



13 FEB 2018

Chris Scoles

Fyi-request-7076-8931c08d@requests.fyi.org.nz

Dear Mr Scoles

On 2 January 2018 you requested the following information under the Official Information Act 1982 (the Act):

- “1. A copy of the LSM’s scoping report be sent to me.
2. A copy of the Ministry of Education’s formal response to the LSM’s recommendation be sent to me.”

Your request has been considered under the Act.

In response to the first part of your request, attached is the Limited Statutory Manager, Madeleine Hawkesby’s *Scoping Report* dated 14 December 2017 which we are releasing to you in full.

With reference to the second part of your request, the Ministry has not yet issued a formal response to the *Scoping Report*. This normally occurs with the development of an *Outcomes Plan*, which at the date of your request had not been developed. We are therefore refusing this part of your request under section 18(e) of the Act as the information requested does not exist.

The appointment of a Limited Statutory Manager was a voluntary and unanimous decision of the Board of Trustees of Remarkables Primary School to allow it to access appropriate resource and skills in the areas of employment and communication. Ms Hawkesby met with the Board in early February to discuss the *Scoping Report* and develop the *Outcomes Plan*. I am confident that with Ms Hawkesby’s support, the Board will continue to make good progress in addressing the issues identified.

I trust the information is of assistance. Should you have any further queries, I would ask you to contact Simon Sanders, Manager, Government, Executive Ministerial Services, at simon.sanders@education.govt.nz. You have the right to ask an Ombudsman to review this decision. You can do this by writing to info@ombudsman.parliament.nz or Office of the Ombudsman, PO Box 10152, Wellington 6143.

Yours sincerely



Katrina Casey
Deputy Secretary
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1099596

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Statutory Interventions Scoping Report

Key Intervention Details

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

Board of Trustees: Remarkables Primary School Board of Trustees (the Board)
Intervention Effective From: 17 November 2017

Name of Limited Statutory Manager: Madeleine Hawkesby

Statutory Provider to Date and Signature agreed version of Scoping Report



Madeleine Hawkesby 14th December 2017

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.

In this Scoping Report:

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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> .

A. Initial Intervention Outcomes Identified

Issue Identified	Outcome
Human resource management procedures and practices.	The Board will ensure that human resource management procedures and practices promote and support high quality education outcomes and safety.
Relationships between Board members professional leaders, and/or other staff.	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.

B. Issues Analysis

List of Issues Facing the Kura/School (the Facts)	Analysis of Severity and Scope of Issues	Evidence to Support Analysis
<p>Relationship between Board members, professional leaders and/or other staff</p>		
<p>Relationships Breakdown in some key working relationships</p>	<p>Requires urgent attention</p> <p>The Board has confidence in the Principal but the working relationship is currently facing some challenges. Supporting the Principal needs to be prioritised.</p> <p>The Senior Management Team (SMT) has not been working together as a team for most of the year.</p> <p>Staff are working well together but there appears to be a clear division in staff regarding their viewpoints on school culture and school management.</p> <p>There is a loss of trust by some staff in the Board due to the staff survey undertaken by the Board.</p> <p>Some staff are concerned with SMT and team leader approach to management/leadership.</p>	<p>*</p>

<p>Governance and Management divide Governance and management divide is impacting on school operations</p>	<p>Requires urgent attention Some Board members are talking and corresponding directly with some staff members about employment matters. The Board/Management divide is sometimes unclear and some Board members are becoming involved in day to day school matters. Clarity about roles and responsibilities and appropriate processes is required</p>	<p>*</p>
<p>Human Resource Management procedures and practices School structure Current structure requires review to ensure it is the most suitable structure to meet the needs of the school</p>	<p>Requires attention as soon as possible The school has experienced rapid growth over a relatively short period of time and is operating in a constantly changing environment. Some external factors such as population growth, school zoning, cost of living, attracting and retaining staff and other factors impacting on the Queenstown community are outside of schools control but are factors to be considered. The school is experiencing "growing pains" and challenges as a result of the above. School structure needs to be reviewed to ensure it is meeting the needs of the school.</p>	<p>*</p>

<p>Management Resource Need to build capability management capability at all levels</p>	<p>Requires attention as soon as possible There is a need to build the management capability of team leaders. They also need to be developed and supported in their role, in order to provide support to other staff. There is a need to recruit a new Deputy Principal The Principal requires management support and resource There is a need to rebuild the SMT.</p>	<p>*</p>

<p>School culture - “High Performing School”</p>	<p>Requires attention as soon as possible</p>
<p>What does being a “high performing” school mean and how can staff be supported to meet expectations?</p>	<p>The majority of staff appear to be content with the work place culture and environment.</p>
<p>School values of: Respect, Reflect, Reach Up, Reach Out and Reward - what do they mean and are these integrated into all of the school practice?</p>	<p>Some staff are concerned by the school culture of “high expectations”</p> <p>Some staff are concerned by the reporting requirements.</p>
	<p>Some staff would like more mechanisms for staff input into decision making, and matters like Professional Learning (PL).</p>
	<p>Some staff would like to experience a more supportive environment, with more support/coaching and mentoring from SMT and team leaders.</p>
	<p>Need to ensure school values are integrated into all school practices and staff are provided with appropriate support to meet school expectations.</p>

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<p>Performance management and appraisal Implementation of appropriate performance management and appraisal systems</p>	<p>Requires attention in 2018 Administration staff need to be included in the appraisal process and provided with an appropriate appraisal.</p> <p>The teaching staff appraisal is based on inquiry and this may not suit all teachers.</p> <p>Where required, provide more opportunities for one to one feedback and ongoing coaching and mentoring for teaching staff.</p> <p>Ensure implementation of appropriate performance management and appraisal systems that support good outcomes</p>
<p>Information for Board Board requires appropriate avenues to gain information</p>	<p>Requires attention in 2018 The Board requires appropriate avenues to gain information on human resource management practice and procedures.</p> <p>It would be beneficial to implement an Exit Interview policy</p> <p>It would be beneficial to implement a Staff Survey policy</p>
<p>Roles and responsibilities Some roles and responsibilities require clarification</p>	<p>Requires attention in 2018 Some roles and responsibilities require clarification.</p> <p>Ensure clear position descriptions are provided for all roles</p> <p>Ensure roles and responsibilities are confirmed as soon as possible before the start of the school year in order to promote certainty and stability for staff and school.</p>

<p>Survey of staff Survey of staff undertaken by Board was not in line with best practice and not in line with any school policy</p>	<p>Requires attention in 2018 The Staff survey process itself had a negative impact on the school environment and operations. Information collected in the survey raised some concerns for the Board regarding school culture. Clear policy on conducting staff surveys required</p>	<p>*</p>
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Evidence to support analysis

The supporting evidence was collected from the following sources:

- Discussions with the majority of teaching staff, some administration staff, all of the Board, two NZEI representatives, and parents who contacted me.
- All discussions were made with the assurance of confidence.
- Various relevant letters, email, correspondence and documentation relating to the matter.
- Relevant school policies and procedures

C. Issues Not Apparent at Outset of Intervention

None

D. Overall Assessment of Risk Level

My assessment is that the risk is probably equal to the risk assessed at the time of my appointment. The appointment of a LSM was a unanimous decision by the Board.

E. Further Comments

With both DPs leaving, and the requirement to implement outcomes/action plan following the scoping, the Principal will require extra management support beyond what can be offered by an Interim DP.

The Board and LSM will communicate an overview of the outcomes/action plan at the start of 2018 to staff and school community.

Note to Statutory Providers: After the Scoping Period has been completed and your Scoping Report has been submitted to the Ministry, the Ministry will review the level and nature of intervention required. Objectives to be achieved during any ongoing intervention will need to be developed and put in an Outcomes Plan.