 enquiries and information packs sent out. Job closes Dec 18th, 2019. 5 applications have been received. LSM and Board will shortlist early January, 2020.

No appointment made. From five applicants, three were short-listed. s 9(2)(a)

Re-advertising of the position will be required. This is a critical risk to the school going forward.

Acting-principal has been retained for Term 2, 2020.

s 9(2)(a)

Negotiations are occurring re re-contracting the acting-principal again for Term 3, 2020.

The current acting-Principal has been contracted for Term 3, 2020.

s 9(2)(a)

The LSM has revamped the Principal Application documentation including the requirements around the PRA. The permanent Principal position will be advertised in the online Gazette from Wed July 1st, 2020. The closing date will be Fri July 31st, 2020. It is anticipated that a new permanent principal could be appointed for the start of Term 4, Mon Oct 12th, 2020.

Interviews for the permanent Principal appointment took place on Tuesday August 18th, 2020. The LSM and Board Interview Panel made the decision to appoint the current acting-Principal Neryda Sullivan as full-time permanent Principal from the start of Term 4, 2020.

s 9(2)(a)

3. The Board will ensure that school policies and procedures are coherent and fit for purpose: School-Docs have been subscribed to by the Board. Some governance level Policies will require modification to fit the Hawera Intermediate context. Some management level Procedures will require review and development.

Progress: School-Docs implementation process almost complete. Discussed at November 16th, 2019 Board meeting. Board Policy Review Committee will be formed in Term 1, 2020 to read and modify standardised policies to reflect school context. School Docs is being actively implemented as a Policy Framework.

The SchoolDocs Policy Framework has been modified to reflect the Hawera Int context and the policies are in place. Further development on school Procedures at a management level are progressing.

The school's SchoolDocs Policy framework Annual and 3-Year review schedules have been picked up as a portfolio by a member of the Board. They are tasked with checking the policies coming up for review, suggestion improvements and bringing these to the Board for information and ratification.

The Board is compliant in regards Policies and their review schedule. Most supporting Procedures are also in place although some are being revised due to changes in staffing, property matters, Covid related, school circumstances etc.

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- The Board will ensure that human resource management procedures and practices promote and support high quality education outcomes and safety:
The LSM has completed a basic review of personnel files and the standard of documentation varies. The LSM will ensure that employment related documentation moving forward complies with best practice. The Board should seek NZSTA support or resources for completing a fuller personnel documentation audit.
The LSM and acting-principal will undertake a review of support staffing resourcing and school needs following an expected reduction in operational grant funding.

Progress: LSM has 'tidied up' employment documentation as was possible. Standard compliant documentation is now in place. When NZSTA engages with the school in 2020, an independent review of personnel files will be requested. Support staffing hours have been reviewed and reduced (in accordance with the SS Collective Agreement). Job Descriptions also reviewed and modified accordingly.

LSM will recheck on next onsite visit to the school. Correct personnel application forms and other docs now in use.

Better paperwork around employment related matters is in place. All new appointments follow best practice and are compliant with legislative requirements and in line with the school's policy framework.

The roles of teacher-aides have been reviewed and restructured as Learning Assistants. Hours of work are now better aligned with students learning needs. Learning Assistants are also now involved in playground supervision with teachers. This has enhanced their standing with students. As the school is under-staffed additional LA fixed-term positions are in now place.

s 9(2)(a)



- The Board shall ensure that the school undertakes preparation for the (postponed from Term 4, 2019 to Term 2, 2020) Education Review Office (ERO) visit:
LSM will support acting-principal and Board to start compiling the necessary documentation ahead of the review visit. Board and acting-Principal to complete the Board Assurance Check-list early Term 1, 2020.

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Progress: LSM has started documentation file for re-scheduled ERO review visit in Term 2, 2020. Acting-principal also working on this. ERO Board Assurance Checklist document to be distributed to Board members for reading prior to start of Term 1, 2020.

The Board was sent the ERO Assurance Check-list but had made little progress on any assessment or input into this. The Board have been re-sent the doc and a Board discussion is scheduled on this in the March Board meeting.

The Board have collectively gone through sections of the Board Assurance check-list and are more familiar with legal and compliance requirements. The acting-Principal will sign off and submit on the Board's behalf. The ERO review visit that had been due has been postponed until a later date in the year yet to be determined.

The ERO review visits in schools are currently on hold post-Covid. The schools ERO visit is now unlikely until Term 4, 2020. The LSM, Principal and Board have worked through the Board Assurance Statement (BAS) and Compliance Checklist so that is ready to submit to ERO when the review dates are notified.

The school should be well placed to undertake an ERO review (new) process sometime in Term 1, 2021.

OTHER

During the Covid-19 pandemic the acting-Principal did an incredibly proficient job of continuing the progress of the school during an unprecedented time of restrictions and disruption to students learning through the build-up to, during and after the extended lockdown period. School organisation was very good, teacher planning and PD was sound and monitored, the distance learning programmes put into place for students were regular, of good quality and well tracked, and the students had the best chance to engage and continue their learning as best as possible given the circumstances. This is well evidenced through the comprehensive spreadsheet recording student engagement and teacher planning and work over this time and backed up by post-Covid-19 reflections and survey data.

With the appointment of an experienced permanent Principal the school should be well placed for this statutory intervention to end.

Statement of effective governance: The Board will have a shared understanding of individual roles and responsibilities and distribution of tasks		
Current objectives (Include current set of objectives from the Outcomes Plan)	Summary of progress made towards achieving objectives – linking to planned approach outlined in Outcomes Plan and including any changes to timeline.	Status (Indicate whether now complete or if still in progress)
<p>Board understands their governance role distinct from management and plan and arrange training for their development.</p> <p>Board has effective leadership in place.</p>	<p>LSM has attended three Board meetings.</p> <p>Board has reasonable and developing understanding of their governance role(s).</p> <p>Contracted acting-principal is an experienced recently retired principal</p>	<p>Ongoing</p> <p>In progress</p> <p>Completed Term 4, 2019 & Term 1, 2020.</p> <p>Yes. Acting-principal has been re-contracted across Term 2, 2020. There is a risk for term 3, 2020 that the LSM is working on.</p> <p>The current acting-Principal has been re-contracted for Term 3.</p> <p>Permanent Principal appointed.</p>
<p>Board members take on areas of responsibilities/portfolio as appropriate.</p> <p>All Board members upskill around school finance and strategic planning.</p>	<p>One Board member has the Finance role. Board portfolio's/roles needs further consideration.</p> <p>Not yet achieved.</p>	<p>Board roles will be discussed early in Term 1, 2020.</p> <p>Most Board members do have specific areas of responsibility allocated.</p> <p>Incomplete</p> <p>Results of this are pending.</p>

	<p>Board Chair and one other Board member are part of the collaborative group undertaking the community consultation for Hawera future schooling options</p>	<p>New MoE consultation process is being undertaken instead.</p> <p>Consultation has been completed. Report is still pending from the MoE.</p> <p>Kimi Te Wiki – re-elected as Board Chair-unopposed</p> <p>Dave Surgenor – Property Portfolio</p> <p>Elise S – Policies Framework checking.</p> <p>The Board has recently undertaken some online and face to face governance training around school finance and resourcing. The next session is strategic resourcing linked to Charter/Strat Plan and Annual Goals.</p> <p>Board training has been taking place.</p>
<p>Review the programme of internal evaluation of the school's policies to strengthen practice in all aspects of governance and management.</p>	<p>School-Docs being implemented. In-house school documentation is being aligned.</p>	<p>In progress</p> <p>School Docs now personalised and signed off</p> <p>School docs Review Cycle and the use of this is to be shared at the March Board Meeting</p> <p>Yet to be shared with staff</p> <p>Active on-line site</p> <p>See above comments</p> <p>The Annual and 3-Year Review Schedules are in place and being used.</p>

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		The Board has a compliant Policy framework
Review the Charter and annual reporting ensuring that these documents include strategic aims and specific targets for identified priority learner groups.	Acting-principal is utilising the current and previous Charters and will use these as a basis for the draft 2020-2023 Charter/Strategic Plan template for the Board to consider at the start of 2020.	<p>Completed and submitted to MoE</p> <p>No change. Term 4, 2020 there will be a review when permanent principal appointment (hopefully) is made.</p> <p>The Charter Review will take place in Term 4 when new principal has been appointed and there is clarity around future schooling options following the community consultation process.</p> <p>Planning of 2021-2023 Charter/Start Plan is in place to occur in Term 4.</p>
<p>Statement of effective governance: The Board will review and reflect on Board performance and effectiveness in terms of the school vision, values, strategic direction, goals and priorities, and seek relevant advice and support where required.</p>		
<p>Current objectives (Include current set of objectives from the Outcomes Plan)</p>	<p>Summary of progress made towards achieving objectives – linking to planned approach outlined in Outcomes Plan and including any changes to timeline.</p>	<p>Status (Indicate whether now complete or if still in progress)</p>
<p>Review the programme of internal evaluation of the school's policies to strengthen practice in all aspects of governance and management.</p> <p>Ensure that a Board Work Review Schedule is in place</p>	<p>To be done in conjunction with the development of a 2020 Board Work Review Plan</p>	<p>In progress</p> <p>Self-Review process in place - in line with School Docs Review schedule. Not yet actioned sse above comment re March BOT mtg onwards</p> <p>Clarification around further Board Roles required</p>

		<p>Has been discussed. Yet to be completely allocated but progress is happening.</p> <p>Done. Completed.</p>
<p>Review the Charter/Strategic Plan and annual end-of-year reporting ensuring that these documents include strategic aims and specific targets for identified priority learner groups.</p>	<p>Draft Charter/Strategic Plan will be in place for 2020.</p> <p>2019 targets were unclear and not well communicated to teaching staff. Student achievement data is concerning.</p> <p>2020 – 2023 Charter/Strategic Plan will have appropriate targets based upon the 2019 data.</p>	<p>In progress</p> <p>Little progress – see update below:</p> <p>Completed</p> <p>2019 targets were unclear.</p> <p>Baseline data compiled through analysis of End of Year PAT testing in Reading Comprehension, Vocabulary and Maths. (standardised testing)</p> <p>Start and end of 2019 year Overall teacher Judgement Data analysed.</p> <p>Results very poor, extremely low achievement, A number of students have regressed over the year or made no progress.</p> <p>Student achievement seriously at risk.</p> <p>Teachers have scrutinised and are aware of the data at January Teacher Only Day 2020.</p> <p>Mathematic Year 8 Target group set - school target</p>

		<p>All teachers have priority students targeted across the school</p> <p>Progress tracking of priority (or any) students will not be possible until a time after resuming normal school following the Covid-19 lockdown distance learning time period.</p> <p>Attendance (teacher in contact response gained) during lockdown has been tracked at:</p> <p>Week 1 – 80%; Week 2 – 89%; Week 3 – 86%; Week 4 – 83%.</p> <p>The acting-Principal maintained a comprehensive spreadsheet indicating student engagement, teacher class planning and professional PD over the Covid-19 lockdown period.</p> <p>See above.</p>
Plan and arrange training for the development of Board of Trustees.	Not yet arranged	<p>No progress</p> <p>Principal has forwarded training options put out by NZSTA Workshop – Employer Role - April 2nd</p> <p>Mini-conference- upcoming</p> <p>On hold.</p> <p>This is well underway with pleasing progress being made by the Board. See above.</p> <p>Is happening. Finance and Charter training completed but not all Board members attended.</p>

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Ensure Board manages and responds to concerns and complaints correctly		<p>No complaints have been received by LSM.</p> <p>As above.</p> <p>As above.</p> <p>No active complaints.</p>
Ensure Board understands the NAGs and the questions to ask and the information to expect of the principal	Board have questions to ask modelled at Board meetings	<p>In progress</p> <p>LSM models questions for Board members to ask in Board meetings – April 20 meeting examples around cohort v Year level results tracking and difference in Budget and Annual accounts result re depreciation.</p> <p>The Board members are more likely and willing to ask questions of the Principal on a range of matters.</p> <p>Board capacity to understand roles and ask appropriate questions is developing.</p>

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<p>Statement of effective governance: The Board will ensure the school curriculum is inclusive and responsive to local needs, contexts and the environment and enables all students to become confident, connected, actively involved, lifelong learners.</p>		
<p>Current objectives (Include current set of objectives from the Outcomes Plan)</p>	<p>Summary of progress made towards achieving objectives – linking to planned approach outlined in Outcomes Plan and including any changes to timeline.</p>	<p>Status (Indicate whether now complete or if still in progress)</p>
<p>Develop a coherent, localised curriculum that aligns to the NZ Curriculum</p>	<p>Yet to be implemented</p>	<p>No progress but in progress from 2020</p> <p>Still in progress - Started review of the NZ Curriculum, appointed two staff members with this responsibility, have scheduled Staff meetings dedicated to this topic. Teachers attending Teacher Only Day on March 10th around the local curriculum. Kahui Ako focus is on the localised Curriculum and a major event is to be showcased "River Awa@ in July to which the Intermediate is committed to.</p> <p>Principal has clear direction but requires capability from staff, on-going work over 2020 year.</p> <p>We are not yet ready to implement the Digital Curriculum or local Curriculum - both are works in progress.</p> <p>Some progress around curriculum development in terms of ongoing staff PLD and discussions over the Covid-19 period.</p>

		<p>This is ongoing. Term 3 will involve all students being involved in noho marae.</p> <p>Will be a strong focus now that the new Principal has been appointed.</p>
<p>Increase the cohesiveness of syndicates and curriculum plan under the vision and strategic aims of the school.</p>	<p>Yet to be implemented</p>	<p>Some progress happening with recent appointments of staff. Will be a renewed focus from Term 2 onward.</p> <p>Cohesiveness of syndicates in place: New Leadership structure implemented with roles and responsibilities for leading teams is in place.</p> <p>Principal conducting appraisal discussions Week 1 in March with all teachers.</p> <p>Curriculum plan work not yet started</p> <p>Some progress with new experienced staff coming on-board.</p> <p>Growth mind-set orientated teachers and Senior management appraisals have been undertaken in late March/into and across April.</p> <p>There is much more cohesion across the teaching staff. The middle-management level of the school has been strengthened through two key new teacher appointments.</p>

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		<p>Some changes are pending in regards middle and senior management staffing by the year's end which presents opportunities moving forward.</p>
<p>Ensure that teachers increase their capability and confidence in making accurate overall teacher judgements of student achievement assessments.</p>	<p>Some assessment of teacher capability has been made. Mixed results.</p>	<p>In progress</p> <p>This is a huge area of work</p> <p>Mentor teachers in place to support PCT and Overseas teachers.</p> <p>Staff meetings focussing on understanding student achievement results</p> <p>A recently appointed recent ex-Principal is supporting AP in leading curriculum/ assessment component of curriculum.</p> <p>Acting-Principal considering utilising external support to assist in this journey - Term 2 onwards eg: Evaluation Associates, MoE PD</p> <p>Very conscious not to overload teachers</p> <p>Step 1-Basic instruction in how to teach an instructional/ rotational programme required</p> <p>Step 2- Understanding Curriculum , expected outcomes at Years end, and Student baseline data</p> <p>Step 3- Understanding how to group according to needs</p> <p>Step 4- Next Steps for student learning</p>

		<p>Step 5 – Actually teaching!</p> <p>Step 6- Review and monitoring of classroom programmes and syndicates</p> <p>Step 7- Senior leader, whanau leader and teacher ability to analyse data</p> <p>Principal reports greater and pleasing engagement of staff and willingness to implement new systems and processes around pedagogy and behaviour management.</p> <p>There is continuing progress but still more work to do to build some teacher’s capabilities.</p> <p>MoE SAF will be working with the school around the plans for teacher practice and student achievement improvement.</p>
<p>Statement of effective governance: The Board will effectively manage the performance of the Principal, linking the school's strategic direction, goals, priorities and targets, appraisal goals, and appropriate professional learning and development opportunities</p>		
<p>Current objectives (Include current set of objectives from the Outcomes Plan)</p>	<p>Summary of progress made towards achieving objectives – linking to planned approach outlined in Outcomes Plan and including any changes to timeline.</p>	<p>Status (Indicate whether now complete or if still in progress)</p>
<p>Arrange a Principal Performance Agreement and appraisal process that is aligned to the vision and strategic aims of the school as well as reflecting the Primary Professional</p>	<p>Acting-principal working on priorities as identified in the Scoping Report and Outcomes Plan rather than using the standard Principal Performance Agreement template.</p>	<p>Progress underway</p> <p>Acting Principal Inquiry in place utilising ERO Evaluative Review process</p>

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<p>Standards & Career-steps as outlined in the Primary Principals' Collective Agreement.</p>		<p>Topic – “Raising Student Achievement”</p> <p>Acting-principal has a clear principal performance agreement in place as well as a comprehensive ‘leadership inquiry’ focus and supportive evidence portfolio.</p> <p>Board Chair will need to take a greater role in this from Term 4, 2020 onwards.</p> <p>The Board Chair is working with the acting-Principal on their appraisal. The acting-Principal has a comprehensive Inquiry portfolio and is very reflective in her practice.</p> <p>LSM has sign-off on the Principal’s teacher registration renewal having completed the new appraisal requirements.</p>
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Statement of effective governance: The Board will build relational trust and develop culturally responsive relationships with the school community to ensure active participation in the life of the school and reciprocal communication about the school's activities.		
Current objectives (Include current set of objectives from the Outcomes Plan)	Summary of progress made towards achieving objectives – linking to planned approach outlined in Outcomes Plan and including any changes to timeline.	Status (Indicate whether now complete or if still in progress)
Manage communication strategies within the school and with the school's wider community.	Negative media reporting has stopped. Positive relationship with local media has been fostered.	Completed In progress and ongoing. Communications with the students and families has been positive and ongoing during the Covid-19 distance learning time period. The Principal ensures very clear communications within the school and to the parental community. The school website and FB page are important portals. Newsletters are well designed and informative. LSM has announced principal appointment. Principal puts out regular quality newsletters.
Consult with the community for the school's updated Charter/Strategic Plan.	To be undertaken through the Hawera Future Schooling infrastructure consultation process.	Planning in place. Will occur in Term 1, 2020. Student Focus Group Consultation completed Staff, BOT, & Community Consultation March 2-6 Principal Group Consultation – March 12

		<p>The MoE contracted consultation information will feed into the review of the Charter/Strategic Plan in late Term 3/early Term 4.</p> <p>See comments above in earlier sections.</p> <p>Charter/Strategic Plan will be updated in Term 4 to lead into 2021.</p>
<p>Statement of effective governance: The Board will develop and maintain relationships with professional leaders and/or other staff based on trust, integrity, openness, clarity about roles and responsibilities, transparency and shared knowledge, in the interests of improving valued outcomes</p>		
<p>Current objectives (Include current set of objectives from the Outcomes Plan)</p>	<p>Summary of progress made towards achieving objectives – linking to planned approach outlined in Outcomes Plan and including any changes to timeline.</p>	<p>Status (Indicate whether now complete or if still in progress)</p>
<p>Ensure the Board of Trustees work together productively.</p>	<p>Board are now fully informed of the issues.</p> <p>Board still need to work on cohesion and trust.</p> <p>Board is positive in regards their governance role.</p>	<p>In progress</p> <p>Still in progress. Whilst progress has been made, the collective Board are still more spectators than strategic contributors.</p> <p>The Board is much more active and confident. All Board members have a role and are contributing.</p>
<p>Manage the relationships between Board of Trustees and the former principal, the acting-principal, the new principal and all staff during a process of one principal's departure,</p>	<p>Previous Principal went on Leave and then resigned.</p> <p>Acting-principal is well regarded and trusted.</p> <p>Staff cohesion and morale still low.</p>	<p>In progress</p> <p>Staff cohesion and morale much improved – working as a unit, supporting one another</p>

		<p>No formal performance management related or other employment related issues at this stage.</p> <p>A couple of teachers have moved on. The principal is ensuring that staffing can be managed and naturally reduced through fixed-term positions ending to allow for reduced staffing numbers in 2021 due to the fall in roll late in 2019.</p> <p>LSM did not appoint from the principal recruitment/appointment phase.</p> <p>Acting-principal has now been contracted to do 4-days per week in Term 2 (3-days in Term1).</p> <p>s 9(2)(a)</p> <p>s 9(2)(a)</p>
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		<p>s 9(2)(a) [REDACTED]</p> <p>s 9(2)(a) [REDACTED] The LSM is currently conducting a recruitment and appointment process for the permanent principal position with a Term 4, 2020 start.</p> <p>Completed.</p>
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<p>Statement of effective governance: The Board will promote the care of students as culturally located people by nurturing the development and sustainability of language, culture and identity</p>		
<p>Current objectives (Include current set of objectives from the Outcomes Plan)</p>	<p>Summary of progress made towards achieving objectives – linking to planned approach outlined in Outcomes Plan and including any changes to timeline.</p>	<p>Status (Indicate whether now complete or if still in progress)</p>
<p>Implement programmes for both staff and students that build cultural understanding and competency</p>	<p>Culture Counts PLD initial implementation underway</p>	<p>In progress</p> <p>High Priority is been given in this area as this will assist in building staff capability</p> <p>Cognition facilitator, Laurayne Tafa joined the Teacher Only Day in January and has been in school assisting “Impact Coaches” working towards accreditation (4 syndicate leaders and DP). Observations and feedback have been carried out throughout the school by a newly appointed “Within School Coach”</p> <p>Newly appointed teacher starting in Term 2 brings expertise in this area, she will be given the second “Within School Coach “ role.</p> <p>Once this group is accredited we will train the next tier of teachers.</p> <p>This is progressing really well</p> <p>The Culture Counts PD is having a positive effect on improving teacher practice.</p>

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<p>Ensure school leadership supports student well-being, belonging and self-belief by fostering and promoting both individual and group connections and identity</p>	<p>School tone is becoming more settled but the overall school culture has been compromised and is in deficit across both students and staff</p>	<p>Some limited progress to date</p> <p>Massive, massive improvement in this area, recognised by MOE PB4L team recently who audited our processes across the school.</p> <p>Expectations defined – 75%, compared to 25% Oct 2019</p> <p>Expectations taught – 100%, compared to 40% Oct 2019</p> <p>Rewarding Expected Behaviours – 100% compared to 50%, 2019</p> <p>Responding to Behaviour Problems- 87.5% same in Oct,2019</p> <p>Monitoring & Decision Making- 100%- 37.5% in Oct 2019</p> <p>Management – 100% - compared to 0% in Oct 2019</p> <p>Overall a 96.4% score! In February 2020</p> <p>Over the month of February the Acting Principal has ensured a settled environment by insisting all staff are on duty over the lunch break and promotes active supervision during the interval break – less incidents of a harmful nature are</p>

		<p>noted. Students walk in groups of 4, this assisting in management of behaviours</p> <p>Teacher aides start their duties in March thereby reducing some stress of staff.</p> <p>Additional teacher-aide staffing approved by LSM and Board to support teaching staff as school is operating under teaching staff entitlement.</p> <p>The results of the ERO research survey data showed Hawera Intermediate was in a strong position in almost all areas compared nationally.</p> <p>Progressing positively.</p>

Additional Comments, including any emerging risks

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Other Governance activities in this period (Commissioner only)

LSM's next major task is to re-advertise the permanent Principal position and re-initiate the recruitment process. s 9(2)(a)

[Redacted]

s 9(2)(a)

[Redacted]

Principal recruitment and appointment process completed.

Monthly Cost Report – charged directly to the school

Provider	Job	Payment Terms	Payment Due Date		
Kevin Palmer	Limited Statutory Manager				
	Hawera Intermediate	Due on receipt	04/09/2020		
Description	Quantity	Unit type	Unit Price	Amount NZD (GST exclusive)	
Hours					
40 hours	See invoice	40	Hours	s 9(2)(a)	
Travel Time and Travel costs					
4 hours 320kms x 0.71c	See invoice	4	Travel time and costs at ½ rate	s 9(2)(a)	
Flights					
	Carrier:				<i>This should be the same as the unit price</i>
	To/From:		GST exclusive Item	\$ NIL -	0.00
	Date out:				GST exclusive
	Return date:				
Car Hire					
	Rental Company: e.g. Hertz		GST exclusive Item	Total cost of car hire GST exclusive	Half cost of car hire (0.5 covered by other kura)
	Date from: XX/XX/2019				0.00
	Return date: XX/XX/2019			\$ NIL -	GST exclusive
Fuel					
Date:	Gas Station: e.g. BP		GST exclusive Item	Price of fuel receipt no GST	Price of fuel receipt no GST
				\$ NIL -	
Accommodation					
	Hotel:	nights stayed	GST exclusive Item	Cost of one night's stay GST exclusive	Total cost of stay GST exclusive
	NI	0			
	Nights stayed:			\$ NIL -	0.00
Meal Allowance					

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	Dates:	Days claimed for			
Meal allowance, daily rate		0	GST exclusive Item	NIL	0.00

Subtotal (GST exclusive)

s 9(2)(a)

GST

Total inc. GST

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